

**Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back**

<b>Institution Name:</b>	<b>Algoma University</b>
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**OVERVIEW**

Through the 2008-09 MYAA Report-Back process, Algoma was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. Algoma was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of Algoma's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that Algoma is on track for meeting its commitments or has an improvement plan in place; and is approved by the Ministry.

**PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE**

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. USER, CUDO) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

**DEADLINE FOR SUBMISSION TO THE MINISTRY**

The deadline for Algoma to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on Algoma's website. Please ensure Algoma's completed 2009-10 Report Back is posted at the same location on Algoma's website as its Multi-Year Action Plan.

**CONTACT**

For any questions regarding this Report Back template, please email Preet Gill, Senior Policy Advisor, Universities Unit at [Preet.Gill@ontario.ca](mailto:Preet.Gill@ontario.ca) or telephone (416) 325-9262, or Aamir Taiyeb, Research Policy Analyst, Universities Unit at [Aamir.Taiyeb@ontario.ca](mailto:Aamir.Taiyeb@ontario.ca) or telephone at (416) 325-4237.

**PART 1: 2009-10 SYSTEM WIDE INDICATORS**

- The 2009-10 Report Back has been changed from previous years' format to collect information on system-wide indicators and will reflect and report on progress on Algoma's commitments regarding access, quality and accountability as outlined in the original accountability agreements.
- The 2009-10 Report Back is requesting data on credit transfer, online learning and international students. This is in keeping with the government's strategic priorities as per discussions with Colleges Ontario and the Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives. The data collected from the 2009-10 report-back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.
- System Wide Indicators for 2009-10:
  - 1) Enrolment – Headcount
  - 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
  - 3) Compliance with the Student Access Guarantee (SAG) in 2009-10
  - 4) The Student Access Guarantee (SAG) for 2010-11
  - 5) Participation in the Credit Transfer System
  - 6) Class Size
  - 7) Online Learning
  - 8) International Enrolment
  - 9) Supply Chain Compliance
  - 10) Space Utilization
  - 11) University Student Satisfaction
  - 12) Graduation Rate
  - 13) Graduate Employment Rate
  - 14) Student Retention Rates
  - 15) Quality of the Learning Environment

**1) Enrolment – Headcount\***

\**DEFINITION: Headcount* is the number of full-time students enrolled in 2009-10, including full-time undergraduate and graduate students eligible for funding consideration.

- Algoma reported to TCU the total Headcount enrolment in 2009-10 = **755**
- Please indicate the **number of students aged 18-24** from the total Headcount enrolment reported by Algoma to the Ministry for 2009-10 = **520**
- Please indicate the **number of students aged 25+** from the total Headcount enrolment reported by Algoma to the Ministry for 2009-10 = **235**
- Please provide one or more example in the space provided below of a promising practice that Algoma used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Since Algoma received its charter (June 8, 2008), the university has developed a strategy to attract students outside the catchment area of northern Ontario with a focus on students in the GTA, international students and under-represented groups including Aboriginal students..

Using non-traditional methods of recruiting including social media, we experienced a significant increase in 101 applications. Follow up and relationship building with prospective students is critical with small institutions and we have been successful in fostering relationships with potential students from prospective to applicant stage.

One of the successes we have experienced has been our 'bus trip' promotion, where students from the GTA are bussed to AU for a couple of days and provided the experience of a northern university. Our recruitment and marketing efforts have become more aligned and focused.

**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 Fund (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.*

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- For the following, please include full-time and part-time, but not international students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of <i>students with disabilities</i> at Algoma who registered with the Office for Students with Disabilities and received support services in 2009-10= <u>  93  </u></p> <p>Please indicate the number of <i>students with disabilities</i> at Algoma who registered with the Office of Students for Disabilities and received support services as a percentage of the total student population in 2009-10 who were:</p> <p><b>Full-time</b> = <u>  66  </u>  <b>Part-time</b> = <u>  27  </u>  <b>Total (Full-Time + Part-time)</b> = 93</p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) <u>  12.3  </u>  <math>\div 755</math> (Enrolment Headcount from Page 3)  <math>\times 100 = \underline{\hspace{2cm}}\%</math></p>	<p>Please indicate the total number of <i>First Generation students</i> enrolled at Algoma in 2009-10= <u>  123  </u></p> <p>Please indicate the number of <i>First Generation students</i> enrolled at Algoma as a percentage of the total Algoma student population in 2009-10 who were:</p> <p><b>Full-time</b> = <u>  98  </u>  <b>Part-time</b> = <u>  25  </u>  <b>Total (Full-Time + Part-time)</b> = 123</p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) <u>  16.3  </u>  <math>\div 755</math> (Enrolment Headcount from Page 3)  <math>\times 100 = \underline{\hspace{2cm}}\%</math></p>	<p>Please indicate the total number of <i>Aboriginal students</i> enrolled at Algoma in 2009-10= <u>  191  </u></p> <p>Please indicate the number of <i>Aboriginal students</i> enrolled at Algoma as a percentage of the total Algoma student population in 2009-10 who were:</p> <p><b>Full-time</b> = <u>  80  </u>  <b>Part-time</b> = <u>  111  </u>  <b>Total (Full-Time + Part-time)</b> = 191</p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) <u>  25.3  </u>  <math>\div 755</math> (Enrolment Headcount from Page 3)  <math>\times 100 = \underline{\hspace{2cm}}\%</math></p>
<b>Students With Disabilities</b>	<b>First Generation Students</b>	<b>Aboriginal Students</b>

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<p>In the space below, please provide one or more example of promising practices that Algoma used in 2009-10 to develop and maintain results for <i>students with disabilities</i>.</p> <div data-bbox="212 570 709 784"> <p>Learning strategist position has been renewed allowing for enhanced services to students with disabilities throughout all three academic terms</p> </div> <div data-bbox="212 846 709 1060"> <p>Marketing/outreach to internal &amp; external community participating in fairs, open houses and presentations providing info on available services</p> </div> <div data-bbox="212 1109 709 1323"> <p>Partnerships and collaborative efforts/linkages with Learning Disability Assn. in SSM. Liaison with Sault College on collaborative efforts.</p> </div>	<p>In the space below, please provide one or more example of a promising practice that Algoma used in 2009-10 to develop and maintain results for <i>First Generation students</i>.</p> <div data-bbox="787 570 1306 776"> <p>First generation student assistance was hired to assist with overwhelming response of first generations students.</p> </div> <div data-bbox="787 846 1306 1060"> <p>FG Mentor Program collected information from elementary and high schools. Aggressive strategy of outreach of FG students located in fly-in communities and regional/northern sites.</p> </div> <div data-bbox="787 1109 1306 1323"> <p>FG Project website created <a href="http://www.algomau.ca/firstgeneration">www.algomau.ca/firstgeneration</a> to highlight support services to FG students, mentorships programs, &amp; outreach/access information.</p> </div>	<p>In the space below, please provide one or more example of a promising practice that Algoma used in 2009-10 to develop and maintain results for <i>Aboriginal students</i>.</p> <div data-bbox="1369 561 1887 768"> <p>Numerous cultural and academic activities held on the campus in partnership with SET and other First Nations in the area. (Elders conferences, POW WOWs)</p> </div> <div data-bbox="1369 846 1887 1060"> <p>Part of the access to education strategy, AU delivered a number of courses off-site to First Nations communities during the 2009-10 academic year.</p> </div> <div data-bbox="1369 1109 1887 1323"> <p>Provided for aggressive community outreach. This will serve two purposes: to reach out to various communities via a summer camp program, and to assess the current skill levels of prospective students. Summer camps are planned</p> </div>
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**3) Compliance with the Student Access Guarantee (SAG) in 2009-10**

Through your signed MYAA, you committed to participate in the Student Access Guarantee. For 2009-10, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines.

<b>2009-10 TUITION / BOOK SHORTFALL AID:</b>	<b>TOTAL \$</b>	<b># ACCOUNTS</b>
<b>Expenditures for Tuition / Book SAG Amount</b>	101,187	86
<b>Other SAG Expenditure to Supplement OSAP</b>	132,643	59
<b>TOTAL</b>	233,830	145

**Data as of July 6th, 2010**

The institution met students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **YES**

#### **4) The Student Access Guarantee (SAG) for 2010-11**

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2010-11 SAG Guidelines.

<p>For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.</p> <p>Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.</p>	<p>The Exceptional Expense Bursary is our main financial support program that provides for case-by-case flexibility to any student in any program based on documented need. We also have a university scholarship and bursary program financed through endowments and fundraising.</p>
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs in 2010-11. If so:</p> <p>a) Identify the programs by name and by OSAP cost code;  b) Describe how you determine how much loan aid to provide</p>	<p>Algoma does not provide loans assistance, however, encourages students in financial need to apply for bursary assistance and, if eligible, they can receive support up to \$1,500 toward tuition and books for any program.</p>



**5) Participation in the Credit Transfer System**

- Using Ontario Universities Application Centre (OUAC) reports, please provide data for the following years:

<b>Years</b>	<b>Total Applications</b>	<b>Total Registrations</b>	<b>Transfer Applications*</b>	<b>Transfer Registrations*</b>
<b>2005</b>	216	65	103	31
<b>2006</b>	199	59	102	30
<b>2007</b>	145	46	66	20
<b>2008</b>	162	49	56	17
<b>2009</b>	247	74	98	34

\*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. The Ministry recognizes that a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data. The Ministry recognizes that 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 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.*



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- Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the *percentage* of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.
- Please provide any additional comments regarding transition experience either from college to university or university to university.

AU continues to promote ease transition from college to university and university to university as part of our strategy facilitating student mobility. Students are encouraged to participate in Welcome Week activities and academic orientations to meet with faculty to discuss their academic studies and career options. Students transferring from other institutions are afforded opportunities for ease of credit transfer which are transparent and consistent.

- Please provide one or more example in the space provided below of a promising practice that Algoma used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports 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 continues to enhance articulation agreements with a number of colleges across the province in promoting student mobility. Also, we have established special articulation agreements between specific colleges and university programs. AU has generous transfer credit agreements, some specific and some template, for college transfer students.

At AU's Brampton campus, the BBA program is delivered with 42 students enrolled all from CAATs from across the GTA who have received transfer credits. Students will receive 60 or 45 credits depending on their college GPA and could complete the 4 year BBA program in 4 or 5 terms. This is the first year the university has offered the BBA program off-site.

The Senate at Algoma has recently approved Recognition of Prior Learning (RPL) – a process where individuals have the opportunity to receive credit recognition for prior knowledge and/or skills that have been gained outside the traditional classroom or through other educational programs. This provides many opportunities to adult learners.

**6) Class Size**

- Per the 2009 Common University Data Ontario (CUDO) report for Fall 2008, the percentage of Algoma's undergraduate class size:

	First Year		Second Year		Third Year		Fourth Year	
Class Size	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
Less than 30 students								
30 to 60 students								
61 to 100 students								
101 to 250 students								
251 or more students								
Total								

Please provide one or more example in the space provided below of a promising practice that Algoma used during 2009-10 regarding class size. A promising practice 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.

Algoma University continues to offer students a quality learning environment where sustained attention is given to measures that favour student learning and academic success. There is broad recognition of the importance of maintaining a supportive learning environment and of the necessity of measuring both student satisfaction with the learning environment in order to evaluate and improve. Small class sizes is a method to ensure student engagement and enhanced quality student experience.

AU offers a variety of courses during an academic year ensuring that students have the course selection necessary as their path to the completing the degree requirements. As well, the course roster includes courses that will engage the student with critical thinking skills. Team work in the classroom, opportunity for independent fourth year research presentations, and opportunities to bring the classroom experience into the community and the community into the classroom all create a transformational educational experience.

AU exposes first year students to quality teaching by increasing faculty complements and encouraging full-time faculty to teach introductory courses. This strategy of FT faculty teaching intro courses is becoming more popular and academic units understand and appreciate its importance in providing quality student-faculty interaction as a predictor of academic success. Also, it bodes on the retention of students in their program of study.

## **7) Online Learning**

- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.
- To complement this work, please provide one or more example in the space provided below of a promising practice that Algoma used during 2009-10 to develop and enhance online learning. A promising practice 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.

AU understands the importance of online learning in enriching the student learning experience. The development of innovative delivery methods will ensure the diversification of the student body and inclusion of all cultures and populations including those disadvantaged by economics and geography, through distance outreach. To this end, we have struck an adhoc committee which includes members from faculty and administration to promote and encourage the use of online delivery in our curriculum.

In the case of e-learning, while the University's foray into e-learning is nascent, we have hired 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.

Although the university offers a small limited number of online courses, we have had success in the way of student satisfaction and retention. The course completion rate for online courses (synchronous, hybrid and fully online) is approximately 90%. Also, as part of our access to education strategy, we plan on delivering more courses online ensuring quality program delivery. We continue to increase the student's exposure to new faculty from off-campus via technology using web-based courses and video-conferencing and promote academic computing support for faculty and students.

**8) International Enrolment\***

*\*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.*

- Algoma reported to TCU that International Enrolment in 2009-10 = **35**.
  
- In 2009-10, Algoma reported to TCU the following top 3 source countries for international students:
  1. **China**
  2. **Japan**
  3. **Nigeria**
  
- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences Algoma had in 2009-10:
  - Outbound students = 7
  - Inbound students = 9
  
- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at Algoma in 2009-10 = \_\_\_\_\_
  
- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that Algoma had outside of Canada in 2009-10 = 0

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- Please list in the table below all For Credit, Stand-Alone campuses Algoma operated abroad in 2009-10, including city, country and total enrolment for each campus:

Campus Name	City/Municipality	Country	Total Enrolment

- Please provide one or more example in the spaces provided below of a promising practice that Algoma used during 2009-10 to develop and maintain results for international activities. A promising practice 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.

AU continues to pursue international partnerships and exchanges to provide educational opportunities for Algoma students and to enhance the diversity of the learning and cultural environment at Algoma. The university now has 14 exchange partners located in 8 countries abroad. Also, there are plans for linkage agreements with two universities in China.

AU is expanding academic and student support for international students including expanded writing/math labs, tutorials, community, career counselling and cultural transition supports. Also, we have introduced scholarship opportunities for international students (first time at AU). Numerous cultural activities were held to promote internationalization. (EID, Chinese New Year, etc.)

AU is aggressively recruiting international student for degree studies and ESL programs. We are aligning our ESL recruitment strategy with the overall int'l recruitment so that ESL graduates will enrol in degree programs. We continue to develop bridging initiatives with CDN based ESL schools to promote mobility of students from GTA to Algoma. We have hired a Director to oversee international recruitment efforts.



**9) Supply Chain Compliance**

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including universities, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities 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 Supply Chain Guideline. MTCU 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.

- Please confirm in 2009-10 Algoma adopted the Government of Ontario's Supply Chain Code of Ethics: **YES**
- Please confirm in 2009-10 Algoma adopted or is in the process of adopting the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures? **YES**
- In 2009-10, did Algoma participate in the Ontario Education Collaborative Marketplace (OECM): **YES**
- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: \_\_\_\_\_
- Please provide one or more example in the space provided below of a promising practice that Algoma used during 2009-10 related to supply chain management. A promising practice 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.

During 2009 – 2010, Algoma University was active in competitive procurements for services and products. Participation in the competitive process benefits the institution to improve cost savings for the various required services and products.

**10) Space Utilization**

In 2009-10, did Algoma have a Space Utilization planning process in place to assess and optimize academic space utilization?

**YES**

If yes, please indicate in the space below the methodology used to inform Algoma's academic space utilization planning process:

Process included reviewing instructional space including laboratory and research space.

- If yes, please provide one or more example in the spaces provided below of a promising practice that Algoma used during 2009-10 to assess and optimize academic space utilization. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The university optimizes instructional space with a utilization rate of approximately 83 percent. The room assignments are finalized manually with no software which allows the Office of the Registrar to better align instructor pedagogy.

## 11) Student Satisfaction

- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of *excellent* and *good* responses) at Algoma for *NSSE Question* “How would you evaluate your entire educational experience at this institution?” = **N/A** for Senior Year respondents.
- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of *definitely yes* and *probably yes* responses) at Algoma for *NSSE Question* “If you could start over again, would you go to the same institution you are now attending?” = **N/A** for Senior Year respondents.
- Please provide one or more example in the space provided below of a promising practice that Algoma used during 2009-10 to increase student satisfaction. A promising practice 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.

AU supports academic and non-academic endeavours and cultivates positive relationships among student, staff and faculty. Students are supported with many extra-curricular student activities. Student Services department works closely with many student committees including the students union to ensure activities all well communicated and attended.

Faculty interaction with students is important during the student’s academic studies. First year students are provided an opportunity to meet with a full-time professor to review their course selection during the first-year academic student orientations. As well, upper year students or current students are required (mandatory) to meet with faculty to assist in their course selection for academic progression.

AU enriches the educational experience of many students with opportunities for COOP, academic student exchanges, community service and student diversity. We develop and promote theme nights, events for international students and student clubs/committee events. Other activities such as a trip by the History Society to Cuba engaged many students who attended in complimenting learning opportunities that enhance academic programs.

**12) Graduation Rate**

- Per the KPI results reported in 2009-10 the graduation rate at Algoma = **58.4%**
- Please provide one or more example in the space provided below of a promising practice that Algoma used during 2009-10 related to the achievement of the graduation rate. A promising practice 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.

Mentoring and engaging students at the first year level assists in the achievement of increased graduation rates. Also, all academic and non/academic support provided to all students will help in ensuring that students realize their goal of completing a university degree. All resources available that enhance student engagement and student satisfaction are essential.

New academic programming at Algoma University including the four-year Biology program – new initiatives that are currently underway and waiting PEQAB approval include the four year HBSW and honours Geography program with a Geomatics specialization option. Programming that is consistent with the needs of the region and more programming that meets societal demand will ensure increased graduation rates.

### 13) Graduate Employment Rate

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at Algoma = **89.5%**.
- Per the KPI results reported in 2009-10 the graduate employment rate, 2 years upon graduation, at Algoma = **100.0%**.
- Please provide one or more example in the space provided below of a promising practice that Algoma used during 2009-10 related to the achievement of the graduate employment rate. A promising practice 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 COOP and internships while students are completing degree programs enhance employment rates. Foster employment concerning school development, faculty and staff with the employment concept.

AU hosts an employment fair on campus nurturing the employment market inviting businesses to the institution so that students can begin benchmarking. Some academic programs at AU are aligned with community partners to enhance the possibility of potential employment.

AU has introduced specializations within degree programs that highlight academic specializations including but not limited to computer games technology, human resources and geomatics.

**14) Student Retention Rates**

- The table below has been pre-populated with the proposed results set for 2008-09 in Algoma's approved Multi-Year Action Plan. Referring to these proposed results, please identify Algoma's achieved results for 2009-10.

	<b>Proposed Result for 2008-09 From Action Plan</b>	<b>Retention Rate Achieved For 2008-09</b>	<b>Retention Rate Achieved For 2009-10</b>
1 <sup>st</sup> to 2 <sup>nd</sup> Year	73%	74%	75
2 <sup>nd</sup> to 3 <sup>rd</sup> Year		84%	88
3 <sup>rd</sup> to 4 <sup>th</sup> Year		96%	98

- Please indicate in the space below the methodology used by Algoma to calculate the retention rates indicated above:

**The percentage of first-time, full-time first year students in a given fall term who return to the institution the next fall. For example, first year students who began in fall 2008 were gauged for the fall 2009.**

**This process is repeated for upper year students.**

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- Please provide one or more example in the space provided below of a promising practice that Algoma used during 2009-10 related to student retention. A promising practice 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.  
Recognize the direct link of retention to academic programs and their quality.

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. Monitoring the ratio of students that are placed on probation and those that are named to the Dean's Honour List

**15) Quality of the Learning Environment**

Please provide information in the space provided below of what Algoma did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

To successfully pursue its expanded mandate, Algoma's current human and physical capacity is being increased. Algoma is meeting the challenges of increasing enrolment with full-time faculty hires, construction of a significant new building (the BioSciences and Technology Convergence Centre), the introduction of expanded and new academic programming, and enhanced services. It is a tribute to faculty and staff that they are working tirelessly to ensure that students are provided with a quality learning experience.

Maintain budget priority on hiring more full-time faculty.

- Sessional/Adjunct faculty are a valuable resource and their engagement strengthens the institution and links to the community in a number of ways. However, we will ensure that the balance between full-time and part-time faculty members (sessional/adjunct) is clearly tilted in favour of full-time appointments.

Improve analysis and evaluation tools

- Follow the Ontario Council of Academic Vice Presidents (OCAV) Guidelines for University Undergraduate Degree Level Expectations, and adjust to new procedures as introduced.
- Continue cycle of external (UPRAC) audits of all academic programs.

Academic planning within departments will consider the standards, educational goals and learning outcomes of degrees offered.

- Evaluate the appropriateness of the admission requirements, e.g., achievement and preparation, for the learning objectives of the institution and the program.
- Each program will have learning outcomes that are evaluated regularly.
- Develop additional expertise in the evaluation of the mode of delivery (including distance or on-line delivery) to meet the program's learning outcomes.
- Evaluate methods used to measure student progress.

Maintain and improve the quality of faculty, measured in part by the percentage with PhDs.

Create a supportive environment for faculty teaching and research.

- Create an Academic Learning and Development Centre.
- Create at least the start of a Research Office.

Identify growth-areas of new knowledge, and ensure the introduction of new courses and new sequences of courses to facilitate the dissemination of that knowledge. New perspectives and novel interactions will encourage the restructuring of existing course offerings.

Continue quality evaluation of academic programs (UPRAC, COU new guidelines, PEQAB).

- Degree Level Expectations, and adjust to new procedures as introduced.
- Continue cycle of external (UPRAC) audits of all academic programs.



**PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES**
**• Increased Participation of Under-Represented Students — Programs/Strategies**

As part of your 2008-09 Report-Back, Algoma was asked to provide 3 to 5 examples of how your strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

<b>Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)</b>	<b>Achieved Results of the Transition Year Strategies for 2009-10</b>
Students with Disabilities –we will continue to work with self identification strategies, increase access time to learning centre and upgrades to equipment and resources.	<b>Increased participation with more communication, outreach, linkages and programming.</b>
International recruitment – working with agents to increase the university presence in international countries targeting those countries that have support for study abroad programmes. Partnering with high schools in select countries to enhance our English as a Second Language programme, providing them with ESL opportunities as well as degree programmes. Attending more international fairs targeting credible markets.	<b>Increased participation of international students in ESL and degree programs. We have introduced short-term ESL programs with direct pathways to academic programs. More aggressive recruitment efforts abroad.</b>
Aboriginal Students: The Anishinaabe Outreach Officer is meeting with students, education officials and others in communities to recruit and provide information to prospective students. The Anishinaabe Student Advisor provides academic advice to existing students. The Anishinaabe Events Coordinator provides social support via events designed to provide a welcoming environment to existing students. Workshops and short-term programs are being offered to support Aboriginal students.	<b>Increased participation of aboriginal students with our strategy to extending outreach to various communities and First Nations promoting cultural understanding. Quality cultural and academic activities for aboriginal students have also been met with success.</b>

- **Quality of the Learning Environment**

As part of your 2008-09 Report-Back Algoma was asked to provide 3 to 5 examples of how your quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

<b>Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)</b>	<b>Achieved Results of the Transition Year Strategies for 2009-10</b>
<p><b>Writing/numeracy labs, individual appointments</b></p> <p>We will implement a Math Lab for 09/10-relocated math and writing labs to provide adequate space, and conduct classroom visits to promote labs, better information exchange with faculty</p>	<p><b>Increased participation of student academic support from the Writing and Math labs. Approximately 15% of the student body visited the labs requesting literacy and numeracy assistance from the faculty lab coordinators.</b></p>
<p><b>Number of AU students in an international study experience (through AU Partnerships)</b></p> <p>Exchange program will have an increased number of information sessions, multiple deadlines, realigned staff priorities, increase in number of partners from 5-8.</p>	<p><b>Increased participation with the student exchange program. We now have 14 exchange partners in 8 countries abroad. We continue to promote this program to students to enhance multi-cultural competencies and strengthen international partnerships.</b></p>
<p><b>Total number of FT faculty</b></p> <p>We are planning full-time faculty hiring to complement program expansion and new program development. Faculty hires are also planned with a cost/revenue analysis of each academic department and a study of student demand and social benefits.</p>	<p><b>Increased number of full-time faculty (5) hired to support current academic programming and new academic initiatives. As part of the AU objectives to excel in scholarship, teaching and research, the institution will continue to increase FT faculty compliment. Excellent faculty enhance program reputation, attract high quality students, and attract necessary research funding to advance disciplines. Recruiting and retaining exceptional faculty is a critical factor in making Algoma a university recognized as with</b></p>

	international distinction.
<p><b>% of technology equipped classrooms/ Total number of FT faculty</b></p> <p>In order to retain faculty and cultivate excellent teaching, we will open a Teaching and Learning Centre.</p>	<p><b>90 % of the classroom/instruction space is technology equipped. We are introducing more classrooms with video-conferencing capability.</b></p> <p><b>The Teaching and Learning Centre was opened during the 2009-10 academic year to:</b></p> <p><b>Support the practice of teaching, through consultation, workshops, information sessions, confidential peer review, microteaching, topic-based seminars, and other programs;</b></p> <p><b>Encourage faculty to engage in the scholarship of teaching and learning;</b></p> <p><b>Promote the publication and dissemination of scholarly work on teaching and learning by the faculty of Algoma University; and</b></p> <p><b>Disseminate information, research, and resources regarding effective teaching and learning.</b></p>