



**2013-2014 Report Back**

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

The annual 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.

Where possible, to help streamline the 2013-2014 Report Back process, the Ministry pre-populated **Algoma University's** 2013-2014 Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2012-2013 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Algoma University's** 2013-2014 Report Back is denoted with the symbol <sup>(+)</sup>.



**1) Enrolment - Headcount\***

\**DEFINITION: Headcount is the actual enrolment for Fall 2013 as of November 1, 2013 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2013-2014 fiscal year (enrolment reported in 2013-2014 remains subject to audit and/or correction).*

**Algoma University** reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = **890<sup>(+)</sup>**.

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment reported by **Algoma University** to the Ministry for 2013-2014 = **738**.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment reported by **Algoma University** to the Ministry for 2013-2014 = **147**.

Please indicate the number of students under the age of 18 (age as of November 1, 2013) from the total Headcount enrolment reported by at **Algoma University** to the Ministry in 2013-2014 = **5**.

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

The official head count is supported by the university student records system. (OASIS)

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 2013-2014 to manage enrolment.

Algoma University's recruitment department has begun using locally based recruiters in major markets to increase our presence in these markets while at the same time reducing recruitment costs. Algoma currently has two recruiters based off campus, one based in Brampton focussed on the GTA and another in Ottawa focussed on recruiting in the Capital Region. This has allowed Algoma to have an increased presence in two major markets far from Algoma's main campus. We now visit more schools in both of these regions than we could have afforded to visit in the past. We are also able to provide prospective students and parents with the opportunity to meet face to face with an Algoma University representative.

Algoma University has altered its campus visit program to make visiting campus easier and more comfortable for high quality candidates. In the past our campus visit program was focused on 3 campus tour weekends where we bused students and parents from Toronto to campus for a very small fee (\$50). While this program was successful in generating a large volume of campus visits, we did not feel it served all of our prospective students and parents well. It was also inefficient, we bused many students to campus who were more interested in the low cost and ease of visit than in the university and its programs. This year we have made changes to the program to make it more generous to students who are truly interested. We now allow prospective students and parents to travel to Sault Ste. Marie by any means they wish – auto, coach, or plane. We reimburse the cost of travel in full if the student enrolls at Algoma University. If they don't enroll, they will be reimbursed for a portion of the travel costs. There are three main advantages to this program for students and parents. Number one, they don't have to travel to Toronto to take part in the campus tour. Most of our students come from towns and cities outside of the GTA, this new program allows them to choose their means of transportation and travel directly from their hometown rather than via Toronto. Number two, they don't have to travel to Sault Ste. Marie by bus, they can choose whatever means of transportation that is most convenient for them. The third advantage to students and parents is that they can visit campus whenever they want, rather than on the predetermined tour dates that the bus tours took place. This new program should increase the efficiency of

our visits by improving the quality of the visit itself as well as the quality of the candidates.

Algoma University has invested in a new Customer Relationship Management (CRM) software that will allow us to provide better follow-up to prospective students. The new CRM will allow us to provide personalized follow-up from the first point of contact rather than after the point of application. Our old CRM did not allow us to automate follow-up functions or schedule tasks. This meant that we could not provide personalized follow-up to the large volume of prospects we meet every year. With our new system we can schedule follow-up tasks based on specific timeframe associated with the individual student instead of providing everyone with the same information at the same time. By providing students with the right information at the right time, we feel that we will be able to increase our conversion rate from prospect to applicant and from applicant to registered student.

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

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

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

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

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

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

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

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at <b>Algoma University</b> who registered with the Office for Students with Disabilities and received support services in 2013-2014= <b>114</b></p> <p>The total indicated above as a comparative % of <b>Algoma University's</b> 2013-2014 Enrolment Headcount: (Insert Total From Above) <b>114</b> ÷ <b>890<sup>(+)</sup></b> (2013-2014 Enrolment Headcount) x 100 = <b>12.8%</b></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at <b>Algoma University</b> in 2013-2014= <b>300</b></p> <p>The total indicated above as a comparative % of <b>Algoma University's</b> 2013-2014 Enrolment Headcount: (Insert Total From Above) <b>300</b> ÷ <b>890<sup>(+)</sup></b> (2013-2014 Enrolment Headcount) x 100 = <b>33.7%</b></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at <b>Algoma University</b> in 2013-2014 = <b>N/A</b></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at <b>Algoma University</b> in 2013-2014= <b>101</b></p> <p>The total indicated above as a comparative % of <b>Algoma University's</b> 2013-2014 Enrolment Headcount: (Insert Total From Above) <b>101</b> ÷ <b>890<sup>(+)</sup></b> (2013-2014 Enrolment Headcount) x 100 = <b>11.3%</b></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at <b>Algoma University</b> in 2013-2014 = <b>40</b></p>

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

The university depends on our SIS to track under-represented students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving <b>Algoma University's</b> initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by <b>Algoma University</b> to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving <b>Algoma University's</b> initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by <b>Algoma University</b> to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving <b>Algoma University's</b> initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by <b>Algoma University</b> to be an innovative practice, success story and/or key accomplishment.</p>
<p>No new initiatives or programs to report during the 2013 - 2014 year.</p>	<p>Students who are first generation have access to a variety of services to help them better adjust, meet other first generation students, and relieve the stress of attending a post-secondary institution. Below is a list of some of the opportunities made available to first generation students:</p> <ul style="list-style-type: none"> <li>o First Generation Bursary</li> <li>o Annual Fall and Winter Leadership Retreat at Melwel Lodge and Stokely Creek Lodge</li> <li>o Searchmont ski and snowboard days/nights</li> <li>o Free hockey and concert tickets</li> <li>o Peer Mentoring Program</li> <li>o Health and Happiness Day during the fall and winter semesters</li> <li>o Pet Therapy Day during the fall and winter semesters</li> <li>o Tutoring</li> <li>o Year round Student Success Workshops</li> <li>o Lunch and Learn sessions in the fall and winter semesters</li> <li>o The Lending Library</li> <li>o Movie nights</li> <li>o Monthly "Help Me" sessions</li> <li>o First Generation Program pizza/informational lunches</li> <li>o The Bounce Back Program</li> <li>o Academic advising</li> <li>o First Generation Program sweatshirts</li> <li>o First Generation Program parent calendars</li> </ul>	<p>The Anishinaabe Initiatives Division of Algoma University sponsored the "Anishinaabe Inendamowin (Thought) Research Symposium" in January 2014. This event was to promote and highlight research by Anishinaabe undergraduate students and faculty at Algoma University. A number of faculty and Anishinaabe students attended the symposium.</p> <p>This event also introduced the creation of the Baawatig On-Line Journal of Indigenous Knowledge. This journal will publish research projects in Indigenous Knowledge undertaken by both faculty and students at Algoma University. Anishinaabe students are encouraged and supported by faculty and Anishinaabe Initiatives Division to engage in research. As a result of this support, two Anishinaabe students from the Bachelor of Social Work program each made a poster presentation at the 2014 Congress at Brock University.</p>



### 3) 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 2013.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2009	247(+)	74(+)	98(+)	34(+)
2010	293(+)	141(+)	232(+)	109(+)
2011	295(+)	166(+)	218(+)	123(+)
2012	346(+)	190(+)	211(+)	119(+)
2013	401	159	196	87

\*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;
- Information 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.

<b>Year</b>	<b>Algoma University's Total Applications</b>	<b>Algoma University's Total Registrations</b>	<b>Algoma University's Transfer Applications</b>	<b>Algoma University's Transfer Registrations</b>
2012	N/A(+)	N/A(+)	N/A(+)	N/A(+)
2013	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 OUAC data and from our student information system. Our records system provides the university with institutional tracking of different student population groups which assist our enrolment management strategies.

In the space provided below, please provide one or more highlights of an activity that **Algoma University** used in 2013-2014, and which contributed to maintaining or improving **Algoma University's** efforts to develop and enhance credit transfer. A highlight could be a strategy, initiative or program viewed by **Algoma University** to be an innovative practice, success story and/or key accomplishment.

Algoma University continues to promote college pathways of high affinity to our degree programs. Most recently, we have approved a block transfer credit policy for students who have completed a college certificate (minimum two semesters) with a minimum overall GPA of 3.0 (70%) or 'B' average. Upon completion of the college certificate program, students are admissible to Algoma University's Bachelor of Arts degree programs with 15 credits recognized as, typically, non-equivalent transfer credits. Currently, Algoma University recognizes college certificate programs as a basis for admission without credit recognition. Consistent with Algoma University's mission to provide access to education, the recommendation is for a block transfer for students who have completed a certificate program; this would provide for an additional pathway for students to move between and among levels of educational credentials and institutions. This aligns with the policy vision of the MTCU, which calls for expanding, enhancing and improving students transfer pathways with agreements that respond to student demand, improving transparency and access to information about college pathways and credit transfer. The intent is to create a multi-lateral agreement for all applicants who complete a minimum two semester certificate program with a minimum overall GPA of 3.0. Approval of the recommendation will recognize students' prior learning experience, particularly in areas where there is high affinity between the certificate and the degree programs. This recommendation not only optimizes pathways for students but also minimizes barriers to their mobility by basing agreements on maximum recognition of the students' previous learning experience and knowledge required for academic success post-transfer. It also acknowledges that, based on Algoma University student admission and achievement data, college graduates with higher entering grade point averages (3.0 or greater) are typically more successful in their university-level studies; as a result, these students continue to progress academically and are positively motivated by credit recognition. For the most part, certificate programs are a 'specialized form of training' which speaks to the technical knowledge within a certain given field. Certificate programs combine theoretical content with relevant, hands-on practical work experience in an advanced learning program. Over the years, these programs have become more popular with students. Certificate programs often attract students seeking specialized skills for employment; however, oftentimes, after experiencing academic success or work experience, the graduates want to further their education. This recommendation enables those graduates to pursue further study at Algoma University while recognizing their academic achievement. Benefits: 1. it is outside of normative standards for other universities in the province to grant transfer credit for certificate programs, which increases the appeal of Algoma as a destination for university-bound college certificate graduates; 2. it recognize students' prior learning experience, particularly in areas where there if high affinity between the certificate and the degree programs; 3. it awards qualifying students transferring between college and university with credit for relevant learning completed; 4. pathway is built on a block transfer credit model allowing for non-equivalent transfer; 5. it aligns with provincial goals related to transferability within post-secondary education credentials; 6. using this model, all incoming A- and B-level (GPA) college graduates would receive the same number of transfer credits and be expected to complete the same courses in order to complete a Bachelor of Arts degree in their chosen field of study; and 7. the multi-lateral agreement provides transparency for all student who have completed a previous certificate program.



#### 4) Class Size

Per 2013 Common University Data Ontario (CUDO) report for Fall 2012, **Algoma University's** undergraduate class size for first entry\* programs:

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
<b>Fewer than 30</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>30 to 60 students</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>61 to 100 students</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>101 to 250 students</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>251 or more</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total</b>	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 2013-2014, 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 average class-size for 2013-14 was 25.3 students. As part of our marketing/promotional plan of small university, big education, we typically limit our class size to 65 students -- in some cases, we have had to deviate from this policy for reasons beyond our control, for example, securing an instructor or timetabling constraints. Furthermore, 70% of our courses have less than 30 students registered. For first year courses, our average class size is 34 students.

70% courses = less than 30 students  
18% courses = 30 to 49 students  
6% courses = 50 to 65 students  
6% courses = more than 65 students



## **5) eLearning**

As part of the government's PSE Transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. **Algoma University** is asked to provide information on e-learning courses, programs and registrations in 2013-2014.

### **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 2013-2014:

<b>COURSES DATA</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Number of Ministry-funded, For-credit <b>Courses</b> Offered Through Fully Online Learning	5	0
Number of Ministry-funded, For-credit <b>Courses</b> Offered Through Synchronous Conferencing	10	0
<b>Total Number of Ministry-funded, For-credit Courses Offered in eLearning format</b>	15	0
<b>PROGRAMS DATA</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Number of Ministry-funded, For-credit <b>Programs</b> Offered Through Fully Online Learning	0	0
Number of Ministry-funded, For-credit <b>Programs</b> Offered Through Synchronous Conferencing	0	0
<b>Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format</b>	0	0
<b>COURSE REGISTRATIONS</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	199	0
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	230	0
<b>Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format</b>	429	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 course delivery methods and is an easy query in generating this type of information.



## Hybrid Learning\*

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

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

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

In 2009/10, the University declared its commitment to provide opportunity for students to achieve the benefits of enhanced articulation from an Ontario College Diploma to a Baccalaureate degree and to provide for the delivery of the programs within quality guidelines. As part of that commitment, the University partnered with two northern colleges (i.e., Northern College and Sault College) for the articulation between both the Child and Youth Worker and Social Service Worker Ontario College Diploma graduates, to enroll in the University's Honours Bachelor of Social Work Degree. For Northern College graduates enrolled in our BSW in Timmins, program delivery does include hybrid learning courses (i.e., CESD 1006/1007), which involve online delivery of content coupled with F2F delivery with the course instructor; in addition, students are provided a weekly learning lab in situ to foster F2F student engagement and application of course content/concepts. The course instructor – while delivers course content online – makes two site-visits to Timmins over the course of two weekends, for intensive two-day class instruction and discussion. This model of course delivery – that is, online coupled with compressed weekend delivery – provides an intensive, engaging, and integrative learning experience for the students. Moreover, that we employ this model for gateway (i.e., introductory-level) courses into the degree program enhances the necessary student engagement to increase program retention rates. Taken together, our selective hybrid course deliveries provide intensive and engaging student experiences that enhance student success and program retention.

Please provide one or more highlights, in the space provided below, of an activity that **Algoma University** used during 2013-2014, 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.

In 2013/14, there were 5 online course delivered, and 8 video-conferenced courses and two hybrid courses delivered. Of particular note – and considered an innovative practice in Ontario for BSW delivery – is our video-conferenced delivery of a number of courses that are part of an off-site delivery of the diploma-to-degree completion BSW program that we deliver on the Northern College [Porcupine] campus, situated in Timmins, Ontario (315 km NE of Sault Ste. Marie). Algoma University (AU) – consistent with the MTCU and our university’s commitment to improve accessibility for postsecondary studies – offers this BSW program to enable our partner community in Timmins access to a professional program in order to, in turn, strengthen their community and assist with the delivery of important service programs. The University sees our efforts as instrumental to the community development of northern Ontario and their provision of services to strengthen those communities. The course offerings are both face-to-face and video-conferenced providing students with opportunities to learn as a stand-alone cohort, as well as an cohort integrated with students situated on the Sault Ste. Marie (SSM) campus. Other distance delivery options available to AU students include online delivery, of which high-demand courses are made available to students across our three sites (SSM, Timmins, and Brampton) that are otherwise unable to attend face-to-face classes. Important to note is that the integration of technology is made available for all of the University’s ~600 face-to-face courses by way of a course (or learning) management system. Training is made available to all instructors and access to the system is worldwide. Students have access to course materials and their instructors 24/7 with the availability of this technology. Importantly, our overall approach is to enhance the student learning experience, making it more student-centered with higher levels of student engagement. This comprehensive approach is aimed at increasing student success, course completion, program retention and program graduate rates.

## 6) International 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 2013-2014:

- Outbound students\* = 8

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

- Inbound students\* = 36

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

Please 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 2013-2014, 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 2013-2014	2013-2014 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.

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

Please provide one or more highlights, in the space provided below, of an activity that **Algoma University** used during 2013-2014, 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.

In early February 2014, after numerous meetings and continuous discussions with the Saudi Arabian Cultural Bureau officials, ESL@Algoma re-gained the partnership with SACB. SACB was very pleased with the new program curriculum and the quality of the program. ESL@Algoma would also accommodate the special needs of the Saudi students and their dependents.

On Feb. 28, 2014, ESL@Algoma was officially accredited by Languages Canada. Recognized by the Canadian government and international organizations, Languages Canada promotes quality, accredited language training in Canada, both nationally and internationally (<http://www.languagescanada.ca/>). ESL@Algoma program received a comprehensive (both preliminary and on-site) and met the requirements as set forth by the Languages Canada Quality Assurance Scheme in the areas of program administration/management, student services, teacher qualifications, curriculum, physical resources, student admissions, and marketing and promotion.

With the accreditation by LC and the partnership with SACB, we should expect a positive growth in ESL student numbers in the 2014-2015 year.

Short-Term ESL Programs for Keimyung University (Korea) and Kyoto Sangyo University (Japan): Algoma University's Short-Term ESL Program (STEP) is open to all non-native speakers of English who would like to spend 3-5 weeks to improve their English skills while enjoying sports, volunteer work and/or a variety of recreational and cultural activities in an immersion environment in the beautiful surroundings of Northern Ontario. ESL@Algoma has the expertise to offer a customized program ranging from three to five weeks for international clients and partners with specific focuses on:

- Volunteerism
- English language and Canadian cultural experience
- Business and entrepreneurship
- Canadian fine arts and indigenous arts
- Professional English language training (for working professionals)

In 2013 summer, ESL@Algoma provided a Short-Term ESL Program to a group of 20 students from Keimyung University (Korea) for 5 weeks. The focuses of the program were ESL instructions and Canadian cultural experience. Students attended ESL regularly and participated in a series of summer cultural activities/excursions, including International Bridge Walk, celebration of Canada Day, camping at Lake Huron.... and so on. Students also spent a few hours in volunteer work in the SSM community. Not only were Canadian cultural experiences fostered, but student also shared their traditions and worldviews with others.

We also hosted a group of students from Kyoto Sangyo University (Japan) -- during their 3-week program, the KSU students investigated the important role in social organizations in the Sault community, and realized the value of sharing and exchanging cultural knowledge. Working as community builders, students spent time volunteering in various venues such as in the local elementary schools, in the local animal shelter, for Canadian Royal Legion, and in Habitat for Humanity... and so on.



They were also cultural ambassadors of Japanese language and tradition with Canadian elementary and high school students.

An initiative worthy of highlighting for the MYAA is the Algoma Student Ambassador Program (ASAP) which was established at Algoma University in the Fall of 2013. This semester-long volunteer program matches newly arriving International/Exchange students (or Mentees) with students (or Ambassadors/Mentors) already studying on campus. As representatives of the school, Ambassadors serve as guides, activity leaders, social facilitators, and a point of contact to help their mentees transition to university life in Canada. Being part of the ASAP program offers a unique opportunity for students to forge life-long friendships and gain diverse perspectives of the world from another culture.



## **7) Work-Integrated Learning\***

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

### **\*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 2013-2014:

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at <b>Algoma University</b> with a Co-op Stream	15	0
Number of students at <b>Algoma University</b> enrolled in a Co-op program	70	0

Please provide one or more highlights, in the space provided below, of an activity that **Algoma University** used during 2013-2014, 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 Program at Algoma University is gaining momentum as students realize the importance of augmenting their academic studies with practical skills. The co-op program provides students with a practical approach to classroom studies, professional work experience and an edge when competing into today's competitive job market. Many co-op students begin developing positive relationships with their employers which, in some cases, leads to permanent employment after graduation.

AU continues to host a career networking event where students have the opportunity to listen to speakers discuss their education and career path, employment needs in the workforce, and provide recommendations to students entering a particular field. Students also have the opportunity to take part in AU's annual online career fair. Students are exposed to part-time, full-time and summer employment opportunities across the province.

Furthermore, our Bachelor of Social Work and Community, Economic and Social Development programs have been designed to provide a unique education that prepares students for practice, particularly in northern, rural, remote and Indigenous communities. Social Work students enjoy 700 hours of a field practicum directly related to their studies in Social Work. Field practicums include direct practice in social work agencies and other settings in which students are exposed to situations that call for their active engagement in a helping role. Furthermore, Community, Economic, and Social Development students complete 450 hours of work placement. Placements allow students to apply concepts, theories, and methods from their coursework in the community, advocate for change, and implement new analytical strategies, making the degree action-packed and very hands-on.



## 8) 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%**<sup>(+)</sup> 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%**<sup>(+)</sup> for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **Algoma University** used in 2013-2014 to measure student satisfaction.

In 2013-14, Algoma University once again conducted its annual Student Satisfaction Survey. 224 students took part answering questions related to Student Services, Academic Services, IT support, Library Services, Athletics and Recreation, Learning Centre Support, Disability Services, Registration and Campus Life. The Administration was presented a summary of results from the five previous years with the intention of using this data to address any shortcomings.

The University President conducted a number of town hall meetings where students were given the opportunity to present any concerns to the administration in attendance. The President also used this venue to inform students of any institutional or operational updates that affected students. Similar town halls were conducted with residence students. Other tools used annually are the Residence Student Satisfaction Survey, The Varsity Athlete Satisfaction Survey and the Post Orientation Survey sent to Frosh Leaders asking for feedback on programming.

New in 2013/14 was a pre-arrival survey conducted by the recruitment team to all prospective students. This survey measured student expectations about their transition to university and what they hoped the student experience would be in terms of engagement and support. This data was shared with student support areas and used to develop and enhance programming for the incoming class.

Please provide one or more highlights, in the space provided below, of an activity that **Algoma University** used during 2013-2014, which contributed to maintaining or improving student satisfaction at **Algoma University**. This could include a strategy, initiative or program viewed by **Algoma University** to be an innovative practice, success story and/or key accomplishment that **Algoma University** would like to highlight.

In 2013-14 Algoma University introduced the Algoma University Student Ambassador Program aimed to provide first year incoming international students additional support from peer mentors. Trained upper year international students were assigned new incoming students and given opportunity to assist in the transition to Canada and Algoma University. Various social activities were planned with the intention of creating friendships and a connection with someone who had been through the experience before. Often students confide or seek out assistance from other students. This program allows the University to ensure properly trained people provide the correct advice and support to those students.

In 2013-14 Algoma University officially entered the Ontario University Athletics (OUA) in six competitive sports (Men's and Women's Basketball, Men's and Women's Soccer, Wrestling, Curling, Cross Country Running and Nordic Skiing). The move nearly doubled the number of student athletes participating on campus and contributed to improved campus life. The move to the OUA was supported by students who participated in the task force and planning stages. Students now have more opportunities to either participate on teams or support their fellow student athletes. The move further solidified Algoma's stand among other Ontario universities and has provided new branding and awareness opportunities in the province. There is an increased sense of pride as a result.

Also in 2013-14 Jillian Kinzie from the National Survey of Student Engagement (NSSE) visited Algoma University and made several presentations to various stakeholders discussing the role of NSSE and directly reviewing Algoma University's results. The purpose of the exercise was to introduce NSSE with a focus on Algoma University's results, situate results in comparison with similar institutions, show how results relate to retention, identify results of interest, and learn more about where/how



results are useful in our planning.

**9) Graduation Rate**

Per the KPI results reported in 2012, the graduation rate at **Algoma University** = 61.3%<sup>(+)\*</sup>

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

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **Algoma University** used in 2013-2014 to measure graduation rate.

We use our own data to gauge student graduation rates tracking entry entry to to the university by program major and year of study.

Please provide one or more highlights, in the space provided below, of an activity that **Algoma University** used during 2013-2014, 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.

We continue to use a multi-faceted approach to assisting students in an effort to graduate in a timely manner. The use of academic support services, orientation sessions for students, academic advising sessions (mandatory), numeracy/literacy labs for students, foundation program, mentorship programs invest in increasing graduation rates. These supports service all students increasing contact hours and assisting the students in realizing their goal of degree completion. Student engagement and a supportive campus environment allow students the opportunity for academic progression.



## **10) Graduate Employment Rate**

Per the KPI results reported in 2014 the employment rate for 2011 graduates, 6 months after graduation, at **Algoma University** = **80%(+)**

Per the KPI results reported in 2014 the employment rate for 2011 graduates, two years after graduation, at **Algoma University** = **87.5%(+)**

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **Algoma University** used in 2013-2014 to measure graduate employment rate.

AU works directly with CCI research in the administration of the Ontario University Graduate Survey. All applicable records are shared with this firm to have the survey successfully conducted. COOP keeps track of students on coop placement

Please provide one or more highlights, in the space provided below, of an activity that **Algoma University** used during 2013-2014, 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.

Algoma University's student body is one of the most diverse in Canada. With over 22 percent of our students coming from outside of Canada, our student body is reflective of today's global marketplace. By having such a diverse classroom, students are exposed to new and differing ideals and opinions, in regard to laws, customs, property governance, and finance. Thus, our classrooms reflect the real world! Approximately 20 percent of our business administration students come from outside of Canada, compared to less than two percent at other northern universities. Once students have graduated from the program, they will have an understanding of alternative business strategies and how to work with a diverse clientele – both of which are assets to resumes! Plus, Algoma U grads know the benefits of working in a diverse workplace, a key question asked in interviews by employers in today's competitive workforce.

Aside from learning in a diverse classroom setting, students are also given plenty of opportunities to network and build upon their connections in the business world. As most know, networking is one of the most crucial aspects of the job search. In today's competitive workforce, not all jobs are made public; rather, many are advertised through word-of-mouth. People must rely upon colleagues, friends, relatives, and acquaintances to help sell themselves. At Algoma U, our business administration students are constantly interacting with business professionals and institutions in Sault Ste. Marie and the surrounding Algoma region. Students will work with and alongside businesses, developing business plans and strategies to improve on production, effectiveness, and efficiency. Students will also have networking opportunities at the University's annual Northern Ontario Business Case Competition, where they compete against each other and are judged by regional business experts. Many Algoma grads have cited these networking opportunities as the keystone to their success, providing them with the opportunity to secure a meaningful career in their field.

In addition, Algoma U's business administration faculty are experts in the field. Rather than just being educated in business, our professors have experienced risk and success in the workforce. From chartered accountants, to certified management accountants, to presidents of influential organizations, and everything in between, our faculty are experts in the business world, and have practical, working hands-on knowledge which they bring to the classroom on a daily basis.

Algoma University offers flexible programming as well. Whether students want to study on a full-time or part-time basis, or take advantage of the co-operative education opportunities, students can complete the requirements for a business administration degree day or night! Spring and summer term courses also provide added flexibility. Thus, students can achieve real





experience in the work world while still working toward completing their degree.

Upon graduation, students in Algoma University's business administration program will have a strong, well-rounded foundation of business skills and concepts, partnered with the ability to apply these intellectual tools in the challenging and dynamic world of global business. This focus allows our graduates to make a smooth transition from the academic environment to the business world.



**11) 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	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort
1st to 2nd Year	68.3% <sup>(+)</sup>	70.8% <sup>(+)</sup>	68% <sup>(+)</sup>	N/A
1st to 3rd Year	51.6% <sup>(+)</sup>	56.5% <sup>(+)</sup>	N/A	N/A <sup>(+)</sup>

\*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.

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

Please provide one or more highlights, in the space provided below, of an activity that **Algoma University** used during 2013-2014, 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.

In 2013/14 Algoma University introduced an academic support program called "Bounce Back". This program was designed to assist students who were placed on academic probation or were very close to doing so. The program entailed a series of academic support workshops spread out over the term which focused on improving study, note taking, research, writing, numeracy, and time management skills. Attendance was taken at each of the sessions and a prize was awarded to the student who saw the largest increase in their GPA by term's end.

Bounce Back is an academic support program for any student who has earned an average of less than 60%. Students who opt-in to the program (September or January) are matched with a staff member or mentor of the program. The Bounce Back team will work individually with each participant to better understand the challenges encountered in the previous semester, develop new goals, and identify strategies to achieve these goals.

Also in 2013/14, the academic advisors initiated more contact and training opportunities with faculty to ensure that advising practices were consistent and students were provided the most appropriate academic path. These meetings and sessions allowed the university to clarify departmental expectations, better understand the academic calendar, and promote unique learning opportunities to enhance the student experience.

Lastly, the implementation of Transition and Foundation academic programming has further strengthened the writing and numeracy skills of incoming international students. These programs ensure all students are better prepared for subsequent programming and improve success and retention rates.

**12) Productivity and Innovation Fund (PIF)**

Productivity and Innovation Fund (PIF) records indicate that **Algoma University** participated in the following institutional or multi-institutional PIF projects. Please indicate one or more examples of ongoing initiatives that resulted from the project that will continue in 2014-2015, such as knowledge sharing, expanded scope or expanded number of partner institutions.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
University Foundations Program Redesign - Improving the First-Year Experience for Non-Traditional Students at Algoma University <sup>(+)</sup>	ALGM-CPR1-I <sup>(+)</sup>	The project provided a framework for future savings related to student success and retention.	The university is in the process of operationalizing the recommendations from the foundation program evaluation completed as a result of this project. The evaluation found the Foundation Program to have an impact on student success as measured by retention and student perceptions of enhanced academic skills. It is anticipated once the recommendations have been fully implemented further improvement will be seen that can be measured using the following metrics: academic status; grades; retention; graduation rates; qualitative student feedback; scores on the Learning and Study Strategies Inventory (LASSI); and faculty feedback. Ongoing activity will include communication of the results of the evaluation at relevant conferences and through appropriate networks. The evaluation recommended changes to the structure of the foundation program and associated processes that will enhance productivity and efficiency upon implementation.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
<p>Enhancement of Data-Driven Approaches to Program Prioritization at Algoma University<sup>(+)</sup></p>	<p>ALGM-PP2-I<sup>(+)</sup></p>	<p>The project provided a framework for future savings by building capacity.</p>	<p>Work continues on capacity building in the area of data mining and data analysis to develop more sophisticated and easily accessible metrics to inform decision-making related to improving current practices in program prioritization. Professional development continues as key staff build their skills working with new tools and systems. The Academic Planning and Priorities Committee of Senate is using data to inform the development of the 2015-2020 Academic Plan and in its implementation of existing quality assurance processes. The terms of reference for an Information Technology (IT) Steering Committee have been drafted with the objective of aligning IT priorities with institutional and academic planning. New systems to support the front-end of the student experience have created process improvements through automation and workflows. The measurable impact on productivity is minimal at this point in time due to the learning curve associated with training and mapping out new business processes; however, as staff build their capacity to use new tools and units coordinate more efficiently productivity will continue to grow.</p>
<p>Multi-Institution Space Management Solution<sup>(+)</sup></p>	<p>UOFT-ASDT3-M<sup>(+)</sup></p>	<p>The new space management software will allow us to better coordinate our spending to control costs.</p>	<p>Algoma U is still implementing the use of the Space Management Software. Our catalogue of drawings was not fully in the required electronic format for use in the software. We have updated the majority of our drawings and are working with a consultant to complete the drawing updates. With the initial data upload of drawings we have begun assigning space to assist with our Space Reporting requirements, as well as using the software to reduce time and resources spent tracking space needs and demands. The software is being used as part of our deferred maintenance plan and once fully implement will greatly improve our process of tracking repairs and upgrades.</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
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*\*DEFINITION: Cost Savings/Cost Avoidance is as reported in the Productivity and Innovation Final Report, June 30, 2014.*

*Note: The cost savings/cost avoidance for multi-institutional projects has not been pre-populated as this information was provided to the Ministry at the project level, not by institution.*

\*The space below is provided for **Algoma University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Cost Savings/Cost Avoidance.

Data on cost savings/cost avoidance for these projects is qualitative only at this point in time. Due to the nature of the projects, measurable savings that can be quantified will not be available until more time has passed. For example, for project ALGM-CPR1-I, one of the outcomes was to complete an evaluation of the success of the courses that form the foundation program. The project resulted in baseline metrics from which to measure the future impact of a redesigned foundation program. Similarly, project ALGM-PP2-I involved an initial up-front investment that provides a framework for additional savings that can only be measured qualitatively at this time.



**Attestation:**



**Algoma University** confirms that all information being submitted to the Ministry as part of the 2013-2014 Report Back is accurate and has received approval from **Algoma University's** Executive Head.

**Contact:**

For additional information regarding **Algoma University's** 2013-2014 Report Back please contact -

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Please indicate the address on **Algoma University's** website where a PDF copy of this 2013-2014 Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2013-2014 Report Back has been approved):

- <http://http://www.algonau.ca/about/administration/accountability/>