

SMA - Strategic Mandate Agreement University Annual Report 2015-2016

Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual universities and the Ministry of Advanced Education and Skills Development (the ministry) outline the role that each university currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the university are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2015-2016 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development
 - a. Graduate Employment Rates
 - b. Number of graduates employed full-time in a related job
2. Teaching and Learning
 - a. Student Satisfaction
 - b. Graduation Rates
 - c. Retention Rates
 - d. Number of students enrolled in a co-op program at institution
 - e. Number of online course registrants, programs and courses at institution
3. Student Population
 - a. Number and proportion of
 1. Students with Disabilities
 2. First Generation Students
 3. Indigenous Students
 4. French-Language Students
 - b. Number and proportion of international students
 - c. Proportion of an institution's enrolment that receives OSAP
4. Research and Graduate Education
5. Program Offerings
 - a. Concentration of enrolment at universities by program specialty or major
 - b. Institution's system share of enrolment by program specialty or major
6. Institutional Collaboration to Support Student Mobility
 - a. Transfer applicants and registrants
7. Financial Sustainability

1. Jobs, Innovation & Economic Development (JIED)

This component highlights Algoma University's collaborative work with employers, community partners and regions, or at a global level. It establishes the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

The ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

1a. Graduate Employment Rate

Per the KPI results reported from the graduate survey of 2013:	Percentage
The employment rate for 2013 graduates, 6 months after graduation, at Algoma University was:	88.6
The employment rate for 2013 graduates, 2 years after graduation, at Algoma University was:	90.8

1b. Employment in a Related Job

Per the graduate survey of 2013:	Percentage
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the subject matter of the program of study that the respondent completed in 2013 at Algoma University was:	79
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the skills (i.e. critical thinking, analytical, communication, problem solving) that the respondent developed at Algoma University was:	85

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above re: Graduate Employment Rates (up to 600 words approx.).

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.

Highlights

Please provide highlights of Algoma University's collaborative work with employers, community partners and regions, or at a global level, to establish the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market. This could include a strategy, initiative or program viewed by Algoma University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

The Co-operative Education Program at Algoma University to augment 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. Each year, the event is attracting more and more employers who have an opportunity to showcase industry potential.

Further, 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.

Aside from learning in a diverse classroom setting, students are given plenty of opportunities to network and build their connections in the business world. Networking is a crucial aspect of the job search and our business students are constantly interacting with business professional and organizations. Annually, the Business Case competition is hosted by the Department of Business. Students complete with each other and are judged by regional business experts -- over the years, the competition is growing in its appeal becoming a regional competition.

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture Algoma University's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

2a. Student Satisfaction	Percentage
Per the 2014 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?" for Senior Year respondents.	83.00
Per the 2014 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?" for Senior Year respondents.	78.00

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

Algoma University conducts an annual Student Satisfaction Survey designed to assess student satisfaction levels with service related areas within the institution. The results are then shared with administration and used for planning initiatives. We also conduct an annual surveys with a number of specific groups on campus (Residence Students, Varsity Athletes, First Generation students) to also gauge their satisfaction levels with services received. In addition to surveys, the universities implements a number of town hall meetings and includes students in various campus committees as an additional means to receive input.

Highlights

Please provide highlights of Algoma University's activity in 2015-2016 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by Algoma University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

In 2015-16 Algoma University improved access to health related services by allocating space on campus to open a Health Services clinic. The space is designed to house medical, mental health, and dental hygiene services for students. Prior to being on campus, students had to be referred off campus to local offices to receive such supports. Having the dedicated space on campus has improved access and increased awareness on health related matters.

Also in 2015/15 Algoma University improved its support, training, and policies surrounding Sexual Violence on Campus. A new Sexual Misconduct Policy was created, many new training initiatives were implemented, our website was updated and new safety measures were put into place on campus.

Algoma University also opened its first Tim Horton's franchise on campus which helped to increase access and introduced affordable food options to students. By having a Tim Hortons on campus we have also improved local commuter student engagement and excited our international students with the popular brand.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015-2016, the graduation rate at Algoma University is	54.9

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2007 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 2007 – 2014 (subsequent 7 years). For students who received two or more degrees during this 7 year period, every effort was made to use the initial degree awarded (based upon the year in which the degree was awarded).

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

Reports from the CSRDE (Consortium on Student Retention Data Exchange) to measure graduation rates are helpful. We also use our own data to gauge student graduation rates tracking entry points by program major and academic progression through to graduation.

Highlights

Please provide highlights of Algoma University's activity in 2015-2016 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by Algoma University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

AU instituted academic leadership opportunities to support faculty professional development in the areas of teaching, research and service in an effort to enhance the student's learning experience. The learning opportunities support their development as educators helping them acquire new skills, pedagogical enhancements and collaboration amongst colleagues. The lectures and workshops are taught by a combination of internal and external experts and guides. This mix ensures both the process and the content of learning and the information shared is relevant to enhancing the learning environment given the unique Algoma University context. During the course of the many faculty workshops and presentations, a number of competency based outcomes will be met including:

1. inspiring faculty to work towards excellence within and outside the classroom
2. integrating the special mission and vision of Algoma University into classroom activities and curriculum planning.
3. seek solutions and share successes with colleagues to build collaborative learning communities
4. enhancing the student's educational experience
5. creating a safe, supportive and inclusive climate for learning inside and outside the classroom
6. use of technological tools to effectively support student engagement and active learning
7. provide accurate, comprehensive, and theory-based academic advising to students
8. understanding co-curricular student supports and how to use this knowledge to increase student success and engagement at Algoma University.

Another initiative was the launch of an academic support program Bounce Back version 2 designed to assist students placed on academic probation or those students identified as academically high-risk. The newest version was augmented by an intrusive approach to meeting student needs and expectations for their success. The outcomes of the program were to enhance student success while mitigating attrition and increasing degree completion efforts. Although the BB v2 is relatively new, data will be collected to gauge the success of the program after the next academic year.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

Using data from Algoma University's Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide Algoma University's achieved results:

Entering Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort
1st to 2nd Year	68.0		69.3	66.10
1st to 3rd Year		76.0	76.90	

Highlights

Please provide highlights of Algoma University's activity in 2015-2016 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by Algoma University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

In 2015/16 Algoma University, in addition to creating the campus Health Centre, we had a number of initiatives designed to help support our retention efforts.

-
- We further developed and promoted our Early Alert program to ensure faculty we aware of this important tool that helps identify students at risk much earlier in the semester. In 15/16 sixty students were referred through the Early Alert program, which revealed a variety of impacting factors ranging from death in the family, suicidal thoughts, depression, and anxiety.
- An online Student Help Centre portal was developed which allows students request both academic and non-academic support from their student dashboard. The online service allows students to request support in such areas as Advising, Tutoring, Math/Writing Lab, Learning Centre support, counselling, and health services
- Algoma University revamped the Student Rights and Responsibilities document making it easier to access and more student friendly.
- We improved access to the student health plan for international students ensuring they had similar supports and benefits as domestic students.
- Algoma University assigned a dedicated academic faculty advisor to work closely with the student athletes.
- The University conducted an annual review and made improvements the Bounce Back and Co-Curricular programs that were introduced in 2014/15

2d. Teaching and Learning - Work-Integrated Learning*

As part of the Ontario government's postsecondary education 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 (WIL) 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. Usually, the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, <http://www.cafce.ca/coop-defined.html>, 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 the Algoma University in 2015-2016:

Co-operative Education Program Type	Number of programs at Algoma University with a Co-op Stream	Number of students at Algoma University enrolled in a Co-op program
Undergraduate	10	45
Graduate	0	0

Highlights

Please provide highlights of Algoma University's activity in 2015-2016 that contributed to providing WIL opportunities for students. Along with co-op, other examples may 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 (up to 600 words approx.).

Algoma University is a key component in the development of highly competent individuals for Sault Ste. Marie and beyond through Work Integrated Learning. Students gain valuable experience through paid, for credit, and volunteer experiences on campus.

Ten of the 30 programs at Algoma University offer the Co-op option. Through the Co-operative Education program at Algoma over 50 student annually gain paid work experience in Sault Ste. Marie, across Canada, and internationally. Further, 60 students annually take Algoma U's Career Skills course which prepares them for the workforce with training in resume and cover letter writing, networking, job search strategies, and interview skills.

Through the Community, Economic and Social Development program, students are placed in a number of organizations in Sault Ste. Marie. Currently, 17 students are participating in placements.

Algoma University's Bachelor of Social Work program benefits from having a number of Social Work students work within businesses and organizations across the Algoma region. Thirty students are currently completing placements through the Bachelor of Social Work program.

In the Biology program, students have the opportunity to complete a work placement for credit as part of their program. Students assist with faculty research through summer positions, work study positions, and as volunteers (for Co-curricular Record credit). Students also attend conferences with faculty and present their research projects. Further, Students can attend a 10 day field course at one of the oldest Biological Research Stations in North America, to learn valuable field research skills.

A component of Ontario's Youth Jobs Strategy, the Ontario Campus Entrepreneurship Activities (OCEA) encourages and provides excellent support to future entrepreneur students by reducing barriers and connecting students with regional businesses. Students are regularly encouraged to consider entrepreneurship through events and information sessions on campus.

Also on the campus of Algoma University, the Northern Ontario Research, Development, Ideas and Knowledge (NORDIK) Institute

gives students and new graduates the opportunity to strongly impact and implement change in the Sault Ste. Marie community. Projects include: The Urban Indigenous Youth for Change Project; Social Enterprise Northern Ontario project; Social Enterprise Evolution; The Precarious and Underemployed in Sault Ste. Marie, and the Coalition for Algoma Passenger Trains. Current students and recent graduates are working in positions ranging from Research Assistants to Project Coordinators.

Students also have the opportunity to participate in valuable volunteer experiences on campus. Many opportunities are available. Positions include student representatives on committees of such as the Senate, volunteering at the Campus Food Bank, and being Student Leaders with the Campus Orientation Program. All student volunteers receive a Co-curricular Record to complement their university degree.

Both current students and new graduates take advantage of Career Services at Algoma University. The department works closely with Algoma district employers in the recruitment of new employees through our annual Online Career Fair. Employers are hosted on campus to offer employment and career advice to graduating students. With the opportunity to work, study, and volunteer on campus, students are well prepared when they graduate and move on to either post-graduate work or their career.

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education 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 2015-2016.

Through the development of metrics under the SMAs, the ministry will be developing long-term indicators and updated definitions for online and technology-enabled learning in consultation with the sector. Indicators developed are intended for use in future SMA Report Backs.

In future years, the ministry anticipates collecting more comprehensive data that will profile a broader range of online and technology-enabled learning indicators to ensure students have access to high-quality flexible learning opportunities across the system.

eCampusOntario will be leading the development of eLearning indicators in collaboration with the sector.

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 that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A Synchronous Conferencing program describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

e-Learning Course, Program and Registration Data for 2015-2016

Course Data	Undergraduate	Graduate
Number of ministry-funded, for-credit courses offered through fully online learning	3	0
Number of ministry-funded, for-credit courses offered through synchronous conferencing	16	0
Total Number of ministry-funded, for-credit courses offered in e-Learning format	19	0

Program Data	Undergraduate	Graduate
Number of ministry-funded, for-credit programs offered through fully online learning	0	0
Number of ministry-funded, for-credit programs offered through synchronous conferencing	0	0

Total Number of ministry-funded, for-credit programs offered in e-Learning format	0	0
--	---	---

Course Registrations	Undergraduate	Graduate
Registrations in ministry-funded, for-credit courses offered through fully online learning	151	0
Registrations in ministry-funded, for-credit courses offered through synchronous conferencing	45	0
Total Number of Registrations in ministry-funded, for-credit courses offered in e-Learning format	196	0

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above re: above re: e-Learning Course, Program and Registration Data (up to 600 words approx.).

The university information system tracks fully online and synchronous courses.

Highlights

Please provide highlights of Algoma University's activity in 2015-2016 that captures the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by Algoma University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

At start of the winter semester 2016, ESL@Algoma unveiled its revamped Bridging Program (BP) to better prepare students for the rigors of academic study at Algoma University (AU) and to leverage the availability of e-learning technologies.

The first step of the redesign process was for the ESL Department to identify the core attributes English for Academic Purposes Program (EAPP) students should be refining before they enter first-year classes at AU. To aid in this process, the BP turned to the Undergraduate Degree-Level Expectations (UUDLES) identified by the Ontario Council of Academic Vice-Presidents (OCAV), whereby, isolating the following four key competencies:

- 1 Communication
- 2 Global Understanding and Intercultural Relations
- 3 Professional and Ethical Behaviour
- 4 Critical Thinking and Problem Solving

After confirming these four core competencies, ESL@Algoma used a "top-down approach", to develop a set of clearly defined rubrics to measure the attainment of these academic outcomes and/or standards taking guidance from a set of 16 VALUE rubrics produced by the Association of American Colleges and Universities (AACU).

Through the adoption of an online portfolio system, students have the freedom to submit artifacts or samples of work online which align with the targeted learning outcomes and, based on sufficient evidence, receive rewards through an innovative electronic badging/feedback system.

ESL@Algoma is confident that the new BP provides transparency and accountability when it comes to the design and delivery of course curriculum and is looking forward to further expanding e-Learning opportunities for its students.

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 50% of the course delivery should be online.

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

Hybrid Learning Highlights

Please highlight one example of Algoma University's use of Hybrid Learning courses and/or programs.(up to 600 words approx.).

Algoma University has been utilizing a unique hybrid format for the delivery of its introductory Community Economic and Social Development (CESD) courses, CESD 1006/1007, to students studying at the institution's Timmins extension located on the campus of Northern College.

The delivery of CESD1006/1007 incorporates condensed face-to-face and video-conferenced instructional sessions that are supplemented with e-learning activities hosted on our Moodle based Learning Management System (LMS).

Offering this course in a hybrid format provides a range of benefits to both off-site learners and the faculty who deliver such courses. The format provides additional scheduling flexibility at an off-site location where many students have work and family commitments. Having the hybrid course led by a faculty member based on the main campus enhances communication channels between program sites which helps ensure learning outcomes align across locations while reinforcing broader institutional commitment to supporting the academic success of off-site learners.

The success of these courses has generated interest in the development of additional hybrid course offerings at Algoma University and it is expected that an expanded slate of such courses will be available to students studying at the institution's Brampton off-site location starting in the spring of 2017.

3. Student Population

This component highlights Algoma University's contributions to improve access and success for underrepresented groups (students with disabilities, First Generation, Indigenous, and French-language students).

Full-Time Students	# of Students
The total Full-Time Headcount Enrolment* at Algoma University in 2015-2016:	1,081

*DEFINITION: Headcount is the actual enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students both eligible and ineligible for ministry funding, as reported to the ministry for the 2015-2016 fiscal year (enrolment reported in 2015-2016 remains subject to audit and/or correction).

3a. Under-Represented Students: Students with Disabilities, First Generation, Indigenous and French-language Students

Students with Disabilities

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

Students With Disabilities	# of Students	Percentage
The total number of full-time students with disabilities at Algoma University who registered with the Office for Students with Disabilities and received support services in 2015-2016:	104	
The total indicated above as a comparative % of the Algoma University's 2015-2016 full-time enrolment headcount:		9.62

Highlights

Please provide highlights of Algoma University's activity in 2015-2016 that captures contributions to improve access, and success for students with disabilities (up to 600 words approx.).

-
- Health Centre built on campus has helped reduced barriers for Students with Disabilities and improved access and support
- The DSO office worked closely with Financial Aid to improve the process for students with disabilities applying for OSAP and the BSWD
- Increased training of assistive technology to students , staff and faculty

First Generation Students

*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 have not necessarily 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).*

First Generation Students	# of Students	Percentage
The total number of full-time First Generation students enrolled at Algoma University in 2015-2016:	322	

The total indicated above as a comparative % of the Algoma University's 2015-2016 full-Time enrolment headcount:		29.79
The total number of part-time First Generation students enrolled at Algoma University in 2015-2016:	166	

Highlights

Please provide highlights of Algoma University's activity in 2015-2016 that captures contributions to improve access, and success for First Generation students (up to 600 words approx.).

-
- Expanded supports to FG students through the Learning Centre and our Career Services Office. The FG Coordinator, Learning Strategist and Career Services Advisor combined efforts on the co-delivery of workshops and specially addressed the needs of FG students in programming.
- We worked very closely transitioning FG students by offering specific programming in Orientation, including a parent information session for FG students.
- Further supported FG students academically with numerous workshops, advising, Early Alert, and Bounce Back programs.
- We also worked closely with our new Health Services Clinic on campus to make sure FG students were aware of the counselling and medical supports that were easily accessible to them.
- Our Leadership Retreat continues to be one of the main focus points for FG students.

Indigenous Students

* **DEFINITION:** *Indigenous* 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.

Indigenous Students	# of Students	Percentage
The total number of full-time Indigenous students enrolled at Algoma University in 2015-2016:	174	
The total indicated above as a comparative % of the Algoma University's 2015-2016 Enrolment Headcount:		16.10
The total number of part-time Indigenous students enrolled at Algoma University in 2015-2016:	38	

Highlights

Please provide highlights of Algoma University's activity in 2015-2016 that captures contributions to improve access, and success for Indigenous students (up to 600 words approx.).

The first *Gdo Akiiminaan Ganawendandaan (Taking Care of Our Land) Symposium* was held in May 2015. The purpose of this symposium is to begin exploring through research and best practices, the inclusion of cultural and traditional practices of land management, planning and use for Aboriginal communities in northern Ontario.

The *2nd Bi-Annual Anishinaabe Inendamowin (Thought) Research Symposium* was held in January 2016. The purpose of the symposium was to enrich research through the integration of Anishinaabe Inendamowin. Both established and emerging researchers (including all levels of undergraduate students) were encouraged to submit abstracts. This event created opportunities for Anishinaabe and non-Anishinaabe scholars, as well as traditional knowledge keepers, to engage dialogue about Anishinaabe thought while providing mentorship for students who are in the early stages of their engagement with research.

French-Language Students

* **DEFINITION:** A student is considered a French-language student if the student meets at least one of the following criteria -

- 1) The student's mother tongue is, or includes French (the student is a francophone);
- 2) The student's language of correspondence with the institution is French;
- 3) The student was previously enrolled in a French-language education institution; or
- 4) The student was enrolled in a postsecondary program delivered at least partially in French.

French-Language Students	# of Students	Percentage
--------------------------	---------------	------------

The total number of full-time French-language students enrolled at Algoma University in 2015-2016:	0	
The total indicated above as a comparative % of the Algoma University's 2015-2016 enrolment headcount:		0.00
The total number of part-time French-language students enrolled at Algoma University in 2015-2016:	0	

Highlights

Please provide highlights of Algoma University's activity in 2015-2016 that captures contributions to improve access, and success for French-Language students (up to 600 words approx.).

N/A

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above. (up to 600 words approx.)

N/A

3b. Student Population - International Students

International Students

DEFINITION: International enrolment is the headcount of full-time university (undergraduate and graduate) students who are not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e., student visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2015, who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).

International Students	# of Students	Percentage
Algoma University reported to the ministry full-time international enrolment* in 2015-2016:	322	
The total indicated above as a comparative % of Algoma University's 2015-2016 full-time enrolment headcount (Funding Eligible and Ineligible):		29.79
Algoma University's 2015-2016 part-time international enrolment is	35	

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

The university's records system allows us to track international student numbers both full-time and part-time.

Highlights

Please provide highlights of Algoma University's activity in 2015-2016 that contributed to maintaining or improving the international student experience 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 (up to 600 words approx.).

International Review

Algoma University engaged a third party reviewer to examine the structures and processes related to international students at Algoma University. The reviewer was chosen for her plethora of experience working in international education in the Canadian post-secondary education sector. The reviewer spent two days on campus meeting individually with all staff involved in the international student experience. One of the key findings of the reviewer's final report was that a lack of communication between departments was adding complexity to the admission, registration and advising processes for international students at Algoma University. As a result of this report an inter-department international group has been formed at the University that meets once per week to discuss issues relating to international students. Although this is a simple step, the conversations that take place at this weekly meeting have led to a revamped international offer package, improved pre-departure guide and greater collaboration between departments.

International Scholarship Program

Algoma University has expanded its international scholarship program making scholarships available to many more students than in the past. Algoma University has adjusted the criteria required for international students to receive entrance scholarship to make the program more aligned with its domestic practices. All international students with a B+ average who meet the University's English language requirements now receive an entrance scholarship. In the past only those students who achieved an A+ academic average and exceeded the English language requirement by a substantial amount qualified for an entrance scholarship. The expanded scholarship program has eased the financial burden for many international students, allowing them to work less and concentrate on studying more.

Redesigned Admissions Package

Algoma University has redesigned its international admissions package to add clarity to the admission, acceptance and registration processes for international students. Members of the international group provided feedback that the international admissions package could be simplified, highlighting the key next steps for international students once they decide to enroll at Algoma University. This shift away from marketing language has been well received by international students, agents and recruitment/admissions staff at Algoma University. The simplified admissions package has allowed students to move from the applicant to registered student stage more seamlessly. The information provided by all departments is consistent and there is less confusion around the timing of registration.

3c. Student Population - Proportion of an institution's enrolment that receives OSAP*

**DEFINITION: Receives OSAP is the number of OSAP awards, including any student at Algoma University who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.*

Proportion of an institution's enrolment that receives OSAP	# of Students	Percentage
Algoma University's 2015-2016 number of OSAP awards	547	
Headcount enrolment (Funding eligible undergraduate and graduate) November 1st headcount of students with 60% Load (0.3FTE) or greater.	886	
Proportion of full-time students receiving OSAP		61.74

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the information reported above (up to 600 words approx.).

Algoma University uses the student records system augmented by excel and access databases to monitor and maintaining the OSAP related data.

4. Research and Graduate Education

Algoma University's 2014-17 Strategic Mandate Agreement (SMA) includes information which identifies the breadth and depth of institutional research activity. The 2015-2016 SMA Report Back does not require Algoma University to report on the system wide research and graduate education metrics included in its 2014-17 SMA.

5. Program Offerings

This component articulates the breadth of programming based on enrolment, along with program areas of institutional strength/specialization as outlined in Algoma University's SMA.

- a. Concentration of enrolment* at universities by program specialty or major (SPEMAJ)
- b. Institution's share of system enrolment by program specialty or major (SPEMAJ).

DEFINITION: Headcount is the actual funding eligible enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students as reported to the ministry for the 2015-2016 fiscal year

Undergraduate / Graduate Students	Percentage of System Enrolment
Undergraduate	0.23
Graduate	0.00

	# of undergraduate students in a program as a % of total # of undergraduate students across all programs at Algoma University	# of graduate students in a program as a % of total # of graduate students across all programs at Algoma University	Algoma University's share of system-wide undergraduate enrolment in each PROGRAM	Algoma University's share of system-wide graduate enrolment in each PROGRAM
1. Agricultural & Bio. Sciences	8.83	0.00	0.27	0.00
2. Architecture & Landscape Arch.	0.00	0.00	0.00	0.00
3. Business & Commerce	21.61	0.00	0.36	0.00
4. Computer Science	6.98	0.00	0.63	0.00
5. Dentistry	0.00	0.00	0.00	0.00
6. Education	0.00	0.00	0.00	0.00
7. Engineering	0.00	0.00	0.00	0.00
8. Fine & Applied Arts	4.74	0.00	0.27	0.00
9. Food Science & Nutrition	0.00	0.00	0.00	0.00
10. Forestry	0.00	0.00	0.00	0.00
11. Health Professions	0.00	0.00	0.00	0.00
12. Humanities	9.62	0.00	0.25	0.00
13. Journalism	0.00	0.00	0.00	0.00
14. Kinesiology/Recreation/Phys-Ed	0.00	0.00	0.00	0.00
15. Law	0.00	0.00	0.00	0.00
16. Mathematics	1.05	0.00	0.16	0.00
17. Medicine	0.00	0.00	0.00	0.00
18. Nursing	0.00	0.00	0.00	0.00
19. Optometry	0.00	0.00	0.00	0.00
20. Other Arts & Science	0.13	0.00	0.00	0.00
21. Other Education	0.00	0.00	0.00	0.00

22. Pharmacy	0.00	0.00	0.00	0.00
23. Physical Sciences	0.00	0.00	0.00	0.00
24. Social Sciences	47.04	0.00	0.49	0.00
25. Theology	0.00	0.00	0.00	0.00
26. Therapy & Rehabilitation	0.00	0.00	0.00	0.00
27. Veterinary Medicine	0.00	0.00	0.00	0.00

Notes:

- Other Arts & Science includes students enrolled in General Arts and Science majors not specified by other categories or unspecified.

Optional Additional Information

Caveats and/or other information regarding the numbers reported above (up to 600 words approx.).

Highlights

Please provide highlights of Algoma University's activity in 2015-2016 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by Algoma University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Algoma University has created an academic plan (2016-21) which builds on core strengths while maintaining an action-oriented and aspirational focus. The pillars of the plan include:

Academic Viability – This broad consensus is now being worked with by the Committee to determine how exactly we understand viability and then how it will be applied in the plan to help determine the future path of each program (e.g., full time faculty required to deliver the program, enrolment statistics, institutional plan alignment, admission and graduation data, employment trends).

Experiential Learning – Algoma University has undertaken various initiatives that incorporate experiential learning (e.g., business case competition, moot courts, and biology and geography field trips); however, based on recent ministry directives, expanded efforts in this area should include incorporating experiential learning into all programming including co-op terms, practicums, and international service.

Institutional Integration – It is critical that academic departments and student services (including recruitment and retention) work in partnership to create a seamless learning environment (increased integration includes academic advising, recruitment and retention, and student services. This integrated approach will enhance the learning experience for students and contribute to their academic success.

Special Mission – As shown in the early drafts of the Institutional Strategic Plan (ISP), the university as a whole continues to affirm its belief and support of our Special Mission

It is the special mission of the University to,

- 1.
2. ***Be a teaching-oriented university that provides programs in liberal arts and sciences and professional programs, primarily at the undergraduate level, with a particular focus on the needs of northern Ontario; and***
3. ***Cultivate cross-cultural learning between Aboriginal communities and other communities, in keeping with the history of Algoma University and its geographic site.***

Standardization of programming options – While all Bachelor of Arts Majors may not be reduced to 54 credits, they can be simplified by reducing the streaming and grouping options. In a similar vein, reducing all minors to 18 credits will streamline the process and potentially become a more attractive option for students.

Programming (Current and New) – The introduction of new programming will be based on demand and the method used to determine this demand still needs to be established to make informed decisions. There is substantial agreement that prior to considering new programming, re-examination and in some cases reconfiguring existing programming should be undertaken.

Pathways – The committee has understood that efforts to continue to enhance existing pathways needs to be strongly supported and encouraged. Given indications from the Ministry about the future of funding post-secondary education in Ontario, AU will need to

enhance our existing efforts and build new pathways across Ontario.

Interdisciplinarity – There is general support for the idea that “interdisciplinary” remains the philosophical principle guiding program development; however, when conversations about how this becomes manifest in the academic plan it also becomes clear that we need to still come to consensus on how it is defined and perhaps more importantly how it is operationalized in programming.

Alignment of Faculties – The committee sees significant merit in the idea of aligning “faculties” for many reasons including perhaps most importantly those related to recruitment and marketing efforts. The committee will continue to explore this with faculty members with a view to possible alignment conversations coming to fruition over the next year.

6. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be developing long-term indicators for credit transfer in consultation with the sector through the Credit Transfer Accountability Framework.

As part of this work, a new Credit Transfer Student Flag was introduced into 2015-16 enrolment reporting for colleges and universities. The ministry will work with the sector throughout 2016-17 on any refinements to the metric with a view to integrate this new information into the SMA report back beginning in 2017-18.

In future years, the ministry will be expecting more complete data that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

Development of these metrics will be done in partnership with the sector and ONCAT.

Transfer Applicants and Registrants

Using Ontario Universities Application Centre's (OUAC) reports, please provide data for 2015.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2011	295	166	218	123
2012	346	190	211	119
2013	401	159	196	87
2014	296	169	231	134
2015	146	68	121	56

*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 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 that includes data from OUAC and other sources.

Year	Algoma University's Total Applications	Algoma University's Total Registrations	Algoma University's Transfer Applications*	Algoma University's Transfer Registrations*
2012				
2013				
2014				
2015	232	130	285	103

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

The student records system assist the tracking of college students and their transferability. We also have a diploma-to-degree database in an effort to analyze data in regards to enrolment, retention and graduation rates. Ongoing collection of this data will continue to inform areas of improvement for current pathways, development of future pathways, transfer-student orientation programs and transfer-student supports. The information will also allow the university to implement the necessary measures to ensure academic success by gauging the transfer students' progress including but not limited to orientation workshops, numeracy and literacy sessions, and other events to assist in their preparedness.

Highlights

Please provide highlights of Algoma University's activity in 2015-2016 that demonstrates Algoma University's efforts to ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by Algoma University to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

Algoma University continues to leverage its Joint Admissions Agreement with the colleges having signed another agreement with Cambrian College and on the verge of signing with Confederation College. The program facilitates the admission of qualified students enrolled at the college who complete a diploma programs to Algoma University's degree programs. The agreement also seeks to reduce the time, costs and barriers of higher education by encouraging students to continue their education after they complete their respective diploma program by improved and collaborative academic advising, and by completion of joint admissions contracts. The program is designed to facilitate the seamless transfer of students earning a college diploma from a college – once application is made, they may opt to pursue an offer from Algoma University via the Joint Admissions Program.

Benefits:

-
- Eligible candidates are conditionally accepted to Algoma University and given priority admissions.
- Students admitted vis the Joint Admissions Agreement will have a structured plan to help facilitate their transition from diploma to degree depending on their program of study through a defined pathway.
- Students will receive accurate information on diploma/degree completion.
- Students will enjoy the benefits of advising from an AU/CC academic advisor during their studies at the colleges in an effort to prepare them for their respective degree program at Algoma University.

We continue to be active in forming articulation agreements with a number of colleges in the province. Most notably a number of exceptional agreements with Fleming College, pathways to our Biology and Geogrpahy programs. As well, pathways for Lambton College Liberal Studies students to many of our university programs.

We have also continued our plan in recognizing the work of students who have completed a one-year college certificate programs having signed an agreement with Fanshawe College for students to have completed the Health Sciences certificate program to our Biology program.

As we increase the number of pathway agreements for college students to university, we also have increased our student support initiatives with a number of orientation sessions during the term and the college ambassador program.

7. Financial Sustainability

FINANCIAL HEALTH and SUSTAINABILITY METRICS

		2013-14	2014-15
Performance	Net Income / Loss Ratio (%)	6.22	0.90
	Net Operating Revenues Ratio (%)	10.29	0.16

Optional

Comments on Performance Metrics (up to 600 words approx.)

		2013-14	2014-15
Liquidity	Primary Reserve Ratio (days)	43.35	16.50

Optional

Comments on Liquidity Metric (up to 600 words approx.)

		2013-14	2014-15
Leverage	Interest Burden Ratio (%)	1.99	1.68
	Viability Ratio (%)	28.74	20.88

Optional

Comments on Leverage Metrics (up to 600 words approx.)

Additional Information

Additional comments on the overall Financial Health & Sustainability Metrics Result (up to 600 words approx.)

Financial Sustainability

Audited Financial Statements

Income Statement 2015-16

Revenues

33.96

Expenses

32.69

SURPLUS/DEFICIT

1.27

Interest Expense

0.48

Depreciation

2.11

Balance Sheet

Total Assets

57.10

Total Liabilities

53.07

Long Term Debt

14.68

Net Assets/Equity

4.03

Cash Flow

Net Cash Flows from Operating Activities

1.39

Other Information

Investment in Capital Assets

2.46

Impact of Employee Future Benefits

-3.61

Externally Restricted – Endowments

4.47

Expendable Net Assets (Derived)

0.71

Highlights

Please provide one or more highlights that demonstrate Algoma University's commitment to improved or continued financial sustainability. (up to 600 words approx.)

Financial Health and Sustainability Metrics

Performance 2015-16

Net Income/Loss Ratio

3.75

Net Operating Revenues Ratio (%)

4.10

Liquidity

Primary Reserve Ratio (days)

7.9

Leverage

Interest Burden Ratio (%)

1.58

Viability Ratio (%)

4.83

The ministry encourages Algoma University to augment the current list of financial health and sustainability metrics with other metrics. Reporting this data is optional. Algoma University may add up to four additional metrics in the space provided below.

OTHER FINANCIAL METRICS REPORTED by Algoma University	2013-14	2014-15	2015-16
1			3.75
2			
3			
4			

Additional Information

Comments related to Algoma University's other reported metrics (up to 600 words approx.)

8. Attestation

By submitting this report to the ministry:	Checkbox
Algoma University confirms that all information being submitted to the ministry as part of the 2015-2016 SMA Report Back is accurate and has received approval from Algoma University's Executive Head.	<input checked="" type="checkbox"/>

For additional information regarding Algoma University's 2015-2016 SMA Report Back please contact -	Information
Name:	David Marasco
Telephone:	705.949.2301 ext 4218
Email:	david.marasco@algotmau.ca

Please indicate the address on Algoma University's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry	Information
Website:	https://www.algotmau.ca/