2011-2012 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Algonquin College

OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Backs continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

Consistent with the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

Where possible, to help streamline the 2011-2012 MYAA Report Back process, the Ministry pre-populated *Algonquin College's* 2011-2012 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators), data sources (e.g. Full-Time Enrolment Headcount) and pre-populated data from previous Report Backs (e.g. 2009-2010). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in *Algonquin College's* 2011-2012 MYAA Report Back is denoted with the symbol [+].

1) Enrolment - Headcount*

*DEFINITION: <u>Headcount</u> is the un-audited 2011-2012 enrolment count on November 1, 2011 in the Ontario College Application System(OCAS) (Full-Time funded students only: does not include Nursing, Second Career, Apprentice or International students).

Algonquin College's the total Headcount enrolment count in 2011-2012 = **<u>14,013</u>**[+].

Please indicate the number of students aged 18-24 (age as of November 1, 2011) from the total Headcount enrolment at **Algonquin College** in 2011-2012 = **<u>10,879</u>**.

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment at **Algonquin College** in 2011-2012 = **<u>2,818</u>**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2011) enrolled at **Algonquin College** in 2011-2012= **<u>316</u>**.

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

Please provide one or more examples, in the space provide below, of highlights from *Algonquin College's* Enrolment Management Plan that *Algonquin College* used during 2011-2012 to manage enrolment.

Algonquin College has a long-established Strategic Enrolment Management Committee that serves as a forum for marketing, recruitment, application processing, annual registration, cumulative enrolment, retention initiatives and decision-making.

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

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

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

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

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

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

*NOTE: Please do not include International students, Second Career students or Apprentices in the calculations below.

Students With Disabilities	First Generation Students	Aboriginal Students
Please indicate the total number of Full-Time *Students with Disabilities* at **Algonquin College** who registered with the Office for Students with Disabilities and received support services in 2011-2012= **1,827** Please calculate the total indicated above as a comparative % of **Algonquin College's** 2011-2012 Enrolment Headcount: (Insert Total From Above) **1,827** ÷ **14,013**[+] (2011-2012 Enrolment Headcount) x 100 = **13**% Please also indicate the total number of Part-Time *Students with Disabilities* at **Algonquin College** who registered with the Office for Students with Disabilities and received support services in 2011-2012 = **183**	Please indicate the total number of Full-Time *First Generation Students* enrolled at **Algonquin College** in 2011-2012= **2,800** Please calculate the total indicated above as a comparative % of **Algonquin College's** 2011-2012 Enrolment Headcount: (Insert Total From Above) **2,800** ÷ **14,013** [+] (2011-2012 Enrolment Headcount) x 100 = **20**% Please also indicate the total number of Part-Time *First Generation Students* enrolled at **Algonquin College** in 2011-2012 = **0**	Please indicate the total number of Full-Time *Aboriginal Students* enrolled at **Algonquin College** in 2011-2012= **644** Please calculate the total indicated above as a comparative % of **Algonquin College's** 2011-2012 Enrolment Headcount: (Insert Total From Above) **644** ÷ **14,013**[+] (2011-2012 Enrolment Headcount) x 100 = **4.6**% Please also indicate the total number of Part-Time *Aboriginal Students* enrolled at **Algonquin College** in 2011-2012 = **0**

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

Unable to identify FGS or Aborginal part-time students; declared as 0 above.

Methodology, survey tools used for the reporting of numbers of Students with Disabilities:
1. 2011-12 Ministry Report - Accessibility Fund for Students with Disabilities
2. Centre for Students with Disabilities Information System (internal database)

Students With Disabilities	**First Generation Students**	**Aboriginal Students**
In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving **Algonquin College's** initiatives for *Students with Disabilities*. A highlight could be a strategy, initiative or program viewed by **_Algonquin College_** to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving **Algonquin College's** initiatives for *First Generation Students*. A highlight could be a strategy, initiative or program viewed by **_Algonquin College_** to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving **Algonquin College's** initiatives for *Aboriginal Students*. A highlight could be a strategy, initiative or program viewed by **_Algonquin College_** to be an innovative practice, success story and/or key accomplishment.
Our interactive video on all aspects of Disability Services (Who we are, what we do) is now operational, and received over 850 hits in 2011-12. It was also showcased at the President's Welcome Breakfast in August 2011, so that staff were aware of it and used it. This also played in our Welcome area as students waited for appointments. Part Two of this animated video is being produced this year, CSD Up Close. Part two is about Learning Strategies for students with disabilities who are taking either on-line or distance education courses. Strategies teach them how to successfully navigate the e-learning environment. We provided all the information, iPal is the developer of the project.	The FGS web portal has been designed to lead the student (through avatars, peer contacts, mentors) to a variety of support activities and services. Students can access information on budgeting, career choice, job search, housing, study skills and healthy living. The site has been validated by over 500 staff and students. Education to Employment Program (Developmentor program): A unique partnership with Tim Horton's Canada allows Aboriginal students to sign up for a employment training program while attending school. Students benefit from an employment coach who works closely with Tim Horton's management staff. The demand for the program has increased significantly and now has a waiting list. There is interest in rolling this program out provincially and nationally.	Labour Market Planning: Algonquin holds the contract for the local labour market planning group in Ottawa and has been instrumental in obtaining the engagement of Aboriginal communities as partners in strategic workforce planning. Dream Quest: Algonquin has held a camp for Aboriginal students from rural communities for the past four years. The program is a one week intensive residential camp that exposes students to career samplers and what it is like to be part of an urban community. This past year an additional camp focused specifically on electrical careers and was sponsored by a major Ontario Corporation.

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

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

*NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **Algonquin College** as of July 5, 2012.*

2011-2012 TUITION / BOOK SHORTFALL AID:	TOTAL $	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	$648,080[(+)]	658[(+)]
Other SAG Expenditures (towards other assessed shortfalls)	$2,032,761[(+)]	2,249[(+)]
Total SAG Expenditures Reported by *Algonquin College*	$2,680,841[(+)]	2,907[(+)]

Did **Algonquin College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines?

    Yes

*The space below is provided for **Algonquin College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2011-2012.

> In allocating Student Access Guarantee (SAG) funding, Algonquin College acted in full accordance with the 2011-12 SAG guidelines.

4) Participation in the Credit Transfer System

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

The Ministry is using the following data from the College Graduate Outcome Survey to inform the latest trends in college to university student transfers:

Survey Years	Total # of *Algonquin College* graduates who participated in Graduate Survey (A)	# of *Algonquin College* graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of *Algonquin College* graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2007-2008	3237[(+)]	184[(+)]	5.7%[(+)]	44622[(+)]	3510[(+)]	7.9%[(+)]
2008-2009	3226[(+)]	174[(+)]	5.4%[(+)]	43086[(+)]	3145[(+)]	7.3%[(+)]
2009-2010	3216[(+)]	209[(+)]	6.5%[(+)]	40388[(+)]	2725[(+)]	6.7%[(+)]
2010-2011	3667[(+)]	223[(+)]	6.1%[(+)]	50622[(+)]	3355[(+)]	6.6%[(+)]
2011-2012	4163[(+)]	252[(+)]	6.1%[(+)]	57701[(+)]	3463[(+)]	6%[(+)]

Per the College Graduate Outcomes Survey for 2010-2011 and 2011-2012 (based on 2009-2010 and 2010-2011 graduates), the percentage of **Algonquin College** students who were satisfied or very satisfied with academic preparation for university was **83.3%[(+)]**.

Per the College Graduate Outcomes Survey for 2011-2012 (based on 2010-2011 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.3%[(+)]**.

NOTE: The Ministry recognizes that this is a census survey in which the response rate is approximately 66%. The Ministry also recognizes that this only captures college graduates who have transferred within 6 months of graduation and is not the complete picture of college-university transfer students.

Please provide one or more highlights, in the space provided below, of an activity that **Algonquin College** used during 2011-2012, and which contributed to maintaining or improving **Algonquin College's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), changes to student supports or program viewed by **Algonquin College** to be an innovative practice, a success story and/or a key accomplishment. In addition, **Algonquin College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

1) Expanding Transfer Pathways, excluding collaborative degree programs without a transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, pathway projects to support college to college or college to university transfer, etc.):

Mandated credit transfer - Algonquin believes that the system must shift away from the current institutional and program-centric credit transfer approach toward one that is student-centered. The Government of Ontario should take into account research compiled by HEQCO and the Ontario Council for Articulation and Transfer and mandate legislation to create a transfer system that places the needs of all students (domestic, landed immigrants and international) above those of individual institutions. This would address the significant inefficiencies and lost productivity inherent in the current voluntary model. Government action in Alberta, British Columbia, Ireland and Scotland has dramatically improved student mobility: similar efforts in Ontario would reap similar returns.

Expand postsecondary educational partnerships - As an ongoing commitment to improving pathways, Algonquin will expand the number of transfer students by 50% over the next three years. We are committed to working with like-minded institutions such as Carleton University, the University of Ottawa, La Cité collégiale and Trent University to develop a greater mix of bilateral, multilateral, concurrent use and joint collaborative partnerships. We believe passionately that it is in our collective interest to work diligently to add choice and flexibility at both the program and broader institutional levels.

In the interim - an articulation agreement was established with Algoma University resulting in 32 new pathways for graduates of diploma and advanced diploma programs towards numerous degrees, with block transfer credit ranging from 15 to 60 credits depending on the program. Additionally, following discussions between the University of Ontario Institute of Technology and Algonquin, an articulation agreement is in process that will see 15 bridge agreements realized, facilitating access to undergraduate studies for graduates of more than 40 diploma or advanced diploma programs.

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

Credit Transfer Institutional Grant funding supported the development of a Framework for Transfer Student Orientation. The Framework defines the objectives of the transfer student orientation activities and the anticipated outcomes. The proposed orientation activities are expected to provide intentional and purposeful information to properly advise and welcome transfer students to the academic and social learning expectations at Algonquin College and to foster student success. The framework components include Spring/Summer, Fall and Winter Advising Sessions, and the development of a series of online advising webinars. The proposed framework for Transfer Student Orientation is intended to facilitate students' understanding of the academic and community expectations of an Algonquin College student, thus facilitating their transition into the College and positioning them for student success.

3) Improving Transparency and Access to Information about Credit Transfer and Transfer Pathways:

Credit Transfer Institutional Grant funding made possible the acquisition of a document storage and retrieval system to begin to move away from a paper based manual exemption process for applicants, faculty and the Registrar's Office staff to an electronic automated process. The initiative will continue into 2012-13 with the development of work flows for the approval process and the ability to track precisely the progress of the credit transfer request to conclusion, assisting both students and staff. This will increase the velocity of decision resolution moving from paper based internal mail to electronic file transfer.

5) Class Size

DEFINITION: <u>Class size</u> is the number of students per class in a section. <u>A section</u> is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom. Each section should only be counted once. Students who withdrew part way through should be included in the count. Labs and tutorials are considered and sub-sections and should be excluded from the count. One-on-one independent study and/or practicum should also be excluded.

Class Size Calculation Example:

FIRST YEAR - COURSES

GSSC1109 *Life Span Development*
Course Option #1: Offered Tues - 35 students enrolled **(Class Size Reported in 2011-2012 MYAA Report Back = 35)**
Course Option #2: Offered Wed - 25 students enrolled **(Class Size Reported in 2011-2012 MYAA Report Back = 25)**

COMP1082 *Computer Skills*
Course Option #1: Offered Mon - 98 students enrolled **(Class Size Reported in 2011-2012 MYAA Report Back = 98)**

SWRK1026 *Canadian Social Welfare*
Course Option #1: Offered Mon & Thurs - 10 students enrolled **(Class Size Reported in 2011-2012 MYAA Report Back = 10)**
Course Option #2: Offered Wed & Fri - 10 students enrolled **(Class Size Reported in 2011-2012 MYAA Report Back = 10)**
Course Option #3: Offered Tues & Thurs - 40 students enrolled **(Class Size Reported in 2011-2012 MYAA Report Back = 40)**

SWRK 1041 *Preparation for the Field*
Course Option #1: Offered Tues - 30 students enrolled **(Class Size Reported in 2011-2012 MYAA Report Back = 30)**
Course Option #2: Offered Wed - 30 students enrolled **(Class Size Reported in 2011-2012 MYAA Report Back = 30)**

SWRK1043 *Group Dynamics*
Course Option #1: Offered Mon - 60 students enrolled **(Class Size Reported in 2011-2012 MYAA Report Back = 60)**

COMM1007 *College English* (*If this is a cross-listed course with another faculty, count only once)*
Course Option #1: Offered Mon & Thurs - 100 students enrolled **(Class Size Reported in 2011-2012 MYAA Report Back = 100)**
Course Option #2: Offered Wed & Fri - 101 students enrolled **(Class Size Reported in 2011-2012 MYAA Report Back = 101**)
Course Option #3: Offered Tues & Thurs - 76 students enrolled **(Class Size Reported in 2011-2012 MYAA Report Back = 76)**

Each of these course offerings should be counted once in the table below, in the appropriate class size section. For the 2011-2012 MYAA Report Back, using the information above, the class size data would be recorded as follows -

Class Size	Number of Sections	As a Percentage of All 1st Year Sections
Fewer than 30 students	3	3/12 = 25.0%
30 to 60 students	5	5/12 = 41.7%
61 to 100 students	3	3/12 = 25.0%
101 to 250 students	1	1/12 = 8.3%
251 or more students	0	0/0 = 0.0%
Total	12	12/12 = 100.0%

Using the class size calculation example above, please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at *Algonquin College* in 2011-2012:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1st Year Sections
Fewer than 30 students	1,846	50.1%
30 to 60 students	1,665	45.2%
61 to 100 students	153	4.2%
101 to 250 students	21	0.6%
251 or more students	0	0%
Total	3,685	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2nd Year Sections
Fewer than 30 students	478	40.1%
30 to 60 students	633	53.1%
61 to 100 students	77	6.5%
101 to 250 students	4	0.3%
251 or more students	0	0%
Total	1,192	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3rd Year Sections
Fewer than 30 students	123	47.3%
30 to 60 students	103	39.6%
61 to 100 students	34	13.1%
101 to 250 students	0	0%
251 or more students	0	0%
Total	260	100%

4ᵗʰ YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4ᵗʰ Year Sections
Fewer than 30 students	16	69.6%
30 to 60 students	7	30.4%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	23	100%

*The space below is provided for **Algonquin College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Class Size.

The current program of study version was utilized for these counts.

ESL/FSL International programs are offered on a continuous basis and have been included in Year 1 counts.

Labs and fieldwork are predominantly delivered at the higher level of the program which will explain the discrepancies in classroom numbers over time.

CE activities are excluded as these activities are not linked to a program of study.

Online courses have been excluded with the exception of General Education courses which meet with faculty once per term.

Please provide one or more highlights, in the space provided below, of an activity that **Algonquin College** used during 2011-2012, which contributed to maintaining or improving **Algonquin College's** class size initiatives. This could be a strategy, initiative or program viewed by **Algonquin College** to be an innovative practice, success story and/or key accomplishment that **Algonquin College** would like to highlight.

The establishment of a Digital College, providing both online and hybrid delivery of curriculum, has allowed students to fulfill course requirements outside of a classroom setting, offering greater convenience and flexibility to students while relieving pressure on college capacity and student class-size.

Demand analysis is performed each term, prior to the scheduling of activities. This ensures the appropriate allocation of classrooms by type and size based on the demand outlined in the course loading. Additionally, Algonquin college has initiated room utilization and capacity reports by term to assist in optimal utilization.

6) eLearning

The Government of Ontario, in the recently released discussion paper, Strengthening Ontario's Centres of Creativity, Innovation and Knowledge, included a section regarding online learning as a potential method to increase access for all learners, particularly those who are prevented from attending in-class education as a result of barriers that may be financial, geographic, physical, family-related, or work-related.

In spring 2010, the Ministry conducted a postsecondary survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity taking place across Ontario.

In its 2010-2011 MYAA Report Back, **Algonquin College** provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, **Algonquin College** is asked to provide information on eLearning courses, programs and registrations in 2011-2012.

Fully Online Learning* and Synchronous Conferencing*

DEFINITIONS:

Courses:

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

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

Programs:

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

A Synchronous Conferencing program *describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.*

Please indicate in the table below the number of Ministry-funded courses, programs **Algonquin College** offered in 2011-2012 and corresponding registration information -

An <u>Ontario College Credential</u> includes: Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate (or the French-language equivalent).
* <u>Other Credential</u> includes: local board certificates, non-credit courses and other similar course/program offerings.*

COURSES	Ontario College Credential[*]	Other Credential[*]
# of Ministry-funded courses offered through *Fully Online Learning**	651	0
# of Ministry-funded courses offered through *Synchronous Conferencing**	0	0
Total # of Ministry-funded courses offered through the above eLearning formats	651	0
PROGRAMS	Ontario College Credential[*]	Other Credential[*]
# of Ministry-funded programs offered through *Fully Online Learning**	23	35
# of Ministry-funded programs offered through *Synchronous Conferencing**	0	0
Total # of Ministry-funded programs offered in the above eLearning formats	23	35
REGISTRATIONS	Ontario College Credential[*]	Other Credential[*]
# registrations in Ministry-funded programs offered through *Fully Online Learning**	13,730	0
# registrations in Ministry-funded programs offered through *Synchronous Conferencing**	0	0
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	13,730	0

*The space below is provided for *Algonquin College* to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

Unable to differentiate Course and Registration counts between Ontario College Credential or Other Credential. All counts are listed as an aggregate under Ontario College Credential.

Hybrid Learning*

*DEFINITIONS:

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

A <u>Hybrid Learning program</u> is a program in which 80% or more of its courses are hybrid learning courses.

In the space provided below, please highlight one or more examples of **Algonquin College's** use of Hybrid Learning courses and/or programs in 2011-2012.

> During 2011-12, Algonquin had 824 unique Hybrid courses with 61,000 student registrations in 2,000 course sections approximately.
>
> For online activity, there were 125 courses with approximately 12,000 registrations

Please provide one or more highlights, in the space provided below, of an activity that **Algonquin College** used during 2011-2012, which contributed to maintaining or improving **Algonquin College's** eLearning initiatives. This could be a strategy, initiative or program viewed by **Algonquin College** to be an innovative practice, success story and/or key accomplishment that **Algonquin College** would like to highlight.

> 1. Hybrid Learning Algonquin has implemented hybrid course activity as an integral component of every student learning experience at the College. With only a few exceptions, programs are expected to offer approx. 20% of programming hours online. The College has not moved aggressively to place entire programs online, preferring to offer a blend of online and face to face activity. There are over 2,000 hybrid course sections offered each year and many programs will have as much as 50% of the courses in the program delivered in hybrid format.
>
> 2. Mobile Delivery Development is underway to offer every program of study at the college through mobile delivery channels by Fall, 2013. Students will be required to use mobile learning devices,most often laptops, on a routine basis. eClassrooms are being upgraded to true Smart Classrooms with the addition of interactive whiteboards. Lecture capture will become a normal activity, and more and more full online and hybrid courses will be developed to meet the demand of our mobile learners. High enrolment courses throughout the College will be offered in fully online formats to provide students with more choice.
>
> 3. Fully Online Learning through Distance Education The Algonquin College DE web portal, known as 'eAlgonquin.ca', is our one-stop online learning ePortal for registered students and faculty. This ePortal went into production January 1, 2011. Innovative features such as single sign on, timed course activation, electronic registration notice and automated course evaluation provide students in 23 countries and over 200 cities around the world with a dependable and reliable learning experience. Faculty can see their timetables at a glance, and share exchanges in a staff only discussion forum. Site administrators can create additional content areas easily without additional programming. Built upon a secure and robust technology platform employing high security encryption, the ePortal supports over half a dozen different Learning Management Systems and can easily support more regardless of type or location. The online student community has quickly embraced eAlgonquin.ca and we project in excess of 2 Million pageviews from over 12,000 students in the coming academic year.

7) International

7.1 Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Algonquin College** had in 2011-2012:

- Outbound students* = 32
  DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.

- Inbound students* = 1

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

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Algonquin College** in 2011-2012 = **$8,843,144**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Algonquin College** had outside of Canada in 2011-2012 = **$2,624,594**

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Algonquin College** delivers courses and/or programs **abroad (outside of Canada)** in 2011-2012, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2011-2012	Provide 2011-2012 total enrolment in each program offered listed in this table
SITC - Suzhou	Suzhou, Jiangsu Prov / China	Bus Admin	77
JMI - Nanjing	Nanjing, Jiangsu Prov / China	Bus Admin	65
MRIU	Faridabad, Haryana / India	Int Decorating, Animation	41
Animaster	Bangalore / India	Animation	7
ISHTAP	Petrovac / Montenegro	Hospitality Mgmt	20
Hotelski Educ Centre	Milocer / Montenegro	Culinary Mgmt	20
JEC PT - CADRE	Jazan / Saudi Arabia	Electrical Technician	35

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

The gross revenue from international student tuition reported in section 7.1 reflect the amount received during the fiscal period April 1, 2011 to March 31, 2012 and does not reflect the number of international students reported in section 7.2 as the enrolment numbers were taken from the academic year.

7.2 Enrolment

In 2011-2012, the following were the top 5 source countries for international students at *Algonquin College*:

	Source Country	Number of Full-Time International Students from Source Country	International Students from Source Country as a Percentage of *Algonquin College* Total Full-Time International Student Enrolment[(+)]
1.	India[(+)]	343[(+)]	39.9%[(+)]
2.	China[(+)]	185[(+)]	21.5%[(+)]
3.	Saudi Arabia[(+)]	35[(+)]	4.1%[(+)]
4.	Vietnam[(+)]	22[(+)]	2.6%[(+)]
5.	Nigeria[(+)]	22[(+)]	2.6%[(+)]

Algonquin College reported to the Ministry that International Enrolment* in 2011-2012 = **860[(+)]**.

   DEFINITION: International Enrolment is the headcount of Full-Time international students who are a non-Canadian citizen or non-permanent resident (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) studying as of September 2011 at **Algonquin College, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a full-time basis.*

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

860 is the full-time head count of International students as of the 10-day withdrawal deadline of Sept. 19th, 2011, not the Nov. 1, 2011 audit date (838). The number of Part-time students provided below is based on the Nov. 1, 2011 audit date.

Full-Time International Enrolment as a comparative percentage* of Full-Time Enrolment at *Algonquin College* in 2011-2012 was: **6.14%(+)**

*Comparative percentage calculation based on *Algonquin College*'s 2011-2012 Full-Time International Enrolment (**860(+)**), divided by *Algonquin College*'s 2011-2012 Fulltime Enrolment Headcount (**14,013(+)**)

Please provide *Algonquin College's* 2011-2012 Part-Time International Student Enrolment = 60

Please provide one or more highlights, in the space provided below, of an activity that *Algonquin College* used during 2011-2012, which contributed to maintaining or improving *Algonquin College's* international initiatives. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.

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1. Algonquin opened India Office in September 2011 to aid in student recruitment.

2. 29 Algonquin students from 12 programs took advantage of International Scholarship opportunities in 14 countries.

3. The College signed four Memorandum of Understandings (Liaoning Forestry Vocation-Technical College, Shenyang City, China - Hospitality Management-Hotel & Restaurant Belgrade Business School, Belgrade, Serbia- International Business Management / FMPHMI- Fakultet Za Mejunarodno Poslovanje I Hotelsko Turisticki Mendadzment, Istocno, Sarajevo, Republic of SRPSKA(Bosnia-Herzegovina) - Business Administration Advanced and Hospitality Management - Hotel & Restaurant / Orient Educational Services, Safat, Kuwait - Algonquin's Foundation Year, Business – Accounting, Business- Marketing, Advanced Technology Computer Programmer and Computer Systems Technician).

4. Program Quality Assessment of the Preparatory Year Program (PYP) and Mechanical Industrial Millwright Programs at the Jazan Economic City Polytechnic (JECPT) in Jazen, Saudi Arabia completed with over a 4 day period at JEC PT.

5. MOI signed with Liangshi Education Group, Suzhou, China in July to promote internship and fulltime employment opportunities Early Childhood Education students/graduates.

6. Teacher training programs conducted at Algonquin College for faculty of Rajamangala University, Thailand and for English teachers from the Korean National University of Education (KNUE).

7. Three Workshops in Health and Safety were delivered in Lebanon through Algonquin's Corporate Training in conjunction with our partner, Sustainable Management Group-Lebanon (SMG).

8. In association with a CIDA-funded Education for Employment project, curriculum development and teacher training was provided to faculty in Dodoma, Tanzania in the area of hospitality. Workshops were also offered in the use of labour market information to support demand driven vocational education and training in Tanzania.

9. Two students from the Event Management Program and one student from the TESL Program travelled to Dodoma, Tanzanian for a one month field placement.

10. Created Algonquin Agent Manual Framework and simplified application and transfer process for students from our partner schools in China.

11. Algonquin hosted several international delegations over a period of several days to provide an orientation to college-level education and to the City of Ottawa environment.

12. Algonquin developed 8 week Introduction to Canadian Heath Care bridging program for International students meeting entrance requirements for Health programs to increase student success and retention.

13. Algonquin developed U12 math course for International and domestic students wishing to upgrade their High School math in order to enter degree programs.

7.3 English or French as a Second Language

Please provide the total number of *International students* who were enrolled in either an English as a Second Language (ESL) course or program or a French as a Second Language (FSL) course or program at **Algonquin College** in 2011-2012 = 1,659

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

1. Algonquin provided conditional admissions offers for ESL students wishing to pursue further post-secondary education at Algonquin College.

2. Algonquin became an official test centre for a suite of tests: IELST, TOEFL, CAEL and CELEPIP.

3. Algonquin created an on-Line ESL low stakes assessment tool to provide feedback to overseas applicants requiring wishing to pursue a post-secondary education.

*The space below is provided for **Algonquin College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment in ESL or FSL by International Students.

The number 1659 represents the total number of students enrolled in ESL for International throughout the 2011 academic year, representing 6 intakes of 8-week sessions.

8) Supply Chain Compliance / *Broader Public Sector Accountability Act*

SUPPLY CHAIN COMPLIANCE

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

Algonquin College confirmed in its 2010-2011 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2011-2012, *Algonquin College* adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Algonquin College confirmed in its 2010-2011 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2011-2012, *Algonquin College* adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Algonquin College confirmed in its 2010-2011 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2011-2012, *Algonquin College* participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of *Algonquin College's* OECM purchases in 2011-2012: 354,284

Please provide one or more highlights, in the space provided below, of an activity that **Algonquin College** used during 2011-2012, which contributed to maintaining or improving **Algonquin College's** supply chain initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

1. Policies and procedures were reviewed with staff regularly and promoted in workshops and one-on-one training sessions to ensure staff are aware of the College's processes whether they are new to the college or taking a refresher session. Updated information was also provided on the College's intranet for easy access with documents and hands on modules.

2. The Purchasing Department worked with various vendors to consolidate purchase order activity from individual departments to one contract for all departments. This generated savings and efficiencies.

3. Purchasing continued to review Ontario Educational Collaborative Marketplace opportunities and communicated them to the College Community. The College completed year three of the Office Supplies agreement with Grand and Toy and signed on with the Desktop and Courier contracts. The College is reviewing the Customs Brokerage contract.

4. A procurement strategy that aligned with the College's Strategic Plan was developed to be implemented College wide upon approval. The strategy outlined the role of procurement in the College with detailed information outlining the processes that would be used to maintain the strategy.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All colleges were to be in compliance with the *Broader Public Sector Accountability Act*, 2010, proclaimed on April 1, 2011. The *Act*, through three new directives (procurement, expenses and perquisites), established new expense, procurement and perquisite practices for large broader public sector (BPS) organizations and adds accountability measures.

BPS Procurement Directive

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

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

> ii. comply with the mandatory requirements of the Directive.

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

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

1. Algonquin's Purchasing Department adopted RFP templates from OECM for goods and services that are compliant with the Broader Public Sector Procurement Directives. This provides a standardized tool for all RFP processes at the College.

2. Meetings were held with departments with large procurement requirements to ensure compliance with our policies and processes and with the Broader Public Sector Procurement Directives.

3. All College staff that engage in any kind of procurement or vendor dealings are required to sign off on the Code of Ethics form which is kept in the Purchasing Department and reviewed on a yearly basis.

BPS Expenses Directive

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

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

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

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

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

http://www2.algonquincollege.com/directives/policy/ad12-travel-meals-and-hospitality-policy/

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

1. Algonquin College Directive: AD12 Travel, Meals, and Hospitality, was approved by the President's Executive Committee. It deals specifically with the issues raised by the BPS Expenses Directive.

2. Per diem meal rates were eliminated and replaced by maximum allowable meal rates that require itemized receipts. Per diem rates for incidental expenses have also been eliminated.

3. Two new forms were developed to deal specifically with alcohol expense claims:
a)Request for Special Status for Alcohol Service at Hospitality Events (requires approval by the Board of Governors)
b)Request for Alcohol Provision as Hospitality Expense (requires approval by the President)

4. A formalized approach has been developed to handle exceptions to AD 12. A new form must be completed: Approval for Exception to Travel, Meals and Hospitality Policy. It requires the approval by a Vice-President and/or President.

BPS Perquisites Directive

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

✔ **Algonquin College** confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

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

1. Algonquin College Directive: AD05 Perquisites, was approved by the President's Executive Committee. It deals specifically with the BPS Perquisite Directive. Summary information will be made available upon request.

2. The payment of two perquisites provided to the President, have been discontinued in order to comply with the new BPS Perquisites Directive.

9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2011-2012 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

*DEFINITIONS:

Work-Integrated Learning is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for *Algonquin College* in 2011-2012:

	Certificate	Diploma	Advanced Diploma	Graduate Certificate	Applied Degree
Number of programs at *Algonquin College* with a Co-op Stream	1	15	6	2	3
Number of students at *Algonquin College* enrolled in a Co-op program	20	1,319	327	45	310

Please provide one or more highlights, in the space provided below, of an activity that *Algonquin College* used during 2011-2012, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by *Algonquin College* to be an innovative practice, success story and/or key accomplishment.

The Office of Applied Research and Innovation (ARI) had its best year ever. Over 500 students were engaged in applied research, with 400 of these being engaged through In-Class Projects as part of their program requirements and the remaining students having been hired by ARI. This intensive form of experiential learning enabled the 500 students and over 40 faculty to collaborate on 120 applied research projects with 86 industry partners and other organizations. In addition to learning technical skills and applying their domain knowledge on real-world problems and opportunities, students gained invaluable entrepreneurial/intrapreneurial communication and business experience in areas such as team work, presentations, contracts and Intellectual Property, and budgeting and purchasing procedures. Algonquin is well on its way to achieving "every student an intrapreneur".

Recognizing that work-integrated learning experiences are invaluable to students', the College has always had a strong commitment to providing work-learning opportunities and has reaffirmed this commitment within the 2012-2017 Strategic Plan. Under the Applied Education and Training pillar, Goal #4 denotes the College's commitment to: 'Provide opportunities for every full-time student to have a work experience outside of the classroom.' Opportunities for out of classroom work experiences will be provided through numerous activities such as, field placement, clinical placement, co-op, field projects, and applied research. The College has established a working group to realize its work experience commitment by 2017.

10) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2011-2012, the student satisfaction rate at **Algonquin College** for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **89.5%(+)**

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Algonquin College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **82.9%(+)**

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Algonquin College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **74.9%(+)**

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Algonquin College** for KPI Question #45 "The overall quality of the services in the college" = **73.8%(+)**

Please indicate the methods, in addition to the KPI survey results reported in 2011-2012, that **Algonquin College** used in 2011-2012 to measure student satisfaction.

Please provide one or more highlights, in the space provided below, of an activity that **Algonquin College** used during 2011-2012, which contributed to maintaining or improving **Algonquin College's** student satisfaction initiatives. This could be a strategy, initiative or program viewed by **Algonquin College** to be an innovative practice, success story and/or key accomplishment that **Algonquin College** would like to highlight.

Building program 2011-12 - A Student Commons is being built at the Woodroffe Campus, scheduled to open for the Fall of 2012. A dated campus facility at our Perth location was replaced in 2011. New buildings are currently under construction at the Pembroke Campus.

11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate at *Algonquin College* = **64.2%**[(+)]

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

Graduation Rate is not measured by a survey; it is calculated using student administrative data based on MTCU guidelines.

Please provide one or more highlights, in the space provided below, of an activity that *Algonquin College* used during 2011-2012, which contributed to maintaining or improving *Algonquin College's* graduation rate initiatives. This could be a strategy, initiative or program viewed by *Algonquin College* to be an innovative practice, success story and/or key accomplishment that *Algonquin College* would like to highlight.

Algonquin has established a partnership with Dr. Ross Finnie and the Educational Policy Research Initiative, located at the University of Ottawa. Using student administrative data, he will identify factors that contribute to retention and attrition. A research grant from the the College University Consortia Council was awarded in March, 2011 for delivery by December, 2012.

12) Graduate Employment Rate

Per the KPI results reported in 2011-2012 the graduate employment rate, 6 months upon graduation, at **Algonquin College** = **85.7%(+)**

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

> No additional survey process implemented beyond KPI Graduate Survey.

Please provide one or more highlights, in the space provided below, of an activity that **Algonquin College** used during 2011-2012, which contributed to maintaining or improving **Algonquin College's** graduate employment rate. This could be a strategy, initiative or program viewed by **Algonquin College** to be an innovative practice, success story and/or key accomplishment that **Algonquin College** would like to highlight.

> The Algonquin College Employment Support Centre introduced a new Career Services software solution called MyCareerZone, powered by Orbis Communications for our clients to post and view employment opportunities. The system is web-based and is user-friendly. Since the January 2012 launch, the system has seen 3,033 job postings, 1,624 distinct employers have used the system, and 7,846 students and graduates have viewed and/or applied to the employment postings.
>
> Another web-based tool that will be used by the College's employment officers is the Employment Readiness Scale system. This tool will assist the employment officers to provide more in-depth support to help multi-barriered job seekers to identify how they can transition into the labour market more efficiently.

13) Student Retention

The table below has been pre-populated with the results from **Algonquin College's** 2010-2011 MYAA Report Backs. Please identify **Algonquin College's** achieved results for 2011-2012 using the following methodology:

> **Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs on which enrolment is reported at minimum twice). Please include in your calculations all students who were on work/co-op placements during the specified retention periods.**

	Retention Rate Achieved for 2010-2011	Retention Rate Achieved for 2011-2012
1st to 2nd Year	**73.8%(+)**	2011 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 4,054 ÷ 2010 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = 5,267 x 100 = 77%
2nd to 3rd Year	**96.2%(+)**	2011 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 819 ÷ 2010 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 898 x 100 = 91.2%
3rd to 4th Year	**91.7%(+)**	2011 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 64 ÷ 2010 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = 69 x 100 = 92.8%

*NOTE: Institutions used a variety of student enrolment cluster groups in their 2010-2011 MYAA Report Back student retention rate calculations. As such, comparison between the 2010-2011 student retention rate and the 2011-2012 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with stakeholders to refine the student retention rate indicator for future MYAA Report Backs.

*The space below is provided for **Algonquin College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Student Retention.

Please provide one or more highlights, in the space provided below, of an activity that *Algonquin College* used during 2011-2012, which contributed to maintaining or improving *Algonquin College's* retention initiatives. This could be a strategy, initiative or program viewed by *Algonquin College* to be an innovative practice, success story and/or key accomplishment that *Algonquin College* would like to highlight.

1) The Academic Advising project was expanded from 19 to 43 programs which increased the number of students from 1,300 to 2,850.

2) A program was set up to have an automated phone call to all students in level 1 after the third week of school. Students were asked to identify themselves if they required help or needed additional information on services. Students requesting assistance were then called by College staff in the Registrars' Office and provided the resources they were looking for from actual assistance on specific items to general information on the services available to them.

3) The new Student Commons building will open in August 2012 centralizing many of the key student service activities in one centralized welcome centre.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **Algonquin College** used in 2011-2012 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality for the three quality measure categories indicated below -

1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)

An extensive study of the College's program and curriculum development processes was undertaken to determine how the support and training provided to faculty and other staff relative to program and course development might be enhanced and to identify potential efficiencies. The College examined both the Curriculum Consultation Services offered through Academic Development in supporting program proposal development, and the supports provided by Learning, Teaching Services through the Curriculum Implementation Services. One of the recommendations emerging from the study was for the College to amalgamate the aforementioned services under one functional unit, in order to provide more seamless services to staff developing or modifying program/course curriculum. The College is committed to continuous quality improvement of students' in-class experiences. As a result of the study findings, a decision was taken to transition program and course development services under one organizational unit to better facilitate the provisions of curriculum related support services and training provided to staff.

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

The College elected to accelerate the renewal of its 2008-2013 Strategic Plan. Following an extensive nine-month consultative process, the Algonquin College Strategic Plan 2012-17 was approved by the Board of Governors in April 2012. The entire Algonquin community, and most notably students, were engaged in the process participating in activities ranging from workshops and focus groups to town hall meetings. Discussion topics included:
• Global economic forces
• Employer demands
• Changing client expectations
• Government policy
• Education trends
• Community needs

The consultative effort led the College to reconfirm its values, renew its mission and refocus its vision. The new Strategic Plan seeks to differentiate Algonquin locally, nationally and globally. Building on the foundation of past plans, the document identifies four strategic pillars and 12 supporting goals aimed at delivering on its vision.

Under the Applied Education and Training pillar, Goal #4 denotes the College's commitment to: 'Provide opportunities for every full-time student to have a work experience outside of the classroom.' Recognizing that work-integrated learning experiences are invaluable to students', the College has always had a strong commitment to providing work-learning opportunities and has reaffirmed this commitment within the 2012-2017 Strategic Plan. Opportunities for out of classroom work experiences will be provided through numerous activities such as, field placement, clinical placement, co-op, field projects, and applied research. The College has established a working group to realize its work experience commitment by 2017.

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

This past year Student Services staff were heavily engaged in planning for the consolidation of support services within the new Student Commons. The Robert C. Gillett Student Commons building that opened in Fall 2012 features 110,000 square feet of space housing a variety of centralized services dedicated to student success. The building is intended to provide several student services in a one-stop shopping model. A Welcome Centre concept was envisioned and a manager hired to oversee its operation. The Welcome Centre is designed to welcome students and guide them to such supports as Counselling Services, The Centre for Students with Disabilities, The Student Success Service and The Employment Support Centre. As with any new operation, the College will examine service provision and seek to enhancements based on feedback received from stakeholders.

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Attestation:

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

Contact:

For additional information regarding ***Algonquin College's*** 2011-2012 MYAA Report Back please contact -

- Name: Wayne Lewrey

- Telephone: (613) 727-4723, Ext. 5387

- Email: lewreyw@algonquincollege.com

Please indicate the address on ***Algonquin College's*** website where a PDF copy of this 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report Back has been approved):

- http://algonquincollege.com/reports/