ALGONQUIN COLLEGE

Enrolment & Retention
President's Listening Tour Task Force
Final Report

June 29, 2015

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*"*Student retention remains one of the most studied, most persistent and most perplexing challenges facing postsecondary education. Withdrawing from college can deal a crushing blow to a student's self-confidence, self-esteem, and financial position. For the institution and society, student attrition is considered a waste of precious resources and talent. Finding solutions that work for Algonquin students is critical to our reputation and our financial position.*"*

~ President Jensen – 2015-16 Business Plan

EXECUTIVE SUMMARY

During President Cheryl Jensen's first four months in office, she embarked on a 'Listening Tour' to learn about the College culture, and hear firsthand feedback from employees and students on the opportunities and challenges facing the institution. Among the issues and thoughts raised were a couple of dominant topics that formed the thrust of this Task Force Report in the context of changing demographics, and in pursuit of student success.

In contrast to the other two Task Forces that were formed at the end of President Jensen's Listening Tour, there was already a well-formed and functioning Strategic Enrolment Management Committee (SEMC), as well as sub-committee charged with monitoring achievement of enrolment targets for the 15-16 academic year. The task of examining and developing a report to address the issues, concerns, opportunities and challenges during the President's Listening Tour therefore fell to this sub-committee, which was co-chaired by Claude Brulé, Senior Vice President Academic & Laura Stanbra, Vice President, Student Services, and comprised of all the Faculty/School Deans, the Acting Executive Director of Academic Operations and Planning, the Registrar, the Associate Registrar and the Director of Marketing & Recruitment. In addition, a number of resource persons were invited as needed to participate in the activities of the Task Force.

The goal of the Task Force was to review the College's enrolment and retention efforts and identify courses of action which will deliver on our 2015-16 Business Plan commitment to increase first term student retention by 1.5%.

At Algonquin College, retention is measured and reported to the President's Council and to the Board of Governors as follows:

- The retention statistic measures term-to-term progression of a student It tracks full-time and part-time students who are enrolled in all levels of a program on Day 10, and includes audit eligible (domestic) and international students. On Day 10 of the next semester, it accounts for all the students who are still registered in the same program, or who have graduated, or who are in a Coop semester, or who have transferred to another program at the College. Those students are considered to be retained.

- The retention rate specified in the Strategic Plan and the annual business plan is the College's overall Fall-to-Winter retention rate, adjusted to exclude the data for the Centre for Continuing and Online Learning (CCOL).

Why is student retention important? It is important because students come to Algonquin College to transform their hopes and dreams into knowledge and skills leading to career success. Retention is one strategy to help students achieve their aspirations. Retention is also important because it leads to academic success, graduation, employment or self-employment, and socio-economic prosperity for the communities in which we serve. The success of our students is a direct reflection of our success as a postsecondary institution, and anything short of that can affect our reputation and our financial sustainability.

The approach of the Task Force was to gather data and evidence to develop a sound understanding of the environment, present this information to the College community to develop a common or shared view of our institutional landscape, and invite our internal community, through public engagement venues such as focus groups, an online survey, and a one-day conference on student success, to have discourse and debate and provide further insights and feedback to the Task Force on these two important subjects.

The 2014-2015 Academic Year yielded the following results in enrolment and retention:

Enrolment Growth Targets (new & returning)

2014-15 Fiscal Year Summary			
	Target	**Actual**	**Variance**
Spring 2014	7.4%	8.3%	0.9%
Fall 2014	2.7%	1.1%	-1.6%
Winter 2015	3.8%	1.7%	-2.0%
TOTALS	**3.7%**	**1.9%**	**-1.7%**

Using the latest year's data (2014W-to-2014F for Levels 02, 04, 06 and 2014F-to-2015W for Levels 01, 03, 05, 07), the retention rates by Level are:

Level 01-to-Level 02	84.0%
Level 02-to-Level 03	82.0%
Level 03-to-Level 04	90.7%
Level 04-to-Level 05	88.4%
Level 05-to-Level 06	95.3%
Level 06-to Level 07	89.0%
Level 07-to-Level 08	100%

Summary of main findings:

- More robust data analytics are required and more focused, consistent and coordinated initiatives need to be actioned from this data.
- Capacity to provide more retention initiatives that are sequential, intrusive (i.e., give students what they want before they know they need it), intentional (strategies developed to meet continuing student enrolment goals, rather than hoping retention improves), and continuous throughout the academic lifecycle of the student.
- Improvements to student information system are required to provide timely, self-serve access to enrolment and student data.
- Students who decline program offers after having been accepted do so mainly for program-related, location, and/or cost-related reasons.
- Need for Manager of Retention in order to provide better coordination of retention efforts across the institution and to share best practices.
- Develop an Institutional Research (IR) survey capacity.
- Need to develop a College-wide understanding of the definition of retention and a heightened awareness of the issues and involvement with solutions.
- Renewed focus on academic advising for students across all Faculties/Schools.
- Review of admission requirements to ensure program fit.
- Develop an institutional approach to the Canadian Anti-Spam Legislation (CASL) in order to ensure compliancy with privacy laws throughout our recruitment and admission processes.
- Retention survey responses from faculty and staff suggest: need for more staff and/or time with students, program investments, improvements to curriculum, and improved communications as means to increase student success and retention.

Summary of our recommendations:

- Reframe a governance and organizational structure of strategic enrolment management (SEM) that incorporates sustainable practices, as well as integration and coordination as guiding principles. It should be noted that SEM recognizes our social mission as a College as our predominant value (versus financial impact on the College).
- Expand and enhance the current Student Success Academic Advising Plan for Fall 2015.
- Provide more consistent and seamless initiatives that need to be actioned from our data to address the gaps in the admission, onboarding and retention cycle that need to be addressed. This would include increasing our capacity to provide more retention initiatives that are sequential, intrusive (give students what they want before they know they need it) and intentional (strategies developed to meet continuing student enrolment goals, rather than hoping retention improves).
- Retention and or admission conversion should form part of every staff members' performance goals. Cascading down to front line levels with the importance of this goal is key to success.
- Review program mix and associated delivery modes to reflect changes in demographics, i.e., develop new programming for people already in the workforce who are advancing in their careers or transitioning careers.
- Build upon engagement of participants in the Student Success Conference, this will involve regular updates and opportunities for them to continue their involvement and bring other colleagues into the process.

PRESIDENT'S LISTENING TOUR BACKGROUND

Shortly after her arrival at Algonquin College, President Cheryl Jensen embarked on a four-month 'Listening Tour' to immerse herself in the College's culture, identify the opportunities and challenges facing the institution, and demonstrate her interest in seeking regular feedback from employees and students.

Over the course of 21 in-person and online sessions, 384 employees and students across all four Algonquin College campuses shared their thoughts on a broad range of issues.

The President's Listening Tour reported the following observations regarding retention:

Opportunities

"RETENTION - Considered the most elusive of opportunities, many spoke of the need to focus more attention to the issue of student retention. Our numbers bear this out. For all our excellent efforts, Algonquin's retention rates are not increasing as rapidly as our efforts would suggest. Students and employees recognize that if we could make a difference in this all important area, it would have a tangible positive effect on the College's future sustainability. Helping students succeed is why we are here." Listening Tour Report, page 9.

Focus

"RETENTION - The College community is also looking for a coordinated approach to retention. They realize that conquering retention is a major challenge, and at the same time, they know that improving retention could have the greatest impact in the lives of our students. All recognized the complexity of this challenge. Improvements in retention have the potential to give the College more control over our fiscal health. The community wants us to give retention renewed focus." Listening Tour Report, page 17.

From the Listening Tour, it was also clear that employees are looking for more accountability of retention initiatives, such as how have our past trial efforts worked, and what best practices can be scalable across the Academic Area. Other items identified were the need for more highly structured and integrated retention efforts with other programs/services, and the need to move from discussion to "action".

TASK FORCE TERMS OF REFERENCE

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1. Purpose

To address changing demographics and increase College retention rates, the Enrolment & Retention Listening Tour Task Force is asked to review the College's enrolment and retention efforts and identify courses of action which will deliver on our 2015-16 Business Plan commitment to increase first term student retention by 1.5%.

2. Deliverables

- Draft an interim report identifying the current state, due by March 16, 2015.
- Draft a final report outlining the actions to be taken to deliver on the goal outlined in the purpose, due on June 15, 2015.
- Facilitate a minimum of one public meeting to discuss the subject.
- Report to President's Council bi-weekly on the task force's progress.
- Post all pertinent updates and support materials to myAC and the President's website.

3. Accountability

- The Task Force reports to the President's Council.

4. Authority

The Task Force has the authority to:

- Review all College data and documents related to relevant to its purpose.
- Draft a work plan for approval by President's Council.
- Meet regularly to implement the work plan.
- Determine best practices relative to its work and report regularly.
- Make recommendations to President's Council in relation to its purpose.
- Regularly assess its progress and adjust the work plan.
- Document its work and progress and share this information with members the Algonquin community.
- Regularly review its Terms of Reference and make recommendations for changes to the President's Council.

5. Support

Business units and staff support the task force as required. If issues concerning staff capacity arise, the employee or task force member should raise the issue with one of the Task Force Chairs for resolution.

6. Task Force Membership

- The Task Force will be co-chaired by Claude Brulé, Senior Vice President Academic & Laura Stanbra, Vice President, Student Services.
- The Task Force will also be comprised of:
  - All Deans
  - Acting Executive Director of Academic Operations and Planning
  - Registrar
  - Associate Registrar
  - Director of Marketing & Recruitment
- The Task Force may ask other members of the College community to join the Task Force in a resource capacity, as deemed appropriate by the Co-Chairs.

Members

The Enrolment and Retention Task Force is co-chaired by Claude Brulé, Senior Vice President, Academic; and Laura Stanbra, Vice President, Student Services.

The following subject-matter experts were selected to serve as resource members:

Resource Members	
Jo-Ann Aubut Dean, Academic Development	Farbod Karimi Chair, Marketing and Management Studies
Jamie Bramburger Manager, Community and Student Affairs, Pembroke Campus	Jim Kyte Dean, School of Hospitality and Tourism
Claude Brulé Senior Vice President, Academic	Sandra Larwill Acting Dean, Centre for Continuing and Online Learning
Karen Davies Dean, Pembroke Campus	Jeff Macnab Registrar, Registrar's Office
Cathy Dempsey Director, Finance and Administration	Wilma McCormack Program Quality Assurance Administrator, Academic Development
Dave Donaldson Dean, School of Business	Ernest Mulvey Director, International
Jack Doyle General Manager, Students' Association	Nadia Ramseier Marketing Manager, International Student Recruitment
Bryan Eburne Manager, Fees, Curriculum and Reporting, Registrar's Office	Claire Ramsay Chair, Career and Academic Access Centre
Peter Fortura Acting Director, Academic Operations and Planning	Joe Ranieri Director, Business Development
Barb Foulds, Dean, Faculty of Health, Public Safety and Community Studies	Linda Rees Dean, Centre of Continuing and Online Learning
Sherryl Fraser Chair, General Arts and Science	Lynn Schumann Acting Registrar, Registrar's Office
Catherine Gaudreau Assistant to the Dean, School of Business	Laura Stanbra Vice President, Student Services
Chris Hahn Dean, Perth Campus	Shelley Styles Director, Student Support Services
Robyn Heaton Dean, Faculty of Arts, Media and Design	Duncan Topp Manager, Corporate Systems and Business Intelligence
Eric Hollebone Director, Marketing and Recruitment	Nancy Tremblay Executive Assistant to the Senior Vice President, Academic
Chris Janzen Dean, Faculty of Technology and Trades	Rebecca Volk Manager, Centre for Organizational Learning
Anne Kalil Manager, Student Recruitment	

"… it was clear early on that everyone around the table was committed to student success and overall College success. The challenge was and remains, how to refocus resources to allow us to attract and retain students in programs that will allow them to achieve their long-term goals. Gathering ideas and turning recommendations into measurable actions is the only way we will succeed."

~ Task Force participant

TASK FORCE ACTIVITIES

The task force held a **one hour meeting every week** to review enrolment and retention trends, results and strategies to maximize the College's enrolment and retention efforts.

An Interim report was issued on March 16, 2015.

Public engagement sessions:

- A College-wide Retention survey was conducted (13 April – 8 May, 2015).
- The Student Success Conference held on May 22, 2015 was offered to participants to further engage the College Community on key enrolment and retention issues. It included an Open Space session, providing opportunities for participants to focus on specific areas of interest and actionable items related to student success and retention.

Student Success Conference 2015 Participants		
	Registrants	**%**
Administration	79	26%
Faculty	120	40%
Students' Association	14	5%
Students	3	1%
Support Staff	83	28%
	299	100%

- Liaison with other committees.
- Full-day retreat of the Strategic Enrolment Management Committee (SEMC) on March 20, 2015.

Research completed:

- Academica Survey to students who were "accepted" but declined our offer of admission (Appendix 1).
- "Algonquin by the Numbers" data to better inform the committee and the broader community (Appendix 2).
- Algonquin's "summer melt" data (Appendix 3).
- New enrolment and retention reports.
- Detailed retention targets by Faculty/School (page 29 of Appendix 2).
- Secured Academic Impressions membership with the ability to share membership with all colleagues at AC (no limits), free registration for online programs, unlimited online training library, discounts on upcoming conferences and webcast recordings, customized training reports).
- A Student Advising Report commissioned by the Senior Vice President Academic (Appendix 4).

Activities Stemming from Research:

- Ongoing work to reduce "Summer Melt"
- Work done to improve confirmation conversion rate.
- Academic Advising action plan in development for Fall '15 based on Student Advising Report.

"*The tangible outcome of this task force is that it has created a more integrated, concerted, united effort for our enrolment and retention efforts. There is heightened collaboration and accountability*". Task Force member

FINDINGS

Key findings from the weekly Task Force meetings included:

- **More robust analytics** are required, ideally information that can be pulled from canned reports (e.g., Cognos, OCAS, Registrar's Office)
    - Pre-entry data (what we know about our students before they enroll or around the time of enrolment). Including data on applicants who do not join the College either by their choice or by not meeting admission requirements or not placing high enough on the offer list for highly competitive programs
    - Persistence data (course to course, term to term)
    - Progression data (successful course completion, achieving milestones, high failure rate classes, etc.)
    - Graduation rates
- However, **select focused, consistent and coordinated initiatives need to be actioned from this data.** There are gaps in the admission, onboarding and retention cycle that need to be addressed. There is a need for a College-wide, integrated outreach communication strategy and cycle. Currently, communication outreach is departmental with variance in approach and communications content.
- College initiatives should increase its reliance on, and action, **select initiatives (that are specific, methodical and consistent) based upon what students are telling us** (e.g., KPI student satisfaction results).
- The College should **increase its capacity to provide more retention initiatives that are sequential, intrusive** (give students what they want before they know they need it), **intentional** (strategies developed to meet continuing student enrolment goals, rather than hoping retention improves), and **continuous** throughout the academic lifecycle of the student. These initiatives need to be clearly understood at all levels of the College along with key goals and measurable results, and these results need to be compared against our hypothesis.
- The **current student information system is unable to provide timely, self-serve access to enrolment and student data** in order for schools and departments to be alerted to forecasted shortfalls and take timely action.
- The **top 5 reasons students decline our offer of admission after being accepted** are: (percentages of respondents to reasons given; multiple choices) are:
    - Program
        - The program offered at Algonquin was not my first choice (44%);
        - The program has a better reputation at the school I am attending (38);
        - The school I am attending offers better opportunities for coop work placement (33%);
        - The program I entered was not offered at Algonquin (31%).
    - Location
        - I prefer the location of the school I am attending (50%);
        - I wanted to attend a school in my home city (or within commuting distance (39%);
        - I did NOT want to attend a school in my home city (or within commuting distance (24%).

- Funding/Cost
  - The cost of living away from home is too much (20%);
  - Algonquin College's tuition costs were higher than the school I am attending (20%).

- Quality or Timing of Communication
  - The school I am attending communicated more quickly than Algonquin College did (19%);
  - The School I am attending sent my Offer of Admission earlier than Algonquin College did (17%).

- Reputation
  - Algonquin College's academic reputation is not as strong as the school I am attending (14%).

- **Need for a manager of retention**, (Secretarial note: a manager has been hired).
- **Develop an Institutional Research (IR) survey capacity** (to assist College with its survey needs). There is currently a lack of coordination and subject-matter expertise in designing and execution of surveys to garner the intended results.
- Need to develop a **College-wide understanding of the definition of retention and a heightened awareness of the issues and involvement with solutions.** Become more transparent with results and forecasts to allow all College staff to understand the critical importance of attracting and retaining each student. By understanding the financial and personal negative impacts of a student withdrawal, staff can see how saving one student can make a difference.
- **Ensure coordinated efforts of enrolment and retention initiative**s. People are given tasks related to retention and student success (particularly in the Academic Area), other than through SEMC, and this is causing some confusion and some duplication of effort.
- Seek out, document and **share best practice behaviors** found in each School and support area.
- The College needs to develop an institutional approach to the Canadian Anti-Spam Legislation (CASL) in order to **ensure compliancy with privacy laws throughout our recruitment and admission processes**.

"I am a part time professor and dearly would love to be involved in a number of College improvement initiatives, but cannot do this for free. I believe we have a large contingent of talented and experienced part timers that can bring innovative ideas that are successful in other enterprises, who may have a greater sense of urgency than some full time employees."

Quote from Part-time Faculty survey participant

Key findings from the College-wide Retention Survey:

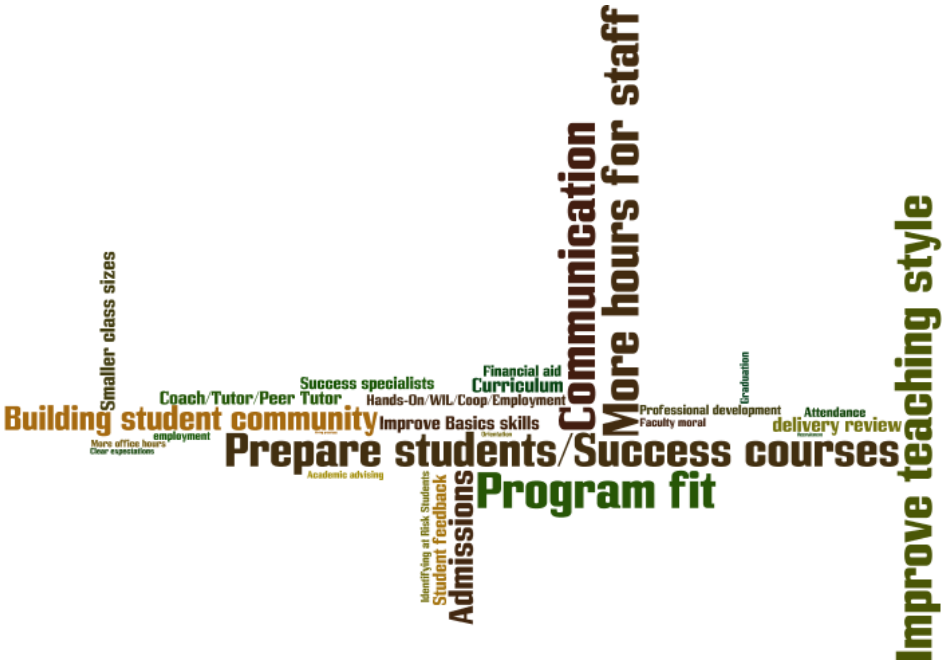
- Survey Method & Response
  - 3 Sections, seven (7) open ended questions
  - Collected responses for 3 weeks
  - More than 10% of the College employees – making it relevant
  - Completion rate: 60%
  - Average time taken: approx.17 minutes

Responses	Count
Started	445
Completed	265

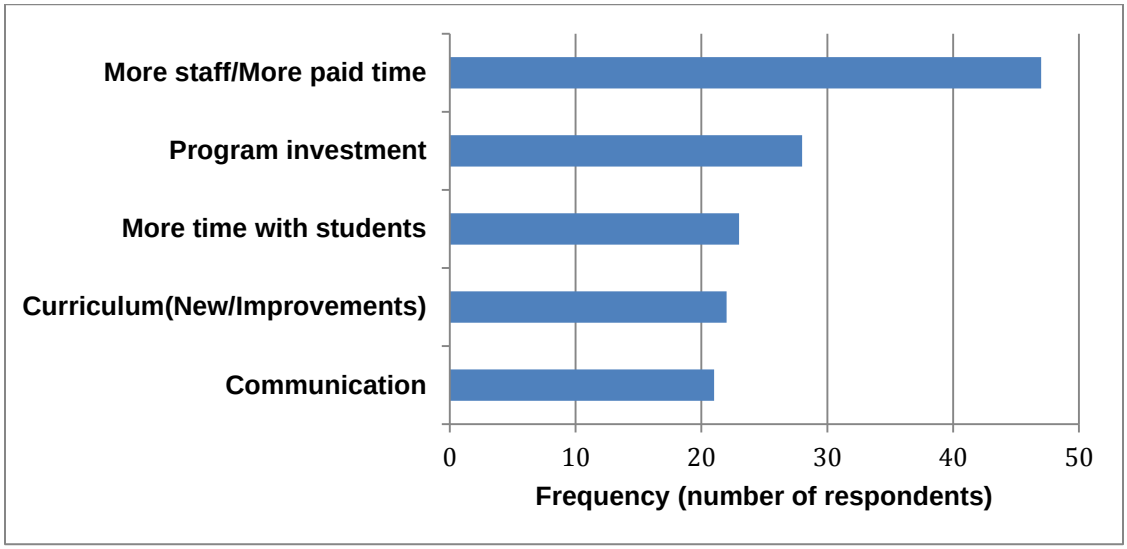
Employee Group	Count
Administrative	46
Faculty	305
Support	93

Employee Group	Count
Full-time	269
Part-time	175

Question 3 a) If Algonquin could only focus on one thing to improve student retention, what would you recommend?



Question 3 b) How can we go about getting this [one initiative] done?



To provide some context to the categorization of the student retention survey, below is a small sampling of the responses:

1. More staff/paid time category includes responses such as:
    - Invest in your teachers. They are a very important part of why students choose Algonquin
    - More "front-line" staff (i.e., - Student Success Specialists / "retention officers") to whom students can be referred to early.
    - Allow more release time for faculty for student office hours.
    - Open up some services on weekends.
2. Program Investments
    - Expand the Math Test Centre to include more common core courses.
    - Commit to academic advising program, including infrastructure and upper management)
    - Provide more resources for programs to implement strategies - the current orientation allowance is not enough.
3. More time with students
    - Throughout the term doing check-ins with 80+ students, making time for at-risk students
    - Maintain registration maximum to 20 students per course section.
    - Value and empower the program coordinators, allowing them further release time and encouraging them to provide more individual student support
    - Decrease the ratio of student to student success specialist.
4. Curriculum
    - Align the courses more closely to what the Industry in that particular field requires. It is imperative that what a person is spending a lot of money on must have value.
    - Stop focusing on academic approaches to reports and assignments and build in real-world approaches to business communications, reports, etc...
    - College must allocate appropriate resources/training to develop meaningful online curriculum.
5. Communication
    - Create structured mid-term communication and student feedback systems to create an open atmosphere and address any learning (or other) issues that the students may feel they have at midterm.
    - More continuity between academic environments, by supportive expectations and communication between the two levels [Ed note: College and K-12]. Preparation at secondary levels and clear defining points of success for applicants.
    - Call students, email students. Be a face for the College. Student Mentorships: Connect students with other students. OR Staff/faculty mentorships: Delegating students to Student Success Specialist, faculty, coordinators, etc.- with hours allocated to them on their contracts so that they have availability to connect with students.

"If students who self-identify as having LD were reached out to by the CSD, and non-LD students were reached out to by Academic Coaches, and set up with the supports from the very beginning, we could avoid students "falling through the cracks"". – Survey participant

Key findings from the Spring 2015 Student Success Conference:

- 80 conference registrants participated in this section of the conference. The majority of these participants were administrative, and support staff members and the Student Associations' Board of Directors.
- The Open Space Technology Session posed the question "*What is the one most important activity that you think Algonquin should continue or start to retain students?"*
- After two hours of topic-based brainstorming, where the topics were identified by the participants, items discussed and reported back to the group at-large, a priority setting exercise was carried out where all participants "voted" on all topics discussed, and the top four items were identified as the most important retention activities to be undertaken at Algonquin this coming year are:

1	Student Advising	30%
2	Admission/program fit	24%
3	More awareness and integration of services & access to information (i.e., student portal)	15%
4	Early alert and intervention for students at risk	13%

"It would likely be a good idea if students saw an academic adviser or student success specialist in the first few weeks in their program, to touch base and to get support quickly when they need it. Everyone should be encouraged as well to talk to students they think are struggling, and to help them get support quickly early in the semester". – Survey respondent

RECOMMENDATIONS

- **Reframe a governance and organizational structure of strategic enrolment management (SEM) that incorporates sustainable practices, as well as** integration and coordination as guiding principles. It should be noted that SEM recognizes our social mission as a College as our predominant value (versus financial impact on the College).
- **Expand and enhance the current Student Success Academic Advising Plan for Fall 2015** (emphasis on concepts prepared in the report "Student Success Advising – Circle of Care and Success Model – Action Plan and Implementation for Fall 2015" prepared by Michel Savard).
- **Provide more consistent and seamless initiatives that need to be actioned from our data to address the gaps** in the admission, onboarding and retention cycle that need to be addressed. This would include i**ncreasing our capacity to provide more retention initiatives that are sequential, intrusive** (give students what they want before they know they need it) **and intentional** (strategies developed to meet continuing student enrolment goals, rather than hoping retention improves).
- **Retention and or admission conversion should form part of every staff members' performance goals**. Cascading down to front line levels with the importance of this goal is key to success.
- **Review program mix and associated delivery modes** to reflect changes in demographics, i.e., develop new programming for people already in the workforce who are advancing in their careers or transitioning careers.
- **Build upon engagement of participants in the Student Success Conference**, this involves regular updates and opportunities for them to continue their involvement and bring other colleagues into the process.

Short-term (Implemented in 3 - 6 months)		
Initiative Owner	**Initiative/Leveraged Action**	**Measure of Success**
All Deans	Enrolment & Retention Plans Finalized and Implemented	1) Finalize enrolment goals with a heightened emphasis on return on investments. 2) Finalize strategies and tactics to address and mitigate the enrolment gap between actuals and projections for 2015-16 in order to ensure no negative impact on 2015-16 budget and beyond. 3) Identify programs for growth, sustaining, and harvest.
Executive Director, Academic Operations and Planning	Enrolment Programming / Budget Projections/Pro-Forma	1) Ensure programming (outlook and performance) projections, intakes, cycle of approvals and suspension provide the appropriate enrolment to sustain future budget projections/pro-forma.
Enrolment Management Sub-Committee	Key Performance Indicators & Gap Analysis Finalized	1) Finalize all key performance indicators, how and when they are evaluated, acted on, and modified. 2) Finalize the gap analysis in Recruitment → Admission → Registration → Student Orientation cycles. ○ Streamline and improve communications and touch points in this cycle.
Senior Vice President, Academic & Vice President, Student Services	Strategic Enrolment Management Governance and Organizational Structure Reframed	1) Reframe a governance and organizational structure of strategic enrolment management that incorporates sustainable integration and coordination as guiding principles.
Senior Vice President, Academic & Executive Director, Academic Operations and Planning	Student Success Advising Plan Launched	1) Launch a new Student Success Advising Plan for Fall 2015.
Student Success Conference Sub-Committee	Student Success Conference Participants Engagement Increased	1) Build upon engagement of participants in the Student Success Conference. ○ Thank all participants – advise of a myAC forum for Student Success Conference participants & provide a brief summary of conference results/feedback and suggestions for next year. ○ Email all participants a copy of the Enrolment & Retention Task Force report with thanks for participation and ask for feedback. ○ Reach out to this group as Here2Help volunteers for “start-up” first week of classes. ○ Create informal opportunities throughout the year for this group to connect. ○ Keep participants informed of actions that stemmed from the conference.

Mid-term (Implemented in 6 - 12 months)		
Initiative Owner	**Initiative/Leveraged Action**	**Measure of Success**
Student Success Conference Sub-Committee	Host 3rd Annual SEM Student Success Conference in May 2015	1) Hold a 3rd Annual SEM Student Success Conference in May 2016: ○ Integrated with Kaleidoscope. ○ Reporting back on concepts developed from 2nd annual conference and implementation results. ○ 350 participants with a 75% satisfaction level of those in attendance. ○ Working groups to share best practices, identify projects, engage more employees in the process and set expectations of continuing to report back results at next year's conference.

Long-term (Implemented in 12+ months)		
Initiative Owner	**Initiative/Leveraged Action**	**Measure of Success**
Strategic Enrolment Management Committee & College Community	Strategic Enrolment Management (SEM) College-wide Engagement Increased	1) Build a stronger and more engaged culture of strategic enrolment management (SEM). 2) Evaluate success of 2015-16 initiatives, metrics and results. 3) Identify new priorities. Ensure program mix continuously reflects changing external conditions. Gradual changes are appropriate for a large mature organization like Algonquin. Commit to experimentation.

NEXT STEPS

The duties of the current task force will be ongoing through the governance and structure of Strategic Enrolment Management Committees.

Reports will come to the President's Council on a monthly basis.

Progress on the recommendations will be communicated to the College community through the President's newsletter as well as in a town hall, in the fall term.

2014 Acceptance Declined Study – ADS™

Final Report

April 2015

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Introduction and Methodology

Introduction

- The Acceptance Declined Study (ADS™) is a proprietary tool that provides participating institutions with data regarding admitted students' reasons for declining their offer of admission.
- The results and analysis of this study provide insight into:
  - The demographic and academic profile of those who decided not to attend Algonquin College
  - Declined applicants' education plans
  - Relative influence of categorized key decision factors
  - Participation in and satisfaction with visits to campus, and communication with the institution
  - Scholarship offers from Algonquin College and planned institution
- Notes to Reader:
  - Crosstabs were run by gender, age, region, subject area, grades, placement of Algonquin College as first-choice, and chosen institution. Notable significant difference from the total are shown in tables throughout the report.
  - In cross-tabulated tables, green and red shaded boxes are used to indicate significant differences between sub-groups and the total.
  - Mean scores for sub-groups less than 20 are not reported and have been replaced with ‡ symbol.

Methodology

- Academica Group provided unique web links to Algonquin College, who administered the ADS™ survey online via email to their 2014 declined applicant group.
- The survey was in field from February 9 to March 8, 2014. All respondents who completed the survey were entered into a draw to win $2,500 in prizes.
- Of the 8,451 email invitations sent, 885 (10%) completed the survey. Of these, 646 planned to attend some form of PSE this year. 287 respondents indicated that they are attending or planning to attend Algonquin College, and are not included in this report.
- The data were weighted so that the gender breakdown of the 885 respondents reflects the gender distribution of the original population invited to participate (54% female).
- Results are correct 19 times out of 20 to within +/- 3.3 percentage points as an accurate representation of the population who declined an offer of admission from Algonquin College. The margin of error is higher among sub-samples.

1

Declined Applicant Profile

Demographic Characteristics

	All Respondents n=885
Gender*	
Female	54%
Male	45%
Unknown	1%
Age	
17 or younger	9%
18	32%
19	13%
20-24	27%
25-29	9%
30+	10%
Average age	21.9
Region	
Ottawa	30%
Rest of Eastern Ontario	27%
Central Ontario	13%
Southwestern Ontario	10%
GTA	8%
Northern Ontario	7%
Québec	3%
Rest of Canada	2%
Employment Status	
Working full-time (over 32 hrs. per week)	21%
Working part-time (less than 32 hrs. per week)	35%
Serving in the military	1%
Unemployed and seeking work	24%
Not working outside the home and not looking for work	12%
Prefer not to answer	6%

	All Respondents n=885
Ethnicity (multi-select)	
Caucasian/White	77%
Aboriginal	5%
Chinese	3%
Black	3%
Middle Eastern/West Asian/Arab	2%
South Asian	2%
Latin American/Hispanic	2%
Caribbean/West Indies	2%
Filipino	1%
Southeast Asian	1%
Korean	1%
Japanese	<1%
Other	1%
Prefer not to answer	7%
Ethnicity (grouped)	
Caucasian	75%
Visible Minority	10%
Prefer not to answer	7%
Aboriginal	5%
Mixed Caucasian	2%
Other	1%
Status in Canada	
Born in Canada	92%
Immigrant	7%
Prefer not to answer	1%

* Data was weighted by gender to reflect the original population invited to participate in study

Academic Characteristics

	All Respondents n=885
Type of School Attended in Past Year	
Did not attend any school	30%
High school full-time	38%
High school part-time	4%
High school equivalency	<1%
College full-time	12%
College part-time	1%
University full-time	9%
University part-time	2%
Continuing education course(s)	2%
Academic upgrading	1%
Prefer not to answer	2%
Type of High School	
Public (no religious affiliation)	66%
Public (with religious affiliation)	28%
Private (no religious affiliation)	2%
Private (with religious affiliation)	2%
Home school	1%
Prefer not to answer	2%

	All Respondents n=885
Grade Average in Last Year of High School	
95%+	1%
90-94%	7%
85-89%	18%
80-84%	25%
75-79%	21%
70-74%	13%
65-69%	2%
Below 65%	3%
Prefer not to answer	9%
Average grade	79.3
Highest Level of Education (as of September 2014)	
Incomplete high school	2%
Completed high school	52%
Incomplete college/university	15%
Completed trades/vocational/technical school	1%
Completed college	12%
University undergraduate degree (e.g. BA, BSc, BEd)	16%
Professional degree (e.g. CA, LLB, MD)	<1%
Graduate degree (Master's, Doctorate)	2%
Prefer not to answer	<1%
Entry Type	
Direct entry	41%
Delayed entry	10%
PSE transfer student	25%
Former PSE student	22%
Prefer not to answer	2%

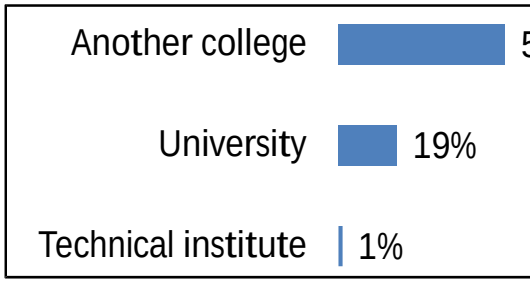
2

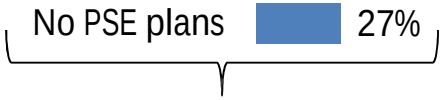
Education Plans

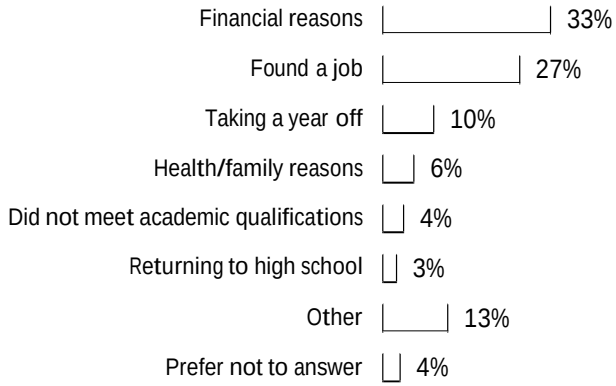
A. Institution Type and Location

Education Plans

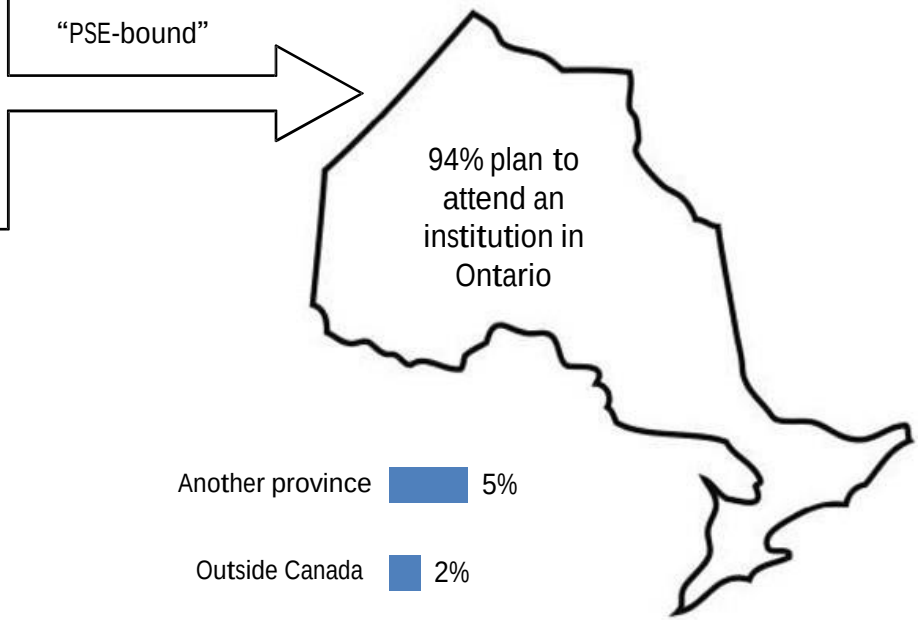
Type of Planned Institution
All respondents: n=885







Location of Planned Institution
PSE-bound respondents: n=646



2

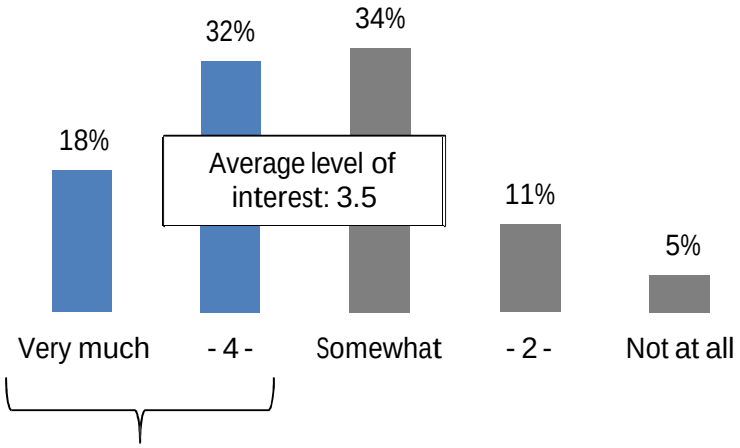
Education Plans

B. Interest in Algonquin College, Planned Institution, Primary Subject Area

Level of Interest in Attending Algonquin College

PSE-bound respondents: n=646

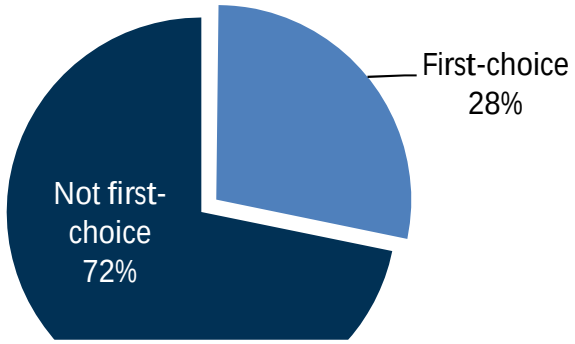
Original Level of Interest



Top 2 Box	50%
Aged 30+	68%
Applied to Business	67%

Significant differences from base result

First-Choice Algonquin College

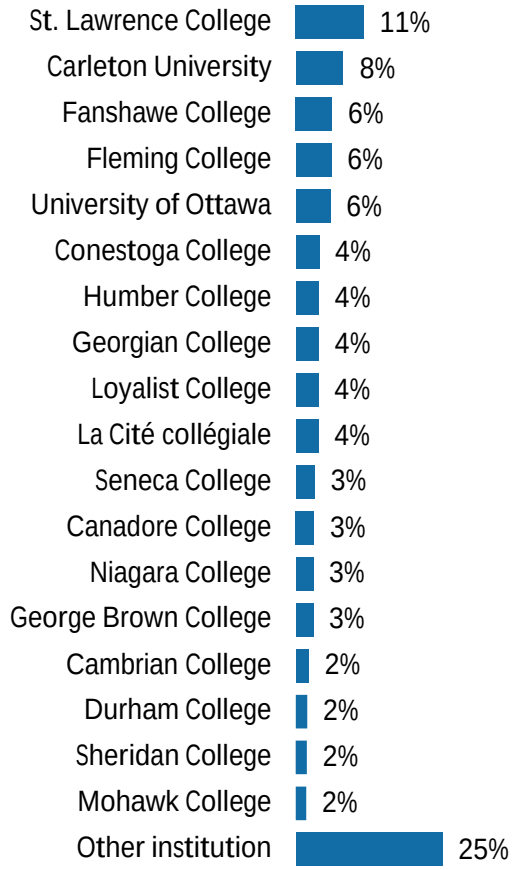


First-choice	28%
Aged 30+	46%
From Ottawa	37%
From Central Ontario + GTA	22%
From Southwestern Ontario	11%
Applied to Business	42%

Planned Institution

PSE-bound respondents: n=646

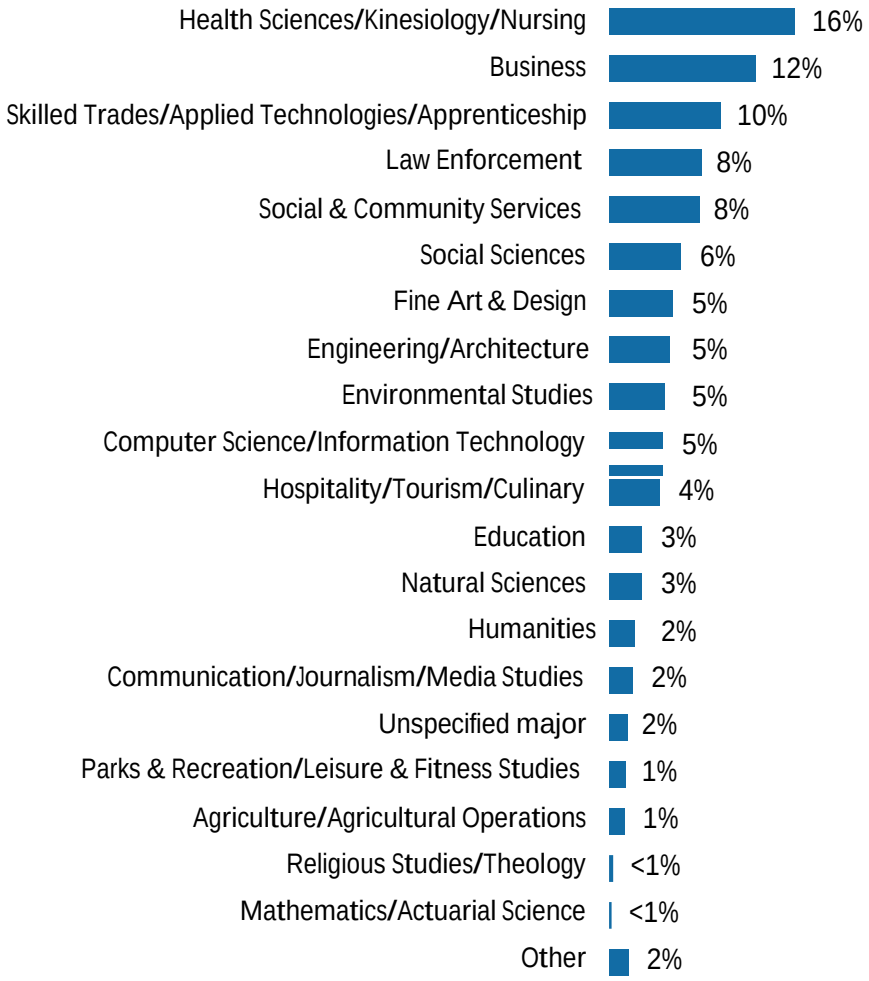
Overall



First Choice Applicants' Planned Institution (n=178)	
St. Lawrence College	14%
Carleton University	9%
Fanshawe College	4%
Fleming College	5%
University of Ottawa	7%
Conestoga College	2%
Humber College	5%
Georgian College	5%
Loyalist College	5%
La Cité collégiale	4%
Seneca College	1%
Canadore College	2%
Niagara College	3%
George Brown College	%
Cambrian College	4%
Durham College	2%
Sheridan College	1%
Mohawk College	1%

Planned Primary Subject Area

PSE-bound respondents: n=646



First-Choice Applicants' Primary Subject (n=178)	
Health Sciences/Kinesiology/Nursing	15%
Business	18%
Skilled Trades/Applied Technologies/Apprenticeship	9%
Law Enforcement	8%
Social & Community Services	8%
Social Sciences	6%
Fine Art & Design	5%
Engineering/Architecture	4%
Environmental Studies	2%
Computer Science/Information Technology	5%
Hospitality/Tourism/Culinary	5%
Education	2%
Natural Sciences	3%
Humanities 1% Communication/Journalism/Media Studies 2% Unspecified major 2%	
Parks & Recreation/Leisure & Fitness Studies	1%
Agriculture/Agricultural Operations	2%
Religious Studies/Theology	-
Mathematics/Actuarial Science	1%
Other	1%

3

Key Decision Factors

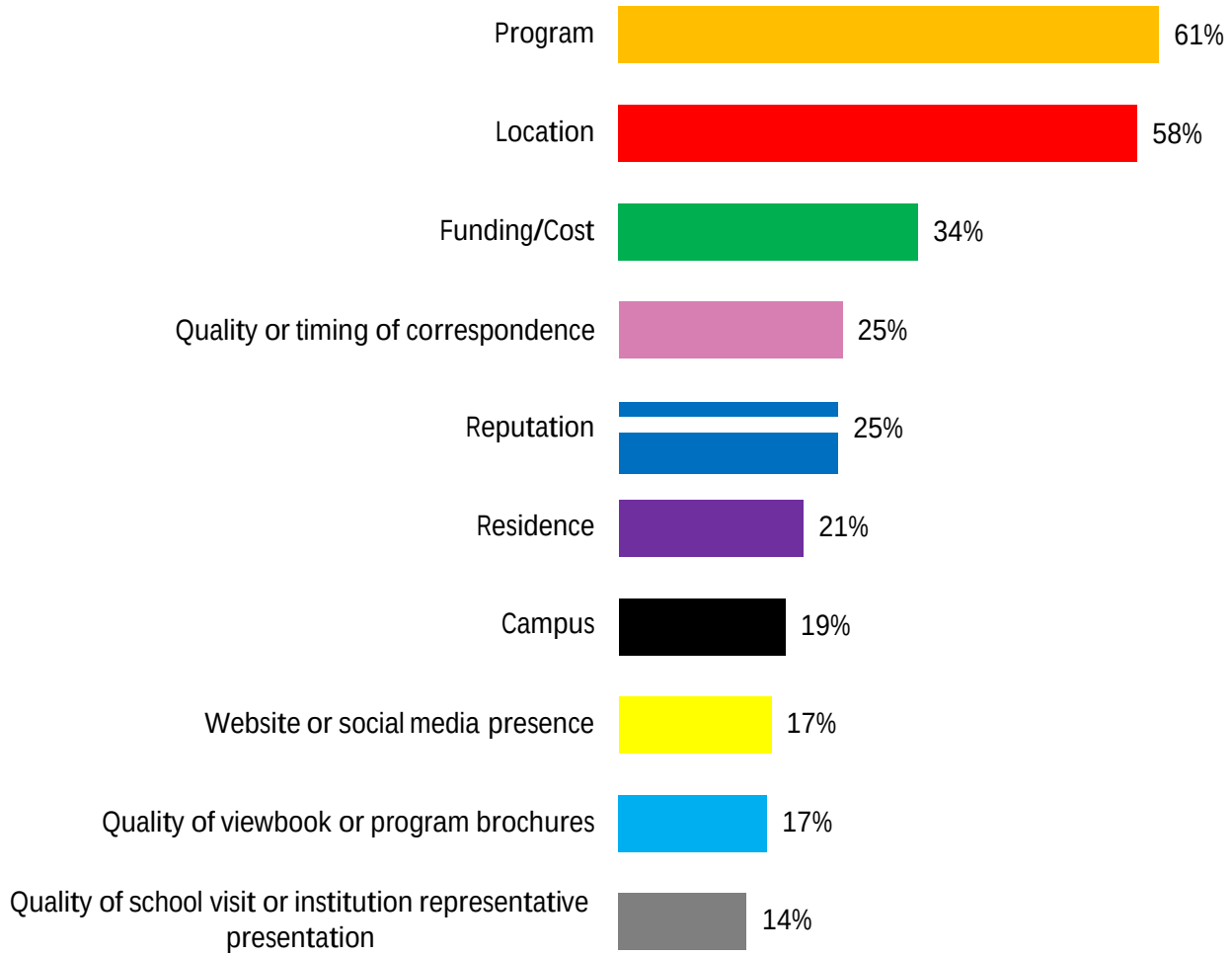
A. Factors Influencing Decision to Decline Acceptance

Introduction

- This section examines the degree of influence certain factors had on applicants' decision to decline Algonquin College's offer of admission.
- Ten broad factor areas are explored. Each broad factor is then broken down further to determine the influence of specific sub-factors within each broad factor category. The ten broad factors are:
  - Algonquin College's location
  - Program considerations
  - Funding/cost considerations
  - Algonquin College's reputation
  - Algonquin College's residence
  - Campus considerations
  - The quality of Algonquin College's school visit or institution liaison presentation
  - The quality of Algonquin College's website or social media presence
  - The quality of the viewbook or program brochures (literature)
  - The quality or timing of correspondence with Algonquin College
- PSE-bound respondents were asked which broad factors influenced their decision to decline Algonquin College's offer of admission, then were asked how influential each specific sub-factor was in their decision. Specific sub-factors were only asked if the broad factor was reported to be influential.

Broad Factors in Declining Acceptance

PSE-bound respondents: n=646

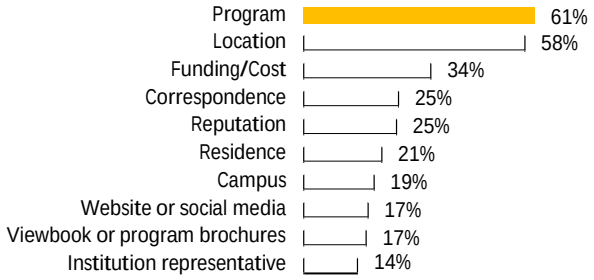


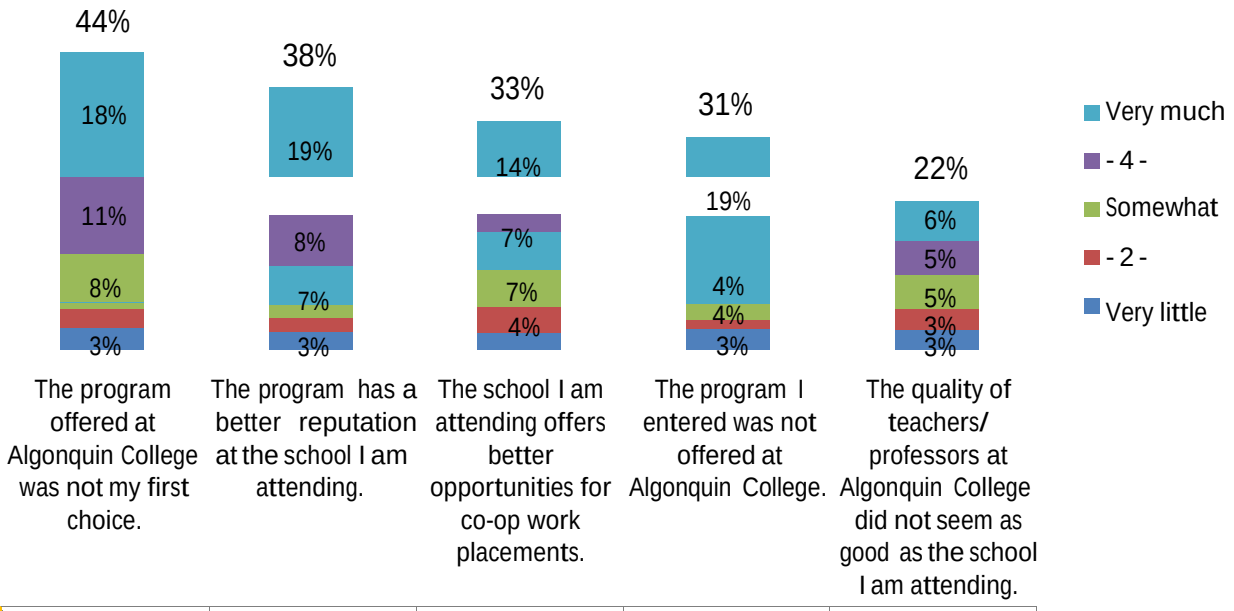
Number of Factors Selected	
1	22%
2	23%
3	14%
4	10%
5	7%
6-10	12%
None	12%

Multiple selection

Influence of Program Sub-Factors

PSE-bound respondents: n=646



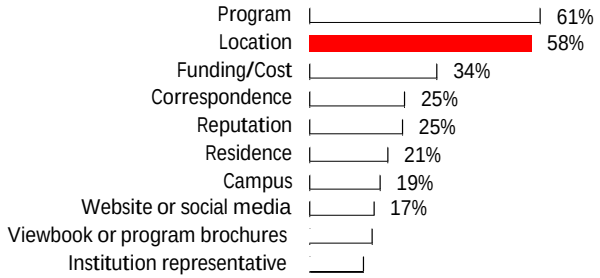


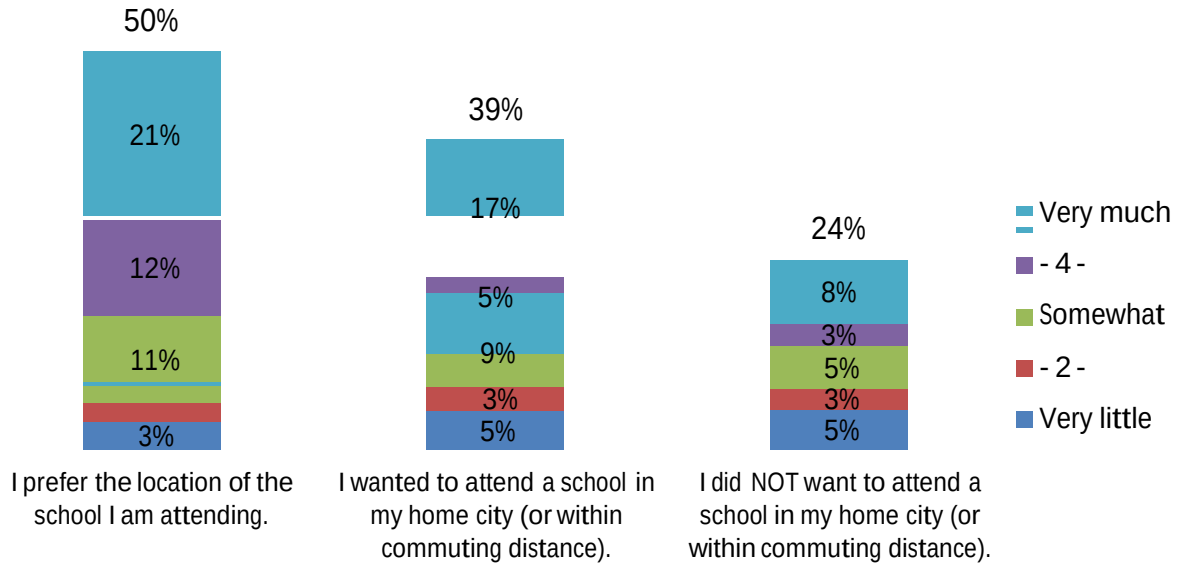
Top 2 Box	30%	27%	21%	23%	11%
Average influence	3.9	4.0	3.8	4.1	3.4

< 3% not labeled

Influence of Location Sub-Factors

PSE-bound respondents: n=646



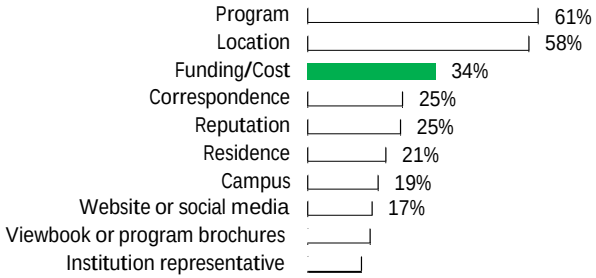


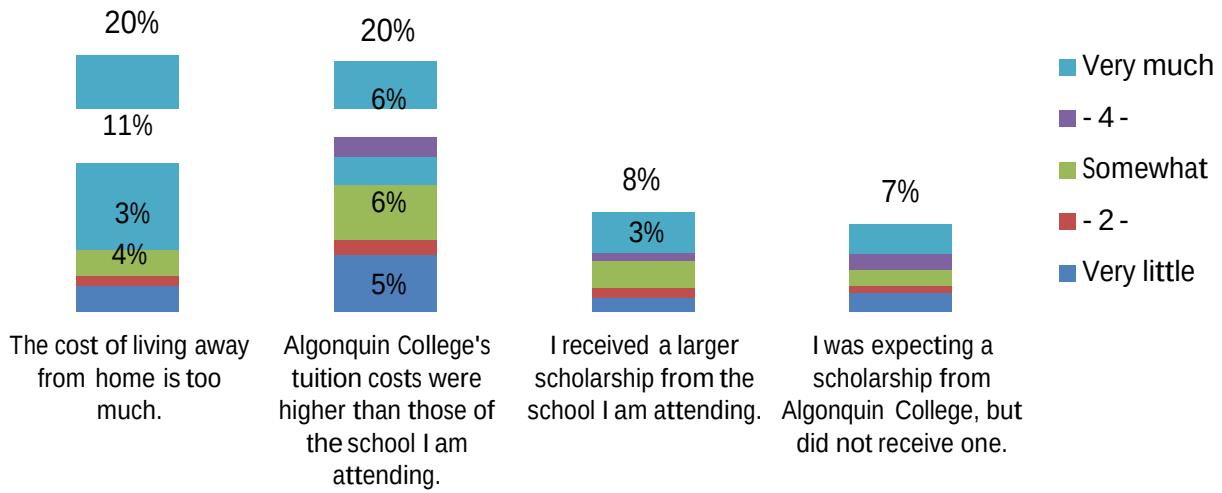
Top 2 Box	33%	22%	11%
Average influence	3.9	3.7	3.3

< 3% not labeled

Influence of Funding Sub-Factors

PSE-bound respondents: n=646



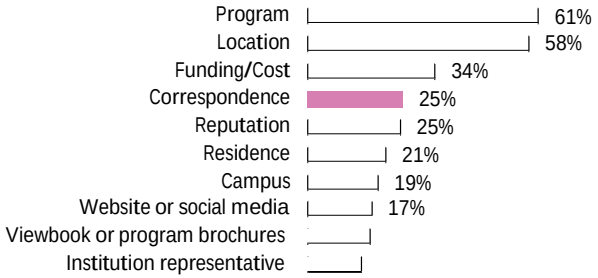


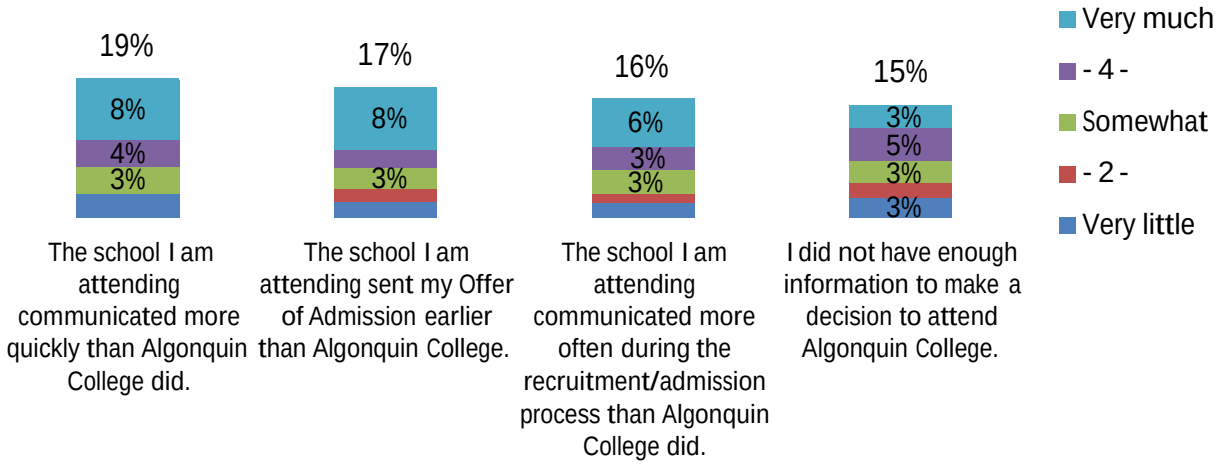
Top 2 Box	14%	8%	4%	4%
Average influence	4.0	3.2	3.5	3.3

< 3% not labeled

Influence of Correspondence Sub-Factors

PSE-bound respondents: n=646



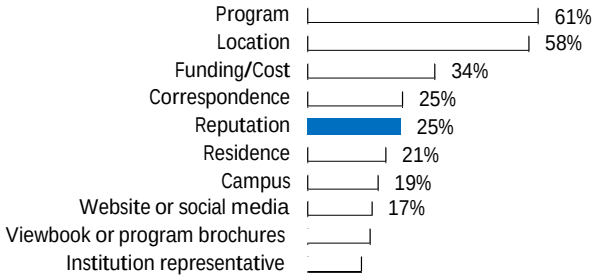


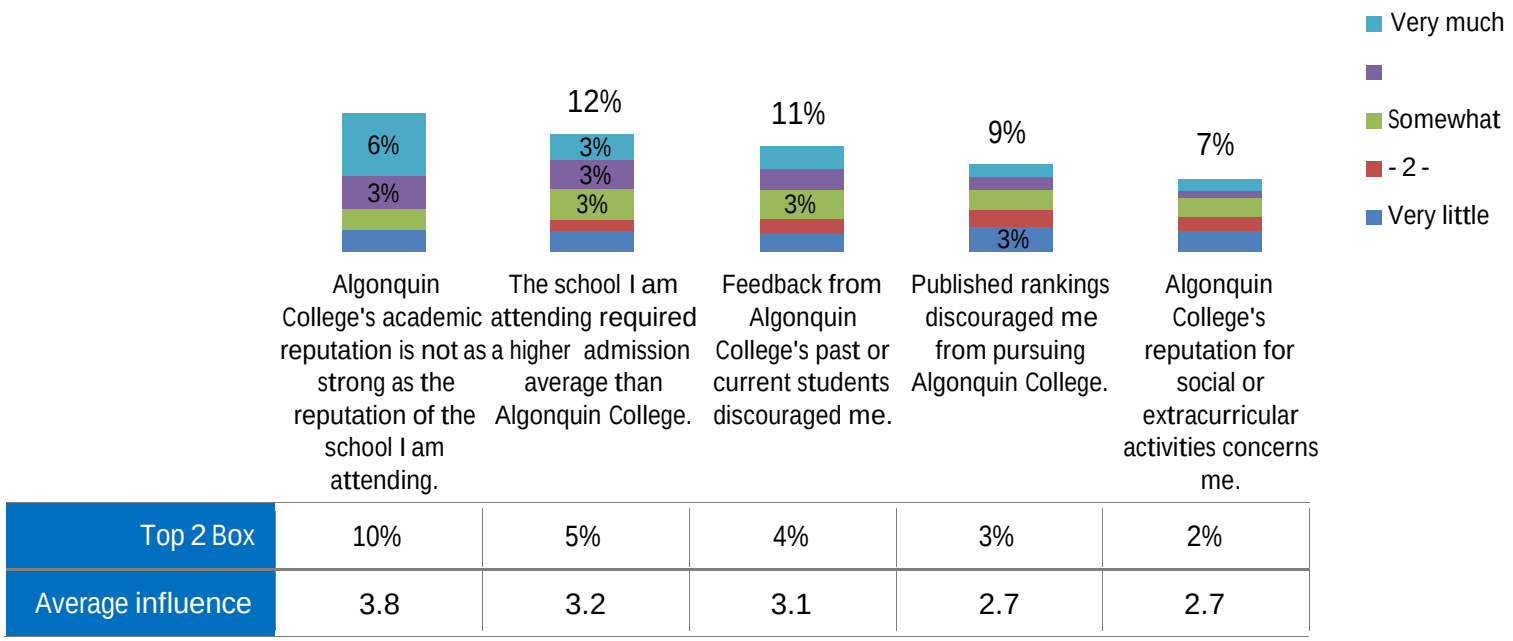
Top 2 Box	12%	11%	10%	8%
Average influence	3.7	3.7	3.7	3.2

< 3% not labeled

Influence of Reputation Sub-Factors

PSE-bound respondents: n=646



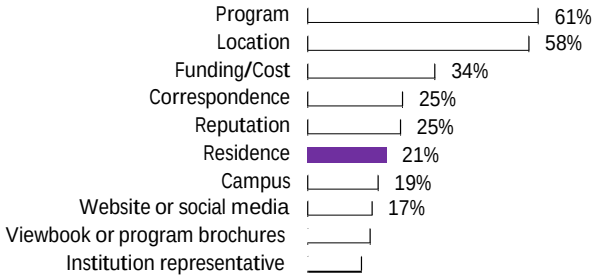


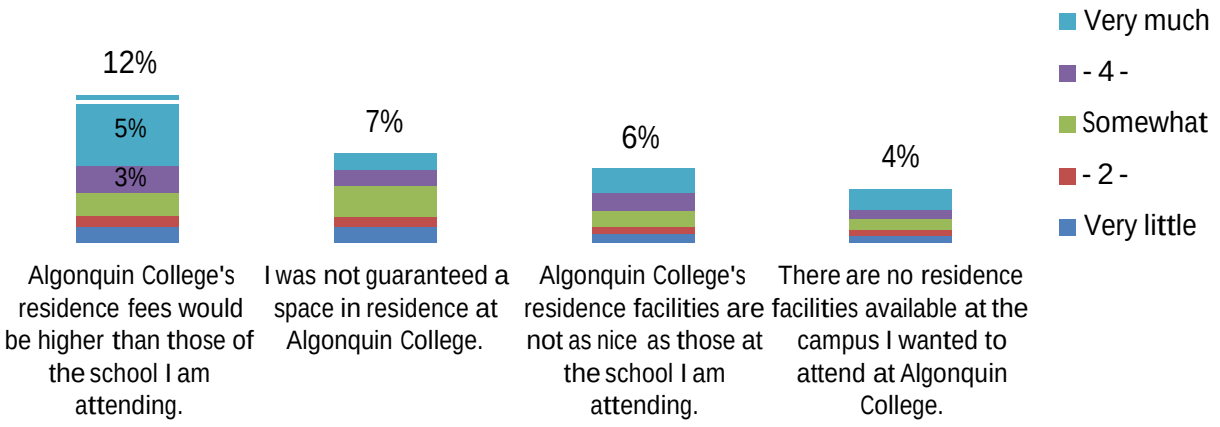
Top 2 Box	10%	5%	4%	3%	2%
Average influence	3.8	3.2	3.1	2.7	2.7

< 3% not labeled

Influence of Residence Sub-Factors

PSE-bound respondents: n=646



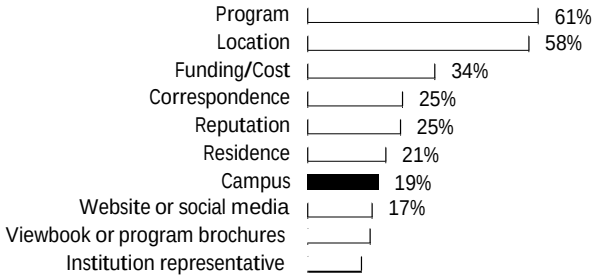


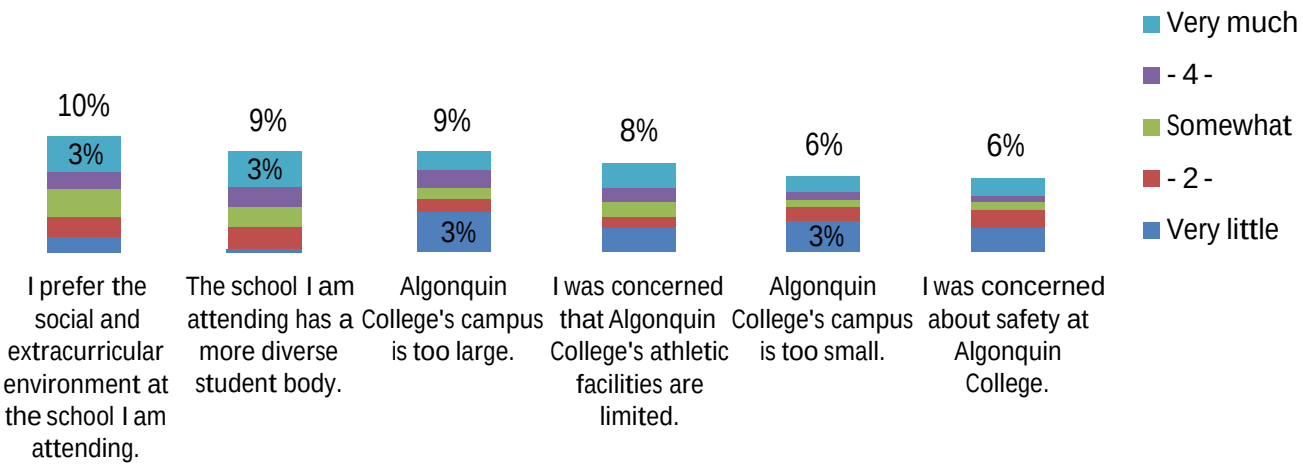
Top 2 Box	8%	3%	3%	2%
Average influence	3.8	3.1	3.6	3.6

< 3% not labeled

Influence of Campus Sub-Factors

PSE-bound respondents: n=646



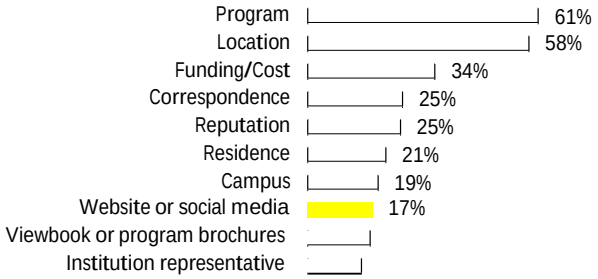


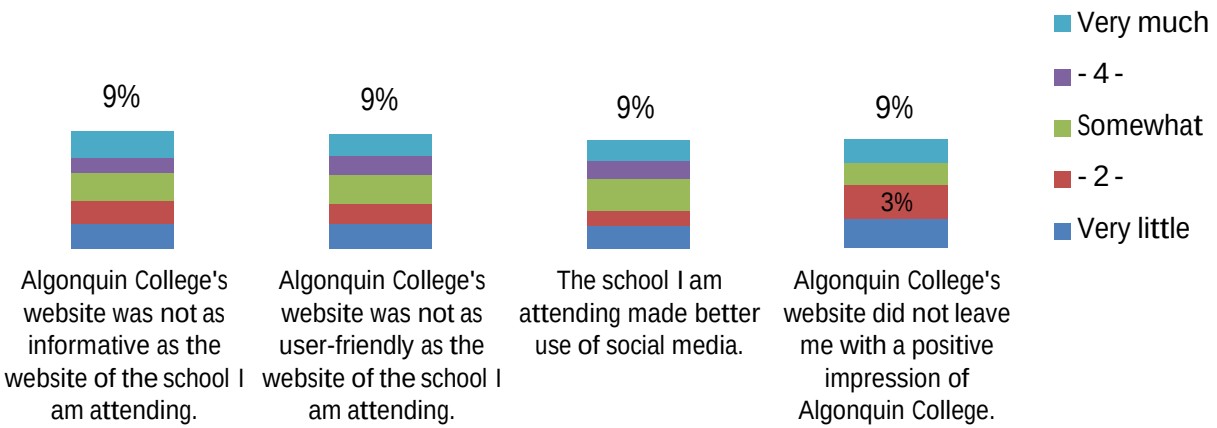
Top 2 Box	4%	5%	3%	3%	2%	2%
Average influence	3.3	3.6	2.6	3.0	2.5	2.6

< 3% not labeled

Influence of Website/Social Media Sub-Factors

PSE-bound respondents: n=646



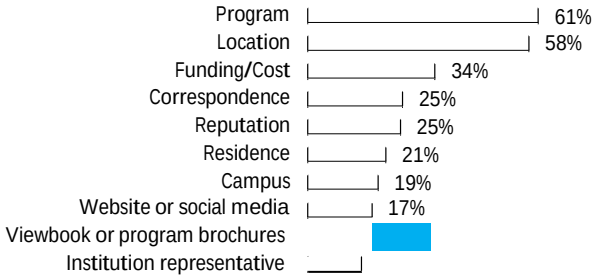


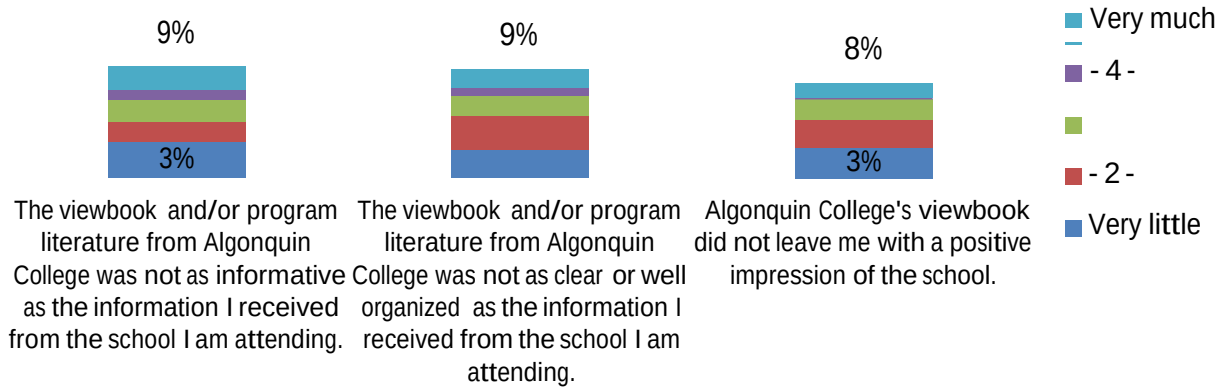
Top 2 Box	3%	3%	3%	2%
Average influence	3.0	2.9	3.0	2.6

< 3% not labeled

Influence of Literature Sub-Factors

PSE-bound respondents: n=646



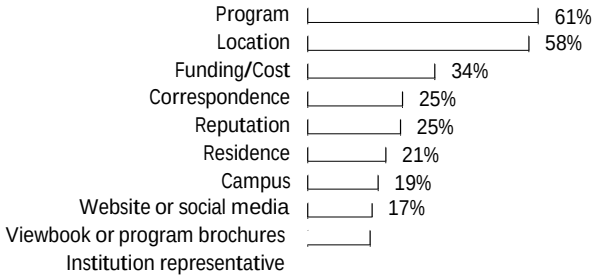


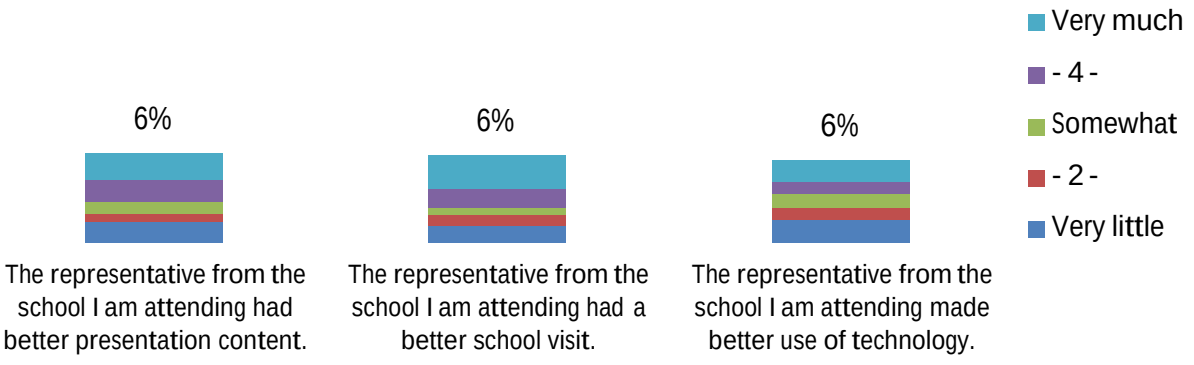
Top 2 Box	3%	2%	1%
Average influence	2.7	2.6	2.4

< 3% not labeled

Influence of Institution Representative Sub-Factors

PSE-bound respondents: n=646





	The representative from the school I am attending had better presentation content.	The representative from the school I am attending had a better school visit.	The representative from the school I am attending made better use of technology.
Top 2 Box	4%	4%	2%
Average influence	3.3	3.5	3.0

< 3% not labeled

3

Key Decision Factors

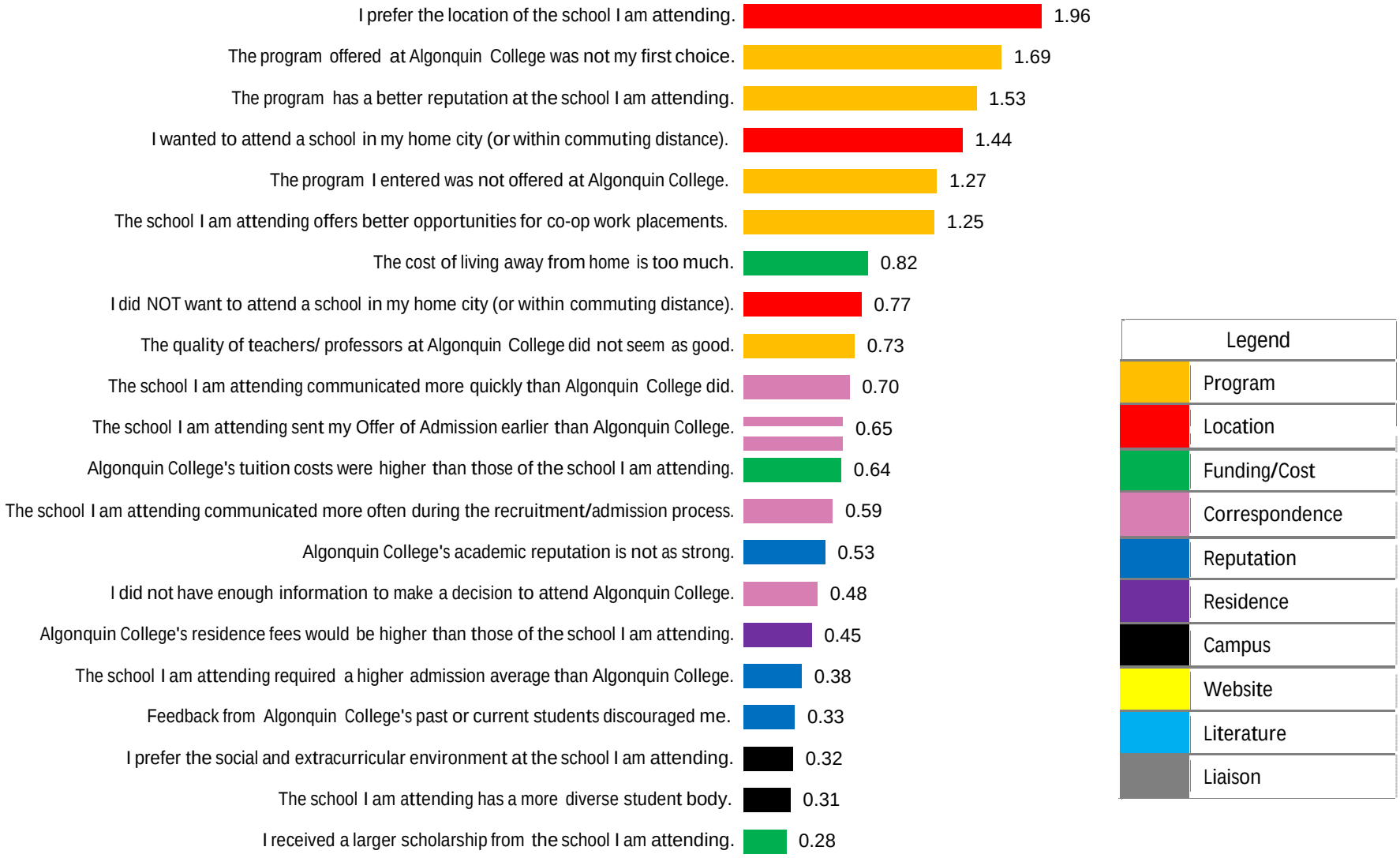
B. Factor Prioritization

Introduction

- This section prioritizes the previously analyzed sub-factor results from most- to least-influential.
- A factor prioritization index score is calculated for each factor by multiplying the proportion of those who were influenced by its average influence rating. Assigning an index score to each factor allows for comparison of each sub-factor against all others as well as their analysis across different groups.
- The Factor Prioritization Summary of Index Scores on the following two pages illustrates the sub-factors in descending order of index score in a colour-coded bar chart. The tables that follow explore the differences of the prioritized sub-factors by various demographic and academic characteristics.

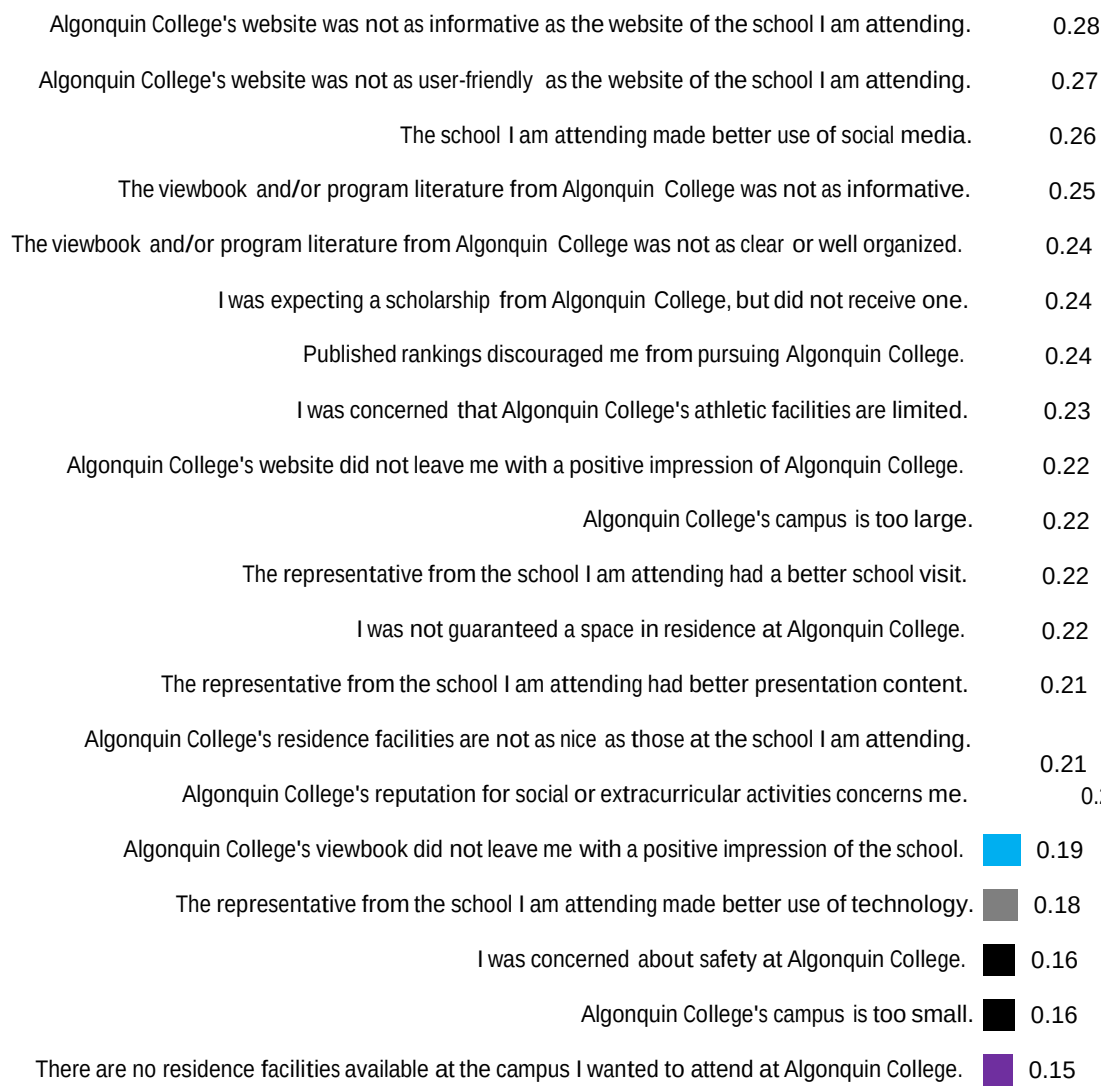
Factor Prioritization Summary of Index Scores (1 of 2)

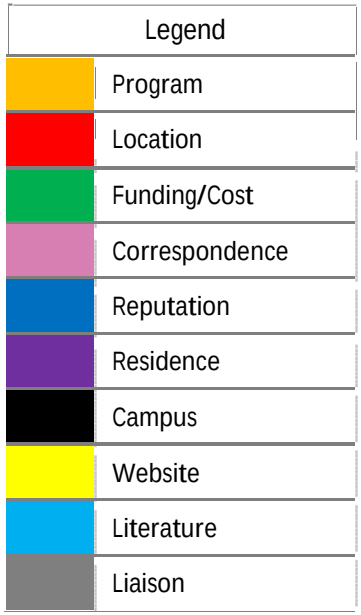
PSE-bound respondents: n=646



Factor Prioritization Summary of Index Scores (2 of 2)

PSE-bound respondents: n=646





Top 15 Factors by Gender

PSE-bound respondents: n=646

	Total	Female	Male
n size	646	342	301
I prefer the location of the school I am attending.	2.0	2.2	1.7
The program offered at Algonquin College was not my first choice.	1.7	1.9	1.5
The program has a better reputation at the school I am attending.	1.5	1.6	1.5
I wanted to attend a school in my home city (or within commuting distance).	1.4	1.4	1.4
The program I entered was not offered at Algonquin College.	1.3	1.4	1.1
The school I am attending offers better opportunities for co-op work placements.	1.3	1.4	1.1
The cost of living away from home is too much.	0.8	0.9	0.8
I did NOT want to attend a school in my home city (or within commuting distance).	0.8	0.8	0.7
The quality of teachers/ professors at Algonquin College did not seem as good as the school I am attending.	0.7	0.7	0.7
The school I am attending communicated more quickly than Algonquin College did.	0.7	0.7	0.7
The school I am attending sent my Offer of Admission earlier than Algonquin College.	0.7	0.6	0.7
Algonquin College's tuition costs were higher than those of the school I am attending.	0.6	0.6	0.6
The school I am attending communicated more often during the recruitment/admission process than Algonquin College did.	0.6	0.6	0.6
Algonquin College's academic reputation is not as strong as the reputation of the school I am attending.	0.5	0.5	0.6
I did not have enough information to make a decision to attend Algonquin College.	0.5	0.5	0.5

Note: greed and red boxes indicate significant differences between sub-groups and the total

Top 15 Factors by Age

PSE-bound respondents: n=646

	Total	17 or younger	18	19	20-24	25-29	30+
n size	646	77	246	98	151	42	31
I prefer the location of the school I am attending.	2.0	1.8	2.0	2.0	2.0	1.6	1.8
The program offered at Algonquin College was not my first choice.	1.7	1.8	1.5	1.7	2.0	1.5	1.3
The program has a better reputation at the school I am attending.	1.5	1.6	1.4	1.7	1.6	1.6	1.4
I wanted to attend a school in my home city (or within commuting distance).	1.4	1.7	1.5	1.2	1.4	1.1	1.9
The program I entered was not offered at Algonquin College.	1.3	1.3	1.2	1.1	1.6	0.9	1.5
The school I am attending offers better opportunities for co-op work placements.	1.3	1.4	1.1	1.3	1.4	1.6	0.7
The cost of living away from home is too much.	0.8	0.9	0.8	1.1	0.8	0.7	0.5
I did NOT want to attend a school in my home city (or within commuting distance).	0.8	0.7	1.0	0.8	0.6	0.9	0.1
The quality of teachers/ professors at Algonquin College did not seem as good as the school I am attending.	0.7	0.6	0.8	0.5	0.7	1.1	0.6
The school I am attending communicated more quickly than Algonquin College did.	0.7	0.7	0.6	0.8	0.8	0.5	0.9
The school I am attending sent my Offer of Admission earlier than Algonquin College.	0.7	0.7	0.7	0.8	0.6	0.3	0.5
Algonquin College's tuition costs were higher than those of the school I am attending.	0.6	0.5	0.6	0.9	0.7	0.6	0.2
The school I am attending communicated more often during the recruitment/admission process than Algonquin College did.	0.6	0.6	0.5	0.8	0.5	0.6	0.8
Algonquin College's academic reputation is not as strong as the reputation of the school I am attending.	0.5	0.4	0.5	0.3	0.7	0.6	0.3
I did not have enough information to make a decision to attend Algonquin College.	0.5	0.5	0.5	0.4	0.6	0.3	0.6

Note: greed and red boxes indicate significant differences between sub-groups and the total

Top 15 Factors by Region

PSE-bound respondents: n=646

	Total	Ottawa	Rest of Eastern ON	Central ON + GTA	Southwestern ON	Northern ON	Other
n size	646	163	180	155	72	49	27
I prefer the location of the school I am attending.	2.0	1.3	2.1	2.2	2.3	2.5	1.8
The program offered at Algonquin College was not my first choice.	1.7	2.1	1.6	1.6	1.5	1.2	1.4
The program has a better reputation at the school I am attending.	1.5	1.8	1.4	1.6	1.4	1.0	1.5
I wanted to attend a school in my home city (or within commuting distance).	1.4	1.1	1.5	1.8	1.8	1.0	1.2
The program I entered was not offered at Algonquin College.	1.3	1.9	1.2	1.0	0.9	0.9	1.3
The school I am attending offers better opportunities for co-op work placements.	1.3	1.6	1.1	1.3	1.1	0.9	1.1
The cost of living away from home is too much.	0.8	0.4	0.9	1.2	0.6	1.0	0.6
I did NOT want to attend a school in my home city (or within commuting distance).	0.8	0.8	0.7	0.7	1.0	1.3	0.3
The quality of teachers/ professors at Algonquin College did not seem as good as the school I am attending.	0.7	1.1	0.6	0.7	0.5	0.6	0.5
The school I am attending communicated more quickly than Algonquin College did.	0.7	0.9	0.6	0.6	0.8	0.9	0.4
The school I am attending sent my Offer of Admission earlier than Algonquin College.	0.7	0.8	0.6	0.6	0.6	0.9	0.4
Algonquin College's tuition costs were higher than those of the school I am attending.	0.6	0.5	0.8	0.7	0.3	0.4	1.5
The school I am attending communicated more often during the recruitment/admission process than Algonquin College did.	0.6	0.8	0.5	0.4	0.8	0.7	0.3
Algonquin College's academic reputation is not as strong as the reputation of the school I am attending.	0.5	0.7	0.4	0.5	0.5	0.2	0.7
I did not have enough information to make a decision to attend Algonquin College.	0.5	0.6	0.4	0.4	0.6	0.5	0.2

Note: greed and red boxes indicate significant differences between sub-groups and the total

Top 15 Factors by Subject Area

PSE-bound respondents: n=646

	Total	Health Sciences	Business	Trades	Law Enforcement	Social & Community Services	Other
n size	646	98	78	59	49	48	314
I prefer the location of the school I am attending.	2.0	2.3	2.6	1.2	2.2	2.0	1.8
The program offered at Algonquin College was not my first choice.	1.7	1.4	1.5	1.3	1.0	2.1	2.0
The program has a better reputation at the school I am attending.	1.5	1.1	1.5	1.5	1.4	1.7	1.7
I wanted to attend a school in my home city (or within commuting distance).	1.4	1.9	2.0	1.0	1.8	1.5	1.2
The program I entered was not offered at Algonquin College.	1.3	0.7	1.0	1.3	0.2	1.6	1.7
The school I am attending offers better opportunities for co-op work placements.	1.3	1.0	1.3	0.9	1.1	1.6	1.4
The cost of living away from home is too much.	0.8	0.7	1.1	1.1	1.1	0.8	0.7
I did NOT want to attend a school in my home city (or within commuting distance).	0.8	1.1	1.4	0.7	0.3	0.8	0.6
The quality of teachers/ professors at Algonquin College did not seem as good as the school I am attending.	0.7	0.4	0.6	0.5	0.8	1.0	0.9
The school I am attending communicated more quickly than Algonquin College did.	0.7	0.7	0.7	0.7	0.5	0.9	0.7
The school I am attending sent my Offer of Admission earlier than Algonquin College.	0.7	0.6	0.7	0.8	0.5	0.7	0.7
Algonquin College's tuition costs were higher than those of the school I am attending.	0.6	0.6	0.7	0.6	0.9	0.8	0.6
The school I am attending communicated more often during the recruitment/admission process than Algonquin College did.	0.6	0.6	0.6	0.6	0.4	0.8	0.6
Algonquin College's academic reputation is not as strong as the reputation of the school I am attending.	0.5	0.6	0.6	0.3	0.3	0.4	0.6
I did not have enough information to make a decision to attend Algonquin College.	0.5	0.4	0.5	0.4	0.2	0.7	0.6

Note: greed and red boxes indicate significant differences between sub-groups and the total

Top 15 Factors by Grade Average

PSE-bound respondents: n=646

	Total	Less than 70%	70-74%	75-79%	80-84%	85-89%	90%+
n size	646	34	90	139	162	112	55
I prefer the location of the school I am attending.	2.0	1.5	1.6	1.9	2.2	2.0	2.3
The program offered at Algonquin College was not my first choice.	1.7	0.9	1.6	1.6	1.8	2.0	1.8
The program has a better reputation at the school I am attending.	1.5	0.6	1.2	1.5	1.6	1.7	2.0
I wanted to attend a school in my home city (or within commuting distance).	1.4	1.7	1.3	1.3	1.6	1.5	1.1
The program I entered was not offered at Algonquin College.	1.3	0.2	1.1	1.2	1.5	1.1	1.8
The school I am attending offers better opportunities for co-op work placements.	1.3	0.4	1.2	1.4	1.0	1.6	1.4
The cost of living away from home is too much.	0.8	1.9	0.7	0.7	0.7	0.8	0.7
I did NOT want to attend a school in my home city (or within commuting distance).	0.8	1.6	0.8	0.9	0.8	0.5	0.3
The quality of teachers/ professors at Algonquin College did not seem as good as the school I am attending.	0.7	0.3	0.7	0.8	0.6	0.8	1.1
The school I am attending communicated more quickly than Algonquin College did.	0.7	0.4	0.6	0.6	0.8	0.7	0.9
The school I am attending sent my Offer of Admission earlier than Algonquin College.	0.7	0.5	0.5	0.6	0.8	0.6	0.8
Algonquin College's tuition costs were higher than those of the school I am attending.	0.6	0.9	0.6	0.4	0.7	0.7	0.7
The school I am attending communicated more often during the recruitment/admission process than Algonquin College did.	0.6	0.4	0.5	0.6	0.6	0.6	0.7
Algonquin College's academic reputation is not as strong as the reputation of the school I am attending.	0.5	0.2	0.2	0.5	0.6	0.8	0.9
I did not have enough information to make a decision to attend Algonquin College.	0.5	0.6	0.3	0.4	0.5	0.5	0.7

Note: greed and red boxes indicate significant differences between sub-groups and the total

Top 15 Factors by Algonquin College as First-Choice Institution

PSE-bound respondents: n=646

	Total	Yes	No
n size	646	178	452
I prefer the location of the school I am attending.	2.0	1.5	2.1
The program offered at Algonquin College was not my first choice.	1.7	0.8	2.1
The program has a better reputation at the school I am attending.	1.5	0.9	1.8
I wanted to attend a school in my home city (or within commuting distance).	1.4	1.5	1.4
The program I entered was not offered at Algonquin College.	1.3	1.0	1.4
The school I am attending offers better opportunities for co-op work placements.	1.3	0.7	1.5
The cost of living away from home is too much.	0.8	0.9	0.8
I did NOT want to attend a school in my home city (or within commuting distance).	0.8	0.7	0.8
The quality of teachers/ professors at Algonquin College did not seem as good as the school I am attending.	0.7	0.5	0.8
The school I am attending communicated more quickly than Algonquin College did.	0.7	1.0	0.6
The school I am attending sent my Offer of Admission earlier than Algonquin College.	0.7	0.9	0.6
Algonquin College's tuition costs were higher than those of the school I am attending.	0.6	0.9	0.5
The school I am attending communicated more often during the recruitment/admission process than Algonquin College did.	0.6	0.9	0.5
Algonquin College's academic reputation is not as strong as the reputation of the school I am attending.	0.5	0.3	0.6
I did not have enough information to make a decision to attend Algonquin College.	0.5	0.7	0.4

Note: greed and red boxes indicate significant differences between sub-groups and the total

Top 15 Factors by Planned Institution

PSE-bound respondents: n=646

	Total	St. Lawrence College	Carleton University	Fanshawe College	Fleming College	U of Ottawa	Other
n size	646	73	50	39	38	37	410
I prefer the location of the school I am attending.	2.0	2.5	0.8	2.6	2.0	1.4	2.0
The program offered at Algonquin College was not my first choice.	1.7	1.3	2.3	1.2	1.8	1.7	1.7
The program has a better reputation at the school I am attending.	1.5	1.1	2.3	1.2	1.6	1.3	1.6
I wanted to attend a school in my home city (or within commuting distance).	1.4	1.9	0.6	1.2	1.3	1.1	1.5
The program I entered was not offered at Algonquin College.	1.3	0.9	2.0	0.4	1.3	2.5	1.2
The school I am attending offers better opportunities for co-op work placements.	1.3	1.0	1.4	0.8	1.4	1.6	1.3
The cost of living away from home is too much.	0.8	1.0	0.4	0.6	1.2	0.6	0.9
I did NOT want to attend a school in my home city (or within commuting distance).	0.8	0.7	0.2	1.7	0.8	0.3	0.8
The quality of teachers/ professors at Algonquin College did not seem as good as the school I am attending.	0.7	0.6	1.5	0.5	0.6	0.3	0.7
The school I am attending communicated more quickly than Algonquin College did.	0.7	0.9	0.9	1.1	0.3	0.4	0.7
The school I am attending sent my Offer of Admission earlier than Algonquin College.	0.7	0.9	0.7	1.0	0.4	0.5	0.6
Algonquin College's tuition costs were higher than those of the school I am attending.	0.6	1.2	0.2	0.6	0.9	0.3	0.6
The school I am attending communicated more often during the recruitment/admission process than Algonquin College did.	0.6	0.8	0.8	0.8	0.3	0.4	0.5
Algonquin College's academic reputation is not as strong as the reputation of the school I am attending.	0.5	0.5	0.8	0.6	0.7	0.6	0.5
I did not have enough information to make a decision to attend Algonquin College.	0.5	0.5	0.6	0.8	0.2	0.3	0.5

Note: greed and red boxes indicate significant differences between sub-groups and the total

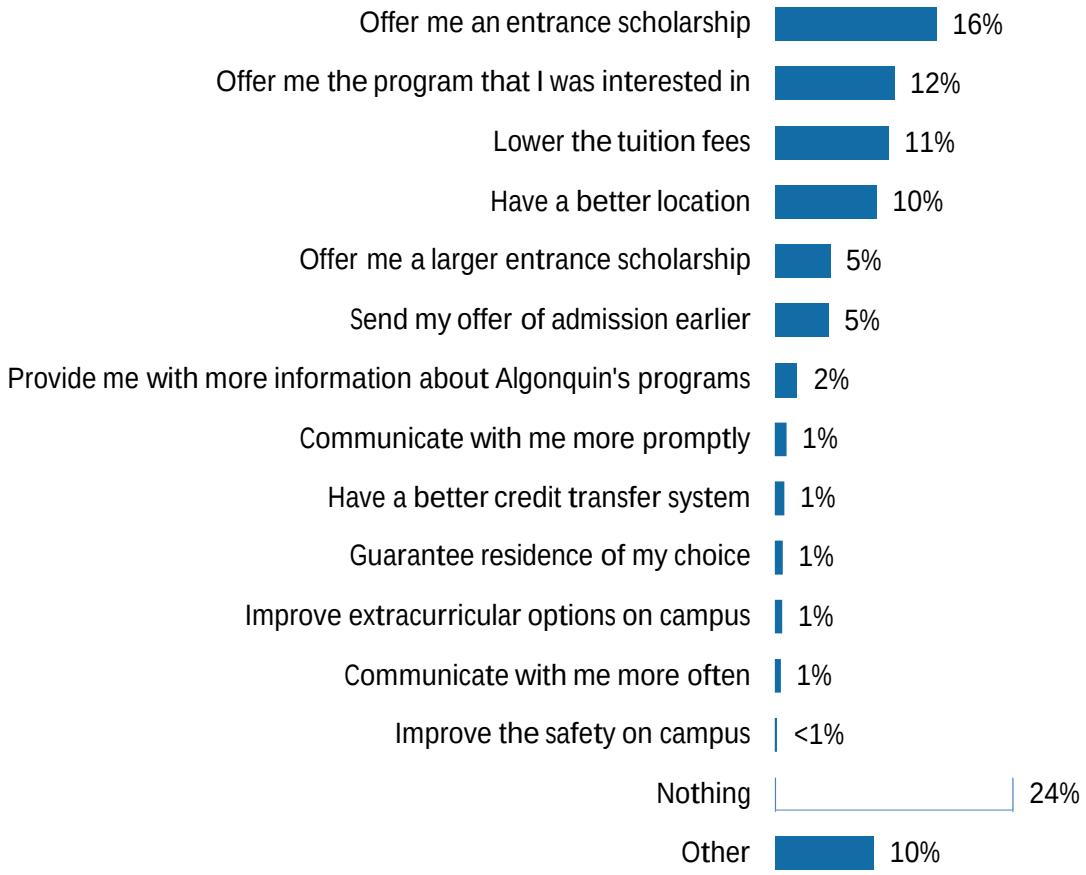
3

Key Decision Factors

C. One Thing Algonquin College Could Have Done to Influence Decision to Attend

One Thing Algonquin College Could Have Done to Influence Decision to Attend

All respondents: n=885



One Thing Algonquin College Could Have Done to Influence Decision to Attend (1 of 4)

Respondents who indicated "Other": n=80

- 4U equivalency courses
- Actually make me a decent offer worth consideration
- Allow me to know the curriculum before hand, time tables and allow flexibility in when i can attend the classes. Also I needed to be a full time student or else I couldn't be accepted into the program.
- Been closer to home
- Better and longer program was provided at another college.
- Better help with applications for financial assistance
- Better job prospect information.
- Better program (x2)
- Better timing
- Bus passes :)
- Closer to Home
- Communicate before removing my acceptance.
- Co-op work placements in Ottawa would not have been beneficial for future employment
- Get rid of uniform for Police Foundations Program
- Had a better co-op program
- Had a more flexible payment and part-time program
- Had my OSAP application approved!
- Have a better reputation then university
- Have a possible residence to stay at
- Have a residence in Pembroke
- Have information and provide information about Quebec student loans
- Have my program where there was a residence

One Thing Algonquin College Could Have Done to Influence Decision to Attend (2 of 4)

Respondents who indicated "Other": n=80

- Have paper copies of textbooks and not require a laptop for programs that are not technology based
- Have some French classes
- High job prospect
- Higher admission qualification
- Horticulture program was changed to Landscaping which does not interest me
- I am doing a nautical training program that is not and does not make sense to be offered at Algonquin. My application to Algonquin was a backup plan to attending the current institute where I am attending.
- I had emergency brain surgery, I had to take a year off. Nothing against you guys. ;)
- If I didn't get in anywhere else
- If I had got into the campus I wanted.
- Improve GIS program
- Include buss pass
- It's not French
- later fee date
- Lower dorm rates
- Lower fees, also more online part time options so I could work and study at the same time - if this happened (PR part time online) i would still apply again and do the program while working
- lower tuition fees and offer scholarships
- more advertisement about where i could head out after my education and examples of people in society that have graduated from your school
- More assistance

One Thing Algonquin College Could Have Done to Influence Decision to Attend (3 of 4)

Respondents who indicated "Other": n=80

- More evening fulltime courses
- More financial help, as OSAP barely gave me 4000$ for a whole year.
- More support for adult students balancing family and going back to school
- Moving expenses were too high
- My decision made for family reasons
- My lack of acceptance had nothing to do with Algonquin College. I received a promotion and wanted the job experience before attending college full-time.
- Nicer, bigger, newer, single room residency
- No communication and responses by the coordinator. Didn't return calls either. (I am referring to Sport Management Program)
- Not misplace my application.
- Nothing the program I chose Algonquin didn't offer
- Nothing. Couldn't afford it
- Nothing. everything was done perfectly, this was my dream school.. but because of my health issues I couldn't attend. I am so disappointed
- Nothing. Family & finances kept me here.
- Offer a graduate certificate in Paralegal (1 year vs. 2)
- Offer a one-year accelerated Police Foundations program
- Offer better cost of residence
- Offer better financial support to mature students who have spent their lives saving for retirement and don't want to sacrifice those savings to attend a life improving program
- Offer courses where I can eventually get a job I won't be depressed working.

One Thing Algonquin College Could Have Done to Influence Decision to Attend (4 of 4)

Respondents who indicated "Other": n=80

- Offer post BScN courses online
- Offer residence at Pembroke campus
- Offer schedule of classes well in advance...couldn't arrange hours at work with such short notice.
- Offer the program I am taking in the same time frame
- Offered more support to 2nd career students
- OSAP approving me for more
- personal reason
- Provide an entry level sonography program.
- Provided an internship/co-op option
- Refer to the previous question about why I declined
- Remove entrance test
- Scrap Rez life
- Show me the sports that Algonquin college had to offer in an easier way
- Starting the semester earlier
- The main reason was I did not have to move, it just came down to that. Still like your collage.
- The only reason I didn't choose Algonquin college was because it did not have the program I wanted, Power Engineering technology - Chemical
- The same program is at Humber, so why would I move to Ottawa when I can just make a 30-60 minute commute every day
- The visit to the school completely ruined it for me
- Was not ready to make a post secondary decision

4

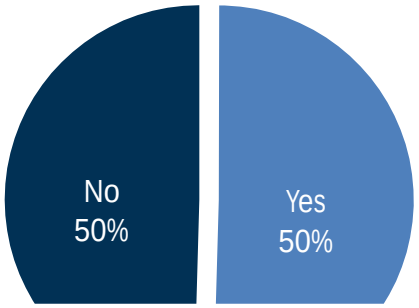
Marketing Efforts

A. Campus Visits

Campus Visits

Visited Campus

All Respondents: n=885

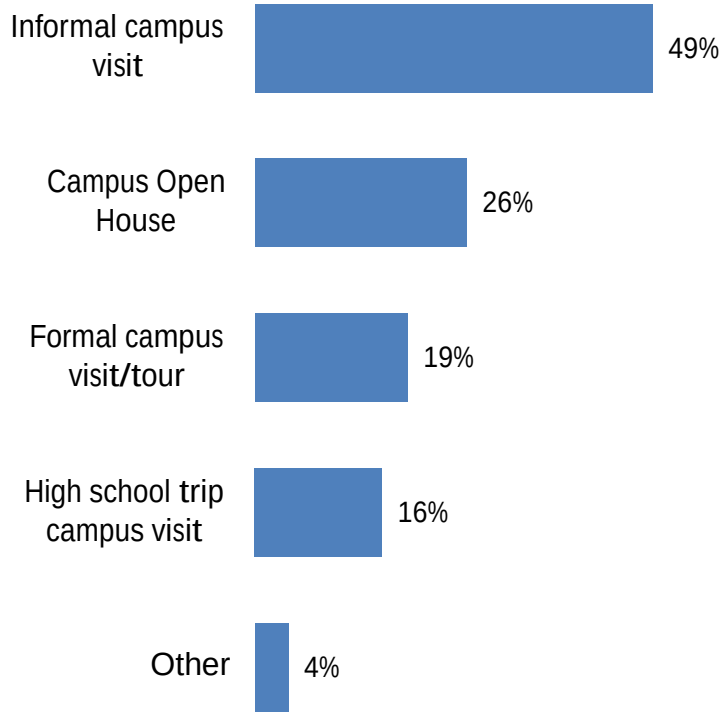


Number of Visits	
1	43%
2	4%
3	2%
4	<1%
None	50%

Type of Visit

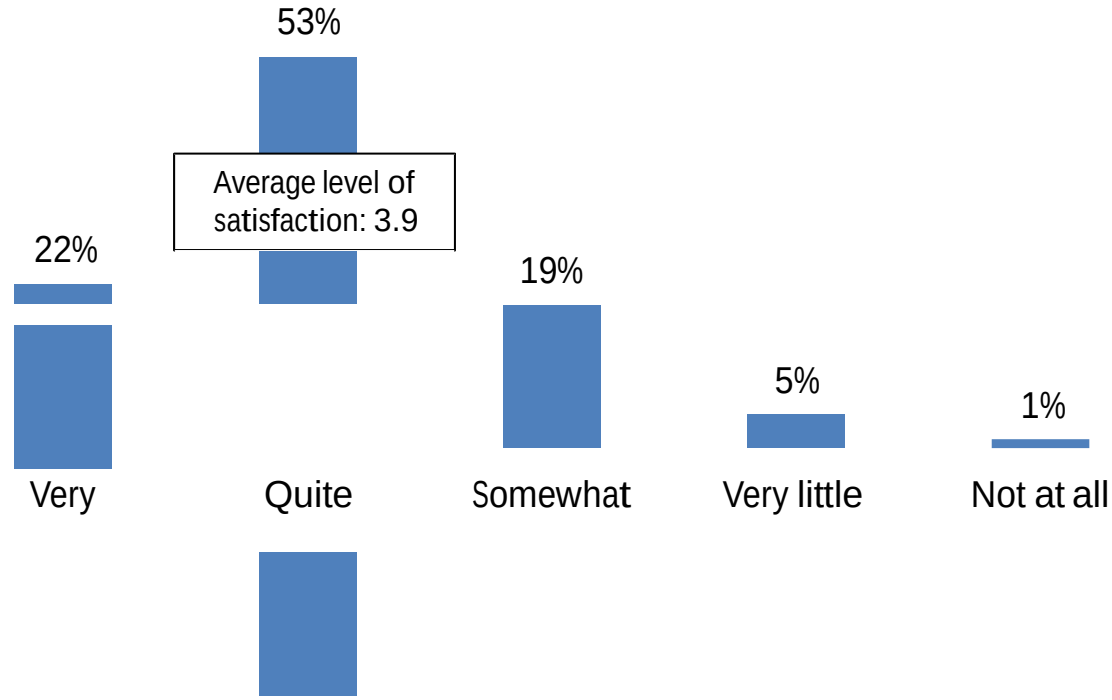
Those who visited campus: n=435

Multiple selection



Satisfaction with Campus Visit

Respondents who visited campus in any capacity: n=435



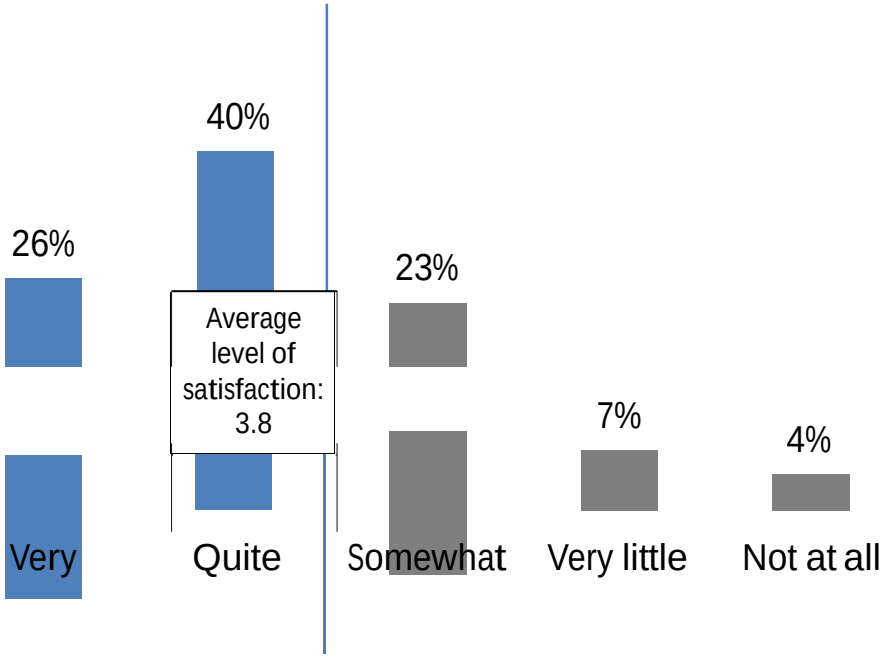
4

Marketing Efforts

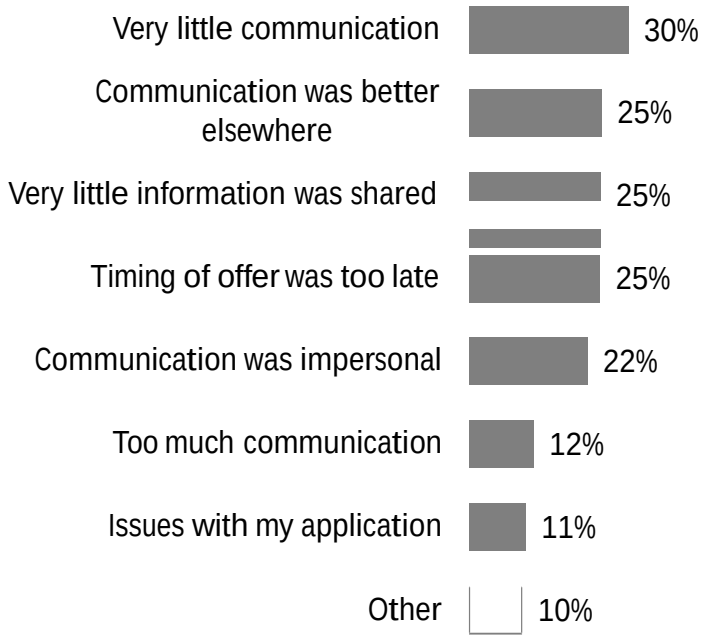
B. Communication with Admitted Students

Satisfaction with Communication During Application Process

All Respondents: n=885



Respondents not 'Quite' satisfied with communication: n=278



Other Reasons for Dissatisfaction with Communication

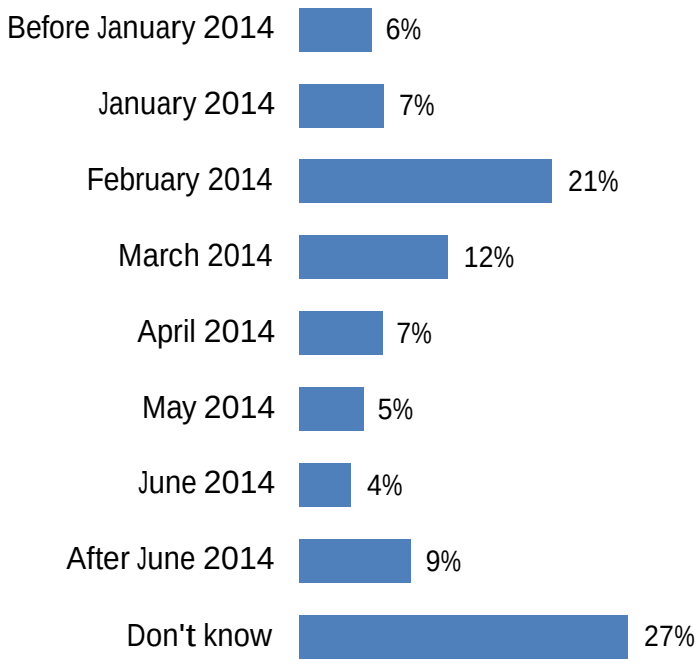
Respondents who indicated "Other": n=27

- Algonquin offered me a conditional acceptance, Seneca and Humber BOTH offered unconditional acceptance
- Communication past decline of offer
- Communication with program overseer was very off-putting. Verbose, impersonal, unhelpful. Left a very bad impression.
- Coordinator of program didn't reach out to applicants.
- Didn't offer any way to help me with my problem
- Font was difficult to read in letters.
- I already declined the offer and you still sent emails
- I didn't really want to attend..
- I got my acceptance AFTER I had already accepted another offer
- I had to call the school for them to FIND my application, which hadn't been processed, and then they accepted me right there on the phone. I found this unacceptable.
- I was accepted to the program I originally wanted to be in.
- Impersonal, too many emails sent. It is more professional to communicate via letters. And Algonquin's website, registrars and learning module (WebCT) was very poor and outdated.
- Information for specific program was extremely vague even after asking program director
- Minimal funding
- Not as interested
- Not enough time to gather funds for tuition
- Not in French
- Offer of admission had expired before I even checked (within 2 weeks of application deadline) had to spend time on the phone with the college to fix this error
- Offer was revoked prior to deadline - unacceptable and unprofessional.
- Preprogrammed emails do not recognize or discuss prior education planning and/or exemptions in regards to the program
- Same program better reviews and offered me more money
- Staff only responded to my questions LONG after I contacted them, and after I had already decided to decline the offer
- There were the conferences, but those didn't really seem to apply for the questions I had...
- Was mislead about what the information session was going to be about. I found that the professor was in a rush to leave and that he did not want to be there. It was supposed to be about helping us prepare a portfolio but he did not discuss this until I asked and then only spent a few minutes discussing it.
- Was okay. average. no complaints
- Wasn't very personal
- Would not accept current credentials even though I am in the same program

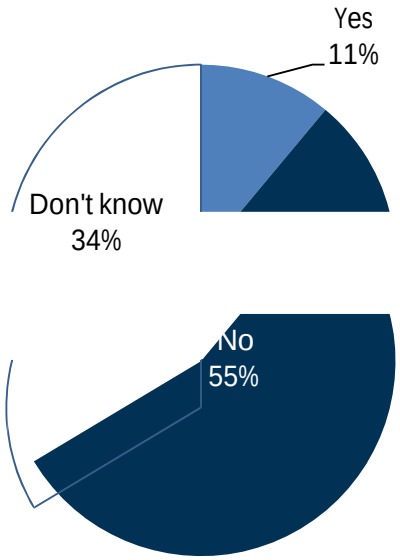
Offer Timing and Acceptance of Earlier Offer

All respondents: n=885

Date Received Offer

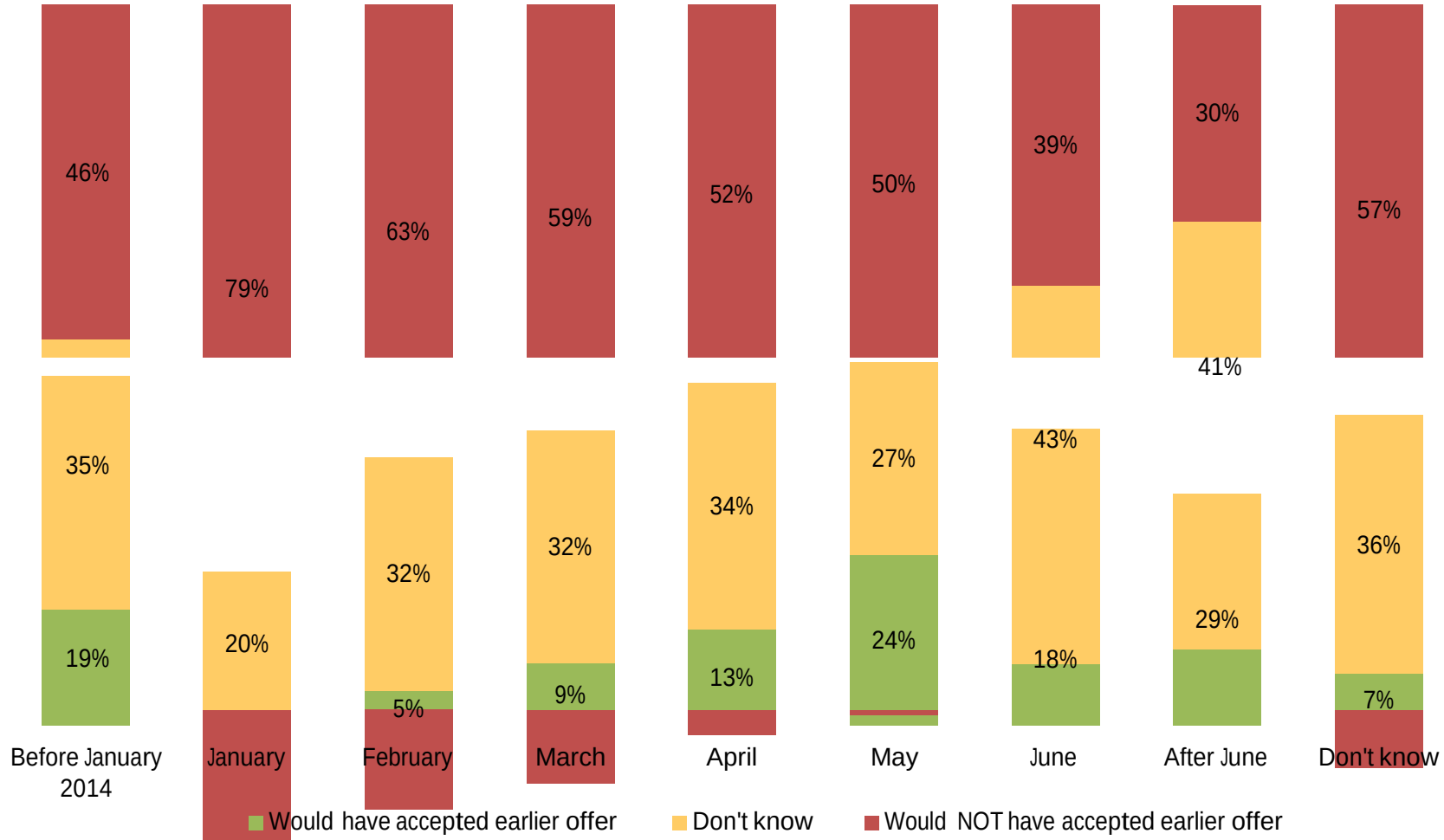


Would Have Accepted Earlier Offer



Acceptance of Earlier Offer by Offer Timing

All respondents: n=885

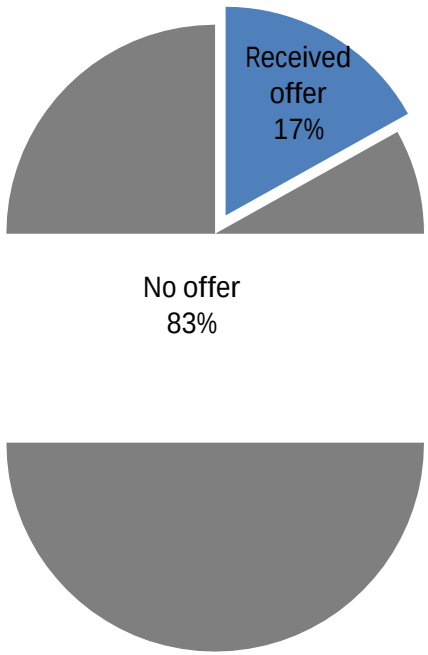


5

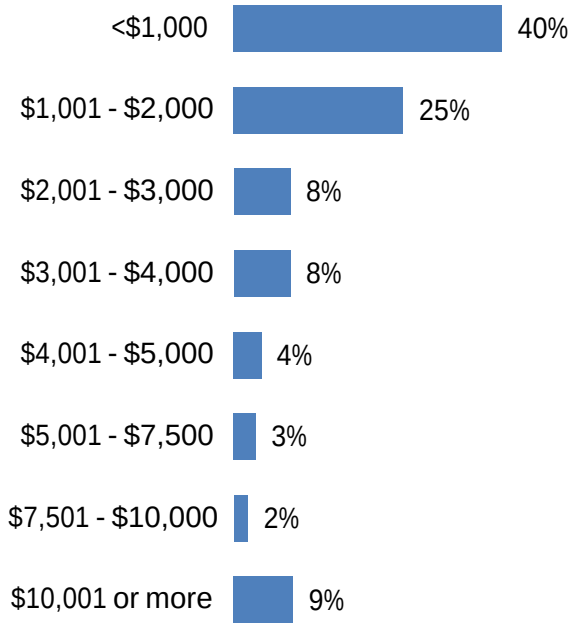
Scholarships

Scholarship from Planned Institution

Scholarship Offer
Respondents attending PSE: n=646

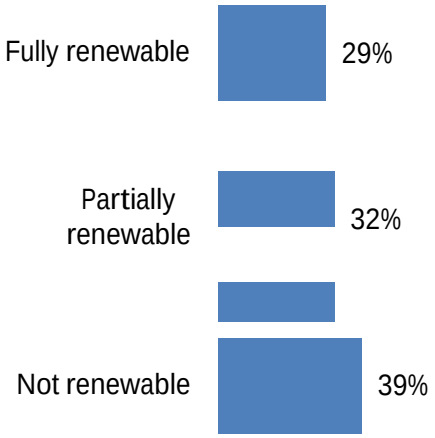


Offer Amount for First Year of Study
Those who received scholarship: n=101



Average Scholarship Offer
$2,750*

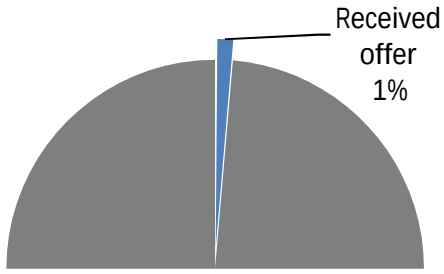
Type of Scholarship
Those who received scholarship: n=101



*Average Scholarship Offer was calculated using category midpoints with a low-end midpoint of $500 and a high-end midpoint of $12,500

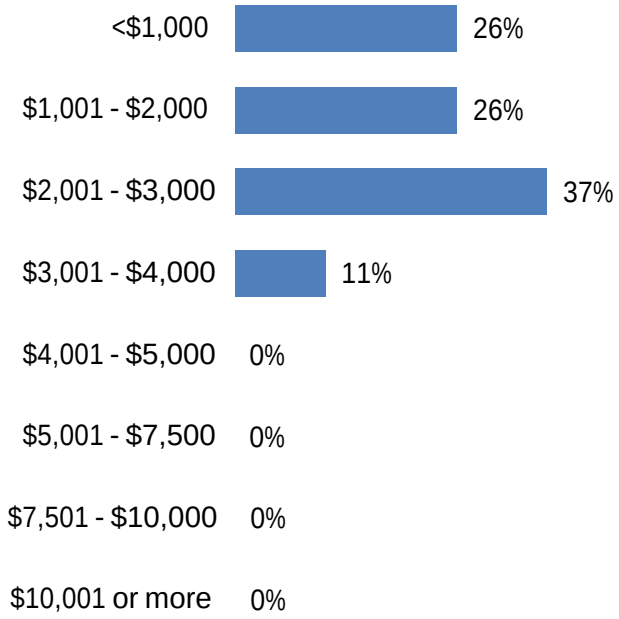
Scholarship from Algonquin College

Scholarship Offer
Respondents attending PSE: n=646



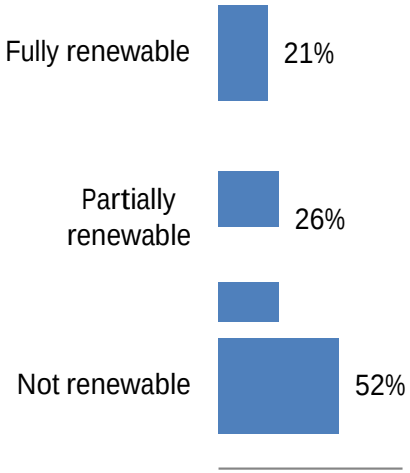
17% of those who did not receive a scholarship offer from Algonquin College received an offer from the institution they plan to attend

Offer Amount for First Year of Study
Those who received scholarship: n=8



Average Scholarship Offer
$1,820*

Type of Scholarship
Those who received scholarship: n=8

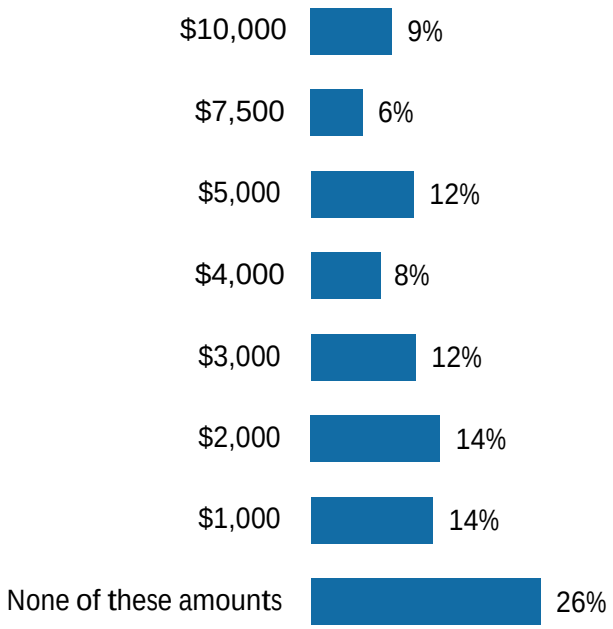


*Average Scholarship Offer was calculated using category midpoints with a low-end midpoint of $500 and a high-end midpoint of $12,500

Scholarship Offer Needed to Accept Algonquin College's Offer

Lowest One-Time Scholarship Offer You Would Have Accepted from Algonquin College

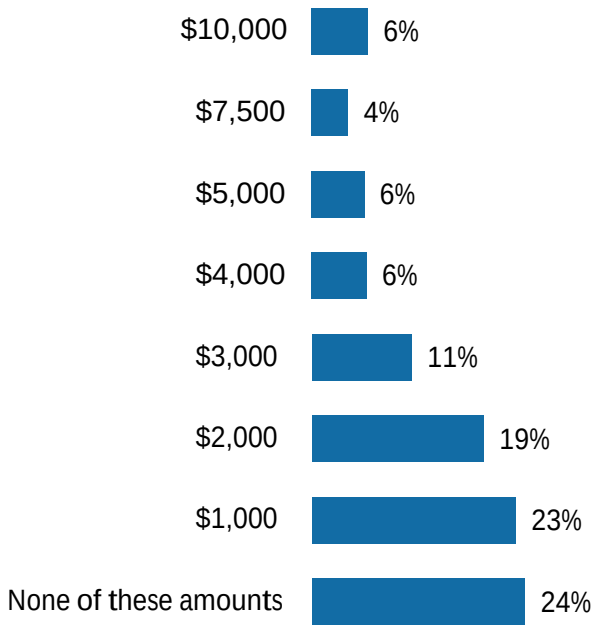
PSE-bound respondents: n=646



Average Lowest One-Time Scholarship Amount
$4,065*

Lowest Renewable Scholarship Offer You Would Have Accepted from Algonquin College

PSE-bound respondents: n=646



Average Lowest Renewable Scholarship Amount
$3,210*

*Average Scholarship and Bursary Amount was calculated using category midpoints with a low-end midpoint of $500 and a high-end midpoint of $12,500

Appendices

The following appendix tables group factor prioritization indices in descending order by broad factor. Comparisons are made across various socio-demographic and academic characteristics among PSE-bound respondents only.

Factor Prioritization Indices by:

A. Gender
B. Age
C. Region
D. Subject Area
E. Grades
F. Algonquin College as First-Choice Institution
G. Planned Institution

A. Factor Prioritization Indices by Gender

	Total	Female	Male
n size	646	342	301
Program			
The program offered at Algonquin College was not my first choice.	1.7	1.9	1.5
The program has a better reputation at the school I am attending.	1.5	1.6	1.5
The program I entered was not offered at Algonquin College.	1.3	1.4	1.1
The school I am attending offers better opportunities for co-op work placements.	1.3	1.4	1.1
The quality of teachers/ professors at Algonquin College did not seem as good as the school I am attending.	0.7	0.7	0.7
Location			
I prefer the location of the school I am attending.	2.0	2.2	1.7
I wanted to attend a school in my home city (or within commuting distance).	1.4	1.4	1.4
I did NOT want to attend a school in my home city (or within commuting distance).	0.8	0.8	0.7
Funding/Cost			
The cost of living away from home is too much.	0.8	0.9	0.8
Algonquin College's tuition costs were higher than those of the school I am attending.	0.6	0.6	0.6
I received a larger scholarship from the school I am attending.	0.3	0.3	0.3
I was expecting a scholarship from Algonquin College, but did not receive one.	0.2	0.2	0.3
Correspondence			
The school I am attending communicated more quickly than Algonquin College did.	0.7	0.7	0.7
The school I am attending sent my Offer of Admission earlier than Algonquin College.	0.7	0.6	0.7
The school I am attending communicated more often during the recruitment/admission process than Algonquin College did.	0.6	0.6	0.6
I did not have enough information to make a decision to attend Algonquin College.	0.5	0.5	0.5
Reputation			
Algonquin College's academic reputation is not as strong as the reputation of the school I am attending.	0.5	0.5	0.6
The school I am attending required a higher admission average than Algonquin College.	0.4	0.3	0.4
Feedback from Algonquin College's past or current students discouraged me.	0.3	0.3	0.4
Published rankings discouraged me from pursuing Algonquin College.	0.2	0.2	0.3
Algonquin College's reputation for social or extracurricular activities concerns me.	0.2	0.1	0.3
Residence			
Algonquin College's residence fees would be higher than those of the school I am attending.	0.4	0.4	0.5
I was not guaranteed a space in residence at Algonquin College.	0.2	0.2	0.3
Algonquin College's residence facilities are not as nice as those at the school I am attending.	0.2	0.2	0.2
There are no residence facilities available at the campus I wanted to attend at Algonquin College.	0.1	0.1	0.2

Note: greed and red boxes indicate significant differences between sub-groups and the total

	Total	Female	Male
n size	646	342	301
Campus			
I prefer the social and extracurricular environment at the school I am attending.	0.3	0.3	0.4
The school I am attending has a more diverse student body.	0.3	0.3	0.4
I was concerned that Algonquin College's athletic facilities are limited.	0.2	0.1	0.3
Algonquin College's campus is too large.	0.2	0.3	0.2
I was concerned about safety at Algonquin College.	0.2	0.1	0.2
Algonquin College's campus is too small.	0.2	0.1	0.2
Website/Social Media			
Algonquin College's website was not as informative as the website of the school I am attending.	0.3	0.3	0.3
Algonquin College's website was not as user-friendly as the website of the school I am attending.	0.3	0.3	0.2
The school I am attending made better use of social media.	0.3	0.3	0.3
Algonquin College's website did not leave me with a positive impression of Algonquin College.	0.2	0.2	0.2
Literature			
The viewbook and/or program literature from Algonquin College was not as informative as the information I received from the school I am attending.	0.3	0.3	0.2
The viewbook and/or program literature from Algonquin College was not as clear or well organized as the information I received from the school I am attending.	0.2	0.2	0.2
Algonquin College's viewbook did not leave me with a positive impression of the school.	0.2	0.2	0.2
Liaison			
The representative from the school I am attending had a better school visit.	0.2	0.2	0.2
The representative from the school I am attending had better presentation content.	0.2	0.2	0.2
The representative from the school I am attending made better use of technology.	0.2	0.2	0.2

Note: greed and red boxes indicate significant differences between sub-groups and the total

B. Factor Prioritization Indices by Age

	Total	17 or younger	18	19	20-24	25-29	30+
n size	646	77	246	98	151	42	31
Program							
The program offered at Algonquin College was not my first choice.	1.7	1.8	1.5	1.7	2.0	1.5	1.3
The program has a better reputation at the school I am attending.	1.5	1.6	1.4	1.7	1.6	1.6	1.4
The program I entered was not offered at Algonquin College.	1.3	1.3	1.2	1.1	1.6	0.9	1.5
The school I am attending offers better opportunities for co-op work placements.	1.3	1.4	1.1	1.3	1.4	1.6	0.7
The quality of teachers/ professors at Algonquin College did not seem as good as the school I am attending.	0.7	0.6	0.8	0.5	0.7	1.1	0.6
Location							
I prefer the location of the school I am attending.	2.0	1.8	2.0	2.0	2.0	1.6	1.8
I wanted to attend a school in my home city (or within commuting distance).	1.4	1.7	1.5	1.2	1.4	1.1	1.9
I did NOT want to attend a school in my home city (or within commuting distance).	0.8	0.7	1.0	0.8	0.6	0.9	0.1
Funding/Cost							
The cost of living away from home is too much.	0.8	0.9	0.8	1.1	0.8	0.7	0.5
Algonquin College's tuition costs were higher than those of the school I am attending.	0.6	0.5	0.6	0.9	0.7	0.6	0.2
I received a larger scholarship from the school I am attending.	0.3	0.2	0.2	0.4	0.4	0.2	0.2
I was expecting a scholarship from Algonquin College, but did not receive one.	0.2	0.1	0.2	0.3	0.3	0.1	0.2
Correspondence							
The school I am attending communicated more quickly than Algonquin College did.	0.7	0.7	0.6	0.8	0.8	0.5	0.9
The school I am attending sent my Offer of Admission earlier than Algonquin College.	0.7	0.7	0.7	0.8	0.6	0.3	0.5
The school I am attending communicated more often during the recruitment/admission process than Algonquin College did.	0.6	0.6	0.5	0.8	0.5	0.6	0.8
I did not have enough information to make a decision to attend Algonquin College.	0.5	0.5	0.5	0.4	0.6	0.3	0.6

Note: greed and red boxes indicate significant differences between sub-groups and the total

	Total	17 or younger	18	19	20-24	25-29	30+
n size	646	77	246	98	151	42	31
Reputation							
Algonquin College's academic reputation is not as strong as the reputation of the school I am attending.	0.5	0.4	0.5	0.3	0.7	0.6	0.3
The school I am attending required a higher admission average than Algonquin College.	0.4	0.3	0.4	0.4	0.4	0.2	0.3
Feedback from Algonquin College's past or current students discouraged me.	0.3	0.2	0.4	0.3	0.4	0.5	0.0
Published rankings discouraged me from pursuing Algonquin College.	0.2	0.1	0.3	0.3	0.3	0.2	0.0
Algonquin College's reputation for social or extracurricular activities concerns me.	0.2	0.1	0.2	0.2	0.2	0.2	0.1
Residence							
Algonquin College's residence fees would be higher than those of the school I am attending.	0.4	0.5	0.6	0.6	0.3	0.0	0.0
I was not guaranteed a space in residence at Algonquin College.	0.2	0.2	0.3	0.2	0.2	0.0	0.0
Algonquin College's residence facilities are not as nice as those at the school I am attending.	0.2	0.3	0.4	0.1	0.1	0.0	0.0
There are no residence facilities available at the campus I wanted to attend at Algonquin College.	0.1	0.1	0.1	0.3	0.1	0.0	0.0
Campus							
I prefer the social and extracurricular environment at the school I am attending.	0.3	0.3	0.4	0.4	0.3	0.3	0.0
The school I am attending has a more diverse student body.	0.3	0.2	0.4	0.3	0.2	0.3	0.1
I was concerned that Algonquin College's athletic facilities are limited.	0.2	0.1	0.2	0.3	0.2	0.2	0.0
Algonquin College's campus is too large.	0.2	0.3	0.2	0.3	0.3	0.0	0.0
I was concerned about safety at Algonquin College.	0.2	0.1	0.2	0.2	0.2	0.2	0.0
Algonquin College's campus is too small.	0.2	0.2	0.2	0.2	0.2	0.0	0.0

Note: greed and red boxes indicate significant differences between sub-groups and the total

	Total	17 or younger	18	19	20-24	25-29	30+
n size	646	77	246	98	151	42	31
Website/Social Media							
Algonquin College's website was not as informative as the website of the school I am attending.	0.3	0.1	0.2	0.3	0.4	0.1	0.2
Algonquin College's website was not as user-friendly as the website of the school I am attending.	0.3	0.1	0.2	0.3	0.4	0.4	0.2
The school I am attending made better use of social media.	0.3	0.2	0.3	0.3	0.3	0.2	0.3
Algonquin College's website did not leave me with a positive impression of Algonquin College.	0.2	0.0	0.2	0.3	0.4	0.1	0.3
Literature							
The viewbook and/or program literature from Algonquin College was not as informative as the information I received from the school I am attending.	0.3	0.2	0.2	0.3	0.3	0.2	0.3
The viewbook and/or program literature from Algonquin College was not as clear or well organized as the information I received from the school I am attending.	0.2	0.2	0.2	0.3	0.3	0.1	0.2
Algonquin College's viewbook did not leave me with a positive impression of the school.	0.2	0.1	0.2	0.2	0.3	0.1	0.2
Liaison							
The representative from the school I am attending had a better school visit.	0.2	0.2	0.2	0.3	0.2	0.2	0.2
The representative from the school I am attending had better presentation content.	0.2	0.2	0.2	0.2	0.2	0.3	0.2
The representative from the school I am attending made better use of technology.	0.2	0.2	0.2	0.3	0.1	0.1	0.2

Note: greed and red boxes indicate significant differences between sub-groups and the total

C. Factor Prioritization Indices by Region

	Total	Ottawa	Rest of Eastern ON	Central ON + GTA	Southwestern ON	Northern ON	Other
n size	646	163	180	155	72	49	27
Program							
The program offered at Algonquin College was not my first choice.	1.7	2.1	1.6	1.6	1.5	1.2	1.4
The program has a better reputation at the school I am attending.	1.5	1.8	1.4	1.6	1.4	1.0	1.5
The program I entered was not offered at Algonquin College.	1.3	1.9	1.2	1.0	0.9	0.9	1.3
The school I am attending offers better opportunities for co-op work placements.	1.3	1.6	1.1	1.3	1.1	0.9	1.1
The quality of teachers/ professors at Algonquin College did not seem as good as the school I am attending.	0.7	1.1	0.6	0.7	0.5	0.6	0.5
Location							
I prefer the location of the school I am attending.	2.0	1.3	2.1	2.2	2.3	2.5	1.8
I wanted to attend a school in my home city (or within commuting distance).	1.4	1.1	1.5	1.8	1.8	1.0	1.2
I did NOT want to attend a school in my home city (or within commuting distance).	0.8	0.8	0.7	0.7	1.0	1.3	0.3
Funding/Cost							
The cost of living away from home is too much.	0.8	0.4	0.9	1.2	0.6	1.0	0.6
Algonquin College's tuition costs were higher than those of the school I am attending.	0.6	0.5	0.8	0.7	0.3	0.4	1.5
I received a larger scholarship from the school I am attending.	0.3	0.5	0.2	0.2	0.1	0.2	0.4
I was expecting a scholarship from Algonquin College, but did not receive one.	0.2	0.4	0.2	0.3	0.1	0.2	0.2

Note: greed and red boxes indicate significant differences between sub-groups and the total

	Total	Ottawa	Rest of Eastern ON	Central ON + GTA	Southwestern ON	Northern ON	Other
n size	646	163	180	155	72	49	27
Correspondence							
The school I am attending communicated more quickly than Algonquin College did.	0.7	0.9	0.6	0.6	0.8	0.9	0.4
The school I am attending sent my Offer of Admission earlier than Algonquin College.	0.7	0.8	0.6	0.6	0.6	0.9	0.4
The school I am attending communicated more often during the recruitment/admission process than Algonquin College did.	0.6	0.8	0.5	0.4	0.8	0.7	0.3
I did not have enough information to make a decision to attend Algonquin College.	0.5	0.6	0.4	0.4	0.6	0.5	0.2
Reputation							
Algonquin College's academic reputation is not as strong as the reputation of the school I am attending.	0.5	0.7	0.4	0.5	0.5	0.2	0.7
The school I am attending required a higher admission average than Algonquin College.	0.4	0.6	0.3	0.4	0.4	0.1	0.5
Feedback from Algonquin College's past or current students discouraged me.	0.3	0.6	0.3	0.1	0.3	0.2	0.2
Published rankings discouraged me from pursuing Algonquin College.	0.2	0.3	0.2	0.2	0.2	0.1	0.3
Algonquin College's reputation for social or extracurricular activities concerns me.	0.2	0.4	0.1	0.2	0.2	0.1	0.1
Residence							
Algonquin College's residence fees would be higher than those of the school I am attending.	0.4	0.2	0.6	0.6	0.2	0.8	0.1
I was not guaranteed a space in residence at Algonquin College.	0.2	0.1	0.2	0.3	0.1	0.5	0.1
Algonquin College's residence facilities are not as nice as those at the school I am attending.	0.2	0.1	0.3	0.2	0.2	0.4	0.2
There are no residence facilities available at the campus I wanted to attend at Algonquin College.	0.1	0.1	0.1	0.2	0.1	0.1	0.1

Note: greed and red boxes indicate significant differences between sub-groups and the total

	Total	Ottawa	Rest of Eastern ON	Central ON + GTA	Southwestern ON	Northern ON	Other
n size	646	163	180	155	72	49	27
Campus							
I prefer the social and extracurricular environment at the school I am attending.	0.3	0.5	0.3	0.3	0.1	0.2	0.3
The school I am attending has a more diverse student body.	0.3	0.3	0.3	0.3	0.2	0.2	0.5
I was concerned that Algonquin College's athletic facilities are limited.	0.2	0.3	0.2	0.2	0.1	0.2	0.1
Algonquin College's campus is too large.	0.2	0.3	0.4	0.1	0.1	0.2	0.1
I was concerned about safety at Algonquin College.	0.2	0.2	0.2	0.1	0.0	0.1	0.2
Algonquin College's campus is too small.	0.2	0.3	0.1	0.1	0.1	0.1	0.2
Website/Social Media							
Algonquin College's website was not as informative as the website of the school I am attending.	0.3	0.3	0.1	0.4	0.4	0.3	0.3
Algonquin College's website was not as user-friendly as the website of the school I am attending.	0.3	0.3	0.1	0.3	0.4	0.4	0.3
The school I am attending made better use of social media.	0.3	0.2	0.1	0.4	0.3	0.3	0.3
Algonquin College's website did not leave me with a positive impression of Algonquin College.	0.2	0.2	0.1	0.3	0.4	0.2	0.5

Note: greed and red boxes indicate significant differences between sub-groups and the total

	Total	Ottawa	Rest of Eastern ON	Central ON + GTA	Southwestern ON	Northern ON	Other
n size	646	163	180	155	72	49	27
Literature							
The viewbook and/or program literature from Algonquin College was not as informative as the information I received from the school I am attending.	0.3	0.2	0.2	0.3	0.5	0.3	0.1
The viewbook and/or program literature from Algonquin College was not as clear or well organized as the information I received from the school I am attending.	0.2	0.2	0.2	0.3	0.4	0.3	0.2
Algonquin College's viewbook did not leave me with a positive impression of the school.	0.2	0.2	0.1	0.3	0.3	0.2	0.1
Liaison							
The representative from the school I am attending had a better school visit.	0.2	0.3	0.2	0.2	0.3	0.1	0.1
The representative from the school I am attending had better presentation content.	0.2	0.3	0.2	0.1	0.3	0.2	0.1
The representative from the school I am attending made better use of technology.	0.2	0.2	0.2	0.1	0.2	0.1	0.1

Note: greed and red boxes indicate significant differences between sub-groups and the total

D. Factor Prioritization Indices by Subject Area

	Total	Health Sciences	Business	Trades	Law Enforcement	Social & Community Services	Other
n size	646	98	78	59	49	48	314
Program							
The program offered at Algonquin College was not my first choice.	1.7	1.4	1.5	1.3	1.0	2.1	2.0
The program has a better reputation at the school I am attending.	1.5	1.1	1.5	1.5	1.4	1.7	1.7
The program I entered was not offered at Algonquin College.	1.3	0.7	1.0	1.3	0.2	1.6	1.7
The school I am attending offers better opportunities for co-op work placements.	1.3	1.0	1.3	0.9	1.1	1.6	1.4
The quality of teachers/ professors at Algonquin College did not seem as good as the school I am attending.	0.7	0.4	0.6	0.5	0.8	1.0	0.9
Location							
I prefer the location of the school I am attending.	2.0	2.3	2.6	1.2	2.2	2.0	1.8
I wanted to attend a school in my home city (or within commuting distance).	1.4	1.9	2.0	1.0	1.8	1.5	1.2
I did NOT want to attend a school in my home city (or within commuting distance).	0.8	1.1	1.4	0.7	0.3	0.8	0.6
Funding/Cost							
The cost of living away from home is too much.	0.8	0.7	1.1	1.1	1.1	0.8	0.7
Algonquin College's tuition costs were higher than those of the school I am attending.	0.6	0.6	0.7	0.6	0.9	0.8	0.6
I received a larger scholarship from the school I am attending.	0.3	0.2	0.5	0.1	0.0	0.3	0.3
I was expecting a scholarship from Algonquin College, but did not receive one.	0.2	0.1	0.7	0.3	0.0	0.2	0.2
Correspondence							
The school I am attending communicated more quickly than Algonquin College did.	0.7	0.7	0.7	0.7	0.5	0.9	0.7
The school I am attending sent my Offer of Admission earlier than Algonquin College.	0.7	0.6	0.7	0.8	0.5	0.7	0.7
The school I am attending communicated more often during the recruitment/admission process than Algonquin College did.	0.6	0.6	0.6	0.6	0.4	0.8	0.6
I did not have enough information to make a decision to attend Algonquin College.	0.5	0.4	0.5	0.4	0.2	0.7	0.6

Note: greed and red boxes indicate significant differences between sub-groups and the total

	Total	Health Sciences	Business	Trades	Law Enforcement	Social & Community Services	Other
n size	646	98	78	59	49	48	314
Reputation							
Algonquin College's academic reputation is not as strong as the reputation of the school I am attending.	0.5	0.6	0.6	0.3	0.3	0.4	0.6
The school I am attending required a higher admission average than Algonquin College.	0.4	0.4	0.4	0.2	0.2	0.3	0.5
Feedback from Algonquin College's past or current students discouraged me.	0.3	0.5	0.3	0.1	0.2	0.3	0.4
Published rankings discouraged me from pursuing Algonquin College.	0.2	0.3	0.2	0.2	0.1	0.2	0.3
Algonquin College's reputation for social or extracurricular activities concerns me.	0.2	0.2	0.4	0.1	0.1	0.1	0.2
Residence							
Algonquin College's residence fees would be higher than those of the school I am attending.	0.4	0.4	0.8	0.4	0.7	0.5	0.3
I was not guaranteed a space in residence at Algonquin College.	0.2	0.1	0.5	0.2	0.2	0.1	0.2
Algonquin College's residence facilities are not as nice as those at the school I am attending.	0.2	0.3	0.6	0.2	0.2	0.1	0.1
There are no residence facilities available at the campus I wanted to attend at Algonquin College.	0.1	0.1	0.3	0.3	0.3	0.1	0.1
Campus							
I prefer the social and extracurricular environment at the school I am attending.	0.3	0.3	0.5	0.2	0.5	0.2	0.3
The school I am attending has a more diverse student body.	0.3	0.3	0.6	0.2	0.3	0.3	0.3
I was concerned that Algonquin College's athletic facilities are limited.	0.2	0.2	0.5	0.1	0.4	0.1	0.2
Algonquin College's campus is too large.	0.2	0.1	0.5	0.2	0.3	0.4	0.2
I was concerned about safety at Algonquin College.	0.2	0.2	0.2	0.1	0.1	0.1	0.2
Algonquin College's campus is too small.	0.2	0.2	0.4	0.1	0.0	0.1	0.2

Note: greed and red boxes indicate significant differences between sub-groups and the total

	Total	Health Sciences	Business	Trades	Law Enforcement	Social & Community Services	Other
n size	646	98	78	59	49	48	314
Website/Social Media							
Algonquin College's website was not as informative as the website of the school I am attending.	0.3	0.2	0.5	0.1	0.0	0.5	0.3
Algonquin College's website was not as user-friendly as the website of the school I am attending.	0.3	0.3	0.5	0.1	0.0	0.5	0.3
The school I am attending made better use of social media.	0.3	0.2	0.5	0.1	0.0	0.4	0.3
Algonquin College's website did not leave me with a positive impression of Algonquin College.	0.2	0.2	0.3	0.1	0.0	0.2	0.3
Literature							
The viewbook and/or program literature from Algonquin College was not as informative as the information I received from the school I am attending.	0.3	0.3	0.5	0.2	0.0	0.2	0.2
The viewbook and/or program literature from Algonquin College was not as clear or well organized as the information I received from the school I am attending.	0.2	0.3	0.4	0.1	0.0	0.2	0.3
Algonquin College's viewbook did not leave me with a positive impression of the school.	0.2	0.2	0.3	0.0	0.0	0.2	0.2
Liaison							
The representative from the school I am attending had a better school visit.	0.2	0.2	0.4	0.0	0.1	0.2	0.2
The representative from the school I am attending had better presentation content.	0.2	0.2	0.4	0.0	0.1	0.2	0.2
The representative from the school I am attending made better use of technology.	0.2	0.1	0.3	0.0	0.1	0.1	0.2

Note: greed and red boxes indicate significant differences between sub-groups and the total

E. Factor Prioritization Indices by Grades

	Total	Less than 70%	70-74%	75-79%	80-84%	85-89%	90%+
n size	646	34	90	139	162	112	55
Program							
The program offered at Algonquin College was not my first choice.	1.7	0.9	1.6	1.6	1.8	2.0	1.8
The program has a better reputation at the school I am attending.	1.5	0.6	1.2	1.5	1.6	1.7	2.0
The program I entered was not offered at Algonquin College.	1.3	0.2	1.1	1.2	1.5	1.1	1.8
The school I am attending offers better opportunities for co-op work placements.	1.3	0.4	1.2	1.4	1.0	1.6	1.4
The quality of teachers/ professors at Algonquin College did not seem as good as the school I am attending.	0.7	0.3	0.7	0.8	0.6	0.8	1.1
Location							
I prefer the location of the school I am attending.	2.0	1.5	1.6	1.9	2.2	2.0	2.3
I wanted to attend a school in my home city (or within commuting distance).	1.4	1.7	1.3	1.3	1.6	1.5	1.1
I did NOT want to attend a school in my home city (or within commuting distance).	0.8	1.6	0.8	0.9	0.8	0.5	0.3
Funding/Cost							
The cost of living away from home is too much.	0.8	1.9	0.7	0.7	0.7	0.8	0.7
Algonquin College's tuition costs were higher than those of the school I am attending.	0.6	0.9	0.6	0.4	0.7	0.7	0.7
I received a larger scholarship from the school I am attending.	0.3	0.1	0.1	0.2	0.1	0.5	0.6
I was expecting a scholarship from Algonquin College, but did not receive one.	0.2	0.2	0.0	0.2	0.2	0.3	0.7
Correspondence							
The school I am attending communicated more quickly than Algonquin College did.	0.7	0.4	0.6	0.6	0.8	0.7	0.9
The school I am attending sent my Offer of Admission earlier than Algonquin College.	0.7	0.5	0.5	0.6	0.8	0.6	0.8
The school I am attending communicated more often during the recruitment/admission process than Algonquin College did.	0.6	0.4	0.5	0.6	0.6	0.6	0.7
I did not have enough information to make a decision to attend Algonquin College.	0.5	0.6	0.3	0.4	0.5	0.5	0.7

Note: greed and red boxes indicate significant differences between sub-groups and the total

	Total	Less than 70%	70-74%	75-79%	80-84%	85-89%	90%+
n size	646	34	90	139	162	112	55
Reputation							
Algonquin College's academic reputation is not as strong as the reputation of the school I am attending.	0.5	0.2	0.2	0.5	0.6	0.8	0.9
The school I am attending required a higher admission average than Algonquin College.	0.4	0.2	0.2	0.5	0.3	0.5	0.8
Feedback from Algonquin College's past or current students discouraged me.	0.3	0.2	0.2	0.3	0.3	0.4	0.7
Published rankings discouraged me from pursuing Algonquin College.	0.2	0.3	0.1	0.2	0.2	0.4	0.5
Algonquin College's reputation for social or extracurricular activities concerns me.	0.2	0.1	0.1	0.2	0.2	0.2	0.4
Residence							
Algonquin College's residence fees would be higher than those of the school I am attending.	0.4	0.5	0.4	0.4	0.5	0.4	0.3
I was not guaranteed a space in residence at Algonquin College.	0.2	0.3	0.2	0.3	0.2	0.2	0.2
Algonquin College's residence facilities are not as nice as those at the school I am attending.	0.2	0.5	0.2	0.2	0.2	0.3	0.2
There are no residence facilities available at the campus I wanted to attend at Algonquin College.	0.1	0.3	0.1	0.1	0.1	0.3	0.1
Campus							
I prefer the social and extracurricular environment at the school I am attending.	0.3	0.2	0.2	0.3	0.4	0.2	0.5
The school I am attending has a more diverse student body.	0.3	0.3	0.3	0.3	0.3	0.2	0.5
I was concerned that Algonquin College's athletic facilities are limited.	0.2	0.2	0.1	0.2	0.2	0.2	0.3
Algonquin College's campus is too large.	0.2	0.3	0.3	0.1	0.2	0.3	0.2
I was concerned about safety at Algonquin College.	0.2	0.3	0.1	0.1	0.2	0.1	0.3
Algonquin College's campus is too small.	0.2	0.2	0.1	0.2	0.1	0.1	0.3

Note: greed and red boxes indicate significant differences between sub-groups and the total

	Total	Less than 70%	70-74%	75-79%	80-84%	85-89%	90%+
n size	646	34	90	139	162	112	55
Website/Social Media							
Algonquin College's website was not as informative as the website of the school I am attending.	0.3	0.2	0.2	0.3	0.2	0.4	0.3
Algonquin College's website was not as user-friendly as the website of the school I am attending.	0.3	0.2	0.2	0.3	0.3	0.3	0.3
The school I am attending made better use of social media.	0.3	0.2	0.3	0.3	0.2	0.3	0.4
Algonquin College's website did not leave me with a positive impression of Algonquin College.	0.2	0.2	0.2	0.2	0.2	0.2	0.3
Literature							
The viewbook and/or program literature from Algonquin College was not as informative as the information I received from the school I am attending.	0.3	0.2	0.3	0.3	0.1	0.5	0.2
The viewbook and/or program literature from Algonquin College was not as clear or well organized as the information I received from the school I am attending.	0.2	0.2	0.2	0.2	0.1	0.5	0.1
Algonquin College's viewbook did not leave me with a positive impression of the school.	0.2	0.2	0.2	0.2	0.1	0.3	0.1
Liaison							
The representative from the school I am attending had a better school visit.	0.2	0.2	0.2	0.2	0.2	0.2	0.3
The representative from the school I am attending had better presentation content.	0.2	0.2	0.2	0.2	0.2	0.2	0.3
The representative from the school I am attending made better use of technology.	0.2	0.1	0.2	0.2	0.1	0.2	0.2

Note: greed and red boxes indicate significant differences between sub-groups and the total

F. Factor Prioritization Indices by Algonquin College as First-Choice Institution

	Total	Yes	No
n size	646	178	452
Program			
The program offered at Algonquin College was not my first choice.	1.7	0.8	2.1
The program has a better reputation at the school I am attending.	1.5	0.9	1.8
The program I entered was not offered at Algonquin College.	1.3	1.0	1.4
The school I am attending offers better opportunities for co-op work placements.	1.3	0.7	1.5
The quality of teachers/ professors at Algonquin College did not seem as good as the school I am attending.	0.7	0.5	0.8
Location			
I prefer the location of the school I am attending.	2.0	1.5	2.1
I wanted to attend a school in my home city (or within commuting distance).	1.4	1.5	1.4
I did NOT want to attend a school in my home city (or within commuting distance).	0.8	0.7	0.8
Funding/Cost			
The cost of living away from home is too much.	0.8	0.9	0.8
Algonquin College's tuition costs were higher than those of the school I am attending.	0.6	0.9	0.5
I received a larger scholarship from the school I am attending.	0.3	0.3	0.3
I was expecting a scholarship from Algonquin College, but did not receive one.	0.2	0.4	0.2
Correspondence			
The school I am attending communicated more quickly than Algonquin College did.	0.7	1.0	0.6
The school I am attending sent my Offer of Admission earlier than Algonquin College.	0.7	0.9	0.6
The school I am attending communicated more often during the recruitment/admission process than Algonquin College did.	0.6	0.9	0.5
I did not have enough information to make a decision to attend Algonquin College.	0.5	0.7	0.4
Reputation			
Algonquin College's academic reputation is not as strong as the reputation of the school I am attending.	0.5	0.3	0.6
The school I am attending required a higher admission average than Algonquin College.	0.4	0.2	0.4
Feedback from Algonquin College's past or current students discouraged me.	0.3	0.2	0.4
Published rankings discouraged me from pursuing Algonquin College.	0.2	0.2	0.3
Algonquin College's reputation for social or extracurricular activities concerns me.	0.2	0.1	0.2
Residence			
Algonquin College's residence fees would be higher than those of the school I am attending.	0.4	0.7	0.3
I was not guaranteed a space in residence at Algonquin College.	0.2	0.3	0.2
Algonquin College's residence facilities are not as nice as those at the school I am attending.	0.2	0.2	0.2
There are no residence facilities available at the campus I wanted to attend at Algonquin College.	0.1	0.2	0.1

Note: greed and red boxes indicate significant differences between sub-groups and the total

	Total	Yes	No
n size	646	178	452
Campus			
I prefer the social and extracurricular environment at the school I am attending.	0.3	0.3	0.4
The school I am attending has a more diverse student body.	0.3	0.2	0.3
I was concerned that Algonquin College's athletic facilities are limited.	0.2	0.1	0.3
Algonquin College's campus is too large.	0.2	0.3	0.2
I was concerned about safety at Algonquin College.	0.2	0.1	0.2
Algonquin College's campus is too small.	0.2	0.1	0.2
Website/Social Media			
Algonquin College's website was not as informative as the website of the school I am attending.	0.3	0.3	0.3
Algonquin College's website was not as user-friendly as the website of the school I am attending.	0.3	0.2	0.3
The school I am attending made better use of social media.	0.3	0.2	0.3
Algonquin College's website did not leave me with a positive impression of Algonquin College.	0.2	0.2	0.2
Literature			
The viewbook and/or program literature from Algonquin College was not as informative as the information I received from the school I am attending.	0.3	0.2	0.3
The viewbook and/or program literature from Algonquin College was not as clear or well organized as the information I received from the school I am attending.	0.2	0.2	0.2
Algonquin College's viewbook did not leave me with a positive impression of the school.	0.2	0.2	0.2
Liaison			
The representative from the school I am attending had a better school visit.	0.2	0.3	0.2
The representative from the school I am attending had better presentation content.	0.2	0.2	0.2
The representative from the school I am attending made better use of technology.	0.2	0.2	0.2

Note: greed and red boxes indicate significant differences between sub-groups and the total

G. Factor Prioritization Indices by Planned Institution

	Total	St. Lawrence College	Carleton University	Fanshawe College	Fleming College	U of Ottawa	Other
n size	646	73	50	39	38	37	410
Program							
The program offered at Algonquin College was not my first choice.	1.7	1.3	2.3	1.2	1.8	1.7	1.7
The program has a better reputation at the school I am attending.	1.5	1.1	2.3	1.2	1.6	1.3	1.6
The program I entered was not offered at Algonquin College.	1.3	0.9	2.0	0.4	1.3	2.5	1.2
The school I am attending offers better opportunities for co-op work placements.	1.3	1.0	1.4	0.8	1.4	1.6	1.3
The quality of teachers/ professors at Algonquin College did not seem as good as the school I am attending.	0.7	0.6	1.5	0.5	0.6	0.3	0.7
Location							
I prefer the location of the school I am attending.	2.0	2.5	0.8	2.6	2.0	1.4	2.0
I wanted to attend a school in my home city (or within commuting distance).	1.4	1.9	0.6	1.2	1.3	1.1	1.5
I did NOT want to attend a school in my home city (or within commuting distance).	0.8	0.7	0.2	1.7	0.8	0.3	0.8
Funding/Cost							
The cost of living away from home is too much.	0.8	1.0	0.4	0.6	1.2	0.6	0.9
Algonquin College's tuition costs were higher than those of the school I am attending.	0.6	1.2	0.2	0.6	0.9	0.3	0.6
I received a larger scholarship from the school I am attending.	0.3	0.3	0.6	0.5	0.1	0.7	0.2
I was expecting a scholarship from Algonquin College, but did not receive one.	0.2	0.2	0.5	0.4	0.1	0.5	0.2
Correspondence							
The school I am attending communicated more quickly than Algonquin College did.	0.7	0.9	0.9	1.1	0.3	0.4	0.7
The school I am attending sent my Offer of Admission earlier than Algonquin College.	0.7	0.9	0.7	1.0	0.4	0.5	0.6
The school I am attending communicated more often during the recruitment/admission process than Algonquin College did.	0.6	0.8	0.8	0.8	0.3	0.4	0.5
I did not have enough information to make a decision to attend Algonquin College.	0.5	0.5	0.6	0.8	0.2	0.3	0.5

Note: greed and red boxes indicate significant differences between sub-groups and the total

	Total	St. Lawrence College	Carleton University	Fanshawe College	Fleming College	U of Ottawa	Other
n size	646	73	50	39	38	37	410
Reputation							
Algonquin College's academic reputation is not as strong as the reputation of the school I am attending.	0.5	0.5	0.8	0.6	0.7	0.6	0.5
The school I am attending required a higher admission average than Algonquin College.	0.4	0.3	0.7	0.3	0.7	0.5	0.3
Feedback from Algonquin College's past or current students discouraged me.	0.3	0.4	0.6	0.5	0.3	0.4	0.3
Published rankings discouraged me from pursuing Algonquin College.	0.2	0.2	0.3	0.3	0.4	0.2	0.2
Algonquin College's reputation for social or extracurricular activities concerns me.	0.2	0.2	0.3	0.4	0.1	0.4	0.2
Residence							
Algonquin College's residence fees would be higher than those of the school I am attending.	0.4	0.8	0.1	0.9	0.4	0.1	0.4
I was not guaranteed a space in residence at Algonquin College.	0.2	0.3	0.1	0.5	0.5	0.0	0.2
Algonquin College's residence facilities are not as nice as those at the school I am attending.	0.2	0.4	0.0	0.7	0.4	0.0	0.1
There are no residence facilities available at the campus I wanted to attend at Algonquin College.	0.1	0.2	0.1	0.2	0.6	0.2	0.1
Campus							
I prefer the social and extracurricular environment at the school I am attending.	0.3	0.4	0.5	0.4	0.3	0.2	0.3
The school I am attending has a more diverse student body.	0.3	0.3	0.3	0.5	0.3	0.2	0.3
I was concerned that Algonquin College's athletic facilities are limited.	0.2	0.3	0.3	0.3	0.4	0.2	0.2
Algonquin College's campus is too large.	0.2	0.4	0.1	0.2	0.4	0.2	0.2
I was concerned about safety at Algonquin College.	0.2	0.2	0.3	0.2	0.3	0.2	0.1
Algonquin College's campus is too small.	0.2	0.2	0.2	0.2	0.2	0.1	0.1

Note: greed and red boxes indicate significant differences between sub-groups and the total

	Total	St. Lawrence College	Carleton University	Fanshawe College	Fleming College	U of Ottawa	Other
n size	646	73	50	39	38	37	410
Website/Social Media							
Algonquin College's website was not as informative as the website of the school I am attending.	0.3	0.2	0.4	0.3	0.3	0.2	0.3
Algonquin College's website was not as user-friendly as the website of the school I am attending.	0.3	0.2	0.4	0.3	0.2	0.2	0.3
The school I am attending made better use of social media.	0.3	0.3	0.3	0.3	0.3	0.1	0.3
Algonquin College's website did not leave me with a positive impression of Algonquin College.	0.2	0.2	0.3	0.3	0.2	0.2	0.2
Literature							
The viewbook and/or program literature from Algonquin College was not as informative as the information I received from the school I am attending.	0.3	0.3	0.4	0.5	0.2	0.2	0.2
The viewbook and/or program literature from Algonquin College was not as clear or well organized as the information I received from the school I am attending.	0.2	0.3	0.4	0.3	0.2	0.1	0.2
Algonquin College's viewbook did not leave me with a positive impression of the school.	0.2	0.2	0.4	0.3	0.2	0.1	0.2
Liaison							
The representative from the school I am attending had a better school visit.	0.2	0.3	0.5	0.3	0.2	0.1	0.2
The representative from the school I am attending had better presentation content.	0.2	0.2	0.5	0.3	0.2	0.1	0.2
The representative from the school I am attending made better use of technology.	0.2	0.2	0.5	0.2	0.2	0.1	0.1

Academica Group Inc.

131 Wharncliffe Road South, 2nd Floor
London Ontario, Canada N6J 2K4

Toll-free: 1.866.922.8636
www.academicagroup.com

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ALGONQUIN COLLEGE

ALGONQUIN BY THE NUMBERS

Claude Brulé
Senior Vice President
Academic

SEM Conference 2015

22 May 2015

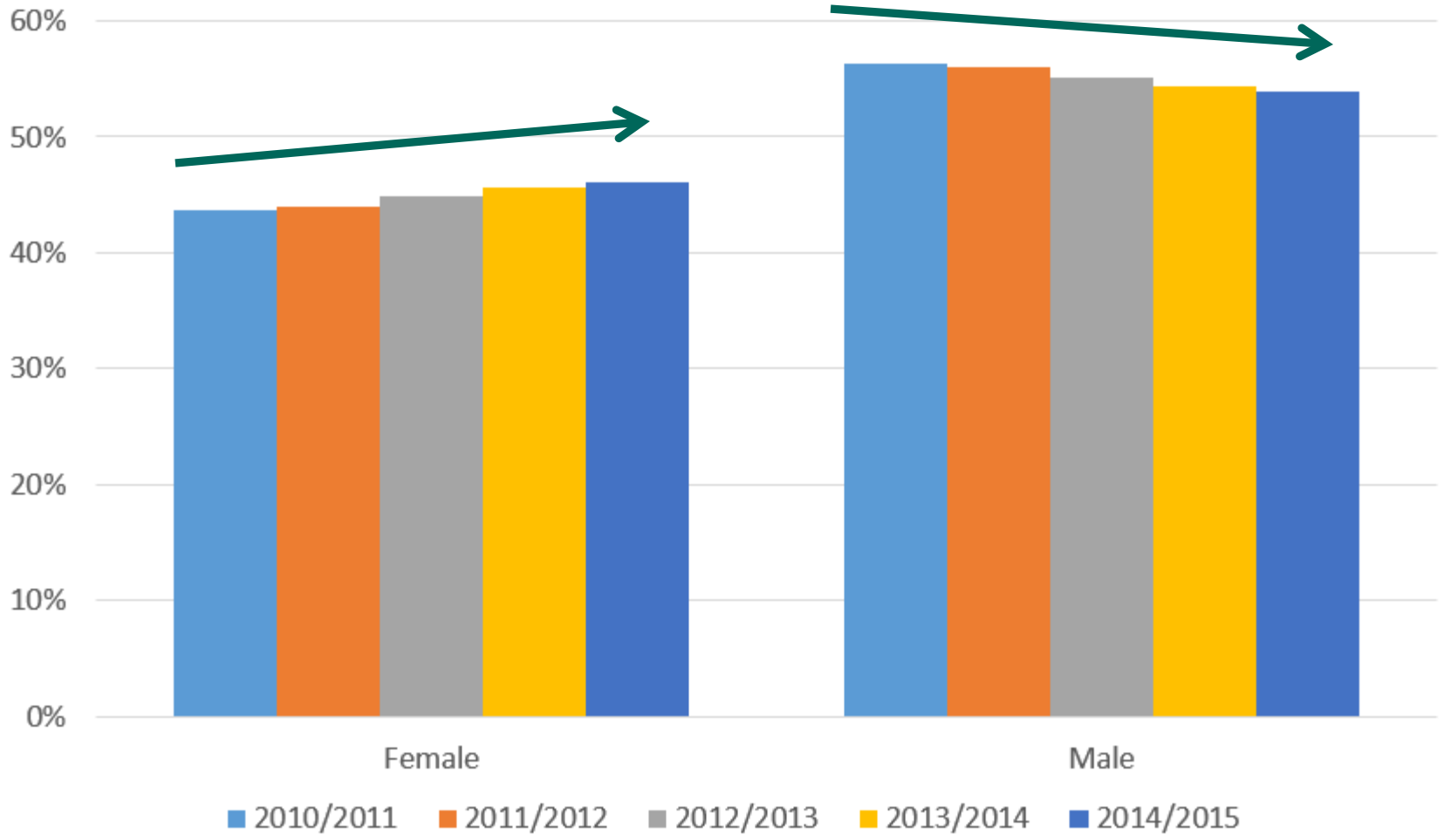
Algonquin by the Numbers

- Who are our students?
- Where do our students come from?
- Provincial demographics and the challenges ahead
- Applications
- Enrolment
- Retention
- College Retention Survey Results
- Summary

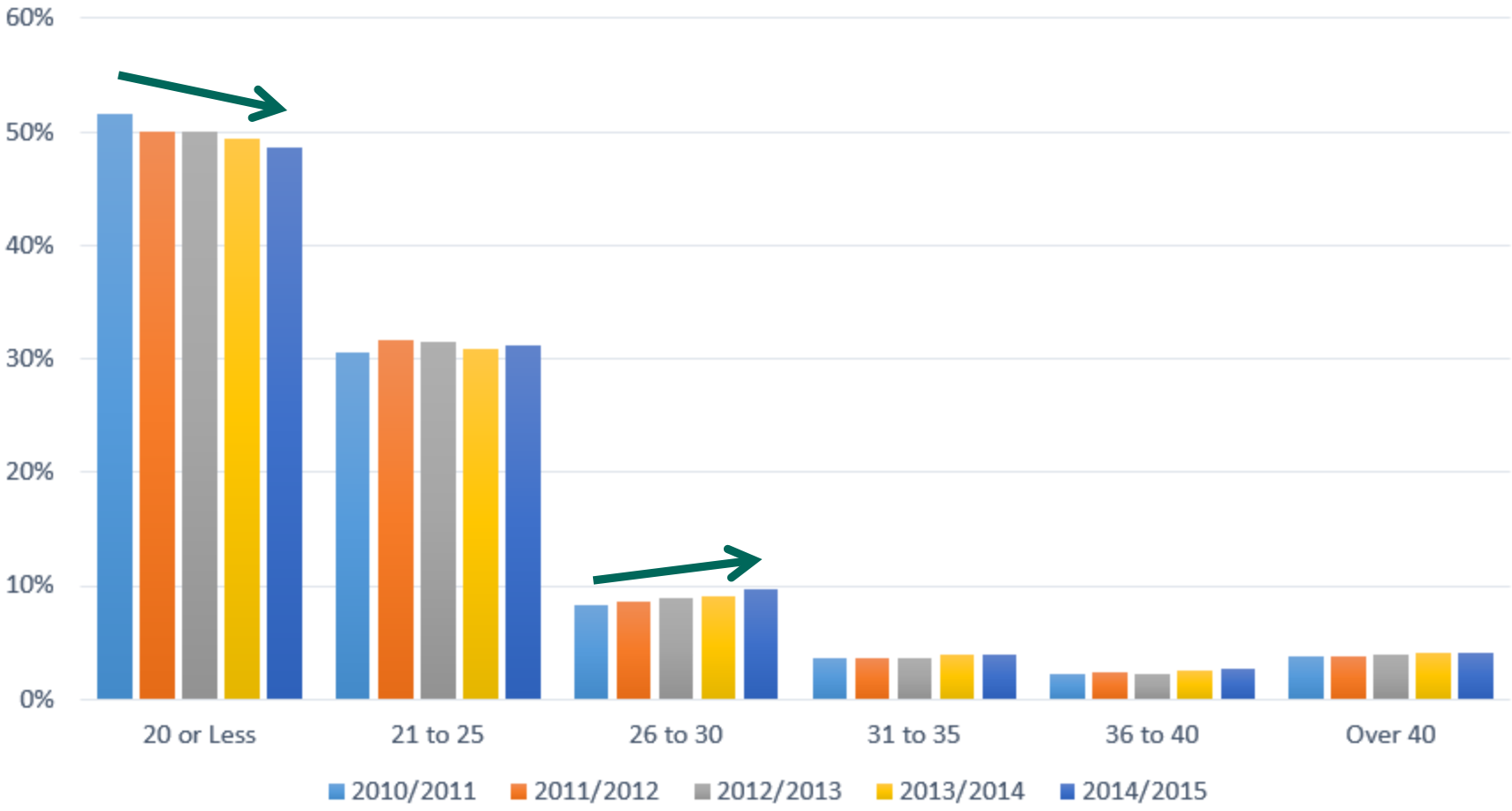
WHO ARE OUR STUDENTS?

ALGONQUIN COLLEGE

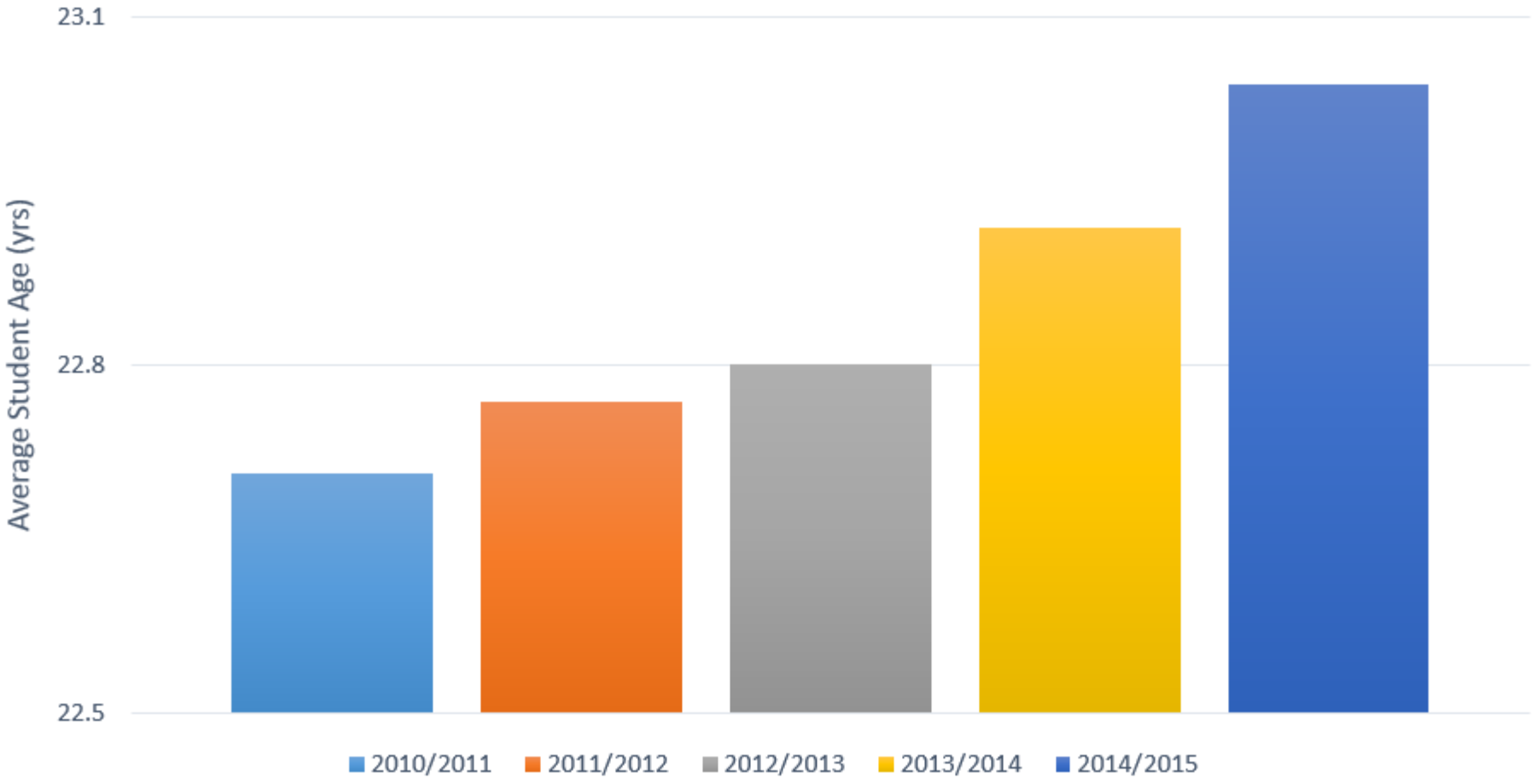
Student Gender – 5 year trend



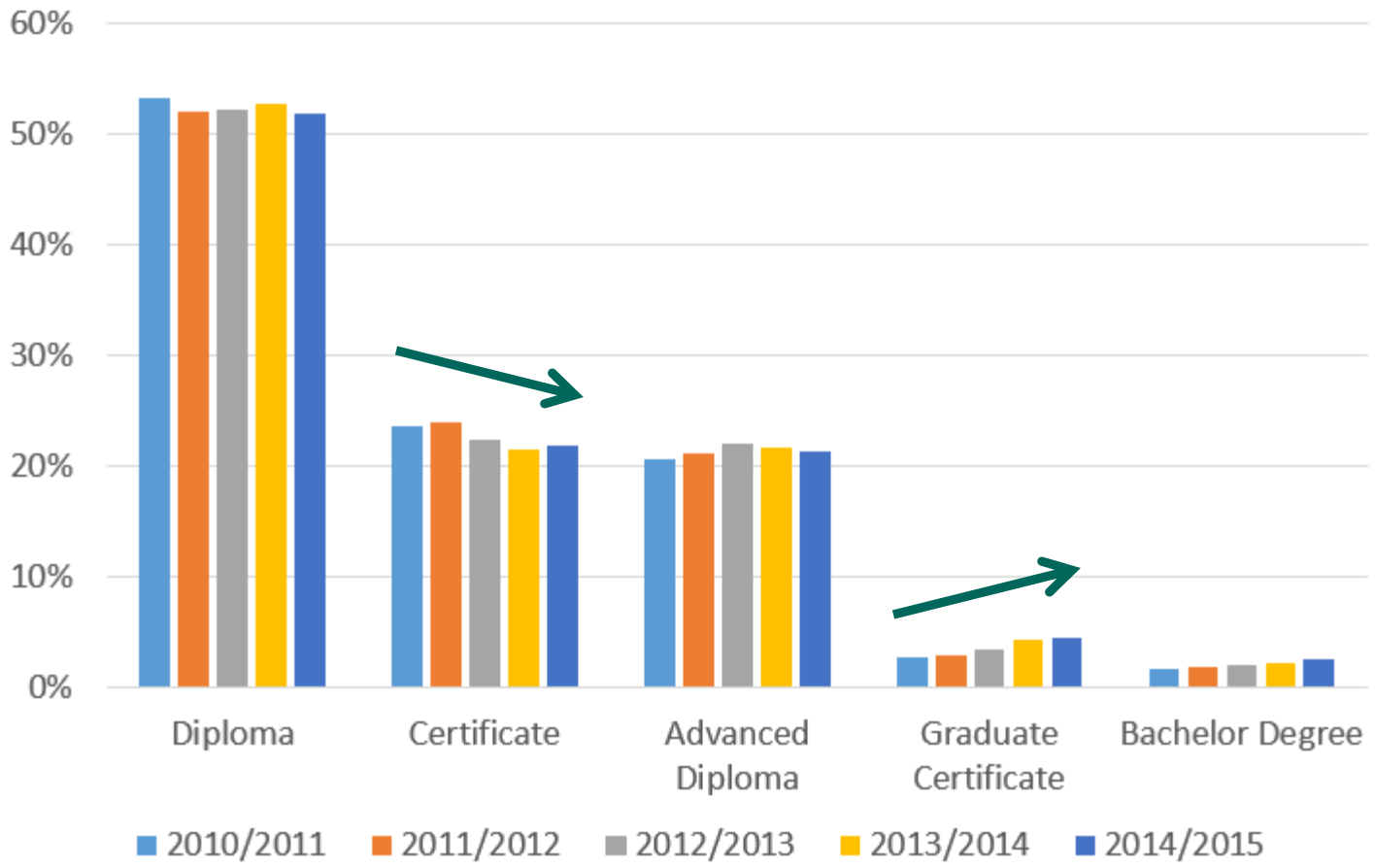
Student Age – 5 Year Trend by Age Group



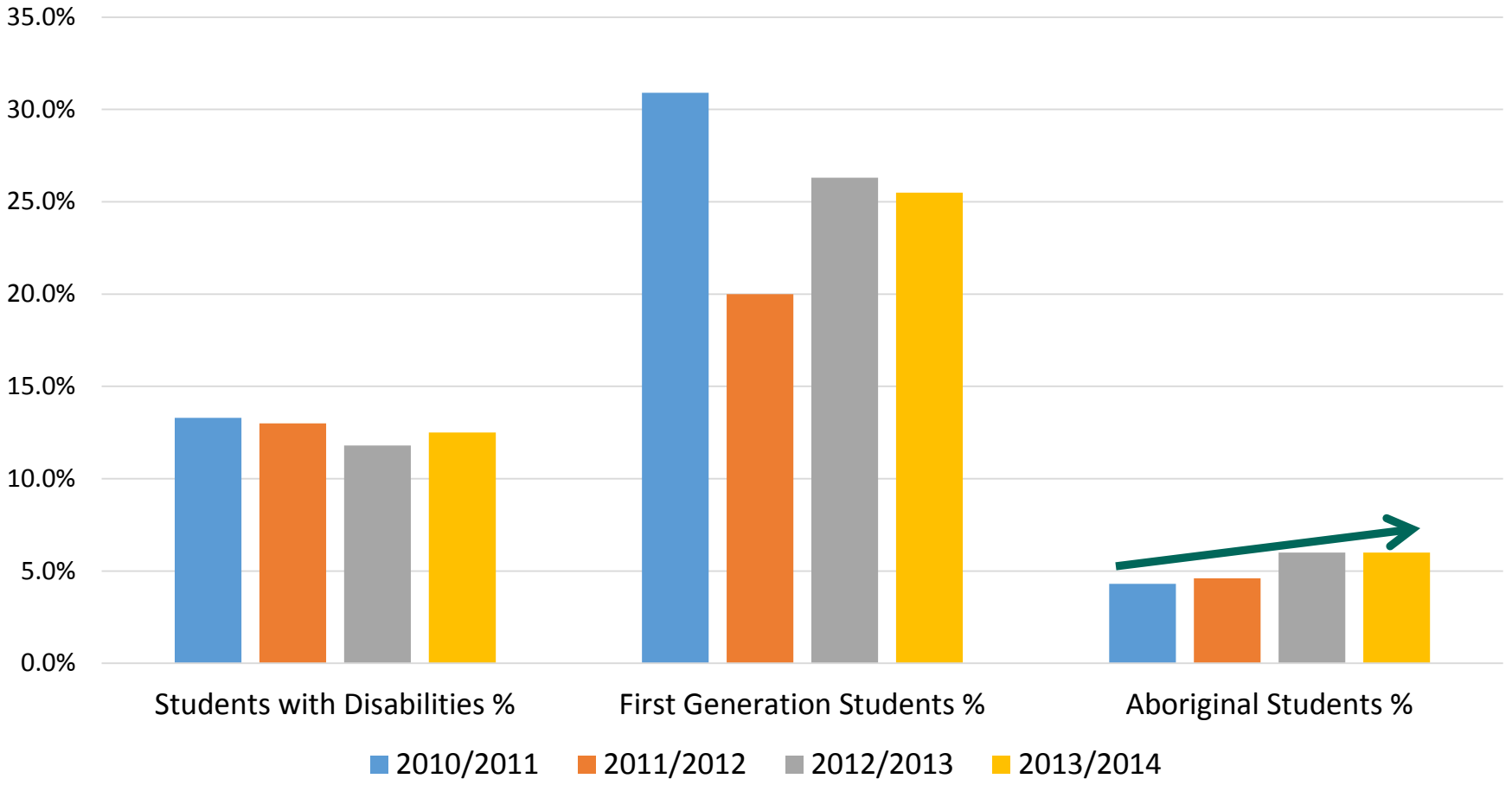
Average Student Age – on the rise



What credentials are students pursuing?



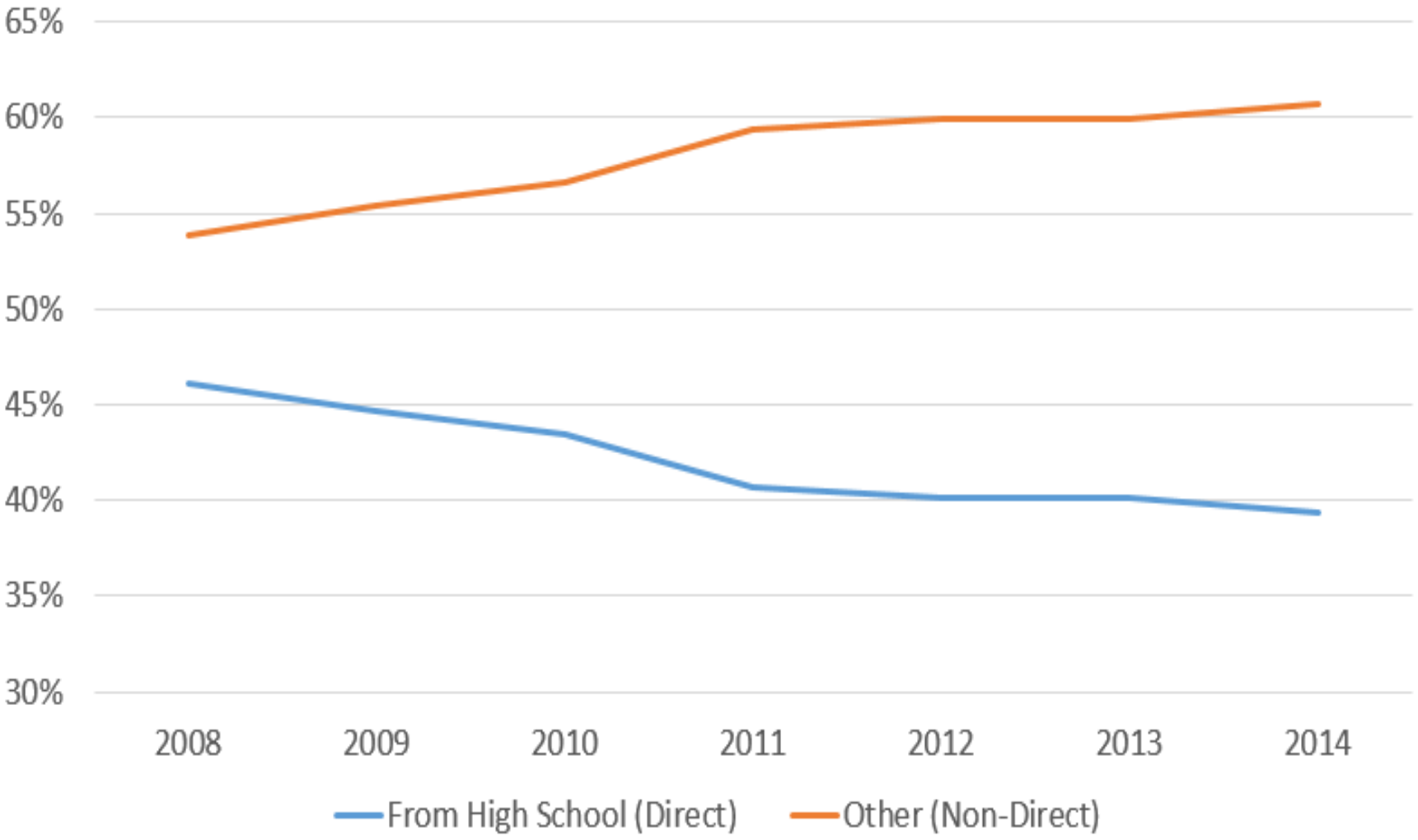
Under-represented Students (Self-declared) as a percentage of full-time enrolment



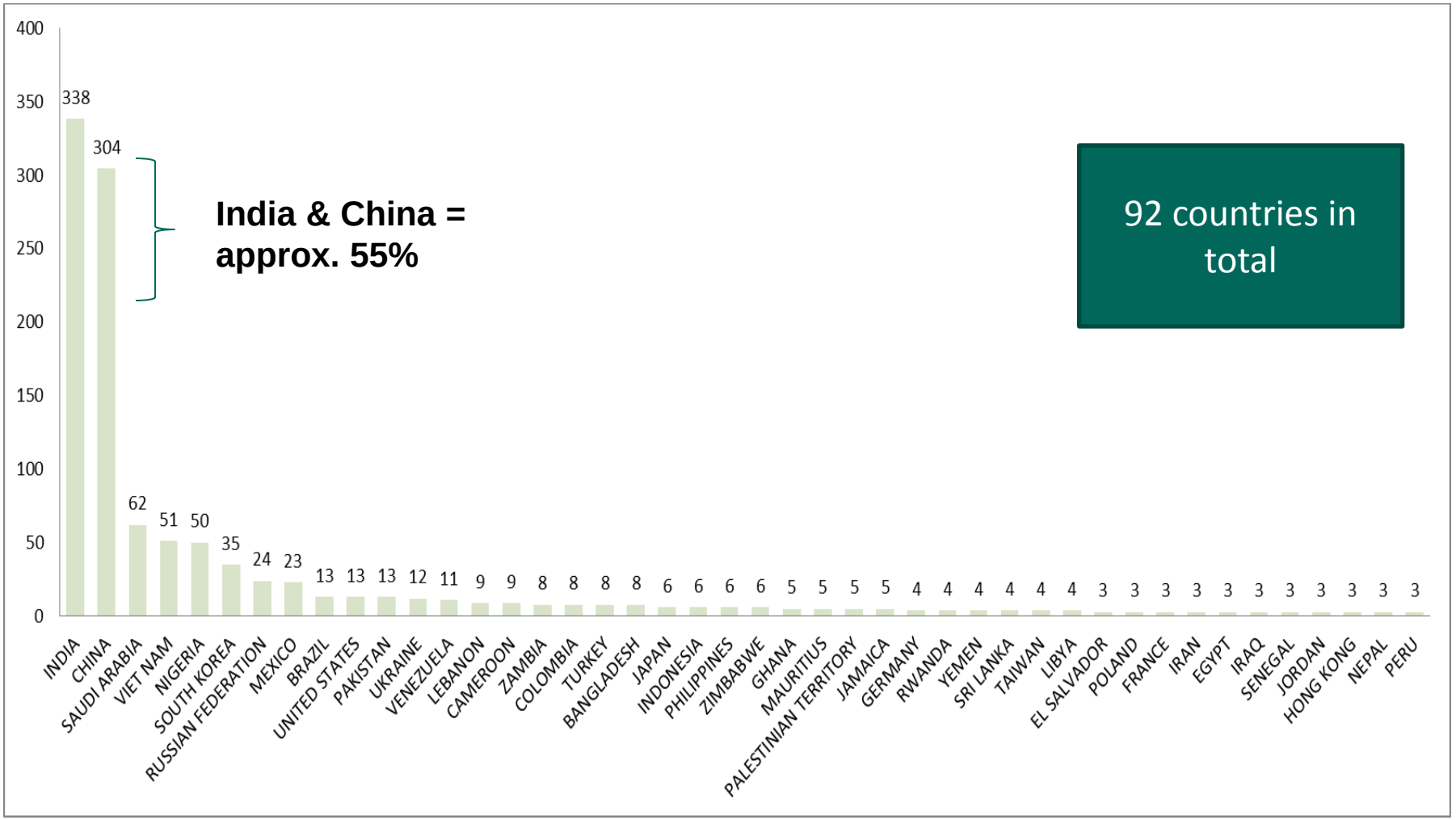
WHERE DO OUR STUDENTS COME FROM?

ALGONQUIN COLLEGE

Where do our domestic students come from?



International Students – 2014-15



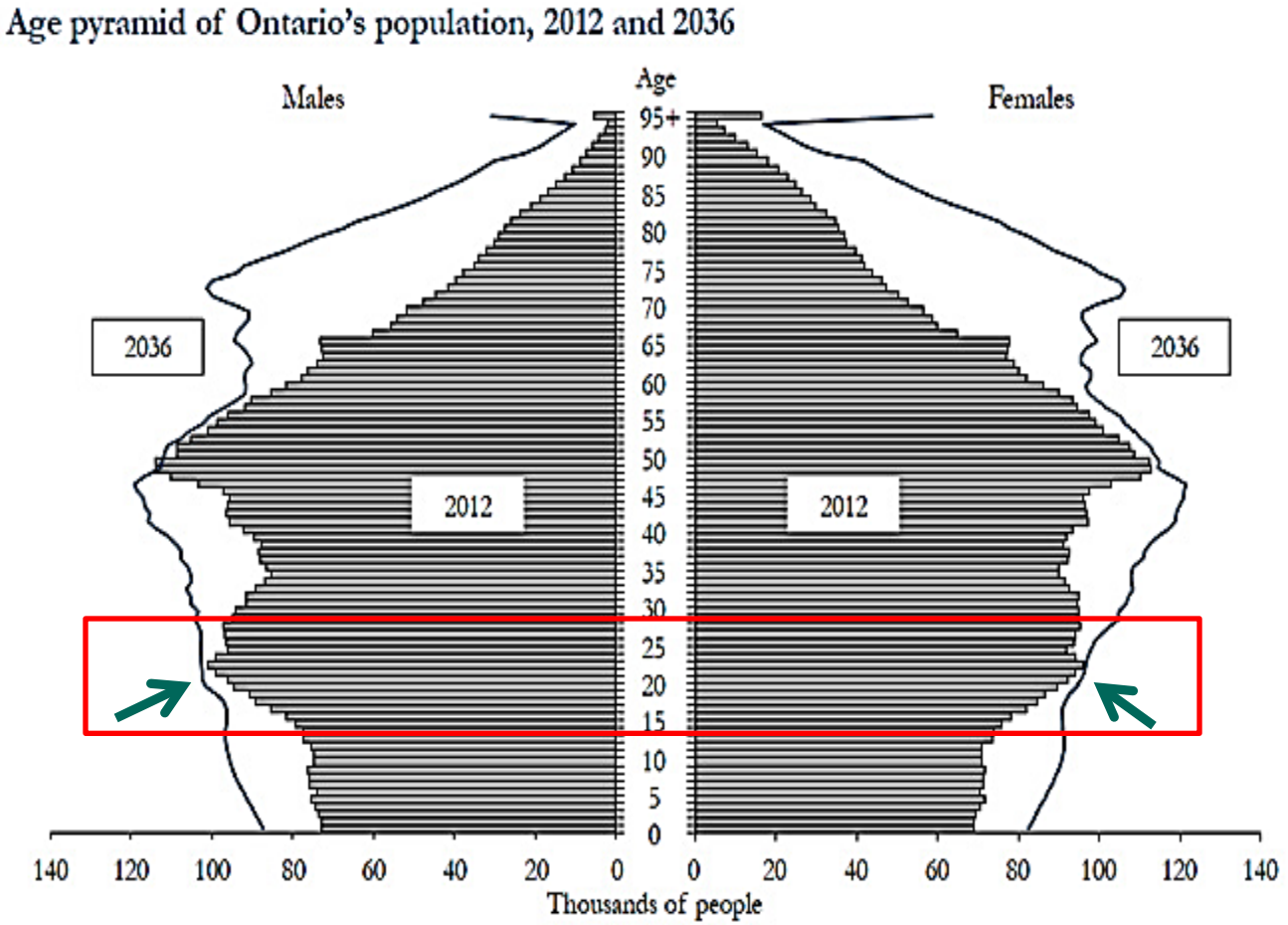
India & China = approx. 55%

92 countries in total

PROVINCIAL DEMOGRAPHICS AND THE CHALLENGES AHEAD

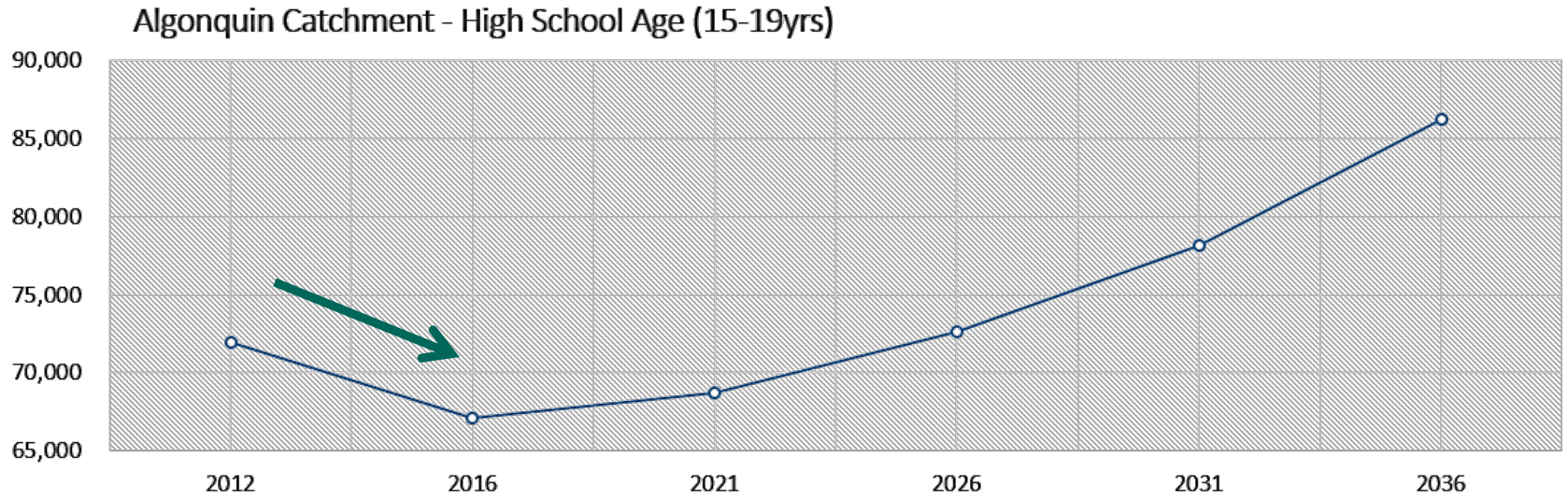
ALGONQUIN COLLEGE

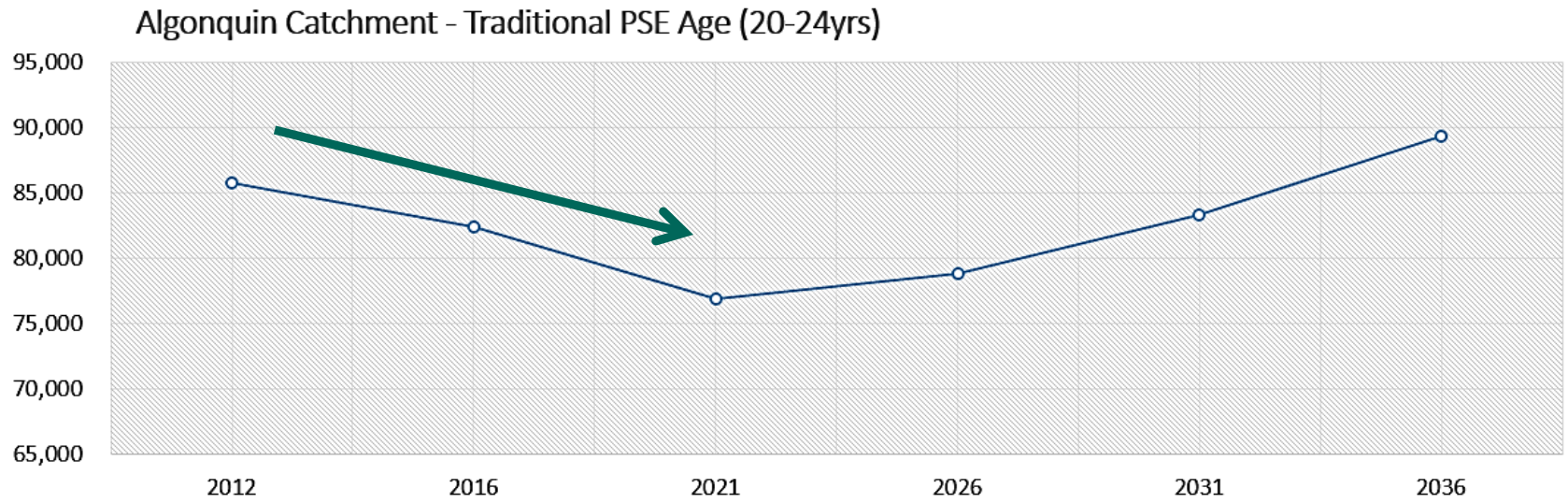
Changing Demographics



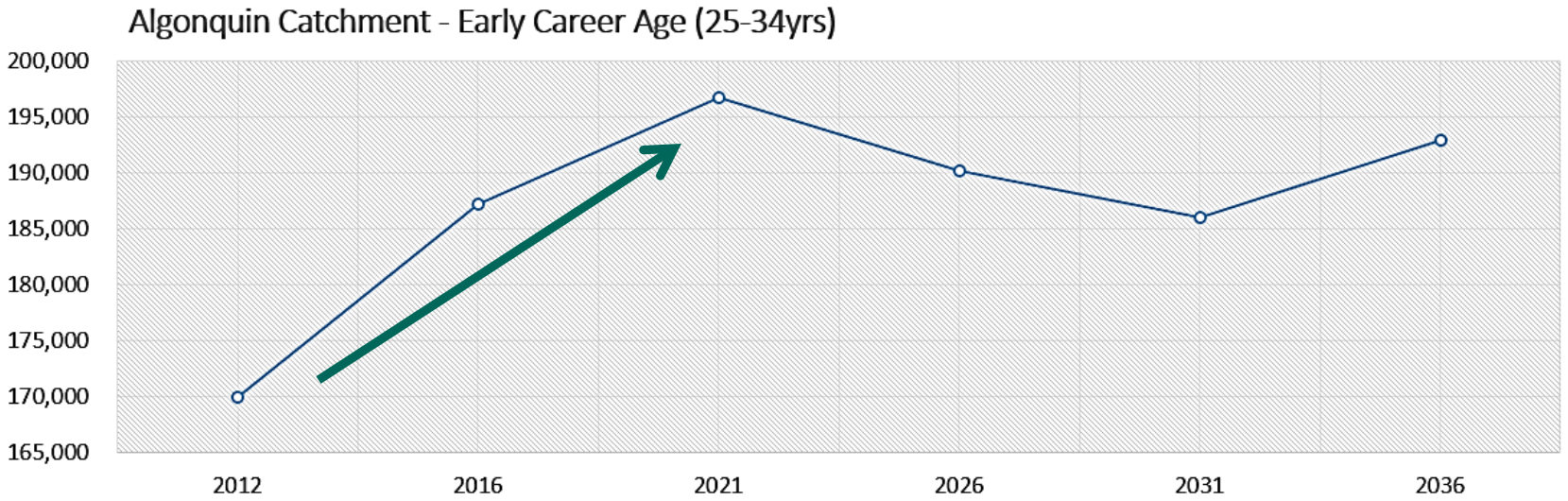
Sources: Statistics Canada, 2012, and Ontario Ministry of Finance projections.

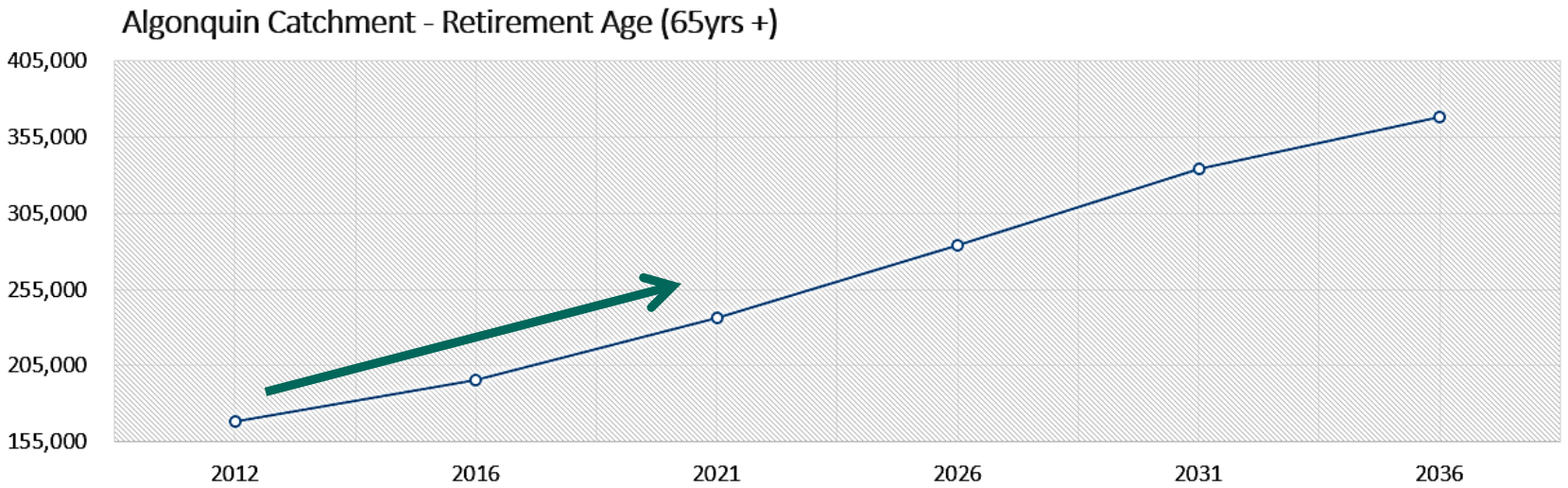
Demographics – AC Catchment





Demographics – AC Catchment

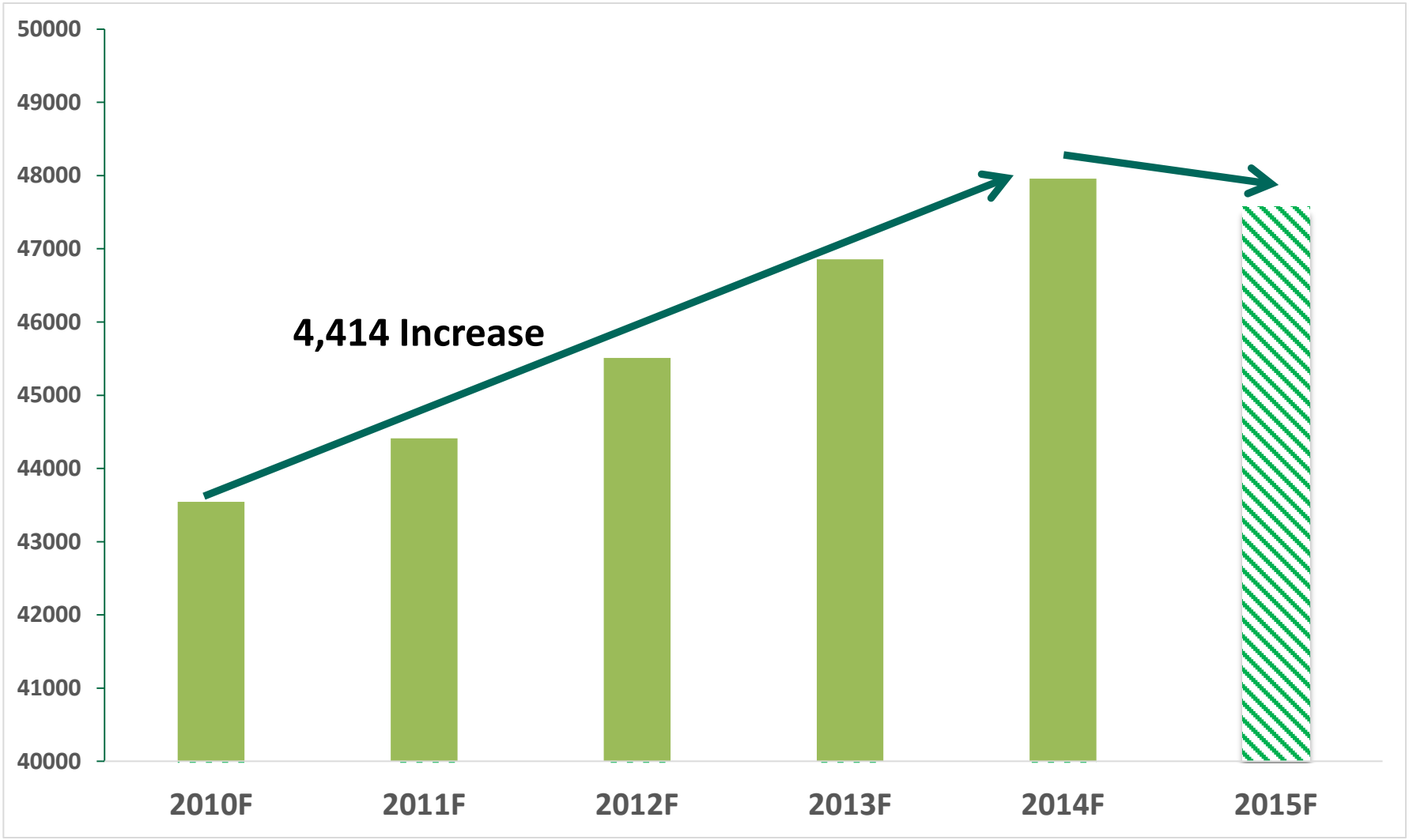




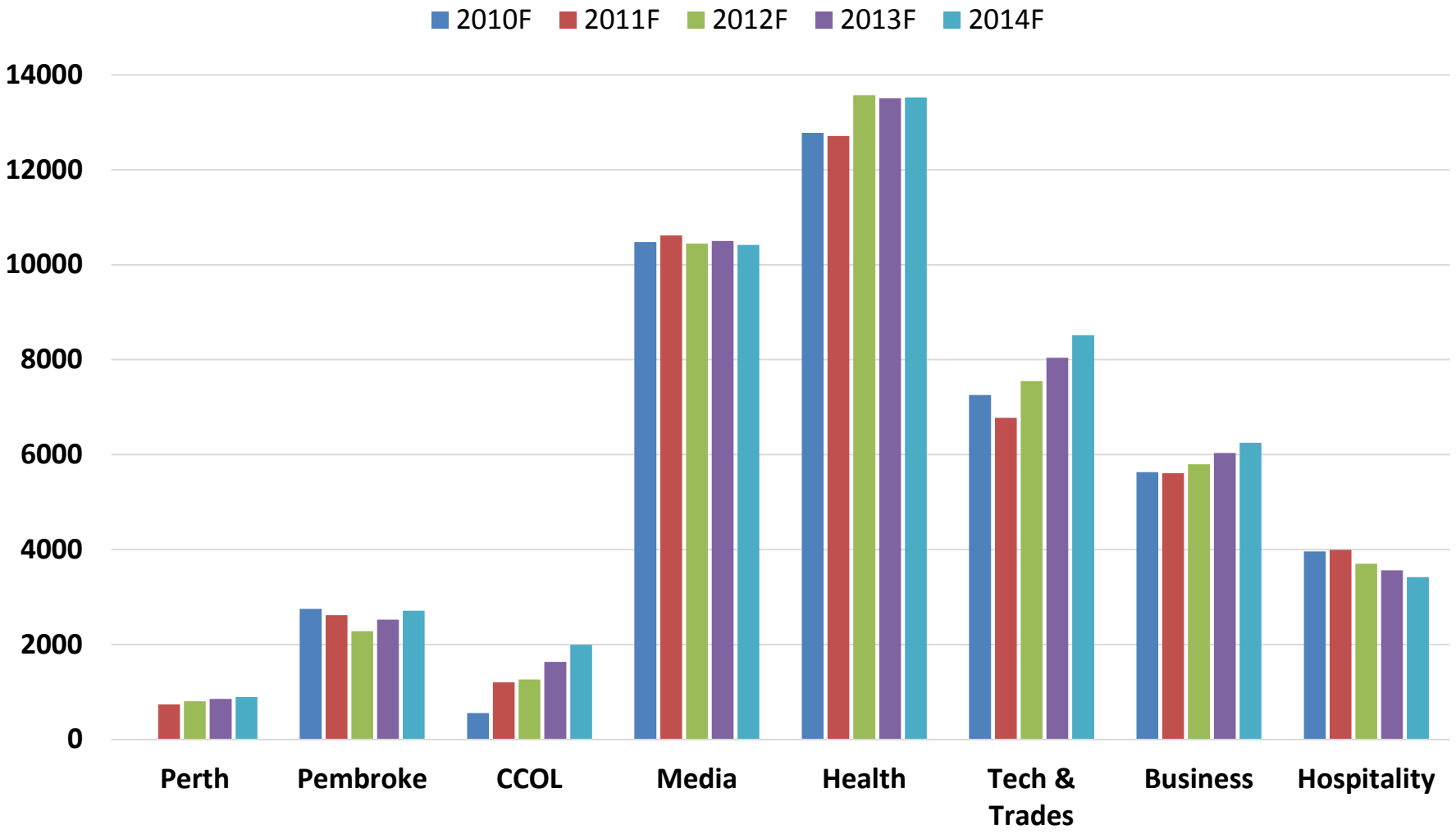
APPLICATIONS

ALGONQUIN COLLEGE

Applications – College Total

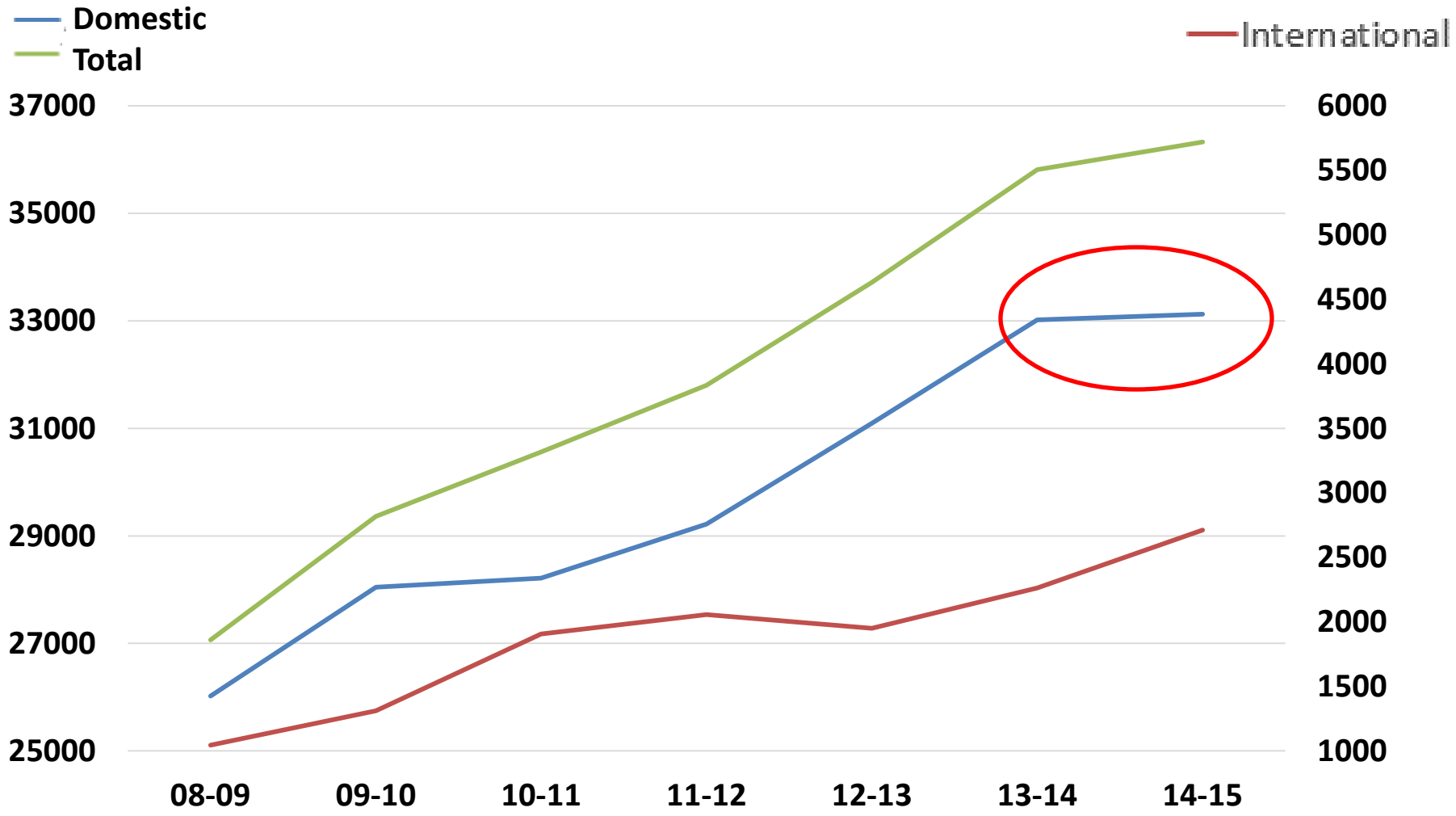


Applications – By School

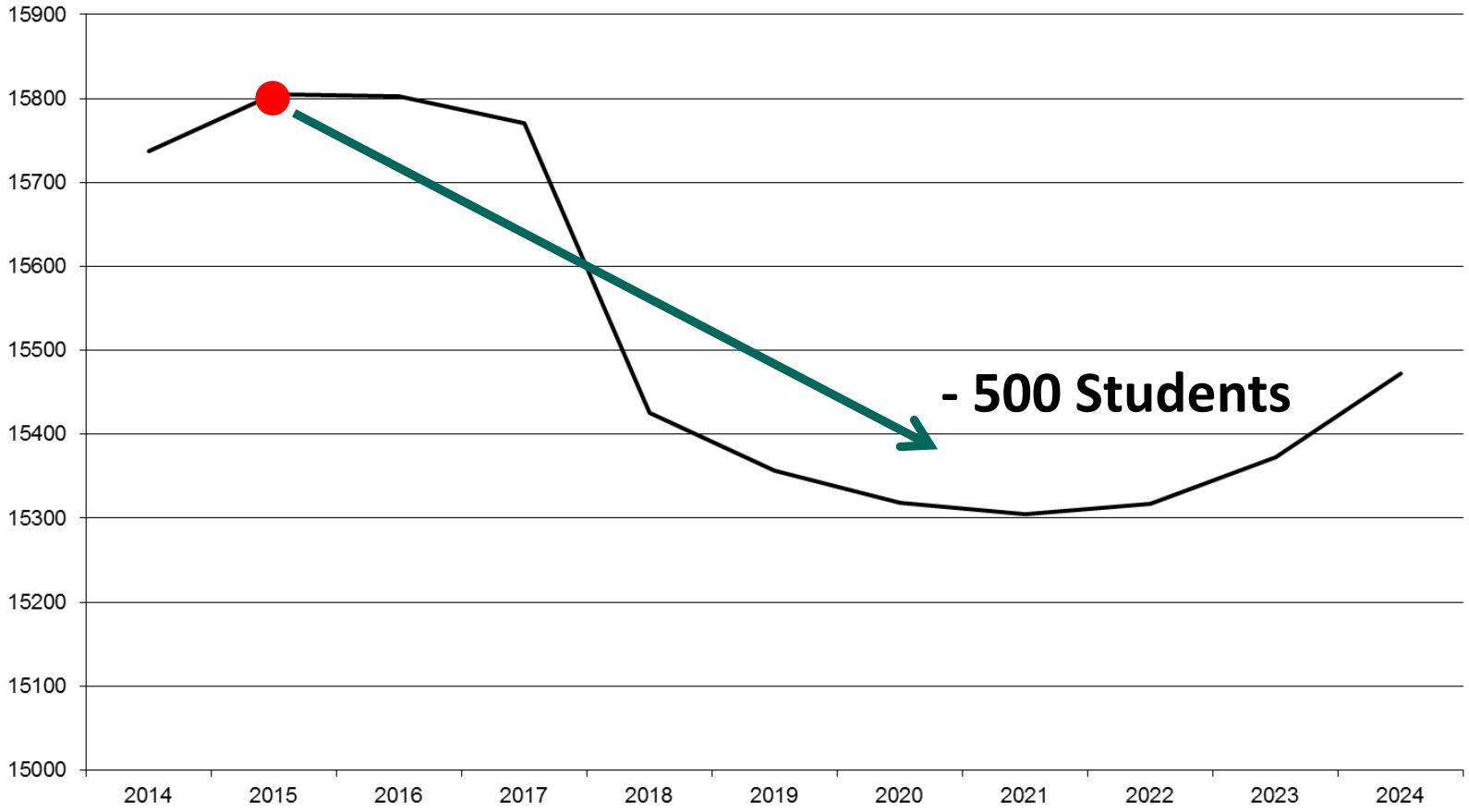


ENROLMENT

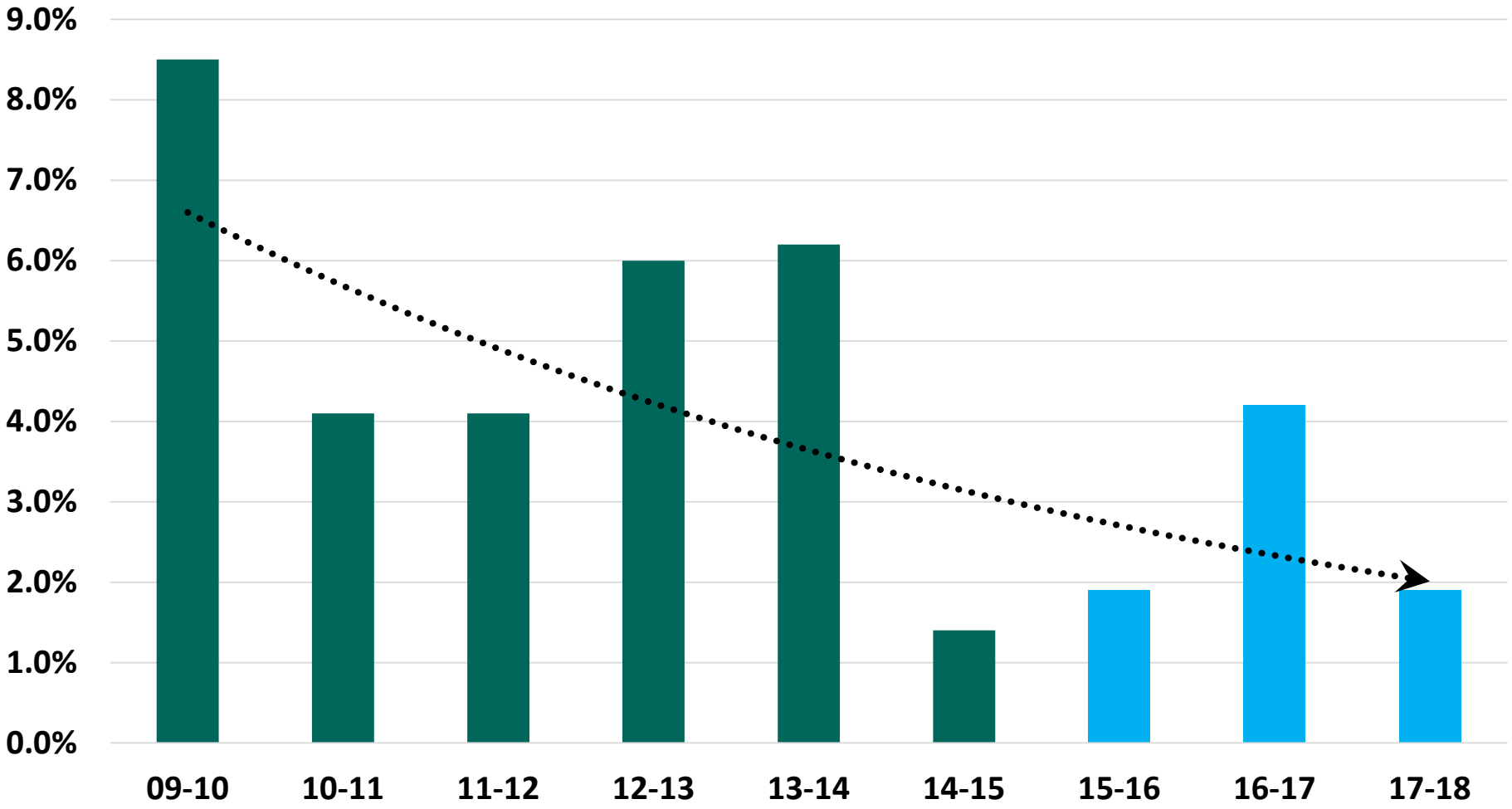
Historical Enrolments 2008-09 to 2014-15



OCAS Fall Audit Eligible Enrolment Forecast for AC

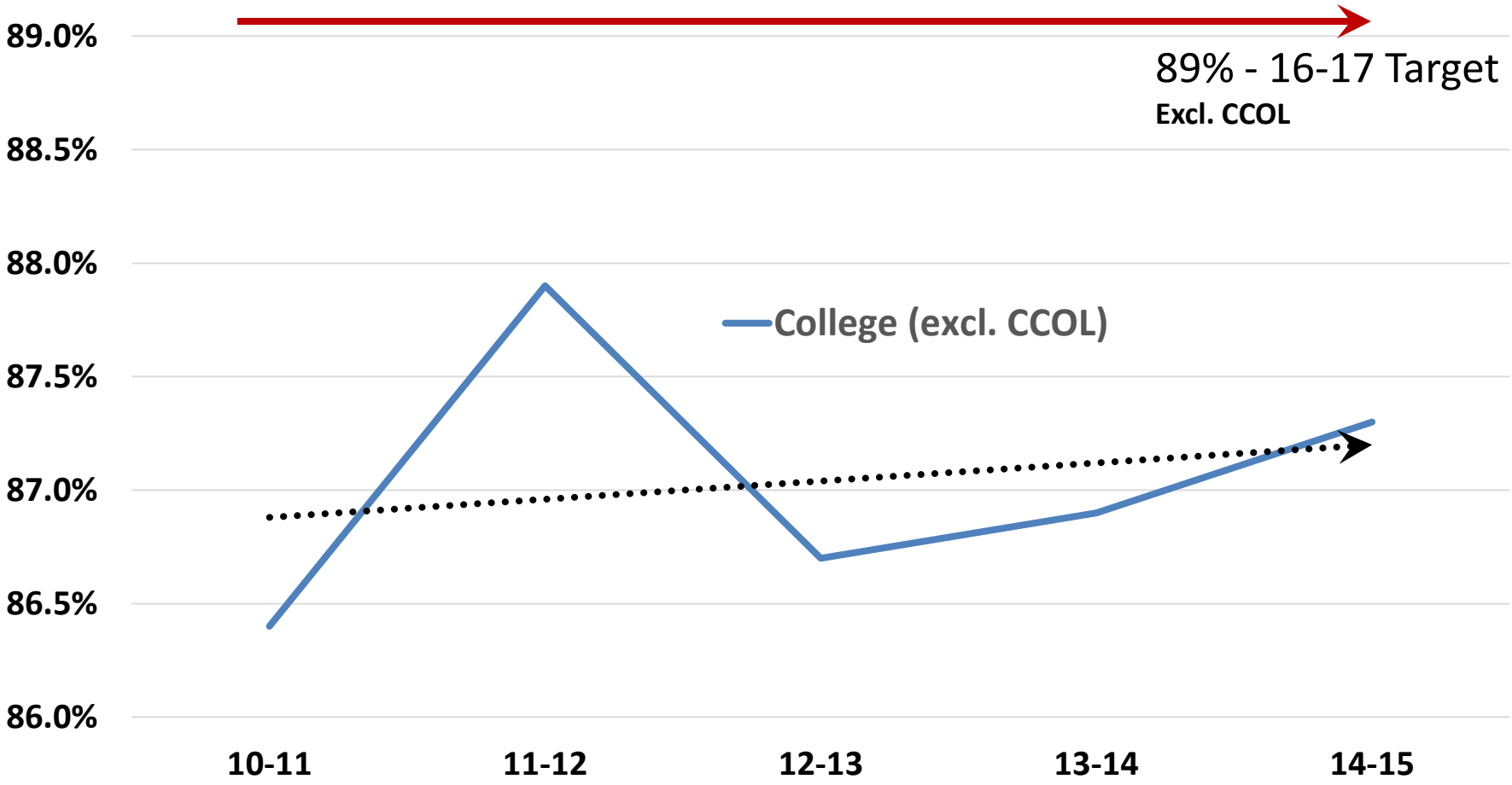


Historical & Forecasted Growth

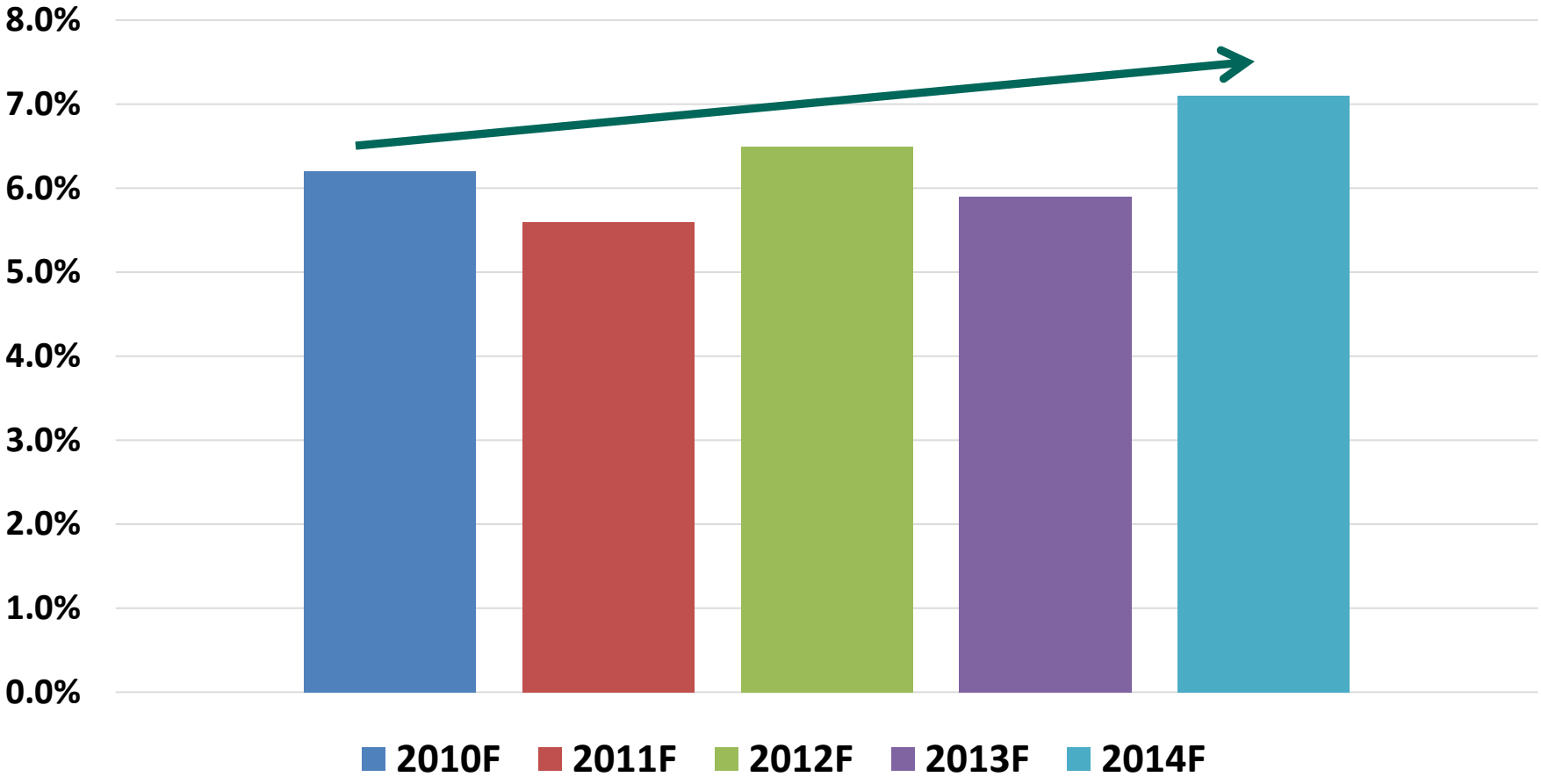


RETENTION

How are we doing at retention?



Student Withdrawal Rate in the Fall Semester (2010 to 2014) (All Levels)



Student Retention Rates

- Level 01 to Level 02
  - 2014 Fall to 2015 Winter **84.0%**
  - We lost ~1,600 students
- Level 02 to Level 03
  - 2014 Winter to 2014 Fall **82.0%**
  - We lost ~1,500 students

Why should we improve retention?

There are over 3,000 students who come to Algonquin College with hopes and dreams who currently are not graduating with their desired credentials.

Financial Impact of Retention

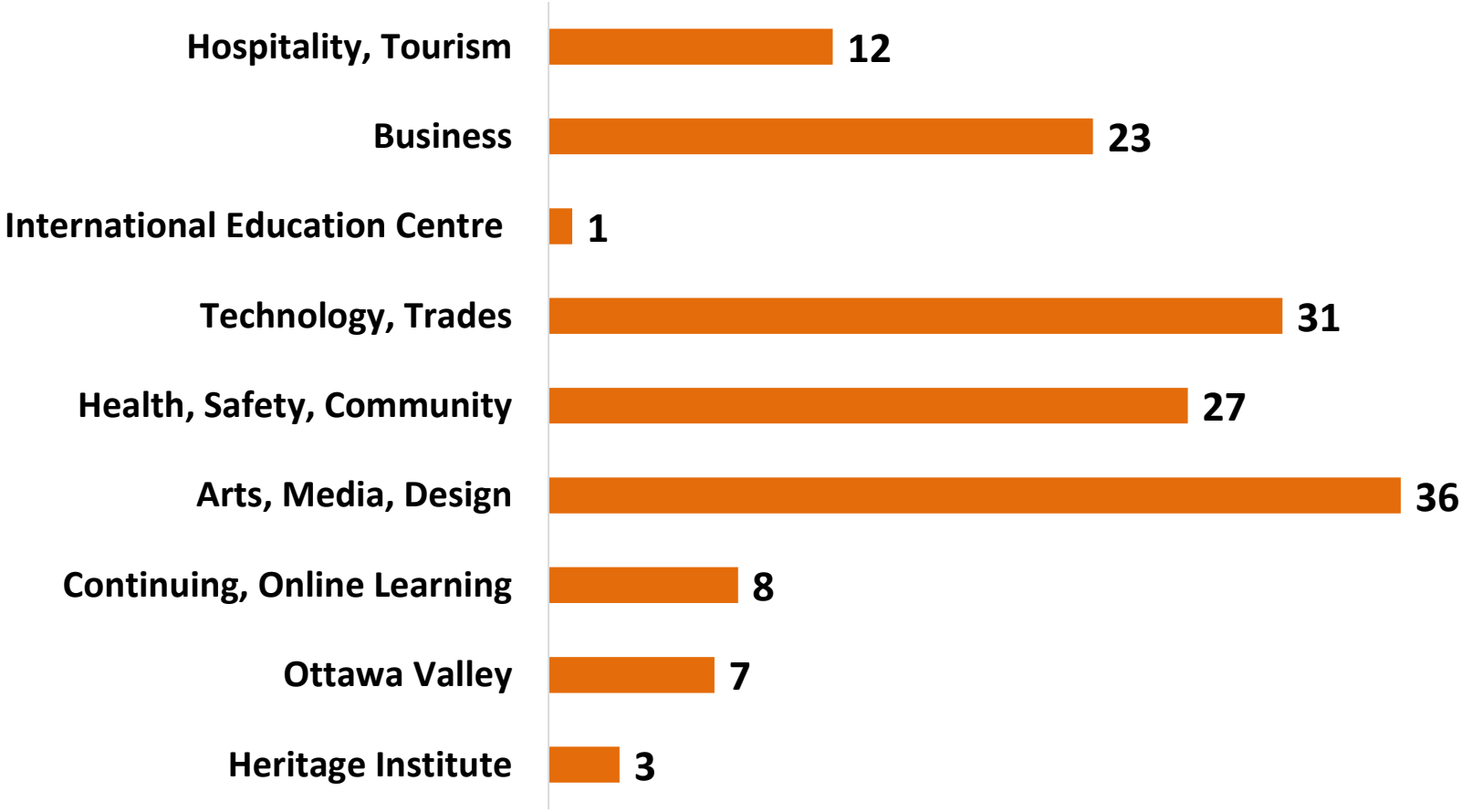
- If we were to improve the Level 01 retention rate by 1.5%, we would retain an additional 150 students.
- The total financial gain to Algonquin College is approximately $1,890,000.

Lifetime Return on Investment	Return per spent dollar*	Gain by 150 retained students
Student's Income	$4.50	$8,505,000
Provincial Government	$6.20	$11,718,000
Society	$21.30	$40,257,000

*Analysis of the Return on Investment and Economic Impact of Education for Algonquin College, EMSI, May 2014

How do we Reach this Retention Goal?

Additional students to retain by School in order to increase the retention rate by 1.5%



RETENTION SURVEY

Survey Method & Response

- Survey had 3 sections, 7 open-ended questions
- Collected responses for 3 weeks (18 Apr-8 May)

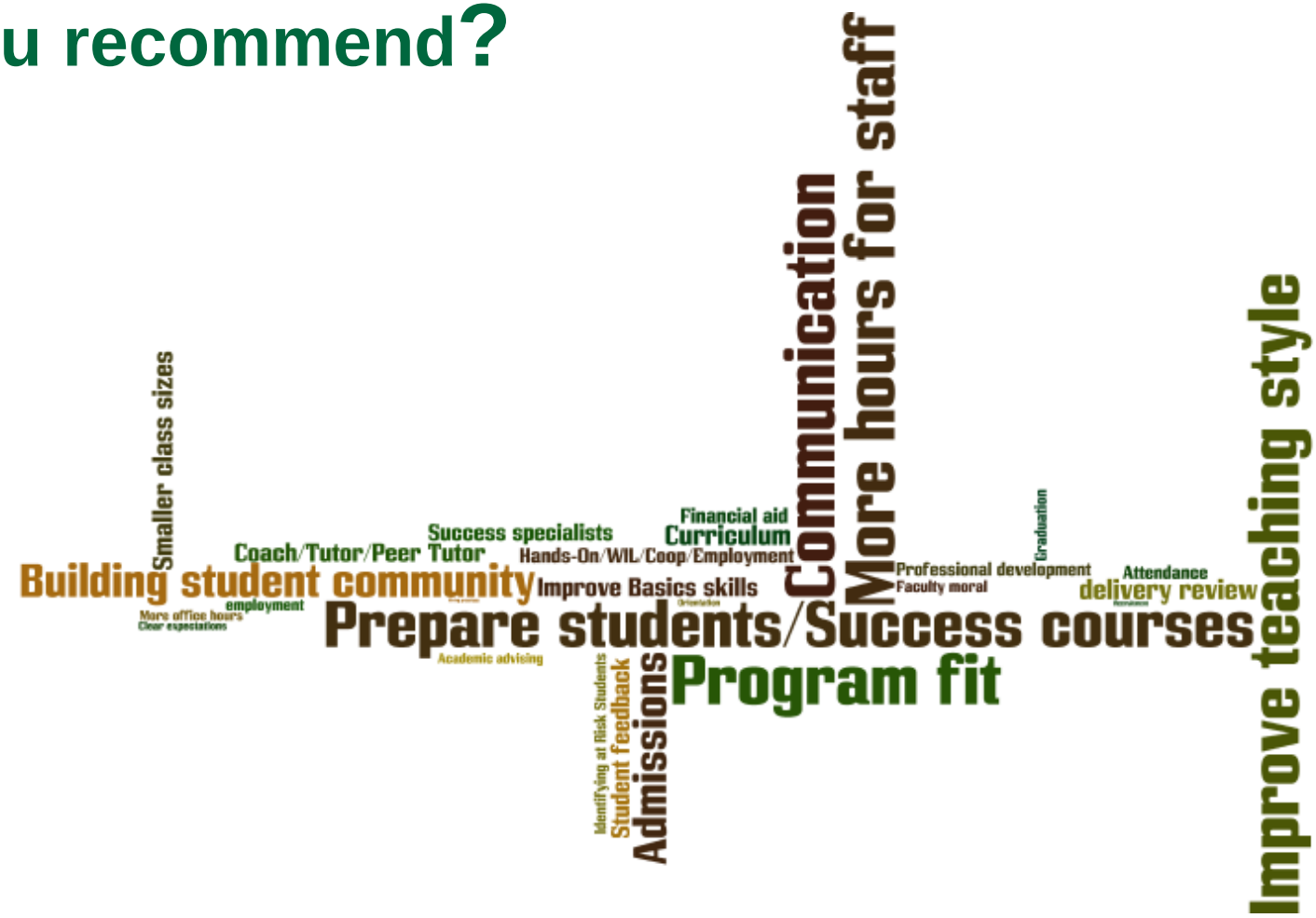
Responses	Count
Started	445
Completed	265

Employee Group	Count
Admin	46
Faculty	305
Support	93

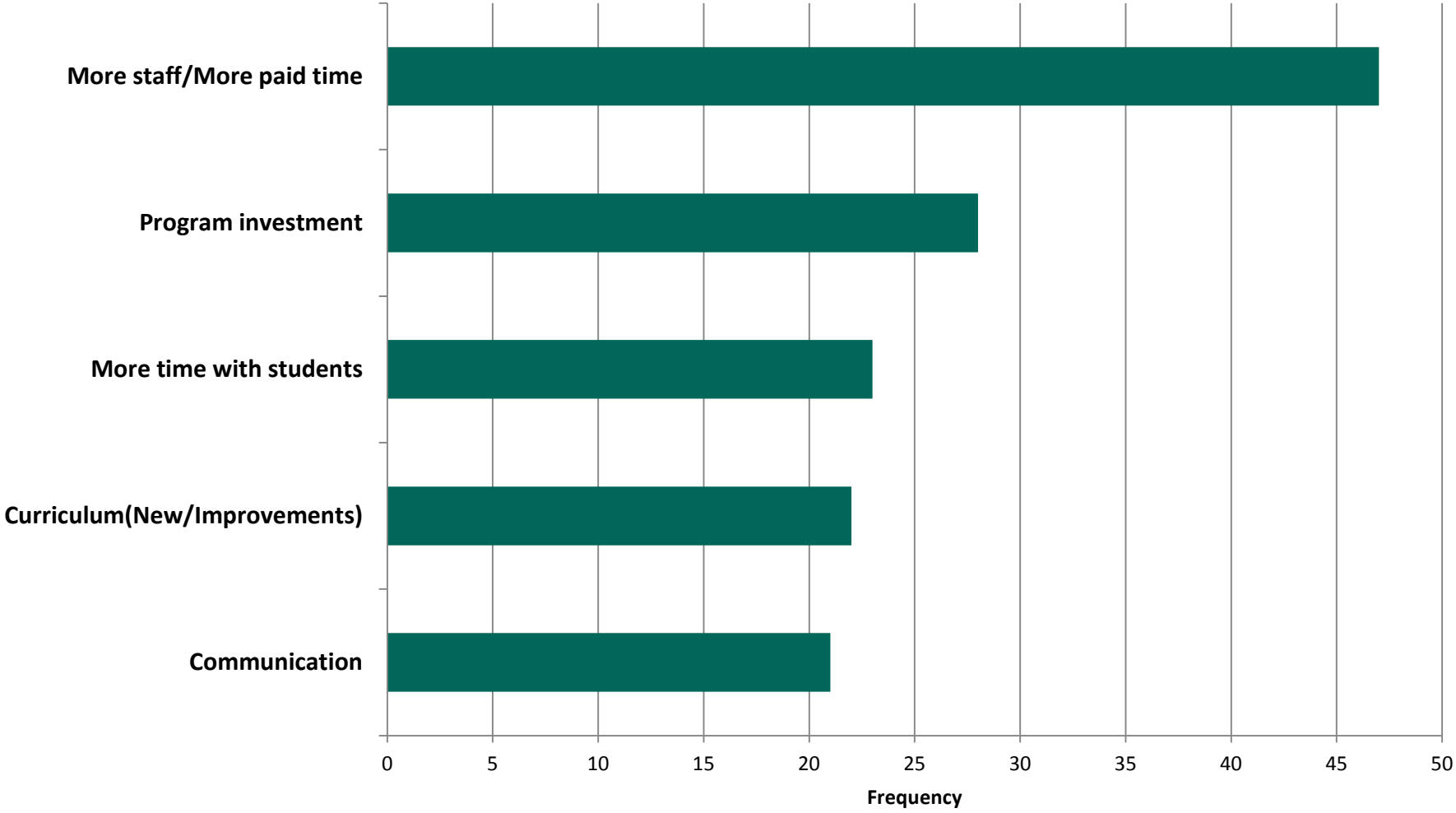
Employee Type	Count
Full-time	269
Part-time	175

Response rate: ~10%
Completion rate: 60%
Average time taken: 17 minutes

Q3a: If Algonquin could only focus on one thing to improve student retention, what would you recommend?



Q3b: How can we go about getting this done? - Top 5 Responses



Summary

1. Changing demographics are a call to action:
   a. For marketing and recruitment efforts;
   b. For our program mix;
   c. To respond to future employer demand

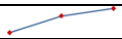
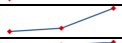
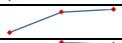
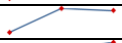
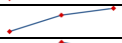
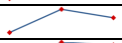
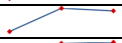
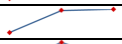
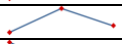
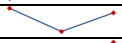
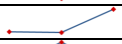
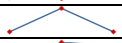
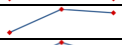
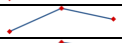
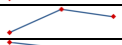
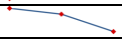
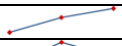
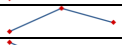
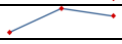
2. We need to improve student retention / success:
   a. To help more students fulfill their dreams and career aspirations;
   b. To sustain the College and the communities we serve in the future

3. Everyone has a role to play to help retain students.

Questions and Discussion

Appendix 3: Enrolment & Retention Listening Tour Final Report

"In general terms, students that have received an offer from the college and have confirmed, but then do not complete the registration stage are considered to have "melted". Students that confirm to a specifc program but subsequently register in an alternative program at the college are not considered to have melted and are excluded from the melt rate measure."

Faculty	Department	2012F Melt Rate	2013F Melt Rate	2014F Melt Rate	3 Year TREND
ALGON COLLEGE HERITAGE INSTITUTE	DEPARTMENT - LANARK COUNTY ACADEMIC	0%	10%	15%	
ALGON COLLEGE IN THE OTTAWA VALLEY	BUSINESS & TECHNOLOGY DEPARTMENT	13%	13%	16%	
ALGON COLLEGE IN THE OTTAWA VALLEY	HEALTH & COMMUNITY STUDIES DEPT	20%	23%	23%	
CENTRE FOR CONTINUING & ONLINE LEARNING	CE- DISTANCE EDUCATION	7%	15%	14%	
FACULTY OF ARTS MEDIA & DESIGN	DESIGN STUDIES	1%	8%	10%	
FACULTY OF ARTS MEDIA & DESIGN	GENERAL ARTS & SCIENCES	13%	19%	17%	
FACULTY OF ARTS MEDIA & DESIGN	MEDIA STUDIES	10%	12%	11%	
FACULTY OF HLTH, PUBLC SFTY & COMM STUD	ALLIED HEALTH	17%	22%	22%	
FACULTY OF HLTH, PUBLC SFTY & COMM STUD	COMMUNITY STUDIES DEPARTMENT	16%	21%	18%	
FACULTY OF HLTH, PUBLC SFTY & COMM STUD	NURSING STUDIES	28%	21%	26%	
FACULTY OF HLTH, PUBLC SFTY & COMM STUD	POLICE & PUBLIC SAFETY INSTITUTE	11%	11%	14%	
FACULTY OF HLTH, PUBLC SFTY & COMM STUD	SPECIALIZED HEALTH SKILLS& RE-ENTRY	0%	2%	0%	
FACULTY OF TECH & TRADES	APPL SCIENCE & ENVIRONMENTAL TECH	10%	22%	21%	
FACULTY OF TECH & TRADES	ARCHITECTURE,CIVIL&BUILDING SCIENCE	13%	20%	15%	
FACULTY OF TECH & TRADES	CONSTRUCTION TRADES&BUILDING SYSTEM	9%	18%	14%	
FACULTY OF TECH & TRADES	INFORMATION & COMMUNICATIONS TECHNO	21%	25%	24%	
FACULTY OF TECH & TRADES	MECHANICAL & TRANSPORTATION TECHNOL	27%	26%	25%	
INTERNATIONAL & CORPORATE BUSINESS DEV	LANGUAGE INSTITUTE	0%	0%	0%	
SCHOOL OF BUSINESS	BUSINESS ADMIN CORE AND SERVICE	12%	14%	15%	
SCHOOL OF BUSINESS	FINANCIAL, OFFICE & LEGAL STUDIES	12%	22%	16%	
SCHOOL OF BUSINESS	MARKETING AND MANAGEMENT STUDIES	28%	26%	27%	
SCHOOL OF HOSPITALITY & TOURISM	CULINARY ARTS PROGRAMS	22%	24%	15%	
SCHOOL OF HOSPITALITY & TOURISM	HOSPITALITY AND TOURISM PROGRAMS	27%	29%	25%	
COLLEGE TOTAL	**COLLEGE TOTAL**	**15%**	**19%**	**18%**	

A L G O N Q U I N C O L L E G E

STUDENT SUCCESS ADVISING
CIRCLE OF CARE AND SUCCESS MODEL

ACTION PLAN AND IMPLEMENTATION FOR FALL 2015

PREPARED BY

MICHEL SAVARD, MBA

PREPARED FOR

CLAUDE BRULÉ, EXECUTIVE VICE-PRESIDENT ACADEMIC
AND

PETER FORTURA, ACTING DIRECTOR OF ACADEMIC PLANNING AND OPERATIONS

APRIL 19, 2015

ACADMEIC ADVISING
CURRENT DEFINITION AS PER AA40

A collaborative relationship between an Academic Advisor and a student that provides the student with a connection to services of the college. Academic Advising guides the student through a decision-making process to identify education, life, and career goals and assists the student in creating a plan to realize those goals.

STUDENT SUCCESS ADVISING
POSSIBLE NEW DEFINITION

A structured, organized, and collaborative college-wide circle of care and success during which a student is first assigned a specific program advisor, who will build a trusting rapport through one-on-one conversations. The "Student Success Advisor" who has the experience, training, and ability to guide in decision-making and planning will assess, identify, and recognize challenges (academic, financial, personal). The advisor will also be able to provide support quickly and has the knowledge and skills to triage, escalate, and access a multi-disciplinary team of experts and resources on behalf of all students in need.

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A WORD OF APPRECIATION

The drafting of a new Student Success Advising plan for fall 2015 is only possible because of the contribution of a large group of individuals from within the college. They include and are not limited to our students, our faculty members, both part-time and full-time, our chairs, our deans, several members from the service areas including student services, the IT group, our Ombudsman, George E. Cole, and our Director of AC Student Association, Jack Doyle, as well as members of our senior management team including President Cheryl Jensen and Vice-Presidents Brulé and Laura Stambra.

I would like to extend a special thank you to Dan Cuddy, Information & Outreach Liaison, Michelle Tait-Eburne, Manager of Student Engagement, and Glenn MacDougall, Director of Learning and Teaching Services, who have been extremely supportive, and who made it possible with very little notice, to seek out input from our students and faculty members in a time of the year when everyone is tired and under a significant amount of stress. Getting feed-back from our students was obviously essential at making sure that we drafted a plan that served them best in the future. Finally, I wish to thank Marni Squire, Kim Tysick, our former Dean of Health, Public Safety and Community Studies, who has unfortunately passed away, and a small group of pioneers who over the years are the ones who laid out the path that serves as the basis to what will become Student Success Advising at Algonquin College in the future. Finally, I want to acknowledge the great support I received from Philomena McPherson one of our graduating students.

EXECUTIVE SUMMARY

As we all know, Algonquin College is one of the most progressive post-secondary institutions in the country. Our vision and mission commit to making sure that young adults who come to Algonquin College get the best education possible. Student success is essential, and with this, the Vice President of Academic has committed to re-elevating Academic Advising as a key priority for fall 2015. Current expert literature on the topic makes it clear that Academic Advising is the second most important tool that institutions have after quality of teaching and when it comes to attaining student success and retention.

Through this exercise, we have had a chance to look at what we have done in the past, what our current best practices are across our institution, and evolve those so that we can continue to build on the great work done in the past. The goal is to upgrade our Academic Advising process and model and make it one of the most progressive and effective there is.

A critical element of what follows is that we did not try to reinvent the wheel. We worked on a plan and model that would be truly institutional and integrated across the college using the expertise and the approach of multi-disciplinary teams. The questions, as we evolve this plan, to ask ourselves are, how do we build on past and current successes using our front line staff and their expertise? How do we create a culture whereby Student Success Advising becomes everyone`s business, create a circle of care that gets rid of old silos, and gets all staff on one page? How do we accomplish this in a very effective way using the best of what technology has to offer? At the same time, we need to remind ourselves that the best advising there is, is where students and advisors are able to connect and build a relationship that is truly inspired by knowledge and trust.

It was critical to get insight from many of our different stakeholders. The information that we received using one-on-one discussions, surveys, and secondary research has truly informed the model as described in this document. The main contribution of what is included in this document is to emphasise and articulate an expanded approach to Student Success Advising at Algonquin College.

This approach includes:

- The addition of the Circle of Care and Success concept.
- The need for much greater accountability for all involved and specifically the academic leaders.
- The requirement for specific PD for advisors and increase overall knowledge for the entire AC community.
- The necessity to make this process integrated, seamless, institutional and silo free.
- The expectations that strong case notes will be a specific component of the model.
- The necessity to update the tracking system based on comments received.
- The need to have access to a strong student at Risk support technology.
- The expectations of Student Success Specialists to play an even more important role as the triage experts.
- The need for this model to include activities prior to students starting their studies.
- The acknowledgement that communication is at the core of the model.
- The ability for all involved to complete a quick and precise assessment and to escalate, if needed, to the appropriate college expert.

The final essential element for the success of this plan for the 2015-16 academic year is how well we will resource and communicate about Student Success Advising from this point on.

INTRODUCTION

There are currently many different practices taking place across the college. Even though we have Directive AA 40, it has become apparent that we need to look for consistency in the application of this directive after its revision, as one key element that will inform the Student Success Advising model for September 2015. This model will be in great part built around the information that we have gathered in recent weeks from our many stakeholders who were consulted, our past and current practices, as well as the best winning practices coming from other North-American institutions who have engaged in a similar exercise in recent years.

We need, in implementing the plan for this coming fall, to make sure that we have the right people as advisors, that they have the right training and resources, that there is increased accountability of all involved from the President down, including our students. It is essential that the profile of Student Success Advising is raised, that the changes take place as part of a cultural shift, and that we communicate and inform through an aggressive institutional communication plan so that we all get on the same page. Clarity in the roles of Student Success Advisors, Student Success Specialists, Coordinators, Faculty Members, and Counsellors will also be an essential part of the model.

In short, Student Success Advising has to become an effective, integrated, culturally driven process and tool that affects, even more than in past years, increased retention and fosters an environment whereby student success becomes a part of everyone's DNA, including all service and support areas. As professionals who have chosen to support young adults in becoming successful contributors to our society, why would this not be "what keeps us up at night"?

APPROACH AND METHODOLOGY

The approach taken was to first consider all the work that had been done in the past years by several groups and individuals up to this point here at Algonquin College. With this information, it also became necessary to get a clear and up-to-date understanding of current practices across Algonquin College, as it relates to Academic Advising. The third key element was to have a fairly extensive look at what other institutions are doing. The following is the research activities that were undertaken and the resources that were consulted:

PRIMARY RESEARCH

- One-on-one discussions with a number of internal staff members. They include and are limited to members of the executive team, Chairs, Student Success Specialists, the Ombudsman, the General Manager of the Student Association, the Director of Student Services, the Coordinator of Academic Advising for the Faculty of Technology and Trades, Marni Squire, as well as many other key stakeholders. Please see list in index.
- Faculty Survey. Some 250 faculty members both full-time and part-time responded.
- Student Survey. Some 153 students were consulted during what is a difficult, stressful period.
- Questionnaire sent to 8 Deans. 3 Deans forwarded their comments.

SECONDARY RESEARCH

- Expert literature on the topic was also carefully reviewed. Please see bibliography. Much of the documentation reviewed comes from key organizations such as:

    - Colleges Ontario
    - CIC – Colleges and Institutes Canada
    - CCCSE – Center of Community College Student Engagement
    - SENSE – Survey of Entering Student Engagement
    - CCSE – Community College Survey of Student Engagement
    - CCFSSE – Community College faculty Survey of Student Engagement
    - CCIS – Community College Institutional Survey
    - NCSD - National Council on Student Development (USA)
    - National Academic Advising Association
    - League for Innovation in the Community College
    - Community College Research Center at Columbia University
    - American Association of Community Colleges

- Two texts and one report were also reviewed and became great sources for specific information. They are as follows:

    - ACADEMIC ADVISING: The key to student success by Terry O'Babion
    - STUDENTS SPEAK: Are you listening by Kay M. McClenney and Arleen Arsnparger
    - Algonquin College Academic Advising report By Marni Squire

From the data collected, as outlined, we feel we are able to develop a model that will re-elevate Academic Advising for fall 2015 and best serve our students in their quest for success.

ACADEMIC ADVISING AND THE LINK TO OUR CURRENT GUIDING DOCUMENTS AND PRINCIPLES

Academic Advising is nothing new for Algonquin College; even though this plan is to help re-elevate it as a priority for fall 2015, there have been many champions for it over the years as well as many strong practices. Our current guiding documents are quite specific when it comes to our commitment to student success. Student Success Advising is one practice that speaks to this on-going commitment. What follows simply helps us re-affirm that on-going focus is needed.

Algonquin College Strategic Plan 2012-2017

Our mission: To transform hopes and dreams into skills and knowledge leading to lifelong career success.

Pillar 1: **Goal 1:** Deliver an exemplary applied education and training experience.
Goal 2: Create a unique suite of programs, products and services geared to meet the needs and expectations of our clients and students.
Goal 3: Leverage technology to enhance the educational experience.

Pillar 2: **Goal 5:** Deliver exceptional service to our diverse student and client population.

Pillar 3: **Goal 7:** Attract, develop and retain employees who have the knowledge and skills to be fully contributing members of the College.
Goal 8: Create and foster an environment in which the College's model of leadership competencies and behaviours is supported.

Business Plan 2015-16

In building the 2015-16 business plan, CLC identified two areas of particular priority:

- Retention
- Employee Engagement

Initiatives: Implement cross-college intervention initiatives in first term classes to assist students experiencing academic challenges.

SMA – Strategic Mandate Agreement

- Algonquin College key areas of differentiation
- Algonquin College employees are engaged in the strategic direction of the College
- Improve student learning outcomes for career and life success
- Point 3. Student Population
- Point 3.1 Areas of institutional strength Algonquin College offers a range of services, activities and programming to support access for under-represented groups (including first generation students) and students who require extra support for success in post-secondary education.

MYAA - Multi Year Accountability Agreement

- Point 9. Graduation rate

- In order to identify and prioritize retention and student success intervention activities and initiatives, market research was conducted to assemble useful information about our online learners' wants, needs, and interests in online services, supports and programs. In addition, an in depth analysis of all full-time student program completion trends was completed. Based on the results of the surveys (1636 online learners – full-time and part-time) and focus groups (6), a Retention and Student Success plan was developed to be operationalized in 2014-15. In 2013-2014, with the goal of improving retention rates, Algonquin College:

    - Supported strategies and projects of the Student Success Committee
    - Point 11. Student retention
    - Supported strategies and projects of the Student Success Committee

The Algonquin Experience

- Flexible: Timetabling and delivery to accommodate student needs and life circumstances.
- The Learning Road Ahead: Student Success remains the ultimate goal. Working together, the Academic Area can lead the way in carrying forward this vision and begin the cultural and operational transformation required for its realization.

Professor of the 21st Century

- Point 1.5 Contribute to a culture of continuous learning, reflective practice, peer support and inter-professional collaboration.
- Point 2.1 Establish rapport with a variety of learners.
- Point 2.3 Motivating learners.
- Point 2.4 Identifying and supporting learners who require specific assistance in engaging in the learning process.
- Point 2.5 Fostering personal growth by encouraging learners.
- Point 6.2 Using technology to facilitate communication with and among learners.
- Point 6.5 Using technology to access, select, collect, organize and display information.

REVIEW OF CURRENT COLLEGE DIRECTIVES

AA 40 ACADEMIC ADVISING

- Academic Advising Steering Committee must be in place.
- Centralized advising services imply coordination, resources, space in central location.
- Decentralized advising services imply Academic Advising in each and all programs.
- Training and PD is provided to current and potential advisors.
- Regular assessment and evaluation of approved advising activities are conducted.

AA 23 FACULTY OCNSULTATION WITH STUDENTS

- All professors and instructors must provide some out-of-class time to consult.....
- Article 11.01F of CA provides full-time professors with six complementary hours, four of which are attributed to routine out-of-class assistance.
- Professors must inform students on how and when to reach them.
- Professors must respond to student emails and voicemails within two working days.

AA 13 EVALUATION OF STUDENT LEARNING

- Professors must provide students with the results of each evaluation along with meaningful feedback in a course within 10 working days.
- The Academic Administrator must develop a formal process to review overall performance of students.
- The process will require at a minimum the submission of identified at-risk student's names at mid-term point.
- Twice during a term there must be a formal review of overall performance of full-time students**.**

AA 39 PROGRAM PROGRESSIONS AND GRADUATION REQUIREMENTS

- Students will be informed in their course outlines of the promotion criteria which will determine their successful progression through their program of study leading to graduation.
- The Academic Administrator will publish progression criteria as part of course outline production.
- The registrar's office will refer students who have failed to meet program progression criteria to the Academic Administrator for review and advising.

AA 35 CONFIDENTIALITY OF STUDENT RECORDS

- Employees responsible for the delivery or administration of courses and programs at the College shall have access to relevant student information in the performance of their duties. Academic administrators responsible for, or associated with, program delivery, will be provided access to student information for programs within their area and scope of responsibility.
- Professors, instructors, counsellors, Centre for Students with disabilities staff, academic administrators and administrative officers of the College who request information from a student's record to provide educational counselling and/or administrative services to the student will be permitted access to the appropriate file(s) with the approval of the Registrar or designate.

- Student Consent to Release Information. Consent to the release of information to College officials held on their student record by signing the A*uthorization for Release of Student Information* form (Appendix 2) during the application process.

PRACTICES ACROSS ALGONQUIN COLLEGE – WINTER 2015 - GREAT DEAL OF INCONSISTENCY

The many one-on-one discussions which took place across all areas of the college in recent weeks, as well as the surveys, have helped determine that there is very little consistency related to Academic Advising.

The way staff defines it is varied, with two main views:

One group views and defines Academic Advising as being limited to programs, course choices, pathways, and programs of study. This group is quite clear in communicating that it does not include areas of challenges, such as financial, personal, stress, and social integration support needed by students in their path to success.

The other group views it as much more than program related advising. The role for this group is to carefully listen to students, present possible and immediate solutions, and support and refer to appropriate college services when appropriate and needed. For this group the support is significantly broader then being solely limited to the program of study and its academic requirements. Clarifying and communicating one definition for all will become critical in implementing a new plan for fall 2015 and thereafter.

Practices are also very varied across the college. Two schools have a fairly structured process that mirrors some of the main elements of Directive AA 40, while most other schools have very varied practices, most of which we should consider as being "by default". Pembroke has a well laid out and structured process, but even at this campus there are variations from within. For the schools currently without a formal process, the coordinators, the SSS, and faculty members deal with student concerns and challenges as they arise.

The college culture is also very varied as it relates to Academic Advising, its definition, its importance, and its application. In the results of the faculty member's survey, 31% of faculty said that they would not like to be involved in Academic Advising. It really begs the question "What is the role of a faculty member at Algonquin College?" Also, our guiding documents are all very clear on the importance of student success and the support that they must receive from all of our staff members.

The Student Success Specialists (SSS) are now part of our institutional DNA, and as such, they also play a vital role. That being said, it also has become clear through the discussions that their duties and the way they occupy their functions are quite different from one to the other. Some limit their interventions to program related challenges faced by our students while others fully embrace a role whereby they are there to support in many ways and for most challenges. Some are very good at triage and referrals to appropriate college services. There is clear inconsistency in the way that they see and approach their duties. The other unfortunate observation is that as a whole they do not seem to work together, rely, or learn from each other as a team.

The use of the ACSAS Algonquin College Student Advising System is limited to very few individuals. In the faculty survey, 57% stated not even being aware of the system.
Overall practices are very varied across the college. Directive AA 40 is clear, but unfortunately, it is not being respected. Roles and responsibilities are also carried in different manners by different individuals. SWF

SWF PRODUCTIVITY AND OPPORTUNITIES

Whatever the action plan becomes to re-elevate Student Success Advising, it will need to be resourced appropriately. As far as financial resources, a hybrid approach may work well with some fund allocation combined with a progressive use of available complimentary hours on SWF. The caution to this approach is to make sure that it is first about Student Success Advising and not about improving productivity. The reality is that an effective approach will support both.

We had a look at both fall and winter SWF and the averages for both semesters are as follows:

TIME FRAME	TOTAL AVERAGE WORK WEEK	TOTAL COMPLIMENTARY HOURS ASSIGNED TO AA
FALL 2014	39.42 hours	466 hours
WINTER 2015	40.10 hours	489 hours
AVERAGE	39.76 hours	
TOTAL		955 hours

Potential opportunities using solely full-time professors for Student Success Advising based on:

Ratio of 20 students for each assigned complimentary hour:
75% for all full-time professors being the right person for whatever reason.

Fall 2014: 44 – 39.42 = 4.58 X 596 full-time professors x 75% = 2047 hours x 20 = 40945 students
Winter 2015: 44 – 40.10 = 3.90 X 596 full -time professors x 75% = 1743 hours x 20 = 34866 students

Not that it is the right financial model or that it can be that simple, but at the current time, the average productivity ratio and the allowable maximum as per the SWF would allow the college to assign an academic advisor to all students enrolled at the college for fall, winter and more!

STAKEHOLDERS INPUT (CHAIRS, DIRECTORS, SENIOR TEAM, DEANS, SSS)

Observations

What follows are some of the main observations broken into 5 topics and coming out of the many one-on-one conversations with Chairs, SSS, Directors, Deans, members of the senior team, Ombudsman, General Manager of the Ac Student Association, as well as other key stake holders from within the college.

Students:

- Students must also take responsibility.
- Students need to know early who their academic advisor is.
- Students get too much run around from staff not having the right information.
- There are more and more off-cycle students, which makes it even more challenging.

Professors:

- We need to identify the "champion" faculty members for each program.
- Most are not familiar with the ACSAS tracking system and do not use it.
- Front line faculty need better knowledge of college and services even if not advising.
- Students get too much run-around from staff not having the right information.
- Faculty members believe that they are the end of the line for students in distress.
- Many professors feel anxious about their own ability to deal with students in need.
- All faculty members should be involved.
- Professors have raised two main issues as far as the tracking system is concerned, mainly that they do not have time to enter comments and they worry about confidentiality.
- A strong Academic Advisor will have strong knowledge of the program of study, the academic pathway and all the requirements.
- Part of PD could include such things as sensitivity training, and cultural awareness.
- Advisors must make availability very clear, as well as communicate clearly.
- Academic Advisors must take annual education upgrading specific to advising students in a way that specifically meet their needs.

All stakeholders involved:

- There is a need for accountability for all involved.
- Most agree with the need to document interactions and have better case notes.
- The model and process needs to be more consistent across the college.
- Need to get rid of silo approach and build a flat, integrated process with good sharing of info, progress, and services rendered.

Tracking system:

- Most are not familiar with the ACSAS tracking system and do not use it.
- Tracking system must provide roll-up to share, so that a strong follow-up can take place.
- Identify short cuts for using tracking system. Dual monitors might also help.
- The tracking system needs to allow advisors to put in case notes.

- The tracking system should be first supported by a student at risk identification process and system that rate students based on their likelihood of completing their program of study.
- Needs to be integrated to either BB or Salesforce features.
- Tracking and ability to add notes must be college wide in order to flatten follow-up.
- The tracking system must be about advising not administrating.
- It should be made available to all advisors/departments.
- The ability to print out reports from ACSAS would be useful and should be expanded.
- Make sure that it is easier to find on the college website and is loaded with the class section you advise.
- ACSAS needs student contact information, personal email, cell phone number, etc.
- List professor's student has for each course.
- Everyone who liaises with student(s) must be on board with this tracking system to ensure it's working effectively.
- It needed more development to be more user friendly, less back and forth in searches, better reporting, especially if you have back to back appointments and want to capture the session immediately.
- Make sure the system does not log you out after a very short period of time - very annoying to have to keep logging in.
- Access to grades via the system.
- Integrated with all Genesis info.
- Being able accessing the photos of the students I do not teach.
- Make it more user friendly, and connect to BB.

Model:

- Some key functions could and should be centralized, such as identifying students at risk.
- Academic Advising must be built around a strong relationship and trust.
- In each program there is also a need for a "lead" advisor.
- **Support staff in the schools must be part of the loop and process.**
- There must be regular in person contacts for AA to be effective.
- We need to identify the "champion" faculty members for each program.
- Extensive PD opportunities must be presented to potential AA.
- Academic Advising needs to be for all levels.
- The referrals must be precise and have a specific reason behind them, we must avoid the run-around.
- Must be supported by a system to easily identify students at risk.
- The model needs to be intrusive and pro-active.
- Process must be systematic with a real dose of accountability.
- Must include first contact with a small group and then at least 2 one-on-one per semester.
- Must be based on a reaching out approach.
- Must have a front-end component before students start their studies.
- Attendance tracking must be a key element.
- Mandatory program orientation must take place and be one of the avenue to get the word out.
- The SSS play a critical role and could become the true "triage" expert.
- Model based on circle of care, triage and escalating principles.
- AA must be communicated really well on all course outlines.

- Model must offer quick, easy access to someone they know and trust and who has the expertise and knowledge to triage and refer accurately.
- Counselling services could play a key role during the summer months.
- Model must be as effective during summer months.
- Name of actual advisor needs to be sent in August at the latest.

FACULTY INPUT – BASED ON SURVEY REPORT (240 RESPONSES)

Survey Results

What follows are some of the main findings and observations coming out of the faculty survey conducted in late March 2015; two hundred and fifty four (254) faculty members completed the survey. Here are some key findings:

Current status at Algonquin College

Position	Chart	Percent
Full-time		59%
Part-time		41%

Length of work at the College

Time Frame	Chart	Percentage
Less than 2 years		13%
Between 2 and 5 years		22%
More than 5 years; less than 10 years		26%
More than 10 years		38%

Currently in the role of an academic advisor?

Response	Chart	Percentage
Yes		40%
No		60%

Have you ever been an academic advisor?

Response	Chart	Percentage
Yes		58%
No		42%

Would you like to be part of a school or college wide team of formal academic advisors?

Response	Chart	Percentage
Yes		69%
No		31%

Would you like to take advanced training?

Response	Chart	Percentage
Yes		88%
No		12%

Should such training conclude with formal Algonquin College certification?

Response	Chart	Percentage
Yes		72%
No		28%

Are you aware of the academic advising tracking system?

Response	Chart	Percentage
Yes		43%
No		57%

Is there a need for students to have an academic advisor beyond Level 01?

Response	Chart	Percentage
Yes		96%
No		4%

Observations

What follows are some of the main observations coming out of the faculty survey conducted late March 2015. Two hundred and fifty four (254) faculty members completed the survey. Here are some key findings:

- The ratio of full-time and part-time professors who took part in the survey is 60% to 40%.
- Sixty one percent (61%) have been at the college less than 10 years.
- Sixty percent (60%) are not advisors at this time.
- Almost seventy percent (70%) would like to be part of a team of advisors. Thirty percent (30%) said no.
- Eighty percent (80% would take advanced training on the topic if assigned
- Seventy percent (72%) said that they would like for the training to conclude with some kind of certification.
- Fifty seven percent (57%) said not aware of the tracking system that we have already.
- Ninety six percent (96%) believe that Academic Advising should be for all levels.

STUDENT INPUT– BASED ON STUDENT SURVEY (154 RESPONDENTS)

Several different reports are available in respect to the results of this student survey.

The following is a list of the reports:

- Overall general report
- Report based on “On track to graduate”
- Report based on “NOT on track to graduate”
- Reports based on levels from 1 to 8

For the purpose of streamlining some of the information, the reports that follow are the results of the overall general report for all students surveyed.

Academic Advising Report – General

Please select your current level

Response	Chart	Percentage	Count
1		17.0%	26
2		34.0%	52
3		4.6%	7
4		30.7%	47
5		2.6%	4
6		8.5%	13
7		1.3%	2
8		1.3%	2
		Total Responses	**153**

Are you on track to graduate on time?

Response	Chart	Percentage	Count
Yes		88.8%	135
No		11.2%	17
		Total Responses	**152**

Are you aware of the Academic Advising process here at Algonquin College?

Response	Chart	Percentage	Count
Yes		59.9%	91
No		40.1%	61
		Total Responses	**152**

Were you assigned an Academic Advisor early in your program?

Response	Chart	Percentage	Count
Yes		37.3%	56
No		62.7%	94
		Total Responses	**150**

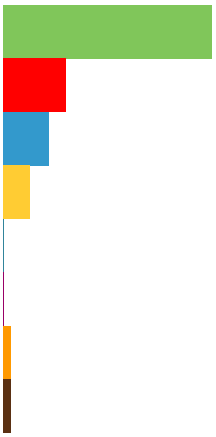
Do you remember who?

Response	Chart	Percentage	Count
Yes		25.0%	38
No		16.4%	25
N/A - Answered 'No' in 5. a)		58.6%	89
		Total Responses	**152**

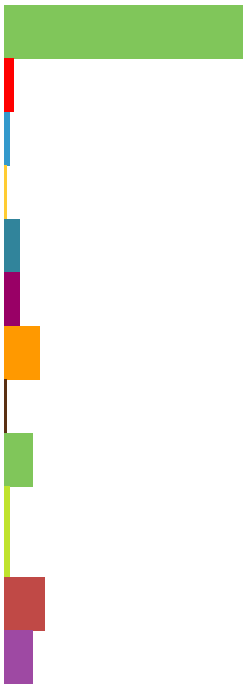
Did you have an initial one-on-one discussion with your advisor?

Response	Chart	Percentage	Count
Yes		18.4%	28
No		30.9%	47
N/A - Answered 'No' in 5. a)		50.7%	77
		Total Responses	**152**

How often have you met so far with your Academic Advisor?

Response	Chart	Percentage	Count
N/A - Answered 'No' in 5. a)		59.2%	90
0		17.1%	26
1		12.5%	19
2		7.2%	11
3		0.0%	0
4		0.0%	0
5+		2.0%	3
We meet on a regular basis		2.0%	3
		Total Responses	**152**

What is the main reason for meeting with your Academic Advisor?

Response	Chart	Percentage	Count
N/A - Answered 'No' in 5. a)		68.9%	104
Financial challenges		2.6%	4
Challenges at home		1.3%	2
No fitting in (language/cultural)		0.7%	1
Need help finding a job		4.0%	6
Possibly in the wrong program		4.0%	6
Career advice		9.9%	15
Missing home and friends		0.0%	0
Overwhelmed and stressed out		7.9%	12
Conflict with others (student-teachers.)		1.3%	2
Academic difficulty (failures)		11.3%	17
Other, please specify...		7.9%	12
		Total Responses	**151**

What is the best quality that an advisor can have to be truly helpful?

The most common themes to this question were:

- Open minded with good listening skills
- Available, patient, caring, kind
- Knowledgeable, supportive, accommodating, caring, honest, understanding
- Supportive

Who is the best positioned person in the college to be an effective academic advisor for you?

Response	Chart	Percentage	Count
Counsellor		13.9%	21
Student Success Specialist		17.9%	27
Coordinator		27.2%	41
Graduated student or Alumni		7.3%	11
Professor		19.2%	29
Chairperson of your program		0.7%	1
Academic Advisor		13.9%	21
		Total Responses	**151**

In a few words, what does the term Academic Advising mean to you?

The most common themes to this question is:

- Someone who guides me and helps me succeed
- Someone who gives me precise advice
- Someone who is a bit of a mentor

Based on your response above, what does Algonquin College need to do to improve Academic Advising based on your definition?

The most common themes to this question is:

- Much more awareness of this program
- Advertise Academic Advising more
- Promote more
- Define service better
- Make more accessible

Observations

What follows are some of the main observations coming out of the student survey conducted late March 2015. One hundred and fifty four (154) students completed the survey. Here are some key findings:

- Eighty eight point eight percent (88.8%) of student surveyed are on track to graduate.
- Sixty percent (60%) of students surveyed were not aware of the Academic Advising process.
- Sixty three percent (63%) say not being aware of who their advisor is.
- Of the students who are aware of advising and who knew who their advisor is, only eighteen point four percent (18.4%) confirmed having a one-on-one discussion with their advisor.

Some of the main reasons for meeting are:

- 11.3% Academic difficulty
- 9.9% Career advice
- 7.9% Overwhelmed and stressed out
- 4.0% Program possibly being the wrong choice
- 4.0% Job seeking help

Students look for advisors who are open minded, who have good listening skills, who are available, patient, and caring. They also hope that their advisor will be knowledgeable, supportive, accommodating, caring, honest, understanding, and supportive.

Finally, students said that Academic Advising must be communicated much more effectively by the college and that is must be easily accessible.

REVIEW OF EXPERT LITTERATURE

Observations

What follows are some of the main observations coming out of reviewed expert literature.
The literature is the work of several well established and very credible organizations, who over the years have developed a body of work specific to student success, retention, and the role of Academic Advising in strong and pro-active practices. These organisations include and are not limited to:

- Academic Advising: The key to student success by Terry O`Babion
- Algonquin College Academic Advising report By Marni Squire
- American Association of community colleges
- CCCSE – Center of Community College Student Engagement
- CCFSSE – Community College faculty Survey of Student Engagement
- CCIS –Community College Institutional Survey
- CCSE – Community College Survey of Student Engagement
- CIC – Colleges and Institutes Canada
- Colleges Ontario
- Community College Research Center at Columbia University
- League for Innovation in the Community College
- National Academic Advising Association
- NCSD - National Council on Student Development (USA)
- SENSE – Survey of Entering Student Engagement
- STUDENTS SPEAK: Are you listening by Kay M. McClenney and Arleen Arsnparger

Here are some key findings:

- **A strong Academic Advising process will start before the student attends class and will continue during the entire program of study.**
- The successful model will be an institute-wide team approach.
- Staff members who are assigned should want to be and should have skills, knowledge, and attitudes towards supporting the preparedness and success of young adults.
- Advisors must be given the time necessary for PD development designed to help them become effective in this role.
- Effective advising is when there is periodic interactions between student and advisor.
- A strong and effective model is one where there is a collaborative approach on the part of all involved and when everyone is driven by a common desire to support students.
- All aspects of the model must be organised across the institutional silos that we normally see in post-secondary institutions.
- Academic Advising must take place from entry and before, all the way to conclusion and after.
- Part of the role of the advisor should be to help students create their own road map and help them stay focused on the end goal.
- Thorough surveys conducted by the CCCSE, it is said that 90% of entering community college students believe that they are motivated to be successful at college. In the same studies, students also confirm that at entry, they did not clearly understand what it would take to be successful.
- In the path to success students also communicated that it makes a big difference when their teachers have high expectations, when it comes to their performance.

REVIEW OF ANNUAL REPORT 2011-2012 BY MARNI SQUIRE

The following findings are directly taken out of the ``Academic Advising Program, Annual Report 2011-2012`` that was prepared and presented by Marni Squire in July 2012.

Conclusions:

The fourth implementation of the Academic Advising program at Algonquin college has had two main goals: to develop a foundation for the growth of advising into new programs and to support and encourage faculty advisors. Good progress has made has been made in both areas.

In establishing a foundation for growth, it is concluded:

- ACSAS is a stable, attractive tracking and recording tool that show potential for use by other groups in the college. ACSAS requires further development to reach its fullest potential and provide a good return on the college significant investment so far.
- The advising program needs to be embedded in the long term institutional retention plan in order for its assessment and evaluation procedures to be linked to specific retention goals.
- The current model of Academic Advising is challenging to implement in some areas: the model needs to be revisited with these particular programs` needs in mind.
- An integrated and systematic Academic Advising service can be a workhorse for the realization of goals in the strategic plan: Increasing retention, delivering personalized supports on-campus and online, insuring students receive information and support quickly, efficiently and successfully; and providing an opportunity for faculty members to grow and develop professionally.

In supporting faculty advisors it is concluded:

- The academic program benefits when academic chairs provide advance notice of advising assignments and assigned advising stiff full-time professors.
- The central advising office with its new space, logo and resources, is becoming better known and is providing useful to coordinator, faculty advisors and Students Success Specialists.
- Participant's value workshops, ACS AS and Genesis training and assistance with housekeeping tasks associated with day-to-day advising. In addition, they would like your regular program of advisor training, development of more online advising resources, ongoing support for the tracking system, an interactive advising website, and more sharing of best practices in particular, at risk plans for triaging advising appointments.
- Faculty advisors are not always clear about their expectations, roles and responsibilities associated with their role because of variation in applying the advising policy among schools. Advisors appreciate consistent school policies regarding advisors recognition, the process of assigning advising hours, and establishing advisors: advising ratios.

Operations:

- it is recommended that the college plan for growth of the Academic Advising Program in a way that matches the model in policy 8840 and responds to the need of all students, including those in satellite campuses, summer program offerings and those enrolled in Continuing and Online Learning.
- It is recommended that the college embed the activities of the Academic Advising Program in college wide student retention plan or similar vehicle so that the assessment and evaluation procedures is linked to specific retention goals and its results can contribute to college measurement practices.
- It is recommended that the current model for Academic Advising be revisited to ensure it response to the demands of the new strategic plan 2012 2017, and can be adapted by, and be beneficial to, all programs, including those with large intakes.
- It is recommended that the college clearly delineate, publish and disseminate information about Academic Advising to its students, faculty and staff, and that the basic information about advising be consistent across college and school websites.
- It is recommended that the work plan for 2012 in 2013 highlight the top five priorities identified in the faculty and Chair survey completed in winter 2000 file that spoke to professional development, online resource development, guidelines for best practices, development of at risk templates in preparation for off cycle an online advising.

Space:

- It is recommended that the Academic Advising program be closely aligned with the Student Support Center in the Robert C Gillett student Commons.

Resources:

- It is recommended that the Academic Advising Program be supported and funded through the academic sector, and that the centralized portion of the model be staffed by a full-time coordinator and part-time assistant or clerk.
- It is recommended that the funding for the Academic Advising program be based in part, on budget projection in a business plan for the AAP submitted to and approved by the Academic Advising steering committee.
- It is recommended that ITS provide ongoing maintenance support to ACSAS and that further development of the application take place to ensure the system responds to the needs of current and new user.

- It is recommended that the current Academic Advising website be updated to match the college standard. In addition, it is recommended that the funding be made available for development of a sister site to provide information about advertise advising prospective and current students.

STUDENT SUCCESS ADVISING

ACTION PLAN AND MODEL 2015 - 2016

ACTION PLAN AND MODEL – 2015-2016

Following the activities described above, we are in a position to define Academic Advising, to decide the right nomenclature, and to outline the model, as well as the steps needed to re-elevate for fall 2015.

Academic Advising Fall 2015 - Definition "new"

A structured, organized, and collaborative college-wide circle of care and success during which a student is first assigned a specific program advisor who will build a trusting rapport through one-on-one conversations. The "Student Success Advisor" who has the experience, training, and ability to guide in decision-making and planning will assess, identify, and recognize challenges (academic, financial, personal). The advisor will also be able to provide support quickly and has the knowledge and skills to triage, escalate, and access a multi-disciplinary team of experts and resources on behalf of all students in need.

Academic Advising Fall 2015 - Nomenclature:

It appears after the many conversations with all the different stakeholders that the name of the current model does not reflect the extent of what is taking place. The majority of the individuals surveyed agree that the role goes beyond advising, solely for the purpose of informing and guiding as it related to the program of study. Therefore here are a few alternatives:

Academic Advising	Academic Advisors	AA
Student Advising	Student Advisors	SA
Student Success Advising	Student Success Advisors	SSA
Academic and life Advising	Academic and Life Advisors	ALA
Academic and Life Success Advising	Academic and Life Success Advisors	ALSA

Our recommendation is "Student Success Advisors". You will see that it makes much sense in the context of the circle of care and how "escalating" to the right expert becomes essential.

Student Success Advising Guiding Principles

Based on all the information gathered from the different stakeholder groups, some key principles emerge as the basis to a successful Academic Advising Model for fall 2015. The following are these principles:

Critical:

- Update and apply AA 40
- Complete accountability on Chairs and Deans to fully implement and follow up
- Full accountability of advisors to complete minimum tasks
- Mandatory use of tracking system
- One single case file per student that is accessible to all others who may intervene with students (get rid of silos)
- Require successful completion of PD sessions, three modules for all academic advisors
- Clarify roles of academic advisors, SSS, and coordinators.
- Make it an Intrusive model because as stated by Noel-Levitz reports, 86% of students who need assistance do not voluntary seek out advising

- The circle of care and success starts before the program starts (right student in the right program)
- Interventions must be completed no later than week three
- Implement a powerful communication plan using the support of the Student Association
- Clarify and train on confidentiality principles (myths and realities)
- The tracking system must be limited to the use of one window only
- Must be allocated proper recognition on SWF
- Allocate sufficient resources for PD
- Pick the right advisors
- Develop a culture of advising engagement

Essential:

- All students of all levels of all programs
- Assigned to full-time faculty members first with a ratio of 1/20
- All new college staff members to be much better informed of all services
- Assign groups of students to faculty based on teaching load
- Expanded model to include pre-entry advising session with single goal of having the right students in the right program and the opportunity to act before the start of the fall semester
- Promote the role and importance of all other support staff in the schools and around the college
- Develop communication model with an outcome of having 98 percent of all student aware of Academic Advising
- Make PD related to AA it a new condition of employment
- First-year students should be assigned to advisors on one specific course of level 1
- Bring the different classes of college professionals together to create seamless circle of care
- Have the right professionals as academic advisors (qualities, skills, expertise)
- Increase overall knowledge of all faculty and staff in regards to basic college services knowledge
- Incorporate early detection of students at risk using CISCO
- Make sure that it is about advising first and productivity second
- Review and update Professor of the 21st Century
- Make sure that we are more than a learning institution, and let`s become a learning organization
- Make sure that the process is flat, integrated, institutional, and multidisciplinary

Important:

- Add a two hour session at the beginning of all level 2 across the college to carefully review program requirements and current status of each student (See George Cole`s form)
- Clarify and communicate that Academic Advising in its simplest form is everyone`s job
- Second-year can should assigned based on one specific course of level 3
- Define role of senior team PC members in new model; must play a role

Useful:

- Add some analytics to the tracking system, including success rate of students assigned to specific faculty
- Determine success rate per program and per school
- Identify possible support roles of counseling services during slow times (summer)

Academic Advising Fall 2015 - The circle of care and success principle

This model is built on the "circle of care" principle, and it's similar to what you see in the health care industry, where everyone plays a specific role, has specific expertise, knowledge, and can triage and escalate quickly with precision. Some basic elements of this circle of care will be:

- Basic, minimum, and precise service related knowledge of all involved starting at the very front line (All college staff, All professors, and support staff)
- Ability to conduct a quick and accurate initial assessment (Student success advisors)
- Knowing basics and limits of knowledge and ability (All)
- Willingness to truly be part and engage as an active member of a multi-disciplinary team (All)
- Accuracy of triage as soon as challenges are more complex and if not resolved (Student success specialists)
- Having the right expert at the right time (Counsellors, special aid, financial aid, heath care, etc.)
- Flow of accurate and sequential communication that builds as the case progresses (All)
- Having the willingness to jump in at any time and if needed (CLC and PC members)

Academic Advising Fall 2015 - Key Guiding terminology:

- Circle of care and success: On-going advising process that is integrated and institutional, whereby the approach in supporting students is multi-disciplinary using appropriate expertise at appropriate time.
- Accountability: The leadership team needs to be accountable in making sure that proper implementation and follow-up takes place for the good of the students.
- Help and support: Students have simply identified that at the most basic level, Academic Advising is having someone who cares and has patients, which they can connect with when faced with difficult and challenging times
- Triage: Ability by all staff members at the college to quickly identify best resource to support a student in need.
- Escalating: Process by which college experts are able to further pursue other possible support mechanisms and expertise for a student in need.
- Assessment: Activity by which all involved in this process and at all levels take the time to carefully identify specific needs of students. Exceptional listening skills are critical throughout.
- Knowledge: Basic pool of college related knowledge (services) that all staff of the college must possess no matter what their position is.
- Seamless: Quality of this process whereby students do not get the run around and whereby they get a sense that everyone is on the same page. Communication and case notes are complete and precise. Students do not have to repeat the details of their challenges every time they see a college representative.
- Multi-disciplinary: The process brings together in a complementary manner which all the experts who have the skills and expertise needed to contribute and support students in their path to success.

ROLES AND RESPONSIBILITIES – IN THE NEW MODEL

All College Staff	Academic Leadership (Deans and Chairs)	All Professors	Student Success Advisors	Student Success Specialists	Program Coordinators	College Experts
Increase basic knowledge of college services and products	Lead and monitor basic training of all school staff to improve knowledge of college services and products	Complete basic knowledge training	Help students make decisions and overcome challenges to reach academic career goals	Provide a strong first point of contact for all students in the school	Assist with advance standing course exemptions and articulations advise students about course load, adds, and drops	Complete student support as per initial assessment and triage by SSS
Be on the look-out for students in distress	Lead and monitor basic training for all professors	Closely monitor student`s integration during first three weeks of the semester	Provide a personal link to the academic program and field of study	Promote and implement student success initiate	Provide academic leadership and perform program related administration	Continue assessment, triage and referral as needed
Assess and refer quickly to appropriate service provider	Lead and monitor training of student success advisors	Be on the look-out for early signs of distress	Clarify College and program procedures and policies	Liaison with program and college staff to assist students with admissions record and programs of study	Provide front line contact and appropriate referral when needed	Enter precise, short case notes
Close communication loop with college staff involved	Initiate analysis using identified metrics	Assess and refer to student success advisors as needed	Assist in identify students at risk	Participate in orientation activities	Clarify program procedures and policies	Close the communication loop with SSS
	Follow-up on all Academic Advising requirements.	Complete short, precise case notes	Develop overall college knowledge	Develop program and school expertise	Initiate student performance review process	
	Analyse data from students at risk system on a weekly basis at a minimum	Close communication loop with SSA	Familiarise with all services developing precise understanding of services.	Develop overall college knowledge		

Close communication loop with all staff	Create rapport with all services and college experts	Familiarise with all services developing precise knowledge and understanding of services
	Develop program expertise	Create rapport with all services and college experts
	Reach out to assigned student for a first group contact by end of week one	Develop assessment and triage expertise
	Meet assigned students one-on-one before the end of week three	Assess, triage and refer to college experts as appropriate and needed
	Reach out to students at least twice during the semester	Complete case notes using tracking system.
	Enter short, precise case notes	Complete follow-up with student and/or college expert
	Close communication loop with Professors	Enter short, precise case notes
		Close communication loop with student success advisor

Academic Advising Fall 2015 – The Circle of Care procedure

Considering the guiding principles that the circle of care concept and the key guiding terminology here is what this model will look like procedurally.

Before starting their program of study, students will be given an opportunity, mid-July, to validate their program of choice using an application called Smart Match. Summer fact findings sessions could also take place using summer staff, as well as counsellors.

Also mid-July all students entering the college will receive a welcoming letter from their Dean specifically laying-out our Academic Advising process, its benefits, and workings.

All students of all levels to be assigned an advisor for fall 2015 using a ratio of 1/20 for each hour assigned. Full-time professors will be assigned (on SWF) before assigning as non-teaching task. Rate of pay of $40 per hour assigned to part-time staff.

All staff in the college, as well as professors, not assigned must complete general college information module (to be developed). The idea is that everyone becomes much better at answering basic front line questions from students by increasing general knowledge of all staff thereby avoiding some of the run around that students are often subjected to.

All advisors to complete a web based training of 3 modules (to be developed). Certification to be granted at the end of successful completion.

Staff can then filter needs and identify precise support using the escalating concept.

- General question to frontline staff
- If more support is needed, student are referred to an academic advisor
- If more support is needed, student referred to student success specialist for accurate and precise assessment, triage, and referral to appropriate college expert
- College expert to validate that an intervention has taken place and entering case notes on tracking system

For each of these steps the tracking system is to be used by all to enter quick, short, and non-intrusive case notes. Module to be developed clarifying parameters of case notes (confidentiality concerns).

Only one single case file per student to be opened and accessible to all others (college staff only) who will intervene with the students.

Advisors to first meet their assigned students, in small groups of five to six, for an initial introduction and conversation. This meeting to take place in the first week.

Advisors will than meet individually for 15 - 20 minutes, one-on-one, with all assigned students before the end of week three. Brief case notes to be taken and entered in tracking system. Electronic form to be developed (student driven).

Advisors will need to reach out to their group using email or other means, at least once during the semester. Case notes to be taken if needed.

As much as possible, assigned students must be based on class sections, so that advisors are also one of the teachers who regularly see students in class. Much of the success is about connecting and building a trusting relationship. Much more effective when advisors are also teaching the same students.

Student at risk technology to be used for the purpose of on-going and real-time identification for the advisors.

Chairs to review all of their programs using Cognos Student at risk technology.

Vice President, Academic will need to identify some metrics by which success will be determined. These metrics to enhance accountability of Chairs and Deans.

Student success specialists to become the assessment and triage experts if resolution and support was not sufficient at frontline contact or with their advisors.

The model is to become one where a quick and precise assessment is completed at every touch points and the referral and escalating is seamless for the students. In order to do this, the advising process must become institutional and the support must be multi-disciplinary and flat without silos. The quality of the case notes; therefore, become essential and key to building appropriate support based on the different interventions.

One session to be taken in a level 2 course across all programs to review student`s progress towards graduation. Are they on track to meet all program requirements? Identify remedial solution before it is too close to the end of their program.

As academic advisor, several activities must take place with the students. An example is the creation of a road map that will help students stay focused.

Academic Advising Fall 2015 - Steps to implementation for fall 2105

What follows are the specifics steps and actions that need to be taken in order to be ready for implementation for fall 2015.

STEPS/TASKS	TIMELINE
Process updating	
• Re-activate Steering Committee	April 2015
• Review and update Directive AA 40	April 2015
• Clarify specific procedure in AA 40	April 2015
• Review and update material to be used by advisors	May 2015
• Update Deans and Chairs on upcoming requirements for Fall SWF (Updated AA40)	April 2015
• Instruct Chairs for fall loading	April 2015
• Clarify accountability of Academic Leadership (Deans and Chairs)	May 2015
• Write info communiqué for all teaching and support staff in Area 5	May 2015
• Select full time Advising Coordinator for 2015-2016 academic year	April 2015
• Develop clear parameters guiding confidentiality	May 2015
• Define centralised and de-centralised functions	May 2015
• Instruct Registrars to remove name of Chairs as advisors on all fall timetable	April 2015
• VP Academic to clarify expectations on mandatory program orientation for fall	May 2015
• Review Professor of the 21st Century	May 2015
• Review and update ACSAS manual	May 2015
Pre-entry advising	
• Pilot Smart Match AP for in-coming students (right students in the right programs)	July 2015
• Draft standard letter to be sent by Deans to all incoming students in mid-July	June 2015
Operational requirements	
• Locate office space for Advising Coordinators	May 2015
• Get office set-up initiated for 1 ½ bodies	May 2015
Assigning	
• Assign advising to full-time staff with a ratio of 20/1 for each comp. hour assigned	May 2015
• Assign remaining advising as non-teaching to part-time teachers ($40 per hour) with same ratio	July 2015

Professional development

- Develop general information module for all college staff (basic info on all services) — May 2015
- Develop 3 advising training modules for assigned advisors — May 2015
- Deliver modules before annual leave — June 2015
- Define certification to be awarded — May 2015

Resourcing

- Identify and allocate resources (see details attached) — April 2015

Communication

- See the attached communication plan — April - Sept

Roles and responsibility

- Communicate updated and relevant roles and responsibilities of:
  - All college staff — May 2015
  - All Professors even if not assigned as advisor — May 2015
  - Assigned Academic Advisors — May 2015
  - Student Success Specialists — May 2015
  - Coordinators — May 2015
  - School level support staff — May 2015
  - Academic leadership — May 2015

Technology

- Update tracking system based on recommendations — May 2015
- Upgrade Student at Risk System on Cognos (see Max Figueredo) — May 2015
- Define list of required monitoring analytics for the fall — June 2015

New hiring

- Implement new HR policy whereby all new staff members must take general college knowledge module. — May 2015
- Implement a new HR policy, whereby all new full-time and part-time faculty must complete three training courses before delivering to the first class — May 2015

Academic Advising Fall 2015 - Communication plan

An essential element to re-elevating Academic Advising for fall 2015 will be to implement a simple and effective communication strategy that gets all stakeholders engaged and "on the same page". As we review the results of both the faculty and the Student survey, it is clear that this communication strategy will become the single most important element in being successful with the 2015-16 Academic Advising model. What follows is meant to be a set of simple actions that we believe if implemented in due time, will be effective. These are ways that specifically guarantee that students are aware of available advising and that all staff is engaged in the circle of care and success whereby students are spared the past run around feeling and frustration when in need of support and answers.

STRATEGIES	**TIMELINE**
Strategies/tactics targeting students	
Letter sent from Dean prior to entry	July 2015
Add campaign managed by Student Association	August-September 2015
Email from program coordinators at entry	September 2015-Week 1
In-class program level presentation in an intro course	September 2015-Week 2
Presentation at college wide orientation	September 2015-Week 1
Presentation at program level orientation	September 2015-Week 1
Ac web site prominent presence	June 2015
Strategies/tactics targeting Academic advisors	
Recap email communication from AA Coordinator	June and August 2015
Thank you note from VP Academic to advisors	August 2015
Word of encouragement from new Retention Manager	August 2015
Strategies/tactics targeting faculty at large	
Spring meetings information by Chairs and coordinators	Spring and August 2015
My AC information piece	August 2015
Get together organized by "school champions"	August 2015
Email to all faculty pt and ft from VP Academic upon return	August 2015
Strategies/tactics targeting all other college staff	
Note sent from President	June and August 2015
Strategies/tactics targeting all staff in Student Services	
Info email from Director of SS to all managers.	August and September 2015
Strategies/tactics targeting college leadership team CLC	June and August
Presentations	

Strategies/tactics targeting SEMC and SSC members

Presentations	June and August

Strategies/tactics targeting Union Executive

Email communication from President	June 2015

Strategies/tactics targeting team of SSS

Meeting discussion	June and August 2015
Document clarifying role	May 2015

Strategies/tactics targeting Deans and Chairs

Email from VP Academic	June and August 2015

Strategies/tactics targeting Student Association staff and executive.

Presentations	June and August 2015

Academic Advising Fall 2015 - Challenges and opportunities

Re-defining Academic Advising for the college is a critical part in supporting the two priorities that have been identified in the 2015-2016 Business Plan; retention and employee engagement.
What follows are only a few of the opportunities and challenges that will present themselves as we implement this plan. There are most likely many other unforeseen benefits as well.

Challenges:

- Getting consistency of approach across all schools and programs at Algonquin College
- Creating a flow and a circle of care and success that gets rid of the silos
- Getting the right staff members to do it for the right reasons
- Making sure that it is not about productivity but rather student support and success
- Making sure that it is not a fad for this year only
- Making sure that there is an on-going transfer of knowledge
- Making sure that all students are well informed prior to entering the college
- Informing front line staff both faculty and support staff
- Making managers accountable
- Getting students to all take responsibility
- Supporting students through the entire program of study

Opportunities:

- Creating an even greater culture of support and success for our students
- Giving a real sense of belonging to all students
- Giving an opportunity to students to connect with someone they trust and can talk to
- Improving success rates such as our retention and graduation rates
- Supporting the college financial sustainability through improved retention of students
- Developing staff depth, knowledge and expertise
- Recognizing the commitment of staff who engaged and get involved
- Developing better awareness and integration of all services
- Breaking down some of the existing silos
- Developing of true multi-disciplinary team approach across the entire college
- Contributing to our strategic direction
- Contributing to our 2015-2016 business plan

Academic Advising 2015 - Resources Required

What follows is a fairly high estimate of the cost and resources, which will be needed to implement the 2015 Academic Advising Plan. Once definite decisions are taken, it will become easier to determine with more precision what allocations will need to be made.

HUMAN CAPITAL AND COST

Type	Calculation/Definition	Cost
Full-Time Coordinator	30 hours per week at $50.00 X 30 weeks	$45,000
Part-Time Support	24 hours per week at $20.00 X 30 weeks	15,840
Full-Time Academic Advisors	596 full-time teachers X 70% = 417 X 1.5 hour X 20 students = 12510 stud. covered	No cost
Part-Time Academic Advisors	18000 full-time students – 12510 = 5490 left to cover divided by 20 = 275 sections of 20 students to be covered by pt staff. 275 sections X 1 hour X 30 weeks and X $40/hour	330,000

PROFESSIONAL DEVELOPMENT

Coordinator		No cost
Full-time advisors		No cost
Part-time advisors	Assuming part-time advisors take 2 sections each. 275 divide by 2= 138 part-time advisors college wide are needed 138 X 9 hours of training at $30/hour	37,260
TOTAL ANNUAL OPERATING FINANCIAL REQUIREMENTS		$428,100

CAPITAL INVESTMENTS

Type	Calculation/Definition	Total
Physical resources	Office space	Cost based on location, no cost if outside of commons
Material and equipment	Computers = $3500 Phones = $2000 Furniture: 2 modules = $8000	$13,500

DEVELOPMENT OF TRAINING MATERIAL

3 web based modules	3 modules X $6000	$18,000
Initial printed material		$5,000
Upgrading of tracking system		$10,000
TOTAL CAPITAL INVESTMENT		$46,500

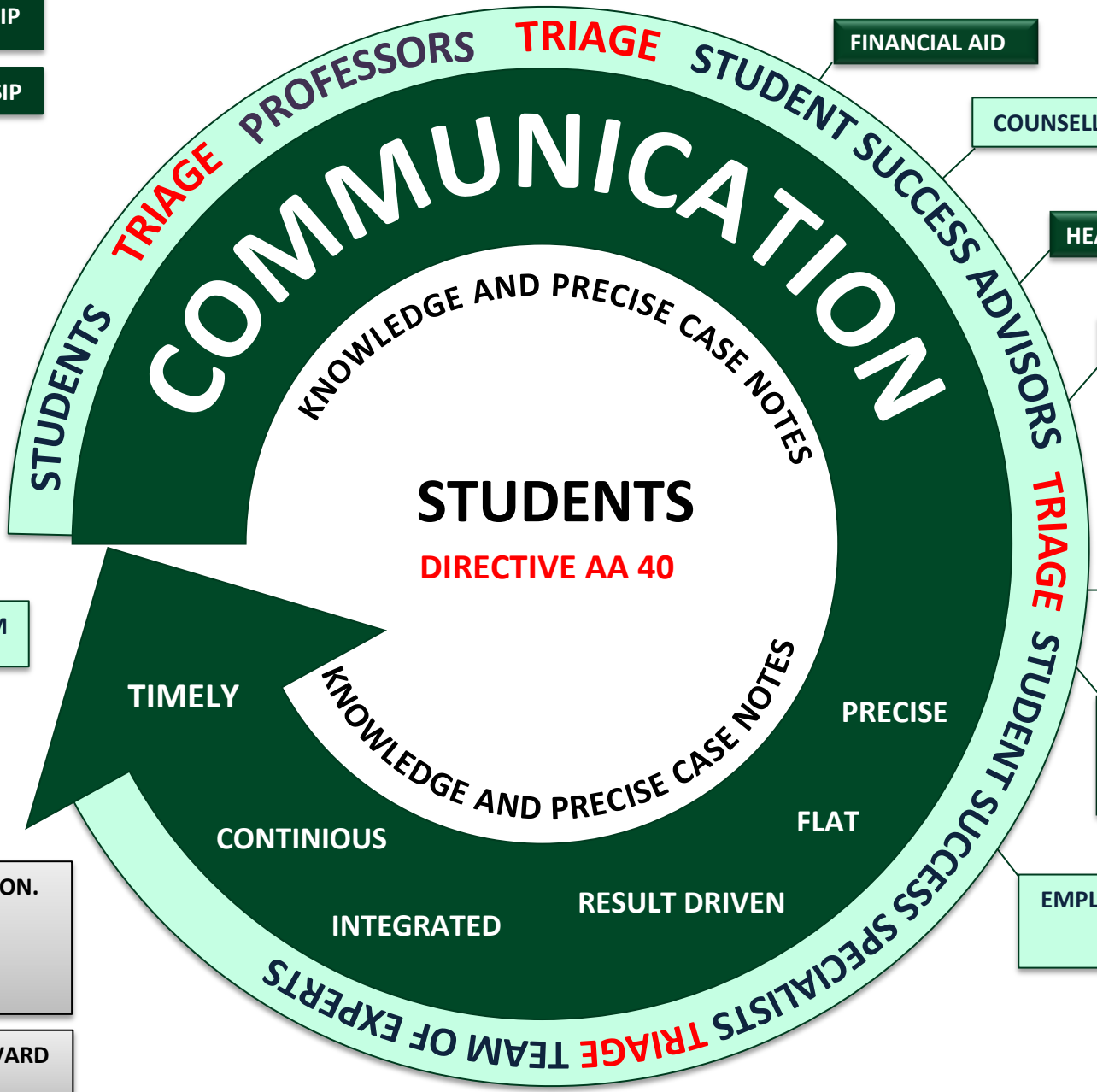
ALGONQUIN COLLEGE – STUDENT SUCCESS ADVISING
CIRCLE OF CARE AND SUCCESS MODEL

COLLEGE & SCHOOL LEADERSHIP

ACADEMIC ADVISING LEADERSHIP

STUDENT SUCCESS SPE. LEADERSIP

ACCOUNTABILITY



WELCOME CENTER

AC HUBS

AC HUBS MOBILE

FINANCIAL AID

COUNSELLING

HEALTH SERVICES

PEER TUTORING

ACADEMIC COACHING

STUDENT LEARNING CENTER

CENTRE FOR STUDENTS WITH DISABILITIES

EMPLOYMENT SUPPORT CENTER

PRE ENTRY & POST PROGRAM

WE ARE A LEARNING INSTITUTION.

ARE WE A LEARNING ORGANIZATION?

MODEL CREATED BY MICHEL SAVARD 2015

PLAR

TEST CENTER

CO-CURRICULAR RECORDS

STUDENT ASSOCIATION 20+ SERVICES

OFFICE OF THE OMBUDSMAN

REGISTRARS

LIBRARY

CONCLUSION

The goal is to prepare a plan that will allow us to refocus on Academic Advising for the 2015-2016 academic year, as well as subsequent years. From the very beginning of this project, it was clear that we need to build on past accomplishments. It was also important not to try to re-invent the wheels. We did have Directive AA 40 and there has been many strong practices taking place in different areas of the college at different times. We need to clarify the process, the expectations, the roles, and responsibilities.

The main contribution of what is included in this document is to emphasise and articulate a possible expanded approach to Academic Advising at Algonquin College starting mid-summer 2015. This approach includes:

- The addition of the Circle of Care and Success concept.
- The need for much greater accountability for all involved and specifically the academic leaders.
- The requirement for specific PD for advisors and increase overall knowledge for the entire AC community.
- The necessity to make this process integrated, seamless, institutional and silo free.
- The expectations that strong case notes will be a specific component of the model.
- The necessity to update the tracking system based on comments received.
- The need to have access to a strong Student at Risk support technology.
- The expectations on SSS to play an even more important role as the triage experts.
- The need for this model to include activities prior to students starting their studies.
- The acknowledgement that communication the core of the model.
- The ability for all involved to complete a quick and precise assessment and to escalate to appropriate college experts.

We know that these key elements and the Circle of Care model will make a significant contribution in the success of our students and to our overall strategic commitments as one of the best post-secondary institution anywhere.

Thank you

Michel Savard, MBA

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LIST OF INDIVIDUALS INTERVIEWED

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Robyn Heaton, Dean, Faculty of Arts, Media and Design
Sandra Larwill, Acting Dean, Centre for continuing and Online Learning

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Glenn MacDougall, Director of Learning and Teaching Services
Peter Fortura, Acting Executive Director
Shelley Styles, Director, Student Support Services

MANAGERS
Jack Doyle, General Manager
Larry Weatherdon, eTextbook Project Manager / Fieldwork Placement System Manager
Tammy Thornton, Manager, Library, Peer Tutoring and the Student Learning

STUDENT SUCCESS SPECIALIST
Alicia George
Deborah buck
Emily Appleyard
Irene Mitani
Jan Strickland
Jay Smith
Jenny Dyall
Karen Gendron
Lisa Lamb
Livia Koneval
Lorraine St. Pierre
Martine Plouffe
Nastia Touhlova
Sacha Leduc
Samantha Haight
Sharon Smith
Shelly Waplington
Tony Mendes

OMBUDSMAN
George Cole, Ombudsman

REGISTRAR
Jeff McNabb, Registrar

OTHER CONTRIBUTORS
Dan Cuddy, Information & Outreach Liaison
Jeffery Agate, Manager, Counselling and Aboriginal Services
Kris Greeley, Supervisor, ITS Client Care Group
Marni Squire, Coordinator, Academic Advising, Faculty of Technology and Trades
Michelle Tait-EBurne, Student Engagement
Nancy Makila, Executive Assistant
Phil Gaudreau, Communications Officer
Ruben Sanchez, Employee Services Officer
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