



2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Algonquin College
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OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the un-audited enrolment forecast for 2010-2011 reported to the Ministry on November 1, 2010 (Full-Time funded students only: does not include Second Career, Apprentice or International students).*

Algonquin College reported to the Ministry the total Headcount enrolment in 2010-2011 = **13,609**.

Please indicate the number of students aged 18-24 (age as of November 1, 2010) from the total Headcount enrolment reported by **Algonquin College** to the Ministry for 2010-2011 = **10,594**.

Please indicate the number of students aged 25+ (age as of November 1, 2010) from the total Headcount enrolment reported by **Algonquin College** to the Ministry for 2010-2011 = **2,737**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2010) enrolled at **Algonquin College** in 2010-2011= **310**.

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

Please provide one or more examples, in the space provide below, of highlights from *Algonquin College's* Enrolment Management Plan that *Algonquin College* used during 2010-2011 to manage enrolment.

1. Algonquin continues to increase its winter program intakes to allow more students access to popular programs. One result has been a 12.9% increase in our summer enrolments as a result of the flow-through of level one winter intakes.
2. Offerings of online programs have been increased to allow students flexibility in their choice of delivery modes. This has helped ease space constraints within the college.
3. For the third consecutive year, scheduling of full-time programs in the evening and weekends has increased, allowing the college to meet the increasing demand for its programs.

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

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

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

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

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

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

For the following, please include Full-Time and Part-Time, but not Second Career, Apprentice or International students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Algonquin College who registered with the Office for Students with Disabilities and received support services in 2010-2011= <u>1,814</u></p> <p>Full-Time Students with Disabilities as a percentage of Full-Time Enrolment at Algonquin College in 2010-2011 was: (calculation based on the total number of Full-Time Students with Disabilities (<u>1,814</u>) provided above by Algonquin College, divided by Algonquin Colleges 2010-2011 Full-Time Enrolment Headcount (<u>13,609</u>)) = <u>13.3%</u></p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Algonquin College who registered with the Office for Students with Disabilities and received support services in 2010-2011 = <u>94</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Algonquin College in 2010-2011= <u>4,204</u></p> <p>Full-Time First Generation Students as a percentage of Full-Time Enrolment at Algonquin College in 2010-2011 was: (calculation based on the total number of Full-Time First Generation Students (<u>4,204</u>) provided above by Algonquin College, divided by Algonquin Colleges 2010-2011 Full-Time Enrolment Headcount (<u>13,609</u>)) = <u>30.9%</u></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Algonquin College in 2010-2011 = <u>0</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Algonquin College in 2010-2011= <u>588</u></p> <p>Full-Time Aboriginal Students as a percentage of Full-Time Enrolment at Algonquin College in 2010-2011 was: (calculation based on the total number of Full-Time Aboriginal Students (<u>588</u>) provided above by Algonquin College, divided by Algonquin Colleges 2010-2011 Full-Time Enrolment Headcount (<u>13,609</u>)) = <u>4.3%</u></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Algonquin College in 2010-2011 = <u>0</u></p>

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

Unable to identify First Generation or Aboriginal part-time students. A value of "0" means that the data is Not Available.

In the 2009-2010 MYAA Report-Back, an estimate of the prevalence of Aboriginal students was based on results from the Fall, 2009 First Year Student Survey generalized to the entire student population in all levels of Full Time Post Secondary programs, yielding a count of 1,514 students.

For the 2010-11 MYAA Reporting year, the Aboriginal student count has been reduced to 588 students based on the number of Aboriginal students who voluntarily self-declared on their OCAS application that they were of an Aboriginal background or were sponsored by a funding agency for facilitating Aboriginal student participation in post-secondary studies.

It is recognized that voluntary self-declaration or sponsored status by Aboriginal students produces a low-end count for a number of reasons including: the more inclusive phrasing of survey questions, differences in data-capture timing, perception that self-identification may have negative consequences despite assertions to the contrary, the delivery method, or other undetected selection biases between different methods of data capture.

For the next MYAA Reporting year, an Algonquin-specific question has been added to the system-wide KPI Student Satisfaction Survey asking student respondents to declare their Aboriginal status. Scheduled for February, 2012, the KPI Student Satisfaction Survey covers students in all FTSP programs and semesters, other than a small new intake. The KPI SS Survey typically yields 9,500 responses or 65% of the total population enrolled in FTSP studies.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Algonquin College's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Algonquin College's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Algonquin College's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>

<p>1. A pilot project involving 60 students was launched to provide an online booking system for students with disabilities who need accommodations for testing.</p> <p>2. An interactive video on Disability Support Services at the College is under development to provide much of the information that would be covered with a counsellor for the first time.</p>	<p>1. A student-based mentorship model centered on peer mentorship and technology is being developed and piloted.</p> <p>2. Mature First Generation students sessions were organized as a coffee club, a place where students could meet and discuss their challenges and obtain additional training.</p> <p>3. Work study programs were implemented with employers for FGS Aboriginal students.</p>	<p>1. A web-site was created which includes a chat line where prospective students can speak directly to current Aboriginal students.</p> <p>2. A Skype program was implemented to allow Aboriginal students to have access to their home communities.</p> <p>3. An Aboriginal Hire program was created and presented to 100 Aboriginal and Non-Aboriginal corporations.</p> <p>4. A Strategic Plan for 2010-14 was developed to meet the education and employment needs of Aboriginal youth.</p> <p>5. A plan has been developed to build a 4,000 sq. ft Mamidosewin Centre for Aboriginal students on the Woodroffe Campus by September, 2012.</p> <p>6. Two new positions to support Aboriginal students at Algonquin College were created and filled: Activity Program Coordinator/Student Project Liaison, Mamidosewin Centre and a Student Success Specialist.</p>
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3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, **Algonquin College** committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

**NOTE: SAG data as of June 9, 2011*

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$568,319	515
Other SAG Expenditure to Supplement OSAP	\$1,787,611	2,212
TOTAL	\$2,355,930	2,727

Did **Algonquin College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?

Yes

4) Participation in the Credit Transfer System

The following data is per the College Graduate Outcomes Survey:

Survey Years	Total # of Algonquin College graduates who participated in Graduate Survey (A)	# of Algonquin College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of Algonquin College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2006-2007	3,551	244	6.9%	44,309	3,449	7.8%
2007-2008	3,237	184	5.7%	44,622	3,510	7.9%
2008-2009	3,226	174	5.4%	43,086	3,145	7.3%
2009-2010	3,216	209	6.5%	40,388	2,725	6.7%
2010-2011	3,667	223	6.1%	50,622	3,355	6.6%

Per the College Graduate Outcomes Survey for 2009-2010 and 2010-2011 (based on 2008-2009 and 2009-2010 graduates), the percentage of **Algonquin College** students who were satisfied or very satisfied with academic preparation for university was **81.1%**.

Per the College Graduate Outcomes Survey for 2010-2011 (based on 2009-2010 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **79.2%**.

NOTE: The Ministry recognizes that this is a census survey in which the response rate is approximately 66%. The Ministry also recognizes that this only captures college graduates who have transferred within 6 months of graduation and is not the complete picture of college-university transfer students. The Ministry anticipates that, as data collection systems in institutions evolve, this data will become more complete. The Ministry is developing long-term indicators for credit transfer in consultation with the sector.

Please provide one or more highlights, in the space provided below, of an activity that **Algonquin College** used during 2010-2011, and which contributed to maintaining or improving **Algonquin College's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), changes to student supports or program viewed by the institution to be an innovative practice, a success story and/or a key accomplishment. In addition, **Algonquin College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

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

1. A Memorandum of Understanding (MOU) was signed by the Chair of the Heads of Hospitality and Tourism - Ontario Colleges (HOHTO) for credit transfer into Algonquin College's Bachelor of Hospitality and Tourism Management program. Under this agreement Algonquin agrees to consider graduates of Hotel and Restaurant Management diploma programs for block transfer credit, or graduates of other programs with equivalent outcomes to be assessed for credit transfer on a case-by-case basis.
2. Additional credit transfer pathways were forged this past academic year and others are under exploration. Currently Algonquin has established articulation agreements with 28 academic institutions in Australia, Canada and the United States involving 342 combined certificate, diploma, advanced diploma, graduate certificate and degree program pathway agreements.

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

Support services available to students are detailed in Section 14 - Quality of The Learning Environment - Support. Program coordinators and Student Support Specialists are readily available to facilitate transfer student transitions to Algonquin College programs. The 'Roles and Responsibilities of Those Providing Academic Support for Student Success' is available at: http://www.algonquincollege.com/VPAcademic/documents/ssc_brochure_inside_final_web.pdf

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

1. An internal framework development initiative was undertaken to better articulate internal College laddering and advanced standing program pathways with the objective of improving publications and information available to prospective and current students.
2. All credit transfer pathways were reviewed in 2010-2011 and suitable pathways were entered into the enhanced Ontario College University Transfer Guide.
3. An existing stand-alone MS Access Exemption database has been mapped and development work done to transfer this information to the College Student Information System. (GeneSIS).

5) Class Size*

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

Please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **Algonquin College** in 2010-2011 using the calculation indicated above:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	1,748	47.9%
30 to 60 students	1,727	47.3%
61 to 100 students	156	4.3%
101 to 250 students	21	0.6%
251 or more students	0	0%
Total	3,652	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	441	38.3%
30 to 60 students	625	54.3%
61 to 100 students	80	6.9%
101 to 250 students	6	0.5%
251 or more students	0	0%
Total	1,152	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	124	47.5%
30 to 60 students	129	49.4%
61 to 100 students	8	3.1%
101 to 250 students	0	0%
251 or more students	0	0%
Total	261	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4 th Year Sections
Fewer than 30 students	20	87%
30 to 60 students	3	13%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	23	100%

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

Please provide one or more highlights, in the space provided below, of a **Algonquin College** activity in 2010-2011, which contributed to maintaining or improving **Algonquin College's** class size initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

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

Demand analysis is performed each term prior to the scheduling of activities to ensure the appropriate allocation of classrooms by type/size based on the demand outlined in course loading.

Algonquin College has initiated room utilization and capacity reports by term to assist in the optimal utilization of teaching space.



6) eLearning

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the Government of Ontario announced the creation of a new Ontario Online Institute (OOI). In spring 2010, the Ministry conducted a survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Online Ontario Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

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

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

Programs:

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

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



Please indicate in the table below the number of Ministry-funded courses, programs **Algonquin College** offered in 2010-2011 and corresponding registration information -

*An Ontario College Credential includes: *Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate (or the French-language equivalent).*

*Other Credential includes: *local board certificates, non-credit courses and other similar course/program offerings.*

COURSES	Ontario College Credential*	Other Credential*
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	611	
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	0	
Total # of Ministry-funded courses offered through the above eLearning formats	611	
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	17	34
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded programs offered in the above eLearning formats	17	34
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	9821	
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	9821	



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

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



Hybrid Learning*

*DEFINITIONS:

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

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

In the space provided below, please highlight one or more examples of **Algonquin College's** use of Hybrid Learning courses and/or programs in 2010-2011.

During Winter 2011, approximately 25% of all courses offered to full-time students at the College were either in hybrid or fully online format:

1. 435 unique hybrid courses and 860 sections were offered to accommodate 27,150 course registrations. The average class size was 32 students per section. Hybrid courses average 1.1 hours of online activity per week or approximately 33% of the course hours.
2. For Online courses offered, predominantly General Education, 66 unique fully online courses with 166 sections and 4908 course registrations were offered. Average class size was 30 students with an average length of 3 hours per week.
3. For Classroom based courses, 1,471 unique courses with a total of 2942 sections were offered.

Please provide one or more highlights, in the space provided below, of a **Algonquin College** activity in 2010-2011, which contributed to maintaining or improving **Algonquin College's** eLearning initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

1. Hybrid Learning

Algonquin has implemented hybrid course activity as an integral component of every student learning experience at the College. With only a few exceptions, programs are expected to offer approx. 20% of programming hours online. The College has not moved aggressively to place entire programs online, preferring to offer a blend of online and face to face activity. There are over 850 hybrid course sections offered each year and many programs will have as much as 50% of the courses in the program delivered in hybrid format.

2. Mobile Delivery

Development is underway to offer every program of study at the college through mobile delivery channels by Fall, 2013. Students will be required to use mobile learning devices, most often laptops, on a routine basis. eClassrooms are being upgraded to true Smart Classrooms with the addition of interactive whiteboards. Lecture capture will become a normal activity, and more and more full online and hybrid courses will be developed to meet the demand of our mobile learners. High enrolment courses throughout the College will be offered in fully online formats to provide students with more choice.

3. Fully Online Learning through Distance Education

The Algonquin College DE web portal, known as 'eAlgonquin.ca', is our one-stop online learning ePortal for registered students and faculty. This ePortal was designed during the Fall semester and went into production January 1, 2011.

Innovative features such as single sign on, timed course activation, electronic registration notice and automated course evaluation provide students in 23 countries and over 200 cities around the world with a dependable and reliable learning experience. Faculty can enjoy seeing their timetables at a glance, and share exchanges in a staff only discussion forum. Site administrators can create additional content areas easily without additional programming.

Built upon a secure and robust technology platform employing high security encryption, the ePortal supports over half a dozen different Learning Management Systems and can easily support more regardless of type or location. The online student community has quickly embraced eAlgonquin.ca and we project in excess of 2 Million pageviews from over 11,000 students in the coming academic year.

7) International

7.1 Initiatives

Please identify emerging markets for International Students (i.e. countries who are not represented in **Algonquin College's** current top five source countries for International Students, as shown in International Enrolment section below) in which **Algonquin College** actively engaged in recruitment activities in 2010-2011:

Vietnam
Brazil
Bangladesh
Zambia

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Algonquin College** had in 2010-2011:

- Outbound students* = 34
 *DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.
- Inbound students* = 6
 *DEFINITION: Inbound students are international students registered at an Ontario college/university to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Algonquin College** in 2010-2011 = **\$10,820,034**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Algonquin College** had outside of Canada in 2010-2011 = **\$268,753**

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which **Algonquin College** delivers courses and/or programs **abroad (outside of Canada)** in 2010-2011, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the campus in 2010-2011	Provide 2010-2011 total enrolment in each program offered listed in this table
Jiangsu Maritime Institut	Nanjing / China	Business Administration	38

7.2 Enrolment

In 2010-2011, **Algonquin College** reported to the Ministry the following top 5 source countries for international students:

	Source Country	Number of Full-Time International Students from Source Country	International Students from Source Country as a Percentage of Algonquin College Total Full-Time International Student Enrolment
1.	India	264	33.8%
2.	China	183	23.5%
3.	Saudi Arabia	37	4.7%
4.	Nigeria	25	3.2%
5.	South Korea	22	2.8%

Algonquin College reported to the Ministry that International Enrolment* in 2010-2011 = 780

**DEFINITION: International Enrolment is the headcount of Full-Time international students at the institution, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.*

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

The gross revenue from international student tuition in Ontario in For-Credit academic programs at Algonquin College in 2010-11 above is \$10,820,034 compared to \$10,960,941 in the MYAA Report-Back for 2009-10 despite a substantial increase in international student enrolment from 529 students in 2009-10 to 780 in 2010-11 (Source: OCAS Fall Enrolment Counts). In this 2010-11 report, revenues from ESL International students in the amount of \$3,449,465 were excluded but were included in the previous 2009-10 MYAA Report-Back declaration of International For Credit revenue, explaining the discrepancies between enrolment growth and gross revenue increases between the two reporting years.

Full-Time International Enrolment as a comparative percentage of Full-Time Enrolment at **Algonquin College** in 2010-2011 was: (calculation based on the total number of Full-Time International Enrolment (780), divided by **Algonquin College's** 2010-2011 Full-Time Enrolment Headcount (13,609)) 5.73 %

Please provide **Algonquin College's** 2010-2011 Part-Time International Student Enrolment = 154

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **Algonquin College** in 2010-2011 = 1,598

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Algonquin College** used in 2010-2011 to create pathways for *International students* from **Algonquin College's** ESL programming to postsecondary studies.

1. Algonquin provided conditional admissions offers for ESL students wishing to pursue further post-secondary education at Algonquin College.
2. A new hybrid International English Language Testing System (IELST) and Test of English as a Foreign Language (TOEFL) preparation courses were created to provide additional English training for international students.

Please provide one or more highlights, in the space provided below of a **Algonquin College** activity in 2010-2011, which contributed to maintaining or improving **Algonquin College's** international initiatives. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.

1. Algonquin continued to attract international students in 2010/2011, seeing a 47% increase in enrolment from all markets, particularly India.
2. 34 Algonquin students from 13 programs took advantage of International Scholarship opportunities in 17 countries.
3. The College signed a memorandum of understanding to offer two new programs in Montenegro, and the first intake of 38 students at the Jiangsu Maritime Institute, Nanjing, China, began in September for Algonquin's English as a Second Language and Business Administration programs.
4. In association with a CIDA-funded Education for Employment project, faculty exchanges occurred among hospitality program staff and workshops were offered in the use of labour market information to support demand-driven vocational education and training in Dodoma and Morogoro, Tanzania.
5. Two faculty members and several students from the Social Service Worker program travelled to El Salvador to support the work of the non-governmental organization SalvAide which works to strengthen civil society, promote sustainable and diversified economic development and act as a catalyst for Canadian participation in the support of Salvadoran rural communities.
6. In response to demand for Chinese language instruction, Algonquin partnered with the British Columbia Institute of Technology to open a Confucius Classroom last year, providing a platform for cultural exchanges with China through learning about Chinese language and culture, and strengthening academic, business and tourism ties with China.
7. Algonquin expanded the use of social media and on-line recruitment to reach out to international student markets.



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

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

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

Algonquin College confirmed in its 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, **Algonquin College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Algonquin College confirmed in its 2009-2010 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2010-2011, **Algonquin College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Algonquin College confirmed in its 2009-2010 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **Algonquin College** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Algonquin College's** OECM purchases in 2010-2011: 270,895

Please provide one or more highlights, in the space provided below, of a **Algonquin College** activity in 2010-2011, which contributed to maintaining or improving **Algonquin College's** supply chain initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

1. Algonquin's Purchasing Policy Manual incorporates the mandatory ethics code, procurement directives and policies and procedures as per the Ontario Government's Broader Public Sector guidelines and was approved by the President's Executive Committee.
2. Policies and procedures are reviewed with staff regularly and promoted in workshops and one-on-one training sessions to ensure staff are aware of the College's processes whether they are new to the college or taking a refresher session. A total of nine workshops and 10 individual training sessions were completed in 2010-11.
3. Purchasing continued to review OEM opportunities and communicated them to the College community. The College completed year two of the Office Supplies agreement with Grand and Toy and joined the Desktop Working group for an RFP process in 2011-12.
4. A procurement review by an external firm was completed to assess our procurement practices and to ensure supply chain compliance.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All colleges were to be in compliance with the *Broader Public Sector Accountability Act, 2010*, proclaimed on April 1, 2011. The *Act*, through two new directives (procurement and expenses), establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act, 2010* provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including colleges, to establish rules on perquisites.

BPS Procurement Directive

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

- i. formally adopt the supply chain code of ethics in accordance with their governance processes; and
- ii. comply with the mandatory requirements of the Directive.

Given the proclamation date of April 1, 2011, **Algonquin College** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Algonquin College** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Algonquin College** adopted in 2010-2011 to prepare for compliance.

1. In March, 2011, all VPs, Deans, Directors and Chairs were advised of the new procurement directives before implementation to prepare them for the changes and to provide guidance and resourcing.
2. Purchasing and Finance representatives attended the MTCU training session on March 23, 2011 to develop a roll-out plan to ensure the new directive would be communicated effectively across the College.
3. The Procurement Policy was updated to comply with the new directives.
4. Communication and training sessions were held for all Purchasing and Finance staff to ensure a clear understanding of the requirements moving forward and to provide the tools required to help end-users with questions and concerns during and after implementation.



BPS Expenses Directive

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

- i. requiring designated BPS organization to establish expense rules, and
- ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

Given the proclamation date of April 1, 2011, **Algonquin College** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Algonquin College** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Algonquin College** adopted in 2010-2011 to prepare for compliance.

<ol style="list-style-type: none">1. In March, 2011, all VPs, Deans, Directors and Chairs were advised of the new expense directives before implementation to prepare them for the change and to provide guidance and resourcing.2. Expense Policies were updated to comply with the new directives.3. Communication and training sessions were held for all Purchasing and Finance staff to ensure a clear understanding of the requirements moving forward and to provide the tools required to help end-users with questions and concerns during and after implementation.

BPS Perquisites Directive

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

Given that the effective date for compliance is August 2, 2011, **Algonquin College** is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require **Algonquin College** to attest that it is in compliance with this Directive.

9) Space Utilization

Algonquin College indicated in its 2009-2010 MYAA Report Back that it had a Space Utilization planning process in place to assess and optimize academic space utilization.

Please provide one or more highlights, in the space provided below, of a **Algonquin College** activity in 2010-2011, which contributed to maintaining or improving **Algonquin College's** space utilization initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

1. Extended Scheduling - In Fall 2009, the College extended the scheduling of fulltime post-secondary activity to 10 pm from Monday to Thursday, effectively extending the academic week from 50 hours per week to 64 hours per week. This allowed the College to take advantage of the under-utilized capacity in space in the 6 to 10 pm time period from Monday to Thursday with minimal impact on students. In Fall 2010, the College continued to grow its enrolment without any incremental space. As a result, most of the excess evening capacity was consumed, thereby increasing space utilization.

2. Leadership in Space Management - Algonquin continues to be recognized for its leadership related to best practices in space management.

- In September 2009, MTCU and MEI released the final report prepared by the Courtyard Group on the “Long Term Capital Planning Project”. In this report, Algonquin College was cited as a notable example of best practices in space management among Ontario Colleges.
- In 2010, the Education Advisory Board, a Washington D.C. firm conducting research on best practices for higher education member institutions, identified Algonquin College as “a thought leader on the topic of space utilization”. Algonquin College presented at two Community College Leadership Forums in Washington in November 2010 and February 2011 attended by College Provosts and Presidents to discuss Algonquin’s best practices in space management. In a follow-up to these forums in June 2011, Algonquin College was invited to Lone Star College - North Harris in Houston, Texas to share further best practice strategies in space management with 20 college leaders from the Lone Star College system.
- In March 2010, the Auditor General of the Province of Ontario visited Algonquin to review MTCU infrastructure asset management practices.
- Algonquin College will be presenting on its space management practices at several North American conferences including the Society for College and University Planners International Conference in Washington, DC – June 2011, the Ontario College Facilities Management Association Annual Conference in Toronto – September 2011 and the ERAPPA Annual Conference (Eastern Region of APPA, Serving Educational Facilities Professionals) in Halifax – October 2011

3. Digital College Transformation

In June 2011, the Government of Ontario announced a \$6.6 Million capital grant in support of the \$11 Million Digital College Project submitted to the MTCU as part of its Long-Term Capital Plan in June 2010. The College views the advancement of digital learning environments as critical to serving the needs of the student of the 21st century and as yielding more cost effective enrolment capacity to supplement traditional bricks and mortar facilities. The College opened its first Mobile Learning Centre in Building C in January 2011, a pilot project to convert a traditional computer access centre into a demonstration mobile learning environment. In Fall 2011, the mobile learning environment model will be extended in a major second floor renovation in Building B and again in the new Student Commons project opening in Fall 2012. The College has committed to implementing mobile learning in all its post-secondary programs by Fall 2013.



10) Student Satisfaction

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Algonquin College** for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **89.5%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Algonquin College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **82.7%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Algonquin College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **73.1%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Algonquin College** for KPI Question #45 "The overall quality of the services in the college" = **73.8%**

Please provide one or more highlights, in the space provided below, of a **Algonquin College** activity in 2010-2011, which contributed to maintaining or improving **Algonquin College's** student satisfaction initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

A study has been commissioned to understand the key drivers of student satisfaction based on eight years of cumulative survey results from the KPI Student Satisfaction Survey. To be completed in Fall, 2011, it is expected that College' efforts and investments will then be focused on selected aspects of academic and service delivery and facility and equipment concerns underpinning student satisfaction.



11) Graduation Rate

Per the KPI results reported in 2010-2011, the graduation rate* at **Algonquin College** = 62.9%

Please provide one or more highlights, in the space provided below, of a **Algonquin College** activity in 2010-2011, which contributed to maintaining or improving **Algonquin College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Refer to Section 13 - Student Retention.



12) Graduate Employment Rate

Per the KPI results reported in 2010-2011, the graduate employment rate, 6 months upon graduation, at **Algonquin College** = **84.9%**

Please provide one or more highlights, in the space provided below, of a **Algonquin College** activity in 2010-2011, which contributed to maintaining or improving **Algonquin College's** graduate employment initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

1. Career Readiness Tools - the College launched a career portal last year with online software that helps students write their resumes, receive feedback and support and prepare for job interviews. The job interview program records users so they can review their performance later, and offers suggestions for appropriate answers to questions that students find difficult. For those seeking in-person assistance, a drop-in service helps students with cover letters and job search preparation. The College also recently purchased third-party software that connects students to employers.
2. A Drop-In service was piloted to offer 2 1/2 day sessions per week to give students and graduates the opportunity to obtain quick, targeted advice focusing on their resume and cover letter. With the assistance of two student interns from the Business Administration Diploma program majoring in Human Resources, two Employment Officers were able to meet with 94 clients in one week in comparison to a total of 24 one-on-one appointments only.

13) Student Retention

The table below has been pre-populated with the results from *Algonquin College's* 2009-2010 MYAA Report Backs. Please identify *Algonquin College's* achieved results for 2010-2011 using the following methodology :

Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs on which enrolment is reported at minimum twice).

	Retention Rate Achieved for 2009-2010	Retention Rate Achieved for 2010-2011
1st to 2nd Year	<u>74.1%</u>	2010 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>4,282</u> \div 2009 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>5,803</u> x 100 = <u>73.8%</u>
2nd to 3rd Year	<u>90.2%</u>	2010 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>1,021</u> \div 2009 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>1,061</u> x 100 = <u>96.2%</u>
3rd to 4th Year	<u>92.8%</u>	2010 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>11</u> \div 2009 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>12</u> x 100 = <u>91.7%</u>

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



Please provide one or more highlights, in the space provided below, of a **Algonquin College** activity in 2010-2011, which contributed to maintaining or improving **Algonquin College's** retention initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

1. Implemented Phase 2 of the Student Success Centre, a one-stop service where students go for help and information on student success strategies. Staffed with Student Success Specialists and Academic Advisors on a scheduled basis, as well as specialized personnel during peak demand periods, this service involves representatives from the Aboriginal Centre, the International Education Centre and Learning Strategists.

2. A Student Retention manual for Academic Coaching was created and workshops were developed including Making Referrals, Case Studies in Advising and Creating Effective Conversations.

3. The tracking and reporting of student retention has continued to be refined. Retention results are now available by level, program, department and school with comparisons to the prior year for both the fall and winter semesters. Success rates are also available and published for sections within every course for all programs for both the fall and winter semesters.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **Algonquin College** used in 2010-2011 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality for the three quality measure categories indicated below -

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

In 2010-11, the College began implementation of the recommendations in the Strategic Programs and Services Planning (SPSP) Project Final Report which was approved by the Board of Governors on June 28, 2010. The Project articulated four clear directions for the College going forward to ensure that:

1. Learning is the priority of the entire College
2. Members of the College community are committed to student success
3. The College focuses on relevant, high-quality programs and services
4. The College focuses on processes of continuous improvement

In the SPSP Project, every program and service was placed in a recommendation category. Potential new program opportunities were also identified. Implementation of these recommendations was one of the priorities identified for 2010/2011.

Programs:

Program recommendations were actioned during the 2010/2011 year. Many recommendations identify challenges that require long term actions in the programs to improve such things as student success (retention and graduation rate) or financial contribution. Implementation plans and timelines have been developed to address these concerns.

To better facilitate new program development and or program modifications/revisions the College's Curriculum Development Committee launched a Program Development website in Fall 2010. The website includes a Program Development Guide that assists program developers and the College community with all aspects of new program proposal development or modification. The Program Development website and Guide may be viewed at:
http://www.algonquincollege.com/acad_dev/services_program_dev.htm

Services:

During 2010/2011 an emphasis was placed on developing service performance metrics (SPMs) for all services across the College. This included defining service outcomes and developing indicators and measures for these outcomes. Data gathering for the SPM will be gathered in 2011/2012 and will be included in the next stage of this project to be completed in June 2012.

Other SPSP Priorities:

A framework to develop a College Programming Strategy was developed during 2010/2011. This framework is comprised of four components:

- Strategic Directions and Business Intelligence
- College Programming Directions
- Program Development and Review
- College Program Mix

Establishing strategic directions for College programming using this framework will be completed in 2011/2012. Ultimately, this will lead the College to a program mix that reflects both employment and applicant demand enabling the College to graduate students able to compete more successfully the employment market.

Developing a Culture of Continuous Improvement

A consistent theme in the work done in SPSP has been to work towards continuous improvement. The establishment of service performance metrics is an example of this. College Strategic Planning and Analysis for services and Program Quality

Review are two major investments that the College is making towards the goal of incorporating continuous improvement across the College.

The SPSP Implementation Progress Report is available at: <http://www.algonquincollege.com/planning/>

Commitment to Professional Development

The College's Centre for Organizational Learning provided inbound and outbound training for all faculty. Achieved Results: Several hundred learning sessions were offer to faculty and staff that were related to enhancing the efficacy of the teaching and instructional practice for the primary purpose of enhanced learning outcomes.

The Curriculum Implementation Service, an outbound service to support faculty in the incorporation of educational technologies into curriculum, including hybrid and online courses, was established in 2010/2011. Faculty have used this service heavily.

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

Student engagement is being enhanced through the progressive incorporation of characteristics of 'The Algonquin Experience' within new and existing program delivery. There are seven characteristics constituting 'The Algonquin Experience' including a student experience that is: Integrated, Experiential, Connected, Sustainable, Flexible, Technologically Advanced, and Global. Each of these characteristics is gradually being introduced into programs where feasible and appropriate, with the intention of enhancing student engagement and better preparing graduates for the global workplace. More information on 'The Algonquin Experience' is available at:

<http://www.algonquincollege.com/VPAcademic/TheAlgonquinExperience.pdf>

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

The Student Success Committee fosters and explores initiatives to support the success of students. A recent initiative of the Student Success Committee has been the development of a brochure detailing the, 'Roles and Responsibilities of Those Providing Academic Support for Student Success' available at:

http://www.algonquincollege.com/VPAcademic/documents/ssc_brochure_inside_final_web.pdf The delineation of pre-enrolment and ongoing support for enrolled students details the roles of Faculty Student Success Specialists, Academic Advisors, Academic Coaches and Counsellors in Counselling Services.

15) Ten Percent Reduction in Executive Office Costs for 2011-2012

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of **Algonquin College's** Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is **Algonquin College's** 2010-2011 budget for their executive offices.



Algonquin College confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.

Attestation:



Algonquin College confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from **Algonquin College's** Executive Head or Board of Governors.

Contact:

Please provide the contact information for the representative at **Algonquin College** to whom public inquiries can be directed regarding **Algonquin College's** 2010-2011 MYAA Report Back:

- Name: Wayne Lewrey
- Telephone: (613) 727-4723, Ext. 5387
- Email: lewreyw@algonquincollege.com

Please indicate the address on **Algonquin College's** website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

- <http://www.algonquincollege.com/reports/>