Ontario

Ministry of Training, Colleges and Universities

2013-2014 Report Back

Institution Name:	Algonquin College

OVERVIEW

The annual Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

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

1) Enrolment - Headcount*

DEFINITION: <u>Headcount</u> is the un-audited 2013-2014 enrolment count on November 1, 2013 in the Ontario College Application System(OCAS) (Full-Time funded students only: does not include Nursing, Second Career, Apprentice or International students).

Algonquin College reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = **15,584**(+).

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment at *Algonquin College* in 2013-2014 = **11,990**.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment at *Algonquin College* in 2013-2014 = **3,234**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2013) enrolled at *Algonquin College* in 2013-2014= **360**.

* 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.

Determined from the Full-time Enrolment Headcount submission.

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 2013-2014 to manage enrolment.

Algonquin College's Strategic Enrolment Management Committee (SEMC) is dedicated to provide a comprehensive approach to integrating all of the Institution's programs, practices, policies, and planning related to achieving the optimal recruitment, retention and graduation of students, across all education and training activities.

Algonquin's SEM Mission is to strengthen student access, progression, and completion, in pursuit of lifelong career success and meaningful community engagement.

During the 2013-14 MYAA reporting period, Algonquin SEMC committee has focused on the admission and retention life cycle of a student, and carried out a number of initiatives, to evaluate and improve the student experience including:

Application Process Changes
The committee undertook an evaluation of the students' application experience, which resulted in changes to internal procedures to enhance communication throughout the application process. Key changes meant that students received timely information in a clear and straightforward format. Additionally, students were provided guidance for next steps and where to seek additional information as required.

Registration Enhancement
During 2013-14, Algonquin created an automated process to monitor students listed with a "confirmed" status who had not yet registered. Student's that were listed as confirmed in the late stages of the enrolment cycle were identified so that the college was able to contact the student to establish whether additional guidance or support was needed to complete the student registration process. Through identifying students who have not registered within a given timeframe, Algonquin is able provide assistance, leading to a more efficient registration process.

Program Demand and Demographic Analysis
The SEMC committee conducts ongoing analysis of program demand by demographic groups and enrolment catchment area. This analysis helps the college plan for program demand in addition to ensuring that the current program offerings are in line with the need of the students and the labour market.

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 **Algonquin College's** annual report to the Ministry for the Accessibility Fund for Students with Disabilities (AFSD).

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

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

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

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

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

Students With Disabilities	First Generation Students	Aboriginal Students
Please indicate the total number of Full-Time *Students with Disabilities* at **Algonquin College** who registered with the Office for Students with Disabilities and received support services in 2013-2014= **1,946** The total indicated above as a comparative % of **Algonquin College's** 2013-2014 Enrolment Headcount: (Insert Total From Above) **1,946** ÷ **15,584**[(+)] (2013-2014 Enrolment Headcount) x 100 = **12.5**%	Please indicate the total number of Full-Time *First Generation Students* enrolled at **Algonquin College** in 2013-2014= **3,975** The total indicated above as a comparative % of **Algonquin College's** 2013-2014 Enrolment Headcount: (Insert Total From Above) **3,975** ÷ **15,584** [(+)] (2013-2014 Enrolment Headcount) x 100 = **25.5**% Please also indicate the total number of Part-Time *First Generation Students* enrolled at **Algonquin College** in 2013-2014 = **0**	Please indicate the total number of Full-Time *Aboriginal Students* enrolled at **Algonquin College** in 2013-2014= **940** The total indicated above as a comparative % of **Algonquin College's** 2013-2014 Enrolment Headcount: (Insert Total From Above) **940** ÷ **15,584**[(+)] (2013-2014 Enrolment Headcount) x 100 = **6**% Please also indicate the total number of Part-Time *Aboriginal Students* enrolled at **Algonquin College** in 2013-2014 = **153**

* 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.

1. 2013-14 Ministry Report - Accessibility Fund for Students with Disabilities.
2. Centre for Students with Disabilities Information System (internal database).

Students With Disabilities	First Generation Students	Aboriginal Students
Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving **Algonquin College's** initiatives for *Students with Disabilities*. A highlight could be a strategy, initiative or program viewed by **_Algonquin College_** to be an innovative practice, success story and/or key accomplishment.	Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving **Algonquin College's** initiatives for *First Generation Students*. A highlight could be a strategy, initiative or program viewed by **_Algonquin College_** to be an innovative practice, success story and/or key accomplishment.	Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving **Algonquin College's** initiatives for *Aboriginal Students*. A highlight could be a strategy, initiative or program viewed by **_Algonquin College_** to be an innovative practice, success story and/or key accomplishment.
Students with Disabilities: These statistics were reported in our Annual Report to MTCU for 2013-2014, in compliance with our AFSD funding (Accessibility Fund for Students with Disabilities).

In 2013-14 Algonquin College piloted a Transition Program for Students with Autism Spectrum Disorder. This new initiative will assist students in their transition from high school to college.

Over the summer several orientation and transition activities were planned that incoming students could take part in. These activities complemented our other Transition Days for all students with disabilities, which are held three times a year.

The Transition Support Centre kicked off the spring with a Parent Transition Workshop, aimed at providing information and opportunity to consider strategies to support student readiness for college.

Information and practical support for faculty was also provided through two workshops. These were followed by a variety of formal student events that focused on becoming familiar with the physical college, college process, and support services, as well as the development of coping skills and essential learning skills.

In the fall, the TSC's Disability Counsellor and Learning Strategists | Unable to identify FGS part-time students; declared as 0 above.

A complete business plan is being executed for the 2013 2014 school year. Based on significant research and data analysis from program evaluations of first generation initiatives in previous years we have been able to infer some of what First Generation students need to succeed and be retained in postsecondary life. The business plan will
deliver a first Generation learning network and execute events virtually and in person to the members of this dynamic network. The network generates mentorship matchups between alumni / staff and First Generation students. A smart device application will launch fall 2013 and will respond to the unique needs of First Generation students as well as generate ongoing analytics as to their needs. A summer "Success at College" program ran for two weeks at Algonquin College providing interventions for First generation students embarking on postsecondary education to be truly prepared for the College experience.The successful Education to Employment Program (DevelopMENTOR program): continues to be in demand by employers and students, a formal curriculum for this program has been developed and is being successfully delivered along wit the services of an employment coach who works closely with employers and students during the experiential learning | Aboriginal Students: "Aboriginal Students" were identified as those students who either self-identified as Aboriginal on OCAS at the time of their application, were sponsored by an Aboriginal organization, or both. The headcount of the total number of Aboriginal students at Algonquin was calculated by summing the total number Aboriginal students enrolled in the Fall, 2013; Winter, 2014; and Spring, 2014 semesters. By comparison, the total number of Aboriginal students enrolled in full time studies as of November 1, 2013 was 462 and the total number of unique Aboriginal students enrolled in full-time studies at Algonquin at some point during the 2013-2014 academic year was 709.

Algonquin College was involved in a series of initiatives designed to improve student transition to college, academic success, and transition to employment. Some examples include:

An Employment preparation program titled DevelopMENTOR received an international award from the International Partnerships Network organization.

Initiation of a multi-year review of the retention and graduation rates of Aboriginal students at Algonquin College.

Development of a protocol for opting sponsored students with existing health and dental insurance out of group |

began seeing students in individual appointments and drop-in sessions, ensuring that academic accommodations and organizational supports were in place. This semester will see the continuation of social events, a student workshop series, and outreach to prospective post-secondary students. We currently have 40 students who have accessed service through our Centre.	phase of the program.	coverage. Student Residence Initiative – Aboriginal Students receive their funding approval in late July. Working with the Residence office, a number of rooms were set aside for these students. Facilitation of a student-led Pow Wow attended by hundreds of Algonquin employees and students. Algonquin hosted an Aboriginal Graduate Honoring Ceremony for all students graduating from a post-secondary institution in the National Capital Region.

3) Participation in the Credit Transfer System

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

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

Reporting 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)
2009-2010	3216[+]	209[+]	6.5%[+]	40388[+]	2725[+]	6.7%[+]
2010-2011	3667[+]	223[+]	6.1%[+]	50622[+]	3355[+]	6.6%[+]
2011-2012	4163[+]	252[+]	6.1%[+]	57701[+]	3463[+]	6%[+]
2012-2013	4054[+]	235[+]	5.8%[+]	57462[+]	3424[+]	6%[+]
2013-2014	4018[+]	211[+]	5.3%[+]	54467[+]	3003[+]	5.5%[+]

Per the College Graduate Outcomes data reported in 2013-2014 (based on 2012-2013 graduates), the percentage of *Algonquin College* students who were satisfied or very satisfied with academic preparation for university was **85.2%[+]**.

Per the College Graduate Outcomes data reported in 2013-2014 (based on 2012-2013 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **85.1%[+]**.

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

Please provide one or more highlights, in the space provided below, of an activity that *Algonquin College* used during 2013-2014, and which contributed to maintaining or improving *Algonquin College's* efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), changes to student supports or program viewed by *Algonquin College* to be an innovative practice, a success story and/or a key accomplishment. In addition, *Algonquin College* may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

In 2013-14 Credit Transfer Institutional Grant funding supported a number of initiatives towards enhancing Algonquin College's credit transfer processes. Among others, these included the following: 1) The development of an automated online exemption submission process to capture credit transfer requests and assessments, including all related supporting documentation. The system will be piloted in the 2014-15 academic year. 2) A PLAR Facilitator was hired for a seven month period to conduct research on PLAR initiatives and to offer staff professional development that has enabled Algonquin to create and enhance PLAR tools and services. Research activities to determine best practices and incorporating those into the Algonquin PLAR process helped College staff with awareness and workflow processes, along with the simplification of student experiences with PLAR services. 3) A Transfer Student Coordinator was hired for a seven month period to guide students through the credit transfer process and to research the transfer student population at Algonquin College. The algonquincollege.com/transfer website was updated to include frequently asked questions, credit exemption forms, and the Credit Transfer Pathway Process Map. Through research initiatives survey data was collected four times during the academic year. The 2013-2014 survey collected information on credit mobility and student engagement. The survey was administered to 237 transfer students, 132 of whom completed the survey in its entirety. Survey data was collated, and a presentation to share findings with other Ontario Institutions delivered at the 2014 Ontario Council for Articulation and Transfer's 3rd Annual Student Pathways in Higher Education Conference. 4) New articulation agreements were established with the University of Ontario Institute of Technology, Lakehead, Carleton, and Western universities.

4) 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.

Class Size Calculation Example:

FIRST YEAR - COURSES

GSSC1109 *Life Span Development*
Course Option #1: Offered Tues - 35 students enrolled **(Class Size Reported in 2013-2014 Report Back = 35)**
Course Option #2: Offered Wed - 25 students enrolled **(Class Size Reported in 2013-2014 Report Back = 25)**

COMP1082 *Computer Skills*
Course Option #1: Offered Mon - 98 students enrolled **(Class Size Reported in 2013-2014 Report Back = 98)**

SWRK1026 *Canadian Social Welfare*
Course Option #1: Offered Mon & Thurs - 10 students enrolled **(Class Size Reported in 2013-2014 Report Back = 10)**
Course Option #2: Offered Wed & Fri - 10 students enrolled **(Class Size Reported in 2013-2014 Report Back = 10)**
Course Option #3: Offered Tues & Thurs - 40 students enrolled **(Class Size Reported in 2013-2014 Report Back = 40)**

SWRK 1041 *Preparation for the Field*
Course Option #1: Offered Tues - 30 students enrolled **(Class Size Reported in 2013-2014 Report Back = 30)**
Course Option #2: Offered Wed - 30 students enrolled **(Class Size Reported in 2013-2014 Report Back = 30)**

SWRK1043 *Group Dynamics*
Course Option #1: Offered Mon - 60 students enrolled **(Class Size Reported in 2013-2014 Report Back = 60)**

COMM1007 *College English* (*If this is a cross-listed course with another faculty, count only once)
Course Option #1: Offered Mon & Thurs - 100 students enrolled **(Class Size Reported in 2013-2014 Report Back = 100)**
Course Option #2: Offered Wed & Fri - 101 students enrolled **(Class Size Reported in 2013-2014 Report Back = 101**)
Course Option #3: Offered Tues & Thurs - 76 students enrolled **(Class Size Reported in 2013-2014 Report Back = 76)**

Each of these course offerings should be counted once in the table below, in the appropriate class size section.

For the 2013-2014 Report Back, using the information above, the class size data would be recorded as follows.

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

Using the class size calculation example above, please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at *Algonquin College* in 2013-2014:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1st Year Sections
Fewer than 30 students	1,943	49.1%
30 to 60 students	1,799	45.5%
61 to 100 students	158	4%
101 to 250 students	52	1.3%
251 or more students	2	0.1%
Total	3,954	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2nd Year Sections
Fewer than 30 students	571	40.9%
30 to 60 students	757	54.2%
61 to 100 students	61	4.4%
101 to 250 students	7	0.5%
251 or more students	0	0%
Total	1,396	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3rd Year Sections
Fewer than 30 students	147	45.2%
30 to 60 students	157	48.3%
61 to 100 students	21	6.5%
101 to 250 students	0	0%
251 or more students	0	0%
Total	325	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4th Year Sections
Fewer than 30 students	18	54.5%
30 to 60 students	15	45.5%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	33	100%

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

Assumptions:

1) The current program of study version was selected.
2) ESL/FSL International programs are offered on a continuous basis and have been included in year one data.
3) Labs and fieldwork are predominantly delivered at the higher level of the program which will explain the discrepancies in classroom numbers over time.
4) CE activities are excluded as these activities are not linked to a program of study.
5) Online courses have been excluded with the exception of General Education courses which meet with faculty once per term.

Please provide one or more highlights, in the space provided below, of an activity that **Algonquin College** used during 2013-2014, which contributed to maintaining or improving **Algonquin College's** class size initiatives. This could be a strategy, initiative or program viewed by **Algonquin College** to be an innovative practice, success story and/or key accomplishment that **Algonquin College** would like to highlight.

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

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

5) eLearning

As part of the government's PSE Transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario, including fully online, synchronous and hybrid learning.

Fully Online Learning* and Synchronous Conferencing*

DEFINITIONS:

Courses:

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

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

Programs:

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

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

Course, Program and Registration Data:
Please indicate in the table below the number of Ministry-funded courses, programs ***Algonquin College*** offered in 2013-2014 and corresponding registration information

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

COURSES	**Ontario College Credential**[*]	**Other Credential**[*]
# of Ministry-funded courses offered through *Fully Online Learning**	672	
# of Ministry-funded courses offered through *Synchronous Conferencing**	0	
Total # of Ministry-funded courses offered through the above eLearning formats	672	
PROGRAMS	**Ontario College Credential**[*]	**Other Credential**[*]
# of Ministry-funded programs offered through *Fully Online Learning**	23	36
# of Ministry-funded programs offered through *Synchronous Conferencing**	0	0
Total # of Ministry-funded programs offered in the above eLearning formats	23	36
REGISTRATIONS	**Ontario College Credential**[*]	**Other Credential**[*]
# registrations in Ministry-funded programs offered through *Fully Online Learning**	23,785	
# registrations in Ministry-funded programs offered through *Synchronous Conferencing**	0	
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	23,785	

*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.

The enrollment information does not include a further 11,589 course level enrollments and 136 fully online courses being delivered. Total course level enrollment in fully online courses was 35,374 in 13-14.

Hybrid Learning*

*DEFINITIONS:

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

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

In the space provided below, please highlight one or more examples of **Algonquin College's** use of Hybrid Learning courses and/or programs in 2013-2014.

To enhance quality assurance practices for online and blended learning, Algonquin College developed Hybrid and Online Quality Assurance Standards (HOQAS) adopting the internationally recognized Quality Matters™ (QM) rubric. Training was undertaken by designated staff members to become QM certified Peer Reviewers and approximately 300 course reviews will take place during 2014-15.

Algonquin's eText initiative was expanded to included 34 programs. Approximately 3700 students were provided digital copies of their textbooks and learning resources at an average savings of 40% over traditional print textbooks. This initiative made it possible to ensure that 100% of the students enrolled in the participating programs had access to all their required eTexts. During the academic year over 28,000 eTexts were deployed.

The College's Mobile Learning Programs (renamed as Bring Your Own Device programs) included over 15,000 students. All theory based classrooms and many of the college's dedicated lab spaces have been upgraded to include high speed wireless access for all students, electrical connections for 50% or more of the students in every classroom, and enhanced multimedia faculty workstations. Students in BYOD programs are provided a suite of software to install on their personal devices including MS Office, and Adobe Creative Suite.

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

Algonquin introduced an outcomes based standard of evaluation, the Provincial Learning Unit (PLU). The provincial learning units (PLU) project displayed innovation through its self-directed outcomes based design geared towards modular learning, immediate feedback, and flexible availability to learners. Learners are provided with individualized visual dashboards which show unit progress, and provide motivation for completion. Units are broken down into content tasks where learners view original content, link to external resources, and attempt practice assessments which provide immediate feedback. The unit has been designed for learners to progress at their own pace, and through the content that is valuable and meaningful to their learning. A pre-assessment assists in determining learners' prior knowledge, and built in monitoring helps suggest to the learner when they are prepared for the final exam.

This approach contributes to the financial sustainability of the department by providing a platform in which to continue to develop and deliver future learning units. The platform utilizes existing support infrastructure, and can scale to handle more learners and courses. Furthermore, the platform itself can be extended to explore future innovative enhancements. From a learner-perspective, the modular design of learning units provides opportunities for credit recovery at a smaller cost encouraging retention and contributing to the overall success of Algonquin's students.

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 - FT and PT) and focus groups (6), a Retention and Student Success plan was developed to be operationalized in 14-15.

The Centre for Continuing and Online Learning Student ePortal has been accessed from 146 countries and 2,463 cities worldwide including countries such as Guyana, China, United Arab Emirates, Germany, Pakistan, Luxembourg and Switzerland

6) International Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Algonquin College** had in 2013-2014:

- Outbound students* = <u>0</u>

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

- Inbound students* = <u>42</u>

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

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Algonquin College** delivers courses and/or programs **abroad (outside of Canada)** in 2013-2014, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2013-2014	2013-2014 Total Enrolment by Program
Jiangsu	Nanjing / China	Business Admin	255
Liaoning	Shenyang / China	Hospitality Management	0
MRIU	Faridabad / India	Interior Decorating	62
Petrovac	Petrovac / Montenegro	Hospitality Management	54
Milocer	Milocer / Montenegro	Culinary Management	43
Jazan	Jazan / Saudi	Elec Eng and Mech Tech	145

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

Abbreviations used above:

Elec Eng = Electrical Engineering Technician
Mech Tech = Mechanical Technician - Industrial Millwright

Please provide one or more highlights, in the space provided below, of an activity that *Algonquin College* used during 2013-2014, which contributed to maintaining or improving *Algonquin College's* international initiatives. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.

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1. Algonquin College released a detailed International Strategic Plan to guide the college in its on-shore and off-shore international activities.
2. In a world-wide Request for Proposal Algonquin was selected by Colleges of Excellence as the operator for a male college and a female college in the region of Qatif, Saudi Arabia. Program delivery may begin in Winter 2015.
3. Algonquin College participated in the Brazil "Science Without Borders" program, receiving both students and faculty from select Brazil institutions.
3. Algonquin restructured its India Office in March 2014 to better aid in student recruitment.
4. Algonquin launched a Mandarin language website, registered in China.
5. Algonquin launched a pilot pre-arrival and arrival service for students from South-East Asia.
6. Algonquin revised travel directives for students, faculty and staff traveling overseas, with an emphasis on duty of care.
7. Algonquin delivered on-shore and off-shore teacher training programs for Korean and Chinese partners.
8. Algonquin hosted 14 delegation visits with 218 guests over the academic year to provide an orientation to college-level educate and to the City of Ottawa environment.

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7) Work-Integrated Learning*

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

*DEFINITIONS:

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

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

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

Based on the definitions provided above, please provide WIL data for *Algonquin College* in 2013-2014:

	Certificate	Diploma	Advanced Diploma	Graduate Certificate	Applied Degree
Number of programs at *Algonquin College* with a Co-op Stream	5	12	8	3	4
Number of students at *Algonquin College* enrolled in a Co-op program	7	436	285	57	261

Please provide one or more highlights, in the space provided below, of an activity that *Algonquin College* used during 2013-2014, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by *Algonquin College* to be an innovative practice, success story and/or key accomplishment.

A new unit was established under the umbrella of Community Partnerships and Engagement (CPE) to focus on and increase coordination across areas of WIL. CPE has aligned community outreach (Algonquin Connects), WIL, Cooperative Education and Academic Partnerships to coordinate and lead cross-college outreach activities with the goal of deepening student and faculty engagement in the community. The College has identified via survey and program review 86% participation in WIL related activities including opportunities in 8 defined areas (cooperative education, field placements, service learning (community based projects), global service learning, clinical placements, job shadowing, applied research, and College field/work/clinical placement). Existing opportunities on campus include our living labs on campus (dental lab, massage lab, Restaurant International, hair & esthetic salons, Veterinary Clinic, etc.).

The College's applied research program involved 720 students; 600 were in In-Class or Capstone projects while 120 were hired as paid Research Assistants. Students and faculty worked on 241 projects with 120 clients. A number of students were hired by the enterprises with which they did their applied research project. The College was able to start building a Construction Research Centre with infrastructure funding from the Canada Foundation for Innovation and the Ontario Research Fund.

The College developed a DevelopMentor program for Aboriginal youth that provides training and coaching for youth lacking solid work skills. The program is designed to prepare students to be successful in their paid part-time work opportunities with participating employers through customized, individual employment coaching. Eight students were placed with local businesses. This program will be offered to First Generation students in 14/15.

8) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2013-2014, the student satisfaction rate at **Algonquin College** for KPI Question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **88.4%**[(+)]

Per the KPI results reported in 2013-2014, the student satisfaction rate at **Algonquin College** for KPI Question #24 "The overall quality of the learning experiences in this program" = **80.9%**[(+)]

Per the KPI results reported in 2013-2014, the student satisfaction rate at **Algonquin College** for KPI Question #39 "The overall quality of the services in the college" = **71.9%**[(+)]

Per the KPI results reported in 2013-2014, the student satisfaction rate at **Algonquin College** for KPI Question #49 "The overall quality of the facilities/resources in the college" = **81.5%**[(+)]

Please indicate the methods, in addition to the KPI survey results reported in 2013-2014, that **Algonquin College** used in 2013-2014 to measure student satisfaction.

- Bi-annual First-Year Student Survey
- Individual departmental/program student satisfaction surveys
- Annual Web and Mobile Satisfaction Survey
- Ancillary Services Feedback Survey – generated a baseline Net Promoter Score metric. Quantitative and qualitative feedback on the retail stores (Retail Services), Food Services, Print Services, Parking Services, Locker Services, and the AC Card program.
- Ancillary Service Student Focus Groups – Focus on Food and Retail Services
- International Student Barometer conducted by the International Education Centre (Ancillary Note - increased student satisfaction from on-campus eating facilities)

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

Algonquin College and Siemens Canada are strategic partners for a multi-year innovative, guaranteed energy savings contract. Our goal is to make our Ottawa campus more energy and water efficient; address deferred maintenance needs; reduce our greenhouse gases; create new, sustainable applied research opportunities for our students; and, generate some of our own electrical power. In the past year, we have delivered the first of up to four phases of the project, which will materially improve the quality of our students' learning environments.

In July of 2013, College Ancillary Services delivered a Strategic Plan providing guidance for the upcoming 5 years. The foundation of the plan was developed from stakeholder feedback and through much consultation. The balanced scorecard showcases our spotlight on Student Experience through our commitment to embracing a student focused culture while ensuring that our services are relevant and adaptive. The journey to the creation of this plan was presented as a best practice at the OCASA and NACAS annual conferences. In order to reduce line-ups a focused effort was put in place to provide students with their AC Card (student identification card) prior to the first day of classes. Due largely to increased online photo submissions, 5808 first year students had AC Cards in hand on the first day of classes.

9) Graduation Rate

Per the KPI results reported in 2013, the graduation rate at **Algonquin College** = **64.2%[(+)]**

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

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

Please provide one or more highlights, in the space provided below, of an activity that **Algonquin College** used during 2013-2014, which contributed to maintaining or improving **Algonquin College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Algonquin College** to be an innovative practice, success story and/or key accomplishment that **Algonquin College** would like to highlight.

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 - FT and PT) and focus groups (6), a Retention and Student Success plan was developed to be operationalized in 14-15. In 2013-2014, with the goal of improving retention rates, Algonquin College:

Opened a Student Learning Centre to help students improve their English, math and computer skills; the Centre provided students with over 1,150 one-on-one coaching appointments over the three areas of discipline.

Streamlined its business processes to accelerate the disbursement of student loans and bursaries.

Supported strategies and projects of the Student Success Committee.

Introduced Blackboard Training sessions prior to the start of classes in September to connect first-year students with the tools to succeed, helping them effectively navigate the Learning Management System prior to the first day of class; more than 400 students came to campus to receive the training.

10) Graduate Employment Rate

Per the KPI results reported in 2013-2014 the graduate employment rate, 6 months upon graduation, at **Algonquin College** = **85.1%[(+)]**

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

> No additional survey process implemented beyond KPI Graduate Survey.

Please provide one or more highlights, in the space provided below, of an activity that **Algonquin College** used during 2013-2014, which contributed to maintaining or improving **Algonquin College's** graduate employment rate. This could be a strategy, initiative or program viewed by **Algonquin College** to be an innovative practice, success story and/or key accomplishment that **Algonquin College** would like to highlight.

> In 2013-14, with goal of increasing the graduate employment rate, Algonquin College;
>
> Implementation of plan aimed to deliver on the College's of commitment to include work-integrated learning (WIL) experiences in 100% of its Ontario College Credential programs by 2016-2017.
>
> Continued use of Algonquin College Employment Centre's Co-Curricular Record Program (CCR). Record Program. The CCR application is also a part of the career portal powered by Orbis Communications that was recently adopted by the College. Students can track, record, and print an official record of their college-affiliated volunteer and leadership involvement. The transferable skills obtained from volunteering can contribute to increased employability skills. To encourage meaningful learning as a result of student involvement, the Co-Curricular Record features Learning Outcomes that reflect the skills, personal growth, individual knowledge gained through volunteer and leadership experiences. Students can use their CCR to complement their academic transcript and their resume as they begin their transition into the labour market.

11) Student Retention

The table below has been pre-populated with the results from **Algonquin College's** 2012-2013 MYAA Report Back. Please identify **Algonquin College's** achieved results for 2013-2014 using the following methodology:

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

	Retention Rate Achieved for 2012-2013	Retention Rate Achieved for 2013-2014
1st to 2nd Year	**77.7%⁽⁺⁾**	2013 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 4,498 ÷ 2012 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = 5,818 x 100 = 77.3%
2nd to 3rd Year	**87.9%⁽⁺⁾**	2013 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 1,013 ÷ 2012 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 1,216 x 100 = 83.3%
3rd to 4th Year	**94%⁽⁺⁾**	2013 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 68 ÷ 2012 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = 72 x 100 = 94.4%

*NOTE: Institutions used a variety of student enrolment cluster groups in their 2012-2013 MYAA Report Back student retention rate calculations. As such, comparison between prior year student retention rates and the 2013-2014 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with stakeholders to refine the student retention rate indicator for future Report Backs.

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

The Student information system (SiS) at Algonquin College contains information of student enrolment, grades, transfers and graduation. The data is fed into Algonquin Colleges Business Intelligence suite, which aggregates data into a format that can be used for retention analysis as shown above.

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

In 2013-2014, with the goal of improving retention rates, Algonquin College:

• Opened a Student Learning Centre to help students improve their English, math and computer skills; the Centre provided students with over 1,150 one-on-one coaching appointments over the three areas of discipline.

• Implemented the Co-Curricular Record program which allows students to track and officially document College-affiliated volunteer and leadership activities to complement their academic transcripts and resumes; in 2013–2014, over 1,600 students took advantage of this offer to enhance their marketability.

• Streamlined its business processes to accelerate the disbursement of student loans and bursaries.

• Supported strategies and projects of the Student Success Committee.

• Introduced Blackboard Training sessions prior to the start of classes in September to connect first-year students with the tools to succeed, helping them effectively navigate the Learning Management System prior to the first day of class; more than 400 students came to campus to receive the training.

12) Productivity and Innovation Fund (PIF)

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

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
The Development and Implementation of Provincial Learning Units[(+)]	ALGO-CPR2-I[(+)]	Students could be eligible to save upwards of $330.00 per course.	The PLU project was presented to College leadership to demonstrate the innovative approach and discuss practical methods for implementation. Results of a future research project will be disseminated through presentations at conferences across the Ontario postsecondary system.
Implementation of the eTextbook Initiative, Phase II[(+)]	ALGO-CPR3-I[(+)]	In excess of $1,00,000 during the 13/14 academic year. Plus staff salary savings.	Ongoing eText courses and programs.
Business Program Inventory and Redesign[(+)]	ALGO-CPR4-I[(+)]	Reduction of under performing programs and the reallocation of internal resources.	N/A
Automation of Program Costing[(+)]	ALGO-PP5-I[(+)]	Hours required to run the program costings process reduced from approx 145 per annum to 2 per annum.	Algonquin College will be sharing the methodology developed and offer guidance to other College's through collaboration with their Institutional Research Offices and Offices for Academic Operations and Planning.
College System Software Inventory and Licence Collaboration[(+)]	HUMB-ASDT1-M[(+)]	Application of the reusable framework jointly developed with other Ontario Colleges.	The key project deliverable is a reusable framework for collaborative software licensing including a project plan for a pilot of the framework. The pilot of the framework is being applied to the negotiation of a software license for Ontario Colleges for two separate agreements. The agreements were selected based on the audit conducted during the project. An evaluation of the framework and value is planned upon the conclusion of the first application of the framework.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Development of an Integrated Risk Management Toolkit for Ontario Post Secondary Institutions[+]	HUMB-ASDT2-M[+]	Cross-sector training and webinars while developing an ERM framework and program.	1. ERM Outline Provides a summary of the ERM steps taken to date and a description of the future approach and tools used to formalize the College's ERM program. These include the CSA/ISO 31000; 2009 Risk Management Principles and Guidelines, the Integrated Risk Management (IRM) toolkit for Ontario Colleges and the results of a 2011-12 Risk Profile. 2. Risk Management Policy A draft Risk Management Policy has been prepared that is accompanied by a Risk Management Implementation guide, that provides guidance and standardizes the use of templates for risk assessment and ERM concepts, developed based on the IRM toolkit. 3. Re-classification of the current four Risk Categories With input from the Board of Governors and supporting material provided through the use of the toolkit, the previous risk categories in use in the College have been modified to reflect a more holistic approach to ERM that reflects industry best practices. 4. Risk Profile The development of a revised risk profile and an ERM survey for the College are underway, which will directly engage the services of the consulting firm that developed the toolkit, within the cost allocation associated with the PIF project. 5. Implementation Plan A 3 year implementation plan has been developed that reflects the model advanced within the toolkit.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Emergency Management and Business Continuity Program Framework for Ontario's College Sector[+]	NIAG-PP4-M[+]	Centralized approach to the project, in both the planning and implementation phases.	The use of the toolkit has allowed Algonquin to recognize its strengths in the areas of governance & structure, risk assessment & analysis, plans & procedures and sustainment practices, while drawing attention to areas for improvements that can be measured against a backdrop of industry standards for EM/BCP. Specific areas of improvement include the development of a training, exercises and awareness 3 year cyclical plan and a comprehensive, cross-college review and revision of a business impact analysis document to support ongoing development of the College business continuity plan. The release of the toolkit and report to the university sector has broadened and reinforced relationships and opportunities for information sharing that is contributing to an environment of ongoing opportunities for cost savings and innovation.
IT Disaster Recovery Envrionmental Scan and Collaborative Tools Development[+]	SSFL-ASDT3-M[+]	Single IT DR (Disaster Recovery) framework was developed which applies system wide.	Province-wide virtual town halls held to share findings. Deliverables include: Procurement and Contract IT Disaster Recovery Readiness Assessment Framework Tool, a CAAT-specific Threat Listing, and a modification of the Federal Harmonized Threat Risk Assessment Methodology for CAAT use. The OCCCIO (Ontario Council of Chief Information Officers) continues to review progress on IT Disaster Recovery Planning at the semi-annual OCCCIO meetings.

DEFINITION: Cost Savings/Cost Avoidance is as reported in the Productivity and Innovation Final Report, June 30, 2014.

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

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

N/A

Attestation:

☐ By checking this box, **Algonquin College** confirms that all information being submitted to the Ministry as part of the 2013-2014 Report Back is accurate and has received approval from **Algonquin College's** Executive Head or Board of Governors.

Contact:

For additional information regarding **Algonquin College's** 2013-2014 Report Back please contact -

- Name: N/A

- Telephone: N/A

- Email: N/A

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

- http://