

2012-2013 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Algonquin College
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OVERVIEW

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

Consistent with previous MYAA Report Backs, the 2012-2013 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2012-2013 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

Where possible, to help streamline the 2012-2013 MYAA Report Back process, the Ministry pre-populated **Algonquin College's** 2012-2013 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators), data sources (e.g. Full-Time Enrolment Headcount) and pre-populated data from previous Report Backs (e.g. 2011-2012). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Algonquin College's** 2012-2013 MYAA Report Back is denoted with the symbol ⁽⁺⁾.

1) Enrolment - Headcount*

**DEFINITION: Headcount is the un-audited 2012-2013 enrolment count on November 1, 2012 in the Ontario College Application System(OCAS) (Full-Time funded students only: does not include Nursing, Second Career, Apprentice or International students).*

Algonquin College's total Headcount enrolment count in 2012-2013 = **14,907**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment at **Algonquin College** in 2012-2013 = **11,570**.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment at **Algonquin College** in 2012-2013 = **2,980**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2012) enrolled at **Algonquin College** in 2012-2013= **357**.

* 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.

OCAS Data.

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 2012-2013 to manage enrolment.

In 2012, the College renewed its Strategic Enrolment Management Committee (SEMC), updating its terms of reference and mandating the Committee 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. As such, SEMC ensures that student success is a key outcome of the enrolment management process." Optimal in this context is defined by the mission, the academic vision, and the strategic plan of the institution.

In accordance with the College's mission to transform hopes and dreams into skills and knowledge, leading to life-long career success, the College achieved the following results related to strategic enrolment.

- Increased enrolment above the 3% target and developed a 5-year strategic enrolment pro-forma.
- Set in motion a plan to increase the number of students enrolled in applied degree and graduate certificates.
- Converted 46 programs to Mobile Learning format, as part of our commitment have all programs mobile accessible by 2017.
- Drafted a plan aimed to ensure that by 2017, 100% of all full-time students have access to an industry and/or community work experience prior to their graduation.
- Engaged 629 students, 80 employers in 121 applied research projects.
- Completed an Ottawa Regional Labour Market Report.
- Launched the Algonquin Co-curricular Record and increased availability of volunteer opportunities.
- Introduced a new service delivery model in the Student Commons, including the introduction of "triage" processes through the Student Success Centre.
- Implemented new online functionality to facilitate admission and graduation processes.

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, language, cultural practices and spiritual beliefs.*

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

Students With Disabilities	First Generation Students	Aboriginal Students
<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 2012-2013= <u>1,757</u></p> <p>Please calculate the total indicated above as a comparative % of Algonquin College's 2012-2013 Enrolment Headcount: (Insert Total From Above) <u>1,757</u> ÷ <u>14,907</u>⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = <u>11.8</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 2012-2013 = <u>115</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Algonquin College in 2012-2013= <u>3,922</u></p> <p>Please calculate the total indicated above as a comparative % of Algonquin College's 2012-2013 Enrolment Headcount: (Insert Total From Above) <u>3,922</u> ÷ <u>14,907</u>⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = <u>26.3</u>%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Algonquin College in 2012-2013 = <u>0</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Algonquin College in 2012-2013= <u>900</u></p> <p>Please calculate the total indicated above as a comparative % of Algonquin College's 2012-2013 Enrolment Headcount: (Insert Total From Above) <u>900</u> ÷ <u>14,907</u>⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = <u>6</u>%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Algonquin College in 2012-2013 = <u>116</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.

2012-13 Ministry Report - Accessibility Fund for Students with Disabilities.

Centre for Students with Disabilities Information System (internal database).

Number of PT FGS students is unavailable.

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more highlights of an activity in 2012-2013, 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 Algonquin College to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2012-2013, 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 Algonquin College to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2012-2013, 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 Algonquin College to be an innovative practice, success story and/or key accomplishment.
To assist faculty in working with students who have significant Mental Illness at college, the Centre for Students with Disabilities was involved in a college-wide initiative this year. Starting the Conversation: Raising our awareness of student mental health is an online module for faculty. It was developed in collaboration with the Canadian Mental Health Association to assist faculty with the ever increasing number of students with mental health issues. The pilot was launched in November 2012, and shortly after made available to all faculty through the staff portal. The three modules were presented to the College Committee on Disability Issues and Colleges Ontario in February 2013.	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 post-secondary 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 post-secondary 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 with the services of an employment coach who works closely with employers and students during the experiential learning phase of the program.	The primary objective of Algonquin's outreach to Aboriginal communities is to create a platform for campus/community dialogues on key issues in education and employment. This has resulted in systemic action plans with a mission of optimizing the cultural learning experience and success rates of the Aboriginal student. Activities have included education to employment programs, entrepreneurship programs, student success support, preliminary assessments and vocational preparation, occupation specific targeting and recruitment and intercultural communication training.

3) Student Access Guarantee

Through its signed MYAA, **Algonquin College** committed to participate in the Student Access Guarantee (SAG). For 2012-2013, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines.

NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **Algonquin College as of July 9, 2013.*

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$608,185 ⁽⁺⁾	634 ⁽⁺⁾
Other SAG Expenditures (towards other assessed shortfalls)	\$2,472,069 ⁽⁺⁾	2,554 ⁽⁺⁾
Total SAG Expenditures Reported by <i>Algonquin College</i>	\$3,080,254⁽⁺⁾	3,188⁽⁺⁾

Did **Algonquin College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines?

Yes

*The space below is provided for **Algonquin College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2012-2013.

In allocating Student Access Guarantee (SAG) funding, Algonquin College acted in full accordance with the 2012-13 SAG guidelines.

4) Participation in the Credit Transfer System

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

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

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)
2008-2009	3226 ⁽⁺⁾	174 ⁽⁺⁾	5.4% ⁽⁺⁾	43086 ⁽⁺⁾	3145 ⁽⁺⁾	7.3% ⁽⁺⁾
2009-2010	3216 ⁽⁺⁾	209 ⁽⁺⁾	6.5% ⁽⁺⁾	40388 ⁽⁺⁾	2725 ⁽⁺⁾	6.7% ⁽⁺⁾
2010-2011	3667 ⁽⁺⁾	223 ⁽⁺⁾	6.1% ⁽⁺⁾	50622 ⁽⁺⁾	3355 ⁽⁺⁾	6.6% ⁽⁺⁾
2011-2012	4163 ⁽⁺⁾	252 ⁽⁺⁾	6.1% ⁽⁺⁾	57701 ⁽⁺⁾	3463 ⁽⁺⁾	6% ⁽⁺⁾
2012-2013	4054 ⁽⁺⁾	235 ⁽⁺⁾	5.8% ⁽⁺⁾	57462 ⁽⁺⁾	3424 ⁽⁺⁾	6% ⁽⁺⁾

Per the College Graduate Outcomes data reported in 2012-2013 (based on 2011-2012 graduates), the percentage of **Algonquin College** students who were satisfied or very satisfied with academic preparation for university was **85.7%⁽⁺⁾**.

Per the College Graduate Outcomes data reported in 2012-2013 (based on 2011-2012 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **84.9%⁽⁺⁾**.

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 2012-2013, 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.

4.1) 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.):

Algonquin continues to advocate for a student-centered credit transfer approach and to endeavor to expand post secondary educational partnerships. Work is ongoing with Carleton University, the University of Ottawa, La Cité collégiale and Trent University to develop a greater mix of bilateral, multilateral, and joint collaborative partnerships. For example, 23 bilateral agreements are currently being formalized with Carleton University from varied diploma and advanced diploma programs into Bachelor of Arts degrees. Several collaborative degree initiatives are under exploration that will also see the establishment of bridge transfer pathways for existing diploma students into new collaborative degrees. Algonquin and the University of Ottawa are also exploring numerous new bilateral pathways. Additionally, the University of Ontario Institute of Technology and Algonquin finalized an articulation agreement resulting in some 15 pathways facilitating access to undergraduate studies for graduates of more than 40 diploma or advanced diploma programs. Finally, this past year Algonquin has been a participant and become a signatory to several ONCAT provincial mulch-lateral college to college pathway initiatives, including in the motive power, manufacturing engineering technician/techniques and business programming areas.

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

Credit Transfer Institutional Grant (CTIG) funding supported designating a Transfer Credit Adviser within the Registrar's Office to advise both current and future students regarding transfer credit opportunities, and to build as well as update a transfer credit FAQ document to assist students. A review of credit transfer processes was undertaken with the Associate Registrar, examining the best practices of 10 Canadian post secondary institutions' credit transfer policies and practices. Comprehensive mapping of Algonquin's current transfer process was completed, and recommendations proposed with a view to improve the clarity and efficiencies of Algonquin's credit transfer processes. Training tools were developed, tested and distributed to both support staff and academic staff to assist credit transfer processes. An initiative to design and implement an online submission process to capture credit transfer requests and any associated supporting documentation was undertaken. The objective is to create a more efficient environment for applicants, and to enhance internal processing and storage of credit transfer decisions.

CTIG funding further supported a Transfer Student Coordinator part-time term position to orchestrate orientation, advising and other activities specifically designed for transfer students. As a result of a partnership with the Algonquin College Advising Centre transfer student advising has been embedded as a practice of all Academic Advisors and Academic Coaches. The online system used by these staff members now indicates to them if the student they are advising is a transfer student and facilitates a more valuable advising session. The availability of a physical office and Transfer Student Advising visibility on Algonquin's website designated Transfer Credit Student website (<http://www3.algonquincollege.com/transfer/>), facilitated correspondence with transfer students to provide assistance, and support as needed. A Blackboard™ support site was created to which transfer students were given access, to provide key resources and the ability to network with other transfer student peers.

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

With Credit Transfer Institutional Grant funding a web author was hired to identify strategies to enhance the representation, access and transparency of credit transfer information on Algonquin's website and pertinent publications. An environmental scan was completed to assess and seek out best practices relative to Ontario online college communications that promote credit transfer pathways. A stakeholder survey questionnaire was created, to gather input on credit transfer processes from a broad cross section of Academic, Marketing and Recruitment, Student Services, and Registrar's Office front-line staff. An Academic Credit Transfer Pathways Online Stakeholder Survey was published online and distributed by email generating 118 responses (a 49% response rate), and a report of results generated. Student Interviews were also conducted to identify awareness and understanding of college transfer pathways, and to capture impressions of a newly proposed Credit Transfer Process Road Map and an online pathways framework. An at a glance Academic Credit Transfer Pathways Draft Process Road Map and a Frequently Asked Questions document were finalized in consideration of input received from stakeholders on credit transfer processes.

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.*

Class Size Calculation Example:

FIRST YEAR - COURSES

GSSC1109 *Life Span Development*

Course Option #1: Offered Tues - 35 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 35**)

Course Option #2: Offered Wed - 25 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 25**)

COMP1082 *Computer Skills*

Course Option #1: Offered Mon - 98 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 98**)

SWRK1026 *Canadian Social Welfare*

Course Option #1: Offered Mon & Thurs - 10 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 10**)

Course Option #2: Offered Wed & Fri - 10 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 10**)

Course Option #3: Offered Tues & Thurs - 40 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 40**)

SWRK 1041 *Preparation for the Field*

Course Option #1: Offered Tues - 30 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 30**)

Course Option #2: Offered Wed - 30 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 30**)

SWRK1043 *Group Dynamics*

Course Option #1: Offered Mon - 60 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 60**)

COMM1007 *College English** (*If this is a cross-listed course with another faculty, count only once)

Course Option #1: Offered Mon & Thurs - 100 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 100**)

Course Option #2: Offered Wed & Fri - 101 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 101**)

Course Option #3: Offered Tues & Thurs - 76 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 76**)

Each of these course offerings should be counted once in the table below, in the appropriate class size section. For the 2012-2013 MYAA Report Back, using the information above, the class size data would be recorded as follows -

Class Size	Number of Sections	As a Percentage of All 1 st 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 2012-2013:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	2,103	52.2%
30 to 60 students	1,710	42.5%
61 to 100 students	183	4.5%
101 to 250 students	32	0.8%
251 or more students	0	0%
Total	4,028	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	515	39.9%
30 to 60 students	678	52.5%
61 to 100 students	95	7.4%
101 to 250 students	3	0.2%
251 or more students	0	0%
Total	1,291	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	167	53.4%
30 to 60 students	121	38.7%
61 to 100 students	25	8%
101 to 250 students	0	0%
251 or more students	0	0%
Total	313	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4 th Year Sections
Fewer than 30 students	23	63.9%
30 to 60 students	13	36.1%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	36	100%

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

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

Please provide one or more highlights, in the space provided below, of an activity that **Algonquin College** used during 2012-2013, 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 Virtual 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.

6) eLearning

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

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

In its 2011-2012 MYAA Report Back, **Algonquin College** provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, **Algonquin College** is asked to provide information on eLearning courses, programs and registrations in 2012-2013.

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 2012-2013 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>	715	
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	0	
Total # of Ministry-funded courses offered through the above eLearning formats	715	
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	23	35
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded programs offered in the above eLearning formats	23	35
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	19,843	
# 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	19,843	

*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.

Does not include 12,000 course level registrations in General Education courses – these courses are only available fully online.
Total course level enrollment in fully online courses is ~32,000

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 of 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 2012-2013.

During 2012-13, Algonquin had 912 unique Hybrid courses with 70,174 student registrations in 2,041 course sections approximately. For FT day time programming online activity, there were just over 100 courses with 13,222 student registrations.

Please provide one or more highlights, in the space provided below, of an activity that **Algonquin College** used during 2012-2013, 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.

- Course level enrolments through the Centre for Continuing and Online Learning increased 44.5% over the previous year. The majority of the increase related to the delivery of community related programs and courses (98% increase over the previous year).
- Course checklist was updated for newly developed courses to reflect rigorous online standards and a benchmark course was developed.
- Compliance with AODA standards was initiated in all courses.
- All online courses developed during the year were reviewed to ensure updated standards were met.
- A WordPress development server was set up to run testing on-site functionality extensions.
- Phase 1 of the Centre for Continuing and Online Learning Grades Module initiative was completed and Fall 2012 grades were produced using the module.
- With the introduction of the Online Learning Grades Module in Fall 2012, the manual transcription of over 6,900 individual student grades in over 700 course sections for Fall 2012 was eliminated. The Online Learning Grades Module also allowed for a continuous submission of grades to ensure final marks were available to students sooner than ever before.
- During the 2012/13 fiscal year, there were 679,134 visits to our ePortal site, up from 381,587 in the previous year representing a 78% increase. Students accessed their courses from over 110 countries and over 1,400 cities around the world.
- Algonquin was the winner of a CONNY Award presented by the provincial Heads of CE for Exemplary Practices - Online Program Coordination Advising Model.
- Overall, the 2012-13 part-time student repeat rate (returning student rate) of 35.84% resulted in an increase of 2.92%. This surpassed the 2% goal that was set for 2012.
- Analytics results on our eNewsletters and eNews pages are very positive as they continue to exceed industry open rate standards. Most recently, the last eNews page resulted in a 38% open rate and the winter OL eNewsletter resulted in an unprecedented 45% open rate – far exceeding the industry open rate standards of 20 - 25%.

7) International

7.1) Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Algonquin College** had in 2012-2013:

- Outbound students* = 13

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

- Inbound students* = 0

**DEFINITION: Inbound students 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 provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Algonquin College** in 2012-2013 = \$11,214,254

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 2012-2013 = \$824,036

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 2012-2013, 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 2012-2013	2012-2013 Total Enrolment by Program
JMI-Nanjing	Nanjing, Jiagsu Prov / China	Bus Admin	120
MRIU	Faridabad, Haryana / India	IntDecorating / Animation	24
Hotelski Educ Centre	Petrovac / Montenegro	Hospitality Mgmt	21
Hotelski Educ Centre	Milocer / Montenegro	Culinary Mgmt	56
JEC PT - CADRE	Jazan / Saudi Arabia	Elec Tech, Ind Millright	77

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

The gross revenue from international student tuition reported under section 7.1 reflects the amount received during the fiscal period April 1st, 2012 to March 31st, 2013 and does not reflect the number of international students reported in section 7.2 as the enrolment numbers were taken from the academic year.

7.2) Enrolment

In 2012-2013, the following were the top 5 source countries for international students at **Algonquin College**:

	Source Country	Number of Full-Time International Students from Source Country	International Students from Source Country as a Percentage of Algonquin College's Total Full-Time International Student Enrolment ⁽⁺⁾
1.	India ⁽⁺⁾	267 ⁽⁺⁾	34.3% ⁽⁺⁾
2.	China ⁽⁺⁾	176 ⁽⁺⁾	22.6% ⁽⁺⁾
3.	Saudi Arabia ⁽⁺⁾	42 ⁽⁺⁾	5.4% ⁽⁺⁾
4.	Vietnam ⁽⁺⁾	29 ⁽⁺⁾	3.7% ⁽⁺⁾
5.	Nigeria ⁽⁺⁾	24 ⁽⁺⁾	3.1% ⁽⁺⁾

Algonquin College reported to the Ministry that International Enrolment* in 2012-2013 = **779⁽⁺⁾**.

DEFINITION: International Enrolment is the headcount of Full-Time international students who are a non-Canadian citizen or non-permanent resident (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) studying as of September 2012 at **Algonquin College, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a full-time basis.*

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

Full-Time International Enrolment as a percentage* of Full-Time Enrolment at **Algonquin College** in 2012-2013 was: **4.97%^(*)**

*Percentage calculation based on **Algonquin College's** 2012-2013 Full-Time International Enrolment, divided by **Algonquin College's** 2012-2013 Fulltime Enrolment Headcount plus **Algonquin College's** 2012-2013 Full-Time International Enrolment.

Please provide **Algonquin College's** 2012-2013 Part-Time International Student Enrolment = 85

Please provide one or more highlights, in the space provided below, of an activity that **Algonquin College** used during 2012-2013, 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. In a world-wide Request for Proposal Algonquin was selected as the operator for the Jazan College of Excellence, now called the Algonquin Jazan College of Excellence in Jazan, Saudi Arabia. Program delivery begins on September 1st, 2013.
2. The MOU to establish Algonquin College- Kuwait was formally signed in October 2012. Program delivery begins in September 2014.
3. Algonquin restructured its China Office through an open tendering process in May 2012 to better aid in student recruitment.
4. Teacher Training and Applied Research program conducted at Algonquin College for faculty sponsored through the Ministry of Higher Education-Iraq.
5. IEC launched a new section on the International Education Centre (IEC) website to promote international work placement opportunities coordinated through the IEC and to highlight risk (travel) management and planning resources.
6. 13 Algonquin students from Early Childhood Education and Teachers of English as a Second / Foreign Language completed overseas integrated work experiences.
7. IEC completed the four year Education for Employment(EFE)program with our partner, VETA Dodoma, in Dodoma, Tanzania.
8. Held first Heads of International (Ottawa) meeting with Carleton, University of Ottawa and La Cite. Discussed ways in which we can collaborate to promote Ottawa as a International student destination.
9. Algonquin hosted 15 delegations over the academic year to provide an orientation to college-level educate and to the City of Ottawa environment.

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in an English as a Second Language (ESL) course or program at **Algonquin College** in 2012-2013 = 1,580

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Algonquin College** used in 2012-2013 to create pathways for *International students* from **Algonquin College's** ESL programming to postsecondary studies.

1. The eight level ESL International Program underwent a complete revision, with the creation of a three level ESL program (Pre-EAP) and a six level English for Academic Purposes (EAP) program.
2. The Language Institute underwent a Languages Canada program audit.
3. The newly revised English for Academic Purposes (EAP) program joined the five year Program Quality Assurance cycle at Algonquin College.
4. The Language Institute completed a pilot project delivering ESL offshore, using AvayaLive, an avatar based software package that allows training to be delivered virtually.

7.4 French as a Second Language

Please provide the total number of *International students* who were enrolled in an French as a Second Language (FSL) course or program at **Algonquin College** in 2012-2013 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Algonquin College** used in 2012-2013 to create pathways for *International students* from **Algonquin College's** FSL programming to postsecondary studies.

No data available to determine whether FSL registrants were International or Domestic.

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

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

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

Algonquin College confirmed in its 2011-2012 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2012-2013, **Algonquin College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Algonquin College confirmed in its 2011-2012 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 2012-2013, **Algonquin College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Algonquin College confirmed in its 2011-2012 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2012-2013, **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 2012-2013: 359,478

Please provide one or more highlights, in the space provided below, of an activity that **Algonquin College** used during 2012-2013, which contributed to maintaining or improving **Algonquin College's** supply chain initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

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

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

3. Purchasing continued to review Ontario Educational Collaborative Marketplace opportunities and communicated them to the College Community. The College signed on to the following OECM Agreements during 2012/13:

Customs Brokers
Fine Paper Supply

4. A procurement strategy that aligned with the College's Strategic Plan was presented to College Leadership for review and a work plan began towards implementation. The strategy outlined the role of procurement in the College with detailed information outlining the processes that would be used to maintain the strategy.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

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

BPS Procurement Directive

The 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.



By checking this box, **Algonquin College** confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of March 31, 2013.

Please provide one or more highlights, in the space provided below, of an activity that **Algonquin College** used during 2012-2013, which contributed to **Algonquin College's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **Algonquin College** to be an innovative practice, success story and/or key accomplishment.

1. Algonquin's Purchasing Department continued to utilize RFP templates from OEMC for goods and services that are compliant with the Broader Public Sector Procurement Directives. This provides a standardized tool for all RFP processes at the College.
2. Meetings were held with departments with large procurement requirements to ensure compliance with our policies and processes and with the Broader Public Sector Procurement Directives.
3. All College staff that engage in any kind of procurement or vendor dealings are required to sign off on the Code of Ethics form which is kept in the Purchasing Department and reviewed on a yearly basis.
4. A memorandum is sent out to the College Leadership Council on an annual basis. It outlines what has changed over the past year related to the College's Purchasing Policy. It also serves as a reminder of the requirements under the BPS Procurement Directive.

BPS Expenses Directive

The 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.



By checking this box, **Algonquin College** confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements.

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

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

Please provide one or more highlights, in the space provided below, of an activity that **Algonquin College** used during 2012-2013, which contributed to **Algonquin College's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **Algonquin College** to be an innovative practice, success story and/or key accomplishment.

1. A memorandum is sent out to the College Leadership Council on an annual basis. It outlines what has changed over the past year related to the Algonquin College Directive: AD12 Travel, Meals, and Hospitality. It also serves as a reminder of the requirements under the BPS Expenses Directive.
2. A memorandum was sent out February 13, 2013 to the College Leadership Council dealing specifically with the provision of alcoholic beverages at hospitality events. It was a reminder of the College's Directive governing this type of expense and of the requirements under the BPS Expenses Directive.

BPS Perquisites Directive

The 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.



By checking this box, **Algonquin College** confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements.

Please provide one or more highlights in the space provided below, of an activity that **Algonquin College** used during 2012-2013, which contributed to comply with the BPS Perquisites Directive in the 2012-2013. A highlight could be a strategy, initiative or program viewed by **Algonquin College** to be an innovative practice, success story and/or key accomplishment.

1. An annual report is prepared and filed that outlines the perquisites paid out on a calendar year basis.

9) 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.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2012-2013 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

***DEFINITIONS:**

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

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

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

Based on the definitions provided above, please provide WIL data for **Algonquin College** in 2012-2013:

	<u>Certificate</u>	<u>Diploma</u>	<u>Advanced Diploma</u>	<u>Graduate Certificate</u>	<u>Applied Degree</u>
Number of programs at Algonquin College with a Co-op Stream	1	19	7	3	3
Number of students at Algonquin College enrolled in a Co-op program	32	2,206	913	75	352

Please provide one or more highlights, in the space provided below, of an activity that **Algonquin College** used during 2012-2013, 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.

Recognizing the inherent value of work integrated learning (WIL) in positioning graduates with a competitive market advantage towards employment and career success, Algonquin has set a clear strategic objective to include WIL in 100% of full-time Ontario College Credential programs by 2016-2017. Towards this end, this past year a WIL Working Group was established tasked with the mandate of assessing the current status of WIL and the go forward plan for operationalizing and realizing this strategic objective. Further to this, as part of an Academic Area re-organization, planning was undertaken such that effective September 2013, a new unit of the College will be established with a focus on increasing coordination across areas of WIL. The new Community Partnerships and Engagement department centralizes and functionally aligns WIL and Cooperative Education, along with Academic Partnerships and flagship cross-college outreach activities with the goal of deepening Algonquin's engagement with the community. The formation of this new unit will support expanding opportunities for WIL in the upcoming years.

With respect to applied research and innovation incubators, this year the Office of Applied Research and Innovation engaged 520 students in In-Class Projects which involve students working with internal or external clients under the supervision of faculty. The projects were conducted within courses in programs of study and the students worked for marks. Every Faculty in the College had at least one project. In addition to the In-Class Projects, a further 109 students were involved in Stand-Alone Projects where they were hired as employees and paid for their work. In total 80 clients were engaged and 121 projects were worked on over the year. For some of the clients the College was their R&D facility and provided an incubation space for project execution. In addition, there were 3 projects driven by student entrepreneurs and space and coaching was provided to guide their efforts.

Part of Algonquin College's Academic Area re-organization in September 2013, a new area was established with a focus on increasing coordination across areas of work-integrated-learning. The new Community Partnerships and Engagement department centralizes and functionally aligns work-integrated-learning and Cooperative Education, along with Academic Partnerships and flagship cross-college outreach activities with the goal of deepening our engagement with the community. The formation of this new unit will support the expanding opportunities for work-integrated-learning in the year to come.

10) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2012-2013, 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" = **88.5%⁽⁺⁾**

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Algonquin College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **81.9%⁽⁺⁾**

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Algonquin College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **79.1%⁽⁺⁾**

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Algonquin College** for KPI Question #45 "The overall quality of the services in the college" = **76.5%⁽⁺⁾**

Please indicate the methods, in addition to the KPI survey results reported in 2012-2013, that **Algonquin College** used in 2012-2013 to measure student satisfaction.

- Bi-annual First-Year Student Survey
- Individual departmental/program student satisfaction surveys
- Annual Web and Mobile Satisfaction Survey

Please provide one or more highlights, in the space provided below, of an activity that **Algonquin College** used during 2012-2013, 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.

In the fall of 2012, Algonquin opened two new facilities that significantly impacted student satisfaction.

Woodroffe Campus

The Woodroffe campus saw construction completed on the \$52 million, 110,000 square foot Robert C. Gillett Student Commons. The facility, co-funded with the Algonquin College Students' Association is anchored by a grand atrium lounge area for students to relax, a consolidation of student services to create a one-stop support environment, and a 700-seat auditorium suitable for lectures and performances. http://www.algonquincollege.com/expansion/student_commons.htm

Pembroke Campus

Equally significant was the opening of a brand new \$36 million, 100,000 square foot Pembroke campus, located on the waterfront and immediately adjacent to the Pembroke downtown core. The facility boasts a water-facing library, fitness zone and gymnasium, 16 classrooms and 9 labs including three nursing labs, a science lab, and an automotive shop. The facility was built to meet the expectations of students in today's technologically-driven learning environment, increasing capacity by an additional 300 full-time student spaces. http://www.algonquincollege.com/expansion/pembroke_campus.htm

11) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at **Algonquin College** = 64%⁽⁺⁾

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Algonquin College** used in 2012-2013 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 2012-2013, which contributed to maintaining or improving **Algonquin College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Algonquin College** to be an innovative practice, success story and/or key accomplishment that **Algonquin College** would like to highlight.

Algonquin developed a number of Business Intelligence reports during 2012-13. These reports allow academic departments to proactively monitor student trends and ensure that program mix and quality provide students with every chance to succeed.

12) Graduate Employment Rate

Per the KPI results reported in 2012-2013 the graduate employment rate, 6 months upon graduation, at **Algonquin College** = **84.8%(+)**

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Algonquin College** used in 2012-2013 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 2012-2013, 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 2012-13, with goal of increasing the graduate employment rate, Algonquin College;

- Drafted a 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
- Engaged 629 students and 80 employers in 121 applied research projects.
- Launched the Algonquin Co-curricular Record and increased availability of volunteer opportunities.

Additionally, the Algonquin College Employment Support Centre is proud to announce the launch of the NEW Co-Curricular 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 compliment their academic transcript and their resume as they begin their transition into the labour market. The Canadian Association of Career Educators and Employers' Campus Recruitment and Benchmarking Survey Report – 2012 quoted: "In stark contrast to what most people would expect, recruiters value co-curricular involvement more highly than academic excellence. If this is in fact the case, students would do well to pursue a well-rounded campus experience as opposed to pursuing grades at the expense of campus involvement." In a very short period of time, Algonquin College has experienced a 60% increase in co-curricular record activity submissions this year (2013-2014) in comparison to last year.

In 2012-13, with goal of increasing the graduate employment rate, Algonquin College;

- Drafted a 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
- Engaged 629 students and 80 employers in 121 applied research projects.
- Launched the Algonquin Co-curricular Record and increased availability of volunteer opportunities.

13) Student Retention

The table below has been pre-populated with the results from **Algonquin College's** 2011-2012 MYAA Report Backs. Please identify **Algonquin College's** achieved results for 2012-2013 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 2011-2012	Retention Rate Achieved for 2012-2013
1st to 2nd Year	<u>77%</u> (+)	2012 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>4,232</u> \div 2011 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>5,448</u> x 100 = <u>77.7%</u>
2nd to 3rd Year	<u>91.2%</u> (+)	2012 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>850</u> \div 2011 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>967</u> x 100 = <u>87.9%</u>
3rd to 4th Year	<u>92.8%</u> (+)	2012 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>79</u> \div 2011 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>84</u> x 100 = <u>94%</u>

*NOTE: Institutions used a variety of student enrolment cluster groups in their 2011-2012 MYAA Report Back student retention rate calculations. As such, comparison between prior year student retention rates and the 2012-2013 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with stakeholders to refine the student retention rate indicator for future MYAA Report Backs.

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

- Bi-annual First-Year Student Survey
- Algonquin College Cognos Business Intelligence data cube

Please provide one or more highlights, in the space provided below, of an activity that **Algonquin College** used during 2012-2013, 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 2012-13, with goal of improving retention rates, Algonquin College;

- Renewed the mandate of the College's Strategic Enrolment Management Committee
 - Developed a 5-year strategic enrolment pro-forma.
 - Launched a Business Intelligence effort aimed at creating an integrated data warehouse
 - Piloted Dean and Chair level retention reports and dashboards
 - Launched the Algonquin Co-curricular Record and increased availability of volunteer opportunities.
 - Introduced a new service delivery model in the Student Commons, including the introduction of "triage" processes through the Student Success Centre.
 - Implemented new online functionality to facilitate admission and graduation processes.
-
- An automated phone campaign to level one students after the first three weeks of school asking them to identify specific areas of concern was extended in 2012-13 to include all levels of students. The campaign was also repeated in the winter semester.
 - The Academic Advising project was maintained at 43 programs and a contact management system was introduced to the advisers to allow them to track their contacts with the students and to follow up on specific dates and tasks agreed to between the adviser and the student.
 - The Student Success Committee was expanded to include members from College wide departments to help ensure the importance of the College's retention initiatives had a larger audience.

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 2012-2013 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 -

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

Following the extensive study undertaken last year examining the College's program and curriculum development processes and the support and training provided to faculty and other staff relative to program and course development, an amalgamation of the units offering these services was planned and implemented. A Curriculum Services unit has been established within the department of Academic Development to support all aspects of curriculum development and provide more seamless end-to-end services associated with curriculum development, implementation and evaluation. Curriculum Services works collaboratively with the Centre for Organizational Learning to ensure the timely provision of curriculum related professional development to staff, either in a group setting or on an individual basis. This initiative exemplifies the College's ongoing commitment to continuous improvement of the students' in-class experiences by supporting staff in the development and delivery of quality programming.

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

The Algonquin College Strategic Plan 2012-17 was approved by the Board of Governors in April 2012. The entire Algonquin community, and most notably students, were engaged in the process participating in activities ranging from workshops and focus groups to town hall meetings. Discussion topics included:

- Global economic forces
- Employer demands
- Changing client expectations
- Government policy
- Education trends
- Community needs

The consultative effort led the College to reconfirm its values, renew its mission and refocus its vision. The new Strategic Plan seeks to differentiate

Algonquin locally, nationally and globally. Building on the foundation of past plans, the document identifies four strategic pillars and 12 supporting goals aimed at delivering on its vision. Under the Applied Education and Training pillar, Goal #4 denotes the College's commitment to:

'Provide opportunities for every full-time student to have a work experience outside of the classroom.'

Recognizing that work-integrated learning experiences are invaluable to students', the College has always had a strong commitment to providing work-learning opportunities and has reaffirmed this commitment within the 2012-2017 Strategic Plan. Opportunities for out of classroom work experiences will be provided through numerous activities such as, field placement, clinical placement, co-op, field projects, and applied research. The College has established a working group to realize its work experience commitment by 2017.

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

Student Support Services would like to announce the soft launch of the new Student Learning Centre (SLC). The SLC provides students with support in English, math, and computer skills. Services to students includes one on one and small group coaching, practice of skills learned in English, math and computer courses, and referral to other College services as required. For more information on the SLC or for interested students looking to book a coaching appointment please visit us online at: <http://www3.algonquincollege.com/slc/>. The SLC is currently open for coaching students working from a temporary location, room C043. Please note for English and computer coaching, students must book online prior to session. Construction for the final SLC in room C210 is scheduled for completion October 31st, 2013. For more information please contact Tammy Thornton - Manager, Learning Resource Centre at thorntt@algonquincollege.com.

Attestation:



By checking this box, **Algonquin College** confirms that all information being submitted to the Ministry as part of the 2012-2013 MYAA Report Back is accurate and has received approval from **Algonquin College's** Executive Head or Board of Governors.

Contact:

For additional information regarding **Algonquin College's** 2012-2013 MYAA 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 2012-2013 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2012-2013 MYAA Report Back has been approved):

- <http://>