

## REPFW130 - PSED Accountability Report - SMA College Verification Report

Organization : St. Clair College

Submission Period : SMA - Strategic Mandate Agreement College Annual Report 2014-2015

### STRATEGIC MANDATE AGREEMENT (SMA) - COLLEGE

#### 2014-2015 Report Back

##### Introduction

The 2014-2015 Strategic Mandate Agreement (SMA) Report Back begins the transition to a new phase of college and university accountability reporting under the SMAs.

The SMAs between individual colleges and the Ministry of Training, Colleges and Universities (the ministry) outline the role that each college currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the college are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2014-2015 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

The annual SMA Report Back provides the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions in supporting student success, while continuing to build a high-quality and sustainable postsecondary education system.

#### 1. Jobs, Innovation & Economic Development (JIED)

This component highlights St. Clair College's collaborative work with employers, community partners and regions, or at a global level, to establish the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

In 2015, the ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

#### 1a. Graduate Employment

##### Per the KPI results reported in 2014-2015:

The employment rate for 2014-2015 graduates, 6 months after graduation, at St. Clair College was:

**Percentage**  
85.10

### Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that St. Clair College used in 2014-2015 to measure graduate employment rate.

The KPI survey results reported in 2014-2015 were used to determine the graduate employment rate.

### 1b. Employer Satisfaction Rate

#### Per the KPI results reported in 2014-2015:

The Employer Satisfaction rate for 2014-2015 graduates, 6 months after graduation, at St. Clair College was:

**Percentage**  
90.40

### Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that St. Clair College used in 2014-2015 to measure Employer Satisfaction rate.

The KPI survey results reported in 2014-2015 were used to determine the employer satisfaction rate.

Surveys were sent to employers via the cyclical program reviews.

Feedback from Program Advisory Committees.

### 1c. Employment in a Related Job

#### Per the results reported in the 2014-2015 Employment Profile for 2013-2014 graduates:

The number of graduates that were employed full-time in a related job at St. Clair College was:

**Percentage**  
38.60

### Additional Information

Please indicate any methods, in addition to the Employment Profile for 2014-2015, that St. Clair College used in 2014-2015, to measure the number of graduates employed in a full-time related job.

The Employment Profile for 2014-2015 was used to determine the number of graduates employed in a full-time related job.

### Highlights

Please provide highlights of St. Clair College's collaborative work with employers, community partners and regions, or at a global level, to establish the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market (up to 600 words approx.).

Successful College collaborations through the lens of regional economic development:

In 2014-2015, St. Clair College continued to demonstrate innovation by working in partnership with Women's Enterprise Skills Training to usher women into non-traditional fields by co-delivering a Women in Skilled Trades program as well as training Women in Transportation and Logistics.

The College presented the 16th Annual Job Fair in conjunction with the University of Windsor. More than 75 employers attended, and all of these employers were actively looking to hire graduates. Pre-Job Fair activities, or ACE (Arriving, Connecting and Exploring) activities, were conducted by the College's Employment Centre to assist graduating students to be better prepared for the Fair.

St Clair College Employment Centres in Windsor, Wallaceburg, and Amherstburg provided students with assistance in the following areas: résumé creation, interview preparation, job placements, workshops, Second Career and other training opportunities. The College's Employment Centre Summer Jobs Service program assisted local employers in Windsor-Essex and Chatham-Kent with a \$2/hr wage subsidy to encourage hiring of students for the Summer. The College's Self Employment Assistance Office maintained a 100% customer service rating while providing 32 Ontario Self Employment Benefit Information Sessions attended by 203 potential entrepreneurs.

The College continued to work with local companies, such as Laval Tool, by taking on collaborative applied research projects to assist existing, and start-up, companies to take a concept and develop a practical solution for their respective businesses, or in some cases, to enhance marketing, efficiency and competitiveness (ie. PIMTAC Research

Project with Windsor Mold).

Successful College collaborations through the lens of student, community and social development:

St. Clair College's reach and influence in the communities it serves extend well beyond the boundaries of traditional post-secondary education and training. For instance, the College provided staff resources for the Power of Potential event, organized by the Faculty of Education, University of Windsor, which works with local grade 10 and 11 at-risk youth. Additionally, numerous faculty and students from various programs continued to be involved in community events throughout 2014-2015 and presented workshops that benefited partners of the College community. Specifically:

-the College, in partnership with the Alumni Association and regional police services, hosted a Polar Plunge event in February 2015. A total of \$30,650 was raised for Special Olympics with 125 plungers taking part;

-student and faculty assistance with specific community needs throughout the region (i.e. Habitat for Humanity) as well as the College's annual President's Golf Tournament, which raised \$5,000 for Habitat for Humanity in Chatham-Kent and \$10,000 for the Windsor Children's Spitfires Foundation;

-the College partnered with Caesars Windsor to present a Christmas concert in December 2014 which was attended by more than 3,000 people. The proceeds of the concert, "Sleighting Hunger" supported three local charities to a total amount of \$45,000;

-and the first year Collaborative Nursing students visited business and public schools to provide health promotion presentations in collaboration with the respective organizations' Human Resources Departments.

The College continues to engage and assist community partners while developing the skills of its students through valuable experiential learning opportunities.

In an effort to continue a holistic approach to student success, a government-funded initiative improved health care at the College, making it easier for students and staff to have access to medical services in 2014-2015. Through a partnership between the Windsor Family Health Team and the College, Family Health Centre staff continues to provide services College's three campuses.

## **2a. Teaching and Learning - Student Satisfaction**

**The metrics in this component capture St. Clair College's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.**

### **2a. Student Satisfaction**

	<b>Percentage</b>
Per the Key Performance Indicator (KPI) results reported in 2014-2015, the student satisfaction rate at St. Clair College for KPI question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career"	89.60
Per the KPI results reported in 2014-2015, the student satisfaction rate at St. Clair College for KPI question #24 "The overall quality of the learning experiences in this program"	83.60
Per the KPI results reported in 2014-2015, the student satisfaction rate at St. Clair College for KPI question #39 "The overall quality of the services in the college"	66.70
Per the KPI results reported in 2014-2015, the student satisfaction rate at St. Clair College for KPI question #49 "The overall quality of the facilities/resources in the college"	77.30

### **Additional Information**

Please indicate any methods, in addition to the KPI survey results, that St. Clair College used in 2014-2015 to measure student satisfaction.

Student satisfaction was measured by using the following methods:

- Instructional Feedback Surveys: A survey is conducted for all courses and all faculty.
- KPI survey results reported in 2014-2015.
- KPI Comment Cards: Sorted and evaluated. KPI Improvement plans are developed annually by College service departments utilizing this data.
- Feedback received from Student Government through a variety of methods to solicit input and resolve student concerns. This includes the Class Representative program, giving students a voice from within their program area.

## Highlights

Please provide highlights of St. Clair College's activity in 2014-2015 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by St. Clair College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Results from the KPI Comment Cards are distributed to respective departments within St. Clair College. Each department develops an action plan to improve student satisfaction using this data. Sections 2b and 2c also correspond to student satisfaction in many ways, however, those areas specific to student satisfaction are presented below.

During the beginning of the 2014-2015 academic year, St. Clair College continued to enhance the Supercenter to aid students in completing a range of 'start of the year tasks'. The Supercenter is located in one of the larger lobbies of South Campus and allows students to access the entire host of services required to start their academic year. It runs for the two weeks before the first day of classes through to the end of the first week of classes. The Registration Office relocates to the Supercenter during this time, as does part of the Library Services, Parking Services, Student Services, Student Government and other services. The Supercenter is a direct result of the College's commitment to acknowledging and resolving student concerns. In previous years, the College received comments from students regarding their confusion and/or the frustration they experienced by having to wait in numerous lengthy lines in various locations across the campus to prepare for the upcoming academic year. The Supercenter allows students to navigate those 'start of the year tasks' with a one-stop service experience.

Student satisfaction was also improved with the opening of the SportsPlex in September 2014. The SportsPlex provides students a state-of-the-art fitness facility. Students had previously voiced concerns regarding the previous 'work-out area' that consisted of a large room with several older pieces of fitness equipment. Health and fitness has been an increasingly important topic as more and more students focus on maintaining a healthy lifestyle. Along with providing an outlet to assist in distressing from the busy life of college academics the SportsPlex also offers an ideal setting for student athletes to help enhance their performance both on and off the court with classes held in the facility. It allows all students that special experience of being part of the collective body that sees both athletes on the floor and fans in the stands benefiting from all-inclusive interaction.

Another successful aspect of the College's strategy to improve student satisfaction in 2014-2015 was the implementation of an automated phone survey for all students that probed student need for additional support in several key service areas. The results informed the Student Success Office of specific service information requests. Success Officers responded to individuals and provided the requested information. This resulted in an increased number of students accessing services of which they may have not been previously aware, and ideally this has improved overall student satisfaction.

In order to better focus the College's efforts concerning the resources it provides to students, the following initiatives continue to provide data that helps the College to more efficiently cater to areas of student interest:

- Student Health 101, an online magazine, allows the College to review readership reports and capture comments from students on a quarterly basis. The information from Student Health 101 has provided the College with types of information students prefer to receive (i.e. financial/budgeting, fitness information, etc...) through online avenues.
- The feedback received from the implemented LifeWorks program, which offers students "professional support for maintaining a healthy balance between school, work and everyday life", is helping the College to understand how, when and what area of concerns are being dealt with outside of regular school hours. This program is offered through collaboration with Student Services at both the South and Thames campuses.

## 2b. Teaching and Learning - Graduation Rates

### 2b. Graduation Rates

Percentage

Per the KPI results reported in 2014 , the graduation rate at St. Clair College is

59.80

### Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that St. Clair College used in 2014-2015 to measure graduation rate.

The KPI survey results reported in 2014-2015 were used to determine the graduation rate at St. Clair College.

### Highlights

Please provide highlights of St. Clair College's activity in 2014-2015 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by St. Clair College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Initiatives employed by St. Clair College to maintain and improve its graduation rate during 2014-2015 included:

- Offering student support services, in a centralized Learning Commons, such as Career Planning, Testing, Peer Tutoring, Drop-In Tutoring, Counselling, Learning Strategist, Assistive Technologist, Interpreting, Disability Services, etc.
- Developing independent learning plans for students requiring assistance.
- Providing students with web access tools that promote student success. These tools include Student Guides and Strategies, Study Skills, Test Taking Strategies, Study Tips, Writing Guides, Time Management Strategies, etc. Many of these tools are expanded upon in Section 2c of this Report Back.
- Offering Prior Learning Assessment opportunities.
- The College continues to identify 'Pathways to Success Courses' to offer during the Spring term; these courses help students who were not previously successful in courses during the Fall and Winter terms.
- The College ran a pilot program, 'Making Your Mark', in the schools of Engineering Technology and Skilled Trades. Making Your Mark occurred on the first day of classes. Students received an in-depth introduction to the profession, the faculty, the curriculum and job opportunities. A motivational speaker was brought in as well, along with industry professional to address the students. All faculty and students participated in various icebreaker events to get to know one another.

As there is a direct correlation between Student Retention (Section 2c) and the College's graduation rate, most, if not all, of the information provided in Section 2c: Teaching & Learning - Student Retention is equally applicable to the College's graduation rate.

## 2c. Teaching and Learning - Student Retention

### 2c. Retention Rates

The table below has been pre-populated with the results from St. Clair College's 2013-2014 Report Back. Please identify St. Clair College's achieved results for 2014-2015 using the following methodology:

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

**1st to 2nd Year** : 2014 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs ÷ 2012 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = X x 100 = X%

**2nd to 3rd Year** : 2014 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 0 ÷ 2012 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = X x 100 = X%

**3rd to 4th Year** : 2014 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 ÷ 2012 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = X x 100 = X%

**Entering Cohort**

**Retention Rate Achieved 2013- Retention Rate Achieved 2014-**

	<b>2014</b>	<b>2015</b>
1st to 2nd Year	82.60	76.61
2nd to 3rd Year	89.20	86.96
3rd to 4th Year		

**\*NOTE: Institutions use a variety of student enrolment cluster groups in their student retention rate calculations. As such, comparison between prior year student retention rates and the 2014-2015 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with institutions to refine the student retention rate indicator for future SMA Report Backs.**

**Additional Information**

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above re: Student Retention Rate (up to 600 words approx.).

- St. Clair College continues to apply the same methodology to calculate retention rates as used in prior Multi-Year Accountability Agreements. The methodology used includes the comparison of audited enrolment data between November 1, 2013 and November 1, 2014.

- For each program, Year 2 data was collected from the 2014-2015 academic year and was measured against the Year 1 data reported in 2013-2014. Similarly, the 2014-2015, Year 3 data collected was evaluated against Year 2 data reported in 2013-2014. During this analysis, all one-year program offerings were excluded. These exclusions included the majority of ‘fast track’, accelerated and one-year certificate programs.

**Highlights**

Please provide highlights of St. Clair College's activity in 2014-2015 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by St. Clair College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

St. Clair College’s mid-year assessment program, aimed at student success and retention, continued to encourage students to take the opportunity to meet with instructors and coordinators to discuss coursework. To help support and facilitate the mid-year assessments, all students are individually contacted by the Student Success Officers to offer helpful information. In instances where a faculty member’s assessment produces an ‘at-risk’ rating, Student Success Officers contact the respective students to inform them of the resources available to assist them in their academic progress. There continues to be a significant amount of positive feedback on this program.

The College’s Tutoring Services Office is consistently taking a proactive approach in adapting to the needs of growing cohorts within the student body, and in 2014-2015 a particular pilot was focused on the international student cohort. The Tutoring Services Office began this pilot by offering two core services at South Campus, Enhanced English Walk-in and ESL Walk-in. These services were offered in addition to the regular walk-in services and the by-appointment Writing Consultations. These new Enhanced English walk-in services were scheduled during common open times for post-secondary programs and open times specific to the ESL program. The second core service was the creation of tutoring groups for ESL based on program level using a mix of contracted faculty members and experienced tutors. Group composition was determined by student need and request. Tutoring Services also conducted workshops on writing, classroom expectations, study skills and math for international students during March Break. This specific host of workshops commenced with an open house event that was attended by more than 80 international students.

An entire contingent of retention and student success efforts have been employed for programs with math components. Math workshops for engineering programs continued to be trialed over the last two summer breaks for incoming students to assist them in preparing for the engineering math classes, including lessons on ‘how to learn math’. The College developed online mathematics resources and tutorials for students to utilize as an open resource to aid the learning process, as well as online calculator tutorials,

including advanced graphing calculators for engineering level students.

Other highlights from 2014-2015 included:

- Hiring has transpired for simulated scenarios to bring real-life situations in the Health Science programs and part-time faculty hours have been allocated to the Learning Commons for tutoring in high-demand courses, including sessions on APA style and professional writing.

- Introduction of new curriculum and placement requirements for Power Engineering ensured student success and program retention as student placements are mandatory, allowing the student to achieve TSSA certifications while they proceed through their advanced diploma.

- A 'Portfolio Review Day' held in semester 5 for Graphic Design students, where industry professionals review student portfolios and provide constructive criticism. This helps the students prepare for internships at the end of semester 6 and continue to achieve success in the program. As an added bonus, the local professional graphic designers see which St. Clair College students may be a good fit for their respective agencies.

## 2d. Teaching and Learning - Work-Integrated Learning\*

**As part of the Ontario government's postsecondary education 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 (WIL) 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. Usually the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, <http://www.cafce.ca/coop-defined.html>, 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 St. Clair College in 2014-2015:**

<b>Co-operative Education Program Type</b>	<b>Number of programs at St. Clair College with a Co-op Stream</b>	<b>Number of students at St. Clair College enrolled in a Co-op program</b>
Certificate		
Diploma		
Advanced Diploma		
Graduate Certificate		
Applied Degree		

## Highlights

Please provide highlights of St. Clair College's activity in 2014-2015 that contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples may 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 St. Clair College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

\*please note that the blank cells should reflect 0 values.

St. Clair College pursues innovative partnerships and other strategies to provide Work Integrated Learning opportunities for its students. These valuable learning experiences extend beyond the traditional classroom and enhance knowledge and abilities. Institutionally, it is believed that these experiences are even more relevant when members of the community also benefit, whether it is other students, the entire College, or residents of the region. These experiences allow students to appreciate the importance and reward of using their skills and abilities to contribute to the well-being of others, with it, hopefully becoming a lifelong practice. Highlights of Work-Integrated Learning opportunities include:

- Advertising & Marketing Communications Management students used their skills to develop, execute and present a campaign to help brand a new downtown Windsor business, the Chatham Street Deli. The pleased owners used at least one of the digital marketing campaigns. In a partnership with the Downtown Windsor Business Improvement Association, three more downtown businesses have enlisted the students' advertising assistance.

- Student nurses collaborated with the Greater Essex Catholic District School Board, in a project to conduct Snellen testing (visual eye exams) for over 500 grade school students and identified those requiring additional follow-up with an optometrist. Notes were sent home to care givers with information about local agencies/companies that offered financial support. The value of health screening was emphasized to the student nurses, teachers and grade school students.

- The College partnered with the Essex County Dental Society (ECDS) to have a 'Restorative Day' for those in desperate need of oral care in Windsor. Dental Hygiene students screened candidates both at the St. Clair College Dental Clinic and Street Health providing a cleaning, x-rays, intra-oral pictures and care plans. Twenty-three dentists and two oral surgeons volunteered for the event. Students received hands-on clinical experience, while the patients received much-needed dental care.

- Fashion Design students collaborated with the United Way and students from General Amherst High School in a campaign to help keep young men warm for the winter. As part of the 'Think Global, Act Local' campaign the students worked as a team with high school students to sew 44 pairs of pajama pants, 7 blankets and 8 scarves for those living at The Residence for Young Men.

- Landscape Horticulture students are involved in a diverse range of projects throughout the region providing real work experience outside the classroom environment. Many of the gardens are for non-profit and public organizations that would be unable to afford professional landscape services including Drouillard Place, the Children's Garden and Habitat for Humanity.

- In an innovative way to test and demonstrate their skills, each year Powerline Technician program students compete in St. Clair College's Powerline Rodeo. The event allows students to demonstrate their skills to potential employers from across Southwestern Ontario. Along with bragging rights and a place in the history books, the winning students take home the Powerline Rodeo Trophy.

- Recognizing the benefits of music for older adults living with dementia, Social Service Worker-Gerontology students developed and implemented an initiative through their support of the Music and Memories program. Music and Memories is an affordable international program that uses 'individualized' music choices downloaded to iPods to improve the quality of life and memories of older adults with dementia. The students fundraised over \$3,000 to purchase the iPods and iTunes gift cards for senior residents living in three extended-care facilities. Through this initiative the students learned about dementia, dementia interventions, music therapy and long-term care

## 2e. Teaching and Learning - E-Learning

**As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. St. Clair College is asked to provide information on e-learning courses, programs and registrations in 2014-2015.**



## 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 that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A Synchronous Conferencing program describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

e-Learning Course, Program and Registration Data

Based on the definitions provided above, provide St. Clair College's eLearning data for 2014-2015:

<b>Course Data</b>	<b>Ontario College Credential</b>	<b>Other Credential</b>
Number of ministry-funded courses offered through fully online learning	410	
Number of ministry-funded courses offered through synchronous conferencing		
<b>Total Number of ministry-funded, for-credit courses offered in e-Learning format</b>	410	
<b>Program Data</b>	<b>Ontario College Credential</b>	<b>Other Credential</b>
Number of ministry-funded programs offered through fully online learning		
Number of ministry-funded programs offered through synchronous conferencing		
<b>Total Number of ministry-funded, for-credit programs offered in e-Learning format</b>		
<b>Program Registrations</b>	<b>Ontario College Credential</b>	<b>Other Credential</b>
Number of registrations in ministry-funded programs offered through fully online learning	8926	
Number of registrations in ministry-funded programs offered through synchronous conferencing		
<b>Total Number of Registrations in ministry-funded, for-credit programs offered in e-Learning format</b>	8926	

#### Additional Information

Describe methodology, survey tools, caveats and other information regarding the numbers reported above re: e-Learning Course, Program and Registration Data (up to 600 words approx.).

\*please note that the blank cells should reflect 0 values.

Registration and course count was taken directly from the Student Information System. The Online course count/registrations include online electives, courses offered through Continuing Education, Ontario Learn and 'MIC' Courses (Introduction to Microsoft Office). MIC courses are self-directed and delivered completely online. St. Clair College made a significant effort in 2014-2015 to increase the number of online electives. This effort speaks to the increase of registrations from 6,030 in 2013-2014 to 8,926 in 2014-2015.

### Hybrid Learning\*

*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 50% of the course delivery should be online.*

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

### Additional Information

Please highlight one example of St. Clair College's use of Hybrid Learning courses and/or programs.

Autism & Behavioural Science Program - Alternative Delivery: This part-time program was developed in 2014-2015 (for a Fall 2015 launch) to fulfill a request from the Program Advisory Committee and community partners. It is a combination of online learning and in-class. Graduates of this program will obtain a higher level of specialized knowledge, skill and independence in the areas of assessment and treatment of autism spectrum disorder.

This program is a combination of academic and practical experience and provides an opportunity for learners to build on their undergraduate studies in order to work effectively as an integral member of a services delivery team, supporting individuals with autism and autism spectrum disorders.

Graduates will demonstrate leadership in guiding the activities of others and will have the knowledge and skills necessary to develop practical solutions. A broad understanding and training in the area of Applied Behaviour Analysis principles and practices including Intensive Behavioural Intervention Techniques is a focus of the curriculum.

### Highlights

Please provide highlights of St. Clair College's activity in 2014-2015 that capture the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by St. Clair College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

St. Clair College enhanced the delivery of all online courses. Course outcomes were enhanced to ensure compliance with essential employability skills and vocational learning outcomes required by a number of programs. Online tutorials were introduced to support student learning and increase success rate in many of the online courses.

The College continues to encourage faculty to incorporate the use of Blackboard, the College's course management software system, into their teaching so that students enjoy the benefit of e-learning options and increase their e-learning experience. Workshops were offered to develop expertise and showcase best practices utilizing Blackboard. Students in the Practical Nursing program have access to the 'MyNursingLab' learning management system. A 'MyNursingLab' representative visited the campuses to provide students with a walkthrough tour of the optional course specific resources. Approximately 35% of the nursing students registered for the resources.

Faculty seminars were conducted to assist with the development of online courses and to assist with converting traditional face-to-face classes to a hybrid delivery. The School of Nursing has created specific e-modules for its part-time clinical team to support teaching.

### 3a. Student Population - Under-Represented Students

**This component highlights St. Clair College's contributions to improve access and success for underrepresented groups (Aboriginal, first generation, students with disabilities and French-language students).**

#### Full-Time Students

**# of Students**

The total Full-Time Headcount Enrolment\* at St. Clair College in 2014-2015:

7335

**\*Please refer to Section 4 (Program Offerings) for the definition of Full-Time Headcount Enrolment.**

### **3a. Under-Represented Students: Students with Disabilities\*, First Generation\*, Aboriginal and French-Language\* Students**

**\*Note: Please do not include International Students in the calculations below.**

#### **Students with Disabilities**

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

#### **Students With Disabilities**

The total number of Full-Time Students with Disabilities at St. Clair College who registered with the Office for Students with Disabilities and received support services in 2014-2015:

**# of Students**

1058

**Percentage**

The total indicated above as a comparative % of St. Clair College's 2014-2015 Full-Time Enrolment Headcount:

14.42

#### **First Generation Students**

*\*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 have not necessarily 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).

#### **First Generation Students**

The total number of Full-Time First Generation Students enrolled at St. Clair College in 2014-2015:

**# of Students**

2355

**Percentage**

The total indicated above as a comparative % of St. Clair College's 2014-2015 Full-Time Enrolment Headcount:

32.11

The total number of Part-Time First Generation Students enrolled at St. Clair College in 2014-2015:

1058

#### **Aboriginal Students**

*\* 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.*

#### **Aboriginal Students**

The total number of Full-Time Aboriginal Students enrolled at St. Clair College in 2014-2015:

**# of Students**

145

**Percentage**

The total indicated above as a comparative % of St. Clair College's 2014-2015 Full-Time Enrolment Headcount:

1.98

The total number of Part-Time Aboriginal Students enrolled at St. Clair College in 2014-2015:

21

#### **French-Language Students**

*\* DEFINITION: A student is considered a French-language student if he or she meets at least one of the following criteria -*

- 1) His/her mother tongue is, or includes French (the student is a francophone);*
- 2) His/her language of correspondence with the institution is French;*
- 3) He/she was previously enrolled in a French-language education institution; or*

4) He/she was enrolled in a postsecondary program delivered at least partially in French.

### French-Language Students

The total number of Full-Time French-Language Students enrolled at St. Clair College in 2014-2015:

# of Students

366

Percentage

The total indicated above as a comparative % of St. Clair College's 2014-2015 Full-Time Enrolment Headcount:

4.99

The total number of Part-Time Francophone Students enrolled at St. Clair College in 2014-2015:

16

### Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above. (up to 600 words approx.)

-Students with Disabilities data was pulled from the AFSD report and collected from Clockwork (which was then cross-reference with our Student Information System)

-First Generation Students: Numbers were obtained from the College's Student Information System.

-Aboriginal Student data was resourced from the PEFAL report, collected from the Student Information System and self-disclosure to the First Nation, Metis and Inuit Centre.

### Student Population - Students with Disabilities, First Generation, Aboriginal and French-Language Students

#### Highlights

Please provide highlights of St. Clair College's activity in 2014-2015 that capture contributions to improve access, and success for underrepresented groups - Aboriginal, first generation, students with disabilities and French-language students (up to 600 words approx.).

There was a significant increase in the number of students with disabilities attending the College during 2014-2015. It is important to note the increasing complexity of disabilities, particularly psychological diagnoses, that students are presenting. The College also experienced an increase in First Nation, Metis or Inuit students. With regard to the latter student population, there are more students who have self-identified and the College continues to experience more direct contact with students within its Aboriginal Centres. Furthermore, students reported only positive indicators in the KPI survey regarding Aboriginal Services.

During 2014-2015, the Office for Students with Disabilities communicated accommodation plans to students through their confidential student e-mail accounts. This encouraged students to self-advocate by allowing the student to directly, and discretely, provide their respective instructors a copy of the plan. This process continues to be a catalyst for dialogue and support. The College enhanced the availability and variety of assistive technology and supports at its downtown campus, where the number of students with disabilities continues to increase. The College also implemented the practice of loaning technology equipment to students-in-need who were awaiting funding for equipment purchases during the Bursary for Students with Disabilities application period.

The Office for Students with Disabilities continued to engage in consulting the services of a clinical psychologist to provide consultation to College Counsellors for complex student cases pertaining to mental health and disabilities. Many strategies were successfully implemented such as awareness programs and relationship development with local resources. The College created, updated and distributed awareness information to staff and students through workshops, e-mail communications, focused meetings with faculty clusters and Academic Chairs.

The College's First Nation, Metis and Inuit Student Centres commenced a series of luncheons during 2014-2015. Students gather weekly to share, engage and inquire about happenings inside and outside of the College. The annual Drum Social, which is hosted in partnership with local organizations also occurred in 2014-2015. The theme was Our Way: Nîyanân and included round dance and drumming participants from near and far.

The College has an active Aboriginal Education and Training Council (AETC) that gathers quarterly. These community and College members are advocates and ambassadors of the vibrant and diverse First Nation, Inuit and Metis student populations that are represented on the College's campuses. A key initiative of the AETC had been to plan the Indigenous Protocol Signing which took place in September 2015. Additionally, the College participated in the Aboriginal Post-Secondary Information Program (APSIP); an event dedicated to highlight the diverse opportunities available to Aboriginal learners interested in post-secondary education. The College continues to develop further communication and collaboration with its Anishinabek Education Institute partner and has found that purposeful discussion at many levels, including the AETC, has helped to

acknowledge successes and challenges. With these linkages, the College has been better able to more quickly create solutions and support strategies for both its current and potential students.

The College engages first generation students through a number of vehicles including presentations to a wide variety of community groups (Adult Learning Centres, Unemployed Help Centre, Multicultural Centre) and specific hands-on exploratory workshops. The College's work with the local school boards has led to more than 25 workshops being conducted under the Specialist High Skills Major program that sees students, many of whom are first generation students, receive specific workshops and information about a career path in which they are interested.

### 3b. Student Population - International Students

#### International Students

*\*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 November 2014 at St. Clair College, including students who are ineligible for funding consideration.*

#### International Students

St. Clair College reported to the ministry Full-time International Enrolment\* in 2014-2015:

**# of Students**

547

**Percentage**

The total indicated above as a comparative % of St. Clair College's 2014-2015 Full-Time Enrolment Headcount:

7.46

St. Clair College's 2014-2015 Part-time International Enrolment is

162

#### Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

The part-time enrolment figure is derived from the College's Student Information System. The figure is a total of all part-time international students throughout the academic year (3 semesters). As a result, students may be double counted if they are part-time in more than 1 semester. The figure also includes those students that are enrolled in the English as a Second Language (ESL) programs, as well as the Freight Forwarding Board of Governor's Certificate program. ESL is no longer classified as a full-time program (as per MTCU), however this continuous intake services the efforts of the College as a means of qualifying international students for post-secondary education.

#### Highlights

Please provide highlights of St. Clair College's activity in 2014-2015 that contributed to maintaining or improving the international student experience at St. Clair College. This could include a strategy, initiative or program viewed by St. Clair College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

In 2014-2015, St. Clair College continued its steady and substantive growth in international student recruitment and overseas international partnerships. From a diverse base of 39 source countries, 384 international students were enrolled at St. Clair in Fall 2014 - representing a 32% year-over-year increase from Fall 2013 (290 international students) and a 47% increase from Fall 2012 (261 international students).

International agreements with the Government of Panama (IFARHU) to train students in the Sustainable Energy Technician and Internet Applications & Web Development programs also contributed to an increase in enrolment, while a partnership with ACE Acumen Academy to train international students in the Toronto (GTA) market enabled the College's overall enrolment to surpass previous levels. This agreement allows international students to be trained in the Computer Systems Technician-Networking and Business programs in a common desired location.

Beyond recruiting students to come to St. Clair College in Windsor and Chatham, in 2014-2015 the College also substantially increased the depth and scope of St. Clair's international footprint. With a strong base of four Chinese partner schools, enrolment in collaborative programs (i.e. Construction Engineering, Business Accounting, Interior Design) grew to 498 students from 279 students in 2013 - a growth of 78%.

The English as a Second Language Program successfully underwent the rigorous process to achieve the coveted Languages Canada accreditation, a requirement to attract students from certain countries deemed key markets but previously closed to St. Clair College's recruitment efforts.

**3c. Student Population - Proportion of an institution's enrolment that receives OSAP\***

*\*Definition: Receives OSAP is the number of OSAP awards, including any student at St. Clair College who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.*

**Proportion of an institution's enrolment that receives OSAP**

	<b># of Students</b>	<b>Percentage</b>
St. Clair College's 2014-2015 proportion of an institution's enrolment that receives OSAP is	5386	69.40

**Additional Information**

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

As the economy continues to struggle in the Windsor-Essex and Chatham-Kent regions, St. Clair College is experiencing a significant proportion of enrolment accessing financial aid through the various OSAP programs. In addition, the College also has a large number of Second Career funded students through MTCU Employment programs. To further support its students, the College spends approximately \$2.5 to \$2.7 Million annually through scholarships, bursaries and student employment.

**4. Program Offerings**

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally-oriented mandates.

- a. Concentration of full-time enrolment headcount\* at colleges by occupational cluster and by credential
- b. Institution's system share of full-time enrolment headcount by occupational cluster and by credential

*\*DEFINITION: Headcount is the un-audited 2014-2015 full-time funding eligible enrolment count submitted on November 1, 2014 by Ontario publicly funded colleges to the ministry's College Statistical Enrolment Report (CSER). Headcount does not include part-time, funding ineligible, nursing, Second Career, apprentice or international students.*

<b>Occupational Cluster (Credential Level)</b>	<b># of students in a program as a % of total # of students across all programs at St. Clair College</b>	<b>St. Clair College's share of system-wide enrolment in each PROGRAM</b>
Applied Arts - Advertising And Design (Advanced Diploma)	4.01	8.05
Applied Arts - Child/Youth Worker (Advanced Diploma)	2.92	4.29
Applied Arts - Developmental Services Worker (Diploma)	1.49	6.85
Applied Arts - Education (Diploma)	5.88	5.84
Applied Arts - Fashion (Diploma)	2.37	8.14
Applied Arts - Human Services (Diploma)	1.31	1.45
Applied Arts - Human Services (Post Diploma)	0.31	2.83
Applied Arts - Landscape And Horticulture (Diploma)	0.61	10.25
Applied Arts - Law And Security (Diploma)	6.64	4.80
Applied Arts - Media (Diploma)	1.00	1.44
Applied Arts - Media (Advanced Diploma)	1.10	2.23

Applied Arts - Media (Post Diploma)	0.11	1.26
Applied Arts - Native Community Worker (Diploma)	0.10	5.98
Applied Arts - Performing Arts (Advanced Diploma)	0.93	9.02
Applied Arts - Preparatory/Upgrading (Certificate)	9.16	5.85
Applied Arts - Preparatory/Upgrading (Diploma)	0.87	3.29
Applied Arts - Public Relations (Diploma)	0.42	9.23
Applied Arts - Recreation/Fitness (Certificate)	0.23	29.31
Applied Arts - Recreation/Fitness (Diploma)	0.95	1.79
Applied Arts - Recreation/Fitness (Advanced Diploma)	0.75	7.93
Business - Accounting/Finance (Diploma)	1.01	2.37
Business - Accounting/Finance (Advanced Diploma)	3.71	5.74
Business - Computer (Advanced Diploma)	0.80	3.95
Business - Culinary Arts (Diploma)	0.74	2.14
Business - Hospitality Management (Diploma)	1.16	3.95
Business - Human Resources/Industrial Relations (Advanced Diploma)	1.95	8.08
Business - Legal (Diploma)	1.13	2.65
Business - Management (Diploma)	0.38	0.85
Business - Management (Advanced Diploma)	0.64	1.40
Business - Management (Post Diploma)	0.05	0.69
Business - Marketing/Retail Sales (Diploma)	0.55	1.68
Business - Marketing/Retail Sales (Advanced Diploma)	1.40	5.62
Business - Office Administration (Certificate)	1.68	19.84
Business - Office Administration (Diploma)	0.68	5.70
Business - Office Administration (Health) (Diploma)	1.04	4.22
Business - Office Administration (Legal) (Diploma)	0.34	6.53
Business - Travel/Tourism (Diploma)	1.50	4.97
Health - Animal Care (Diploma)	1.17	11.05
Health - Health Technology (Certificate)	1.09	10.83
Health - Health Technology (Diploma)	2.21	7.68
Health - Health Technology (Advanced Diploma)	4.81	9.44
Health - Miscellaneous (Diploma)	1.30	5.81
Health - Nursing Related (Certificate)	1.64	7.49
Health - Nursing Related (Diploma)	6.63	6.99
Technology - Architectural (Advanced Diploma)	1.43	5.52
Technology - Automotive (Certificate)	0.19	2.87
Technology - Automotive (Diploma)	0.74	5.54
Technology - Chemical/Biology (Advanced Diploma)	1.76	6.74
Technology - Civil (Certificate)	0.40	4.11
Technology - Civil (Diploma)	0.26	1.28
Technology - Civil (Advanced Diploma)	1.42	3.45
Technology - Electronics (Certificate)	1.70	13.09

Technology - Electronics (Diploma)	2.93	5.64
Technology - Electronics (Advanced Diploma)	3.46	4.59
Technology - Furniture/Wood Products (Diploma)	0.91	9.37
Technology - Machining (Diploma)	0.42	9.04
Technology - Mechanical (Certificate)	0.50	3.58
Technology - Mechanical (Diploma)	1.60	4.97
Technology - Mechanical (Advanced Diploma)	1.49	4.19
Technology - Miscellaneous (Certificate)	0.37	4.07
Technology - Power (Advanced Diploma)	0.82	33.15
Technology - Resources (Diploma)	0.12	0.46
Technology - Welding (Certificate)	0.72	8.12

**c. Number of apprentices, pass/fail rate and annual funding in each trade**

	<b>Number of Apprentices</b>	<b>Pass/Fail Rate</b>	<b>Annual Funding</b>
Exam Prep Initiative	170	88.00	59942.00
Facilities Mechanic	8	100.00	2695.00
Plumber	50	94.00	97552.00
Electrician - Construction and Maintenance	202	90.00	429346.00
Automotive Service Technician	72	92.00	137468.00
Truck and Coach Technician	64	90.00	143146.00
Hairstylist	46	87.00	97710.00
Brick and Stone Mason	19	100.00	33090.00
General Carpenter	45	98.00	99168.00
Cook	35	85.00	94554.00
General Machinist	257	77.00	535636.00
Tool and Die Maker	30	83.00	66526.00
Mould Maker	9	88.00	19384.00
Industrial Mechanic Millwright	57	96.00	125539.00
Industrial Electrician	35	94.00	66469.00
Information Technology - Contact Centre Technical Support Agent	5	0.00	1505.00
<b>Total</b>	<b>1104</b>		<b>2009730.00</b>

**Highlights**

Please provide highlights of St. Clair College's activity in 2014-2015 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by St. Clair College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Many programs were modified to incorporate the ministry's updated learning outcomes. The College's cyclical review process incorporated feedback from its Program Advisory Committees (PAC) as well. Improvements to the College's programming were implemented across the board. Some of the highlights for 2014-2015 were:

School of Business and Information Technology:

The College's newly launched Sports and Recreation Management program commenced in September 2014 with a waitlist. A critical piece of the program are its field placements that will involve students working in the sports and recreation environments such as recreation centers, arenas, golf courses etc.

School of Engineering Technologies:



Electromechanical Engineering Technology – Robotics: Revamped the legacy Mechatronics program from the Thames Campus into an industrial robotics program, including the development of a state-of-the-art laboratory with the help of an employer partnership to achieve a program that is relevant to industry standards and practice.

Biomedical Engineering Technology – Equipment and Devices: Launch of an all new three year advanced diploma that will produce graduates capable of working for medical device companies or as a technologist in a hospital environment. The program has relied on partnerships with local hospitals and health providers to bring in relevant medical equipment for the students' labs

School of Nursing:

Personal Support Worker: 10 new courses launched to address new ministry standards which resulted in 260 additional hours being added to the program.

Pre-Health Sciences: The College combined Pre-Health Sciences and Pre-Health Nursing to one stream in order to enhance student opportunities. The math component was revised to incorporate more dimensional analysis and the English course was revised to target health care professionals as well as professional writing using APA. Lab components were integrated into the Biology and Chemistry courses as well.

School of Community Studies:

Launched in 2014-2015, the Community Integration through Cooperative Education (CICE) program is a two-year Ontario College Certificate designed to provide individuals with developmental disabilities and other significant learning challenges with the opportunity to experience college life, pursue a postsecondary education and develop skills which will help them prepare for employment. CICE core curricula will include subjects covering communications, job and life skills, and human relations.

School of Health Sciences:

2014-2015 curriculum highlights from the School of Health Sciences programs include:

- Implementation of a board exam review course for Veterinary Technician, results have shown a 30% increase in board results.
- Refinement of curriculum in Respiratory Therapy as well as Diagnostic Medical Sonography, positive results shown in the increased number of students passing the respective national exams.
- Implementation of inter-professional curriculum modules within the Pharmacy Technician, Dental Hygiene, Respiratory Therapy and Paramedic programs.

School of Media, Art & Design

One notable program change in Media, Art and Design during the 2014-2015 year was in the Graphic Design program with the addition of two agency courses in the program's final year. The courses allow students real-life experience in terms of the positions required to run an agency and deal with customer projects. The modification has been enthusiastically supported by Program Advisory Committee members who have asked to be involved in planning the scenarios students will encounter.

## **5. Student Mobility**

As part of the development of metrics under the SMAs, the ministry will be 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 that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

ONCAT is leading the development of Student Mobility indicators for use in future SMA Report Backs.

Transfer applicants and registrants

The ministry is using the following data from the College Graduate Outcome Survey @ 6 Months to inform the latest trends in college to university student transfers

Year	Total # of St. Clair College graduates who participated in Graduate Survey (A)	# of St. Clair 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 St. Clair 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)
2010-2011	1947	112	5.75	50622	3355	6.63
2011-2012	2168	96	4.43	57701	3463	6.00
2012-2013	2029	82	4.04	57462	3424	5.96
2013-2014	1781	91	5.11	54467	3003	5.51
2014-2015	1902	67	3.52	52039	2465	4.74

**Per the College Graduate Outcomes @ 6 Months data reported in 2014-2015 (based on 2013-2014 graduates),**

	Percentage
The percentage of St. Clair College students who were satisfied or very satisfied with academic preparation for university was	88.70
The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was	79.60

**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.

**Highlights**

Please provide highlights of St. Clair College's activity in 2014-2015 that contributed to ensuring that students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by St. Clair College to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

In 2014-2015, St. Clair College continued to strengthen its commitment to student mobility and create pathways to students' academic or eventual career success. The College partnered with the Greater Essex County District School Board, the School to College Work Initiative and the Ministry of Training, Colleges and Universities to ensure recognition for high school students' youth apprenticeship training. The College sat on the Greater Essex County District School Board's Skilled Trades Taskforce aimed at increasing the number of young women accessing the Ontario Youth Apprenticeship Program, and continued to participate in the South Western Ontario Industry Education Council hosted by Workforce Windsor-Essex.

The College's formal credit transfer and pathway agreements were reviewed, and those that were expired or nearing expiration were renewed. The College's webpage, "Credit Transfer & Pathway Agreements" was updated to reflect formalized pathway agreements and to direct interested parties to visit ONTransfer.ca for the multitude of informal pathway agreements as well as course credit transfer opportunities available for both outgoing and incoming students.

Policies related to transfer credit and Prior Learning Assessment & Recognition (PLAR) were reviewed and updated to better align with the recommended practices of ONCAT. A transfer credit audit process was implemented to ensure that students receiving transfer credit (previously referred to as advanced standings) were receiving such through a fair and equitable assessment and recognition process that was consistent across the College. A database was formed of all successful transfer credits and posted

to the ONTransfer.ca database portal. Admissions and Registration staff were provided information relating to the College's credit transfer processes and encouraged to assist with the process through expedited posting of transfer credits, to recognize inconsistencies and to bring proposed transfer credit concerns forward to the Registrar for review.

The Ontario College Heads of Business Provincial Business Program transfer pathways were finalized and the College signed as a partnering institution. New international articulation pathway agreements at the Institute of Technology Tralee in County Kerry, Ireland were approved for undergraduate degree completion opportunities in the areas of Travel & Tourism and Hospitality.

Liberal Arts courses were amended, replaced and switched to different semesters as per Program Advisory Committee recommendations and these changes received support from the University of Windsor. Many of the College's students enrolled in these courses transition to the University of Windsor and this change supports their progress and transfer of credit opportunities.

The following articulation agreements were updated and/or explored:

- Architectural Technology with Lawrence Technical University in the United States into their Architectural Bachelors and Masters level programs
- Engineering Technology programs with Cape Breton University into their terminal degree engineering bachelor programs
- Reviewing potential opportunities for articulation for Architectural Technology, including University of Miami.

The College also began the process for exploring a possible joint degree in Border Logistics with University of Windsor.

## 6. Financial Sustainability

### 1. Annual Surplus/(Deficit) - (revenue - expenses)

Annual Surplus/(Deficit)

**Amount**  
-2631656.00

### 2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets)

Accumulated Surplus/(Deficit)

**Amount**  
30320696.00

### 3. Quick Ratio (current assets) / (current liabilities)

Current Assets/Current Liabilities

**Amount**  
1.55

### 4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)]

Debt/Assets

**Percentage**  
17.11

### 5. Debt Servicing Ratio (interest expense + principal payments) / (revenue)

Total Debt Serviced/Revenue

**Percentage**  
0.50

### 6. Net Assets to Expense Ratio (net assets) / (expenses)

Net Assets/Expenses

**Percentage**  
116.04

### 7. Net Income to Revenue Ratio (revenue - expenses) / (revenue)

Net Income to Revenue

**Percentage**  
-2.11

## Highlights

Please provide one or more highlights that demonstrate St. Clair College's commitment to continued financial sustainability.

For several years prior to year end March 31, 2015, St. Clair College has had no flags. For year ended March 31, 2015, St. Clair College had 2 flags (metric #1 & #7). For all other metrics, St. Clair College was well above the benchmarks as follows:

#2. Benchmark: Greater than 0

- #3. Benchmark: Greater than 1.00
- #4. Benchmark: Less than 35.00
- #5. Benchmark: Less than 3.00
- #6. Benchmark: Greater than 60.00

Moving forward, St. Clair College's goal is to achieve 'no flags' for March 31, 2016 year-end and beyond. Administration has devoted significant time and effort analyzing the College budget. Administration also regularly reviews and analyzes actual results and performs budget variance analysis. The Board of Governors is kept updated on financial results.

**7. Attestation**

**By submitting this report to the ministry:**

St. Clair College confirms that all information being submitted to the ministry as part of the 2014-2015 SMA Report Back is accurate and has received approval from St. Clair College's Executive Head.

**Checkbox**

**For additional information regarding St. Clair College's 2014-2015 SMA Report Back please contact**

**Information**

Name:

Telephone:

Email: