



**2011-2012 Multi-Year Accountability Agreement (MYAA) Report Back**

<b>Institution Name:</b>	<b>St. Clair College</b>
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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 the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 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 2011-2012 MYAA Report Back process, the Ministry pre-populated **St. Clair College's** 2011-2012 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. 2009-2010). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **St. Clair College's** 2011-2012 MYAA Report Back is denoted with the symbol <sup>(+)</sup>.



## 1) Enrolment - Headcount\*

\**DEFINITION: Headcount is the un-audited 2011-2012 enrolment count on November 1, 2011 in the Ontario College Application System(OCAS) (Full-Time funded students only: does not include Nursing, Second Career, Apprentice or International students).*

**St. Clair College's** the total Headcount enrolment count in 2011-2012 = **7,596**<sup>(+)</sup>.

Please indicate the number of students aged 18-24 (age as of November 1, 2011) from the total Headcount enrolment at **St. Clair College** in 2011-2012 = **5,574**.

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment at **St. Clair College** in 2011-2012 = **1,953**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2011) enrolled at **St. Clair College** in 2011-2012= **65**.

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

- Where birth dates were blank, or invalid, the student record was ignored and not included in the above count (This only involved 4 records).
- The number currently obtained from the Student Information System is 7437. Corresponding percentages were used in determining the individual breakdown above using 7596 as the total.

Please provide one or more examples, in the space provide below, of highlights from **St. Clair College's** Enrolment Management Plan that **St. Clair College** used during 2011-2012 to manage enrolment.

St. Clair College has obtained rapid enrolment growth over the last ten years in postsecondary education, achieving an increase of over 50%.

Contributing success factors include an aggressive marketing campaign, new program development, student satisfaction initiatives, innovative articulation agreements and monitoring/reviewing application and enrolment data on an ongoing basis and reacting accordingly.

In addition to the above, in 2011 St. Clair College established a Recruitment Committee, chaired by the President, to oversee the College's recruitment strategies.

**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 **St. Clair 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 <b>St. Clair College</b> who registered with the Office for Students with Disabilities and received support services in 2011-2012= <b>731</b></p> <p>Please calculate the total indicated above as a comparative % of <b>St. Clair College's</b> 2011-2012 Enrolment Headcount: (Insert Total From Above) <b>731</b> ÷ <b>7,596<sup>(+)</sup></b> (2011-2012 Enrolment Headcount) x 100 = <b>9.6%</b></p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at <b>St. Clair College</b> who registered with the Office for Students with Disabilities and received support services in 2011-2012 = <b>33</b></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at <b>St. Clair College</b> in 2011-2012= <b>2,145</b></p> <p>Please calculate the total indicated above as a comparative % of <b>St. Clair College's</b> 2011-2012 Enrolment Headcount: (Insert Total From Above) <b>2,145</b> ÷ <b>7,596<sup>(+)</sup></b> (2011-2012 Enrolment Headcount) x 100 = <b>28.2%</b></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at <b>St. Clair College</b> in 2011-2012 = <b>90</b></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at <b>St. Clair College</b> in 2011-2012= <b>138</b></p> <p>Please calculate the total indicated above as a comparative % of <b>St. Clair College's</b> 2011-2012 Enrolment Headcount: (Insert Total From Above) <b>138</b> ÷ <b>7,596<sup>(+)</sup></b> (2011-2012 Enrolment Headcount) x 100 = <b>1.8%</b></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at <b>St. Clair College</b> in 2011-2012 = <b>8</b></p>

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

Information is obtained through the Student Information System.

Please note: Aboriginal students and First Generation students self-identify.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving <b>St. Clair College's</b> initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by <b>St. Clair College</b> to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving <b>St. Clair College's</b> initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by <b>St. Clair College</b> to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving <b>St. Clair College's</b> initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by <b>St. Clair College</b> to be an innovative practice, success story and/or key accomplishment.</p>
<ul style="list-style-type: none"> <li>•Conducted high school visits in Windsor-Essex to promote services and discuss transition from high school to college.</li> <li>•Attended College marketing events to promote services and speak to potential students.</li> <li>•Reviewed and updated the “physical demands” for all postsecondary programs to effectively advise and support students.</li> <li>•Offered professional development for support staff, faculty and administration to promote awareness regarding the barriers faced by students with disabilities. This initiative provided staff with a broader understanding of their role in accommodating students, as well as providing clarity around the legal perspective of the Human Rights Code as it pertains to students with disabilities.</li> <li>•Created “awareness” documentation for students and staff.</li> <li>•Purchased additional computers and supporting software to increase student availability during peak periods at multiple campuses, including touch screens.</li> <li>•Purchased and provided new adaptive technology equipment for student borrowing to support learning (USB voice recorders, iPads, laptops, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>•St. Clair College offered a number of bursaries to First Generation students. Applications were made available online for students to easily complete and submit.</li> <li>•St. Clair College continued to support efforts for a seamless transition for students from secondary school to college through the School-College Work Initiative (SCWI), a partnership that includes Lambton Kent District School Board, St. Clair Catholic District School Board, Greater Essex District School Board and Windsor Essex Catholic District School Board.</li> <li>•SCWI initiatives primarily target high school students who are at risk, disengaged or underachieving. Participating students take dual credit courses at St. Clair College for which, upon passing, they earn a high school credit and the College credit. The program provides high school students a reason to graduate by giving them hands-on success in a field they enjoy while also experiencing the dynamics of a postsecondary institution.</li> <li>•In Fall 2011, St. Clair College had 144 student registrations in dual credit courses and 235 registrations in Winter 2012.</li> <li>•The total retention of the Dual Credit students during 2011/2012 was 76% with a success rate of 90% for those students.</li> </ul>	<ul style="list-style-type: none"> <li>•St. Clair College provided a number of bursaries that were specifically designated for students who are identified as First Nation, Inuit or Métis.</li> <li>•Organized an “Aboriginal Orientation” for new College students.</li> <li>•Set-up information booths at the start of the school year to bring awareness to all students and staff regarding Aboriginal Services.</li> <li>•Established “student mentors” in both Windsor and Chatham where 2nd and 3rd year students were hired to mentor new students and support cultural activities.</li> <li>•Provided numerous workshops throughout the year. Workshop schedules were posted in the Aboriginal Centres. Workshop offerings included Study Skills, Test Preparation, Time Management, Stress Relief, Study Strategies, Essay Writing, Note Taking Tips and Test Preparation.</li> <li>•Numerous cultural activities were held to promote collaboration and Aboriginal heritage. Activities offered included a two-day Spring Drum Social in conjunction with the University of Windsor with hundreds in attendance, weekly luncheons, workshops, poetry readings, organized social gatherings, etc.</li> <li>•The College hosted a very successful hockey tournament in partnership with</li> </ul>

<ul style="list-style-type: none"> <li>•Reviewed and enhanced current services pertaining to “Student Accommodations”. Now all College counsellors provide Disability Services to provide greater flexibility for the students.</li>   <li>•Increased hours of operations for the Office for Student with Disabilities (OSD), including the availability of testing, counsellors and assistive/ adaptive technology.</li>   <li>•Created an OSD manual of processes to ensure consistency and information to our students.</li> <li>•Updated testing policies and procedures for Accommodated Testing to enhance services and promote student success.</li>   <li>•Purchased specialized equipment to support Students with Disabilities (Audio Visual equipment, Portable Coordinate Measuring Machine, Steam Kettles and accessories to support culinary students with pre-existing injuries or ailments that prevent reaching, lifting or twisting, welding simulator, etc.).</li> </ul>		<p>the local CanAm Indian Friendship Centre.</p>
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### 3) Compliance with the Student Access Guarantee (SAG) in 2011-2012

Through its signed MYAA, **St. Clair College** committed to participate in the Student Access Guarantee (SAG). For 2011-2012, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines.

*\*NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **St. Clair College** as of July 5, 2012.*

2011-2012 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
<b>SAG Expenditures towards Tuition/Book Shortfalls</b>	\$380,185(+)	374(+)
<b>Other SAG Expenditures (towards other assessed shortfalls)</b>	\$474,149(+)	796(+)
<b>Total SAG Expenditures Reported by <i>St. Clair College</i></b>	\$854,334(+)	1,170(+)

Did **St. Clair College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines?

**Yes**

\*The space below is provided for **St. Clair College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2011-2012.

St. Clair College continues to automatically issue financial aid to all students with tuition/book shortfalls as identified through files made available through the OSAP portal.

The SAG obligation was adhered to through the issuing of tuition bursaries. In 2011-2012, tuition/book shortfalls were mailed directly to identified, registered, students with a cover letter indicating the College's commitment to the Student Access Guarantee. It is the College's intention to proceed with this practice.



#### 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:

Survey Years	Total # of <i>St. Clair College</i> graduates who participated in Graduate Survey  (A)	# of <i>St. Clair College</i> graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation  (B)	% of <i>St. Clair College</i> 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)
2007-2008	1596 <sup>(+)</sup>	104 <sup>(+)</sup>	6.5% <sup>(+)</sup>	44622 <sup>(+)</sup>	3510 <sup>(+)</sup>	7.9% <sup>(+)</sup>
2008-2009	1551 <sup>(+)</sup>	92 <sup>(+)</sup>	5.9% <sup>(+)</sup>	43086 <sup>(+)</sup>	3145 <sup>(+)</sup>	7.3% <sup>(+)</sup>
2009-2010	1602 <sup>(+)</sup>	82 <sup>(+)</sup>	5.1% <sup>(+)</sup>	40388 <sup>(+)</sup>	2725 <sup>(+)</sup>	6.7% <sup>(+)</sup>
2010-2011	1947 <sup>(+)</sup>	112 <sup>(+)</sup>	5.8% <sup>(+)</sup>	50622 <sup>(+)</sup>	3355 <sup>(+)</sup>	6.6% <sup>(+)</sup>
2011-2012	2168 <sup>(+)</sup>	96 <sup>(+)</sup>	4.4% <sup>(+)</sup>	57701 <sup>(+)</sup>	3463 <sup>(+)</sup>	6% <sup>(+)</sup>

Per the College Graduate Outcomes Survey for 2010-2011 and 2011-2012 (based on 2009-2010 and 2010-2011 graduates), the percentage of ***St. Clair College*** students who were satisfied or very satisfied with academic preparation for university was **82.9%<sup>(+)</sup>**.

Per the College Graduate Outcomes Survey for 2011-2012 (based on 2010-2011 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.3%<sup>(+)</sup>**.

*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 **St. Clair College** used during 2011-2012, and which contributed to maintaining or improving **St. Clair 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 **St. Clair College** to be an innovative practice, a success story and/or a key accomplishment. In addition, **St. Clair College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

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

Expanding Transfer Pathways

- St. Clair College extensively promoted the existing articulation agreement between St. Clair College and Nipissing University where the graduates of the St. Clair College Business Administration Advanced Diploma Programs are given substantial credit towards the Bachelor of Business Administration Degree at Nipissing University.

- The College also targets university graduates for our graduate certificate and diploma programs by advertising in print, on the radio and TV.

- St. Clair College developed new articulation agreements in 2011/2012 with the University of Windsor in the following programs:

Business Administration Accounting  
Business Administration Marketing  
Business Administration Human Resource  
Early Childhood Education

- St. Clair College partnered with Lawrence Technological University, located in Detroit, Michigan, to deliver their MBA program at the St. Clair College Main Campus.

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

Providing Support Services for Transfer Students

- Transfer students meet with appropriate academic Chairs or Coordinators to determine credit transfers and prior learning opportunities. Individual learning plans and personalized schedules are then created to allow for student success.

- The Learning Commons continues to improve the testing facilities for transfer students. In addition, St. Clair College provides peer-tutoring, walk-in tutoring, as well as teacher tutoring on a case-by-case basis for transfer students where necessary.

- For out-of-town transfer students, the Residence and the Student Representative Council provide social activities to encourage integration into the larger student body and to the community.

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



## Improving Transparency and Access to Information

- The College now has an electronic database of articulation and credit transfer agreements. This database is entirely searchable and will be accessible on the College website.
- All paperwork pertaining to transfer agreements are stored in the Registrar's Office where students may access them.

## 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 2011-2012 MYAA Report Back = 35**)

Course Option #2: Offered Wed - 25 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 25**)

COMP1082 *Computer Skills*

Course Option #1: Offered Mon - 98 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 98**)

SWRK1026 *Canadian Social Welfare*

Course Option #1: Offered Mon & Thurs - 10 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 10**)

Course Option #2: Offered Wed & Fri - 10 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 10**)

Course Option #3: Offered Tues & Thurs - 40 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 40**)

SWRK 1041 *Preparation for the Field*

Course Option #1: Offered Tues - 30 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 30**)

Course Option #2: Offered Wed - 30 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 30**)

SWRK1043 *Group Dynamics*

Course Option #1: Offered Mon - 60 students enrolled (**Class Size Reported in 2011-2012 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 2011-2012 MYAA Report Back = 100**)

Course Option #2: Offered Wed & Fri - 101 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 101**)

Course Option #3: Offered Tues & Thurs - 76 students enrolled (**Class Size Reported in 2011-2012 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 2011-2012 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 <sup>st</sup> 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 **St. Clair College** in 2011-2012:

**1<sup>ST</sup> YEAR CLASSES:**

Class Size	Number of Sections	As a Percentage of All 1 <sup>st</sup> Year Sections
Fewer than 30 students	1,792	65.6%
30 to 60 students	861	31.5%
61 to 100 students	60	2.2%
101 to 250 students	18	0.7%
251 or more students	0	0%
Total	2,731	100%

**2<sup>nd</sup> YEAR CLASSES:**

Class Size	Number of Sections	As a Percentage of All 2 <sup>nd</sup> Year Sections
Fewer than 30 students	764	67.2%
30 to 60 students	339	29.8%
61 to 100 students	19	1.7%
101 to 250 students	15	1.3%
251 or more students	0	0%
Total	1,137	100%

**3<sup>rd</sup> YEAR CLASSES:**

Class Size	Number of Sections	As a Percentage of All 3 <sup>rd</sup> Year Sections
Fewer than 30 students	228	77%
30 to 60 students	67	22.6%
61 to 100 students	1	0.3%
101 to 250 students	0	0%
251 or more students	0	0%
Total	296	100%

**4<sup>th</sup> YEAR CLASSES (if applicable):**

Class Size	Number of Sections	As a Percentage of All 4 <sup>th</sup> Year Sections
Fewer than 30 students	9	100%
30 to 60 students	0	0%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	9	100%

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

In keeping with the example provided, individual sections were used to determine the “number of classes” for each class size category.

Please provide one or more highlights, in the space provided below, of an activity that **St. Clair College** used during 2011-2012, which contributed to maintaining or improving **St. Clair College's** class size initiatives. This could be a strategy, initiative or program viewed by **St. Clair College** to be an innovative practice, success story and/or key accomplishment that **St. Clair College** would like to highlight.

- The College maintains smaller lab sizes to allow for adequate teacher/student ratios to provide direct teacher contact.
- Lectures, where opportunities exist, are combined to maximize resources and balance program costing.

## **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 2010-2011 MYAA Report Back, **St. Clair 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, **St. Clair College** is asked to provide information on eLearning courses, programs and registrations in 2011-2012.

### **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 **St. Clair College** offered in 2011-2012 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.

<b>COURSES</b>	<b>Ontario College Credential*</b>	<b>Other Credential*</b>
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	285	0
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	0	0
<b>Total # of Ministry-funded courses offered through the above eLearning formats</b>	285	0
<b>PROGRAMS</b>	<b>Ontario College Credential*</b>	<b>Other Credential*</b>
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	1	1
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
<b>Total # of Ministry-funded programs offered in the above eLearning formats</b>	1	1
<b>REGISTRATIONS</b>	<b>Ontario College Credential*</b>	<b>Other Credential*</b>
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	5,238	0
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
<b>Total # of registrations in Ministry-funded programs offered in the above eLearning formats</b>	5,238	0





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

- Registration and course count was taken directly from the Student Information System for 2011/2012.
- Online courses include online electives, courses offered through Continuing Education or through Ontario Learn and our registrations for MIC Courses (Introduction to Microsoft Office).

Please note, upon review registration numbers submitted in 2010/2011 did not include registrations for MIC Courses. MIC courses are delivered completely on-line.

**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 **St. Clair College's** use of Hybrid Learning courses and/or programs in 2011-2012.

St. Clair College did not offer any hybrid learning courses during 2011-2012.

Please provide one or more highlights, in the space provided below, of an activity that **St. Clair College** used during 2011-2012, which contributed to maintaining or improving **St. Clair College's** eLearning initiatives. This could be a strategy, initiative or program viewed by **St. Clair College** to be an innovative practice, success story and/or key accomplishment that **St. Clair College** would like to highlight.

- St. Clair College recently received approval to offer a Post-graduate Diploma in Web and Interactive Design. Delivery of this program will be completely online.
- St. Clair College has recently increased online offerings and hopes to continue to increase the number of online courses within the next year or so.

## **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 **St. Clair College** had in 2011-2012:

- Outbound students\* = 0

*\*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 at an Ontario college/university participating in student exchanges/study abroad/internships/international experiences to receive academic credit.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **St. Clair College** in 2011-2012 = **\$1,998,625**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **St. Clair College** had outside of Canada in 2011-2012 = **\$129,009**

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **St. Clair College** delivers courses and/or programs **abroad (outside of Canada)** in 2011-2012, including city, country, programs offered, and total enrolment in each program offered at each campus:

<b>Campus Name</b>	<b>City/Municipality/Country</b>	<b>List all programs offered at the Campus, Partner Campus or Partnership in 2011-2012</b>	<b>Provide 2011-2012 total enrolment in each program offered listed in this table</b>
Nanjing Communications In	Nanjing, Jiangsu Province / China	Mechanical Engineering	48
Nanjing Communications In	Nanjing, Jiangsu Province / China	Interior Design	19
Yangzhou Polytechnic Univ	Yangzhou, Jiangsu Provinc / China	Business Accounting	13

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

Note: Overseas students listed above are not enrolled into St. Clair College until joining their relevant program at the Windsor or Thames/Chatham campus.

As part of St. Clair College's overseas partnership strategy, all established academic collaborations are based upon a memorandum of understanding (MOU) which contain various quality control measures. For example, Project Management Committees (PMC) are created to manage and review the partnership. This includes face-to-face meetings, annual status reports, etc.

Further to the above, St. Clair College sends a professor to each partnering school for two weeks every year in order to review program delivery methods, student progress, etc.

In addition, St. Clair College employs in-country representatives to act as a liaison between the two institutions and



troubleshoot problems/issues beyond the scope of the PMC.

## 7.2 Enrolment

In 2011-2012, the following were the top 5 source countries for international students at **St. Clair College**:

	Source Country	Number of Full-Time International Students from Source Country	International Students from Source Country as a Percentage of St. Clair College Total Full-Time International Student Enrolment <sup>(+)</sup>
1.	India <sup>(+)</sup>	73 <sup>(+)</sup>	37.4% <sup>(+)</sup>
2.	China <sup>(+)</sup>	46 <sup>(+)</sup>	23.6% <sup>(+)</sup>
3.	Pakistan <sup>(+)</sup>	7 <sup>(+)</sup>	3.6% <sup>(+)</sup>
4.	Nigeria <sup>(+)</sup>	7 <sup>(+)</sup>	3.6% <sup>(+)</sup>
5.	United States <sup>(+)</sup>	6 <sup>(+)</sup>	3.1% <sup>(+)</sup>

**St. Clair College** reported to the Ministry that International Enrolment\* in 2011-2012 = **195<sup>(+)</sup>**.

*\*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 2011 at **St. Clair 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.*

*NOTE: The Full-Time International Enrolment and Top 5 Source Countries were updated November 15, 2012 by MTCU. Comments in this section may be based on the enrolment data displayed prior to this update.*

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

International enrolment at St. Clair College is a result of a multi-pronged strategy that is globally focused but reflective of country-specific requirements. Aside from the top five source markets, officers from the College visit a number of countries in order to attend recruitment fairs and agent matching events. Furthermore, through a partnership with Maple Leaf EduConnect Pvt., the College has established shared office space in New Delhi whereby one native recruitment officer is shared with Confederation College. This procedure allows for cost-effective vetting of agents and applications in India before qualified files are sent to St. Clair. Senior staff in Windsor then decide on final approval of agent partnerships and/or progress of student applications towards issuance of a letter of acceptance (LOA).

Full-Time International Enrolment as a comparative percentage\* of Full-Time Enrolment at **St. Clair College** in 2011-2012 was:  
**2.57%<sup>(+)</sup>**

\*Comparative percentage calculation based on **St. Clair College's** 2011-2012 Full-Time International Enrolment (**195<sup>(+)</sup>**), divided by **St. Clair College's** 2011-2012 Fulltime Enrolment Headcount (**7,596<sup>(+)</sup>**)

Please provide **St. Clair College's** 2011-2012 Part-Time International Student Enrolment = 16

Please provide one or more highlights, in the space provided below, of an activity that **St. Clair College** used during 2011-2012, which contributed to maintaining or improving **St. Clair 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.

Based upon a diversification strategy beyond India and China, St. Clair College has recently pursued recruitment and partnership opportunities in select Gulf Region states—i.e., United Arab Emirates (U.A.E.), Qatar, and Oman. Specifically, in November 2011, a site visit was made to the campuses of three potential academic partners located in Dubai. Based upon the success of those discussions, the College hopes to sign a collaborative MOU leading to delivery of one or more programs (i.e., International Business, Tourism & Travel, Early Childhood Education, etc.) beginning in Fall 2013.



**7.3 English or French as a Second Language**

Please provide the total number of *International students* who were enrolled in either an English as a Second Language (ESL) course or program or a French as a Second Language (FSL) course or program at **St. Clair College** in 2011-2012 = 68

Please provide a highlight in the space provided below of an initiative, strategy or practice that **St. Clair College** used in 2011-2012 to create pathways for *International students* from **St. Clair College's** ESL or FSL programming to postsecondary studies.

- St. Clair College has maintained a ten year collaboration with the University of Panama in order to facilitate ESL students experiencing short study language programs in Windsor.

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

- ESL students at St. Clair College are recruited through participation in recruitment fairs, agent networks and collaboration with overseas academic partner organizations.

**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.

**St. Clair College** confirmed in its 2010-2011 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2011-2012, **St. Clair College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

**St. Clair College** confirmed in its 2010-2011 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 2011-2012, **St. Clair College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

**St. Clair College** confirmed in its 2010-2011 MYAA Report Back that it **had not** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2011-2012, **St. Clair College** participated in the Ontario Education Collaborative Marketplace (OECM): **No**



Please provide one or more highlights, in the space provided below, of an activity that **St. Clair College** used during 2011-2012, which contributed to maintaining or improving **St. Clair 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.

During the fiscal year 2011-2012, St. Clair College issued numerous competitive procurements. The following list highlights the significant procurements:

- Fitness Equipment
- Café Services
- Custodial Services
- Grass Cutting Services
- Payment Card Industry (PCI) Compliance Services
- Dental Instruments
- Parking Gate Supply and Installation
- External Audit Services
- Leasehold Improvement
- Access Road Construction
- Powerline Road Construction

These procurements assisted the College in realizing the benefits from open competitive procurement processes.

Though St. Clair College did not actively participate in the Ontario Education Collaborative Marketplace (OECM) for this fiscal year, the College continues to evaluate OECM's sourcing initiatives as existing non-OECM contracts expire, in order to improve the College's collaborative sourcing savings, quality of products and services. St. Clair College has recently signed the OECM contract for courier services, and is reviewing the OECM contract for customs brokerage services.

The following highlights an additional procurement initiative completed during fiscal year 2011-2012:

- Dispatch Purchase Orders via Email: The process to dispatch purchase orders to vendors through email instead of faxing was implemented. This initiative will:
  - Decrease the manual effort required by the Purchasing Clerk.
  - Allow requestors to obtain a copy of their purchase order.
  - Allow the Receiving department to obtain electronic copies of purchase orders instead of manual copies.
  - Decrease copy paper expenditures.
  - Add to the "green" initiatives of the College.

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

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



**St. Clair College** confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of April 1, 2011.

Please provide one or more highlights, in the space provided below, of an activity that **St. Clair College** used during 2011-2012, which contributed to **St. Clair College's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **St. Clair College** to be an innovative practice, success story and/or key accomplishment.

During 2011-2012, the following highlights demonstrate compliance for St. Clair College with the Broader Public Sector (BPS) Procurement Directive:

- Communicated regularly with members of the Ontario Colleges Purchasing Management Association and Colleges Ontario Finance Officers to identify opportunities for improvement to current processes.
- Recommend potential sourcing initiatives to the OECM.
- Reviewed the College's current purchasing policy and procedure to identify whether or not any updates are necessary.
- Presented the new procurement requirements to College administrators.

## BPS Expenses Directive

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

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



**St. Clair College** confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements as of April 1, 2011.

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

<http://www.stclaircollege.ca/about/corporatedocuments.html>

Please provide one or more highlights, in the space provided below, of an activity that **St. Clair College** used during 2011-2012, which contributed to **St. Clair College's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **St. Clair College** to be an innovative practice, success story and/or key accomplishment.

During fiscal year 2011-2012, the following highlights activities by St. Clair College for compliance with the Broader Public Sector (BPS) Expenses Directive:

- Communicated regularly with members of the Ontario Colleges Purchasing Management Association and Colleges Ontario Finance Officers to identify opportunities for improvements to current processes.
- Reviewed the College's current travel and business expenditure policy to identify whether or not any updates are necessary.
- Presented the new travel and business expenditure requirements to College administrators.

### **BPS Perquisites Directive**

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



**St. Clair College** confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

Please provide one or more highlights in the space provided below, of an activity that **St. Clair College** used during 2011-2012, which contributed to comply with the BPS Perquisites Directive in the 2011-2012. A highlight could be a strategy, initiative or program viewed by **St. Clair College** to be an innovative practice, success story and/or key accomplishment.

- During fiscal year 2011-2012, St. Clair College developed and approved a Perquisites Policy for compliance with the Broader Public Sector (BPS) Expenses Directive. The policy was communicated to all staff.

## **9) Work Integrated Learning\***

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, 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 2011-2012 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 **St. Clair College** in 2011-2012:

	<u>Certificate</u>	<u>Diploma</u>	<u>Advanced Diploma</u>	<u>Graduate Certificate</u>	<u>Applied Degree</u>
Number of programs at <b>St. Clair College</b> with a Co-op Stream	0	0	0	0	0
Number of students at <b>St. Clair College</b> enrolled in a Co-op program	0	0	0	0	0

Please provide one or more highlights, in the space provided below, of an activity that **St. Clair College** used during 2011-2012, 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 **St. Clair College** to be an innovative practice, success story and/or key accomplishment.

Work-Integrated Learning Opportunities include:

- Students in a variety of programs have the opportunity to participate in community placements. Programs include: Business Administration - Accounting, Business Administration – Human Resources, Child and Youth Worker, Dental Assisting, Dental Hygiene, Development Mental Service Worker, Early Childhood Education, Educational Assistant, Graphic Design, Journalism, Medical Laboratory Science, Paralegal, Paramedic, Personal Support Worker, Pharmacy Technician, Practical Nursing, Collaborative Nursing, Office Administration, and Power Engineering.

- Operating Clinics: Some academic programs provide student-staffed operations that are a direct benefit to the community.

Examples include:

1. Dental Hygiene/Dental Assisting Programs – Free Dental Cleaning Clinic
2. Paralegal Program – Forms Clinic
3. Accounting/Business Administration Programs – Seniors Tax Clinic
4. Hospitality/Culinary Arts – Chez Talbot operations
5. Hairstyling/Esthetician Program – Spa Days - In 2011, these two programs hosted a series of special days to raise money for fellow St. Clair College students in financial need

Other Community/Student Partnerships include:

- Students acted as consultants to local business and industry to evaluate networks and made recommendations for improvements or to add new capabilities. Companies who participated often saved thousands of dollars in implementation costs through the innovative ideas created by the student teams.
- Students created web pages for small businesses and community groups who received professionally designed pages at no cost.
- In the Paralegal Program, students obtained placements with the Ontario Court of Justice, the Ontario Superior Court, including an internship with one of the judges, and in the Crown Attorney's Office.
- Volunteer opportunities exist within the community to expose students to their perspective fields (CNC projects, ECE, Hospitality, Music Theatre, Entertainment Technology, etc.).

## **10) Student Satisfaction**

Per the Key Performance Indicator (KPI) results reported in 2011-2012, the student satisfaction rate at **St. Clair College** for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **89.6%<sup>(+)</sup>**

Per the KPI results reported in 2011-2012, the student satisfaction rate at **St. Clair College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **83.6%<sup>(+)</sup>**

Per the KPI results reported in 2011-2012, the student satisfaction rate at **St. Clair College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **71%<sup>(+)</sup>**

Per the KPI results reported in 2011-2012, the student satisfaction rate at **St. Clair College** for KPI Question #45 "The overall quality of the services in the college" = **70.8%<sup>(+)</sup>**

Please indicate the methods, in addition to the KPI survey results reported in 2011-2012, that **St. Clair College** used in 2011-2012 to measure student satisfaction.

Student satisfaction was measured by using the following methods:

- Instructional feedback systems: A survey is conducted for all courses and all faculty.
- Comment Cards: Sorted and evaluated. Action plans are developed annually using this data.
- Bi-weekly meetings are held with senior administration and the Student Representative Council in Windsor to deal with pressing student concerns.
- KPI survey results reported in 2011-2012 and individual comment cards received by students.

Please provide one or more highlights, in the space provided below, of an activity that **St. Clair College** used during 2011-2012, which contributed to maintaining or improving **St. Clair College's** student satisfaction initiatives. This could be a strategy, initiative or program viewed by **St. Clair College** to be an innovative practice, success story and/or key accomplishment that **St. Clair College** would like to highlight.

The 2011-2012 highlights to increase Student Satisfaction included the following:

Academic Programs and Delivery:

- Investing in academic facilities and equipment made available through Ministry funding (CERF - Capital Equipment and Renewal Fund, AEF -Apprenticeship Enhancement Fund).
- Providing professional development opportunities for faculty, support staff and administration to enhance vocational and teaching skills.
- Offering of College Educator Development Program (CEDP) for new and existing faculty.
- Offering tuition reimbursement initiatives for staff.

Student Services:

- Creating a new "Code of Student Rights and Responsibilities" to provide clear communication regarding student rights and expectations. This documentation is mailed directly to all students.
- Preparing and mailing other vital information to all students in addition to the above, including:
  1. Just the Facts (Admission, Registration, Drop/Add and Fee information).



2. Student Services Handbook (Includes information on student support services).

- Conducting an administrative analysis and review of the KPI Comment Cards.
- Creating and implementing departmental “KPI Improvement Plans” in all service areas.
- Offering walk-in tutoring hours for various courses.
- Providing additional financial assistance to the students through emergency loans, payment plans, etc.
- Providing on-campus student employment opportunities.
- Ensuring ongoing communication between student government leaders and the students themselves to solicit input and resolve student concerns.
- Continuing the “Rent-a-text” program through the College’s Bookstore. This was introduced in 2010 and continued in 2011 due to the positive feedback received from our students.
- Implementing a “Student Health 101 Magazine” to communicate and inform students of available resources and current health issues or trends.



**11) Graduation Rate**

Per the KPI results reported in 2011, the graduation rate at **St. Clair College** = 69.9%<sup>(\*)</sup>

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **St. Clair College** used in 2011-2012 to measure graduation rate.

- Only the KPI survey results reported in 2011-2012 were used to determine the graduation rate at St. Clair College.

Please provide one or more highlights, in the space provided below, of an activity that **St. Clair College** used during 2011-2012, which contributed to maintaining or improving **St. Clair College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **St. Clair College** to be an innovative practice, success story and/or key accomplishment that **St. Clair College** would like to highlight.

Initiatives used during 2011-2012 include:

- 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.
- Continuing to provide extended hours in 2011 in Learning Commons (Main Campus) to provide additional time for Make-Up or Accommodated Testing. (Monday – Thursday 8:00 am – 9:30 pm and Friday 8:00 am – 5:00 pm).
- Providing independent learning plans for students requiring assistance.
- Providing web access to helpful links that promote student success. These tools include Student Guides and Strategies, Study Skills, Test Taking Strategies, Study Tips, Writing Guides, Time Management Strategies, etc.
- Offering student tutorials to complete program eligibility requirements.
- Offering of Prior Learning Assessment opportunities.

## **12) Graduate Employment Rate**

Per the KPI results reported in 2011-2012 the graduate employment rate, 6 months upon graduation, at **St. Clair College** = **80.1%(+)**

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **St. Clair College** used in 2011-2012 to measure graduate employment rate.

- Only the KPI survey results reported in 2011-2012 were used to determine the graduate employment rate.

Please provide one or more highlights, in the space provided below, of an activity that **St. Clair College** used during 2011-2012, which contributed to maintaining or improving **St. Clair College's** graduate employment rate. This could be a strategy, initiative or program viewed by **St. Clair College** to be an innovative practice, success story and/or key accomplishment that **St. Clair College** would like to highlight.

Initiatives held in 2011-2012 that promoted College students included the following:

- Hosting the Annual Job Fair in conjunction with the University of Windsor.
- Holding program specific career fairs.
- Hosting events to showcase student talents. Such events include: the Tradigital Animation Grad Show, the Interior Design Grad Spring Show, the Annual Food and Wine Gala hosted by our students ( this event is open to the public to showcase student work) and holding multiple annual performances from the Music Theatre Performance and Entertainment Technology students.
- Participating in "Habitat for Humanity".
- Providing community placements in academic programming.
- Promoting student competitions (Marketing, Advertising, Graphic Design, Ontario Skills, etc.).
- Producing and broadcasting a live COGEGO cable program produced by the St. Clair College Journalism program.
- Publishing and distributing the newspaper, "The Journal", produced by the students in the Journalism program.

### 13) Student Retention

The table below has been pre-populated with the results from *St. Clair College's* 2010-2011 MYAA Report Backs. Please identify *St. Clair College's* achieved results for 2011-2012 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 2010-2011	Retention Rate Achieved for 2011-2012
1st to 2nd Year	<u>78.6%</u> <sup>(+)</sup>	2011 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>2,204</u> $\div$ 2010 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>3,175</u> $\times 100 = 69.4\%$
2nd to 3rd Year	<u>83.2%</u> <sup>(+)</sup>	2011 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>586</u> $\div$ 2010 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>680</u> $\times 100 = 86.2\%$
3rd to 4th Year	<u>0%</u> <sup>(+)</sup>	2011 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>0</u> $\div$ 2010 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>0</u> $\times 100 = 0\%$

\*NOTE: Institutions used a variety of student enrolment cluster groups in their 2010-2011 MYAA Report Back student retention rate calculations. As such, comparison between the 2010-2011 student retention rate and the 2011-2012 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 *St. Clair College* to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Student Retention.

The methodology utilized to calculate retention rates for the 2011-2012 academic year encompassed the comparison of audited enrolment data for November 1, 2010 and November 1, 2011.

For each program the College offers, Year 2 data was collected from the 2011-2012 academic year and was measured against the Year 1 data reported in 2010-2011. Similarly, Year 3 data from the 2011-2012 academic year was evaluated against Year 2 data reported in 2010-2011. During this analysis, all one-year program offerings were excluded. These exclusions included the majority of 'fast track', accelerated, and one-year certificate programs.

Please also note the following:

Under Section 5 – "Class Size" Year 4 reported enrolment numbers consist entirely of Collaborative Nursing students. The Collaborative Nursing program is delivered in partnership with the University of Windsor. Based on the Collaborative Nursing Agreement, all Year 3 curriculum is delivered exclusively by the University of Windsor; therefore no retention rate has been recorded between Year 3 and Year 4 under this section.



Please provide one or more highlights, in the space provided below, of an activity that **St. Clair College** used during 2011-2012, which contributed to maintaining or improving **St. Clair College's** retention initiatives. This could be a strategy, initiative or program viewed by **St. Clair College** to be an innovative practice, success story and/or key accomplishment that **St. Clair College** would like to highlight.

Retention strategies deployed in 2011-2012 included the following:

Student focused:

- Faculty within the Student Services area conducted classroom visits to first year classes to introduce and orientate students to available services on campus while promoting student success strategies and techniques.
- Provided numerous workshops to students on Study Skills, MLA, PLA writing styles, Writing Multiple Choice Tests, etc.
- Implemented "Individual Success Plans" for students on Academic Dismissal. This involves the creation of a "Student Re-Admission Performance Contract" (Contract includes ongoing meetings with Chair/Coordinator, minimal GPA expectation and utilization of resources within Learning Commons).
- Developed communication strategies to educate students on available support mechanisms to enhance student success (Handbook, flyers, newspaper articles, etc.).
- Developed and administered a Retention Survey for all students not returning from the Fall semester to determine reason for leaving school, future plans and acquire feedback on current services or suggested services.

Staff focused:

- Developed a College-Wide Retention Committee with Terms of Reference.
- Identified "Retention" as a College priority with the goal to establish a retention-centered culture within the organization.
- Developed institutional capacity for data analysis and research pertaining to retention. This includes the collection and analysis of external and internal information and data to ensure decisionmaking is evidence driven.
- Developed online "Retention Reports" and provided the capability for academics to run ongoing retention reports for postsecondary programs.
- Identified "pathway to success" courses and investigated alternative deliveries/support systems. (These include all postsecondary offerings with a 20% drop/failure rate). This included arranging for "walk in" tutor time for students through the year in identified courses.
- Conducted a "Math Mapping" project and reviewed course outcomes and program linkages for all math courses delivered within the College's prep programs.
- Developed a link to Kahn Academy from all math courses syllabi. The link is to allow students to run tutorials based on material covered in class. The Kahn Academy, established in 2006, provides on-line educational resources in a variety of subjects.
- Review of best practices within the College as it pertains to teaching and retention.
- Developed and distributed a discussion paper on retention entitled "Retention – It does matter to all of us at St. Clair College".

#### **14) Quality of the Learning Environment**

Please provide one or more highlights, in the space provided below, of an activity that **St. Clair College** used in 2011-2012 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality for the three quality measure categories indicated below -

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

Extensive efforts were deployed in 2011 to develop and enhance quality at St. Clair College. Efforts included:

###### Teaching & Learning:

- In 2011, professional development was conducted to enhance the “In-Class Experience” for students. Training topics included: outcome based learning, tying assessment to outcomes, mapping course outcomes to program outcomes and General Education criteria.
- Professional development sessions were conducted for faculty on the utilization of Blackboard, the College’s Classroom Management system, to enhance and expand student learning using technology.
- New full-time faculty were mandated to participate in a formal program of teaching development through the Western Region College Educator Development Program (CEDP). CEDP is done in collaboration with six western region colleges: Conestoga, Fanshawe, Lambton, Mohawk, Niagara and St. Clair and focuses on enhancing skills related to instructional design and delivery. In 2011, approximately 30 faculty participated in the various phases of CEDP.
- Professional development activities were supported for faculty and staff. Approximately \$200,000 was spent in 2011-2012 for staff PD.
- Promoting Best Practices – Faculty were encouraged to submit exemplary teaching techniques utilized in the classroom that help student success and promote learning engagement. Best practices were shared with other faculty through “Coffee Houses”.
- Tuition Reimbursement initiatives were offered for staff.
- Manga Commons, an on-line professional development resource, that supports teaching and learning was purchased and made available online to full and part-time faculty.

###### Facilities:

- The College opened three new academic buildings during the 2011/2012 academic year which allows St. Clair College to provide state-of-the art facilities to the students. These included:
  - A \$32M Centre for Applied Health Sciences - Windsor
  - A \$4.4M Trades and Technology building – Chatham
  - A \$800,000 Truck and Coach Building - Windsor
- In addition to the above, over \$1M was spent on purchasing and upgrading classroom equipment to enhance student learning and improve classroom quality.

###### Other Quality Improvement Efforts:

- In 2011, the College was committed to deploying and improving quality assurance protocols. Strategies included:
  1. Reviewing all post secondary course outlines to ensure Ministry Compliancy with respect to “Outcome Based Education”

(OBE).

2. Reviewing and modifying the template for internal program reviews to enhance program quality.

- Many faculty were actively involved in provincial accreditation committees for their respective vocation.

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

First Year Student Orientation:

- The Orientation Day Committee included members from all campuses and all constituent groups to ease students into postsecondary education.
- College Technology Workshops were held on each campus to introduce new students to College email, self-service system and Blackboard.

Work Study Opportunities:

- Students were able to extend their program learning and receive remuneration to:
  - Provide assistance to fellow students in the open computer labs.
  - Promote the College by participating in events held by our Marketing Department by conducting tours for individuals, families and school groups.
  - Demonstrate skills in Nursing Labs to freshman students.
  - Assist students with course content through tutoring appointments, study groups and walk-in services.
  - Assist with maintaining and setting up of audio/visual equipment for a variety of events and purposes.
- Faculty from various programs volunteer their time to act as advisors for academic clubs, sponsored by student government, to promote student engagement.

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

- Workshops conducted by Student Services staff and faculty were presented on a variety of topics including Writing and Citations, Study Skills, Test Taking Strategies, Job Search/Interview Skills, Online Research, Library Services, and Stress Management.

• Students with academic challenges:

1. Students that are on Academic Dismissal must work with the Program Coordinator and/or Chair to create an Individual Recovery Plan and identify required support for success.
2. In addition to peer tutoring services, faculty-led “walk-in” services in Math, English and Science were available at both South and Thames Campuses.
3. Faculty-led “walk-in” services in math and english were provided at the St. Clair College Centre for the Arts and the MediaPlex.

**Attestation:**



**St. Clair College** confirms that all information being submitted to the Ministry as part of the 2011-2012 MYAA Report Back is accurate and has received approval from **St. Clair College's** Executive Head or Board of Governors.

**Contact:**

For additional information regarding **St. Clair College's** 2011-2012 MYAA Report Back please contact -

- Name: Patricia France
- Telephone: 519-972-2702
- Email: pfrance@stclaircollege.ca

Please indicate the address on **St. Clair College's** website where a PDF copy of this 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report Back has been approved):

- <http://www.stclaircollege.ca/about/corporatedocuments.html>