Ministry of Training, Colleges and Universities

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

Institution Name:	St. Clair College

OVERVIEW

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

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

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

1) Enrolment - Headcount*

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

St. Clair College's total Headcount enrolment count in 2012-2013 = **7,233**[(+)].

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment at *St. Clair College* in 2012-2013 = **5,485**.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment at *St. Clair College* in 2012-2013 = **1,609**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2012) enrolled at *St. Clair College* in 2012-2013= **139**.

* 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.

Numbers above were obtained from our Student Information System and exclude Collaborative Nursing, Second Career, Apprenticeship and International Students.

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

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 2012-2013 to manage enrolment.

Enrolment planning is imperative to the institution to ensure strategic enrolment growth and fiscal health. Over the last decade, St. Clair College has more than doubled our enrolment. In 2012-2013, the College saw a modest increase in full time postsecondary enrolment of 3%.

Contributing success factors include increased media and print advertisement, focused recruiting efforts, strategic implementation of new programs, student success strategies, Key Performance Improvement Plans, annual Program Reviews, innovative pathways, statistical analysis of application to registration conversion, and close monitoring of application and enrolment data on an ongoing basis.

The Recruitment and Retention Committee, chaired by the President, continues to oversee the College's recruitment and retention strategies.

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

*DEFINITION: <u>Students with disabilities</u> 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: <u>First Generation</u> 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: <u>Aboriginal</u> 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
Please indicate 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 2012-2013= **891** Please calculate the total indicated above as a comparative % of **St. Clair College's** 2012-2013 Enrolment Headcount: (Insert Total From Above) **891** ÷ **7,233**[(+)] (2012-2013 Enrolment Headcount) x 100 = **12.3**% Please also indicate the total number of Part-Time *Students with Disabilities* at *St. Clair College* who registered with the Office for Students with Disabilities and received support services in 2012-2013 = **43**	Please indicate the total number of Full-Time *First Generation Students* enrolled at *St. Clair College* in 2012-2013= **2,072** Please calculate the total indicated above as a comparative % of **St. Clair College's** 2012-2013 Enrolment Headcount: (Insert Total From Above) **2,072** ÷ **7,233** [(+)] (2012-2013 Enrolment Headcount) x 100 = **28.6**% Please also indicate the total number of Part-Time *First Generation Students* enrolled at *St. Clair College* in 2012-2013 = **126**	Please indicate the total number of Full-Time *Aboriginal Students* enrolled at *St. Clair College* in 2012-2013= **164** Please calculate the total indicated above as a comparative % of **St. Clair College's** 2012-2013 Enrolment Headcount: (Insert Total From Above) **164** ÷ **7,233**[(+)] (2012-2013 Enrolment Headcount) x 100 = **2.3**% Please also indicate the total number of Part-Time *Aboriginal Students* enrolled at *St. Clair College* in 2012-2013 = **16**

* 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.

The information above is reported by using the following methods:

Students with Disabilities: Numbers were obtained through a comparison of Clockwork, the software used within the "Office for Students with Disabilities" and our Student Information System to ensure accuracy.

First Generation Students: Numbers were obtained from our Student Information System.

Aboriginal Students: Numbers were obtained from the Student Information System.

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving **St. Clair College's** initiatives for *Students with Disabilities*. 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.	In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving **St. Clair College's** initiatives for *First Generation Students*. 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.	In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving **St. Clair College's** initiatives for *Aboriginal Students*. 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.
Highlights of activities in 2012/2013 that supported Students with Disabilities include: •During the 2012 – 2013 year, the Office for Students with Disabilities initiated communicating accommodation plans to students through their confidential student email accounts. This enabled the student to directly and discretely provide their instructors a copy of the plan and initiate dialogue. •Conducted high school visits in Windsor-Essex to promote services and discuss transition from high school to college. •Supported College marketing events to promote student outreach and promote services. •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. •Purchased 50 laptops and made enhancements to adaptive/assistive technology (Dragon Naturally Speaking, Kurzweil Zoomtext, Jaws, voice recorders and CCTVs). •Hosted "Transitioning to College" events at both Windsor and Chatham to provide awareness to more than 250 participants on College services,	Highlights of activities in 2012/2013 that supported First Generation Students include: •St. Clair College offered a number of bursaries to First Generation students. Applications were made available online for students to easily complete and submit. •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. •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 equivalent College credit. The program provides high school students a reason to complete high school by giving them hands-on success in a field they enjoy while also experiencing the dynamics of a postsecondary institution. •In 2012-2013, St. Clair College had an increase in Dual Credit enrolment. In Fall 2012, 222 students were registered in Dual Credit courses and in Winter 2013, 281 student were registered.	Highlights of activities in 2012/2013 that supported Aboriginal Students include: •Student engagement opportunities were initiated with a number of workshops, guest speakers (Guy Hagar, Rick Murphy, Tony Solomon, Pauline Shirt, etc.), seminars and conferences due to the efforts of the Aboriginal Education and Training Council (AETC) and the College staff. •Outreach to our community to enhance community relations/partnerships through the First Nation, Metis and Inuit centres. This outreach has allowed St. Clair College the occasion to welcome four additional members to our Aboriginal Council, which has become even more vibrant with additional perspectives, input and feedback to help in supporting the success of our students. •Purchase of two teepees, for our South and Thames campuses to honour and celebrate aboriginal culture. •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. •Hosted weekly student luncheons for our Aboriginal students to cultivate student engagement. •Hosted a 2012 Drum Social in conjunction with the University of

processes and procedures as it relates to student success. •Engaged in consulting services of a clinical psychologist to provide consultation to College counsellors in assisting with complex student cases pertaining to mental health, disabilities, etc	•The 2012-2013 Dual Credit activity saw a successful year with the total retention of students being 83.3% with a success rate of 92.9% for those students.	Windsor at the St. Clair College Centre for the Arts.

3) Student Access Guarantee

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

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

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL $	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	$352,297[+]	315[+]
Other SAG Expenditures (towards other assessed shortfalls)	$523,208[+]	935[+]
Total SAG Expenditures Reported by *St. Clair College*	$875,505[+]	1,250[+]

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

Yes

The space below is provided for **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 2012-2013.

St. Clair College continued to automatically issue financial aid to all students with tuition/book shortfalls as identified through files made available through the OSAP portal. This past year, the College attempted to increase awareness of financial aid assistance (ie. tuition bursaries, entrance awards, work study, etc.) available to students through social media and the student newspaper. As a result, our spending increased year-over-year. The majority of the assistance was provided prior to the end of the calendar year as this was also used as a tool for student retention. Tuition/book shortfalls were automatically offset by issuing tuition bursaries to those who did not apply for any other financial assistance throughout the year (aside from OSAP). It is the College's intention to proceed with this practice in the years to come.

4) Participation in the Credit Transfer System

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

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

Reporting Years	Total # of *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)
2008-2009	1551[+]	92[+]	5.9%[+]	43086[+]	3145[+]	7.3%[+]
2009-2010	1602[+]	82[+]	5.1%[+]	40388[+]	2725[+]	6.7%[+]
2010-2011	1947[+]	112[+]	5.8%[+]	50622[+]	3355[+]	6.6%[+]
2011-2012	2168[+]	96[+]	4.4%[+]	57701[+]	3463[+]	6%[+]
2012-2013	2029[+]	82[+]	4%[+]	57462[+]	3424[+]	6%[+]

Per the College Graduate Outcomes data reported in 2012-2013 (based on 2011-2012 graduates), the percentage of *St. Clair College* students who were satisfied or very satisfied with academic preparation for university was **86.3%[+]**.

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

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

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

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

•School of Nursing – St. Clair College established a bridging pathway for graduates of the Practical Nursing program to earn a Nursing Degree (RPN to RN transition) from Nipissing University. This is a unique arrangement as St. Clair graduates would be able to continue their education through a blended delivery model while remaining on the College campus. This project is still ongoing with an expected completion date of September 2013.

•Publicize Nipissing University – The College continued to promote and heighten the awareness of the partnership with Nipissing University for a Bachelor of Business Administration (B.B.A) for St. Clair College Business Diploma students through a blended delivery model on the College campus.

•School of Business & Information Technology – Commenced communications to develop a transition plan with the University of Windsor for the College's Mobile Applications program (in development) to a Computer Science Degree, specifically in the fields of Game Development and Multimedia (new to the University of Windsor).

•School of Business: Three Year Marketing Advanced Diploma to Bachelor of Commerce at the University of Windsor. This agreement received formal approval during 2012/2013.

•In January 2013, St. Clair College and its French-language counterpart College Boreal hailed a new arrangement that helps share resources and provide educational opportunities for students. The Memorandum of Understanding, essentially an official partnership, allows student exchanges between the two community colleges in specified programs. The agreement involves health sciences programs along with culinary arts, languages, performing arts and immigration services.

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

•Updated credit transfer information in the College's Handbook. This handbook provides a complete listing of all transfer agreements that pertain to St. Clair College. This handbook will be utilized by both College staff and students as it will serve as a resource. Its main objective is to publicize and heighten awareness of the transfer credit process.

Admissions Advising, the Registrar's Office, Learning Commons, coordinators and academic chairs are readily available to provide information or support to transfer students whenever necessary.

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

•In 2012-2013, existing polices pertaining to Credit Transfer and Transfer Pathways were reviewed and evaluated for effectiveness. The following two new policies were then developed to support and promote pathways for students:

Credit for Previous Academic Studies
Academic Credit for Previous Work and Life Experiences

•The above policies address transfer credits specifically and will publicize the process for students and College staff to follow

5) Class Size

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

Class Size Calculation Example:

FIRST YEAR - COURSES

GSSC1109 *Life Span Development*
Course Option #1: Offered Tues - 35 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 35)**
Course Option #2: Offered Wed - 25 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 25)**

COMP1082 *Computer Skills*
Course Option #1: Offered Mon - 98 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 98)**

SWRK1026 *Canadian Social Welfare*
Course Option #1: Offered Mon & Thurs - 10 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 10)**
Course Option #2: Offered Wed & Fri - 10 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 10)**
Course Option #3: Offered Tues & Thurs - 40 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 40)**

SWRK 1041 *Preparation for the Field*
Course Option #1: Offered Tues - 30 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 30)**
Course Option #2: Offered Wed - 30 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 30)**

SWRK1043 *Group Dynamics*
Course Option #1: Offered Mon - 60 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 60)**

COMM1007 *College English* (*If this is a cross-listed course with another faculty, count only once)*
Course Option #1: Offered Mon & Thurs - 100 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 100)**
Course Option #2: Offered Wed & Fri - 101 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 101**)
Course Option #3: Offered Tues & Thurs - 76 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 76)**

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

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

Using the class size calculation example above, please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at *St. Clair College* in 2012-2013:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1st Year Sections
Fewer than 30 students	1,828	65.8%
30 to 60 students	891	32.1%
61 to 100 students	53	1.9%
101 to 250 students	6	0.2%
251 or more students	0	0%
Total	2,778	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2nd Year Sections
Fewer than 30 students	991	75%
30 to 60 students	314	23.8%
61 to 100 students	11	0.8%
101 to 250 students	6	0.5%
251 or more students	0	0%
Total	1,322	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3rd Year Sections
Fewer than 30 students	199	69.6%
30 to 60 students	87	30.4%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	286	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4th Year Sections
Fewer than 30 students	8	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	8	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 2012-2013, 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 continues to maintain 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 2011-2012 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 2012-2013.

Fully Online Learning* and Synchronous Conferencing*

*DEFINITIONS:

Courses:

A <u>Fully Online Learning (asynchronous) course</u> 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 <u>Synchronous Conferencing course</u> 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 <u>Fully Online Learning (asynchronous) program</u> 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 <u>Synchronous Conferencing program</u> 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 2012-2013 and corresponding registration information -

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

COURSES	**Ontario College Credential**[*]	**Other Credential**[*]
# of Ministry-funded courses offered through *Fully Online Learning**	321	0
# of Ministry-funded courses offered through *Synchronous Conferencing**	0	0
Total # of Ministry-funded courses offered through the above eLearning formats	321	0
PROGRAMS	**Ontario College Credential**[*]	**Other Credential**[*]
# of Ministry-funded programs offered through *Fully Online Learning**	0	0
# of Ministry-funded programs offered through *Synchronous Conferencing**	0	0
Total # of Ministry-funded programs offered in the above eLearning formats	0	0
REGISTRATIONS	**Ontario College Credential**[*]	**Other Credential**[*]
# registrations in Ministry-funded programs offered through *Fully Online Learning**	5,099	5,099
# registrations in Ministry-funded programs offered through *Synchronous Conferencing**	0	0
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	5,099	5,099

*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.

•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-paced and delivered completely online.

Hybrid Learning*

*DEFINITIONS:

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

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

In the space provided below, please highlight one or more examples of **St. Clair College's** use of Hybrid Learning courses and/or programs in 2012-2013.

> Many of our programs require students to take a mandatory online computer course (MIC 111 or MIC 125). To assist students, a formal Orientation session is held and support hours are scheduled to allow students to seek clarification or assistance.

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

> •Preparation was conducted in 2011-2012 to add online courses to the Fall 2013 General Elective List.
>
> •A website was created to enhance student success for those taking math courses at St. Clair College. This website offers online tutorials, practice quizzes and tests.
>
> •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.
>
> •St. Clair College continues to subscribe to "Magna Commons", an online, cloud-based professional development resource for faculty and administrators, in an effort to provide resources for teaching and learning.
>
> •Professional development was offered to all St. Clair College faculty, both full time and part time to take an online course through Magna Commons, on "Teaching with Technology". Approximately 60 faculty took advantage of this opportunity.

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 2012-2013:

- 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 participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at *St. Clair College* in 2012-2013 = **$2,063,955**

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 2012-2013 = **$146,509**

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 2012-2013, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2012-2013	2012-2013 Total Enrolment by Program
Nanjing C.I.T.	Nanjing, Jiangsu Province / China	Mechanical Engineering	48
Nanjing C.I.T.	Nanjing, Jiangsu Province / China	Interior Design	47
Yangzhou Polytechnic	Yangzhou,Jiangsu Province / China	Business Accounting	29
Yangzhou Polytechnic	Yangzhou,Jiangsu Province / China	Construction	15

*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 enroled into St. Clair College until joining their relevant programs at the Windsor or Thames campus.

St. Clair College continues to find success using the following overseas partnership strategy:
•All established academic collaborations are based upon a "Memorandum Of Understanding" (MOU), which contains 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 liaisons between the two institutions and troubleshoot problems/issues beyond the scope of the PMC.

7.2) Enrolment

In 2012-2013, 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's* Total Full-Time International Student Enrolment[+]
1.	India[+]	122[+]	53.5%[+]
2.	China[+]	44[+]	19.3%[+]
3.	Nigeria[+]	12[+]	5.3%[+]
4.	South Korea[+]	6[+]	2.6%[+]
5.	Vietnam[+]	5[+]	2.2%[+]

St. Clair College reported to the Ministry that International Enrolment* in 2012-2013 = **228[+]**.

DEFINITION: International Enrolment is the headcount of Full-Time international students who are a non-Canadian citizen or non-permanent resident (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) studying as of September 2012 at 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.

*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.

• Numbers above are taken from the Student Information System.

Full-Time International Enrolment as a percentage* of Full-Time Enrolment at *St. Clair College* in 2012-2013 was: **3.06%**[+]

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

Please provide *St. Clair College's* 2012-2013 Part-Time International Student Enrolment = 0

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

•Increasing International registrations are incorporated in the overall strategy to grow enrolment at St. Clair College.

•College staff (support, faculty and administration) participate in recruitment fairs, agent matching events and participate in international recruitment activities.

•Partnerships and external agencies are often used to enhance the reputation of the College and increase enrolment.

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in an English as a Second Language (ESL) course or program at *St. Clair College* in 2012-2013 = 49

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

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

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

7.4 French as a Second Language

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

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

St. Clair College does not offer "French as a Second Language".

*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.

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

St. Clair College confirmed in its 2011-2012 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2012-2013, *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 2011-2012 MYAA Report Back that it **had not** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2012-2013, *St. Clair College* participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of *St. Clair College's* OECM purchases in 2012-2013: 112,800

Please provide one or more highlights, in the space provided below, of an activity that *St. Clair College* used during 2012-2013, 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 fiscal year 2012-2013, St. Clair College issued numerous competitive procurements. The following list highlights the significant procurements:

- •Cafeteria Services
- •Snow Removal
- •Construction Management Services
- •Parking Lot Construction
- •Event Labour Services
- •Hairstyling Kits
- •Towing Services
- •Banking Services
- •Investment Management Services
- •Energy Performance Contracting Services
- •Architect Services

These procurements assisted St. Clair in realizing the benefits from open competitive procurement processes.St. Clair College participated in the Ontario Education Collaborative Marketplace (OECM) procurement for insurance broker services in 2012-2013. In addition, we continue to evaluate OECM's sourcing initiatives as existing non-OECM contracts expire, in order to improve the College's collaborative sourcing savings and quality of products and services. We are reviewing the OECM contract for customs brokerage services, purchasing cards, and credit card processing services.

During fiscal year 2012-2013, we participated in a regional purchasing group (Windsor-Essex Purchasing Cooperative) in order to take advantage of cost savings associated with swimming pool chemicals.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

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

BPS Procurement Directive

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

        i. formally adopt the supply chain code of ethics in accordance with their governance processes; and

        ii. comply with the mandatory requirements of the Directive.

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

Please provide one or more highlights, in the space provided below, of an activity that *St. Clair College* used during 2012-2013, 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 fiscal year 2012-2013, the following highlights completed by St. Clair College for compliance with the Broader Public Sector (BPS) Procurement Directive include:

•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.

BPS Expenses Directive

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

> i. requiring designated BPS organization to establish expense rules, and

> ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

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

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 2012-2013, 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 2012-2013, the following highlights completed by St. Clair College for compliance with the Broader Public Sector (BPS) Expenses Directive include:

•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.

BPS Perquisites Directive

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

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

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

During fiscal year 2012-2013, the following highlights completed by St. Clair College for compliance with the Broader Public Sector (BPS) Perquisites Directive include:

•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 perquisites policy to identify whether or not any updates are necessary.

9) Work Integrated Learning*

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

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

*DEFINITIONS:

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

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

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

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

	Certificate	Diploma	Advanced Diploma	Graduate Certificate	Applied Degree
Number of programs at *St. Clair College* with a Co-op Stream	0	0	0	0	0
Number of students at *St. Clair College* 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 2012-2013, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by *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 continue to participate in community placements. These programs include: Business Administration - Accounting , Business Administration – Human Resources, Child and Youth Worker, Dental Assisting, Dental Hygiene, Developmental Services Worker, Early Childhood Education, Educational Assistant, Graphic Design, Journalism, Medical Laboratory Science, Paralegal, Paramedic, Personal Support Worker, Pharmacy Technician, Practical Nursing, Veterinary Technician, Collaborative Nursing, Office Administration, and Power Engineering.

•Operating Clinics: Programs operating student-staffed clinics 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 2012, 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 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 2012-2013, 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" = **90.1%(+)**

Per the KPI results reported in 2012-2013, the student satisfaction rate at *St. Clair College* for KPI Question #26 "The overall quality of the learning experiences in this program" = **84.4%(+)**

Per the KPI results reported in 2012-2013, the student satisfaction rate at *St. Clair College* for KPI Question #44 "The overall quality of the facilities/resources in the college" = **71.8%(+)**

Per the KPI results reported in 2012-2013, the student satisfaction rate at *St. Clair College* for KPI Question #45 "The overall quality of the services in the college" = **71.2%(+)**

Please indicate the methods, in addition to the KPI survey results reported in 2012-2013, that *St. Clair College* used in 2012-2013 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 2012-2013.
•Comment Cards: Sorted and evaluated. Service department develop action plans annually using this data.
•Feedback from both student representative councils.

Please provide one or more highlights, in the space provided below, of an activity that *St. Clair College* used during 2012-2013, 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 2012-2013 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:
•Providing additional financial assistance to the students through emergency loans, bursaries, scholarships, payment plans, etc.
•Embracing and supporting the "Food Bank" program for students in need.
•Supporting and engaging in student government activities.
•Providing on-campus student employment opportunities.
•Modifying the "Code of Student Rights and Responsibilities" to provide clear communication regarding student rights and expectations. This documentation is mailed directly to all first year students and is made available online through our website.
•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).
•Modify and improve the "Grade Appeal" Policy.

•Conducting administrative analysis of the "KPI Comment Cards" and implementing departmental "KPI Improvement Plans" in all service areas within the College.
•Continuing to offer walk-in tutoring hours for various courses.
•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 back in 2010 and continued due to the positive feedback received from our students.

11) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at *St. Clair College* = **57.3%**[+]

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that *St. Clair College* used in 2012-2013 to measure graduation rate.

> Only the KPI survey results reported in 2012-2013 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 2012-2013, 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 2012-2013 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. This included the creation of a new centre for our Chatham campus.
>
> •Providing 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.
> •Offering Prior Learning Assessment opportunities.

12) Graduate Employment Rate

Per the KPI results reported in 2012-2013 the graduate employment rate, 6 months upon graduation, at *St. Clair College* = **81.1%[(+)]**

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that *St. Clair College* used in 2012-2013 to measure graduate employment rate.

Only the KPI survey results reported in 2012-2013 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 2012-2013, 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 2012-2013 that promoted College students included the following:
•Participating in the Annual Job Fair in conjunction with the University of Windsor.

•Continuing to hold 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 conducting multiple annual performances with the Music Theatre Performance and Entertainment Technology students.

•Providing community placements in a variety of academic programs.

•Promoting, encouraging and supporting student competitions (Marketing, Advertising, Graphic Design, Ontario Skills, etc.).

•Broadcasting a live, weekly, COGECO cable program produced by the St. Clair College Journalism students.

•Publishing and distributing a College newspaper, "The Converged Citizen", 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* 2011-2012 MYAA Report Backs. Please identify *St. Clair College's* achieved results for 2012-2013 using the following methodology:

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

	Retention Rate Achieved for 2011-2012	Retention Rate Achieved for 2012-2013
1st to 2nd Year	**69.4%**[(+)]	2012 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 2,459 ÷ 2011 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = 3,236 x 100 = 76%
2nd to 3rd Year	**86.2%**[(+)]	2012 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 571 ÷ 2011 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 642 x 100 = 88.9%
3rd to 4th Year	**0%**[(+)]	2012 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 ÷ 2011 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 x 100 = 0%

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

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

> The College continues to use the same methodology to calculate retention rates for the 2012-2013 year as in prior Multi-Year Accountability Agreements. The methodology used includes the comparison of audited enrolment data between November 1, 2011 and November 1, 2012.
> For each program the College offers, Year 2 data was collected from the 2012-2013 academic year and was measured against the Year 1 data reported in 2011-2012. Similarly, Year 3 data from the 2012-2013 academic year was evaluated against Year 2 data reported in 2011-2012. During this analysis, all one-year program offerings were excluded. These exclusions included the majority of 'fast track', accelerated and one-year certificate programs.
> St. Clair College is proud to report significant improvement in student retention from 2011-2012 and wish to acknowledge the substantial efforts and support of our staff.

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

In keeping with the Strategic Directions of St. Clair College, a great deal of energy and focus was placed in 2012-2013 on coordinating, developing, and deploying initiatives that support and enhance student completion efforts. The highlights of these efforts included the following:

•Developed and communicated a systematic approach to provide students with a formal "Mid –Year Evaluation" through Student Self-Service. This process is to be implemented in Fall 2013.

•Creation of formal "Retention" reports to heighten awareness of attrition and retention. These reports were both completed for year-over-year Retention and AAL to AAL (Academic Achievement Level).

•Adjusted "Internal Program Reviews" to include the analysis of the above Retention Reports and requested that improvement opportunities be submitted.

•Facilitated communication with both the Public and Catholic School boards to better understand processes pertaining to disabilities and student accommodations at the high school level.

•Faculty within the Student Services area continued to conduct 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.

•Continued with the deployment of "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).

•Continued with the deployment of communication strategies developed in 2011 to educate students on available support mechanisms to enhance student success (Handbook, flyers, newspaper articles, etc.).

•Continued to review "Pathway to Success" courses for delivery improvements. These are courses that have a 20% drop/failure rate.

•Continued to identify "Retention" as a College priority with the goal to establish a retention-centered culture within the organization.
•Review of best practices within the College as it pertains to teaching and retention

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 2012-2013 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality for the three quality measure categories indicated below -

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

Extensive efforts continued in 2012 to develop and enhance quality at St. Clair College. Efforts included:

Teaching & Learning:

•Harvested innovative teaching practices. Faculty were requested to submit innovative teaching practices to the Quality Assurance (QA) Office in an effort to document and share best practices.

•In 2012, the QA Office continued to offer professional development continued to be offered to enhance the "In-Class Experience" for students. Training topics included: outcome based learning, writing course outlines, identifying Essential Employability Skills Outcomes, tying assessment to outcomes, writing embedded knowledge and skill statements, mapping course outcomes to program outcomes and General Education criteria.

•Conducted a Quality Audit on Course Outlines. Approximately 30% of our course outlines were evaluated to review the appropriateness of course outlines.

•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.

•Dr. Tim Pychyl presented to all academic faculty on the "Seven habits of effective teachers".

•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 presented 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 2012, approximately 26 faculty participated in the various phases of CEDP.

•Professional development activities were supported for faculty and staff. Approximately $250,000 was spent in 2012-2013 for staff PD.

•Tuition Reimbursement initiatives were offered for staff for credit courses.

•Manga Commons, an online professional development resource, that supports teaching and learning, was continued and made available online to full and part time faculty.

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

•An Online Math Tutorial Interface was created for students in all math classes. The tutorials were accessible directly from our Learning Management System and from the online syllabus.

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

St. Clair College continues to provide 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.

14.3) 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:

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

Contact:

For additional information regarding *St. Clair College's* 2012-2013 MYAA Report Back please contact -

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Please indicate the address on *St. Clair College's* website where a PDF copy of this 2012-2013 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2012-2013 MYAA Report Back has been approved):

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