



2013-2014 Report Back

Institution Name:	St. Clair College
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OVERVIEW

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

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



1) Enrolment - Headcount*

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

St. Clair College reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = **7,308**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment at **St. Clair College** in 2013-2014 = **5,628**.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment at **St. Clair College** in 2013-2014 = **1,461**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2013) enrolled at **St. Clair College** in 2013-2014= **219**.

* 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 shown above were obtained from our Student Information System and exclude Collaborative Nursing, Second Career, Apprenticeship and International students.
- Please note: Aboriginal 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 2013-2014 to manage enrolment.

- Enrolment Management planning is imperative to ensure strategic enrolment growth and financial viability. St. Clair College has benefitted from tremendous growth over the last decade. In 2013-2014, the College experienced a modest increase in full time enrolment of 2%.
- Contributing success factors include increasing media and print advertisement, the "Experts on Call" radio campaign allowing vocational experts and servicing departments to speak to the local community about College programs and services, strategic implementation of new programs, increased entrance scholarships, Key Performance Improvement plans, annual program reviews, innovative partnerships and pathways, statistical analysis of application to registration conversion, and vigilant monitoring of application and enrolment data.
- A Recruitment and Retention Committee, chaired by the College President, which includes all senior managers, administers the College's recruitment and retention strategies.
- Grade 8 visits were organized for 14 different local schools. These formal visits highlighted St. Clair's program offerings, services and staff to over 600 Grade 8 students.



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, languages, cultural practices and spiritual beliefs.*

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

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at St. Clair College who registered with the Office for Students with Disabilities and received support services in 2013-2014= 894</p> <p>The total indicated above as a comparative % of St. Clair College's 2013-2014 Enrolment Headcount: (Insert Total From Above) 894 ÷ 7,308⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 12.2%</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at St. Clair College in 2013-2014= 2,033</p> <p>The total indicated above as a comparative % of St. Clair College's 2013-2014 Enrolment Headcount: (Insert Total From Above) 2,033 ÷ 7,308⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 27.8%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at St. Clair College in 2013-2014 = 110</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at St. Clair College in 2013-2014= 123</p> <p>The total indicated above as a comparative % of St. Clair College's 2013-2014 Enrolment Headcount: (Insert Total From Above) 123 ÷ 7,308⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 1.7%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at St. Clair College in 2013-2014 = 9</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.

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 the Student Information System to ensure accuracy.
- First Generation Students: Numbers were obtained from our Student Information System.
- Aboriginal Students: Students self-identified when accessing Aboriginal services

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving St. Clair College's initiatives for <i>Students with Disabilities</i>. 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.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving St. Clair College's initiatives for <i>First Generation Students</i>. 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.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving St. Clair College's initiatives for <i>Aboriginal Students</i>. 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.</p>
<p>Highlights for Students with Disabilities:</p> <ul style="list-style-type: none"> •During the 2013-2014 year, the Office for Students with Disabilities continues to communicate accommodation plans to students through their confidential College email accounts. This encourages students to self-advocate by allowing the student to directly and discretely provide their instructors a copy of the plan. •Continued with the engagement of external consulting services of a clinical psychologist to provide support to the College counsellors in assisting with complex student cases pertaining to mental health, disabilities, etc. •In conjunction with Student Government, launched the LifeWorks.com initiative. This 24 hour resource provided many students, including students who are diagnosed with disabilities, an opportunity to access support outside of regular scheduled hours. Some of the resources include telephonic and in person counselling, relaxation ideas, stress management tips, and more. •Several strategies were created to address and support mental health conditions in conjunction with internal and external partners, including Mental Health Awareness Week, partnership with Family Health Team launch in Fall 2013 to expand Nurse Practitioner hours and introduce Social Worker services. •Participated in College Open Houses, 	<p>Highlights of activities for First Generation students:</p> <ul style="list-style-type: none"> •St. Clair College continues to offer a number of bursaries to First Generation students. Applications are available online for students to easily complete and submit. •St. Clair College continues 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 exposure in a field they enjoy while also experiencing the dynamics of a postsecondary institution. •In 2013-2014, St. Clair College experienced a significant increase in Dual Credit registrations. In 2013-2014 there were a total of 780 registrations (up from 503 in 2012-2013) with a success rate of 88%. 	<p>Highlights of activities for Aboriginal students:</p> <ul style="list-style-type: none"> •Student engagement opportunities continue to be initiated with a number of workshops, guest speakers, seminars and conferences due to the efforts of the Aboriginal Education and Training Council (AETC) and the College staff. •Student luncheons at St. Clair College's First Nation, Metis and Inuit Centres have proven to be a successful practice to cultivate student engagement. Students gather weekly to share, participate and inquire about happenings inside and outside of the College. Students have become connected to one another and have reported that by attending the luncheons, they also felt comfortable to attend other worthwhile functions. •Participated in The Aboriginal Post-Secondary Information Program (APSIP); an event dedicated to highlight the diverse opportunities available to Aboriginal learners interested in post-secondary education. •The annual Drum Social, which is hosted in partnership with the University of Windsor – This year's theme was Spring Dance. Authentic participants, from near and far, showcased a variety of Aboriginal dances, including the traditions of the tempo and style of dance. •Hosted a teepee set-up ceremony at both the South and Thames campuses.

<p>CIP's and Applicant Day events to promote student outreach and heighten awareness regarding the supports and services available at St. Clair College.</p> <ul style="list-style-type: none"> •Hosted annual "Transitioning to College" events at both Windsor and Chatham to provide awareness to more than 250 participants on College services, processes and procedures as it relates to student success and information about services for students with disabilities. Students, parents, learning strategist teachers and resource teachers attend this informative event. •Continue with the participation of our Student Health 101 Magazine initially launched in 2012. •Implemented the use of "technology" loaning to ensure students had necessary resources while they wait for "Bursary for Students with Disabilities" (BSWD) funding to allow for purchasing of equipment. •Created and updated awareness information to staff and students through workshops, email communications, focused meetings with faculty clusters and Chairs. •Staff participated in professional development through meetings, conferences and webinars to continue to build an understanding of the 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. •Increased the availability of assistive technology resources and supports at St. Clair College's downtown campus, where the number of students with disabilities continues to be on the rise. 	<ul style="list-style-type: none"> •The "School within a College" (SWAC) program graduated 97 students with their OSSD. A \$500 entrance scholarship was offered to all graduating students who wish to pursue post-secondary education at St. Clair College. SWAC retention rates were up by 3% (from 83% to 86%) and exceeded the provincial average of 86%. 	<p>Both staff and students participated in the ceremonies and learned about Aboriginal culture and history through the teachings of Paul Petahtegoose and Tony Solomon.</p> <ul style="list-style-type: none"> •One of the key initiatives of the Aboriginal Education and Training Council (AETC) has been to diversify and grow the Council. With the objective in mind, membership has grown to include additional members. One of the benefits of this growth has been to widen our circle of networking within the community to expand opportunities for communication and potential plans for the future across many sectors. With these linkages, we have been better able to provide solutions and support strategies for our students, both current and potential.
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3) Participation in the Credit Transfer System

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

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

Reporting Years	Total # of <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)
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% ⁽⁺⁾
2013-2014	1781 ⁽⁺⁾	91 ⁽⁺⁾	5.1% ⁽⁺⁾	54467 ⁽⁺⁾	3003 ⁽⁺⁾	5.5% ⁽⁺⁾

Per the College Graduate Outcomes data reported in 2013-2014 (based on 2012-2013 graduates), the percentage of **St. Clair College** students who were satisfied or very satisfied with academic preparation for university was **84.6%⁽⁺⁾**.

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

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



Please provide one or more highlights, in the space provided below, of an activity that **St. Clair College** used during 2013-2014, 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.

- The credit transfer information in the College's Handbook and the website is reviewed and updated annually which 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 serves as a resource regarding articulation agreements available to St. Clair College students. Its main objective is to publicize and heighten awareness of student pathways and the transfer credit process. •Admissions advising, the Registrar's Office, Learning Commons, coordinators and academic chairs are readily available to provide information or support students whenever necessary. •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 support student success. •New articulation agreements were developed with the University of Windsor for the following St. Clair College programs: Early Childhood Education Journalism Business Civil Engineering Mechanical Engineering
- Participated in the multilateral agreements for all business programs as part of the credit transfer system in Ontario.
- Participated in the multilateral agreements in the School of Engineering Technologies for Civil Engineering and Construction.

4) Class Size

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

Class Size Calculation Example:

FIRST YEAR - COURSES

GSSC1109 *Life Span Development*

Course Option #1: Offered Tues - 35 students enrolled (**Class Size Reported in 2013-2014 Report Back = 35**)

Course Option #2: Offered Wed - 25 students enrolled (**Class Size Reported in 2013-2014 Report Back = 25**)

COMP1082 *Computer Skills*

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

SWRK1026 *Canadian Social Welfare*

Course Option #1: Offered Mon & Thurs - 10 students enrolled (**Class Size Reported in 2013-2014 Report Back = 10**)

Course Option #2: Offered Wed & Fri - 10 students enrolled (**Class Size Reported in 2013-2014 Report Back = 10**)

Course Option #3: Offered Tues & Thurs - 40 students enrolled (**Class Size Reported in 2013-2014 Report Back = 40**)

SWRK 1041 *Preparation for the Field*

Course Option #1: Offered Tues - 30 students enrolled (**Class Size Reported in 2013-2014 Report Back = 30**)

Course Option #2: Offered Wed - 30 students enrolled (**Class Size Reported in 2013-2014 Report Back = 30**)

SWRK1043 *Group Dynamics*

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

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

Course Option #1: Offered Mon & Thurs - 100 students enrolled (**Class Size Reported in 2013-2014 Report Back = 100**)

Course Option #2: Offered Wed & Fri - 101 students enrolled (**Class Size Reported in 2013-2014 Report Back = 101**)

Course Option #3: Offered Tues & Thurs - 76 students enrolled (**Class Size Reported in 2013-2014 Report Back = 76**)

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

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

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

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

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	2,881	66%
30 to 60 students	1,362	31.2%
61 to 100 students	119	2.7%
101 to 250 students	3	0.1%
251 or more students	0	0%
Total	4,365	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	1,558	79.8%
30 to 60 students	368	18.9%
61 to 100 students	21	1.1%
101 to 250 students	5	0.3%
251 or more students	0	0%
Total	1,952	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	335	75.6%
30 to 60 students	108	24.4%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	443	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4 th Year Sections
Fewer than 30 students	9	64.3%
30 to 60 students	5	35.7%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	14	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 2013-2014, 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.

5) eLearning

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

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

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

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

Programs:

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

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

Course, Program and Registration Data:

Please indicate in the table below the number of Ministry-funded courses, programs **St. Clair College** offered in 2013-2014 and corresponding registration information

*An Ontario College Credential includes: Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate (or the French-language equivalent).

*Other Credential includes: local board certificates, non-credit courses and other similar course/program offerings.

COURSES	Ontario College Credential*	Other Credential*
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	318	0
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded courses offered through the above eLearning formats	318	0
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	0	0
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	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 <i>Fully Online Learning*</i>	6,030	0
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	6,030	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.
- Online course count/registrations include online electives, courses offered through Continuing Education, Ontario Learn and “MIC” Courses (Introduction to Microsoft Office). MIC courses are self-directed and delivered completely online.
- St. Clair College made a significant effort in 2013-2014 to increase the number of on-line electives. This effort speaks to the increase of registrations from 5099 in 2012-2013 to 6030 in 2013-2014.

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 2013-2014.

- St. Clair College developed a hybrid course in the Autism and Behavioural Science program "Working with Families and Teens".

Please provide one or more highlights, in the space provided below, of an activity that **St. Clair College** used during 2013-2014, 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 enhanced the delivery of all MIC courses. Course outcomes were enhanced to ensure compliance with essential employability skills and vocational learning outcomes required by a number of programs. Self-directed modules are now delivered in 7 week blocks and students have the opportunity to be tested online at any time. On-line tutorials were introduced to support student learning and increase success rate.
- St. Clair College developed an online abdominal sonography I course. This course is being delivered to first year students in the Sonography program. The course utilizes a number of online strategies to enable student success. Development funds were secured as part of the "Shared Online Course Fund" initiative.
- 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.
- Workshops were offered to develop expertise and showcase best practices utilizing Blackboard, the College's course management software system.
- 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.

6) International Initiatives

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

- 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 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 2013-2014, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2013-2014	2013-2014 Total Enrolment by Program
Nanjing Communications In	Nanjing / China	Business Accounting (New)	33
Nanjing Communications In	Nanjing / China	Business Accounting	66
Yangzhou Polytechnic Univ	Yangzhou / China	Business Accounting	41
Yangzhou Polytechnic Univ	Yangzhou / China	Construction Engineering	33
Nanchang Institute of Tec	Nanjing / China	Business Accounting (New)	68

*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 are not enrolled into St. Clair College until joining their relevant programs at the Windsor or Thames campus.

St. Clair employs a vigorous quality control oversight regime with its overseas partner institutions via the following strategy:

- Prospective academic collaborations are initially investigated by senior members of the International Education Department as part of a thorough vetting process in consideration of new partners. Following successful site visits to potential overseas partner schools, St. Clair signs a “Memorandum of Understanding” (MOU) with the overseas institution. The MOU stipulates numerous partner responsibilities and obligations which ensures a complete and verifiable program delivery on the part of the foreign partner institution. Specifically, joint Project Management Committees (PMC) are created and mandated to regularly review program delivery issues and resolve any outstanding concerns arising from the collaboration. The PMC meets on a regular basis via video conference meetings and/or in-country face-to-face meetings.

- On an annual basis St. Clair sends relevant program professors to each partner school for two weeks in order to liaise with overseas partners’ professors, meet with collaborative program students, and review delivery methodology and success indicators.

- Each spring St. Clair visits its partner institutions with such delegations including the college VP Global Education, Director of International Education, and Manager of East Asia operations.

- Ongoing oversight of overseas partner schools and program delivery is further enhanced through the utilization of St. Clair College in-country Chinese national representatives tasked with immediately troubleshooting problems/issues not suitable for the Project Management Committee.

Please provide one or more highlights, in the space provided below, of an activity that **St. Clair College** used during 2013-2014, 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.

Panama

- Fall 2013: St. Clair ESL instructors delivered a customized language program to Panamanian government officials on-site at IFARHU's headquarters in Panama City.
- Fall 2013: St. Clair hosted 35 Panamanian students studying a customized ESL-Hospitality and Tourism program.
- Winter 2014: Customized training was developed for approximately 37 Panamanians. This initiative includes two semesters of ESL followed by post-secondary diploma programs in Internet Applications & Web Development or Sustainable Energy.
- Winter 2014: In collaboration with the Technical University of Panama and the University of Panama, St. Clair College delivered ESL programing (Phase I) followed by additional ESL studies in Windsor (Phase II).

Brazil

- Fall 2013: St. Clair College received the first group of government sponsored students under the “Science Without Borders (SWB)” initiative. This project included ESL training followed by post-secondary programing.

China

- Fall 2013: Adding to St. Clair’s 2 + 1 academic partnerships in Nanjing, Yangzhou, Nanchang, in October 2013 the Chinese government approved St. Clair’s newest collaborative agreement in Kunming. Chinese partner schools are currently delivering



St. Clair courses—in Interior Design, Construction Engineering, and Business Accounting.

- Winter-Spring 2014: St. Clair opened its third overseas office (in addition to New Delhi and Panama) in Kunming, PRC, to aid in recruitment and partnership efforts.

Toronto, Canada

- In Winter 2014, St. Clair launched a collaborative partnership with ACE Acumen Academy regarding the delivery of two programs: Business and Computer Systems Technician - Networking.



7) Work-Integrated Learning*

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

***DEFINITIONS:**

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

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

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

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

	<u>Certificate</u>	<u>Diploma</u>	<u>Advanced Diploma</u>	<u>Graduate Certificate</u>	<u>Applied Degree</u>
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 2013-2014, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **St. Clair College** to be an innovative practice, success story and/or key accomplishment.

St. Clair College pursues innovative partnerships and other strategies to provide Work Integrated Learning opportunities for students. These valuable learning experiences extend beyond the traditional classroom and enhance knowledge and abilities. We believe these experiences are even more relevant when members of the community also benefit, whether it's other St. Clair students, the entire College or residents of Windsor/Essex County/Chatham-Kent. This allows the students to appreciate the importance and reward of using their skills and abilities to contribute to the well-being of others, with it, hopefully becoming a lifelong practice. Highlights of Work-Integrated Learning opportunities include:

1. Partnering with Public Health

- In the past two years students in the Advertising program have partnered with the Windsor-Essex County Health Unit (WECHU) on two high profile campaigns, the Drive Only, No Texting (DON'T) campaign, and the Shade campaign. DON'T, a campaign aimed at high school students, provided information in an interactive manner, about the possible negative repercussions of texting and driving. Advertising students researched, planned and presented their ideas to the WECHU, then executed the first phase of the campaign. Since it was an ongoing campaign senior students recruited junior students to take over the following year putting them through a realistic job application process. Not only did the students have the opportunity to gain valuable experience, they demonstrated their leadership skills and built supporting and lasting bonds with their peers within the program.

- The Shade campaign was a multi-national public relations campaign that allowed students to work with WECHU partners in Australia, the University of Windsor and Windsor Regional Hospital. The purpose was to create awareness and promote the sponsorship of shade sails in public playground and sports fields, to offer sun protection. In addition to providing students the opportunity to challenge themselves and demonstrate their skills in a professional environment, both campaigns gave them first-hand exposure to the media, government officials and hospital/healthcare executives while broadening the programs' reach within the community and goodwill.

2. Offering Families a Break

- Recognizing the need for families with autistic children to have respite and support, every year students in the Autism & Behavioural Science Program lend their assistance to the Windsor-Essex Chapter of Autism Ontario's massive Christmas party. Generally, over 400 people attend. Since children with ASD are unable to keep themselves entertained, students pair up with a child (one on one) and do crafts, dance and talk. This allows the students firsthand experience/exposure with many children with Autism Spectrum Disorder, and the opportunity to take theory into practice.

3. Carpentry Techniques Program

•One of the most charming and unique characteristics of the St. Clair College Campus is the strategically placed gazebos enjoyed by students, staff and faculty. Each gazebo is different. It allows students to bring together what they have learned about layout, building codes, cuts, and assembly while using a wide variety of tools and applications. The project also prepares the students for apprenticeships and job placements while giving them the satisfaction of being part of a project both aesthetically and useful on campus.

4.Habitat for Humanity

•For over 10 years students in the Architectural Technology program have participated with the local chapter of Habitat for Humanity in its efforts to bring affordable housing to families in need. The students have built the wood framed walls for the homes on campus, and then traveled to the actual site to help install the walls. While on site the students have continued with their “hands on” help including construction of vinyl siding and shingles on the roof.

8) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2013-2014, the student satisfaction rate at **St. Clair College** for KPI Question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = 90%⁽⁺⁾

Per the KPI results reported in 2013-2014, the student satisfaction rate at **St. Clair College** for KPI Question #24 "The overall quality of the learning experiences in this program" = 83.3%⁽⁺⁾

Per the KPI results reported in 2013-2014, the student satisfaction rate at **St. Clair College** for KPI Question #39 "The overall quality of the services in the college" = 64.4%⁽⁺⁾

Per the KPI results reported in 2013-2014, the student satisfaction rate at **St. Clair College** for KPI Question #49 "The overall quality of the facilities/resources in the college" = 73.9%⁽⁺⁾

Please indicate the methods, in addition to the KPI survey results reported in 2013-2014, that **St. Clair College** used in 2013-2014 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 2013-2014.
- KPI Comment Cards: Sorted and evaluated. KPI Improvement plans are developed annually by College service departments utilizing this data.
- Feedback received from Student Government through a variety of methods to solicit input and resolve student concerns. This includes the Class Representative program, giving students a voice from within their program area.

Please provide one or more highlights, in the space provided below, of an activity that **St. Clair College** used during 2013-2014, 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 2013-2014 highlights to increase Student Satisfaction include the following:

The College partnered with the Windsor Family Health Team to provide additional health services to students. The partnership allowed us to have a full time Nurse Practitioner, a part time Registered Nurse and a part time Social Worker. This enhanced our current level of service which consisted of two full time RN's and a Nurse Practitioner one day a week. The new full time Nurse Practitioner and the Social Worker both split their time between all three campuses, enhancing the services offered at the Windsor campus, the Downtown campus and Chatham. The part time RN is located at the Downtown campus allowing the clinic to be open three days a week to serve the students. The response to this partnership has been extremely positive. Daily statistics show an increase in utilization at all campuses and students have expressed their satisfaction on being able to have primary health care on site, especially out of town students.

- St. Clair College implemented an online survey for all students which provided automated feedback, based on responses, as well as offered an option to request a staff response via phone, email or face to face meeting. This resulted in students accessing services that they may not have otherwise been aware of.
- Through the Student Health 101 Magazine, an online publication, we are able to review the readership reports and comments from students on quarterly reports. This has shown us the types of information that students like to hear about, such as financial/budgeting, through online avenues.

- The Orientation Committee surveyed first year students about their preferences regarding orientation activities. This information was then used to help plan future orientation events.
- The feedback received from the implementation of “LifeWorks.com” is helping us better understand the areas of concerns that are being dealt with outside of regular school hours.
- Providing additional financial assistance to the students through emergency loans, bursaries, scholarships, payment plans, etc. when required.
- Expanding on-campus student employment opportunities.
- Preparing and mailing other vital information to all students in addition to the above, including:
Just the Facts (Admission, Registration, Drop/Add and Fee information).
Student Services Handbook (Includes information on student support services).
- Campus beautification initiatives.
- Implementation of an enhanced “Security” service model across all campuses. This new model includes a dispatch operation, additional security guards and site supervisors at all campuses to ensure a proactive approach to Campus security.

9) Graduation Rate

Per the KPI results reported in 2013, the graduation rate at **St. Clair College** = 61.8%^(*)

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

The KPI survey results reported in 2013-2014 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 2013-2014, 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 2013-2014 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.
- Developing independent learning plans for students requiring assistance.
- Providing students with web access tools that promote student success. These tools include Student Guides and Strategies, Study Skills, Test Taking Strategies, Study Tips, Writing Guides, Time Management Strategies, etc.
- Offering Prior Learning Assessment opportunities.



10) Graduate Employment Rate

Per the KPI results reported in 2013-2014 the graduate employment rate, 6 months upon graduation, at **St. Clair College** = **81.4%(+)**

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

The KPI survey results reported in 2013-2014 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 2013-2014, 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 in 2013-2014 that support graduate employment include:

- Participating in the Annual Job Fair in conjunction with the University of Windsor. We had 75+ employers in attendance that were actively looking to hire graduates. Additional services offered as part of the Annual Job Fair included:

Mock interviews: This year interview help was introduced on site as part of the Job Fair. Career advisors were available to provide mock interviews and feedback to prepare graduating students as they approached employer booths.

LinkedIn and profile assistance: An area was set up to provide information regarding LinkedIn and tips on presenting a marketable profile that would attract potential employers.

- ACE (Arriving, Connecting, and Exploring) activities: Pre-Job Fair activities were conducted by the St. Clair College Employment Centre to assist graduating students to be better prepared for the joint St. Clair College and University of Windsor Job Fair. ACE sessions included:

Arriving prepared – Creating a polished resume and understanding etiquette tips.

Connecting with employers – Being elevator speech ready to maximize time with potential employers.

Explore opportunities -Research employers beforehand. This allows graduates to target employers where there is a greater potential for match.

- Promoting, encouraging and supporting student competitions for skill enhancement and recognition (Marketing, Advertising, Graphic Design, Ontario Skills, etc.).

- Extending and promoting valuable community placements in a variety of academic programs.

- Industry outreach projects:

Genesis Project

Developing the concept of "Genesis", a new entrepreneurship centre at St. Clair College which will formally open January 2015 to promote and support students who wish to start their own business upon graduation.

Bridging the Gap

A 'careerFIT' publication was produced to distribute to local employers in the manufacturing industry where employee gaps have been identified. The publication outlines identified program areas where graduates are available for hire. This publication is unique from our traditional program calendar as it highlights program information, courses taken and graduate proficiencies, in an easy to navigate layout.

•Operating student ran clinics to enhance skills and experience for employment. Examples include:

Paralegal Program - Lending a Legal Hand

The paralegal students, under the close supervision of licensed lawyers and/or paralegals, provide a year round free Forms Assistance Service to the community. Operating out of four locations, three days a week, the students provide assistance to members of the community with the completion of a variety of government and other forms. In addition to a weekly rotation at one of the clinics, each of the 45-50 students also volunteers time to assist one of five local community service organizations with educational, event planning and day-to-day operations.

Business Administration – Human Resources Program - Free Resume Clinic

With the goal of helping fellow students as they look for a new job, the HR Management Second Year Class set up shop in high traffic areas of the College in February and March. Other students were asked to bring in a copy of their resume and cover letter to have the “soon to be” HR professionals give them tips on avoiding mistakes and making the most effective contact with a potential employer.

Business – Accounting Program (Thames Campus) - Free Tax Clinic

In early March, final semester students, along with graduates of the Business-Accounting Program at Thames Campus, set up a free tax clinic for seniors at the Active Lifestyle Centre in Chatham. More than 72 seniors brought their information in to have the students complete their 2013 tax returns. Students have held the event for the past 15 years.

11) Student Retention

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

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

	Retention Rate Achieved for 2012-2013	Retention Rate Achieved for 2013-2014
1st to 2nd Year	<u>76%</u> (+)	2013 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>2,556</u> \div 2012 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>3,094</u> x 100 = <u>82.6%</u>
2nd to 3rd Year	<u>88.9%</u> (+)	2013 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>651</u> \div 2012 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>730</u> x 100 = <u>89.2%</u>
3rd to 4th Year	<u>0%</u> (+)	2013 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>0</u> \div 2012 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>0</u> x 100 = <u>0%</u>

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

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

- St. Clair College continues to apply the same methodology to calculate retention rates as used in prior Multi-Year Accountability Agreements. The methodology used includes the comparison of audited enrolment data between November 1, 2012 and November 1, 2013.
- For each program, Year 2 data was collected from the 2013-2014 academic year and was measured against the Year 1 data reported in 2012-2013. Similarly, the 2013-2014, Year 3 data collected was evaluated against Year 2 data reported in 2012-2013. 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 continue to see improvements in student retention and we 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 2013-2014, 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.

Great effort was placed on coordinating, developing, and deploying new initiatives that support and enhance student retention in 2013-2014. The highlights of these efforts included the following:

- A Mentorship project was implemented in 2013/2014, in conjunction with student government, to promote a positive transition into college life at St. Clair for first year students. Mentors were assigned to all first year post-secondary students attending St. Clair College, across all departments. Returning students were given the opportunity to request a mentor utilizing their Self-Service account. Mentors acted as an advisor and a resource to guide students through processes, services and academic goals while promoting a connection to the institution through planned activities, workshops and social opportunities.
- Commencing Fall 2013, formal mid-term evaluations were conducted for all post-secondary students to provide timely feedback regarding student progress within their academic semester. Formal assessments were communicated to all students using a simple academic status system (Green – not at risk, Yellow – risk of failing and Red – failing).
- All students that were identified as “at-risk” at mid-year were personally called from the Student Mentor Office to offer and inform students of available supports.
- Student workshops were conducted inviting students to learn about various success strategies, study skills, time management and more.
- An analysis of retention statistics is mandated as part of Internal Program Reviews and reviewed by administration annually.
- 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).

12) Productivity and Innovation Fund (PIF)

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

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Law Enforcement Pathway Project ⁽⁺⁾	STCL-CPR1-I ⁽⁺⁾	\$152,153.00	<ul style="list-style-type: none"> •The College currently has four law enforcement programs. While there were many overlapping courses the programs all operated completely independently of each other. This meant that student mobility and pathways for multiple diplomas were inefficient, costly and cumbersome. •Program outcomes and course development is complete. •The results of the project were reviewed with parents and students at the College Open House with overwhelming support from all parties. •All changes were reviewed with PAC committees from all four programs and all four supported this project and agreed with the premise and anticipated outcomes. •Implementation of the common first year will commence in September 2015.
Introduction to Trades for Adolescents (ITA Project) ⁽⁺⁾	STCL-CPR2-I ⁽⁺⁾	\$35,000.00	<ul style="list-style-type: none"> •Development of a new “Introduction to Trades for Adolescents” (ITA) Program. •This program was developed to address the local manufacturing sector’s shortage of Skilled Trades workers and introduce students to Skilled Trades career paths that is not currently offered in local secondary schools. It is anticipated that the ITA Program will increase the number of registered students in both the post- secondary and apprenticeship programs and therefore increase revenue for the College. •Program launch anticipated for Fall 2015.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Development of an Academic Program Costing Tool(+)	STCL-PP4-I(+)	\$106,942.00	<ul style="list-style-type: none"> •Algorithms were created, within the Academic Interface software that allows the College to quickly evaluate both program delivery efficiency (i.e. contribution margin) and overall program economic impact (i.e. gross revenue). For example, when a program does not meet the suggested contribution margin and the gross revenue is low, then the College resources would either be reduced or the program delivery re-worked, and ultimately the decision to terminate the program would be made in conjunction with the other metrics like centrality to the College's mission, impact to the community, sustainable demand and comparative program quality. •Since the Academic Interface software is used for SWFs, Scheduling and Registration, program costing data now directly links with the operations and delivery of the programs. •Program costing has been added as a mandatory element within the annual "Program Review" for all academic programs. •Communication and training of the new module has been done for all Academic managers.
Creating an Effective Framework for New Faculty Development(+)	CONS-CPR4-M(+)	Avoid duplication of effort and learn from the expertise of others in our region	<ul style="list-style-type: none"> •St. Clair College and five other colleges have developed a detailed project plan to implement the new CEDP framework. The first stage in a three-year implementation is scheduled for August, 2015 (a phase by phase implementation). Employees from all six colleges are working on projects that align with the initial August, 2015 new program framework.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
College System Software Inventory and Licence Collaboration ⁽⁺⁾	HUMB-ASDT1-M ⁽⁺⁾	Evaluation of cost savings/avoidance will be based on the application of the reusable framework.	<ul style="list-style-type: none"> •The key project deliverable was a reusable framework for collaborative software licensing including a project plan for a pilot of the framework. The pilot of the framework is being applied to the negotiation of a software license for Ontario Colleges for two separate agreements. The agreements were selected based on the audit conducted during the project. An evaluation of the framework and value is planned upon the conclusion of the first application of the framework
Development of an Integrated Risk Management Toolkit for Ontario Post Secondary Institutions ⁽⁺⁾	HUMB-ASDT2-M ⁽⁺⁾	<ul style="list-style-type: none"> •Approximately \$25,000 in consulting fees. 	<ul style="list-style-type: none"> •Since 2009, a formal Risk Management Report is conducted annually and presented to the Board of Governors. •The College's risk management strategy provides a structured and coherent approach to identifying, assessing and managing risk. The Strategy incorporates a process for regularly updating and reviewing the assessment based on new developments or actions taken. •St Clair College has reviewed the associated templates & tools and is working on an implementation plan that includes the recommended activities for the Moderate (Level 3) IRM program as described below: Focus is on implementing the IRM process and some additional activities to sustain IRM. IRM tool complements Planning processes. Consistent methodologies are in place to assess risks (inherent, residual and tolerance). IRM is process focused and some value is achieved from IRM. •The St. Clair process (as noted above) includes several of the "Framework Component" and "Key Activities" indicated in the IRM toolkit. • We will continue ongoing discussions and networking across the college system between those working on IRM.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Emergency Management and Business Continuity Program Framework for Ontario's College Sector ⁽⁺⁾	NIAG-PP4-M ⁽⁺⁾	<ul style="list-style-type: none"> •Actual cost savings unknown. •Value was found in the sharing of current practices 	<ul style="list-style-type: none"> •The EM/BCP Framework document was shared with Universities across Ontario through the Ontario Association of College and University Security Administrators (OACUSA). •St. Clair College continues to participate in provincial meetings and finds the tools and collaboration useful in evaluating and building on our existing Emergency Management and Business Continuity programs. •It is assumed that progress updates will continue to be shared on a regular basis with the COSEP Committee members. The next COSEP Meeting is scheduled for Nov. 4, 2014.
IT Disaster Recovery Environmental Scan and Collaborative Tools Development ⁽⁺⁾	SSFL-ASDT3-M ⁽⁺⁾	Value-the development of an IT Disaster Recovery framework. System wide & avoids duplication.	<p>Specific follow up activities after March 31, 2014 include:</p> <ul style="list-style-type: none"> •Two provincial-wide virtual town halls were delivered to the Provincial CIO groups on April 16, 2014 to review the Environmental Scan findings and introduce the deliverables to every college. •The Deliverables including: The Procurement and Contract IT Disaster Recovery Readiness Assessment Framework Tool, including Content, a User Workbook and an Assessment Tool, A CAAT-specific Threat Listing and The Federal Harmonized Threat Risk Assessment Methodology was modified for CAAT use, yielding a User Guide and TRA Tool supporting the development of a ranked Risk Assessment listing were presented at the Annual OCCCIO Conference held– June 18th to the 20th, 2014 at Mohawk College. • All materials were made available through the Provincial OCCCIO Portal to all colleges. •The Provincial OCCCIO Group will review progress to date on IT Disaster Recovery Planning at its November 2014 meeting and plan further next steps as required.

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



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

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

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Attestation:



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

Contact:

For additional information regarding **St. Clair College's** 2013-2014 Report Back please contact -

- Name: Patti France , Sr. VP, College Operations
- Telephone: 519-972-2702
- Email: pfrance@stclaircollege.ca

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

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