

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

Institution Name:	St. Lawrence College
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OVERVIEW

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

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

Where possible, to help streamline the 2012-2013 MYAA Report Back process, the Ministry pre-populated **St. Lawrence 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. Lawrence College's** 2012-2013 MYAA Report Back is denoted with the symbol ⁽⁺⁾.



1) Enrolment - Headcount*

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

St. Lawrence College's total Headcount enrolment count in 2012-2013 = **5,079⁽⁺⁾**.

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment at **St. Lawrence College** in 2012-2013 = **3,968**.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment at **St. Lawrence College** in 2012-2013 = **1,104**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2012) enrolled at **St. Lawrence College** in 2012-2013= **7**.

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

For the 2012-13 reporting year:
18 - 24 category includes all students born between November 1, 1988 and November, 1994.
The 25+ category includes all students born before November 1, 1988.
Under the age of 18 category includes all students born later than November 1, 1994

Please provide one or more examples, in the space provide below, of highlights from **St. Lawrence College's** Enrolment Management Plan that **St. Lawrence College** used during 2012-2013 to manage enrolment.

The College's Strategic Enrollment Management Committee continued its work during 2011-12. The Committee has identified five high level Long Term Planning initiatives to guide enrolment management. Included in these initiatives are five year and ten year market forecasts which will be used to inform planning. The Committee has also identified an additional five very encompassing Business Process initiatives which will result in a high level of integrated enrolment management processes. These initiatives span from an enhanced program research and development process to the identification of multi-stage performance metrics along the prospect to alumni continuum. Overall, these ten initiatives are moving the College to a very holistic and integrated approach to enrolment management.

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

**DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.*

Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.

Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate).

**DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs.*

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

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at St. Lawrence College who registered with the Office for Students with Disabilities and received support services in 2012-2013= 949</p> <p>Please calculate the total indicated above as a comparative % of St. Lawrence College's 2012-2013 Enrolment Headcount: (Insert Total From Above) 949 ÷ 5,079⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 18.7%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at St. Lawrence College who registered with the Office for Students with Disabilities and received support services in 2012-2013 = 0</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at St. Lawrence College in 2012-2013= 1,657</p> <p>Please calculate the total indicated above as a comparative % of St. Lawrence College's 2012-2013 Enrolment Headcount: (Insert Total From Above) 1,657 ÷ 5,079⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 32.6%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at St. Lawrence College in 2012-2013 = 429</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at St. Lawrence College in 2012-2013= 282</p> <p>Please calculate the total indicated above as a comparative % of St. Lawrence College's 2012-2013 Enrolment Headcount: (Insert Total From Above) 282 ÷ 5,079⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 5.6%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at St. Lawrence College in 2012-2013 = 17</p>

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

Students with Disabilities: These students registered in person with our Accessibility Office on each campus. Once registered, students were tracked on the software program "Titanium", on the number of visits and the reason for each visit. A number of students were referred to Accessibility Services by professors when it was noticed that the students were having learning issues.

First Generation Students: Data was gathered from OCAS. As well, if students later self-identified as First Generation when they had not identified on OCAS, we updated that information on our "PeopleSoft" tracking system.

Aboriginal Students: Data was gathered from OCAS. As well, if students later self-identified as Aboriginal when they had not identified on OCAS, we updated that information on our "PeopleSoft" tracking system.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving St. Lawrence College's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by St. Lawrence College to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving St. Lawrence College's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by St. Lawrence College to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving St. Lawrence College's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by St. Lawrence College to be an innovative practice, success story and/or key accomplishment.</p>
<p>1) This past year saw the creation of a new staff position to assist with student flow through Counselling and AccessAbility Services. The - AccessAbility Advisor (AA) – was implemented across all 3 campuses. They are responsible for advising and facilitating implementation of support services for students with disabilities who have clear documentation and uncomplicated needs. The role of the AA is to recommend services and accommodations that are appropriate, reasonable and will assist the individual with academic and/or employment success. The AA works closely with the student in gathering appropriate documentation, determining eligibility, and developing the action plan in order to facilitate the coordination and implementation of services between internal and external contacts such as faculty, various college departments, and placements as indicated. Through a comprehensive understanding of adaptive technology, assistive devices, learning strategies, and other support services provided by college departments and community services/resources, the AccessAbility Advisor is able to streamline the process of intake and referral freeing counsellors to address students with more complex needs and in need of mental health supports.</p> <p>2) Counselling and Accessability Services also underwent a renovation of the reception area this past year. These renovations were undertaken to</p>	<p>One successful initiative First Generation Services hosts is weekly workshops aimed at assisting students in coping with the pressures of balancing life and school. Workshops include, but are not limited to, test taking, essay writing, time management, and budgeting. Workshops are provided during the lunch period for students across all faculties. Demand for these workshops continues to grow, and student feedback has been positive.</p> <p>One success story involves a First Generation Peer Mentor, a mature student who came back to school after working for 20 years as a truck driver. He faced several challenges in this transition, such as figuring out schedules, meeting deadlines, and establishing a routine. Having been out of school for so long, the College world was new and difficult for him. However, he loved being a student, and became very involved in College life, utilizing all the services available to him. He played his positive outcomes forward by becoming a peer mentor to other mature students. After a successful College journey, he graduated in 2013 from the Electrical Engineering Technician Program.</p>	<p>A new initiative this year was the hiring of an elder for our Kingston campus to provide spiritual guidance and cultural teaching.</p> <p>A second new initiative was a leadership workshop for potential, incoming, and current Aboriginal students. This was co-sponsored by St. Lawrence College and Kagita Mikam. A total of 12 attendees explored ways to maximize employment attainment and sustainability, and developed an action plan for success.</p> <p>One success story involves a student who upon release from a correctional institution at age 40 started in our Carpenter program. In spite of restrictions imposed by his parole, he attended class regularly, mentoring younger students. He participated in all Aboriginal events and helped facilitate cultural and social activities. He networked incessantly in order to create a comfortable atmosphere in the Centre, especially for students who were far away from home. At the end of the year, this student proudly accepted his diploma. He has since started his own business for which he plans to hire Aboriginal staff. This student is an example of someone who has surmounted huge barriers to become a productive, engaged member of society.</p>



<p>improve the safety and privacy for staff and students, and create a more comfortable space for students waiting for appointments. Feedback has been positive, with less congestion and improved line-of-sight for all.</p>		
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3) Student Access Guarantee

Through its signed MYAA, **St. Lawrence 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. Lawrence College as of July 9, 2013.*

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$163,580(+)	222(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$494,241(+)	491(+)
Total SAG Expenditures Reported by <i>St. Lawrence College</i>	\$657,821(+)	713(+)

Did **St. Lawrence 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. Lawrence 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.

SAG information is received from the Ministry through OSAP screen utilities and download files. Feb 15, 2013 was the deadline for SAG to be issued for a two-semester program. The cheques were ordered within the first 2 weeks of December 2012 and then again before February 1, 2013. If the student had outstanding tuition it was put to SAG information which is received from the Ministry through OSAP screen utilities and download files. Feb 15, 2013 was the deadline for SAG to be issued for a two-semester program. The cheques were ordered within the first 2 weeks of December 2012 and then again before February 1, 2013. If the student had outstanding tuition it was put towards their tuition. If not, they were issued a cheque. The student was sent an email indicating they would be receiving SAG and the amount. The email notified the student if the money had been put towards their tuition or if they had a cheque to pick up in Student Services. A follow-up phone call was made for those students who did not come in to pick up their cheque within a reasonable period of time. If the student did not come in to pick up the cheque, it was mailed to them.

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. Lawrence College graduates who participated in Graduate Survey (A)	# of St. Lawrence 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. Lawrence 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	1230 ⁽⁺⁾	54 ⁽⁺⁾	4.4% ⁽⁺⁾	43086 ⁽⁺⁾	3145 ⁽⁺⁾	7.3% ⁽⁺⁾
2009-2010	1242 ⁽⁺⁾	54 ⁽⁺⁾	4.4% ⁽⁺⁾	40388 ⁽⁺⁾	2725 ⁽⁺⁾	6.7% ⁽⁺⁾
2010-2011	1280 ⁽⁺⁾	55 ⁽⁺⁾	4.3% ⁽⁺⁾	50622 ⁽⁺⁾	3355 ⁽⁺⁾	6.6% ⁽⁺⁾
2011-2012	1447 ⁽⁺⁾	72 ⁽⁺⁾	5% ⁽⁺⁾	57701 ⁽⁺⁾	3463 ⁽⁺⁾	6% ⁽⁺⁾
2012-2013	1379 ⁽⁺⁾	74 ⁽⁺⁾	5.4% ⁽⁺⁾	57462 ⁽⁺⁾	3424 ⁽⁺⁾	6% ⁽⁺⁾

Per the College Graduate Outcomes data reported in 2012-2013 (based on 2011-2012 graduates), the percentage of **St. Lawrence College** students who were satisfied or very satisfied with academic preparation for university was **88.7%⁽⁺⁾**.

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

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

Please provide one or more highlights, in the space provided below, of an activity that **St. Lawrence College** used during 2012-2013, and which contributed to maintaining or improving **St. Lawrence 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. Lawrence College** to be an innovative practice, a success story and/or a key accomplishment. In addition, **St. Lawrence 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.):

Hired a part time contract position to liaise with all program teams on all campuses to continue the work started last year of developing new articulations through faculty contacts, as well as to complete development of articulation initiatives begun last year.

Results:
 21 pathways with 13 institutions were identified and initiated
 Informal agreements (ONTransfer) or formal agreements are in place for the following 8 institutions:

- o York
- o Carleton
- o Kaplan
- o Grant McEwan
- o Laurentian
- o Trent
- o Lakehead
- o Wilfred Laurier

- Close to 40 pathways we did not previously have knowledge of are now available to students

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

Planned activity:

- Review and develop processes (both online and administrative) to facilitate applicant/student transfer credit requests and transfer credit modelling.
- Develop portal programming and materials that will advise and guide students through the transfer credit process.
- Review and establish transfer credit standards and policies to improve transparency, eliminate barriers, and streamline the transfer credit process. \$24,000 budgeted.

Results:

- Identified key requirements in discussion with St Lawrence College
- Identified core rules and exceptions for transfer credit processing
- Designed a solution to ease the configuration of PeopleSoft for these rules through an easy User Interface that will streamline the update of PeopleSoft configuration rules.
- Reviewed sample file formats of data from other Colleges and created interface files that would ultimately be uploaded into PeopleSoft Student Administration system
- Built edit checks to capture and recycle data that fails established validation rules
- Test the rules and upload sample data files into PeopleSoft

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



Hired a part time position to establish and deliver workshops to faculty and appropriate support staff to engage in a cultural change within the college so that we become more open and supportive of transfer pathways. During these workshops, the value of transfer pathways will be discussed as well as the methods of accomplishing the detailed work required. Finally, the workshops will reinforce the value of these pathways to our students. \$10,000 budgeted.

Results:workshops were delivered to 99 faculty and staff on three campuses. This has generated great interest and a new level of organizational knowledge of the ONCAT transfer activities and processes.

5) Class Size

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

Class Size Calculation Example:

FIRST YEAR - COURSES

GSSC1109 *Life Span Development*

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

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

COMP1082 *Computer Skills*

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

SWRK1026 *Canadian Social Welfare*

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

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

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

SWRK 1041 *Preparation for the Field*

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

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

SWRK1043 *Group Dynamics*

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

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

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

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

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

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

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

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

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	1,351	59.4%
30 to 60 students	856	37.6%
61 to 100 students	67	2.9%
101 to 250 students	1	0%
251 or more students	0	0%
Total	2,275	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	468	73.5%
30 to 60 students	158	24.8%
61 to 100 students	11	1.7%
101 to 250 students	0	0%
251 or more students	0	0%
Total	637	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	92	62.6%
30 to 60 students	52	35.4%
61 to 100 students	3	2%
101 to 250 students	0	0%
251 or more students	0	0%
Total	147	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4 th Year Sections
Fewer than 30 students	6	23.1%
30 to 60 students	20	76.9%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	26	100%

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

Class sections include all in-person sections and excludes all independent study, practicums and field study sections. Where students from multiple years are in the same section, the section is reported once in the year where the majority of students are enrolled.

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

Facility Management Services prepares a section hour analysis of classroom hours required each semester. The demand for classrooms by size is then compared to the available inventory of classrooms. Any shortfalls are then addressed by modifying the mix of classroom sizes. We also conduct a series of room audits to compare the activity taking place in each classroom versus what is reflected in the timetable to look for any inconsistencies or 'unofficial' activity that is taking place in an effort to have the most comprehensive understanding of our classroom space needs and utilization.

6) eLearning

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

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

In its 2011-2012 MYAA Report Back, **St. Lawrence 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. Lawrence College** is asked to provide information on eLearning courses, programs and registrations in 2012-2013.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

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

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

Programs:

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

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

Please indicate in the table below the number of Ministry-funded courses, programs **St. Lawrence College** offered in 2012-2013 and corresponding registration information -

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

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

COURSES	Ontario College Credential*	Other Credential*
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	30	880
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded courses offered through the above eLearning formats	30	880
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	1	36
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded programs offered in the above eLearning formats	1	36
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	1,761	3,514
# 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	1,761	3,514



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

The enrolment data was drawn directly from our Student Information System in Peoplesoft.

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. Lawrence College's** use of Hybrid Learning courses and/or programs in 2012-2013.

St. Lawrence College professors have been experimenting with hybrid course delivery in a variety of program areas including Early Childhood Education, Fitness & Health Promotion, Business and Personal Support Worker. The sharing of best practices in hybrid delivery was a highlight of the annual faculty PD Conference. The 2014-2019 strategic plan is identifying hybrid delivery as a priority objective.

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

2012-13 was a critical planning year at St. Lawrence. In January 2013 a new president was appointed with an explicit Mandate to implement a robust eLearning strategy. The annual business plan included the development of a Distance Education and Online Delivery plan for St. Lawrence that outlined objectives for the next 5 years to support the needs of the 21st century learners.

We have implemented the use of a digital enhancement in Health Sciences programs. The Neighbourhood, a virtual community program, was a new learning resource in the Collaborative Nursing Degree Program. This represents a paradigm shift in teaching and learning. The online community features 11 households and several community agencies. Thirty-seven featured characters, representing individuals from various cultural groups, across age, health, and socioeconomic spectrums, interact within the households and several community agencies. All the characters in the Neighbourhood live in a household or work in a community health-care facility. The household characters portray health-related issues i.e. acute and chronic biophysical and psychosocial problems correlating to the incidence and prevalence in population groups. Nurse characters depict personal and professional issues faced by nurses in a variety of roles, including hospital nurse, nurse manager, nurse practitioner, school nurse, and community agency nurse. Character stories evolve per episode and are supplemented with biographical information, photographs, video clips, medical records, and related newspaper articles. Students see the stories as they unfold in each season.



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. Lawrence College** had in 2012-2013:

- Outbound students* = 70

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

- Inbound students* = 10

**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. Lawrence College** in 2012-2013 = **\$1,467,436**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **St. Lawrence College** had outside of Canada in 2012-2013 = **\$5,000**

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **St. Lawrence 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
Hubei Plytechnic	Xioagan City, Hubei Provi / China	Health Care Practice	12

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

The College has been developing study abroad opportunities for several years in order to provide a broader educational experience for our students. As the programmes mature, word of mouth has led to an increase in awareness and demand. The College instituted a study-abroad bursary to help students take advantage of these opportunities. At the same time, we have been seeking to share some of our abilities with interested institutions in order to build collaborative models that provide growth opportunities for students, faculty and staff.



7.2) Enrolment

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

	Source Country	Number of Full-Time International Students from Source Country	International Students from Source Country as a Percentage of St. Lawrence College's Total Full-Time International Student Enrolment⁽⁺⁾
1.	India ⁽⁺⁾	22 ⁽⁺⁾	19.5% ⁽⁺⁾
2.	China ⁽⁺⁾	11 ⁽⁺⁾	9.7% ⁽⁺⁾
3.	El Salvador ⁽⁺⁾	7 ⁽⁺⁾	6.2% ⁽⁺⁾
4.	United States ⁽⁺⁾	7 ⁽⁺⁾	6.2% ⁽⁺⁾
5.	South Korea ⁽⁺⁾	6 ⁽⁺⁾	5.3% ⁽⁺⁾

St. Lawrence College reported to the Ministry that International Enrolment* in 2012-2013 = **113⁽⁺⁾**.

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. Lawrence 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. Lawrence College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment.

Our international students are recruited through a number of channels, including direct marketplace recruiting efforts, partnership development with post-secondary partner institutions and pathways from language schools and secondary schools catering to international students.

Full-Time International Enrolment as a percentage* of Full-Time Enrolment at **St. Lawrence College** in 2012-2013 was: **2.18%**^(*)

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

Please provide **St. Lawrence 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. Lawrence College** used during 2012-2013, which contributed to maintaining or improving **St. Lawrence 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.

St. Lawrence solidified a collaborative diploma with Barbados Community College to allow students from either institution to enroll for a year of studies in Culinary Management at the partner site. This has led to further development in a second programme and in the following year has grown to include a second and perhaps third link in the Caribbean. At the same time, the College was awarded a contract to assist a technical college in Jamaica to develop postsecondary curricula in energy management programming. The College has worked with several institutions in Ireland to create pathways to further studies. We also welcomed two students from Germany to undertake an internship related to energy management on our Kingston campus.

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. Lawrence College** in 2012-2013 = 16

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

Our programme was designed from the beginning to lead to further studies at St. Lawrence. Almost all our ESL students continue on to post-secondary studies.

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. Lawrence College** in 2012-2013 = 0

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

n/a

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

n/a

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. Lawrence 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. Lawrence College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

St. Lawrence 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. Lawrence College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

St. Lawrence 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. Lawrence College** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **St. Lawrence College's** OECM purchases in 2012-2013: 54,000

Please provide one or more highlights, in the space provided below, of an activity that **St. Lawrence College** used during 2012-2013, which contributed to maintaining or improving **St. Lawrence 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.

- St. Lawrence expanded collaborative purchasing initiatives in 2012 – 2013 by joining OECM, and participating in other “regional” initiatives.
 - Conducted training session with the college community to expand the knowledge of the BPS Procurement Directives to ensure we are fair, transparent and accountable.
 - Implemented new processes for out of Country transactions to determine and verify all shipments coming into the College. Education with college community to ensure the understanding of the new process.
 - Adopted all of OECM's templates.
- * SLC is looking into all collaborative purchase opportunities including OECM as well as Ministry V.O.R. to increase the level of our collaborative spend.

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. Lawrence 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. Lawrence College** used during 2012-2013, which contributed to **St. Lawrence College's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **St. Lawrence College** to be an innovative practice, success story and/or key accomplishment.

- St. Lawrence College started the process of reviewing the Purchasing Policy and Procedures to align with the BPS Directive. The College began researching options to enhance Contract Management.
- Department or end user specific training on BPS Directives as it related to their Procurement needs.
- Active member with the MGS – VOR for courier services.

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. Lawrence College** confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements.

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

<http://http://www.stlawrencecollege.ca/about/college-reports-and-policies/finance/>

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

St. Lawrence College's Travel and Business Expense Policies and Procedures have existed for several years and are ingrained in our culture. We are in the process of improving upon this policy to provide clear and distinct guidelines to our users. Our Accounts Payable staff is very knowledgeable of the requirements and provides guidance to managers and staff to ensure understanding and compliance.

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. Lawrence 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. Lawrence 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. Lawrence College** to be an innovative practice, success story and/or key accomplishment.

A Perquisites Policy has been drafted and will be approved by the College Leadership Team in 2013-2014. The College adheres to the BPS Perquisites Directive and ensure that the appropriate approvals are obtained and documented.

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. Lawrence College** in 2012-2013:

	<u>Certificate</u>	<u>Diploma</u>	<u>Advanced Diploma</u>	<u>Graduate Certificate</u>	<u>Applied Degree</u>
Number of programs at St. Lawrence College with a Co-op Stream	0	0	0	0	0
Number of students at St. Lawrence 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. Lawrence 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. Lawrence College** to be an innovative practice, success story and/or key accomplishment.

During 2012-2013, 61 programs at St. Lawrence College included non-paid work placement opportunities as part of the learning outcomes. The number of placement opportunities in the fall and winter semesters combined was 4,191.

St. Lawrence College, in partnership with Students in Free Enterprise (SIFE) St. Lawrence College, negotiated the exclusive rights to stream the World Business Forum live to Kingston, October 2 and 3 from 8 am to 5pm at the Cineplex Odeon theatre. This event was months in the planning and execution and all work was completed by students from the School of Business.

St. Lawrence College professor, Steve Lapp, and Energy Systems Engineering student, Ronnie Giberson, installed fourteen 270-watt solar panels, donated by Canadian Solar Inc., to power a world renowned orca whale research centre on a remote island off the British Columbia coast near Alert Bay. The panels power the main OrcaLab site and a network of underwater microphones and cameras which track migrating whales. The installation will reduce carbon emissions from gas generators by 1.5 to 2 tonnes per year and will create fuel savings of up to \$2,000 per year for OrcaLab.

Twenty-nine students from the Practical Nursing and Bachelor of Science Nursing programs in Kingston travelled to four islands of Hawaii between May 15 and June 5, 2013. The trip exposed the students to healthcare delivery in a different part of the world and enhanced their skills as they become nurses in their own communities. While in Hawaii, students interacted with communities and populations to research the differences in healthcare and the culture of the Hawaiian people. In collaboration with HOPE Services Hawaii (a statewide non-profit organization that provides an array of services to the homeless) students volunteered to paint a homeless shelter while in Kona and to provide information on nursing and importance of education with families staying at a family shelter. Students collected and purchased school supplies, personal hygiene products, clothing, and linens to donate to the shelters.

Seventeen third year Child and Youth Worker program students travelled to Watamu, Kenya. Their tasks were to pay for and construct two family homes, two play structures, provide much needed sterilization equipment to the Gede Clinic, and support the orphanage by painting and providing funds to feed 42 children for one month.

St. Lawrence College Sustainable Energy Applied Research Centre (SEARC) hosted the second annual Sustainable Energy Symposium, April 30 to May 1. The two-day symposium utilized students in every capacity. The symposium focused on enhancing innovation and economic prosperity in Canada through collaborations between industry and academic institutions. For the official symposium kick-off a ceremony was held to celebrate the opening of the newly installed "Solar e-Bike Charging Station" at Energy House. The solar e-bike charging station was the brain child of two students, Jason Arnold and Brian Fryer, who worked through community and college processes to launch the station that will use the electricity generated from onsite solar photovoltaic panels and storage batteries to charge e-bikes for campus and community users.

The SLC FUSE Mentorship program matches Integrated Marketing Communications students with business professionals in their field of interest. It provides students with real-world skills and industry connections. Fuse benefits students who build their professional networks but it also benefits mentors who gain a fresh perspective from the students. As a measure of the



program's success, 25% of mentors have hired their students.

10) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2012-2013, the student satisfaction rate at **St. Lawrence College** for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **90%⁽⁺⁾**

Per the KPI results reported in 2012-2013, the student satisfaction rate at **St. Lawrence College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **83.2%⁽⁺⁾**

Per the KPI results reported in 2012-2013, the student satisfaction rate at **St. Lawrence College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **76.5%⁽⁺⁾**

Per the KPI results reported in 2012-2013, the student satisfaction rate at **St. Lawrence College** for KPI Question #45 "The overall quality of the services in the college" = **75.5%⁽⁺⁾**

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

Several other methods are used to measure student satisfaction and these include: 1. a survey to First Generation students each semester
2. during our Formal Program Reviews data is collected from student focus groups
3. SLC students have membership on Program Advisory Committees and provide program reports
4. students provide feedback by completing course evaluations by course by semester
5. all athletes complete an evaluation following their varsity sport
6. SLC has student feedback cards where we elicit student opinion.

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

Sustainability Plan -Phenomenal engagement by both students and employees at St. Lawrence College has resulted in the near completion of a St. Lawrence College Sustainability Plan. The college has been working with a focus on sustainability for over a decade but it was determined that a more strategic and coordinated focus was required to move forward. The 2012-13 Business Plan defined development of the college sustainability plan as an objective; Lura Consulting was awarded the contract in August of 2012 and the tri-campus consultation process began in September with a goal to roll out the plan in September and launch in early 2014. Over 2,500 students and employees participated through the engagement process that included an online feedback survey, Workshop-in-Box, presentations, seminars, focus groups, and interviews. In March, Sustainability Celebrations at each campus drew over 500 attendees over the three days who wanted to contribute their thoughts to the process. 20 per cent of the college community participated, double what was anticipated, and every 'conversation' was recorded and then prioritized into specific themed areas pertaining to various goals. This comprehensive approach to sustainability focuses on four pillars: social, environmental, economic and governance, to ensure the college is thriving for many years to come. The tremendous response has encouraged SLC to question everything with a critical lens. The draft, multi-year sustainability plan incorporates a vision statement and eight different goal areas. Over the next 10 years, all aspects of the plan will be embedded as value in everything that is done due to the strong commitment from the board and executive to ensure sustainability is permeated into the new strategic plan. The SLC Sustainability Plan also lines up with the City of Kingston's goal to be Canada's most sustainable city. Further, and despite the fact that SLC operates three very different campuses, Paige says this process has demonstrated that this is all about the people; the human-centred component to the college is critical in understanding why students come to SLC and why staff want to work here. The consistent message through the engagement process was that SLC is a great place to learn for our students and a great place to work for our staff. In conjunction with the Sustainability Plan, efforts are underway to update the Kingston campus Master Space Plan. Following interviews with department managers and students to prioritize key capital improvements and renovations, a detailed analysis of program and time-tabling demands was completed. A draft plan and subsequent recommendations will help the college fully



utilize the existing footprint to help alleviate the current space pressures. The final plan will be presented to the Board of Governors and college community in 2013.



11) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at **St. Lawrence College** = 67.5%(*)

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

In previous years, the college has closely examined its graduation rates in the context of expected cohort time frames and contrasted that to KPI graduation rates for a more granular examination of student success.

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

CICE Grads
The first graduating class of the Community Integration through Cooperative Education (CICE) program will receive their diplomas at this year's convocation ceremonies. The two-year certificate program is designed for adults with developmental disabilities, intellectual disabilities, acquired brain injury or other significant learning challenges who wish to further their education/vocational training in a community college setting.

The five graduating students studied in Carpentry, Graphic Design, Advertising/Graphic Design, Veterinary Assistant and Office Administration programs. Each student receives support through a modified curriculum, note taking, and tutoring whenever necessary. "The CICE program gives these students an opportunity to develop skills they would have otherwise never been able to achieve," explains Robin Hicks, Associate Dean of Community Services. "It's a very exciting milestone for St. Lawrence College when a program can achieve a 100 per cent graduation rate and these students are equipped with effective knowledge and work habits to pursue entry-level jobs in their chosen fields."

12) Graduate Employment Rate

Per the KPI results reported in 2012-2013 the graduate employment rate, 6 months upon graduation, at **St. Lawrence College** = **90.5%(+)**

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

None

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

Optimal Resume and Linked In Alumni Group – The College Alumni office purchased Optimal Resume, an online resume tool, for use by students but primarily graduates. The tool gives users access to hundreds of resume templates, and the Alumni office has allowed unlimited numbers of resumes to be created per user. The resumes are not only templates, but provide assistance in industry-specific key word usage to enable users resumes to get through the resume screening tools in use by large organizations. The SLC Alumni Linked In group is a group of over 1,000 grads representing numerous sectors, whose membership in the group allows free cross communication without the requirement of Linked In introductions. Members have also used the group to post position openings or to seek advice.

Nursing 40th - The Nursing Celebration marked the 40th year of the movement of nurses from the Hospital schools and into the College. The event was a joint celebration of the College and the Healthcare Museum in Kingston, which included an exhibition of nursing history, including the memorabilia of the early St. Lawrence College nurses – such as uniforms, caps, rings and pins. The celebration brought together grads from the first class all the way to present-day students, and was attended by the College's placement partners in the area hospitals and health care facilities, further deepening the ties between our students, grads and the broader healthcare community.

Eastern Ontario Job Board - St. Lawrence College has moved 1 step closer to increasing productivity in Eastern Ontario by increasing organization access to the right talent at the right time. Finding the right employee for the right job just got easier with the launch of a new and fully customized website and job board. Using a new cloud-based tool called the Job Description Template (JDT), companies of all sizes are able to customize job description templates, while also allowing job seekers to fully customize their job search. Each job description is fully customizable by the user. The JDT also includes a profile of the ideal candidate for each description created. This profile can be used in tandem with pre-assessment tools and job-fit testing to make hiring decisions even easier. The system is integrated into a best in breed CRM (SFDC) which allows us to manage customer data more efficiently , create potential skills pools and provide organizations with specific candidates parsed by skills, education , experience & geographic region in seconds

SLC is committed to developing and supporting 'ready now' employees – people with the right skills and qualifications that an employer needs at the right time., The new website facilitates connections between employers and job seekers and provides an in-depth guide to career opportunities based on the current and projected economic needs of Eastern Ontario, supported by the newest technology

The website and job board will be a useful tool for employers looking to access a deep pool of candidates and will provide support in their recruitment processes. The website is designed for all community members looking for work, including students



and graduates transitioning from school to employment. Job candidates will benefit from accessing an online resource centre that includes updated labour market information to support their job search preparation, application and outcome. The website will profile Eastern Ontario's top 50 in-demand occupations, providing users with access to explore potential career paths, apply online to opportunities of interest and gain an understanding of the training and skills they need to succeed.

13) Student Retention

The table below has been pre-populated with the results from **St. Lawrence College's** 2011-2012 MYAA Report Backs. Please identify **St. Lawrence College's** achieved results for 2012-2013 using the following methodology:

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

	Retention Rate Achieved for 2011-2012	Retention Rate Achieved for 2012-2013
1st to 2nd Year	<u>76.9%</u> ⁽⁺⁾	2012 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>2,005</u> \div 2011 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>2,768</u> x 100 = <u>72.4%</u>
2nd to 3rd Year	<u>94.7%</u> ⁽⁺⁾	2012 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>698</u> \div 2011 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>826</u> x 100 = <u>84.5%</u>
3rd to 4th Year	<u>89.4%</u> ⁽⁺⁾	2012 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>197</u> \div 2011 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>203</u> x 100 = <u>97%</u>

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

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

These numbers were calculated by examining students who appeared on the 2011 November 1 Audit file and determining which of those students continued to appear on the 2012 November 1 Audit file.

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

1. Developing Documentation Standards and Guidelines for Academic Accommodations for Students with Mental Health Disabilities Attending Post –Secondary Institutions in Ontario.

Increasingly effective psychopharmacological and psychotherapeutic treatments have facilitated access to post-secondary education for student with mental health disabilities. Partly as a result of these developments, the number of students with mental health disabilities registered with Disability Services Offices in the post-secondary sector in Ontario has increased by 60% in the last five years alone (2006-2007 to 2010-2011); over the same period, the total number of students with disabilities in the postsecondary system in Ontario has increased by 31.25% (Ministry of Training, Colleges and Universities, October, 2012).

The project will:

- (a) Develop province-wide documentation standards, taking into consideration the specific needs of students with mental health disabilities;
- (b) Develop training for students, faculty, access/disability advisors, student leaders and administrators, on how best to accommodate students with mental health disabilities. This training will be made available to postsecondary institutions across the province.
- (c) Develop an information and resource handbook for students with mental health disabilities

2. School to Work

A unique partnership between St. Lawrence College and five area school boards demonstrates how elementary and secondary students, when given the opportunity, can successfully engage and participate in the post-secondary world. The goal of the School-to-College- to-Work Initiative (SCWI) centres on encouraging students to go to college and pursue post secondary education. PASS (Partnering to Achieve Student Success), the regional planning team for SCWI, involves the three SLC campuses and Algonquin Lakeshore, Catholic, Limestone, and Upper Canada District School Boards. For many of the visiting students, there has never been a reason for them to be in the college and most have no idea that particular programs or careers even exist. More than 1000 students in grades 7, 8, 10 & 11 participated in the spring Connections program, which is designed to bring students to the college, expose them to current programs, and give them an opportunity to experiment and learn about career paths. Some of the featured programs for the students included business, fitness, health sciences, biotechnology, hairstyling, culinary arts, carpentry, and digital arts for musicians. Pat says, "It is our hope that by awakening their imagination and showing them the variety of career pathways that exist with a college education, they will be encouraged to complete their secondary education and consider college as a post-secondary destination." The Dual Credit program meanwhile has grown from 13 senior high school students 8 years ago to 670 students this year. St. Lawrence College currently offers 23 different programs ranging from skilled trades apprenticeships to regular college programs in integrated or congregated settings. Taught by college staff, students can earn both college and secondary credits paid for through the province-wide initiative. The successes of the Dual Credit program will be celebrated during an apprenticeship recognition evening when the college, school boards and students will gather to recognize 60 students who will receive certificates from such programs as hairstyling and carpentry.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **St. Lawrence 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.)

In 2012/13, St. Lawrence College continued to support an engaging workplace which values employee learning and development in alignment with the College's mission and strategic direction to achieve the highest standards in academic, service and/or administrative excellence.

In-House Opportunities:

Participation in PD offerings continues to show strong support.

Learning Connections Conference:

The fourth annual all-employee in-house, tri-campus conference held in May 2012 had strong attendance numbers consistent with the previous year. There was representation from all three employee groups (Admin 17%, Faculty 46%, Support 37%) and from all three campuses (Brockville 13%, Cornwall 13%, Kingston 72%, Other 3%). Of note was the increase in participation from satellite offices with an increase of 60% over the previous year.

Fall Semester Startup Sessions:

The attendance at the 2012 fall semester startup sessions was consistent with the previous year, with participation from faculty in all six schools on the Kingston campus as well as the moderate participation from the other two campuses: 7% Brockville 2% Cornwall.

The 2013 fall semester startup sessions saw an overall increase of 17% which was mostly attributable to a tri-campus keynote speaker. There was significant participation from all three campuses: 72% Kingston, 14% Brockville, 14% Cornwall.

Winter Semester Startup Sessions:

The 2013 winter startup sessions saw an increase of 28% over the 2012 sessions with strong participation from all three campuses: 67% Kingston, 22% Cornwall, 11% Brockville. This was the first PD event where workshops were offered on multiple campuses (Kingston & Cornwall). This likely contributed to the increase in participation from the other campuses.

In addition, we focused on specifically reaching our part-time faculty with the following initiatives:

Growing Tips

Each guide provides practical, easy to understand information with examples, tips, and links for further information for learning-centred teaching:

PD Casts

This series of Pod Casts has been developed to answer some of the most common questions that our part-time and partial load faculty ask on a recurring basis. Each pod cast is 2-5 minutes in length, and the content of each is available in a downloadable file.

Part-time Faculty Forum

A monthly forum held on Wednesdays from 4:30 – 6:00 PM for part time teachers on topics related to teaching and learning within the college environment.

Seminars offered on a tri-campus basis using VDesk, our way of linking Kingston, Cornwall and Brockville campuses via video link and will be facilitated by the Faculty Coach, Sue Chamberlain.

Eastern Region College Committee on Human Resource Development Collaborative (CCHRD) Initiatives:

St. Lawrence College continues to participate in the Eastern Region CCHRD. Collectively (Algonquin, La Cite, St. Lawrence College, Loyalist, Fleming and Durham Colleges) offer a suite of PD opportunities for:

- new full-time faculty (Focus on Learning)
- academic coordinators (Leadership Excellence in Academic Programming (LEAP))

- curriculum designers (Aligning & Building Curriculum (ABC))
- seasoned faculty (Celebrating Great Teaching retreat)
- support staff (“Getting Connected” program), and

St. Lawrence College sends faculty and staff each year to these Eastern Region initiatives. In addition, the Eastern Region colleges collaborate to offer two online programs: Faculty Cyber Connections and Support Staff Cyber Connections.

All of these aforementioned learning and development activities were undertaken with the ultimate goal in mind of promoting teaching excellence and staff training relevant to the College setting

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

Sustainable Energy Symposium -St. Lawrence College Sustainable Energy Applied Research Centre (SEARC) hosted the second annual Sustainable Energy Symposium that focused on enhancing innovation and economic prosperity in Canada through collaborations between industry and academic institutions. The goal of the conference was to bring together leading experts to further enhance industry and academic partnerships. The symposium also included highly informative and engaging panel discussions by industry experts and experienced professionals, college student research project presentations, poster displays, industry exhibits, and awards. The symposium kicked-off with a ceremony marking the opening of the newly installed Solar e-Bike Charging Station at Energy House on the Kingston campus. The charging station is the first of its kind in Canada.

Youth Leadership- As part of the third year advocacy class in the Child and Youth Worker program at St. Lawrence College, Rolland Gardiner helped plan and facilitate the B13: Youth Leadership Conference in February. The conference was designed to address the issues of bullying and social cruelty and to challenge area youth to actively look at these issues and their roles in social change at their schools. It was a tremendous learning experience for SLC students who made valuable connections with local youth and experts in the field. The conference was open to grade 8 and high school students. The conference showcased photo exhibits and featured activities focused on the amended education act Bill 13, which is designed to promote positive school climates that are inclusive and accepting to all, in the prevention of bullying.

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

Slc.me is a new web-based student portal that was created as a one-stop shop for student information and resources. Students are presented with a secure login that can be accessed from anywhere on any device. Once logged in, students gain “one-click” access to a number of their services including Blackboard, email, Timetables, grades etc. This functionality is delivered by single-sign-on configuration to all of our back-end systems so that students are no longer required to remember multiple user names and passwords.

The portal also provides a communication platform to deliver important messages and marketing campaigns. It includes simple menu access to a number of resources pertaining to Academics, Campus Life, Student Services, and Paying for College. In addition, a Feedback area is provided and monitored to ensure that we are meeting the needs and expectations of our students.

The portal has provided students with simplified access to their resources and systems while at the college, at home or on the road. Orientation sessions are provided during the first week of school as well as by Student Success Facilitators to ensure students are accessing this rich repository of resources.

Attestation:



By checking this box, **St. Lawrence 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. Lawrence College's** Executive Head or Board of Governors.

Contact:

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

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- Telephone: 613-544-5400 ext 1199
- Email: Mstevens@sl.on.ca

Please indicate the address on **St. Lawrence 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.stlawrencecollege.ca/>