2013-2014 Report Back

Institution Name:	St. Lawrence College

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. Lawrence 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. Lawrence College's** 2013-2014 Report Back is denoted with the symbol [+].

1) Enrolment - Headcount*

DEFINITION: <u>Headcount</u> 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. Lawrence College reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = **5,390**[(+)].

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment at **St. Lawrence College** in 2013-2014 = **4,196**.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment at **St. Lawrence College** in 2013-2014 = **1,075**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2013) enrolled at **St. Lawrence College** in 2013-2014= **119**.

* 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 2013-14 reporting year:
> 18 - 24 category includes all students born between November 1, 1989 and November 1,1995.
> The 25+ category includes all students born before November 1, 1989.
> Under the age of 18 category includes all students born later than November 1, 1995

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 2013-2014 to manage enrolment.

> The College's Strategic Enrollment Management Committee identified five Business Process initiatives which will result in a high level of integrated enrolment management processes. These initiatives include an enhanced program research and development process and the identification of multi-stage performance metrics along the prospect to alumni continuum. Overall, these initiatives are moving the College to a more 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, 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
Please indicate the total number of Full-Time *Students with Disabilities* at *St. Lawrence College* who registered with the Office for Students with Disabilities and received support services in 2013-2014= **1,157** The total indicated above as a comparative % of **St. Lawrence College's** 2013-2014 Enrolment Headcount: (Insert Total From Above) **1,157** ÷ **5,390**[+] (2013-2014 Enrolment Headcount) x 100 = **21.5**%	Please indicate the total number of Full-Time *First Generation Students* enrolled at *St. Lawrence College* in 2013-2014= **1,880** The total indicated above as a comparative % of **St. Lawrence College's** 2013-2014 Enrolment Headcount: (Insert Total From Above) **1,880** ÷ **5,390** [+] (2013-2014 Enrolment Headcount) x 100 = **34.9**% Please also indicate the total number of Part-Time *First Generation Students* enrolled at *St. Lawrence College* in 2013-2014 = **446**	Please indicate the total number of Full-Time *Aboriginal Students* enrolled at *St. Lawrence College* in 2013-2014= **344** The total indicated above as a comparative % of **St. Lawrence College's** 2013-2014 Enrolment Headcount: (Insert Total From Above) **344** ÷ **5,390**[+] (2013-2014 Enrolment Headcount) x 100 = **6.4**% Please also indicate the total number of Part-Time *Aboriginal Students* enrolled at *St. Lawrence College* in 2013-2014 = **80**

* 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.

Data above was pulled from demographic information within our electronic management record.

Students With Disabilities	First Generation Students	Aboriginal Students
Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving *St. Lawrence College's* initiatives for *Students with Disabilities*. 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.	Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving *St. Lawrence College's* initiatives for *First Generation Students*. 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.	Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving *St. Lawrence College's* initiatives for *Aboriginal Students*. 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.
• Social Rollers Group – for students with an Autism Spectrum Disorder (Kingston Campus). This initiative was sparked by student interest in getting to know other students with similar experiences and learning profiles. We coordinated lunch hour gatherings with board games, snacks, and the facilitation support of at least one counsellor per session. Still in its infancy, there were 3 to 5 student participants each session that ran monthly. We plan to build on the program during the upcoming academic year. • Transition-to-Work Program (Kingston Campus)This pilot program offered workshops to graduating students with disabilities in March (20 signed up and 15 attended; 4 guest and 2 alumni speakers). The series focused on: Understanding rights of employees with disabilities (overview of relevant legislation); disclosure and accommodations in the workplace (recognizing potential barriers and learning how to self-advocate); essential employability skills (market trends, interview strategies, etc.) • Transition Group – Pilot Program (Brockville) As there were challenges in recruiting for a Summer Transition Program in Brockville, a model of small group delivery throughout the 1st year to provide the information was introduced as an alternative. 13 students with a learning disability were invited to participate. They met monthly with topics covering a variety areas that were normally covered in the Summer.	•Our annual pre-semester tri-campus orientation for First Generation students was held in late August. Students and their parents or guests gathered to hear various College representatives deliver a brief overview of their services and resources, and later answer individual questions. Presentations by upper-year students, a College tour, a session for parents on how to support their child in college, and social networking accompanied by refreshments rounded out the day's activities. Following the organized program, students had the opportunity to complete some early-semester tasks. •First Generation staff also continued to work with our College's Aboriginal Services, since there is considerable overlap between these two student populations. This collaboration enabled us to increase the number of First Generation students who accessed our services. •First Generation staff collaborated with Student Success Facilitators to deliver workshops early in the fall semester on topics of interest to our students.	Cornwall Campus: A partnership was created with the Travelling College of nearby Akwesasne. Staff from this College travel to the SLC campus and provide teaching of traditional Aboriginal crafts. Before the partnership was created, SLC paid for these services; now, in exchange for a display unit in the Aboriginal Centre and craft materials, the teaching is free. The Travelling College provided pre-packaged materials for those who wanted to try some more of the crafts at home. Kingston Campus: Weekly smudging ceremonies followed by a sharing circle were introduced. After the sharing circle, a drumming circle or traditional craft session was held on alternate weeks

The transition program included: services available on campus, developing awareness of individual learning styles, note taking methods, test taking strategies, goal setting, group work, time & stress management, among others. The content was designed specifically with UDL principles, and taught in a multi-model peer led and staff supported format. Particular attention was paid to ensuring that the students received an opportunity to practice, reflect on, and discuss if/how they could implement these methods. This was seen as somewhat successful and will be utilized in the future as an adjunct within the Transition Program.		

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 *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)
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%[(+)]
2013-2014	1215[(+)]	35[(+)]	2.9%[(+)]	54467[(+)]	3003[(+)]	5.5%[(+)]

Per the College Graduate Outcomes data reported in 2013-2014 (based on 2012-2013 graduates), the percentage of *St. Lawrence College* students who were satisfied or very satisfied with academic preparation for university was **84.4%[(+)]**.

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. Lawrence College** used during 2013-2014, 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.

In December 2013, the college created and filled a new full-time position to assist students who wish to transfer to another post-secondary institution, prior to or following graduation. The Student Transfer Advisor role was also intended to assist the Dean of Applied Science, with developing new articulation agreements for our programs. Some of initiatives undertaken in late 2013 include: - Attended an Open House event to provide credit transfer information to SLC students and their families - Organized a Study in Ireland event (Feb 2014) in support of formal college transfer agreements with Irish institutes - Coordinated site visits for provincial, national and international representatives to speak to our students about study abroad opportunities - Created an inventory of current transfer agreements on file and their status - Forwarded 15 potential articulation agreement requests to the dean of Applied Science for review and follow up - Provided a list of expired contracts to follow up - Updated the SLC website with a general page outlining current articulation agreement information and opportunities for our graduates, and specific advice of relevant transfer opportunities on every program page.

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 1st Year Sections
Fewer than 30 students	3	3/12 = 25.0%
30 to 60 students	5	5/12 = 41.7%
61 to 100 students	3	3/12 = 25.0%
101 to 250 students	1	1/12 = 8.3%
251 or more students	0	0/0 = 0.0%
Total	12	12/12 = 100.0%

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

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1st Year Sections
Fewer than 30 students	1,694	71.7%
30 to 60 students	606	25.6%
61 to 100 students	63	2.7%
101 to 250 students	1	0%
251 or more students	0	0%
Total	2,364	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2nd Year Sections
Fewer than 30 students	1,337	81.5%
30 to 60 students	263	16%
61 to 100 students	34	2.1%
101 to 250 students	6	0.4%
251 or more students	0	0%
Total	1,640	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3rd Year Sections
Fewer than 30 students	371	78.3%
30 to 60 students	99	20.9%
61 to 100 students	4	0.8%
101 to 250 students	0	0%
251 or more students	0	0%
Total	474	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4th Year Sections
Fewer than 30 students	67	74.4%
30 to 60 students	23	25.6%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	90	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 2013-2014, 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.

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. Lawrence 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 *Fully Online Learning**	30	963
# of Ministry-funded courses offered through *Synchronous Conferencing**	0	0
Total # of Ministry-funded courses offered through the above eLearning formats	30	963
PROGRAMS	**Ontario College Credential**[*]	**Other Credential**[*]
# of Ministry-funded programs offered through *Fully Online Learning**	1	36
# of Ministry-funded programs offered through *Synchronous Conferencing**	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 *Fully Online Learning**	1,812	3,689
# registrations in Ministry-funded programs offered through *Synchronous Conferencing**	0	0
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	1,812	3,689

*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 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 2013-2014.

As reported in 2012-13, 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.

In 2013-14, the sharing of best practices in hybrid delivery was a highlight of the annual PD Conference which included the following sessions:
• Hybrid Learning and the "Hybrid Learning Initiative" (HLI): Supporting St. Lawrence Faculty Meeting the Needs of the "Contemporary Learner"
• Blackboard: Content Organization, Adaptive Release and Date Management
• Engaging Classroom Technologies: Using "Back Channelling" and Student Surveying to Identify and Promote Active Engagement in the Classroom (A B.Y.O.D. event)
• Introduction to Video Capture Using Camtasia
• Collaborating Classrooms: Identifying Technologies and Activities that can Foster Asynchronous & Synchronous Collaboration both In & Out of the Classroom
• Blackboard All Stars Panel

The 2014-2019 strategic plan has identified hybrid delivery as a priority objective. To equip faculty, the Centre for Contemporary Teaching & Learning was established (October 2013) to provide full spectrum support from curriculum development to online/hybrid course design to LMS support plus professional development re: teaching and learning effectiveness. The new position of Manager, Hybrid & Online Course Design was created and in January 2014, a pilot Hybrid Learning Initiative was launched (see below for details) to more formally support faculty in (re)designing face-to-face courses for hybrid delivery.

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

During 2013/14, the newly established Centre for Contemporary Teaching & Learning (CCTL) offered a pilot Hybrid Learning Initiative with 14 faculty members participating in the process to re-design a face-to-face course as a hybrid course. The pilot included the development of an online hub of resources, monthly video-conferenced professional learning community gatherings as well as individualized support. The pilot was evaluated using focus group feedback, reflective practice (both by the participants and by the CCTL) and in consultation with Deans' Council. As a result a formalized Hybrid Learning Initiative was developed in the latter part of 2013/14 (to be offered Fall 2014)

The HLI can broken down into 5 stages. These five stages, which are based upon an instructional systems design model known as the "ADDIE" model, are:
a. Analysis Stage
b. Design & Development I
c. Design & Development II
d. Implementation
e. Evaluation

The HLI experience is based on six guiding principles. These include:
a. Developing a Community of Learning & Practice
b. Entailing Extensive Duration
c. Creating a Faculty Situated Experience
d. Identifying Strategies for Delivering Instruction
e. Promoting Active Learning Opportunities
f. Providing Faculty Technology Knowledge

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. Lawrence College* had in 2013-2014:

- Outbound students* = <u>70</u>

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

- Inbound students* = <u>16</u>

  *DEFINITION: <u>Inbound students</u> 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. Lawrence 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
N/A	N/A	N/A	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: International Initiatives.

Yancheng Medical College - Yancheng City
Jiangsu Province
China
Fitness & Health Promotion
2013-2014 Total Enrolment 25

Hebei Software Institute - Baoding City
Hebei Province
China
Computer Programmer Analyst
2013-2014 Total Enrolment 47

SLC has established a protocol whereby students must meet certain criteria if undertaking a college-supported study abroad activity. This protocol includes providing a waiver document to be submitted to the International offer, providing both a record of engagement and an opportunity to ensure that students have the support of their various departments.

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

One of our key initiatives to help increase our international engagement was to build on our existing relationship with Barbados Community College. Faculty examined two similar programmes offered by BCC and St. Lawrence College and determined that they were so close that mutual credit could be offered should students from one opt to attend the other. Students may now undertake part of their two-year studies in Culinary Management in Canada and in Barbados on an exchange basis, allowing a highly cost-effective way of acquiring broader skills in a different cultural setting.

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. Lawrence College* in 2013-2014:

	Certificate	Diploma	Advanced Diploma	Graduate Certificate	Applied Degree
Number of programs at *St. Lawrence College* with a Co-op Stream	0	4	0	0	0
Number of students at *St. Lawrence College* enrolled in a Co-op program	0	156	0	0	0

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

During the 2013-14 school year, 68 programs at SLC included work-integrated learning opportunities for students. The number of students who benefitted from these opportunities in the fall and/or winter semesters was 5004.

Below are a few examples of work-integrated learning:

• St. Lawrence College, in partnership with Students in Free Enterprise (SIFE) at the college, negotiated the exclusive rights to stream the World Business Forum to Business students on October 2 and 3, 2013. This learning opportunity connected the students with discussions and decision making made by some of North America's business giants. The event was months in the planning and was organized entirely by students in the School of Business.

• Students in the Auto Service Technician program created their own campus auto service centre, one day each week. The students profited from learning experiences in all facets of running an entrepreneurial business, including advertising, customer service, diagnostic problem solving, parts procurement, inventory control, billing, handling and accounting for cash, banking and record keeping.

• Students in the Primary Care Paramedic program, in addition to doing hundreds of hours of clinical field placement with practicing Paramedics, also partnered with the local Fire Department to learn about and practice extractions from crushed and burning cars and burning buildings.

• Students in the Pre-Service Firefighter program partnered with the local fire department to learn about and practice winter rescues from the icy waters of the St. Lawrence River.

• In winter 2014, Energy Systems Engineering Technology students conducted energy audits on a residential home and on St. James Anglican Church, a complex, mostly limestone structure constructed, in stages, between the mid 1800's and the 1970's. The students spent many hours at these properties, assessing the construction, insulation, air leakage, windows, lighting, and hot water, space and steam heating systems. Several weeks of analysis followed back at the college, using RETScreen software to model the buildings, and all the systems within it, and reconcile the model with actual utility bills and weather data. Each student wrote a comprehensive report with key findings, recommendations, which included many appendices filled with technical analysis. The final step was to use the models to predict the savings achievable from various upgrades such as adding insulation, replacing old doors, and a new furnace or water heater.

Integrated-work experience involving students doing an international placement:
Hawaii - 29 students from the Practical Nursing and Bachelor of Science Nursing programmes at St. Lawrence College (May and June of 2013). The group assisted in local homeless shelters, in family care centres, and in alternative care centres. The trip exposed the students to healthcare delivery in a different part of the world, enhancing their skills as they studied to become

nurses in their own communities.

8) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2013-2014, the student satisfaction rate at *St. Lawrence College* for KPI Question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **89.6%(+)**

Per the KPI results reported in 2013-2014, the student satisfaction rate at *St. Lawrence College* for KPI Question #24 "The overall quality of the learning experiences in this program" = **84.2%(+)**

Per the KPI results reported in 2013-2014, the student satisfaction rate at *St. Lawrence College* for KPI Question #39 "The overall quality of the services in the college" = **70.2%(+)**

Per the KPI results reported in 2013-2014, the student satisfaction rate at *St. Lawrence College* for KPI Question #49 "The overall quality of the facilities/resources in the college" = **78.5%(+)**

Please indicate the methods, in addition to the KPI survey results reported in 2013-2014, that *St. Lawrence College* used in 2013-2014 to measure student satisfaction.

> 1)A survey to First Generation students was conducted each semester.
> 2)During 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 varsity athletes complete an evaluation.
> 6)SLC has student feedback cards where we elicit student opinion.
> 7)Students complete surveys for all on-line courses.
> 8)Surveys and consultations with many website users.

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

> St. Lawrence College launched its revamped website last summer after an eight month process. The new site was created with our customers in mind; accessible on the platform of their choice: desktop computer, smartphone, or tablet. The fresh new design, intuitive and user-friendly layout, combined with accessibility features, meets the needs of our current and future customers. The project began after finding a partner that could also help us understand more about what our customers wanted from a website – 'a Hundred Answers' – out of Ottawa. Surveys and consultations with many users about their current and future needs for a website ensued. The new site features

9) Graduation Rate

Per the KPI results reported in 2013, the graduation rate at **St. Lawrence College** = **70.2%[(+)]**

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

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 2013-2014, 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.

The College's Dual Credit Program has grown from 13 senior high school students 9 years ago to 715 students this past year. St. Lawrence College currently offers 29 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 School College Work Initiative.

10) Graduate Employment Rate

Per the KPI results reported in 2013-2014 the graduate employment rate, 6 months upon graduation, at **St. Lawrence College** = **88.2%(+)**

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

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

The College's sources graduate success stories from Program Coordinators and retells them through program marketing processes to attract prospects and inspire ongoing students. For instance, the College's Music Theatre – Performance program presented four vastly different shows over the past year, demonstrating the breadth of talent and range of our students as well as their own student-led theatre production team. Recently the program has promoted the story of Zachary Knowles, who graduated from the Musical Theatre Performance program, has toured in the American production of "Hair". In 2013, he landed the starring role in 30-second television commercial for Christie's Potato Thins. Knowles describes the St. Lawrence College program as a "young and remarkable program where I was blessed with the opportunity to work with some of the industry's leading professionals." Since graduation in 2013, the versatile performing artist has had the opportunity to work in: Shakespeare, musical theatre, bi-lingual theatre, absurdist, fringe, commercials and much more. Knowles is currently busy working on a production in Toronto (Source: The Sachem & Glanbrook Gazette – July 9 2013).

11) Student Retention

The table below has been pre-populated with the results from *St. Lawrence College's* 2012-2013 MYAA Report Back. Please identify *St. Lawrence 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	**72.4%(+)**	2013 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 2,093 ÷ 2012 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = 2,898 x 100 = 72.2%
2nd to 3rd Year	**84.5%(+)**	2013 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 724 ÷ 2012 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 882 x 100 = 82.1%
3rd to 4th Year	**97%(+)**	2013 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 190 ÷ 2012 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = 196 x 100 = 96.9%

*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. 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 2012 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 2013-2014, 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)Student Health 101 on-line Magazine (Health and Wellness Promotion)
In collaboration with Kingston and Brockville Student Associations, Tri-Campus Athletics and Recreation, and the Residences we are excited to announce that on November 1st, St. Lawrence College Student Health 101 on-line health and wellness magazine launched. This evidence based monthly magazine covers topics related to student wellness, heath, and success in a timely and fully accessible manner. The program is personalized to each of our three SLC Campuses, and provides students with information that is relevant to their needs, in a medium that is most likely to be received by the students. The magazine also provides easy access and information with respect to on-campus services, and those available in our local and provincial communities.

Student Health 101 Data November 2013 to April, 2014:
• Brockville Campus: 593 Visits and 431 Unique Visitors
• Cornwall Campus: 653 Visits and 549 Unique Visitors
• Kingston Campus: 2272 Visits and 1847 Unique Visitors

2) Good2Talk
Good2Talk is a free, confidential and anonymous helpline providing professional counselling and information and referrals for mental health, addictions and well-being to post-secondary students in Ontario, 24/7/365. St. Lawrence College promotes the use of Good2Talk through LCD displays, posters, distribution of business cards to all faculty along with an information sheet that describes what it is and provides cards to students who may need to talk with someone, in SH101, e-mail signatures, and presentations, etc.

3) Peer Tutoring
The Peer Tutoring Program provides service to students who are experiencing difficulties in one or more of their courses. Tutors provide practice and review of course material to help students enhance their understanding of the course content. Peer Tutoring is available for most courses in most programs but is subject to Peer Tutor availability. On the Kingston campus, Peer Tutors may work individually or with small groups of students. Peer Tutoring is a paid Student Bursary position, and Tutors may opt to accumulate hours towards a Student Life Credit instead of being paid. The rewards of becoming a Peer Tutor include extra income, excellent experience, and reinforcement of your own knowledge and the satisfaction of helping others.

Retention Pilot Project at Cornwall Campus
The Cornwall Campus developed a pilot project in order to support improved student success. 'Vocantis' was contracted to conduct automated telephone surveys with all full-time students 3 weeks into both the Fall 2013 and Winter 2014 semesters. Students were asked about what they needed in order to be successful. There was a 70% response rate. The survey feedback enabled Student Success Facilitators to tailor their outreach, workshops and in-class visits accordingly to meet the needs of students.

The pilot will continue in 2014-15, with slight modifications, including the use of outreach by text.

12) Productivity and Innovation Fund (PIF)

Productivity and Innovation Fund (PIF) records indicate that **St. Lawrence 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
Accelerating St. Lawrence College's Transition to Online/Hybrid Environment[(+)]	SLAW-CPR1-I[(+)]	High quality economical course development plus experiential learning.	SPARK is actively providing service to internal faculty and external clients. New students are engaged each semester in this applied learning opportunity. The online General Education courses created with PIF funding were offered starting in September.
Peoplesoft shared responsibility model study for Ontario Higher Education[(+)]	QUEN-ASDT3-M[(+)]	Productivity, future operational savings,& service delivery improvements	Both the project Steering Committee and Working Groups have met regularly to draft a proposed next step for the PS Shared Responsibility Project. This involves a shared undertaking for a new Collaborative Knowledge Content Management Project which was the recommended first phase of action from the PIF Deloitte report.
College System Software Inventory and License Collaboration[(+)]	HUMB-ASDT1-M[(+)]	Evaluation of cost savings/avoidance will be based on the application of the reusable framework.	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[(+)]	No dollar cost in consortium, potential risk mitigation.	SLC is now utilizing the toolkit to implement IRM. By March 31, 2015, the College will have a Risk Register (for strategic related risks/opportunities), Risk Appetite Statements and Policy in place. By March 2016, the Risk Treatment plans will be documented and the Risk Register will expand to include operational risks.

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[(+)]	The project will assist with mitigating risk and loss as a result of emergencies.	SLC has incorporated the Emergency Management principles into our policies and procedures through the adoption of the Incident Management System as created by Emergency Management Ontario. Business continuity plans are in development, with a focus being placed on establishing Departmental Business Continuity Plans which will inform the broader Institutional Business Continuity Plan.
IT Disaster Recovery Envrionmental Scan and Collaborative Tools Development[(+)]	SSFL-ASDT3-M[(+)]	Created framework & relationships, leading to common process/ nomenclature for risk ID/ assessment.	IT Disaster Recovery Environmental Scan and Collaborative Tools Development(+) SSFL-ASDT3-M(+) The opportunity was to develop an IT DR framework which applies system wide, and to create working relationships which lead to a common process and nomenclature for risk identification, risk assessment and risk mitigation at partner colleges. Thus the processes and deliverables were created once instead of 24 times (cost avoidance). Further savings/avoidance will be based on the application of the reusable Tool kit.

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. Lawrence College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Cost Savings/Cost Avoidance.

Specific estimated savings will be identifiable following full implementation of QUEN-ASDT3-M, and HUMB-ASDT1-M. Other PIF projects in which the college has participated are risk mitigants including SLAW-CPRI-1 --this last has enabled the college to pilot high quality online offerings with low risk, and to evaluate the offerings for ideal direction setting going forward.

Attestation:

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

Contact:

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

- Name: N/A

- Telephone: N/A

- Email: N/A

Please indicate the address on *St. Lawrence 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://