PSED Accountability Reports

REPFW130 - PSED Accountability Report - SMA College Verification Report

Organization :   **St. Lawrence College**

Submission Period :   **SMA - Strategic Mandate Agreement College Annual Report 2014-2015**

STRATEGIC MANDATE AGREEMENT (SMA) - COLLEGE

2014-2015 Report Back

Introduction

The 2014-2015 Strategic Mandate Agreement (SMA) Report Back begins the transition to a new phase of college and university accountability reporting under the SMAs.

The SMAs between individual colleges and the Ministry of Training, Colleges and Universities (the ministry) outline the role that each college currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the college are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2014-2015 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

The annual SMA Report Back provides the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions in supporting student success, while continuing to build a high-quality and sustainable postsecondary education system.

1. Jobs, Innovation & Economic Development (JIED)

This component highlights St. Lawrence College's collaborative work with employers, community partners and regions, or at a global level, to establish the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

In 2015, the ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

1a. Graduate Employment

Per the KPI results reported in 2014-2015:   **Percentage**

 The employment rate for 2014-2015 graduates, 6 months after graduation, at St. Lawrence College was: 88.10

Additional Information

 Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that St. Lawrence College used in 2014-2015 to measure graduate employment rate.

1b. Employer Satisfaction Rate

Per the KPI results reported in 2014-2015:   **Percentage**

 The Employer Satisfaction rate for 2014-2015 graduates, 6 months after graduation, at St. Lawrence College was: 87.00

Additional Information

 Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that St. Lawrence College used in 2014-2015 to measure Employer Satisfaction rate.

1c. Employment in a Related Job

Per the results reported in the 2014-2015 Employment Profile for 2013-2014 graduates: **Percentage**

 The number of graduates that were employed full-time in a related job at St. Lawrence College was: 46.40

Additional Information

 Please indicate any methods, in addition to the Employment Profile for 2014-2015, that St. Lawrence College used in 2014-2015, to measure the number of graduates employed in a full-time related job.

Note: According to KPI Reporting Year 2013-14, there was a 67.8% 'related employment rate' (question #20 of graduate and employer survey). For Reporting Year 2014-15, this rate was 68%.

Highlights

 Please provide highlights of St. Lawrence College's collaborative work with employers, community partners and regions, or at a global level, to establish the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market (up to 600 words approx.).

Together with our government and community partners, the College continues to enhance the local business ecosystem, driving social and economic development through education and training, workforce development strategies, thought leadership and industry integration.

1. Expanding Opportunities in Business Development

St. Lawrence College (SLC) is committed to meeting the learning needs of businesses in Eastern Ontario and beyond. Over 350 organizations and more than 2,600 students are involved with programs that address the demands of the new economy. The objective is to meet the challenges that businesses face with relevant, flexible practical programs that offer on-the-job-training to increase productivity and close the skills gap. This key regional economic develop¬ment pillar works toward the growth and prosperity of our communities. Corporate Learning and Performance Improvement (CLPI) leads SLC's approach to corporate community integration. More specifically, CLPI focuses on partnering with commu¬nity-based businesses, organizations, and not-for-profits to connect them with learning services, appropriate govern¬ment grants, and access to talent.

2. Employment Service's powerful user-friendly digital platform creates employment for Eastern Ontario

provides individualized service and support for job seekers. The team works with clients to explore their skills and interests, design a plan of action, identify or develop job opportunities with partner busi¬nesses and organizations, or assist in finding a course of training to lead to a new career path. This year, there were two significant initiatives: the Youth Employment Fund and the Canada Ontario Job Grant. Through these two programs, staff supported approximately 500 regional employers with $2,000,000 in incentive hiring grants, provided training opportunities to new and existing employees and placed over 1,300 clients in new jobs. These initiatives set up the three offices in Ottawa, Kingston, and Sharbot Lake for a banner year because of the quality of service and the use of leading edge technology. Career Coach, a complete digital platform for job seekers, includes access to resume templates and development, in¬terviewing skills, LinkedIn profile development, local labour market intelligence, and job demand data. The Job Board regularly features over 350 jobs and has become the best source of student jobs in Eastern Ontario. Career Coach gathers information from a variety of sources such as the Canadian Labour Forum and Statis¬tics Canada.

3. Building Behavioural Solutions Conference brought experts to St. Lawrence College

was the fifth annual conference on April 16 and 17, 2014. The conference, Learning With Our Community: Fostering Strategies for Everyday Application, was offered in partnership with Southeast Region Autism Services, which included Pathways for Children & Youth, Lanark Community Programs of Lanark Health and Community Services, and Counselling Services of Belleville & District. The conference opened with Dr. Patrick Friman, Ph.D., ABPP, whose keynote address, "Behaviour analysis in the mainstream of everyday life," addressed the general appli¬cability of behaviour analysis to human problems and how behaviour analysis can become a mainstream science by addressing more mainstream problems. The conference also featured several concurrent speakers and workshops on various topics related to the fields of behavioural psychology and applied behavioural analysis. "We were delighted to partner with our community to offer students and professionals the opportunity to come together to share behavioural research and best practices," said Robin Hicks, Associate Dean, School of Community Services at St. Lawrence College. "This annual conference attracted approximately 250 participants and the distinguished presenters discussed innovative behavioural interventions for a broad range of client groups to meet service needs in our community."

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture St. Lawrence College's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

2a. Student Satisfaction	Percentage
Per the Key Performance Indicator (KPI) results reported in 2014-2015, 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"	89.80
Per the KPI results reported in 2014-2015, the student satisfaction rate at St. Lawrence College for KPI question #24 "The overall quality of	84.30

the learning experiences in this program"

Per the KPI results reported in 2014-2015, the student satisfaction rate at St. Lawrence College for KPI question #39 "The overall quality of the services in the college"	69.80
Per the KPI results reported in 2014-2015, the student satisfaction rate at St. Lawrence College for KPI question #49 "The overall quality of the facilities/resources in the college"	79.00

Additional Information

Please indicate any methods, in addition to the KPI survey results, that St. Lawrence College used in 2014-2015 to measure student satisfaction.

Correction: KPI question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career": 89.56%

Correction: KPI question #24 "The overall quality of the learning experiences in this program": 84.24%

Correction: KPI question #39 "The overall quality of the services in the college": 70.22%

Additional Information
Please indicate any methods, in addition to the KPI survey results, that St. Lawrence used in 2014-2015 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 held with many website users.

Highlights

Please provide highlights of St. Lawrence College's activity in 2014-2015 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by St. Lawrence College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Child and Youth Worker students' worked with local agencies to benefit Kingston children: Child and Youth Worker students ran programs in partnership with the Boys and Girls Club of Kingston & Area, as well as Pathways to Education – Kingston Community Health Centres to engage with, and advocate for, our local youth. The kick-off event was held on January 30th at the Cataraqui Town Centre where students hosted a booth with interactive games and activities for all ages. On February 10 at the Boys and Girls Club of Kingston, CYW students hosted an evening of interactive activities for youth groups from Immigrant Services of Kingston and area, New Mentality, and Pathways to Education. Following this event, these youth had the opportunity to share their voice with local youth workers at a forum on February 12 at the college. "It's really gratifying to be able to work directly with local youth while we're in school", said Chantal Leeman, a student in the CYW program. "This is one of the most rewarding aspects of studying

at SLC; being able to put our classroom learning into action."

Pre-Service Firefighter Education & Training students raised $2,500 for Palliative Care at Brockville General Hospital: Pre-Service Firefighter students Stephen Baird and Kyle Villeneuve spearheaded the fundraising, which was mostly done through the program's annual formal event. They renamed the event the Fire Formal Fundraiser with all proceeds going towards Palliative Care. They earned the support of their fellow Pre-Service Firefighter classmates, their college, and local communities. "We wanted to give back to the community, particularly to a cause that is meaningful to the Pre-Service Firefighter program and to the students from other programs on the Brockville campus, most notably Health Sciences. We received a lot of support from students in all programs on campus as well as from local businesses in the Brockville community that donated to our fundraising efforts," said Kyle. The students each completed an 8-hour shift in Brockville General Hospital's Emergency Room, working as first response level of care alongside nursing staff as a supplement to their training in emergency patient care. "Every Firefighter student gains valuable experience in emergency patient care at Brockville General Hospital and many other students complete placements there, so giving back to Palliative Care felt like a good way to honour the relationship between the students and the hospital while also giving back to members of the community," said Stephen.

Sustainability at St. Lawrence College: Sustainability is one of three key strategic directives for St. Lawrence College, which is committed to being account¬able for its decisions and to actions that ensure long-term viability, reduce environmental impact, and foster a healthy and dynamic college. SLC Footprint has several ongoing initiatives to help promote the college's commitment to sustainability. Each month, a calendar is posted with a different sustainability theme to highlight some of the environmental problems and potential solutions facing the world today. The calendar is also used to make staff and students aware of community events that they may be interested in attending. Updates are regularly posted to the Facebook and Twitter feeds with articles, events, and discussions surrounding sustain¬ability to keep staff, students, and community members informed.

The Cornwall Green Team launched its e-waste campus and community drive during the winter of 2015. The stu¬dents worked hard to ensure the success of the project and did an excellent job balancing their studies and the project demands. This student-inspired and delivered proj¬ect successfully enabled the proper disposal and recycling of 4.4 tonnes of electronic waste from the Cornwall cam¬pus and community.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	**Percentage**
Per the KPI results reported in 2014 , the graduation rate at St. Lawrence College is	70.20

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that St. Lawrence College used in 2014-2015 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.

Highlights

Please provide highlights of St. Lawrence College's activity in 2014-2015 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by St. Lawrence College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

1. Career Services

St. Lawrence College now offers Career Services with a mission to educate, motivate, and support students and alumni to develop plans and take action to achieve current and future career goals. This is accomplished through high-quality interactions and digital services and resources in partnership with students, faculty, alumni, and employers. A full range of services and resources offered from a mobile platform meet the diverse needs of the student population and alumni. Providing career readiness resources, self-as¬sessments, workshops, career fairs, mock interviews, and job networking opportunities, the service ensures that students have the best opportunity to find the job they want upon graduation.

2. The Fine Arts graduating class of 2014 celebrated their Raison d'être

The Marianne van Silfhout Gallery is a state-of-the-art community art gallery located at the front atrium of the campus and is the focus of visual arts for Brockville and the larger Eastern Ontario area. The gallery continues to showcase the work of talented artists. St. Lawrence College Visual and Creative Arts - Fine Arts 2014 graduates presented their graduation exhibition Raison d'être (reason for being). This show gave the students hands-on experience devel¬oping, hanging, and promoting their work. The exhibition featured a variety of mediums. Visitors perused works in watercolour, pen and ink, acrylics, oils, mixed media, and much more.

3. Dual Credit Update

The School/College/Work Initiative provided dual credits to over six hundred students in twenty-two different programs. Students earn both a high school credit and a college credit at the same time. St. Lawrence works with four area school boards: Limestone District School Board, Upper Canada District School Board, Algonquin Lakeshore Catholic District School Board and Catholic District School Board of Eastern Ontario. The college is also part of a regional planning team that includes Algonquin College and Loyalist College. Through the initiative, we also hosted over one thousand students from grades 7-11 to participate in other activities: The Young Women's Innovators conference, Connections, and the "Burger Club". These activities are geared towards Grade 7 & 8 students to familiarize them with the college. For Grades 9-11, students are made aware of post-secondary options at the college and allows them to feel comfortable in the college environment. We have also been approved for a new activity for grades 7 & 8 with a focus on science and technology. The success rate of this initiative was 93% across all programs, above the provincial average of 88% for the year 2014-15.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

The table below has been pre-populated with the results from St. Lawrence College's 2013-2014 Report Back. Please identify St. Lawrence College's achieved results for 2014-2015 using the following methodology:

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

1st to 2nd Year : 2014 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 0 ÷ 2012 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = X x 100 = X%

2nd to 3rd Year : 2014 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 0 ÷ 2012 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = X x 100 = X%

3rd to 4th Year : 2014 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 ÷ 2012 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = X x 100 = X%

Entering Cohort	Retention Rate Achieved 2013-2014	Retention Rate Achieved 2014-2015
1st to 2nd Year	72.20	67.79
2nd to 3rd Year	82.10	80.32
3rd to 4th Year	96.90	93.94

*NOTE: Institutions use a variety of student enrolment cluster groups in their student retention rate calculations. As such, comparison between prior year student retention rates and the 2014-2015 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with institutions to refine the student retention rate indicator for future SMA Report Backs.

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above re: Student Retention Rate (up to 600 words approx.).

The numbers were calculated by examining students who appeared on the 2013 Nov 1 Audit file and determining which of those students continued to appear on the 2014 Nov 1 Audit file.

Highlights

Please provide highlights of St. Lawrence College's activity in 2014-2015 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by St. Lawrence College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Police Foundations Peer Mentor Program:

Research shows that peer mentors play a significant role in forming supportive networks, enhancing learning, and facilitating personal development. Recognizing and building upon this persuasive body of research the faculty and staff of the Police Foundations Program developed a course specific Peer Mentor Program in 2010. The primary goal of this program was to help new students successfully transition into college life. As the Peer Mentor Program grew faculty quickly acknowledged a secondary goal. The secondary goal revolved around the fact that the program also provided peer mentors themselves outstanding leadership development training and an overall "life changing" enriching educational experience. The Police Foundations Peer Mentor Program objectives are to:
• Provide an opportunity for students to meet other students in the same program
• Provide a venue for students in the same program to interact with each other to discuss questions and concerns
• Assist students to form supportive peer relationships and feel more connected to the college community as a whole
• Increase positive social interaction and enhance students involvement in campus activities
• Enhance students understanding of college resources, services and program specific requirements
• Provide an excellent leadership opportunity for participating mentors
• Provide an excellent opportunity for participating mentors to work with faculty and other professional staff in evaluating existing college and program specific services, designing and implementing new program specific services

• Provide a venue for personal, academic and social growth for all participants

Method of Delivery:

• First year students (mentees) are matched and divided into Peer Mentor groups of approximately 8 students.
• Each group of first year students is facilitated by a second year student who applied, was screened, selected and trained by program faculty and staff, specifically a PFP Peer Mentor Program Lead faculty and the program Student Success Facilitator, to take on the role of a peer mentor.
• Each Peer Mentor group is directly overseen by a PFP Peer Mentor Program Lead faculty member.
• Peer Mentor Groups meet regularly. During the fall semester Peer Mentor Groups meet weekly for one hour during the delivery of GENE 114, Professional Effectiveness. Further to these structured meetings Peer Mentor Groups also convene once a month during the fall and winter semesters.
• All students (1st year students and peer mentors) are asked to fill out an Evaluation Form on their respective experiences twice during the fall semester.
• As of 2014 all peer mentors who satisfactorily complete their contract are awarded a Life Credit in recognition of their participation in the Police Foundations Peer Mentor Program. This Life Credit is presented to the peer mentor at their convocation.

2d. Teaching and Learning - Work-Integrated Learning*

As part of the Ontario government's postsecondary education 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 (WIL) 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. Usually the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, http://www.cafce.ca/coop-defined.html, 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 2014-2015:

Co-operative Education Program Type	Number of programs at St. Lawrence College with a Co-op	Number of students at St. Lawrence College enrolled in a

	Stream	**Co-op program**
Certificate		
Diploma	4	153
Advanced Diploma		
Graduate Certificate		
Applied Degree		

Highlights

Please provide highlights of St. Lawrence College's activity in 2014-2015 that contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples may 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 (up to 600 words approx.).

One of the multi-year objectives in the college Strategic Plan is to enhance student engagement through expanding real world learning opportunities. 100 programs, serving 6,668 students, included work-integrated learning opportunities as part of their program. Examples:
• Students in the Community Integration Cooperative Education (CICE) program partnered with ENACTUS to plan and organize Halloween Harvest. They also planned and built a float for the Christmas Parade.
• Health Information Management (HIM) students experienced a variety of placement learning opportunities beyond the acute care setting; The Southeast Local Health Integration Network, MOHLTC, acute care, family medicine, decision support, as well as software vendors such as MED2020.
• Primary Care Paramedic students participated in a mock emergency training day with the Regional Paramedic Program for Eastern Ontario. The event involved emergency physicians, working alongside Paramedic crews and Paramedic students to get first-hand experience in a series of mock accidents and multiple casualty incidents.
• Logistics and Supply Chain Management Post-Diploma students excelled at the Canadian Supply Chain Management Association Case Study Competition in Montreal. The students studied a real business case to resolve real world strategic and tactical challenges. They interacted with a panel of judges from the industry as well as employees from the business in the case study. The students applied these in field placements with LSCM employers.
• Fabricating and Welding students accessed new work-integrated learning opportunities when the college purchased a new Real-World Welding Simulator. This equipment provides students with immediate auditory and visual feedback on five dimensions of welding technique. The simulator both accelerates skill acquisition and ensures that students will meet industry needs.
• Students from the School of Business worked directly with internal and external clients to operate a business which produced e-learning media services.
• Business students hosted a live simulcast with the World Business Forum in New York City so that 500 participants could interact directly with some of the world's best and brightest business leaders. A group of Business students also developed and presented plans for a financial literacy program to top financial minds at the 2014 National Conference on Financial Literacy in Vancouver, BC.
• Graphic design students partnered with the Canadian Film Festival to develop and produce creative marketing materials to promote Canada's largest film festival.
• Students in the Energy Systems Engineering Technology program worked with the Kingston Earth Hour Committee to provide sustainable solar power for lights and entertainment at the annual Earth Hour stage events.
• 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.
- Hairstyling students worked with the production team from the Music Theatre Performance Program to create professional industry standard hair and makeup artistry for performances of Crazy For You, Legally Blonde – the Musical, RENT and the Diva Spectacular.
- Students in the Music Theatre Performance Program created a Children's Musical Theatre Touring Company – the Puddle Jump Players. The students were responsible for all aspects of the tour which involved performances at 10 local elementary schools over a one week period. The students had responsibility for script and score creation, marketing, choreography, costuming and logistics, and negotiating royalty and production rights.
- Social Service Worker students traveled to Tyendinaga Mohawk Territory in order to learn first-hand about First Nations culture and traditions from students and faculty in the Social Service Worker Program at First Nations Technical Institute.

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. St. Lawrence College is asked to provide information on e-learning courses, programs and registrations in 2014-2015.

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 that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A Synchronous Conferencing program describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

e-Learning Course, Program and Registration Data
Based on the definitions provided above, provide St. Lawrence College's eLearning data for 2014-2015:

Course Data	Ontario College Credential	Other Credential

Number of ministry-funded courses offered through fully online learning	111	921
Number of ministry-funded courses offered through synchronous conferencing		
Total Number of ministry-funded, for-credit courses offered in e-Learning format	111	921

Program Data	**Ontario College Credential**	**Other Credential**
Number of ministry-funded programs offered through fully online learning	3	36
Number of ministry-funded programs offered through synchronous conferencing		
Total Number of ministry-funded, for-credit programs offered in e-Learning format	3	36

Program Registrations	**Ontario College Credential**	**Other Credential**
Number of registrations in ministry-funded programs offered through fully online learning	4453	2497
Number of registrations in ministry-funded programs offered through synchronous conferencing		
Total Number of Registrations in ministry-funded, for-credit programs offered in e-Learning format	4453	2497

Additional Information

Describe methodology, survey tools, caveats and other information regarding the numbers reported above re: e-Learning Course, Program and Registration Data (up to 600 words approx.).

The enrollment data was drawn from our Student Information System in PeopleSoft.

Hybrid Learning*

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 50% of the course delivery should be online.

A Hybrid Learning program is one in which 80% or more of its courses are hybrid learning courses.

Additional Information

Please highlight one example of St. Lawrence College's use of Hybrid Learning courses and/or programs.

Program: Police Foundations (Kingston)
Course: POFP405 Conflict Management
Development: HLI Fall 2014 Cohort – currently being delivered in Fall 2015
The faculty member participated in the Fall 2014 Hybrid Learning Initiative (HLI) and worked with the Manager, Hybrid & Online Course Design in our Centre for Contemporary Teaching & Learning to redesign the "POFP405 Conflict Management" course into a hybrid modality. This course was chosen due to the significant opportunities for student to

consume a variety of media (policing videos and web articles) and becoming more engaged with theory before attending an onsite lesson.

This course features a hybrid format of 2hour onsite lesson with 1hour of online learning activities. The online component requires students to work in groups (e.g., "a platoon") and they are given the responsibility of facilitating a larger class discussion on a given topic. For example, the online discussion might include questions relating to a video outlining a police altercation. The online format enables students to review the videos and interact with classmates to identify certain components of conflict management theory. The facilitator group will also conduct an onsite presentation to wrap up the online discussion which helps link pedagogical intent of both instructional modalities.

Highlights

Please provide highlights of St. Lawrence College's activity in 2014-2015 that capture the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by St. Lawrence College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

The focus of 2014-15 was to build up the tools and resources available to support faculty to re-design courses into hybrid and online formats and to fit within a quality assurance framework:
• Project plan - Faculty members (i.e., Subject Matter Experts) interested in developing a hybrid or online course are required to complete this form and submit it to their Associate or Campus Dean for approval. The information collected within this form will be used to facilitate the selection process for hybrid and online course development within full-time programs at St. Lawrence College.
• Course Blueprint - Course Blueprint: a collection of documents that helps subject matter experts conceptualize the instructional layout of the course material. After faculty have reviewed the course outline, they use this package to draft a Course Blueprint which requires them to:
o Link the course learning outcomes (from your course outline) to assessment strategies that will accurately measure students' ability to understand the course material
o Create a delivery schedule that outlines the sequential ordering of the content topics using weekly lessons or modules
o Create lesson plans that outline specific elements which will help facilitate hybrid or online instruction.
• Course Design Standards - This document highlights specific sets of criteria that are required for creating effective hybrid and online learning experiences for students. To facilitate the design process, these criteria have been organized within the following categories: Online Environment, Learning Outcomes, Content, Evaluation Plan, and Accessibility/Copyright.
These documents also helped to create a communication channel between the subject matter expert (faculty), Associate/Campus Dean, Manager of Hybrid & Online Course Design and Curriculum Developers. In addition, new communication tools were created such as an Info-graphic to showcase the SLC definition of "hybrid learning" as well as the benefits to faculty and to students.

3a. Student Population - Under-Represented Students

This component highlights St. Lawrence College's contributions to improve access and success for underrepresented groups (Aboriginal, first generation, students with disabilities and French-language students).

Full-Time Students	**# of Students**
The total Full-Time Headcount Enrolment* at St. Lawrence College in 2014-2015:	5176

*Please refer to Section 4 (Program Offerings) for the definition of Full-Time Headcount Enrolment.

3a. Under-Represented Students: Students with Disabilities*, First Generation*, Aboriginal and French-Language* Students

*Note: Please do not include International Students in the calculations below.

Students with Disabilities

DEFINITION: <u>Students with disabilities</u> is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of St. Lawrence College's annual report to the Ministry for the Accessibility Fund for Students with Disabilities (AFSD).

Students With Disabilities	# of Students	Percentage
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 2014-2015:	1133	
The total indicated above as a comparative % of St. Lawrence College's 2014-2015 Full-Time Enrolment Headcount:		21.89

First Generation Students

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

- Parents/guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.
- Postsecondary Attendance: have attended (but have not necessarily 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).

First Generation Students	# of Students	Percentage
The total number of Full-Time First Generation Students enrolled at St. Lawrence College in 2014-2015:	1954	
The total indicated above as a comparative % of St. Lawrence College's 2014-2015 Full-Time Enrolment Headcount:		37.75
The total number of Part-Time First Generation Students enrolled at St. Lawrence College in 2014-2015:	608	

Aboriginal Students

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

Aboriginal Students	# of Students	Percentage
The total number of Full-Time Aboriginal Students enrolled at St. Lawrence College in 2014-2015:	274	
The total indicated above as a comparative % of St. Lawrence College's 2014-2015 Full-Time Enrolment Headcount:		5.29
The total number of Part-Time Aboriginal Students enrolled at St. Lawrence College in 2014-2015:	65	

French-Language Students

* DEFINITION: A student is considered a French-language student if he or she meets at least one of the following criteria -

1) His/her mother tongue is, or includes French (the student is a francophone);

2) His/her language of correspondence with the institution is French;

3) He/she was previously enrolled in a French-language education institution; or

4) He/she was enrolled in a postsecondary program delivered at least partially in French.

French-Language Students	# of Students	Percentage
The total number of Full-Time French-Language Students enrolled at St. Lawrence College in 2014-2015:	69	
The total indicated above as a comparative % of St. Lawrence College's 2014-2015 Full-Time Enrolment Headcount:		1.33
The total number of Part-Time Francophone Students enrolled at St. Lawrence College in 2014-2015:	16	

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above. (up to 600 words approx.)

Students counted per required definitions.

Student Population - Students with Disabilities, First Generation, Aboriginal and French-Language Students

Highlights

Please provide highlights of St. Lawrence College's activity in 2014-2015 that capture contributions to improve access, and success for underrepresented groups - Aboriginal, first generation, students with disabilities and French-language students (up to 600 words approx.).

Tri-campus orientation for First Generation students was held in August. Students and their parents/guests heard College representatives deliver overviews of their services and resources, and answer questions. Presentations by upper-year students, a College tour, a session for parents on how to support their child in college, and social networking rounded out the day's activities. First Generation staff also continued to work with our College's Aboriginal Services, since there is considerable overlap between these two student populations. This enabled us to increase the number of First Generation students who accessed our services. First Generation collaborated with the Math & Writing Centre, AccessAbility Services, and the Student Success Facilitators to present workshops which enhance life and academic skills.

Aboriginal Students: A young, single, Aboriginal mother left her remote northern reserve several years ago in order to remove herself from negative influences. She and her two small children arrived in Kingston with virtually nothing but their clothing; in a desperate attempt to provide for her family's basic needs, she made an unfortunate decision which led to her arrest. She was placed on probation, acquired a criminal record, and temporarily lost her children. Because Social Services was involved, she gained access to programs and resources that eventually led her to SLC. She earned two certificates and got a job, but realized that she would never be able to achieve personal career satisfaction. She met with the Coordinator of Aboriginal Services at SLC, and they explored options, including putting her in touch with a Student Success Facilitator. She was advised to take the one-year General Arts and Science program in order to hone her academic skills, then applied to the Behavioural Science Technology (BST) program. The Coordinator arranged for her to take a leadership workshop through a community partner, Kagita Mikam, and helped her become involved her in activities in the Aboriginal Centre and in the College community. Her confidence grew, but her journey came to a halt when she learned that in order to take the BST program, she had to have a clear police check for placements. She reached out again to the Coordinator of Aboriginal Services, who began a networking process with the BST Coordinator and the Aboriginal Liaison Officer at a local federal institution. This initiated a process which will lead to the student's pardon by the time her first placement occurs. The student started the BST

program in September 2015. Her diligence and personal strength, together with the support she received through SLC student success initiatives and our Aboriginal community partners, have enabled her to stand as an example to all Aboriginal women.

Students with Disabilities:
Accessibility Services saw an increase of 5% over the previous year, with the largest increases seen for students with a confirmed Learning Disability or Psychiatric Diagnosis. Counselling and Accessibility Services provided services/supports to an additional 909 students. Extended services hours were trialed on the Kingston & Brockville campuses with marginal success to try and meet the demand for appointments outside of normal classroom hours. We will explore this further in 2015/16. We participated in the Hello Success! Workshop series, providing essential skills (time management, stress management, motivation and goal setting, note-taking, etc.) and helpful skills (yoga, core building, applying for bursaries, etc.) to both students with and without disabilities. The workshops were rated as beneficial by the participants. Also this year, returning students with a permanent disability were able to renew their accommodations without a face-to-face appointment so long as they were not seeking any changes. Last, a student led initiative with support of CAAS was undertaken to establish a Peer Support group for students with disabilities.

3b. Student Population - International Students

International Students

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 November 2014 at St. Lawrence College, including students who are ineligible for funding consideration.

International Students	# of Students	Percentage
St. Lawrence College reported to the ministry Full-time International Enrolment* in 2014-2015:	648	
The total indicated above as a comparative % of St. Lawrence College's 2014-2015 Full-Time Enrolment Headcount:		12.52
St. Lawrence College's 2014-2015 Part-time International Enrolment is		

Additional Information
Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

Students counted as defined.

Highlights
Please provide highlights of St. Lawrence College's activity in 2014-2015 that contributed to maintaining or improving the international student experience at St. Lawrence College. This could include a strategy, initiative or program viewed by St. Lawrence College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

2014-2015
One of our key initiatives to increase our international enrolment was to leverage our partnerships we have between our recruiting offices in India and Korea. SLC India, and

SLC Korea manage the recruitment channel and take care of marketing and recruitment across the country. This has been a successful strategy to reach a larger population in those areas, and increase our enrolment. The international office has also signed two new exchange agreements in France and the Netherlands to participate in our business programs. SLC business students also have the opportunity to study in these locations. In addition, under the umbrella agreement between colleges Ontario and the Irish technical institutes the number of SLC graduates seeking baccalaureate degrees in Ireland has increased year over year.

3c. Student Population - Proportion of an institution's enrolment that receives OSAP*

*Definition: Receives OSAP is the number of OSAP awards, including any student at St. Lawrence College who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.

Proportion of an institution's enrolment that receives OSAP	# of Students	Percentage
St. Lawrence College's 2014-2015 proportion of an institution's enrolment that receives OSAP is	4092	70.70

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

Number derived from MTCU dataload, subtracting applicants who did not enroll.

4. Program Offerings

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally-oriented mandates.

    a. Concentration of full-time enrolment headcount* at colleges by occupational cluster and by credential

    b. Institution's system share of full-time enrolment headcount by occupational cluster and by credential

*DEFINITION: <u>Headcount</u> is the un-audited 2014-2015 full-time funding eligible enrolment count submitted on November 1, 2014 by Ontario publicly funded colleges to the ministry's College Statistical Enrolment Report (CSER). Headcount does not include part-time, funding ineligible, nursing, Second Career, apprentice or international students.

Occupational Cluster (Credential Level)	# of students in a program as a % of total # of students across all programs at St. Lawrence College	St. Lawrence College's share of system-wide enrolment in each PROGRAM
Applied Arts - Advertising And Design (Diploma)	0.68	1.90
Applied Arts - Advertising And Design (Advanced Diploma)	2.78	3.94
Applied Arts - Advertising And Design (Post Diploma)	0.29	8.11

Applied Arts - Art (Diploma)	0.41	5.50
Applied Arts - Child/Youth Worker (Advanced Diploma)	4.79	4.97
Applied Arts - Developmental Services Worker (Diploma)	0.64	2.07
Applied Arts - Education (Diploma)	4.48	3.15
Applied Arts - Fashion (Diploma)	1.72	4.16
Applied Arts - Human Services (Diploma)	5.08	3.97
Applied Arts - Human Services (Advanced Diploma)	2.57	37.05
Applied Arts - Human Services (Post Diploma)	0.44	2.83
Applied Arts - Human Services (Applied Degree)	4.64	93.02
Applied Arts - Law And Security (Diploma)	7.44	3.79
Applied Arts - Media (Diploma)	1.99	2.03
Applied Arts - Performing Arts (Advanced Diploma)	1.39	9.55
Applied Arts - Preparatory/Upgrading (Certificate)	6.16	2.78
Applied Arts - Preparatory/Upgrading (Diploma)	1.56	4.17
Applied Arts - Recreation/Fitness (Diploma)	2.38	3.14
Business - Accounting/Finance (Diploma)	0.81	1.35
Business - Accounting/Finance (Advanced Diploma)	2.86	3.12
Business - Computer (Diploma)	1.82	5.72
Business - Computer (Advanced Diploma)	2.28	7.90
Business - Culinary Arts (Certificate)	0.29	1.79
Business - Culinary Arts (Diploma)	0.48	0.99
Business - Hospitality Management (Diploma)	1.35	3.25
Business - Human Resources/Industrial Relations (Diploma)	0.60	6.95
Business - Human Resources/Industrial Relations (Advanced Diploma)	1.97	5.77
Business - Legal (Diploma)	0.52	0.86
Business - Management (Certificate)	0.46	7.19
Business - Management (Diploma)	2.18	3.45
Business - Management (Advanced Diploma)	0.64	0.98
Business - Management (Post Diploma)	0.10	0.86
Business - Marketing/Retail Sales (Diploma)	0.48	1.05
Business - Marketing/Retail Sales (Advanced Diploma)	1.72	4.86
Business - Office Administration (Certificate)	0.46	3.87
Business - Office Administration (Health) (Diploma)	1.68	4.83
Business - Office Administration (Legal) (Diploma)	1.04	14.10

Health - Animal Care (Certificate)	1.10	19.72
Health - Animal Care (Advanced Diploma)	2.43	82.89
Health - Health Technology (Certificate)	0.87	6.09
Health - Health Technology (Advanced Diploma)	1.97	2.73
Health - Miscellaneous (Diploma)	1.55	4.90
Health - Miscellaneous (Post Diploma)	0.56	11.98
Health - Nursing Related (Certificate)	0.93	2.99
Health - Nursing Related (Diploma)	7.46	5.55
Technology - Automotive (Diploma)	0.02	0.10
Technology - Chemical/Biology (Advanced Diploma)	1.37	3.71
Technology - Civil (Certificate)	1.56	11.49
Technology - Civil (Advanced Diploma)	2.70	4.65
Technology - Electronics (Diploma)	1.85	2.52
Technology - Instrumentation (Diploma)	0.23	10.81
Technology - Instrumentation (Advanced Diploma)	0.79	29.29
Technology - Machining (Diploma)	0.58	8.75
Technology - Mechanical (Diploma)	0.68	1.49
Technology - Mechanical (Advanced Diploma)	0.73	1.46
Technology - Miscellaneous (Certificate)	0.60	4.67
Technology - Resources (Diploma)	0.44	1.18
Technology - Welding (Certificate)	0.19	1.53
Technology - Welding (Diploma)	0.17	2.80

c. Number of apprentices, pass/fail rate and annual funding in each trade	Number of Apprentices	Pass/Fail Rate	Annual Funding
Exam Prep Initiative	101	100.00	34012.00
Plumber	80	100.00	160455.00
Electrician - Construction and Maintenance	155	95.00	330795.00
Automotive Service Technician	25	92.00	64103.00
Hairstylist	16	100.00	26533.00
Brick and Stone Mason	24	96.00	80229.00
General Carpenter	144	94.00	284321.00
Cook	10	80.00	29249.00
General Machinist	23	87.00	43529.00
Industrial Mechanic Millwright	56	95.00	104386.00

Industrial Electrician	4	100.00	9176.00
Total	638		1166788.00

Highlights

Please provide highlights of St. Lawrence College's activity in 2014-2015 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by St. Lawrence College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Please note that the numbers above were pre-populated and we do not have the ability to modify the fields.

Program Self-Audit:
The annual Self-Audit process is an integral component of the Program Quality Assurance process at St. Lawrence College, providing the framework for faculty to review the highlights, achievements, improvements, challenges and student successes of the past year. Its purpose is to collect baseline information from the past year, document goals and action plans, and review and update the status of recommendations from the most recent external Accreditation or Formal Program Review. All programs leading to Ontario College Certificate, Diploma, Advanced Diploma, Ontario College Graduate Certificate or Applied Degree programs developed and offered by St. Lawrence College, either directly or through a partnership agreement, complete an annual self-audit.

Program Review:
The Formal Program Review process demonstrates a commitment to providing excellence in academic programming by ensuring the content and delivery of programs continue to be responsive, current and relevant in meeting student, community, employer, and government needs. The Formal Program Review is a team approach, with teams comprised of faculty, current students, graduates and stakeholders. The teams have a responsibility to analyze, probe, question, explore, discuss and summarize the strengths and weaknesses of the program of study and to make recommendations for continuous improvements to programming and program delivery. All academic programs at St. Lawrence College will undergo a comprehensive Formal Program Review once every five years in accordance with this policy, with the exception of programs subject to external accreditation, including apprenticeships.

5. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be 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 that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

ONCAT is leading the development of Student Mobility indicators for use in future SMA Report Backs.

Transfer applicants and registrants

The ministry is using the following data from the College Graduate Outcome Survey @ 6 Months to inform the latest trends in college to university student transfers

Year	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)
2010-2011	1280	55	4.30	50622	3355	6.63
2011-2012	1447	72	4.98	57701	3463	6.00
2012-2013	1379	74	5.37	57462	3424	5.96
2013-2014	1215	35	2.88	54467	3003	5.51
2014-2015	1350	42	3.11	52039	2465	4.74

Per the College Graduate Outcomes @ 6 Months data reported in 2014-2015 (based on 2013-2014 graduates),	Percentage
The percentage of St. Lawrence College students who were satisfied or very satisfied with academic preparation for university was	86.50
The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was	79.60

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.

Highlights

Please provide highlights of St. Lawrence College's activity in 2014-2015 that contributed to ensuring that students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by St. Lawrence College to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

September 2014 - Five-year Bachelor of Music/Music and Digital Media program: Queen's University and St. Lawrence College announced a new concurrent program. The five-year Bachelor of Music/Music and Digital Media program introduces a new partnership between the two institutions. The interdisciplinary program will allow students to jointly earn a Bachelor of Music from Queen's University and a diploma in Music and Digital Media from St. Lawrence College.

6. Financial Sustainability

1. Annual Surplus/(Deficit) - (revenue - expenses)   **Amount**

Annual Surplus/(Deficit)   87311.00

2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets)   **Amount**

Accumulated Surplus/(Deficit)   17045400.00

3. Quick Ratio (current assets) / (current liabilities)   **Amount**

Current Assets/Current Liabilities   1.10

4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)]   **Percentage**

Debt/Assets   35.60

5. Debt Servicing Ratio (interest expense + principal payments) / (revenue)   **Percentage**

Total Debt Serviced/Revenue   2.56

6. Net Assets to Expense Ratio (net assets) / (expenses)   **Percentage**

Net Assets/Expenses   55.82

7. Net Income to Revenue Ratio (revenue - expenses) / (revenue)   **Percentage**

Net Income to Revenue   0.08

Highlights

Please provide one or more highlights that demonstrate St. Lawrence College's commitment to continued financial sustainability.

Among the college's strategic initiatives is one titled "Financial Accountability and Sustainability". This strategy's objective is to strengthen financial sustainability by establishing a financial reserve, clearer departmental metrics, benchmarking against other
institutions, and quarterly financial statements for management and Board review.

7. Attestation

By submitting this report to the ministry: **Checkbox**

St. Lawrence College confirms that all information being submitted to the ministry as part of the 2014-2015 SMA Report Back is accurate   ☑
and has received approval from St. Lawrence College's Executive Head.

For additional information regarding St. Lawrence College's 2014-2015 SMA Report Back please contact   **Information**

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