SMA - Strategic Mandate Agreement College Annual Report 2015-2016

Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual colleges and the Ministry of Advanced Education and Skills Development (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 2015-2016 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.

2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development

    a. Graduate Employment Rates

    b. Employer Satisfaction Rates

    c. Number of graduates employed full-time in a related or partially-related field

2. Teaching and Learning

    a. Student Satisfaction

    b. Graduation Rates

    c. Retention Rates

    d. Number of students enrolled in a co-op, clinical placement, field/work placement program, and mandatory college

       baccalaureate degree WIL at institution

    e. Number of registrants, programs and courses offered in e-Learning format at institution

3. Student Population

    a. Number and proportion of

        1. Students with Disabilities

        2. First Generation Students

        3. Indigenous Students

        4. French-language students

    b. Number and proportion of international students

    c. Proportion of an institution's enrolment that receives OSAP

4. Program Offerings

    a. Concentration of enrolment at colleges by occupational cluster and by credential

    b. Institution's system share of enrolment by occupational cluster and by credential

    c. Number of apprentices, pass/fail rate and annual funding in each trade

5. Institutional Collaboration to Support Student Mobility

    a. Transfer applicants and registrants

6. Financial Sustainability

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, establishes the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

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 2015-2016:	Percentage
The Graduate Employment Rate for 2015-2016 graduates, 6 months after graduation, at St. Lawrence College was:	87.2

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that St. Lawrence College used in 2015-2016 to measure graduate employment rate.

1b. Employer Satisfaction Rate

Per the KPI results reported in 2015-2016:	Percentage
The Employer Satisfaction rate for 2015-2016 graduates, 6 months after graduation, at St. Lawrence College was:	91.6

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that St. Lawrence College used in 2015-2016 to measure Employer Satisfaction rate.

1c. Employment in a Related or Partially-Related Field

Per the results reported in the Employment Profile for 2015-2016 graduates:	Percentage
The number of graduates from St. Lawrence College that were employed full-time in a related or partially-related field were:	41.4

Additional Information

Please indicate any methods, in addition to the employment profile for 2015-2016, that St. Lawrence College used in 2015-2016, to

measure the number of graduates employed a full-time in a related or partially related field.

Note: According to KPI Reporting Year 2014-15, there was a 68.01% related employment rate. For Reporting Year 2015-16, this rate was 70.21%.

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.).

Applied Research Projects

Colleges, including SLC, are increasingly playing a critical role in encouraging more small businesses to innovate. Each year, Ontario colleges work with more than 750 companies to pursue market-driven applied research activities and with about 80 organizations on projects which address provincial socioeconomic priorities. Examples of St. Lawrence College Applied Research projects include:

- Environment Technology students and faculty worked with Food Cycle Science of Cornwall Ontario to help remediate dehydrated food waste into a soil additive for gardens.
- Civil Engineering and Energy Systems and Engineering Technology (ESET) students and faculty worked with FireRein Inc of Napanee Ontario to conduct performance testing on the companys new FDA approved fire suppressant additive.
- Instrumentation and Control Engineering students and faculty worked with McKinnon Brothers Brewing, of Bath Ontario, to automate part of their craft brewing manufacturing process while maintaining high quality standards.
- A Biotechnology student and faculty worked with Octane Medical Group, Kingston, to help identify ideal inputs and optimization for a bioreactor assisting the growth of stem cells, which are in high demand by clinics treating patients with leukemia and other hematopoietic disorders.

SLC also operates a variety of applied research projects each year addressing issues among Small/Medium Enterprises including partnership with Cornwalls St. Lawrence River Institute of Environmental Science and additionally in such fields as Agribusiness, Renewable Energy, Nursing, and Child Behaviour.

CEBRIC

The SLC Centre for Education, Behavioural Research and Intervention in the Community is an Applied Research Centre dedicated to advancing the science and practice of behaviour analysis by growing research opportunities for faculty and students and enhancing services to practitioners and clients. Through a spirit of discovery and knowledge mobilization, CEBRIC is developing new evidence, translating that evidence and disseminating it throughout the community to improve professional practices. Through strong partnerships CEBRIC is helping to expand the body of evidence and develop innovative applications for behavioural science.

Building Behavioural Solutions

For the third year, the Behavioural Programs of St. Lawrence partnered with South East Regional Autism Services to host an exciting and educational 2-day conference, April 16-17th, 2015.

CICE Students Apple Drive

In November 2015, SLC students in the Community Integration through Co-operative Education (CICE) program raised more than 300 lbs. of apples for Agape Centre, a food bank, soup kitchen and thrift shop in Cornwall.

Students raise over $3000 for Brockville dog rescue

SLC Veterinary Assistant students worked hard throughout the year to raise a total of $3401.50 for the I Am Alive Dog Rescue, a volunteer organization in Brockville, ON. Students presented Iwona Sobieraj, founder of the organization, with a cheque on April 21, 2015. I Am Alive Dog Rescue is dedicated to saving abandoned dogs and placing them in loving and caring homes. They are a foster-based rescue and do not have a shelter. They rely mainly on the generosity of the public to open their homes to unwanted and abused animals. The money raised will help to cover some of the costs such as food and veterinary care.

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 2015-2016, the student satisfaction rate at St. Lawrence College for capstone question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career"	91.5
Per the KPI results reported in 2015-2016, the student satisfaction rate at St. Lawrence College for capstone question #24 "The overall quality of the learning experiences in this program"	85.6
Per the KPI results reported in 2015-2016, the student satisfaction rate at St. Lawrence College for capstone question #39 "The overall quality of the services in the college"	72.2
Per the KPI results reported in 2015-2016, the student satisfaction rate at St. Lawrence College for capstone question #49 "The overall quality of the facilities/resources in the college"	80.0

Additional Information

Please indicate any methods, in addition to the KPI survey results, that St. Lawrence College used in 2015-2016 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 online courses;

8) Surveys and consultations held with many website users.

Highlights

Please provide highlights of St. Lawrence College's activity in 2015-2016 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.).

Nursing Students head to Tanzania

In May of 2015, experiential learning went international, as 13 SLC students travelled to Tanzania to provide community health care services to people in the Kilimanjaro, Moshi region as part of a cross cultural nursing elective. While in Tanzania students also went on safari and climbed to the first base camp of Mt Kilimanjaro. Nine students were from Kingston, two students were from Brockville.

Enactus

The Enactus SLC team placed among the top four teams in Canada at the Enactus Canada National Competition, held on May 11, 2015 in Toronto. More than 58 teams from colleges and universities from across Canada showcased their programs to gain the title of Enactus Canada National Champions.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015, the graduation rate at St. Lawrence College is	73.0

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that St. Lawrence College used in 2015-2016 to measure graduation rate.

The college has closely examined its graduation rates in the context of expected cohort timeframes 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 2015-2016 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.).

Career Coach and Job Board

Students can access the latest information concerning college programs, graduate employability, current junior salary levels, and labour market information. They are able to access our robust employer database, sign up for interviews, and conduct career related searches. We offer precision matching capabilities for job seekers and employers through our job board, connecting students to search, find, and share jobs and opportunities.

These initiatives represent our commitment to a corporate community integration model and our steadfast belief that students who have a career goal will achieve their dreams. We believe career development is an integral element of the St. Lawrence College student experience.

2015-16 Career Services Statistics:

- Career Coach website received over 20,000 hits
- 820 new employment opportunities posted on the Job Board
- 3130 future students contacted and supported
- 340 prospective students received personalized career plans
- 4400 employer relationships were developed

Peer Contact Centre

Drawing from experience, St. Lawrence College students are available to answer questions and provide guidance for future students to ensure the transition to college is seamless. Communicating primarily through a digital platform leveraging social media channels such as Twitter, Facebook and Instragram, these students have connected with over 6000 students over the past 2 years. They assist in the establishment of important connections that they can use for the rest of their career.

Fine Arts Graduation Exhibition

St. Lawrence College Visual and Creative Arts - Fine Arts 2015 graduates hosted their graduation exhibition Mixed Palette Grad show. The exhibition was on display at the Marianne van Silfhout Gallery located on the Brockville campus of St. Lawrence College from April 23rd to May 28th, 2015. The Fine Arts Graduate show has become an annual tradition at the Brockville campus.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

The table below has been pre-populated with the results from St. Lawrence College's 2014-2015 Report Back. Please identify St. Lawrence College's achieved results for 2015-2016 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/co¬op placements during the specified retention periods.

1st to 2nd Year : 2015 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 0 ÷ 2014 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = X x 100 = X%

2nd to 3rd Year : 2015 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 0 ÷ 2014 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = X x 100 = X%

3rd to 4th Year : 2015 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 ÷ 2014 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = X x 100 = X%

Entering Cohort	Retention Rate Achieved 2014-2015	Retention Rate Achieved 2015-2016
1st to 2nd Year	67.79	69.50
2nd to 3rd Year	80.32	85.00
3rd to 4th Year	93.94	96.60

*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 2015-2016 student retention rate is not recommended. The Ministry of Advanced Education and Skills Development 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 related to Student Retention Rate (up to 600 words approx.).

The numbers were calculated by examining students who appeared on the 2014 Nov 1 Audit file and determining which of those students continued to appear on the 2015 Nov 1 Audit file.

Highlights

Please provide highlights of St. Lawrence College's activity in 2015-2016 that contributed to maintaining or improving 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.).

Incoming Levels - Math

An analysis was conducted to examine student success rates based on their incoming level of math. Admission requirements for some programs were adjusted based on that analysis with the goal of improving student success for the current and future years.

Experience St. Lawrence College Program

Through the Career Services Centre, the Experience SLC Program is designed to help future students explore the programs, places and people that define St. Lawrence Colleges commitment to higher education within the setting of one of Canadas best colleges. Our Career Advisors make accommodations for individuals to ensure their needs are appropriately met.

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:

According to HEQCO 2012, in general, work-integrated learning (WIL) is an umbrella term used to describe a range of educational activities that integrate learning within an academic institution with practical application in a workplace setting relevant to each student's program of study or career goals. WIL takes many forms, with varying degrees of integration and a multitude of characteristics.

The terminology and definitions used to describe a given WIL experience vary greatly from user to user. The WIL categories used for SMA reporting correspond to the same categories used on the program funding application's Program Delivery Information (PDI) table.

In should be noted that this report collects WIL experiences that are an integral part of the program and are available to all students in the program. The WIL experiences are required in order to complete the program, with the exception of optional co-op placements.

Co-op work placement: Education at Work Ontario (www.ewo.ca), a regional association of the Canadian Association for Co-Operative Education, defines a co-op program as follows: "A Co-operative Education Program is 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:

- 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 Co-operative 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 thirty percent of the time spent in academic study.

Clinical placement: Scheduled hours of activities intended to give students hands-on experience in a hospital or health care setting. This instructional setting is characterized by:

- activities that are an integral component of the curriculum of the program and necessary for the successful completion of the

  program, and

- activities in which students are continually supervised directly by college staff or individuals working on behalf of the college.

Fieldwork: (Part of the laboratory/workshop/fieldwork category on the PDI table) Scheduled hours of activities intended to give students hands-on experience. This instructional setting is characterized by:

- activities in which students are provided with instruction and are directly supervised by college staff, and

- settings outside college facilities in which individual students are required to use instructional equipment and/or supplies.

These settings do not include situations in which microcomputer labs are used for instruction of standard word processing, spreadsheet and database software packages or situations in which laboratories and workshops are used for convenience.

Field placement/work placement: Scheduled hours of activities intended to give students hands-on experience in the workplace and for which the students do not typically receive a regular salary or wage from the employer. Field placement/work placement is characterized by:

- activities that are an integral component of the curriculum of the program and are necessary for the completion of the program, and

- activities in which college staff do not directly supervise students and for which college staff undertake one or more of the following

  activities:

  - make periodic site visits,

  - ensure that assignments given to students and the work being done by students are suitable for the program,

  - monitor the students' progress in the placement activity,

  - help address problems encountered by students in the field or work placement activity, or

○ evaluate students' performance in the field or work placement activity.

Mandatory college baccalaureate degree WIL: A co-operative education work placement in all respects except that it is shorter than 30% of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for St. Lawrence College in 2015-2016:

Co-operative Education Program Type (Mandatory)	Number of programs at St. Lawrence College with a Co-op Stream	Number of students at St. Lawrence College enrolled in a Co-op program
Certificate	N/A	N/A
Diploma	4	151
Advanced Diploma	N/A	N/A
Graduate Certificate	N/A	N/A
Degree in Applied Area of Study	N/A	N/A

Co-operative Education Program Type (Optional)	Number of programs at St. Lawrence College with a Co-op Stream	Number of students at St. Lawrence College enrolled in a Co-op program
Certificate	N/A	N/A
Diploma	N/A	N/A
Advanced Diploma	N/A	N/A
Graduate Certificate	N/A	N/A
Degree in Applied Area of Study	N/A	N/A

Clinical Placement Program Type	Number of programs at St. Lawrence College with clinical placements	Number of students at St. Lawrence College enrolled in a program with clinical placements
Certificate	1	61
Diploma	1	360
Advanced Diploma	N/A	N/A
Graduate Certificate	N/A	N/A
Degree in Applied Area of Study	1	639

Field Placement/Work Placement Program Type	Number of programs at St. Lawrence College with field placements/work placements	Number of students at St. Lawrence College enrolled in a program with field placements/work placements
Certificate	7	284
Diploma	22	1,294

Advanced Diploma	17	1,575
Graduate Certificate	4	215
Degree in Applied Area of Study	1	232

Fieldwork Program Type	Number of programs at St. Lawrence College with fieldwork	Number of students at St. Lawrence College enrolled in a program with fieldwork
Certificate	N/A	N/A
Diploma	N/A	N/A
Advanced Diploma	N/A	N/A
Graduate Certificate	N/A	N/A
Degree in Applied Area of Study	N/A	N/A

Mandatory College Baccalaureate Degree Work Placement Program Type	Number of programs at St. Lawrence College with mandatory college baccalaureate degree work placements	Number of students at St. Lawrence College enrolled in a program with mandatory college baccalaureate degree work placements
Degree in Applied Area of Study	N/A	N/A

Highlights

Please provide highlights of St. Lawrence College's activity in 2015-2016 that contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples may include 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.).

All enrolments above reflect full-time Fall 2015 Enrolment Headcount in relevant program areas. The SLC Bachelor of Nursing program has been reflected under Clinical Placements, and the SLC Bachelor of Behavioural Psychology has been reflected under Field Placements.

Manage Your Money

SLC and the Correctional Service of Canada partnered to help in the rehabilitation of federal inmates in the Kingston area. SLC students delivered the Enactus program Manage Your Money in November 2015 to inmates who were preparing for their release back into the community. The Manage Your Money program is a financial literacy program that was developed by SLC Enactus to teach financial fundamentals such as banking and borrowing techniques, budgeting, taxes and more.

Outdoor Solar Inverter Test Facility

In July 2015, the Sustainable Energy Applied Research Centre at St. Lawrence College launched a unique applied research and learning project, the Outdoor Solar Inverter Test Facility - OSITF. OSITF is being used to perform medium to long term (12-18 months) testing and evaluation of inverters used in solar photovoltaic (PV) applications. It provides additional education and research infrastructure that will strengthen knowledge and expertise in the renewable energy field at St. Lawrence College. In addition, it forms part of the expanding research capabilities at St. Lawrence College which will allow for new collaborative development opportunities with industrial partners. The facility is unique in Canada, serving our renewable energy industry in partnership with the Canadian Standards Association and a variety of manufacturers. The project is funded by the Canadian Foundation for Innovation and the Ontario Research Fund. A number of industry partners are also making contributions to the project. This facility is being constructed on the northwest field of the Kingston campus of St. Lawrence College. Preliminary construction tasks began in 2015. Staff and students of the Sustainable Energy Applied Research Centre at SLC are involved in every aspect of the project.

Student Employment on Campus

Student employment opportunities are available on each SLC campus. It is one of the many ways that SLC assists in the success of its students by enabling them to both earn money and gain valuable work experience while studying. The program mimics the real world as students are treated as college employees, positions are posted and students must apply with a resume and go through an interview process. Between Summer 2015 and Winter 2016, 472 students were employed through the program.

Caribbean Education for Employment

As part of the Caribbean Education for Employment (CEFE) project, the School of Applied Science and Computing with CICan developed a Renewable Energy and Efficiency Level 4 program at the National Tool and Engineering Institute (NTEI) which was completed in March 2016. The project has been an overwhelming success within the CEFE programs that CICan develops and changes to the program are occurring as a result of our Project Management and delivery to NTEI. Students from the School of Business completed one of their 3 week placements working on promotional materials for NTEI. Students spent one week in Jamaica filming and interviewing companies, faculty and students and then produced a complete social media package for NTEI. As part of this project, a renewable energy RE project was completed for the Jamaica National Childrens Home, an orphanage run by donations and government funding. A complete PV system was installed for the Home, and the system was designed by our faculty and students. ESET students completed their 4 week placement in Jamaica, working with industry and students in the Renewable Energy and Efficiency Technology (REET) program at NTEI.

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 2015-2016.

Through the development of metrics under the SMAs, the ministry will be developing long-term indicators and updated definitions for online and technology-enabled learning in consultation with the sector. Indicators developed are intended for use in future SMA Report Backs.

In future years, the ministry anticipates collecting more comprehensive data that will profile a broader range of online and technology-enabled learning indicators to ensure students have access to high-quality flexible learning opportunities across the system.

eCampusOntario will be leading the development of eLearning indicators in collaboration with the sector.

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 2015-2016:

Course Data	Ontario College Credential	Other Credential
Number of ministry-funded courses offered through fully online learning	305	776
Number of ministry-funded courses offered through synchronous conferencing	N/A	N/A
Total Number of ministry-funded, for-credit courses offered in e-Learning format	305	776

Program Data	Ontario College Credential	Other Credential
Number of ministry-funded programs offered through fully online learning	4	34

	Ontario College Credential	Other Credential
Number of ministry-funded programs offered through synchronous conferencing	N/A	N/A
Total Number of ministry-funded, for-credit programs offered in e-Learning format	4	34

Program Registrations	Ontario College Credential	Other Credential
Number of registrations in ministry-funded programs offered through fully online learning	7,075	1,950
Number of registrations in ministry-funded programs offered through synchronous conferencing	N/A	N/A
Total Number of registrations in ministry-funded, for-credit programs offered in e-Learning format	7,075	1,950

Additional Information

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

The enrollment data shared within item 2e derives from our Student Information System in PeopleSoft. These statistics represent the number of fully online (asynchronous) courses that are offered within the School of Contemporary Teaching and Learning which is responsible for online programming at St. Lawrence College. The Other Credential numbers represent course offerings within the OntarioLearn consortium that are offered to St. Lawrence students. These courses can be used to supplement existing Ontario college credential programs or can be taken in isolation on a part-time basis based on personal interest. This data also includes online general education courses that are offered exclusively to full-time students at St. Lawrence within the face to face programs. These courses are linked to a larger initiative to ensure that all St. Lawrence students are given the opportunity to take one online course during their program of study. It is important to note that these online courses are not made available on eCampus at this time.

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

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

Hybrid Learning Initiative (HLI) 2015-16

SLC created the HLI as a professional development opportunity for faculty to expand their eLearning skills relating to online instruction. The HLI program is facilitated by the Centre for Contemporary Teaching and Learning (CCTL). Faculty explore concepts of instructional design and eLearning under the guidance of experienced professionals such as Curriculum Developers, eLearning Specialists, and Faculty Coaches. The college recently added a new Manager of Multimedia Design. This new position was created to meet the needs of contemporary educators in acquiring new skillsets in eLearning so that they can create more innovative learning experiences for students using multimedia. While hybrid courses may come in a variety of formats, the typical structure would include a weekly allocation of online learning coupled with face-to-face instruction (e.g., 2 hours of face-to-face instruction with 1 hour of online learning). The division between F2F and online instruction is discussed at great length with the CCTL team in order to ensure proper integration of both learning environments. The course design strategy at SLC leverages existing instructional design models in order to create a fluid four stage process:

Stage 1 (Plan)

- Project Plan. Faculty members 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, and a selection process follows.

- Production Schedule. After confirming course selection, the faculty member will work with the Manager of Multimedia Design to create a schedule so that appropriate resources are allocated.

Stage 2 (Design)

- Course Outline. The course outline will be reviewed with a Curriculum Developer to ensure consistency in learning outcomes and alignment to larger vocational learning outcomes and essential employability skills.
- Learning Plan. Faculty will develop a series of learning objectives for individual modules that are associated with larger course learning outcomes.
- Course Blueprint. After reviewing the course outline and learning plan, the faculty member will work the Manager of Multimedia Design to select appropriate eLearning technologies and create a larger blueprint for the course.
- Course Design Standards - This document highlights specific sets of criteria that are required for creating effective hybrid and online learning experiences. To facilitate the design process, these criteria have been organized within the following categories: Online Environment, Learning Outcomes, Content, Evaluation Plan, and Accessibility/Copyright.

Stage 3 (Develop)

- Lesson Plans. Individual lesson plans are drafted and reviewed amongst the CCTL team
- Multimedia. The faculty member will work with the Multimedia team to create specific learning objects that can be inserted within the various lessons
- Quality Assurance. All elements of the course are tested before deployment

Stage 4 (Deploy)

- Faculty receive ongoing support from CCTL during deployment of the hybrid course in hopes of addressing ongoing needs from students during the new learning experience. Revisions are done at the end of year 1.
- Quality Review. Faculty review their hybrid courses after receiving course evaluation feedback and work with the CCTL to update existing resources or modify teaching strategies based on their hybrid experience.

Highlights

Please provide highlights of St. Lawrence College's activity in 2015-2016 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.)

HLI Success Story

Program: Hairstyling (Brockville)

Course: HAIR 101 Haircutting 1

Development: HLI Fall 2015 cohort currently being delivered in Fall 2016

A faculty member from the Brockville campus was interested in exploring hybrid learning within the hairstyling program but was unsure how to proceed so they were instructed to join the HLI 2015-16 cohort. After reviewing the course with a Curriculum Developer, it was decided that the course would be well suited as a hybrid learning experience if students were given proper theoretical instruction online before entering the labs. The faculty member worked alongside a team of eLearning specialists under the guidance of the Manager of Hybrid and Online Course Design to create innovative HTML pages that displayed content using an effective sequence of instruction. The faculty member utilized video in strategic ways so that students can review specific techniques (e.g., holding scissors during a blunt haircut) at home before practicing their skills on a mannequin. Moreover, students are asked to reflect on their learning experience within the lab by engaging in a series of online activities after the class such as an online journal that outlines their progress. The hybrid format requires students to conduct two hours of online learning and six hours of face-to-face lab work every week. The consistency in online activities and personal reflection exercises creates an integrated approach to combining both teaching modalities within one particular course.

Both the Hybrid Learning Initiative and the faculty member involved in this years HLI cohort will be featured within an article on ContactNorths Pockets of Innovation series. This will highlight our commitment to innovation in elearning by promoting professional development for faculty so that they can adopt the role of contemporary educators.

3. Student Population

This component highlights St. Lawrence College's contributions to improve access and success for underrepresented groups (Students with disabilities, First Generation, Indigenous, and French-language students).

Full-Time Students	# of Students
The total full-time headcount enrolment* at St. Lawrence College in 2015-2016:	6,591

Headcount
*DEFINITION: <u>Headcount</u> is the actual enrolment for Fall 2015 as of November 1, 2015 including full-time students, both **eligible and ineligible for ministry funding**, as reported to the ministry for the 2015-2016 fiscal year (enrolment reported in 2015-2016 remains subject to audit and/or correction).*

3a. Under-Represented Students: Students with disabilities*, First Generation*, Indigenous 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 2015-2016:	2,010	
The total indicated above as a comparative % of St. Lawrence College's 2015-2016 full-time enrolment headcount:		30.50
The total number of part-time students with disabilities enrolled at St. Lawrence College in 2015-2016:	0	

Highlights

Please provide highlights of St. Lawrence College's activity in 2015-2016 that capture contributions to improve access, and success for students with disabilities (up to 600 words approx.)

- Accessibility services provided services/support to over 2000 students across three campuses, including a 9% increase of students with a diagnosis of Autism Spectrum Disorder registering with our office. The number of students with a psychiatric diagnosis continues to increase along with the complexity of the diagnosis.
- Counselling and AccessAbility Services continued to offer outreach programming including our annual From HERE to HIRE program which was well attended with positive feedback from participants. This program aimed to support the transition-to-work process for students with disabilities. Workshop topics included understanding rights as an employee, disclosure and accommodations, labour market trends, job search strategies, and employability.
- We introduced a new program, SociAble, a student led monthly workshop where students could meet, share ideas and study skills with the goal to increase the connections for students with disabilities.
- In response to a MTCU funded research report reviewing best practices for the provision of accommodations for students with mental health disability in post secondary institutions, our service models were reviewed to ensure our practices aligned with recommendations in the report resulting in minimal yet important administrative changes. A significant change was made to the delivery mode of accommodation letters. Beginning in the 2015/2016 academic year accommodation letters were sent to students

via email, to provide an electronic record that the letter was sent and received and to be more environmentally friendly. Much positive feedback was received regarding this change.

- A concerted effort was made in the 15-16 academic year to increase the level of awareness of our services among the Apprenticeship programs. This included a counselor providing presentations in classes of apprenticeship program, more visible signage about our available services in the sections of the school that apprenticeship classes occur and information about the counseling and accessibility services being included in the orientation packages that are mailed out to students prior to their arrival on campus.

First Generation Students
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 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 2015-2016:	2,610	
The total indicated above as a comparative % of St. Lawrence College's 2015-2016 full-time enrolment headcount:		39.60
The total number of part-time First Generation students enrolled at St. Lawrence College in 2015-2016:	0	

Highlights

Please provide highlights of St. Lawrence College's activity in 2015-2016 that capture contributions to improve access, and success for First Generation students (up to 600 words approx.).

Tri-campus orientation for First Generation students was held in August as part of our Tri-Campus Smart Start SLC program. This two-day event had Students and their parents/guests learning about College services and resources, and answer questions. A College tour, a session for parents on how to support their child in college, and a variety of workshops including English refresher, note taking, stress management and many more rounded out the two days activities. First Generation staff collaborated with Aboriginal Services, Counselling and AccessAbility, and the Student Success Facilitators as many First Generation students are including in these student populations as well. This enabled us to increase the number of First Generation students who accessed our services.

Indigenous Students
DEFINITION: Indigenous 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.

Indigenous Students	# of Students	Percentage
The total number of full-time Indigenous students enrolled at St. Lawrence College in 2015-2016:	320	
The total indicated above as a comparative % of St. Lawrence College's 2015-2016 full-time enrolment headcount:		4.86
The total number of part-time Indigenous students enrolled at St. Lawrence College in 2015-2016:	0	

Highlights

Please provide highlights of St. Lawrence College's activity in 2015-2016 that capture contributions to improve access, and success for

Indigenous students (up to 600 words approx.).

SLC is committed to supporting Aboriginal students with a dedicated team of Aboriginal Student Advisors who help with the transition to college by providing information and support, as well as dedicated friendly spaces (Eagle Learning Cafe) where Aboriginal students can go for relaxation, cultural connections, socialization, and study.

New Bursaries supporting Aboriginal Students

In recognition of National Aboriginal Month (June) and National Aboriginal Day (June 21), the St. Lawrence College Foundation created two new bursaries to help Aboriginal students pursue post-secondary education at St. Lawrence College. These gifts are in addition to the Metis National Bursary award which was established in 2006 and was one of the first awards that specifically identified support for First Nations students. St. Lawrence College now holds over $65,000 in endowments directed specifically to First Nations, Metis and Inuit people.

These gifts speak to the close ties that St. Lawrence College has with the Aboriginal population within our communities of Brockville, Cornwall, and Kingston. A new donation to the Browns First Nations Opportunity Award recognizes Aboriginal students at St. Lawrence College whose parent and/or grandparent were survivors of the Indian Residential Schools. This gift was made by James Brown, and comes on the heels of the Truth and Reconciliation report, released on June 2, 2015. As well, Tim Colfe has created an award, The Patricia and Bernard Colfe Aboriginal First Generation Bursary, in honour of his parents; this award offers a bursary annually to a full-time Aboriginal student at any St. Lawrence College campus. The increased funding is an important step in reaching out to the Aboriginal population.

French-Language Students
 * DEFINITION: A student is considered a French-language student if the student meets at least one of the following criteria -
1) The student's mother tongue is, or includes French (the student is a Francophone);
2) the student's language of correspondence with the institution is French;
3) the student was previously enrolled in a French-language education institution; or
4) the student 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 2015-2016:	87	
The total indicated above as a comparative % of St. Lawrence College's 2015-2016 full-time enrolment headcount:		1.32
The total number of part-time French-Language students enrolled at St. Lawrence College in 2015-2016:	0	

Highlights

Please provide highlights of St. Lawrence College's activity in 2015-2016 that capture contributions to improve access, and success for French-Language students (up to 600 words approx.).

na

Additional Information

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

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 2015 at St. Lawrence College.

International Students	# of Students	Percentage
St. Lawrence College reported to the ministry full-time international enrolment* in 2015-2016:	734	
The total indicated above as a comparative % of St. Lawrence College's 2015-2016 full-time enrolment headcount:		11.14
St. Lawrence College's 2015-2016 part-time international enrolment is	0	

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 2015-2016 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.).

International enrollment has increased significantly at SLC, and still stronger growth is projected in the coming year. The new growth can be attributed to recruiting efforts and new partnerships to deliver our programs nationally and internationally. The presence of international students enriches the learning environment for all our students and positively impacts the regional economy. Each year, SLC welcomes hundreds of international students from more than 40 countries and counting.

In 2016, SLC opened new offices in Malaysia and Mexico as part of the SLC strategy for growing international student enrolment in all programs across our three campuses. The new offices introduce St. Lawrence College to education agents, students and parents and represent SLC at education fairs and other events. In addition to these new offices, the College also has offices in India, Korea, and Africa.

While the College already welcomes several students from Mexico each year, the new office will cement a strong position in the Mexican post-secondary education market by providing services for applicants and training education agents and agency staff about SLC and our communities in Spanish.

We continue to work to provide an exceptional experience for international students through our small class sizes, dedicated support in our international centre and specific efforts in our communities. We increased our international student advising support on our Cornwall campus, improved our support to students during the application and admissions processes, held international days and supported a number of community events such as a Diwali event in Kingston.

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 2015-2016 proportion of an institution's enrolment that receives OSAP is	4,101	73.00

Additional Information

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

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: Headcount is the un-audited 2015-2016 full-time funding eligible enrolment count submitted on November 1, 2015 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
Refer to complete list below:		
Applied Arts - Advertising and Design (Advanced Diploma)	2.53	3.66
Applied Arts - Advertising and Design (Diploma)	0.76	2.01
Applied Arts - Advertising and Design (Post-Diploma Certificate)	0.18	4.66
Applied Arts - Art (Diploma)	0.32	4.92
Applied Arts - Child/Youth Worker (Advanced Diploma)	4.50	4.63
Applied Arts - Developmental Services Worker (Diploma)	0.82	2.60
Applied Arts - Education (Diploma)	4.56	3.09
Applied Arts - Fashion (Diploma)	1.59	3.84
Applied Arts - Law and Security (Diploma)	7.14	3.55
Applied Arts - Media (Diploma)	1.89	1.99
Applied Arts - Performing Arts (Advanced Diploma)	1.11	7.38
Applied Arts - Preparatory/Upgrading (Certificate)	6.79	3.11
Applied Arts - Preparatory/Upgrading (Diploma)	1.55	3.77
Applied Arts - Recreation/Fitness (Diploma)	2.23	2.78
Applied Arts - Social Services (Advanced Diploma)	2.75	38.81
Applied Arts - Social Services (Applied Degree)	4.66	90.98
Applied Arts - Social Services (Diploma)	4.70	3.53
Applied Arts - Social Services (Post-Diploma Certificate)	0.48	2.75
Business - Accounting/Finance (Advanced Diploma)	3.06	3.52
Business - Accounting/Finance (Diploma)	0.80	1.31
Business - Business Computer (Advanced Diploma)	2.55	8.03
Business - Business Computer (Diploma)	1.79	5.24
Business - Business Legal (Diploma)	0.46	0.70
Business - Business Management (Advanced Diploma)	0.36	0.55

Business - Business Management (Certificate)	0.42	7.14
Business - Business Management (Diploma)	2.05	2.95
Business - Business Management (Post-Diploma Certificate)	0.08	0.63
Business - Culinary Arts (Certificate)	0.20	1.21
Business - Culinary Arts (Diploma)	0.58	1.23
Business - Hospitality Management (Diploma)	1.13	2.99
Business - Human Resources/Industrial Relations (Advanced Diploma)	2.03	6.00
Business - Human Resources/Industrial Relations (Diploma)	0.50	4.50
Business - Marketing/Retail Sales (Advanced Diploma)	1.73	5.19
Business - Marketing/Retail Sales (Diploma)	0.60	1.25
Business - Office Administration (Certificate)	0.46	3.46
Business - Office Administration - Health (Diploma)	1.55	4.20
Business - Office Administration - Legal (Diploma)	1.47	19.84
Health - Animal Care (Advanced Diploma)	2.63	90.34
Health - Animal Care (Certificate)	1.09	19.49
Health - Health - Miscellaneous (Diploma)	1.39	4.14
Health - Health - Miscellaneous (Post-Diploma Certificate)	0.68	12.14
Health - Health Technology (Advanced Diploma)	2.05	2.75
Health - Health Technology (Certificate)	0.78	4.94
Health - Nursing Related (Certificate)	1.09	3.04
Health - Nursing Related (Diploma)	6.95	4.88
Technology - Automotive (Diploma)	0.04	0.18
Technology - Chemical/Biological (Advanced Diploma)	1.71	4.32
Technology - Civil (Advanced Diploma)	2.99	4.97
Technology - Civil (Certificate)	1.37	9.33
Technology - Electronics (Diploma)	2.05	2.55
Technology - Instrumentation (Advanced Diploma)	0.70	25.00
Technology - Instrumentation (Diploma)	0.20	11.63
Technology - Machining (Diploma)	0.76	10.00
Technology - Mechanical (Advanced Diploma)	0.70	1.26
Technology - Mechanical (Diploma)	0.52	1.08
Technology - Resources (Diploma)	0.54	1.42
Technology - Technology Miscellaneous (Certificate)	0.86	6.10
Technology - Welding (Certificate)	0.20	1.75
Technology - Welding (Diploma)	0.26	3.66

c. Number of apprentices, pass/fail rate and annual funding in each trade	Number of Apprentices	Pass/Fail Rate	Annual Funding

Trade - Refer to complete list below:

Exam Prep	103	93.00	$36,750.40
Plumber	98	99.00	$198,261.12
Electrician - Construction and Maintenance	162	99.00	$359,630.96
Automotive Service Technician	34	100.00	$80,029.68
Hairstylist	22	82.00	$37,629.20
Brick and Stone Mason	28	89.00	$62,776.32
General Carpenter	156	99.00	$309,081.92
Cook	11	100.00	$34,422.96
General Machinist	21	100.00	$41,233.92
Industrial Mechanic Millwright	53	98.00	$102,103.04
Industrial Electrician	12	100.00	$30,925.44
Welder	24	96.00	$66,860.00
Total	**724**		**$1,359,704.96**

Highlights

Please provide highlights of St. Lawrence College's activity in 2015-2016 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.).

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.

Formal 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 recommendaitons 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.

Academic Programming Sustainability:

Under the multiyear objective Financial Strength, the Academic Programming Sustainability initiative seeks to maintain and enhance a robust system to monitor, evaluate, and develop innovative, relevant programming content and delivery methods continuing to meet the needs of our students and communities.

Success Stories:

- Esthetician student Macaila McLeod, from Sydenham, ON, won the Gold medal at the National Skills Competition in Saskatoon on May 28 and 29 2015. She also earned the highest score of Ontario competitors with a score of 95%. Macaila competed with 10 other students from across Canada. Macailas gold medal win is the latest in a long streak of wins at provincial and national skills competitions for students in the SLC Esthetician program.
- In April 2015, the St. Lawrence College Foundation announced a $50,000 gift from the William James Henderson Foundation to create a new bursary for the Law Clerk program. The annual bursary will be awarded to an entrance Law Clerk student who demonstrates a strong interest and passion to work in the legal field as well as a student who demonstrates financial need. This gift will also foster success for students wishing to pursue studies in this program for years to come.

- In April 2015, BASF Canada announced plans to donate $50,000 over five years to the St. Lawrence College Cornwall Campus in support of the renovation of the school's chemistry laboratory. This gift provides our students in environmental studies, nursing and sciences, with the facilities to learn and experiment. and will help us meet the evolving needs of our students.

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 through the Credit Transfer Accountability Framework.

As part of this work, a new Credit Transfer Student Flag was introduced into 2015-16 enrolment reporting for colleges and universities. The ministry will work with the sector throughout 2016-17 on any refinements to the metric with a view to integrate this new information into the SMA report back beginning in 2017-18.

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, as well as metrics related to transfer student satisfaction or outcomes.

Development of these metrics will be done in partnership with the sector and ONCAT.

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)
2011-2012	1,447	72	4.98	57,701	3,463	6.00
2012-2013	1,379	74	5.37	57,462	3,424	5.96
2013-2014	1,215	35	2.88	54,467	3,003	5.51
2014-2015	1,350	42	3.11	52,039	2,465	4.74
2015-2016	1,352	46	3.40	46,244	2,047	4.43

Per the College Graduate Outcomes @ 6 Months data reported in 2015-2016 (based on 2014-2015 graduates),	Percentage
The percentage of St. Lawrence College students who were satisfied or very satisfied with academic preparation for university was	95.3
The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was	86.0

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 2015-2016 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.).

Joint Biotechnology Program

In January 2016, Queens University and St. Lawrence College unveiled their joint biotechnology program. This new joint Bachelor of Science (Honours) advanced degree/diploma in biotechnology that will produce career-ready students to work in the emerging field of biotechnology. Students enrolling in the new Biotechnology Specialization Plan at Queens can earn credit towards the Advanced Diplomas in Biotechnology at St. Lawrence, and vice versa. Students may transfer academic credits between the two institutions, resulting in the accelerated completion of both programs (a four-year BScH in biotechnology, and a three-year advanced diploma in biotechnology) in just five years.

Students can start the degree/diploma at either institution, and will spend between 2.5 and 3.5 years at Queens with the remaining time at St. Lawrence. The Bachelor of Science (Honours) biotechnology specialization will also be available as a stand-alone four-year degree program for Queens students. This program received approval at the same time as the joint program.

Carleton and SLC Agreements

In December 2015, Carleton University and St. Lawrence College announced they are making it easier for students to transfer between institutions with new agreements that will apply to all college graduates.

Recipients of three-year advanced diplomas at St. Lawrence will be eligible to receive up to seven credits in a Carleton Bachelor of Arts program, while two-year diploma holders who gain admission to Carleton will get five credits.

Fourteen specific programs at St. Lawrence have also been assigned a minimum of five credits at Carleton in the Bachelor of Arts, Bachelor of Science and Bachelor of Social Work programs. Five credits represent one year of full-time study. Students must complete their programs with an overall average of at least 3.0 on a 4.0 GPA scale to be considered for admission. The programs include social service worker, police foundations, law clerk, environmental technician, early childhood education and veterinary technology, among others.

St. Lawrence College and Mohawk Council of Akwesasne renew program delivery agreement

On February 23, 2016 at the SLC Cornwall Campus, leaders from Mohawk Council of Akwesasne and St. Lawrence College renewed a program delivery agreement between the College and Iohahi:io Akwesasne Adult Education and Training Centre-MCA. The agreement represents continued collaboration regarding educational programming between St. Lawrence College and the Mohawk Council of Akwesasne, who will work together to meet the unique educational needs of Akwesasne by delivering St. Lawrence College programs at the Iohahi:io Akwesasne Adult Education and Training Centre.

6. Financial Sustainability

1. Annual Surplus/(Deficit) - (revenue - expenses)	Amount	Benchmark	
Annual Surplus/(Deficit)	3,426,731	0	

2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets)	Amount	Benchmark	
Accumulated Surplus/(Deficit)	20,472,131	0	

3. Quick Ratio (current assets) / (current liabilities)	Amount	Benchmark	
Current Assets/Current Liabilities	1.31	1.00	

4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)]	Percentage	Benchmark	
Debt/Assets	34.79	35.00	

5. Debt Servicing Ratio (interest expense + principal payments) / (revenue)	Percentage	Benchmark	
Total Debt Serviced/Revenue	2.31	3.00	

6. Net Assets to Expense Ratio (net assets) / (expenses)	Percentage	Benchmark	
Net Assets/Expenses	56.72	60.00	

7. Net Income to Revenue Ratio (revenue - expenses) / (revenue)	Percentage	Benchmark	
Net Income to Revenue	3.23	1.50	

Highlights

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

One of our strategic initiatives is titled Financial Accountability and Sustainability. The objective of this strategy is to strengthen financial sustainability by establishing a financial reserve, clearer departmental metrics, and quarterly financial statements for management and Board review. The college underwent a service review project last fiscal and is in the process of implementing the resulting recommendations.

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 2015-2016 SMA Report Back is accurate and has received approval from St. Lawrence College's Executive Head.	☑

For additional information regarding St. Lawrence College's 2015-2016 SMA Report Back please contact	Information
Name:	Cam McEachern
Telephone:	613-544-5400 ext 1586
Email:	cmceachern@sl.on.ca

Please indicate the address on St. Lawrence College's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry	Information
Website:	http://www.stlawrencecollege.ca/about/college-reports-and-policies/strategic-mandate-agreement/