

Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back

Institution Name:	St. Clair College
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OVERVIEW

Through the 2008-09 MYAA Report-Back process, **St. Clair College** was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. **St. Clair College** was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of St. Clair College's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that **St. Clair College** is on track for meeting its commitments or has an improvement plan in place, and is approved by the Ministry.

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. Enrolment, Student Access Guarantee) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

DEADLINE FOR SUBMISSION TO THE MINISTRY

The deadline for **St. Clair College** to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on **St. Clair College's** website. Please ensure **St. Clair College's** completed 2009-10 Report Back is posted at the same location on **St. Clair College's** website as its Multi-Year Action Plan.

CONTACT

For any questions regarding this Report Back template, please email Perry Gordon, Senior Policy Advisor, Colleges Unit at Perry.Gordon@ontario.ca or telephone (416) 325-4026.

PART 1: 2009-10 SYSTEM WIDE INDICATORS

- The 2009-10 Report Back has been changed from previous years' format to collect information only on system-wide indicators and will reflect and report on progress on St. Clair College's commitments regarding access, quality and accountability as outlined in the original accountability agreements.

- The 2009-10 Report Back is also requesting data on credit transfer, online learning and international students. This is in keeping with the governments strategic priorities and as per discussions with Colleges Ontario and Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives. The data collected from the 2009-10 Report Back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.

- System Wide Indicators for 2009-10:
 - 1) Enrolment - Headcount
 - 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
 - 3) Compliance with the Student Access Guarantee (SAG) in 2009-10
 - 4) The Student Access Guarantee (SAG) for 2010-11
 - 5) Participation in the Credit Transfer System
 - 6) Class Size
 - 7) Online Learning
 - 8) International
 - 9) Supply Chain Compliance
 - 10) Space Utilization
 - 11) College Student Satisfaction
 - 12) Graduation Rate
 - 13) Graduate Employment Rate
 - 14) Student Retention Rates
 - 15) Quality of the Learning Environment

1) Enrolment - Headcount*

**DEFINITION: Headcount is the un-audited enrolment forecast for 2009-10 (full-time funded students only: does not include Second Career, Apprentice or International students).*

- **St. Clair College** reported to TCU the total Headcount enrolment in 2009-10 = **8,060**
- Please indicate the number of students aged 18-24 from the total Headcount enrolment reported by **St. Clair College** to the Ministry for 2009-10 = **5,421**
- Please indicate the number of students aged 25+ from the total Headcount enrolment reported by **St. Clair College** to the Ministry for 2009-10 = **2,639**
- Please provide one or more examples in the space provided below of a promising practice that **St. Clair College** used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

St. Clair obtained a record high enrolment in 2009/2010. It achieved an incredible 20% increase in enrolment from 2008/2009 with a November 1, 2009 enrolment of 8201.

Contributing success factors include increased marketing efforts, a large Second Career intake and new program offerings such as Border Services, Paralegal, Welding Techniques, Plumbing Techniques and a Law and Security Fast Track program in Chatham.



2) Under-Represented Students: Students with Disabilities*, First Generation* and Aboriginal*

**DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of the institutions' annual report to the Ministry for the Accessibility Fund for Students with Disabilities Fund (AFSD).*

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

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

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

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

- For the following, please include full-time and part-time, but not international students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of <i>students with disabilities</i> at St. Clair College who registered with the Office for Students with Disabilities and received support services in 2009-10= 616</p> <p>Please indicate the number of <i>students with disabilities</i> at St. Clair College who registered with the Office of Students for Disabilities and received support services in 2009-10 who were: Full-time: 592 Part-time: 24 Total (Full-Time + Part-time): 616</p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) 616 $\div 8,060$ (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = 7.6%</p>	<p>Please indicate the total number of <i>First Generation students</i> enrolled at St. Clair College in 2009-10= 548</p> <p>Please indicate the number of <i>First Generation students</i> enrolled at St. Clair College in 2009-10 who were: Full-time: 426 Part-time: 122 Total (Full-Time + Part-time): 548</p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) 548 $\div 8,060$ (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = 6.8%</p>	<p>Please indicate the total number of <i>Aboriginal students</i> enrolled at St. Clair College in 2009-10= 138</p> <p>Please indicate the number of <i>Aboriginal students</i> enrolled at St. Clair College in 2009-10 who were: Full-time: 135 Part-time: 3 Total (Full-Time + Part-time): 138</p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) 138 $\div 8,060$ (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = 1.7%</p>

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more examples of promising practices that St. Clair College used in 2009-10 to develop and maintain results for students with disabilities.</p>	<p>In the space below, please provide one or more examples of a promising practice that St. Clair College used in 2009-10 to develop and maintain results for First Generation students.</p>	<p>In the space below, please provide one or more examples of a promising practice that St. Clair College used in 2009-10 to develop and maintain results for Aboriginal students.</p>
<p>Promising practices that demonstrate the College’s commitment for Students with Disabilities include:</p> <ul style="list-style-type: none"> •Further development of the “Summer Transition” programs for Students with Disabilities at both our Chatham and Windsor campuses. •Chatham Campus hosted a 3-day and a new 3-evening event for incoming students with Disabilities. This event provided the opportunity for students to visit the College and get acquainted with the environment, understand what services are available to support student success, chat with counsellors one-on-one, meet program faculty, and complete financial assistance applications and accommodation plans within a well-orchestrated semi-structured orientation. •Success rate for students with disabilities were tracked at our Chatham campus. We are pleased to report that for the 2009 Fall semester, 35% of the identified students were named on the College’s Academic Honour Roll. •The strategies in Windsor were found to be equally effective. Disability counsellors made high school visits throughout the Windsor-Essex County region to distribute pertinent information regarding the College’s disability services. Following each school visit, counsellors made themselves available to meet with individual students, answer questions and relieve anxiety. •To effectively advise and support students, physical demands were updated for all academic programs at 	<p>St. Clair College partnered with the University of Windsor in a pilot program titled “Make the CUT!”. This program allowed forty Grade 11 students, from two local high schools, to take part in a multi-day summer experience which introduces and engages them to College life. Through the Winter semester, these students had the opportunity to be in an on-campus co-op placement at the College in their area of interest while completing a College course. Students were able to choose from a wide array of available courses.</p> <p>St. Clair College also offered a significant number of bursaries to First Generation students. Applications were made available on-line for students to easily complete and submit.</p>	<ul style="list-style-type: none"> •St. Clair College has developed a 3 yr Aboriginal Post Secondary Education Action Plan incorporating extensive consultation from our community partners. More than \$700,000 was committed in funding to St. Clair College over a 3 year period to increase the retention of students who are of First Nation, Metis and Inuit heritage. This generous contribution has enabled St. Clair College to hire an Aboriginal Learner Advisor who will gather and analyze data, as well as implement programming and events that will assist us in reaching our internal objectives and goals. •Continued efforts of partnering with our Aboriginal community organizations are proving to be worthwhile. For example, the Spring Drum Social has grown by almost double in just two years. •Students at both our Chatham and Windsor campuses have enjoyed newly renovated and expanded Aboriginal Student Centres as they became fully operational prior to the start of the 2009-10 academic year. •St. Clair College provides a number of bursaries that are specifically designated for students who identify as First Nation, Inuit or Metis. •The ongoing partnership between St. Clair College and the Anishinabek Educational Institute continues to provide a rich learning environment that responds to the needs of the Aboriginal community by offering several certificate and diploma programs that lead to meaningful career opportunities. In fall 2009, a Practical Nurse program was initiated at the Anishinabek

<p>our main campus.</p> <ul style="list-style-type: none"> •St. Clair College increased their onsite disability services at our downtown campus (St. Clair College Centre for the Arts) located approximately 15 minutes from our main campus. St. Clair is happy to report an increase in the student satisfaction rate by over 30% from 2008-09 to 2009-10. 		<p>Educational Centre near Chatham.</p> <ul style="list-style-type: none"> •One particular success story is about a Métis student, Mr. Curtis Fabishchek, who was the recipient of the prestigious Governor General's Medal at St. Clair's June 2010 Convocation. Mr. Febishchek worked as a tutor for his program and a mentor for First Generation students in the "Make the CUT!" program - a very talented student who is extremely interested in helping his peers as well as succeeding in school and beyond.
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3) Compliance with the Student Access Guarantee (SAG) in 2009-10

Through its signed MYAA, **St. Clair College** committed to participate in the Student Access Guarantee. For 2009-10, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines.

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$300,873	256
Other SAG Expenditure to Supplement OSAP	\$245,759	493
TOTAL	\$546,632	749

Data as of July 06, 2010

- Did **St. Clair College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **Yes**

4) The Student Access Guarantee (SAG) for 2010-11

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2010-11 Student Access Guarantee Guidelines.

<p>For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.</p> <p>Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.</p>	<p>St. Clair College continues to automatically issue financial aid to all students with tuition/book shortfalls, as identified through files made available through the OSAP portal.</p> <p>As part of the 2010/2011 budgeting process the College allocated \$400,000 specifically to adhere to the SAG guidelines. This amount has been enhanced from prior years as a result of our enlarged full-time enrolment and increasing OSAP applications/recipients.</p> <p>The Student Access Guarantee will be awarded during the months of October and November, 2010. At this time, the majority of the OSAP funding will be distributed to our students, allowing the College the opportunity to meet the specified tuition/book shortfalls.</p> <p>The SAG obligation will be adhered to through the issue of tuition bursaries. In 2009/2010, tuition/book shortfalls were mailed directly to the identified, registered, students with a covering letter indicating the College's commitment to the Student Access Guarantee. It is our intention in 2010/2011 to proceed with this practice.</p>
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so:</p> <p>a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide.</p>	<p>N/A</p>

5) Participation in the Credit Transfer System

- The following data is per the College Graduate Outcomes Survey:

Survey Years	Total # of St. Clair College graduates who participated in Graduate Survey (A)	# of St. Clair 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. Clair 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)
2005-2006	1,745	141	8.1%	42,333	2,716	6.4%
2006-2007	1,790	144	8%	44,309	3,449	7.8%
2007-2008	1,596	104	6.5%	44,622	3,510	7.9%
2008-2009	1,551	92	5.9%	43,086	3,145	7.3%
2009-2010	1,602	82	5.1%	40,388	2,725	6.7%



- Per the College Graduate Outcomes Survey for 2008-2009 and 2009-2010 (based on 2007-2008 and 2008-09 graduates), the percentage of **St. Clair College** students who were satisfied or very satisfied with academic preparation for university was **84.7%**.
- Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.
- Please provide any additional comments regarding transition experience either from college to university or college to college.

The University of Windsor has unilaterally cancelled a number of our agreements and the University of Windsor did not accept a B.A. Technology graduate from St. Clair College into their M.A.Sc. program.

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. The Ministry anticipates that as data collection systems in institutions evolve, this data will become more complete. The Ministry is developing long-term indicators for credit transfer in consultation with the sector.



- Please provide one or more examples in the space provided below of a promising practice that **St. Clair College** used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight. In addition, **St. Clair College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

St. Clair College entered into five new articulation agreements over the course of the 2009-2010 academic year. These include:

1.U.S. Institutions:

Lawrence Technical University – A novel articulation agreement was entered into with Lawrence Technological University in Detroit where our architecture students are registered directly into Yr 4 of their B.Arch. program.

Walsh College: Transition from a 3 year diploma in an appropriate

St. Clair College business program into a Bachelor's degree in Accounting, Business Administration, or a Bachelor's degree in Information Technology.

Davenport University: Any 2 or 3 year St. Clair College program transitioning to an appropriate degree. The agreement covers College programs in Business, Nursing, Health Sciences, Community Studies and Media Arts and Design.

2.Canadian Institutions:

Cape Breton University: Transition from 3 year Engineering Technology programs to a Bachelor of Engineering Technology or Bachelor of Technology degrees.

Algoma University: Transition from a 2 or 3 year St. Clair College diploma in Business or Information Technology to a Bachelor of Business Administration or a Bachelor of Science Degree.

The University of Windsor and St. Clair College signed a Memorandum of Understanding to endeavour to work together on joint programs and articulations.



6) Class Size

- Please provide the number and percentage of all first-year classes (all programs) at **St. Clair College** in 2009-10 that were:

Class Size	Number of Classes	Percentage of Total Classes
Less than 30 students	2,321	57.7%
30 to 60 students	1,531	38.1%
61 to 100 students	145	3.6%
101 to 250 students	23	0.6%
251 or more students	1	0%
Total	2,720	100%



- Please provide one or more examples in the space provided below of a promising practice that **St. Clair College** used during 2009-10 regarding class size. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The College maintains smaller lab sizes to allow for adequate teacher/student ratios to provide direct teacher contact.

Lectures, where opportunities exist, are combined to maximize resources and balance program costing.



7) Online Learning

• A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.

• To complement this work, please provide one or more examples in the space provided below of a promising practice that **St. Clair College** used during 2009-10 to develop and enhance online learning. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Key accomplishments include:

- A total of 4 new courses were added to online offerings in 2009-2010.
- Ontario Learn enrolment increased by 2%.
- ACE (Academic and Career Entrance) online courses were implemented in 2009-10 which has contributed to increased student registrations on a monthly basis.
- To ensure academic quality and integrity, all exams for on-line courses are invigilated at the College.

8) International

**DEFINITION: International Enrolment* is the headcount of full-time international students at the institution including students who are both eligible and ineligible for funding consideration.*

- **St. Clair College** reported to TCU that International Enrolment in 2009-10 = **116**.

- In 2009-10, **St. Clair College** reported to TCU the following top 3 source countries for international students:
 - China
 - Vietnam
 - Nigeria

- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences **St. Clair College** had in 2009-10:
 - Outbound students = **0**
 - Inbound students = **0**

- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at **St. Clair College** in 2009-10 = **\$1,809,820**

- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that **St. Clair College** had outside of Canada in 2009-10 = **\$232,956**



• Please list in the table below all For Credit, Stand-Alone campuses **St. Clair College** operated abroad in 2009-10, including city, country and total enrolment for each campus:

Campus Name	City/Municipality	Country	Total Enrolment
Nanjing Communications	Nanjing	China	35
Yangzhou Polytechnic	Yangzhou	China	12

• Please provide one or more examples in the space provided below of a promising practice that **St. Clair College** used during 2009-10 to develop and maintain results for international activities. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Highlighted accomplishments include:

- Senior level delegations visiting partner schools overseas to maintain close relationships and expand the number of programs for cooperation.
- Participation in MTCU recruitment events/fairs in order to grow target market recruitment numbers (i.e. Vietnam).
- Participation in international conferences (NAFSA-EAIE) to identify new partner schools for student exchange and joint program development.

9) Supply Chain Compliance

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including colleges, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU) are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the college that are consistent with the principles outlined within the Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

- Please confirm that in 2009-10 **St. Clair College** adopted the Government of Ontario's Supply Chain Code of Ethics: **Yes**

- Please confirm that in 2009-10 **St. Clair College** adopted or is in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

- In 2009-10 did **St. Clair College** participate in the Ontario Education Collaborative Marketplace (OECM)? **Yes**

- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: **0**

- Please provide one or more examples in the space provided below of a promising practice that **St. Clair College** used during 2009-10 related to supply chain management. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

During the fiscal year 2009/2010, St. Clair College issued numerous competitive procurements. This includes:

- Security Services
- Dental Lab Equipment
- Hairsytling Kits
- Architect Services
- Insurance Services
- Snow Removal Services
- Roof Repairs
- Construction Management
- Parking Lot Expansion
- Television and Radio Equipment
- Classroom and Office Equipment

In addition, St. Clair College was an active participant in the Ontario Education Collaborative Marketplace (OECM) procurement for copy paper and office supplies. Our participation in these procurements assisted the College in realizing the benefits from collaborative sourcing. We will continue to evaluate OECM's sourcing initiatives in fiscal year 2010-2011, in an effort to improve the College's savings and quality of products and services.

10) Space Utilization

- In 2009-10, did **St. Clair College** have a Space Utilization planning process in place to assess and optimize academic space utilization? **Yes**

- If yes, please indicate in the space below the methodology used to inform **St. Clair College's** academic space utilization planning process:

St. Clair College, utilizing the Academic Interface (AI), a software program that supports Academic Planning, has the ability to project, plan and optimize space. The AI allows administration to review annual enrolment projections on a program and/or course section basis to determine direct faculty costs, develop preliminary faculty workloads, determine part time needs and project space utilization/requirements.

- Please provide one or more examples in the space provided below of a promising practice that **St. Clair College** used during 2009-10 to assess and optimize academic space utilization. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

This space analysis determines projected room utilization based on specified room types (labs, shops, multimedia, etc.) and section sizes to determine space requirements and usage for a specific year/term.

This tool has been successfully used for approximately 10 years to guide the College with its academic planning, including space analysis, necessary renovations and purchases.



11) Student Satisfaction

- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **89.5%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #26 "The overall quality of the learning experiences in this program" = **83.5%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #44 "The overall quality of the facilities/resources in the college" = **71.2%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #45 "The overall quality of the services in the college" = **71%**
- Please provide one or more examples in the space provided below of a promising practice that **St. Clair College** used during 2009-10 to increase student satisfaction. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Some promising practices used during the 2009/2010 academic year to increase Student Satisfaction include the following:

Academic Programs and Delivery:

- Implementing a formal Review Week to support student success and retention.
- Implementing a new Grade Appeal Policy conforming to the rules of natural administrative justice.
- Creating a new Student Rights and Responsibilities Code to communicate student rights and expectations.
- Reviewing Course Outlines to ensure that they are "Outcome" based.

Investing in academic equipment renewal (CERF, AEF, capital).

- Providing professional development opportunities for faculty, support and administration.
- Offering College Educator Development Program (CEDP) for new faculty and others.
- Offering Tuition Reimbursement initiatives for staff.

Student Services:

- Administrative analysis and review of KPI Comment Cards.
- Creating and implementing departmental "KPI Improvement Plans".
- Expanding Tutoring services and Counselling services to include all campuses.
- Offering walk-in tutoring hours.
- Creating and renovating a new cafeteria at our downtown campus.
- Providing additional financial assistance to our students through emergency loans, payment plans, etc.
- Providing on campus student employment opportunities.
- Conducting biweekly meetings with student government leaders to solicit input and resolve student concerns.



12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at your institution = **66.4%**
- Please provide one or more examples in the space provided below of a promising practice that **St. Clair College** used during 2009-10 related to the achievement of the graduation rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Promising practices used during 2009-2010 include:

- Offering Learning Commons and peer tutoring services.
- Providing independent learning plans for students requiring assistance.
- Revamping the College's Testing policies.
- Offering student tutorials to complete program eligibility requirements.
- Offering of PLA's.
- Reviewing failure rate of "killer courses" and revamping them accordingly. (i.e. Practical Nursing).
- Offering CEDP to faculty which involves learning different teaching methodologies to allow different learners to retain presented material.
- Implementing a new Grade Appeal Policy.



13) Graduate Employment Rate

• Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at your institution = **83.4%**

• Please provide one or more examples in the space provided below of a promising practice that **St. Clair College** used during 2009-10 related to the achievement of the graduate employment rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Promising practices that promote and enhance our graduates include:

- Job Fair(s).
- Job Bulletin Board.
- Conducting two PAC meetings a year for academic programs.
- Enhanced community partnerships.
- Habitat for Humanity.
- Community placements in academic programming.
- Promotion of students to enter contests.
- Promotion of student award winners.
- Graphic Design students win ACC logo contests.
- Interior Design open house.
- Skilled Trades Canada.
- Open Houses to showcase student work (ECE/Graphic Design, Interior Design, etc.).
- Food and annual Wine Gala hosted and worked by our students – open to public to see what they do
- Mass media.
- St. Clair College COGEGO program produced by own students broadcast to local community showcasing students' talents.
- Print newspaper by students in Journalism distributed College wide.

14) Student Retention Rates

The table below has been pre-populated with the proposed results set for 2008-09 in **St. Clair College's** approved Multi-Year Action Plan. Referring to these proposed results, please identify **St. Clair College's** achieved results for 2009-10.

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1st to 2nd Year	77%	Windsor: 71.53% Thames: 76.64%	Utilizing student support systems and retention strategies, St. Clair College achieved the following retention results from 1st year to 2nd year: •Windsor: 77.20% •Chatham: 93.45%
2nd to 3rd Year	84%	Windsor: 87.66% Thames: 81.08%	Utilizing student support systems and retention strategies, St. Clair College achieved the following retention results from 2nd year to 3rd year: •Windsor:93.29% •Chatham: 80.00 %
3rd to 4th Year	n/a	Windsor: 100% Thames: n/a	No degree programs offered in 2009/2010. Windsor: n/a Chatham: n/a

• Please indicate in the space below the methodology used by **St. Clair College** to calculate the retention rates indicated above



The methodology utilized to calculate retention rates for the 2009/2010 academic year encompassed the comparison of audited enrolment data for November 1, 2008 and November 1, 2009.



- Please provide one or more examples in the space provided below of a promising practice that **St. Clair College** used during 2009-10 related to student retention. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

For each program the College offers, Year 2 data was collected from the 2009/2010 academic year and was measured against the Year 1 data reported in 2008/2009. Similarly, Year 3 data from the 2009/2010 academic year was evaluated against Year 2 data reported in 2008/2009. During this analysis, we excluded all one year program offerings. These exclusions included the majority of 'fast track', accelerated, and one year certificate programs.



15) Quality of the Learning Environment

- Please provide information in the space provided below of what **St. Clair College** did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

In 2009-2010, St. Clair College enhanced the quality of the learning environment by:

- Implementing a two part quality assurance review process for its academic programs. This review process is based on a continuous improvement cycle and on vetting the occupational relevancy of its curriculum with employers and other community members.
- Implementing a continuous process for soliciting feedback from students on teachers and courses. This process will assist in the ongoing quality improvement in the learning environment.
- Reconfirming its commitment to the Western Region College Educators' Program, the College is fully resourcing this important activity which is focused on providing an ongoing professional development program for teachers at the College.
- Creating the following new position: Associate Vice President, Quality Assurance.
- Commenced construction of a Health and Wellness Centre at the Chatham Campus.
- Constructing a new state of the art \$5M MediaPlex that houses Convergence Journalism and the Travel and Tourism programs.

PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES

• Increased Participation of Under-Represented Students - Programs/Strategies

As part of its 2008-09 Report Back, your institution was asked to provide 3 to 5 examples of how its strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>Aboriginal Post Secondary Action Plan Aboriginal Students - Implement portions of the Aboriginal Post Secondary Action Plan in 2009/2010 and continue partnership opportunities for program specific offerings for aboriginal students.</p>	<p>Efforts pursued by St. Clair College to support First Nation, Metis and Inuit students as part of the Aboriginal Post Secondary Action Plan included:</p> <ul style="list-style-type: none"> •Increasing the square footage and enhancing the appearance of the Aboriginal Centres in Chatham and Windsor to promote student networking and usage. •Improving the resources available within the Aboriginal Centres. This included computers, software, printers, resource books, etc. •Enhancing cultural activities for students. •Planning and developing of retention strategies. •Completing a SWOT analysis to identify barriers, gaps and support aboriginal students in achieving their post secondary goals. <ul style="list-style-type: none"> •The recruitment and hiring of an Aboriginal Learner Advisor. •Promoting awareness of the aboriginal students and culture.
<p>First Generation - Continue to pursue Bridging & Pathway opportunities such as dual credit, academic upgrading, etc.</p>	<p>St. Clair College actively pursued academic upgrading for interested/prospective post-secondary students during the 2009/10 academic year. Positioning the College's Academic and Career Entrance (ACE) program as a pathway to post-secondary education, St. Clair increased enrolment in this program by 29.5% during the Fall 2009 semester (224 vs. 173 students) and a 115% increase during the Winter 2010 semester (277 vs. 129 students). The Second Career program afforded the opportunity to form a relationship with the CAW/Ford Workers Adjustment Centre. This relationship fostered an opportunity for the College to train individuals, the majority classified as "First Generation". As a result, the College bestowed the necessary academic admission requirements to the displaced employees through the delivery of specialized cohorts. Post-secondary education was no longer unattainable.</p> <p>Other 2009/2010 projects supporting and promoting awareness for First Generation students included:</p> <p>Business Case Competition: Local high school students will participate in a business case competition.</p> <p>Get Skilled: Students from Windsor Essex and Chatham-Kent</p>

	<p>were invited to the grand opening of the Centre for Construction and Innovation. Interactive displays were set up for Plumbing, Electrical, Carpentry and Brick and Stone. Workshops had industry representatives available to answer questions for students, parents and the general public.</p> <p>Behind the Scenes: Students with a strong interest in Entertainment Technology or Music Theatre were bussed from London to see the College's annual Christmas show, a component of our Music Theatre/Entertainment Technology curriculum, and then shown behind the scenes to understand how the performance came together.</p> <p>Dual Credit: Participated in dual credit opportunities with five local high schools in courses such as Basic Welding Process & Fabricating, Positive Child Guidance, Radio Reporting, Introduction to Early Childhood Education, etc.</p> <p>How to Make College Possible: Involves the production of a video geared towards high school students and parents attending alternative education high schools (adult learning schools) in an attempt to address potential barriers to post secondary education.</p>
<p>Mature Students - Development of dedicated strategies to increase retention of Mature students.</p>	<p>Dedicated strategies to increase retention for Mature students in 2009/2010 included the following initiatives:</p> <ul style="list-style-type: none"> • Prior to start up in both the Fall and Winter semesters all Second Career sponsored students were invited to attend a half day workshop on study and computer skills. • In response to mature student requests numerous workshops, at all campuses, were offered in the Fall semester to assist students with basic computer skills, Blackboard and email training. •Mature Student Testing materials and procedures were evaluated by a multi-discipline panel. Policies were streamlined and testing materials updated to improve student experience and placements. •Walk in tutoring hours were made available in Math, English, Science and basic computer skills. •Investigated the use of "Stepping It Up", a self directed software package for fundamental math skills and developed a project plan for implementation in 2010/2011. •Academic Writing support to the Collaborative Nursing and Border Services programs was provided by the English Retention Coordinator through writing and citing workshops held in class. (Over 300 students participated.) •Study skills workshops were provided as part of a pilot program to Automotive Apprentices to improve their success rates in the CofQ provincial licensing exams. •Online Library support was enhanced by the College purchasing RefWorks, participating in AskON and expanding electronic databases and online journals.

- **Small, Northern and Rural (SNR)**

As part of its 2008-09 Report Back, your institution was asked to describe how it would continue to build on its existing SNR strategy in 2009-10. Please identify the achieved results of these strategies for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>HealthPlex/Wellness Centre Continue fundraising efforts to promote the HealthPlex/Wellness Centre at our Chatham Campus.</p>	<p>The College was successful in the submission of a proposal for financial support through the Government of Canada's Community Adjustment Fund (CAF) for \$7.8M.</p> <p>In addition to the above, the College obtained \$1.2M from the city of Chatham. Other donations were seen from students, the Alumni Association and community stakeholders in 2009/2010.</p> <p>These donations made it possible to commence the building of the Chatham HealthPlex and Wellness Centre with an anticipated completion date of March 2011.</p> <p>It is expected that an additional \$2M will be raised to completely cover the cost of the HealthPlex.</p>
<p>Commence building project for the new funded 'Technology and Trades' building at our Chatham Campus.</p>	<p>St. Clair College commenced building the Trades and Technology Addition in 2009/2010. The building is currently on time and on budget with an estimated completion date of January 2011 (2 months prior to mandated completion date).</p> <p>St. Clair has developed a web site that includes project updates and a live video link. For more information please visit: http://www.stclaircollege.ca/KIP</p>

- **Quality of the Learning Environment**

As part of its 2008-09 Report-Back, your institution was asked to provide 3 to 5 examples of how its quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>Instructional Feedback Survey (IFS) Implementation of an Instructional Feedback Survey (IFS) to promote ongoing quality improvement in academic programming. The survey will seek feedback on the delivery and content of curriculum, the methodologies of teaching, and the diversity of teaching supports.</p>	<ul style="list-style-type: none"> •A process for an instructional feedback survey (IFS) was implemented in the academic year of 2009/2010 after careful investigation and development involving consultation with other Ontario colleges, a group of coordinators, student leaders and a company specializing in academic surveys. •Two IFS surveys were developed. The general IFS survey had 40 questions which were categorized as follows: Course Design (6 questions); Course Management (9 questions); Course Delivery (11 questions); Assignments and Grading (6 questions); Overall Assessment (2 questions); and Student Information (6 questions). In addition, a specialized IFS was

	<p>developed for situations of clinical and field placement courses.</p> <ul style="list-style-type: none"> •During the 2009/10 academic year, almost 200,000 IFS surveys were processed. •The results of the IFS surveys were provided to the individual faculty in the form of reports that compared the individual results of the professor together with comparative data for their program, school and the entire College. • Commencing in the Fall of 2010, the IFS results will be discussed between the academic administrator and faculty becoming one of the tools encouraging on-going quality improvement in our academic courses and the ongoing professional development of our faculty.
<p>Academic Program Quality Assurance Review: includes implementation of the newly developed Academic Program Review and Renewal process.</p>	<ul style="list-style-type: none"> • A new academic program quality assurance review policy and process was implemented during the 2009-10 academic year. The academic program review process consists of a two-part process: an annual internal review by the faculty and a cyclical external review of curriculum at least once every five years. During any given academic year, 20 to 25 percent of the programs will be required to do the cyclical external review of curriculum. • The philosophy that underpins the academic program quality assurance review process is one of ongoing quality improvements after a thorough annual review of a comprehensive range of data relating to the program and the cyclical external review of curriculum by employers. By following this process the coordinators, program faculty and the academic managers are continuously reviewing relevant factors relating to the health and validity of each program and evaluating the occupational relevancy of the curriculum. From the reviews, the coordinators and Chairs develop appropriate action plans for changes and improvements not only to the curriculum but to delivery, learning resources and other components of the learning environment. • During 2009/10, 63 post-secondary academic programs completed the annual review of data and information relating to their programs and developed an action plan for implementation during the next academic year. Of those programs, 11 programs completed an external review of curriculum where the entire focus of the review is on the occupational relevancy of the curriculum.
<p>'Course Outline' Policy Implementation of the new 'Course Outline' Policy to promote and recognize the fundamental and vital importance of the 'Course Outline' in the process of teaching and learning at St. Clair College.</p>	<ul style="list-style-type: none"> •The College created a policy that affirms the central and significant role of course outlines in the learning process. •The policy provides that only those course outlines that have gone through the approval process are authentic course outlines that can be used as the basis for the delivery of course curriculum. •In process is a template for course outlines incorporating properly written learning outcomes, authentic assessment tools, clarifying the instruments of assessment and the weighting attached to each assessment. •Integral to the implementation of the new course outlines will be a training process for faculty who are developing the

	course outline.
Progress with the development/building of the Centre for Applied Health Sciences.	<ul style="list-style-type: none">• In 2009/2010, St. Clair College commenced building the Centre for Applied Health Sciences. This \$32M project is currently on time and on budget with an estimated completion date of March 2011.• St. Clair has developed a web site that includes project updates and a live video link. For more information please visit: http://www.stclaircollege.ca/KIP