

ST. LAWRENCE COLLEGE STRATEGIC PLAN 2014-2019



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Message from the Chair of the Board of Governors ///

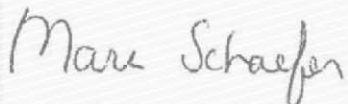
For nearly 50 years, St. Lawrence College has been a leader in the communities we serve.

As Chair of the Board of Governors, I am very pleased to present our endorsement and support of the College's 2014-2019 Strategic Plan, *Our Future*.

In his first year as President and CEO, Glenn Vollebregt and his team delivered a new vision for the college that features one of the most extensive Strategic Plan consultation processes in our history. This consultation has ensured that *Our Future* represents the collective wisdom of our Board, staff and the broader community.

The College's new mission statement – We are dedicated to student success, academic excellence and leadership in our communities remains true to the mandate of colleges in Ontario and enables SLC to focus on its new vision.

On behalf of all current and past board members, I would like to extend our sincere thanks to all those who contributed to our plan. Your input and continued support will help us achieve *Our Future*.



Marc Schaefer,
Chair, Board of Governors

Message from the President and CEO ///

During the past year our College has gone through a wonderful journey of engagement, reflection, and discovery. Together, we have developed a five-year strategic plan to help us adapt to the higher education landscape while continuing to meet the needs of our students and communities. Our 2014-2019 Strategic Plan is entitled, *Our Future*.

Our new vision – Rooted in our communities, we will be a globally recognized college delivering innovative learning opportunities and preparing career-ready graduates to be leaders in their fields.

Together we have articulated a vision that is bold and focused. It differentiates our College from other higher education institutions while remaining true to our roots, and celebrates our pride in being a College. It speaks to our communities and recognizes that we are operating in a globally connected environment that is experiencing exponential technological change. Most important, our vision promises to prepare our students as leaders in whatever fields they choose to pursue.

As we developed our plan over the past year, we had the most extensive consultation process in our College's history. For the first time in more than ten years, we engaged our College community in a meaningful conversation about values. Our values of students first, teamwork, innovation and integrity will guide our behavior, decisions and the very culture of our organization. This will ultimately determine our success as an organization and our ability to deliver on the plan for *Our Future*.

We have much to be proud of at SLC. We are a team of talented, dedicated professionals who put our students first and support each other to make a difference in the lives of our students and the people and organizations in our communities.

I want to thank our Board of Governors for their leadership, wisdom and support of our new Strategic Plan. Special thanks to the College Executive Team, College Leadership Council, staff, student associations, Community Councils, Foundation Board, businesses, alumni and retirees for their contributions.

I look forward to working with each and every one of you to make *Our Future* a reality.



Glenn Vollebregt,
President and CEO



ABOUT ST. LAWRENCE COLLEGE ///

For nearly 50 years, St. Lawrence College has been a vital part of communities in Eastern Ontario. With campuses in Brockville, Cornwall, and Kingston, our college provides a variety of post-secondary programs and services to support the success of our students while contributing to local and international economies.

Our college serves a diverse population of 6,700 full-time students from across Canada, representing over 40 countries worldwide. Our community includes 20,000 continuing education students, 1,000 staff, and more than 70,000 alumni. St. Lawrence College also provides ongoing skills development and training to over 3,500 corporate learners from approximately 350 organizations and assists more than 10,000 Employment Services clients annually.

We offer 85 full-time academic programs to meet the needs of contemporary learners in the areas of Business, Community Services, Applied Science, Computing, Health Sciences, Justice Studies, Applied Arts, Skilled Trades and Tourism. We are continuing to respond to the changing demands in today's workforce by launching new and exciting programs in Health Care Administration, Interactive Marketing Communications, Logistics and Supply Chain Management, and more. Our investment in Applied Research means that we are able to enrich a number of our programs while supporting technology transfer and economic development in Eastern Ontario and beyond.

St. Lawrence College offers close to 650 events and programs to support the learning needs of businesses in our community including Corporate Learning and Performance Improvement, Leadership Series, Contract and Compliance Training, as well as Computer Training and Business Solutions. We also provide services through partner organizations such as Employment Ontario Employment Services in Kingston, Ottawa, and Sharbot Lake and Alpha International Academy in Toronto serving more than 500 international students.

Our modern, expansive facilities and recent revitalization projects are coupled with a diversity of services and learn-

ing opportunities. The solar photovoltaic (PV) installations on our Kingston and Brockville campuses comprise one of the largest rooftop solar PV installations at a post-secondary institution in Canada. The PV system includes over 1,200 solar modules in Kingston and nearly 450 in Brockville and will generate a combined total of 350 kW as well as over \$200,000 annually. While the solar program supports our overall sustainability objectives, it also confirms our position as a leader in the renewable energy sector. St. Lawrence College was the first college to offer diplomas in Energy Systems Engineering and Wind Turbine Technician. The solar PV installation offers students in our renewable energy programs practical, hands-on learning opportunities, preparing them to be successful in their careers. With these attributes, our College offers a unique combination of a world-class education with small-town living and personal attention to detail. As a result of our commitment to student success, academic excellence and leadership in our communities, we have consistently ranked among the top three colleges in Ontario and are proud of having achieved first place graduate employment this past year. Over ninety percent (90.5%) of our students were successfully employed within six months of graduation. In addition, we achieved a student satisfaction rating of 81 percent.



ABOUT OUR FUTURE ///

Building on the success of our previous Strategic Plan, Our Future: St. Lawrence College 2014-2019 Strategic Plan outlines our aspirations for the next five years and provides a new direction for the college.

Developing a long-term view helps us understand the implications of our decisions and actions. We understand our priorities will evolve as we embrace new opportunities and respond to complex strategic challenges, but our core mandate will continue to focus on student success, academic excellence and leadership in our communities.

As we prepared Our Future, we considered key factors that influence the college to ensure our plan is well suited to the current and future context in which we operate. Success depends on a deep understanding of, and ability to adapt to, factors such as changing community demographics, funding challenges, unprecedented growth of global competition, economic and industry trends, and learning in a digital landscape.



OUR COMMUNITIES ARE CHANGING ///

Higher education institutions are largely affected by changing demographics. In Eastern Ontario, the overall population is aging while the overall youth population is in decline.

Like many colleges across Ontario, we will experience the effects of the lower number of high school graduates over the next decade. Enrolment trends suggest that while high school enrolment is in decline, international enrolment in colleges is continuing to increase annually, while more and more students are first generation Canadians or entering the college system with some previous post-secondary education (Colleges Ontario 2013 Environmental Scan).

In response to these trends, we will continue to:

- build pathways from high school to college;
- support credit transfer to and from other post-secondary institutions;
- attract enrolment from outside our traditional catchment areas;
- improve student retention; and
- strengthen our presence in international markets.

With this approach and a focus on our future, we will continue to attract and retain high calibre students.

Percent change from 2006 to 2011 Census	Cornwall	Brockville	Kingston
Total Population	0.8	-1.6	5.3
0-14 years	-8.2	-14.2	-2.1
15-64 years	0.7	-2.1	5.9
65 years +	9.5	11	9.8

Source: Statistics Canada Census Data 2006 and 2011

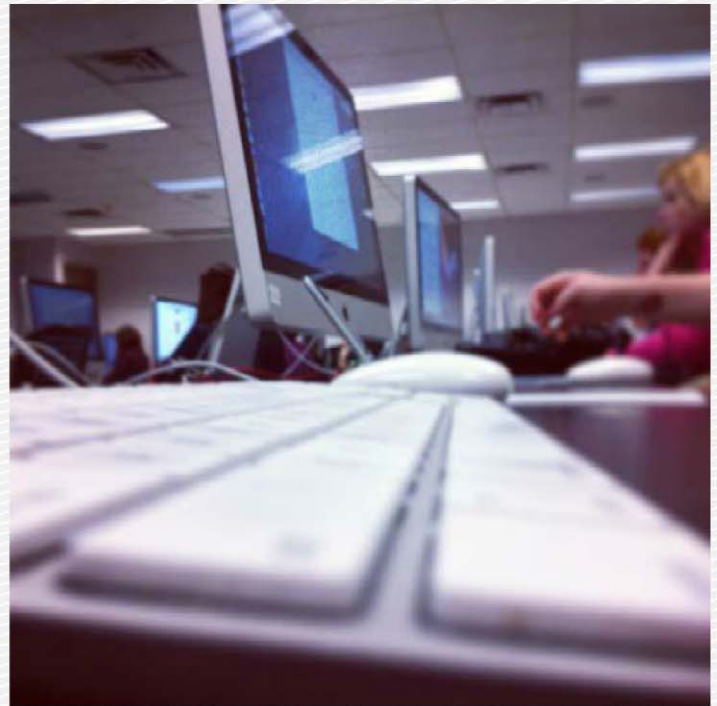
FAST FACTS ///

Enrolment demographics are changing across Canada and Eastern Ontario:

- Total enrolment in Canada's elementary and secondary schools will decline by as much as 500,000 in the next 15 years.
- Total high school enrolment in the two largest feeder boards for St. Lawrence College (the Upper Canada District School Board and the Limestone District School Board) is projected to decline by 16% and 11% respectively, over the same period.
- 31% of students are first generation Canadians.
- 33% of college students are directly from high school, 22% are delayed entrants, and of the 42% with some previous post-secondary education, 24% completed a college and/or university credential.

THE HIGHER EDUCATION LANDSCAPE IS CHANGING ///

Over the last decade, the Government of Ontario has helped improve access to post-secondary education and increased enrolment growth through strategic investment. However, with the economic downturn in 2008, followed by slow economic recovery and enrolment in post-secondary programs, a new model was needed. The Government of Ontario and the Ministry of Training, Colleges and Universities (MTCU) have taken a proactive approach by developing a framework to support the sustainability of the post-secondary education system. This new fiscal framework is centred on driving innovation at the institutional level and collaboration across the system to find efficiencies and improve productivity. In response, St. Lawrence College will be looking at ways to differentiate itself in order to attract top students outside the traditional catchment areas while continuing to promote access to higher education in local communities. We will look to strategic partnerships that build our financial strength as we grow and diversify our non-funded revenue so that we can ultimately ensure our programming mix is relevant and financially viable.



THE ECONOMIC/INDUSTRY TRENDS THAT IMPACT OUR INSTITUTION ///

According to the Ontario Ministry of Finance, Ontario's demographic outlook over the next two decades will have far reaching economic and social implications. Two mega-trends will affect the requirements of the labour market: an aging population and a growing knowledge economy.

An aging population increases demand for health care and occupations in health care related fields. The emergence of the knowledge economy leads to skills shortages in Ontario and across the country. Training groups that remain under-represented in the local and national labour force can help address this issue. A larger workforce and a workforce with increased skills will be required in the future.



ADAPTING TO THE FUTURE OF LEARNING ///

Across Canada and Ontario, changing demographics will have a significant influence on the college landscape and the contemporary learner profile. According to the Higher Education Quality Council of Ontario, higher education institutions should be prepared to see greater diversity in the student mix, overall continued enrolment growth, greater student mobility between institutions, and technology enabled changes to program delivery.

Technology serves as a catalyst to reshape the higher education system by creating opportunities that are available to everyone in open learning environments and networks. Students now have access to courses from around the globe through digital platforms. The proliferation of new technologies designed to maintain or enhance the quality of teaching and learning presents an exciting new avenue to higher education.

The next generation of students view online learning as an integral part of the college experience. Today's technological advances are shaping how and where students learn. From virtual interactive lectures to online course communities, new techniques are personalizing learning and sparking creativity in classes large and small, whether on site or through distance learning.

As a result, we are committed to redesigning every program by 2015 to include at least one fully online course. Not only will students have the experience of online academic delivery, they will be supported to use these tools effectively. Hybrid courses that combine classroom and web-based delivery will increasingly maximize both student learning and student satisfaction. Hybrid and distance education can alleviate many time and space constraints while better meeting the needs of contemporary learners.

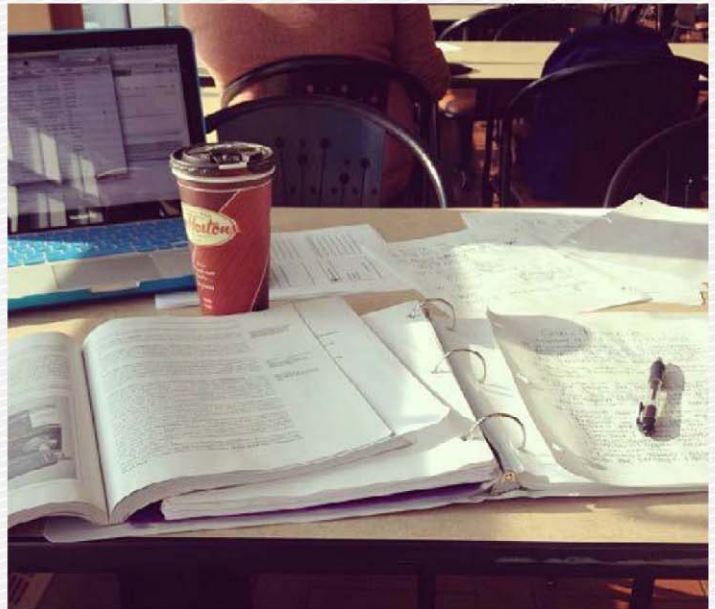
BUILDING THE PLAN ///

In February 2013, St. Lawrence College began developing Our Future. This plan was created through an extensive collaborative process which drew on the collective wisdom of our Board of Governors, staff, students, our Foundation, alumni, retirees, and business and community partners.

Over the course of nine months, President and CEO, Glenn Vollebregt, and the College Executive Team led the most extensive consultation process in the college's history. Together, they engaged the entire St. Lawrence College community, inspiring more than 500 people to participate in multiple conversations about the college's future through such activities as:

- Board of Governor meetings
- College Conversations
- Community Council Meetings
- Student Government Meetings
- Professional Development Days
- Foundation Annual General Meeting
- Online Surveys

Through these discussions, people shared their ideas and thoughts on issues relating to student success, support services, academic programming, technology, funding, leadership, communication and sustainability. We engaged in significant dialogue to arrive at a new vision and mission that we can all stand behind. We re-evaluated our organization's core values and created a common understanding of our future expressed in three strategic directions and ten multi-year objectives.



OUR FUTURE FRAMEWORK ///

Our Future has been developed through significant dialogue with our college community and includes our vision, mission, values, strategic directions and multi-year objectives. Each component is defined below:

VISION ///

Our aspirational stake in the ground that defines where we are going.

MISSION ///

The long-lasting definition of what we do, for whom and why.

STRATEGIC DIRECTIONS ///

The major themes or pillars that provide the context and direction for our efforts to realize Our Future.

MULTI-YEAR OBJECTIVES ///

The specific outcomes we will achieve as a result of pursuing our strategic directions.

INITIATIVES ///

The annual activities that will contribute to the achievement of our multi-year objectives and strategic directions.

VALUES ///

The operating principles that will guide our conduct as we bring Our Future to life.

VISION

Rooted in our communities, we will be a globally recognized college delivering innovative learning opportunities and preparing career-ready graduates to be leaders in their fields.

MISSION

We are dedicated to student success, academic excellence, and leadership in our communities.

STUDENT EXPERIENCE

Provide outstanding campus communities, support services and engagement opportunities that enhance the success of our students.

CONTEMPORARY LEARNERS

Foster digital and foundational literacies in our students through academic grounding and real-world experience.

SUSTAINABILITY

Be accountable for our decisions and actions to ensure our long-term viability, reduce our environmental impact and foster a healthy and dynamic college.

MULTI-YEAR OBJECTIVES

Career Services
Real-World Learning
Student Success
Community Engagement

People/Strategic Human Resource Planning
Digital Fluency
Space

Financial Strength
Foundational Literacies
Contemporary Educator

ANNUAL INITIATIVES

These will be realized through a series of specific and measurable initiatives that will unfold over the next five years.

VALUES

Students First Teamwork Innovation Integrity

OUR VISION, MISSION AND VALUES ///

This plan describes our aspirations for the future. Each decision we make in pursuit of organizational transformation is guided by our vision, mission and values. These components of Our Future have evolved to reflect the ideas and priorities voiced by the college community.

OUR VISION ///

Rooted in our communities, we will be a globally recognized college delivering innovative learning opportunities and preparing career-ready graduates to be leaders in their fields.

THE ELEMENTS OF OUR VISION

We have purposely chosen the key concepts in our vision to guide our directions and differentiate St. Lawrence College from other higher education institutions.

COMMUNITIES

We are a community college with campuses in three distinct communities in Eastern Ontario. As such, we are vital contributors to the growth and development of our local communities.

GLOBALLY RECOGNIZED

We operate in a globally connected environment. By enhancing current agreements, partnerships, and international projects, and internationalizing our curriculum, we are solidifying our global status.

COLLEGE

We are a college and proud of it! We are pleased to offer a full suite of credentials, certificates, diplomas, degrees, as well as apprenticeship training, and graduate certificates to meet the learning interests of our diverse student population.

INNOVATIVE LEARNING

The core of our existence is based on providing innovative learning opportunities to all our students, full-time or part-time, in the classroom, on the web, and on the job. Our innovation delivers value to our students, partners and communities.

CAREER-READY

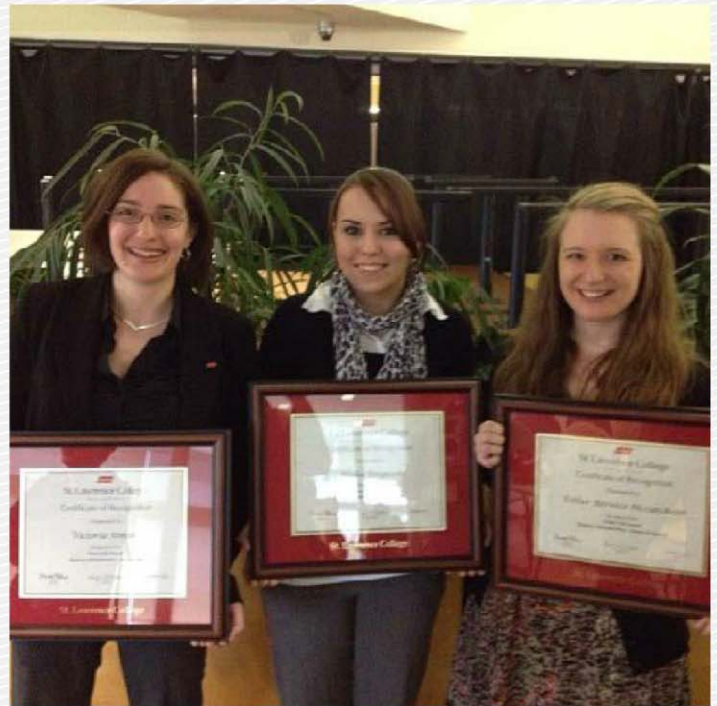
Students come to St. Lawrence College for a variety of reasons. Our graduates leave prepared to enter the workforce, be entrepreneurs, change or improve their careers, or continue their love of learning.

LEADERS

Our graduates leave prepared to excel in whatever they choose to do, whether in a professional or personal capacity.

OUR MISSION ///

We are dedicated to student success, academic excellence, and leadership in our communities.



OUR VALUES ///

For the first time in more than 10 years, our strategic planning process engaged stakeholders in a meaningful conversation about values. The conversation highlighted the importance of a shared set of beliefs to guide behaviour. Values serve as the foundation of our plan's framework, connecting our vision, mission, strategic directions and multi-year objectives. The concepts below were expressed by stakeholders and helped to shape our values.



Part of our core mandate as an educational institution is to put our **Students First**. Our staff is committed to providing our students with the programs, services and personal support to ensure their success. Simply put, we are here because of our students.

Our college succeeds because of **Teamwork**. Our dedicated and talented staff works together to achieve our collective mission. We are committed to fostering the skills, knowledge and passion of our team to deliver excellence in all that we do – for our students, our colleagues and our communities.

Providing educational opportunities that deliver value to our students requires us to be resourceful and creative. This will ensure our college thrives as an institution and is resilient to external pressures. We believe building upon our achievements and focusing on **Innovation** will advance the college and allow us to meet the evolving needs of our students now and in the future.

As we work toward our vision and mission, we strive to continually build trust with our students, staff and community partners. We exemplify **Integrity**; it governs our actions and decision-making processes. We believe honesty, inclusivity and accountability are the pathways to success.

OUR STRATEGIC DIRECTIONS ///

Our plan has three core strategic directions that provide the context and direction for realizing, Our Future.

STUDENT EXPERIENCE ///

Provide outstanding campus communities, support services and engagement opportunities that enhance the success of our students.



At St. Lawrence College, we believe student success is closely linked to engagement. The "college experience" extends beyond the classroom and is enriched through all learning and living experiences students have while at the college. The level of student engagement and richness of experience can be nurtured with extracurricular activities and a positive, inclusive and dynamic environment that supports success through life balance and peer support, and fosters pride and a sense of allegiance among graduates and alumni. We are committed to supporting a successful college journey by continually assessing and advancing services with great attention to such areas as the demographics of our student population, their preparedness, physical and mental well-being, cultural needs, lifestyle, financial ability, and social and recreational interests.



ST. LAWRENCE COLLEGE

Strategic Mandate Agreement Annual Report 2017-18

Part 1. Overview

Introduction

The 2017-20 Strategic Mandate Agreements (SMAs) between individual colleges and the Ministry of Training, Colleges and Universities outline the role colleges perform in Ontario's postsecondary education system and how they will build on institutional strengths to fulfil their mandate and support system-wide objectives and government priorities.

Each priority area in the 2017-20 SMAs includes system-wide and institution-specific metrics and targets.

The SMA Annual Report is used by the ministry to track progress on metric performance on an annual basis. The SMA Annual Report is also an opportunity for institutions to provide contextual information and a narrative associated with metric performance in the shared priority areas. Part 1. Overview introduces the institutional context for metric performance, overall and by priority area. Part 2. Data Workbook includes historical data and most recently available values for both system-wide and institution-specific metrics.

For more information on the Strategic Mandate Agreements, please visit the Ontario Government webpage.

Institutional Narrative

Provide a brief description of the overall institutional context for the 2017-18 Strategic Mandate Agreement metric results. **(max. 600 words)**

St. Lawrence's strategic mandate agreement and its strategic plan focus on career-ready graduates, student success, sustainability and leadership in our communities. St. Lawrence is proud to be a community college serving the diverse needs of its students and communities across geographic, social and economic boundaries and is a vital contributor to the growth and development of the economy of Eastern Ontario.



CAREER-READY GRADUATES

Upon graduation, our students are ready to be leaders in their field. With over **85% of graduates** and **90% of employers satisfied** with the quality of the educational preparation of St. Lawrence College graduates, our graduates are experiencing a **90% employment rate**. At St. Lawrence College, student success is founded upon practical, hands-on learning. The College continues to expand experiential learning opportunities as over 5,000 students were enrolled in programs offering experiential learning and over 10,000 students were registered in eLearning format courses.

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Part 1. Overview



STUDENT SUCCESS

The 2017-18 academic year was a successful year with a **graduation rate of 73%** and a continually increasing **retention rate of 72%**, while maintaining a **75% student satisfaction rate**. The Student Satisfaction rate exceeds the sector average.

In response to student feedback, the College modernized its spaces in 2017/18 with new Library & Learning Commons, cafeterias, renovated labs and classrooms and created new study spaces with upgraded technology. Construction also began on the Student Life & Innovation Centre, the largest expansion in the College's history, providing students on the Kingston Campus with a new double gym, fitness centre, student lounge, private study rooms, a consolidated space for student services, an expanded Indigenous Centre, upgraded academic space and labs, and a large-venue space for student-run conferences.



With a value of 'students first' at St. Lawrence, the College continued to improve and expand services, including Placement Services, Student Success Facilitators and Career Services.

SUSTAINABILITY

With a **strong financial health**, all seven financial health targets were achieved and the College continues to focus on financial sustainability in the long-term forecast. This is a result of strong enrolment as the College exceeded the International enrolment projections for 2017-18. The domestic enrolment of 5,356 students was slightly below the projection of 5,460, as approximately 200 students withdrew due to the labour disruption. The domestic enrolment for fall 2018 is exceeding projections. In addition to the strong enrolment, the College continues to focus on operational efficiencies to exceed the Annual Surplus and Net Income to Revenue ratio targets.

Targeting **LEED™ Gold designation** for the largest construction project of the College's history, the Student Life and Innovation Centre is expected to **consume 57% less energy**.



GLOBALLY RECOGNIZED

Consistent with its vision of being a "globally-recognized" college, St. Lawrence continues to implement its International Strategy and has **exceeded the International enrolment projection** of 885 students. In March 2018, approximately 920 students were studying on all three campuses and in an increasing number of programs. The College continues to diversify its recruiting efforts with market development in new countries. The decision to allow Canadian affiliates to continue operations is a very positive step and the College is working with the Ministry on implementation plans.



ST. LAWRENCE COLLEGE
Strategic Mandate Agreement Annual Report 2017-18
Part 1. Overview

St. Lawrence College is dedicated to academic excellence. In June 2017, the College received its College Quality Assurance Audit Process (CQAAP) Audit Report, which concluded “SLC has strong and well-developed quality assurance policies, process and practices.” The Audit Results indicated that the College met all six standards with ‘mature effort’.

Priority Areas

Provide trends and key outcomes for the 2017-18 Strategic Mandate Agreement metrics included within each of the five priority areas. **(max. 200 words per priority area).**

1. Student Experience

This priority area captures institutional strengths in improving student experience, outcomes and success, and recognizes institutions for measuring the broader learning environment, such as continuity of learning pathways, retention, student satisfaction, co-curricular activities and records, career preparedness and student services and supports.

Students First is one of the values of St. Lawrence College. The 2017-18 initiatives contributed greatly to the ongoing success of our students:

- Construction began on the Student Life & Innovation Centre, the largest expansion in the College’s history. This expansion will add 80,000 square feet to the footprint of the Kingston campus and will include a new double gym, fitness centre, student lounge, private study rooms, a consolidated space for student services, an expanded Indigenous Centre, upgraded academic space and labs, and a large-venue space for student-run conferences.
- Modernized health simulation labs on all three campuses, including advanced technical training equipment to support applied learning and to ensure graduates meet the needs of the modern workplace.
- In response to student feedback, the college invested in modernizing spaces throughout the three campuses:
 - new Library & Learning Commons;
 - renovated cafeterias in Brockville & Cornwall;
 - the creation of new student study spaces and upgraded technology;
 - renovated labs & classrooms.
- With an objective to increase student success rates:
 - the college continued to focus on students' digital fluency, foundational literacy and numeracy skills;
 - centralized placement services and increased the number of full-time Placement Facilitators on the Kingston campus to improve the student placement experience;

ST. LAWRENCE COLLEGE

Strategic Mandate Agreement Annual Report 2017-18

Part 1. Overview

- centralized Student Success Facilitator Services and increased the number of facilitators on the Kingston campus;
- expanded Career Services on all three campuses with approximately 40 employer events and job fairs for students to connect with employers.

2. Innovation in Teaching and Learning Excellence

This priority area focuses on innovative efforts including pedagogical approaches, program delivery and student services that contribute to a highly skilled workforce and ensure positive student outcomes. It captures institutional strengths in delivering high-quality learning experiences such as experiential, entrepreneurial, personalized and digital learning, and student competencies that improve employability.

St. Lawrence offers high-quality learning experiences including experiential and digital learning opportunities, focused on competencies that improve employability. In 2017-18, the following initiatives contributed to this success:

- Creation of the School of Contemporary Teaching & Learning:
 - eLearning Specialists provided training and resources for faculty to enhance teaching outcomes through the Learning Management System;
 - increased usage of video management tools;
 - created the “Contemporary Educator Toolbox”, providing customized digital teaching tools and user guides to advance technology based teaching and learning;
 - supported faculty development initiatives related to intercultural learning;
 - created 360 video simulations to support experiential learning opportunities.
- Developed a series of digital online learning resources for incoming part-time online students to promote student success.
- Supported faculty employed by IOHAHI:IO to advance usage and student experience using the Learning Management system.
- Secured three Low Carbon Building Skills grants to develop case studies on student-industry partnerships, develop low-carbon curriculum courses and rebuild Energy House 2.0.
- Collaborative development of credentials underway with Galway Mayo Institute of Technology and Limerick Institute of Technology.
- Organized a Clinical In-service: ABA in the School Setting, involving international speakers for an ‘in-service’ type experience for students.

3. Access and Equity

This priority area recognizes institutions for their efforts in improving postsecondary education equity and access, and for creating opportunities that can include multiple entrance pathways and flexible policies and programming, with the focus on students who, without interventions and support, might not otherwise participate in postsecondary education.

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Strategic Mandate Agreement Annual Report 2017-18
Part 1. Overview

St. Lawrence College is proud to be a community college serving the diverse needs of its students and communities across geographic, social and economic boundaries. The College improved access and equity in 2017-18 by:

- strengthening partnerships with local Secondary School Boards to assist “at risk” students in considering and transitioning to post-secondary studies;
- creating new pathways with Olds College, St. Paul’s University, Athabasca and University of Guelph-Humber;
- expanding articulation agreements between SLC and other institutions with the creation of 33 additional pathways for SLC graduates within Canada;
- granting 453 students with transfer credits;
- establishing Institutional objectives to support Truth and Reconciliation recommendations and CICAN’s Indigenous Education Protocol;
- implementing an Indigenous Learner Program and begun work on a Facilitated Admission process for Indigenous learners;
- expanding Indigenous partnership with FNTI to offer additional programs;
- partnering with IOHAHI:IO and the Akwesasne Language School to develop frameworks for accreditation and pathway potentials with both organizations, including the accreditation of the immersion language training that is delivered in the community by the school;
- providing dedicated orientation sessions “Sail to Success” for students with disabilities to support ongoing student success;
- providing “Café Sessions” for Faculty targeting success strategies that support students with academic accommodations.
- In collaboration with 4 school boards, the SLC School College Work Initiative offered Dual Credit courses to 800 students on all three campuses. The program saw an 81% retention rate and 96% success rate. In addition, over 2,400 students participated in Connections Days, Mental Health and Wellness Days, and Indigenous Day of Learning.

4. Applied Research Excellence and Impact

This priority area captures institutional strengths in producing high-quality applied research on the continuum of fundamental and applied research through activity that further raises Ontario's profile as a globally recognized research and innovation hub.

Once again, St. Lawrence College was named one of Canada’s Top 50 Research Colleges by Research Infosource Inc., a Canadian research and development intelligence company. Of the 94 community colleges in Canada, SLC ranked first in research intensity. Throughout the past year, the College increased the number of industry clients across a variety of sectors with a 35% growth of the Applied Research portfolio, which supported the economic prosperity of our communities through industry-based research. The College’s applied research has been primarily focused on Sustainable Energy and the Bio/Enviro technology areas. The College

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Strategic Mandate Agreement Annual Report 2017-18

Part 1. Overview

engaged in over \$1.5 million in research, with 5 primary researchers and employing 46 research students to deliver 24 projects with 14 research partners.

The College also supports two dedicated research facilities: The Sustainable Energy Applied Research Centre (SEARC), which conducts industry specific research; and the Centre for Behavioural Studies, which performs both academic and industry-based research. In 2017-18, construction began on a new space for the Centre for Behavioural Studies and is preparing for the official launch in the fall of 2018. During the 2017/18 year, the Centre achieved its objective by serving 174 clients with 89 students participating in projects, provided 20 unique field placement opportunities for students, participated in 6 applied research projects and developed 12 community partnerships.

5. Innovation, Economic Development and Community Engagement

This priority area recognizes the unique role institutions play in contributing to their communities and to economic development, as well as to building dynamic partnerships with business, industry, community members and other colleges and universities. It focuses on regional clusters, customized training, entrepreneurial activities, jobs, community revitalization efforts, international collaborations, students, partnerships with Indigenous Institutes and a program mix that meets needs locally, regionally and beyond.

As a community college, the vision statement for St. Lawrence begins with “Rooted in our communities”, emphasizing the College’s commitment towards building partnerships with business, industry, and community members to support the economic development of the Eastern Ontario region. With a graduate employment rate of approximately 90%, the College continues to meet the needs of communities locally, regionally and beyond. Highlights for the 2017/18 year include:

- Signed a Memorandum of Understanding with the City of Kingston to support the growth and prosperity of the Kingston Community. The partnership will advance initiatives of mutual benefit with a focus on developing a Downtown Centre of Excellence in Tourism, Hospitality and Culinary arts.
- Opened the Innovation Hub to foster growth of the innovative capacity in our communities, including creativity, critical thinking, self-reflection, collaboration and social impact.
- Launch Lab, a regional innovation centre and part of the Ontario Network of Entrepreneurs, provided students with expert advice on how to launch and grow their business.
- Connected with approximately 11,000 Resource and Information clients in Kingston, Sharbot Lake and Ottawa through Employment Services.
- Corporate and Contract Training provided 85 custom training programs, workforce training, Indigenous Training to approximately 90 students in a variety of communities and programs and delivered approximately 50 programs for Federal Corrections to approximately 660 participants.

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Strategic Mandate Agreement Annual Report 2017-18
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- Collaborated with community organizations to identify meaningful and mutually beneficial opportunities and placements for students, such as the development of a website for the Innovation Centre, a non-profit organization in the Cornwall community.

Attestation

St. Lawrence College confirms that all information being submitted to the ministry as part of the 2017-18 SMA annual report is accurate and has received approval from the College President.

Please complete the contact information below.

Institutional Contact Name:	Janet Greer, Director Strategic Corporate Planning
Telephone:	613-345-0660 ext. 3128
Email:	jgreer@sl.on.ca
Completion Date:	January 16, 2019
Website address for posting ministry approved report:	www.stlawrencecollege.ca

St Lawrence College SMA2 Annual Report 2017-18 Part 2
System-Wide Metrics

ID	Priority Area	Metric Name	2014-15	2015-16	2016-17	2017-18
10	Student Experience	Overall student satisfaction rate	80.7%	82.3%	80.0%	75.5%
82	Student Experience	Student satisfaction with services	69.8%	72.2%	69.6%	65.3%
85	Student Experience	Student satisfaction with facilities	79.0%	80.0%	77.5%	72.3%
7	Innovation in Teaching and Learning Excellence	Graduation rate	70.2%	73.0%	73.9%	72.9%
13	Innovation in Teaching and Learning Excellence	Number of students in experiential learning programs	4,265	4,224	4,309	5,040
18	Innovation in Teaching and Learning Excellence	Total number of registrations in ministry-funded courses offered at institution in eLearning formats	6,950	9,025	9,837	10,330
19	Innovation in Teaching and Learning Excellence	Total number of ministry-funded courses offered at institution in eLearning formats	1,032	1,081	1,063	1,063
88	Innovation in Teaching and Learning Excellence	Total number of ministry-funded programs offered at institution in eLearning formats	39	38	37	37
9	Innovation in Teaching and Learning Excellence	Retention rate (Yr1 to Yr2)	67.8%	69.5%	70.8%	72.1%
81	Innovation in Teaching and Learning Excellence	Student satisfaction with knowledge and skills that will be useful in future career	89.8%	91.5%	89.8%	86.5%
86	Innovation in Teaching and Learning Excellence	Student satisfaction with learning experience	84.3%	85.6%	83.0%	77.7%
100	Access and Equity	Number of first generation students enrolled at institution	1,954	2,610	2,409	2,353
102	Access and Equity	Number of French-language students enrolled at institution	69	87	82	79
99	Access and Equity	Number of students with disabilities enrolled at institution	1,113	2,010	1,933	2,032
30	Access and Equity	Overall student satisfaction rate for students with disabilities	77.9%	80.9%	77.6%	73.3%
91	Access and Equity	Overall graduate satisfaction rate for students with disabilities	84.2%	81.2%	79.7%	84.1%
59	Access and Equity	Employment rate for students with disabilities	72.1%	85.3%	75.9%	83.5%
101	Access and Equity	Number of Indigenous students enrolled at institution	274	320	398	452
90	Access and Equity	Overall student satisfaction rate for Indigenous students		82.0%	83.7%	76.2%
31	Access and Equity	Overall graduate satisfaction rate for Indigenous students		87.1%	80.0%	82.6%
58	Access and Equity	Employment rate for Indigenous students		86.0%	72.2%	85.3%
37	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	70.7%	73.0%	73.5%	79.6%
80	Access and Equity	Percentage of university graduates enrolled in college programs	9.2%	10.2%	11.9%	14.3%
79	Access and Equity	Percentage of college graduates enrolled in university programs	1.5%	1.6%	1.4%	1.5%
78	Applied Research Excellence and Impact	Number of externally funded applied research projects	7	8	13	16
77	Applied Research Excellence and Impact	Number of partnerships/collaborations with community/industry firms	7	21	25	13
12	Innovation, Economic Development and Community Engagement	Number of active Program Advisory Committees (PACs)			85	68
76	Innovation, Economic Development and Community Engagement	Number of external members engaged in Program Advisory Committees (PACs)			5	5
2	Innovation, Economic Development and Community Engagement	Graduate employment rate	88.1%	87.2%	86.5%	89.7%
3	Innovation, Economic Development and Community Engagement	Employer satisfaction rate	87.0%	91.6%	100.0%	89.2%
4	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time*	65.1%	58.4%	58.7%	66.6%
5	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time in a related or partially-related field*	46.4%	41.4%	40.1%	46.1%

* The methodology calculating metrics with ID#4 and #5 will be refined going forward to exclude people who did not provide their hours as working part-time and those who did not answer if their job is related to their program

Grey-out cells: data not available

Institution-Specific Metrics

#	Priority Area	Metric Name	Objective of Metric	Frequency	2013-14	2014-15	2015-16	2016-17	2017-18
1	Student Experience	Student satisfaction with Overall College Experience	To measure student satisfaction with their College experience.	Annual		76.4%	78.9%	76.0%	70.0%
2	Innovation in Teaching & Learning Excellence	Student satisfaction with their program in providing the skills and abilities specific to their chosen career.	To measure student satisfaction with their program in providing the skills and abilities specific to their chosen career.	Annual		90.8%	92.3%	90.0%	87.0%
3	Access and Equity	Student satisfaction with services for students with disabilities	To measure the student satisfaction with services for students with disabilities.	Annual	69.7%	71.0%	76.7%	72.0%	72.0%
4	Applied Research Excellence and Impact	# of student and faculty hours dedicated to internal and external Applied Research Projects	To measure participation of our students and faculty in Applied Research opportunities.	Annual		7,779	7,713	12,140	9,772
5	Innovation, Economic Development & Community Engagement	# of business engagement opportunities with community partners	To measure the College's engagement with community partners.	Annual		1,353	1,390	1,390	1,522

Grey-out cells: data not available

Appendix 1. Data inputs required for calculation of selected system-wide metrics

Metric ID	Metric Name	Data inputs - for calculating metrics	2016-17	2017-18
37	Share of OSAP recipients at a institution to its total number of eligible students	Total OSAP Award Recipients	4,071	4,569
		Eligible Headcount Enrolment	5,541	5,855

Note: There was a change in the calculation methodology of the OSAP metric (ID#37) in 2017-18 reflecting students that were issued funding rather than qualified for awards.

Appendix 2. College Metrics - Dictionary

ID	Metric Name	Description	Source	Reporting Period	Notes
10	Overall student satisfaction rate	Average percentage of college students who completed the survey and who responded to the four capstone questions that they were satisfied or very satisfied with their learning experience, support services, and educational resources	College Student Satisfaction Survey (CSSS)	Academic Year (survey year, current students)	Based on Q#13, Q#24, Q#39 and Q#49 of the survey. Students must be in semester two or above of their program. Excludes full-time students who are enrolled in their first semester of their program, including students with advanced standing, and part-time students who are not pursuing a certificate or diploma
82	Student satisfaction with services	Percentage of college students who completed the survey and who responded that they were satisfied or very satisfied with the overall quality of the services in the college	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	Based on Q#39 "The overall quality of services in the college". Students must be in semester two or above of their program. Excludes full-time students who are enrolled in their first semester of their program, including students with advanced standing, and part-time students who are not pursuing a certificate or diploma
85	Student satisfaction with facilities	Percentage of college students who completed the survey and who responded that they were satisfied or very satisfied with the overall quality of facilities/resources in the college	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	Based on Q#49 "The overall quality of facilities/resources in the college". The Students must be in semester two or above of their program. Excludes full-time students who are enrolled in their first semester of their program, including students with advanced standing, and part-time students who are not pursuing a certificate or diploma
7	Graduation rate	Percentage of students who entered a program of instruction in a particular enrolment reporting period and completed the program within the expected time period	College Graduation Rate Data Collections	Academic Year	Considers all entrants to a program who were enrolled as full-time at some point, including transfer-in students and excluding transfer-out students within the same institution. Includes only ministry-funded students, excludes preparatory programs and is not restricted to the Fall full-count headcount
13	Number of students in experiential learning programs	Total number of students who participated in one of the following Experiential Learning (EL) categories: Co-op Diploma Apprenticeship (CODA), co-op work placement (mandatory and non-mandatory), clinical placements, fieldwork, field placement/work placement, and mandatory degree work placement EL	Graduate Record file attached to the College Graduate Outcomes Survey (CGOS)	Academic Year	This metric is calculated based on the number of graduates but reflects their experience as students. Hence, the name of the metric refers to students.
18	Total number of registrations in ministry-funded courses offered at institution in eLearning formats	Total number of registrations in ministry-funded, eLearning courses, including fully online learning (asynchronous) and conferencing (synchronous) courses	Institutional data	Academic Year	Includes all Ontario and other college credentials, and courses with both Approved Program Sequence (APS) and MAESD codes
19	Total number of ministry-funded courses offered at institution in eLearning formats	Total number of ministry-funded, eLearning format courses, including fully online learning (asynchronous) courses and conferencing (synchronous) courses	Institutional data	Academic Year	Includes all Ontario and other college credentials, and courses with both Approved Program Sequence (APS) and MAESD codes
88	Total number of ministry-funded programs offered at institution in eLearning formats	Total number of ministry-funded, eLearning programs, including fully online learning (asynchronous) programs and conferencing (synchronous) programs	Institutional data	Academic Year	Includes all Ontario college credentials and other credentials, and courses with both Approved Program Sequence (APS) and MAESD codes
9	Retention rate	Year-over-year retention in multi-year programs based on November 1st full-time eligible for funding enrolment headcount. Calculated for Year 1 to Year 2	Institutional data	Academic Year	Multi-year programs are programs that report enrolment at least two times. Calculations include all students who were on work/co-op placements during the specified retention periods
81	Student satisfaction with knowledge and skills	Percentage of college students who completed the survey and who responded that they were satisfied or very satisfied that overall, their program was giving them knowledge and skills that will be useful in their future career	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	Based on Q#13 "Overall, your program is giving you knowledge and skills that will be useful in your future career". Students must be in semester two or above of their program. Excludes full-time students who are enrolled in their first semester of their program, including students with advanced standing, and part-time students who are not pursuing a certificate or diploma

ID	Metric Name	Description	Source	Reporting Period	Notes
86	Student satisfaction with learning experience	Percentage of college students who completed the survey and who responded that they were satisfied or very satisfied with the overall quality of the learning experiences in this program	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	Based on Q#24 "The overall quality of the learning experiences in this program". Students must be in semester two or above of their program. Excludes full-time students who are enrolled in their first semester of their program, including students with advanced standing, and part-time students who are not pursuing a certificate or diploma
100	Number of first generation students enrolled at institution	Total number of full-time first generation students enrolled at institution. Note: First generation student 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	Institutional data and ministry enrolment data	Academic year	First generation student 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
102	Number of French-language students enrolled at institution	Total number of full-time French-language students enrolled at institution	Institutional data and ministry enrolment data	Academic Year	A student is considered a French-language student if he or she meets at least one of the following criteria: His/her mother tongue is, or includes French (the student is a francophone); His/her language of correspondence with the institution is French; He/she was previously enrolled in a French-language education institution; and/or He/she was enrolled in a postsecondary program delivered at least partially in French
99	Number of students with disabilities enrolled at institution	Total number of students with disabilities (excluding apprentices)	Accessibility Fund for Students with Disabilities (AFSD) Report from the College Office for Students with Disabilities	Academic Year	Total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities
30	Overall student satisfaction rate for students with disabilities	The average percentage of students who self-identified as having a physical, intellectual, mental health or learning disability on the Student Satisfaction survey and who responded to the four capstone questions that they were satisfied or very satisfied	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	
91	Overall graduate satisfaction rate for students with disabilities	Percentage of college graduates who self-identified as having a physical, intellectual, mental health or learning disability and were either 'very satisfied' or 'satisfied' with the usefulness of their college education in achieving their goals six months	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year; previous year graduates)	
59	Employment rate for students with disabilities	Percentage of college graduates who identified as having a physical, intellectual, mental health or learning disability on the survey in the labour force, who were employed six months after graduation	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year; previous year graduates)	
101	Number of Indigenous students enrolled at institution	Total number of full-time Indigenous students enrolled at institution	Institutional data and ministry enrolment data	Academic Year	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 Indigenous peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs.
90	Overall student satisfaction rate for Indigenous students	The average percentage of students who self-identified as Indigenous on the College Student Satisfaction Survey and who responded to the four capstone questions that they were satisfied or very satisfied with their learning experiences, the college facilities/resources and services	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	

ID	Metric Name	Description	Source	Reporting Period	Notes
31	Overall graduate satisfaction rate for Indigenous students	The percentage of college graduates who self-identified as Indigenous and were either 'very satisfied' or 'satisfied' with the usefulness of their college education in achieving their goals six months after graduation	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year; previous year graduates)	
58	Employment rate for Indigenous students	Percentage of college graduates who identified as Indigenous on the survey in the labour force, who were employed six months after graduation	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year; previous year graduates)	
37	Share of OSAP recipients at an institution relative to its total number of eligible students	Share of full-time OSAP recipients at an institution relative to its total number of full-time grant eligible enrolment.	Ministry OSAP records and enrolment data	Academic Year	The number of OSAP awards includes any student who has applied for full-time OSAP assistance and received funding 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. FT enrolment is defined as a student taking at least 66 2/3 of a course load or 70% of student contact hours represents a full course load.
80	Percentage of university graduates enrolled in college programs	Derived from Q75: The education you completed before entering this program.	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	The metric does not focus on the program level; aggregate data is used to avoid small program sizes
79	Percentage of college graduates enrolled in university programs	Derived from Q2: During [reference week], were you attending a college, a university or other institution?	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year; previous year graduates)	The metric does not focus on the program level; aggregate data is used to avoid small program sizes
78	Number of externally funded applied research projects	Total number of applied research projects that received funding from industry and government	Institutional data	Academic Year	Includes all applied research projects funded by industry, provincial and federal government and other external sources in the reporting year
77	Number of partnerships/collaborations with community/industry firms	Total number of active partnerships and collaborations with community and industry firms	Institutional data	Academic Year	Includes all active partnerships and collaborations with community and industry in the reporting year
12	Number of active Program Advisory Committees (PACs)	Total number of active PACs that meet on a regular basis (as determined by the College's Board of Governors)	Institutional data	Academic Year	Includes all active PACs in the reporting period
76	Number of employers engaged in Program Advisory Committees (PACs)	Total number of employers who are engaged in College's PACs	Institutional data	Academic Year	Includes all members in all active PACs in the reporting period
2	Graduate employment rate	Percentage of college graduates in the labour force, who were employed six months after graduation	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year, previous year graduates)	The labour force includes persons who are employed, or not employed but looking for a job or those not employed but who had accepted a job to start shortly
3	Employer satisfaction rate	Percentage of those employers who hired college graduates and were satisfied or very satisfied with their employees' overall college preparation, six months after graduation	Employer Satisfaction Survey (ESS)	Academic Year (survey year; previous year graduates)	
4	Proportion of graduates employed full-time	Percentage of college graduates in the labour force, who were employed full-time, six months after graduation	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year; previous year graduates)	Graduate employment rates are based on the number of respondents who were employed part-time and/or full-time divided by the total number of respondents in the labour force. The labour force includes persons who are employed, or not employed but looking for a job.
5	Proportion of graduates employed full-time in a related or partially-related field	Percentage of college graduates in the labour force, who were employed full-time in a field related or partially related to their program six months after graduation	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year; previous year graduates)	Metric is based on the number of graduates employed in a job that is fully or partially related to their program of study, divided by all graduates in the labour force (including those who may not have indicated the relatedness of their job). The labour force includes persons who are employed, or not employed but looking for a job.