Ministry of Training, Colleges and Universities

2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	St. Clair College

OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

1) Enrolment - Headcount*

DEFINITION: Headcount is the un-audited enrolment forecast for 2010-2011 reported to the Ministry on November 1, 2010 (Full-Time funded students only: does not include Second Career, Apprentice or International students).

St. Clair College reported to the Ministry the total Headcount enrolment in 2010-2011 = **7,642**.

Please indicate the number of students aged 18-24 (age as of November 1, 2010) from the total Headcount enrolment reported by **St. Clair College** to the Ministry for 2010-2011 = **5,350**.

Please indicate the number of students aged 25+ (age as of November 1, 2010) from the total Headcount enrolment reported by **St. Clair College** to the Ministry for 2010-2011 = **2,157**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2010) enrolled at **St. Clair College** in 2010-2011= **135**.

*The space below is provided for **St. Clair College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment - Headcount

•Where birthdates were blank, or invalid, the student record was ignored and not included in the count above. (This only involved two records.)

•The number currently obtained from the Student Information System is 7892. Corresponding percentages were used in determining the individual breakdown above using 7642 as the total.

Please provide one or more examples, in the space provide below, of highlights from *St. Clair College's* Enrolment Management Plan that *St. Clair College* used during 2010-2011 to manage enrolment.

St. Clair College has obtained rapid enrolment growth over the last ten years in post-secondary, achieving an increase of over 50%.

Contributing success factors include aggressive marketing efforts, retention reviews and implementation strategies, ongoing capital improvements, new program development, student satisfaction initiatives and innovative articulation agreements.

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 institution's 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 Second Career, Apprentice or International students.

Students With Disabilities	First Generation Students	Aboriginal Students
Please indicate the total number of Full-Time *Students with Disabilities* at **St. Clair College** who registered with the Office for Students with Disabilities and received support services in 2010-2011= **694** Full-Time Students with Disabilities as a percentage of Full-Time Enrolment at **St. Clair College** in 2010-2011 was: (calculation based on the total number of Full-Time Students with Disabilities (**694**) provided above by **St. Clair College**, divided by **St. Clair College**s 2010-2011 Full-Time Enrolment Headcount (**7,642**)) = **9.1**% Please also indicate the total number of Part-Time *Students with Disabilities* at **St. Clair College** who registered with the Office for Students with Disabilities and received support services in 2010-2011 = **26**	Please indicate the total number of Full-Time *First Generation Students* enrolled at **St. Clair College** in 2010-2011= **1,586** Full-Time First Generation Students as a percentage of Full-Time Enrolment at **St. Clair College** in 2010-2011 was: (calculation based on the total number of Full-Time First Generation Students (**1,586**) provided above by **St. Clair College**, divided by **St. Clair College**s 2010-2011 Full-Time Enrolment Headcount (**7,642**)) = **20.8**% Please also indicate the total number of Part-Time *First Generation Students* enrolled at **St. Clair College** in 2010-2011 = **0**	Please indicate the total number of Full-Time *Aboriginal Students* enrolled at **St. Clair College** in 2010-2011= **120** Full-Time Aboriginal Students as a percentage of Full-Time Enrolment at **St. Clair College** in 2010-2011 was: (calculation based on the total number of Full-Time Aboriginal Students (**120**) provided above by **St. Clair College**, divided by **St. Clair College**s 2010-2011 Full-Time Enrolment Headcount (**7,642**)) = **1.6**% Please also indicate the total number of Part-Time *Aboriginal Students* enrolled at **St. Clair College** in 2010-2011 = **17**

* The space below is provided for **St. Clair College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students -

Students self identify through appointments or through OCAS.

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving **St. Clair College's** initiatives for *Students with Disabilities*. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving **St. Clair College's** initiatives for *First Generation Students*. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving **St. Clair College's** initiatives for *Aboriginal Students*. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.
The number of students served by the Office of Students with Disabilities in 2010/2011 increased by 14.7%. The areas of significant growth include psychiatric, chronic illness/medical, ADHD and MID students.

Highlights of activities in 2010/2011 to support Students with Disabilities include:

•Reviewing and updating the required "physical demands" for all academic programming to effectively advise and support students.

•Creating and implementing professional development for support staff, faculty and administration to promote awareness regarding the barriers faced by students with disabilities. This initiative provided staff with a broader understanding of their role in accommodating students, as well as providing clarity around the legal perspective of the Human Rights Code, as it pertains to students with a disability. More than 100 have participated in this workshop presented by a legal authority on human rights issues. Many have requested that this presentation continue as an annual professional development option.

•Providing the St. Clair College Centre for the Arts with a dedicated "Student Services Officer" who is responsible for accommodated testing, coordinating meetings between students and counselors, and providing assistance as | St. Clair College offered a number of bursaries to First Generation students. Applications were made available on-line for students to easily complete and submit.

St. Clair College supports creating a seamless transition for students from secondary school to College through the School-College Work Initiative (SCWI) and partners with various secondary schools throughout the system. Our efforts through SCWI primarily target high school students who are at risk, disengaged or underachieving. Participating students take dual credit courses at St. Clair College for which, upon passing, they earn a high school credit and the College credit. The program does a great job of giving students a reason to graduate by giving them hands-on success in a field they enjoy. In 2010/2011, 309 students registered in dual credits, which included 56, or 18%, to be the first in their family to go to post-secondary education. | •St. Clair College provides a number of bursaries that are specifically designated for students who identify as First Nation, Inuit or Metis.

•In late August and early September, the First Nation, Inuit and Metis Centres participated in Orientation at all three campuses. Information booths were also set-up in the main marketplace to bring awareness to all new students and faculty about Aboriginal Services.

•St. Clair College hosted a welcome back brunch for all Aboriginal students at each campus in September. The College also held an Open House in mid-October at each campus in the evening, which was open to organizations, parents, potential students and current students.

•Feedback from Aboriginal students was solicited through student surveys and focus groups in an effort to enhance and increase offered services.

•Monthly study skills and workshops were planned throughout the year. Workshop schedules were posted in the Aboriginal Centres. Workshop offerings included Study Skills; Test Preparation; Time Management; Stress Relief; Study Strategies; Essay Writing; Note Taking Tips; Test Preparation and Study Skills refreshers.

•Student tutors and "walk-in" tutoring hours were provided within the Aboriginal Centres to support academic |

well as facilitating services for students with disabilities.

•Developing and implementing an Awareness Campaign directed toward Apprenticeship students with disabilities called, "Learning Tools for the Trades" which helps to break down barriers including the stigma that exists for students with disabilities enrolled in Skilled Trades programs. The marketing materials for this campaign have been shared not only with the students in the program but also with potential students through our partnership with the local Apprenticeship Office as well as the staff in the School of Skilled Trades. Students were made aware that accommodation plans are available to them despite their short time on campus – usually 3-6 weeks at a time and in the evening. Presentations were made to Apprenticeship classes by a counselor to encourage students to meet with a counselor to develop a plan to be successful. At the same time, we were able to renovate two of our culinary labs with universal instructional design in mind to better support students with disabilities. Students have already commented that the ability to capture and review information in these labs will greatly assist them in reaching their goals!

•Increasing the number of computers available in the testing labs with specialized software to better serve students with disabilities, particularly during peak periods, such as exams.

•Reviewing and updating the policies and procedures for Accommodated Testing to enhance services and promote student success.

•Creating a manual for internal use to ensure consistency in processes, delivery of services and information flow.

•Participating in numerous events for students and potential students to provide awareness about the services available to students with disabilities.

endeavors. This mentoring program has been very well attended. For example, 2865 hours of tutoring were taken in by students in the First Nations Centres with concentration in Math and English. More students requested Math tutoring than English tutoring. There was also a high request for tutoring in the Nursing program. A total of more than 700 tutoring sessions occurred either one-on-one or in group settings.

•Numerous cultural activities were held to promote collaboration and Aboriginal heritage. Activities offered included a Spring Drum Social with more than 250 people attending, monthly luncheons, workshops, social gatherings and an Applicant Day held in late Fall.

•First Nation art work has been purchased to be prominently placed in a location at each campus to continue to share the Aboriginal heritage.

•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. Program offerings in Fall 2010 included Native Community Worker, Early Childhood Education, Personal Support Worker, and Practical Nursing.

•Providing a Transition Program for students with disabilities coming to St. Clair College. Chatham's campus offers a 3-day or 3-evening workshop to provide a sense of comfort and familiarity to students. At this workshop, students gain specific information from their counselor about the accommodations available as well as training on devices or software that support their learning. Additionally, students have the time to become familiar with the surroundings including classrooms and service areas to reduce anxiety during the beginning of the school year. In Windsor, counselors visited each high school and met directly with students, parents and resource teachers to provide specific information about accommodations, answer questions and offer an opportunity to come to the College to create a plan for success!		

3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, *St. Clair College* committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

NOTE: SAG data as of June 9, 2011

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL $	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	$292,958	288
Other SAG Expenditure to Supplement OSAP	$350,574	578
TOTAL	$643,532	866

Did **St. Clair College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?

Yes

4) 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)
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%
2010-2011	1,947	112	5.8%	50,622	3,355	6.6%

Per the College Graduate Outcomes Survey for 2009-2010 and 2010-2011 (based on 2008-2009 and 2009-2010 graduates), the percentage of **St. Clair College** students who were satisfied or very satisfied with academic preparation for university was **86%**.

Per the College Graduate Outcomes Survey for 2010-2011 (based on 2009-2010 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **79.2%**.

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 highlights, in the space provided below, of an activity that *St. Clair College* used during 2010-2011, and which contributed to maintaining or improving *St. Clair College's* efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), changes to student supports or program viewed by the institution to be an innovative practice, a success story and/or a key accomplishment. In addition, *St. Clair College* may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

1) Expanding Transfer Pathways, excluding collaborative degree programs without a transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, pathway projects to support college to college or college to university transfer, etc.) :

Expanding Transfer Pathways
The highlight this year was the introduction of an articulation agreement between St. Clair College and Nipissing University where the graduates of the St. Clair College Advanced Diploma of Business Administration are given substantial credit towards the Bachelor of Business Administration degree at Nipissing University.

The College targets university graduates for our graduate certificates by advertising both in print and on radio and TV.

2) Providing Support Services for Transfer Students (including student transition experience/activities and supports to promote student success):

Providing Support Services for Transfer Students

Transfer Students meet with appropriate academic chairs or coordinators to determine credit transfers and prior learning opportunities. Individual learning plans and personalized schedules are then created to allow for student success.

The Learning Commons continues to improve the testing facilities for Transfer Students. In addition, St. Clair College provides peer-tutoring, as well as, teacher tutoring on a case-by-case basis for Transfer Students where necessary.

For out-of-town Transfer Students, the Residence and the Student Council provide social activities to encourage integration into the larger student body and to the community.

3) Improving Transparency and Access to Information about Credit Transfer and Transfer Pathways:

Improving Transparency and Access to Information

The College is working towards digitizing our database of articulation and credit transfer agreements. This database will be entirely searchable and will be easily accessible on the College website.

All paperwork and requirements for every agreement are stored in the Registrar's office where students may study them.

All active agreements are published in the annual College Recruitment handbook.

5) Class Size*

DEFINITION: Class size is the number of students per class in a section. A section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom. Each section should only be counted once. Students who withdrew part way through should be included in the count. Labs and tutorials are considered and sub-sections and should be excluded from the count. One-on-one independent study and/or practicum should also be excluded.

Please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **St. Clair College** in 2010-2011 using the calculation indicated above:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1st Year Sections
Fewer than 30 students	1,615	60.9%
30 to 60 students	956	36%
61 to 100 students	71	2.7%
101 to 250 students	11	0.4%
251 or more students	1	0%
Total	2,654	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2nd Year Sections
Fewer than 30 students	834	67.9%
30 to 60 students	358	29.2%
61 to 100 students	31	2.5%
101 to 250 students	5	0.4%
251 or more students	0	0%
Total	1,228	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3rd Year Sections
Fewer than 30 students	206	69.4%
30 to 60 students	90	30.3%
61 to 100 students	1	0.3%
101 to 250 students	0	0%
251 or more students	0	0%
Total	297	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4th Year Sections
Fewer than 30 students	4	100%
30 to 60 students	0	0%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	4	100%

*The space below is provided for **St. Clair College** to describe methodology, caveats and other information regarding the numbers reported above re: Class Size.

Individual sections were used to determine the "number of classes". Class combinations were ignored.

Please provide one or more highlights, in the space provided below, of a *St. Clair College* activity in 2010-2011, which contributed to maintaining or improving *St. Clair College's* class size initiatives. This 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.

New strategy implemented in Architectural Technology:

•St. Clair College utilized the strategy of hiring Work Study students in lab environments to support faculty and increase section sizes from 20 to 25 students in first year, hands-on, lab sections. The third year students are utilized to monitor Health and Safety practices by the first year students in the lab.

•The faculty teach the lab and the Work Study students monitor student activities.

Benefits of above strategy:

•Work Study students in third year are exposed to supervision of others in a work environment and are forced to pay attention to Health and Safety practices in the work environment. They are taking some responsibility of activities.
•Faculty can devote more time to teaching and facilitating the learning environment.

6) eLearning

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the Government of Ontario announced the creation of a new Ontario Online Institute (OOI). In spring 2010, the Ministry conducted a survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Online Ontario Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

Fully Online Learning* and Synchronous Conferencing*

DEFINITIONS:

Courses:

A Fully Online Learning (asynchronous) course *is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.*

A Synchronous Conferencing course *is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.*

Programs:

A Fully Online Learning (asynchronous) program *describes a program, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.*

A Synchronous Conferencing program *describes a program, which is considered to offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.*

Please indicate in the table below the number of Ministry-funded courses, programs **St. Clair College** offered in 2010-2011 and corresponding registration information -

An <u>Ontario College Credential</u> includes: Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate (or the French-language equivalent).
* <u>Other Credential</u> includes: local board certificates, non-credit courses and other similar course/program offerings.*

COURSES	Ontario College Credential*	Other Credential*
# of Ministry-funded courses offered through *Fully Online Learning**	212	
# of Ministry-funded courses offered through *Synchronous Conferencing**	0	
Total # of Ministry-funded courses offered through the above eLearning formats	212	
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through *Fully Online Learning**	0	
# of Ministry-funded programs offered through *Synchronous Conferencing**	0	
Total # of Ministry-funded programs offered in the above eLearning formats	0	
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through *Fully Online Learning**	2557	
# registrations in Ministry-funded programs offered through *Synchronous Conferencing**	0	
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	2557	

*The space below is provided for *St. Clair College* to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

Registration and course count was taken directly from the Student Information System. Online courses include online electives, courses offered through Continuing Education or through Ontario Learn.

Hybrid Learning*

*DEFINITIONS:

A <u>Hybrid Learning course</u> is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.

A <u>Hybrid Learning program</u> is a program in which 80% or more of its courses are hybrid learning courses.

In the space provided below, please highlight one or more examples of **St. Clair College's** use of Hybrid Learning courses and/or programs in 2010-2011.

St. Clair College did not offer any hybrid learning courses during 2010/2011.

Please provide one or more highlights, in the space provided below, of a **St. Clair College** activity in 2010-2011, which contributed to maintaining or improving **St. Clair College's** eLearning initiatives. This 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.

•St. Clair College undertook the development of a post Graduate Diploma in Web and Interactive Design. The program will launch in January, 2012. Students will be able to obtain their diploma through distance education since the delivery of this program will be completely on-line.

•St. Clair College is currently reviewing their on-line offerings and hopes to increase the number of on-line courses within the next year or so.

7) International

7.1 Initiatives

Please identify emerging markets for International Students (i.e. countries who are not represented in *St. Clair College's* current top five source countries for International Students, <u>as shown in International Enrolment section below</u>) in which *St. Clair College* actively engaged in recruitment activities in 2010-2011:

South Korea
Saudi Arabia
United Arab Emirates
Phillipines
Russia

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that *St. Clair College* had in 2010-2011:

- Outbound students* = <u>0</u>
  DEFINITION: <u>Outbound students</u> are students who pay tuition at an Ontario college/university for credit received for study/work abroad.

- Inbound students* = <u>0</u>
  DEFINITION: <u>Inbound students</u> are international students registered at an Ontario college/university to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at *St. Clair College* in 2010-2011 = **$1,646,539**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that *St. Clair College* had outside of Canada in 2010-2011 = **$311,621**

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which *St. Clair College* delivers courses and/or programs **abroad (outside of Canada)** in 2010-2011, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the campus in 2010-2011	Provide 2010-2011 total enrolment in each program offered listed in this table
Nanjing Communications	Nanjing, China / China	Mold and Tool	67
Yangzhou Polytechnic	Yangzhou, China / China	Business Accounting & Con	57
Panama Project	Panama City / Panama	ESL	21

7.2 Enrolment

In 2010-2011, **St. Clair College** reported to the Ministry the following top 5 source countries for international students:

	Source Country	Number of Full-Time International Students from Source Country	International Students from Source Country as a Percentage of *St. Clair College* Total Full-Time International Student Enrolment
1.	China	66	47.1%
2.	India	15	10.7%
3.	Vietnam	5	3.6%
4.	Nigeria	4	2.9%
5.	Pakistan	4	2.9%

St. Clair College reported to the Ministry that International Enrolment* in 2010-2011 = **140**

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, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.

*The space below is provided for **St. Clair College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment.

The numbers are based on residency of the students.

Full-Time International Enrolment as a comparative percentage of Full-Time Enrolment at **St. Clair College** in 2010-2011 was: (calculation based on the total number of Full-Time International Enrolment (**140**), divided by **St. Clair College**'s 2010-2011 Full-Time Enrolment Headcount (**7,642**)) 1.83 %

Please provide **St. Clair College's** 2010-2011 Part-Time International Student Enrolment = 21

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at *St. Clair College* in 2010-2011 = 86

Please provide a highlight in the space provided below of an initiative, strategy or practice that *St. Clair College* used in 2010-2011 to create pathways for *International students* from *St. Clair College's* ESL programming to postsecondary studies.

•Signing of a new Memorandum of Understanding with the University of Panama on November 30, 2010 to enhance the joint English as a Second Language (ESL) program delivered in Panama (Phase I) and Canada (Phase II).

•Introduction of a new Pre-Basic ESL program exclusively for international students in May, 2010.

Please provide one or more highlights, in the space provided below of a *St. Clair College* activity in 2010-2011, which contributed to maintaining or improving *St. Clair College's* international initiatives. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.

•Signing Letter of Intent with Beijing Automotive School and Centennial College to deliver cooperative automotive programs at Beijing Automotive School premises.

8) Supply Chain Compliance / *Broader Public Sector Accountability Act*

SUPPLY CHAIN COMPLIANCE

Effective April 1, 2010, Broader Public Sector 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 Government of Ontario's 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.

St. Clair College confirmed in its 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, ***St. Clair College*** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

St. Clair College confirmed in its 2009-2010 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2010-2011, ***St. Clair College*** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

St. Clair College confirmed in its 2009-2010 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, ***St. Clair College*** participated in the Ontario Education Collaborative Marketplace (OECM): **No**

Please provide one or more highlights, in the space provided below, of a *St. Clair College* activity in 2010-2011, which contributed to maintaining or improving *St. Clair College's* supply chain initiatives. This 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 fiscal year 2010-2011, St. Clair College issued numerous competitive procurements. The following list highlights the significant procurements:

•Dental Lab Equipment
•Dental Chairs
•Medical Treadmills and ECG
•Banking ATM Services
•Roof Repair
•Classroom and Office Furniture (3 procurements)
•Centrifugal Chillers
•General Contractor for Truck & Coach Building
•Audio Visual Equipment
•Leasehold Improvements
•Computer Hardware and Maintenance
•Sonography Equipment
•Event Labour Services

These procurements assisted the College in realizing the benefits from open competitive procurement processes.

Though St. Clair College did not actively participate in the Ontario Education Collaborative Marketplace (OECM) procurements for this fiscal year, we continue to evaluate OECM's sourcing initiatives as existing non-OECM contracts expire, in order to improve the College's sourcing savings and quality of products and services. We are currently reviewing the OECM contract for commercial print, and the Ministry of Government Services vendor of record contract for courier services.

The following highlights additional procurement initiatives either completed or begun during fiscal year 2010-2011:

1.Dispatch Purchase Orders via Email: The system testing phase to dispatch purchase orders to vendors through email instead of faxing was completed. Once this process change is implemented, it will:

•Decrease the manual effort required by the Purchasing Clerk;
•Allow Requestors to obtain a copy of their purchase order;
•Allow the Receiving department to obtain electronic copies of purchase orders instead of manual copies;
•Decrease copy paper expenditures; and,
•Add to the "green" initiatives of the College.

2.St. Clair continues to utilize online procurement methods in order to improve efficiencies throughout the procurement process.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All colleges were to be in compliance with the *Broader Public Sector Accountability Act*, 2010, proclaimed on April 1, 2011. The *Act*, through two new directives (procurement and expenses), establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act, 2010* provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including colleges, to establish rules on perquisites.

BPS Procurement Directive

The new BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

        i. formally adopt the supply chain code of ethics in accordance with their governance processes; and

        ii. comply with the mandatory requirements of the Directive.

Given the proclamation date of April 1, 2011, *St. Clair College* is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require *St. Clair College* to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices *St. Clair College* adopted in 2010-2011 to prepare for compliance.

During fiscal year 2010-2011, St. Clair College prepared for compliance with the Broader Public Sector (BPS) Procurement Directive through the following:

•Attended the Ministry of Finance's February 10, 2011 teleconference which was a briefing session on the BPS Procurement Directive.

•Attended the Ministry of Finance's February 23, 2011 webinar which was an introductory information session on the BPS Procurement Directive.

•Attended the Ministry of Finance's March 30, 2011 training session in Toronto which was designed to address the new procurement rules and provide tools to facilitate implementation.

•Communicated regularly with members of the Ontario Colleges Purchasing Management Association and Colleges Ontario Finance Officers.

•Reviewed the College's current purchasing policy and procedure to identify where changes were required. Drafted a revised purchasing policy and procedure for Senior Management and the Board of Governors and developed internal templates to support the new procurement requirements.

•Prepared a presentation to communicate the new procurement requirements to all College administrators.

BPS Expenses Directive

The new BPS Expenses Directive improves accountability and transparency for BPS organizations by:

i. requiring designated BPS organization to establish expense rules, and

ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

Given the proclamation date of April 1, 2011, *St. Clair College* is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require *St. Clair College* to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices *St. Clair College* adopted in 2010-2011 to prepare for compliance.

During fiscal year 2010-2011, St. Clair College prepared for compliance with the Broader Public Sector (BPS) Expenses Directive through the following:

•Attended the Ministry of Finance's February 10, 2011 teleconference which was a briefing session on the BPS Expenses Directive.

•Attended the Ministry of Finance's February 23, 2011 webinar which was an introductory information session on the BPS Expenses Directive.

•Communicated regularly with members of the Ontario Colleges Purchasing Management Association and Colleges Ontario Finance Officers.

•Reviewed the College's current travel and business expenditure policy to identify where changes were required, and drafted a revised travel and business expenditure policy for senior management and Board of Governor approval.

•Prepared a presentation to communicate the new travel and business expenditure requirements to all College administrators.

BPS Perquisites Directive

The new BPS Perquisites Directive requires BPS organizations, including colleges, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the college including appointees, board members, elected officials and employees.

Given that the effective date for compliance is August 2, 2011. *St. Clair College* is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require *St. Clair College* to attest that it is in compliance with this Directive.

9) Space Utilization

St. Clair College indicated in its 2009-2010 MYAA Report Back that it <u>had</u> a Space Utilization planning process in place to assess and optimize academic space utilization.

Please provide one or more highlights, in the space provided below, of a *St. Clair College* activity in 2010-2011, which contributed to maintaining or improving *St. Clair College's* space utilization initiatives. This 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.

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.

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. It was a critical tool in determining how vacated space would be used while building the Trades and Technology Addition in Chatham and the Centre for Applied Health Sciences in Windsor.

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

10) Student Satisfaction

Per the KPI results reported in 2010-2011, the student satisfaction rate at *St. Clair College* for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **88.4%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at *St. Clair College* for KPI Question #26 "The overall quality of the learning experiences in this program" = **82.7%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at *St. Clair College* for KPI Question #44 "The overall quality of the facilities/resources in the college" = **71.6%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at *St. Clair College* for KPI Question #45 "The overall quality of the services in the college" = **71.5%**

Please provide one or more highlights, in the space provided below, of a *St. Clair College* activity in 2010-2011, which contributed to maintaining or improving *St. Clair College's* student satisfaction initiatives. This 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.

2010/2011 highlights to increase Student Satisfaction include the following:

Academic Programs and Delivery:
•Creating a new "Student Rights and Responsibilities Code" to provide clear communication regarding student rights and expectations.

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

•Providing professional development opportunities for faculty, support and administration to enhance vocational and teaching skills.

•Offering of 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" in "service areas".

•Offering walk-in tutoring hours.

•Providing additional financial assistance to our students through emergency loans, payment plans, etc.

•Providing on campus student employment opportunities.

•Ensuring ongoing communication took place with student government leaders to solicit input and resolve student concerns.

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11) Graduation Rate

Per the KPI results reported in 2010-2011, the graduation rate* at *St. Clair College* = **68.8%**

Please provide one or more highlights, in the space provided below, of a *St. Clair College* activity in 2010-2011, which contributed to maintaining or improving *St. Clair College's* graduation rate initiatives. This 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.

Initiatives used during 2010-2011 include:

•Offering student support services in a centralized Learning Commons, such as Career Planning, Testing, Peer Tutoring, Drop-In Tutoring, Counseling, Learning Strategist, Assistive Technologist, Interpreting, Disabilities Services, etc.
•Providing extended hours in 2010 in Learning Commons (Main Campus) to provide additional time for Make-Up or Accommodated Testing. (Monday – Thursday 8am – 9:30 pm and Friday 8am – 5:00 pm).

•Providing independent learning plans for students requiring assistance.

•Providing web access to helpful links that promote student success. These tools include "Student Guides and Strategies", Study Skills, Test Taking Strategies, Study Tips, Writing Guides, Time Management Strategies, etc.

•Offering student tutorials to complete program eligibility requirements.

•Offering of PLA's.

12) Graduate Employment Rate

Per the KPI results reported in 2010-2011, the graduate employment rate, 6 months upon graduation, at **St. Clair College** = **82.2%**

Please provide one or more highlights, in the space provided below, of a **St. Clair College** activity in 2010-2011, which contributed to maintaining or improving **St. Clair College's** graduate employment initiatives. This 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.

Practices and initiatives conducted in 2010-2011 that promote and enhance our graduates include:

• Annual Job Fair.
• Program specific career fairs.
• Events showcasing student work. Events include the Tradigital Animation Grad Show, the Interior Design Grad Spring Show, multiple annual performances of our students from the Music Theatre Performance program, etc.
• Job Bulletin Board.
• Enhanced community partnerships.
• Participation in "Habitat for Humanity".
• Community placements in academic programming.
• Promotion of student competitions (Marketing, Advertising, Graphic Design, etc.).
• Ontario Skills competitions. (Graphic Design)
• Annual Food and Wine Gala hosted by our students – the event is open to the public to showcase student work.
• Incorporation of mass media to enhance and promote St. Clair College.
• St. Clair College COGEGO program produced by St. Clair College students and broadcast to local community showcasing students' talents.
• Development and distribution of the newspaper "The Journal" by students in the Journalism program.

13) Student Retention

The table below has been pre-populated with the results from *St. Clair College's* 2009-2010 MYAA Report Backs. Please identify *St. Clair College's* achieved results for 2010-2011 using the following methodology :

Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs on which enrolment is reported at minimum twice).

	Retention Rate Achieved for 2009-2010	Retention Rate Achieved for 2010-2011
1st to 2nd Year	**93.4%**	2010 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 2,409 ÷ 2009 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = 3,065 x 100 = 78.6%
2nd to 3rd Year	**93.3%**	2010 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 596 ÷ 2009 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 716 x 100 = 83.2%
3rd to 4th Year	**N/A**	2010 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 ÷ 2009 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 x 100 = 0%

*The space below is provided for *St. Clair College* to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Student Retention.

The methodology utilized to calculate retention rates for the 2010/2011 academic year encompassed the comparison of audited enrolment data for November 1, 2009 and November 1, 2010.

For each program the College offers, Year 2 data was collected from the 2010/2011 academic year and was measured against the Year 1 data reported in 2009/2010. Similarly, Year 3 data from the 2010/2011 academic year was evaluated against Year 2 data reported in 2009/2010. During this analysis, we excluded all one year program offerings. These exclusions included the majority of 'fast track', accelerated, and one year certificate programs.

Please provide one or more highlights, in the space provided below, of a *St. Clair College* activity in 2010-2011, which contributed to maintaining or improving *St. Clair College's* retention initiatives. This 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.

•A key accomplishment in 2010, in an effort to review, monitor and increase retention, was the creation of a Retention Committee. The mandate of this Committee is to develop strategies that will promote student success, improve student retention and increase program completion rates. Strategies focused on in 2010 included the following:

•Develop institutional capacity for data analysis and research pertaining to retention. This includes the collection and analysis of external and internal information and data to ensure decisionmaking is evidence driven.
•Develop defined, required reports to share with College community.
•Implementation of "Individual Success Plans" for students on Academic Dismissal. This involves the creation of a "Student Re-Admission Performance Contract" (Contract includes ongoing meetings with Chair/Coordinator, minimal GPA expectation and utilization of resources within Learning Commons).
•Home Room Model – This is a student mentoring initiative whereas 1st year students will be provided an official College coach/resource.
•Development of a "Strategies for Success Course" to be offered to "at risk" students.
•Review of "high risk" courses. This will include all post-secondary offerings with a 20% drop/failure rate.
•Review of best practices.
•Program review of preparatory programs (Pre-Nursing, Pre-Technology, Pre-Health).

•Faculty within the Student Services area conducted over 1000 classroom visits to first year students to introduce and orientate students to available services on campus while promoting student success strategies and techniques.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **St. Clair College** used in 2010-2011 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality for the three quality measure categories indicated below -

1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)

•St. Clair College heavily promoted professional development activities for faculty in their vocational fields. A total of 89 activities were attended in the 2010 Academic Year.

•Internal professional development courses were conducted to enhance the "In-Class Experience". Topics covered included outcome based learning, tying assessment to outcomes, mapping course outcomes to program outcomes and General Education criteria.

•Professional development sessions were conducted for faculty on the utilization of Blackboard, the College's Classroom Management system, to enhance and expand student learning.

•The use of mock classrooms, simulation labs, kitchens, etc. increases student exposure to educational situations. For example, the ECE department uses a mock classroom to allow students the freedom to alter the design of a classroom to maximize learning. This ability is critical in the learning environment since students are not allowed to alter classroom design while on their actual placement.

•Best Practices – Faculty are encouraged to submit exemplary teaching techniques utilized in the classroom that help student success and promote learning engagement. Best practices are shared with other faculty and new standards are being established.

•A new "Part-time Teacher Manual" was developed and distributed to faculty to create consistency in the classroom.

•Over $1,000,000 was spent on purchasing and upgrading classroom equipment to enhance student learning and improve classroom quality. (Some of the equipment purchased included an NMR machine for Chemistry laboratory, asphalt testing equipment for the Civil/Construction Engineering Technology programs, etc.).

•New full-time faculty are mandated to participate in a formal program of teaching development through the Western Region College Educator Development Program.

•Students are given mid-term reviews identifying courses where extra help or tutoring may be needed to ensure their success.

•Faculty are actively involved in provincial accreditation committees for their respective vocation.

2) ENGAGEMENT (Examples may include new student orientation, work-learning opportunities, etc.)

First Year Student Orientation:
•Orientation Day Committee included members from all campuses and all constituent groups to ease student life in post-secondary education.
•College Technology Workshops were held on each campus to introduce new students to College email, self-service system and Blackboard.

Work Study Opportunities:
•Students were able to extend their program learning and receive remuneration to:

•Conduct research in alternate fuel technology.
•Conduct research for industry, identify and implement solutions.
•Provide assistance to fellow students in open computer labs.
•Promote the College through participating in events held by our Marketing Department by conducting tours for individuals, families and school groups.
•Demonstrate skills in Nursing Labs to freshman students.
•Assist students with course content through tutoring appointments, study groups and walk-in services.
•Assist with maintaining and setting up of audio/visual equipment for a variety of events and purposes.

Work Placements (unpaid):
•Students in a variety of programs have the opportunity to participate in community placements. Examples include: Nursing, Accounting, Office Administration, Early Childhood Education and Power Engineering.
•Operating Clinics: Some academic programs provide student staffed operations that are a direct benefit to the community. Examples include:
1.Dental Hygiene/Dental Assisting Programs – Free Dental Cleaning Clinic.
2.Paralegal Program – Forms Clinic.
3.Accounting/Business Administration Programs – Seniors Tax Clinic.
4.Hospitality/Culinary Arts – Chez Talbot operations.
5.Hairstyling/Esthetician Program – Spa Days. (In 2010, these two programs hosted a series of special days to raise money to assist a family coping with the cost of cancer treatments.)

Other Community/Student Partnerships:
•Students act as consultants to local business and industry to evaluate networks and make recommendations for improvements or to add new capabilities. Companies who participate often save thousands of dollars in implementation costs through the innovation created by student teams.
•Students created web pages for small businesses and community groups who receive professionally designed pages at no cost.
•Advertising students are developing business concepts for the Downtown core to be presented to the Downtown Windsor Business Improvement Association.
•In the Paralegal Program, students obtained placements with the Ontario Court of Justice, the Ontario Superior Court, including an internship with one of the judges, and in the Crown Attorney's Office.
•Student volunteer opportunities exist within the community to expose students to their perspective fields (CNC projects, ECE, Hospitality, Musical Theatre, Entertainment Technology, etc.).

•Faculty from various programs volunteer their time and act as advisors for academic clubs, sponsored by Student Government, to promote student engagement.

3) SUPPORT (Examples may include personal and academic supports to students, etc.)

•Workshops by Student Services staff and faculty were presented on a variety of topics including Writing
and Citations, Study Skills, Test Taking Strategies, Job Search/Interview Skills, Online Research, Library Services, and Stress
Management.

•Students with academic challenges:
1.Students that are on Academic Dismissal must work with the Program Coordinator and/or Chair to create an Individual
Recovery Plan and identify required support for success.
2.In addition to peer tutoring services, faculty-led "walk in" services in Math, English and Science were available at South and
Thames Campuses.
3.Faculty-led "walk in" services in Math and English were provided at the St. Clair College Centre for the Arts/MediaPlex.

15) Ten Percent Reduction in Executive Office Costs for 2011-2012

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of *St. Clair College's* Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is *St. Clair College's* 2010-2011 budget for their executive offices.

☑   *St. Clair College* confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.

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Attestation:

✓ *St. Clair College* confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from *St. Clair College*'s Executive Head or Board of Governors.

Contact:

Please provide the contact information for the representative at *St. Clair College* to whom public inquiries can be directed regarding *St. Clair College's* 2010-2011 MYAA Report Back:

- Name:Patti France

- Telephone:519-972-2727 ext. 2702

- Email:pfrance@stclaircollege.ca

Please indicate the address on *St. Clair College's* website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

- http://www.stclaircollege.ca/about/corporatedocuments.html