SMA - Strategic Mandate Agreement College Annual Report 2015-2016

Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual colleges and the Ministry of Advanced Education and Skills Development (the ministry) outline the role that each college currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

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

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

In general, the metrics in the 2015-2016 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

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

2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development

    a. Graduate Employment Rates

    b. Employer Satisfaction Rates

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

2. Teaching and Learning

    a. Student Satisfaction

    b. Graduation Rates

    c. Retention Rates

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

       baccalaureate degree WIL at institution

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

3. Student Population

    a. Number and proportion of

        1. Students with Disabilities

        2. First Generation Students

        3. Indigenous Students

        4. French-language students

    b. Number and proportion of international students

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

4. Program Offerings

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

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

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

5. Institutional Collaboration to Support Student Mobility

    a. Transfer applicants and registrants

6. Financial Sustainability

1. Jobs, Innovation & Economic Development (JIED)

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

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

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

1a. Graduate Employment

Per the KPI results reported in 2015-2016:	Percentage
The Graduate Employment Rate for 2015-2016 graduates, 6 months after graduation, at Canadore College was:	83.6

Additional Information

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

Canadore College has launched a number of new initiatives aimed at improving employment outcomes for all of our graduates. The College has created a new Emplyer Services area geared towards bringing employers on-campus early in the student life cycle to assist with identifying career trajectory options. This approach is also connecting students to potential job vacancies early in their academic careers. This service area is also using career planning tools and resources, individual learning plans, and weekly check-ins with high risk students to build resiliency, communication strategies, and linkages to off-campus resources. The on-campus entrepreneurship centre also places emphasis on preparing students in the School of Media Design and Dramatic Arts, School of Trades, and School of Business to be successful entrepreneurs. This emphasis on job readiness is already assisting students in meeting positive employment outcomes and will continue to be measured in the coming months.

1b. Employer Satisfaction Rate

Per the KPI results reported in 2015-2016:	Percentage
The Employer Satisfaction rate for 2015-2016 graduates, 6 months after graduation, at Canadore College was:	93.8

Additional Information

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

Canadore College conducted a telephone campaign in 2016 to survey employers in order to validate the results returned by the KPI survey. This exercise provided valuable supplementary qualitative information that we were able to convey to the program areas in support of program and curriculum processes. Following this exercise, Canadore engaged in extensive outreach to employers and alumni to improve feedback loops while enhancing the working knowledge of employers on what occurs during the survey, how the data is used to inform decision making, and also how their responses shape the activities of the institution. This additional outreach has ensured that concerns and feedback are garnered on a continuous basis ensuring that an annual KPI survey is not the means to responding to all concerns.

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

Per the results reported in the Employment Profile for 2015-2016 graduates:	Percentage

The number of graduates from Canadore College that were employed full-time in a related or partially-related field were:	37.0

Additional Information

Please indicate any methods, in addition to the employment profile for 2015-2016, that Canadore College used in 2015-2016, to measure the number of graduates employed a full-time in a related or partially related field.

Canadore's program coordinators, placement officers and career services officer maintain contact with students in order to communicate employment opportunities relevant to their respective fields of study. Our placement students also conduct summer call campaigns to our graduates aiming to support transition to employment and post-graduation activities. These calls consist of a check in and overview of available resources in support of transition from graduation to further studies or employment.

Highlights

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

Canadore College has focused its efforts related to graduates securing jobs in their chosen fields by ensuring that the programs offered to students align to the jobs that are in high-demand in the regions we serve. This is coupled with job forecasting tools aimed at supporting student decision making before they enrol in a postsecondary program, apprenticeship training or other short training course. Canadore's Nipissing Poverty Reduction Through Education Program (NPREP) is working in collaborative ways with the regional social services administration board to educate and provide support to people who are currently in receipt of Ontario Works, with a special focus on program trajectories that are in high-demand fields. Canadore's Employer Services Team is also creating significant capacity among the student body by engaging students in meaningful civic life to develop confidence, resume depth and an ability to engage with people outside of their academic programs. In 2015, more than 350 students completed more than 25,000 hours of community service.

Program specific partnerships which foster social and economic development while providing valuable student experiential learning, and community service learning opportunities include:

Established MOU's with various organizations related to our Media, Design and Dramatic Arts programs, including:

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- COGECO TV
- North Bay Battalion
- Hard Rock Medical/Distinct Features
- Acquafilminc
- JSA Holdings
- Post Production North
- Bridge Film Productions

Completed collaborative work with community partners, including:

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- North Bay Fire Department
- One Kid's Place
- City of North Bay
- Wendigo Lake / Project D.A.R.E. for delivery of Community Justice Service component

Completed collaborative work with the justice and trade sectors, including:

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- Police Foundations students working with the OPP in 'block training' exercises and other scenario based training
- Police Foundations students working with non-profit agencies in a volunteer capacity.
- Building Construction students building garden sheds for local people to purchase as well as donating garden sheds to the local women's shelter.
- Welding students building theatre set structures for the summer production of a local high-school show.

New pre-apprenticeship programs offered by Canadore contribute to Ministry mandate to increase employment and training related to skilled trades (General Carpenter offered in North Bay and Parry Sound, and Commercial Vehicle and Equipment offered in

Wikwemikong First Nations). These programs permit participants who may not otherwise be able to seek the training and education the opportunity to gain critical employment skills.

School of Human Care and Wellness hosts an annual symposium for placement supervisors, non-profit organizations, and potential employers requesting feedback which is incorporated into curriculum. This also provides an opportunity to thank and give back to agencies who support our students.

School of Biotechnology (Advanced Biotechnologist diploma) provides a one-year work placement for students. During this period, the Coordinator contacts the employer monthly to continuously monitor the placement. Employers and students both have an opportunity to evaluate whether there is a fit or an interest in the workplace. Over 60% of our students are offered employment after their placement period.

School of Health students are exposed to interprofessional simulations and case based discussions before and during their clinical rotations; this supports collaboration within the health field and contributes to employer fit when hiring within the fields of nursing, respiratory therapy, personal support work, occupational and physiotherapy, and dental hygiene.

2a. Teaching and Learning - Student Satisfaction

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

2a. Student Satisfaction	Percentage
Per the Key Performance Indicator (KPI) results reported in 2015-2016, the student satisfaction rate at Canadore College for capstone question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career"	90.0
Per the KPI results reported in 2015-2016, the student satisfaction rate at Canadore College for capstone question #24 "The overall quality of the learning experiences in this program"	83.3
Per the KPI results reported in 2015-2016, the student satisfaction rate at Canadore College for capstone question #39 "The overall quality of the services in the college"	68.4
Per the KPI results reported in 2015-2016, the student satisfaction rate at Canadore College for capstone question #49 "The overall quality of the facilities/resources in the college"	72.6

Additional Information

Please indicate any methods, in addition to the KPI survey results, that Canadore College used in 2015-2016 to measure student satisfaction.

Canadore College uses a variety of tools to measure student satisfaction, in addition to the annual KPI survey. Student course feedback surveys, a student survey on college engagement, residence life surveys, customer satisfaction surveys at the exit of services, and feedback loops directly to the President are all employed to continually receive feedback between the annual survey. This year, Canadore also introduced social media feedback sessions and Q&A sessions for our incoming students. A feedback box has also been added to the Admissions Office and Health Centre.

Highlights

Please provide highlights of Canadore College's activity in 2015-2016 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by Canadore College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Canadore College continues to add a variety of initiatives aimed at improving and maintaining student satisfaction. The college has coordinated numerous outreach activities toward students to garner feedback and to seek proactive and constructive ways to improve the student experience in real-time. Initiatives flowing from this feedback have included the introduction of Employer Services, a Triage Mental Health Nurse, additional student life programming and a vastly expanded student council. The college has also created additional tools and policies aimed at improving judicial reviews and fairness, as well as providing opportunities for peer-to-peer driven programming. All of these are coming together to create a highly engaged student body that is assisting the college as we improve the student experience. Canadore has also provided several hundred volunteer, service learning and community development opportunities for students, all of which improve pride, student experience and a much richer developmental journey.

Program specific examples include:

Students in the Schools of Health, Human Care and Wellness, Schools of Biotechnology and Environmental Studies have experiential learning exposure and opportunities through placements and interprofessional simulated learning. This includes attending a placement within their field, and returning back to campus to interprofessionally simulate a skill or a learning opportunity they have observed. Every student within these schools has an online component to their program which supports any future educational opportunities they may choose to pursue.

Within the School of Environmental Studies, 10 students attended a College in Grenada and participated in a number of certification experiences (diving, reef restoration and island water maintenance); conversely, 10 students came to Canadore to experience the program and attended a number of field camps and obtained certifications in geomatics, tree plant identification and water sampling.

Media, Design and Dramatic Arts programs purchased new industry specific equipment which allowed students to learn new techniques and practices paralleling industry standards and expectations upon graduation. The school established MOU's with film companies allowing students to participate on set with industry professionals, and opportunities both locally and in Toronto were created to showcase student work.

New programs and pathways were intentionally developed to provide laddering opportunities to enhance student success and encourage growth (e.g. Digital Cinematography to Television to Advertising and vice versa). This also allowed programs to work collaboratively with one another on projects, thus giving the students insights into how the components within an industry work with one another (e.g. Graphics Design students creating movie posters for the Digital Cinematography student movies).

School of Sport and Recreation programs created synchronous/asynchronous access providing opportunities for learners to access our programs regardless of location, work schedules, and family and social responsibilities.

Canadore invested in a new lab for the Civil Engineering and Carpentry program students contributed to the renovations providing steep stud framing, drywall and finishing touches.

Students in the Electrical Techniques program were trained and received additional certification on Powder Actuated Tools, Lock Out-Tag Out, and Southwire SIMPull adding to their professional portfolio and skill base.

Community Justice Services 4th semester students completed a 2-day 'live-in' experience at Wendigo Lake (formerly Camp Dare) participating in numerous workshops providing additional certification.

Mechanical Engineering and the Welding/Metal Fabrication students participated in funded applied research contributing to their educational experience and building their confidence when working with industry experts.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015, the graduation rate at Canadore College is	72.4

Additional Information

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

Canadore College used Ministry guidelines to measure and submit the college graduation rate. Currently, this is the sole method used to measure successful completion of programs through to graduation. Canadore College prides itself on a comprehensive suite of wrap around supports for all of our learners. Some examples of these include our partners in success program, our onsite career services, student success services, peer tutoring and retention support activities. We also boast one of the highest graduation rates for aboriginal learners amongst our peer network. We attribute the success of Aboriginal learners to the holistic approach we take in supporting Aboriginal learners through the First Peoples' Centre and Student Success Services.

Highlights

Please provide highlights of Canadore College's activity in 2015-2016 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by Canadore College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Canadore College offers robust services to students at the college and is home to a population of students with disabilities, and Aboriginal students who constitute more than 50% of our total enrolment. Advising, counselling, strong financial support programs, community outreach, community based delivery and enhanced residence programming all lead to improved student outcomes in a manner that is financially sustainable. Canadore has a strong history of service and continues to evolve and lead provincially. Canadore also boasts one of the strongest residence life programs in Ontario and has adopted a whole health approach to serving our students, moving away from transactional support services to a developmental model. The college, like many others would benefit from stable, enhanced funding aimed at improving mental health outcomes for students. Notwithstanding the increased growth in this target population, Canadore continues to serve all student with effectiveness and has kept pace with bystander training initiatives, cross-cultural competency and sexual assault and violence readiness.

Program specific examples include:

Within the Collaborative BScN program year four students were offered the opportunity to engage in a live review conducted by experts from USA and 3 mock HESI exams to prepare them for the College Nurses of Ontario new NCLEX licensing exams.

Students in the Practical Nursing program were offered a structured comprehensive review within the program curriculum in preparation for their licensing exams.

Strong connections to Program Advisory committees help faculty identify job opportunities in the industry which are promoted to students. Feedback from the committees is also used to revise curriculum in all programs ensuring students are prepared for their respective fields upon graduation.

Work integrated learning opportunities (field placement, clinical and internships) imbedded into programs allow students to gain industry and sector specific experiences reinforcing their vocational and essential skills development. Students are also able to network within their sector increasing potential for employment upon graduation.

Experiential and community service learning is embedded into program curriculum providing applied learning opportunities which replicate "real world" experiences and keep students engaged in their respective programs. Examples include Television and Graphics Design students benefiting from a MOU with the North Bay Battalion and Cogeco Television, and Digital Cinematography students participating in movie set filming.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

The table below has been pre-populated with the results from Canadore College's 2014-2015 Report Back. Please identify Canadore College's achieved results for 2015-2016 using the following methodology:

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

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

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

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

Entering Cohort	Retention Rate Achieved 2014-2015	Retention Rate Achieved 2015-2016
1st to 2nd Year	79.90	77.70
2nd to 3rd Year	82.05	80.00
3rd to 4th Year	0.00	0.00

*NOTE: Institutions use a variety of student enrolment cluster groups in their student retention rate calculations. As such, comparison between prior year student retention rates and the 2015-2016 student retention rate is not recommended. The Ministry of Advanced Education and Skills Development will continue to work with institutions to refine the student retention rate indicator for future SMA Report Backs.

Additional Information

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

= (2015 SEM Enrolment – January Intakes – Fast Track Students or New Entrants) / 2014 All Students Enrolled in a 1 + year program on Nov 1)

Highlights

Please provide highlights of Canadore College's activity in 2015-2016 that contributed to maintaining or improving retention rate. This could include a strategy, initiative or program viewed by Canadore College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

While the College remains focused on retention for all of our programs, this year we are strategically taking a deeper dive into the retention of a few of our programs. This deeper dive included review of the critical points where students struggle, review of assessment strategies and review of the supports currently in place. The results of this strategic intervention has improved student retention in one of our trades programs by more than 7% and has improved enrolment by 15% in a second program in our School of Media Design and Dramatic Arts. These two initiatives have supported a shift in our way of thinking relative to student retention towards specific outcomes based retention activity while supporting broader activities aimed at a critical mass of students.

The College has also engaged the Canadore Students' Council in developing substantial programs to improve retention through positive student experiences on our campus sites. Leadership, program affinity, camaraderie and engagement are all supporting a strengthened student population that is more successful and resilient.

Early intervention with students in the first 4 weeks of the semester, coupled with Academic Alert letters at mid-semester, and follow-up by faculty with students who are struggling and may need additional academic or non-academic supports has helped improve retention within program areas. In addition, during Reading Week students are given opportunities for additional support from faculty and technologists. Mid-term marks meetings enable the team to identify students who are at risk, and student success strategies and plans are jointly developed for at risk students. Students with identified accommodations have representation from the College's Student Success Services department at the meetings if at all possible. The College also provides for tutoring and a testing center for students

who have identified accommodations and this is encouraged throughout the semester.

Program specific examples include:

The SCWI dual credit program is a positive retention and conversion story. According to 2015-16 provincial data the local RPT has a 95% retention rate for dual credit programs at Canadore College compared to the provincial rate of 89%.

The Practical Nursing program and, most recently, the Social Service Worker program both have January intakes which allow students who may have been unsuccessful during the September intake to repeat a course or courses in order to continue in the program without any gaps.

A unique Trades Fundamentals program that has multiple entrance and exit points throughout the semester and academic year was developed. This program enables students to be exposed to a variety of trades thus assisting with their career direction. Many students enter a trades program only to realize early on that this is not a program and/or sector that would maintain their interest. These entrance and exit points also contribute to student mobility and retention and enable at-risk students in related programs to gain relevant skills while returning to their original program the following semester

A retention pilot project was introduced in the Carpentry & Building Construction program whereby Student Success Services counselors and program faculty worked closely together to monitor student engagement and success, and develop retention strategies. This project involved all registered students in the cohort not solely those identified and/or registered with Student Success Services.

Courses/programs were aligned in the School of Aviation Technology which enables students who are unsuccessful in the Aviation Technician-Aircraft Maintenance program to transfer to the Aviation Technology-Aircraft Maintenance Structures or Avionics program to pick up missed credits and then return to the third year of AMT program upon completion. This provides students with options to complete their respective programs without exiting from the college.

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

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

*DEFINITIONS:

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

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

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

Co-op work placement: Education at Work Ontario (www.ewo.ca), a regional association of the Canadian Association for Co-Operative Education, defines a co-op program as follows: "A Co-operative Education Program is one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria:

- Each work situation is approved by the Co-operative Education institution as a suitable learning situation.
- The Co-operative Education student is engaged in productive work rather than merely observing.
- The Co-operative Education student receives remuneration for the work performed.
- The Co-operative Education student's progress on the job is monitored by the Co-operative Education institution.
- The Co-operative Education student's performance on the job is supervised and evaluated by the student's employer.
- The time spent in periods of work experience must be at least thirty percent of the time spent in academic study.

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

- activities that are an integral component of the curriculum of the program and necessary for the successful completion of the program, and
- activities in which students are continually supervised directly by college staff or individuals working on behalf of the college.

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

- activities in which students are provided with instruction and are directly supervised by college staff, and
- settings outside college facilities in which individual students are required to use instructional equipment and/or supplies.

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

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

- activities that are an integral component of the curriculum of the program and are necessary for the completion of the program, and
- activities in which college staff do not directly supervise students and for which college staff undertake one or more of the following activities:

    ○ make periodic site visits,
    ○ ensure that assignments given to students and the work being done by students are suitable for the program,
    ○ monitor the students' progress in the placement activity,
    ○ help address problems encountered by students in the field or work placement activity, or

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

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

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

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

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

Clinical Placement Program Type	Number of programs at Canadore College with clinical placements	Number of students at Canadore College enrolled in a program with clinical placements
Certificate	1	77
Diploma	2	264
Advanced Diploma	2	129
Graduate Certificate	N/A	N/A
Degree in Applied Area of Study	N/A	N/A

Field Placement/Work Placement Program Type	Number of programs at Canadore College with field placements/work placements	Number of students at Canadore College enrolled in a program with field placements/work placements
Certificate	1	19
Diploma	11	516

Advanced Diploma	1	30
Graduate Certificate	1	6
Degree in Applied Area of Study	N/A	N/A

Fieldwork Program Type	Number of programs at Canadore College with fieldwork	Number of students at Canadore College enrolled in a program with fieldwork
Certificate	11	379
Diploma	26	1,562
Advanced Diploma	6	300
Graduate Certificate	2	10
Degree in Applied Area of Study	N/A	N/A

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

Highlights

Please provide highlights of Canadore College's activity in 2015-2016 that contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples may include mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by Canadore College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Approximately 68% of Canadore programs have at least one course with experiential learning opportunities and increased opportunities are being explored in all program areas. A formal Work-Integrated Learning framework is currently in the development stage to assist program areas with this work. The list below highlights some current opportunities provided to our students in a number of program areas. It should also be noted that Canadore College has a strong community service presence which augments opportunities that are embedded into the curriculum and program.

Every student within the School of Health, Human Care and Wellness, and the School of Biotechnology and Environmental Studies has a work integrated learning experience; this includes clinicals for health, field work/ placements and fieldwork. Faculty are responsible for evaluating the students' assignments related to the experience while the site Supervisor, in collaboration with the faculty, evaluates the activities.

The Collaborative BScN program offers students the opportunity to have hands-on learning through simulations in a state of the art lab semester 1 through 8. These activities are integral components of the curriculum and are leveled throughout the semesters.

Television students work with the North Bay Battalion to produce live coverage of hockey games. They also work with Canadore Athletics on varsity athletics and special events.

Graphic Design students provide photography for North Bay Battalion and work with local companies to create websites. Digital Cinematography students work on local film sets gaining valuable real-world experience throughout the three years of their program. Advertising and Marketing Communications students work with local companies to create marketing plans and initiatives.

Culinary students operate the 100 Elements restaurant serving the local community. We are #1 in North Bay on Trip Advisor and have had visitors to the restaurant from Texas, Tennessee and other locations across North America.

Recreation Therapy students work with local organizations to develop/deliver a variety of activities including Halloween/Christmas parties in Community Centres and Seniors' facilities. Recreation and Leisure Services students work with local schools to develop/deliver Recess Revival activities for elementary school children.

Strength & Sport Conditioning students train athletes from various disciplines including football, hockey, and volleyball. In addition they provide strength and conditioning training to local sports teams including the Warriors of Hope Dragonboat Team, the North Bay Trappers Midget Hockey Team, the North Bay Special Olympics Powerlifting Club, and the North Bay Para-Powerlifting Club.

Community Justice Services students complete a 200-hour work placement in agencies across Ontario and Canada. Police Foundations students participate in volunteer opportunities, take part in 'ride-alongs' and mentorship with North Bay Police, and take part in 'block-training' exercises.

Motive Power and Machinist students complete a 2-week work placement at the end of their term prior to graduation.

Welding students took part in applied research with Canadore's Innovation Centre for Advanced Manufacturing and Production (ICAMP) providing them with the opportunity to work with industry partners, and Building Construction students build garden sheds for clients as part of their course completion requirements.

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. Canadore College is asked to provide information on e-learning courses, programs and registrations in 2015-2016.

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

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

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

Fully Online Learning* and Synchronous Conferencing*

DEFINITIONS:

Courses:

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

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

Programs:

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

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

e-Learning Course, Program and Registration Data
Based on the definitions provided above, provide Canadore College's eLearning data for 2015-2016:

Course Data	Ontario College Credential	Other Credential
Number of ministry-funded courses offered through fully online learning	24	139
Number of ministry-funded courses offered through synchronous conferencing	25	0
Total Number of ministry-funded, for-credit courses offered in e-Learning format	49	139

Program Data	Ontario College Credential	Other Credential
Number of ministry-funded programs offered through fully online learning	11	23

Number of ministry-funded programs offered through synchronous conferencing	3	0
Total Number of ministry-funded, for-credit programs offered in e-Learning format	14	23

Program Registrations	Ontario College Credential	Other Credential
Number of registrations in ministry-funded programs offered through fully online learning	104	439
Number of registrations in ministry-funded programs offered through synchronous conferencing	105	0
Total Number of registrations in ministry-funded, for-credit programs offered in e-Learning format	209	439

Additional Information

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

No anomalies to report. Data is derived from the SIS course catalogue; followed suggested methodology of MTCU.

Hybrid Learning*

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

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

Additional Information

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

Canadore College continues to develop courses using a hybrid model. Professors are supporting their in-class delivery with online resources using the Desire to Learn (D2L) learning management system.

Highlights

Please provide highlights of Canadore College's activity in 2015-2016 that capture the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by Canadore College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.)

Canadore utilizes a variety of e-learning options to meet its diverse student population enabling students to reach their educational aspirations accessing both internal and external e-learning options and funding. Canadore was the recipient of three years of successful applications for the ShOCF (2013-2015) submissions. 2016-18 proposals include Canadore as the lead college for three submissions and participants on six others.

Every program within the Schools has an online general education learning opportunity.

Program specific examples include:

Within the Practical Nursing and Personal Support Worker program, students from the North Bay and Parry Sound campuses share synchronous conferencing courses. Additionally, the PSW program offers three online courses through Ontario Learn. Canadore has recently submitted a proposal to E-campus, in collaboration with three other colleges, to offer the entire PSW program online with onsite compressed skill labs at identified colleges across the province.

The Year 4 (semester 8) consolidated placement rotation within the collaborative BScN program is delivered using a hybrid approach. Students take two 3 credit courses online (NURS 4007 Leadership and Management and NURS Trends and Issues in Nursing) while being placed with a preceptor (experts) in a clinical setting for the term for 420 hours. Curriculum assignments and evaluative strategies within the two 3 credit courses are focused on the placement setting needs and realities. Placement agencies have students assist with the development of change management projects and local strategies to address pressing issues within the profession as part of their studies (a win-win situation for student and potential employer).

The program areas take advantage of the college's LMS – "Desire to Learn" to improve student's e-learning experience.

Partnering with Contact North, Canadore provides synchronous/asynchronous access to our School of Sport and Recreation programs. This has provided opportunities for learners to access our programs regardless of location or work schedules.

The Department of Part-time Studies provides expanded e-learning options for students on a course-by-course basis allowing them to acquire courses they may be missing while remaining 'on stream' with their established cohort.

If NCCP goes forward, in 2017 we would report results under the synchronous conferencing program heading.

3. Student Population

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

Full-Time Students	# of Students
The total full-time headcount enrolment* at Canadore College in 2015-2016:	2,735

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

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

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

Students with disabilities
DEFINITION: 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 Canadore College's annual report to the Ministry for the Accessibility Fund for Students with disabilities (AFSD).

Students with disabilities	# of Students	Percentage
The total number of full-time students with disabilities at Canadore College who registered with the Office for Students with disabilities and received support services in 2015-2016:	1,085	
The total indicated above as a comparative % of Canadore College's 2015-2016 full-time enrolment headcount:		39.67
The total number of part-time students with disabilities enrolled at Canadore College in 2015-2016:	0	

Highlights

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

Our unique partnerships support student learning, mental health, student life and career guidance as well as resources to access additional services students need. Whether delivering stand-alone services like mental health advising, hybrid services which complement existing student success services, or support overflow services to address capacity issues, our focus remains on the student life cycle to prepare and support students throughout and beyond their academic careers. Our model of student success provides same day appointments and service delivery standards that guarantee timely student access to services and connect students with the right service at the right time on and off campus. We offer a superior customer service experience and provide 'in the moment' student access to an exceptional range of services.

Additional supportive resources and information sharing services were provided including student/life stage development, anxiety, organizational/time management skills, stress management, depression, Crown Ward supports, fentanyl addictions/substance use, online courses, D2L, resume/career, summer transition, social, LGBTTQ/sexual orientation/identity, eating disorders, sexual assault/violence, and suicide/life promotion.

Student Success Services continues to evaluate the quality and effectiveness of our services through the utilization of customer service satisfaction questionnaires. All registered students are encouraged to provide feedback to further enhance our services to align with the student life cycle.

This Continuous Quality Improvement initiative garnered 31 customer satisfaction surveys; the results of which are captured below:

-

- 100% of students rated quality of services as "superior or above average";

- 93.5% of students indicated service needs surpassed expectations;

- 100% rated overall satisfaction of little-no wait time to receive service/support.

Undoubtedly, there are challenges serving unique and diverse student groups; however, customized student success solution-focused initiatives, intuitive 'student life cycle' strategies, and specialized services prove to be successful, as evidenced by key performance indicators.

Program specific examples include:

Within the School of Health and Human Services all programs contain a mandated general education course related to indigenous studies and cultural safety.

Faculty encourages students to produce documentaries and other media enriched projects that highlight issues related to a variety of under-represented groups. Examples include a documentary on depression and a documentary on student life in college. Theatre Arts students act in plays that portray under-represented groups which enables students from under-represented groups an avenue to tell their story.

The Plumbing program built a work-station table and prototype wall for a student in a wheelchair to work on his course projects – this set-up will go with the student for his electrical courses as well.

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

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

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

First Generation Students	# of Students	Percentage
The total number of full-time First Generation students enrolled at Canadore College in 2015-2016:	168	
The total indicated above as a comparative % of Canadore College's 2015-2016 full-time enrolment headcount:		6.14
The total number of part-time First Generation students enrolled at Canadore College in 2015-2016:	0	

Highlights

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

We accomplished meeting the immediate needs of First Generation students through our open door/walk in services. Students can book an appointment with an advisor for a later date or, with minimal wait time, can speak with someone the same day. This approach proved beneficial for relationship building.

We are developing enhanced communication and awareness tools to reach out to as many students as possible. We continue to publish "First News' newsletter once a semester and a bi-monthly email touchpoint with students. An information table was set up at Canadore's annual Student Expo and at our satellite campuses to share information and encourage registration.

We continue to explore activities that are oriented towards family participation.

Students attended an advising appointment for orientation, providing them with an opportunity to ask questions. The students were also provided with individual day timers and a time management session. Monthly workshops are offered including stress reduction techniques, budgeting, career development tools, and one-on-one assistance with completing the bursary applications.

Students have opportunities to participate in campus spirit events with teams made up of First Generation students, attend information and promotion night in student residence, and participate in career fairs.

Indigenous Students

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

Indigenous Students	# of Students	Percentage
The total number of full-time Indigenous students enrolled at Canadore College in 2015-2016:	440	
The total indicated above as a comparative % of Canadore College's 2015-2016 full-time enrolment headcount:		16.09
The total number of part-time Indigenous students enrolled at Canadore College in 2015-2016:	62	

Highlights

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

Our unique working relationships with student services and the academic division enable students with learning, mental health, student life and career guidance resources to access the services they need when required. Whether delivering stand-alone services like mental health advising, hybrid services which complement existing student success services, or support overflow services to address capacity issues, our focus remains on the student life cycle to prepare and support students throughout and beyond their academic careers. To encourage, support and mentor independence, healthy choices and goal setting, the First Peoples' Centre has expanded the Peer Ambassador and Mentorship opportunities for students. A shift towards culturally relevant peer-to-peer programs has required intensive resource allocation and the College is realigning full-time staff positions towards meeting our objectives in this area. Canadore has deepened partnerships with Aboriginal institute partner organizations to share resources, tools, ideas and techniques aimed at creating community based training opportunities which are proven to improve student success outcomes.

To increase access to post-secondary and training programs, Canadore maintains and actively pursues partnerships with 7 Aboriginal Education Institutes and 30 Aboriginal communities in a variety of areas. This has included more than 25 full-time postsecondary programs being offered in First Nations throughout Ontario, partnering to deliver nearly $1M of new training and research activities through our First Peoples' Centre and the creation of the Canadore Aboriginal Students Association.

French-Language Students
* DEFINITION: A student is considered a French-language student if the student meets at least one of the following criteria -
1) The student's mother tongue is, or includes French (the student is a Francophone);
2) the student's language of correspondence with the institution is French;
3) the student was previously enrolled in a French-language education institution; or
4) the student was enrolled in a postsecondary program delivered at least partially in French.

French-Language Students	# of Students	Percentage
The total number of full-time French-Language students enrolled at Canadore College in 2015-2016:	101	
The total indicated above as a comparative % of Canadore College's 2015-2016 full-time enrolment headcount:		3.69
The total number of part-time French-Language students enrolled at Canadore College in 2015-2016:	18	

Highlights

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

Canadore has increased its partnerships with francophone schools and school boards. We are in regular contact with teachers from sending institutions to assure a seamless postsecondary experience for our French-Language students. As a result, we have seen improved interest in our ESL program and students continue their studies in English language diplomas and advanced diplomas.

Additional Information

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

Data captured in the SIS, most elements are now reported through the data elements via the CSER reporting tool. Self-identification initiatives complement the data capture activities

3b. Student Population - International Students

International Students

DEFINITION: International Enrolment is the headcount of full-time international students who are a non-Canadian citizen or non-permanent resident (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) studying as of November 2015 at Canadore College.

International Students	# of Students	Percentage
Canadore College reported to the ministry full-time international enrolment* in 2015-2016:	377	
The total indicated above as a comparative % of Canadore College's 2015-2016 full-time enrolment headcount:		13.78
Canadore College's 2015-2016 part-time international enrolment is	119	

Additional Information

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

Data captured in the SIS, most elements are now reported through the data elements via the CSER reporting tool.

Highlights

Please provide highlights of Canadore College's activity in 2015-2016 that contributed to maintaining or improving the international student experience at Canadore College. This could include a strategy, initiative or program viewed by Canadore College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Canadore constantly strives to improve the international student experience. Some initiatives that we have continued to offer include: ice skating, International Student Committee, ESL support, conversation classes, outbound and inbound student and staff exchanges with institutions in China, celebrating cultural festivals, and providing opportunities for international students to teach others about their respective cultures. Newly arrived international students are provided with a comprehensive, practical orientation to living and studying in Canada.

The College has also launched the Office of Diversity and Inclusion and has supported the creation of the International Students Association, a sitting membership committee of the Canadore Students' Council. All of these activities are deepening the successful meshing and celebration of cultures at Canadore while attracting more students from different ethnic backgrounds to our campuses.

International students are fully integrated into existing program courses following a review of their prior learning on an individual basis and the program specific preadmission requirements and prerequisites. Setting students up for success by linking them to on-campus student academic support services has also been a successful strategy.

There are exchange opportunities for domestic students aimed at raising cultural awareness through interaction with international students at a partner institution. This has resulted in students from our international partner institutions accessing our pathways to Canadore certifications.Additional opportunities are being explored.

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

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

Proportion of an institution's enrolment that receives OSAP	# of Students	Percentage
Canadore College's 2015-2016 proportion of an institution's enrolment that receives OSAP is	1,414	61.20

Additional Information

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

Data is derived from enrolment data from the SIS and the OSAP download files provided by the MAESD.

4. Program Offerings

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

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

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

*DEFINITION: _Headcount_ is the un-audited 2015-2016 full-time funding eligible enrolment count submitted on November 1, 2015 by Ontario publicly funded colleges to the ministry's College Statistical Enrolment Report (CSER). Headcount does not include part-time, funding ineligible, nursing, Second Career, apprentice or international students.

Occupational Cluster (Credential Level)	# of students in a program as a % of total # of students across all programs at Canadore College	Canadore College's share of system-wide enrolment in each PROGRAM
Refer to complete list below:		
Applied Arts - Advertising and Design (Advanced Diploma)	2.08	1.40
Applied Arts - Advertising and Design (Diploma)	1.38	1.69
Applied Arts - Education (Diploma)	3.29	1.04
Applied Arts - Law and Security (Diploma)	8.43	1.95
Applied Arts - Media (Advanced Diploma)	3.03	1.89
Applied Arts - Media (Diploma)	2.34	1.14
Applied Arts - Performing Arts (Advanced Diploma)	0.95	2.95
Applied Arts - Preparatory/Upgrading (Certificate)	5.80	1.23
Applied Arts - Public Relations (Diploma)	0.82	6.07
Applied Arts - Recreation/Fitness (Diploma)	7.14	4.14
Applied Arts - Social Services (Diploma)	12.67	4.42
Business - Accounting/Finance (Diploma)	1.47	1.11
Business - Business Management (Diploma)	3.11	2.08
Business - Culinary Arts (Certificate)	1.30	3.63
Business - Culinary Arts (Diploma)	1.90	1.87
Business - Hospitality Management (Certificate)	0.30	2.70
Business - Office Administration (Diploma)	1.25	3.60
Business - Travel/Tourism (Certificate)	0.82	48.72
Health - Health - Miscellaneous (Certificate)	0.39	5.33
Health - Health - Miscellaneous (Diploma)	2.94	4.08
Health - Health Technology (Advanced Diploma)	5.45	3.39
Health - Health Technology (Diploma)	1.82	1.95
Health - Nursing Related (Certificate)	2.42	3.16
Health - Nursing Related (Diploma)	8.95	2.92

Technology - Automotive (Diploma)	1.08	2.25
Technology - Aviation (Maintenance) (Advanced Diploma)	2.03	88.68
Technology - Aviation (Maintenance) (Certificate)	0.65	45.45
Technology - Aviation (Maintenance) (Diploma)	2.72	10.43
Technology - Chemical/Biological (Advanced Diploma)	1.30	1.53
Technology - Chemical/Biological (Diploma)	0.43	1.41
Technology - Civil (Advanced Diploma)	0.48	0.37
Technology - Civil (Certificate)	0.30	0.96
Technology - Civil (Diploma)	2.68	4.35
Technology - Electronics (Certificate)	1.21	2.70
Technology - Machining (Diploma)	2.03	12.37
Technology - Mechanical (Advanced Diploma)	0.30	0.25
Technology - Mechanical (Certificate)	1.34	2.81
Technology - Mechanical (Diploma)	0.04	0.04
Technology - Resources (Diploma)	3.11	3.79
Technology - Resources (Post-Diploma Certificate)	0.22	2.54

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

Trade - Refer to complete list below:

	Number of Apprentices	Pass/Fail Rate	Annual Funding
Exam Prep	19	100.00	$6,779.20
Railway Car Technician	34	100.00	$91,222.00
Automotive Service Technician	107	95.00	$191,850.08
Truck and Coach Technician	55	93.00	$98,159.20
General Carpenter	36	97.00	$89,158.40
Cook	5	100.00	$16,614.96
Child Development Practitioner	395	94.00	$133,870.00
Information Technology - Network Technician	7	0.00	$11,167.52
Total	658		$638,821.36

Highlights

Please provide highlights of Canadore College's activity in 2015-2016 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by Canadore College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Program specific examples include:

Formal establishment of 2 pathways within existing programs: 1) Personal Support Worker to Practical Nursing and 2) Certificate Practical Nursing to diploma Practical Nursing.

Partnership established AEI agreement for Practical Nursing program at First Nation Institute.

Canadore partnered with Nipissing University to deliver a full-time Collaborative RPN to BScN Program (3 year) jointly with them via MOU agreement

Incorporating experiential learning into the curriculum which fostered internal and external program partnerships enriching learning and

enhancing the student experience. Examples include our TV students working at OHL hockey games running the main video board, and Graphic Design students working at OHL hockey games capturing still pictures of games. The Theatre Arts students also worked with Community and Justice Services program to provide actors to simulate stress scenarios.

New programs are in development which will enable laddering options from existing programs to new programs such as the new Post Production program. This will allow students from the Digital Cinematography and Broadcasting - Television and Video Production programs to advance their skills.

New pathways were created between programs to further ongoing educational opportunities in the trades (post-secondary trades programs to apprenticeship programs).

Canadore created a unique Trades Fundamentals program that has multiple entrance and exit points throughout the semester. These entrance and exit points contribute to student mobility and retention.

5. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be developing long-term indicators for credit transfer in consultation with the sector through the Credit Transfer Accountability Framework.

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

In future years, the ministry will be expecting more complete data that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system.

This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors, as well as metrics related to transfer student satisfaction or outcomes.

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

Transfer applicants and registrants

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

Year	Total # of Canadore College graduates who participated in Graduate Survey (A)	# of Canadore 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 Canadore College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2011-2012	942	71	7.54	57,701	3,463	6.00
2012-2013	755	79	10.46	57,462	3,424	5.96
2013-2014	649	56	8.63	54,467	3,003	5.51
2014-2015	601	46	7.65	52,039	2,465	4.74
2015-2016	510	24	4.71	46,244	2,047	4.43

Per the College Graduate Outcomes @ 6 Months data reported in 2015-2016 (based on 2014-2015 graduates),	Percentage
The percentage of Canadore College students who were satisfied or very satisfied with academic preparation for university was	79.2
The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was	58.3

NOTE: The ministry recognizes that this is a census survey in which the response rate is approximately 66%. The ministry also recognizes that this only captures college graduates who have transferred within 6 months of graduation and is not the complete picture of college-university transfer students.

Highlights

Please provide highlights of Canadore College's activity in 2015-2016 that contributed to ensuring that students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by Canadore College to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

Canadore continues to explore meaningful pathways for our students. Efforts are focused on articulation and agreements with institutions that are in the catchment regions of our students. Canadore's Pathway Officer supports student pathways, transfer credit, reporting and general communication around all pathway opportunities to students, staff and public. The ongoing development of our database to facilitate tracking, reporting and data transfer of current pathways, transfer assist modules and articulation agreement repository continues. Canadore continues to see increased enrolment of university graduates seeking applied learning opportunities.

Canadore is leading 2 applied research projects through the Student and Indigenous Services Division aimed at improving pathways and credential laddering for Aboriginal learners. The results of these activities will shift the potential in a positive way towards establishing new, diversified and strengthened program pathway options from high school right through to university. Canadore is also aggressively pursuing block transfer agreements and joint offer of admission opportunities with university partners.

Program specific examples include:

Formal establishment of 2 pathways within existing programs: 1) PSW to PN and 2) Certificate PN to diploma PN.

Partnership established AEI agreement for PN program at First Nation Institute.

Canadore partnered with Nipissing University to deliver a full time Collaborative RPN to BScN Program (3 year) jointly with them via MOU agreement

Incorporating experiential learning into the curriculum which fostered internal and external program partnerships enriching learning and enhancing the student experience. Examples include our Broadcasting-Television and Video Production students working at OHL hockey games running the main video board, and Graphic Design students working at OHL hockey games capturing still pictures of games. Theatre Arts students also worked with Community and Justice Services program to provide actors to simulate stress scenarios.

New programs are in development which will enable laddering options from existing programs to new programs such as the new Post Production program. This will allow students from the Digital Cinematography and Broadcasting-TV programs to advance their skills.

New pathways were created between programs to further ongoing educational opportunities in the trades (post-secondary trades programs to apprenticeship programs).

Canadore created a unique Trades Fundamentals program that has multiple entrance and exit points throughout the semester. These entrance and exit points contribute to student mobility and retention.

6. Financial Sustainability

1. Annual Surplus/(Deficit) - (revenue - expenses)	Amount	Benchmark	
Annual Surplus/(Deficit)	331,350	0	

2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets)	Amount	Benchmark	
Accumulated Surplus/(Deficit)	-1,850,727	0	

3. Quick Ratio (current assets) / (current liabilities)	Amount	Benchmark	
Current Assets/Current Liabilities	0.80	1.00	

4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)]	Percentage	Benchmark	
Debt/Assets	37.56	35.00	

5. Debt Servicing Ratio (interest expense + principal payments) / (revenue)	Percentage	Benchmark	
Total Debt Serviced/Revenue	3.38	3.00	

6. Net Assets to Expense Ratio (net assets) / (expenses)	Percentage	Benchmark	
Net Assets/Expenses	69.58	60.00	

7. Net Income to Revenue Ratio (revenue - expenses) / (revenue)	Percentage	Benchmark	
Net Income to Revenue	0.53	1.50	

Highlights

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

Canadore College continues to demonstrate commitment to quality post-secondary education while exhibiting financially sound and innovative practices as noted through our in-year balanced budget, improvements in accumulated deficit, debt to assets ratio and net assets to expense ratio. We remain cognizant of operating pressures and strive for efficiency and revenue stream growth.

7. Attestation

By submitting this report to the ministry:	Checkbox
Canadore College confirms that all information being submitted to the ministry as part of the 2015-2016 SMA Report Back is accurate and has received approval from Canadore College's Executive Head.	✔

For additional information regarding Canadore College's 2015-2016 SMA Report Back please contact	Information
Name:	Ginette Cazabon
Telephone:	705-474-7600 x 5231
Email:	ginette.cazaon@canadorecollege.ca

Please indicate the address on Canadore College's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry	Information
Website:	canadorecollege.ca