

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 Loyalist 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 Loyalist College was:	87.4

Additional Information

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

-
- Prior to Convocation in June, students are requested to fill out a graduate survey/information update that collects information about their current employment status. Based on the results, students are either sent a congratulations email or further information and resources to help them secure employment in their chosen field.
- In coordination with the Marketing and Communications department, Loyalist uses social media outlets such as LinkedIn and Twitter, as well as local and national news outlets to research graduates and their current employment status.
- Loyalist Alumni Services facilitates a mentorship program. Participants share their current employer information and employment status as part of the registration process.
- Loyalist Alumni Services recently purchased an application called "Live Alumni," which sources up-to-date employment information from LinkedIn to provide information about graduates' current employment.

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 Loyalist College was:	92.2

Additional Information

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

-
- The Loyalist Career Centre has increased its employer engagement activities on campus. The Centre is in contact with employers in a variety of industries and employers are asked about their staff and whether they are graduates of the College. This information is shared with the faculty of related programs.
- Each time an employer posts a position through the Loyalist Career Centre, they receive an automatic email that asks specific questions about whether they have hired Loyalist graduates and their level of satisfaction with them.

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 Loyalist College that were employed full-time in a related or partially-related field were:	45.4

Additional Information

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

-
- The “Live Alumni” application sources current employment information from LinkedIn to provide information about graduates’ employment in related fields.
-

Highlights

Please provide highlights of Loyalist 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.).

-
- The Loyalist College Career Centre provides a variety of services and resources that support students in their career exploration, planning, job search and career development. To meet the needs of the evolving job market, the Career Centre continually enhances the delivery of the Career Development Certificate program and offers tailored content for the unique needs of individual academic programs and learner groups. These changes have resulted in an increase in the number of students required to complete the Certificate as a component of their academic program. As a result of this program, participants report increased confidence and professionalism, which serves them well in their job search as students or graduates. The value of the program is well recognized by members of the College faculty with an increasing number of programs including it in their curriculum. Students report that they are graduating from Loyalist with confidence in their ability to market their skills and secure employment. The Career Centre continues to use tools that enhance employability and preparation for the work force including an online job posting portal, an online interview preparation tool, and increased access to appointments with Career Centre staff.
- Career Centre staff members are actively involved in employer-related initiatives including job fairs and on-campus recruitment events such as “Lunch and Learn” sessions, employer panels, networking events and the “Employer in the Hall” program. These activities increase employer knowledge about Loyalist programs and graduates and provide access to job candidates. Loyalist's Career Centre now offers employers the opportunity to recruit and interview students in a virtual environment.

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture Loyalist 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 Loyalist College for capstone question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career"	90.9
Per the KPI results reported in 2015-2016, the student satisfaction rate at Loyalist College for capstone question #24 "The overall quality of the learning experiences in this program"	84.1
Per the KPI results reported in 2015-2016, the student satisfaction rate at Loyalist College for capstone question #39 "The overall quality of the services in the college"	70.1
Per the KPI results reported in 2015-2016, the student satisfaction rate at Loyalist 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 Loyalist College used in 2015-2016 to measure student satisfaction.

-
- The Institutional Research Office, in collaboration with Enrolment Services and Marketing and Communications, administers a "first-year survey" as well as an "end-of-year survey" to students as a means of gathering information regarding recruitment, retention and marketing efforts to help influence future practices.
- The Institutional Research Office provides service area performance reports based on KPI student satisfaction calculations and data from reports purchased from CCI Research Inc. to the College Executive Team, deans and academic managers who then share this information with program coordinators and faculty for review, assessment and action planning.
- KPI reports are reflected upon by program teams as part of the institution's program quality assurance process.
- Student Government conducts a student satisfaction survey in the Fall and Winter terms. The surveys are advertised via posters, Facebook, e-newsletters and the Student Government's website. These surveys generate an extremely high rate of response. The outcomes, in terms of priorities and concerns, are shared with the College Executive Team and are used to identify and prioritize future projects and initiatives to address any identified gaps.
- Students enrolled in courses through OntarioLearn provide feedback in an online course evaluation that measures overall effectiveness of instruction, course content and general perceptions of quality. Courses with sub-standard results are subject to additional corrective steps including course review and/or instructor review to identify and address issues in an effort to increase student success and satisfaction.

Highlights

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

-
- Development of Strategic Enrolment Plan recruitment and retention activities relevant to changing demographics.
-
- Development of Strategic Enrolment Plan recruitment and retention activities relevant to changing demographics.
- Orientation and Campus Connect activities were expanded to better represent our diverse population and to ensure a more cohesive approach to student engagement. One example of this was the addition of a one-hour common break period for the

majority of programs to ensure that students and staff would be available to participate in a variety of activities. The Orientation program, run by Campus Connect, includes both academic and extracurricular activities. Campus Connect also supports fun and inclusive events throughout the year.

- Communication to students regarding engagement activities and initiatives has been integrated into the College's overall communication strategy.
- The College continues to make use of the class leader mechanism that facilitates student feedback on a range of issues at the program level.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015, the graduation rate at Loyalist College is	66.7

Additional Information

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

-
- The Loyalist graduation rate includes only post-secondary graduates from the previous academic year. Any cohort of students who started in the first semester of a program is included and is known as a “program entrant.” Direct entry or students with an advanced standing are considered “transferred in.” Students who transferred to a different program at the College are considered “transferred out.” The formula is displayed below:
 - $\text{graduation rate} = \frac{\text{program graduates}}{\text{program entrants} + \text{transfer-in students} - \text{transfer-out students}} \times 100$
-
- If a student is a potential graduate, they are included in the calculation. For example, a student in first year Architectural Technician is eligible for a Residential Drafting and Design (RDAD) certificate and would be included as a “program entrant” in the RDAD program.
- No additional strategies or measures were employed for graduation rate reporting, however, an internal review of the graduation rate was completed and the rate was determined to be higher for programs where multiple exit points exist.

Highlights

Please provide highlights of Loyalist 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 Loyalist College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

-
- A committee with the goal of further collaboration and integration of activities and programming in regards to recruiting, retaining and graduating students was created. This collaboration helped ensure consistent messaging to students and staff and delivery of the best programming and engagement activities for our students.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

The table below has been pre-populated with the results from Loyalist College's 2014-2015 Report Back. Please identify Loyalist 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	80.50	85.20
2nd to 3rd Year	63.90	63.30
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.).

-
- The retention rates were calculated by filtering the appropriate programs and students based on the "program length" and "study year" fields in the full-time PFIS-CSER reports, comparing Fall 2015 to Fall 2014. For example, to calculate the first to second retention rate, students in year one in 2014 are compared to students in year two in 2015, only counting those students who are enrolled in programs that are two or more years in length.
- Comprehensive retention reports were developed to provide data that informs practice and enrolment planning.
- Resultant data identified gaps and opportunities where additional retention strategies were implemented as part of the retention component of the College-wide Strategic Enrolment Plan.
- The College uses a rigorous, policy-based program quality assurance process to perform an annual review with a culminating in-depth presentation based on a five-year rotational schedule. The focus is on continuous improvement of teaching and learning, curriculum excellence and student success.
- The standard course feedback survey was redefined in collaboration with students, faculty and staff to generate more meaningful data in four categories: student, course, faculty/facilitator and the learning environment. The survey was digitized and is deployed through the College's learning management system (LMS) to increase access for students to complete the survey where and when they choose during a prescribed period of time.
- The Department of Continuing Education collaborates with the academic Schools to provide credit recovery options via distance education for on-campus students.
- KPI results help focus on potential gaps that faculty and staff can address to ensure an optimal learning experience for students. These are shared with teaching teams and program advisory committees.

- Loyalist College explored the use of predictive analytics to determine the potential for student success. Adopting an early identification tool and providing justification to the College Executive Team and the Board of Governors and creating an implementation plan was a major focus over the past year. A strategic model that capitalizes on early identification of students' potential needs ensures efficient and cost-effective allocation of resources

Highlights

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

-
- The Loyalist College faculty engages with students at-risk as early as week two by tracking attendance and working closely with Student Success Mentors throughout the academic year. Faculty participates in a formalized student at-risk reporting processes that involves key stakeholders. In some cases, this results in the creation of individual timetables for students who fail a course – to allow them to remain engaged in their full or part-time program of study. Programs with a January start offer opportunity to facilitate student recovery for those who are unsuccessful in the Fall semester. Programs have analyzed KPI and other data to develop strategies for the upcoming academic year that include focusing on specific courses, adding activities in Fall and Winter and increased student engagement and orientation activities.
- Retention strategies include the provision of additional support services, a rigorous at-risk identification and remediation program, an in-depth awareness/discussion/action focus on retention across the College, increased outreach via calling campaigns and classroom visits, and a targeted academic retention program for specific programs as required.
- Annually, the Academic Management Team performs a comprehensive review of the College's academic operating policies based on a three-year cycle. Changes are made to improve opportunities for student achievement and success while supporting academic quality and excellence.
- The new predictive analytics model for student needs is a highly student-centric approach that facilitates early intervention and the creation of a tailored achievement plan to engage the student to take control of his/her learning. Additionally, the new model alters the delivery of student services to increase collaboration between faculty and student service personnel through the development and use of multidisciplinary teams.

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.

It 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

- o 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 Loyalist College in 2015-2016:

Co-operative Education Program Type (Mandatory)	Number of programs at Loyalist College with a Co-op Stream	Number of students at Loyalist College enrolled in a Co-op program
Certificate	N/A	N/A
Diploma	1	22,222
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 Loyalist College with a Co-op Stream	Number of students at Loyalist 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 Loyalist College with clinical placements	Number of students at Loyalist College enrolled in a program with clinical placements
Certificate	1	60
Diploma	2	136
Advanced Diploma	N/A	N/A
Graduate Certificate	N/A	N/A
Degree in Applied Area of Study	1	100

Field Placement/Work Placement Program Type	Number of programs at Loyalist College with field placements/work placements	Number of students at Loyalist College enrolled in a program with field placements/work placements
Certificate	10	177
Diploma	20	908

Advanced Diploma	12	377
Graduate Certificate	2	31
Degree in Applied Area of Study	N/A	N/A

Fieldwork Program Type	Number of programs at Loyalist College with fieldwork	Number of students at Loyalist College enrolled in a program with fieldwork
Certificate	1	25
Diploma	18	803
Advanced Diploma	13	401
Graduate Certificate	6	88
Degree in Applied Area of Study	N/A	N/A

Mandatory College Baccalaureate Degree Work Placement Program Type	Number of programs at Loyalist College with mandatory college baccalaureate degree work placements	Number of students at Loyalist 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 Loyalist 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 Loyalist College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

-
- 84% of full-time post-secondary programs at Loyalist College offer experiential learning and 33% of programs through the Department of Continuing Education offer experiential learning.
- A co-op option, developed in partnership with a local company for the Manufacturing Engineering Technician program, was offered to students prior to starting their second year.
- Development of an applied project delivery in the final semester of the Chemical and Environmental Engineering programs, encapsulates a full semester of learning outcomes.
- Campus Clinical in the Practical Nursing program is an extension to the already robust simulation program in Nursing. It provides a simulated practice environment for students to further integrate role-specific learning as an extension of the workplace in the learning environment.
- Evaluation of the effectiveness of the simulation program will lend itself to future integration considerations in other health-related programming.
- Media, Arts + Design students from five (5) programs participated in broadcasting the Under 19 Women's World Floorball Championships that were held in Belleville in May 2016. Fifteen teams from around the world competed in the championships. Student placements resulted in production work being seen on Cogeco Belleville and streamed online around the globe.
- Funding was sought and approved for the On-Campus Entrepreneurship Activities grant through the Ontario Centres of Excellence which seeks to encourage the growth of student entrepreneurs and student-led enterprises by fostering the adoption of global best practices in student entrepreneurship.

- During the fourth semester, students in the two-year Business Diploma and three-year Advanced Diploma in Business Administration programs complete the Business Community Project course. A key component of the learning during this course is when the professor brings in guest speakers (previous Business students) who provide insight into the key success factors of which students will control during the project implementation process. Local business representatives come to the classroom to present a pitch to outline their project opportunity(ies), at which time the students submit a list of their top five project selections with explanations outlining why they believe they should be chosen. The project selections are reviewed and finalized and then the students contact their company with proposed details of the project to ensure that all components are realistic and achievable within the semester. The project team then prepares and submits a final project report to the professor and to their primary company contacts. This community-based project has proven to be not only an excellent experiential learning opportunity for our Business students, but has also resulted in a tremendous connection with our local business community, helping them to overcome some of the economic, social, and environmental challenges they face on a day-to-day basis.

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. Loyalist 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 Loyalist College's eLearning data for 2015-2016:

Course Data	Ontario College Credential	Other Credential
Number of ministry-funded courses offered through fully online learning	16	27
Number of ministry-funded courses offered through synchronous conferencing	N/A	N/A
Total Number of ministry-funded, for-credit courses offered in e-Learning format	16	27

Program Data	Ontario College Credential	Other Credential
Number of ministry-funded programs offered through fully online learning	1,592	311

Number of ministry-funded programs offered through synchronous conferencing	N/A	N/A
Total Number of ministry-funded, for-credit programs offered in e-Learning format	1,592	311

Program Registrations	Ontario College Credential	Other Credential
Number of registrations in ministry-funded programs offered through fully online learning	7,161	2,540
Number of registrations in ministry-funded programs offered through synchronous conferencing	N/A	N/A
Total Number of registrations in ministry-funded, for-credit programs offered in e-Learning format	7,161	2,540

Additional Information

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

The 2015 – 2016 Online Course Data reflects total registrations in credit level courses, not students registered per program. Current Continuing Education reporting does not track students by program.

The 2015 – 2016 Online Program Data reflects the number of fully online Ontario College Credential programs that we offer as well as the number of fully online Other Credential programs that we offer (BOG, Apprenticeship).

Online courses available through the Department of Continuing Education at Loyalist are offered either through OntarioLearn or on Loyalist's learning management system. Students are given the opportunity to evaluate every course, each semester.

Data Sources:

-
- Course Listing, Enrolment, and Element reports for the 2015 – 16 academic year, filtered for online courses
- CE Program Codes Credential report

The 2015 – 2016 Online Course Data reflects total registrations in credit level courses, not students registered per program. Current Continuing Education reporting does not track students by program.

The 2015 – 2016 Online Program Data reflects the number of fully online Ontario College Credential programs that we offer as well as the number of fully online Other Credential programs that we offer (BOG, Apprenticeship).

Online courses available through the Department of Continuing Education at Loyalist are offered either through OntarioLearn or on Loyalist's learning management system. Students are given the opportunity to evaluate every course, each semester.

Data Sources:

- Course Listing, Enrolment, and Element reports for the 2015 – 16 academic year, filtered for online courses
- CE Program Codes Credential report

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.)

Highlights

Please provide highlights of Loyalist 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 Loyalist College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.)

-
- Development of a commitment to integrate online and in-class programs for increased fluidity and access opportunities for students.
- Journalism and Film and TV Production students covered the debates leading up to and provided full election night coverage for the federal election in November 2015. The election night coverage was broadcast by Cogeco Belleville.
- Loyalist College is a provincial leader in providing online and distance learning to local and OntarioLearn partner college students. eCampus Ontario funding opportunities have been leveraged to continue to advance and support development and deliver innovative and engaging online curriculum to meet learners where they are.
- Simulation technology has been integrated into all lab courses in the Nursing and Practical Nursing programs. This includes use of manikins, computer programs and a new initiative known as "Campus Clinical." Campus Clinical enhances the Practical Nursing student learning experience in concepts related to obstetrics, which are becoming increasingly more difficult to achieve in hospital settings.
- The simulation success has laid the foundation for the future development of the Lifelong Health and Wellness Centre, and the Interprofessional Centre for Simulation Excellence. These facilities will provide greater inter-disciplinary approaches to program delivery that are more representative of practice/work environments.
-
- All general education face-to-face courses include an online component on the Learning Management System as a first step to exploring hybrid learning. This underscores our commitment to providing students with the skills necessary to use online resources for the access of information.

3. Student Population

This component highlights Loyalist 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 Loyalist College in 2015-2016:	2,781

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 Loyalist 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 Loyalist College who registered with the Office for Students with disabilities and received support services in 2015-2016:	320	
The total indicated above as a comparative % of Loyalist College's 2015-2016 full-time enrolment headcount:		11.51
The total number of part-time students with disabilities enrolled at Loyalist College in 2015-2016:	108	

Highlights

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

- All numbers are derived from the Student Information System (SIS). Given that a large number of students do not self-identify at OCAS, the student success team records all students who attend College events and activities, comparing these lists to the SIS records and deleting duplicates.

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 Loyalist College in 2015-2016:	1,056	
The total indicated above as a comparative % of Loyalist College's 2015-2016 full-time enrolment headcount:		37.97
The total number of part-time First Generation students enrolled at Loyalist College in 2015-2016:	1	

Highlights

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

-
- Full Time: Indigenous and First Generation student applications were extracted from OCAS application data in SIS and then matched with the PFIS CSER Nov. 1, 2015 submission.

Indigenous Students

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

Indigenous Students	# of Students	Percentage
The total number of full-time Indigenous students enrolled at Loyalist College in 2015-2016:	37	
The total indicated above as a comparative % of Loyalist College's 2015-2016 full-time enrolment headcount:		1.33
The total number of part-time Indigenous students enrolled at Loyalist College in 2015-2016:	0	

Highlights

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

-
- Full Time: Indigenous and First Generation student applications were extracted from OCAS application data in SIS and then matched with the PFIS CSER Nov. 1, 2015 submission.

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 Loyalist College in 2015-2016:	22	
The total indicated above as a comparative % of Loyalist College's 2015-2016 full-time enrolment headcount:		0.79
The total number of part-time French-Language students enrolled at Loyalist College in 2015-2016:	5	

Highlights

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

French language students were determined by filtering on the "Mother Tongue" field in the PFIS CSER report (Nov. 1 and off-count report)

Additional Information

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

-
- As indicated in last year's report, Loyalist College has moved to a predictive model for early identification and implementation of student services. The numbers clearly indicate that we have greatly increased our ability to identify needs and provide more effective service to students.
- With the cooperation of faculty, over 1,200 first-year students were surveyed, providing significant data for supporting students in meaningful and individual ways.
- Moving towards an integrated approach to student services, the predictive data collected is culminated and an analysis is completed and provided to faculty allowing them to recognize the strengths and limitations of their students as a group.
- The predictive data can be indicative of a specific disability allowing Student Services to validate whether students require accommodations or other supports, including additional community support.
-
- This predictive data is also culminated for all First Generation students, enabling the College to devise strategies directly targeted at and offered to these students.
- The Aboriginal Resource Centre continues to operate as a drop-in service where Indigenous students can access support while pursuing their academic studies. All Loyalist students are welcome to use the Centre. Services include mentoring, tutoring, social, health and welfare, and financial support, including assistance securing funding and emergency funding. Loyalist College supports 13% of full time student which is one of the highest proportions in the Ontario college system. The Centre continues to provide extended hours of service from Monday to Thursday with support from senior level students mentoring new or younger students. This provides multiple opportunities for student participation. Visiting Grandmothers are on campus weekly to provide cultural resource opportunities for students including traditional teachings, language, crafting events and cultural celebrations. The Centre continues to foster and enhance a working relationship with Indigenous learners in our catchment area as well as Quinte Mohawk School, a federally-funded on-reserve school through a hands-on Skills Day activity. Our "Lunch and Learn" workshops and our "Just in Time" workshops address relevant topics at key times during the semester and as they present themselves based on individual needs. The Centre offers enhanced mathematics and writing supports for Indigenous learners and supports cultural diversity for all students. Approximately 50 Aboriginal Post-Secondary and Training bursaries of \$500 value are awarded annually to Indigenous students, to support retention for Indigenous students in financial need. Loyalist College's Aboriginal Services continues to participate in the Self-Identification project initiated by Colleges Ontario to increase the self-identification by students of Indigenous ancestry in order to support this unique demographic to its full potential. They also continue to participate in the Indigenous Post-Secondary Information program, ensuring Loyalist information is shared with Indigenous communities. Aboriginal Services, with funding from MAESD, has offered multiple 16-week Aboriginal Construction Renovation courses for Indigenous learners who were unemployed or underemployed. The learners took part in academic courses (communications, mathematics, computers) as well as industry courses (building codes, health and safety), and portfolio development in addition to hands-on construction projects. The groups have built sheds for Parks Ontario, an observation deck for the life sciences pond at Quinte Mohawk School, participated in building the Tyendinaga Learning Centre and other community-based projects. Another offering of this program is slated for a Winter semester start.
- The College is working towards establishing a multi-faceted centre of excellence of Indigenous studies.

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 Loyalist College.*

International Students	# of Students	Percentage
Loyalist College reported to the ministry full-time international enrolment* in 2015-2016:	70	
The total indicated above as a comparative % of Loyalist College's 2015-2016 full-time enrolment headcount:		2.52
Loyalist College's 2015-2016 part-time international enrolment is	3	

Additional Information

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

-
- The 2015 – 2016 PFIS-CSER reports were used to determine the total number of international students. International students were identified by filtering funding status 20 (international students) in the “Funding Status Reason” column.

Highlights

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

-
- India continues to be a key recruitment market for Loyalist College. A new staff member who lives in India was recruited to work and represent the College as an International Recruitment Officer. In addition to meeting and recruiting students, this staff member is an extension of the Canadian International Centre as he assists with training education agents in India, marketing Loyalist as well as communicating with and preparing students for their transition to Canada and the Western education system.
- In place of traditional orientation programs, Loyalist College continues to offer our Student Leader program in which returning international students welcome, mentor and support new international students. The Loyalist College International Centre meets individually with new students upon arrival who are then immediately connected with a Student Leader to assist them with all their arrival needs. All new students are provided with a detailed resource handbook that can be accessed at any time and have a “friend” assigned to them as they navigate the most important tasks that will help them adjust. Loyalist College is a small College and proudly promotes the personal attention we provide to all of our students.
- Loyalist College again partnered with the City of Belleville, the local public and Catholic School Boards, a local private school and the United Nations Association of Quinte to host a welcome event for new international students. The committee plans an evening for students to enjoy refreshments and Canadian and cultural entertainment. It is an excellent opportunity to welcome students to the community and for students to develop friendships with other local international students while highlighting diversity within our community. The audience is officially welcomed to the community by Belleville's Mayor.
- In an effort to internationalize the College campus, Student Leaders are also responsible for organizing social events throughout the year that promote introduction to Canadian cultural activities and allow for opportunities to make new connections with other students. The international students are very proud to promote the diversity on campus throughout the year by hosting their own cultural events. To promote these activities, the International Centre partnered with our RESPECT Committee on campus. The RESPECT Committee's goal is to create a caring culture in which every College community member can live, work and learn in an environment of mutual respect.

To help promote the personalized attention that the College provides, international students were asked to reflect on and share their experiences. Their testimonials were used to market and promote Loyalist as an ideal destination to study abroad. New marketing materials were developed, representing the diversity, which is attractive to new students in different countries. Students were also asked to share their stories with our Board of Governors to allow for an opportunity to make a personal connection between the numbers in reports, their stories of arriving at Loyalist College in Canada, the challenges they faced along the way and the experiences that they have had.

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 Loyalist 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
Loyalist College's 2015-2016 proportion of an institution's enrolment that receives OSAP is	2,303	87.90

Additional Information

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

-
- There is a file that comes directly from the MAESD that provides the number of OSAP recipients. From this document we know that in addition to the 2,486 students on OSAP, there are 315 other applications, including part-time and Ontario Tuition Grant (30% off) applications.
- These OSAP students have received \$16,929,436 in loans and \$4,658,411 in grants.

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 Loyalist College	Loyalist College's share of system-wide enrolment in each PROGRAM
---	--	---

Refer to complete list below:

Applied Arts - Advertising and Design (Advanced Diploma)	1.23	0.90
Applied Arts - Advertising and Design (Diploma)	0.52	0.69
Applied Arts - Art (Certificate)	0.68	1.59
Applied Arts - Child/Youth Worker (Advanced Diploma)	6.00	3.12
Applied Arts - Developmental Services Worker (Diploma)	2.66	4.26
Applied Arts - Education (Diploma)	3.73	1.28
Applied Arts - Fashion (Diploma)	1.43	1.75
Applied Arts - Law and Security (Diploma)	10.81	2.72
Applied Arts - Media (Advanced Diploma)	11.32	7.70
Applied Arts - Media (Diploma)	3.73	1.99
Applied Arts - Media (Post-Diploma Certificate)	0.16	0.55
Applied Arts - Preparatory/Upgrading (Certificate)	4.41	1.02
Applied Arts - Preparatory/Upgrading (Diploma)	0.64	0.78
Applied Arts - Public Relations (Post-Diploma Certificate)	0.95	5.76
Applied Arts - Recreation/Fitness (Diploma)	2.74	1.73
Applied Arts - Social Services (Diploma)	5.64	2.14
Business - Accounting/Finance (Advanced Diploma)	0.79	0.46
Business - Accounting/Finance (Diploma)	1.47	1.21
Business - Business Legal (Diploma)	2.50	1.93
Business - Business Management (Advanced Diploma)	0.75	0.58
Business - Business Management (Diploma)	2.26	1.65
Business - Business Management (Post-Diploma Certificate)	0.04	0.16
Business - Culinary Arts (Certificate)	0.56	1.69
Business - Culinary Arts (Diploma)	1.23	1.32

Business - Human Resources/Industrial Relations (Post-Diploma Certificate)	0.64	1.70
Business - Marketing/Retail Sales (Diploma)	2.07	2.17
Business - Marketing/Retail Sales (Post-Diploma Certificate)	0.75	4.53
Business - Small Business (Post-Diploma Certificate)	0.28	16.28
Health - Health - Miscellaneous (Diploma)	1.67	2.52
Health - Nursing Related (Certificate)	0.56	0.79
Health - Nursing Related (Diploma)	4.57	1.62
Technology - Architectural (Advanced Diploma)	1.23	1.61
Technology - Architectural (Diploma)	1.31	6.12
Technology - Automotive (Certificate)	0.08	0.39
Technology - Automotive (Diploma)	1.91	4.31
Technology - Chemical/Biological (Advanced Diploma)	0.99	1.27
Technology - Chemical/Biological (Diploma)	1.99	7.04
Technology - Civil (Advanced Diploma)	1.83	1.53
Technology - Civil (Certificate)	0.79	2.74
Technology - Civil (Diploma)	2.50	4.42
Technology - Drafting (Certificate)	0.40	100.00
Technology - Electronics (Certificate)	0.36	0.87
Technology - Electronics (Diploma)	2.22	1.40
Technology - Furniture/Wood Products (Diploma)	1.23	4.40
Technology - Mechanical (Certificate)	0.12	0.27
Technology - Mechanical (Diploma)	1.31	1.37
Technology - Resources (Advanced Diploma)	0.36	1.89
Technology - Resources (Diploma)	1.07	1.42
Technology - Technology Miscellaneous (Advanced Diploma)	0.64	4.55
Technology - Welding (Certificate)	0.64	2.80
Technology - Welding (Diploma)	2.22	15.77

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

Trade - Refer to complete list below:

Exam Prep	43	100.00	\$15,342.40
Process Operator - Food Manufacturing	2	100.00	\$1,963.52
Automotive Service Technician	131	96.00	\$296,987.04
Child Development Practitioner	668	75.00	\$444,860.00
Developmental Services Worker	521	84.00	\$297,678.72
Total	1,365		\$1,056,831.68

Highlights

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

-
- An area of special focus is building partnerships with the local Tyendinaga territory as well as other Indigenous groups to promote Loyalist's unique opportunity for Indigenous peoples. One opportunity is the exploration of further partnerships for a new offering of the Aboriginal Social Services Worker program and the Aboriginal Construction Renovation program.
- Further exploration of a distinct course dedicated to indigenous reporting.
- Loyalist convened a New Program Development Committee to provide insight and analysis as part of the new program development process. This Committee is responsible for data-driven process development, analyzing provincial and economic trends and making subsequent recommendations for new program proposals for both the domestic and international markets.
- To enhance opportunities for both domestic and international students, Loyalist increased the complement of program offerings with Winter semester starts. These included programs in the skilled trades and human services areas with an exploration of further expansion of Winter and Spring offerings in the health science and creative arts areas.
- **The Chemical, Biological, Radiation and Nuclear Techniques** program was developed and offered in partnership with the Department of National Defence.
- The General Arts and Sciences Workplace stream was introduced for students to attain a General Arts and Science certificate with experiential learning in vocational electives.
- A two-year Community Integration through Cooperative Education (CICE) certificate program, designed for launch in September 2017, will provide students with intellectual or developmental disabilities and other significant learning challenges with the opportunity to experience College life with modified programming and enhance their academic and vocational skills. This program launch will respond to the needs identified in our community.
- Loyalist College was pleased to announce a partnership with the Trenton Military Family Resource Centre to provide quality and relevant programming to military members and their families. Military members across the country and abroad will be able to meet their educational needs and goals through Loyalist's Prior Learning Assessment and Recognition (PLAR) Portfolio Development Program. In addition, the College is exploring further promotion of PLAR opportunities as a potential recruitment strategy for the indirect market.

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 Loyalist College graduates who participated in Graduate Survey (A)	# of Loyalist 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 Loyalist College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation ($B \div A \times 100$)	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 ($D \div C \times 100$)
2011-2012	1,067	32	3.00	57,701	3,463	6.00
2012-2013	912	34	3.73	57,462	3,424	5.96
2013-2014	886	28	3.16	54,467	3,003	5.51
2014-2015	775	11	1.42	52,039	2,465	4.74
2015-2016	720	25	3.47	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 Loyalist College students who were satisfied or very satisfied with academic preparation for university was	91.3
The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was	78.3

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 Loyalist 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 Loyalist College to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

-
- We are continuously expanding transfer credit pathways such as the new Pre-Health Science agreement, which ensures transferability for Pre-Health Science graduates throughout the college system. Existing articulation agreements are reviewed to ensure information is current. Also, articulation meetings are scheduled with various institutions to discuss existing and new pathways for students. Working with colleges and universities to reach and develop new articulation agreements will benefit both incoming and graduating students. Updating a bi-lateral and multi-lateral pathways master list and updating our website and documentation as required will ensure all students have the most current information when choosing a pathway.
- We continuously work through various projects within the CTIG report to provide appropriate status updates to the Ministry. These projects will remove transfer credit barriers internally and externally and establish better resources for students.
- Loyalist continues to review and refine our transfer credit process. The process was documented in a flowchart and mapped to our SIS. Graduating students are invited to attend our post-grad fair(s) and they have the opportunity to develop a one-on-one plan to provide students with future pathways. We developed new transfer credit marketing materials for external promotion of post-graduate opportunities and pathways at Loyalist. We will further develop the transfer credit report through our systems to help analyze transfer credit data and import these equivalencies into CEMC. We have created and organized internal pathway presentations for all incoming and graduating students.
- We work with students individually to help facilitate their educational pathway. Follow-up surveys for internal presentations and external events are disseminated and reports are developed. Loyalist College is able to advise and guide a wide range of students in regards to their educational pathway.
- Loyalist attended the 2015 Student Pathways Conference in Higher Education hosted by ONCAT and attended fair events to promote and advocate for Loyalist College and the programs and pathways we offer. We reached out to students that came to our booth and provided additional information to students as required on specific programs and pathways. We also reached out to various institutions on behalf of students on an individual basis.

6. Financial Sustainability

1. Annual Surplus/(Deficit) - (revenue - expenses)	Amount	Benchmark
Annual Surplus/(Deficit)	1,412,096	0

2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets)	Amount	Benchmark
Accumulated Surplus/(Deficit)	-2,657,255	0

3. Quick Ratio (current assets) / (current liabilities)	Amount	Benchmark
Current Assets/Current Liabilities	0.81	1.00

4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)]	Percentage	Benchmark
Debt/Assets	42.49	35.00

5. Debt Servicing Ratio (interest expense + principal payments) / (revenue)	Percentage	Benchmark
Total Debt Serviced/Revenue	3.67	3.00

6. Net Assets to Expense Ratio (net assets) / (expenses)	Percentage	Benchmark
Net Assets/Expenses	44.27	60.00

7. Net Income to Revenue Ratio (revenue - expenses) / (revenue)	Percentage	Benchmark
Net Income to Revenue	2.37	1.50

Highlights

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

For the year ended March 31, 2016, the College generated an in-year surplus of \$1.4 million which represents a significant improvement over previous years. This resulted in a reduction in the accumulated deficit (without Endowments) to \$2.4 million.

The development of Loyalist's 2016-17 Budget resulted from a new planning process. An internal Budget Committee, co-chaired by the Senior Vice President Corporate Services and CFO, and the Senior Vice President Academic and Student Services, was created, consisting of members of the College Executive Team, and all deans and directors. Committee members worked together to achieve a balanced budget, using strategic budget parameters approved by the Board of Governors.

The College will continue to work diligently to identify ways to achieve further savings or increased revenue to eliminate the accumulated deficit in coming years. The following are a number of the strategies that will be used:

- Continued use of the Business Intelligence tools to examine programs and services with an eye to becoming as effective and efficient as possible
- Continued focus on Strategic Enrolment Initiatives to optimize recruitment and retention, including College efforts and partnerships with respect to enrolment of International Students, and other international partnerships
- In-year surplus that is generated during the deficit management period will be dedicated to deficit reduction
- Continuing rigorous vacancy management and strategic review of staffing needs, as well as restructuring to streamline wherever appropriate
- Grow entrepreneurial and ancillary net revenues through innovative models

- Continue to participate in cost-saving consortia for purchasing of all goods and services where possible, and
- Continue to explore programming and service collaboration/ partnership opportunities with other Ontario public colleges.

7. Attestation

By submitting this report to the ministry:	Checkbox
Loyalist 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 Loyalist College's Executive Head.	<input checked="" type="checkbox"/>

For additional information regarding Loyalist College's 2015-2016 SMA Report Back please contact	Information
Name:	Ann Drennan
Telephone:	613-969-1913
Email:	adrennan@loyalistic.on.ca

Please indicate the address on Loyalist College's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry	Information
Website:	http://www.tcu.gov.on.ca/pepg/publications/vision/LoyalistSMA.pdf