STRATEGIC MANDATE AGREEMENT (SMA) - COLLEGE
2014-2015 Report Back

Introduction
The 2014-2015 Strategic Mandate Agreement (SMA) Report Back begins the transition to a new phase of college and university accountability reporting under the SMAs.

The SMAs between individual colleges and the Ministry of Training, Colleges and Universities (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 2014-2015 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.

The annual SMA Report Back provides the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions in supporting student success, while continuing to build a high-quality and sustainable postsecondary education system.

1. Jobs, Innovation & Economic Development (JIED)
This component highlights Niagara 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.

In 2015, 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 2014-2015:
The employment rate for 2014-2015 graduates, 6 months after graduation, at Niagara College was: Percentage
87.80

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Additional Information
Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Niagara College used in 2014-2015 to measure graduate employment rate.

We did not use additional methods beyond the KPI survey to measure the graduate employment rate in 2014-2015.

1b. Employer Satisfaction Rate
Per the KPI results reported in 2014-2015:
The Employer Satisfaction rate for 2014-2015 graduates, 6 months after graduation, at Niagara College was: 89.00%

Additional Information
Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Niagara College used in 2014-2015 to measure Employer Satisfaction rate.

We did not use additional methods beyond the KPI survey to measure the graduate employment rate in 2014-2015.

1c. Employment in a Related Job
Per the results reported in the 2014-2015 Employment Profile for 2013-2014 graduates:
The number of graduates that were employed full-time in a related job at Niagara College was: 40.20%

Additional Information
Please indicate any methods, in addition to the Employment Profile for 2014-2015, that Niagara College used in 2014-2015, to measure the number of graduates employed in a full-time related job.

We did not use additional methods beyond the KPI survey to measure the graduate employment rate in 2014-2015.

Highlights
Please provide highlights of Niagara 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.).

Niagara College helps build employment connections for our graduates and community by providing enhanced employment services through funded projects. NC administered approximately $3 million in employer incentives in 2014-2015 aimed at helping our graduates and community create and sustain jobs. The federally funded Career Focus program provides employers up to $20,000 to hire a recent graduate and 93 placements were available in 2014-2015. Through our provincially funded Employment Ontario suite of Employment Service programs we administered over $1.6 million in employer incentives locally to help our graduates and employers. With a focus on youth employment, these programs align with our community’s strategy to attract and retain youth by enhancing employment opportunities. They also provide local businesses with the dollars to hire and train new employees strengthening our local economy.

Through the college’s Career Services, employer engagement opportunities provide students and graduates with networks to employment. The college hosts employers on campus regularly for information and recruitment opportunities including a large career fair with over 70 employers and 2500 students in attendance each winter. The college also maintains a career portal where students, graduates and employers can post and apply for jobs at no cost. Last year over 5,000 jobs were posted on our portal. Globally focused, the college has been able to access funding through the provincial Global Edge program to facilitate overseas placements for students. To date, 40 NC students have had the opportunity to work internationally through this funding.

The college is an active partner in community economic development and sits on several committees to ensure the education and training needs of our local industries are met. The college maintains active membership on local chambers of commerce, the workforce planning board and community organizations that facilitate connections to employment and economic development initiatives.
In partnership with government and industry, Niagara College’s Research & Innovation division has involved 1,847 students and 91 faculty and researchers in 168 projects, which represent increases over last year of 46%, 97%, and 118%, respectively. These projects included faculty and students from 44 programs at the college, which is also an increase of 63%, and reflect a total of $3,438,641 in funding support from all sources, in 2014-15.

We have established new labs and facilities to support economic development in the region, including:
- $4.175M from the Provincial Government and $1.2M from Walker Industries for our Advanced Manufacturing Innovation Centre building - research space for applied research projects, technical services, workshops, networking and industry engagement opportunities
- CFWI Innovation Centre labs with funding from CFI, ORF and industry ($1.7M).

We have helped develop products that are now on the market for our industry partners. Examples (with many more in our Annual Reports @ http://www.niagararesearch.ca/Content/documents/nc-researchandinnovation-annualreport.pdf) include:
- MADD Virgin Drinks Craft Brewed Lager: in thousands of Walgreen’s locations in the US, as well as Rexall, Shopper’s Drug Mart, and specialty stores
- Spoon Sweets yogurt topping for Colossus Fine Foods, who are selling it in their restaurant in Oakville and locations in Toronto
- Several game-meat products for Black Angus Fine Meats: sold at Costco
- Developed a food safety program for BC’s Vikram Vij to enable him to sell his Vij across Canada; being implemented by our new graduates
- Baseboard humidifier for Rumidifier, who is preparing the product for the shelves of Home Hardware
- The Niagara College Crop Portal which allows growers of corn, wheat and other crops to upload their yield data to get answers as to where and how to plant their crops for higher yield and lower fertilizer input

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture Niagara 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**

<table>
<thead>
<tr>
<th>KPI Question</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per the Key Performance Indicator (KPI) results reported in 2014-2015, the student satisfaction rate at Niagara College for KPI question #13 &quot;Overall, your program is giving you knowledge and skills that will be useful in your future career&quot;</td>
<td>88.20</td>
</tr>
<tr>
<td>Per the KPI results reported in 2014-2015, the student satisfaction rate at Niagara College for KPI question #24 &quot;The overall quality of the learning experiences in this program&quot;</td>
<td>82.60</td>
</tr>
<tr>
<td>Per the KPI results reported in 2014-2015, the student satisfaction rate at Niagara College for KPI question #39 &quot;The overall quality of the services in the college&quot;</td>
<td>71.00</td>
</tr>
<tr>
<td>Per the KPI results reported in 2014-2015, the student satisfaction rate at Niagara College for KPI question #49 &quot;The overall quality of the facilities/resources in the college&quot;</td>
<td>81.20</td>
</tr>
</tbody>
</table>

**Additional Information**

Please indicate any methods, in addition to the KPI survey results, that Niagara College used in 2014-2015 to measure student satisfaction.

In 2014-2015 Niagara College used the following methods, in addition to KPI surveys, to measure student satisfaction: regular course evaluations, and program reviews and reports.

**Highlights**

Please provide highlights of Niagara College's activity in 2014-2015 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by Niagara College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Student satisfaction is part of the culture at Niagara College. Our faculty and staff are committed to student success and in making every student’s experience at Niagara College the best it can be. Program and service areas utilize the satisfaction results to identify areas for improvement and develop strategies in our efforts for continuous...
improvement. KPI results are vital to the program review process and are part of the College’s annual accountability measures to the Board of Governors with set standards for provincial KPI and College Performance Indicators. These are included in the College Goals and Annual Business Plan.

2b. Teaching and Learning - Graduation Rates

Per the KPI results reported in 2014, the graduation rate at Niagara College is 65.70%

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Niagara College used in 2014-2015 to measure graduation rate.

We did not use additional methods beyond the KPI survey to measure graduation rate in 2014-2015.

Highlights

Please provide highlights of Niagara College's activity in 2014-2015 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by Niagara College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

A team of Academic Advisors are in place to assist Niagara College students and applicants with their research of career and education options and the selection of customized education plans. Graduation rates are reported annually to the Board of Governors and are an integral part of the program review process. In 2014-15, we continued to implement a program retention strategy focused on increasing the graduation rate for programs which have historically had poor graduation rates.

Also, with the implementation of a 7-1-7 term structure, a number of retention initiatives and activities occur during the break week to support student success and retention.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

The table below has been pre-populated with the results from Niagara College's 2013-2014 Report Back. Please identify Niagara College's achieved results for 2014-2015 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.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Retention Rate Achieved 2013- Retention Rate Achieved 2014-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st to 2nd Year</td>
<td>86.80 88.12</td>
</tr>
<tr>
<td>2nd to 3rd Year</td>
<td>77.60 76.65</td>
</tr>
<tr>
<td>3rd to 4th Year</td>
<td>118.60 117.78</td>
</tr>
</tbody>
</table>

*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 2014-2015 student retention rate is not recommended. The Ministry of Training, Colleges and Universities 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 re: Student Retention Rate (up to 600 words approx.).

The numbers reported above are based upon the November 1st full-time enrolment data, using Niagara College's CampusSolutionsDW, accessed September 29, 2015. Enrolment counts include all full-time funded and co-op students. International student counts have been excluded.

Highlights
Please provide highlights of Niagara College's activity in 2014-2015 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by Niagara College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

The College continues to develop its academic advisement model. During the 2014-15 year the Advisement stream underwent a LEAN review to streamline business processes and to identify ways to maximize student access to advisement services. As well, implementation of an early alert system was completed during 2014-15 and is now being utilized for the 2015-16 school year. The College expanded the intake of its Kick Start program, a one-day pre-orientation program for incoming Niagara College students designed to aid in the transition into the Niagara College community. The retention rate for students who participated in the initial summer 2014 pilot program was in the high nineties. A suite of academic support programs such as Peer Tutoring and Mentoring, Academic Success Workshops and Academic Drop-In Sessions continue to be offered to students. Academic Supports in the libraries for 2014-15 included supplementary workshops in Research Skills and Information Literacy to complement the academic drop-in sessions offered by student services in English, Math, Science, and ESL. Library staff are available by appointment to assist students individually with research for their assignments, how to use databases, how to search efficiently, etc. In addition to extension of the services hours as indicated below, a series of online videos were developed to provide an introduction to library resources 24/7 for all students. Students also participate in the Library Student Advisory Team and this participation is linked to their co-curricular record.

Programming within the Centre for Student Engagement and Leadership continues to expand with increased Leadership Programming being offered to students. Within a couple of years of the introduction of the College's Co-Curricular Program, approximately 40% of the student population are actively engaging in co-curricular activities and utilizing the College's "Get Involved" Co-Curricular Record portal. For the winter 2015 semester, the College introduced extended services hours offering academic and IT support within our Libraries / Learning Commons and increased hours in our Testing Centres. This is in addition to already existing extended hours within Counselling, Accessibility Services and Health Services.

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:
Work-Integrated Learning (WIL) is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. Usually the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, http://www.cafce.ca/coop-defined.html, 2012):

- 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 cooperative education institution;

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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 30 per cent of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for Niagara College in 2014-2015:

<table>
<thead>
<tr>
<th>Co-operative Education Program Type</th>
<th>Number of programs at Niagara College with a Co-op Stream</th>
<th>Number of students at Niagara College enrolled in a Co-op program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>11</td>
<td>1225</td>
</tr>
<tr>
<td>Diploma</td>
<td>10</td>
<td>748</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>10</td>
<td>748</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>2</td>
<td>326</td>
</tr>
<tr>
<td>Applied Degree</td>
<td>2</td>
<td>326</td>
</tr>
</tbody>
</table>

Highlights

Please provide highlights of Niagara College's activity in 2014-2015 that contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples may include internships, 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 Niagara College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Niagara College offers a variety of opportunities for students to apply their learning via a spectrum of work-integrated learning (WIL) strategies. We strive to offer at least one form of WIL within every program at the College. Additionally, Niagara College actively seeks out funding sources to support WIL opportunities for our students. Currently, NC administers the Employment Ontario funded ‘Summer Jobs Program’. Niagara College also offers many robust applied research and service learning opportunities through our Research and Innovation Division.

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. Niagara College is asked to provide information on e-learning courses, programs and registrations in 2014-2015.

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 Niagara College’s eLearning data for 2014-2015:

<table>
<thead>
<tr>
<th>Course Data</th>
<th>Ontario College Credential</th>
<th>Other Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of ministry-funded courses offered through fully online learning</td>
<td>220</td>
<td>75</td>
</tr>
<tr>
<td>Number of ministry-funded courses offered through synchronous conferencing</td>
<td>[ \text{Number of ministry-funded courses offered through synchronous conferencing} ]</td>
<td></td>
</tr>
<tr>
<td><strong>Total Number of ministry-funded, for-credit courses offered in e-Learning format</strong></td>
<td>220</td>
<td>75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Data</th>
<th>Ontario College Credential</th>
<th>Other Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of ministry-funded programs offered through fully online learning</td>
<td>[ \text{Number of ministry-funded programs offered through fully online learning} ]</td>
<td></td>
</tr>
<tr>
<td>Number of ministry-funded programs offered through synchronous conferencing</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td><strong>Total Number of ministry-funded, for-credit programs offered in e-Learning format</strong></td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Registrations</th>
<th>Ontario College Credential</th>
<th>Other Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of registrations in ministry-funded programs offered through fully online learning</td>
<td>[ \text{Number of registrations in ministry-funded programs offered through fully online learning} ]</td>
<td></td>
</tr>
<tr>
<td>Number of registrations in ministry-funded programs offered through synchronous conferencing</td>
<td>2584</td>
<td></td>
</tr>
<tr>
<td><strong>Total Number of Registrations in ministry-funded, for-credit programs offered in e-Learning format</strong></td>
<td>2584</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Information

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

### COURSES

This is a count determined by the number of courses offered in the fall of 2014. The 220 online funded courses are part of our post-secondary program offerings. These include any general electives, General Arts and Science courses and Liberal Arts and Science courses. In addition there are 75 online courses that are listed under Other Credential and were non-funded. In all cases, the online courses are a combination of courses hosted by other colleges as well as those hosted by Niagara College.

### PROGRAMS

Previously we offered a Military Arts and Science program online through OntarioLearn. We no longer offer the program and therefore we have no Ontario College Credential Online Program. The 14 programs listed under ‘Other Credential’ are Board approved certificates where 100% of the courses are delivered online.

### REGISTRATIONS

The registration numbers are for the fall of 2014. They include Niagara College students who are taking OntarioLearn courses that are hosted by Niagara College and other colleges.

### 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**

Please highlight one example of Niagara College's use of Hybrid Learning courses and/or programs.

Blended/hybrid courses are an increasingly common experience for Niagara College students as our faculty identify courses in which student learning can be enhanced by the deliberate balancing of face-to-face and online learning most conducive to the achievement of student learning outcomes in the courses. Niagara College also sees the design of blended/hybrid courses as a means to ensure that our graduates will be adept in the use of technologies and tools to inform their approaches to life-long learning.

Blended/hybrid courses make use of the tools available through the Blackboard Learning Management System, appropriate e-resources recommended by our Librarians, and through the occasional use of mobile apps in lab settings, to ensure resource-rich, interactive and collaborative online learning experiences integrated with face-to-face class activities.

Examples of hybrid learning strategies include:

- weekly online discussion boards encouraging student-to-student, and instructor-to-student interactions
- online skills development and self-study activities implemented for computer application courses
- collaborative online group learning activities are facilitated using wikis, blogs and other freeware
- accessible-format narrated lectures allowing students more access to course content
- e-portfolios are increasingly being used in courses to demonstrate student reflection and digital competencies
- online simulations in hybrid science and humanities courses are embedded as integral learning activities
- licensed and open-education resources are explored and integrated into courses where appropriate in supporting learning objectives

**Highlights**

Please provide highlights of Niagara College's activity in 2014-2015 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 Niagara College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

With the arrival in January 2015 of an Educational Developer who specializes in eLearning, Niagara College has expanded its suite of programming to support faculty in technology-enhanced curriculum design and instructional delivery. In addition to expanded Blackboard Drop-In sessions, individual consultations, and eLearning workshops, a series of interactive online modules (Blackboard – The Basics; Fostering Communication and Collaboration Online; Blackboard – Effective and Innovative Assessment) have been created and made available to Niagara College faculty.

In 2015, Niagara College received Shared Online Course Funds to create a highly engaging, resource-rich online course in Strategic Crisis Management.

Throughout 2014-2015, faculty in the Canadian Food and Wine Institute piloted the Sesame Snap App in culinary and baking labs. This tool enables faculty to capture student progress through photos, videos and audio recordings using their mobile devices, and incorporate these artifacts directly into digital rubrics, checklists and student portfolios. These Niagara College faculty were the first group of post-secondary instructors to apply this technology that, to date, had been more widely used in the K-12 system. They worked very closely with the Sesame IO team and the success of this pilot has garnered attention from other colleges and international culinary bodies who see great potential for this tool as a means of delivering highly effective, just-in-time feedback and archiving and tracking student progress.

In 2015, Collaborate, a sophisticated web-conferencing tool integrated within Blackboard, was made available to all faculty for use in their instruction. Throughout 2014-2015, a group of 24 faculty, administrators, and library, ITS and CAE staff engaged in intensive implementation discussions and training for Blackboard Collaborate deployment. These interactions resulted in a number of innovative applications of the Collaborate platform, including virtual office hours, virtual group project collaboration and consultation, and guest speaker presentations from a distance.

The Centre for Academic Excellence is currently developing and deploying a comprehensive framework to review the quality of the teaching and learning experiences within
SHOC-funded courses. These reviews will be conducted on SHOC-funded courses delivered in 2014-2015 and will inform course updates and improvements, as well as future online curriculum development.

In 2015, Niagara College designed and piloted a holistic, internally-supported approach to online course development. This strategy engages subject matter experts, academic administrators, librarians, information technology services staff and educational developers in the planning and creation of learner-centred, interactive online courses. Over the Spring Term, COMM 1130: Writing Strategies was created for fully online delivery. Two more courses (General Health and Safety; History of Ontario Wines) are slated for development through this supported process in fall 2015.

Niagara College delivered the inaugural Course Design and Renewal Institute during the spring semester. The intensive, 6-week Institute was delivered in a blended fashion and supported the (re)development of nine courses, many of which included significant technology-enhanced and/or hybrid learning elements.

3a. Student Population - Under-Represented Students

This component highlights Niagara College’s contributions to improve access and success for underrepresented groups (Aboriginal, first generation, students with disabilities and French-language students).

Full-Time Students

The total Full-Time Headcount Enrolment* at Niagara College in 2014-2015:

<table>
<thead>
<tr>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>7119</td>
</tr>
</tbody>
</table>

*Please refer to Section 4 (Program Offerings) for the definition of Full-Time Headcount Enrolment.


*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 Niagara College’s annual report to the Ministry for the Accessibility Fund for Students with Disabilities (AFSD).

Students With Disabilities

<table>
<thead>
<tr>
<th># of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>884</td>
<td>12.42</td>
</tr>
</tbody>
</table>

The total number of Full-Time Students with Disabilities at Niagara College who registered with the Office for Students with Disabilities and received support services in 2014-2015:

The total indicated above as a comparative % of Niagara College’s 2014-2015 Full-Time Enrolment Headcount:

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

<table>
<thead>
<tr>
<th># of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>943</td>
<td>13.25</td>
</tr>
</tbody>
</table>

The total number of Full-Time First Generation Students enrolled at Niagara College in 2014-2015:

The total indicated above as a comparative % of Niagara College’s 2014-2015 Full-Time Enrolment Headcount:

Aboriginal Students

Personal information is confidential and must be protected
Aboriginal Students

<table>
<thead>
<tr>
<th># of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>145</td>
<td>2.04</td>
</tr>
</tbody>
</table>

The total number of Full-Time Aboriginal Students enrolled at Niagara College in 2014-2015:

The total indicated above as a comparative % of Niagara College's 2014-2015 Full-Time Enrolment Headcount:

The total number of Part-Time Aboriginal Students enrolled at Niagara College in 2014-2015:

French-Language Students

* DEFINITION: A student is considered a French-language student if he or she meets at least one of the following criteria -
1) His/her mother tongue is, or includes French (the student is a francophone);
2) His/her language of correspondence with the institution is French;
3) He/she was previously enrolled in a French-language education institution; or
4) He/she was enrolled in a postsecondary program delivered at least partially in French.

<table>
<thead>
<tr>
<th># of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>0.76</td>
</tr>
</tbody>
</table>

The total number of Full-Time French-Language Students enrolled at Niagara College in 2014-2015:

The total indicated above as a comparative % of Niagara College's 2014-2015 Full-Time Enrolment Headcount:

The total number of Part-Time Francophone Students enrolled at Niagara College in 2014-2015:

Additional Information

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

Additional Information

Student Population - Students with Disabilities, First Generation, Aboriginal and French-Language Students

Highlights

Please provide highlights of Niagara College's activity in 2014-2015 that capture contributions to improve access, and success for underrepresented groups - Aboriginal, first generation, students with disabilities and French-language students (up to 600 words approx.).

First Nations, Metis, and Inuit Student Services provided a number of student supports in order to improve student engagement and retention, including cultural as well as life skills workshops. The Aboriginal Student Success Advisor worked with students to ensure that they were on track academically and socially, and connected them with any required resources and supports. This included referrals to peer tutoring, academic advising, disability services, and community Aboriginal services, such as Native Housing and Friendship Centre programs. As of June, 2015, a space at the Niagara-on-the-Lake campus has been created for an Aboriginal Student Resource Centre. This will assist...
us in connecting with students and expanding supports that have been offered predominantly at the Welland campus.

The First Generation (FG) Program had another successful year in the 2014-2015 period. With the program in its third year in the Centre for Student Engagement and Leadership (CSEL), we have been able to use the best practices and lessons learned from previous years to optimize the FG Program. The FG Program continues to partner with Student Experience Programming to embed FG students and programming in all elements of Niagara College's Orientation, Transition and First Year Experience programming. Our First Gens continue to utilize FG related programming such as KickSTART Pre-Orientation Programming, Transition Workshops, Peer Mentoring and the Leadership Development Program (LEAD). The First Generation Program also partnered with a community not-for-profit organization called Therapy Tails to bring much needed stress relief to the First Generation students. The FG Program continues to strive to improve the visibility of the programming through multiple communication efforts to our First Gens; a particular focus on the First Generation monthly newsletter. This newsletter serves as a reminder to FG students about important on campus events, supports, services, initiatives and bursaries. This was a very valuable tool that allowed us to open up the lines of communication between the First Generation Coordinator and students.

The Centre for Students with Disabilities continues to provide technology equipment/software to enhance students' learning in the classroom. In 2014-15 Niagara College added Read and Write Gold, a program that assists students in developing their competency and academic reading and writing skills. It was purchased and installed on Niagara College student view computers across campus and in assistive technology labs.

The integrated service model (i.e. Disability Services, Counselling Services) continues to provide students with "one stop" service. Close connections with the Academic Advisement team, Testing, and Peer Services has created a seamless service model for students with disabilities at Niagara College.

KPI's for Disability Services at Niagara College continues to be positive at 74 % student satisfaction in 2014-15.

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 2014 at Niagara College, including students who are ineligible for funding consideration.

International Students

<table>
<thead>
<tr>
<th>Niagara College reported to the ministry Full-time International Enrolment* in 2014-2015:</th>
<th># of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1312</td>
<td></td>
</tr>
</tbody>
</table>

The total indicated above as a comparative % of Niagara College's 2014-2015 Full-Time Enrolment Headcount:

Niagara College's 2014-2015 Part-time International Enrolment is 250

Additional Information

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

The part-time international enrolment (250) is the number of international students registered with a Part-Time Academic Load, in an Ontario PSEC credential, as of the November 2014 audit date (Niagara College data warehouse).

Highlights

Please provide highlights of Niagara College's activity in 2014-2015 that contributed to maintaining or improving the international student experience at Niagara College. This could include a strategy, initiative or program viewed by Niagara College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Niagara College continues to maintain a very high student success and satisfaction rate for our international students. Our student centred supports help to ensure that international students continue to achieve higher than average graduation rates (89.6% - 2014/15) and strong KPI results.
A key contributor to our international students’ highly positive experience is Niagara College’s recognized leadership in creating an intercultural learning environment. We do this by bringing the world to Niagara through our international students, partnerships and development projects. As part of our Be World Ready initiative, we have strengthened our learning environment by strategically embedding applied learning opportunities within the classroom, on campus, and within the community and around the world – where students can develop the intercultural skills and citizenship values that will distinguish them as being both work ready and world ready.

Niagara College students and staff have developed significant intercultural competencies through study and work abroad experiences. The demand for these study and work abroad experiences continues to grow and by making these opportunities a hallmark of a Niagara College student and staff experience, we will differentiate the Niagara College brand for both international and domestic students.

The College’s lifeblood – our students and staff – have enthusiastically embraced the shift in organizational culture towards a globally-oriented, locally-anchored post-secondary institution. The success of internationalization initiatives depends on strong staff engagement and support. Developing and growing ‘champions’ in faculty and staff is crucial to the success of developing a global college at home and abroad, particularly to ensure student engagement.

The dramatic growth in student study work abroad is fuelled by faculty who are providing leadership to more than seventeen international field studies; they also support our international students in class, deliver a range of world ready competencies in the curriculum, teach abroad, consult on development projects, host international study tours, and participate in guest teaching and research as part of our growing partnership agreements.

### 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 Niagara 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.

<table>
<thead>
<tr>
<th>Proportion of an institution's enrolment that receives OSAP</th>
<th># of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Niagara College's 2014-2015 proportion of an institution's enrolment that receives OSAP is</td>
<td>5378</td>
<td>75.50</td>
</tr>
</tbody>
</table>

#### Additional Information

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

The Financial Aid Department conducted OSAP presentations to 30 local high schools, as well as presentations to local community groups in the Niagara Region such Adult Learning Centres and Multicultural Centres. The Financial Aid Department participates in on campus information sessions and events promoting and providing information on OSAP.

### 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 2014-2015 full-time funding eligible enrolment count submitted on November 1, 2014 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.

Personal information is confidential and must be protected
<table>
<thead>
<tr>
<th>Occupational Cluster (Credential Level)</th>
<th># of students in a program as a % of total # of students across all programs at Niagara College</th>
<th>Niagara College’s share of system-wide enrolment in each PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Arts - Advertising And Design (Advanced Diploma)</td>
<td>1.76</td>
<td>3.42</td>
</tr>
<tr>
<td>Applied Arts - Art (Certificate)</td>
<td>0.35</td>
<td>2.28</td>
</tr>
<tr>
<td>Applied Arts - Child/Youth Worker (Advanced Diploma)</td>
<td>2.36</td>
<td>3.36</td>
</tr>
<tr>
<td>Applied Arts - Education (Diploma)</td>
<td>5.24</td>
<td>5.06</td>
</tr>
<tr>
<td>Applied Arts - Fashion (Diploma)</td>
<td>1.17</td>
<td>3.88</td>
</tr>
<tr>
<td>Applied Arts - Human Services (Diploma)</td>
<td>1.76</td>
<td>1.89</td>
</tr>
<tr>
<td>Applied Arts - Human Services (Post Diploma)</td>
<td>0.37</td>
<td>3.20</td>
</tr>
<tr>
<td>Applied Arts - Landscape And Horticulture (Certificate)</td>
<td>0.20</td>
<td>13.33</td>
</tr>
<tr>
<td>Applied Arts - Landscape And Horticulture (Diploma)</td>
<td>2.18</td>
<td>35.31</td>
</tr>
<tr>
<td>Applied Arts - Law And Security (Diploma)</td>
<td>10.38</td>
<td>7.28</td>
</tr>
<tr>
<td>Applied Arts - Law And Security (Post Diploma)</td>
<td>0.34</td>
<td>9.09</td>
</tr>
<tr>
<td>Applied Arts - Media (Diploma)</td>
<td>2.26</td>
<td>3.18</td>
</tr>
<tr>
<td>Applied Arts - Media (Advanced Diploma)</td>
<td>5.16</td>
<td>10.09</td>
</tr>
<tr>
<td>Applied Arts - Performing Arts (Diploma)</td>
<td>0.96</td>
<td>9.86</td>
</tr>
<tr>
<td>Applied Arts - Preparatory/Upgrading (Certificate)</td>
<td>6.53</td>
<td>4.05</td>
</tr>
<tr>
<td>Applied Arts - Preparatory/Upgrading (Diploma)</td>
<td>1.31</td>
<td>4.79</td>
</tr>
<tr>
<td>Applied Arts - Public Relations (Post Diploma)</td>
<td>0.38</td>
<td>5.95</td>
</tr>
<tr>
<td>Applied Arts - Recreation/Fitness (Diploma)</td>
<td>4.05</td>
<td>7.35</td>
</tr>
<tr>
<td>Applied Arts - Recreation/Fitness (Advanced Diploma)</td>
<td>1.40</td>
<td>14.41</td>
</tr>
<tr>
<td>Applied Arts - Recreation/Fitness (Post Diploma)</td>
<td>0.31</td>
<td>8.09</td>
</tr>
<tr>
<td>Business - Accounting/Finance (Diploma)</td>
<td>1.22</td>
<td>2.79</td>
</tr>
<tr>
<td>Business - Accounting/Finance (Advanced Diploma)</td>
<td>0.39</td>
<td>0.59</td>
</tr>
<tr>
<td>Business - Computer (Diploma)</td>
<td>0.66</td>
<td>2.86</td>
</tr>
<tr>
<td>Business - Computer (Advanced Diploma)</td>
<td>1.00</td>
<td>4.76</td>
</tr>
<tr>
<td>Business - Culinary Arts (Certificate)</td>
<td>1.32</td>
<td>11.24</td>
</tr>
<tr>
<td>Business - Culinary Arts (Diploma)</td>
<td>2.47</td>
<td>6.96</td>
</tr>
<tr>
<td>Business - Culinary Arts (Advanced Diploma)</td>
<td>0.83</td>
<td>100.00</td>
</tr>
<tr>
<td>Business - Hospitality Management (Diploma)</td>
<td>1.18</td>
<td>3.91</td>
</tr>
<tr>
<td>Business - Hospitality Management (Post Diploma)</td>
<td>0.10</td>
<td>7.53</td>
</tr>
<tr>
<td>Business - Hospitality Management (Applied Degree)</td>
<td>0.72</td>
<td>13.71</td>
</tr>
<tr>
<td>Business - Human Resources/Industrial Relations (Advanced Diploma)</td>
<td>0.39</td>
<td>1.58</td>
</tr>
<tr>
<td>Business - Human Resources/Industrial Relations (Post Diploma)</td>
<td>0.74</td>
<td>5.66</td>
</tr>
<tr>
<td>Business - Legal (Diploma)</td>
<td>0.59</td>
<td>1.34</td>
</tr>
<tr>
<td>Business - Management (Diploma)</td>
<td>1.74</td>
<td>3.78</td>
</tr>
<tr>
<td>Business - Management (Advanced Diploma)</td>
<td>2.50</td>
<td>5.31</td>
</tr>
<tr>
<td>Business - Management (Post Diploma)</td>
<td>0.38</td>
<td>4.66</td>
</tr>
<tr>
<td>Business - Management (Applied Degree)</td>
<td>1.35</td>
<td>10.91</td>
</tr>
<tr>
<td>Business - Marketing/Retail Sales (Diploma)</td>
<td>1.55</td>
<td>4.63</td>
</tr>
</tbody>
</table>

Personal information is confidential and must be protected
Business - Marketing/Retail Sales (Advanced Diploma) 0.65 2.51
Business - Materials Management (Advanced Diploma) 0.46 9.94
Business - Office Administration (Diploma) 0.62 5.02
Business - Office Administration (Health) (Certificate) 0.27 16.67
Business - Office Administration (Health) (Diploma) 1.18 4.67
Business - Travel/Tourism (Diploma) 0.74 2.39
Business - Travel/Tourism (Post Diploma) 0.42 9.52
Health - Health Technology (Certificate) 0.80 7.71
Health - Health Technology (Diploma) 1.74 5.88
Health - Health Technology (Advanced Diploma) 1.42 2.70
Health - Miscellaneous (Diploma) 1.43 6.24
Health - Miscellaneous (Post Diploma) 0.17 4.96
Health - Nursing Related (Certificate) 0.72 3.18
Health - Nursing Related (Diploma) 3.93 4.03
Technology - Automotive (Certificate) 0.11 1.64
Technology - Automotive (Diploma) 0.52 3.79
Technology - Chemical/Biology (Diploma) 1.49 15.54
Technology - Civil (Certificate) 0.41 4.11
Technology - Civil (Diploma) 0.53 2.56
Technology - Civil (Advanced Diploma) 1.62 3.82
Technology - Civil (Post Diploma) 0.45 17.78
Technology - Electronics (Certificate) 0.90 6.70
Technology - Electronics (Diploma) 2.01 3.75
Technology - Electronics (Advanced Diploma) 2.33 3.00
Technology - Furniture/Wood Products (Diploma) 1.04 10.35
Technology - Mechanical (Diploma) 0.83 2.50
Technology - Mechanical (Advanced Diploma) 2.43 6.65
Technology - Resources (Diploma) 0.96 3.49
Technology - Resources (Post Diploma) 1.00 37.57
Technology - Welding (Certificate) 0.13 1.38
Technology - Welding (Diploma) 1.14 25.16

<table>
<thead>
<tr>
<th>Trade</th>
<th>Number of Apprentices</th>
<th>Pass/Fail Rate</th>
<th>Annual Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam Prep Initiative</td>
<td>19</td>
<td>94.00</td>
<td>6398.00</td>
</tr>
<tr>
<td>Automotive Service Technician</td>
<td>92</td>
<td>0.00</td>
<td>149699.00</td>
</tr>
<tr>
<td>Hairstylist</td>
<td>33</td>
<td>0.00</td>
<td>47715.00</td>
</tr>
<tr>
<td>Cook</td>
<td>35</td>
<td>94.00</td>
<td>109763.00</td>
</tr>
<tr>
<td>Baker</td>
<td>13</td>
<td>100.00</td>
<td>31313.00</td>
</tr>
<tr>
<td>General Machinist</td>
<td>59</td>
<td>0.00</td>
<td>91108.00</td>
</tr>
<tr>
<td>Metal Fabricator (Fitter)</td>
<td>16</td>
<td>75.00</td>
<td>23395.00</td>
</tr>
<tr>
<td>Cabinetmaker</td>
<td>8</td>
<td>0.00</td>
<td>11929.00</td>
</tr>
<tr>
<td>Welder</td>
<td>21</td>
<td>100.00</td>
<td>37673.00</td>
</tr>
</tbody>
</table>

Personal information is confidential and must be protected
Highlights
Please provide highlights of Niagara College's activity in 2014-2015 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by Niagara College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Significant this year was the signing of the Integrated Game Development agreement with Brock University. This program will see students study at both institutions concurrently and earn both an Advanced Diploma from Niagara College and an Honours Bachelor of Arts in Game Design or an Honours Bachelor of Science in Game Programming from Brock. This educational partnership combines the theoretical with the applied learning. Both credentials will be earned in four years, rather than seven.

Please note the Pass/Fail Rates listed as '0' above are not correct. The fields should read 'NA', as the data was not available at the time of publication.

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.

The ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete.

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.

ONCAT is leading the development of Student Mobility indicators for use in future SMA Report Backs.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Total # of Niagara College graduates who participated in Graduate Survey (A)</th>
<th># of Niagara College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)</th>
<th>% of Niagara 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)</th>
<th>Total # of all college graduates who participated in Graduate Survey (C)</th>
<th># 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)</th>
<th>% 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)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>2122</td>
<td>139</td>
<td>6.55</td>
<td>50622</td>
<td>3355</td>
<td>6.63</td>
</tr>
<tr>
<td>2011-2012</td>
<td>2397</td>
<td>131</td>
<td>5.47</td>
<td>57701</td>
<td>3463</td>
<td>6.00</td>
</tr>
<tr>
<td>2012-2013</td>
<td>2461</td>
<td>140</td>
<td>5.69</td>
<td>57462</td>
<td>3424</td>
<td>5.96</td>
</tr>
<tr>
<td>2013-2014</td>
<td>2455</td>
<td>137</td>
<td>5.58</td>
<td>54467</td>
<td>3003</td>
<td>5.51</td>
</tr>
</tbody>
</table>
Per the College Graduate Outcomes @ 6 Months data reported in 2014-2015 (based on 2013-2014 graduates),

The percentage of Niagara College students who were satisfied or very satisfied with academic preparation for university was 83.80.

The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was 79.60.

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 Niagara College's activity in 2014-2015 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 Niagara College to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

We continue to work with colleges and universities in an effort to create pathways for all programs. The Pathways Coordinator in our Centre for Academic Excellence ensures all agreements are correct, current and advertised via the NC website and the ONtransfer.ca website. This position also ensures, through training and resource sharing, that all advisors on campus are equipped with the information they need to advise students accurately on pathway opportunities. We have completely revised our pathway webpage creating a more user-friendly experience and continue to utilize the ONtransfer.ca webpage to advertise all inbound agreements.

6. Financial Sustainability

1. Annual Surplus/(Deficit) - (revenue - expenses)  
   Annual Surplus/(Deficit)  
   Amount 2932953.00

2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets)  
   Accumulated Surplus/(Deficit)  
   Amount 46846592.00

3. Quick Ratio (current assets) / (current liabilities)  
   Current Assets/Current Liabilities  
   Amount 2.47

4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)]  
   Debt/Assets  
   Percentage 16.61

5. Debt Servicing Ratio (interest expense + principal payments) / (revenue)  
   Total Debt Serviced/Revenue  
   Percentage 1.50

6. Net Assets to Expense Ratio (net assets) / (expenses)  
   Net Assets/Expenses  
   Percentage 104.42

7. Net Income to Revenue Ratio (revenue - expenses) / (revenue)  
   Net Income to Revenue  
   Percentage 2.00

Highlights

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

Niagara College continues its successful strategies of managing enrolment growth, providing new programs to support the economic transition of the region and to provide as many opportunities for students as feasible. This is achieved by building-in continuous improvement and efficiencies in order to optimize the use of resources to ensure a...
sustainable future for Niagara College.

Some highlights from fiscal 2014/2015 include:
- Sustained program quality and program mix that continues to support economic development, address the future skills shortage in Ontario and provide the required skilled labour and leadership for the region;
- Continuous improvement in program and service delivery with a focus on student success and customer service;
- Increasing levels of research and innovation in support of federal and provincial strategies on economic development;
- Continue with our revenue diversification strategy, including continued growth in International sourced revenue;
- The introduction of Transform NC, an integrated planning process for Niagara College programs and services. As we look to the future there is a need to ensure that we can strengthen what we are doing well, focus on where to invest, and reinvent or improve areas where challenges have been identified that may impede our students’ success and overall experiences at the College.

7. Attestation

By submitting this report to the ministry:

Niagara College confirms that all information being submitted to the ministry as part of the 2014-2015 SMA Report Back is accurate and has received approval from Niagara College’s Executive Head.

For additional information regarding Niagara College's 2014-2015 SMA Report Back please contact

Name: Katerina Gonzalez
Telephone: 905-735-2211, 7120
Email: kgonzalez@niagaracollege.ca

Checkbox

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