

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 Georgian 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 Georgian College was:	87.8

Additional Information

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

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 Georgian College was:	90.5

Additional Information

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

In Fall 2015, a survey was administered to our co-op employers to help gauge their satisfaction with our co-op, internship and industry placement services as well as to help the college better understand student preparedness for the job search process. Responses were received from approximately 700 employers and were used to evaluate the efficacy of processes and to inform changes to better serve employers.

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 Georgian College that were employed full-time in a related or partially-related field were:	49.1

Additional Information

Please indicate any methods, in addition to the employment profile for 2015-2016, that Georgian College used in 2015-2016, to

measure the number of graduates employed a full-time in a related or partially related field.

Highlights

Please provide highlights of Georgian 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.).

Georgian has more than 6,200 employer contacts to facilitate co-op work term positions as well as graduate hiring. In 2015-16, 35 co-op work term placements were international.

Our college-wide Partnership Relations Management committee brings together departments that interact with employers in order to support communication and deepen relationships. A Partner engagement template and a brochure were developed in 2015-16 that features the ways employers can engage with and fully leverage services beyond academic programs at the college.

The Henry Bernick Entrepreneurship Centre (HBEC) at Georgian has built several partnerships to support the entrepreneurial ecosystem in and around the college's catchment area. HBEC formed a formal partnership with the City of Barrie to create and launch a Barrie Entrepreneurs Connect web portal that allows the community and Georgian students to share ideas, network and learn about entrepreneurship events in the community. The partnership organized and launched Artrepreneur, a workshop series to help artists better manage their businesses. The second edition of Artrepreneur and a Foodpreneur event are scheduled for 2016-17. HBEC signed a Memorandum of Understanding with several partners in South Georgian Bay to create the PowerUp mentoring program. This combines the forces of Georgian College, Town of Collingwood, Small Business Enterprise Centre, Town of Blue Mountains, and Business Enterprise Resource Network to match Mentors with Mentees through a series of seminars incorporating a networking group.

HBEC partnered with the two Simcoe County school boards as well as the City of Barrie, Simcoe YMCA, ventureLAB, Barrie SBEC and others to plan and execute Generation Innovation, a youth entrepreneurship bootcamp. The first bootcamp brought 45 youth entrepreneurs to Georgian for a two-day intensive session in which the participants attempted to solve several real world business challenges. A second bootcamp drew 110 high school students to Georgian for a one-day intensive entrepreneurial skill-building session. HBEC partnered with the City of Barrie and ventureLAB to produce the Raizit series. These events educated entrepreneurs on ways to fund their businesses and have been wildly successful.

The college partnered with Innovation Guelph, OMAFRA, the Agri-Food Management Institute and local economic development offices on a series of successful Food Entrepreneurship events in Orangeville, Orillia, Owen Sound, Midland and Barrie. To date, six one-day events have been held and a two-day event was held in Barrie in March 2016. HBEC signed an MOU to partner with 24 business owners in Grey and Bruce Counties to deliver entrepreneurship training, local pitch competitions and seed funding to early stage companies.

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture Georgian 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 Georgian College for capstone question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career"	87.3
Per the KPI results reported in 2015-2016, the student satisfaction rate at Georgian College for capstone question #24 "The overall quality of the learning experiences in this program"	81.2
Per the KPI results reported in 2015-2016, the student satisfaction rate at Georgian College for capstone question #39 "The overall quality of the services in the college"	68.1
Per the KPI results reported in 2015-2016, the student satisfaction rate at Georgian College for capstone question #49 "The overall quality of the facilities/resources in the college"	79.9

Additional Information

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

Georgian administered the Faculty Evaluation Survey to students in selected academic programs during each semester.

Highlights

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

The co-curricular record (CCR) system was developed and introduced in 2015-16. The CCR is an official document created by students to enhance their resume, career, academic and/or personal portfolios to recognize their participation in co-curricular activities that happen outside of the classroom. Activities were confirmed and validated by a staff, faculty or college supporter and officially signed by the Vice President, Academic and Student Engagement and the Associate Vice President, Dean of Students. Students use their CCR as a value-added support when they apply for jobs, co-ops, internships, scholarships, awards and grants and future education or development experiences.

Student Life developed and delivered a training program to provide all students working in a peer mentoring role with a common foundation to assist them when working with other students. The feedback was very positive and the foundational training is continuing on an annual basis.

During the development of Georgian's new strategic plan, students were consulted to learn about their experiences at the college and to receive their perspectives as to how Georgian should position itself going forward in order to best prepare students for success. Many points of engagement took place, including:

- A focus group with international students.
- A workshop with student representatives from all Georgian campuses, including members from Georgian's student association.
- A facilitated discussion with recent Georgian graduates and the Alumni Committee.
- Consultations with Indigenous students during our discussions with the Anishnabe Education and Training Circle.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015, the graduation rate at Georgian College is	65.4

Additional Information

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

Highlights

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

Student Success Services once again ran two transition programs for students with disabilities. The transition programs are run as residential programs over a two-week period where the students earn one general education credit. The program is designed to help students with disabilities learn the basics of college life and different strategies to be successful to graduation. The program helps students to become both academically and socially integrated into the institution.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

The table below has been pre-populated with the results from Georgian College's 2014-2015 Report Back. Please identify Georgian 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	68.65	69.04
2nd to 3rd Year	45.78	42.96
3rd to 4th Year	83.08	65.38

*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.).

This analysis compares Fall 2014 to Fall 2015 and comprises students who returned to any program (not necessarily the same program).

Highlights

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

To support student retention and success, Georgian established a new framework for student holistic advising that will be piloted and implemented in 2016-17. Other retention efforts were also implemented: an Early Alert program to assist faculty members with identifying academic concerns and enabling students to quickly access appropriate college resources, and the Georgian Profile Survey, which is administered to first semester students to promote the services available to students and identify those at risk of not persevering with their studies.

Student Success Services established a case manager role to assist in helping students with complex issues. The case manager works with the student, academic areas, Office of the Registrar and other college areas to provide support and pathways for the student to be able to remain at college and be successful in his or her studies. The case manager has developed strong relationships with external agencies which help students face the transition between being a student and living in the community.

Institutional Research conducted a study that identified courses with high failure rates within each program. The research outcomes were shared with academic leadership and used to develop strategies to improve student performance in mandatory courses and to help students successfully progress through their programs. The research is ongoing in order to continuously support student retention.

The Office of the Registrar utilized several strategies to enhance retention in 2015-16, including:

- Proactive outreach to department heads and campuses informing them of the services offered by the Financial Aid Office.
- Classroom visits promoting the services offered by the Financial Aid Office.
- Increased collaboration with Awards and Scholarships to review and determine emergency situations and distribution.

In 2015-16, Georgian implemented a program assessment model to support the college's commitment to delivering relevant programs of exceptional quality. The program assessment model provides a comprehensive data tool and process to support the assessment of and planning for academic programs. Comprehensive program retention reporting is available either on a term-by-term or a year-over-year basis, depending on program length, and displays retention on the basis of students remaining in their same program (FT vs PT vs co-op) versus students who are enrolled in any program (meaning that they are retained by the college but not the specific program). All of the retention reporting includes both a graphical representation and tabular data. In addition, comparisons are provided detailing retention at the program, credential, school, faculty, campus and overall Georgian College levels which help to put into perspective a program's specific retention rates achieved.

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 Georgian College in 2015-2016:

Co-operative Education Program Type (Mandatory)	Number of programs at Georgian College with a Co-op Stream	Number of students at Georgian College enrolled in a Co-op program
Certificate	1	5
Diploma	23	2,578
Advanced Diploma	15	1,930
Graduate Certificate	1	5
Degree in Applied Area of Study	3	617

Co-operative Education Program Type (Optional)	Number of programs at Georgian College with a Co-op Stream	Number of students at Georgian 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 Georgian College with clinical placements	Number of students at Georgian College enrolled in a program with clinical placements
Certificate	1	0
Diploma	3	1,156
Advanced Diploma	5	427
Graduate Certificate	6	150
Degree in Applied Area of Study	N/A	N/A

Field Placement/Work Placement Program Type	Number of programs at Georgian College with a Co-op Stream	Number of students at Georgian College enrolled in a Co-op program
Certificate	3	115
Diploma	12	1,605
Advanced Diploma	3	389

Graduate Certificate	14	533
Degree in Applied Area of Study	N/A	N/A

Fieldwork Program Type	Number of programs at Georgian College with a Co-op Stream	Number of students at Georgian College enrolled in a Co-op program
Certificate	2	317
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

Mandatory College Baccalaureate Degree Work Placement Program Type	Number of programs at Georgian College with a Co-op Stream	Number of students at Georgian College enrolled in a Co-op program
Degree in Applied Area of Study	N/A	N/A

Highlights

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

NOTE: THE ABOVE DATA DOES NOT INCLUDE COLLABORATIVE NURSING PROGRAMS. The above data represents the count of unique students by program type and credential for the year. Students are counted once for the year.

Georgian has more than 6,200 employer contacts to facilitate co-op work term and graduate hiring; in 2015-16, 35 co-op work term placements were international.

One hundred per cent of our full-time programs include hands-on experiences in workplaces, on campus, or in the community. Most offer a formal work-integrated learning opportunity, ranging from paid co-op terms to internships and field placements.

Georgian has received accreditation for 12 of its co-operative education programs from the Canadian Association for Co-operative Education (CAFCE) and is the first college in Ontario to achieve this accreditation.

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

Course Data	Ontario College Credential	Other Credential
Number of ministry-funded courses offered through fully online learning	460	69
Number of ministry-funded courses offered through synchronous conferencing	11	0
Total Number of ministry-funded, for-credit courses offered in e-Learning format	471	69

Program Data	Ontario College Credential	Other Credential
Number of ministry-funded programs offered through fully online learning	10	11

Number of ministry-funded programs offered through synchronous conferencing	0	0
Total Number of ministry-funded, for-credit programs offered in e-Learning format	10	11

Program Registrations	Ontario College Credential	Other Credential
Number of registrations in ministry-funded programs offered through fully online learning	2,513	276
Number of registrations in ministry-funded programs offered through synchronous conferencing	0	0
Total Number of registrations in ministry-funded, for-credit programs offered in e-Learning format	2,513	276

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.).

OntarioLearn data included. Program registrations for OntarioLearn are reported in terms of courses, not programs. A large number of our courses can be used towards programs that are completed mostly in class, in addition to programs that can be completed online. There is no way to tell which registration is which without looking up each individual registration.

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 Georgian 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 Georgian College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.)

To expand e-learning options for students and to improve the e-learning experience, the Centre for Teaching, Learning and Academic Excellence provided several professional development events to faculty in 2015-16, including:

- Learning Online to Teach Online, a new six week, fully online asynchronous and facilitator-lead program, with 30 participants. Participants were given readings and activities to complete each week but did not meet at one set time or place. It was designed for full- and non full-time faculty interested in teaching online/hybrid courses or in improving or modifying an existing online or hybrid course.
- Online Course Development Program, a 14 week online and in-class professional development program. Forty-six online courses

were developed with 40 individual faculty members receiving professional development.

- Design for Online Learning Series, a six week, in-class program.

3. Student Population

This component highlights Georgian 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 Georgian College in 2015-2016:	9,955

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 Georgian 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 Georgian College who registered with the Office for Students with disabilities and received support services in 2015-2016:	2,189	
The total indicated above as a comparative % of Georgian College's 2015-2016 full-time enrolment headcount:		21.99
The total number of part-time students with disabilities enrolled at Georgian College in 2015-2016:	0	

Highlights

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

Information sessions were conducted during both the fall and winter semester Open House events to educate and inform potential students and their parents on accessibility services and available supports at college.

During the summer semester, two transition programs were delivered for students with disabilities to assist and prepare them for transitioning from secondary school to college. The first program was created for students with Autism and the second was designed for any student with a disability. Upon completion of the program, the students received one general education credit.

An online test booking system was implemented to make it easier for students with disabilities to book their accommodated tests. The college also created BYOD (Bring Your Own Device) spaces in the Adaptive Technology lab so students could have a quiet place to work or to seek assistance from an Adaptive Technologist.

A youth worker was hired as part of the Mental Health Innovation Fund-supported project to provide help, support and encouragement to high risk students, many of whom have a learning and/or mental health disability, so that they can be successful at college.

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 Georgian College in 2015-2016:	2,167	
The total indicated above as a comparative % of Georgian College's 2015-2016 full-time enrolment headcount:		21.77
The total number of part-time First Generation students enrolled at Georgian College in 2015-2016:	441	

Highlights

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

To provide better consistency of support and programming across the seven campuses, Georgian transitioned to a centralized model of First Generation service provision. The First Generation Team offered collaborative programming across campuses which focused on key campus resources that are beneficial to First Generation students: financial, educational and general support. The First Generation Team also participated in the fall and winter Open House events, orientation, and Get Connected events to promote the services and supports available for First Generation students.

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 Georgian College in 2015-2016:	381	
The total indicated above as a comparative % of Georgian College's 2015-2016 full-time enrolment headcount:		3.83
The total number of part-time Indigenous students enrolled at Georgian College in 2015-2016:	25	

Highlights

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

Georgian, through the Indigenous Studies department, undertook or maintained a number of strategies to improve postsecondary access and success for Indigenous learners in 2015-16. Highlights include:

- The Indigenous Student Advisor and Visiting Elder, along with students, developed an Academic Wellness Wheel to assist at-risk students. Using the wheel, students and employees are able to identify goals, struggles, resources and accomplishments via weekly team meetings or as needed. Students are able to identify troubling areas at onset and work through these to accomplish tasks.
- Students created a Self-Care Club to assist their peers in transitioning from diverse areas in their lives to school life. Students helped other students achieve balance through meditation, art, Medicine Wheel and music, utilizing the Indigenous Resource Centres at our campuses.
- NiwiJiagan Peer Mentors supported students throughout the semesters through social activities, luncheons, homework help, organization and time management, being a listening ear, referring to college-wide services as required, and helping to connect

students through orientation events and activities.

- Communications tutors were available at the Barrie campus Resource Centre on a weekly basis. Language mentors in the Anishnaabemowin program provided linguistic support to students outside the classroom which contributed to student retention and success.
- The Native Education Counsellor provided personal, crisis and academic counselling to First Nation, Metis and Inuit students by drop-in or appointment. The Counsellor worked closely with First Nation and Metis communities as required and was an advocate between students and college employees.
- A range of topics were discussed during Lunch and Learn sessions for students, and Elders frequently spoke to classes about Indigenous culture and issues. Bi-weekly sharing circles were held with the Visiting Elder and Counsellor. Visiting Elders were on the various campuses weekly throughout the academic year and assisted in their own way when needed.
- Indigenous Resource Centres were opened to students to 9 p.m. Medicines (sweet grass, sage, cedar and tobacco) were available in all four Resource Centres.
- Several focus groups were held with students to obtain their perspectives and experiences regarding the various supports and programs provided through the Indigenous Resource centres. The feedback assisted the college in planning future academic support programming.
- An extended orientation program was held for first-year Indigenous Studies students to introduce them to Counselling, Elders, the Resource Centre space and computer labs, all of which enhance their transition to postsecondary.

In 2015, Georgian College and the Anishnaabe Education Training Circle jointly signed the Indigenous Education Protocol that had been developed by Colleges and Institutes Canada (CiCAN). Georgian also undertook the development of an Indigenization Strategy for the college. Staff continue to work together to create the strategies and approaches that will be introduced to the larger college community, with an overall goal to improve transition from secondary to postsecondary education. The Indigenization Strategy is an integral part of the new College Strategic Plan.

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 Georgian College in 2015-2016:	110	
The total indicated above as a comparative % of Georgian College's 2015-2016 full-time enrolment headcount:		1.10
The total number of part-time French-Language students enrolled at Georgian College in 2015-2016:	2	

Highlights

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

n/a

Additional Information

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

Student with Disabilities: Comprises students with Physical or Non-Physical disabilities who registered with Student Success Services.

Data for Indigenous Students - FT only and French Language Students sourced from 2015-16 KPI Student Satisfaction and Engagement Survey. Data for Indigenous Students - PT only sourced from Office of the Registrar records.

Data for First Generation sourced from Office of the Registrar records.

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 Georgian College.*

International Students	# of Students	Percentage
Georgian College reported to the ministry full-time international enrolment* in 2015-2016:	815	
The total indicated above as a comparative % of Georgian College's 2015-2016 full-time enrolment headcount:		8.19
Georgian College's 2015-2016 part-time international enrolment is	75	

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 number reflects students who remained registered as of November and is calculated from funding type 40 courses (fundable courses, the same as for the full-time population) on the off-count.

Highlights

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

In early 2015, Georgian's International Department agreed to pilot International Student Connect (ISC), a project funded by COSTI Immigrant Services which aims to identify and develop an appropriate service response to the settlement needs of international students pursuing postsecondary education in Ontario and their spouses. Twenty-seven workshops were delivered across Georgian campuses for international students between September 2015 and March 2016. The pilot project has been extended by two years.

In October 2015, long-time college partner Guard.Me International Insurance announced a donation of \$400,000 to expand the international centre to include a multi-purpose, student-centric space to welcome and support more international students, while also informing the global perspective of our domestic students. Construction has concluded and the Segal International Centre's grand opening was held in September 2016.

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 Georgian 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
Georgian College's 2015-2016 proportion of an institution's enrolment that receives OSAP is	6,084	74.90

Additional Information

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

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 Georgian College	Georgian College's share of system-wide enrolment in each PROGRAM
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Refer to complete list below:

Applied Arts - Advertising and Design (Advanced Diploma)	2.81	6.34
Applied Arts - Advertising and Design (Diploma)	2.18	8.95
Applied Arts - Advertising and Design (Post-Diploma Certificate)	0.10	4.15
Applied Arts - Art (Advanced Diploma)	0.48	5.35
Applied Arts - Art (Certificate)	0.42	3.09
Applied Arts - Art (Diploma)	0.28	6.77
Applied Arts - Art (Post-Diploma Certificate)	0.37	32.95
Applied Arts - Child/Youth Worker (Advanced Diploma)	2.82	4.52
Applied Arts - Crafts (Diploma)	0.31	43.64
Applied Arts - Crafts (Post-Diploma Certificate)	0.13	100.00
Applied Arts - Developmental Services Worker (Diploma)	1.57	7.75
Applied Arts - Education (Diploma)	2.37	2.51
Applied Arts - Fashion (Diploma)	1.12	4.23
Applied Arts - Fashion (Post-Diploma Certificate)	0.18	35.00
Applied Arts - Law and Security (Applied Degree)	3.04	26.67
Applied Arts - Law and Security (Diploma)	4.63	3.60
Applied Arts - Law and Security (Post-Diploma Certificate)	0.10	2.61
Applied Arts - Media (Diploma)	1.33	2.18
Applied Arts - Native Community Worker (Diploma)	0.51	33.90
Applied Arts - Preparatory/Upgrading (Certificate)	8.10	5.79
Applied Arts - Preparatory/Upgrading (Diploma)	0.63	2.40
Applied Arts - Recreation/Fitness (Certificate)	0.06	8.33
Applied Arts - Recreation/Fitness (Diploma)	3.27	6.37
Applied Arts - Recreation/Fitness (Post-Diploma Certificate)	0.75	20.35

Applied Arts - Social Services (Diploma)	2.92	3.42
Applied Arts - Social Services (Post-Diploma Certificate)	0.98	8.72
Business - Accounting/Finance (Advanced Diploma)	0.53	0.95
Business - Accounting/Finance (Certificate)	0.14	25.58
Business - Accounting/Finance (Diploma)	0.91	2.32
Business - Aviation Management (Advanced Diploma)	0.98	100.00
Business - Business Computer (Advanced Diploma)	0.71	3.48
Business - Business Computer (Diploma)	0.72	3.30
Business - Business Legal (Diploma)	1.47	3.49
Business - Business Management (Advanced Diploma)	1.15	2.72
Business - Business Management (Applied Degree)	1.13	9.88
Business - Business Management (Certificate)	0.06	1.70
Business - Business Management (Diploma)	1.84	4.13
Business - Business Management (Post-Diploma Certificate)	0.24	2.98
Business - Culinary Arts (Certificate)	0.42	4.00
Business - Culinary Arts (Diploma)	1.20	3.95
Business - Hospitality Management (Advanced Diploma)	0.68	68.83
Business - Hospitality Management (Diploma)	1.00	4.17
Business - Human Resources/Industrial Relations (Advanced Diploma)	1.30	6.00
Business - Human Resources/Industrial Relations (Post-Diploma Certificate)	0.60	5.00
Business - Marketing/Retail Sales (Applied Degree)	1.17	30.03
Business - Marketing/Retail Sales (Diploma)	2.79	9.08
Business - Office Administration (Certificate)	0.36	4.22
Business - Office Administration (Diploma)	0.58	5.58
Business - Office Administration - Health (Certificate)	0.01	0.91
Business - Office Administration - Health (Diploma)	1.25	5.29
Business - Small Business (Diploma)	0.75	59.79
Business - Travel/Tourism (Diploma)	1.03	3.78
Business - Travel/Tourism (Post-Diploma Certificate)	0.17	5.18
Health - Animal Care (Diploma)	1.51	13.96
Health - Health - Miscellaneous (Diploma)	0.97	4.50
Health - Health - Miscellaneous (Post-Diploma Certificate)	0.90	25.00
Health - Health Technology (Advanced Diploma)	3.63	7.59
Health - Health Technology (Certificate)	0.67	6.59
Health - Health Technology (Diploma)	2.69	9.68
Health - Nursing Related (Certificate)	2.01	8.79
Health - Nursing Related (Diploma)	5.30	5.82

Technology - Architectural (Advanced Diploma)	0.71	2.85
Technology - Architectural (Diploma)	0.35	5.01
Technology - Civil (Advanced Diploma)	1.09	2.83
Technology - Civil (Certificate)	0.77	8.23
Technology - Civil (Diploma)	0.35	1.89
Technology - Electronics (Advanced Diploma)	3.18	4.20
Technology - Electronics (Certificate)	0.50	3.76
Technology - Electronics (Diploma)	2.20	4.28
Technology - Furniture/Wood Products (Certificate)	0.24	100.00
Technology - Machining (Diploma)	0.44	8.95
Technology - Marine (Advanced Diploma)	0.60	100.00
Technology - Marine (Diploma)	0.30	100.00
Technology - Mechanical (Advanced Diploma)	0.99	2.77
Technology - Mechanical (Certificate)	1.29	9.05
Technology - Mechanical (Diploma)	1.36	4.41
Technology - Power (Advanced Diploma)	0.73	26.76
Technology - Resources (Advanced Diploma)	1.07	17.44
Technology - Resources (Diploma)	0.49	2.00
Technology - Technology Miscellaneous (Certificate)	0.49	5.39
Technology - Welding (Certificate)	0.50	6.83
Technology - Miscellaneous (Certificate)	0.64	7.83
Technology - Power (Diploma)	0.31	15.24
Technology - Power (Advanced Diploma)	0.68	30.39
Technology - Resources (Diploma)	0.42	1.74
Technology - Resources (Advanced Diploma)	1.11	18.56
Technology - Welding (Certificate)	0.56	6.89

c. Number of apprentices, pass/fail rate and annual funding in each trade	Number of Apprentices	Pass/Fail Rate	Annual Funding
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Trade - Refer to complete list below:

Exam Prep	176	85.00	\$61,096.80
Plumber	92	99.00	\$203,899.28
Electrician - Construction and Maintenance	294	79.00	\$686,004.80
Hairstylist	49	0.00	\$88,542.48
General Carpenter	71	100.00	\$145,791.36
Cook	6	17.00	\$17,180.80
General Machinist	63	98.00	\$145,607.28
Tool and Die Maker	21	100.00	\$41,233.92

Mould Maker	11	100.00	\$20,555.60
Small Engine Technician	41	100.00	\$99,280.48
Marine Engine Technician	16	100.00	\$39,270.40
Industrial Electrician	5	100.00	\$15,340.00
Child and Youth Worker	6	50.00	\$2,173.28
Child Development Practitioner	160	96.00	\$49,005.72
Developmental Services Worker	23	78.00	\$22,100.96
Exam Prep	35	100.00	\$12,488.00
General Carpenter	107	99.00	\$231,204.48
Cook	31	16.00	\$64,057.44
Child Development Practitioner	25	0.00	\$66,882.40
Total	1,232		\$2,011,715.48

Highlights

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

A program assessment model was incorporated within the program renewal cycle to support continuous quality improvement. To optimize curriculum efficiencies and effectiveness, course electives were reviewed through the program renewal process to maximize opportunities for students while maintaining appropriate section sizes.

Georgian also ensured both entrepreneurial and environmental sustainability learning outcomes were successfully embedded into every program. Similarly, work integrated learning experiences, including social entrepreneurship and community development initiatives, were included in nearly every Georgian program.

An entrepreneurship co-op was initiated in Summer 2016. Ten students were selected based on the viability of their proposed business concept. Students were provided with mentors from the Henry Bernick Entrepreneurship Centre and guided through a 10 week, 30 hour New Venture program designed to help the students plan and launch their endeavours.

As part of our commitment to offer relevant programs of exceptional quality, Georgian continued its efforts to develop a culture of research, innovation and scholarship. A cross-functional Research Advisory Council was established and included student representation. The council continues to meet bi-monthly to discuss, brainstorm, promote and advance research opportunities college-wide and developed a Research Plan. The inaugural Research, Innovation and Scholarship Day was held in April for faculty, students and employees to present their research and scholarly activities.

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 Georgian College graduates who participated in Graduate Survey (A)	# of Georgian 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 Georgian 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	2,208	120	5.43	57,701	3,463	6.00
2012-2013	2,640	153	5.80	57,462	3,424	5.96
2013-2014	2,566	96	3.74	54,467	3,003	5.51
2014-2015	2,281	101	4.43	52,039	2,465	4.74
2015-2016	2,126	91	4.28	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 Georgian College students who were satisfied or very satisfied with academic preparation for university was	85.7
The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was	77.9

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

Georgian's partnership with Lakehead University has resulted in the development of an electrical engineering diploma/degree combined program that will be launched September 2017. An honours Bachelor of Arts and Science program is under development through the partnership as well, and collaborative working groups were formed with representatives from both Lakehead and Georgian to develop further combined degree/diploma programs for launch in 2018 and beyond.

Several other initiatives were put in place in 2015-16 to ensure students have access to postsecondary pathways. These include:

- Ten new articulation agreements and nine new inbound agreements established.
- Developed the Bachelor of Business Management - Leadership program with pathway opportunities for our Business diploma graduates.
- Georgian once again hosted a very successful Degree and Transfer Fair that was attended by hundreds of students. Several universities and colleges were represented.
- Georgian supported the Heads of Business transfer option initiative, which provides opportunities for our Business students to transfer to all Business programs within the CAAT system.
- Employees of the Credit Transfer Centre hosted Transfer Tuesday each week outside the campus library to raise awareness of and answer questions about transfer and pathway opportunities.

In addition, a queuing system was implemented to assist students in accessing service in the Credit Transfer Centre.

6. Financial Sustainability

1. Annual Surplus/(Deficit) - (revenue - expenses)	Amount	Benchmark
Annual Surplus/(Deficit)	152,685	0

2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets)	Amount	Benchmark
Accumulated Surplus/(Deficit)	7,969,078	0

3. Quick Ratio (current assets) / (current liabilities)	Amount	Benchmark
Current Assets/Current Liabilities	1.30	1.00

4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)]	Percentage	Benchmark
Debt/Assets	28.36	35.00

5. Debt Servicing Ratio (interest expense + principal payments) / (revenue)	Percentage	Benchmark
Total Debt Serviced/Revenue	2.09	3.00

6. Net Assets to Expense Ratio (net assets) / (expenses)	Percentage	Benchmark
Net Assets/Expenses	59.23	60.00

7. Net Income to Revenue Ratio (revenue - expenses) / (revenue)	Percentage	Benchmark
Net Income to Revenue	0.08	1.50

Highlights

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

Georgian implemented several key initiatives in 2015-16 to achieve financial sustainability. Increased accountability and enhanced reporting has been initiated through the complement control project, including streamlining full-time position information for vacant positions to ensure that up-to-date position information flowed to Finance PeopleSoft for labour planning. Accountability was enhanced through the launch of Hyperion, which has been fully integrated with the existing PeopleSoft system. Labour, enrolment and revenue planning will improve the financial forecasting models and customized reports will assist with budget holder accountabilities.

7. Attestation

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

For additional information regarding Georgian College's 2015-2016 SMA Report Back please contact	Information
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Please indicate the address on Georgian 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.georgiancollege.ca/about-georgian/president/board-of-governors-tab/