

# 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 Cambrian 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 Cambrian College was:	81.7

### Additional Information

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

Not applicable

## 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 Cambrian College was:	100.0

### Additional Information

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

Not applicable

## 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 Cambrian College that were employed full-time in a related or partially-related field were:	46.5

### Additional Information

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

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

Not applicable

### **Highlights**

Please provide highlights of Cambrian 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.).

Cambrian ranked first in the province in employer satisfaction for the second year in a row. This result is a testament to the passionate faculty and staff that are the heart of our College, and is reflective of our strong relationship with industry. Cambrian continues to provide workforce-ready graduates that support employers (and economies) not only in northern Ontario, but across the province, country, and around the world.

## 2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture Cambrian 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 Cambrian College for capstone question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career"	87.2
Per the KPI results reported in 2015-2016, the student satisfaction rate at Cambrian College for capstone question #24 "The overall quality of the learning experiences in this program"	80.3
Per the KPI results reported in 2015-2016, the student satisfaction rate at Cambrian College for capstone question #39 "The overall quality of the services in the college"	65.7
Per the KPI results reported in 2015-2016, the student satisfaction rate at Cambrian College for capstone question #49 "The overall quality of the facilities/resources in the college"	73.8

### Additional Information

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

Cambrian conducts annual online and in-class surveys at the program and college level to monitor student satisfaction. The results of these surveys are integrated into the program management and college planning processes.

### Highlights

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

Improvements to student satisfaction have been significant over the past five years, rising 7.1 percentage points since 2011-12. Cambrian currently exceeds the provincial average for the quality of learning experiences, quality of knowledge and skills developed in the program, and quality of services.

The College remains focused on enhancing the student learning experience. Teaching and learning continues to be a high priority, with \$800,000 allocated to teaching and learning resources in the 2016-17 budget. This builds on the \$557,000 investment from the prior year. Renewed investment in deferred maintenance and IT infrastructure, as well as additional resources to support international activities, has been committed. An additional investment of \$200,000 has been applied to the continued modernization of classrooms and faculty offices.

## 2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015, the graduation rate at Cambrian College is	62.2

### Additional Information

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

Not applicable

### Highlights

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

A number of initiatives were introduced to support students and improve student success. These included:

- Increased promotion of Academic Success Advisor (ASA) service: development of a webpage on College website with ASA contact information and services available; videos created to help students understand the reasons why you should visit an advisor; added ASA contact information to grade reports
- Enhanced out-reach to at-risk students: communication to students about how to contact ASA through social media; out-reach emails to late registrants; out-reach emails to exited students to provide resources for re-entry options
- Development of an Academic Success Advisor handbook: a compilation of best practices, tools, and services available at Cambrian for advising students
- Assessment of retention trends and development of college initiatives to enhance student success (see retention highlights for list of initiatives)

## 2c. Teaching and Learning - Student Retention

### 2c. Retention Rates

The table below has been pre-populated with the results from Cambrian College's 2014-2015 Report Back. Please identify Cambrian 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	96.30	98.00
2nd to 3rd Year	102.50	85.00
3rd to 4th Year	68.57	101.00

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

#### Additional Information

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

Cambrian uses November 1st **full-time** enrollment data - includes GPOG, Second Career, Apprenticeship, WSIB, CoDAP; excludes International, Norcat, Dual Credits, Hanson, and "Other" (unfunded activity such as Student Exchange students and ECAD 5th semester)

2nd to 3rd year retention was impacted by the Business cluster "flip-flop" and "flow-through" registration process

#### Highlights

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

In 2015-16, Cambrian's retention advisory committee assessed the current state of retention at the college and identified a plan with key initiatives to support student success. Activities planned for Fall 2016 include:

- Introduction of a pilot Support Awareness Survey: to assess student program readiness and support needs
- Re-entry campaign: to contact students who withdraw and discuss options for re-entry
- De-stress campaign: to promote and provide a variety of activities dedicated to helping students through stressful times within the semester and to increase communication regarding supports available and academic policies/processes
- Increased communication with students regarding contacts and supports available for students in distress; re-entry options; preparing for exams; exit and grade appeals; and workshops/events on campus.
- Enhanced frosh campus activities: to include both students on- and off-campus
- Move-In Weekend and Orientation: development and implementation of an engaging student experience that supports a positive

transition into post-secondary based on personal connections and support services.

Additional highlights include the enhancement of Learning Centre resources to support students and increased options for general education electives.

The Centre:

- Added an international tutor to the Learning Centre staff.
- Implemented weekly Conversational Circles for International students
- Developed new workshops focused on academic integrity
- Developed an interactive, online module for students to learn about Time Management
- Continued with staff tutoring, including faculty, peer and online tutoring
- Implemented curriculum changes to increase elective options for Gen-Ed
- Developed and implemented 7 new Gen-Ed courses
- Moved Gen-Ed courses from 2 to 3 credits to improve student transferability
- Refined the transfer credit and exemption process for General Education

Cambrian continues to measure retention on an on-going basis and evaluates program performance within its program scorecards. These results are used to monitor retention trends within each program and implement strategies for continuous improvement.



## 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](http://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 Cambrian College in 2015-2016:

<b>Co-operative Education Program Type (Mandatory)</b>	<b>Number of programs at Cambrian College with a Co-op Stream</b>	<b>Number of students at Cambrian College enrolled in a Co-op program</b>
Certificate	0	N/A
Diploma	2	159
Advanced Diploma	0	N/A
Graduate Certificate	0	N/A
Degree in Applied Area of Study	0	N/A

<b>Co-operative Education Program Type (Optional)</b>	<b>Number of programs at Cambrian College with a Co-op Stream</b>	<b>Number of students at Cambrian College enrolled in a Co-op program</b>
Certificate	0	N/A
Diploma	0	N/A
Advanced Diploma	0	N/A
Graduate Certificate	0	N/A
Degree in Applied Area of Study	0	N/A

<b>Clinical Placement Program Type</b>	<b>Number of programs at Cambrian College with clinical placements</b>	<b>Number of students at Cambrian College enrolled in a program with clinical placements</b>
Certificate	2	75
Diploma	2	237
Advanced Diploma	4	382
Graduate Certificate	2	27
Degree in Applied Area of Study	1	362

<b>Field Placement/Work Placement Program Type</b>	<b>Number of programs at Cambrian College with a Co-op Stream</b>	<b>Number of students at Cambrian College enrolled in a Co-op program</b>
Certificate	2	31
Diploma	8	889
Advanced Diploma	7	416

Graduate Certificate	4	80
Degree in Applied Area of Study	0	N/A

Fieldwork Program Type	Number of programs at Cambrian College with a Co-op Stream	Number of students at Cambrian College enrolled in a Co-op program
Certificate	6	397
Diploma	5	438
Advanced Diploma	4	308
Graduate Certificate	1	26
Degree in Applied Area of Study	1	362

Mandatory College Baccalaureate Degree Work Placement Program Type	Number of programs at Cambrian College with a Co-op Stream	Number of students at Cambrian College enrolled in a Co-op program
Degree in Applied Area of Study	0	N/A

## Highlights

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

Cambrian contributed to WIL opportunities for students through a variety of initiatives in 2015-16. Examples include:

- In April 2015, a group of Bachelor of Science Nursing and Dental Hygiene students travelled to Costa Rica to provide dental and medical services to those in need. During the mission, students were active members of a multi-disciplinary team working with licensed health professionals with VIDA Volunteer, a non-profit humanitarian volunteer association.
- Faculty member Martin Dubuc from the Physical Fitness Management program led a small team of students to Peru in partnership with Solidarity In Action Inc. Students applied their knowledge and skills in various education, health and infrastructural development projects taking place in low income communities.
- Students in Cambrian's Dental Hygiene and Assisting programs took part in an initiative - Walk for a Smile - to improve oral health awareness as part of National Oral Health Month and National Dental Hygienists Week on April 10th. The annual student-led initiative raised funds for the Sudbury Corner Clinic and St. Gabriel's Villa, to support people who have challenges accessing preventative oral health care supplies and services. As part of their programs, students completed placements at these sites which helped them understand the health issues that can arise without regular preventative cleaning and screening.
- Students in Cambrian's Practical Nursing program helped Extendicare York test its Emergency Preparedness Plan by acting as patients during a mock fire evacuation, which took place on February 11th. The exercise was monitored and evaluated by Greater Sudbury Fire Services and tested Extendicare's abilities to evacuate residents from their rooms to a safe zone during a minimum staff time of day, which typically would be a night shift. Cambrian students got a first-hand look at what it takes to safely and quickly evacuate patients, including the roles and responsibilities and procedures they will need to follow when they graduate and are taking care of vulnerable patients in a healthcare setting.
- Cambrian students from the Corporate Safety and Security and Police Foundations programs participated in a mock disaster on Wednesday, September 30th. The exercise took place at the Sudbury Airport and the scenario involved a hijacking and crash landing. The Sudbury Airport Fire Department, Sudbury Airport Security, E.M.S. and Greater Sudbury Police Service Tactical Unit were involved.
- Students, faculty and alumni from the Art and Design Fundamentals program created a big, bright mural that was unveiled at the end of April at the YMCA of Sudbury. The students put in more than 200 hours into designing and painting the project and many more hours into fundraising to cover the cost of materials.
- Cambrian's Early Childhood Education program collaborated with the Child and Community Resources and the Greater Sudbury Library to help support Sudbury families' build their child's book collection through the college's annual Share a Book program. More than 4,000 new and gently used children's books were collected at the college and at library branches across Greater Sudbury. Cambrian College staff and students from the ECE program organized the initiative and sorted the books to prepare for distribution

- Cambrian Innovates, along with its partners, Ontario Centres of Excellence (OCE) and Greenhouses Canada, a partner of Helios Whitefish River First Nation, collaborated to design, build, and test an all-season greenhouse using energy-efficient techniques and materials. This innovative greenhouse will enhance food security and empower the community to supply its own produce year-round. The greenhouse was designed and built by Cambrian College faculty and students in the Energy Systems Technology and Carpentry Renovation Techniques programs.

## 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. Cambrian 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 Cambrian College's eLearning data for 2015-2016:

Course Data	Ontario College Credential	Other Credential
Number of ministry-funded courses offered through fully online learning	120	208
Number of ministry-funded courses offered through synchronous conferencing	49	0
<b>Total Number of ministry-funded, for-credit courses offered in e-Learning format</b>	169	208

Program Data	Ontario College Credential	Other Credential
Number of ministry-funded programs offered through fully online learning	2	0

Number of ministry-funded programs offered through synchronous conferencing	6	0
<b>Total Number of ministry-funded, for-credit programs offered in e-Learning format</b>	<b>8</b>	<b>0</b>

<b>Program Registrations</b>	<b>Ontario College Credential</b>	<b>Other Credential</b>
Number of registrations in ministry-funded programs offered through fully online learning	26	0
Number of registrations in ministry-funded programs offered through synchronous conferencing	204	0
<b>Total Number of registrations in ministry-funded, for-credit programs offered in e-Learning format</b>	<b>230</b>	<b>0</b>

#### 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.).

Fully online learning programs include: Business Fundamentals Online (BFPO) and Business Accounting Online (BUAO). Synchronous programs include: BUAD, HMPD, PRPG, PRPD, DSAD, and PSAD.

The data sources used include Cambrian's student information system for the period of Fall 2015 to Spring 2016.

Other credential includes all active unique courses with delivered through Continuing Education and Ontario Learn over the same period.

Registrations reflect the total number of students (fall headcount) enrolled in online and synchronous programs.

## 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.)

Not applicable

#### Highlights

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

In the fall of 2015, Cambrian unveiled an ambitious and visionary new Strategic Plan based on the broadest possible community consultations and collaborations that will chart the College's direction through 2019. In it, the College identified a single strategic priority: continuous access to flexible and customizable learning experiences.

A number of initiatives have already been introduced as a result, including a:

- Teaching and Learning Framework: identifies core values and principles to enable Cambrian's teaching and learning community to drive creativity, innovation, knowledge and community engagement through teaching and research.

- Teaching and Learning Innovation Hub: the Hub brings together key resources for supporting teaching and learning and in particular for supporting the development and delivery of flexible and technology enhanced learning. The Hub includes the instructional design team, technology support team and the faculty development centre. The goal is to have a one-stop centre for supporting the teaching and learning activities of the college.

- eText Pilot Project: in the fall of 2016, more than 230 students enrolled in Cambrian's Marketing classes will be benefiting from a new suite of interactive online learning resources that ensure on-demand access to course materials across all devices, improving student engagement and learning outcomes. On their first day of class, students will gain immediate and free access to learning resources, including a virtual textbook, e-learning labs, and state-of-the-art simulations that require students to test their decision-making skills while growing a virtual business. The pilot project and free digital resources are a result of an innovative partnership between Cambrian College, Pearson Education, Texidium and Interpretive Solution.

### 3. Student Population

This component highlights Cambrian 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 Cambrian College in 2015-2016:	5,562

#### 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 Cambrian 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 Cambrian College who registered with the Office for Students with disabilities and received support services in 2015-2016:	643	
The total indicated above as a comparative % of Cambrian College's 2015-2016 full-time enrolment headcount:		11.56
The total number of part-time students with disabilities enrolled at Cambrian College in 2015-2016:	0	

#### Highlights

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

- Developed the Accommodation for Students with Mental Health Disabilities policy
- Hired a full-time accessibility coordinator to support students with disabilities: this person coordinates the accommodations with OSAP, bursaries, and testing accommodations for students with disabilities. The coordinator is also piloting a peer mentorship program for persons experiencing mental health issues.
- Collaborated with colleges in Northern Ontario on "Bridging the Distance" project: Cambrian participated in a pan-northern project that aims to improve mental health awareness in our college communities while supporting learners with mental illnesses. The consortium members each face similar northern challenges of geography, access to resources, and a unique and diverse student body. Each partner took a lead role in developing one pillar of the Bridging the Distance project and all partners collaborated in the development, evaluation and implementation at each of the colleges. This project developed a 'northern relevant' website [www.bridgingthedistance.com](http://www.bridgingthedistance.com) with portals intended for students, staff and peers. The portal was designed to be a professional and easy to navigate site providing the necessary resources and information for immediate assistance for individuals experiencing mental health concerns or distress across the north. The site also acts as a portal of information including training materials, methods for early detection of students with mental health issues, a model for peer-to-peer mentorship, including materials developed in concert with the Canadian Mental Health Association and a model for distance counselling/advising.

#### 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 Cambrian College in 2015-2016:	1,820	
The total indicated above as a comparative % of Cambrian College's 2015-2016 full-time enrolment headcount:		32.72
The total number of part-time First Generation students enrolled at Cambrian College in 2015-2016:	225	

#### Highlights

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

- The First Generation Advising Program (FGEN) partnered with the Mature Students' Association to put on a Christmas Supper event attended by 206 students and their families. This event included dinner, live music, a special visit from Santa Claus, and presents for the kids. It was a wonderful way to kick off the holiday season and de-stress before the exam period. As an added bonus, FGEN also brought in a Cambrian grad and local masseuse to perform free 5-minute massages in the Student Life Centre during the week of exams.
- FGEN partnered with Wabnode to welcome guest speaker Dave Jones. Dave Jones and The Turtle Concepts inspired youth with his ideas of leadership, spiritualism, optimism, and strength. The event was attended by over 150 Cambrian staff, faculty, students and local high school 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 Cambrian College in 2015-2016:	760	
The total indicated above as a comparative % of Cambrian College's 2015-2016 full-time enrolment headcount:		13.66
The total number of part-time Indigenous students enrolled at Cambrian College in 2015-2016:	83	

#### Highlights

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

Cambrian has a strong history of success building community and industry training partnerships to improve access and opportunities for Indigenous students. Some recent examples include the following:

- Cambrian became the twelfth postsecondary institution in the province to recognize and address the unique needs of Métis and to work in partnership to ensure that programming offered at the college addresses those needs. The MOU, that was signed on May 14th, strengthens and formalizes the long-standing positive working relationship between the Metis Nation of Ontario and Cambrian College and establishes several key areas for collaboration and partnership.
- Cambrian partnered with Whitefish River First Nation to introduce trades programs to 14 youth from the Manitoulin and Espanola area. This new initiative was part of the Youth Exposure to Skilled Trades program, for which Cambrian received funding from the province's Youth Skills Connections Program. The 32-week session provided introductory skills in carpentry, electrical, plumbing, and welding, and included a two-week job trial/work placement and graduation ceremony.

- Thirteen Line Crew Ground Support Training Certificate graduates prepared to launch entry-level careers in the powerline and construction industries through a new partnership program (made possible by the Ontario Government Youth Skills Connections Program) with Gezhtoojig Employment & Training, Infrastructure Health and Safety Association and Cambrian College. This successful collaboration feeds industry demand for skilled Indigenous employees. More than 80 percent of the grads find work in the power or construction industries upon or shortly after graduation.

- Cambrian's Wabnode Centre for Aboriginal Services, in conjunction with the Cambrian Native Students' Association and the Rainbow District School Board partnered to host their first collaborative pow-wow on campus to celebrate and to raise awareness about Indigenous culture. Local elementary school students were in attendance, along with vendors and special guests.

Cambrian also recently signed MOUs with:

- Atikameksheng Anishinabek: to recognize them as our host Indigenous community.
- The National TRC Centre: Cambrian is the first College in Ontario to sign on as a partner with the National Centre
- Algonquin College: agreement to share data and work together to identify barriers that Indigenous students face while attending college.
- Fort William First Nation: agreement to work together to develop the capacity to deliver college level programs in their community.

In 2016, Colleges and Institutes Canada (CICan) presented Richard Ouellet, Cambrian's Director of the Wabnode Centre for Aboriginal Student Support, with a silver medal for Indigenous Education Excellence at its annual conference. The medal recognized Wabnode's Indigenous Self-Identification program that was launched in 2014 and was designed to address barriers preventing the establishment of baseline data on the number of Indigenous students attending Cambrian College. The ultimate goal of the project is to build relationships and to foster a shared understanding of Indigenous culture, in support of the College's goal of an inclusive and supportive community. This award and national recognition proves that Cambrian is a national leader in this area. Funding for the project was through the Ministry of Advanced Education and Skills Development (MAESD) and Targeted Initiative Fund (TIF).

### **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.*

<b>French-Language Students</b>	<b># of Students</b>	<b>Percentage</b>
The total number of full-time French-Language students enrolled at Cambrian College in 2015-2016:	166	
The total indicated above as a comparative % of Cambrian College's 2015-2016 full-time enrolment headcount:		2.98
The total number of part-time French-Language students enrolled at Cambrian College in 2015-2016:	4	

### **Highlights**

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

Cambrian offers support through its Learning Centre. A number of services are available including:

- Staff tutoring
- Peer tutoring
- Online tutoring
- ESL-specific tutoring
- Academic and student success workshops
- Online workshops
- Weekly conversation circles for ESL students
- General Arts and Sciences advising and registration

The college also has academic success advisors available to help students navigate the services available at Cambrian; identify individual goals for education, career and life; and develop a plan to reach their goals.

Cambrian also offers a General Arts and Sciences - English for Academic Purposes program. This program helps students improve their English speaking, listening, reading, and writing skills to handle everyday interactions in an English-language environment, as well as upgrade English skills to a level appropriate for academic studies.

### **Additional Information**

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

Students with Disabilities: Total FT includes **all** students who required disability services during the 2015-16 year. The breakdown by FT vs PT is not captured at this time.

First Generation: 2014-15 students registered from September 2015 to April 2016

Indigenous students include all students who self-identify as Indigenous through myCambrian, OCAS or who were sponsored. This information was retrieved through Banner. The results include students registered in all programs as of November 1st.

French Language Students: Full-time count from Nov CSER report. PT count from CSER off-count report.

## 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 Cambrian College.*

International Students	# of Students	Percentage
Cambrian College reported to the ministry full-time international enrolment* in 2015-2016:	1,719	
The total indicated above as a comparative % of Cambrian College's 2015-2016 full-time enrolment headcount:		30.91
Cambrian College's 2015-2016 part-time international enrolment is	0	

### Additional Information

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

As per ministry definition

### Highlights

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

During the past year, as part of its strategic plan, Cambrian developed an internationalization strategy to help support the growth of its international student population and provide recommendations on how to better support our international students. The report was completed and 17 recommendations were made that the college is reviewing for implementation.

In addition, Cambrian's International department provides student internship opportunities for international students so that they are able to work on campus. An allocation is built into the budget and 10 employment internships are made available. This allows international students to earn money to support their education and become more involved in college events and departments. This initiative also allow college staff and departments to interact with international students and be exposed to various cultures.

Other initiatives include the introduction of an International tutor and weekly conversational circles targeted to International students through Cambrian's Learning Centre. These conversation circles provide students with the opportunity to talk with other students in a casual setting. An ESL faculty facilitates the sessions and helps students build upon English language and grammar skills.

### 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 Cambrian 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
Cambrian College's 2015-2016 proportion of an institution's enrolment that receives OSAP is	2,115	60.00

#### Additional Information

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

Methodology as per definition provided.

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

Applied Arts - Art (Advanced Diploma)	1.59	7.37
Applied Arts - Art (Certificate)	0.59	1.78
Applied Arts - Art (Diploma)	0.44	4.31
Applied Arts - Child/Youth Worker (Advanced Diploma)	2.49	1.65
Applied Arts - Developmental Services Worker (Diploma)	1.84	3.75
Applied Arts - Education (Diploma)	4.30	1.88
Applied Arts - Law and Security (Certificate)	0.25	6.11
Applied Arts - Law and Security (Diploma)	4.36	1.40
Applied Arts - Media (Advanced Diploma)	1.53	1.32
Applied Arts - Media (Certificate)	0.37	2.18
Applied Arts - Performing Arts (Advanced Diploma)	1.93	8.32
Applied Arts - Performing Arts (Diploma)	0.81	3.76
Applied Arts - Preparatory/Upgrading (Certificate)	9.74	2.88
Applied Arts - Preparatory/Upgrading (Diploma)	1.87	2.94
Applied Arts - Public Relations (Advanced Diploma)	2.27	21.04
Applied Arts - Public Relations (Post-Diploma Certificate)	0.31	2.40
Applied Arts - Recreation/Fitness (Advanced Diploma)	2.05	8.89
Applied Arts - Social Services (Diploma)	2.99	1.45
Business - Accounting/Finance (Advanced Diploma)	0.84	0.63
Business - Accounting/Finance (Diploma)	1.59	1.67
Business - Business Computer (Diploma)	0.22	0.41
Business - Business Computer (Post-Diploma Certificate)	0.03	1.03
Business - Business Management (Advanced Diploma)	1.77	1.74
Business - Business Management (Certificate)	0.56	6.12

Business - Business Management (Diploma)	1.90	1.76
Business - Business Management (Post-Diploma Certificate)	0.12	0.63
Business - Human Resources/Industrial Relations (Post-Diploma Certificate)	0.65	2.23
Health - Health - Miscellaneous (Diploma)	2.55	4.92
Health - Health - Miscellaneous (Post-Diploma Certificate)	0.44	5.00
Health - Health Technology (Advanced Diploma)	10.80	9.34
Health - Health Technology (Certificate)	0.34	1.39
Health - Health Technology (Post-Diploma Certificate)	0.40	6.95
Health - Nursing Related (Certificate)	1.21	2.20
Health - Nursing Related (Diploma)	4.17	1.89
Technology - Automotive (Certificate)	1.34	8.33
Technology - Automotive (Diploma)	1.87	5.39
Technology - Chemical/Biological (Advanced Diploma)	1.77	2.90
Technology - Civil (Advanced Diploma)	1.15	1.23
Technology - Civil (Certificate)	0.62	2.74
Technology - Civil (Diploma)	2.58	5.82
Technology - Electronics (Advanced Diploma)	2.99	1.63
Technology - Electronics (Certificate)	2.83	8.78
Technology - Electronics (Diploma)	3.33	2.68
Technology - Geology/Mining (Advanced Diploma)	0.65	100.00
Technology - Geology/Mining (Diploma)	1.84	45.04
Technology - Mechanical (Certificate)	2.61	7.60
Technology - Mechanical (Diploma)	2.43	3.25
Technology - Power (Advanced Diploma)	0.65	9.86
Technology - Power (Certificate)	1.68	27.98
Technology - Power (Diploma)	1.21	28.89
Technology - Resources (Certificate)	0.93	37.50
Technology - Resources (Post-Diploma Certificate)	0.65	10.66
Technology - Technology Miscellaneous (Certificate)	0.65	2.98
Technology - Welding (Diploma)	0.87	7.89
Technology - Resources (Certificate)	1.09	37.25
Technology - Resources (Post Diploma)	0.75	13.76
Technology - Welding (Diploma)	1.18	12.73

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

Exam Prep	22	59.00	\$7,849.60
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General Carpenter	94	66.00	\$203,428.88
Heavy Duty Equipment Technician	18	56.00	\$40,161.28
General Machinist	11	91.00	\$26,998.40
Industrial Mechanic Millwright	30	100.00	\$73,632.00
Welder	45	91.00	\$75,491.04
<b>Total</b>	220		\$427,561.20

### Highlights

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

In 2015-16, Cambrian undertook the development of a Program Development Framework. This framework sets out the governance structure from which decisions related to programs at Cambrian are governed. Guidelines within this framework include:

- Alignment with Strategic Planning Priorities
- Compliance with Ministry requirements
- Inclusivity and transparency
- Sustainability and relevancy
- Flexibility



## 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 Cambrian College graduates who participated in Graduate Survey (A)	# of Cambrian 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 Cambrian College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2011-2012	1,384	82	5.92	57,701	3,463	6.00
2012-2013	1,374	81	5.90	57,462	3,424	5.96
2013-2014	1,381	65	4.71	54,467	3,003	5.51
2014-2015	1,266	59	4.66	52,039	2,465	4.74
2015-2016	948	39	4.11	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 Cambrian College students who were satisfied or very satisfied with academic preparation for university was	77.8
The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was	66.7

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

The development of a variety of pathways activity to support students to pursue options became a strategic priority at Cambrian in 2015-16.

This year marked a renewed energy and commitment by the Presidents of our three local post-secondary institutions (Cambrian College, College Boreal and Laurentian University) to work collaboratively, support new pathways between the institutions, and promote Sudbury as a post-secondary destination. As a result, Cambrian signed two new agreements with Laurentian to support graduates of the Music Performance Diploma program as well as graduates of the Chemical Engineering Technology Diploma program. Currently, Cambrian and Boreal are discussing potential high affinity pathways between programs delivered in French and in English.

Cambrian College has been a strong player in the development of the Northern Colleges Collaboration Project and looks forward to teaching a collaboratively delivered course to its partner colleges' students in the first cohort in January 2017.

The college also looked farther afield to potential partnerships outside Ontario and was able to secure 3 new pathway (degree completion) opportunities with Lake Superior State University in Michigan. Graduates of Justice Diploma programs and the Physical Fitness Management Diploma program have the opportunity to complete unique degree programs in Criminal Justice and Exercise Science respectively at a school that is geographically close to Sudbury.

Within Canada new agreements were negotiated with Royal Roads University in British Columbia for graduates of the Justice Diploma programs as well as Cambrian's Business program graduates.

Internally the college has continued to develop infrastructure that will support a more seamless approach for students to be granted transfer credits when they enter a program with credentials or courses from other institutions. The goal is to offer transfer credit options when students are offered admission in the near future.

The Prior Learning Assessment process is under full review to improve the student experience and to ensure academic rigor is met and quality assessment measures are in place.

## 6. Financial Sustainability

1. Annual Surplus/(Deficit) - (revenue - expenses)	Amount	Benchmark
Annual Surplus/(Deficit)	1,843,320	0

2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets)	Amount	Benchmark
Accumulated Surplus/(Deficit)	15,102,249	0

3. Quick Ratio (current assets) / (current liabilities)	Amount	Benchmark
Current Assets/Current Liabilities	2.87	1.00

4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)]	Percentage	Benchmark
Debt/Assets	32.52	35.00

5. Debt Servicing Ratio (interest expense + principal payments) / (revenue)	Percentage	Benchmark
Total Debt Serviced/Revenue	2.73	3.00

6. Net Assets to Expense Ratio (net assets) / (expenses)	Percentage	Benchmark
Net Assets/Expenses	67.72	60.00

7. Net Income to Revenue Ratio (revenue - expenses) / (revenue)	Percentage	Benchmark
Net Income to Revenue	2.24	1.50

### Highlights

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

The College ended the 2015/16 year with a surplus of \$1,843,320 mainly due to significant increases in international student revenue and a targeted reduction in spending. Ending the year in a positive position has allowed the College to appropriate \$1.6M towards future needs such as deferred maintenance and investment in strategic priorities.

Overall, the College ended the year maintaining the accumulated surplus and with a positive working capital ratio, which are two metrics that indicate that the College is in good financial health. The focus in the next fiscal year will be to continue to address deferred maintenance, infrastructure, and teaching and learning needs of the College.

## 7. Attestation

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

For additional information regarding Cambrian College's 2015-2016 SMA Report Back please contact	Information
Name:	Amanda Paquette
Telephone:	705-566-8101 x7550
Email:	amanda.paquette@cambriancollege.ca

Please indicate the address on Cambrian 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:	<a href="http://cambriancollege.ca/about/corporate-information/">http://cambriancollege.ca/about/corporate-information/</a>