

# 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 Sault 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 Sault College was:	82.6

### Additional Information

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

Sault College continues to monitor graduate employment rate informally through follow up conversations with graduates by Faculty, Staff and Administrators.

Sault College does not have formal processes to calculate and track graduate employment rates.

## 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 Sault College was:	95.5

### Additional Information

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

Sault College continues to monitor employer satisfaction rate informally through ongoing conversations with community and industry employers including at bi-annual Program Advisory Committee meetings.

Sault College does not have formal processes to calculate and track employer satisfaction rates.

## 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 Sault College that were employed full-time in a related or partially-related field were:	43.4

### Additional Information

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

Sault College informally monitors the number of graduates employed full time in a related or partially related field through conversations with graduates.

Sault College does not have a formal process to calculate and track employment in a related or partially-related field.

## Highlights

Please provide highlights of Sault 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.).

Sault College works collaboratively with multiple international and local partners and employers to foster social and economic development, to serve the needs of students and the economy and labour market.

The highlights include but are not limited to:

- Actively recruiting Indigenous employees for a workforce that reflects our student population;
- Leveraging and expanding industry and community partnerships to meet social and economic needs;
- Working with International institutions to export educational services; and,
- Participating in local initiatives such as in the creation of workforce development for a Gaming Centre of Excellence with associated programming.

A specific example from the 2015-16 fiscal is the expansion of the robotics lab to enable efficient teaching, industry training and collaborative applied research in robotics and advanced automation. The phase 2 expansion included 6 new robots and fully integrated parts conveyors as well as a portable robotic trainer and peripheral equipment. In addition to the integration of robotics training in the current post-secondary programs, a new graduate certificate program in robotics and advanced automation is planned for a September 2017 start.

A robotics project manager has been hired to work in conjunction with our Applied Research Centre to promote and develop collaborative applied research partnerships with local and regional industry that will help them to advance their innovation goals leading to new products and processes that are competitive in today's global marketplace. These projects will provide our students with enhanced experiential learning opportunities and lead to highly skilled, job ready process automation graduates for Canadian industry.

Another example from the 2015-16 fiscal year that Sault College was extremely excited to announce was an agreement between the College and Jazz Aviation LP. The airline's Jazz Aviation Pathway Program (Jazz APP) and Sault College's School of Aviation (Sault College) have collaborated and signed an agreement that benefits students.

The industry-leading Jazz APP program and Sault College agreement includes collaboration on training and curriculum to promote safety and professionalism, while providing relevant information on industry best practices. The Jazz APP is aimed at establishing a direct career path for qualifying graduates including flight simulator evaluations, student scholarships, and the opportunity for Sault College's top-performing Aviation Technology – Flight graduates to transition to first officer positions at Jazz.

## 2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture Sault 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 Sault College for capstone question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career"	90.1
Per the KPI results reported in 2015-2016, the student satisfaction rate at Sault College for capstone question #24 "The overall quality of the learning experiences in this program"	87.5
Per the KPI results reported in 2015-2016, the student satisfaction rate at Sault College for capstone question #39 "The overall quality of the services in the college"	76.7
Per the KPI results reported in 2015-2016, the student satisfaction rate at Sault College for capstone question #49 "The overall quality of the facilities/resources in the college"	87.5

### Additional Information

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

The Mental Health Hub initiated a student survey measuring the satisfaction and impact on success after using the services delivered through the Mental Health Hub. Results indicated a high level of satisfaction with the services and a positive impact on the students' ability to continue their studies while being impacted by mental health issues.

Sault College also uses a Student Feedback Questionnaire annually to determine student satisfaction. The intention of this survey is to collect feedback from a course and course delivery perspective.

### Highlights

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

In 2015-2016, Sault College continued its efforts to provide a quality environment for students to maintain and/or improve their satisfaction. As identified in our 2010-2020 Strategic Plan, Sault College is committed to four core promises that we want students to say about our College: (1) I get the education I want and more., (2) The people are great., (3) It was worth it to come here., and (4) The experience changed my life.

The College focuses on the principles of invitational education and ensuring that all members of the college community feel welcome and accepted. The continued high student satisfaction scores are an indicator of our success.

Sault College continued to invest in mental health initiatives to increase the services available to students including the Elders in Residence program.

Further supporting our connection to the natural environment of the north and our desire to become the destination college, a partnership with Searchmont Ski Association enabled Sault College to provide free ski passes to students.

## 2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015, the graduation rate at Sault College is	64.5

### Additional Information

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

Sault College tracks program completion rate in addition to the KPI graduation rate. Completion rate tracks the number of students in a cohort entering year one of a program and the number of those completing the program at the regular completion point (not providing for the 200% as does the KPI measure). This is done on an annually updated scorecard combined with program retention, and is further illustrated for those programs involved in a comprehensive program review.

### Highlights

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

A faculty at-risk reporting program through Student Services helps to connect identified at-risk students with appropriate support services to improve retention and progress to graduation. Of those reported, 79% were successful in continuing on in their respective program after outreach and intervention was applied.

Other student success programs that were implemented to improve retention and graduation rates were Cram Jam events (exam study day with peer tutors, free study supplies, wellness activities, and free healthy snacks), Wellness Wednesday events (department promotion to increase participation in support services while providing a wellness break for students between classes), and Project LIVE (Leadership Initiatives and Volunteer Experience) which builds support systems and engages students in meaningful extracurricular activities.

## 2c. Teaching and Learning - Student Retention

### 2c. Retention Rates

The table below has been pre-populated with the results from Sault College's 2014-2015 Report Back. Please identify Sault 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	76.30	77.90
2nd to 3rd Year	88.60	86.30
3rd to 4th Year	95.90	94.20

\*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.).

Retention data is maintained in a database, with information drawn from the Student Information System. Comparisons are calculated based on past data in order to evaluate progress.

### Highlights

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

A faculty at-risk reporting program through Student Services helps to connect identified at-risk students with appropriate support services to improve retention and progress to graduation. Of those reported, 79% were successful in continuing on in their respective program after outreach and intervention was applied.

Other student success programs that were implemented to improve retention were Cram Jam events (exam study day with peer tutors, free study supplies, wellness activities, and free healthy snacks), Wellness Wednesday events (department promotion to increase participation in support services while providing a wellness break for students between classes), and Project LIVE (Leadership Initiatives and Volunteer Experience) which builds support systems and engages students in meaningful extracurricular activities.

In recognizing the ever-increasing need to support students in need (mental illnesses, learning disabilities, and other hurdles to completion of their program of study), Sault College provides resources to faculty for effective approaches for such students in need, such as:

- Professional development sessions on the topics of Mental Health First Aid, safeTALK Suicide Alertness, Queering the College.
- Mental Health Hub

- Elder on Campus
- Out-of-class Testing.

## 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 Sault College in 2015-2016:

<b>Co-operative Education Program Type (Mandatory)</b>	<b>Number of programs at Sault College with a Co-op Stream</b>	<b>Number of students at Sault College enrolled in a Co-op program</b>
Certificate	N/A	N/A
Diploma	7	156
Advanced Diploma	N/A	N/A
Graduate Certificate	N/A	N/A
Degree in Applied Area of Study	N/A	N/A

<b>Co-operative Education Program Type (Optional)</b>	<b>Number of programs at Sault College with a Co-op Stream</b>	<b>Number of students at Sault College enrolled in a Co-op program</b>
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

<b>Clinical Placement Program Type</b>	<b>Number of programs at Sault College with clinical placements</b>	<b>Number of students at Sault College enrolled in a program with clinical placements</b>
Certificate	N/A	N/A
Diploma	1	78
Advanced Diploma	N/A	N/A
Graduate Certificate	N/A	N/A
Degree in Applied Area of Study	1	71

<b>Field Placement/Work Placement Program Type</b>	<b>Number of programs at Sault College with a Co-op Stream</b>	<b>Number of students at Sault College enrolled in a Co-op program</b>
Certificate	N/A	N/A
Diploma	6	140
Advanced Diploma	N/A	N/A
Graduate Certificate	1	13
Degree in Applied Area of Study	N/A	N/A

<b>Fieldwork Program Type</b>	<b>Number of programs at Sault College with a Co-op Stream</b>	<b>Number of students at Sault College enrolled in a Co-op program</b>
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

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

### Highlights

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

During the 2015-2016 fiscal year, Sault College continued to offer co-op, internships, field experience, applied research projects and other work-integrated learning opportunities in most programs.

Five of the six programs in Natural Environment have a co-op component where students engage in hands-on, program related work to advance their academic study and skills, and their future career opportunities. In addition, students in the Natural Resource Environmental Law postgraduate certificate program undergo with the direction and observation of trained professionals a mock-trial in a courtroom to illustrate and apply lecture-based learning to real world situations. All Natural Environment studies participate each year in Field Camp activities that provide foundational learning and skills to apply to the classroom setting. Various field specialists guide the week-long activities that lead to special certifications, advanced knowledge and other industry-specific qualifications.

Digital Film students do a three-credit course on work placement experience that includes work done on a film and/or TV set. Students work in pre-production, production and post-production activities for varying companies on location. These work-integrated learning activities give the students network connections, work experience and the opportunities to apply classroom learning to real life application.

Students in the Video Game Art program work collaboratively on the creation of a video game; with each cohort adding new detail and assets to the game entitled College Crusaders. The game is played and tested by public participants who evaluate and provide feedback on the game function and playability.

Sault College also offers a co-op stream in Hospitality Management and Culinary Management programs as well as Civil Engineering Technician. In both programs, students are finding co-op placements in various locations both local and out-of-area, and are often filling a labour market need.

In the area of Nursing, students complete placements each semester in various health centres including the Sault Area Hospital, retirement homes and assisted living centres. In other health-related areas, students participate in internships at related centres.

In the post-graduate Public Relations and Event Management certificate program, students partner with industry and organizations to plan, promote and implement a community event that serves residents. Student participation in these special events helps not-for-profit organizations with limited staffing organize and offer events that can help broaden community awareness of services, rally donations and community support and/or increase community reach.

Sault College is proud to be embarking on a planned project entitled iE3 - Environment, Education, and Entrepreneurship where the College will create on campus the culture and physical space to support more integrated industry-involved learning opportunities for students.

The intention is to host industry on campus with mutual benefit to the College and students. On-campus work-integrated learning opportunities are targeted to increase along with greater opportunity for field experience, service learning, applied research projects, innovative and entrepreneurship incubators and other WIL opportunities.

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

Course Data	Ontario College Credential	Other Credential
Number of ministry-funded courses offered through fully online learning	28	140
Number of ministry-funded courses offered through synchronous conferencing	21	0
<b>Total Number of ministry-funded, for-credit courses offered in e-Learning format</b>	49	140

Program Data	Ontario College Credential	Other Credential
Number of ministry-funded programs offered through fully online learning	2	26

Number of ministry-funded programs offered through synchronous conferencing	1	1
<b>Total Number of ministry-funded, for-credit programs offered in e-Learning format</b>	3	27

<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	121	362
Number of registrations in ministry-funded programs offered through synchronous conferencing	225	68
<b>Total Number of registrations in ministry-funded, for-credit programs offered in e-Learning format</b>	346	430

#### **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.).

Number of ministry-funded courses was determined by looking at each of the 6 Sault College Ontario College level certificates to determine which of those certificates had courses online and totaled them. Even though we have 6 programs at this credential, only two are available fully online as noted above. The same process occurred to look at all other credentials. The number of courses was only counted once for the entire academic year (rather than adding in each semester intake as well as each monthly intake). Total number of registrations was totaled up for all three semesters by looking at course codes within each program to determine whether or not the registration would account towards an Ontario College level credential or if it would fall under the other credential category. Our online courses are delivered through OntarioLearn while our synchronous courses are delivered using Contact North.

## **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.).

Sault College currently does not offer any Hybrid Learning style programming. It is either face-to-face, fully online (asynchronous) or synchronous (delivered via Contact North). We also offer Independent Study programming which is not included in these stats as it is a paper-based program where some contact is done with instructors via email and phone. We also offer fieldwork components using an Independent Study modality.

#### **Highlights**

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

#### **PSW Success Story**

Sault College is currently the only college in Ontario that offers the Personal Support Worker program fully in a synchronous format. We do not require our students to travel to our main campus. There are 9 courses in total for this program, all 9 are delivered via Contact North (virtual classroom using either a web-based platform or videoconferencing but is done in live time). Our lab time is done in this method as well, using demonstrations and videos. This program is highly popular due to the students not being required to travel. Practicum requirements are established in each student's home community.

A new requirement for graduation out of the PSW program is for students to take the one day training workshop of Gentle Persuasive Approach (GPA). The GPA program is run from the Advanced Gerontological Education Inc. (AGE). AGE has a requirement that this program is to be face-to-face; however, since many of our students in this program live in rural Northern Ontario, face-to-face in one

location was not an option. Offering education around e-learning, in particular, Contact North, Sault College was granted permission to offer GPA using videoconferencing. This took some coordination of logistics (ensuring a date that worked for all students, the instructor as well as a tester representing AGE). Students had to demonstrate the technique; therefore, another logistic was ensuring the student had volunteers to practice on. Many of our students are stand-alone students in various communities, therefore, in their location; there was not an option to practice on another student. All Contact North centres are equipped with personnel while training is occurring; therefore, many centres volunteered their staff for support of these students. Since this was a first for AGE and a first for Sault College, a press release did go about this initiative.

### **HOA Success Story**

Sault College offers and delivers a program, Health Office Administrative Support Certificate. This program is currently delivered fully online. However, in the past it has been delivered face-to-face as well as synchronously through Contact North. In February of 2016, Sault College offered this program synchronously using the Contact North platform. This program had a total of 12 students. Nine students were local, three were signing in via Contact North. If we were not able to offer this program using Contact North, the program would not have been viable to run. The majority of the 12 students entered this program utilizing the Second Career Program. This was an opportunity for these students to start over in their career journey. Many of the students enjoyed learning over this platform: they appreciated how interactive it was and how user-friendly it can be. In regards to the students that have stayed in contact, they are currently working in the field. If it was not for this program being offered through this modality, these students would not have been able to take the path they did for their educational and career goals.

### 3. Student Population

This component highlights Sault 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 Sault College in 2015-2016:	2,316

#### 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 Sault 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 Sault College who registered with the Office for Students with disabilities and received support services in 2015-2016:	477	
The total indicated above as a comparative % of Sault College's 2015-2016 full-time enrolment headcount:		20.60
The total number of part-time students with disabilities enrolled at Sault College in 2015-2016:	22	

#### Highlights

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

During the 2015-16 academic year, the Sault College Accessibility Services Office was ranked #1 in Student Satisfaction which is attributed to students having access to Counsellors and other support staff with little to no wait time, accessible testing facilities with staff and technology to support student needs, a supportive note taking and tutoring service for students, a BSWD process that minimizes student administrative tasks, a strong Transition program in August to set students up for success and much more.

Students presenting with mental health issues are able to access supports directly from their Accessibility Counsellor. Our Counselling model is a one stop shop where students are able to disclose any issues during their drop or scheduled appointments and receive the appropriate support through our on campus mental health services or through our community referral processes. Students experiencing mental health issues can access our Counsellors, Mental Health Educator, Elders in Residence, a Physician, or a Psychologist without leaving campus.

#### 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 Sault College in 2015-2016:	592	
The total indicated above as a comparative % of Sault College's 2015-2016 full-time enrolment headcount:		25.56
The total number of part-time First Generation students enrolled at Sault College in 2015-2016:	64	

### Highlights

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

Sault College launched a Leadership workshop series as a part of Project LIVE (Leadership Initiatives and Volunteer Experience) to provide students with additional out-of-class networking, resume building, and development opportunities. First Generation(FG) students were encouraged to attend the program and to continue on to become peer mentors through our Peer2Peer program.

Wellness Wednesday's were introduced this year which includes a number of campus and community partners providing students with a wellness activity or freebie between classes to de-stress, have fun, and to learn more about the supports available to them as Sault College students. With approximately 250+ students in attendance each month, this event highlighted FG supports, events, and retention strategies.

FG students are provided with additional support through Student Services including coaching from our Student Success Advisor, access to a laptop lending program, free admittance to social and educational events to network and build a strong support system, and access to additional bursaries.

### 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 Sault College in 2015-2016:	431	
The total indicated above as a comparative % of Sault College's 2015-2016 full-time enrolment headcount:		18.61
The total number of part-time Indigenous students enrolled at Sault College in 2015-2016:	0	

### Highlights

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

#### Leadership Engagement

- As part of Sault College's mandate in addressing Indigenous education, on October 15, 2015, Native Education hosted the first cultural competency training session held with the Board of Governors and the Native Education and Training Council. The purpose of this session was to provide participants with the opportunity to build a shared understanding of Indigenous history, contemporary priorities, culture-based practices and Indigenous engagement approaches which lead to increased cultural competency. This initiative was intended to begin the process of strengthening and building institutional capacity in working with Indigenous people and communities.

- Two cultural competency sessions held with Advisory College Council: November 20, 2015 and March 11, 2016 respectively

- Presentation made to the Board of Governors March 24, 2016 regarding the Truth and Reconciliation Commission Calls to Action highlighting potential areas of development.

#### Native Student Services

- From April 1, 2015 to March 31, 2016 Native Student Counsellors assisted 1330 students in the area of disabilities, academic counselling, financial advocacy/support, orientation, career counselling, transition programming, study skills and lap top loans.
- The Native Education main office provides students and community members with services such as photocopying, faxing, phone calling, providing information, referrals and appointments. This past year the office provided service over 1880 times from April 1, 2015 to March 31, 2016.
- Facilitated over 30 cultural, social and educational activities with over 5000 participants taking part in various initiatives throughout the year.

### Programming

- Native Education supported the following community-based programs:
  - FASD Post-diploma certificate (Anishinabek Educational Institute)
  - Anishinaabemowin Immersion certificate (Kenjgewin Teg Educational Institute)
  - Social Service Worker Native Specialization diploma delivered (Oshki-Pimanche-O-Win Educational Institute)
  - Anishinaabemowin Immersion and Welding Certificates (Seven Generations Educational Institute)
  - Supported the delivery of two intakes of the Heavy Equipment Operator for Women Program delivered in partnership with Garden River First Nation
  - Delivery of Carpentry Level III Apprenticeship training in partnership with Aundek Omni Kaning First Nation
  - Delivery planning of community-based programming for September 2016: Anishinaabemowin Immersion, Social Service Worker - Native Specialization, Welding, Hairstyling and Esthetician programs
  - Established two new awards for the SSW-Native Specialization program delivered in Thunder Bay
  - Assisted in the successful submission for delivery of a pre-apprenticeship Automotive Service Technician program in partnership with the Sault Ste. Marie Indian Friendship Centre for 2016

### Best Practices Among Northern Ontario Colleges

- Completed March 31, 2016, this collaborative initiative between the six Northern Colleges in Ontario focused on the collection, documenting, and sharing of established best practices in the area of Indigenous education with the goal of benchmarking these identified best practices to set standards that will be adopted by Colleges, beyond the north, to support the academic success of Indigenous learners.

### 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 Sault College in 2015-2016:	12	
The total indicated above as a comparative % of Sault College's 2015-2016 full-time enrolment headcount:		0.52
The total number of part-time French-Language students enrolled at Sault College in 2015-2016:	0	

### Highlights

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

Student Services introduced a bilingual employee to the department in January of 2016. This employee is available to provide support information in French, and link French-Language students to community services when requested.

**Additional Information**

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

At-risk survey information provides Sault College with the information reported above, along with student self-reporting.

## 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 Sault College.*

International Students	# of Students	Percentage
Sault College reported to the ministry full-time international enrolment* in 2015-2016:	63	
The total indicated above as a comparative % of Sault College's 2015-2016 full-time enrolment headcount:		2.72
Sault 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.).

Information is gathered on enrolment within our current Student Information system.

### Highlights

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

Sault College in partnership with Science Without Borders, welcomed 41 Brazilian students to campus and the community this year. Sault College was selected by the Brazilian government as one of the esteemed post-secondary providers to the engineering students.

Sault College also successfully competed the first year of an exciting three-year international initiative with the Samuel Jackman Prescod Polytechnic in Barbados.

In January 2016, Sault College signed International partnerships with Arusha Technical College (ATC) in Northern Africa and Pwani Regional Vocational Training and Service Centre (Pwani RVTSC) near Dar Es Salaam in central Tanzania. The progressive partnership for the ATC will be a program designed to transition unskilled labourers to technical programs and occupations referred to as pre-technology programs. For Pwani RVTSC, instrumentation and process control programs will be developed.

Further, the College has increased their international recruitment efforts and team to diversify the international student population at the College. We are focused on student success and have a committed staff through out the College to create a working group to ensure that we are able to continue to support the growing population of international students in our community.

### 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 Sault 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
Sault College's 2015-2016 proportion of an institution's enrolment that receives OSAP is	1,265	57.70

#### Additional Information

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

The number above represents the number of OSAP awards for any student at Sault College who has applied for Full-time OSAP.

Our institution is committed to student satisfaction and assisting students ensure that all financial barriers are eliminated or minimized to enable the student to focus on their studies to be successful.

## 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 Sault College	Sault 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)	1.59	0.90
Applied Arts - Child/Youth Worker (Advanced Diploma)	3.60	1.45
Applied Arts - Developmental Services Worker (Diploma)	1.80	2.22
Applied Arts - Education (Diploma)	3.24	0.86
Applied Arts - Fashion (Diploma)	1.70	1.60
Applied Arts - Law and Security (Diploma)	6.17	1.20
Applied Arts - Law and Security (Post-Diploma Certificate)	0.51	3.27
Applied Arts - Media (Diploma)	3.55	1.46
Applied Arts - Native Community Worker (Certificate)	0.36	100.00
Applied Arts - Preparatory/Upgrading (Certificate)	7.45	1.33
Applied Arts - Preparatory/Upgrading (Diploma)	0.77	0.73
Applied Arts - Public Relations (Post-Diploma Certificate)	0.62	2.88
Applied Arts - Recreation/Fitness (Diploma)	1.90	0.93
Applied Arts - Social Services (Diploma)	6.01	1.76
Applied Arts - Social Services (Post-Diploma Certificate)	0.46	1.03
Business - Accounting/Finance (Diploma)	1.34	0.85
Business - Business Computer (Advanced Diploma)	0.82	1.01
Business - Business Computer (Diploma)	1.59	1.83
Business - Business Management (Diploma)	2.62	1.47
Business - Business Management (Post-Diploma Certificate)	0.15	0.47
Business - Culinary Arts (Certificate)	0.72	1.69
Business - Culinary Arts (Diploma)	0.87	0.72
Business - Hospitality Management (Diploma)	0.26	0.27
Business - Office Administration (Diploma)	0.98	2.36

Health - Health Technology (Diploma)	3.70	3.33
Health - Nursing Related (Certificate)	1.70	1.86
Health - Nursing Related (Diploma)	6.68	1.84
Technology - Automotive (Certificate)	0.98	3.68
Technology - Automotive (Diploma)	1.28	2.25
Technology - Aviation (Flight) (Advanced Diploma)	9.15	69.26
Technology - Aviation (Maintenance) (Certificate)	0.92	54.55
Technology - Civil (Certificate)	0.82	2.19
Technology - Civil (Diploma)	2.06	2.81
Technology - Civil (Post-Diploma Certificate)	0.26	2.65
Technology - Electronics (Advanced Diploma)	0.92	0.31
Technology - Electronics (Diploma)	5.09	2.48
Technology - Machining (Certificate)	0.10	100.00
Technology - Mechanical (Certificate)	0.05	0.09
Technology - Mechanical (Diploma)	2.16	1.75
Technology - Resources (Advanced Diploma)	1.34	5.46
Technology - Resources (Diploma)	11.10	11.37
Technology - Welding (Certificate)	0.77	2.63
Technology - Welding (Diploma)	1.85	10.14

<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:**

Parts Technician	79	89.00	\$193,897.60
Plumber	56	100.00	\$118,792.96
Steamfitter	13	100.00	\$31,907.20
Electrician - Construction and Maintenance	94	99.00	\$250,081.60
Automotive Service Technician	74	99.00	\$163,372.16
Truck and Coach Technician	58	100.00	\$140,919.04
Hairstylist	1	100.00	\$2,454.40
Cook	13	85.00	\$52,756.32
Ironworker - Structural and Ornamental	61	98.00	\$134,992.00
Heavy Duty Equipment Technician	15	100.00	\$36,816.00
Industrial Electrician	9	100.00	\$14,966.40
Utility Arborist	14	100.00	\$46,388.16
<b>Total</b>	<b>487</b>		<b>\$1,187,343.84</b>

**Highlights**

Please provide highlights of Sault College's activity in 2015-2016 that contributed to maintaining or improving programming. This could

include a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Sault College believes it is vital to deliver high quality, job-ready programs that meet student demands and stakeholder needs. At Sault College, students are at the core of everything we do and we will continue to strive to be the best-in-class for the programs and services we offer.

By observing trends in industry, Sault College will continue to create viable new programs where there is labour market need, such as in the areas of robotics, business, entrepreneurship, gaming, health, and community services. For example, in October 2015, Sault College launched the grand opening of its new Tenaris Robotics lab. To support the anticipated need for highly skilled personnel in this expanding field, Sault College has begun to incorporate robotics content in its post-secondary curriculum and plans to provide more advanced programming in the future. In November 2015, the Board of Governors approved a new Robotics and Advanced Automation Post-graduate certificate program and the first intake of students occurred in the fall of 2016.

Other new programs which received Board approval during the 2015-16 fiscal year included:

- the Social Service Worker Native Specialization was approved as a five semester in-community delivery diploma. Extending this program from four to five semesters provided a more balanced course load to meet the needs of the students in the community.
- the Graphic Design program was compressed from the previous three year/six semester program into a two-year accelerated delivery model to meet the needs of students.
- the Natural Resource/Environmental Law Inspection and Enforcement Program entrance requirements were amended to provide access to the program to a broader intake of people who will use their experience and interests to carve their own niche in this field.

## 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 Sault College graduates who participated in Graduate Survey (A)	# of Sault 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 Sault 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	654	33	5.05	57,701	3,463	6.00
2012-2013	621	45	7.25	57,462	3,424	5.96
2013-2014	517	28	5.42	54,467	3,003	5.51
2014-2015	527	24	4.55	52,039	2,465	4.74
2015-2016	437	24	5.49	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 Sault College students who were satisfied or very satisfied with academic preparation for university was	81.0
The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was	76.2

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

Due to the ever changing mental health needs of post-secondary students, the Accessibility Services and Counselling Office implemented regular drop in times to improved access to Counsellors. This initiative addressed the need to ensure students in crisis were able to meet with a skilled counsellor in a timely manner. It also allowed students an opportunity to check in regularly with their Counsellor, keeping them informed on their progress and well-being. An additional strategy to reduce student wait times for Counsellor appointments included scheduling meetings with the Student Success Advisor to address various needs including social, financial, and academic issues.

## 6. Financial Sustainability

1. Annual Surplus/(Deficit) - (revenue - expenses)	Amount	Benchmark	
Annual Surplus/(Deficit)	-324,845	0	

  

2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets)	Amount	Benchmark	
Accumulated Surplus/(Deficit)	11,592,003	0	

  

3. Quick Ratio (current assets) / (current liabilities)	Amount	Benchmark	
Current Assets/Current Liabilities	2.34	1.00	

  

4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)]	Percentage	Benchmark	
Debt/Assets	18.92	35.00	

  

5. Debt Servicing Ratio (interest expense + principal payments) / (revenue)	Percentage	Benchmark	
Total Debt Serviced/Revenue	1.17	3.00	

  

6. Net Assets to Expense Ratio (net assets) / (expenses)	Percentage	Benchmark	
Net Assets/Expenses	107.68	60.00	

  

7. Net Income to Revenue Ratio (revenue - expenses) / (revenue)	Percentage	Benchmark	
Net Income to Revenue	-0.57	1.50	

### Highlights

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

The College continues a comprehensive review that prioritizes programs and services to support strategic decisions and to maximize returns on investment. The College also continues with the implementation of an ERP solution with the objective of realizing operational efficiencies and mitigate the significant risks associated with operating an obsolete system. As well, the College has dedicated resources for opportunity prospecting and international recruitment as a strategy to increase revenues from diverse sources.

As the College moves forward, it must now focus on sustainability in a region experiencing population decline and aging demographic. As a result the College will have to adjust its operations to support quality programming and services going forward.

## 7. Attestation

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

For additional information regarding Sault College's 2015-2016 SMA Report Back please contact	Information
Name:	Barb Bringleson
Telephone:	705-759-2554
Email:	barb.bringleson@saultcollege.ca

Please indicate the address on Sault 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:	www.saultcollege.ca