

2011-2012 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Sault College
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OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Backs continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

Consistent with the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

Where possible, to help streamline the 2011-2012 MYAA Report Back process, the Ministry pre-populated **Sault College's** 2011-2012 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators), data sources (e.g. Full-Time Enrolment Headcount) and pre-populated data from previous Report Backs (e.g. 2009-2010). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Sault College's** 2011-2012 MYAA Report Back is denoted with the symbol (+).



1) Enrolment - Headcount*

**DEFINITION: Headcount is the un-audited 2011-2012 enrolment count on November 1, 2011 in the Ontario College Application System(OCAS) (Full-Time funded students only: does not include Nursing, Second Career, Apprentice or International students).*

Sault College's the total Headcount enrolment count in 2011-2012 = **2,043**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2011) from the total Headcount enrolment at **Sault College** in 2011-2012 = **1,505**.

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment at **Sault College** in 2011-2012 = **497**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2011) enrolled at **Sault College** in 2011-2012= **41**.

* The space below is provided for **Sault College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment - Headcount.

Enrolment data was compiled from the Sault College student information system and financial information system, which was comprised of admission/registration/ finance data entry and Ontario College Application System downloads. Enrolment reports were created from relational database queries from our system. The system accurately reflected the life cycle of the students from application to admission to registration to returning registration to graduation.

Please provide one or more examples, in the space provide below, of highlights from **Sault College's** Enrolment Management Plan that **Sault College** used during 2011-2012 to manage enrolment.

Enrolment numbers on Day 10 of the 11/12 academic year reflected a 5 percent increase in first-year students and an overall 2% increase over the previous year. Although application numbers decreased 3 percent over the previous year, the conversion rate increased by 3 percent.

Recruitment efforts for this academic year focused on an expanded outreach to northern Ontario.

A new website was launched for the recruitment cycle which focused directly on the needs of the applicant.

The following new programs were added to provide more choice for applicants: Pharmacy Technician, Home Inspection and Public Relations/Event Management. In addition, the option to begin studies in January was offered for the following programs: General Arts and Science--Liberal Studies, General Arts and Science--One-Year, Police Foundations, Protection Security & Investigations, Business, Practical Nursing, Personal Support Worker and Pre-Health.

2) Under-Represented Students: Students with Disabilities*, First Generation* and Aboriginal*

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).*

**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 not necessarily having 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).

**DEFINITION: Aboriginal 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, language, cultural practices and spiritual beliefs.*

*NOTE: Please do not include International students, Second Career students or Apprentices in the calculations below.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Sault College who registered with the Office for Students with Disabilities and received support services in 2011-2012= 386</p> <p>Please calculate the total indicated above as a comparative % of Sault College's 2011-2012 Enrolment Headcount: (Insert Total From Above) 386 ÷ 2,043⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = 18.9%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Sault College who registered with the Office for Students with Disabilities and received support services in 2011-2012 = 26</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Sault College in 2011-2012= 766</p> <p>Please calculate the total indicated above as a comparative % of Sault College's 2011-2012 Enrolment Headcount: (Insert Total From Above) 766 ÷ 2,043⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = 37.5%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Sault College in 2011-2012 = 30</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Sault College in 2011-2012= 446</p> <p>Please calculate the total indicated above as a comparative % of Sault College's 2011-2012 Enrolment Headcount: (Insert Total From Above) 446 ÷ 2,043⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = 21.8%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Sault College in 2011-2012 = 23</p>

* The space below is provided for **Sault College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students.

The Accessibility Services Office utilized the "Clockwork" database and scheduling software to maintain and gather data on students with disabilities. Student information was gathered and entered by intake staff, counsellors and learning strategists.

First Generation information was gathered from OCAS application information as well as several other College initiatives such as the Student Services intake process, surveys initiated in class visits, hallway displays, student success strategy sessions, mentoring meetings, events hosted specifically for First Generation students and other events that First Generation support staff worked in collaboration with various College departments.

Sault College collects voluntary Aboriginal self-identification data on an annual basis utilizing self-identification cards and on-line data collection. Self identification cards are disseminated throughout the academic year utilizing a variety of means including:

- Counsellors asked students to fill the cards out during initial intake sessions in addition to handing them out during classroom presentations
- Frontline staff in Native Education provided the cards to all students accessing departmental services

- Booths were set up by Native Education staff at various times and locations throughout the year in high traffic areas within the College

All students were encouraged to complete the cards and a small prize incentive was utilized with the booth setups. Staff were available to assist students in completing the self-identification cards and to answer any questions they had regarding the data collection.

Voluntary self-identification data was also collected on Sault College's student portal "mysaultcollege" under the heading "MySelf". (The portal is accessible by all students enrolled at Sault College and is accessed by a unique login name and password.) Statistics gathered through both means were then cross-referenced to avoid any duplication in data.

Aside from the challenges associated with Aboriginal student data collection, there were a number of other variables that impacted the numbers recorded. For the upcoming year, the Native Education department will be looking to create more formal processes and procedures as it relates to how and when we collect this information. By ensuring consistency from one reporting year to the next through the elimination of as many variables as possible and by ensuring consistency in dissemination and collection methods, we hope to provide the most accurate picture of the Aboriginal student population enrolled at Sault College.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving Sault College's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving Sault College's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving Sault College's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment.</p>

<p>A new process for the Bursary for Students with disabilities (BSWD) was implemented with positive results. Student were satisfied with the improved service which removed their responsibility to handle and submit receipts for computer software and hardware.</p> <p>A revised process for students who use testing accommodation was implemented that made it easier and less time consuming to book tests.</p> <p>Discussion began near the end of the 11/12 academic year to consider changing the name of our Disability Services Office to be more inclusive and inviting to students with disabilities to self identify. A decision was made after extensive consultation with stakeholders to change the service to "Accessibility Services".</p> <p>Our Counselling team continued to operate under an innovative model offering students a one-stop-shop type of service. Our Counsellors are able to assist students with challenges faced during their academic career at Sault College.</p>	<ul style="list-style-type: none"> - The number of First Generation students reported above is consistent with the 2011 Q3 report submitted which includes first year and upper year First Generation students. - The increase in First Generation students over the previous year is due to improved tracking initiatives put in place. - First Generation students were provided student success strategy sessions during their first year of study and had the option to attend additional sessions that included study skills, stress management, time management, test writing, - Additional events during the summer months included Student Success Strategy sessions in subjects such as Computer Navigation, applying for OSAP and Scholarships/Bursaries. - A breakfast was held for all First Generation students. 84 FG students attended this event with many providing positive feedback on their experience and support so far at Sault College. - A "Student Services Awareness Day" was held where all 100% of FG students surveyed responded that they believed their academic year was going to be successful. - There was an increase to the number of FG students accessing peer tutoring - A 22% increase over the same period in 2010 was seen in the number of First Generation students who used services provided by the Counselling/Disability Services Office. - A luncheon was planned with FG students invited. At this luncheon, an overview of life success seminars available was provided to 19 students who attended. All students were appreciative of the lunch and information provided. - Two social events for FG students who are parents were organized. These events welcomed in over a dozen parents to each event, and gave them time to sit, talk and meet other parents. There was sharing of their children's information, challenges they face while trying to complete their homework, in addition to playing with kids, bringing them to organized activities (swimming, martial arts, dance) and how to juggle 	<p>The Native Education department at Sault College operated under the guidance and leadership of the Native Education and Training Council (NETC). Comprised of representatives from the Aboriginal community with a vested interested in Aboriginal education, the NETC was responsible for directing the development and delivery of culturally appropriate programs and services for Sault College. Aboriginal representation on the Sault College Board of Governors and College Advisory committees also provided further opportunities for Aboriginal stakeholder consultation and input pertaining to Aboriginal post-secondary education and training initiatives. Guided by this model, Sault College was able to ensure that addressing Aboriginal education stakeholder needs are an integral part of our institutional programs and services.</p> <p>For 2011/2012, the Native Education department implemented a number of Aboriginal-specific initiatives to enhance the quality, accessibility and relevance of educational supports and programs for Aboriginal students attending Sault College. On-going support services have included counselling, disability services, advocacy, and community referrals in addition to retention-specific supports such as Aboriginal scholarship and bursaries opportunities, scholarship clinics, transitional programming, study skill workshops, tutoring services, visiting Elders program and meal programs. As active participants on the Aboriginal Post-Secondary Information Program, our strong focus on Aboriginal student recruitment also resulted in over 3,500 direct contacts made within the Aboriginal community, further solidifying Sault College's commitment to increasing Aboriginal student enrolment within our institution.</p> <p>Further enhancing the campus environment for Aboriginal learners, our Native student centre and meeting place, Enji Maawnjiding ("Where We Gather"), was host to numerous social and cultural activities throughout the</p>
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	<p>everything. It was a great information gathering time for first gen research to learn how we can better support parent learners.</p> <p>- Additional progress was made to reorganize our First Generation staff responsibilities which resulted in more initiatives successfully implemented.</p>	<p>academic year. Student activities for the past year have included traditional teachings, talking circles, community workshops, student potlucks, movie nights, speaker events and an Aboriginal art expo. Our sacred fire arbour located outside the Centre was also utilized for traditional ceremonies and events which for the past year has included Sault College's annual powwow, Feast for the Dead and Fall Ceremonies. Other key activities for Sault College have included the on-going implementation of cultural competency training for staff (95% trained to date), increased Aboriginal representation on Sault College program advisory committees and the on-going implementation and refinement of Aboriginal self-identification data collection processes.</p> <p>In addition to on-campus programming such as the Social Service Worker – Native Specialization program this past year, formal partnership and program delivery agreements with First Nation communities and Aboriginal organizations have created in-community learning opportunities in the areas of trades pre-apprenticeship, upgrading, work placements and language immersion programming in addition to the on-going delivery of in-community postsecondary programming in the area of community services.</p>
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3) Compliance with the Student Access Guarantee (SAG) in 2011-2012

Through its signed MYAA, **Sault College** committed to participate in the Student Access Guarantee (SAG). For 2011-2012, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines.

NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **Sault College as of July 5, 2012.*

2011-2012 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$104,727(+)	143(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$128,924(+)	201(+)
Total SAG Expenditures Reported by <i>Sault College</i>	\$233,651(+)	344(+)

Did **Sault College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines?
Yes

*The space below is provided for **Sault College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2011-2012.

Sault College had a large population of single parents and married students who often have a higher unmet need than the "traditional student". Although the SAG Expenditures towards Tuition/Book Shortfalls is automatic, we used an application and budget to determine "Other SAG Expenditure (towards other assessed shortfalls)".

4) Participation in the Credit Transfer System

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways, and amount of credit granted.

The Ministry is using the following data from the College Graduate Outcome Survey to inform the latest trends in college to university student transfers:

Survey Years	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 ÷ 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)
2007-2008	518 ⁽⁺⁾	7 ⁽⁺⁾	1.4% ⁽⁺⁾	44622 ⁽⁺⁾	3510 ⁽⁺⁾	7.9% ⁽⁺⁾
2008-2009	480 ⁽⁺⁾	22 ⁽⁺⁾	4.6% ⁽⁺⁾	43086 ⁽⁺⁾	3145 ⁽⁺⁾	7.3% ⁽⁺⁾
2009-2010	440 ⁽⁺⁾	29 ⁽⁺⁾	6.6% ⁽⁺⁾	40388 ⁽⁺⁾	2725 ⁽⁺⁾	6.7% ⁽⁺⁾
2010-2011	530 ⁽⁺⁾	33 ⁽⁺⁾	6.2% ⁽⁺⁾	50622 ⁽⁺⁾	3355 ⁽⁺⁾	6.6% ⁽⁺⁾
2011-2012	654 ⁽⁺⁾	33 ⁽⁺⁾	5% ⁽⁺⁾	57701 ⁽⁺⁾	3463 ⁽⁺⁾	6% ⁽⁺⁾

Per the College Graduate Outcomes Survey for 2010-2011 and 2011-2012 (based on 2009-2010 and 2010-2011 graduates), the percentage of **Sault College** students who were satisfied or very satisfied with academic preparation for university was **77.4%⁽⁺⁾**.

Per the College Graduate Outcomes Survey for 2011-2012 (based on 2010-2011 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.3%⁽⁺⁾**.

NOTE: The Ministry recognizes that this is a census survey in which the response rate is approximately 66%. The Ministry also recognizes that this only captures college graduates who have transferred within 6 months of graduation and is not the complete picture of college-university transfer students.



Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, and which contributed to maintaining or improving **Sault College's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), changes to student supports or program viewed by **Sault College** to be an innovative practice, a success story and/or a key accomplishment. In addition, **Sault College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

1) Expanding Transfer Pathways, excluding collaborative degree programs without a transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, pathway projects to support college to college or college to university transfer, etc.):

A new General Education policy was implemented September 2011 which indicated that credit for general education courses taken at other postsecondary institutions would be granted to students. A new General Education Advance Credit Transfer policy was implemented at the same time to outline the scope and procedure for credit transfer.

The Northern Ontario Consortium of Vice Presidents Academic conducted a review of the existing Sault College/Algoma University articulation agreement with a view to expanding and creating a unique agreement for credit transfer from each northern Ontario college to this northern Ontario university. The pathways on which the agreement focused were Justice Studies, Computer Studies, Early Childhood Education, Social Work, and Business.

Internal articulation agreements were finalized between the Child & Youth Worker program and Early Childhood Education/Social Service Worker/Social Service Worker--Native Specialization allowing graduates of the two-year programs to move seamlessly into Semester 3 of CYW and graduate in two academic years according to predetermined maps. This option was further applied to graduates from all other Ontario colleges.

2) Providing Support Services for Transfer Students (including student transition experience/activities and supports to promote student success):

We delivered a range of degree transfer advisement and information sessions. A dedicated staff member in the General Arts & Sciences department advised students of opportunities, processes, and diploma-to-degree requirements. Students were assisted with the preparation of application documents, reminded of important dates and registration deadlines, explained timelines and procedures, and provided with forms for distribution to appropriate internal and external departments.

Degree transfer opportunities were communicated to students via the student portal, website and the publication and distribution of transfer guides.

3) Improving Transparency and Access to Information about Credit Transfer and Transfer Pathways:

A project team was created to (i) review all transfer and articulation agreements in order to identify active agreements, agreements to be renewed and agreements to expire and (ii) create an internal transfer guide for student and faculty for advising and support purposes within their program areas.

5) Class Size

**DEFINITION: Class size is the number of students per class in a section. A section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom. Each section should only be counted once. Students who withdrew part way through should be included in the count. Labs and tutorials are considered and sub-sections and should be excluded from the count. One-on-one independent study and/or practicum should also be excluded.*

Class Size Calculation Example:

FIRST YEAR - COURSES

GSSC1109 *Life Span Development*

Course Option #1: Offered Tues - 35 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 35**)

Course Option #2: Offered Wed - 25 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 25**)

COMP1082 *Computer Skills*

Course Option #1: Offered Mon - 98 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 98**)

SWRK1026 *Canadian Social Welfare*

Course Option #1: Offered Mon & Thurs - 10 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 10**)

Course Option #2: Offered Wed & Fri - 10 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 10**)

Course Option #3: Offered Tues & Thurs - 40 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 40**)

SWRK 1041 *Preparation for the Field*

Course Option #1: Offered Tues - 30 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 30**)

Course Option #2: Offered Wed - 30 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 30**)

SWRK1043 *Group Dynamics*

Course Option #1: Offered Mon - 60 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 60**)

COMM1007 *College English* (*If this is a cross-listed course with another faculty, count only once)*

Course Option #1: Offered Mon & Thurs - 100 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 100**)

Course Option #2: Offered Wed & Fri - 101 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 101**)

Course Option #3: Offered Tues & Thurs - 76 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 76**)

Each of these course offerings should be counted once in the table below, in the appropriate class size section. For the 2011-2012 MYAA Report Back, using the information above, the class size data would be recorded as follows -

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	3	3/12 = 25.0%
30 to 60 students	5	5/12 = 41.7%
61 to 100 students	3	3/12 = 25.0%
101 to 250 students	1	1/12 = 8.3%
251 or more students	0	0/0 = 0.0%
Total	12	12/12 = 100.0%

Using the class size calculation example above, please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **Sault College** in 2011-2012:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	522	71.1%
30 to 60 students	197	26.8%
61 to 100 students	15	2%
101 to 250 students	0	0%
251 or more students	0	0%
Total	734	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	367	79.3%
30 to 60 students	89	19.2%
61 to 100 students	7	1.5%
101 to 250 students	0	0%
251 or more students	0	0%
Total	463	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	75	72.8%
30 to 60 students	28	27.2%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	103	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4 th Year Sections
Fewer than 30 students	8	57.1%
30 to 60 students	6	42.9%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	14	100%

*The space below is provided for **Sault College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Class Size.

Class size data was compiled by cross-checking numbers between the Sault College student information system, Access queries and our manual scheduling system. We rely on the experience of a knowledgeable scheduler to provide utilization reports with proven accuracy. We have identified the need for an electronic process as part of enterprise resource planning.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to maintaining or improving **Sault College's** class size initiatives. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

Due to the implementation of a successful pilot initiative to offer January starts in selected programs in 10/11, we continued and expanded this initiative in the 11/12 academic year. The option to begin studies in January was marketed for the following programs: Adventure Recreation and Parks Technician, Business, Fish and Wildlife Conservation Technician, General Arts & Science--Liberal Studies, General Arts & Sciences--One Year, Natural Environment Technician/Technology--Conservation and Management, Personal Support Worker, Police Foundations, Practical Nursing, Pre Health Sciences, Protection Security & Investigation.

Further, a February start was introduced for the General Arts & Science--One Year program. A May start was offered to students interested in Personal Support Worker and a Bachelor of Science in Nursing 4th Year Externship. A July start was offered for the Adventure Recreation and Parks Technician program.

6) eLearning

The Government of Ontario, in the recently released discussion paper, *Strengthening Ontario's Centres of Creativity, Innovation and Knowledge*, included a section regarding online learning as a potential method to increase access for all learners, particularly those who are prevented from attending in-class education as a result of barriers that may be financial, geographic, physical, family-related, or work-related.

In spring 2010, the Ministry conducted a postsecondary survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity taking place across Ontario.

In its 2010-2011 MYAA Report Back, **Sault College** provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, **Sault College** is asked to provide information on eLearning courses, programs and registrations in 2011-2012.

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, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.

A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.

Please indicate in the table below the number of Ministry-funded courses, programs **Sault College** offered in 2011-2012 and corresponding registration information -

*An Ontario College Credential includes: Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate (or the French-language equivalent).

* Other Credential includes: local board certificates, non-credit courses and other similar course/program offerings.

COURSES	Ontario College Credential*	Other Credential*
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	3,381	63
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	9	56
Total # of Ministry-funded courses offered through the above eLearning formats	3,390	119
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	6	22
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	1	6
Total # of Ministry-funded programs offered in the above eLearning formats	7	28
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	598	63
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	85	94
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	683	157

*The space below is provided for **Sault College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

Ministry-funded courses offered through Fully Online Learning - figure represents total courses offered over three semesters including monthly intake courses. OCC-Ontario Learn offers 1,127 available courses per semester to participating colleges, i.e. # represents 3 semesters x 1,127 available courses. "Other credential" represents courses available through partnership programs, i.e. LERN as well as ACE and L2L courses.

Hybrid Learning****DEFINITIONS:**

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 half of the course delivery should be online.

A Hybrid Learning program is a program in which 80% or more of its courses are hybrid learning courses.

In the space provided below, please highlight one or more examples of **Sault College's** use of Hybrid Learning courses and/or programs in 2011-2012.

Partnership for hybrid learning - Durham College in Oshawa established a partnership with Sault College in Sault Ste Marie to deliver the Industrial Mechanic (Millwright) (IMM) apprenticeship program to northern and remote communities. A hybrid model was developed in which Durham College provides the theoretical content online and Sault College provides the face-to-face shop experience.

Hybrid learning in continuing education - The School of Continuing Education offers 8 certificates that provide students with both synchronous and asynchronous learning options. Students were able to customize their learning to best accommodate commitments to family, employment and learning style.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to maintaining or improving **Sault College's** eLearning initiatives. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

With the identification of Global Citizenship (GEN100) as the cross-college mandated general education course, we faced the challenge of delivering the course to a large student population with limited faculty resources. Collaboration between postsecondary and continuing education supported the development of course content for asynchronous delivery. This created an e-learning option for our students and an effective rationalization of teaching and human resources.

7) International

7.1 Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Sault College** had in 2011-2012:

- Outbound students* = 0

**DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.*

- Inbound students* = 0

**DEFINITION: Inbound students are international students at an Ontario college/university participating in student exchanges/study abroad/internships/international experiences to receive academic credit.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Sault College** in 2011-2012 = **\$10,367**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Sault College** had outside of Canada in 2011-2012 = **\$0**

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Sault College** delivers courses and/or programs **abroad (outside of Canada)** in 2011-2012, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2011-2012	Provide 2011-2012 total enrolment in each program offered listed in this table
N/A	N/A / N/A	N/A	0

*The space below is provided for **Sault College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Initiatives.

Sault College did not actively recruit international students in 11/12. Two international students were registered.



7.2 Enrolment

In 2011-2012, the following were the top 5 source countries for international students at **Sault College**:

	Source Country	Number of Full-Time International Students from Source Country	International Students from Source Country as a Percentage of Sault College Total Full-Time International Student Enrolment(+)
1.	Ecuador(+)	1(+)	100%(+)

Sault College reported to the Ministry that International Enrolment* in 2011-2012 = 1(+).

**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 September 2011 at Sault College, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a full-time basis.*

NOTE: The Full-Time International Enrolment and Top 5 Source Countries were updated November 15, 2012 by MTCU. Comments in this section may be based on the enrolment data displayed prior to this update.

*The space below is provided for **Sault College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment.

Sault College did not actively recruit international students for the 11/12 year.

Full-Time International Enrolment as a comparative percentage* of Full-Time Enrolment at **Sault College** in 2011-2012 was:
0.05%⁽⁺⁾

*Comparative percentage calculation based on **Sault College's** 2011-2012 Full-Time International Enrolment (**1⁽⁺⁾**), divided by **Sault College's** 2011-2012 Fulltime Enrolment Headcount (**2,043⁽⁺⁾**)

Please provide **Sault College's** 2011-2012 Part-Time International Student Enrolment = 0

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to maintaining or improving **Sault College's** international initiatives. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.

During the 11/12 academic year, Sault College created a strategic direction for a new international recruitment plan. The new strategic plan stated that "...<we will> increase international student enrolment and seek out international learning opportunities for Sault College students." The College sought out and engaged the services of an international recruitment consultant to use during the next recruitment cycle.



7.3 English or French as a Second Language

Please provide the total number of *International students* who were enrolled in either an English as a Second Language (ESL) course or program or a French as a Second Language (FSL) course or program at **Sault College** in 2011-2012 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Sault College** used in 2011-2012 to create pathways for *International students* from **Sault College's** ESL or FSL programming to postsecondary studies.

Sault College did not offer an ESL program.

*The space below is provided for **Sault College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment in ESL or FSL by International Students.

N/A

8) Supply Chain Compliance / Broader Public Sector Accountability Act**SUPPLY CHAIN COMPLIANCE**

Effective April 1, 2010, Broader Public Sector organizations, including colleges that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), are required to have Code of Ethics and Procurement, Policies and Procedures in place within the college that are consistent with the principles outlined within the Government of Ontario's Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

Sault College confirmed in its 2010-2011 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2011-2012, **Sault College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Sault College confirmed in its 2010-2011 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2011-2012, **Sault College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Sault College confirmed in its 2010-2011 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2011-2012, **Sault College** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Sault College's** OECM purchases in 2011-2012: 345,000



Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to maintaining or improving **Sault College's** supply chain initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The College hired a purchasing agent in the past fiscal to enable the College to become more proactive in its supply chain initiatives.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All colleges were to be in compliance with the *Broader Public Sector Accountability Act, 2010*, proclaimed on April 1, 2011. The *Act*, through three new directives (procurement, expenses and perquisites), established new expense, procurement and perquisite practices for large broader public sector (BPS) organizations and adds accountability measures.

BPS Procurement Directive

The new BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

- i. formally adopt the supply chain code of ethics in accordance with their governance processes; and
- ii. comply with the mandatory requirements of the Directive.



Sault College confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of April 1, 2011.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to **Sault College's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment.

The College had information sessions throughout the institution to better educate various focus groups on the requirements of the Directive. Through these sessions, employees became more aware of the Directive in general and the impact that it has on public institutions.

BPS Expenses Directive

The new BPS Expenses Directive improves accountability and transparency for BPS organizations by:

- i. requiring designated BPS organization to establish expense rules, and
- ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.



Sault College confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements as of April 1, 2011.

Please indicate the address on **Sault College's** website where a copy of **Sault College's** publicly available Expenses Directive can be found:

<http://www.saultcollege.ca/services/Corporate/PoliciesProcedures.asp>

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to **Sault College's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment.

Sault College has hired a permanent part-time employee who is responsible for analyzing and processing all expense claims for employees of the College. This is to assist in ensuring compliance to the directive, and to provide consistency and guidance to employees of the College.

Also the College had information sessions throughout the institution to better educate various focus groups on the requirements of the Directive. Through these sessions, employees became more aware of the Directive in general and the impact that it has on public institutions.

BPS Perquisites Directive

The new BPS Perquisites Directive requires BPS organizations, including colleges, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the college including appointees, board members, elected officials and employees.



Sault College confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

Please provide one or more highlights in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to comply with the BPS Perquisites Directive in the 2011-2012. A highlight could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment.

Through the information sessions held for BPS Expense and Supply Chain Directives, the College better educated employees which became more aware of the Directive in general and the impact that it has on public institutions.

9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, 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.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2011-2012 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

***DEFINITIONS:**

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

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for **Sault College** in 2011-2012:

	<u>Certificate</u>	<u>Diploma</u>	<u>Advanced Diploma</u>	<u>Graduate Certificate</u>	<u>Applied Degree</u>
Number of programs at Sault College with a Co-op Stream	0	8	1	0	0
Number of students at Sault College enrolled in a Co-op program	0	286	33	0	0

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment.

The College's strong commitment to co-operative education continued. This included one mandatory co-op workterm as a mandatory requirement for graduation.

The Home Inspection Technician program, first of its kind for postsecondary institutions in Canada, saw students participating in their first co-op work term, one of which was the Holmes Group.

Course materials students used while on their work terms to complete academic requirements were moved to the the College Learning Management System for the summer 2012 work term.

Co-op services moved to a newly renovated, more visible home on campus with an interview room, computers for student use, and a resource area. A receptionist position was added to ensure excellent customer service.

10) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2011-2012, the student satisfaction rate at **Sault College** for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **92.1%⁽⁺⁾**

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Sault College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **86.7%⁽⁺⁾**

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Sault College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **77.2%⁽⁺⁾**

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Sault College** for KPI Question #45 "The overall quality of the services in the college" = **75.1%⁽⁺⁾**

Please indicate the methods, in addition to the KPI survey results reported in 2011-2012, that **Sault College** used in 2011-2012 to measure student satisfaction.

In addition to the KPI survey results reported in 2011 - 2012, Sault College used the Student Feedback Questionnaire (SFQ) to measure, monitor and report on student satisfaction.

The SFQ was used in every post-secondary course to evaluate student satisfaction with course design, course management, course delivery, and course content. Students were also provided a section for written comments on the Professor, the facilities and equipment, and the physical environment.

Results from the SFQ were shared with each Professor, school Chair and/or Dean, as well as the Vice-President, Academic. Further, the results of the SFQ were collated into reports for each school and multi-reports for each Professor. The results track and trend over each academic year the SFQ is used. This type of reporting shows the progress of each school and Professor in regards to student satisfaction and was used in the professional development plans of the Professor.

Written comments made on the SFQ were further used in the planning of physical improvements made to classrooms, media and computer labs, outdoor learning labs, and other educational spaces. For example, if a majority of the students in one course indicate that the temperature of the classroom is not appropriate for learning, this information is used to adjust the comfortability of the learning environment. Further, if students indicate that a particular element of the classroom is conducive to learning, then that element is duplicated in related environments.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to maintaining or improving **Sault College's** student satisfaction initiatives. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

Sault College continued to work at the program level to identify strengths and weaknesses within each program identified in the KPI results in order to develop an improvement strategy aimed at increasing student satisfaction.

Based on previous year's pilot project involving the Esthetician and Civil Engineering Technician programs, programs at lower KPI levels were reviewed at the curriculum and program level to determine areas of improvement and opportunities for engaging students in program improvement as it related to the areas identified in the KPI survey as critical. Program Faculty and Staff worked together to ensure improvements to curriculum, delivery and the physical environment were appropriate and addressed student concern.

The College was also taking a more aggressive approach to the student satisfaction data as it pertains to services. Each service area, including Library, Security, IT, received a detailed chart that had the satisfaction data from each program. The report was filtered based on characteristics specific to the service area. For example, we wanted to know which programs used the Library the most, which viewed it as the most important, and those that were the most satisfied. We compared this data to the proximity of the program area to the library, the perceived expected usage of the library and its services (i.e. programs that would require extensive research materials), and the type of program (i.e. skilled trade verses health verses media and arts, etc) to get a better understanding of the usage and satisfaction of the library. We anticipated focus groups targeted at specific student users based on the above information would help us improve program-specific services for students.

11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate at **Sault College** = 64%⁽⁺⁾

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Sault College** used in 2011-2012 to measure graduation rate.

Sault College used an independently-purchased software product to assist in the calculation of the graduation rate as per the MTCU guidelines. Sault College recognized inherent issues with the software in the calculation. Firstly the software had not had updates in over ten years as the maker of the software is no longer in business and secondly, despite the software there were still many manual steps required in the calculation of the graduation rate. A more improved methodology is currently being discussed to improve this process.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to maintaining or improving **Sault College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

The graduation rate at Sault College continues to rise. This was a result of continued focus on ensuring student success despite the fact that over 70 percent of our direct applicants enter college programs with a high school average below 70 percent.

Sault College released its strategic plan in 2010; a plan that identified Student First as a priority and all decisions, policies and processes are formulated with students as the first consideration.

This concentrated focus on student success both personally and academically has resulted in increased and improved student services and Native student services, improved College services including hours of operation, variety and choice, and improved facilities and equipment. In addition, the College has improved the peer tutor program, testing and counselling services and library services and offerings. In addition, many program areas report that faculty are leading their own mentoring/tutoring sessions.

The College also began focusing on the creation of an "invitational" culture for students to keep them engaged and participating in classroom and extracurricular activities on campus.

12) Graduate Employment Rate

Per the KPI results reported in 2011-2012 the graduate employment rate, 6 months upon graduation, at **Sault College** = 83.3%⁽⁺⁾

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Sault College** used in 2011-2012 to measure graduate employment rate.

Initial planning began to develop a local survey as both a strategy to supply more timely information on graduate employment status in order to better assist those graduates in their job search and as a means to establish on-going communication with graduates to increase KPI participation. Results were seen in more updated addresses and email information for graduates as well as early intervention with those requiring additional job search assistance.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to maintaining or improving **Sault College's** graduate employment rate. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

The annual Job and Career Fair held in February 2012 saw a record number of participants with over 200 percent more registered employers on-campus than in previous years.

The Student Job Centre, which provided employment assistance to students and graduates as well as delivered support services for co-operative education, moved to a newly renovated central location on campus which includes private offices, an interview room including SKYPE capabilities, student computers and a resource area.

Career development modules were completed on twenty topics and were available on the departmental web site for use by students, grads and faculty.

The Student Job Centre manager attended all College program advisory meetings as a resource person ensuring employer needs in terms of job search tools are on track and that the office stays on top of innovations and industry trends.

Research continues in identifying new employment opportunities for graduates in all programs with an emphasis on those programs which may have lower than average success rates.

13) Student Retention

The table below has been pre-populated with the results from **Sault College's** 2010-2011 MYAA Report Backs. Please identify **Sault College's** achieved results for 2011-2012 using the following methodology:

Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs on 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.

	Retention Rate Achieved for 2010-2011	Retention Rate Achieved for 2011-2012
1st to 2nd Year	<u>75.9%</u> ⁽⁺⁾	2011 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>775</u> \div 2010 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>1,001</u> x 100 = <u>77.4%</u>
2nd to 3rd Year	<u>87.8%</u> ⁽⁺⁾	2011 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>138</u> \div 2010 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>167</u> x 100 = <u>82.6%</u>
3rd to 4th Year	<u>83.9%</u> ⁽⁺⁾	2011 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>52</u> \div 2010 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>53</u> x 100 = <u>98.1%</u>

*NOTE: Institutions used a variety of student enrolment cluster groups in their 2010-2011 MYAA Report Back student retention rate calculations. As such, comparison between the 2010-2011 student retention rate and the 2011-2012 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with stakeholders to refine the student retention rate indicator for future MYAA Report Backs.

*The space below is provided for **Sault College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Student Retention.

Retention data is maintained in an Access data base. Information is drawn from the Student Information System and comparisons are calculated on the previous year's data.



Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to maintaining or improving **Sault College's** retention initiatives. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

During the summer of 2011, the first "Upgrade for the Trades" program was delivered. This 12-week program provided individual skills enhancement opportunities for Aboriginal youth with identified gaps in education and skills development that prevented them from entering postsecondary institutions and pursuing careers in the trades field. Course offerings included postsecondary credits in Math, Communications, Personal Academic Success Strategies, and Computer Applications. Participants also received industry-level certification in WHMIS, First Aid, Fall Arrest (including Aerial) and Chainsaw Safety in addition to strengthening job readiness skills (e.g. resumes, job search, interviews). Ninety-two percent of the group was successful in passing the CAAT and 72% enrolled in postsecondary programs. The utilization of an Aboriginal learning model contributed greatly to the success of students within the program. This model is flexible and can be adapted to meet the needs of Aboriginal communities in future program delivery.

During the 11/12 year, a new complement position was created in the form of a "Student Success Advisor". All duties and activities are directed at the retention of students.

Our Aviation Flight program introduced a new "re-set" policy which allowed for a student who had been withdrawn due to receipt of an "F" grade in an academic course or a "U" grade in a flight test to re-enter the program at the beginning of the stage where she/he was unsuccessful. This resulted in increased retention in a program where previous rates were low.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used in 2011-2012 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality for the three quality measure categories indicated below -

1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)

Campus Improvements to In-Class Experience:
 Students in the Esthetician program enjoyed their studies in a newly constructed lab. The campus spa parallels the industry standard and allows students to deliver a full range of services to the community. Likewise, Pharmacy Technician students moved into a new lab, which is Phase I of a project that will continue into the 12/13 year. Sault College partnered with a local manufacturer to provide space for our Civil/Construction and Home Inspection students to build a house from framing to completion.

Other capital purchases made to improve the classroom experience included: Smart lecture theatre with videoconferencing, wireless access for classrooms and learning commons, computers and multi-functional devices for learning commons, and general access computers.

Professional Development for Teaching Excellence:
 During the 11/12 academic year, the following professional development sessions were offered to promote teaching excellence in the classroom: "What it Takes to Keep Students Engaged" by Bob Carley; "Item Writing for Multiple Choice Examinations" with Marla Nayer; "A Generation of Data: The Turkey Lakes Watershed Study" with Fred Beall; "Conversations about Teaching and Learning" - Third Inter-Institutional Conference; "Embodied Education: Teaching as Performance" with Dr. Patrick Santoro; The Talk About Teachers Today: Why Scholarship Thinks We're Ignorant, Margaret Wente Hates Us, and the World Still Needs Us" with Dr. Nick Mount.

Staff training was offered on the following topics: PowerPoint Level 2, Learning Management System--Grade Book/Adding Content/Tracking Tools/Plagiarism Prevention, Managing E-Mail, Microsoft Outlook 2010, Clicker Technology, File Management/Windows Explorer, Standard First Aid & CPR Level A, Mental Health First Aid Training, Native Culture Competency Training.

2) ENGAGEMENT (Examples may include new student orientation, work-learning opportunities, etc.)

Natural Environment/Outdoor Studies students enjoyed a variety of learning activities due to industry connections with this program cluster. Some of those activities included Bird Studies Canada inventory of chimneys, aerial angling surveys with Ministry of Natural Resources, construction of nesting structures for waterfowl in Pumpkin Point Wetland, hosting of an envirothon with Ministry of Natural Resources, Natural Resources Canada and Clergue Forest Management, volunteer work with Ministry of Natural Resources, St. Joseph Island Hunter and Angler Associations, Pro Fishermen, Fur Harvesters, Naraully Superior Adventures, Natural Resources Canada, Clergue Forest Management.

Esthetician and Hairstyling students offered services both on- and off-site to retirement homes, senior's drop-in centres, YMCA, Special Olympics, Canadian Cancer Society. Criminal Justice students partnered with Crime Stoppers and the Sault Ste. Marie Downtown Association to patrol the downtown core to reduce crime (an activity for which the College received an award). Fitness & Health Promotion students delivered fitness challenges/workshops/classes to the college community, local high schools and community groups. Occupational Therapy/Physiotherapy Assistant students offered a community clinic to those in need.

In January of 2012, Sault College received NSERC (Natural Sciences and Engineering Research Council of Canada) eligibility signalling that the College has the infrastructure and expertise to support applied research. A new Applied Research Centre was opened, a Research Ethics Board was established, and we began to promote new partnerships to offer new research

opportunities to our students.

Collaborative research projects offered high-level work-learning opportunities for Sault College students with industry partners. Projects such as determining solar panel farm viability and designing an innovative solar tracking system, creating data interfaces and reporting software with the utilities commission, creating new processes and equipment for water treatment and tire recycling plants, building a therapeutic device prototype, piloting remote access to computer data in automobiles, reducing use of synthetic fertilizers while increasing benefits of organic fertilizers, and designing a prototype of a solar switching system with potential to improve efficiency of existing solar photovoltaic systems were undertaken by students.

Students in the College's general education Global Citizen course engaged with the following local and worldwide organizations: One Match Bone Marrow Awareness, Movember, Cause for Paws, Big Brothers/Sisters, LBGTs, Operation Christmas Child, Rachael's Kids, Women in Crisis Take Back the Night, Soup Kitchen, Feed the Children, YMCA Peace Week, Sault College Food Bank, Resolution through Proper Eating and Exercise (World Health Organization), Human Trafficking: Somalia Project, The Pregnancy Centre, Global Warming: Pembina Institute, Alternative Energy: Heliene Inc., World Wildlife Fund WWF, United Way Day of Caring, Clear Cutting: Forest Ethics, Anti-Bullying: Red Cross, Immunization: We Care, Habitat for Humanity, Mothers Against Drunk Driving, Global Giving.org, Building for Change, Greenpeace.

In July 2011 Algoma Public Health moved into its new building on our campus. This signified the beginning of a strategic alliance and partnership to provide new research opportunities, placements, resources, mentorships, involvement in community campaigns, etc. to Sault College students. Examples of student activities that took place included promotion work for World Aids Day, Infection Control Week, Diabetes Strategy, Smoking Cessation, Healthy Smiles Ontario, Community Kitchen Project, Health Fair Displays, Healthy Communities Partnership. Policy development work included development of breastfeeding and tobacco-free sports policies.

3) SUPPORT (Examples may include personal and academic supports to students, etc.)

The Write Place was successfully implemented as a faculty-led tutorial drop-in location for all students. Students wanting help with grammar, sentence structure, essays, reports, résumés, and research and documentation may bring their college writing to Language and Communication professors for assistance, or students may email thewriteplace@saultcollege.ca.

The counselling office empowered students to set and reach their goals.

The Accessibility Services Office served as the office responsible for accessibility administration and for guiding students through the self identification and accommodations process.

The Sault College Student Financial Assistance Office administered the Ontario Student Assistance Program, Scholarships, Bursaries & Awards, and the Student Exceptional Expense Bursaries. The office staff assisted students who were experiencing difficulties in meeting their educational costs by offering budget counselling for groups or individuals, OSAP workshops, and classroom presentations and seminars on debt repayment.

In 11/12 Sault College had a better than 1 to 5 ratio of computers to students, one of the best in the college system. The department staff provided information, support and technology services to Sault College, including the operation of the College's general purpose student computer labs, and specialized computer labs (Graphic Design/Digital Photography, Computer Studies, Motive Power etc.)

The Student Job Centre offered employment services for students and alumni and acted as a the hub for information and resources for students in co-operative education programs. Job postings for part time, summer, co-op, and full time graduate employment were made available. Other services provided included job search workshops, one-on-one employment consulting, and job postings for full, part time and summer employment. Staff also offered telephone, computer and fax access for individual job searches. They hosted both a part time job fair for students looking for employment while attending school and a Graduating Student Job Fair in the winter semester where 58 exhibitors were present.

With the approval of the professor a student could arrange an alternate testing time in the Testing Centre. Peer tutors offered academic support to tutees by sharing their experience and encouragement.

A specialized Aboriginal support services office provided a safe, warm and welcoming environment to students. In addition to providing counselling services, tutoring, scholarship clinics and social and cultural events, Aboriginal-designated staff assisted students by acting as liaison and advocate. A number of Native-specific scholarships and bursaries encouraged a high standard of academic achievement while assisting those with financial difficulties to achieve their goals. The Infinity Reach program was launched and consisted of Metis learners at Sault College. Upper-level students support newcomers in their academic pursuits and through cultural and informative events. Native student counsellors offer culturally sensitive counselling to students who experienced a range of concerns such as study stress and anxiety, coping with new environment and expectations, and dealing with personal crises.

Community Service programs either initiated or continued various mentoring programs, including both faculty/student partnerships or peer partnerships. Efforts are made to personally connect with students in the forms of socials and picture identification.

The Nurse Practitioner-Led Clinic celebrated its grand opening on campus. The clinic provided primary care to residents and students who were unattached to a primary care provider.

Attestation:



Sault College confirms that all information being submitted to the Ministry as part of the 2011-2012 MYAA Report Back is accurate and has received approval from **Sault College's** Executive Head or Board of Governors.

Contact:

For additional information regarding **Sault College's** 2011-2012 MYAA Report Back please contact -

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- Email: leo.tiberi@saultcollege.ca

Please indicate the address on **Sault College's** website where a PDF copy of this 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report Back has been approved):

- <http://http://www.saultcollege.ca/Pages/Corporate/>