

Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back

Institution Name:	Sault College
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OVERVIEW

Through the 2008-09 MYAA Report-Back process, **Sault College** was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. **Sault College** was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of Sault College's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that **Sault College** is on track for meeting its commitments or has an improvement plan in place, and is approved by the Ministry.

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. Enrolment, Student Access Guarantee) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

DEADLINE FOR SUBMISSION TO THE MINISTRY

The deadline for **Sault College** to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on **Sault College's** website. Please ensure **Sault College's** completed 2009-10 Report Back is posted at the same location on **Sault College's** website as its Multi-Year Action Plan.

CONTACT

For any questions regarding this Report Back template, please email Perry Gordon, Senior Policy Advisor, Colleges Unit at Perry.Gordon@ontario.ca or telephone (416) 325-4026.

PART 1: 2009-10 SYSTEM WIDE INDICATORS

- The 2009-10 Report Back has been changed from previous years' format to collect information only on system-wide indicators and will reflect and report on progress on Sault College's commitments regarding access, quality and accountability as outlined in the original accountability agreements.

- The 2009-10 Report Back is also requesting data on credit transfer, online learning and international students. This is in keeping with the governments strategic priorities and as per discussions with Colleges Ontario and Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives. The data collected from the 2009-10 Report Back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.

- System Wide Indicators for 2009-10:
 - 1) Enrolment - Headcount
 - 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
 - 3) Compliance with the Student Access Guarantee (SAG) in 2009-10
 - 4) The Student Access Guarantee (SAG) for 2010-11
 - 5) Participation in the Credit Transfer System
 - 6) Class Size
 - 7) Online Learning
 - 8) International
 - 9) Supply Chain Compliance
 - 10) Space Utilization
 - 11) College Student Satisfaction
 - 12) Graduation Rate
 - 13) Graduate Employment Rate
 - 14) Student Retention Rates
 - 15) Quality of the Learning Environment

1) Enrolment - Headcount*

**DEFINITION: Headcount is the un-audited enrolment forecast for 2009-10 (full-time funded students only: does not include Second Career, Apprentice or International students).*

- **Sault College** reported to TCU the total Headcount enrolment in 2009-10 = **1,887**
- Please indicate the number of students aged 18-24 from the total Headcount enrolment reported by **Sault College** to the Ministry for 2009-10 = **1,446**
- Please indicate the number of students aged 25+ from the total Headcount enrolment reported by **Sault College** to the Ministry for 2009-10 = **441**
- Please provide one or more examples in the space provided below of a promising practice that **Sault College** used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In an effort to boost enrolment and add to our program mix, we began a “10 for 2010” marketing and recruitment campaign in September of 2009. We were successful in gaining CVS and MTCU approval for these 10 new postsecondary programs: Welding Techniques, Metal Fabrication Technician, Mechanical Engineering Technology, Video Game Art, Digital Photography and Imaging, Renewable Energy and Green Construction Techniques, Web Animation and Design, Journalism—New Media, Peace and Conflict Studies, General Arts & Science—Arts.



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 the institutions' annual report to the Ministry for the Accessibility Fund for Students with Disabilities Fund (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.*

- For the following, please include full-time and part-time, but not international students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of <i>students with disabilities</i> at Sault College who registered with the Office for Students with Disabilities and received support services in 2009-10= <u>311</u></p> <p>Please indicate the number of <i>students with disabilities</i> at Sault College who registered with the Office of Students for Disabilities and received support services in 2009-10 who were: Full-time: <u>292</u> Part-time: <u>19</u> Total (Full-Time + Part-time): <u>311</u></p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) <u>311</u> $\div 1,887$ (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <u>16.5%</u></p>	<p>Please indicate the total number of <i>First Generation students</i> enrolled at Sault College in 2009-10= <u>363</u></p> <p>Please indicate the number of <i>First Generation students</i> enrolled at Sault College in 2009-10 who were: Full-time: <u>341</u> Part-time: <u>22</u> Total (Full-Time + Part-time): <u>363</u></p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) <u>363</u> $\div 1,887$ (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <u>19.2%</u></p>	<p>Please indicate the total number of <i>Aboriginal students</i> enrolled at Sault College in 2009-10= <u>399</u></p> <p>Please indicate the number of <i>Aboriginal students</i> enrolled at Sault College in 2009-10 who were: Full-time: <u>375</u> Part-time: <u>24</u> Total (Full-Time + Part-time): <u>399</u></p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) <u>399</u> $\div 1,887$ (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <u>21%</u></p>

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more examples of promising practices that Sault College used in 2009-10 to develop and maintain results for students with disabilities.</p>	<p>In the space below, please provide one or more examples of a promising practice that Sault College used in 2009-10 to develop and maintain results for First Generation students.</p>	<p>In the space below, please provide one or more examples of a promising practice that Sault College used in 2009-10 to develop and maintain results for Aboriginal students.</p>
<p>In 2009-10 the Disability Services Office, the Health Sciences dept and the Community Services dept worked collaboratively to develop a process to accommodate students with disabilities within their clinical or placement. A series of meetings resulted in an improved process which involves communication between the student, faculty, the placement site and the counsellor.</p>	<p>In 2008, Sault College initiated a First Generation Pilot Project named "Being the First." This project which carried through the 2009-2010 year aimed to collect stories from successful First Generation graduates and current students. The stories were compiled into a promotional book that was then sent out throughout the region to local school boards, First Nation communities, organizations and other groups. In addition the College initiated internal support services geared toward First Generation student success. These included support groups and social events.</p> <p>Future efforts are planned including to build on the retention activities from the pilot project. First Generation student services will include student mentoring, orientation, tutoring, social events, and other key activities. Sault College is also committed to training its employees on the specific challenges First Generation students face and how to overcome them.</p>	<p>Native Education in partnership with the Metis Nation of Ontario implemented an Aboriginal Apprenticeship Centre on campus. This project intends to create a proactive approach to addressing the skilled trade's shortage in Ontario and will focus on improved programs and support services for Aboriginal candidates wanting to enter the field of skilled trades and apprenticeship. The central goal of the initiative is to improve services for Aboriginal participants through a service model that provides culturally appropriate guidance, mentorship and other supports to assist Aboriginal people to register and successfully complete apprenticeship programs.</p>

3) Compliance with the Student Access Guarantee (SAG) in 2009-10

Through its signed MYAA, **Sault College** committed to participate in the Student Access Guarantee. For 2009-10, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines.

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$128,149	181
Other SAG Expenditure to Supplement OSAP	\$179,769	269
TOTAL	\$307,918	450

Data as of July 06, 2010

- Did **Sault College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **Yes**

4) The Student Access Guarantee (SAG) for 2010-11

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2010-11 Student Access Guarantee Guidelines.

<p>For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.</p> <p>Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.</p>	<p>Sault College has always automatically provided aid towards the tuition/book shortfalls of students attending first-entry programs. In fact, Sault College's practice was used as an example when the new process for the Student Access Guarantee (SAG) was developed. SAG funding is provided directly to most students in January at the time of the second disbursement of OSAP funding. Students are advised of their eligibility and the process to receive the aid by letter in November. Students registered for the Fall semester only will receive their SAG aid in late November.</p>
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so:</p> <p>a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide.</p>	<p>Sault College is able to provide SAG bursary assistance using TSA funds for the limited number of students in second entry programs and therefore has no plans to offer "loan" assistance at this time.</p>

5) Participation in the Credit Transfer System

- The following data is per the College Graduate Outcomes Survey:

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)
2005-2006	480	18	3.8%	42,333	2,716	6.4%
2006-2007	557	21	3.8%	44,309	3,449	7.8%
2007-2008	518	7	1.4%	44,622	3,510	7.9%
2008-2009	480	22	4.6%	43,086	3,145	7.3%
2009-2010	440	29	6.6%	40,388	2,725	6.7%



- Per the College Graduate Outcomes Survey for 2008-2009 and 2009-2010 (based on 2007-2008 and 2008-09 graduates), the percentage of **Sault College** students who were satisfied or very satisfied with academic preparation for university was **86.8%**.
- Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.
- Please provide any additional comments regarding transition experience either from college to university or college to college.

The Transition Program has been designed to help students with a documented learning disability make a successful transition from High school or the workforce. The free program begins a week prior to the first day of school. It is designed to help incoming students develop a better understanding of their disability, their rights, and their responsibilities. Students discover on-campus resources, services, and facilities while exploring learning strategies such as note-taking, test-taking, study skills, time managements, organization and assistive technology. Students also meet with counsellors to identify accommodations, strategies, and resources before the start of the academic year. It is also an opportunity to learn their way around the campus, meet new friends, and build a support network. Students get a head start by getting a locker, student card, parking passes and textbooks.

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. The Ministry anticipates that as data collection systems in institutions evolve, this data will become more complete. The Ministry is developing long-term indicators for credit transfer in consultation with the sector.



- Please provide one or more examples in the space provided below of a promising practice that **Sault College** used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight. In addition, **Sault College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

Sault College has transfer agreements with Lake Superior State University(LSSU), located in Sault Ste. Marie Michigan in the United States. In 2009, 23 students from dual enrolment programs transferred to LSSU for fall 2009, along with 11 students from non-dual enrolment programs, for a total 34 transfer students for fall 2009. In Winter 2010, there were five students taking advantage of this "free" course opportunity at LSSU. Three students are from Liberal Studies and two are from Occupational Therapy/Physiotherapy Assistant program.



6) Class Size

- Please provide the number and percentage of all first-year classes (all programs) at **Sault College** in 2009-10 that were:

Class Size	Number of Classes	Percentage of Total Classes
Less than 30 students	27	50.9%
30 to 60 students	26	49.1%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	53	100%



- Please provide one or more examples in the space provided below of a promising practice that **Sault College** used during 2009-10 regarding class size. A promising practice 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.

Our recent partnership with Fanshawe College is truly a success story. Our Aircraft Structural Repair program, winner of a National award for excellence, was lacking interest in a Northern Ontario market. With a partnership that was created in 2009, the program now operates on the Fanshawe Campus in southern Ontario serving many laid-off second career automotive workers. We are happy to report that the program has been filled since its inception in London Ontario.

7) Online Learning

- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.
- To complement this work, please provide one or more examples in the space provided below of a promising practice that **Sault College** used during 2009-10 to develop and enhance online learning. A promising practice 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.

With a traditional catchment area that serves the Algoma Region from Hearst in the north to Serpent River in the east along with the city of Sault Ste. Marie, Ontario in the southwest, we respond to the educational needs of northern residents.

Recently, the college has expanded with campuses located in other areas of the province. As the demands of our students change, the ability to respond and deliver academic programs in new and innovative ways becomes of the utmost importance.

In response to the call for proposals for Second Career program intakes, Sault College delivered the Practical Nursing program to North and East Algoma. Laid off and unemployed persons in these areas are isolated from post secondary programs that meet the criteria of Second Career funding. The model allowed individuals to remain in their community during their retraining as well as have placement in the agency where there is a strong chance of employment. The model of delivery off set direct delivery costs by synchronizing the delivery of the majority of the course work through videoconferencing with on site delivery at Sault College in Sault Ste Marie. However, some on-site delivery in communities did occur in practicum and lab course work.

North Algoma (Wawa) recently experienced lay-offs and mill closures in the forestry industry. Rapid Re- Employment Funds were secured through efforts of the Algoma Workforce Development Committee. From the surveys of the unemployed in the area, Practical Nursing was identified as a desired second career. Sault College worked with the committee to help individuals to meet the academic requirements to gate the Practical Nursing program. There were 15 qualified applicants in the Wawa site. The program is being delivered by video conference to the Training Centre and students have practical lab and clinical education at the Lady Dunn Hospital in Wawa as well at Sault Are Hospital in Sault Ste Marie instructed by Sault College instructors and professors.

In East Algoma the communities of Thessalon, Blind River and Elliot Lake worked together to develop strategies to address the health human resources crisis in their communities. As of 2009 they have not been able to recruit enough Practical Nurses to meet their needs. This creative delivery model provided a clinical group of students to be located in each hospital/health centre. The majority of the courses were delivered concurrently through videoconferencing with the Wawa and Sault Ste Marie sites. Practical skills and some course work were delivered on site at the Blind River Health Centre. Clinical education is being delivered on site in each hospital/health centre.

The communities of East Algoma have all faced lay offs and mine/mill closures in the recent past. Because of this unique model of delivery, individuals and families rooted in these communities have an opportunity to develop their second career at home.

The students in the program are presently in their second year and on schedule to graduate in April 2011.

8) International

**DEFINITION: International Enrolment* is the headcount of full-time international students at the institution including students who are both eligible and ineligible for funding consideration.*

- **Sault College** reported to TCU that International Enrolment in 2009-10 = **N/A**.

- In 2009-10, **Sault College** reported to TCU the following top 3 source countries for international students:
 - Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences **Sault College** had in 2009-10:
 - Outbound students = **0**
 - Inbound students = **6**

 - Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at **Sault College** in 2009-10 = **\$56,958**

 - Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that **Sault College** had outside of Canada in 2009-10 = **\$0**



- Please list in the table below all For Credit, Stand-Alone campuses **Sault College** operated abroad in 2009-10, including city, country and total enrolment for each campus:

- Please provide one or more examples in the space provided below of a promising practice that **Sault College** used during 2009-10 to develop and maintain results for international activities. A promising practice 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.

We are in the process of creating a partnership with Algoma University to coordinate International Student services such as English as a Second Language (ESL) training, homestay and special event organization given that both institutions have smaller number of International students on campus. In addition, we are working with Algoma University to align some of our recruitment efforts. For example, in the future Algoma University may attend some recruiting opportunities (fairs) and have both their promotional material as well as ours to hand out, while Sault College will attend others offering the same information. We are further considering offering a common handout for students who may want to take advantage of a degree to diploma program or a diploma to degree program with both organizations.

Further to this we are developing a new International student handbook, webpage, and promotional handouts that will be translated into various languages (dialects of Chinese, Korean, Indian, Spanish).

9) Supply Chain Compliance

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS 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 a Code of Ethics and Procurement, Policies and Procedures in place within the college that are consistent with the principles outlined within the 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.

- Please confirm that in 2009-10 **Sault College** adopted the Government of Ontario's Supply Chain Code of Ethics: **Yes**
- Please confirm that in 2009-10 **Sault College** adopted or is in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**
- In 2009-10 did **Sault College** participate in the Ontario Education Collaborative Marketplace (OECM)? **Yes**
- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: **31,252**
- Please provide one or more examples in the space provided below of a promising practice that **Sault College** used during 2009-10 related to supply chain management. A promising practice 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.

Through RFP and RFQ processes, as well as taking advantage of OECM, we realized substantial savings. An example would be on photocopiers and copy paper purchases where we obtained pricing not available locally.

In this way, Sault College works towards supply chain excellence so that activities are carried out in an ethical, efficient and accountable manner.

10) Space Utilization

- In 2009-10, did **Sault College** have a Space Utilization planning process in place to assess and optimize academic space utilization? **No**

- If yes, please indicate in the space below the methodology used to inform **Sault College's** academic space utilization planning process:

- Please provide one or more examples in the space provided below of a promising practice that **Sault College** used during 2009-10 to assess and optimize academic space utilization. A promising practice 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.

To accommodate the increased number of students arriving at our doors, Sault College has received the single-most largest amount of money per capita that any other College in the province. With generous funds from the Ministry of Training Colleges and Universities, and the City of Sault Ste. Marie, construction is well underway on a new 75,000 square feet academic wing consisting of flexible learning spaces and a reconfigured gateway main entrance to enhance the visibility and image of the College. The news of this project is the biggest capital announcement in the history of Sault College, making this year the most exciting year in the College's history.

The new complex will support teaching and learning activities related to the College's flagship Aviation program; a new elegant gateway entrance that will double as space to celebrate student achievements and work; learning commons on all three floors to support student demand; a 120 seat multi-media lecture theatre; 19 flexible classrooms designed in sizes from 40 to 80 seats to accommodate most programs currently in place at the college; and a dedicated Justice Studies lab with a combat training centre and forensic science lab. The new modern academic wing will benefit all students and will be a campus dream for years to come.

A new airport hangar, generously funded by the City of Sault Ste. Marie, will house our strong fleet of aircraft for our world-renown aviation technology-flight program, and maintain its leading edge on commercial aircraft training.

11) Student Satisfaction

- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **90.6%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #26 "The overall quality of the learning experiences in this program" = **86.3%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #44 "The overall quality of the facilities/resources in the college" = **68.9%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #45 "The overall quality of the services in the college" = **72.1%**
- Please provide one or more examples in the space provided below of a promising practice that **Sault College** used during 2009-10 to increase student satisfaction. A promising practice 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.

- Campus One Card (student card) service was relocated to the Library to provide increased access for students. Students are now able to obtain a card and add photocopy value to their card during regular library hours (71.5 hours/week).
- The number of orientations to electronic resources delivered in the classroom by library staff increased by 38% over 2008/09. This resulted in an increased number of students with the knowledge and experience required to use the online resources for their assignments.
- In addition to seeking ongoing feedback through the use of comment cards, the Library offers students the opportunity twice a year (November & March) to complete a survey on library services and resources. These surveys increase student satisfaction through the opportunity to provide input and in 2009/10, the surveys resulted in the creation of new seating areas, scan-to-email functionality on the Xerox, and additional computer workstations.



12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at your institution = **60%**
- Please provide one or more examples in the space provided below of a promising practice that **Sault College** used during 2009-10 related to the achievement of the graduation rate. A promising practice 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.

In 2009 - 2010, Sault College has increased efforts to focus on retention strategies that lead to student success and higher graduation rates. Program Coordinators attended and participated in a college-wide forum to discuss factors that contribute toward student success. The discussions formed the beginnings of a retention and graduation strategy to improve student retention and graduation. Some strategies tested included a mentorship program, special events, weekly reviews and other strategies that have proven to improve student success. As the College moves forward, these strategies will be further implemented and embedded in all academic areas.



13) Graduate Employment Rate

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at your institution = **85.7%**

- Please provide one or more examples in the space provided below of a promising practice that **Sault College** used during 2009-10 related to the achievement of the graduate employment rate. A promising practice 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 development of program-specific distribution lists for communicating employment opportunities and job search/career information resulted in graduates receiving up-to-date employment opportunities in their field of study.

A review of current Graduate Employment Rates for each academic program will focus on providing more job opportunities for programs with low graduate employment rates.

A comprehensive career development program is also being created that updates, informs and educates students on career and job search topics throughout their academic semesters (in progress).

14) Student Retention Rates

The table below has been pre-populated with the proposed results set for 2008-09 in **Sault College's** approved Multi-Year Action Plan. Referring to these proposed results, please identify **Sault College's** achieved results for 2009-10.

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1st to 2nd Year	78%	73.32%	79.48%
2nd to 3rd Year	90%	88.89%	86.32
3rd to 4th Year	n/a	n/a	n/a

- Please indicate in the space below the methodology used by **Sault College** to calculate the retention rates indicated above

The data reported is for co-hort enrolment. Individual students are not tracked, but the total number of students enrolled full time on November 1st are tracked.

For the 1st year to 2nd year data – 79.48%, as of November 1, 2009 the data was compared it to the 1st year enrolment for programs from November 1, 2008.

For the 2nd year to 3rd year data – 86.32%, as of November 1, 2009 the data was compared to 1st year enrolment for programs from November 1, 2008.

Since we did not provide the 4th to 3rd year retention for 2008-2009, we did not enter it for 2009-2010.

This information gets posted annually and the link is below.

<http://sc.saultcollege.ca/Academic/defaultListFiles.asp?f=/Academic/Registrars%20Office/Statistics/Year-to-Year%20Retention&n=Registrar%20-%20Statistics%20-%20Year-to-Year%20Retention>



- Please provide one or more examples in the space provided below of a promising practice that **Sault College** used during 2009-10 related to student retention. A promising practice 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.

Student Success Strategy sessions were offered on the following topics throughout the 2009-10 year: Time management, study skills, test taking skills, organizational skills, note taking skills, self care, study skills and how to read your text book.

Through interdepartmental efforts between the Native Education & Training department staff and BScN faculty, a multi-faceted project was created to recruit and retain Aboriginal student nurses. Upon graduation, these nurses will be able to provide culturally situated health care in challenged Aboriginal communities. Some retention strategies that were put in place included the creation of a mentorship program (3rd and 4th-year students with 1st-year students), involvement of students in marketing events (pow wows, information days, open houses, etc.) to discuss program opportunities with potential students, introduction of a fourth-year nursing course to show how mentorship extends into professional nursing practice. The retention strategy has proven to be highly effective as students form a connection to each other, the program, and the College.

The Child & Youth Worker (CYW) faculty have implemented a package of retention strategies that have proven successful in retaining students. The CYW Coordinator has made presentations to other program areas with best practices which are, in turn, following suit. The momentum is in place. Some CYW strategies include: allowing students with unique needs to complete the program over a longer time period, continuing to expand community involvement to connect student more directly with their chosen profession, making curriculum revisions to move more 'core' material forward with the intent of hooking interest and commitment early in the program, maintaining student/alumni/faculty networking through Facebook and other social media, conducting weekly reviews of each student group and assigning to follow up on identified concerns, introducing clickers, holding focus group meetings, and developing an off-campus advisor program for first-year students. This dedicated group of faculty continue to add new strategies to this package and are a model for other programs.



15) Quality of the Learning Environment

- Please provide information in the space provided below of what **Sault College** did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

In 2009-2010, Sault College underwent a learning environment scan. The scan involved a team reviewing all learning environment spaces in order to conduct an assessment of the quality of the learning space. Such factors as accessibility, furniture, cleanliness, size, ventilation, lighting, acoustics and availability of electric outlets were all considered and inventoried. The result of this activity led to the development of Learning Environment standards that will be applied to existing classrooms as they are upgraded and to new classrooms, such as those in the new Academic Wing.

PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES
• Increased Participation of Under-Represented Students - Programs/Strategies

As part of its 2008-09 Report Back, your institution was asked to provide 3 to 5 examples of how its strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>First Generation Student Coordinator / Project First Generation Student Coordinator / Project: The project consists of hiring a new project coordinator to create a database of regional First Generation graduates who are willing to contribute in print and oral form their experiences and pathways to success as a postsecondary student. These personal accounts will create effective print and web-based informational material designed to initiate a dialogue between the potential student and the College about furthering education. The coordinator will work in partnership with school boards and local community organizations in the presentation and dissemination of the material.</p>	<p>The First Generation Pilot Project resulted in the completion and distribution of a 36-page promotional piece dedicated to the stories and experiences of First Generation students and graduates.</p> <p>Further work was completed on setting up the foundation for services geared First Generation students and the challenges they may face. The continued expansion and growth of these services will be the focus as the College moves forward.</p>
<p>MySelf / Self-Identification Project MySelf / Self-Identification Project - Provides students with an opportunity to voluntarily and confidentially identify themselves as being of Aboriginal ancestry, of ethnic original, as a mature student, a student with disability(ies), Francophone, and/or First Generation student. Sault College uses this information to have accurate student data within the College to improve student services. Continued data collection and analysis provides information for improving planning and decision-making surrounding student success.</p>	<p>The Myself / Self-Identification project achieved all desirable outcomes. The tool is used regularly and provides useful data for improving planning and decision-making surrounding student success.</p> <p>In 2009-2010, the system underwent a considerable update that now allows users to organize data based on each semester and not just academic year. This feature allowed the College to further refine its understanding of the student population needs.</p>
<p>Extend Native Recruitment Officer to year-long position for increased outreach: By expanding the role of Native Recruitment officer to a full year position, the College will be able to increase outreach to potential Native students. More visits will be offered to surrounding communities. There will be a focus on developing more Native Specific recruitment materials.</p>	<p>Native Education at Sault College is an active participant of the Aboriginal Post-Secondary Information Program. The purpose of the A.P.S.I.P. is to present the spectrum of possibilities that exist in education at the post-secondary level to secondary-school students & graduates, mature/adult learners, and in an increasing number of communities, grade school students in 6, 7 & 8 classes. Extension of the Native Student Recruiter position has allowed for increased visits with First Nation communities throughout the province. This past year there was a concerted effort to attend more Aboriginal career fairs, facilitation of high school presentations and increased participation in community events. In 2009-2010, the Native Student Recruiter made more than 11,000 contacts within the Aboriginal community promoting post-secondary education as a viable option.</p>

- **Small, Northern and Rural (SNR)**

As part of its 2008-09 Report Back, your institution was asked to describe how it would continue to build on its existing SNR strategy in 2009-10. Please identify the achieved results of these strategies for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
Dual Credit - More opportunities will be available in 2009-2010.	<p>The programs that were offered for the 2008-2009 year included Career Exploration, Motive Power Coop, Connection Program, Arts & Culture, Construction, Environmental and Hospitality and Tourism.</p> <p>The new programs that were offered for 2009-10 year included Environmental/Outdoor Ed-day group in which students were on site one day a week and took two dual credit courses, Level One Cook Apprenticeship and Level One Hairstyling Apprenticeship.</p> <p>The total of both years combined were 301 students were registered and 201 students passed. The Dual Credit program has met and exceeded its target goals for the year.</p>
Pre-trades and Pre-Health: Market the opportunities to avoid a high school 'victory lap' and increase participation; formalise seamless entry into trades and health post secondary programs.	Both programs had increased enrolment that can be attributed to recruitment partnering with faculty in this area. Faculty in both pre-trades and pre-health were asked to give presentations in front of grade 12 shop classes and science classes. Students were also invited to "shadow a Sault College" student for a day in which they would contact our recruitment department and could set up an appointment to see what it would be like to be a student in that program for a day.
Spring Intake: January and Spring intakes mean more flexibility to students who are in need of retraining due to layoffs/unemployment.	As the demands of our students change, the ability to respond and deliver academic programs in new and innovative ways becomes of the utmost importance. As a college, we continue to accommodate the changing face of our students and the workplace in ways that make sense. The programs that began January 2010 were Personal Support Worker, Welding Techniques, Metal Fabrication Technician, Health Office Certificate, Health Office with Medical Transcription, Business, Police Foundations, General Arts & Science - One Year, Pre-Health Sciences and Law and Security.
<p>Transition to College program</p> <p>The Transition to College program will continue to be offered in 2009/10. The program will be expanded to allow for up to 35 students to attend.</p>	The transition program was attended by 28 students during the week long program in August 2009. Students with disabilities benefited from the program by attending sessions on the following topics: Tour of the campus, computer orientation, stress management, course outline interpretation, financial aid overview, employment services overview, note taking skills, time management skills, advocacy skills, library orientation, assistive technology training, reading textbook skills, introduction of services on campus, report writing skills, test taking skills, evacuation/emergency procedures.
Implementation of cultural competency training for College	Sault College supports a wider appreciation and

<p>staff.</p>	<p>understanding of cultural differences, racial backgrounds, gender and people with disabilities. As a part of the College's strategic plan, senior management identified the need to build the organization's overall capacity in the area of cultural competency and diversity.</p> <p>Beginning October 2010, Native Education and Human Resources will implement Cultural Competency training developed by Native Education to all full-time staff in this academic year and early into the next academic year. This training will also be incorporated into the College's staff orientation program on an ongoing basis. The first phase of the training will begin with Module One - Introduction to Cultural Competency and Module Five - Cultural Competency and the Aboriginal Community</p>
<p>Increased Aboriginal course and program offerings.</p>	<p>Working in partnership with Sault College's Continuing/Distance Education Department and the School of Health and Community Services the following training was delivered to Aboriginal community members:</p> <ol style="list-style-type: none"> 1) Pre-Apprenticeship Construction Craft Worker Program (in-community delivery) 2) Personal Support Worker Program (delivery via Contact North/on-campus) 3) Signed partnership agreement signed with Oshki-Pimache-O-Win Educational Institute for delivery of Social Services Worker - Native Specialization program in the Northwest Ontario region 4) Revision of the Anishnaabemowin Immersion program to part-time delivery in partnership with Kenjgewin Teg Educational Institute(in-community delivery) 5) Canadian Aboriginal Peoples course offered in Social Services Worker,SSW-Native Specialization,Peace and Conflict Studies and Fitness and Health Programs. Work is currently underway to offer this course in other program areas. 6) The School of the Natural Environment and Outdoor Studies has begun offering a new course entitled Aboriginal Culture to 2nd semester Natural Environment Technician/Technologist (NET) students. The new NET program is intended to prepare students for careers in both emerging and existing natural resource technologies. This new course is one of the first of its type in Ontario and its development will be an ongoing process as we work towards providing students with a solid educational background in this topic area.
<p>First Nation Transition program Implementation of First Nation Transition program for first year students.</p>	<p>The Native Student Counsellor met with 10 Northern Community students to assist them with housing needs and additional community resources such as day care, Indian</p>

	<p>Friendship Centre, local schools, medical resources etc. They worked with Native Organizations in the community to secure day care spots for children of Sault College students.</p>
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• **Quality of the Learning Environment**

As part of its 2008-09 Report-Back, your institution was asked to provide 3 to 5 examples of how its quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>Program Review: Sault College will update and formalize an institution-led program review process that is aimed at both academic and instructional programs and services in the College by using a standardized set of criteria to determine program effectiveness. The Sault College program review will be a valuable tool for improving the quality, efficiency, and effectiveness of the College's postsecondary education programs and services.</p>	<p>In 2009-2010, Sault College updated and formalized the program review documents and processes aimed at both academic and instructional programs and services.</p> <p>A Program Review schedule was also formalized and is being implemented in the 2010-2011 academic year.</p>
<p>New Program Development: The updated new program development process will be a formalized institution-led process that will serve as a planning tool to assist in the identification and implementation of new programming priorities.</p>	<p>In 2009-2010, the College utilized the new program development process to assist in the identification and implementation of 10 new programs for the 2010-2011 academic year.</p> <p>This tool continues to be used as the College examines new programming priorities.</p>
<p>Student Feedback Questionnaire: Complementing the data received from the Key Performance Indicator surveys, Sault College will use the Student Feedback Questionnaire as a tool for students to provide meaningful course and faculty feedback each semester. The data collected from this quality assurance tool further addresses the College's quality learning and student success priorities.</p>	<p>In 2009-2010, the Student Feedback Questionnaire continued to be used as a feedback tool for students to provide meaningful course and faculty feedback in each course every semester. As the tool is used each semester, trending data is now available to further address the College's quality learning and student success priorities in a meaningful way.</p>



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