Ministry of Training, Colleges and Universities

2012-2013 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Sault College

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 previous MYAA Report Backs, the 2012-2013 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2012-2013 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 2012-2013 MYAA Report Back process, the Ministry pre-populated *Sault College's* 2012-2013 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. 2011-2012). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in *Sault College's* 2012-2013 MYAA Report Back is denoted with the symbol (+).

1) Enrolment - Headcount*

DEFINITION: <u>Headcount</u> is the un-audited 2012-2013 enrolment count on November 1, 2012 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 total Headcount enrolment count in 2012-2013 = **2,043**[(+)].

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment at **Sault College** in 2012-2013 = **1,548**.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment at **Sault College** in 2012-2013 = **450**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2012) enrolled at **Sault College** in 2012-2013= **45**.

* 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.

Admission,registration and demographic data was compiled from the Sault College student information system and financial information system,as well as Ontario College Application System downloads. Enrolment reports were created from relational database queries from our system. The system accurately reflects the life cycle of the students from application to admission to registration to returning registration to graduation.

The College's current information technology system is in dire need of replacement. To that end, during the 12/13 year ERP consultants were engaged to examine our student information and financial information systems and processes, interview staff members and make recommendations as to the direction which should be taken toward an improved infrastructure. In keeping with the final recommendation that Sault College partner with a larger institution to adopt a current and refined system, three southern Ontario colleges were approached, negotiations undertaken, and the most suitable partner selected. Work continues into the current year to begin Phase I of the implementation plan.

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 2012-2013 to manage enrolment.

Enrolment numbers on Day 10 of the 12/13 academic year reflected a 6 percent increase in first-year students and an overall 2 percent increase over the previous year. This was a reflection of the College's continued growth mandate set out in its scorecard projections and strategic plan. More programs were waitlisted in 12/13 than in 11/12.

In keeping with the College's desire to grow and provide enhanced opportunities for students, the following strategies were undertaken:

• The College added a popular new Ontario College Graduate Certificate program titled Natural Resources/Environmental Law--Inspection and Enforcement to provide a new opportunity to natural resources, environmental and justice studies diploma graduates. A new Fetal Alcohol Spectrum Disorder Ontario College Certificate was developed and offered in partnership with the Anishinabek Education Institute.

• The option to begin studies and increase enrolment in January was offered for the following programs: Adventure Recreation and Parks Technician, Business, Fish and Wildlife Conservation Technician, Forest Conservation Technician, General Arts and Science-Liberal Studies, General Arts and Science-One-Year, Natural Environment Technician and Technology-Conservation and Management, Peace and Conflict Studies, Personal Support Worker, Police Foundations, Practical Nursing, Pre-Health Sciences, and Protection, Security and Investigation. In addition, high school/college dual credit registrations in January amounted to 193.

• In addition to postsecondary programs, pre-apprenticeship training was delivered in the following trade areas: plumbing, geothermal installation/design, gas technician, heavy duty equipment operator, forklift operator.

• With the support of Northern Training Partnership funding, community-based training was delivered to more than 100 Aboriginal students on six area reserves. Those programs included: Renewable Energy/Green Construction, Introduction to Clean Water Resource Operator, Hydro Plant Operator, Basic Construction/Maintenance Electrician and Basic Green Construction/Retrofitting Skills.

• Compressed certificate programs were developed to accommodate applicants under the Targeted Initiatives for Older Workers initiative, i.e. Adult Educator, Office Assistant, Essential Technologies, Occupational Health & Safety, Human Resources Practices, Medical Transcription, Professional Bookkeeper and Health Office Administrative Support.

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

DEFINITION: <u>Students with disabilities</u> 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: <u>First Generation</u> 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: <u>Aboriginal</u> 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
Please indicate the total number of Full-Time *Students with Disabilities* at **Sault College** who registered with the Office for Students with Disabilities and received support services in 2012-2013= **420** Please calculate the total indicated above as a comparative % of **Sault College's** 2012-2013 Enrolment Headcount: (Insert Total From Above) **420** ÷ **2,043**[(+)] (2012-2013 Enrolment Headcount) x 100 = **20.6**% Please also indicate the total number of Part-Time *Students with Disabilities* at **Sault College** who registered with the Office for Students with Disabilities and received support services in 2012-2013 = **28**	Please indicate the total number of Full-Time *First Generation Students* enrolled at **Sault College** in 2012-2013= **598** Please calculate the total indicated above as a comparative % of **Sault College's** 2012-2013 Enrolment Headcount: (Insert Total From Above) **598** ÷ **2,043** [(+)] (2012-2013 Enrolment Headcount) x 100 = **29.3**% Please also indicate the total number of Part-Time *First Generation Students* enrolled at **Sault College** in 2012-2013 = **36**	Please indicate the total number of Full-Time *Aboriginal Students* enrolled at **Sault College** in 2012-2013= **414** Please calculate the total indicated above as a comparative % of **Sault College's** 2012-2013 Enrolment Headcount: (Insert Total From Above) **414** ÷ **2,043**[(+)] (2012-2013 Enrolment Headcount) x 100 = **20.3**% Please also indicate the total number of Part-Time *Aboriginal Students* enrolled at **Sault College** in 2012-2013 = **14**

* 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.

Aboriginal student enrolment at Sault College is believed to be approximately 20 percent of the total population, the highest representation of Aboriginal students in the province. There is an estimated 450 Aboriginal students enrolled in Sault College in a given year as evidenced by anecdotal reports. Many do not self identify. In the Fall 2012 semester, 289 full- and part-time students voluntarily self-identified as one of Status First Nation, Non-Status First Nation, Metis, or other. Zero students identified as being Inuit. Of these Aboriginal students, many also identified as being first generation. Approximately 30 percent of Sault College students typically self-identify as first generation.

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving **Sault College's** initiatives for *Students with Disabilities*. A highlight could be a strategy, initiative or program viewed by **_Sault College_** to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving **Sault College's** initiatives for *First Generation Students*. A highlight could be a strategy, initiative or program viewed by **_Sault College_** to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving **Sault College's** initiatives for *Aboriginal Students*. A highlight could be a strategy, initiative or program viewed by **_Sault College_** to be an innovative practice, success story and/or key accomplishment.
Our Accessibility Services office became an integral part of our MTCU-funded Mental Health Hub project at Sault College in 2012/13. During the first part of the year, the accessibility counselling team was involved in the planning and design of a service provision model based on their history of on- and off-campus referrals. Native Student Counsellors ensured a culturally appropriate service model throughout and incorporated a unique Elder in Residence program.

During the 2012/13 academic year the Accessibility Testing Office increased its operating hours due to a 28 percent increase in tests written by students with accommodations over the same period in 2011/12. This increase corresponds with an approximate increase of 17 percent of students accessing services of the Accessibility Services Office.

The College was able to upgrade college-wide assistive technology licenses to improve student access to Dragon Naturally Speaking, Read and Write Gold, Kurzweil 3000 and Inspiration. Student with disabilities are able to access these assistive software programs from any College computer. | Data collection accuracy improved during the 2012/13 academic year and the reporting period changes assisted with these processes creating efficiencies. Our First Generation coordinator was able to collect student data from additional internal stakeholders which also allowed us to personally reach out to more First Generation students. During our College orientation period we also held mandatory information sessions for all incoming students which gave us access to useful student-at-risk data.

Through the summer semester, we were able to hold a training session/lunch for First Generation students. A speaker came to present on "Finding Your Buried Treasure." We had great feedback from students at this event. They all felt the training was worthwhile and they looked forward to more opportunities in the future.

Two pre-orientation information technology sessions were held in the summer for students who were not strong in their computer skills. Fifty percent of the attendees were First Generation students. These sessions provided students with the introduction needed to prepare for a successful start to the school year.

An orientation was held for students beginning programs in the summer semester. Since this is a smaller intake, we were able to meet with students and have them all complete identification | Sault College sought and received ministry approval for the Fetal Alcohol Syndrome Disorder Ontario Graduate Certificate. The program's inaugural delivery was community-based and in partnership with the Anishinabek Education Institute.

With support from the Northern Training Partnership Fund, Sault College delivered on-site based trades programs to First Nations communities. Programs delivered were Basic Green Construction and Retrofitting, Renewable Energy and Green Construction, Construction Carpentry Techniques. In advance of the trades training, Aboriginal students participated in a 16-week Employability Skills/Academic Preparation or a Youth Renewable Energy Employability Skills/Academic Preparation program geared toward participants who would not have previously qualified for these programs. Graduation ceremonies were held on reserves in April, 2013. Two staff job developers assisted students in gaining employment in the renewable energy and green construction sectors.

The Upgrade for the Trades program was successfully delivered over the summer semester to Aboriginal youth facing complex barriers to classroom learning. The program was based on a balanced, holistic learning model incorporating the Teachings of the Seven Grandfathers together with the guidance of the traditional Medicine Wheel. The primary goal of the offering |

	information so that we have accurate and reliable information.

We held two resume-writing workshops for First Generation students to help them prepare for their summer job search or career job search upon graduation. These events were well received and everybody in attendance recommended this sort of event to future First Generation students.

The First Generation support officer was also involved in assisting graduating students from programs delivered off-campus (Bachewana and Garden River First Nations) in mock interviews. This was to ensure we were sending students out with both education and the job readiness skills needed to be successful in their careers. | was to create a truly Aboriginal learning experience demonstrating what is necessary for a student to be successful. The secondary goal was to prepare the student to be take the CAAT by providing the necessary academic upgrades, learning community supports and permission to succeed. The program was designed for duplication in other subject areas.

A second full-time Native student counsellor was hired to provide personal and academic counselling to students, often in an emergency setting.

In addition to Aboriginal-specific programming on campus in Sault Ste. Marie, Sault College hosted academic programs in three northern Aboriginal communities, including the Social Services Worker—Native Specialization program in Thunder Bay, the Anishinaabemowin-Immersion program in North Bay, and the Culinary Skills--Chef Training program on Manitoulin Island. |

3) Student Access Guarantee

Through its signed MYAA, *Sault College* committed to participate in the Student Access Guarantee (SAG). For 2012-2013, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 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 9, 2013.

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL $	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	$165,667[+]	194[+]
Other SAG Expenditures (towards other assessed shortfalls)	$82,091[+]	100[+]
Total SAG Expenditures Reported by *Sault College*	$247,758[+]	294[+]

Did **Sault College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 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 2012-2013.

Sault College uses the OSAP downloads to ensure that all OSAP students receive the appropriate amount of Student Access Guarantee funds to address the tuition/book shortfall.

Also Sault College had a large population of single parents and married students who often have a higher unmet need than the "traditional student." To address this, we used a prioritization process for the budget to determine "Other" SAG Expenditures.

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:

Reporting 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)
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%[(+)]
2012-2013	621[(+)]	45[(+)]	7.2%[(+)]	57462[(+)]	3424[(+)]	6%[(+)]

Per the College Graduate Outcomes data reported in 2012-2013 (based on 2011-2012 graduates), the percentage of *Sault College* students who were satisfied or very satisfied with academic preparation for university was **83.3%[(+)]**.

Per the College Graduate Outcomes data reported in 2012-2013 (based on 2011-2012 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **84.9%[(+)]**.

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

Please provide one or more highlights, in the space provided below, of an activity that *Sault College* used during 2012-2013, 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.

4.1) 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.):

> In the past year, there were additional pathway agreements created for Sault College graduates:
> Peace and Conflict Studies graduates into Algoma University's Bachelor of Arts in Community, Economic & Social Development
> Business graduates into the Humber College Bachelor of Business Administration and Professional Golf Management diploma
> Adventure Recreation graduates into the Humber College Recreation Management program
> Child and Youth Worker graduates into Humber College's Bachelor of Child and Youth Care
> Natural Environment graduates into Lakehead University environmental sciences degree programs.

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

> Students transferring into Sault College programs were provided with orientation and transition support services through the Student Services Advisor position.
>
> Students transferring from Sault College to other institutions were provided with application support from the Registrar's Office to ensure all necessary documentation is available and provided to maximize receipt of transfer credit.
>
> Internal education and information re: transfer credit opportunities were ongoing for staff and faculty.

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

> Sault College's Registrar's Office became a centralized hub for content updating and student inquiries re: transfer credit to ease access to information and to improve transparency.
>
> Faculty was regularly engaged in transfer credit assessment and processing changes for better service to students.
>
> The ONTransfer website content is regularly updated along with the development of content on the Sault College website: www.saultcollege.ca/pathways.
> Transfer Credit Equivalency Database planning and processing began for completion in 2013/14.

5) Class Size

DEFINITION: <u>Class size</u> is the number of students per class in a section. <u>A section</u> 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 2012-2013 MYAA Report Back = 35)**
Course Option #2: Offered Wed - 25 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 25)**

COMP1082 *Computer Skills*
Course Option #1: Offered Mon - 98 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 98)**

SWRK1026 *Canadian Social Welfare*
Course Option #1: Offered Mon & Thurs - 10 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 10)**
Course Option #2: Offered Wed & Fri - 10 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 10)**
Course Option #3: Offered Tues & Thurs - 40 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 40)**

SWRK 1041 *Preparation for the Field*
Course Option #1: Offered Tues - 30 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 30)**
Course Option #2: Offered Wed - 30 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 30)**

SWRK1043 *Group Dynamics*
Course Option #1: Offered Mon - 60 students enrolled **(Class Size Reported in 2012-2013 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 2012-2013 MYAA Report Back = 100)**
Course Option #2: Offered Wed & Fri - 101 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 101**)
Course Option #3: Offered Tues & Thurs - 76 students enrolled **(Class Size Reported in 2012-2013 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 2012-2013 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 1st 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 2012-2013:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1st Year Sections
Fewer than 30 students	473	67.1%
30 to 60 students	213	30.2%
61 to 100 students	19	2.7%
101 to 250 students	0	0%
251 or more students	0	0%
Total	705	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2nd Year Sections
Fewer than 30 students	343	82.9%
30 to 60 students	59	14.3%
61 to 100 students	12	2.9%
101 to 250 students	0	0%
251 or more students	0	0%
Total	414	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3rd Year Sections
Fewer than 30 students	45	73.8%
30 to 60 students	16	26.2%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	61	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4th Year Sections
Fewer than 30 students	2	28.6%
30 to 60 students	5	71.4%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	7	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 and our manual scheduling system. We rely on the experience and knowledgable of the College's Scheduler to provide utilization reports with proven accuracy.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2012-2013, 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 ongoing success of our January starts, the Peace and Conflict Studies program was added primarily to accommodate Second Career students in 12/13. This is in addition to the following programs: Adventure Recreation and Parks Technician, Business, Fish and Wildlife Conservation Technician, General Arts & Science - Liberal Studies, General Arts & Science - One Year, Natural Environment Technician/Technology-Conservation and Management, Personal Support Worker, Police Foundations, Practical Nursing, Pre Health Sciences, Protection Security & Investigation.

The curriculum was reorganized for the July start of the Adventure Recreation and Parks Technician program to allow it to start in May and combine it with the students that were completing their final semester from the previous year.

Larger section sizes were created in 12/13 to reduce the number of sections from the previous year by 127, while enrolment increased from 11/12.

Classes particularly in the Health area were structured so that the delivery of theory is delivered in large groups and applied learning in labs delivered in smaller groups.

Sault College is introducing the use of technicians in labs to reduce delivery costs in the trades and health areas.

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 2011-2012 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 2012-2013.

Fully Online Learning* and Synchronous Conferencing*

DEFINITIONS:

Courses:

A <u>Fully Online Learning (asynchronous) course</u> 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 <u>Synchronous Conferencing course</u> 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 <u>Fully Online Learning (asynchronous) program</u> 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 <u>Synchronous Conferencing program</u> 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.

![Ontario logo]

Ministry of Training, Colleges and Universities

Please indicate in the table below the number of Ministry-funded courses, programs **Sault College** offered in 2012-2013 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 *Fully Online Learning**	67	230
# of Ministry-funded courses offered through *Synchronous Conferencing**	82	81
Total # of Ministry-funded courses offered through the above eLearning formats	149	311
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through *Fully Online Learning**	6	83
# of Ministry-funded programs offered through *Synchronous Conferencing**	1	16
Total # of Ministry-funded programs offered in the above eLearning formats	7	99
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through *Fully Online Learning**	681	17
# registrations in Ministry-funded programs offered through *Synchronous Conferencing**	25	130
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	706	147

*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 - The figure reported represents the total number of courses offered over three semesters, including monthly intake courses. OCC-OntarioLearn offers 1,115 available courses per semester to participating colleges, i.e. # represents 3 semesters x 1,115 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 2012-2013.

> 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 offered eight certificates that provide students with both synchronous and asynchronous learning options. Students were able to customize their learning to best accomodate 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 2012-2013, 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.

> An E-Learning Strategy Working Group comprised of the Chair of Continuing Education, the Chief Information Officer, and the Librarian. They developed an E-Learning Strategic Plan for 2013 - 2018 which outlines a vision, guiding principles and anticipated outcomes for the next five years.
>
> The College engaged the services of Dr. Stephen Murgatroyd, a leading expert in online educatrion, innovation and future trends, to assist the working group in developing strategic e-learning directions in each of the academic schools. Deans, chairs, and faculty were able to share information and benefit from his expertise in the areas of technology-supported interactions between student/teacher, student/student, student/curriculum, teacher/industry, student/industry. The registrar and directors of service areas received direction on how to set new directions for existing processes.

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 2012-2013:

- 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 participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Sault College** in 2012-2013 = **$75,831**

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 2012-2013 = **$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 2012-2013, 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 2012-2013	2012-2013 Total Enrolment by Program
N/A	N/A	N/A	N/A

*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.

2012-13 was the inaugural year of Sault College International Education Initiatives and the focus has been on building a foundation for future growth. Since we only had receipt of international students for 2012/13, it was relatively straightforward to report (registration data).

7.2) Enrolment

In 2012-2013, 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's** Total Full-Time International Student Enrolment[+]
1.	Brazil[+]	2[+]	33.3%[+]
2.	China[+]	1[+]	16.7%[+]
3.	India[+]	1[+]	16.7%[+]

Sault College reported to the Ministry that International Enrolment* in 2012-2013 = **6[+]**.

*DEFINITION: <u>International Enrolment</u> 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 2012 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.*

*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.

Reported international enrolment is based on student information system registration data and cross-referenced by student's country of citizenship and application details.

Full-Time International Enrolment as a percentage* of Full-Time Enrolment at *Sault College* in 2012-2013 was: **0.29%⁺**

*Percentage calculation based on *Sault College*'s 2012-2013 Full-Time International Enrolment, divided by *Sault College*'s 2012-2013 Fulltime Enrolment Headcount plus *Sault College's* 2012-2013 Full-Time International Enrolment.

Please provide *Sault College's* 2012-2013 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 2012-2013, 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.

In 2012/13, Sault College received funding through the Northern Ontario Heritage Fund to create a Coordinator of Cultural Activities position, which helped to assist with student support and campus international development. Furthermore, there has been internal education and planning in preparation for international initiatives growth over the next five years.

The College observed Black History Month by partnering with the African Caribbean Canadian Association of Northern Ontario (ACCANO)to bring members of the community together to cook, perform and participate in a day of celebration. The theme was "Cultures Speak," and focused on a celebration of culture and diversity.

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in an English as a Second Language (ESL) course or program at **Sault College** in 2012-2013 = <u>0</u>

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Sault College** used in 2012-2013 to create pathways for *International students* from **Sault College's** ESL programming to postsecondary studies.

This program was not offered; however, in January 2013, Sault College established a partnership with a local school board that has a Languages Canada approved ESL program. This partnership is intended to provide support, as needed, for ESL students.

7.4 French as a Second Language

Please provide the total number of *International students* who were enrolled in an French as a Second Language (FSL) course or program at **Sault College** in 2012-2013 = <u>0</u>

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Sault College** used in 2012-2013 to create pathways for *International students* from **Sault College's** FSL programming to postsecondary studies.

not applicable

*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.

not applicable

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 2011-2012 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2012-2013, *Sault College* adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Sault College confirmed in its 2011-2012 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 2012-2013, *Sault College* adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Sault College confirmed in its 2011-2012 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2012-2013, *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 2012-2013: 275,000

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2012-2013, 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 Purchasing department identified areas of procurement where the College was able to reduce costs by either issuing RFQ's, identifying new areas of sourcing or by OECM contracts. Efficiencies and cost reductions were realized.

The above does not include the purchase of insurance, benefits or capital equipment through OECM.

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 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.

☑ By checking this box, *Sault College* confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of March 31, 2013.

Please provide one or more highlights, in the space provided below, of an activity that *Sault College* used during 2012-2013, 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 Purchasing department continued to reach out to departments within the College to continually work with staff on the directives to ensure that all work within the directives to achieve consistency and compliance around the interpretations and practices of the directives with the greatest efficiencies and effectiveness possible.

BPS Expenses Directive

The 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.

☑ By checking this box, *Sault College* confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements.

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

http://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 2012-2013, 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.

The College continued to work with individual key staff members to oversee compliance on the requirements of the expense directive. Individuals have become more aware of the BPS Directive. Identified infractions are continuously and notably declining.

BPS Perquisites Directive

The 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.

☑ By checking this box, *Sault College* confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements.

Please provide one or more highlights in the space provided below, of an activity that *Sault College* used during 2012-2013, which contributed to comply with the BPS Perquisites Directive in the 2012-2013. A highlight could be a strategy, initiative or program viewed by *Sault College* to be an innovative practice, success story and/or key accomplishment.

Relevant individuals have been educated on the requirements of the directive.

9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2012-2013 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 2012-2013:

	Certificate	Diploma	Advanced Diploma	Graduate Certificate	Applied Degree
Number of programs at **Sault College** with a Co-op Stream	0	9	0	0	0
Number of students at **Sault College** enrolled in a Co-op program	0	329	0	0	0

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2012-2013, 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.

In the area of Cooperative Education, Sault College provided a personal approach to delivering job and placement opportunities that are specific to the student's program and interest. This was done by staff who contact students individually to notify the student of possible related opportunities.

In the area of applied research projects, through the Applied Research Centre at Sault College students have had the opportunity to work with small businesses in the community to develop innovative projects that have been recognized by the Colleges Ontario Network for Industry Innovation. These projects include:

• A partnership with a local rehabilitation company allowed students hands-on experience in project management, design, drafting, machining, assembling and testing improvements to a device used for people who have undergone joint replacement, had fractures or circulatory problems or suffered from neurological conditions. The radical re-design of this product will ultimately allow the owners to set up a manufacturing and distribution centre to commercialize the device.

• Another partnership allowed students to design and test a working prototype of a mobile vehicle data portal, a new communication technology that transfers data from a vehicle's onboard diagnostic system through a smart phone to a remote web server. This enables web access to data back to the owner or mechanic in the event of a breakdown. The prototype allowed the company to move forward to commercialization.

10) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2012-2013, 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" = **91.1%**[(+)]

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Sault College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **86.2%**[(+)]

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Sault College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **79.4%**[(+)]

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Sault College** for KPI Question #45 "The overall quality of the services in the college" = **78.3%**[(+)]

Please indicate the methods, in addition to the KPI survey results reported in 2012-2013, that **Sault College** used in 2012-2013 to measure student satisfaction.

Determination of student satisfaction levels was gathered through focus groups with students in the School of Environment, Technology & Business, with additional meetings held with a number of programs in the School of Health Sciences. Discussion was based on program choice, and the level to which the student's program meets his or her expectations. Discussions touched on course content, delivery of course material, and preparedness for future career and/or further education opportunities. Notes were taken during the facilitated discussions and passed on to the appropriate program co-ordinators and program Chair/Dean. With an opportunity to verbally provide feedback about their college experience, students' perception of value seemed to increase. This process asssured students that their voices matter and that the College is committed to informed continuous improvement.

In the Fall semester 2012, Student Feedback Questionnaires (SFQ) were conducted in every post secondary course section across the college. This questionnaire provides students the opportunity to evaluate course content and delivery, as well as classroom and lab facilities.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2012-2013, 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.

The fact that Sault College ranked #2 in the province for student satisfaction brings pride to our staff and students. In a continuing effort to upgrade our facilities for the benefit of students, construction began in the fall of 2012 of a Health and Wellness Centre. Included in the building plans were academic labs to enhance student learning, fitness rooms to promote health and wellness, meeting space to host the sharing of ideas and information, a new gymnasium to better accommodate varsity sports, indoor track, and new Student Life Centre. The project was also intended to bring vitality to Justice Studies, Occupational Therapy Assistant/Physiotherapy Assistant and Fitness/Health Promotion programs.

The concept of "Invitational Education" was introduced and adopted in all academic and service areas. The concept ensures that we operate in an intentionally inviting environment for students of all diversities so that they not only feel welcomed but thrive at Sault College. The principles of the concept were communicated by committees of staff and students and in a staff professional development session. The concept was embraced and the results continue to be evident.

College staff received training on "Queering the College" which focused on creating safe spaces for the LGBT community and incorporating ideas of inclusivity in our everyday practices.

A Serenity Room was created to provide staff and students with a quiet, safe space to take a mental health break, practice any faith, silently reflect, or conduct group devotion.

Counsellors in Student Services launched a "Let's Talk" advertising campaign that was designed to help students feel more comfortable about asking for help. As a result, student inquiries increased in the areas of Counselling, Accessibility Services, Student Financial Assistance, Peer Tutoring and the Library.

11) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at **Sault College** = **62%[+]**

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Sault College** used in 2012-2013 to measure graduation rate.

> Program coordinators and faculty maintain personal contact with their students following graduation and maintain their own individual data bases. Through personal contact with industry partners, efforts are continuously made to match students with job opportunities as they arise.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2012-2013, 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.

> As identified in the College's strategic plan, consideration was always given to putting students first in all decision-making and policy/process creation. We continue to deal with the fact that more than 70 percent of our direct applicants enter college programs with a high school average below 70 percent and our continued efforts to increase learner access to postsecondary training opportunities, especially with respect to the Aboriginal population.
>
> Examples of program-specific initiatives which increased the grad rate are:
> • Electrical Engineering programs offered remediation opportunities during the May/June timeframe to students whose failure in a prerequisite course will either prevent them from graduating with their cohort or continuing into the third-year technology program.
> • Community Services program coordinators (Child and Youth Worker, Social Service Worker, Early Childhood Education, Justice Studies) addressed the needs of students with families and other external pressures to complete their programs over a longer period of time. Customized timetables are created to allow students of three-year programs to complete in four years and those in two-year programs to complete in three years.

12) Graduate Employment Rate

Per the KPI results reported in 2012-2013 the graduate employment rate, 6 months upon graduation, at *Sault College* = **84.5%⁽⁺⁾**

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that *Sault College* used in 2012-2013 to measure graduate employment rate.

> Faculty and coordinators maintained good relationships with graduates and kept records based on anecdotal reports from former students.

Please provide one or more highlights, in the space provided below, of an activity that *Sault College* used during 2012-2013, 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.

> In partnership with our Employment Solutions department, the Cooperative Education department emailed related job leads to Sault College graduates in addition to inputting employment opportunities on the student portal. This was an effective approach to maintaining and improving the College's graduate employment rate. Students were encouraged to follow-up for 1:1 assistance with our Student Job Centre staff.
>
> An Annual Career and Job Fair (mid-February) with increasing number of participating employers helped soon-to-be graduates with making connections to potential employers in their field of study.
>
> A Student Job Centre staff member regularly attended Program Advisory Committee meetings to raise awareness of the College placement services and seek input from industry partners as to their skill requirements.
>
> Sault College continued to seek accreditation of programs to enhance the employment potential of graduates. In 2012/13, the following programs underwent accreditation: Bachelor of Science in Nursing, Practical Nursing and Pharmacy Technician.

13) Student Retention

The table below has been pre-populated with the results from **Sault College's** 2011-2012 MYAA Report Backs. Please identify **Sault College's** achieved results for 2012-2013 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 2011-2012	Retention Rate Achieved for 2012-2013
1st to 2nd Year	**77.4%(+)**	2012 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 793 ÷ 2011 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = 1,041 x 100 = 76.2%
2nd to 3rd Year	**82.6%(+)**	2012 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 132 ÷ 2011 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 151 x 100 = 87.4%
3rd to 4th Year	**98.1%(+)**	2012 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 46 ÷ 2011 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = 54 x 100 = 85.2%

*NOTE: Institutions used a variety of student enrolment cluster groups in their 2011-2012 MYAA Report Back student retention rate calculations. As such, comparison between prior year student retention rates and the 2012-2013 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 was 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 2012-2013, 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 12/13 academic year, two new programs were delivered offsite: The College's desire to retain Aboriginal students is fostered in an environment of inclusion and mutual respect by providing culturally appropriate services and programs. Connections with Aboriginal communities continued to be an area of strength over the past year. The Native Education department supported sweat lodges, talking circles, soup days. Counsellors facilitated a Transition to College program for incoming students, co-delivered with the Transition to College program for students with learning disabilities. The importance of Aboriginal education was the top of discussion when His Excellency the Right Honourable David Johnston visited at Sault College with our President, Director of Native Education, and Chiefs and Elders of area band offices.

The College maintained partnerships with two Aboriginal Education Institutes. The community-based delivery strategy results in high retention rates demonstrated by the following statistics: Culinary Skills Chef Training on Manitoulin Island produced a 100% graduation rate and Fetal Alcohol Spectrum Disorder in North Bay produced an 89% graduation rate. As well, separate intakes for Construction Carpentry Techniques and Renewable Energy and Green Construction Techniques were delivered to students sponsored by the Northern Training Partnership Fund resulted in a 63% graduation rate.

With the goal of keeping students connected to the College and giving them the information and tools they need to be successful, various awareness weeks on diversity, respect, addictions, mental and sexual health were delivered in partnership with community organizations.

Retention rates were studied at the program level to identify improvement strategies within each program aimed at increasing rates. As an example, the Aviation program fully implemented a new policy allowing students 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. Previous to this, that student would have been withdrawn from the program.

An OSAP probation project was implemented. Students failing more than 60 percent of their course load were required to meet with a counsellor before being given additional OSAP funding to ensure that students were creating success plans for the next semester.

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 2012-2013 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 -

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

In May of 2013, the College implemented a new learning management system, Desire2Learn. In doing so, faculty underwent training sessions to familiarize themselves with the features of the new system, particularly loading of course work and grading.

Other professional development sessions offered to faculty included: Managing Instances of Academic Dishonesty; Principle-Based Instruction: The Evolution of Universal Instructional Design; and a Teaching Conference with Algoma University and Lake Superior State University entitled "Reaching All Students: Strategies, Resources, Experiences and Reflections". Faculty in the CYW program received suicide prevention training and an individual CYW faculty member attended the National LGBT Summit in Toronto. Communications faculty and the Registrar received training to determine appropriate Canadian Language Benchmarks for international students.

Faculty were introduced to the new provincial "Exchange" website and enjoyed the benefits of accessing this virtual network for the exchange of teaching ideas of practice across the college system as well as use of a public repository of curriculum resource materials.

A part-time orientation manual was created and distributed to guide and transition new faculty into the College's teaching-related processes. The manual covered topics such as the physical campus, information systems, academic references and processes, human resources and health and safety directives. An e-learning package was also created for part-time BScN faculty.

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

For the 2012 Fall orientation, Sault College engaged the services of PlayFair to lead new students in a 90-minute teambuilding experience to ignite school spirit and campus unity. The experience proved to be a fun, interactive introduction. Computer workshops, student success strategy sessions and campus familiarization activities followed. Awareness weeks were organized in partnership with the Student Union and Residence staff in the areas of mental health, eating disorders, safe break strategies, cultural awareness, respect campaign and drug/alcohol awareness.

Various work/learning opportunities were provided for students across programs. Some of these included:
• Trades and Community Services students teamed with the United Way to provide assistance to seniors in the late fall. Projects included window caulking, weather stripping, sealing windows, and outdoor maintenance such as raking leaves, ensuring exterior faucets are turned off and hoses wrapped for winter.
• Forest Conservation students received SP100 fire fighter training within the curriculum.
• Justice Studies students received training/testing for their restricted and non-restricted firearms licence (Possession Acquisition Licence) within the curriculum. Students formed Crime Stoppers Community safety patrols reporting incidents such as assault, mischief and theft.
• Our Public Relations/Event Management students played a significant role in the planning and production of the city's week-long Bon Soo Winter Carnival.
• Home Inspection Technician and Construction students worked with local builders on various residential projects.
• Our on-campus Sports Injury Clinic gave experiential training for students in the Occupational Therapy Assistant/Physiotherapy Assistant program as they assessed and assisted staff and students in need. These same students were assigned to our Community Healthy Living project to treat spinal cord injuries.

• Fitness and Health Promotion students delivered free fitness classes to staff and students, i.e. barbell, yoga, warrior women boot camp, zumba.

• Hairstyling students worked with the Cancer Clinic offering their services to patients requiring wigs fittings and maintenance which enhanced their vocational and customer service skills. Students also worked with other community groups to produce fashion shows, theatre productions and recitals.

• Child and Youth Worker students participated on the Rebound North team (Algoma Family Services), Take Back the Night, LGBT support group, military family support group, Night in a Box (Soup Kitchen), National Mental Health Awareness Campaign, Best Buddies Chapter and above all, in their 13th Annual WALK for Kids with proceeds to a local school boards "BrainWare Safari" program.

• Natural Environment/Outdoor Studies students were involved with Environment Canada in its study of atmospheric contaminants around Lake Superior. Students adopted a section of the Voyageur Trail and worked with Hiawatha Highlands, Algoma Highlands Conservancy, St. Joseph Island Hunter and Angler Club to advance each one's environmental cause. Fish and Wildlife students set up a deer check to data-collect for the Ministry of Natural Resources providing information such as largest buck/doe/fawn, antler points/diameter, age as well as turkey and other wildlife sightings.

The College's institutional partnership with Algoma Public Health provided many experiential and research opportunities for students. As examples, our BScN students benefitted from community projects such as genetics and early years screening and our Culinary students receive advanced training in sanitation.

The nature of our college-wide mandatory general education course entitled "Global Citizenship" required students to connect with a global or community organization to promote its cause. Roughly 50 of partnership projects were undertaken.

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

Academic supports by way of donations from industry partners included lab equipment valued close to $100,000 to the Gas Fitter Technician program and building automation system equipment to the Electrical program. New equipment added to the Home Inspection program included refrigerant handling materials, measuring and sensing equipment and lab benches. Stationery survey equipment was updated and recalibrated for the Civil/Construction program. The Welding program benefitted from a new arc welder, a 3D virtual welder and welding torches. Apprenticeship Enhancement funding was used to update aging equipment in the labs for the Cook, Electrical, Hairstyling, Ironworker and Motive Power programs.

The Write Place continued to offer faculty-led tutorials for students. They received assistance with grammar, sentence structure, essay/report/resume/research writing.

Faculty in Community Service programs created academic plans for students to spread two years of curriculum over three years as a student success strategy. They created mentoring programs, both faculty/student and peer/peer to keep students personally connected.

The Hairstyling program implemented preparatory training for apprenticeship graduates and other community trades people to prepare for their Certificate of Qualification examination.

The College's aircraft fleet was equipped with the "Spidetracks" system to enhance the safety of students in airplanes.

Students in the Office Administration program participated in mock interviews with various community organizations to prepare them for their job search.

Two Native student counsellors offered culturally sensitive counselling to students experiencing a range of concerns such as study stress and anxiety, coping with a new environment and expectations of school, and dealing with social and personal pressures and crises.

The Mental Health Hub project was initiated in January 2013. The Mental Health Hub concept was designed to address mental health service gaps identified on our campus. The project focused on the following initiatives:

- Bring mental health services to the campus to improve student access.
- Develop an Elder in Residence program to provide culturally appropriate services.
- Provide mental health training and awareness to reduce stigma and improve support systems on campus.
- Provide Psychiatric care for students that require therapy for complex mental health needs.
- Improve front line mental health supports within the counselling department by providing additional training.
- Develop partnerships with community service providers to improve service wait times for students requiring referrals.
- Further community partnerships for crisis response needs on campus as well as school return transitions post hospital stays associated with mental health concerns.
- Develop a mental health transition plan for students entering post-secondary education.

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Attestation:

☑ By checking this box, **Sault College** confirms that all information being submitted to the Ministry as part of the 2012-2013 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** 2012-2013 MYAA Report Back please contact -

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Please indicate the address on **Sault College's** website where a PDF copy of this 2012-2013 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2012-2013 MYAA Report Back has been approved):

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