REPFW130 - PSED Accountability Report - SMA College Verification Report

Organization : **Sault College**

Submission Period : **SMA - Strategic Mandate Agreement College Annual Report 2014-2015**

STRATEGIC MANDATE AGREEMENT (SMA) - COLLEGE

2014-2015 Report Back

Introduction

The 2014-2015 Strategic Mandate Agreement (SMA) Report Back begins the transition to a new phase of college and university accountability reporting under the SMAs.

The SMAs between individual colleges and the Ministry of Training, Colleges and Universities (the ministry) outline the role that each college currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the college are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2014-2015 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

The annual SMA Report Back provides the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions in supporting student success, while continuing to build a high-quality and sustainable postsecondary education system.

1. Jobs, Innovation & Economic Development (JIED)

This component highlights Sault College's collaborative work with employers, community partners and regions, or at a global level, to establish the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

In 2015, the ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

1a. Graduate Employment

Per the KPI results reported in 2014-2015:	**Percentage**
The employment rate for 2014-2015 graduates, 6 months after graduation, at Sault College was:	85.40

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Sault College used in 2014-2015 to measure graduate employment rate.

Program Coordinators are often in touch with their graduates and keep informal records related to their areas of expertise.

1b. Employer Satisfaction Rate

Per the KPI results reported in 2014-2015:	**Percentage**
The Employer Satisfaction rate for 2014-2015 graduates, 6 months after graduation, at Sault College was:	89.60

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Sault College used in 2014-2015 to measure Employer Satisfaction rate.

Employment outcomes and satisfaction are regular agenda items at advisory committee meetings.

Industry and community members sit on program advisory committees. Many of these industry partners hire Sault College graduates. As a regular standing item on meeting agendas, advisory committee members discuss the quality of program graduates and their readiness for work in the industry. Meeting minutes are submitted to the Board of Governors and are include in an internal program review package to inform continuous improvement.

1c. Employment in a Related Job

Per the results reported in the 2014-2015 Employment Profile for 2013-2014 graduates:	**Percentage**
The number of graduates that were employed full-time in a related job at Sault College was:	45.80

Additional Information

Please indicate any methods, in addition to the Employment Profile for 2014-2015, that Sault College used in 2014-2015, to measure the number of graduates employed in a full-time related job.

Program faculty communicate to their graduating students the importance of providing the college with up-to-date contact information. Contact cards are distributed and collected through the faculty for students to input information. Faculty explain that in order for the academic programs to continue to provide opportunities that prepare students for their career, we need to stay connected with alumni.

Informally, alumni stay in contact with program faculty. Faculty in many programs keep lists of current workplaces of their graduates.

Program advisory committee members are also a link with graduates working in related fields.

Highlights

Please provide highlights of Sault College's collaborative work with employers, community partners and regions, or at a global level, to establish the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market (up to 600 words approx.).

During 14/15 Sault College was a deliverer of Employment Ontario Employment Services, Targeted Initiative for Older Worker, Youth Employment Fund, Canada Ontario Job Grant, Summer Jobs Service as well as the MCYS Jobs for Youth and Youth in Transition Worker program. These programs delivered services to employer (support services and/or wage incentives) and job seekers (including students) throughout the region. These offices work very closely with community partners such as Ontario Works, Children's Aid Society, Training Board, Economic Development as well as other training providers to ensure the needs of our local communities are met.
In addition to these specific programs, staff are on numerous community comittees and board including Destiny Sault Ste. Marie, the Economic Development Corporation, Chambers of Commerce, etc.
Our college delivers an annual community job fair which had approximately 70 employers who were seeking employees and we also provide numerous smaller job fairs for employers throughout the year. All employers are surveyed and indicated very high levels of satisfaction.

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture Sault College's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

2a. Student Satisfaction	Percentage
Per the Key Performance Indicator (KPI) results reported in 2014-2015, the student satisfaction rate at Sault College for KPI question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career"	93.50
Per the KPI results reported in 2014-2015, the student satisfaction rate at Sault College for KPI question #24 "The overall quality of the learning experiences in this program"	90.80
Per the KPI results reported in 2014-2015, the student satisfaction rate at Sault College for KPI question #39 "The overall quality of the services in the college"	81.30
Per the KPI results reported in 2014-2015, the student satisfaction rate at Sault College for KPI question #49 "The overall quality of the facilities/resources in the college"	88.70

Additional Information

Please indicate any methods, in addition to the KPI survey results, that Sault College used in 2014-2015 to measure student satisfaction.

Course evaluations were administered in November of the Fall semester in all postsecondary classes. In this Student Feedback Questionnaire, students provide feedback on the effectiveness of individual instructors and on the value of course content. These course evaluations measure quality at the course level while the KPI measures quality at the program level.

Highlights

Please provide highlights of Sault College's activity in 2014-2015 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Sault College has achieved the highest KPI rating for Student Satisfaction across the college system over the past ten years.

Students' high level of satisfaction with Sault College is the result of a holistic approach to education and student success. Sault College focuses on the principles of invitational education. These principles ensure all members of the college community feel welcome and accepted. Students note being treated respectfully by staff, feeling comfortable in the physical environment, being supported by the policies in place, and having opportunities outside of the classroom with thanks to community partnerships.

Some examples of initiatives established in the 2015-2015 academic year follow.

In the 2014-15 year, the college received funding to invest further in the Mental Health Hub to extend services to support students. In collaboration with other key local partners, the Mental Health Hub now
includes resources from the Sault Area Hospital, the Canadian Mental Health Association, Algoma District School Board, the Huron Superior Catholic District School Board and St. John's Ambulance. In addition to providing training and workshops for staff, faculty and
students, the Hub was busy around campus working to increase student
mental health and decrease stigma.

Sault College introduced and Elder in Residence Program as well as a Traditional Healer and we signed that National Indigenous Education Protocol reinforcing our commitment to Aboriginal Education.

The Natural Sciences and Engineering Research Council of Canada (NSERC) awarded Sault College with a nationally competitive grant
under its Applied Research Tools and Instruments program (ARTI) to support the establishment of an advanced Robotics Lab at the College. The College was able to acquire two initial robots and simulation software for our new Robotics Lab.

Health and wellness activities were expanded in our new state of the art Health & Wellness Centre.

Further supporting Sault College's connection to the natural environment of the north, students were provided heavily discounted ski passes through a partnership with Searchmont Ski Association.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	**Percentage**
Per the KPI results reported in 2014 , the graduation rate at Sault College is	64.10

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Sault College used in 2014-2015 to measure graduation rate.

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

Highlights

Please provide highlights of Sault College's activity in 2014-2015 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Curriculum for the 14/15 year was re-mapped for the Community Integration Through Cooperative Education program and timetables customized over a three-year period to allow students who struggle with a full course load to have more time to complete. This proven strategy, also implemented in other Sault College programs, has seen graduation rates improve.

In order to keep Aboriginal students engaged and supported in their academic goals, first-year students as part of their Capacity Building for Communities course participated in Project ALLY (Aboriginal Leaders Liberating Youth). This connected Aboriginal youth with Aboriginal adult mentors to experience a sustainable, supportive relationship and promote a foundation for trust, self-worth, cultural identity, and confidence. These students were more likely to stay in school, thus raising the graduation rate in their programs of choice. The 'Discover your Spirit' program was introduced which is an initiative that addresses the need to heal the spirit of Aboriginal learners as an essential first step in building a supportive, nurturing post-secondary environment. This program specifically targets Aboriginal youth and adults with identified barriers and gaps in education and skills development that presently prevent them from entering post-secondary education.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

The table below has been pre-populated with the results from Sault College's 2013-2014 Report Back. Please identify Sault College's achieved results for 2014-2015 using the following methodology:

Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs in which enrolment is reported at minimum twice). Please include in your calculations all students who were on work/coop placements during the specified retention periods.

1st to 2nd Year : 2014 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 0 ÷ 2012 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = X x 100 = X%

2nd to 3rd Year : 2014 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 0 ÷ 2012 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = X x

100 = X%

3rd to 4th Year : 2014 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 ÷ 2012 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = X x 100 = X%

Entering Cohort	Retention Rate Achieved 2013-2014	Retention Rate Achieved 2014-2015
1st to 2nd Year	75.10	76.30
2nd to 3rd Year	86.90	88.60
3rd to 4th Year	95.30	95.90

*NOTE: Institutions use a variety of student enrolment cluster groups in their student retention rate calculations. As such, comparison between prior year student retention rates and the 2014-2015 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with institutions to refine the student retention rate indicator for future SMA Report Backs.

Additional Information

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

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

Highlights

Please provide highlights of Sault College's activity in 2014-2015 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

In recognizing the ever-increasing need to support students in need (mental illnesses, learning disabilities, and other hurdles to completion of their program of study), Sault College provides resources to faculty for effective approaches for such students in need, such as:
*VPA/Coordinator forums where new initiatives and supports are introduced
*Professional development sessions on the topics of Mental Health First Aid, safeTALK Suicide Alertness, Queering the College.
*Mental Health Hub
*Elder on Campus (second Elder hired in 2013)
*Out-of-class Testing.

The concept of "invitational education" also continues to be emphasized in all of the college's decisions, strategy, and policies and is a component of the college's strategic plan.

Student Services staff continues to recognize elevated stress and anxiety levels among the student population and several measures continue to be taken in order to mitigate or alleviate this student risk:

*distribution of 'exam stress kits' to the student population

*workshops given by counsellors sharing techniques for meditation and personal reflection

*First Generation initiative which provides support to students who are the first in their family to attend post secondary school.

Such outreach was well-received and assisted a large proportion of the student population.

2d. Teaching and Learning - Work-Integrated Learning*

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

*DEFINITIONS:

Work-Integrated Learning (WIL) 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. Usually the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, http://www.cafce.ca/coop-defined.html, 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 2014-2015:

Co-operative Education Program Type	Number of programs at Sault College with a Co-op Stream	Number of students at Sault College enrolled in a Co-op program
Certificate		
Diploma	7	297
Advanced Diploma	1	33
Graduate Certificate		
Applied Degree		

Highlights

Please provide highlights of Sault College's activity in 2014-2015 that contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples may 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 (up to 600 words approx.).

In 2014-2015, Sault College continued to offer co-op, internships, field experience, applied research projects and other work-integrated learning opportunities in most programs.

Sault College offers a co-op stream in five Natural Environment programs where students are regularly placed in jobs outside of the Algoma district. Many students find co-op placements in fly-in fishing / hunting operations, provincial and national parks across canada, and forestry operations in remote and urban locations. Natural Environment staff have been working with industry partners to determine opportunities for co-op placements in the forestry industry and applied research projects in Brazil.

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

In 2014-2015, Sault College has continued work to create an entrepreneurial incubator for graduates. The incubator will assist students wanting to start their own enterprise in any industry but giving them access to services as well as to students in other program areas such as graphic design, photography and business.

In the Natural Environment program as well as other programs such as Construction Carpentry students regularly engage in experiences in the field. Construction Carpentry students continue a "day of caring" where students work on houses and yards of community residents in need of assistance. These students complete various tasks such as minor repairs, winterization of windows and doors, yard work and other activities related to the program outcomes. The students in Natural Environment programs regularly take field trips in various areas of Ontario. They participate in a deer check, owl and elk inventory and various fish counts.

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

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

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. Sault College is asked to provide information on e-learning courses, programs and registrations in 2014-2015.

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 that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A <u>Synchronous Conferencing program</u> describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

e-Learning Course, Program and Registration Data

Based on the definitions provided above, provide Sault College's eLearning data for 2014-2015:

Course Data	Ontario College Credential	Other Credential
Number of ministry-funded courses offered through fully online learning	15	92
Number of ministry-funded courses offered through synchronous conferencing	9	3
Total Number of ministry-funded, for-credit courses offered in e-Learning format	24	95

Program Data	Ontario College Credential	Other Credential
Number of ministry-funded programs offered through fully online learning	9	56
Number of ministry-funded programs offered through synchronous conferencing	1	
Total Number of ministry-funded, for-credit programs offered in e-Learning format	10	56

Program Registrations	Ontario College Credential	Other Credential
Number of registrations in ministry-funded programs offered through fully online learning	189	528
Number of registrations in ministry-funded programs offered through synchronous conferencing	146	60
Total Number of Registrations in ministry-funded, for-credit programs offered in e-Learning format	335	588

Additional Information

Describe methodology, survey tools, caveats and other information regarding the numbers reported above re: e-Learning Course, Program and Registration Data (up to 600 words approx.).

Ministry-funded courses offered through fully online learning figures (OntarioLearn) represents total courses offered over three semesters including monthly intake courses.

Hybrid Learning*

A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats, however the online component is typically 50-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over 50% of the course delivery should be online.

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

Additional Information

Please highlight one example of Sault College's use of Hybrid Learning courses and/or programs.

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

A hybrid course is currently running in the Occupational Therapist Assistant and Physiotherapist Assistant program. The Professional Topics in Rehabilitation course enhances awareness and develops professionalism to prepare the student for competent entry in the field of rehabilitation. The course is 70% online with reduced face-to-face time.

Highlights

Please provide highlights of Sault College's activity in 2014-2015 that capture the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

There are over 10,000 operators working in water and wastewater facilities who are mandated to fulfill Director Approved Hours (Continuing Education Requirement Per 3 Year Certificate Life Cycle). Sault College has created online courses to satisfy this need. Online courses will be director-approved by the Ministry of the Environment.

3a. Student Population - Under-Represented Students

This component highlights Sault College's contributions to improve access and success for underrepresented groups (Aboriginal, first generation, students with disabilities and French-language students).

Full-Time Students	# of Students
The total Full-Time Headcount Enrolment* at Sault College in 2014-2015:	1998

*Please refer to Section 4 (Program Offerings) for the definition of Full-Time Headcount Enrolment.

3a. Under-Represented Students: Students with Disabilities*, First Generation*, Aboriginal and French-Language* Students

*Note: Please do not include International Students in the calculations below.

Students with Disabilities

*DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of Sault College's annual report to the Ministry for the Accessibility Fund for Students with Disabilities (AFSD).

Students With Disabilities	# of Students	Percentage
The total number of Full-Time Students with Disabilities at Sault College who registered with the Office for Students with Disabilities and received support services in 2014-2015:	490	
The total indicated above as a comparative % of Sault College's 2014-2015 Full-Time Enrolment Headcount:		24.52

First Generation Students

*DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.

- Parents/guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.
- Postsecondary Attendance: have attended (but have not necessarily obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential. e.g., degree, diploma, certificate).

First Generation Students	# of Students	Percentage
The total number of Full-Time First Generation Students enrolled at Sault College in 2014-2015:	631	
The total indicated above as a comparative % of Sault College's 2014-2015 Full-Time Enrolment Headcount:		31.58
The total number of Part-Time First Generation Students enrolled at Sault College in 2014-2015:	29	

Aboriginal Students

* 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, languages, cultural practices and spiritual beliefs.

Aboriginal Students	# of Students	Percentage
The total number of Full-Time Aboriginal Students enrolled at Sault College in 2014-2015:	500	
The total indicated above as a comparative % of Sault College's 2014-2015 Full-Time Enrolment Headcount:		25.03
The total number of Part-Time Aboriginal Students enrolled at Sault College in 2014-2015:		

French-Language Students

* DEFINITION: A student is considered a French-language student if he or she meets at least one of the following criteria -
1) His/her mother tongue is, or includes French (the student is a francophone);
2) His/her language of correspondence with the institution is French;
3) He/she was previously enrolled in a French-language education institution; or
4) He/she was enrolled in a postsecondary program delivered at least partially in French.

French-Language Students	# of Students	Percentage
The total number of Full-Time French-Language Students enrolled at Sault College in 2014-2015:	22	
The total indicated above as a comparative % of Sault College's 2014-2015 Full-Time Enrolment Headcount:		1.10
The total number of Part-Time Francophone Students enrolled at Sault College in 2014-2015:		

Additional Information

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

Students with disabilities self-identify with the Accessibility Services Office (ASO). All full-time students accessing services to accommodate their disability are included in the statistic above. Statistics are recorded by Counsellors upon verification of the student's disability and need for accommodations. Within the last two years, students accessing services with mental health disabilities has increased by 65%.

First Generation students can self-identify when applying to college, and also self-identify through a survey administered at the beginning of their first semester. The number of First Generation students who access support services are also tracked, along with at-risk data, graduation rates, and employment. In 2014-15, 83% of First Generation students were likely to recommend support services to others, 86% felt they were better prepared to complete the academic year as a result of the services provided, and 90% of participants want to continue using First Generation services.

Aboriginal Self-Identification
Voluntary self-identification data is collected annually on the College's student portal "mysaultcollege" under the heading "Myself". The portal is accessible by all students enrolled at Sault College (including full-time, part-time and continuing education students) and is accessed by a unique login name and passwords. To encourage students to enter their information, a contest is held each semester in addition to internal marketing campaigns.

In addition to the MySelf identification program available on-line, the Native Education department has created self-identification cards that are utilized throughout the year in attempt to capture those students who may not access departmental services or who may not have been aware of the MySelf self-identification option. Information booths are set up in high-traffic areas within the College throughout the year to encourage students to complete the self-identification cards. All students (Aboriginal and non-Aboriginal) are encouraged to complete this information.

Information provided from the Registrar's Office regarding First Nation sponsored students is also cross-referenced with data collected through the student portal and Self-Id

cards to ensure accuracy and prevent duplication in reporting.

Student Population - Students with Disabilities, First Generation, Aboriginal and French-Language Students

Highlights

Please provide highlights of Sault College's activity in 2014-2015 that capture contributions to improve access, and success for underrepresented groups - Aboriginal, first generation, students with disabilities and French-language students (up to 600 words approx.).

The Accessibility Services Office (ASO) continues to work very hard to promote the valuable services provided to students with disabilities and we have created an inviting environment for students to feel comfortable accessing the accommodations they need to be successful. Additional funding for the Sault College Mental Health Hub will continue until the end of the 2017 fiscal year thanks to the Mental Health Innovation Fund. Students continue to access mental health supports within the Mental Health Hub service model which also includes a strong mental health education presence on campus. The Transition to College program offered during the last week of August continues to be a very successful program based on student feedback and engagement. During the 2014-15 academic year, the Sault College ASO was rated #1 in the province in student satisfaction.

The First Generation Project continues to provide FG students with great resources to support their academic and personal goals. A highlight over the past year was launching a new initiative, Project LIVE (Leadership Initiatives and Volunteer Experience). Through this program, students were encouraged to participate in workshops and volunteer activities to expand their out-of-class development through engagement and networking opportunities. Peer supports were increased as a result of this program whereby students were trained to become peer mentors. Over one third of the peer mentors were FG students.

Indigenous Education Protocol
Sault College continues to be an education destination for Aboriginal students from around the province and we have identified Aboriginal education as a key priority for the institution with a strong focus and mandate for Aboriginal student success and inclusion. On March 13, 2015, Sault College became the 8th signatory in Ontario to CiCAN's National Indigenous Education Protocol. By signing the document Sault College further underscores the importance of structures and approaches required to address Aboriginal peoples' learning needs and support self-determination and socio-economic development of Aboriginal communities. The signing of this document helps to ensure that Sault College continues to develop relationships and works in partnership with all Aboriginal peoples in the province to better their skills and improve their participation in Ontario's labour market and economy.

Aboriginal Community Based Programming
As we continue to graduate Aboriginal students from Sault College, community based programming remains a priority for us. With four formal partnerships in place with various Aboriginal Education Institutes, we have experienced great success with our community partnerships and has made programming more accessible and increasingly responsive to the needs of Aboriginal learners throughout Northern Ontario. This past year, of the five programs with the highest Aboriginal graduates, three were delivered in partnership with Aboriginal Education Institutes.

Graduate Testimonial - Community Based Program

"In the Treaty #3 territory, we are very fortunate to have elders and individuals who practice the cultural ways and speak the language….When the Anishinaabemowin Immersion Program was advertised, I saw this as an opportunity to learn even more about my own identity. As an intergenerational individual of the Indian Resident School

System, I understood a fair amount of the language, but always spoke back in English. This program was my encouragement to begin the process of incorporating the language into the cultural ways that I was taught. The program had many excellent resources to draw from. It has been a very worthwhile experience where the respect and sharing was highly evident and the learning was fun. I would encourage others to come into the program open minded and know that this knowledge and experience can be passed on through the generations"

3b. Student Population - International Students

International Students

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 November 2014 at Sault College, including students who are ineligible for funding consideration.

International Students	# of Students	Percentage
Sault College reported to the ministry Full-time International Enrolment* in 2014-2015:	51	
The total indicated above as a comparative % of Sault College's 2014-2015 Full-Time Enrolment Headcount:		2.55
Sault College's 2014-2015 Part-time International Enrolment is	1	

Additional Information

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

International student enrolments are tracked through our Student Information System coded by their citizenship status.

In addition, the College is using a homegrown prospective international student database to track inquiries and applicants.

In fall 2015 Sault College will commence a pilot project with OCAS for the customized international application service.

Highlights

Please provide highlights of Sault College's activity in 2014-2015 that contributed to maintaining or improving the international student experience at Sault College. This could include a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Sault College was an active recipient of students from Brazil through the Science without Borders scholarship program and also actively participated in outreach events in India. Sault College has begun diversifying market outreach through multiple activities including use of agents, participation in fairs, and other activities.

Sault College has developed partnerships for student and faculty exchanges with five Brazilian colleges. Travel to China has occurred and relationships are being established with several institutions.

The Sault College President is the Canadian representative on the President's International Network (PIN).

2015 international applications have increased 127% in comparison to 2014, and 790% as compared to 2012.

Sault College's three year international plan, 2014 - 2017, outlines a holistic approach to diversifying source markets for students as well as activities. Enrolment remains a priority, but extending programming opportunities to engage domestic students in international activities has also been an important component of campus efforts. The College aims to have well over 100 international students by fall 2017 with low attrition and transfer out rates based on sufficient support. Sault College is taking a mindful and moderate growth and investment approach to international to ensure quality and community support

Continued efforts to expand institutional partnerships for programming and recruitment as well as supporting staff, faculty and current students throughout internationalization remain a priority.

3c. Student Population - Proportion of an institution's enrolment that receives OSAP*

Definition: Receives OSAP is the number of OSAP awards, including any student at Sault College who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.

Proportion of an institution's enrolment that receives OSAP	# of Students	Percentage
Sault College's 2014-2015 proportion of an institution's enrolment that receives OSAP is	1313	58.80

Additional Information

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

Sault College continues to support and assist students through the Student Financial Assistance office succeed in the educational study.

4. Program Offerings

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally-oriented mandates.

    a. Concentration of full-time enrolment headcount* at colleges by occupational cluster and by credential

    b. Institution's system share of full-time enrolment headcount by occupational cluster and by credential

DEFINITION: <u>Headcount</u> is the un-audited 2014-2015 full-time funding eligible enrolment count submitted on November 1, 2014 by Ontario publicly funded colleges to the ministry's College Statistical Enrolment Report (CSER). Headcount does not include part-time, funding ineligible, nursing, Second Career, apprentice or international students.

# of students in a program as a   **Sault College's share of**

Occupational Cluster (Credential Level)	% of total # of students across all programs at Sault College	system-wide enrolment in each PROGRAM
Applied Arts - Advertising And Design (Advanced Diploma)	1.60	0.88
Applied Arts - Child/Youth Worker (Advanced Diploma)	4.10	1.64
Applied Arts - Developmental Services Worker (Diploma)	1.95	2.45
Applied Arts - Education (Diploma)	3.45	0.94
Applied Arts - Fashion (Diploma)	1.95	1.82
Applied Arts - Human Services (Diploma)	4.80	1.45
Applied Arts - Law And Security (Diploma)	5.16	1.01
Applied Arts - Law And Security (Post Diploma)	0.85	6.44
Applied Arts - Media (Diploma)	4.55	1.80
Applied Arts - Preparatory/Upgrading (Certificate)	7.11	1.24
Applied Arts - Preparatory/Upgrading (Diploma)	0.75	0.77
Applied Arts - Public Relations (Post Diploma)	0.35	1.54
Applied Arts - Recreation/Fitness (Diploma)	1.50	0.77
Business - Accounting/Finance (Diploma)	1.35	0.87
Business - Computer (Diploma)	1.50	1.83
Business - Computer (Advanced Diploma)	0.35	0.47
Business - Culinary Arts (Certificate)	0.25	0.60
Business - Culinary Arts (Diploma)	1.30	1.03
Business - Hospitality Management (Certificate)	0.05	0.35
Business - Hospitality Management (Diploma)	0.70	0.65
Business - Management (Diploma)	2.65	1.62
Business - Management (Post Diploma)	0.15	0.52
Business - Office Administration (Diploma)	1.55	3.53
Health - Health Technology (Diploma)	3.85	3.65
Health - Nursing Related (Certificate)	2.60	3.24
Health - Nursing Related (Diploma)	6.01	1.73
Technology - Automotive (Certificate)	0.85	3.49
Technology - Automotive (Diploma)	1.95	4.00
Technology - Aviation (Flight) (Advanced Diploma)	8.46	64.50
Technology - Aviation (Maintenance) (Certificate)	1.20	33.33
Technology - Civil (Certificate)	0.45	1.28
Technology - Civil (Diploma)	2.75	3.71

Technology - Civil (Post Diploma)	0.15	1.67
Technology - Electronics (Diploma)	5.01	2.62
Technology - Electronics (Advanced Diploma)	0.75	0.27
Technology - Mechanical (Certificate)	0.20	0.39
Technology - Mechanical (Diploma)	2.20	1.87
Technology - Resources (Diploma)	10.76	11.02
Technology - Resources (Advanced Diploma)	1.55	6.39
Technology - Welding (Certificate)	0.80	2.45
Technology - Welding (Diploma)	2.45	15.22

c. Number of apprentices, pass/fail rate and annual funding in each trade	Number of Apprentices	Pass/Fail Rate	Annual Funding
Exam Prep Initiative	80	98.00	26940.00
Parts Technician	60	85.00	138440.00
Plumber	57	100.00	112177.00
Steamfitter	10	100.00	22940.00
Electrician - Construction and Maintenance	82	95.00	181053.00
Automotive Service Technician	61	100.00	138766.00
Truck and Coach Technician	37	100.00	92960.00
Hairstylist	9	100.00	20646.00
Cook	18	76.00	65644.00
Ironworker - Structural and Ornamental	63	97.00	126973.00
Heavy Duty Equipment Technician	18	100.00	22711.00
Small Engine Technician	5	100.00	11470.00
Marine Engine Technician	2	100.00	2523.00
Industrial Electrician	7	100.00	30175.00
Utility Arborist	13	100.00	32059.00
Total	522		1025477.00

Highlights

Please provide highlights of Sault College's activity in 2014-2015 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

During the 2014-2015 fiscal year, the college saw two new programs met with board approval: General Arts & Science - Environmental Health and General Arts & Science - University Preparation. These new variations of the General Arts & Science program will improve the college's programming from the standpoint of providing additional options

to those students interested in furthering their studies at the college or university level. Also, the GAS - Environmental Health program responds to a growing and important field of study, and equips students to pursue more in-depth studies in that field.

5. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be developing long-term indicators for credit transfer in consultation with the sector.

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 that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

ONCAT is leading the development of Student Mobility indicators for use in future SMA Report Backs.

Transfer applicants and registrants

The ministry is using the following data from the College Graduate Outcome Survey @ 6 Months to inform the latest trends in college to university student transfers

Year	Total # of Sault College graduates who participated in Graduate Survey (A)	# of Sault College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of Sault College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ 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)
2010-2011	530	33	6.23	50622	3355	6.63
2011-2012	654	33	5.05	57701	3463	6.00
2012-2013	621	45	7.25	57462	3424	5.96
2013-2014	517	28	5.42	54467	3003	5.51
2014-2015	527	24	4.55	52039	2465	4.74

Per the College Graduate Outcomes @ 6 Months data reported in 2014-2015 (based on 2013-2014 graduates), | **Percentage**

The percentage of Sault College students who were satisfied or very satisfied with academic preparation for university was | 89.50

The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was | 79.60

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

Highlights

Please provide highlights of Sault College's activity in 2014-2015 that contributed to ensuring that students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by Sault College to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

Sault College has actively participated in ONCAT projects and initiatives to support transfer opportunities for students. In addition, Sault College has also worked closely with partner institutions to explore additional transfer pathway opportunities. Completion of the Sault College Transfer Credit database in 2014-15 was a significant achievement to enable easier processing for students seeking to receive transfer credit.

6. Financial Sustainability

1. Annual Surplus/(Deficit) - (revenue - expenses) | **Amount**

Annual Surplus/(Deficit) | -1810378.00

2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets) | **Amount**

Accumulated Surplus/(Deficit) | 12080785.00

3. Quick Ratio (current assets) / (current liabilities) | **Amount**

Current Assets/Current Liabilities | 2.36

4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)] | **Percentage**

Debt/Assets | 19.35

5. Debt Servicing Ratio (interest expense + principal payments) / (revenue) | **Percentage**

Total Debt Serviced/Revenue | 0.10

6. Net Assets to Expense Ratio (net assets) / (expenses) | **Percentage**

Net Assets/Expenses | 111.67

7. Net Income to Revenue Ratio (revenue - expenses) / (revenue) | **Percentage**

Net Income to Revenue | -3.23

Highlights

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

The College has initiated a program review and Topsys analysis that includes all programs and services to identify areas for comprehensive analysis where financial sustainability is at issue. As well, the College is in an ERP initiative with the objective of realizing efficiencies in the FIS, HRIS and SIS processes.

7. Attestation

By submitting this report to the ministry:	**Checkbox**
Sault College confirms that all information being submitted to the ministry as part of the 2014-2015 SMA Report Back is accurate and has received approval from Sault College's Executive Head.	☐

For additional information regarding Sault College's 2014-2015 SMA Report Back please contact	**Information**
Name:	
Telephone:	
Email:	