

2013-2014 Report Back

Institution Name:	Sault College
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OVERVIEW

The annual Report Back 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.

Where possible, to help streamline the 2013-2014 Report Back process, the Ministry pre-populated **Sault College's** 2013-2014 Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2012-2013 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Sault College's** 2013-2014 Report Back is denoted with the symbol ⁽⁺⁾.

1) Enrolment - Headcount*

***DEFINITION:** *Headcount* is the un-audited 2013-2014 enrolment count on November 1, 2013 in the Ontario College Application System (OCAS) (Full-Time funded students only: does not include Nursing, Second Career, Apprentice or International students).

Sault College reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = 2,135⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment at **Sault College** in 2013-2014 = 1,619.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment at **Sault College** in 2013-2014 = 471.

Please indicate (if applicable) the number of students under the age of 18 (age as of November 1, 2013) enrolled at **Sault College** in 2013-2014 = 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.

During the 13/14 year, Sault College formalized a project charter with Niagara College to implement Niagara's PeopleSoft system for financial, human resources and student enterprise systems. This will give Sault College the benefit of a new system already matured to reflect Ontario college processes and ministry requirements. Funding was requested and secured through the Productivity and Innovation Fund (PIF) and Financial Sustainability funding to implement Phase 1. Deliverables such as a face-to-face visit at Niagara College, creation of a fit-gap analysis, recruitment of staff, and installation of hardware and software for the test system were completed. During the summer of 2013 a consultant was engaged to oversee the technical aspect of the business process alignment and to guide the determination of the priority for system conversion.

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 2013-2014 to manage enrolment.

Enrolment numbers on Day 10 of the 12/13 academic year reflected an overall increase of 1.1 percent over the previous year. This supported the College's growth mandate as set out in its scorecard projections and strategic plan while maintaining the existing program mix. We continued to offer a flexible January intake to students in 14 program areas as well as a May intake for the popular Personal Support Worker program. Sault College continued its partnership with local high schools and dual credit registrations numbered 179. Full-time community-based training was delivered to Aboriginal students in Culinary Management, Anishinaabemowin Immersion and Fetal Alcohol Spectrum Disorder programs. In addition to postsecondary programs, pre-apprenticeship training was offered on local reserves in the following trade areas: Construction Maintenance Electrician, Construction Craft Worker and Heavy Duty Equipment Mechanic.

As enrolment for the Peace and Conflict Studies program was showing decline, a partnership was developed in early 2013 with College Boreal to jointly offer the program in a Toronto location. The program will officially relocate to Toronto and enjoy its first intake in January 2015. The program will be delivered in both both English and French.

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

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

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

Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.

Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate).

****DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, languages, cultural practices and spiritual beliefs.*



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

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Sault College who registered with the Office for Students with Disabilities and received support services in 2013-2014= 470</p> <p>The total indicated above as a comparative % of Sault College's 2013-2014 Enrolment Headcount: (Insert Total From Above) 470 ÷ 2,135^(*) (2013-2014 Enrolment Headcount) x 100 = 22%</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Sault College in 2013-2014= 646</p> <p>The total indicated above as a comparative % of Sault College's 2013-2014 Enrolment Headcount: (Insert Total From Above) 646 ÷ 2,135^(*) (2013-2014 Enrolment Headcount) x 100 = 30.3%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Sault College in 2013-2014 = 32</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Sault College in 2013-2014= 454</p> <p>The total indicated above as a comparative % of Sault College's 2013-2014 Enrolment Headcount: (Insert Total From Above) 454 ÷ 2,135^(*) (2013-2014 Enrolment Headcount) x 100 = 21.3%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Sault College in 2013-2014 = 90</p>

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

A survey of students with disabilities who use testing accommodations offered within the Accessibility Services office indicated that 82% of students were satisfied with the testing environment provided and 100% of students felt that the testing accommodations helped them succeed in their studies.

Aboriginal student 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 password. 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 an attempt to capture those students who may not access departmental services or who may not be aware of the MySelf self-identification program on the student portal. Data collected through this method is cross referenced with the MySelf data in order to provide a more accurate Aboriginal student count

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving Sault College's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving Sault College's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving Sault College's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment.</p>
<p>Sault College is very pleased to have developed a Mental Health service model to provide support to students with mental health disabilities. Almost half of the students who self identify with our Accessibility Services office had a diagnosed mental health disability. 62% of these students continued their studies in the next academic year or graduated from their program. Support for students using ASL Interpreters increased over the 2013/14 year and continue to increase. 2013-14 also evidenced an 83% increase in the number of students presenting with Autism Spectrum Disorders (ASD). ASD support group options were made available but not widely accessed. Provincial ASD projects are being consulted for best practices for the upcoming year.</p>	<p>We successfully launched a First Generation brand on campus, with the tagline "I Lead the Way". This launch included new brochures, increased web presence, stickers, and t-shirts. There was a large awareness event for the kick off, with a motivational (First Generation college grad guest speaker) and time for current FG students to talk about their successes and challenges to date. This new brand will be carried forward for the upcoming year to increase campus awareness and draw students to First Generation specific events.</p>	<p>Native Education continued to utilize culturally appropriate approaches to learning which effectively serves the needs of our Aboriginal students and community. As a result our students:</p> <ul style="list-style-type: none"> - Learned in a culturally appropriate environment which offers familiarity and safety. - Experienced a strong student/staff connection which played a significant role in student retention and academic success - Felt more likely to request assistance when they needed it due to the level of trust/comfort - Connected with alumni who shared positive experiences with potential and current students - Interacted and/or participated in Native student government and chapters. <p>See http://www.nativeeducation.ca/about-us/our-video/</p> <p>Programming:</p> <ul style="list-style-type: none"> - Renewable Energy and Green Construction Techniques in partnership with Garden River First Nation. 10 students, 9 graduates - Construction Carpentry Technique in partnership with M'Chigeeng First Nation. 12 students, 10 graduates - Construction Carpentry Techniques in partnership with Batchewana First Nation. 15 students, 12 graduates - Basic Green Construction and Retrofitting Skills in partnership with Batchewana First Nation (13 students, 10 graduates), Garden River First

		<p>Aundeck Omni Kaning First Nation (19 students, 12 graduates).</p> <ul style="list-style-type: none"> - Heavy Duty Equipment Technician Pre-Apprenticeship in partnership with Garden River First Nation(15 students, 12 graduates). - Culinary Management Certificate in partnership with Kenjgewin Teg Educational Institute (9 students, 6 graduates). <p>Addressing barriers:</p> <ul style="list-style-type: none"> - A designated seating policy was developed and identified as part of the overall College admission policy. 5% seat target applicable to BScN, Practical Nursing, Pre-Health, OTA/PTA programs - Established working relationship with Academic Policy committee regarding Aboriginal inclusion within Sault College academic policies - Financial Aid resources and processes reviewed to effectively meet and address Aboriginal student financial needs. - Administrative review of Aboriginal Bursary Program completed and recommendations implemented. <p>Other:</p> <p>Over the past three years, SC has delivered Upgrade for the Trades. Based on program results, student feedback and program tracking/observation during 2013/14, the program has been redesigned and retitled for 2014 in order to better address the learning and life skill development needs of targeted learners.</p> <p>“Discover Your Spirit” will assist participants in overcoming employment barriers by positioning them for entrance into Academic Upgrading and/or employment. New program components to the program include:</p> <ul style="list-style-type: none"> - Introduction to the Internet: Topics include Internet Safety, Identity Theft, Internet Communication and Social Networks - Food for Thought: Hands on experience preparing basic meals and sharing these meals together while discussing a selection of topics chosen
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		<p>by participants</p> <ul style="list-style-type: none">- Cultural Awareness: Designed to encourage participants to explore their Aboriginal roots, understand the value of their culture and strengthen self-esteem and pride in preparation for post-secondary studies or the world of work- Barriers to Success: Designed to assist participants to understand and overcome some of the barriers that serve to distract from academic and employment success. Identifying issues and potential solutions will pave the way for future studies and employment- Lunch and Learn Workshops: A series of 9 workshops focusing on social and health issues facing Aboriginal young people. The goals of the workshops are to strengthen and empower participants through discussion and information sharing. Topics to be discussed include: partner abuse, HIV, mental health, drug and alcohol use.
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3) 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)
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% ⁽⁺⁾
2013-2014	517 ⁽⁺⁾	28 ⁽⁺⁾	5.4% ⁽⁺⁾	54467 ⁽⁺⁾	3003 ⁽⁺⁾	5.5% ⁽⁺⁾

Per the College Graduate Outcomes data reported in 2013-2014 (based on 2012-2013 graduates), the percentage of **Sault College** students who were satisfied or very satisfied with academic preparation for university was **85.2%⁽⁺⁾**.

Per the College Graduate Outcomes data reported in 2013-2014 (based on 2012-2013 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **85.1%⁽⁺⁾**.

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 2013-2014, 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.

In 2013-14 Sault College underwent a significant effort to centralize transfer credit equivalency record through the creation of the Transfer Credit database, which eases Sault College data submissions to ONTransfer, reduces the duplication of transfer credit application reviews, improves transparency of the credit transfer process, and enables ease of tracking transfer credits awarded to students for reporting purposes. This project was the most significant project developed related to Credit Transfer at Sault College in 2013-14 and involved all academic departments, the registrar's office, and information technology services.

4) Class Size

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

Class Size Calculation Example:

FIRST YEAR - COURSES

GSSC1109 *Life Span Development*

Course Option #1: Offered Tues - 35 students enrolled (Class Size Reported in 2013-2014 Report Back = 35)

Course Option #2: Offered Wed - 25 students enrolled (Class Size Reported in 2013-2014 Report Back = 25)

COMP1082 *Computer Skills*

Course Option #1: Offered Mon - 98 students enrolled (Class Size Reported in 2013-2014 Report Back = 98)

SWRK1026 *Canadian Social Welfare*

Course Option #1: Offered Mon & Thurs - 10 students enrolled (Class Size Reported in 2013-2014 Report Back = 10)

Course Option #2: Offered Wed & Fri - 10 students enrolled (Class Size Reported in 2013-2014 Report Back = 10)

Course Option #3: Offered Tues & Thurs - 40 students enrolled (Class Size Reported in 2013-2014 Report Back = 40)

SWRK 1041 *Preparation for the Field*

Course Option #1: Offered Tues - 30 students enrolled (Class Size Reported in 2013-2014 Report Back = 30)

Course Option #2: Offered Wed - 30 students enrolled (Class Size Reported in 2013-2014 Report Back = 30)

SWRK1043 *Group Dynamics*

Course Option #1: Offered Mon - 60 students enrolled (Class Size Reported in 2013-2014 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 2013-2014 Report Back = 100)

Course Option #2: Offered Wed & Fri - 101 students enrolled (Class Size Reported in 2013-2014 Report Back = 101)

Course Option #3: Offered Tues & Thurs - 76 students enrolled (Class Size Reported in 2013-2014 Report Back = 76)

Each of these course offerings should be counted once in the table below, in the appropriate class size section.

For the 2013-2014 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 2013-2014:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	504	69.5%
30 to 60 students	200	27.6%
61 to 100 students	21	2.9%
101 to 250 students	0	0%
251 or more students	0	0%
Total	725	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	333	82.4%
30 to 60 students	62	15.3%
61 to 100 students	9	2.2%
101 to 250 students	0	0%
251 or more students	0	0%
Total	404	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	67	80.7%
30 to 60 students	16	19.3%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	83	100%



4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4 th Year Sections
Fewer than 30 students	4	44.4%
30 to 60 students	5	55.6%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	9	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 was compiled by cross-checking numbers between the Sault College student information system and our manual scheduling system. Room utilization reports are updated each semester in an Excel spreadsheet.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2013-2014, 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.

Sault College continues to respond to the student demand for programs starting in January. Creative mapping of courses allows for empty seats to be filled where section sizes are not maximized.

As part of Enterprise Resource Planning, initial meetings with project partner Niagara College took place to discuss conversion from manual to electronic scheduling system. Collaboration will continue into 14/15.

Similar courses in the Video Game Art and Digital Photography programs were combined for co-delivery in the same lab with the same faculty member.

5) eLearning

As part of the government's PSE Transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario, including fully online, synchronous and hybrid learning.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

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

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

Course, Program and Registration Data:

Please indicate in the table below the number of Ministry-funded courses, programs **Sault College** offered in 2013-2014 and corresponding registration information

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

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

COURSES	Ontario College Credential*	Other Credential*
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	10	132
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	14	43
Total # of Ministry-funded courses offered through the above eLearning formats	24	175
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	9	79
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	5	11
Total # of Ministry-funded programs offered in the above eLearning formats	14	90
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	194	604
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	118	272
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	312	876



*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.

The number of registrations in Ministry-funded programs through fully online learning for "Ontario College Credential" represents the total number of courses offered over three semesters, including monthly intake courses. For "Other Credential", the figure represents courses available through OntarioLearn and 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 2013-2014.

In partnership with Durham College, Sault College delivered the Industrial Mechanic (Millwright) (IMM) apprenticeship program to northern and remote communities. Durham provides the theoretical content online and Sault College provides the face-to-face shop experience.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2013-2014, 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.

Global Citizenship is the cross-college mandated general education course for all students enrolled in diploma and advanced diploma programs. Approximately 2,000 students take this course as part of their program of study each year. As Sault College holds the rights through OntarioLearn as an online course delivered in the province of Ontario as a postsecondary course and a general education course elective, students could choose in-class or online delivery depending on their preference.

6) International 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 2013-2014:

- 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* = 13

**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 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 2013-2014, 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 2013-2014	2013-2014 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.

In 2013-14, 16 Bachelor of Science in Nursing students participated in a placement in Nicaragua as part of an international health elective credit course in winter 2014 semester.

For 2013-14, Sault College had 13 inbound study abroad students from Brazil. These students started academic programs in winter 2013 following English language instruction; they attended Sault College through their participation in the Science without Borders Brazilian Scholarship program for-credit toward their studies in Brazil. The Science without Borders students are easily tracked as they are a part of a contractual relationship coordinated via Colleges and Institutes Canada between Colleges and the Brazilian government funding agency (CAPES).

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2013-2014, 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 2013-14 the Collaborative Bachelor of Science in Nursing program offered an "international elective" that enabled 16 senior BScN students to participate in a 6-week placement in Nicaragua related to public health awareness and outreach. This effort was carefully coordinated and offered to students a for-credit elective opportunity. This initiative, the Nursing Students in Nicaragua Project, received the CBIE Panorama Award for an Outstanding International Education Program (Academic Category).

7) 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.

***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 2013-2014:

	<u>Certificate</u>	<u>Diploma</u>	<u>Advanced Diploma</u>	<u>Graduate Certificate</u>	<u>Applied Degree</u>
Number of programs at Sault College with a Co-op Stream	0	9	1	0	0
Number of students at Sault College enrolled in a Co-op program	0	285	32	0	0

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2013-2014, 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 2013-2014, Sault College students enrolled in the Digital Film Production program have taken part in three feature film placements. Each student in the first year of the two year program was presented with the opportunity to go on set as either a background actor, daily crew member or to be embedded with a specific crew department full time - depending on the student's interest and availability. This opportunity required flexibility in the way Faculty designed and delivered the curriculum and achieved the program learning outcomes. The industry was incredibly welcoming and the students were trained to do industry level work in various areas. At no time were students running to make photocopies or delivering hospitality. By the second semester placement, some of the Sault College students were given paid placements in addition to gaining feature film credits, accruing union hours and securing professional references and contacts. These students are now job ready.

In particular, Sault College and program staff are extremely proud of one of the program's mature students who has cerebral palsy. A production Sound Mixer worked to train this student as an assistant given that the position is less physically demanding. The student excelled in the position, the Sound Mixer hired the student and the student now has five feature film credits. He is one of only a few trained Sound Assistants in northern Ontario and the production company recently bought this individual a special rig so that he can also help record sound on set. These work placement opportunities facilitated by program staff have a tremendous impact on students gaining legitimate, rewarding and lucrative career path experience and opportunities.

This past summer, three feature films were shot in Sault Ste. Marie. And while classes were not in session, students from the program continued their participation in the industry. Students from the program worked in all three movies as Production Assistants, Assistant Editors, Office Assistants, Assistant Directors and other paid positions.

8) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2013-2014, 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" = 90.1%^(*)

Per the KPI results reported in 2013-2014, the student satisfaction rate at **Sault College** for KPI Question #24 "The overall quality of the learning experiences in this program" = 87.7%^(*)

Per the KPI results reported in 2013-2014, the student satisfaction rate at **Sault College** for KPI Question #39 "The overall quality of the services in the college" = 77.4%^(*)

Per the KPI results reported in 2013-2014, the student satisfaction rate at **Sault College** for KPI Question #49 "The overall quality of the facilities/resources in the college" = 84.6%^(*)

Please indicate the methods, in addition to the KPI survey results reported in 2013-2014, that **Sault College** used in 2013-2014 to measure student satisfaction.

Sault College gathers student feedback through the following mechanisms in additions to the KPI survey:

Student Feedback Questionnaire: Students complete this questionnaire in each of their classes in the Fall term indicating their satisfaction with course content and delivery, as well as resources. Results for each course are shared with the faculty member and dean/chair.

Student focus groups: Students are invited by program area to a focus group to engage in meaningful conversations and provide suggestions for improvement. Recommendations from students are compiled and provided to the program dean.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2013-2014, which contributed to maintaining or improving **Sault College's** student satisfaction initiatives. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

Sault College celebrated its status as the #1 College in Ontario for student satisfaction and realized the mission of our College to be recognized as the pre-eminent student-centred post-secondary institution in the province. Our students ranked us #1 with 85 percent stating they were satisfied or very satisfied with the quality education delivered. By putting students first in all actions and decision-making, extraordinary faculty and staff were given credit for this ranking. As to the quality of the learning experience, Sault College led the way since 2009 and, with a ranking of 87.7 percent in 13/14, the College received the highest score in the province and the highest score for the second consecutive year. The most significant improvement was seen in the overall quality of facilities and resources with an unprecedented five percent increase over the previous year. The addition of Essar Hall, the Student Health and Wellness Centre (opened in September 2013) and The Common Link (opened in March 2014) all enhanced the student experience and were attributed to this increase. Sault College also gained top scores relating to the overall quality of services with the highest score for English speaking colleges across the province.

9) Graduation Rate

Per the KPI results reported in 2013, the graduation rate at **Sault College** = 67.5%⁽⁺⁾

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **Sault College** used in 2013-2014 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 2013-2014, 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.

It was identified in 13/14 that many students in the Cooperative Education Through Community Integration program were unable to successfully complete the academic requirements of their two-year program within the prescribed timeframe. Curriculum for the 14/15 year was re-mapped 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 implemented in other Sault College programs has seen graduation rates improve substantially.

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.

10) Graduate Employment Rate

Per the KPI results reported in 2013-2014 the graduate employment rate, 6 months upon graduation, at **Sault College** = 82.8%(+)

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **Sault College** used in 2013-2014 to measure graduate employment rate.

Sault College does not use formal survey methods to measure graduate employment rate aside from the KPI survey. It does, however, conduct informal surveying and information collection at the program level. Coordinators and Faculty routinely discuss, collect and survey students in regards to future employment beyond graduation. Students often secure employment prior to graduation. As well students often communicate to Faculty after graduation their employment status and opportunities.

In an effort to improve the graduate employment rate, Sault College will identify and work on projects in the 2014 / 2015 academic year.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2013-2014, 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.

Each year Sault College organizes and hosts a Career Fair held in February on the Sault College campus. The event connects future graduates with industry employers, as well the College invites alumni to connect with employers who are actively hiring. In February 2014 the career fair featured over 65 exhibitors, and attracted approximately 4000 visitors. The Sault College Career Fair gives students, graduates and alumni the opportunity to talk face-to-face with industry experts representing many career paths, while organizations get to meet the next generation of skilled workers. Prior to the February event, the Student Job Centre on campus worked with students to update, edit and finalize their resumes in preparation for meeting employers. The Centre assisted students with key communication and interview skills in preparation for these opportunities.

11) Student Retention

The table below has been pre-populated with the results from *Sault College's* 2012-2013 MYAA Report Back. Please identify *Sault College's* achieved results for 2013-2014 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 2012-2013	Retention Rate Achieved for 2013-2014
1st to 2nd Year	<u>76.2%</u> (+)	2013 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>793</u> ÷ 2012 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>1,056</u> x 100 = <u>75.1%</u>
2nd to 3rd Year	<u>87.4%</u> (+)	2013 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>139</u> ÷ 2012 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>160</u> x 100 = <u>86.9%</u>
3rd to 4th Year	<u>85.2%</u> (+)	2013 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>41</u> ÷ 2012 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>43</u> x 100 = <u>95.3%</u>

*NOTE: Institutions used a variety of student enrolment cluster groups in their 2012-2013 MYAA Report Back student retention rate calculations. As such, comparison between prior year student retention rates and the 2013-2014 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 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 2013-2014, 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 13/14 year, Sault College staff continued to advance its "invitational education" learning environment for students. As an example, the Academic Policy Committee reviewed all policies relating to student progress and grading. One of the major focuses of the committee was to ensure the language was invitational in nature, e.g. positive, supportive and clear. On completion of these student-focused policies, they were packaged in a handbook and provided as desk references to dean's offices and coordinators.

Consideration is always given to putting students first in all decision-making and policy/process creation. In 13/14 we continued 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. Additionally, one program reported that approximately 33% of its students identified learning disabilities or mental health challenges. Many others are single parents with young children and some are involved in family-related challenges over which they have no control. Our faculty actively supported these students while they managed these issues and tried to be successful in their academic work. It was recognized that mental health and learning disabilities continue to make demands on faculty and, without this assistance, the academic goals of students are compromised. In recognition of this, Sault College provided resources to faculty for effective approaches with 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.

Our Student Services staff recognized that many students have high stress and anxiety levels and, as such, introduced initiatives to assist them during the 13/14 year. Workshops were offered twice a semester around the mid-term and final exam periods where counsellors led sessions to share techniques for guided meditation and personal reflection. Exam stress kits were distributed to students which included healthy snacks, desk supplies, stress ball and brochures on managing stress and providing study tips. In addition, Sault College partnered with the St. John's Ambulance Therapy Dog program and brought in trained dogs to interact and calm students at peak times. All of this outreach was well-received and provided assistance to large numbers of students.



12) Productivity and Innovation Fund (PIF)

Productivity and Innovation Fund (PIF) records indicate that **Sault College** participated in the following institutional or multi-institutional PIF projects. Please indicate one or more examples of ongoing initiatives that resulted from the project that will continue in 2014-2015, such as knowledge sharing, expanded scope or expanded number of partner institutions.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Enhancing and Improving Teaching Quality in the Aviation Technology - Flight Program at Sault College ⁽⁺⁾	SAUL-CPR1-J(+)	Five-year productivity improvements \$710,000 in cost savings or training hour increase.	The use of a Flight Training Device (FTD) or flight simulator as a substitute for an aircraft is the innovation being advanced at Sault College. Advancing this innovation required making adjustments to the process used for flight training whereas some lesson plans that were previously completed in an aircraft are now being completed in an FTD. The new processes that are being adopted to improve productivity: (1)FTDs allow instructors to “reset” the scenario to a specific situation immediately whereas this is not possible in an aircraft. Instructors learn and adopt new “scenario reset” procedures to increase repetitions in a shorter time and, as a result, improve productivity. (2)The amount of time that an instructor needs to devote to a student during a specific lesson plan reduces because some of the unproductive waiting time associated with operating an aircraft has been eliminated (e.g. waiting for clearance for take-off from tower time is not required). Elimination of this unproductive waiting time improves instructor productivity. (3)Any lesson plans that have been transferred to a FTD will no longer be subject to cancellation due to unacceptable weather. Elimination of these cancellations increases instructor productivity.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Sault College Program and Service Prioritization(+)	SAUL-PP4-I(+)	Costing review will find savings to enhance contribution or suspension if contribution unachievable.	<p>During fiscal 2013/14 Sault College achieved the highest Student Satisfaction KPI scores for the province. Through continuous improvement initiatives (program review, student focus groups, data analysis), program areas scoring below College average were the focus of quality improvement. As a result of these initiatives, a pre-cursor to program prioritization, many program areas improved their KPI scores resulting in the overall #1 status. Prior to the start of the 2014 Fall semester, applicant data, confirmation and conversion rates were assessed to determine program capacity and budget targets. Weekly review of applicant data commencing December led to decisions to reduce program targets and subsequently reduce sections and reallocate resources to program areas with increased demand and potential to increase enrolments. The 15/16 budget exercise will form the basis for re-situating Sault College's budget development process, aligning program delivery with program funding and challenging all program areas to attain a 30% contribution. The College has now identified programs that are not contributing to this level and these programs will be tasked during the 2014/15 fiscal to identify means to move toward the 30% contribution level. Program staff is challenged to first improve bottom line through increased revenue and/or reduced expenses. Program cluster areas have been identified for analysis. Program quality reports have been developed and enhanced through the purchase of detailed data from CCI. The accuracy of the College's program costing report has been reviewed and confirmed. These will be the tools utilized going forward. Service areas will also be analyzed in a similar fashion.</p>



Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
ERP (Enterprise Resource Planning) College Alliance ⁽⁺⁾	SAUL-ASDT5-M ⁽⁺⁾	Cost savings and cost avoidance estimated at \$2.5M	<p>This activity included both Sault and Niagara Colleges. The goals and achieved objectives are as follows:</p> <ol style="list-style-type: none"> 1. Feasibility and Opportunity Analysis – A Niagara site visit to conduct high-level fit-gap was completed along with business process mapping of the Niagara environment. 2. ERP Determination and Architecture – Deloitte was awarded the ‘Vision and Scoping’ RFP which is currently in progress. This activity will lay the framework for the implementation strategy. Through extensive planning meetings, both Sault and Niagara determined the optimal hardware configuration and architecture for the equipment at Sault. This equipment was been purchased (utilizing OECM), installed and has been moved to the software configuration readiness phase. The private wide area network (WAN), which is provided by ORION, required an extensive network design/refresh and is 95% completed. Estimated completion is early Nov. 2014. 3. Deployment of ERP Hardware and Software (Test Environment) – Niagara was able to provide Sault a working copy of the ERP environment. Current activity is related to ensuring the Niagara ERP database has been cleansed in order to provide the Sault a base configuration to build the production system on (with vendor). 2014-2015 Fiscal year will see the project move from the foundation and test phase to implementation within the Sault production environment. It has not yet been determined which ERP modules will be implemented first, however it is projected that both Financial and HR modules of the PeopleSoft ERP system will be nearing completion during the 14/15 fiscal year.



Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
College System Software Inventory and License Collaboration(+)	HUMB-ASDT1-M(+)	Evaluation of cost savings/avoidance will be based on the application of the reusable framework.	The key project deliverable was a reusable framework for collaborative software licensing including a project plan for a pilot of the framework. The pilot of the framework is being applied to the negotiation of a software license for Ontario Colleges for two separate agreements. The agreements were selected based on the audit conducted during the project. An evaluation of the framework and value is planned upon the conclusion of the first application of the framework.
IT Disaster Recovery Environmental Scan and Collaborative Tools Development(+)	SSFL-ASDT3-M(+)	Processes and deliverables were created once instead of 24 times (cost avoidance).	1)Two provincial –wide virtual town halls were delivered to the Provincial CIO groups on April 16th, 2014 to review the Environmental Scan findings and introduce the deliverables to every college. 2)The deliverables including: The Procurement and Contract IT Disaster Recovery Readiness Assessment Framework Tool, including Content, a User Workbook and an Assessment Tool, A CAAT-specific Threat Listing and The Federal Harmonized Threat Risk Assessment Methodology was modified for CAAT use, yielding a User Guide and TRA Tool supporting the development of a ranked Risk Assessment listing were presented at the Annual OCCCIO Conference held– June 18th to the 20th, 2014 at Mohawk College. 3)All materials were made available through the Provincial OCCCIO Portal to all colleges. 4)The Provincial OCCCIO Group will review progress to date on IT Disaster Recovery Planning at its November 2014 meeting and plan further next steps as required.

**DEFINITION: Cost Savings/Cost Avoidance is as reported in the Productivity and Innovation Final Report, June 30, 2014.*

Note: The cost savings/cost avoidance for multi-institutional projects has not been pre-populated as this information was provided to the Ministry at the project level, not by institution.



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

SAUL-CPR1-I: The lesson plan analysis revealed that the amount of flight training accomplished in an FTD will increase by approximately 13% (original estimate was 10%). The net present value of the savings over the next five years (cost of money 3%, and inflation assumed at 2.5%) is forecasted to be approximately \$1.1 MCAD. Teacher productivity improvements are expected to have a net present value of \$710,000 CAD over the next five years and will be measured either in cost savings or in flight training hours. Student KPI's for aviation are expected to rise to at least the Sault College average (an increase from 73% to 84%). SAUL-PP4-I: Cost savings and avoidance applied with an emphasis on improving the teaching quality and student experience. Program costs specifically targeted in an effort to reduce costs and enhance program contribution. Primary tools include: (1) Program costing report showing revenue, expenditures, teaching in/out, and amount of contribution; (2) KPI analytics software showing historic depiction of the health of a program as well as data sets and graphs noting program trends, comparisons and gaps. SAUL-ASDT5-M: During this fiscal, the PIF enabled the establishment of the foundation for this project. This included many tasks ranging from public announcements and change management to a hardware infrastructure build along with a test ERP system. The savings and efficiencies from this initiative will be realized post implementation.

Attestation:



By checking this box, **Sault College** confirms that all information being submitted to the Ministry as part of the 2013-2014 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** 2013-2014 Report Back please contact -

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Please indicate the address on **Sault College's** website where a PDF copy of this 2013-2014 Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2013-2014 Report Back has been approved):

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

