

2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Sault College
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OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) 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, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

1) Enrolment - Headcount*

**DEFINITION: Headcount is the un-audited enrolment forecast for 2010-2011 reported to the Ministry on November 1, 2010 (Full-Time funded students only; does not include Second Career, Apprentice or International students).*

Sault College reported to the Ministry the total Headcount enrolment in 2010-2011 = **1,946**.

Please indicate the number of students aged 18-24 (age as of November 1, 2010) from the total Headcount enrolment reported by **Sault College** to the Ministry for 2010-2011 = **1,440**.

Please indicate the number of students aged 25+ (age as of November 1, 2010) from the total Headcount enrolment reported by **Sault College** to the Ministry for 2010-2011 = **473**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2010) enrolled at **Sault College** in 2010-2011= **33**.

*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

Data is collected in the Sault College student information system (including information of OCAS) and reported by the curriculum/statistics analyst. The age data is collected through the birthdate field in the system, which is a required field for funded students.

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 2010-2011 to manage enrolment.

The enrolment focus for Sault College has been to focus on a slow, steady growth by creating the right program mix, service and instruction to attract and retain students. This focus is directly from the College's strategic and business plans with specific actions to enhance programs (create market-relevant, desirable programs and phase-out or re-create programs that aren't as desirable) as well as to invest in people (includes students, faculty and staff). In terms of retention, there is now a cross-campus represented retention committee striving to address issues and needs to improve student retention with a particular focus on a holistic approach to the student (academic, social, physical, spiritual needs). The enrolment planning considers a variety of data sources including, but not limited to, program enrolment, student performance, geographical representations, residence student performance, student satisfaction, student engagement, program persistence, etc.

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

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

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

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

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

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

For the following, please include Full-Time and Part-Time, but not Second Career, Apprentice or International students.

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 2010-2011= 291</p> <p>Full-Time Students with Disabilities as a percentage of Full-Time Enrolment at Sault College in 2010-2011 was: (calculation based on the total number of Full-Time Students with Disabilities (291) provided above by Sault College, divided by Sault Colleges 2010-2011 Full-Time Enrolment Headcount (1,946)) = 15%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Sault College who registered with the Office for Students with Disabilities and received support services in 2010-2011 = 32</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Sault College in 2010-2011= 192</p> <p>Full-Time First Generation Students as a percentage of Full-Time Enrolment at Sault College in 2010-2011 was: (calculation based on the total number of Full-Time First Generation Students (192) provided above by Sault College, divided by Sault Colleges 2010-2011 Full-Time Enrolment Headcount (1,946)) = 9.9%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Sault College in 2010-2011 = 21</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Sault College in 2010-2011= 439</p> <p>Full-Time Aboriginal Students as a percentage of Full-Time Enrolment at Sault College in 2010-2011 was: (calculation based on the total number of Full-Time Aboriginal Students (439) provided above by Sault College, divided by Sault Colleges 2010-2011 Full-Time Enrolment Headcount (1,946)) = 22.6%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Sault College in 2010-2011 = 0</p>

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

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

First Generation information is gathered from OCAS application information as well as several other College initiatives such as the Student Services intake process, surveys initiated in class visits, hallway displays, student success strategy sessions, mentoring meetings and more.

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>In the space below, please provide one or more highlights of an activity in 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment.</p>
<p>In August 2010 the Disability Services Office (DSO) purchased the "Clockwork" software to utilize for scheduling and information tracking. The program was launched with staff in August 2010 and staff increased their utilization of the options within the program gradually throughout the academic year. Additional options are planned to be utilized once our College is utilizing an updated enterprise system. There are many online options that can be adopted to improve services to students once we acquire an updated enterprise system.</p> <p>The DSO developed an improved BSWD process which will improve the quality and consistency of the computer hardware and software provided to students with disabilities. It will also eliminate issues involved in students purchasing incorrect products that do not match the quote provided to the Student Financial Assistance Office.</p> <p>The DSO office purchase new computer hardware and updated assistive technology software for student computers within the testing rooms as well as in the library.</p>	<p>A mentoring program was offered to First Generation (FG) students during the 2010/11 academic year. Approximately 20 FG student were involed in the program. In addition to this, FG students were encouraged to access services in tutoring, counselling and through the financial services department.</p> <p>FG staff maintained regular communication with identified FG students via email and through various campus communication tools. Several events were organized for these students to network and discuss shared experiences and success strategies.</p>	<p>Native Education strives to provide a warm and welcoming environment for all students and community members. With offices located close to the Native Student Centre, staff are available to assist with student inquiries and requests including faxing, photocopying, long distance phone calls, scheduling appointments and making appropriate referrals. This past year Native Education also assisted students in the areas of: admissions and registration, academic advising, disability services, liaising with faculty and staff, liaising with sponsors and organizations, student advocacy, housing assistance, scholarship and bursaries, community presentations and school visits in addition to student/community social and cultural events.</p> <p>Highlights</p> <p>In-Community Programming/Partnerships</p> <ul style="list-style-type: none"> • Delivery of a Construction and Maintenance Electrician program in partnership with Batchewana First Nation, Garden River First Nation and the Metis Nation of Ontario • Delivery of a Heavy Duty Equipment Technician program in partnership with Michipicoten First Nation • Delivery of the Personal Support Worker program in partnership with North Shore Tribal Council • Delivery of a Renewable Energy/Solar Installation program in partnership

		<p>with Chapleau Cree First Nation</p> <ul style="list-style-type: none"> • Delivery of the Social Service Worker – Native Specialization program in partnership with Oshki-Pimanche-O-Win Educational Institute (Thunder Bay) • Delivery of the Anishinaabemowin Language Immersion program in partnership with Kenjgewin Teg Educational Institute (M'Chigeeng First Nation) <p>Aboriginal Apprenticeship Centre</p> <p>Successful submission of a joint funding proposal to HRSDC's Skilled and Partnership Fund in partnership with the Metis Nation of Ontario resulted in the official opening of the Aboriginal Apprenticeship Centre on Sault College's campus in January 2010.</p> <p>The key goals of the Centre are to assist Aboriginal peoples in the discovery of careers in the skilled trades, guide them through the course of planning to achieve their goals and align them with opportunities to achieve certification. Implementing a service model that provides culturally appropriate guidance, mentorship and other supports, the Centre assists in developing career plans towards a certificate of qualification, career counselling, prerequisite training, helping to identify support clients may be entitled to in addition to assisting with the procurement of books, tools, tuition, dependent care, living and travel expenses and disability supports.</p> <p>College Advisory Representation</p> <p>For 2010, Native Education developed a three phase approach to ensure Aboriginal inclusion on the College's 20+ identified advisory groups. Working collaboratively with other internal stakeholders, new Aboriginal advisory members were appointed to the following advisory committees: Child and Youth Worker, Criminal Justice, Early Childhood Education, Graphic Design, Hairstyling, Hospitality, Natural Environment/Outdoor Studies and Nursing. Ongoing work continues into 2011 to ensure Aboriginal</p>
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		<p>representation on the College's remaining advisory committees.</p> <p>Cultural Competency Training</p> <p>Working in conjunction with Aboriginal community stakeholders, Native Education developed cultural competency training for internal and external delivery. The training consists of five three hour modules and are designed in such a way that they can be offered together to comprise a solid offering with respect to cultural competency or offered independently. In October 2010, the College implemented cultural competency training to all full-time staff employed at the College beginning with Modules 1 and 5. On-going training of the remaining modules continue for 2011 for all College staff.</p>
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3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, **Sault College** committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

**NOTE: SAG data as of June 9, 2011*

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$90,312	132
Other SAG Expenditure to Supplement OSAP	\$197,789	241
TOTAL	\$288,101	373

Did **Sault College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?
Yes

4) Participation in the Credit Transfer System

The following data is per the College Graduate Outcomes Survey:

Survey Years	Total # of Sault College graduates who participated in Graduate Survey (A)	# of Sault College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of Sault College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2006-2007	557	21	3.8%	44,309	3,449	7.8%
2007-2008	518	7	1.4%	44,622	3,510	7.9%
2008-2009	480	22	4.6%	43,086	3,145	7.3%
2009-2010	440	29	6.6%	40,388	2,725	6.7%
2010-2011	530	33	6.2%	50,622	3,355	6.6%

Per the College Graduate Outcomes Survey for 2009-2010 and 2010-2011 (based on 2008-2009 and 2009-2010 graduates), the percentage of **Sault College** students who were satisfied or very satisfied with academic preparation for university was **75%**.

Per the College Graduate Outcomes Survey for 2010-2011 (based on 2009-2010 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **79.2%**.

NOTE: The Ministry recognizes that this is a census survey in which the response rate is approximately 66%. The Ministry also recognizes that this only captures college graduates who have transferred within 6 months of graduation and is not the complete picture of college-university transfer students. The Ministry anticipates that, as data collection systems in institutions evolve, this data will become more complete. The Ministry is developing long-term indicators for credit transfer in consultation with the sector.



Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2010-2011, 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 the institution to be an innovative practice, a success story and/or a key accomplishment. In addition, **Sault College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

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

An articulation agreement between the Child & Youth Worker program and Early Childhood Education/Social Service Worker/Social Service Worker--Native Specialization was completed. This allows students the opportunity to obtain multiple diplomas. Any college graduate of Early Childhood Education, Social Service Worker or Social Service Worker--Native Specialization programs can move seamlessly into Semester 3 of Sault College's Child and Youth Worker program and graduate in two academic years according to predetermined maps.

Our Information Technology Department, in collaboration with a cross-college committee, implemented a system for general education course transfers between internal programs and assignment of general education course credit transfers from university to college. New General Education and General Education Advance Credit Transfer policies were created and approved.

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

Sault College's support staff complement included one position in the General Arts & Science area who advises students of opportunities, processes, and diploma-to-degree requirements. Students are assisted by this person with the preparation of application documents, reminded of important dates and registration deadlines, explained timelines and procedures, and provided with forms which are distributed to appropriate internal and external departments. This service continues to exist and evolve.

30 percent of a second support staff complement position was dedicated to student advising and the promotion of success. Students receive one-on-one or group assistance to address their needs and issues. This position continues to evolve and expand.

Counsellors collected feedback from potential and current students in their one-on-one meetings related to preferred career pathways. They tracked this information and forwarded reports on their findings to administrators for action.

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

Sault College's website was continually updated with information regarding credit transfer and career pathway information. Additionally, degree transfer services and opportunities were communicated through the student portal and the publication/distribution of transfer guides.

5) Class Size*

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

Please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **Sault College** in 2010-2011 using the calculation indicated above:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	524	71.3%
30 to 60 students	202	27.5%
61 to 100 students	8	1.1%
101 to 250 students	1	0.1%
251 or more students	0	0%
Total	735	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	327	77.7%
30 to 60 students	91	21.6%
61 to 100 students	3	0.7%
101 to 250 students	0	0%
251 or more students	0	0%
Total	421	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	64	79%
30 to 60 students	16	19.8%
61 to 100 students	1	1.2%
101 to 250 students	0	0%
251 or more students	0	0%
Total	81	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4 th Year Sections
Fewer than 30 students	7	87.5%
30 to 60 students	1	12.5%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	8	100%

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

Please provide one or more highlights, in the space provided below, of a **Sault College** activity in 2010-2011, which contributed to maintaining or improving **Sault College's** class size initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In order to boost class sizes, an emphasis was put on bringing in students for a January start. Criminal Justice, General Arts and Science, Business, and Health programs attracted students and the result was a 60% increase over the January enrolment from 2009-2010. This initiative will continue in future to grow enrolment and provide a flexible start date for students.

To create efficiencies in delivery, class sections were combined (i.e. Motive Power/Heavy Equipment) and curriculum was modified to offer a common first year for clustered programs (i.e. Culinary).

The duration of the school day was extended to 10 p.m. in order to better utilize our available space at the time.



6) eLearning

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the Government of Ontario announced the creation of a new Ontario Online Institute (OOI). In spring 2010, the Ministry conducted a survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Online Ontario Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

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

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

Programs:

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

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

Please indicate in the table below the number of Ministry-funded courses, programs **Sault College** offered in 2010-2011 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>	4,052	150
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	20	67
Total # of Ministry-funded courses offered through the above eLearning formats	4,072	217
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	14	32
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	3	24
Total # of Ministry-funded programs offered in the above eLearning formats	17	56
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	659	96
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	173	351
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	832	447



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

Ministry-funded courses offered through Fully Online Learning - figure represents total courses offered over 3 semesters including monthly intake courses
Synchronous conferencing courses are offered through Contact North/eLearning Network

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 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 2010-2011.

Health Office Administrative Support Certificate - 9 courses

Students are offered hybrid learning as an option i.e. can customize their learning with a combination of synchronous and asynchronous learning - 1 course is not available in asynchronous format: Patient Preparation is delivered in weekend workshop

Option allows students to customize the learning to accommodate their learning style and desire for completion i.e. can complete in as a compressed program or over several semesters

Please provide one or more highlights, in the space provided below, of a **Sault College** activity in 2010-2011, which contributed to maintaining or improving **Sault College's** eLearning initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Personal Support Worker Certificate

Sault College continues to offer the certificate as a distance learning opportunity via the Contact North/eLearning Network.

Innovative approaches include lab demonstration via videoconferencing, incorporating lab skills into the practicum experience in facility and mentored practicum in a community as close to the student's home community as possible. Small northern communities, and subsequently the long term care agencies and facilities, are active participants in facilitating the success of the student. Feedback indicates that communities extend significant support to ensure that there are local solutions to health human resource shortfalls.



7) International

7.1 Initiatives

Please identify emerging markets for International Students (i.e. countries who are not represented in **Sault College's** current top five source countries for International Students, as shown in International Enrolment section below) in which **Sault College** actively engaged in recruitment activities in 2010-2011:

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 2010-2011:

- 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* = 6
**DEFINITION: Inbound students are international students registered at an Ontario college/university to receive academic credit.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Sault College** in 2010-2011 = **\$59,520**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Sault College** had outside of Canada in 2010-2011 = **\$0**

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which **Sault College** delivers courses and/or programs **abroad (outside of Canada)** in 2010-2011, including city, country, programs offered, and total enrolment in each program offered at each campus:

7.2 Enrolment

In 2010-2011, **Sault College** reported to the Ministry the following top 5 source countries for international students:

	Source Country	Number of Full-Time International Students from Source Country	International Students from Source Country as a Percentage of Sault College Total Full-Time International Student Enrolment
1.	Equador	3	42.9%
2.	United States	1	14.3%
3.	Mexico	1	14.3%
4.	Japan	1	14.3%

Sault College reported to the Ministry that International Enrolment* in 2010-2011 = 7

**DEFINITION: International Enrolment is the headcount of Full-Time international students at the institution, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.*

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

Data is collected in the student information system and there are fields related to citizenship and home address with which to cross-reference international enrolment.

Full-Time International Enrolment as a comparative percentage of Full-Time Enrolment at **Sault College** in 2010-2011 was: (calculation based on the total number of Full-Time International Enrolment (7), divided by **Sault College's** 2010-2011 Full-Time Enrolment Headcount (1,946)) 0.36 %

Please provide **Sault College's** 2010-2011 Part-Time International Student Enrolment = 0

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **Sault College** in 2010-2011 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Sault College** used in 2010-2011 to create pathways for *International students* from **Sault College's** ESL programming to postsecondary studies.

While the College currently does not operate its own ESL programming, close links are maintained and referrals made to Algoma University's program and the Algoma District School Board ESL program.

Please provide one or more highlights, in the space provided below of a **Sault College** activity in 2010-2011, 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.

2010-2011 continued as a building year for Sault College's emerging international student recruitment strategy. Extensive work was completed in the first half of the year to develop structures and partnerships within the College and our community to ensure appropriate resources and expertise are in place. We participated for the first time in the Queen's University IETP training program for international student professionals with the generous tuition support of the MTCU. Sault College was an active participant in the CIITE wrap-up activities as well a member of the emerging CSIPS group formed in the spring of 2011. We are also members of the Sault Ste. Marie Local Immigration Partnership (L.I.P.) as well as being selected to hold one of the seats on their Local Immigration Council.



8) Supply Chain Compliance / Broader Public Sector Accountability Act

SUPPLY CHAIN COMPLIANCE

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

Sault College confirmed in its 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, **Sault College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Sault College confirmed in its 2009-2010 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2010-2011, **Sault College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Sault College confirmed in its 2009-2010 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **Sault College** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Sault College's** OECM purchases in 2010-2011: 26,537



Please provide one or more highlights, in the space provided below, of a **Sault College** activity in 2010-2011, which contributed to maintaining or improving **Sault College's** supply chain initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Sault College participates in both the courier service and office supply procurement through the OECM contract. Sault College's costs related to these services and supplies have reduced.



BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All colleges were to be in compliance with the *Broader Public Sector Accountability Act, 2010*, proclaimed on April 1, 2011. The *Act*, through two new directives (procurement and expenses), establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act, 2010* provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including colleges, to establish rules on perquisites.

BPS Procurement Directive

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

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

Given the proclamation date of April 1, 2011, **Sault College** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Sault College** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Sault College** adopted in 2010-2011 to prepare for compliance.

Sault College ensured that the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures were adopted within our Procurement Policy. Also, the Authority limits in our Policy are in compliance with the Government's mandates.



BPS Expenses Directive

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

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

Given the proclamation date of April 1, 2011, **Sault College** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Sault College** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Sault College** adopted in 2010-2011 to prepare for compliance.

Sault College ensured that the BPS Expenses Directive for Travel and Hospitality were adopted within our Travel Policy. Also, the Authority limits in our Policy are in compliance with the Government's mandates.

BPS Perquisites Directive

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

Given that the effective date for compliance is August 2, 2011, **Sault College** is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require **Sault College** to attest that it is in compliance with this Directive.

9) Space Utilization

Sault College indicated in its 2009-2010 MYAA Report Back that it did not have a Space Utilization planning process in place to assess and optimize academic space utilization.

Please provide one or more highlights, in the space provided below, of a **Sault College** activity in 2010-2011, which contributed to maintaining or improving **Sault College's** space utilization initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

To accommodate the increased number of students arriving at Sault College and to provide a modern teaching environment, the construction of our new 75,000 square foot facility continued through 2010-2011 and saw completion at the end of March 2011. The new space consists of flexible learning spaces and a reconfigured gateway main entrance to enhance the visibility and image of the College. The new building supports teaching and learning activities related to all College programs; learning commons on all three floors to support student demand; a 120 seat multi-media lecture theater; an new front lobby and reception that doubles as a space to celebrate student achievements and works; 19 flexible classrooms designed in sizes from 40 to 80 seats; a dedicated justice studies lab with a combat training center and forensic science lab. The design of the modern academic wing enhances the learning environment for all students.

A new hangar facility to support the flight portion of our flagship Aviation Technology - Flight program was constructed to house and maintain our fleet of aircraft.

To accommodate a number of new programs that were introduced to the College, the remodeling of existing college space was completed to provide a modern learning environment for students. The space included a new welding lab, a video game arts lab, a digital photography and imaging lab, a renewable energy and green construction lab, new electrical and communication installation lab, and a new computer network and hardware lab.

10) Student Satisfaction

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Sault College** for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **88.1%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Sault College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **85.2%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Sault College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **67.4%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Sault College** for KPI Question #45 "The overall quality of the services in the college" = **69.4%**

Please provide one or more highlights, in the space provided below, of a **Sault College** activity in 2010-2011, which contributed to maintaining or improving **Sault College's** student satisfaction initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Administration, faculty and staff have worked together to improve student learning and overall experience. Initiatives for the 2010-2011 academic year include, but are not limited to: expanded academic bridging to other institutions; co-op, clinical and field placements; greater involvement of First Nations people with Program Advisory Committees; improvement in services including additional tutoring hours, more affordable lunch specials in the cafeteria, workshops and activities specifically for First Generation students. New academic programs that stay current with changing trends in student interest were introduced, including a certificate in Peace and Conflict Studies, and diplomas in Digital Photography and Video Game Art.

Facilities is an area that students have indicated needs improvement. This has led to comprehensive classroom scans and replacement of chairs and more comfortable room temperature; along with improved computer labs. Designated smoking zones were introduced and well received.

The Esthetician program at Sault College is an example of a success story. In 2009-2010, that program's KPI student satisfaction scores were among the lowest in the school. Faculty, staff and administration worked together to make improvements to the curriculum delivery and to the physical environment - a new, state of the art salon/spa was opened as the student learning lab; curriculum development included the incorporation of new esthetic treatments current with industry trends. As a result, this program achieved among the highest KPI student satisfaction scores for the 2010-2011 academic year. This success is being shared as a best practice among other programs at the College.



11) Graduation Rate

Per the KPI results reported in 2010-2011, the graduation rate* at **Sault College** = 62.6%

Please provide one or more highlights, in the space provided below, of a **Sault College** activity in 2010-2011, which contributed to maintaining or improving **Sault College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The rise in graduation rate from the 2009-2010 academic year to the 2010-11 academic year is the outcome of additional student services in the form of tutoring and counselling. An additional Native Student Counsellor was added to the Student Services team to provide support for both Native and non-Native students at the College. Hours of operation in the Testing and Counselling Office expanded to include evening hours one day per week which increased access to services for students. The library continued to increase student study space, computers, and hours of operation during exam periods. An increased number of tutoring sessions were available to students as an effort in improve student success. In the Aviation program, additional hours for tutoring were added to the program timetable. The Peer Tutoring service was moved to operate out of the Library in order to increase student access to peer tutoring staff.

12) Graduate Employment Rate

Per the KPI results reported in 2010-2011, the graduate employment rate, 6 months upon graduation, at **Sault College** = **84.9%**

Please provide one or more highlights, in the space provided below, of a **Sault College** activity in 2010-2011, which contributed to maintaining or improving **Sault College's** graduate employment initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Student Employment Services and Co-operative Education departments brought together as a new college department, Student Job Centre, in December Of 2010. Student Job Centre is part of the College's Employment Solutions Division which offers employment services to Sault Ste. Marie and communities of the North Shore. This new collaboration will expand resources and expertise available to students and new graduates seeking related employment. Additionally projects initiated in 2009-10 continue including program specific communication stratgies for new graduates and staff time is now being used to expand program specific employer data base. New academic program initiatives at the College are also requiring new employer development and outreach be completed by staff. The College has also added new cooperative education programs this year including Landscape Technician and Home Inspection. In 2012 we also expect to see a new three year co-op program in business. Employment development for co-ops as well as graduate employment is underway. Expanded co-op programming creates new opportunities to our grduates as they leave the College with established relationships with employers, paid work experience and applied examples of their capabilites. Career development program modules continue to be developed and investigations regarding the best way to deliver to the student poplulation have been initiated.

13) Student Retention

The table below has been pre-populated with the results from **Sault College's** 2009-2010 MYAA Report Backs. Please identify **Sault College's** achieved results for 2010-2011 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).

	Retention Rate Achieved for 2009-2010	Retention Rate Achieved for 2010-2011
1st to 2nd Year	<u>79.5%</u>	2010 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>796</u> \div 2009 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>1,049</u> x 100 = <u>75.9%</u>
2nd to 3rd Year	<u>86.3%</u>	2010 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>108</u> \div 2009 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>123</u> x 100 = <u>87.8%</u>
3rd to 4th Year	<u>N/A</u>	2010 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>26</u> \div 2009 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>31</u> x 100 = <u>83.9%</u>

*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.

First year student retention numbers during 2010/11 decreased due to a few large enrolment programs having higher than usual attrition rates. There were also a number of programs that showed first year retention improvement. Retention initiatives in several programs are finding success by initiating mentoring activities between first year students and upper year students.

Moving forward, the majority of the College's retention planning which is in development will be on providing supports to improve the success of first year students. The retention rates for upper year student will improve each year as first year students become successful.



Please provide one or more highlights, in the space provided below, of a **Sault College** activity in 2010-2011, which contributed to maintaining or improving **Sault College's** retention initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Retention responsibilities were added to an existing support staff position in August 2010. The 2010/11 year initiatives involved analyzing retention data in all programs, surveying students during orientation and other student events in order to follow up with students who may be at risk, additional tutorials were added to several programs that had high attrition rates, and a College wide retention committee was struck to examine retention trends and identify potential barriers to student success.

Lunch and learn student success strategy sessions were scheduled each week during the 2010/11 academic year. Session topics covered were note taking, test taking, study skills, scholarship and bursary application clinics, stress management and more.

A new testing strategy was undertaken in the Pre-Health program math courses in partnership with the Testing Centre. All math tests were written by the students within the testing centre at their own pace which lead to an increase in success.



14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used in 2010-2011 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality for the three quality measure categories indicated below -

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

During the 10/11 year proposals were written and funding received for a new 70,000 square-foot building of new teaching space. Spacious, bright classrooms ranging in size from 30- to 60-seats were planned and equipped with state-of-the art technology. Modern learning commons were designed to add to the classroom experience by adding study rooms and equipping the space with computers.

In June of 2010, the second annual Inter-Institutional Teaching and Learning Conference was held with Sault College, Algoma University, and Lake Superior State University participating. Discussion topics included virtual/online learning; writing assessment; enhancing the learning experience with feelings, emotions, and interpersonal support. Presentations topics were: "Non-Traditional Student Success and Retention: An Inclusive Teaching Approach"; "Declining by Degrees: Higher Education at Risk"; and "You Can Get the Answers on my Blog--Using Social Media Tools in Higher Education."

Eight new programs were launched in September 2010 to broaden the selection of programs/career paths. The following programs were introduced: Welding Techniques, Metal Fabrication Technician, Video Game Art, Digital Photography and Imaging, Renewable Energy and Green Construction Techniques, General Arts & Science--Arts, Peace and Conflict Studies, and Mechanical Engineering Technology.

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

Sault College continued to build upon a successful orientation schedule in the previous year. The College and Student Union worked in partnership to deliver the second straight dry orientation week boasting excellent turnouts at the events planned.

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



An additional Native Student Services Counsellor was added to the College's Counselling team in 2010/11. The new Counsellor was able to provide additional support to students with disabilities and other students at risk.

15) Ten Percent Reduction in Executive Office Costs for 2011-2012

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of **Sault College's** Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is **Sault College's** 2010-2011 budget for their executive offices.



Sault College confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.

Attestation:

By checking this box, **Sault College** confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from **Sault College's** Executive Head or Board of Governors.

Contact:

Please provide the contact information for the representative at **Sault College** to whom public inquiries can be directed regarding **Sault College's** 2010-2011 MYAA Report Back:

- Name:N/A
- Telephone:N/A
- Email:N/A

Please indicate the address on **Sault College's** website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

- <http://N/A>