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

Institution Name:	Sault College

OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Backs continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

Consistent with previous MYAA Report Backs, the 2012-2013 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2012-2013 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

Where possible, to help streamline the 2012-2013 MYAA Report Back process, the Ministry pre-populated *Sault College's* 2012-2013 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators), data sources (e.g. Full-Time Enrolment Headcount) and pre-populated data from previous Report Backs (e.g. 2011-2012). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in *Sault College's* 2012-2013 MYAA Report Back is denoted with the symbol [+].
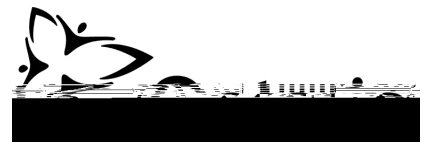
1) Enrolment - Headcount*

DEFINITION: <u>Headcount</u> is the un-audited 2012-2013 enrolment count on November 1, 2012 in the Ontario College Application System(OCAS) (Full-Time funded students only: does not include Nursing, Second Career, Apprentice or International students).

Sault College's total Headcount enrolment count in 2012-2013 = **2,043**[(+)].

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

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

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

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

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

The College's current information technology system is in dire need of replacement. To that end, during the 12/13 year ERP consultants were engaged to examine our student information and financial information systems and processes, interview staff members and make recommendations as to the direction which should be taken toward an improved infrastructure. In keeping with the final recommendation that Sault College partner with a larger institution to adopt a current and refined system, three southern Ontario colleges were approached, negotiations undertaken, and the most suitable partner selected. Work continues into the current year to begin Phase I of the implementation plan.
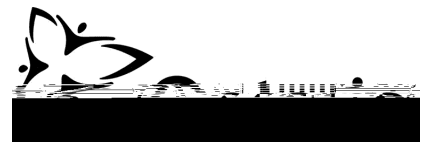
Please provide one or more examples, in the space provide below, of highlights from *Sault College's* Enrolment Management Plan that *Sault College* used during 2012-2013 to manage enrolment.

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

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

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

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

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

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

• Compressed certificate programs were developed to accommodate applicants under the Targeted Initiatives for Older Workers initiative, i.e. Adult Educator, Office Assistant, Essential Technologies, Occupational Health & Safety, Human Resources Practices, Medical Transcription, Professional Bookkeeper and Health Office Administrative Support.• Compressed following prog
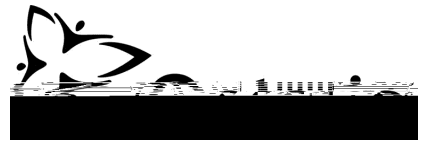
2) Under-Represented Students: Students with Disabilities*, First Generation* and Aboriginal*
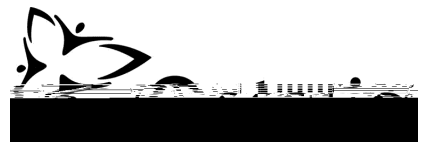
*DEFINITION: <u>Students with disabilities</u> is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of **Sault College's** annual report to the Ministry for the Accessibility Fund for Students with Disabilities (AFSD).*

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

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

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

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

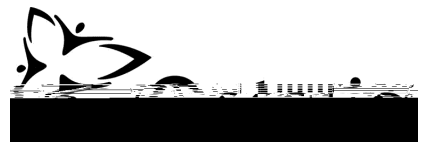*NOTE: Please do not include International students, Second Career students or Apprentices in the calculations below.

Students With Disabilities	First Generation Students	Aboriginal Students
Please indicate the total number of Full-Time *Students with Disabilities* at **Sault College** who registered with the Office for Students with Disabilities and received support services in 2012-2013= **420**	___ ____	
Please calculate the total indicated above as a comparative % of **Sault College's** 2012-2013 Enrolment Headcount: (Insert Total From Above) **420** ÷ **2,043**(+) (2012-2013 Enrolment Headcount) x 100 = **20.6**% _____	___ _____	
Please also indicate the total number of Part-Time *Students with Disabilities* at **Sault College** who registered with the Office for Students with Disabilities and received support services in 2012-2013 = **28**		

* 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.

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving **Sault College's** initiatives for *Students with Disabilities*. A highlight could be a strategy, initiative or program viewed by **_Sault College_** to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving **Sault College's** initiatives for *First Generation Students*. A highlight could be a strategy, initiative or program viewed by **_Sault College_** to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving **Sault College's** initiatives for *Aboriginal Students*. A highlight could be a strategy, initiative or program viewed by **_Sault College_** to be an innovative practice, success story and/or key accomplishment.

Our Accessibility Services office became an integral part of our MTCU-funded Mental Health Hub project at Sault College in 2012/13. During the first part of the year, the accessibility counselling team was involved in the planning and design of a service provision model based on their history of on- and off-campus referrals. Native Student Counsellors ensured a culturally appropriate service model throughout and incorporated a unique Elder in Residence program.

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

The College was able to upgrade college-wide assistive technology licenses to improve student access to Dragon Naturally Speaking, Read and Write Gold, Kurzweil 3000 and Inspiration. Student with disabilities are able to access these assistive software programs from any College computer.

Data collection accuracy improved during the 2012/13 academic year and the reporting period changes assisted with these processes creating efficiencies. Our First Generation coordinator was able to collect student data from additional internal stakeholders which also allowed us to personally reach out to more First Generation students. During our College orientation period we also held mandatory information sessions for all incoming students which gave us
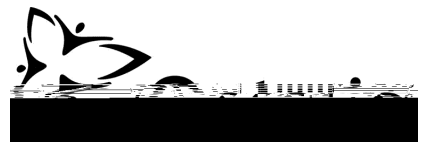
3) Student Access Guarantee

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

*NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **Sault College** as of July 9, 2013.*

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

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

*The space below is provided for **Sault College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2012-2013.

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

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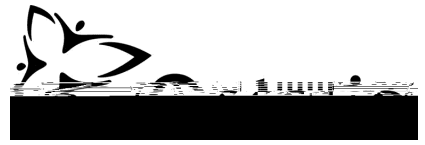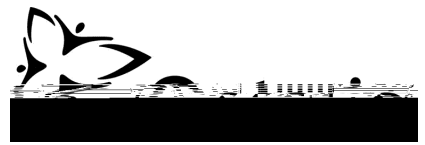
4) Participation in the Credit Transfer System

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways, and amount of credit granted.

The Ministry is using the following data from the College Graduate Outcome Survey to inform the latest trends in college to university student transfers:

Reporting Years	Total # of *Sault College* graduates who participated in Graduate Survey (A)	# of *Sault College* graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of *Sault College* graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	

5) Class Size

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

Class Size Calculation Example:

FIRST YEAR - COURSES

GSSC1109 *Life Span Development*
Course Option #1: Offered Tues - 35 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 35)**
Course Option #2: Offered Wed - 25 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 25)**

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

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

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

SWRK1043 *Group Dynamics*
Course Option #1: Offered Mon - 60 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 60)**

COMM1007 *College English* (*If this is a cross-listed course with another faculty, count only once)*
Course Option #1: Offered Mon & Thurs - 100 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 100)**
Course Option #2: Offered Wed & Fri - 101 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 101**)
Course Option #3: Offered Tues & Thurs - 76 students enrolled **(Class Size Reported in 2012-2013 MYAA Report Back = 76)**

Each of these course offerings should be counted once in the table below, in the appropriate class size section. For the 2012-2013 MYAA Report Back, using the information above, the class size data would be recorded as follows -

Class Size	Number of Sections	As a Percentage of All 1st Year Sections
Fewer than 30 students	3	3/12 = 25.0%
30 to 60 students	5	5/12 = 41.7%
61 to 100 students	3	3/12 = 25.0%
101 to 250 students	1	1/12 = 8.3%
251 or more students	0	0/0 = 0.0%
Total	12	12/12 = 100.0%
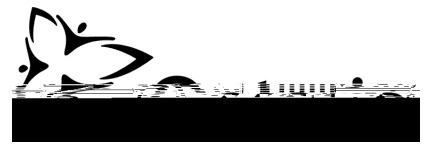
Using the class size calculation example above, please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at *Sault College* in 2012-2013:

1ST YEAR CLASSES:

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

2nd YEAR CLASSES:

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

3rd YEAR CLASSES:

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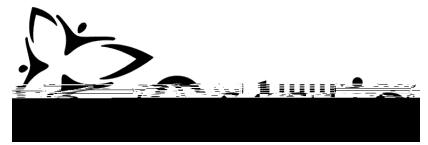
6) eLearning

The Government of Ontario, in the recently released discussion paper, Strengthening Ontario's Centres of Creativity, Innovation and Knowledge, included a section regarding online learning as a potential method to increase access for all learners, particularly those who are prevented from attending in-class education as a result of barriers that may be financial, geographic, physical, family-related, or work-related.

In spring 2010, the Ministry conducted a postsecondary survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity taking place across Ontario.

In its 2011-2012 MYAA Report Back, **Sault College** provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, **Sault College** is asked to provide information on eLearning courses, programs and registrations in 2012-2013.

Fully Online Learning* and Synchronous Conferencing*

DEFINITIONS:

Courses:

A 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.
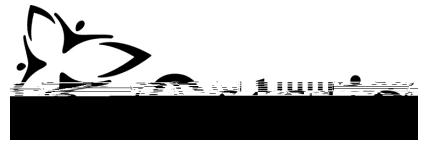
Programs:

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.

Ministry of Training, Colleges and Universities

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

Ministry-funded courses offered through Fully Online Learning - The figure reported represents the total number of courses offered over three semesters, including monthly intake courses. OCC-OntarioLearn offers 1,115 available courses per semester to participating colleges, i.e. # represents 3 semesters x 1,115 available courses. "Other credential" represents courses available through partnership programs, i.e. LERN as well as ACE and L2L courses.
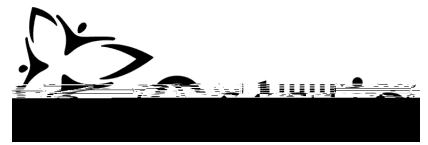
Hybrid Learning*

*DEFINITIONS:

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

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

In the space provided below, please highlight one or more examples of **Sault College's** use of Hybrid Learning courses and/or programs in 2012-2013.

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

Hybrid learning in continuing education - The School of Continuing Education offered eight certificates that provide students with both synchronous and asynchronous learning options. Students were able to customize their learning to best accomodate commitments to family, employment and learning style.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2012-2013, which contributed to maintaining or improving **Sault College's** eLearning initiatives. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

An E-Learning Strategy Working Group comprised of the Chair of Continuing Education, the Chief Information Officer, and the Librarian. They developed an E-Learning Strategic Plan for 2013 - 2018 which outlines a vision, guiding principles and anticipated outcomes for the next five years.

The College engaged the services of Dr. Stephen Murgatroyd, a leading expert in online educatrion, innovation and future trends, to assist the working group in developing strategic e-learning directions in each of the academic schools. Deans, chairs, and faculty were able to share information and benefit from his expertise in the areas of technology-supported interactions between student/teacher, student/student, student/curriculum, teacher/industry, student/industry. The registrar and directors of service areas received direction on how to set new directions for existing processes.
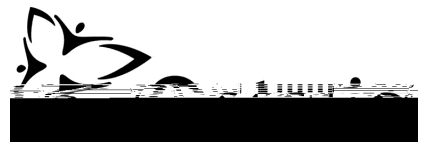
7) International

7.1) Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that *Sault College* had in 2012-2013:

- Outbound students* = 0
  DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.

- Inbound students* = 0

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

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at *Sault College* in 2012-2013 = **$75,831**
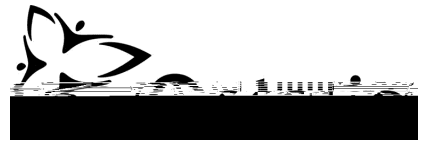
Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that *Sault College* had outside of Canada in 2012-2013 = **$0**

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which *Sault College* delivers courses and/or programs **abroad (outside of Canada)** in 2012-2013, including city, country, programs offered, and total enrolment in each program offered at each campus:

| Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2012-2013	2012-2013 Total Enrolment by Program
N/A	N/A	N/A	N/A

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

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

7.2) Enrolment

In 2012-2013, the following were the top 5 source countries for international students at *Sault College*:

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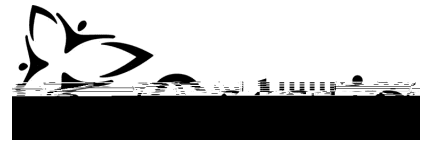
Full-Time International Enrolment as a percentage* of Full-Time Enrolment at *Sault College* in 2012-2013 was: **0.29%⁽⁺⁾**

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

Please provide *Sault College's* 2012-2013 Part-Time International Student Enrolment = 0

Please provide one or more highlights, in the space provided below, of an activity that *Sault College* used during 2012-2013, which contributed to maintaining or improving *Sault College's* international initiatives. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.

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

The College observed Black History Month by partnering with the African Caribbean Canadian Association of Northern Ontario

7.3 English as a Second Language

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

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

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

7.4 French as a Second Language

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

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

not applicable

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

not applicable
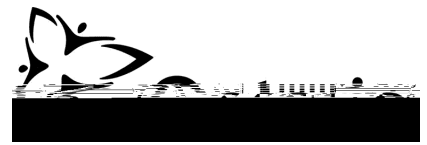
8) Supply Chain Compliance / *Broader Public Sector Accountability Act*

SUPPLY CHAIN COMPLIANCE

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

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

Sault College confirmed in its 2011-2012 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2012-2013, *Sault College* adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

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

If YES, please provide the approximate total dollar value of *Sault College's* OECM purchases in 2012-2013: 275,000

Please provide one or more highlights, in the space provided below, of an activity that *Sault College* used during 2012-2013, which contributed to maintaining or improving *Sault College's* supply chain initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The Purchasing department identified areas of procurement where the College was able to reduce costs by either issuing RFQ's, identifying new areas of sourcing or by OECM contracts. Efficiencies and cost reductions were realized.

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

BPS Expenses Directive

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

      i. requiring designated BPS organization to establish expense rules, and

      ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

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

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

> http://http://www.saultcollege.ca/services/Corporate/PoliciesProcedures.asp

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

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

BPS Perquisites Directive

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

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

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

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

9) Work Integrated Learning*

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

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2012-2013 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

*DEFINITIONS:

Work-Integrated Learning is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study.
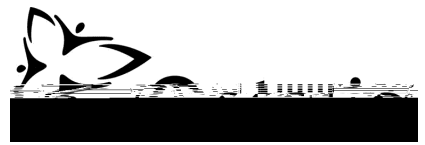
Based on the definitions provided above, please provide WIL data for *Sault College* in 2012-2013:

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

10) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2012-2013, the student satisfaction rate at *Sault College* for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **91.1%(+)**

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

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

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

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

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

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

Please provide one or more highlights, in the space provided below, of an activity that *Sault College* used during 2012-2013, which contributed to maintaining or improving *Sault College's* student satisfaction initiatives. This could be a strategy, initiative or program viewed by *Sault College* to be an innovative practice, success story and/or key accomplishment that *Sault College* would like to highlight.
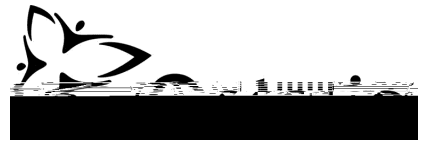
The fact that Sault College ranked #2 in the province for student satisfaction brings pride to our staff and students. In a continuing effort to upgrade our facilities for the benefit of students, construction began in the fall of 2012 of a Health and Wellness Centre. Included in the building plans were academic labs to enhance student learning, fitness rooms to promote health and wellness, meeting space to host the sharing of ideas and information, a new gymnasium to better accommodate varsity sports, indoor track, and new Student Life Centre. The project was also intended to bring vitality to Justice Studies, Occupational Therapy Assistant/Physiotherapy Assistant and Fitness/Health Promotion programs.

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

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

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

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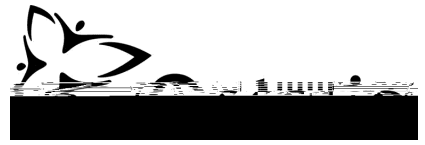
11) Graduation Rate

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

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

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

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2012-2013, which contributed to maintaining or improving **Sault College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Sault College**

12) Graduate Employment Rate

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

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

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

Please provide one or more highlights, in the space provided below, of an activity that *Sault College* used during 2012-2013, which contributed to maintaining or improving *Sault College's* graduate employment rate. This could be a strategy, initiative or program viewed by *Sault College* to be an innovative practice, success story and/or key accomplishment that *Sault College* would like to highlight.

In partnership with our Employment Solutions department, the Cooperative Education department emailed related job leads to Sault College graduates in addition to inputting employment opportunities on the student portal. This was an effective approach to maintaining and improving the College's graduate employment rate. Students were encouraged to follow-up for 1:1 assistance with our Student Job Centre staff.

An Annual Career and Job Fair (mid-February) with increasing number of participating employers helped soon-to-be graduates
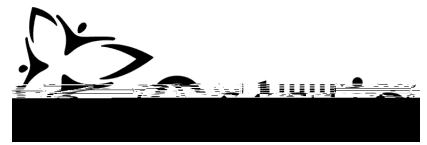
13) Student Retention

The table below has been pre-populated with the results from **Sault College's** 2011-2012 MYAA Report Backs. Please identify **Sault College's** achieved results for 2012-2013 using the following methodology:

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

	Retention Rate Achieved for 2011-2012	Retention Rate Achieved for 2012-2013
1st to 2nd Year	**77.4%(+)**	2012 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 793 ÷ 2011 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = 1,041 x 100 = 76.2%
2nd to 3rd Year	**82.6%(+)**	2012 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 132 ÷ 2011 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 151 x 100 = 87.4%
3rd to 4th Year	**98.1%(+)**	2012 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 46 ÷ 2011 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = 54 x 100 = 85.2%

*NOTE: Institutions used a variety of student enrolment cluster groups in their 2011-2012 MYAA Report Back student retention rate calculations. As such, comparison between prior year student retention rates and the 2012-2013 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with stakeholders to refine the student retention rate indicator for future MYAA Report Backs.
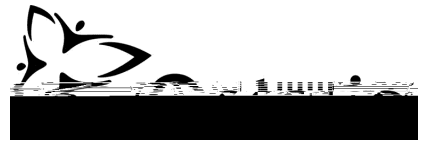
*The space below is provided for **Sault College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Student Retention.

> Retention data is maintained in an Access data base. Information was drawn from the Student Information System and comparisons are calculated on the previous year's data.

Please provide one or more highlights, in the space provided below, of an activity that

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used in 2012-2013 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality for the three quality measure categories indicated below -

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

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

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

A part-time orientation manual was created and distributed to guide and transition new faculty into the College's teaching-related processes. The manual covered topics such as the physical campus, information systems, academic references and