

# PSED Accountability Reports

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REF: [PSED Accountability Report - SMA - College Verification Report](#)

with organizations continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report

The submission period recognizes SMA-Strategic Mandate Agreement College Annual Report 2014-2015 more robust system-wide metrics will be developed in co

## STRATEGIC MANDATE AGREEMENT (SMA) - COLLEGE

make the opportunity to provide a narrative outlining each institution's strengths.

2014-2015 Report Back

in general, the metrics in the 2014-2015 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework

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

transformation by providing the evidence base for future discussions and decisions.

The SMAs between individual colleges and the Ministry of Training, Colleges and Universities (the ministry) outline the role that each college currently performs in the and will isay

and student-centred learning experiences, social and economic development, financial sustainability and accountability.

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

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

**1a. Graduate Employment**

Please indicate any methods, in addition to OJ2 Employment Proj & Per the KPI results reported in 2014-2015:

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**Percentage**

The employment rate for 2014-2015 graduates, 6 months after graduation, at Sault College was:

85.40

**Additional Information**

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

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

**1b. Employer Satisfaction Rate**

Per the KPI results reported in 2014-2015:

**Percentage**

The Employer Satisfaction rate for 2014-2015 graduates, 6 months after graduation, at Sault College was:

89.60

**Additional Information**

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

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

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

**1c. Employment in a Related Job**

Percentage results reported in the 2014-2015 Employment Proj

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

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

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

### Highlights

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

During 14/15 Sault College was a deliverer of Employment Ontario Employment Services, Targeted Initiative for Older Worker, Youth Employment Fund, Canada Ontario Job Grant, Summer Jobs Service as well as the MCYS Jobs for Youth and Youth in Transition Worker program. These programs delivered services to employer (support services and/or wage incentives) and job seekers (including students) throughout the region. These offices work very closely with community partners such as Ontario Works, Children's Aid Society, Training Board, Economic Development as well as other training providers to ensure the needs of our local communities are met.

In addition to these specific programs, staff are on numerous community committees and board including Destiny Sault Ste. Marie, the Economic Development Corporation, Chambers of Commerce, etc.

Our college delivers an annual community job fair which had approximately 70 employers who were seeking employees and we also provide numerous smaller job fairs for employers throughout the year. All employers are surveyed and indicated very high levels of satisfaction.

### 2a. Teaching and Learning - Student Satisfaction

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

#### 2a. Student Satisfaction

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

#### Additional Information





100 = X%

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

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

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

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

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

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

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

\*DEFINITIONS:

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

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. Usually the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, <http://www.cafce.ca/coop-defined.html>, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study

**Based on the definitions provided above, please provide WIL d]**

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## Highlights

Please provide highlights of Sault College's activity in 2014-2015 that contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples may include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

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

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

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

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

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

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

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

## 2e. Teaching and Learning - E-Learning



**Courses:**

A Fully Online Learning (asynchronous) course

### **Additional Information**

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

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

### **Hybrid Learning\***

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

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

### **Additional Information**

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

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

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

### **Highlights**

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

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

### **3a. Student Population - Under-Represented Students**

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

#### **Full-Time Students**

The total Full-Time Headcount Enrolment\* at Sault College in 2014-2015:

#### **# of Students**

1998

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

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

## French-Language Students



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

### 3b. Student Population - International Students

#### International Students

*\*DEFINITION: International Enrolment is the headcount of full-time international students who are a non-Canadian citizen or non-permanent resident (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) studying as of November 2014 at Sault College, including students who are ineligible for funding consideration.*

#### International Students

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

#### Additional Information

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

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

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

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

#### Highlights

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

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

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

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

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

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

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

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

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

#### Proportion of an institution's enrolment that receives OSAP

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

#### Additional Information

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

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

### 4. Program Offerings

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

- a. Concentration of full-time enrolment headcount\* at colleges by occupational cluster and by credential
- b. Institution's system share of full-time enrolment headcount by occupational cluster and by credential

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

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





Technology - Civil (Post Diploma) 10 20 25 D

0.15

1.67

Technology - Electronics (Diploma)

5.01

2.62

Technology - Electronics (Advanced Diploma)

0.75

0.27

Technology - Mechanical (Certificate)

0.20

0.39

Technology - Mechanical (Diploma)

2.20

1.87

Technology - Resources (Diploma)

10.76

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

## 5. Student Mobility

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

The ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete.

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

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

Transfer applicants and registrants

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

Year	Total # of Sault College graduates who participated in Graduate Survey (A)	# of Sault College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of Sault College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2010-2011	530	33	6.23	50622	3355	6.63
2011-2012	654	33	5.05	57701	3463	6.00
2012-2013	621	45	7.25	57462	3424	5.96
2013-2014	517	28	5.42	54467	3003	5.51
2014-2015	527	24	4.55	52039	2465	4.74



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

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

**7. Attestation**

**By submitting this report to the ministry:**

**Checkbox**