

## Sault College

### Strategic Mandate Agreements 2017-20 Annual Report 2017-19.6 Introduction

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The 2017-20 Strategic Mandate Agreements (SMAs) between individual colleges and the Ministry of Training, Colleges and Universities outline the role colleges perform in Ontario's postsecondary education system and how they will build on institutional strengths to fulfil their mandate and support system-wide objectives and government priorities.

Each priority area in the 2017-20 SMAs includes system-wide and institution-specific metrics and targets.

The SMA Annual Report is used by the ministry to track progress on metric performance on an annual basis. The SMA Annual Report is also an opportunity for institutions to provide contextual information and a narrative associated with metric performance in the shared priority areas. Part 1. Overview introduces the institutional context for metric performance, overall and by priority area. Part 2. Data Workbook includes historical data and most recently available values for both system-wide and institution-specific metrics.

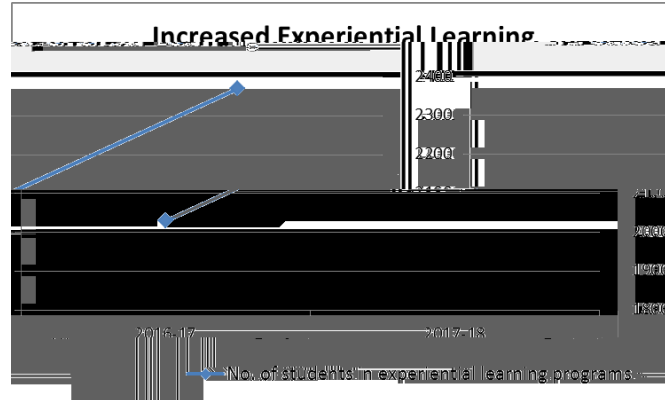
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Strategic Mandate Agreement Annual Report 2017-18  
Part 1. Overview

Throughout the past year, Sault College continued its works on two unique international projects in Tanzania. The College is very proud of these partnerships and the remarkable work of our staff and students in various asw

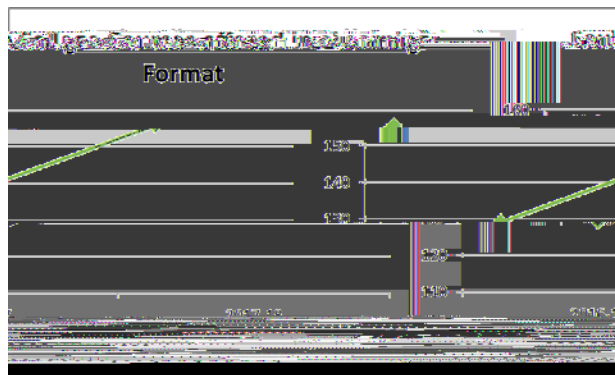


Sault College  
Strategic Mandate Agreement Annual Report 2017-18  
Part 1. Overview

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Strategic Mandate Agreement Annual Report 2017-18  
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Over the past year the College developed a Centre for E-Learning and has increased course offerings in a variety of online formats.




### 3. Access and Equity

*This priority area recognizes institutions for their efforts in improving postsecondary education equity and access, and for creating opportunities that can include multiple entrance pathways and flexible policies and programming, with the focus on students who, without interventions and support, might not otherwise participate in postsecondary education.*

Sault College is responsive and invitational with all students. Our priority has been to meet the needs of our learners including those who would not generally otherwise access post-secondary education. We actively promoted accessible admissions processes and preparation, including academic upgrading and other programs and services. Our college has taken a more holistic approach to serving these students with supports that enable success.

Over the past year Sault College executed a number of initiatives that improved overall equity and access for students. These included but were not limited to:

Sault College  
Strategic Mandate Agreement Annual Report 2017-18  
Part 1. Overview

 Delivered on-campus mental health services –

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Strategic Mandate Agreement Annual Report 2017-18  
Part 1. Overview

4. Applied Research Excellence and Impact

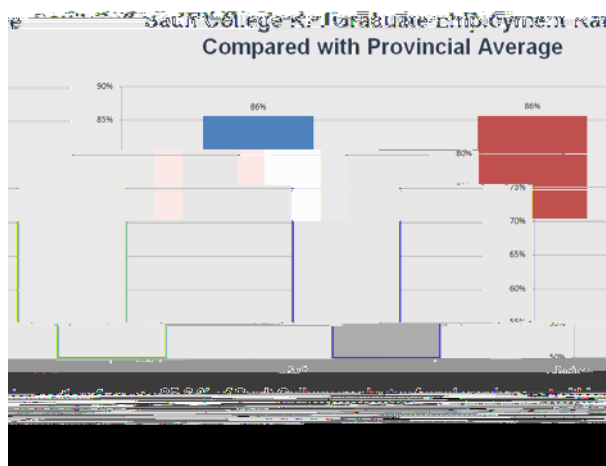
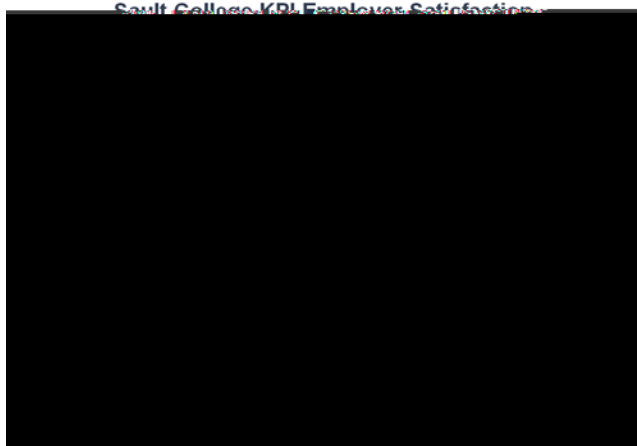
*This priority area captures institutional strengths in producing high-quality applied research on the continuum of fundamental and applied research through activity that further raises Ontario's profile as a globally recognized research and innovation hub.*

Sault College fully recognizes the importance of collaborative applied research and its potential to enrich the experiential learning components of student's education, while fostering industry innovation and economic development in the region. Throughout the past year, the College continued to provide strong support for applied research through the continued support of the Applied Research Centre and the continued efforts to grow and expand its applied research capacity.

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# Sault College Strategic Mandate Agreement Annual Report 2017-18 Part 1. Overview

Sault College achieved outstanding KPI results under this priority area including, graduate satisfaction, employer satisfaction and graduate employment rate.



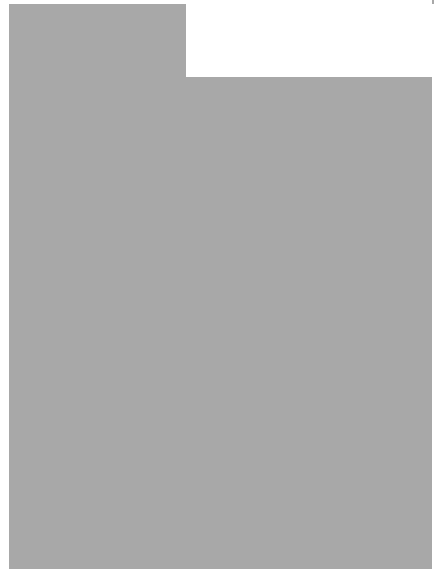
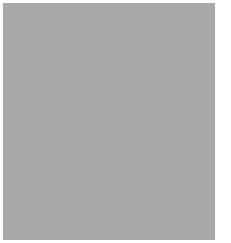
During the past year, Sault College continued construction on its new \$19M Institute for Environment, Education and Entrepreneurship (iE3) facility. The iE3 will be a catalyst for innovation in cleantech and ICT-enhanced environmental technologies, forestry, water and wildlife resource management that will play a role in advancing Canada's sustainability goals.



Sault College  
Strategic Mandate Agreement Annual Report 2017-18  
Part 1. Overview

The Institute will provide world-class resources and opportunities for collaboration, experiential 8.3(a)5.e99

ID	Priority Area	Metric Name	2014-15	2015-16	2016-17	2017-18
10	Student Experience	Overall student satisfaction rate	88.6%	85.4%	86.0%	76.2%
82	Student Experience	Student satisfaction with services	81.3%	76.7%	78.3%	68.1%
85	Student Experience	Student satisfaction with facilities	88.7%	87.5%	85.2%	71.8%
7	Innovation in Teaching and Learning Excellence	Graduation rate	64.1%	64.5%	63.6%	60.7%
13	Innovation in Teaching and Learning Excellence	Number of students in experiential learning programs		2,080	2,029	2,370
18	Innovation in Teaching and Learning Excellence	Total number of registrations in ministry-funded courses offered at institution in eLearning formats	923	776	841	862
19	Innovation in Teaching and Learning Excellence	Total number of ministry-funded courses offered at institution in eLearning formats	119	189	129	156
88	Innovation in Teaching and Learning Excellence	Total number of ministry-funded programs offered at institution in eLearning formats	66	30	28	28
9	Innovation in Teaching and Learning Excellence	Retention rate (Yr1 to Yr2)	76.3%	77.9%	76.6%	79.7%
81	Innovation in Teaching and Learning Excellence	Student satisfaction with knowledge and skills that will be useful in future career	93.5%	90.1%	92.3%	86.0%
86	Innovation in Teaching and Learning Excellence	Student satisfaction with learning experience	90.8%	87.5%	88.2%	78.8%
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## Appendix 1. Data inputs required for calculation of selected system-wide metrics

Metric ID	Metric Name	Data inputs - for calculating metrics	2016-17	2017-18
37		Total OSAP Award Recipients	1,220	1,422
		Eligible Headcount Enrolment	2,029	2,008

Note: There was a change in the calculation methodology of the OSAP metric (ID#37) in 2017-18 reflecting students that were issued funding rather than qualified for awards.



ID

ID	Metric Name	Description	Source	Reporting Period	Notes
86	<b>Student satisfaction with learning experience</b>	Percentage of college students who completed the survey and who responded that they were satisfied or very satisfied with the overall quality of the learning experiences in this program	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	Based on Q#24 "The overall quality of the learning experiences in this program". Students must be in semester two or above of their program. Excludes full-time students who are enrolled in their first semester of their program, including students with advanced standing, and part-time students who are not pursuing a certificate or diploma

ID	Metric Name	Description	Source	Reporting Period	Notes
31	<b>Overall graduate satisfaction rate for Indigenous students</b>	The percentage of college graduates who self-identified as Indigenous and were either 'very satisfied' or 'satisfied' with the usefulness of their college education in achieving their goals six months after graduation	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year; previous year graduates)	
58	<b>Employment rate for Indigenous students</b>	Percentage of college graduates who identified as Indigenous on the survey in the labour force, who were employed six months after graduation	College Graduate Outcomes Survey (CGOS)		