



2011-2012 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Sault College
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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 the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 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 2011-2012 MYAA Report Back process, the Ministry pre-populated **Sault College's** 2011-2012 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. 2009-2010). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Sault College's** 2011-2012 MYAA Report Back is denoted with the symbol (+).



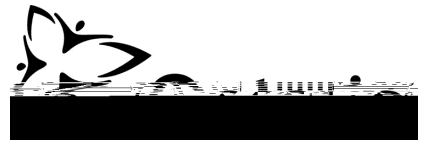
1) Enrolment - Headcount*

**DEFINITION: Headcount is the un-audited 2011-2012 enrolment count on November 1, 2011 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 the total Headcount enrolment count in 2011-2012 = **2,043**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2011) from the total Headcount enrolment at **Sault College** in 2011-2012 = **1,505**.

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment at **Sault College** in 2011-2012 = **497**.



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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 2011-2012 to manage enrolment.

Enrolment numbers on Day 10 of the 11/12 academic year reflected a 5 percent increase in first-year students and an overall 2% increase over the previous year. Although application numbers decreased 3 percent over the previous year, the conversion rate increased by 3 percent.

Recruitment efforts for this academic year focused on an expanded outreach to northern Ontario.

A new website was launched for the recruitment cycle which focused directly on the needs of the applicant.

The following new programs were added to provide more choice for applicants: Pharmacy Technician, Home Inspection and Public Relations/Event Management. In addition, the option to begin studies in January was offered for the following programs: General Arts and Science--Liberal Studies, General Arts and Science--One-Year, Police Foundations, Protection Security & Investigations, Business, Practical Nursing, Personal Support Worker and Pre-Health.



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

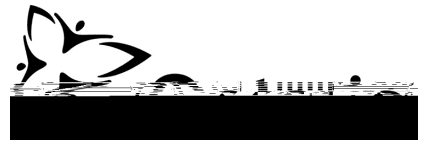
DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of **Sault College's annual report to the Ministry for the Accessibility Fund for Students with Disabilities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

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

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

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

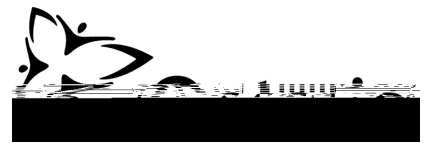
**DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages,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



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

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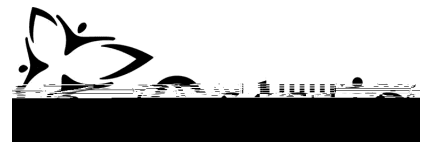
- Booths were set up by Native Education staff at various times and locations throughout the year in high traffic areas within the College

All students were encouraged to complete the cards and a small prize incentive was utilized with the booth setups. Staff were available to assist students in completing the self-identification cards and to answer any questions they had regarding the data collection.

Voluntary self-identification data was also collected on Sault College's student portal "mysaultcollege" under the heading "MySelf". (The portal is accessible by all students enrolled at Sault College and is accessed by a unique login name and password.) Statistics gathered through both means were then cross-referenced to avoid any duplication in data.

Aside from the challenges associated with Aboriginal student data collection, there were a number of other variables that impacted the numbers recorded. For the upcoming year, the Native Education department will be looking to create more formal processes and procedures as it relates to how and when we collect this information. By ensuring consistency from one reporting year to the next through the elimination of as many variables as possible and by ensuring consistency in dissemination and collection methods, we hope to provide the most accurate picture of the Aboriginal student population enrolled at Sault College.





3) Compliance with the Student Access Guarantee (SAG) in 2011-2012

Through its signed MYAA, **Sault College** committed to participate in the Student Access Guarantee (SAG). For 2011-2012, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 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 5, 2012.*

2011-2012 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$104,727(+)	143(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$128,924(+)	201(+)
Total SAG Expenditures Reported by <i>Sault College</i>	\$233,651(+)	344(+)

Did **Sault College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 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 2011-2012.

Sault College had a large population of single parents and married students who often have a higher unmet need than the "traditional student". Although the SAG Expenditures towards Tuition/Book Shortfalls is automatic, we used an application and budget to determine "Other SAG Expenditure (towards other assessed shortfalls)".

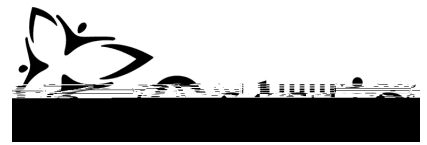


4) Participation in the Credit Transfer System

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:

Survey Years	Total # of Sault College graduates who participated in Graduate Survey	# of Sault College graduates who
	(A)	



Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, and which contributed to maintaining or improving **Sault College's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), changes to student supports or program viewed by **Sault College** to be an innovative practice, a success story and/or a key accomplishment. In addition, **Sault College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

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.):

A new General Education policy was implemented September 2011 which indicated that credit for general education courses taken at other postsecondary institutions would be granted to students. A new General Education Advance Credit Transfer policy was implemented at the same time to outline the scope and procedure for credit transfer.

The Northern Ontario Consortium of Vice Presidents Academic conducted a review of the existing Sault College/Algoma University articulation agreement with a view to expanding and creating a unique agreement for credit transfer from each northern Ontario college to this northern Ontario university. The pathways on which the agreement focused were Justice Studies, Computer Studies, Early Childhood Education, Social Work, and Business.

Internal articulation agreements were finalized between the Child & Youth Worker program and Early Childhood Education/Social Service Worker/Social Service Worker--Native Specialization allowing graduates of the two-year programs to move seamlessly into Semester 3 of CYW and graduate in two academic years according to predetermined maps. This option was further applied to graduates from all other Ontario colleges.

2) Providing Support Services for Transfer Students (including student transition experience/activities and supports to promote student success) 2011-2012

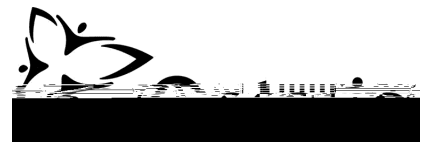
We delivered a range of degree transfer advisement and information sessions. A dedicated staff member in the General Arts & Sciences department advised students of opportunities, processes, and diploma-to-degree requirements. Students were assisted with the preparation of application documents, reminded of important dates and registration deadlines, explained timelines and procedures, and provided with forms for distribution to appropriate internal and external departments.

Degree transfer opportunities were communicated to students via the student portal, website and the publication and 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.*



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 2011-2012:

1ST YEAR CLASSES:

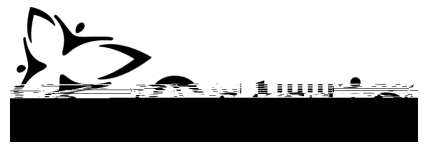
Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	522	71.1%
30 to 60 students	197	26.8%
61 to 100 students	15	2%
101 to 250 students	0	0%
251 or more students	0	0%
Total	734	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	367	79.3%
30 to 60 students	89	19.2%
61 to 100 students	7	1.5%
101 to 250 students	0	0%
251 or more students	0	0%
Total	463	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	75	72.8%
30 to 60 students	28	27.2%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	103	100%



4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4th Year Sections
Fewer than 30 students	8	57.1%
30 to 60 students	6	42.9%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	14	100%

*The space below is provided for **Sault College** to describe (Sault College)Tj 0 g /F1 oege

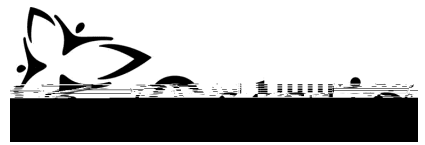


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The Government of Ontario, in the recently released discussion paper, *Strengthening Ontario's Centres of Creativity, Innovation and Knowledge*, included a section regarding online learning as a potential method to increase access for all learners, 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.



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*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 three semesters including monthly intake courses. OCC-Ontario Learn offers 1,127 available courses per semester to participating colleges, i.e. # represents 3 semesters x 1,127 available courses. "Other credential" represents courses available through partnership programs, i.e. LERN as well as ACE and L2L courses.

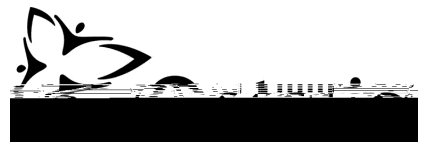


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With the identification of Global Citizenship (GEN100) as the cross-college mandated general education course, we faced the challenge of delivering the course to a large student population with limited faculty resources. Collaboration between postsecondary and continuing education supported the development of course content for asynchronous delivery. This created





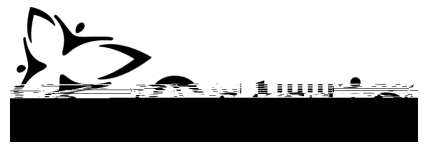


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Full-Time International Enrolment as a comparative percentage* of Full-Time Enrolment at **Sault College** in 2011-2012 was:
0.05%⁽⁺⁾

*Comparative percentage calculation based on **Sault College's** 2011-2012 Full-Time International Enrolment (**1⁽⁺⁾**), divided by **Sault College's** 2011-2012 Fulltime Enrolment Headcount (**2,043⁽⁺⁾**)

Please provide **Sault College's** 2011-2012 Part-Time International Student Enrolment = 0



7.3 English or French as a Second Language

Please provide the total number of *International students* who were enrolled in either an English as a Second Language (ESL) course or program or a French as a Second Language (FSL) course or program at **Sault College** in 2011-2012 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Sault College** used in 2011-2012 to create pathways for *International students* from **Sault College's** ESL or FSL programming to postsecondary studies.

Sault College did not offer an ESL program.

*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.

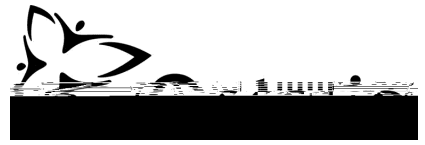
N/A



8) Supply Chain Compliance / Broader Public Sector Accountability Act

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 2010-2011 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2011-2012, **Sault College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**



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Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, 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 College hired a purchasing agent in the past fiscal to enable the College to become more proactive in its supply chain initiatives.





BPS Perquisites Directive

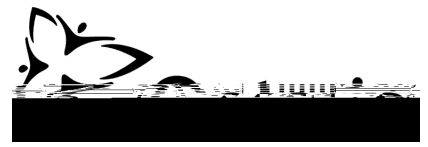
The new BPS Perquisites Directive requires BPS organizations, including colleges, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person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



Sault College confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

Please provide one or more highlights in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to comply with the BPS Perquisites Directive in the 2011-2012. A highlight could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment.

Through the information sessions held for BPS Expense and Supply Chain Directives, the College better educated employees which became more aware of the Directive in general and the impact that it has on public institutions.



9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, 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.

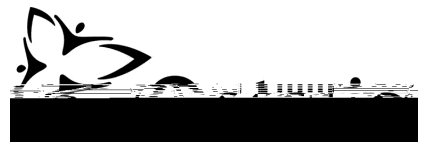
While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2011-2012 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and 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.

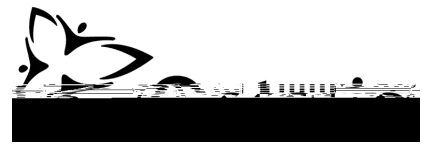


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Based on the definitions provided above, please provide WIL data for **Sault College** in 2011-2012:

	<u>Certificate</u>	<u>Diploma</u>	<u>Advanced Diploma</u>	<u>Graduate Certificate</u>	<u>Applied Degree</u>
Number of programs at Sault College with a Co-op Stream	0	8	1	0	0
Number of students at Sault College enrolled in a Co-op program	0	286	33	0	0

enrolled in



10) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2011-2012, 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" = 92.1%⁽⁺⁾

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Sault College** for KPI Question #26 "The overall quality of the learning experiences in this program" = 86.7%⁽⁺⁾

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Sault College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = 77.2%⁽⁺⁾

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Sault College** for KPI Question #45 "The overall quality of the services in the college" = 75.1%⁽⁺⁾

Please indicate the methods, in addition to the KPI survey results reported in 2011-2012, that **Sault College** used in 2011-2012 to measure student satisfaction.

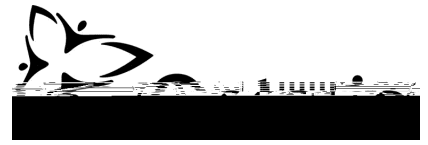
In addition to the KPI survey results reported in 2011 - 2012, Sault College used the Student Feedback Questionnaire (SFQ) to measure, monitor and report on student satisfaction.

The SFQ was used in every post-secondary course to evaluate student satisfaction with course design, course management, course delivery, and course content. Students were also provided a section for written comments on the Professor, the facilities and equipment, and the physical environment.

Results from the SFQ were shared with each Professor, school Chair and/or Dean, as well as the Vice-President, Academic. Further, the results of the SFQ were collated into reports for each school and multi-reports for each Professor. The results track and trend over each academic year the SFQ is used. This type of reporting shows the progress of each school and Professor in regards to student satisfaction and was used in the professional development plans of the Professor.

Written comments made on the SFQ were further used in the planning of physical improvements made to classrooms, media and computer labs, outdoor learning labs, and other educational spaces. For example, if a majority of the students in one course indicate that the temperature of the classroom is not appropriate for learning, this information is used to adjust the comfortability of the learning environment. Further, if students indicate that a particular element of the classroom is conducive to learning, then that element is duplicated in related environments.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, 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.

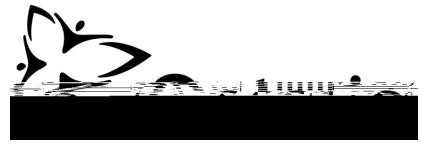


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Sault College continued to work at the program level to identify strengths and weaknesses within each program identified in the KPI results in order to develop an improvement strategy aimed at increasing student satisfaction.

Based on previous year's pilot project involving the Esthetician and Civil Engineering Technician programs, programs at lower KPI levels were reviewed at the curriculum and program level to determine areas of improvement and opportunities for engaging students in program improvement as it related to the areas identified in the KPI survey as critical. Program Faculty and Staff worked together to ensure improvements to curriculum, delivery and the physical environment were appropriate and addressed student concern.

The College was also taking a more aggressive approach to the student satisfaction data as it pertains to services. Each service area, including Library, Security, IT, received a detailed chart that had the satisfaction data from each program. The report was filtered based on characteristics specific to the service area. For example, we wanted to know which programs used the Library the most, which viewed it as the most important, and those that were the most satisfied. We compared thioset5uto2pliltered based



12) Graduate Employment Rate

Per the KPI results reported in 2011-2012 the graduate employment rate, 6 months upon graduation, at **Sault College** = 83.3%⁽⁺⁾

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Sault College** used in 2011-2012 to measure graduate employment rate.

Initial planning began to develop a local survey as both a strategy to supply more timely information on graduate employment status in order to better assist those graduates in their job search and as a means to establish on-going communication with graduates to increase KPI participation. Results were seen in more updated addresses and email information for graduates as well as early intervention with those requiring additional job search assistance.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, 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.

The annual Job and Career Fair held in February 2012 saw a record number of participants with over 200 percent more registered employers on-campus than in previous years.

The Student Job Centre, which provided employment assistance to students and graduates as well as delivered support services for co-operative education, moved to a newly renovated central location on campus which includes private offices, an interview room including SKYPE capabilities, student computers and a resource area.

Career development modules were completed on twenty topics and were available on the departmental web site for use by students, grads and faculty.

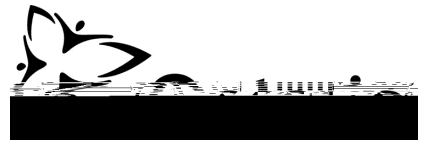
The Student Job Centre manager attended all College program advisory meetings as a resource person ensuring employer needs in terms of job search tools are on track and that the office stays on top of innovations and industry trends.

Research continues in identifying new employment opportunities for graduates in all programs with an emphasis on those programs which may have lower than average success rates.



13) Student Retention

The table below has been pre-populated with the results from *Sault College's 56th of Trade 2010-2011 MYAA (1port Backs. Please refer to the report for details.*

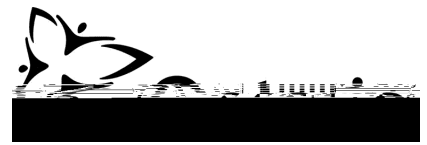


Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to maintaining or improving **Sault College's** retention initiatives. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

During the summer of 2011, the first "Upgrade for the Trades" program was delivered. This 12-week program provided individual skills enhancement opportunities for Aboriginal youth with identified gaps in education and skills development that prevented them from entering postsecondary institutions and pursuing careers in the trades field. Course offerings included postsecondary credits in Math, Communications, Personal Academic Success Strategies, and Computer Applications. Participants also received industry-level certification in WHMIS, First Aid, Fall Arrest (including Aerial) and Chainsaw Safety in addition to strengthening job readiness skills (e.g. resumes, job search, interviews). Ninety-two percent of the group was successful in passing the CAAT and 72% enrolled in postsecondary programs. The utilization of an Aboriginal learning model contributed greatly to the success of students within the program. This model is flexible and can be adapted to meet the needs of Aboriginal communities in future program delivery.

During the 11/12 year, a new complement position was created in the form of a "Student Success Advisor". All duties and activities are directed at the retention of students.

Our Aviation Flight program introduced a new "re-set" policy which allowed for a student who had been withdrawn due to receipt of an "F" grade in an academic course or a "U" grade in a flight test to re-enter the program at the beginning of the stage where she/he was unsuccessful. This resulted in increased retention in a program where previous rates were low.



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 2011-2012 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.)

Campus Improvements to In-Class Experience:

Students in the Esthetician program enjoyed their studies in a newly constructed lab. The campus spa parallels the industry standard and allows students to deliver a full range of services to the community. Likewise, Pharmacy Technician students moved into a new lab, which is Phase I of a project that will continue into the 12/13 year. Sault College partnered with a local manufacturer to provide space for our Civil/Construction and Home Inspection students to build a house from framing to completion.

Other capital purchases made to improve the classroom experience included: Smart lecture theatre with videoconferencing, wireless access for classrooms and learning commons, computers and multi-functional devices for learning commons, and general access computers.

Professional Development for Teaching Excellence:

During the 11/12 academic year, the following professional development sessions were offered to promote teaching excellence in the classroom: "What it Takes to Keep Students Engaged" by Bob Carley; "Item Writing for Multiple Choice Examinations" with Marla Nayer; "A Generation of Data: The Turkey Lakes Watershed Study" with Fred Beall; "Conversations about Teaching and Learning" - Third Inter-Institutional Conference; "Embodied Education: Teaching as Performance" with Dr. Patrick Santoro; The Talk About Teachers Today: Why Scholarship Thinks We're Ignorant, Margaret Wente Hates Us, and the World Still Needs Us" with Dr. Nick Mount.

Staff training was offered on the following topics: PowerPoint Level 2, Learning Management System--Grade Book/Adding Content/Tracking Tools/Plagiarism Prevention, Managing E-Mail, Microsoft Outlook 2010, Clicker Technology, File Management/Windows Explorer, Standard First Aid & CPR Level A, Mental Health First Aid Training, Native Culture Competency Training.

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

Natural Environment/Outdoor Studies students enjoyed a variety of learning activities due to industry connections with this program cluster. Some of those activities included Bird Studies Canada inventory of chimneys, aerial angling surveys with Ministry of Natural Resources, construction of nesting structures for waterfowl in Pumpkin Point Wetland, hosting of an envirothon with Ministry of Natural Resources, Natural Resources Canada and Clergue Forest Management, volunteer work with Ministry of Natural Resources, St. Joseph Island Hunter and Angler Associations, Pro Fishermen, Fur Harvesters, Naraully Superior Adventures, Natural Resources Canada, Clergue Forest Management.

Esthetician and Hairstyling students offered services both on- and off-site to retirement homes, senior's drop-in centres, YMCA, Special Olympics, Canadian Cancer Society. Criminal Justice students partnered with Crime Stoppers and the Sault Ste. Marie Downtown Association to patrol the downtown core to reduce crime (an activity for which the College received an award). Fitness & Health Promotion students delivered fitness challenges/workshops/classes to the college community, local high schools and community groups. Occupational Therapy/Physiotherapy Assistant students offered a community clinic to those in need.

In January of 2012, Sault College received NSERC (Natural Sciences and Engineering Research Council of Canada) eligibility signalling that the College has the infrastructure and expertise to support applied research. A new Applied Research Centre was opened, a Research Ethics Board was established, and we began to promote new partnerships to offer new research



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opportunities to our students.

Collaborative research projects offered high-level work-learning opportunities for Sault College students with industry partners. Projects such as determining solar panel farm viability and designing an innovative solar tracking system, creating data interfaces and reporting software with the utilities commission, creating new processes and equipment for water treatment and tire recycling plants, building a therapeutic device prototype, piloting remote access to computer data in automobiles, reducing use of synthetic fertilizers while increasing benefits of organic fertilizers, and designing a prototype of a solar switching system with potential to improve efficiency of existing solar photovoltaic systems were undertaken by students.

Students in the College's general education Global Citizen course engaged with the following local and worldwide organizations: One Match Bone Marrow Awareness, Movember, Cause for Paws, Big Brothers/Sisters, LGBTs, Operation Christmas Child, Rachael's Kids, Women in Crisis Take Back the Night, Soup Kitchen, Feed the Children, YMCA Peace Week,



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With the approval of the professor a student could arrange an alternate testing time in the Testing Centre. Peer tutors offered academic support to tutees by sharing their experience and encouragement.

A specialized Aboriginal support services office provided a safe, warm and welcoming environment to students. In addition to providing counselling services, tutoring, scholarship clinics and social and cultural events, Aboriginal-designated staff assisted students by acting as liaison and advocate. A number of Native-specific scholarships and bursaries encouraged a high standard of academic achievement while assisting those with financial difficulties to achieve their goals. The Infinity Reach program was launched and consisted of Metis learners at Sault College. Upper-level students support newcomers in their academic pursuits and through cultural and informative events. Native student counsellors offer culturally sensitive counselling to students who experienced a range of concerns such as study stress and anxiety, coping with new environment and expectations, and dealing with personal crises.

Community Service programs either initiated or continued various mentoring programs, including both faculty/student partnerships or peer partnerships. Efforts are made to personally connect with students in the forms of socials and picture identification.

The Nurse Practitioner-Led Clinic celebrated its grand opening on campus. The clinic provided primary care to residents and students who were unattached to a primary care provider.



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Attestation:

Sault College confirms that all information being submitted to the Ministry as part of the 2011-2012 MYAA Report Back is accurate and has received approval from **Sault College's** Executive Head or Board of Governors.

Contact:

For additional information regarding **Sault College's** 2011-2012 MYAA Report Back please contact -

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- Email: leo.tiberi@saultcollege.ca

Please indicate the address on **Sault College's** website where a PDF copy of this 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report
