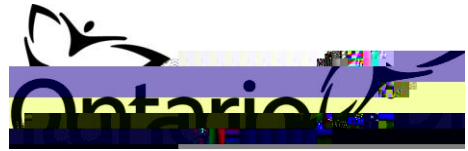


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Strategy /
Program

Indicator

Proposed Result

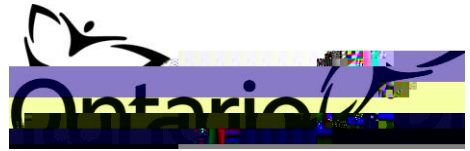
Achiev



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	<p>committed to making education meaningful, responsive to, and inclusive of, the cultural diversity that characterizes the college student population. The MySelf / Self-Identification Project provides students with an opportunity to voluntarily and confidentially identify themselves as being of Aboriginal ancestry, of ethnic origin, as a mature student, a student with disability(ies), Francophone, and/or First Generation student. Sault College uses this information to have accurate student data within the College to improve student services. Continued data collection and analysis provides information for improving planning and decision-making surrounding student success.</p>
3.	<p>Extend Native Recruitment Officer to year-long position for increased outreach</p> <p>By expanding the role of Native Recruitment officer to a full year position, the College will be able to increase outreach to potential Native students. More visits will be offered to surrounding communities. There will be a focus on developing more Native Specific recruitment materials.</p>

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10



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	collaborations			
Dual Credit	HS participants	80 participants (07-08 97 participants)	Yes, we had 226 dual credit students; 153 completed successfully	More dual credit opportunities available.
Pre-trades & Pre-health	Enrolment	5% increase (07-08 Pre-trades: 30, Pre-health: 81)	No, there were 28 students in Pre-Trades and 74 students in Pre-Health as of Nov 1/08	We will continue to promote "pre" programs as an alternative to spending an addition year in high school and will pursue flexible start dates for these programs. At the time, demand was not as high as we previously anticipated. Since then, we have re-focused our recruitment efforts by targeting those that have completed grade 12.
Spring Intake	Enrolment	40-45 students	Yes, we registered 124 students in 8 programs as of Mar 1/ 09	January start pilot has been very successful. We will continue to offer flexible start dates for students.
Collaborative Diploma / Degree	Implementation	1 new pathway implemented	No	Project with Algoma University College was slowed down when independence was gained from Laurentian University. A new approval process is required and has been undertaken. Process has currently resumed and is advancing to true collaborative degrees in the area of Design, Criminal Justice, Aviation, Social Work and Computer Science.

MYAA Transition Year 2009-10

Please describe how your institution will continue to build on your existing college SNR strategy in 2009-10 and how you will monitor and evaluate the outcomes of this strategy in 2009-10.

SNR Strategy for 2009-10	Brief Description
	<p>Dual Credit - More opportunities will be available in 2009-2010.</p> <p>Pre-trades and Pre-Health – Market the opportunities to avoid a high school “victory lap” and increase participation; formalise seamless entry into trades and health post secondary programs.</p>



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Spring Intake – January and Spring intakes mean more flexibility to students who are in need of retraining due to layoffs/unemployment.

The Transition to College program will continue to be offered in 2009/10. The program will be expanded to allow for up to 35 students to attend.

Implementation of cultural competency training for College staff

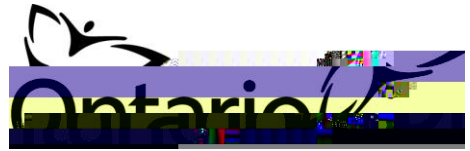
To encourage culturally competent exchanges and collaborations among faculty, staff and students, implementation of cultural competency training will improve educational outcomes/reduce disparities for under-represented students while at the same time identifying and providing services that are responsive to issues of race, culture, gender, and social and economic status.

Increased Aboriginal course and program offerings

The provision of culturally relevant learning opportunities provides a platform for vital cultural competency acquisition by mainstream students. In addition to these learning opportunities, acknowledging and affirming Aboriginal worldviews and perspectives for Aboriginal students will further contribute to student retention and success rates. Incorporating Aboriginal worldviews and perspectives within post-secondary curriculum

to further foster an understanding and appreciation of Aboriginal people within the larger mainstream community.

Implementation of First Nation Transition program for first year students



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Program				Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Library Services	Library satisfaction	64% (07-08 68%)	Yes, satisfaction with the Library was recorded as 69% for Sault College in 08/09 (slightly over the provincial average)	
Information Technology	WebCT use	Continued use	During the 2007-2008 academic year students accessed LMS 1,973,179	



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3.	Student Feedback Questionnaire Complementing the data received from the Key Performance Indicator surveys, Sault College will continue to use the Student Feedback Questionnaire as a tool for students to provide meaningful course and faculty feedback each semester. The data collected from this quality assurance tool further addresses the College's quality learning and student success priorities.
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Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through KPI surveys, retention rates):

Strategy /
Program

Brief Description of Monitoring and Evaluation of Outcomes

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MYAA Report Back 2008-09

Please insert the current internet link to your posted Multi-Year Action Plan and 2007-08 Multi-Year Accountability Agreement Report-Back in the following space: ____

The 2008-09 Report-Back document constitutes part of the public record, and as such, should also be made available on your institution's web site. Please ensure that this document is posted at

Name:	Susan Hunter, Director of Marketing and Communications
Phone:	(705) 752-5554 Ext. 2753
Email:	susan.hunter@saultcollege.ca

APPENDIX A: Summary of consolidated strategies and programs for 2009-10 Transition Year

Increased Participation of Under-Represented Students

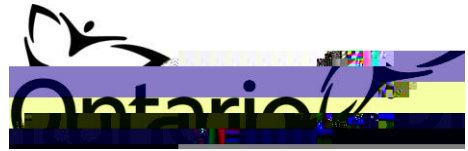
Outreach: targeted outreach activities with local community organizations and high schools, or advertising / marketing activities to improve participation of under-represented groups.

Bridging & Pathways: activities to bridge students into PSE (including dual credit programs, academic upgrading and other services) and assist students' pathways between college and university (i.e. credential assessment, advising for transferred students) or into work placements and co-operative programs.

Student Services & Supports: activities including personal and career counselling, academic advising and supports, and cultural programming (i.e. Aboriginal Elders on-site).

Academic Programming: activities to assess or develop programs to ensure accessibility in terms of delivery and / or content, enhance opportunities for under-represented groups, or deliver the program in partnership with other institutions.

Building Capacity: activities focusing on the capacity of the college or university to ensure



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Quality of the Learning Environment



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Student Services & Supports	entering student success strategy through responses on the use and evaluation of student services in our student engagement survey. We will also continue to monitor the overall retention rate for 1 st to 2 nd year students in the long-term to serve as the baseline for a new Multi-Year Action Plan in 2010.
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