SMA - Strategic Mandate Agreement College Annual Report 2015-2016

Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual colleges and the Ministry of Advanced Education and Skills Development (the ministry) outline the role that each college currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and helthe q itostem a-wide objeionv andrticule Ad by e ministry)'s Diffent siion syPolicyj 0 0 Td 0 -10.08 T ThTj 0 0 Td 0 -10.08 Td (The 20nistry)nd the Millege cuarMillmmit Ad acndatinuing acwork agee Mr acensurMiaostsecondary education system ana

2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development

    a. Graduate Employment Rates

    b. Employer Satisfaction Rates

    c. Number of graduates employed full-time in a related or partially-related field

2. Teaching and Learning

    a. Student Satisfaction

    b. Graduation Rates

    c. Retention Rates

    d. Number of students enrolled in a co-op, clinical placement, field/work placement program, and mandatory college

       baccalaureate degree WIL at institution

    e. Number of registrants, programs and courses offered in e-Learning format at institution

3. Student Population

    a. Number and proportion of

        1. Students with Disabilities

        2. First Generation Students

        3. Indigenous Students

        4. French-language students

    b. Number and proportion of international students

    c. Proportion of an institution's enrolment that receives OSAP

4. Program Offerings

    a. Concentration of enrolment at colleges by occupational cluster and by credential

    b. Institution's system share of enrolment by occupational cluster and by credential

    c. Number of apprentices, pass/fail rate and annual funding in each trade

5. Institutional Collaboration to Support Student Mobility

    a. Transfer applicants and registrants

6. Financial Sustainability

Sault College informally monitors the number of graduates employed full time in a related or partially related field through conversations with graduates.

Sault College does not have a formal process to calculate and track employment in a related or partially-related field.

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.).

Sault College works collaboratively with multiple international and local partners and employers to foster social and economic development, to serve the needs of students and the economy and labour market.

The highlights include but are not limited to:

- Actively recruiting Indigenous employees for a workforce that reflects our student population;

- Leveraging and expanding industry and community partnerships to meet social and economic needs;

- Working with International institutions to export educational services; and,

- Participating in local initiatives such as in the creation of workforce development for a Gaming Centre of Excellence with associated programming.

A specific example from the 2015-16 fiscal is the expansion of the robotics lab to enable efficient teaching, industry training and collaborative applied research in robotics and advanced automation. The phase 2 expansion included 6 new robots and fully integrated parts conveyors as well as a portable robotic trainer and peripheral equipment. In addition to the integration of robotics training in the current post-secondary programs, a new graduate certificate program in robotics and advanced automation is planned for a September 2017 start.

A robotics project manager has been hired to work in conjunction with our Applied Research Centre to promote and develop collaborative applied research partnerships with local and regional industry that will help them to advance their innovation goals leading to new products and processes that are competitive in today's global marketplace. These projects will provide our students with enhanced experiential learning opportunities and lead to highly skilled, job ready process automation graduates for Canadian industry.

Another example from the 2015-16 fiscal year that Sault College was extremely excited to announce was an agreement between the College and Jazz Aviation LP. The airline's Jazz Aviation Pathway Program (Jazz APP) and Sault College's School of Aviation (Sault

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.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015, the graduation rate at Sault College is	64.5

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that Sault College used in 2015-2016 to measure graduation rate.

Sault College tracks program completion rate in addition to the KPI graduation rate. Completion rate tracks the number of students in a cohort entering year one of a program and the number of those completing the program at the regular completion point (not providing for the 200% as does the KPI measure). This is done on an annually updated scorecard combined with program retention, and is further

Highlights

2c. Teaching and Learning - Student Retention

2c. Retention Rates

The table below has been pre-populated with the results from Sault College's 2014-2015 Report Back. Please identify Sault College's achieved results for 2015-2016 using the following methodology:

Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs in 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.

1st to 2nd Year : 2015 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 0 ÷ 2014 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = X x 100 = X%

2nd to 3rd Year : 2015 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 0 ÷ 2014 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = X x 100 = X%

3rd to 4th Year : 2015 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 ÷ 2014 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = X x 100 = X%

Entering Cohort	Retention Rate Achieved 2014-2015	Retention Rate Achieved 2015-2016
1st to 2nd Year	76.30	77.90
2nd to 3rd Year	88.60	86.30
3rd to 4th Year	95.90	94.20

*NOTE: Institutions use a variety of student enrolment cluster groups in their student retention rate calculations. As such, comparison between prior year student retention rates and the 2015-2016 student retention rate is not recommended. The Ministry of Advanced Education and Skills Development will continue to work with institutions to refine the student retention rate indicator for future SMA Report Backs.

Additional Information

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

Retention data is maintained in a database, with information drawn from the Student Information System. Comparisons are calculated based on past data in order to evaluate progress.

Highlights

- Elder on Campus

- Out-of-class Testing.

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:

According to HEQCO 2012, in general, work-integrated learning (WIL) is an umbrella term used to describe a range of educational activities that integrate learning within an academic institution with practical application in a workplace setting relevant to each student's program of study or career goals. WIL takes many forms, with varying degrees of integration and a multitude of characteristics.

The terminology and definitions used to describe a given WIL experience vary greatly from user to user. The WIL categories used for SMA reporting correspond to the same categories used on the program funding application's Program Delivery Information (PDI) table.

In should be noted that this report collects WIL experiences that are an integral part of the program and are available to all students in the program. The WIL experiences are required in order to complete the program, with the exception of optional co-op placements.

Co-op work placement: Education at Work Ontario (www.ewo.ca), a regional association of the Canadian Association for Co-Operative Education, defines a co-op program as follows: "A Co-operative Education Program is one that formally integrates a student's academicvegra2lows: "A

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❍ evaluate students' performance in the field or work placement activity.

Mandatory college baccalaureate degree WIL: A co-operative education work placement in all respects except that it is shorter than 30% of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for Sault College in 2015-2016:

Co-operative Education Program Type (Mandatory)	Number of programs at Sault College with a Co-op Stream	Number of students at Sault College enrolled in a Co-op program
Certificate	N/A	N/A
Diploma	7	156
Advanced Diploma	N/A	N/A
Graduate Certificate	N/A	N/A

Fieldwork Program Type

Highlights

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. Sault College is asked to provide information on e-learning courses, programs and registrations in 2015-2016.

Through the development of metrics under the SMAs, the ministry will be developing long-term indicators and updated definitions for online and technology-enabled learning in consultation with the sector. Indicators developed are intended for use in future SMA Report Backs.

In future years, the ministry anticipates collecting more comprehensive data that will profile a broader range of online and technology-enabled learning indicators to ensure students have access to high-quality flexible learning opportunities across the system.

eCampusOntario will be leading the development of eLearning indicators in collaboration with the sector.

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 that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A *Synchronous Conferencing program* describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

e-Learning Course, Program and Registration Data
Based on the definitions provided above, provide Sault College's eLearning data for 2015-2016:

Course Data	Ontario College Credential	Other Credential
Number of ministry-funded courses offered through fully online learning	28	140
Number of ministry-funded courses offered through synchronous conferencing	21	0
Total Number of ministry-funded, for-credit courses offered in e-Learning format	49	140

Program Data	Ontario College Credential	Other Credential
Number of ministry-funded programs offered through fully online learning	2	26

Number of ministry-funded programs offered through synchronous conferencing	1	1
Total Number of ministry-funded, for-credit programs offered in e-Learning format	3	27

Program Registrations	Ontario College Credential	Other Credential
Number of registrations in ministry-funded programs offered through fully online learning	121	362
Number of registrations in ministry-funded programs offered through synchronous conferencing	225	68
Total Number of registrations in ministry-funded, for-credit programs offered in e-Learning format	346	430

Additional Information

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

Number of ministry-funded courses was determined by looking at each of the 6 Sault College Ontario College level certificates to determine which of those certificates had courses online and totaled them. Even though we have 6 programs at this credential, only two are available fully online as noted above. The same process occurred to look at all other credentials. The number of courses was only counted once for the entire academic year (rather than adding in each semester intake as well as each monthly intake). Total number of registrations was totaled up for all three semesters by looking at course codes within each program to determine whether or not the registration would account towards an Ontario College level credential or if it would fall under the other credential category. Our online courses are delivered through OntarioLearn while our synchronous courses are delivered using Contact North.

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

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

Sault College currently does not offer any Hybrid Learning style programming. It is either face-to-face, fully online (asynchronous) or synchronous (delivered via Contact North). We also offer Independent Study programming which is not included in these stats as it is a paper-based program where some contact is done with instructors via email and phone. We also offer fieldwork components using an Independent Study modality.

Highlights

Please provide highlights of Sault College's activity in 2015-2016 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.)

PSW Success Story

Sault College is currently the only college in Ontario that offers the Personal Support Worker program fully in a synchronous format. We do not require our students to travel to our main campus. There are 9 courses in total for this program, all 9 are delivered via Contact North (virtual classroom using either a web-based platform or videoconferencing but is done in live time). Our lab time is done in this method as well, using demonstrations and videos. This program is highly popular due to the students not being required to travel. Practicum requirements are established in each student's home community.

A new requirement for graduation out of the PSW program is for students to take the one day training workshop of Gentle Persuasive Approach (GPA). The GPA program is run from the Advanced Gerontological Education Inc. (AGE). AGE has a requirement that this program is to be face-to-face; however, since many of our students in this program live in rural Northern Ontario, face-to-face in one

location was not an option. Offering education around e-learning, in particular, Contact North, Sault College was granted permission to offer GPA using videoconferencing. This took some coordination of logistics (ensuring a date that worked for all students, the instructor as well as a tester representing AGE). Students had to demonstrate the technique; therefore, another logistic was ensuring the student had volunteers to practice on. Many of our students are stand-alone students in various communities, therefore, in their location; there was not an option to practice on another student. All Contact North centres are equipped with personnel while training is occurring; therefore, many centres volunteered their staff for support of these students. Since this was a first for AGE and a first for Sault College, a press release did go about this initiative.

HOA Success Story

Sault College offers and delivers a program, Health Office Administrative Support Certificate. This program is currently delivered fully online. However, in the past it has been delivered face-to-face as well as synchronously through Contact North. In February of 2016,

3. Student Population

This component highlights Sault College's contributions to improve access and success for underrepresented groups (Students with disabilities, First Generation, Indigenous, and French-language students).
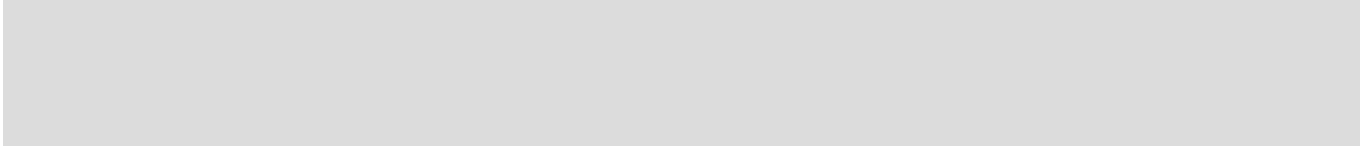Stuwith

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French-Language Students

 * *DEFINITION: A student is considered a French-language student if the student meets at least one of the following criteria -*
1) The student's mother tongue is, or includes French (the student is a Francophone);
2) the student's language of correspondence with the institution is French;
3) the student was previously enrolled in a French-language education institution; or
4) the student was enrolled in a postsecondary program delivered at least partially in French.

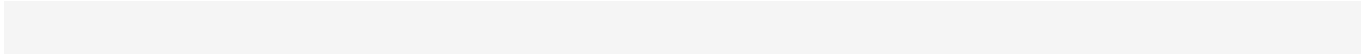**Highlights**

Additional Information

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

3b. Student Population - International Students

International Students

DEFINITION: <u>International Enrolment</u> 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 2015 at Sault College.

Additional Information

Highlights

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 2015-2016 proportion of an institution's enrolment that receives OSAP is	1,265	57.70

Additional Information

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

The number above represents the number os OSAP awards for any student at Sault College who has applied for Full-time OSAP.

Our instiution is committed to student satisfaction and assisting students ensure that all finanical barriers are eliminated or minimized to enable the student to focus on their studies to be successful.
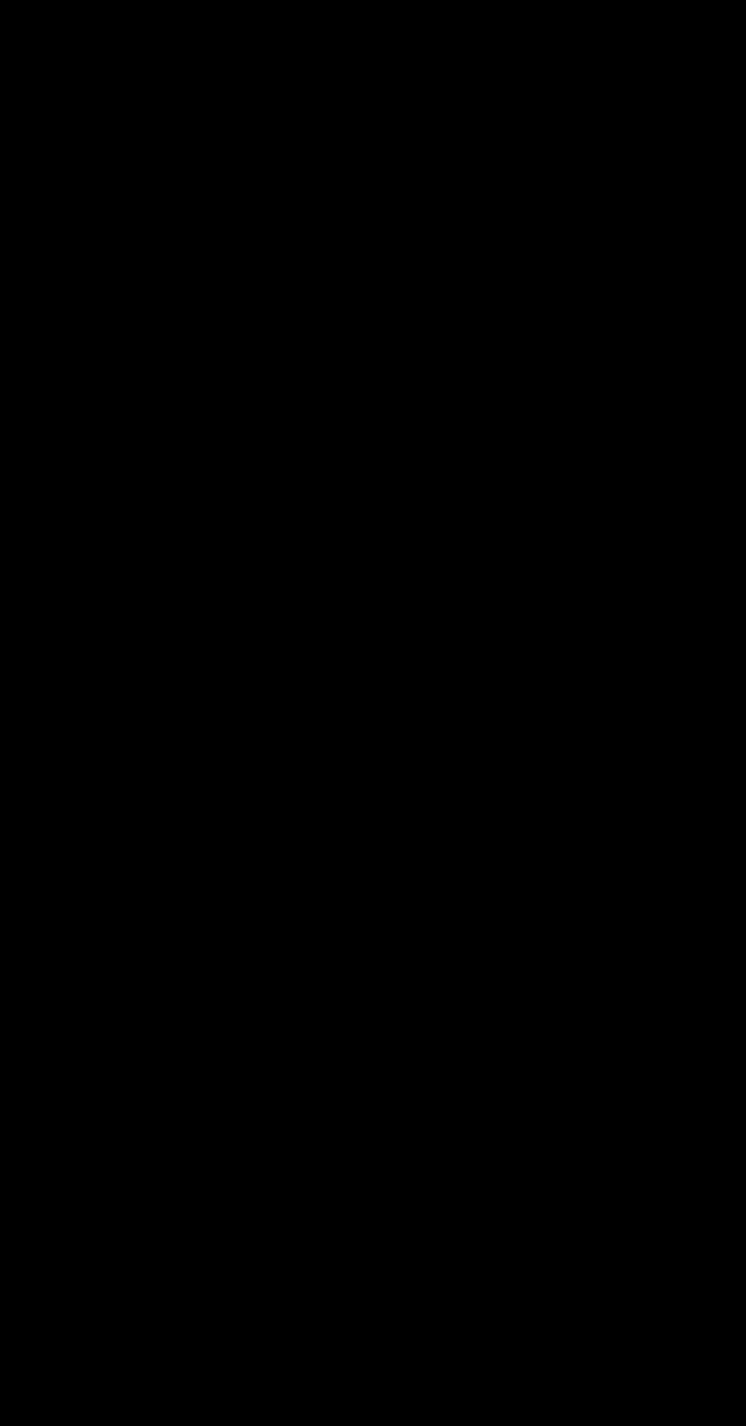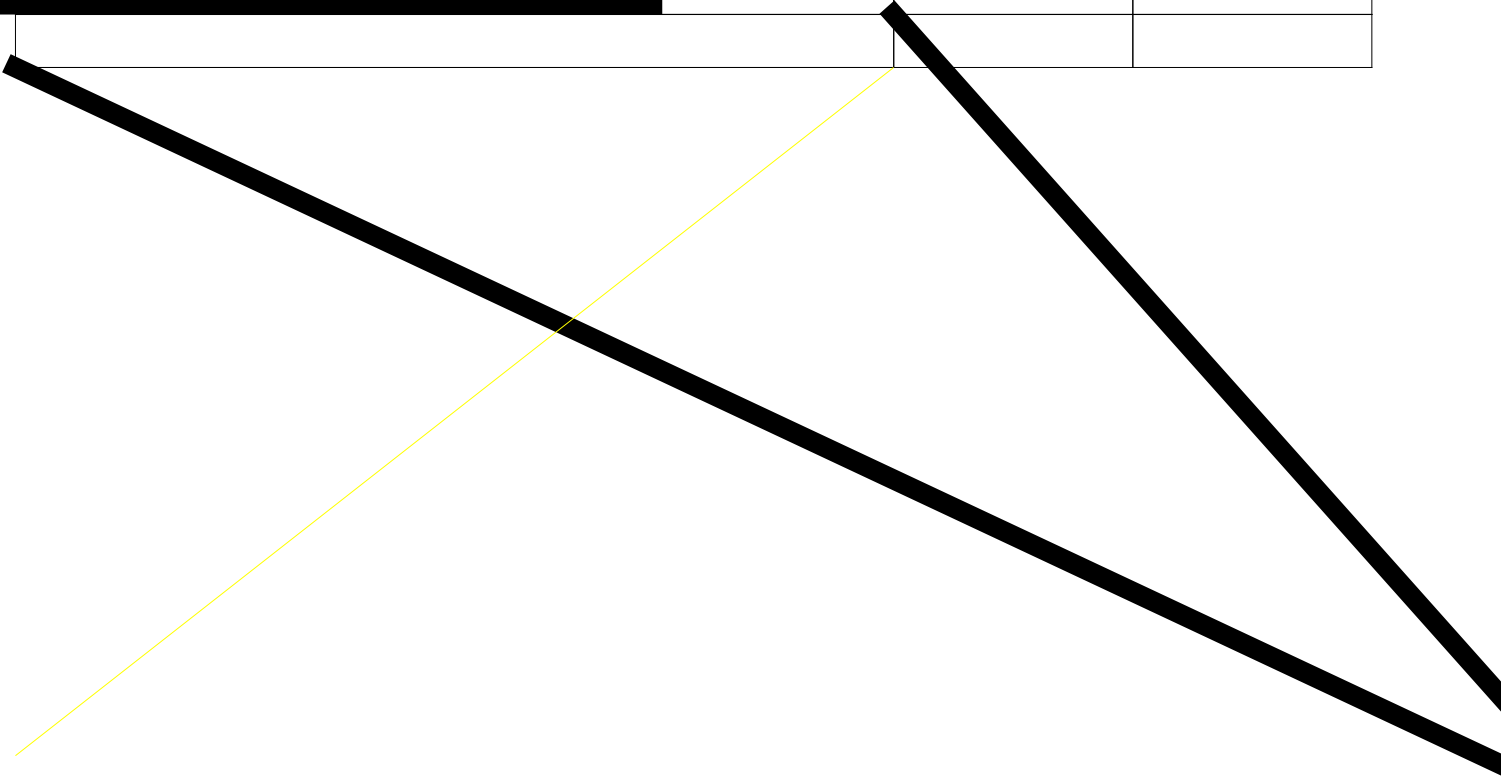
t, and credentials offered, along with program areas of institutional
ates.

s by occupational cluster and by credential

by occupational cluster and by credential

unding eligible enrolment count submitted on November 1, 2015 by Ontario
ment Report (CSER). Headcount does not include part-time, funding
dents.

	# of students in a program as a % of total # of students across all programs at Sault College	Sault College's share of system-wide enrolment in each PROGRAM

Health - Health Technology (Diploma)	3.70	3.33
Health - Nursing Related (Certificate)	1.70	1.86
Health - Nursing Related (Diploma)	6.68	1.84
Technology - Automotive (Certificate)	0.98	3.68
Technology - Automotive (Diploma)	1.28	2.25
Technology - Aviation (Flight) (Advanced Diploma)	9.15	69.26
Technology - Aviation (Maintenance) (Certificate)	0.92	54.55
Technology - Civil (Certificate)	0.82	2.19
Technology - Civil (Diploma)	2.06	2.81
Technology - Civil (Post-Diploma Certificate)	0.26	2.65
Technology - Electronics (Advanced Diploma)	0.92	0.31
Technology - Electronics (Diploma)	5.09	2.48
Technology - Machining (Certificate)	0.10	100.00
Technology - Mechanical (Certificate)	0.05	0.09
Technology - Mechanical (Diploma)	2.16	1.75
Technology - Resources (Advanced Diploma)	1.34	5.46
Technology - Resources (Diploma)	11.10	11.37
Technology - Welding (Certificate)	0.77	2.63
Technology - Welding (Diploma)	1.85	10.14

c. Number of apprentices, pass/fail rate and annual

Trade - Refer to complete list below:

Highlights

5. Student Mobility

Due to the ever changing mental health needs of post-secondary students, the Accessibility Services and Counselling Office implemented regular drop in times to improved access to Counsellors. This initiative addressed the need to ensure students in crisis were able to meet with a skilled counsellor in a timely manner. It also allowed students an opportunity to check in regularly with their Counsellor, keeping them informed on their progress and well-being. An additional strategy to reduce student wait times for Counsellor appointments included scheduling meetings with the Student Success Advisor to address various needs including social, financial, and academic issues.

6. Financial Sustainability

1. Annual Surplus/(Deficit) - (revenue - expenses)	Amount	Benchmark	
Annual Surplus/(Deficit)	-324,845	0	

2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets)	Amount	Benchmark	
Accumulated Surplus/(Deficit)	11,592,003	0	

3. Quick Ratio (current assets) / (current liabilities)	Amount	Benchmark	
Current Assets/Current Liabilities	2.34	1.00	

4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)]	Percentage	Benchmark	
Debt/Assets	18.92	35.00	

5. Debt Servicing Ratio (interest expense + principal payments) / (revenue)	Percentage	Benchmark	
Total Debt Serviced/Revenue	1.17	3.00	

6. Net Assets to Expense Ratio (net assets) / (expenses)	Percentage	Benchmark	
Net Assets/Expenses	107.68	60.00	

7. Net Income to Revenue Ratio (revenue - expenses) / (revenue)	Percentage	Benchmark	
Net Income to Revenue	-0.57	1.50	

Highlights

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

The College continues a comprehensive review that prioritizes programs and services to support strategic decisions and to maximize returns on investment. The College also continues with the implementation of an ERP solution with the objective of realizing operational efficiencies and mitigate the significant risks associated with operating an obsolete system. As well, the College has dedicated resources for opportunity prospecting and international recruitment as a strategy to increase revenues from diverse sources.

As the College moves forward, it must now focus on sustainability in a region experiencing population decline and aging demographic. As a result the College will have to adjust its operations to support quality programming and services going forward.

7. Attestation

By submitting this report to the ministry:	Checkbox
Sault College confirms that all information being submitted to the ministry as part of the 2015-2016 SMA Report Back is accurate and has received approval from Sault College's Executive Head.	✓

For additional information regarding Sault College's 2015-2016 SMA Report Back please contact	Information
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Email:	barb.bringleson@saultcollege.ca

Please indicate the address on Sault College's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry	Information
Website:	www.saultcollege.ca