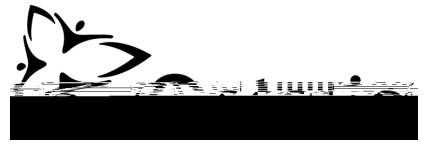


2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back

| | |
|--------------------------|----------------------|
| Institution Name: | Sault College |
|--------------------------|----------------------|

OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Back 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, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 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.



1) Enrolment - Headcount*

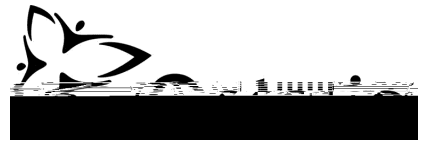
**DEFINITION: Headcount is the un-audited enrolment forecast for 2010-2011 reported to the Ministry on November 1, 2010 (Full-Time funded students only; does not include Second Career, Apprentice or International students).*

Sault College reported to the Ministry the total Headcount enrolment in 2010-2011 = **1,946**.

Please indicate the number of students aged 18-24 (age as of November 1, 2010) from the total Headcount enrolment reported by **Sault College** to the Ministry for 2010-2011 = **1,440**.

Please indicate the number of students aged 25+ (age as of November 1, 2010) from the total Headcount enrolment reported by **Sault College** to the Ministry for 2010-2011 = **473**.

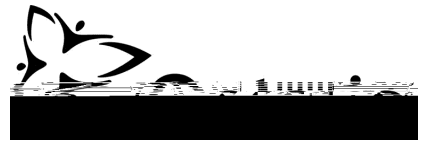
Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2010) enrolled at **Sault College** in 2010-2011 = **33**.



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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 2010-2011 to manage enrolment.

The enrolment focus for Sault College has been to focus on a slow, steady growth by creating the right program mix, service and instruction to attract and retain students. This focus is directly from the College's strategic and business plans with specific actions to enhance programs (create market-relevant, desirable programs and phase-out or re-create programs that aren't as desirable) as well as to invest in people (includes students, faculty and staff). In terms of retention, there is now a cross-campus represented retention committee striving to address issues and needs to improve student retention with a particular focus on a holistic approach to the student (academic, social, physical, spiritual needs). The enrolment planning considers a variety of data sources including, but not limited to, program enrolment, student performance, geographical representations,



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 the institution's annual report to the Ministry for the Accessibility Fund for Students with Disabilities Fund (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).

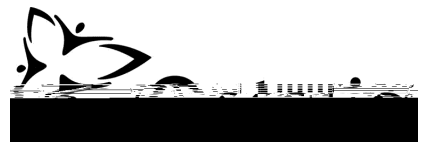
****DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages,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





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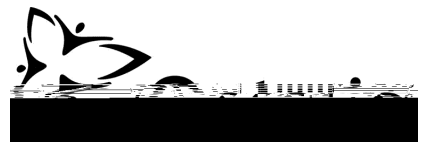
| Students With Disabilities | First Generation Students | Abori86 654 c S [] 0 d nal ET 1 0 0 1 0 0 cm |
|-----------------------------------|----------------------------------|---|
| | | |



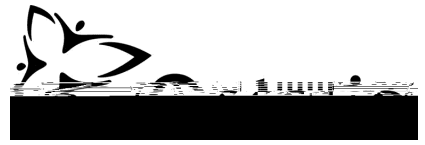
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with Chapleau Cree First Nation

- Delivery of the Social Service Worker – Native Specialization program in partnership with Oshki-Pimanche-O-Win Educational Institute (Thunder Bay)
- Delivery of the Anishinaabemowin Language Immersion program in partnership with Kenjegin Teg Educational Institute (M'Chigeeng First Nation)



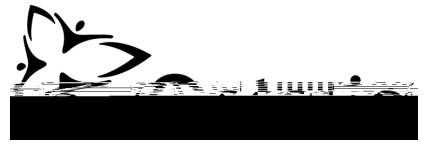
| | | |
|--|--|---|
| | | <p>representation on the College's remaining advisory committees.</p> <p>Cultural Competency Training</p> <p>Working in conjunction with Aboriginal community stakeholders, Native Education developed cultural competency training for internal and external delivery. The training consists of five three hour modules and are designed in such a way that they can be offered together to comprise a solid offering with respect to cultural competency or offered independently. In October 2010, the College implemented cultural competency training to all full-time staff employed at the College beginning with Modules 1 and 5. On-going training of the remaining modules continue for 2011 for all College staff.</p> |
|--|--|---|



3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, **Sault College** committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

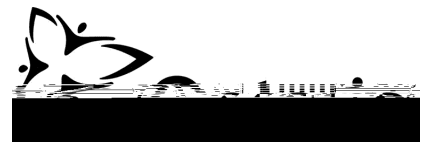
| 2010-2011 TUITION / BOOK SHORTFALL AID: | TOTAL \$ | # ACCOUNTS |
|---|----------|------------|
| | | |



4) Participation in the Credit Transfer System

The following data is per the College Graduate Outcomes Survey:

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



Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2010-2011, 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 the institution 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.) :

An articulation agreement between the Child & Youth Worker program and Early Childhood Education/Social Service Worker/Social Service Worker--Native Specialization was completed. This allows students the opportunity to obtain multiple diplomas. Any college graduate of Early Childhood Education, Social Service Worker or Social Service Worker--Native Specialization programs can move seamlessly into Semester 3 of Sault College's Child and Youth Worker program and graduate in two academic years according to predetermined maps.

Our Information Technology Department, in collaboration with a cross-college committee, implemented a system for general education course transfers between internal programs and assignment of general education course credit transfers from university to college. New General Education and General Education Advance Credit Transfer policies were created and approved.

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

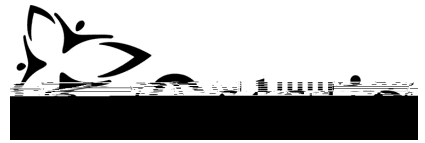
Sault College's support staff complement included one position in the General Arts & Science area who advises students of opportunities, processes, and diploma-to-degree requirements. Students are assisted by this person with the preparation of application documents, reminded of important dates and registration deadlines, explained timelines and procedures, and provided with forms which are distributed to appropriate internal and external departments. This service continues to exist and evolve.

30 percent of a second support staff complement position was dedicated to student advising and the promotion of success. Students receive one-on-one or group assistance to address their needs and issues. This position continues to evolve and expand.

Counsellors collected feedback from potential and current students in their one-on-one meetings related to preferred career pathways. They tracked this information and forwarded reports on their findings to administrators for action.

3) Improving Transparency and Access to Information about Credit Transfer and Transfer Pathways:

Sault College's website was continually updated with information regarding credit transfer and career pathway information. Additionally, degree transfer services and opportunities were communicated through the student portal and the publication/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. Students who withdrew part way through should be included in the count. Labs and tutorials are considered and sub-sections and should be excluded from the count. One-on-one independent study and/or practicum should also be excluded.*

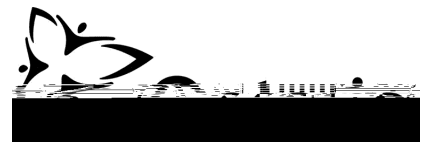
Please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **Sault College** in 2010-2011 using the calculation indicated above:

1ST YEAR CLASSES:

| Class Size | Number of Sections | As a Percentage of All 1 st Year Sections |
|------------------------|--------------------|--|
| Fewer than 30 students | 524 | 71.3% |
| 30 to 60 students | 202 | 27.5% |
| 61 to 100 students | 8 | 1.1% |
| 101 to 250 students | 1 | 0.1% |
| 251 or more students | 0 | 0% |
| Total | 735 | 100% |

2nd YEAR CLASSES:1





6) eLearning

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the Government of Ontario announced the creation of a new Ontario Online Institute (OOI). In spring 2010, the Ministry conducted a survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Online Ontario Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

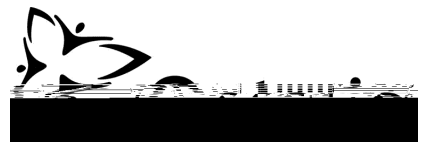
A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate 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, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.

A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.



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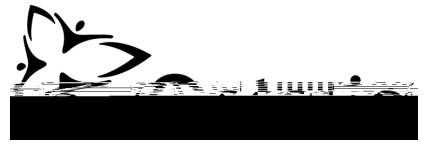
Please indicate in the table below the number of Ministry-funded courses, programs **Sault College** offered in 2010-2011 and corresponding registration information -

| COURSES | Ontario College Credential* | Other Credential* |
|---|------------------------------------|--------------------------|
| # of Ministry-funded courses offered through <i>Fully Online Learning*</i> | 4,052 | 150 |
| # of Ministry-funded courses offered through <i>Synchronous Conferencing*</i> | 20 | 67 |
| Total # of Ministry-funded courses offered through the above eLearning formats | 4,072 | 217 |
| PROGRAMS | Ontario College Credential* | Other Credential* |



*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 3 semesters including monthly intake courses
Synchronous conferencing courses are offered through Contact North/eLearning Network

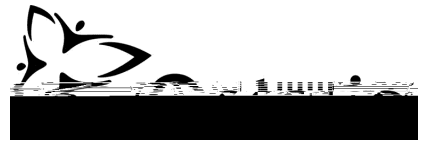


Ministry of Training, Colleges and Universities

Personal Support Worker Certificate

Sault College continues to offer the certificate as a distance learning opportunity via the Contact North/eLearning Network.

Innovative approaches include lab demonstration via videoconferencing, incorporating lab skills into the practicum experience



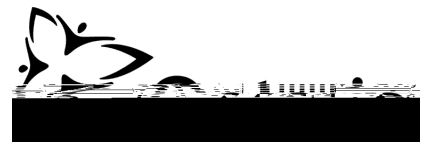
7) International

7.1 Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Sault College** had in 2010-2011:

- Outbound students* = 0

- Inbound students* = 6



7.2 Enrolment

In 2010-2011, **Sault College** reported to the Ministry the following top 5 source countries for international students:

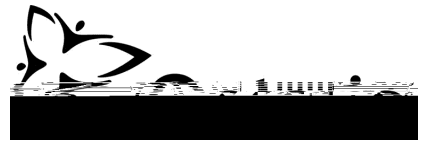
| | Source Country | Number of Full-Time International Students from Source Country | International Students from Source Country as a Percentage of Sault College Total Full-Time International Student Enrolment |
|----|----------------|--|--|
| 1. | Ecuador | 3 | 42.9% |
| 2. | United States | 1 | 14.3% |
| 3. | Mexico | 1 | 14.3% |
| 4. | Japan | 1 | 14.3% |

Sault College reported to the Ministry that International Enrolment* in 2010-2011 = 7

**DEFINITION: International Enrolment is the headcount of Full-Time international students at the institution, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.*

Full-Time International Enrolment as a comparative percentage of Full-Time Enrolment at **Sault College** in 2010-2011 was: (calculation based on the total number of Full-Time International Enrolment (7), divided by **Sault College's** 2010-2011 Full-Time Enrolment Headcount (1,946)) 0.36 %

Please provide **Sault College's** 2010-2011 Part-Time International Student Enrolment = 0



7.3 English as a Second Language

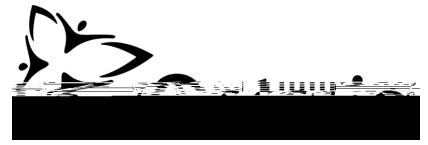
Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **Sault College** in 2010-2011 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Sault College** used in 2010-2011 to create pathways for *International students* from **Sault College's** ESL programming to postsecondary studies.

While the College currently does not operate its own ESL programming, close links are maintained and referrals made to Algoma University's program and the Algoma District School Board ESL program.

Please provide one or more highlights, in the space provided below of a **Sault College** activity in 2010-2011, which contributed to maintaining or improving **Sault College's** international initiatives. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.

2010-2011 continued as a building year for Sault College's emerging international student recruitment strategy. Extensive work was completed in the first half of the year to develop structures and partnerships within the College and our community to ensure appropriate resources and expertise are in place. We participated for the first time in the Queen's University IETP training program for international student professionals with the generous tuition support of the MTCU. Sault College was an active participant in the CIITE wrap-up activities as well a member of the emerging CSIPS group formed in the spring of 2011. We are also members of the Sault Ste. Marie Local Immigration Partnership (L.I.P.) as well as being selected to hold one of the seats on their Local Immigration Council.



8) Supply Chain Compliance / Broader Public Sector Accountability Act

SUPPLY CHAIN COMPLIANCE

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 a 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 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, **Sault College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Sault College confirmed in its 2009-2010 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2010-2011, **Sault College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Sault College confirmed in its 2009-2010 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **Sault College** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Sault College's** OECM purchases in 2010-2011: 26,537



Ministry of Training, Colleges and Universities

Please provide one or more highlights, in the space provided below, of a **Sault College** activity in 2010-2011, 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.

Sault College participates in both the courier service and office supply procurement through the OECM contract. Sault College's costs related to these services and supplies have reduced.



BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All colleges were to be in compliance with the *Broader Public Sector Accountability Act, 2010*, proclaimed on April 1, 2011. The *Act*, through two new directives (procurement and expenses), establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act, 2010* provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including colleges, to establish rules on perquisites.

BPS Procurement Directive

The new BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

- i. formally adopt the supply chain code of ethics in accordance with their governance processes; and
- ii. comply with the mandatory requirements of the Directive.

Given the proclamation date of April 1, 2011, **Sault College** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Sault College** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Sault College** adopted in 2010-2011 to prepare for compliance.

Sault College ensured that the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures were adopted within our Procurement Policy. Also, the Authority limits in our Policy are in compliance with the Government's mandates.



BPS Expenses Directive

The new BPS Expenses Directive improves accountability and transparency for BPS organizations by:

- i. requiring designated BPS organization to establish expense rules, and
- ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

Given the proclamation date of April 1, 2011, **Sault College** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Sault College** to attest that it is in compliance with this Directive.

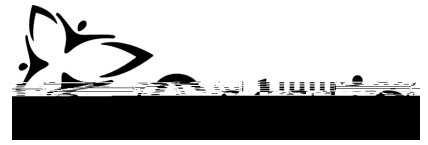
Please provide one or more examples, in the space provided below, of what processes and practices **Sault College** adopted in 2010-2011 to prepare for compliance.

Sault College ensured that the BPS Expenses Directive for Travel and Hospitality were adopted within our Travel Policy. Also, the Authority limits in our Policy are in compliance with the Government's mandates.

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.

Given that the effective date for compliance is August 2, 2011, **Sault College** is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require **Sault College** to attest that it is in compliance with this Directive.



10) Student Satisfaction

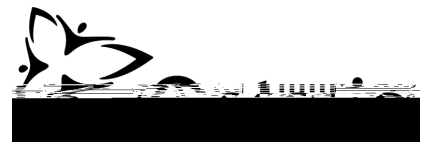
Per the KPI results reported in 2010-2011, the student satisfaction rate at **Sault College** for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **88.1%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Sault College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **85.2%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Sault College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **67.4%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Sault College** for KPI Question #45 "The overall quality of the services in the college" = **69.4%**

Please provide one or more highlights, in the space provided below, of a **Sault College** activity in 2010-2011, which contributed to maintaining or improving **Sault College's** student satisfaction initiatives. This could be a strategy, initiative or program viewed by the institution to be a

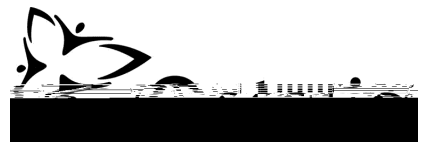


12) Graduate Employment Rate

Per the KPI results reported in 2010-2011, the graduate employment rate, 6 months upon graduation, at **Sault College** = **84.9%**

Please provide one or more highlights, in the space provided below, of a **Sault College** activity in 2010-2011, which contributed to maintaining or improving **Sault College's** graduate employment 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.

Student Employment Services and Co-operative Education departments brought together as a new college department, Student Job Centre, in December of 2010. Student Job Centre is part of the College's Employment Solutions Division which offers employment services to Sault Ste. Marie and communities of the North Shore. This new collaboration will expand resources and expertise available to students and new graduates seeking related employment. Additionally projects initiated in 2009-10 continue including program specific communication strategies for new graduates and staff time is now being used to expand program specific employer data base. New academic program initiatives at the College are also requiring new employer development and outreach be completed by staff. The College has also added new cooperative education programs this year including Landscape Technician and Home Inspection. In 2012 we also expect to see a new three year co-op program in business. Employment development for co-ops as well as graduate employment is underway. Expanded co-op programming creates new opportunities to our graduates as they leave the College with established relationships with employers, paid work experience and applied examples of their capabilities. Career development program modules continue to be developed and investigations regarding the best way to deliver to the student population have been initiated.



13) Student Retention

The table below has been pre-populated with the results from **Sault College's** 2009-2010 MYAA Report Backs. Please identify **Sault College's** achieved results for 2010-2011 using the following methodology :

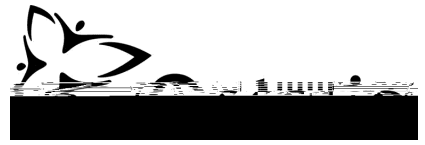
Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs on which enrolment is reported at minimum twice).

| | Retention Rate Achieved for 2009-2010 | Retention Rate Achieved for 2010-2011 |
|-----------------|--|--|
| 1st to 2nd Year | <u>79.5%</u> | 2010 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>796</u> ÷ 2009 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>1,049</u> x 100 = <u>75.9%</u> |
| 2nd to 3rd Year | <u>86.3%</u> | 2010 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>108</u> ÷ 2009 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>123</u> x 100 = <u>87.8%</u> |
| 3rd to 4th Year | <u>N/A</u> | 2010 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>26</u> ÷ 2009 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>31</u> x 100 = <u>83.9%</u> |

*The space below is provided for **Sault College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Student Retention.

First year student retention numbers during 2010/11 decreased due to a few large enrolment programs having higher than usual attrition rates. There were also a number of programs that showed first year retention improvement. Retention initiatives in several programs are finding success by initiating mentoring activities between first year students and upper year students.

Moving forward, the majority of the College's retention planning which is in development will be on providing supports to improve the success of first year students. The retention rates for upper year student will improve each year as first year students become successful.

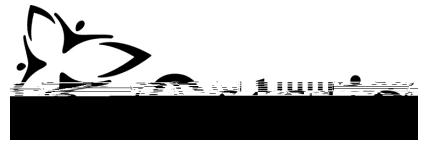


Please provide one or more highlights, in the space provided below, of a **Sault College** activity in 2010-2011, which contributed to maintaining or improving **Sault College's** retention initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Retention responsibilities were added to an existing support staff position in August 2010. The 2010/11 year initiatives involved analyzing retention data in all programs, surveying students during orientation and other student events in order to follow up with students who may be at risk, additional tutorials were added to several programs that had high attrition rates, and a College wide retention committee was struck to examine retention trends and identify potential barriers to student success.

Lunch and learn student success strategy sessions were scheduled each week during the 2010/11 academic year. Session topics covered were note taking, test taking, study skills, scholarship and bursary application clinics, stress management and more.

A new testing strategy was undertaken in the Pre-Health program math courses in partnership with the Testing Centre. All math tests were written by the students within the testing centre at their own pace which lead to an increase in success.



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 2010-2011 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.)

During the 10/11 year proposals were written and funding received for a new 70,000 square-foot building of new teaching space. Spacious, bright classrooms ranging in size from 30- to 60-seats were planned and equipped with state-of-the art technology. Modern learning commons were designed to add to the classroom experience by adding study rooms and equipping the space with computers.

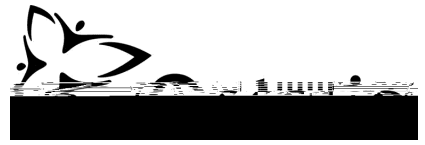
In June of 2010, the second annual Inter-Institutional Teaching and Learning Conference was held with Sault College, Algoma University, and Lake Superior State University participating. Discussion topics included virtual/online learning; writing assessment; enhancing the learning experience with feelings, emotions, and interpersonal support. Presentations topics were: "Non-Traditional Student Success and Retention: An Inclusive Teaching Approach"; "Declining by Degrees: Higher Education at Risk"; and "You Can Get the Answers on my Blog--Using Social Media Tools in Higher Education."

Eight new programs were launched in September 2010 to broaden the selection of programs/career paths. The following programs were introduced: Welding Techniques, Metal Fabrication Technician, Video Game Art, Digital Photography and Imaging, Renewable Energy and Green Construction Techniques, General Arts & Science--Arts, Peace and Conflict Studies, and Mechanical Engineering Technology.

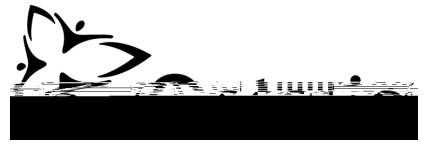
2) ENGAGEMENT (Examples may include new student orientation, work-learning opportunities, etc.)

Sault College continued to build upon a successful orientation schedule in the previous year. The College and Student Union worked in partnership to deliver the second straight dry orientation week boasting excellent turnouts at the events planned.

3) SUPPORT (Examples may include personal and academic supports to students, etc.)



An additional Native Student Services Counsellor was added to the College's Counselling team in 2010/11. The new Counsellor was able to provide additional support to students with disabilities and other students at risk.



15) Ten Percent Reduction in Executive Office Costs for 2011-2012

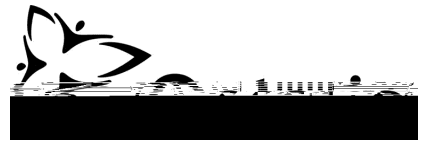
The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of **Sault College's** Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is **Sault College's** 2010-2011 budget for their executive offices.



Sault College confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.



Attestation:

By checking this box, **Sault College** confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from **Sault College's** Executive Head or Board of Governors.

Contact:

Please provide the contact information for the representative at **Sault College** to whom public inquiries can be directed regarding **Sault College's** 2010-2011 MYAA Report Back:

- Name:N/A
- Telephone:N/A
- Email:N/A

Please indicate the address on **Sault College's** website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

- <http://N/A>