College Sector Interim Accountability Agreement

Institution: SAULT COLLEGE

Preamble:

Reaching Higher, the McGuinty Government Plan for Postsecondary Education, outlines the government's commitment to begin a new era for postsecondary education in Ontario, with the cumulative investment of $6.2 billion over the next five years in the province's postsecondary education system.

This government is committed to working with

1. Government Goals and Commitments for the Postsecondary Education System

This section summarizes the government's expected goals for access, quality and accountability as announced in the 2005 Budget investments in postsecondary education, and outlines the 2005-06 government commitments designed to help the system meet these goals.

1.1 Access

As outlined in the 2005 Budget, the government is committed to ensuring that there is an increase in the number of Ontarians who have the opportunity to pursue higher quality postsecondary education that is affordable and accessible.

In 2005-06, the government will undertake the following initiatives designed to help the postsecondary education system improve access:

Establish enrolment targets – 2005-06 targets will assist the government to meet its public commitments to increase university and college full-time enrolment by 50,000, increase graduate enrolment by 14,000 by 2009-10, and increase medical enrolments by a further 15% over the next four years;

Establish new advisory committees on Aboriginal and Francophone postsecondary issues and continue the work of the existing Postsecondary Advisory Committee on Disability Issues to provide the government with strategic advice on how to maximize the educational experiences of these students;

Develop a strategy to enhance the participation and success of First Generation students who are the first in their families to access postsecondary education;

Continue the tuition freeze for 2005-06, compensate institutions for that freeze, and consult with student, college and university representatives on a new tuition framework to be in place for 2006-07;

Enhance OSAP – improve student financial assistance for 135,000 low and middle-income students, and reintroduce up-front grants for low income students;

Develop an international marketing strategy to assist in the internationalization of Ontario's postsecondary education system and to ensure that Ontario remains competitive in an increasingly globalized environment; and

Ensure there are program options available at small and northern colleges to encourage students experiencing challenges in these areas to attend a postsecondary institution.
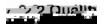
1.2 Quality

As outlined in the 2005 Budget, the government is committed to the highest standards in teaching, research, and the student learning experience.

The government also recognizes that each institution has existing areas of excellence. This excellence might be found in a differentiated mission, a specialized niche, program leadership, service leadership, enhanced services and/or accessibility to a specific group, or some other area.

In order to assist institutions in meeting both the government's and their own goals in quality, the government is committed to:

Establish the Higher Education Quality Council of Ontario;

Provide funding to advance quality, support institutional excellence and fund change under a new Quality Improvement Fund in 2005-06; and

Continue to measure and report on Key Performance Indicators and build on new measures of evaluating quality.

APPENDIX A: QUALITY IMPROVEMENT FUND TEMPLATE

PART 1: ADVANCING QUALITY

To ensure a quality postsecondary education, the ministry envisions a postsecondary education system that will be one that achieves the highest standards in teaching, research and the student learning experience, resulting in skills and innovation that will support economic growth.

The Advancing Quality portion of the 2005-06 Quality Improvement Fund is intended to provide additional resources to advance quality at each institution.

When completed, Part 1 of this template will outline the activities and results that will be achieved by each institution with this funding. The ability to demonstrate improvements in quality will inform the decision making process with respect to the future distribution of quality funding and the development of Multi-Year Agreements.

The advancing quality and supporting excellence funding will be released conditional on the completion of this template and the signing of the agreement.

Measurable Outcome Indicators

It is recognized that postsecondary institutions and the ministry will work together to develop outcome indicators of quality for inclusion in the 2006-07 multi-year accountability agreements.

To indicate that the 2005-06 advancing quality funding is achieving its intended results, the ministry is requesting that institutions report on measurement indicators commonly used by other jurisdictions to assess quality: student/faculty ratio, class size, and retention rates.

The ministry recognizes that at this time there is no systematic approach to measuring and publicly reporting these indicators in Ontario at this time. However, most institutions do have their own methodology for measuring and tracking these indicators.

Please provide the ministry with your institution's definition and measurement methodologies for the following indicators:

INDICATOR	DEFINITION AND METHODOLOGY
Student : Faculty Ratio	Total number of students in each category divided by the total number of full time faculty employed at the College.
Average Class Size	Total number of student registrants divided by the total number of sections as of November 1st of each year.
Student Retention	Enrolment data as of November 1st of each year is compared to previous cohort from the previous year as of November 1st.

To establish, benchmark and track these results, the ministry is seeking this information

Teaching & Learning Excellence

A) Advancing Quality Funding being allocated to Teaching & Learning Excellence: $519,520.

B) Please identify and provide details of any 2005-06 investments related to teaching and learning excellence if applicable. Examples may include changes to class size, modes of instruction, program and curricular development and professional development initiatives for staff.

Program and Curricular Development:

1) Release time for faculty to focus on a new target audience – secondary school students that do not traditionally attend post-secondary institutions – the faculty have developed preparatory and one year certificate programs that are targeted at the 50% of secondary school students that do not pursue post-secondary education.
2) Release time and hiring of new faculty for the introduction of the Personal Support Worker and Aesthetician programs.
3) Release time for faculty to develop collaborative degree programs with Algoma University. The first program will be Graphic Design.
4) Release time for faculty to customize Language and Communications courses so that they are integrated and relevant to each program.
5) Release time for faculty for new and renewed program development.

Professional Development Initiatives:

1) Supporting faculty in obtaining their Master's Degree – CICE, Hospitality, Social Work, Physiotherapy and BScN programs.
2) Supporting faculty in obtaining their undergraduate Degree – Aboriginal Education, Criminal Justice and Hospitality.
3) Development of a new teacher's orientation manual for implementation with all new faculty hires commencing in the fall 2006.
4) Development and sponsorship of a joint faculty professional development program with faculty at Algoma University College.

Modes of Instruction:

1) Hired a Lab Support Technician to assist students in the new patient simulator lab that was acquired through the financial support of the Ministry of Health. This has provided the opportunity to expand the use of the lab to many health related programs and to various medical health professionals in the North through our Continuing Education programming.
2) We have been able to better develop our video conferencing facilities in the BScN labs to enhance our delivery modes for the four sites in the collaborative nursing program. The program has developed a shared team approach to program delivery.
3) We have been able to increase our focus on WebCT as a teaching platform to provide 24 hour student access to course curriculum and faculty. We have been better able to prepare our new faculty to incorporate this learning tool in their teaching.

C) Please identify any expected qualitative and quantitative outcomes generated by this additional investment, if available/applicable.

1) Provide greater access to post-secondary education for nontraditional post-secondary students – Pre-Health and Pre-Technology programs along with additional one-year programming.
2) Improved student retention.
3) Enhance teaching effectiveness of faculty (in particular new faculty). The new orientation and training manuals will provide a greater awareness of adult teaching methods, individualized teaching strategies, use of technology in the classroom and WebCT.
4) Enhanced level of practical experience for students through the use of simulation labs – GIS, Aviation, and all health related programs.
5) Development of new collaborative programs with Algoma University.
6) Increased access for special needs students.

Educational resources:

A) Advancing Quality Funding being allocated to educational resources: $500,000.

B) Please identify and provide details of any 2005-06 investment related to educational resources if applicable.   Examples of educational resources may include equipment and supplies (lab / classroom), library materials and resources, and IT Infrastructure.

1) Upgrades to several classrooms and labs including the Water Treatment Lab, the Process Automation Lab and the Motive Power Lab.
2) The College is investing in a new Information Technology Network Infrastructure. A major feature of the Network is that it has been designed so that students will have the capability to work in a wireless environment. Students will be able to access their accounts, their courses, the Intranet and the Internet from any location on campus. This new IT infrastructure along with the wireless component allows the College to begin integrating laptops into current and future programs.
3) Enhanced classroom environment at the hangar including upgraded computers and wireless access.
4) New software for the Aviation, Graphic Artist, Civil Architectural, Nursing, and Mechanical Techniques programs.
5) New and enhanced special needs software.
6) Improvements to the Library including acquisition of a new SIRSI system along with additional books, periodical and videos.
7) Computer lab upgrades to the student general purpose labs.
8) Ability to equip most classrooms with LCD projectors.
9) Improvements to the Aviation Flight Scheduling Office to provide a more realistic environment.

C) Please identify any expected qualitative and quantitative outcomes generated by this additional investment, if available/applicable.

1) Attract and retain students.
2) More realistic learning environment that will provide students a greater opportunity for hands on learning.
3) Enhanced self-directed and independent learning initiatives.
4) The IT project provided the opportunity for the College to hire 7 of its Computer Studies students. Students were immersed in all phases of the project which provided an excellent learning opportunity.

Student Supports/Services:

A) Advancing Quality Funding being allocated to Student Supports/Services: $300,000.

B) Please identify and provide details of any 2005-06 investment related to student support and services if applicable. Examples may include student remediation and retention strategies, general and/or academic counseling, special needs initiatives, and career planning and employment preparation.

1) This was an area that was negatively impacted in the past few years that was directly related to the financial difficulties encountered by Sault College. The investment of additional funding has allowed the College to make a reinvestment in these areas. In specific the College has continued to consolidate as many student services in one locale as possible to provide a "one stop student service" concept. This has enabled the College to achieve a level of efficiency not available with segregated service, provide enhanced student services, reduce student wait times, expand service hours, and improve the overall student experience.
2) The College has hired an additional Native Counselor that addresses both the Native and Academic issues faced by our Native student population.
3) The College has invested in the Native Education department by developing a Native Education Strategy in coor

Other Advancing Quality Initiatives:

If applicable, please identify any other initiatives that your institution will undertake with your advancing quality funding. In your description, please identify the amount being allocated to this activity, your planned investment details, and any expected qualitative or quantitative outcomes generated by this additional investment.

PART 2: SUPPORTING EXCELLENCE

This fund will be used to support excellence as your institution defines it. This excellence might be found in a differentiated mission, a specialized niche, program leadership, service leadership, enhanced services and/or accessibility to a specific group, or some other area.

When completed, Part 2 of this template will outline the activities and results that will be achieved by each institution with this funding.

Investments
Identify the specific investments and activities that will be used to support excellence.

1) The International University College Division represents a truly unique partnership relationship between a Canadian College and an American University. Through our continued successful collaborative efforts, the two institutions offer dual-enrolment opportunities for both Canadian and American students to study in three diploma-degree programs - Teacher Education, Computer Studies/Science and Criminal Justice. Students have the opportunity to attend classes and utilize facilities at both institutions.

2) Sault College continues to strive to serve the unique educational requirements for the Native community. Two new programs being offered are the Social Service Worker - Native program and the one-of-a-kind Anishsnaabemowin Ojibwe Immersion Program. The Immersion program is the only program in Ontario to offer this unique study option. Sault College has been a leader in this program and has presented the program at an International language Symposium in Hawaii.

3) Sault College continues to increase its partnership activity so that it is able to service the needs of the communities that it serves. The College has partnered with the Apprenticeship Branch, the Algoma District School Board and the Ontario Youth Apprenticeship Program to introduce area high school students to the College and careers in the Trades. The two local school boards also collaborated with the College on the Revitalizing Technology Together program. The intent of these initiatives was to eliminate the post-secondary intimidation factor that many young students feel while simultaneously promoting programs that are designed to service a growing labour market shortage.

4) Sault College has developed a Post-secondary Transition Planning process for prospective students. The purpose of the process is to lessen the stress associated with the transition to post-secondary education by providing the students with an opportunity to plan and arrange for services prior to entering the College environment. The transition planning will link career and educational goals to services on and off campus.

Expected Outcomes
Identify the specific short and long-term results expected from this investment. Short-term results are results that can be measured or demonstrated by 2006-07. Results could include inputs, outputs or outcomes.

1) The College expects to continue to grow enrolment in the International University College Division. The collaboration will continue to provide an international flavour to professional development as our faculty work jointly on program development with the American University faculty.
2) The introduction of the two Native specific programs will help to address two needs identified by our Native partners. It is hoped that we will continue to grow enrolments in these and other new programs. As the Native population is the fastest growing target market for post-secondary education, Sault College would like to continue to develop programming and support services to promote, enhance and excel at satisfying the unique needs of the Native population.
3) The College would like to increase its apprenticeship activity through an ongoing strategy of introducing potential students to the trades. We believe that if we can introduce students early in their secondary school education to the College and the trades, we may be able to capture some of the 50% of secondary school students that do not pursue post-secondary education. If students are comfortable wit the College and its programs, we can start to work with students at an earlier age to achieve academic success. The introduction of career exploration programs will also help to address this target market.
4) The Post-secondary Transition Planning process for prospective students has been developed with the intent to increase student enrolment and retention.

Performance Indicators

Identify any performance indicators that will be used to demonstrate that the expected results have been achieved.

1) We will enrolment and student retention data in specific programs as performance indicators.
2) Because the strategy developed to increase apprenticeships is long-term, we will not see direct results for a few years, but will also look to enrolment and student retention data as indicators.

Special Client Groups

In addition to any initiatives specifically related to the $10.2M access funding (not yet distributed), and in advance of recommendations that may arise from the Minister's Access Committees, please outline any access activities for special client groups supported by your excellence funding in the following table, if applicable.

	Type of Initiative and Program Area
Aboriginal	The hiring of a Native Academic Counselor has provided the opportunity to develop and deliver workshops to better integrate native students within the College

	environment. The workshops have focused on academic, personal, social and financial issues.
First generation	
Persons with disabilities	The College has developed an Accessibility Advisory Council that is comprised of both College and community members. The Council has completed a full and complete facilities audit that has resulted in enhancements being made at the College. The development of the Special Needs Transition Plan has helped students that would not normally pursue a post-secondary education have access to a wide range of programs.
Other	The College has developed a series of Diversity Workshops that are open to all students. The intent is to educate students on the various differences within the student body population.

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PART 3: OUTCOME INDICATORS OF QUALITY

The Ontario colleges Key Performance Indicators

In addition, the following table describes the measures on which you will be asked to report at a future date, as well as the key expectations and objectives to be achieved by each of these measures:

Measure	Actions for 2005-06	Expectation/Objective

KPI Graduate Outcomes Survey questions 22 A-F relating to program quality to be reported as separate measures of quality.*
 	
Q.22 Thinking about the demands of this job, how satisfied are you with each of the following aspects of your program?
 	
  A. Course content
  B. Courses were up-to-date
  C. Overall quality of instruction
  D. Equipment was up-to-date
  E. Preparation for the job market
  F. Skills developed in courses
 	
Q 37, "Would you recommend <College> to someone else or not"
	Colleges will report results.
	
	Colleges will develop strategies and an action plan for improvement.
	
	Colleges will report back on the action plan.
		Improved student/graduate satisfaction with program quality.
		
		Each institution will specify additional indicators used by their college.

KPI Student Satisfaction Survey four capstone results to be reported as separate measures of quality*. 1- Student satisfaction with their program and the program's ability to provide the knowledge and skills useful for the future. 2-Student satisfaction with the	Colleges will report results. Colleges will develop strategies and an action plan for improvement. Colleges will report back on the action plan.	Improvement in student satisfaction with knowledge and skills gained from programs Improvement in student satisfaction with overall learning experience Improved student satisfaction with the overall quality of facilities/resources in the college

16

overall quality of the learning experiences in their respective programs. 3- Student satisfaction with the overall quality of facilities/resources in the college. 4- Student satisfaction with the overall quality of the services in the college.		Improved student satisfaction with the overall quality of the services in the college.

Pan Canadian Pilot Survey of the Student Experience in Canadian Colleges and Institutions

		student success in their own institutions. 4. Showcase policies, practices, programs and services that promote student success in the first year.

*Note: Latest KPI results from 2004-05 to be used in report back

Current Practices

The ministry recognizes that institutions currently have accountability measures in place. It is asked that where applicable each institution share with the ministry their current accountability measures. Examples of accountability measures are: Balanced Scorecard, Employee Engagement Surveys, etc.