

SIAST Education Equity Program

ANNUAL MONITORING REPORT

July 1, 2002 - June 30, 2003

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Saskatchewan Institute of Applied Science and Technology

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Executive Summary

The SIAST Education Equity Program began in 1990 and has grown incrementally over the years. This past year, a review of the Education Equity Program was completed. The program was examined internally and externally, to evaluate the effectiveness of the program as it is currently offered. The review considered the campus needs within the provincial framework. The report identified twenty-one recommendations for action that can be categorized as follows: functional and financial structure, staffing, tutorial assistance, education and training, English as a second language/dialect, and Aboriginal and gender instructional language and biases.

A priority for SIAST is Aboriginal education and training access. A new initiative was the hiring of an Aboriginal recruiter for a six-month term. The term will be extended in 2003-04 to ten months.

A learning assistance centre was newly opened at Palliser campus in the spring of 2003. The centres provide extensive services to education equity students including multiple types of accommodations and the use of adaptive technology.

Kelsey campus partnered with the Saskatoon Tribal Council to deliver a pilot "Super Saturday". Super Saturday is a one-day camp, designed to provide interesting and unique hands-on educational activities in the sciences and arts for First Nations youth. Students gain an increased awareness of career opportunities and training.

The SIAST Education Equity Program was awarded the CADSPPE Award of Excellence in Service to Students with Disabilities. CADSPPE is the Canadian Association of Disability Providers in Post-Secondary Education.

Palliser campus presented "Women in Technology" as an evening course for women to explore training options in a variety of programs.

The WITT facilitator organized a "Skills Canada Young Woman Conference" for Grade 11 & 12 girls, hosted at Wascana campus. The daylong event exposed the young women to skilled trade occupations through female role models and interactive activities.

Woodland campus hosted a 10th anniversary celebration of the Aboriginal Activity Centre.

A pilot project to provide a systematic approach for providing tutorial support to students was implemented at Woodland campus.

The number of students of Aboriginal ancestry enrolled at the post-secondary level increased to 16% from 14.7%. Students of Aboriginal ancestry account for 18.4% of the student body at SIAST.

The enrolled number of students of visible minorities increased at all campuses.

Kelsey Aboriginal Student Centre initiated two events with the business community. Seventy individuals representing organizations and agencies which provide services to the aboriginal community, with emphasis on educational services and contracts, attended a luncheon. They also partnered with the Kelsey Alumni Association and SIAST to host a golf tournament, designed to work with the business community to increase awareness of Aboriginal graduates at Kelsey campus.

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SIAST EDUCATION EQUITY REPORT 2002-2003 ACADEMIC YEAR

COMMON PRACTICES FOR DESIGNATED STUDENT GROUPS

The education equity program takes measures to identify, eliminate, or reduce systemic practises which create barriers for members of the designated groups. The program provides special measures through a diverse range of services and activities which will increase opportunities and support for designated student groups. This section of the report discusses the common practices that SIAST provides for all students in one of the four designated groups that include persons of Aboriginal ancestry, persons with disabilities, members of visible minorities, and women in predominately male trades and technologies. Specific information for each designated group follows this section.

Recruitment and Admission

The Education Equity Program supported the following special measures:

- SIAST allocates a number of training seats in all programs for qualified applicants.
- Equity scholarships, bursaries and awards are available. A guide is published for distribution.
- Information about the SIAST Education Equity Program is available through education equity brochures, the SIAST calendar, application form, the SIAST Communicator, and on the internet through the SIAST home page located at www.goSIAST.com.

SIAST adopted an admissions policy of “first qualified, first admitted”, and maintains a wait list of qualified applicants to programs. The education equity policy has the potential for increased access of equity students, as admission can be access either through the equity seat allocation or the new admissions policy.

Initiatives used to recruit students include:

- Promotional materials, participation in career and job fairs, high school visits, campus open houses and spend-a-days.
- Brochures and displays use inclusive language with photographs and illustrations of designated group members.
- Spend-a-day activities at each campus introduce potential students to the campus and the services available.
- Student recruitment liaison officers promote the program during visits to high schools and provide information to over 5,000 students annually, including Band and other schools with high Aboriginal enrollments.

Education equity counsellors, counsellors for students of Aboriginal ancestry and new student advisors provide pre-admission consultation, new student orientations, coordinate funding and provide training for faculty and staff.

Support and Retention

Counsellors are employed at each campus and offer counselling to students on academic, personal, social, family, and financial matters.

Expanding Staff Knowledge Regarding Equity and Human Rights Issues

The Education Equity Program supported the following special measures:

Students and staff from all divisions participated in the National Day for the Elimination of Racism activities. Woodland campus organized “Walk the Talk” an event to support the National Day for the Elimination of Racism.

Divisional support included:

- All Kelsey campus industrial division instructors and program heads have taken diversity training.
- Faculty read publications and attended workshops focusing on: discrimination, gender equality, labour relations & employment equity, harassment and conflict resolution.

SIAST employs two harassment prevention advisers whose role is to assist with the identification and resolution of harassment negative conflict.

Issue: Faculty need opportunities to meet, talk, and share their ideas.

Students and staff from all divisions participated in anti-racism day activities.

Incorporating Equity-Related Content into Curriculum

The Industrial Training Division provides a diversity presentation as part of student orientation for all pre-employment and apprenticeship training levels.

Addressing Accessibility and Other Accommodation Needs

NEW The Learning Assistance Centre at Palliser campus opened in the spring of 2003. All campuses now have a learning assistance centre.

Each campus employs learning specialists who provide testing, planning, and instructional support. The learning specialists provide psycho-educational assessments for students with learning disabilities, diagnose and prescribe alternate learning strategies, liaise and consult with program heads/coordinators and instructors, provide individual and group learning strategy instruction, tutorial assessment, facilitate necessary learning and exam accommodations.

The development of on-line learning and prior learning assessment and recognition (PLAR) processes reduce barriers for all students.

The SIAST-wide Education Equity Committee (SEEC) coordinates activities of the SIAST Education Equity Program with input from the four campus committees.

Each local committee develops action plans, provides staff development issues, strike task teams and sub committees to resolve local issues, develop proposals for projects for their allocation of the education equity special fund, monitors those projects, and identifies issues to management and SEEC in consultation with equity program staff.

Coordinating Equity Activities with other Organizations

SIAST is a member of the Saskatchewan Employment Equity Practitioners Association (SEEPA).

Student employment centre coordinators liaise with equity employers.

SEEC staff, education equity coordinators and program heads provide follow-up on employment for graduates. Equity staff helps coordinate job placements with agencies and employers, especially those with employment equity programs.

Other Significant Initiatives

NEW A comprehensive review of the Education Equity Program was completed.

Forward Planning and Priorities

NEW The SIAST Education Equity Committee will develop a plan based on the recommendations from the review that was completed in 2002-03.

NEW SIAST has adopted a new regulation for advanced admissions, which provides a much earlier date for notification of acceptance to a program. SIAST is not moving away from the targets for a representative student body. SIAST is striving to achieve the equity student participation rate, but some held seats may be released at an earlier date. It is not known if this process will cause increased delays in accessing seats. A start date cannot be offered to an equity student until accommodations are in place, which may be dependant on outside funding.

The Science and Health Division is actively nurturing and mentoring current equity students with the view of developing a plan to engage them in an instructional career with SIAST.

ABORIGINAL STUDENTS STATISTICAL REPORT

Students	Total Students	Aboriginal Students	
		Number	Percentage of Total (%)
Certificate and Diploma			
Applied	9587	1430	14.9
Enrolled	6758	1078	16.0
Withdrew	880	208	23.6
Graduated	3244	358	11.0
Apprenticeship			
Enrolled	2775	168	6.1
Basic Education			
Enrolled	2216	917	41.4
SIAST Total Enrolled	11749	2163	18.4

ABORIGINAL STUDENT NARRATIVE REPORT

Recruitment and Admission

The Education Equity Program supported the following special measures:

- SIAST Aboriginal staff and students were involved in external presentations, workshops, career fairs, and committees.
- Woodland campus provided sponsorship of application fees for Aboriginal students applying to technical programs if the fee was deemed a hardship.
- Tours are given to First Nation Band groups by Aboriginal centre staff.

Initiatives used to recruit students include:

- NEW SIAST hired an Aboriginal recruiter for a six-month term.
- All campuses participate annually in the Interprovincial Association on Native Employment (IANE) Career Fairs in Lac La Ronge, Saskatoon, Prince Albert, North Battleford, and Regina.
- SIAST participates in the Athabasca Flying Career Symposium traveling to remote northern areas biannually.

Divisional support included:

- NEW Nursing Education Program of Saskatchewan (NEPS) has signed an academic partnership agreement to include the First Nations University of Canada as the third partner and a third four-year site in Prince Albert with admission preference for Aboriginal and northern applicants.
- All divisions participate in career fairs in varying degrees.
- The NEPS program recruitment, retention, and rejuvenation committee is developing a marketing campaign aimed at making nursing a career choice. Targets of the campaign include Aboriginal nurses.

Counsellors for students of Aboriginal ancestry arrange for verification of ancestry. Often these efforts include consultation with external resource people.

Support and Retention

The Education Equity Program supported the following special measures:

- Aboriginal counsellors are employed at each campus and offer culturally sensitive counselling on academic, personal, social, family and financial matters to students.
- Aboriginal student activity centres are located at each campus.
- Each campus provides access to Elders and/or a cultural advisor for counselling and cultural support.

Divisional support included:

- NEW The Science & Health Division's primary focus during 2002/03 was the development of a proposed comprehensive model for enhancing the recruitment, retention and success of persons of Aboriginal ancestry within the division.
- The Developmental English for Aboriginal Learners project facilitated a one-day workshop open to SIAST basic education instructors on project learning's about how to respond to Aboriginal learners needs from an ESL/D approach.
- Basic education offered student workshops on Aboriginal healing for the students with ADHD, test anxiety, math phobias, and writing workshops.

There is an expressed need to access tutors who speak Cree or Dene.

Expanding Staff Knowledge Regarding Equity and Human Rights Issues

The Education Equity Program supported the following special measures:

- Kelsey campus celebrated International Day to Eliminate Racism with lunch and a video. Aboriginal drummers performed during the dinner. Aboriginal student council members from all campuses attended the event.
- Many faculty, staff, and students from all divisions participated in various activities designed to raise awareness of Aboriginal culture including: tipi - raisings, cultural teachings, treaty workshops, sweat lodge ceremonies, pow – wows, etc...
- The Kelsey Aboriginal Student Activity Centre hosted a National Aboriginal Day Celebration.
- All senior management participated in cultural awareness training.

Divisional support included:

- The Natural resource programs at Woodland campus incorporated an Aboriginal Cultural Awareness course in all three programs for all staff and students.
- The Science and Health Division faculty participated in the “Aboriginal Knowledge” series of workshops, and SAHO’s workshop “Achieving Better Health Services for Aboriginals”.
- Many faculty made presentations and/or attended the PARWC, AGEN, and AWASIS conferences.
- Staff attended workshops to learn about demographics, and the views, perspectives, concerns and challenges of the Aboriginal society.

Incorporating Equity-Related Content into Curriculum

The Education Equity Program provided:

- Non-credit conversational Cree classes for Kelsey campus students.
- SEEC hosted the eighth annual Aboriginal Student Leadership Conference for SIAST & DTI students. The leadership conference combined Aboriginal teachings in traditional and contemporary methods.

Divisional support included:

- Palliser campus staff participated in the basic education redesign workshops to increase their awareness of the changing direction of the curriculum for all courses in basic education. The design change includes more emphasis on Aboriginal inclusiveness in content and manner of delivery and assessment.
- NEPS developed and delivered a course on multicultural counselling.
- The Community Services Division teaches equity awareness in courses
- The Industrial Training Division provides a diversity presentation as part of student orientation for all pre-employment and apprenticeship training levels.

Addressing Accessibility and Other Accommodation Needs

Kelsey campus and Woodland campus have an Aboriginal tutor.

Native Access Program to Nursing is a support program for Aboriginal students in NEPS in Saskatoon and Regina providing support and tutoring.

Coordinating Equity Activities with other Organizations

NEW The Nursing Education Program of Saskatchewan (NEPS) has harmonized the Aboriginal seat reservation management practices between SIAST and the University of Saskatchewan.

NEW Seventy individuals attended an Aboriginal luncheon that was organized through the Kelsey Aboriginal Activity Centre. Attendees included representatives from most of the organizations and agencies in Saskatoon, which provide services to the Aboriginal community with special emphasis on those who provide educational services/contacts.

NEW Kelsey campus partnered with the Saskatoon Tribal Council to deliver a pilot “Super Saturday”.

SIAST continued with representation on numerous Aboriginal planning committees to host regional and provincial career/job fairs.

Basic education has a partnership with the Saskatoon Tribal Council for Elder Services to provide Adult 10 training.

The Science and Health Division continues to participate in the Saskatchewan Health Sector Partnership Steering Committee. This is a labour management committee comprised of representatives from health care, training institutions and government with the mandate to develop and implement strategies that address board training and employment needs of the health sector with a focus on Aboriginal employment initiatives.

The science and health and nursing divisions participate in the Northern Science & Health Access Program in partnership with The First Nations University of Canada and several other Aboriginal groups. This is a preparatory program with the mandate to improve the recruitment, enrollment, and retention of First Nations and Métis students into health professions.

Kelsey campus and Woodland campus JobStart/Future Skills administrators are currently involved in work-based training partnerships with the following organizations that serve equity groups:

- Central Urban Métis Federation
- Western Region Métis Women's Association
- Prince Albert Métis Employment Centre

A joint partnership with the Kelsey Alumni Association and SIAST provided support to the Partners for the Future Golf Tournament. The tournament was designed to work with the business community to increase awareness of Aboriginal graduates at Kelsey campus.

Even though the Saskatchewan Universities and Technical Institute Liaison (SUTIL) group exists, many of our Aboriginal partners in the province still operate quite independently, and every year SIAST gets more requests to participate in their widely scattered recruitment activities. With the current budget and personnel, it is impossible and not economically feasible to respond to all opportunities. The challenge is to assist our Aboriginal partners to schedule their activities in a more coordinated provincial approach.

Other Significant Initiatives

NEW Woodland campus hosted a tenth anniversary celebration of the Aboriginal Activity Centre. The event activities included tipi-raising, pipe ceremony, guest speakers, buffalo stew lunch, and ended with an honour song and a friendship dance.

Honour ceremonies are held at the end of the school year for Aboriginal graduates at Kelsey and Woodland campuses.

Campus aboriginal student associations represent the interests and issues of First Nations and Métis students.

Campuses hold National Aboriginals People Day and Louis Riel Day celebrations.

Forward Planning and Priorities

NEW A process has begun to develop a SIAST strategy for servicing the Aboriginal community of Saskatchewan, addressing Aboriginal employment and education. The data-gathering component will take place in the fall of 2003.

NEW The aboriginal recruitment officer position will become a ten-month term position in 2003-04.

NEW All nursing education faculty will attend a one-day workshop focusing on indigenous pedagogy, student services and the Boyer Scholarship Framework.

NEW The Employment Equity Committee is exploring options for delivering a cultural awareness program to all faculty and staff.

NEW SIAST is partnering with Saskatchewan Indian Institute of Technology (SIIT), Aboriginal Human Resource Development Council of Canada (AHRDCC), and Saskatchewan Apprenticeship and Trade Certification (SATC), to organize a symposium to be held in October 2004 to discuss increased participation of Aboriginal peoples in the trades.

STUDENTS WITH DISABILITIES STATISTICAL REPORT 2002 - 2003

Students	Total Students	Students with Disabilities	
		Number	Percentage of Total (%)
Certificate and Diploma			
Applied	9587	375	3.9
Enrolled	6758	342	5.1
Withdrew	880	77	8.8
Graduated	3244	109	3.4
Apprenticeship			
Enrolled	2775	30	1.1
Basic Education			
Enrolled	2216	182	8.2
SIAST total enrolled	11749	554	4.7

STUDENTS WITH DISABILITIES NARRATIVE REPORT

Recruitment and Admission

All divisions participate in career fairs in varying degrees.

SIAST adopted an admissions policy of “first qualified, first admitted”, and maintains an on-going wait list of qualified applicants to programs. The education equity admission policy has the potential of increasing access into programs for otherwise qualified equity applicants by way of allocated seats or through the general wait list.

Education equity counsellors, learning specialists and new student advisors provide a wide range of services to students and faculty. These include pre-admission consultations, new student orientations, facilitating documentation of equity status and in service training for faculty and staff. Often these services may include individualized education planning, the coordination of reasonable accommodations in classroom instruction and delivery, examination accommodations, tutorial support and coordination of services to students between SIAST and external agencies and support services. The individualized nature of these services is designed for equity students whose circumstances may prevent them from completing a course of training in the period of time and within traditional delivery modes.

Support and Retention

Basic education faculty attended autism treatment services training in responding to learners' needs.

Various resource and updated assessment materials were purchased for use by learning centre specialists and equity counsellors.

The Saskatchewan Learning Post-Secondary office of Employability Assistance for Persons with Disabilities (EAPD) considers requests for additional funding from individuals who require extensive interventions. The student loan application is identified to EAPD.

The Saskatchewan Learning student financial assistance office has redefined part-time student. Disabled students who enroll in less than 30% of a course load are eligible to apply for an opportunities grant.

Expanding Staff Knowledge Regarding Equity and Human Rights Issues

Many faculty members participate in personal and professional development opportunities relating to a wide range of disabilities through attendance at conferences, workshops, and presentations. Workshop types include: non-violent crisis intervention, attention deficit disorder (ADD), fetal alcohol syndrome (FAS), career development, teaching students with disabilities, portfolio development, and much more.

There is a need to provide educational workshops on teaching students with disabilities.

Addressing Accessibility and other Accommodation Needs

NEW The implementation of a systematic approach of providing tutorial support to students had began as a pilot project at Woodland campus.

When prescribed as necessary accommodations, all campuses provide the services of interpreters in coordination with Saskatchewan Deaf and Hard of Hearing Services, test accommodations, tutors, scribes, and note takers for students with disabilities.

Tutoring is provided to students diagnosed with learning disabilities or intellectual disabilities in all program areas, within the program guidelines.

Campuses provide equipment and technical aides for students with learning or physical disabilities.

Coordinating Equity Activities with other Organizations

Staff and students from the program for the deaf and hard of hearing participated in the planning and delivery of the two-day provincial youth conference in collaboration with Saskatchewan Deaf and Hard of Hearing Services.

The Community Services Division entered into a partnership with the Saskatchewan Association of Rehabilitation Centres (SARC) in providing transfer credit for Basic Skills Training. The Saskatchewan Apprenticeship and Trade Commission initiated procedures in identifying persons having learning difficulties. SIAST counsellors and learning specialists work with the assessors to implement recommended accommodations, as per SIAST guidelines.

An education counsellor had an article titled In Depth: The Brain and Disorders in Learning published in a national magazine.

Education equity coordinators/counsellors maintain close contact with community and provincial agencies. Consultations occur regularly with sponsoring agencies and advocacy groups such as Canadian National Institute for the Blind (CNIB), The Learning Disabilities Association of Saskatchewan (LDAS), Saskatchewan Deaf & Hard of Hearing Services (SDHHS), and Employability Assistance for People with Disabilities (EAPD).

Other Significant Initiatives

NEW The SIAST Education Equity Program was awarded the CADSPPE Award for Excellence in Service to Students with Disabilities. CADSPPE is the Canadian Association of Disability Providers in Post-Secondary Education.

STUDENTS OF VISIBLE MINORITY STATISTICAL REPORT

Students	Total Students	Students of Visible Minority	
		Number	Percentage of Total (%)
Certificate and Diploma			
Applied	9587	305	3.2
Enrolled	6758	171	2.5
Withdrew	880	22	2.5
Graduated	3244	55	1.7
Apprenticeship			
Enrolled	2775	18	0.6
Basic Education			
Enrolled	2216	110	5.0
SIAST total enrolled	11749	299	2.5

STUDENTS OF VISIBLE MINORITY NARRATIVE REPORT

Recruitment and Admission

SIAST does not allocate training seats in programs for students of visible minority.

Support and Retention

Nursing faculty has attended orientation sessions offered through international services on how to work with specific cultures.

Issue: some students do not have a high enough proficiency in the English language to understand the technical language of program instruction

Expanding Knowledge Regarding Equity and Human Rights Issues

Basic education faculty met with reps from Multi-Cultural Council to get input on how SIAST might better meet the needs of newcomers to Canada.

Coordinating Equity Activities with other Organizations

Basic education has an on-going partnership with the Saskatoon Open Door Society.

WOMEN STUDENTS STATISTICAL REPORT

Students	Total Students	Women Students	
		Number	Percentage of Total (%)
Certificate and Diploma			
Applied	9587	5492	57.3
Enrolled	6758	3597	53.2
Withdrew	880	415	47.2
Graduated	3244	1801	55.5
Apprenticeship			
Enrolled	2775	142	5.1
Basic Education			
Enrolled	2216	1299	58.6
SIAST Total Enrolled	11749	5038	42.9

WOMEN IN PREDOMENATELY MALE PROGRAMS STATISTICAL REPORT

Students	Total Students	Women in Predominately Male Programs	
		Number	Percentage of Total (%)
Certificate and Diploma			
Applied	2887	291	10.0
Enrolled	2021	250	12.4
Withdrew	289	26	9.0
Graduated	763	82	10.7
Apprenticeship			
Enrolled	2500	49	2.0
SIAST Total Enrolled	4521	298	6.6

WOMEN IN PREDOMINATELY MALE PROGRAMS NARRATIVE REPORT

Recruitment and Admission

The Education Equity Program supported the following special measures:

- NEW Palliser GETT coordinator provided a workshop for high school, CanSask and community agencies to overview training counselling measures to assist in promoting industrial and technical occupations, as well as identify current programs and resources.
- NEW “Women in Technology” (WiTECH) an evening course for women to explore training options in a variety of programs was offered at Palliser campus.
- Construction Technology for Women, a partnership program with SIAST where Grade 11 & 12 girls learn first hand from female role models in trades and technology occupations was held at Vanier Collegiate in Moose Jaw.

Programming for youth included the following measures:

- GETT (Girls Exploring Trades and Technology) camps – 3 at Wascana campus, 2 at Palliser campus introduced 50 grade 7 and 8 girls to career options in industrial and technical occupations.
- “Skills Canada Young Woman Conference” at Wascana campus registered Grade 11 & 12 girls in a daylong event to learn about skilled trade occupations through female role models and interactive activities.
- Girl guides workshops offered through outreach had several groups spend an evening with role models in a shop setting and related skills.
- Kindergarten project had 61 classes in Regina where GETT (Girls Exploring Trades and Technology) alumnae introduced trades to kindergarten classes.

All divisions participated in career fairs in varying degrees.

SIAST co-hosted the Skills Canada competition.

Support and Retention

For the WITT programs the instructors/role models/workshop facilitators are all women who have completed training in trades or technology occupation. If the program is geared towards Aboriginal girls or women, the instructor/role model/ facilitator is also a woman of Aboriginal ancestry.

NEW Palliser Campus hired a GETT coordinator to provide GETT camps to girls in grades 7 & 8 to run a support group for females in non-traditional programs and to work on setting up GETT alumnae.

Incorporating Equity-Related Content into Curriculum

GETT programs incorporate gender and social awareness issues in the curriculum.

Coordinating Equity Activities with other Organizations

The Business and Agriculture Division provided learning opportunities for groups and members in the Women Entrepreneurs of Saskatchewan and Immigrant Women of Saskatoon.

Two faculty members had co-authored an article titled Trading Up or Trading Places: Helping Women Enter Non-Traditional Occupations in a national magazine for post-secondary educators.

The WITT facilitator is a committee member of the National Women's Reference Group and is their representative to the Canadian Apprenticeship Forum.

The WITT facilitator participated in a study to assess and identify ways of increasing women's participation in trades, technology, and operations occupations in Canada.

Forward-Planning and Priorities

NEW In the years 2003-08 the Industrial Training Division will share with the Technology Division the funding of part-time positions at Kelsey, Palliser, and Woodland campuses to ensure consistency and coordination of GETT summer camps.

NEW The GETT program will be delivered with both a provincial focus and curriculum.

Appendix A

History of the Education Equity Program

A History of the SIAST Education Equity Program

The sponsor for the Education Equity Program is the Saskatchewan Institute of Applied Science and Technology (SIAST). SIAST operates from five main locations: Kelsey Campus, Saskatoon; Palliser Campus, Moose Jaw; Wascana Campus, Regina; Woodland Campus, Prince Albert; and, Administrative Offices, Saskatoon. SIAST also provides training at many other locations in Saskatchewan. The Education Equity Program applies to students in all program areas: certificate and diploma; basic education; extension and apprenticeship programs.

In 1987, prior to the formation of SIAST, the four institutes set up a Native Services Division (NSD) in partnership with Gabriel Dumont Institute (GDI). The NSD at Wascana requested approval from the Saskatchewan Human Rights Commission (SHRC) to set aside a percentage of seats in both the Certificate and Diploma programs for Aboriginal students. This initiative was intended to increase access opportunities for Aboriginal students. This plan was approved with the condition that a plan be developed to include women and people with disabilities by 1989.

In 1988, SIAST was established with the amalgamation of several post-secondary institutes and community colleges. At that time, NSD developed an affirmative action program for Aboriginal students in the three other campuses. Again, approval was given on the condition that the program be expanded to include students with disabilities and women. The program was approved for certificate and diploma programs by the SHRC and began in 1990.

From 1990 until 1993, the infrastructure and support services for students were developed. In 1992, the SHRC included visible minority persons as a designated group in Saskatchewan. In 1993-94, a research project examined the needs of students of visible minorities within SIAST. Students of visible minorities self-identified on SIAST application forms for the first time in 1994-95.

The NSD was established through an arrangement with SIAST, Gabriel Dumont Institute and Saskatchewan Education. Until May 1993, the NSD provided counselling and support services for Aboriginal students, promoted Aboriginal culture and identity, and raised community awareness of Aboriginal issues. The NSD closed that year, and the staff counsellors were integrated within SIAST.

In 1993-94 work began on a strategy to investigate and incorporate basic education (BE), apprenticeship and extension programs into the Education Equity Program. A research project, to identify issues and make recommendations on the integration of BE and education equity, was completed. Also that year, a joint SIAST education equity committee (SEEC) and Provincial Apprenticeship Board workshop assisted the Board in its development of a strategy to increase designated group participation in apprenticeship. A workshop with SIAST extension staff assisted in the identification of issues and solutions to effectively integrate extension program students and education equity. The establishment of linkages with SIAST's external partners continues.

Appendix B

SIAST Education Equity Policy

B SIAST Education Equity Policy

B.1 SIAST Education Equity Policy

The SIAST education equity policy, endorsed in 1994, ensures coordination and consistency among the campuses. The intent of the policy is to assure access to adult basic education and post-secondary education such that the proportions of education equity students to the total student body are the same as the working age population of Saskatchewan; and that their rate of success is the same as for the student body as a whole. This policy is currently under review.

B.2 SIAST Education Equity Policy Statement

SIAST intends to assure access to adult and post-secondary educational opportunities by potential students such that the proportions of targeted equity groups to the total student body are the same as in the working age population of Saskatchewan; and such that the rate of success of students in targeted education equity groups is the same as for the student body as a whole.

(SIAST Policy and Procedures Manual, SIAST Policy No. 502)

B.3 SIAST Education Equity Policy No. 502

Preamble

The SIAST education equity committee (SEEC) has drafted the following policy to ensure coordination and consistency among Campuses within the framework of a devolved system. The policy is a result of numerous consultations within the SEEC. It is a reflection of consensus among the committee members. SMT endorsed this policy on April 12, 1994.

Policy

SIAST intends to assure access to adult and post-secondary educational opportunities by potential students such that the proportions of targeted equity groups to the total student body are the same as in the working age population of Saskatchewan; and such that the rate of success of students in targeted education equity groups is the same as for the student body as a whole.

Targeted equity groups at the present time include: (a) persons of Aboriginal ancestry; (b) persons with disabilities; (c) women in predominately male trades; and (d) members of visible minorities.

Guidelines

1. SIAST should identify and remedy discriminatory practices with respect to students and prospective students, and in particular, those who are members of groups designated for education equity.
2. SIAST should provide a diverse range of services and activities that promote the participation and the success of designated groups of students, and which counteract discriminatory practices.
3. These services and activities may vary from institute-to-institute- as appropriate depending on student's needs, staff needs, the nature of programs and services, and the particular culture of an institute.
4. SIAST should develop strategies for identifying and breaking down systemic barriers to access and to success on the part of designated groups of education equity students.
5. SIAST should maintain an education equity agreement with the Saskatchewan Human Rights Commission to facilitate constructive scrutiny by an external agency and to assist in promoting SIAST as an institution dedicated to education equity for students and prospective students.
6. SIAST should consult with the Human Rights Commission in finalizing its annual plan.
7. SIAST should remain committed to research and development in the application of organizational strategies and androgical techniques that will assist in achieving the goals of this policy.
8. Campuses should participate on a SIAST-wide committee to ensure that SIAST has a coordinated approach to education equity.
 - 8.1 A major role of the SIAST Education Equity Committee (SEEC) shall be annually recommending a set of broad goals for consideration and approval of the President's Advisory Council (PAC).
 - 8.2 A major role for all campuses should be to provide relevant input to SEEC in recommending annual goals for SIAST, and in developing SEEC projects.
 - 8.3 A major role of SEEC should be to ensure that SIAST-wide projects called for within the broad annual goals are carried out; for example: research, compilation of special reports, and preparation of the Annual Report to the Saskatchewan Human Rights Commission.
9. The campuses should cooperate to ensure that SIAST has a unified strategy for facilitating access and success by targeted groups of students.
10. The campuses should work together to ensure that SIAST as a whole can remain accountable to internal and external stakeholders.
11. Each campus should be accountable to the president for developing and providing effective programs and services within the broad education equity goals approved annually by the Senior Management Council (SMC).

12. Availability of special funding for education equity must not displace existing, base-funded accommodation of education equity at the campuses or in the SIAST administrative offices.
13. SIAST should ensure that the Education Equity Program, as well as any guidelines for applying for special funding are well-publicized to students, prospective students, and staff.

Procedures

Administrative procedures have been developed to govern the implementation of this policy.

Approved by SIAST board of directors on May 19, 1994

B.4 SIAST accommodations provided for persons with disabilities to meet Certification Requirements Policy No. 506

Preamble

The goal of the SIAST Education Equity Program is to assure the participation of designated students at the levels they exist in the adult population of Saskatchewan. The program takes measures to identify, eliminate, or reduce systemic practices which may have the effect of creating discriminatory barriers for members of the designated groups; and provides special measures which will increase opportunities and support for designated student groups.

As noted in the SIAST Education Equity Policy, designated groups at the present time include persons of Aboriginal ancestry, persons with disabilities, women in predominately male trades and members of visible minorities.

Sometimes persons with disabilities cannot meet all course and program requirements in the usual way. In most instances, if given the opportunity to demonstrate learning in alternative ways, most students then meet those requirements. In rarer instances, some students will not be able to complete the entire program.

Accommodating students with disabilities develops organizational awareness, learning and understanding, enables students to pursue their studies more effectively, strengthens the learning environment for all students and fosters partnership and collaboration with the community. Providing accommodations helps to foster this notion as the student makes the transition from a learning environment to the work place.

The policy balances the provision of accommodations for individual students with the maintenance of program standards. It describes how accommodations are to be provided. It ensures that they are provided in a timely fashion. The policy fosters consultation and requires that accommodations be provided which maintain student quality.

Definitions

The policy describes how SIAST will provide reasonable accommodations up to the point of undue hardship. The definitions below are used with the permission of the Saskatchewan Human Rights Commission and are provided for clarity.

Reasonable Accommodation

Reasonable accommodation means adjusting jobs, course content or classrooms without changing essential job or educational requirements. It means changing a policy, procedure, or physical environment that negatively affects someone because of the existence of his/her disability. Such accommodations must be provided in a way that most respects the dignity of persons with disabilities, unless extraordinary circumstances or undue hardships can be shown.

Undue Hardship

Undue hardship is an intolerable financial cost, or disruption to the entire organization, considering the following: financial stability and profitability; value of amenities, structure and premises compared to the cost of providing accessibility; the essence or purpose of the business, employees, customers and clients. Undue hardship is not an inconvenience, is not a customer's or student's preference to be serviced by particular person, is not a temporary interruption to daily business or classroom activities; and is not the cost or business inconvenience of providing facilities for people with disabilities that must be provided by law for people of both sexes.

For clarity, the definition for disability is that of the Saskatchewan Human Rights Code. The definition is attached as Appendix D₁.

Policy

SIAST will foster a variety of strategies to assist students with disabilities to meet certification requirements. These strategies will maintain program and certificate quality and support individual student integrity.

Underlying Principles

1. A SIAST certificate and diploma holds the same inherent value for all graduates.
2. Students with disabilities must be accommodated within the usual learning environment.
3. Consultation is necessary to ensure that the student's needs are met, and that program integrity is maintained.

Guidelines

The final responsibility for meeting course and program requirements is that of the applicant/student. It is incumbent on the applicant to contact SIAST at the earliest possible opportunity to make provisions for accommodations in their prospective program.

There must be consideration of the provision of accommodations on the person's ability to participate in the workplace. Sometimes, the student may require more accommodations in training than will be necessary or available in the workplace. It is important to help students prepare to meet their own needs in the future without the present accommodations being provided. SIAST makes every effort to encourage students to become autonomous learners and self advocates.

SIAST will assist in the following ways to promote student success:

1. Applicants with disabilities will have access to all SIAST programs whether full or part-time, on or off campus. Seat reservations will continue to be provided under the SIAST Education Equity Policy No. 502.
2. SIAST will support this policy by providing training in its application and by ensuring that SIAST publications include descriptions of the Education Equity Program.
3. a. For students who self-identify prior to the start of the program:

Pre-admission consultation is the first step. This consultation must occur between the applicant, education equity staff, program faculty and if necessary, external resource people such as assessment specialists and others. The presence of a disability is always verified by experts qualified to make such determinations.
- b. For students who self-identify after they begin their program, or for those who are referred by faculty and staff for assessment:

Again, consultation is the vital step which begins the process of self-identification, assessment and the provision of accommodations. Faculty and staff are usually more involved in this consultation, since they often identify problems the student is having before the student does.
4. SIAST staff and the student will identify obstacles to course completion. Some of these might be standard testing methods, difficulty in participating in class in the usual ways, and the inability to submit standard course assignments. Learning objectives inherent in course outcomes should not be diminished so as to maintain the value of SIAST certificates and diplomas for all students.
5. The consultation will identify barriers which exist because the disability limits full participation in the usual learning environment. A plan will be set in place to allow improved opportunity for success. This plan will include accommodations which directly help the student and those which will help faculty and staff provide what the student needs to more fully participate in the learning process.
6. The goal of consultation is to move toward consensus on the provision of accommodations. After consultation, SIAST will make the final decision on the accommodations to be provided.

7. With the provision of accommodations, the student should then be able to achieve the same standard of quality and proficiency as all other students.
8. Specific programs may be designed for groups of persons with disabilities.
9. Certification:
 - Transcripts of marks¹, certificates and diplomas will be awarded without monitoring the accommodations provided.
 - For in-class assistance and alternate evaluation methods; the student receives a transcript of marks and a certificate or diploma.
 - For students who cannot meet all program requirements; the student receives a transcript of marks.

¹Transcripts of marks lists all courses enrolled and gives a final grade standing.

B.5 Definitions

Definition of Disability, Saskatchewan Human Rights Code, Section 2(d.1).

Disability means:

- (i) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes:
 - (A) epilepsy.
 - (B) any degree of paralysis.
 - (C) amputation.
 - (D) lack of physical coordination.
 - (E) blindness or visual impairment.
 - (F) deafness or hearing impairment.
 - (G) muteness or speech impediment.
 - (H) physical reliance on a guide dog, wheelchair or other remedial appliance or device.
- OR**
- (ii) any of:
 - (A) a condition of mental retardation or impairment.
 - (B) a learning disability or dysfunction in one or more of the processes involved in the comprehension or use of symbols and/or spoken language.
 - (C) a mental disorder.

Learning disability means:

- (i) a neurological dysfunction which interferes with information processing. It affects the way information is taken in, retained and/or expressed. Individuals experience difficulty in listening, reading, writing, spelling, reasoning and/or mathematical abilities to such an extent that conventional instruction methods are not always successful.

Mental disorder means:

- (i) a disorder of thought, perception, feelings or behaviour that impairs a person's:
 - (A) judgment.
 - (B) capacity to recognize reality.
 - (C) ability to associate with others.
 - (D) ability to meet the ordinary demands of life.

Appendix C

Structure of the SIAST Education Equity Program

C Structure of the SIAST Education Equity Program

C.1 Structure and Function

The SIAST board of directors determines policy and direction for the Education Equity Program. In 1998, the president assigned the dean of students responsibility for the administration of the Education Equity Program policy and procedures.

The SIAST Education Equity Committee makes recommendations to the dean of students, who in turn recommends actions and policies to the senior management council and the board. The SIAST Education Equity Committee is chaired by the SIAST education equity advisor. Representatives from the campus education equity committees sit on the SIAST-wide committee. (See the following Figures 1 and 2.)

Figure 1

SIAST Education Equity Program - Administrative Structure:

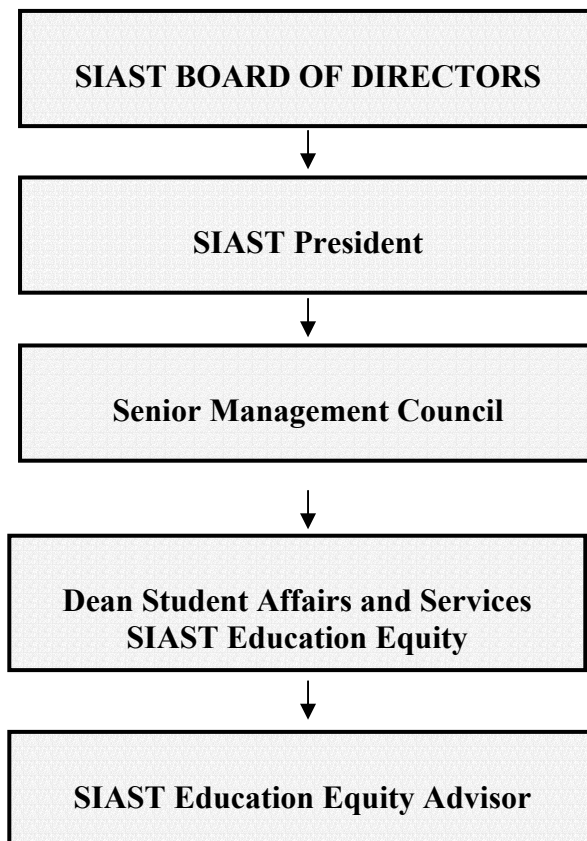
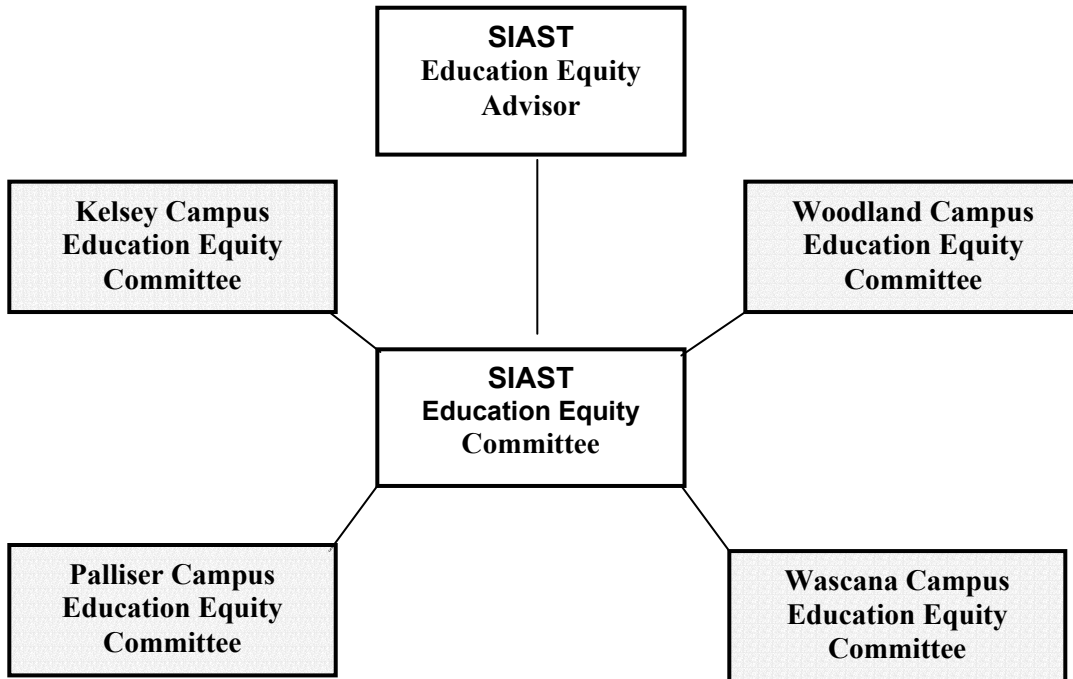


Figure 2

SIAST Education Equity Program - Committee Relationships:



C.2 SIAST Education Equity Committee (SEEC)

The SIAST Education Equity Committee coordinates activities of the SIAST Education Equity Program with input from the four campus committees, reports on activities and issues to the dean of students, approves proposals and monitors projects funded by the SIAST portion of the education equity special fund. The SIAST Education Equity Committee meets regularly throughout the year.

The SIAST Education Equity Committee is composed of the dean of students; the SIAST education equity advisor; two representatives from each campus education equity committee, one of whom is the equity coordinator/counsellor; representatives of internal stakeholder groups such as women in trades and technology (WITT), and facilitators and counsellors for Aboriginal students. The committee is chaired by the SIAST education equity advisor.

C.2.1 Advisor, SIAST Education Equity Program

The advisor coordinates the activities of the Education Equity Program by consulting with program stakeholders, monitoring the completion of SIAST-wide projects, administering the program on behalf of SIAST and chairing the SIAST Education Equity Committee. The advisor represents the program in the provincial community, particularly with the Saskatchewan Human Rights Commission.

C.3 Campus Education Equity Committees (CEEC)

Campus education equity committees develop action plans, provide staff development activities, strike task teams and subcommittees to resolve local issues, develop proposals for projects for their allocation of the education equity special fund, monitor those projects, and identify issues to management and SEEC in consultation with equity program staff. Each campus committee sets goals, objectives and action plans for the year. These may vary from one campus to the other. Committees continue to develop and expand services for designated group students.

The membership and chair of the campus education equity committee is at the discretion of each campus. In establishing membership, each campus is asked to consider factors such as current education equity priorities, SEEC representation, designated student group representation, local stakeholder groups, and the special knowledge and skills of particular campus staff members.

C.3.1 Education Equity Coordinator/Counsellor

The education equity coordinator/counsellor continues to play a pivotal role in the recruitment, support and retention of designated group students. These include resource people for applicants, students, faculty, staff, management and external stakeholders. The specific duties of each co-counsellor/counsellor vary from campus to campus, dependent on the needs of that campus.

C.3.2 Counsellors for Students of Aboriginal Ancestry

These counsellors are the key link in service delivery for students of Aboriginal ancestry. They make contact with applicants and agencies, that have referred students, provide student counselling, offer cultural and other activities through the Aboriginal student activity centres and are resource people for faculty, staff and management.

C.3.3 Aboriginal Student Activity Centres

Aboriginal student activity centres are a focal point for such services as counselling, tutorial support, information on employment opportunities and scholarships, study space and the use of technical devices such as computers. The centres are a place for student interaction and fellowship, for liaison with stakeholders and for traditional feasts and ceremonies.

C.3.4 Learning Specialists

Each campus provides learning assistance for students with disabilities through either a part or full-time learning specialist. The learning specialist provides individual student assistance and act as a resource to faculty and staff. Psycho-educational assessments are conducted and individual learning plans are developed. On-going training and support is provided to faculty. Students are coached in self-advocacy.

Learning assistance centres are located at each of the four campuses. Palliser Campus identified space in 2003. The learning centres are operated on a drop-in or appointment basis. The centres provide extensive services to education equity students including multiple types of accommodations and the use of adaptive technology.

C.3.5 Women's Facilitator

The Industrial Training Division employs a part-time women's facilitator, located at Wascana Campus. In 2001-02, this part-time position changed to a SIAST-wide focus. The women's facilitator develops student support groups, provides on-going faculty support and training, recruits potential students, offers Girls Exploring Trades and Technology camps, instructs pre-trades for women courses and acts as a liaison between faculty and female students in predominantly male programs.

Palliser Campus employs a part-time GETT coordinator

Appendix D

Designated Student Groups

D Designated Student Groups

The 2002-03 long-term goals for participation in SIAST programs are described below. Tables, which show the participation of designated group students as applicants, enrolled, and graduates, are discussed. Since self-identification is voluntary the statistics are assumed to be incomplete.

The tables are designed to show the application, enrollment, and graduation rates of one designated student group per table. Detailed information, by campus, is included in the appendices.

The participation rate tables (Tables A1 - D5) of designated student groups for certificate and diploma, extension, apprenticeship and basic education are all in one table. There is one table for each designated student group.

D.1 Designated Student Groups

The SIAST Education Equity Program establishes goals in consultation with SHRC and implements measures to assure that proportion and rate of success of equity students to the total student body is the same as the Saskatchewan working age population. Designated student groups at the present time include:

- students of Aboriginal ancestry.
- students with disabilities.
- students of visible minorities.
- women students in predominantly male programs.

D.2 Participation of Designated Student Groups

The SIAST Education Equity Program's long-term goal is to achieve a representative student body. In order to achieve this goal a percentage of seats are allocated for some designated student groups.

The annual and long-term goals, for student participation reflect both the Saskatchewan demographics and regional variations in the distribution of designated group populations.

D.2.1 Participation Goals

The 2002-03 SIAST participation goals listed below are based on the Saskatchewan work force. The long-term goals for participation are based on the percentage of designated group persons in the working age population as of June 1996.

- persons of Aboriginal ancestry:
- persons with disabilities:
- persons of visible minority:
- women in the workforce:

Designated Group Student Participation Goals			
Designated Group Students	2002-03 Goals (%)	Long-Term Goals (%)	% of Working Age Population*
Students of Aboriginal Ancestry			
• Kelsey, Palliser and Wascana	12.2	12.2	12.2
• Woodland	25.0	12.2	12.2
Students with Disabilities	5.0	9.7	9.7
Women Students			
• Predominantly Male Programs	30.0	50	45**
Students of Visible Minorities			
• Kelsey	n/a	4.7	4.7
• Palliser and Woodland	n/a	2.6	2.6
• Wascana	n/a	5.1	5.1

* Provided by the Saskatchewan Human Rights Commission

**Demographics indicate that women will comprise 50% of the future population.

Seats are not allocated for students of visible minorities, since enrollment has not been identified as a barrier for this designated group.

The participation goals for designated seats will continue to be reviewed over the next year.

Appendix E

SIAST Education Equity Special Fund

E SIAST Education Equity Special Fund

The goal of the SIAST Education Equity Program is to ensure the participation of designated group students at the levels they exist in the adult population of Saskatchewan. The program takes measures to identify, eliminate and reduce systemic practices which may have the effect of creating discriminatory barriers. The program provides special measures which will increase opportunities and support for designated group students.

To meet this goal, SIAST provides \$520,000 annually to the SIAST Education Equity Program. This allocation provides for training, research, communication and services to education equity students. The allocation is divided between the four campuses and the SIAST-wide committees to meet both local and SIAST-wide needs. The SIAST and campus education equity committees approve, implement and monitor enhancement proposals. Over 60 projects were delivered this year for all designated student groups; students of Aboriginal ancestry, those with disabilities, visible minorities and women in predominately male programs.

Project ideas come from many levels within SIAST; management, programs, individual faculty/staff and equity committees. The fund helps achieve common goals and meet student needs.

E.1 Education Equity Special Fund Criteria

The following criterion applies only to the special fund. Additional criteria have been developed for Funding for Learning Accommodations.

The special fund can be used for such things as special projects, staffing, training, promotional activities and research, provided that:

- **They not displace existing base funding for education equity at the campuses or the SIAST Administrative Offices.**
- **They fall within the broad goals and objectives established annually by SIAST.**
- **Unnecessary duplication of projects is avoided where possible.**
- **Efficient use of the allocation is ensured by informing other campuses, through SEEC, about special projects which might benefit all.**

E.2 Proposal Development, Approval and Revision

The SIAST Education Equity Committee or the Campus Education Equity Committee (whichever committee is appropriate) coordinates proposal development and approves proposals and revisions.

E.3 Monitoring and Evaluation

The chairs of the Campus Education Equity Committee or the SIAST Education Equity Committee (whichever committee is appropriate) monitors proposals.

Upon completion of a project, the appropriate chair will provide the SIAST Education Equity Committee with a summary which will include final cost, description of materials produced, an indication whether the project met objectives and any recommendations forthcoming from the project.

The chair of the SIAST Education Equity Committee will provide the dean of students with regular updated status reports on all approved projects, and a final report on the education equity special fund will be included.

Appendix F

High Cost Accommodations

F High Cost Accommodations

The high cost student fund was developed in 1995-96 to provide SIAST with a mechanism to respond to requests for service or technical aids that are not currently covered under the special fund or the funding for learning accommodations, or that are not funded elsewhere. The fund was renamed “high cost accommodations” in March 1998. This fund directly addresses the unique problem of high cost accommodations, which is a barrier to access for persons with disabilities.

This funding is for individual student accommodations related to an academic need. The fund provides two main types of accommodations: “people” supports (attendant care, interpretive services) and “technical equipment” (which becomes the property of the SIAST Education Equity Program).

In April 1998 the SIAST Education Equity Committee moved to suspend the funding to high cost accommodations. A review of education equity took place in 2002-03.

Recommendations of this review include:

1. That discussions take place between SIAST and Saskatchewan Learning regarding:
 - Provision of high cost accommodations
 - Appropriate funding mechanism and allocation for SIAST education equity accommodations
2. That a workable student management plan for equity students generally and high cost students specifically, be developed to address issues of:
 - Accommodation
 - Efficient utilization of service providers
3. That discussions take place between SIAST, Saskatchewan Learning and Saskatchewan Government Employees’ Union regarding:
 - Equity service providers who are not SIAST employees, but are working on campuses, and give rise to issues of:
 - Supervision
 - Quality control
 - Facility usage
 - Insurance/occupational health and safety

Appendix G

Funding for Learning Accommodations

G Funding for Learning Accommodations

In 1994-95 the direct student access fund was established for students to apply for funds for program related accommodations when other funds are not available. The name of the fund was changed to funding for learning accommodations in March, 1998. The campus education equity committee approves applications for funding. A maximum of \$1,500 is available to a student in each fiscal year. Wherever possible, student accommodations are provided for several students simultaneously to maximize resources.

Each campus education equity committee was allocated \$12,000 for direct student access in 2001-02. When these funds are exhausted the committees re-allocate special project funds to carry through to year-end. This fund is not the only SIAST source of individual student accommodation. Each campus allocates money to the equity committees, counselling departments and equity staff from their core budgets for this purpose. The actual amount spent on program related accommodations well exceeds the \$48,000 provided under the direct student access fund.

Learning accommodations may include the provision of services for assistance such as tutors, notetakers, scribes, readers and proctors, etc.

Individual support services (care-givers) are provided as are capital equipment (computers, software and enhancements, telewriters); enhancements to student workstations and ergonomic postural supports. Such equipment becomes the property of the campus education equity committee.

The SIAST Education Equity Program has special measures in place which seek to ensure equitable access and opportunity for education and training in SIAST programs. Funding for learning accommodations is designed to allow individual members of designated student groups to apply for accommodations that meet their individual needs.

Appendix H

SIAST and Dumont Technical Institute

H SIAST and Dumont Technical Institute

Federation Agreement

A federation agreement between SIAST and the Dumont Technical Institute (DTI) was signed in June 1994. The federation agreement was re-signed in 2001-02. Through this federation agreement DTI is able to offer a wide range of accredited skills training throughout Saskatchewan.

DTI accesses basic education training seats from the Regional Colleges and SIAST campuses.

Courses offered through Dumont Technical Institute in accordance with the SIAST Federation Agreement are included in the following table.

Course Name	Course Location	Enrolled
(Auto) Motor Vehicle Body Repairer	Saskatoon	12
Basic Carpentry	Duck Lake/Batoche	11
Basic Carpentry	Nipawin	9
Basic Carpentry	Saskatoon	to be determined
Drywaller	Yorkton	12
Helpdesk/Network Operator	Meadow Lake	15
Home Care/Special Care Aide	Regina	15
Home Care/Special Care Aide	Saskatoon	24
Licensed Practical Nursing	Prince Albert	16
Licensed Practical Nursing	Saskatoon	16
Licensed Practical Nursing	Meadow Lake	08
Pre-employment Plumbing & Heating	Yorkton	15

Source: Dumont Technical Institute, October 2003

Appendix I

Terms and Conditions

I Terms and Conditions for the Continued Approval of the SIAST Education Equity Program

Pursuant to **Regulation 42 of The Saskatchewan Human Rights Code**, the Saskatchewan Human Rights Commission continues approval of the Education Equity Program of the Saskatchewan Institute of Applied Science and Technology (SIAST) with the following terms and conditions for 2002-2003:

1. SIAST will provide an annual report by October 15, 2003. This report will include information on actions taken during the year to maintain the programs, progress made, difficulties encountered and any revisions under consideration to the plan.
2. The annual report will include statistics for Aboriginal persons, persons with disabilities, female persons in predominately male programs and visible minority persons. It will show application process, enrollment and graduation reporting. This information will be provided for SIAST and for each of the program divisions.
3. The annual report will continue to provide information on the following:
 - Agreements between SIAST and Dumont Technical Institute.
 - Accommodations of students with disabilities, including students with intellectual disabilities.
 - Under-representation of female students in courses attended predominately by male students, i.e. courses with less than 45 percent female students.
 - Expansion of its Education Equity Programs to adult basic education (ABE) and extension Programs.
4. SIAST will report on specific measures developed to reduce barriers to designated student groups.
5. SIAST will report on progress in identifying and removing systemic barriers in pre-admission and post-admission entry tests and curricula.
6. SIAST will report on the functions of the SIAST Education Equity Program committees.
7. SIAST will continue to consult with the SHRC on the implementation of the recommendations of the review of the high cost student fund.
8. SIAST will report on staff training in relation to education equity.
9. SIAST will report on the application of the policy on accommodation for students with disabilities to meet certification requirements.

Appendix J

SIAST-Wide Participation Statistics

J1 Organization of Tables

J2 Aboriginal

J3 Disabled

J4 Visible Minority

J5 Women Students

J6 Women in Predominately Male Programs

J Participation Statistics

The organization analysis that follows covers the period of the academic year, July 1, 2002 to June 30, 2003. The information is extracted from the Banner student record system. The SIAST application form includes a self-identification section. As self-identification is voluntary, not all designated group students choose to identify, therefore, participation may actually be higher than described.

SIAST-wide participation rates reflected by applications, enrollment, and graduation statistics, are presented in the participation statistics for each of the minority groups. As discussed in Section 4.0, specific target goals have been established for each campus in order to achieve a representative student body at SIAST. These goals are not identical in each location.

The board of directors, in April 1999, approved that, with the exception of the Nursing Education Program of Saskatchewan (NEPS), SIAST will admit students to programs on a first-qualified, first-admitted basis. Therefore, applications are received throughout the year to enter into the first year of a program. Students are usually not required to apply for year two and/or three of diploma programs.

Application statistics from apprenticeship and basic education (BE) are not provided in this report. Neither the apprenticeship nor basic education students apply directly to SIAST, but through the apprenticeship and trades certification commission and Saskatchewan Learning respectively.

The enrollment statistics reflect the enrollment activity within a given academic year. Basic education and apprenticeship numbers have a strong influence on the overall total enrollment figures. Therefore, distinctions must be made between the certificate and diploma programs or all programs at the campuses, when looking at percentages or trends.

The graduate statistics reflect the percentage of the total graduate population per designated student group. The percentages are not graduation rates. In order to have an accurate graduation rate, the same cohort of students must be followed. The graduate statistics in one academic year do not represent the same students who were enrolled in the corresponding academic year. Some students may have been enrolled for longer than one year. Also, variable intakes and completion dates associated with competency-based programs have a strong influence in the outcomes. This applies to many programs offered at the Wascana and Woodland Campuses.

Graduate statistics from apprenticeship and BE programs are not available, as these students do not graduate from SIAST.

The presentation of the statistics for each designated group is organized into sections that are formatted the same as SIAST-wide statistics. Each section begins with comprehensive tables of application, enrollment and graduate rates for the designated group, first by division, then by campus.

J.1 Organization of Tables

The following tables show the designated student group participation by division, by campus and SIAST-wide:

- Tables 1 – 5 - Aboriginal Students
- Tables 6 - 10 - Students with Disabilities
- Tables 11 - 15 - Students of Visible Minority
- Tables 16 - 20 - Women Students
- Tables 21 - 22 - Women in Predominately Male Programs

The tables report on total student applications, enrollment, and graduates, compared to each of the designated groups. In each case, the percentage indicates the proportion of the specific equity group in the pool of the total applicants, enrolled students and graduates by division and by campus.

J.1.1 Certificate and Diploma Programs

In 2000 - 01, SIAST adopted an admissions policy of first-qualified, first-admitted, maintaining a wait list of applicants. Applications are received throughout the year to enter into the first year of a program. The Nursing Education Program of Saskatchewan (NEPS) is the only program to maintain a competitive admission. In the spring of 2003 SIAST made changes to the admissions policy, allowing for an earlier acceptance date and an earlier release of reserved seats for women in predominately male programs. The release of some seats occurs if SIAST has been unsuccessful in filling the seats from the target group. These changes came into effect for the 2003-04 academic year.

Most of the programs offered are on-campus certificate and diploma programs. These comprise the largest sections of the tables, and are reported by division and campus.

Graduate statistics for students in NEPS are not available as these students move to the university for years 3 and 4 of the partnership program; therefore, they are graduates of the University of Saskatchewan.

J.1.2 Extension

There are a number of factors that should be considered when interpreting the statistics of extension programs.

Enrollment data for extension students studying full or part time is available since they now apply in the same manner as on-campus certificate and diploma students. Extension students often apply for one or more credit courses from a certificate or diploma program without having sought acceptance to the program. SIAST gives extension students taking credit courses the opportunity to self-identify in the Education Equity Program. This does not occur for all non-credit courses, as students do not complete an application form to enroll in these courses. Therefore, the actual number of designated group extension students will be higher than recorded.

The extension student graduate information does not include those who complete non-credit courses. Extension graduates may be included in either extension or certificate and diploma student numbers, as they may begin as an extension student, and then move into and eventually graduate from a certificate or diploma program. Likewise, they may complete the last class or two of a certificate or diploma program through extension. Also worth noting is that students who take one or more credit courses and have no need to complete the whole program will not show as graduates since they have not completed a program, yet they will have successfully met their objectives.

Another factor that affects the interpretation of graduation rates for extension programs is the program length. For example, in a two-year program with 100 seats, 55 seats are for first year students, and 45 seats are for second year students. If there are 45 graduates from this program, the graduation rate for the program is really 100%, but will distort the overall rate when reported collectively.

J.1.3 Apprenticeship

All apprenticeship programs offered at SIAST are included in the following tables, but we provide enrollment numbers only. Apprenticeship students do not apply to SIAST, although SIAST does collect equity participation statistics for apprentices so that future employers and sponsors have the opportunity to consider equity group persons when selecting apprenticeship candidates. Apprenticeship students do not graduate from a SIAST program, so graduate data is not available.

In 2001, the Saskatchewan Apprenticeship and Trade Commission, through discussion with SIAST counsellors, recognized the need for, and initiated procedures in identifying persons having learning difficulties. SIAST counsellors and learning specialists work with the assessors to implement recommended accommodations, as per SIAST guidelines.

During the first year of implementation, discussions determined how and to whom assessment reports would be distributed within SIAST's policy regarding student rights to privacy and confidentiality. Secondly, a process for selecting accommodations that match the restrictions of both the inter-provincial system and trade specific industry needs was established.

J.1.4 Basic Education

The basic education (BE) programs that SIAST offers ranges from literacy to Grades 5-12. Basic education students do not apply to SIAST, nor do they graduate from a SIAST program, so application and graduate statistics are not available. BE students meet the requirements to receive high school credit for courses administered by Saskatchewan Learning. SIAST reports to the Department on each student's success in meeting those requirements. SIAST continues to explore ways to include more complete data on BE students.

J.2 Students of Aboriginal Ancestry

The following tables are a summary of students of Aboriginal ancestry application, enrollment, and graduate rates by division and campus, for the period of July 1, 2002 to June 30, 2003.

Table 1: SIAST-Wide Students of Aboriginal Ancestry by Division 2002-2003									
Division	Applicants			Enrolled			Graduates		
	Total	Abr	%	Total	Abr	%	Total	Abr	%
Business & Agriculture	1307	230	17.6	1151	173	15.0	446	60	13.4
Community Services	1675	427	25.5	919	211	23.0	377	62	16.4
Nursing	1516	162	10.7	732	97	13.3	161	2	1.2
Industrial Training	1328	219	16.5	635	112	17.6	352	27	7.7
Science & Health	1674	141	8.4	644	65	10.1	407	32	7.7
Technology	1559	203	13.0	1387	114	8.2	411	26	6.3
Extension	528	48	9.1	1290	306	23.7	1090	149	13.7
Cert and Diploma Total	9587	1430	14.9	6758	1078	16.0	3244	358	11.0
Business & Agriculture				83	1	1.2			
Community Services				114	11	9.6			
Industrial Training				1901	111	5.8			
Technology				599	13	2.2			
Extension				78	32	41.0			
Apprenticeship Total				2775	168	6.1			
Basic Education				2216	917	41.4			
SIAST Total				11749	2163	18.4			

NOTE Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a partnership program with the University of Saskatchewan and SIAST. The nursing programs included in this table are Licensed Practical Nursing, and advanced certificate programs.

NOTE Apprenticeship and basic education students do not apply to SIAST, nor do they graduate from SIAST. Therefore application and graduation numbers for apprenticeship and basic education students are not provided.

NOTE The term certificate and diploma includes all credentials awarded by SIAST – applied certificate, certificate, diploma and advanced certificate.

SIAST-wide students of aboriginal ancestry by campus

TABLE 2: SIAST-Wide Students of Aboriginal Ancestry by Campus 2002-2003									
Campus	Applicants			Enrolled			Graduates		
	Total	Abr	%	Total	Abr	%	Total	Abr	%
Kelsey Campus				4128	657	15.9			
Certificate & Diploma	3890	477	12.3	2020	308	15.2	930	70	7.5
Apprenticeship	NA			1399	75	5.4	NA		
Basic Education	NA			709	274	38.6	NA		
Palliser Campus				2919	180	6.2			
Certificate & Diploma	1650	81	4.9	1684	112	6.7	673	26	3.9
Apprenticeship	NA			979	40	4.1	NA		
Basic Education	NA			256	28	10.9	NA		
Wascana Campus				2743	498	18.2			
Certificate & Diploma	2712	259	9.6	1778	212	11.9	932	63	6.8
Apprenticeship	NA			123	3	2.4	NA		
Basic Education	NA			842	283	33.6	NA		
Woodland Campus				1959	828	42.3			
Certificate & Diploma	1335	613	45.9	1276	446	35.0	709	199	28.1
Apprenticeship	NA			274	50	18.2	NA		
Basic Education	NA			409	332	81.2	NA		
Total Cert & Diploma	9589	1430	14.9	6758	1078	16.0	3244	358	11.0
Total Apprenticeships	NA			2775	168	6.1	NA		
Total Basic Education	NA			2216	917	41.4	NA		
SIAST Total				11749	2163	18.4			

NOTE Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a partnership program with the University of Saskatchewan and SIAST. The nursing programs included in this table are Licensed Practical Nursing, and advanced certificate programs.

NOTE Apprenticeship and basic education students do not apply to SIAST, nor do they graduate from SIAST. Therefore application and graduation numbers for apprenticeship and basic education students are not provided.

NOTE The term certificate and diploma includes all credentials awarded by SIAST – applied certificate, certificate, diploma and advanced certificate.

Table 3: Students of Aboriginal Ancestry - Application Rate Trends

Campus	Certificate/Diploma Applications %*			
	2002-03	2001-02	2000-01	1999-00
Kelsey	12.3	11.0	9.2	10.8
Palliser	4.9	4.9	4.7	3.9
Wascana	9.6	9.7	9.8	8.7
Woodland	45.9	49.8	43.7	48.4
SIAST	14.9	14.7	12.7	14.2

*Application percentage is the number of aboriginal persons applying as a percentage of total applicants to the campus

Table 4: Students of Aboriginal Ancestry - Enrollment Rate Trends

Campus	2002-03		2001-02		
	Goal	Total Enrollment %*	Cert./Dip. Enrollment %*	Total Enrollment %*	Cert./Dip. Enrollment %*
Kelsey	12.2%	15.9	15.2	15.5	10.0
Palliser	12.2%	6.2	6.7	6.6	6.2
Wascana	12.2%	18.2	11.9	18.0	11.0
Woodland	25.0%	42.3	35.0	45.6	39.0
SIAST		18.4	16.0	18.9	14.7

*Enrollment percentage is the number of aboriginal persons enrolled as a percentage of total enrollments at the campus

Table 5: Students of Aboriginal Ancestry - Proportion of Graduates Trends

Campus	Certificate/Diploma Graduate %*			
	2002-03	2001-02	2000-01	1999-00
Kelsey	7.5	7.8	7.2	8.3
Palliser	3.9	7.1	6.7	4.9
Wascana	6.8	7.2	8.8	7.5
Woodland	28.1	27.5	25.5	26.8
SIAST	11.0	11.5	11.7	11.5

*Graduate percentage is the number of aboriginal persons graduated as a percentage of total graduates at the campus

J.3 Students with Disabilities

The following tables are a summary of students with disabilities application, enrollment, and graduate rates by division and campus, for the period of July 1, 2002 to June 30, 2003.

Table 6: SIAST-Wide Students with Disabilities by Division 2002-2003									
Division	Applicants			Enrolled			Graduates		
	Total	Dsbl	%	Total	Dsbl	%	Total	Dsbl	%
Business & Agriculture	1307	45	3.4	1151	64	5.6	446	12	2.7
Community Services	1675	99	5.9	919	71	7.7	377	20	5.3
Industrial Training	1328	76	5.7	635	58	9.1	352	24	6.8
Nursing	1516	26	1.7	732	23	3.1	161	3	1.9
Science & Health	1674	37	2.2	644	32	5.0	407	14	3.4
Technology	1559	73	4.7	1387	75	5.4	411	21	5.1
Extension	528	19	3.6	306	19	6.2	1090	15	1.4
Cert & Diploma Total	9587	375	3.9	6758	342	5.1	3244	109	3.4
Business & Agriculture				83	1	1.2			
Community Services				114	0	0			
Industrial Training				1901	27	1.4			
Technology				599	2	0.3			
Extension				78	0	0			
Apprenticeship Total				2775	30	1.1			
Basic Education Total				2216	182	8.2			
SIAST Total				11749	554	4.7			

NOTE Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a partnership program with the University of Saskatchewan and SIAST. The nursing programs included in this table are Licensed Practical Nursing, and advanced certificate programs.

NOTE Apprenticeship and basic education students do not apply to SIAST, nor do they graduate from SIAST. Therefore application and graduation numbers for apprenticeship and basic education students are not provided.

NOTE The term certificate and diploma includes all credentials awarded by SIAST – applied certificate, certificate, diploma and advanced certificate.

SIAST-wide students with disabilities by campus

Table 7: SIAST-Wide Students with Disabilities by Campus 2002-2003									
Division	Applicants			Enrolled			Graduates		
	Total	Dsbl	%	Total	Dsbl	%	Total	Dsbl	%
Kelsey Campus				4128	175	4.2			
Certificate & Diploma	3890	180	4.6	2020	121	6.0	930	41	4.4
Apprenticeship	NA			1399	23	1.6	NA		
Basic Education	NA			709	31	4.4	NA		
Palliser Campus				2919	94	3.2			
Certificate & Diploma	1650	57	3.5	1684	68	4.0	673	23	3.4
Apprenticeship	NA			979	6	0.6	NA		
Basic Education	NA			256	20	7.8	NA		
Wascana Campus				2743	207	7.5			
Certificate & Diploma	2712	86	3.2	1778	93	5.2	932	27	2.9
Apprenticeship	NA			123	1	0.8	NA		
Basic Education	NA			842	113	13.4	NA		
Woodland Campus				1959	78	4.0			
Certificate & Diploma	1335	52	3.9	1276	60	4.7	709	18	2.5
Apprenticeship	NA			274	0	0	NA		
Basic Education	NA			409	18	4.4	NA		
Total Cert & Diploma	9587	375	3.9	6758	342	5.1	3244	109	3.4
Total Apprenticeship	NA			2775	30	1.1	NA		
Total Basic Education	NA			2216	182	8.2	NA		
SIAST Total	9587	375	3.9	11749	554	4.7	3244	109	3.4

NOTE Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a partnership program with the University of Saskatchewan and SIAST. The nursing programs included in this table are Licensed Practical Nursing, and advanced certificate programs.

NOTE Apprenticeship and basic education students do not apply to SIAST, nor do they graduate from SIAST. Therefore application and graduation numbers for apprenticeship and basic education students are not provided.

NOTE The term certificate and diploma includes all credentials awarded by SIAST – applied certificate, certificate, diploma and advanced certificate.

Table 8: Students with Disabilities - Application Rate Trends

Campus	Certificate/Diploma Application %*			
	2002-03	2001-02	2000-01	1999-00
Kelsey	4.6	4.0	3.9	3.5
Palliser	3.5	4.0	4.5	3.0
Wascana	3.2	3.6	3.9	3.5
Woodland	3.9	5.6	4.5	4.5
SIAST	3.9	4.1	4.1	3.5

*Application percentage is the number of equity persons applying as a percentage of total applicants to the campus.

Table 9: Students with Disabilities - Enrollment Rate Trends

Campus	2002-03			2001-02	
	Goal	Total Enrollment %*	Cert./Dip. Enrollment %*	Total Enrollment %*	Cert./Dip. Enrollment %*
Kelsey	5.0	4.2	6.0	4.8	6.4
Palliser	5.0	3.2	4.0	3.3	3.9
Wascana	5.0	7.5	5.2	8.6	5.6
Woodland	5.0	4.0	4.7	3.5	4.5
SIAST	-	4.7	5.1	5.1	5.2

*Enrollment percentage is the number of equity persons enrolled as a percentage of total enrollments at the campus.

Table 10: Students with Disabilities - Proportion of Graduates

Campus	Certificate/Diploma Graduate %*			
	2002-03	2001-02	2000-01	1999-00
Kelsey	4.4	3.0	3.3	2.8
Palliser	3.4	1.9	2.2	1.6
Wascana	2.9	4.8	4.2	4.8
Woodland	2.5	3.1	3.3	1.4
SIAST	3.4	3.3	3.3	2.7

*Graduate percentage is the number of equity persons graduated as a percentage of total graduates at the campus.

J.4 Students of Visible Minority

The following tables are a summary of students of visible minority for application, enrollment, and graduate rates by division and campus, for the period of July 1, 2002 to June 30, 2003.

Table 11: SIAST-Wide Students of Visible Minority by Division 2002-2003									
Division	Applicants			Enrolled			Graduates		
	Total	VM	%	Total	VM	%	Total	VM	%
Business & Agriculture	1307	62	4.7	1151	59	5.1	446	12	2.7
Community Services	1675	41	2.4	919	10	1.1	377	3	0.8
Industrial Training	1328	23	1.7	635	15	2.4	352	9	2.6
Nursing	1516	63	4.2	732	21	2.9	161	5	3.1
Science & Health	1674	63	3.8	644	21	3.3	407	10	2.5
Technology	1559	50	3.2	1387	37	2.7	411	7	1.7
Extension	528	3	0.6	1290	8	0.6	1090	9	0.8
Cert & Diploma Total	9587	305	3.2	6758	171	2.5	3244	55	1.7
Business & Agriculture				83	0	0			
Community Services				114	2	1.8			
Industrial Training				1901	13	0.7			
Technology				599	3	0.5			
Extension				78	2	1.8			
Apprenticeship Total				2775	18	0.6			
Basic Education Total				2216	110	5.0			
SIAST Total				11749	299	2.5			

NOTE Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a partnership program with the University of Saskatchewan and SIAST. The nursing programs included in this table are Licensed Practical Nursing, and advanced certificate programs.

NOTE Apprenticeship and basic education students do not apply to SIAST, nor do they graduate from SIAST. Therefore application and graduation numbers for apprenticeship and basic education students are not provided.

NOTE The term certificate and diploma includes all credentials awarded by SIAST – applied certificate, certificate, diploma and advanced certificate.

SIAST-wide students of visible minority by campus

Table 12: SIAST-Wide Students of Visible Minority by Campus 2002-2003									
Division	Applicants			Enrolled			Graduates		
	Total	VM	%	Total	VM	%	Total	VM	%
Kelsey Campus				4128	68	1.6			
Certificate & Diploma	3890	101	2.6	2020	49	2.4	930	18	1.9
Apprenticeship	NA					0.7	NA		
Basic Education	NA					1.3	NA		
Palliser Campus				2919	77	2.6			
Certificate & Diploma	1650	76	4.6	1684	62	3.7	673	16	2.4
Apprenticeship	NA			979	6	0.6	NA		
Basic Education	NA			256	9	3.5	NA		
Wascana Campus				2743	134	4.9			
Certificate & Diploma	2712	111	4.1	1778	46	2.6	932	16	1.7
Apprenticeship	NA			123	1	0.8	NA		
Basic Education	NA			842	87	10.3	NA		
Woodland Campus				1959	20	1.0			
Certificate & Diploma	1335	17	1.3	1276	14	1.1	709	5	0.7
Apprenticeship	NA			274	1	0.4	NA		
Basic Education	NA			409	5	1.2	NA		
Total Cert & Diploma	9589	305	3.2	6758	171	2.5	3244	55	1.7
Total Apprenticeship	NA			2775	18		NA		
Total Basic Education	NA			2216	110		NA		
SIAST Total	9587	305	3.2	11749	299	2.5	3244	55	1.7

NOTE Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a partnership program with the University of Saskatchewan and SIAST. The nursing programs included in this table are Licensed Practical Nursing, and advanced certificate programs.

NOTE Apprenticeship and basic education students do not apply to SIAST, nor do they graduate from SIAST. Therefore application and graduation numbers for apprenticeship and basic education students are not provided.

NOTE The term certificate and diploma includes all credentials awarded by SIAST – applied certificate, certificate, diploma and advanced certificate.

Table 13: Students of Visible Minorities - Application Rate Trends

Campus	Certificate/Diploma Application %*			
	2002-03	2001-02	2000-01	1999-00
Kelsey	2.6	2.7	1.9	1.7
Palliser	4.6	4.7	2.8	2.7
Wascana	4.1	3.8	3.5	2.7
Woodland	1.3	1.3	2.4	0.8
SIAST	3.2	3.2	2.5	2.1

*Application percentage is the number of equity persons applying as a percentage of total applicants to the campus.

Table 14: Students of Visible Minorities - Enrollment Rate Trends

Campus	2002-03			2001-02	
	Goal	Total Enrollment %*	Cert./Dip. Enrollment %*	Total Enrollment %*	Cert./Dip. Enrollment %*
Kelsey	4.7	1.6	2.4	1.3	1.7
Palliser	2.6	2.6	3.7	2.2	2.8
Wascana	5.1	4.9	2.6	4.8	2.8
Woodland	2.6	1.0	1.1	0.6	0.8
SIAST	-	2.5	2.5	2.2	2.2

*Enrollment percentage is the number of equity persons enrolled as a percentage of total enrollments at the campus.

Table 15: Students of Visible Minorities - Proportion of Graduates Trends

Campus	Certificate/Diploma Graduate %*			
	2002-03	2001-02	2000-01	1999-00
Kelsey	1.9	0.6	1.5	1.5
Palliser	2.4	2.2	2.4	1.1
Wascana	1.7	1.9	1.4	2.1
Woodland	0.7	0.7	0.6	1.1
SIAST	1.7	1.3	1.4	1.5

*Graduate percentage is the number of equity persons graduated as a percentage of total graduates at the campus.

J.5 Women Students

The following tables are a summary of women student application, enrollment, and graduate rates by division and campus, for the period of July 1, 2002 to June 30, 2003.

Table16: SIAST-Wide Women Students by Division 2002-2003									
Division	Applicants			Enrolled			Graduates		
	Total	Wom	%	Total	Wom	%	Total	Wom	%
Business & Agriculture	1307	871	66.6	1151	760	66.0	446	313	70.2
Community Services	1675	1160	69.3	919	625	68.0	377	281	74.5
Industrial Training	1328	56	4.2	635	37	5.8	352	22	6.3
Nursing	1516	1430	94.3	732	675	92.2	161	152	94.4
Science & Health	1674	1266	75.6	644	472	73.2	407	286	70.3
Technology	1559	235	15.1	1389	213	15.4	411	60	14.6
Extension	1528	474	89.8	1290	815	63.2	1090	687	63.0
Cert and Diploma Total	9587	5492	57.3	6758	3597	53.2	3244	1801	55.5
Business & Agriculture				83	46	55.4			
Community Services				114	42	36.8			
Industrial Training				1901	31	1.6			
Technology				599	18	3.0			
Extension				78	5	36.8			
Apprenticeship Total				2775	142	5.1			
Basic Education Total				2216	1299	58.6			
SIAST Total				11749	5038	42.9			

NOTE Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a partnership program with the University of Saskatchewan and SIAST. The nursing programs included in this table are Licensed Practical Nursing, and advanced certificate programs.

NOTE Apprenticeship and basic education students do not apply to SIAST, nor do they graduate from SIAST. Therefore application and graduation numbers for apprenticeship and basic education students are not provided.

NOTE The term certificate and diploma includes all credentials awarded by SIAST – applied certificate, certificate, diploma and advanced certificate.

SIAST-wide women students by campus

Table 17: SIAST-Wide Women Students by Campus 2002-2003									
Division	Applicants			Enrolled			Graduates		
	Total	Wom	%	Total	Wom	%	Total	Wom	%
Kelsey Campus				4128	1585	38.4			
Certificate & Diploma	3890	2311	59.4	2020	1097	54.3	930	545	58.6
Apprenticeship	NA			1399	42	3.0	NA		
Basic Education	NA			709	446	62.9	NA		
Palliser Campus				2919	745	25.5			
Certificate & Diploma	1650	594	36.0	1684	586	34.8	673	291	43.2
Apprenticeship	NA			979	36	3.7	NA		
Basic Education	NA			256	123	48.0	NA		
Wascana Campus				2743	1782	65.0			
Certificate & Diploma	2712	1950	71.9	1779	1257	70.7	932	635	68.1
Apprenticeship	NA			123	46	37.3	NA		
Basic Education	NA			842	479	56.9	NA		
Woodland Campus				1959	926	47.3			
Certificate & Diploma	1335	637	47.7	1276	657	51.5	709	330	46.5
Apprenticeship	NA			274	18	6.6	NA		
Basic Education	NA			409	251	61.3	NA		
Total Cert & Diploma	9587	5492	57.3	6758	3597	53.2	3244	1801	55.5
Total Apprenticeship	NA			2775			NA		
Total Basic Education	NA			2216			NA		
SIAST Total	9587	5492	57.3	11749	5038	42.9	3244	1801	55.5

NOTE Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a partnership program with the University of Saskatchewan and SIAST. The nursing programs included in this table are Licensed Practical Nursing, and advanced certificate programs.

NOTE Apprenticeship and basic education students do not apply to SIAST, nor do they graduate from SIAST. Therefore application and graduation numbers for apprenticeship and basic education students are not provided.

NOTE The term certificate and diploma includes all credentials awarded by SIAST – applied certificate, certificate, diploma and advanced certificate.

Table 18: Women Students - Application Rate Trends

Campus	Certificate/Diploma Application %*			
	2002-03	2001-02	2000-01	1999-00
Kelsey	59.4	57.3	60.5	50.5
Palliser	36.0	34.3	35.1	35.9
Wascana	71.9	67.7	67.1	66.2
Woodland	47.7	51.4	48.1	43.3
SIAST	57.3	55.5	55.6	50.1

* Application percentage is the number of equity persons applying as a percentage of total applicants to the campus.

Table 19: Women Students - Enrollment Rate Trends

Campus	Goal	2002-03		2001-02	
		Total Enrollment %*	Cert./Dip. Enrollment %*	Total Enrollment %*	Cert./Dip. Enrollment %*
Kelsey	43.0	38.4	54.3	38.4	55.6
Palliser	43.0	25.5	34.8	26.0	35.6
Wascana	43.0	65.0	70.7	65.5	70.0
Woodland	43.0	47.3	51.5	44.6	47.5
SIAST	56.3	42.9	53.2	42.7	53.0

* Enrollment percentage is the number of equity persons enrolled as a percentage of total enrollment at the campus.

Table 20: Women Students - Proportion of Graduates Trends

Campus	Certificate/Diploma Graduates %*			
	2002-03	2001-02	2000-01	1999-00
Kelsey	58.6	63.1	67.1	69.0
Palliser	43.2	46.7	43.6	45.2
Wascana	68.1	67.7	59.4	68.6
Woodland	46.5	40.7	32.9	33.9
SIAST	55.5	56.3	52.4	56.6

* Graduate percentage is the number of equity persons graduated as a percentage of total graduates at the campus.

J.6 Women Students in Predominately Male Programs

The following table provides a summary of women students (in predominately male programs) for application, enrollment, and graduate rates by division and campus, for the periods of July 1, 2001 to June 30, 2002 and July 1, 2002 to June 30, 2003. This analysis includes students in certificate, diploma and apprenticeship programs.

Division	Applicants			Enrolled			Graduates		
	Total	Wom	%	Total	Wom	%	Total	Wom	%
Industrial Training	1328	56	4.2	634	36	5.7	352	22	6.3
Technology	1559	235	15.1	1387	213	15.4	411	60	14.6
Certificate & Diploma Total	2887	291	10.1	2021	249	12.4	763	82	10.7
Industrial Training				1901	31	1.6			
Technology				599	18	3.0			
Apprenticeship Total				2500	49	2.0			
SIAST Total				4521	298	6.6			

Division	Applicants			Enrolled			Graduates		
	Total	Wom	%	Total	Wom	%	Total	Wom	%
Kelsey Campus									
Certificate & Diploma	1284	89	7.0	674	58	8.6	291	23	7.9
Apprenticeship				1348	35	2.6			
Palliser Campus									
Certificate & Diploma	780	112	14.4	775	121	15.6	253	39	15.4
Apprenticeship				908	12	1.3			
Wascana Campus									
Certificate & Diploma	324	12	3.7	291	16	5.5	138	8	5.8
Apprenticeship				40	0	0			
Woodland Campus									
Certificate & Diploma	499	78	15.6	281	54	19.2	81	12	14.8
Apprenticeship				204	2	1			
Total Cert & Diploma	2887	291	10.1	2021	249	12.3	763	82	10.7
Total Apprenticeship	NA			2500	49	2	NA		
SIAST Total	2887	291	10.0	4521	298	6.6	763	82	10.7

J.6.1 Predominantly Male Programs at SIAST

Several SIAST divisions have programs with reserved seating for women. Below is a list of predominately male programs by division and by campus. Programs that do not have equal representation of women for five consecutive years will maintain their targeted status.

Kelsey Campus - Saskatoon

Community Services

Institutional Meat Processing
Retail Meat Cutting

Industrial Training

Agricultural Machinery Technology
Auto Body Technician
Automotive Service Technician
Automotive Service Technology
Heavy Equipment Mechanics
Industrial Mechanics
Machine Shop
Parts Management Technician
Refrigeration and Air Conditioning
Truck and Transport Mechanic Repair
Welding

Technology

CAD/CAM Engineering Technology
Electronics Technician
Electronics Systems Engineering Technology
Mechanical Engineering Technology
Power Engineering Technician
Power Engineering Technology
Process Operator Technician

Wascana Campus - Regina

Business and Agriculture

Beef Management

Community Services

New Media Communications

Industrial Training

Auto Body Technician
Automotive Service Technician
Machine Shop
Outdoor Power Equipment
Welding

Science & Health

Advanced Care Paramedic
Intermediate Care Paramedic
Primary Care Paramedic

Technology

Building Systems Operator
Building Systems Technician

Palliser Campus - Moose Jaw

Industrial Training

Auto Body Technician
Automotive Service Technician
Carpentry
Welding

Technology

Architectural and Building Technology
Civil Engineering Technology
Computer Aided Design and Drafting
Computer Engineering Technology
Electrical Engineering Technology
Electrician
Electronics Engineering Technology
Electronics Service Technician
Environmental Engineering Technology
Geomatics Technology
Instrumentation Engineering Technology
Water Resources Engineering Technology
Water and Wastewater

Woodland Campus - Prince Albert

Community Services

Corrections Worker
Media Arts Production

Industrial Training

Carpentry
Outdoor Power Equipment
Welding

Technology

Electrician
Electronics Service Technician
Integrated Resource Management
Micro-Electronics Technician

Appendix K

SIAST-Wide Designated Student Group Participation

K1 Applications

K2 Enrollments

K3 Graduates

K4 Women in Predominately Male Programs

K.1 SIAST-wide applications by campus, by division and by equity group, for certificate and diploma programs 2002-2003

Campus	Total Apps	Abor. Apps	%	Dsbl'd. Apps	%	V.M. Apps	%	Wom. Apps	%
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Kelsey

Community Services	797	143	18.2	54	6.8	24	3.0	593	74.4
Industrial Training	702	91	13.0	53	7.5	9	1.3	30	4.3
Nursing	661	92	14.0	9	1.4	21	3.2	621	94.0
Science & Health	695	58	8.3	21	3.0	26	3.7	589	84.7
Technology	582	59	10.1	26	4.5	18	3.1	59	10.1
Kelsey Total	3437	443	12.9	163	4.7	98	2.9	1892	55.0

Palliser

Business & Agriculture	806	37	4.6	24	3.0	41	5.1	451	56.0
Community Services	61	6	9.8	3	5.0	2	3.2	30	50.0
Industrial Training	201	16	8.0	5	2.5	8	4.0	9	4.5
Technology	579	22	3.8	25	4.3	25	4.3	103	17.8
Palliser Total	1647	81	5.0	57	3.5	76	4.6	593	36.0

Wascana

Business & Agriculture	257	65	25.2	15	5.8	15	5.8	237	92.2
Community Services	314	16	5.1	17	5.4	8	2.5	226	72.0
Industrial Training	257	29	11.3	12	4.7	5	2.0	10	3.9
Nursing	855	70	8.2	17	2.0	42	5.0	809	95.0
Science & Health	925	65	7.0	14	1.5	37	4.0	633	68.4
Technology	67	9	13.4	10	15.0	4	6.0	2	3.0
Wascana Total	2675	254	9.5	85	3.2	111	4.1	1917	71.7

Woodland

Business & Agriculture	244	128	52.4	6	2.5	6	2.5	183	75.0
Community Services	503	262	52.1	25	5.0	7	1.4	311	62.0
Industrial Training	168	83	49.4	6	3.6	1	0.6	7	4.2
Science & Health	54	18	33.3	2	3.7	0	0	44	81.5
Technology	331	113	34.1	12	3.6	3	0.9	71	21.4
Woodland Total	1300	604	46.5	51	3.9	17	1.3	616	47.4

SIAST-WIDE TOTAL	9854	1382	15.3	356	4.0	302	3.3	5018	55.4
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NOTE Apprenticeship and basic education students do not apply to SIAST, nor do they graduate from SIAST. Therefore application and graduation numbers for apprenticeship and basic education students are not provided.

NOTE The term certificate and diploma includes all credentials awarded by SIAST – applied certificate, certificate, diploma and advanced certificate.

K.2 Campus-wide enrollment by division and by equity group 2002-2003

Campus	Total Enroll	Abor. Enroll	%	Dsbl. Enroll	%	V.M. Enroll	%	Wom. Enroll	%
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Kelsey

Community Services	383	43	11.2	34	8.9	4	1.0	285	74.4
Industrial Training	266	36	13.5	29	10.9	8	3.0	12	4.5
Nursing	354	72	20.3	9	2.5	7	2.0	323	91.2
Sciences & Health	261	24	9.2	19	7.3	12	4.6	206	79.0
Technology	408	20	5.0	24	5.9	14	3.4	46	11.3
Extension	348	113	32.5	6	1.7	4	1.1	225	64.6
Cert/Diploma Total	2020	308	15.2	121	6.0	49	2.4	1097	54.3

Community Services	37	2	5.4	0	0	0	0	7	18.9
Industrial Training	1331	69	5.2	22	1.7	9	0.7	23	1.7
Technology	17	0	0	1	5.9	1	5.9	12	70.6
Extension	14	4	28.6	0	0	0	0	0	0
Apprenticeship Total	1399	75	5.4	23	1.6	10	0.7	42	2.9

Basic Education Total	709	274	38.6	31	4.4	9	1.3	446	62.9
Kelsey Total	4128	657	15.9	175	4.2	68	1.6	1585	38.4

NOTE The term certificate and diploma includes all credentials awarded by SIAST – applied certificate, certificate, diploma and advanced certificate.

K.2 Campus-wide enrollment by division and by equity group 2002-2003

Campus	Total Enroll	Abor. Enroll	%	Dsbl'd. Enroll	%	V.M. Enroll	%	Wom. Enroll	%
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Palliser

Business & Agriculture	703	33	4.7	33	4.7	41	5.8	357	50.9
Community Services	35	1	2.8	1	2.9	0	0	15	42.9
Industrial Training	69	3	4.3	5	7.2	2	2.9	5	7.2
Technology	706	31	4.4	27	3.8	19	3.0	116	16.4
Extension	171	44	25.7	2	1.2	0	0	93	54.4
Cert/Diploma Total	1684	112	6.7	68	4.0	62	3.7	586	34.8

Community Services	63	4	6.3	0	0	1	1.6	24	38.1
Industrial Training	410	23	5.6	5	1.2	3	0.7	7	1.7
Technology	498	7	1.4	1	0.2	2	0.4	5	1.0
Extension	8	6	75.0	0	0	0	0	0	0
Apprenticeship Total	979	40	4.1	6	0.6	6	0.6	36	3.7

Basic Education Total	256	28	11.0	20	7.8	9	3.5	123	48.0
Palliser Total	2919	180	6.2	94	3.2	77	2.6	745	25.5

NOTE The term certificate and diploma includes all credentials awarded by SIAST – applied certificate, certificate, diploma and advanced certificate.

K.2 Campus-wide enrollment by division and by equity group 2002-2003

Campus	Total Enroll	Abor. Enroll	%	Dsbl'd. Enroll	%	V.M. Enroll	%	Wom. Enroll	%
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Wascana

Business & Agriculture	292	55	18.8	20	6.8	17	5.8	277	95.0
Community Services	152	11	7.2	9	5.9	1	0.6	111	73.0
Industrial Training	219	30	13.7	17	7.8	4	1.8	16	7.3
Nursing	378	25	6.6	14	3.7	14	3.7	352	93.1
Science & Health	350	24	6.9	12	3.4	7	2.0	236	67.4
Technology	72	8	11.1	13	18.0	1	1.4	0	0
Extension	315	59	18.7	8	2.5	2	0.6	265	84.1
Cert/Diploma Total	1778	212	11.9	93	5.5	46	2.7	1257	75.0

Business & Agriculture	83	1	1.2	1	1.2	0	0	0	0
Industrial Training	40	2	5.0	0	0	1	2.5	1	2.5
Apprenticeship Total	123	3	2.4	1	0.8	1	0.8	1	0.8

Basic Education Total	842	283	33.6	113	13.4	87	10.3	479	57.0
Wascana Total	2743	215	7.8	207	7.8	134	5.1	1737	3.7

NOTE The term certificate and diploma includes all credentials awarded by SIAST – applied certificate, certificate, diploma and advanced certificate.

K.2 Campus-wide enrollment by division and by equity group 2002-2003

Campus	Total Enroll	Abor. Enroll	%	Dsbl'd. Enroll	%	V.M. Enroll	%	Wom. Enroll	%
Woodland									
Business & Agriculture	156	85	54.5	11	7.1	1	0.6	126	80.1
Community Services	349	156	44.7	27	7.7	5	1.4	214	61.3
Industrial Training	83	45	53.1	7	8.6	1	1.2	4	5.0
Science & Health	33	17	51.5	1	3.0	2	6.1	30	91.0
Technology	201	55	27.4	11	5.5	3	1.5	51	25.4
Extension	456	90	19.7	3	0.7	2	0.4	232	51.0
Cert/Diploma Total	1277	447	35.0	60	4.7	14	1.1	657	51.4
Apprenticeship									
Community Services	14	5	35.7	0	0	1	7.1	11	78.6
Industrial Training	120	17	14.2	0	0	0	0	1	0.8
Technology	84	6	7.1	0	0	0	0	1	1.2
Extension	56	22	39.3	0	0	0	0	5	9.0
Apprenticeship Total	274	50	18.2	0	0	1	0.4	18	6.6
Basic Education Total	409	332	81.2	18	4.4	5	1.2	251	61.4
Woodland Total	1960	828	42.2	78	4.0	20	1.0	926	47.2
SIAST-WIDE TOTAL									
SIAST-WIDE TOTAL	11656	2063	18	554	5	299	2	4993	43

NOTE The term certificate and diploma includes all credentials awarded by SIAST – applied certificate, certificate, diploma and advanced certificate.

K.3 SIAST-wide graduates by campus, by division and by equity group 2002-2003

Campus	Total Grads	Abor. Grads	%	Dsbl'd. Grads	%	V.M. Grads	%	Wom. Grads	%
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Kelsey

Community Services	135	9	6.7	8	6.0	1	0.7	114	84.0
Industrial Training	157	7	4.5	14	8.9	3	1.9	6	3.8
Science & Health	119	9	7.6	6	5.0	5	4.2	100	84.0
Technology	134	9	6.7	4	3.0	1	0.7	17	12.7
Extension	385	36	9.4	9	2.3	8	2.1	308	80.0
Kelsey Total	930	70	7.5	41	4.4	18	1.9	545	58.6

Palliser

Business & Agriculture	240	11	4.6	9	3.8	9	3.7	134	56.0
Community Services	18	0	0	0	0	0	0	8	44.4
Industrial Training	57	2	3.5	4	7.0	2	3.5	5	8.8
Technology	196	6	3.1	9	4.6	4	2.0	34	17.3
Extension	162	7	4.3	1	0.6	1	0.6	110	67.9
Palliser Total	673	26	3.9	23	3.4	16	2.4	291	43.2

Wascana

Business & Agriculture	105	12	11.4	0	0	3	2.9	101	96.1
Community Services	89	4	4.5	5	5.6	1	1.1	71	79.8
Industrial Training	114	12	10.5	4	3.5	3	2.6	8	7.0
Nursing	161	2	1.2	3	1.9	5	3.1	152	94.4
Science & Health	263	12	4.6	8	3.0	3	1.1	164	62.3
Technology	24	0	0	3	12.5	1	4.2	0	0
Extension	176	21	12.0	4	2.3	0	0	139	79.0
Wascana Total	932	63	6.8	27	2.9	16	1.7	635	68.1

Woodland

Business & Agriculture	101	37	36.6	3	3.0	0	0	78	77.2
Community Services	135	49	36.3	7	5.2	1	0.7	88	65.2
Industrial Training	24	6	25.0	2	8.3	1	4.2	3	12.5
Science & Health	25	11	44.0	0	0	2	8.0	22	88.0
Technology	57	11	19.3	5	8.8	1	1.7	9	15.8
Extension	367	85	23.2	1	0.3	0	0	130	35.4
Woodland Total	709	199	28.1	18	2.5	5	0.7	330	46.5

SIAST-WIDE TOTAL	3244	358	11.0	109	3.4	55	1.7	1801	55.5
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K.4 Percentage of applicants, enrolled and graduates for women students in predominately male programs by campus and by division for 02-03 and 01-02

Campus/Division	Applicants (%)		Enrolled (%)		Graduates (%)	
	02-03	01-02	02-03	01-02	02-03	01-02
Kelsey Campus						
Community Services	21.9	10.8	14.3	12.5	0	9.0
Industrial Training	4.3	3.8	4.5	5.5	3.8	4.3
Technology	10.1	7.5	11.3	12.6	12.7	12.8
Palliser Campus						
Industrial Training	4.5	5.9	7.2	8.5	8.8	6.6
Technology	17.8	16.3	16.4	15.8	17.3	13.8
Wascana Campus						
Business & Agriculture	9.0	13.8	0	16.6	0	25.0
Community Services	38.9	24.6	28.6	43.2	35.0	37.5
Industrial Training	3.9	6.2	7.3	6.4	7.0	5.0
Science & Health	41.1	65.7	40.5	66.4	37.4	64.0
Technology	3.0	1.4	0	2.9	0	6.2
Woodland Campus						
Community Services	39.0	52.7	37.5	40.2	59.5	52.6
Industrial Training	4.2	1.5	3.8	3.5	12.5	4.2
Technology	21.5	5.3	25.4	22.0	15.8	9.2

Appendix L

SIAST-Wide Designated Student Group Participation by Program

SIAST Kelsey Campus

L1 Applications

L2 Enrollment

L3 Graduates

L.1 Application statistics by division/program (Kelsey Campus) 01-July-02 to 30-June-03

Division/Program	Student Type (yr)	App By Division	Women Apps	Aboriginal Apps	Vis Min Apps	Disability Apps
Community Services						
Early Childhood Education	1	95	93	14	0	3
Early Childhood Education	2	25	24	2	0	1
Food and Nutrition Management	1	37	27	9	2	7
Food and Nutrition Management	2	2	2	0	0	0
Hotel and Restaurant Administration	1	72	47	14	2	0
Hotel and Restaurant Administration	2	2	2	0	0	1
Library and Information Technology	1	18	14	0	2	4
Meat Processing	1	2	0	1	0	0
Professional Cooking	1	92	41	25	2	10
Recreation and Leisure	1	65	34	17	1	1
Recreation and Leisure	2	1	1	0	0	0
Rehabilitation Worker	1	74	61	5	2	9
Rehabilitation Worker	2	14	12	2	0	2
Retail Meat Cutting	1	30	7	6	1	1
Teacher Assistant	1	79	69	15	4	6
Tourism Management	1	29	20	5	1	0
Therapeutic Recreation	1	20	18	4	1	0
Therapeutic Recreation	2	3	2	0	0	1
Youth Care Worker	1	119	102	19	6	7
Youth Care Worker	2	18	17	5	0	1
Community Services Total		797	593	143	24	54
Industrial Training						
Agricultural Machinery Technician	1	42	0	0	0	6
Auto Body Technician	1	67	1	11	1	7
Automotive Service Technician	1	107	5	21	1	4
Automotive Service Technology	2	13	3	2	2	0
Heavy Equipment Mechanics	1	1	0	1	0	1
Heavy Equip/Truck & Transport	1	149	1	29	1	13
Industrial Mechanics	1	80	1	13	1	5
Machine Shop	1	54	2	2	1	4
Parts Management Technician	1	36	9	2	2	5
Refrigeration & Air Conditioning	1	39	2	1	0	0
Truck & Transport Mechanical Repair	1	5	0	0	0	0
Welding	1	109	6	9	0	8
Industrial Training Total		702	30	91	9	53

L.1 Application statistics by division/program (Kelsey Campus) 01-July-02 to 30-June-03

Division	Student Type (yr)	Apps By Division	Women Apps	Aboriginal Apps	Vis. Min. Apps	Disability Apps
Nursing						
Nursing (NEPS)	1	655	615	92	21	9
Nursing (NEPS)	2	6	6	0	0	0
Nursing Total		661	621	92	21	9
Science & Health						
Biotechnology	1	53	35	3	0	0
Biotechnology	2	2	2	0	0	1
Chemical Technology	1	48	25	7	3	1
Combined Lab/X-ray Technician	1	78	67	9	4	1
Cytotechnology	1	10	7	1	0	0
Home Care/Special Care Aide	1	64	60	14	2	4
Medical Laboratory Technology	1	78	72	4	4	2
Medical Radiological Technology	1	193	160	12	6	5
Pharmacy Technician	1	94	88	6	7	5
Veterinary Technology	1	75	73	2	0	2
Science & Health Total		695	589	58	26	21
Technology						
CAD/CAM Engineering Technology	1	66	7	3	3	8
CAD/CAM Engineering Technology	2	1	0	0	0	0
Commercial Pilot	1	21	1	2	0	0
Commercial Pilot	2	1	1	0	0	0
Computer Systems Technology	1	98	14	12	2	3
Computer Systems Technology	2	6	2	1	0	1
Electronic Systems Engineering	1	47	3	3	2	1
Electronic Systems Engineering	2	7	0	0	0	1
Electronics Technician	1	64	5	10	2	1
Mechanical Engineering	1	70	9	3	4	2
Power Engineering	1	100	7	17	3	2
Power Engineering	2	34	8	3	0	0
Process Operator	1	66	2	5	2	5
Process Operator	2	1	0	0	0	0
Technology Total		582	59	59	18	26
Kelsey Application Total		3437	1892	443	98	163

L.2 Enrollment statistics by division/program (Kelsey Campus) 01-July-02 to 30-June-03

Division/Program	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbl'd Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Community Services										
Early Childhood Education	1	30	4	13	1	3	0	0	29	97
Early Childhood Education	2	11	1	9	0	0	0	0	11	100
Food and Nutrition Management	1	21	3	14	3	14	0	0	17	81
Food and Nutrition Management	2	12	0	0	1	8	0	0	11	92
Hotel and Restaurant Administration	1	28	3	11	0	0	0	0	18	64
Hotel and Restaurant Administration	2	24	2	8	2	8	0	0	16	67
Library and Information Technology	1	29	2	7	3	10	2	7	26	90
Professional Cooking	1	43	6	14	6	14	0	0	21	49
Recreation and Leisure	1	26	2	8	1	4	0	0	13	50
Recreation and Leisure	2	16	1	6	1	6	0	0	13	81
Rehabilitation Worker	1	36	3	8	7	19	1	3	32	89
Rehabilitation Worker	2	12	1	8	1	8	0	0	10	83
Retail Meat Cutting	1	14	2	14	1	7	0	0	2	14
Tourism Management	1	17	3	18	2	12	0	0	12	71
Tourism Management	2	12	1	8	1	8	1	8	8	67
Therapeutic Recreation	2	23	1	4	1	4	0	0	20	87
Youth Care Worker	1	25	8	32	3	12	0	0	22	88
Youth Care Worker	2	4	0	0	0	0	0	0	4	100
Community Service Total		383	43	11	34	9	4	1	285	74
Industrial Training										
Agricultural Machinery Technician	1	22	1	5	0	0	0	0	0	0
Auto Body Technician	1	15	2	13	1	7	0	0	0	0
Automotive Service Technician	1	38	12	32	2	5	2	5	4	11
Automotive Service Technology	2	12	1	8	3	25	0	0	2	17
Driver Training: 1A Comb. Vehicle	1	2	0	0	0	0	0	0	0	0
Heavy Equipment Mechanics	1	53	10	19	7	13	0	0	2	4
Industrial Mechanics	1	14	2	14	1	7	0	0	0	0
Machine Shop	1	24	0	0	2	8	3	13	2	8
Parts Management Technician	1	25	0	0	8	32	0	0	1	4
Refrigeration & Air Conditioning	1	14	1	7	1	7	2	14	0	0
Truck & Transport Mech. Repair	1	5	2	40	0	0	0	0	0	0
Welding	1	42	5	12	4	10	1	2	1	2
Industrial Training Total		266	36	14	29	11	8	3	12	5

L.2 Enrollment statistics by division/program (Kelsey Campus) 01-July-02 to 30-June-03

Division/Program	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbl'd Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Nursing										
Northern Nursing Program	1	41	31	76	0	0	0	0	32	78
Nursing (NEPS)	1	165	27	16	4	2	4	2	150	91
Nursing (NEPS)	2	148	14	9	5	3	3	2	140	95
Nursing Total		354	72	20	9	3	7	2	323	91
Science & Health										
Biotechnology	1	14	0	0	0	0	1	7	11	79
Biotechnology	2	23	2	9	3	13	1	4	19	83
Combined Lab/X-ray Technician	1	19	3	16	4	21	0	0	17	89
Chemical Technology	1	28	2	7	0	0	1	4	14	50
Chemical Technology	2	14	1	7	1	7	1	7	7	50
Home Care/Special Care Aide	1	27	7	26	2	7	3	11	25	93
Medical Laboratory Technology	1	18	2	11	2	11	0	0	13	72
Medical Laboratory Technology	2	17	1	6	1	6	0	0	14	82
Medical Radiological Technology	1	19	1	5	2	11	1	5	11	58
Medical Radiological Technology	2	17	2	12	1	6	0	0	13	76
Pharmacy Technician	1	26	2	8	2	8	2	8	25	96
Veterinary Technology	1	21	1	5	1	5	1	5	20	95
Veterinary Technology	2	18	0	0	0	0	1	6	17	94
Science & Health Total		261	24	9	19	7	12	5	206	79
Technology										
CAD/CAM Engineering Technology	1	27	3	11	3	11	2	7	4	15
CAD/CAM Engineering Technology	2	14	0	0	0	0	0	0	2	14
Commercial Pilot	1	25	1	4	0	0	1	4	2	8
Commercial Pilot	2	25	0	0	0	0	0	0	5	20
Computer Systems Technology	1	49	2	4	2	4	3	6	7	14
Computer Systems Technology	2	46	3	7	4	9	2	4	12	26
Electronic Systems Engineering	1	24	0	0	1	4	0	0	1	4
Electronic Systems Engineering	2	29	1	3	3	10	2	7	0	0
Electronics Technician	1	25	0	0	3	13	0	0	0	0
Mechanical Engineering	1	35	0	0	1	3	3	9	3	9
Mechanical Engineering	2	42	3	7	2	5	1	2	2	5
Power Engineering	1	19	2	11	1	5	0	0	5	26
Power Engineering	2	22	1	5	0	0	0	0	0	0
Process Operator	1	26	4	15	4	15	0	0	3	12
Technology Total		408	20	5	24	6	14	3	46	11
Kelsey Enrollment Total		1672	195	12	115	7	45	3	872	52

L.2 Enrollment statistics by division/program (Kelsey Campus) 01-July-02 to 30-June-03

Division/Program	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbl'd Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
APPRENTICESHIP										
Community Services										
Professional Cooking	1	21	1	5	0	0	0	0	5	24
Professional Cooking	2	15	1	7	0	0	0	0	4	27
Professional Cooking	3	9	1	11	0	0	0	0	1	11
Community Services Total		45	3	7	0	0	0	0	10	22
Industrial Training										
Agricultural Machinery Technician	1	10	0	0	0	0	0	0	0	0
Agricultural Machinery Technician	2	12	0	0	0	0	0	0	0	0
Agricultural Machinery Technician	3	12	1	8	0	0	0	0	0	0
Agricultural Machinery Technician	4	24	0	0	0	0	0	0	0	0
(Auto) Motor Vehicle Body Repairer	2	9	2	22	0	0	0	0	0	0
(Auto) Motor Vehicle Body Repairer	3	8	0	0	1	13	0	0	0	0
(Auto) Motor Vehicle Body Repairer	4	13	2	15	0	0	1	8	0	0
Automotive Service Technician	1	25	1	4	0	0	0	0	1	4
Automotive Service Technician	2	22	3	14	0	0	0	0	0	0
Automotive Service Technician	3	36	2	6	0	0	0	0	0	0
Automotive Service Technician	4	24	2	8	0	0	0	0	0	0
General Motors Apprenticeship	1	9	0	0	0	0	0	0	0	0
General Motors Apprenticeship	3	9	0	0	0	0	0	0	0	0
General Motors Apprenticeship	4	9	0	0	0	0	0	0	0	0
Heavy Equipment Mechanics	1	20	1	5	0	0	0	0	1	5
Heavy Equipment Mechanics	2	12	0	0	1	8	0	0	0	0
Heavy Equipment Mechanics	3	24	3	13	2	8	0	0	0	0
Heavy Equipment Mechanics	4	37	2	5	1	3	0	8	0	0
Industrial Mechanics	1	36	0	0	0	0	0	0	1	3
Industrial Mechanics	2	58	5	9	0	0	0	0	1	2
Industrial Mechanics	3	57	6	11	1	2	0	0	1	2
Industrial Mechanics	4	59	1	2	1	2	0	0	1	2
John Deere Agriculture Technician	1	12	0	0	0	0	0	0	0	0
John Deere Agriculture Technician	2	13	0	0	0	0	0	0	0	0
John Deere Agriculture Technician	3	9	0	0	0	0	0	0	0	0
John Deere Agriculture Technician	4	7	0	0	0	0	0	0	0	0
Machine Shop	1	11	0	0	0	0	0	0	0	0
Machine Shop	2	12	0	0	2	17	1	8	0	0
Machine Shop	3	48	1	2	3	6	2	4	1	2
Machine Shop	4	20	0	0	1	5	0	0	1	5

L.2 Enrollment statistics by division/program (Kelsey Campus) 01-July-02 to 30-June-03

Division/Program	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbl'd Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Plumbing	1	69	4	6	0	0	0	0	0	0
Plumbing	2	66	4	4	1	2	2	3	0	0
Plumbing	3	86	8	9	1	1	0	0	0	0
Plumbing	4	72	4	6	2	3	1	1	1	1
Parts Management Technician	1	11	0	0	0	0	0	0	1	9
Parts Management Technician	2	8	0	0	0	0	0	0	2	25
Parts Management Technician	3	14	0	0	0	0	0	0	3	21
Refrigeration & Air Conditioning	1	11	0	0	0	0	0	0	0	0
Refrigeration & Air Conditioning	2	12	0	0	0	0	0	0	0	0
Refrigeration & Air Conditioning	3	20	0	0	1	5	0	0	0	0
Refrigeration & Air Conditioning	4	12	1	8	0	0	0	0	0	0
Sheet Metal	1	23	1	4	0	0	0	0	0	0
Sheet Metal	2	20	0	0	0	0	0	0	0	0
Sheet Metal	3	19	1	5	0	0	0	0	0	0
Sheet Metal	4	12	1	8	0	0	0	0	0	0
Steel Fabricator	1	11	0	0	0	0	0	0	0	0
Steel Fabricator	2	9	1	11	0	0	0	0	1	11
Steel Fabricator	3	6	1	17	0	0	0	0	0	0
Steam/Pipefitting	1	27	1	4	1	0	0	0	1	4
Steam/Pipefitting	2	14	0	0	0	0	0	0	0	0
Steam/Pipefitting	3	6	0	0	0	0	0	0	0	0
Steam/Pipefitting	4	14	0	0	1	7	0	0	0	0
Truck & Transport Mech. Repair	1	24	0	0	1	4	0	0	1	4
Truck & Transport Mech. Repair	2	12	1	8	0	0	0	0	0	0
Truck & Transport Mech. Repair	3	12	0	0	1	8	1	8	0	0
Truck & Transport Mech. Repair	4	11	0	0	0	0	0	0	0	0
Welding	1	24	3	25	0	0	0	0	0	0
Welding	2	12	0	0	0	0	0	0	1	8
Welding	3	24	4	17	1	4	1	4	1	4
Industrial Training Total		1323	68	5	22	2	9	1	23	2
Technology										
Electronics Assembler	1	8	0	0	0	0	1	13	5	63
Electronics Assembler	2	9	0	0	1	11	0	0	7	78
Technology Total		17	0	0	1	6	1	6	12	71
Kelsey Apprenticeship Total		1399	75	5	23	2	10	1	42	3

L.2 Enrollment statistics by division/program (Kelsey Campus) 01-July-02 to 30-June-03

Division/Program	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbl'd Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
BASIC EDUCATION										
BE 5 - 10	1	249	147	59	3	1	2	1	155	62
BE 5 - 10	4	1	0	0	0	0	0	0	0	0
Adult 12	1	238	108	45	17	7	5	2	171	72
Adult 12	4	1	0	0	0	0	0	0	0	0
Employability / Life Skills	1	36	7	19	10	28	1	3	15	42
English Language Training	1	152	0	0	1	1	1	1	86	57
Literacy	1	32	12	38	0	0	0	0	19	59
BASIC EDUCATION TOTAL		709	274	39	31	4	9	1	446	63

EXTENSION

Diploma Nursing	2	1	0	0	0	0	0	0	1	100
Driver Training: 1A Comb. Vehicle	1	37	16	43	1	3	1	3	3	8
Early Childhood Education	1	34	17	50	0	0	0	0	34	100
Food and Beverage Service	0	8	2	25	0	0	0	0	6	75
Heavy Equipment Mechanics	1	11	5	45	0	0	0	0	2	18
Home Care/Special Care Aide	1	86	12	14	0	0	1	1	78	91
Home Care/Special Care Aide	1	94	13	14	0	0	1	1	85	90
Home Care/Special Care OTJ	1	1	0	0	0	0	0	0	1	100
Industrial Mechanics	1	11	8	73	0	0	0	0	1	9
(Auto) Motor Vehicle Body Repairer	1	11	10	91	0	0	0	0	1	9
Plumbing	1	11	11	100	0	0	0	0	0	0
Power Engineering	1	12	0	0	0	0	0	0	2	17
Production Line Welding	1	4	1	25	0	0	0	0	0	0
Radiation Environment Technician	1	12	9	75	0	0	0	0	5	42
Rehabilitation Worker	1	10	4	40	0	0	1	10	10	100
Teacher Assistant	1	74	16	22	3	4	1	1	70	95
Warehouse Worker	1	1	0	0	1	100	0	0	0	0
Welding	1	12	0	0	1	8	0	0	0	0
Unclassified	1	1	0	0	0	0	0	0	1	100
Youth Care Worker	1	3	1	33	0	0	0	0	3	100
Kelsey Extension Total		348	113	32	6	2	4	1	225	65

L.3 Graduate statistics by division/program (Kelsey Campus) 01-July-02 to 30-June-03

Division	Total Grads	Abor Grads	% of Total	Dsblld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Community Services									
Early Childhood Education (cert)	22	1	4.5	0	0	0	0	21	95.5
Early Childhood Education (dipl)	7	0	0	0	0	0	0	7	100
Food and Nutrition Management	9	0	0	1	11.1	0	0	9	100
Hotel and Restaurant Admin.	13	1	7.7	1	7.7	0	0	10	76.9
Library and Information Technology	1	0	0	0	0	0	0	1	100
Professional Cooking	20	0	0	2	10	0	0	9	45
Recreation and Leisure	1	0	0	0	0	0	0	1	100
Rehabilitation Worker (cert)	23	2	8.7	3	13	1	4.3	21	91.3
Rehabilitation Worker (dipl)	10	0	0	1	10	0	0	8	80
Teacher Assistant	1	1	100	0	0	0	0	1	100
Therapeutic Recreation	10	0	0	0	0	0	0	10	100
Youth Care Worker (cert)	17	4	23.5	0	0	0	0	15	88.2
Youth Care Worker (dipl)	1	0	0	0	0	0	0	1	100
Community Services Total	135	9		8		1		114	
Industrial Training									
Agricultural Machinery Technician	12	0	0	0	0	0	0	0	0
Auto Body Technician	8	0	0	0	0	1	12.5	0	0
Automotive Service Technician	25	4	16	1	4.0	2	8.0	3	12
Automotive Service Technology	12	1	8.3	3	25.0	0	0	2	16.7
Heavy Equipment Mechanics	37	0	0	3	8.1	0	0	0	0
Industrial Mechanics	13	1	7.7	1	7.7	0	0	0	0
Machine Shop	19	0	0	0	0	1	5.3	0	0
Parts Management Technician	16	0	0	5	31.3	0	0	1	6.3
Refrigeration and Air Conditioning	9	0	0	0	0	0	0	0	0
Truck & Transport Repair	4	1	25	0	0	0	0	0	0
Welding	2	0	0	0	0	0	0	0	0
Industrial Training Total	157	7		14		3		6	
Science & Health									
Biotechnology	17	1	5.9	1	5.9	0	0	14	82.4
Chemical Technology	12	1	8.3	1	8.3	0	0	6	50.0
Combined Lab/X-ray Technician	13	1	7.7	2	15.4	1	7.7	10	76.9
Home Care/Special Care Aide	21	3	14.3	2	9.5	2	9.5	20	95.2
Medical Laboratory Technology	13	1	7.7	0	0	0	0	12	92.3
Medical Radiology Technology	14	1	7.1	0	0	0	0	11	78.6
Pharmacy Technician	16	1	6.3	0	0	2	12.5	15	93.8
Veterinary Technology	13	0	0	0	0	0	0	12	92.3
Science & Health Total	119	9		6		5		100	

L.3 Graduate statistics by division/program (Kelsey Campus) 01-July-02 to 30-June-03

Division	Total Grads	Abor Grads	% of Total	Dsblld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Technology									
CAD/CAM Engineering Technology	10	0	0	0	0	0	0	1	10
Commercial Pilot	8	0	0	0	0	0	0	0	0
Computer Systems Technology	23	3	13	0	0	1	4.3	7	30.4
Electronics System Engineering	15	0	0	0	0	0	0	0	0
Electronics Technician	8	0	0	1	12.5	0	0	0	0
Mechanical Engineering	23	0	0	0	0	0	0	1	4.3
Power Engineering (cert)	19	2	10.5	1	5.3	0	0	5	26.3
Power Engineering (dipl)	9	0	0	0	0	0	0	0	0
Process Operator	19	4	21.1	2	10.5	0	0	3	15.8
Technology Total	134	9		4		1		17	
Extension									
Auto Body Technician	2	1	50	0	0	0	0	0	0
Combined Lab / X-ray Technician	1	0	0	0	0	0	0	1	100
Dementia Care	1	0	0	0	0	0	0	1	100
Driver Training : 1A Comb. Vehicle	14	2	14.3	0	0	0	0	0	0
Early Childhood Education	1	0	0	0	0	0	0	1	100
Food Service Worker	2	0	0	0	0	0	0	1	50
Food and Beverage Service	5	0	0	1	20.0	0	0	4	80.0
Home Care Special Care Aide	119	23	19.3	2	1.7	0	0	107	90.0
Home Care Aide (OTJ)	18	1	5.5	0	0	2	11.8	17	94.4
Home Care/Special Care Aide (OTJ)	30	0	0	0	0	1	3.3	27	90
Hotel & Restaurant Administration	1	0	0	0	0	0	0	0	
Parts Management Technician	2	0	0	0	0	0	0	0	0
Power Engineering	13	0	0	0	0	0	0	0	0
Production Line Welding	17	1	5.9	0	0	0	0	2	11.8
Rehabilitation Worker	1	0	0	0	0	0	0	1	100
Special Care Aide	13	0	0	0	0	1	7.7	12	92.3
Special Care Aide (OTJ)	41	1	2.4	1	2.4	3	7.3	35	85.4
Teacher Assistant	63	6	9.5	5	8.0	0	0	61	97.0
Textile Manufacturing	1	1	100	0	0	0	0	0	0
Youth Care Worker	1	0	0	0	0	0	0	1	100
Extension	346	36	10.4	9	2.6	7	2.0	271	78.3
Kelsey Graduate Total									
	891	70	7.9	41	4.6	17	1.9	508	57.0

Appendix M

Designated Student Group Participation by Program

SIAST Palliser Campus

M1 Applicants

M2 Enrollments

M3 Graduates

M.1 Application statistics by division/program (Palliser Campus) 01-July-02 to 30-June 30 03

Division/Program	Student Type (yr)	Apps By Division	Women Apps	Aboriginal Apps	Vis Min Apps	Disability Apps
Business & Agriculture						
Accountancy	1	113	68	4	2	3
Accountancy	2	93	55	4	6	2
Administration	1	83	52	3	3	0
Administration	2	55	31	4	1	3
Computer Information Systems	1	58	10	2	5	2
Computer Information Systems	2	74	17	3	7	5
Financial Services	1	45	24	0	3	0
Financial Services	2	51	26	0	3	1
Human Resource Management	1	33	23	2	0	0
Human Resource Management	2	23	19	5	1	1
Marketing	1	54	26	2	1	3
Marketing	2	47	23	2	2	2
Office Automation/Administration	2	27	27	2	3	1
Office Education	1	50	50	4	4	1
Business & Agriculture Total		806	451	37	41	24
Community Services						
Professional Cooking	1	61	30	6	2	3
Community Services Total		61	30	6	2	3
Industrial Training						
Auto Body Technician	1	2	0	0	0	0
Automotive Service Technician	1	84	4	10	2	4
Carpentry	1	60	4	3	4	1
Welding	1	55	1	3	2	0
Industrial Training Total		201	9	16	8	5
Technology						
Architectural Technology	1	82	46	8	4	0
Computer Aided Design/Drafting	1	36	11	1	3	4
Computer Engineering	1	33	1	0	1	0
Civil Engineering Technology	1	37	4	1	2	2
Civil Engineering Technology	2	1	0	0	0	0

M.1 Application statistics by division/program (Palliser Campus) 01-July-02 to 30-June 30 03

Division/Program	Stu Type (yr)	Apps By Division	Women Apps	Aboriginal Apps	Vis Min Apps	Disability Apps
Electrician	1	108	9	4	4	3
Electrical Engineering	1	54	2	1	4	1
Electronic Service Technician	1	25	2	1	0	1
Electronics Engineering	1	29	2	0	2	2
Electronics Engineering	2	1	0	0	0	0
Environmental Engineering	1	48	15	1	3	6
Geomatics Technology	1	24	3	1	1	0
Instrumentation Engineering	1	49	1	3	1	3
Instrumentation Engineering	2	2	0	0	0	0
Water Resources Engineering	1	46	7	0	0	2
Water and Wastewater Technician	1	4	0	1	0	0
Technology Total		579	103	22	25	25
Palliser Application Total		1647	593	81	76	57

M.2 Enrollment statistics by division/program (Palliser Campus) 01-July-02 to 30-June-03

Division/Program	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbl'd Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Business & Agriculture										
Accountancy	2	102	3	3	1	1	7	7	64	63
Administration	2	55	4	7	5	9	1	2	30	55
Business Year 1	1	264	12	5	12	5	19	7	139	53
Computer Information Systems	2	120	3	3	6	5	10	8	22	18
Financial Services	2	44	1	2	2	5	0	0	21	48
Human Resource Management	2	14	2	14	0	0	0	0	11	79
Marketing	2	56	3	5	3	5	1	2	24	43
Office Automation/Administration	2	11	1	9	0	0	1	9	11	100
Office Education	1	37	4	11	4	11	2	5	35	95
Business & Agriculture Total		703	33	5	33	5	41	6	357	51
Community Services										
Professional Cooking	1	35	1	3	1	3	0	0	14	40
Community Services Total		35	1	3	1	3	0	0	14	40
Industrial Training										
Auto Body Technician	1	14	1	7	0	0	0	0	0	0
Automotive Service Technician	1	18	1	6	0	0	1	6	1	6
Carpentry	1	13	0	0	1	8	0	0	3	23
Welding	1	24	1	4	4	17	1	4	1	4
Industrial Training Total		69	3	4	5	7	2	3	5	7
Technology										
Architectural and Building Technology	2	36	0	0	1	3	0	0	21	58
Architectural and Building Technology	3	26	1	4	1	4	0	0	7	27
Architectural and Interior Technology	2	8	0	0	0	0	0	0	5	63
Architectural and Interior Technology	3	2	0	0	0	0	0	0	2	100
Architectural Technology	1	41	4	10	1	2	0	0	17	41
Architectural Technology	3	1	0	0	0	0	0	0	0	0
Computer Aided Design/Drafting	1	23	1	4	1	4	3	13	6	26
Computer Aided Design/Drafting	2	19	0	0	0	0	0	0	5	26
Computer Aided Design/Drafting	3	18	0	0	1	6	1	6	2	11
Computer Engineering	1	31	2	6	0	0	0	0	1	3
Computer Engineering	2	11	0	0	0	0	0	0	2	18
Computer Engineering	3	17	1	6	3	18	0	0	0	0
Civil Engineering Technology	1	23	2	9	1	4	0	0	1	4
Civil Engineering Technology	3	13	0	0	0	0	0	0	0	0

M.2 Enrollment statistics by division/program (Palliser Campus) 01-July-02 to 30-June-03

Division/Program	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbl'd Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Civil Engineering	2	22	2	9	0	0	0	0	1	5
Electrician	1	24	0	0	1	4	2	8	3	13
Electrical Engineering	1	25	2	8	1	4	1	4	0	0
Electrical Engineering	2	21	1	5	0	0	1	5	0	0
Electrical Engineering	3	11	0	0	0	0	1	9	1	9
Electronic Service Technician	1	24	0	0	3	13	0	0	1	4
Electronic Service Technician	2	19	0	0	0	0	1	5	1	5
Electronics Engineering	1	19	0	0	2	11	1	5	2	11
Electronics Engineering	2	15	0	0	1	7	0	0	2	13
Electronics Engineering	3	10	1	10	1	10	0	0	0	0
Environmental Engineering	1	23	3	13	1	4	1	4	12	52
Environmental Engineering	2	17	2	12	1	6	1	6	6	35
Environmental Engineering	3	19	1	5	2	11	0	0	6	3
Geomatics Technology	1	21	1	5	0	0	0	0	2	10
Geomatics Technology	2	5	0	0	0	0	0	0	0	0
Instrumentation Engineering	1	33	1	3	2	6	4	12	3	9
Instrumentation Engineering	2	25	2	8	0	0	0	0	0	0
Instrumentation Engineering	3	22	0	0	1	5	0	0	1	5
Water Resources Engineering	1	27	0	0	1	4	1	4	0	0
Water Resources Engineering	2	14	0	0	1	7	0	0	4	29
Water Resources Engineering	3	8	1	13	0	0	0	0	1	13
Water and Wastewater Technician	1	33	3	9	0	0	1	3	1	3
Technology Total		706	31	4	27	4	19	3	116	16
Palliser Enrollment Total		1513	68	5	66	4	62	4	492	33

M.2 Enrollment statistics by division/program (Palliser Campus) 01-July-02 to 30-June-03

Division/Program	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbl'd Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
EXTENSION										
Business	1	73	12	16	0	0	0	0	46	63
Carpentry	1	26	12	46	0	0	0	0	1	4
Computerworks	1	25	0	0	1	4	0	0	24	96
Drywalling	0	12	11	92	0	0	0	0	0	0
Office Education	1	19	0	0	1	5	0	0	19	100
Short Order Cooking	1	15	9	60	0	0	0	0	3	20
Unclassified	1	1	0	0	0	0	0	0	1	100
EXTENSION TOTAL		171	44	26	2	1	0	0	94	55

APPRENTICESHIP										
Community Services										
Cook	1	20	2	10	0	0	0	0	7	35
Cook	2	20	1	5	0	0	0	0	7	35
Cook	3	23	1	4	0	0	1	4	10	43
Community Services Total		63	4	6	0	0	1	2	24	38
Industrial Training										
Automotive Service Technician	1	23	1	4	0	0	0	0	0	0
Automotive Service Technician	2	22	0	0	0	0	0	0	0	0
Automotive Service Technician	3	24	0	0	0	0	0	0	0	0
Automotive Service Technician	4	36	3	8	1	3	0	0	0	0
Bricklayer	1	17	1	6	0	0	0	0	0	0
Bricklayer	2	7	1	14	0	0	0	0	0	0
Bricklayer	3	3	0	0	0	0	0	0	0	0
Carpenter	1	35	4	11	1	3	0	0	0	0
Carpenter	2	31	1	3	0	0	0	0	1	3
Carpenter	3	24	5	21	0	0	1	4	0	0
Carpenter	4	34	3	9	0	0	0	0	1	3
Iron Worker	1	11	1	9	0	0	0	0	1	9
Iron Worker	2	11	1	9	1	9	0	0	0	0
Iron Worker	3	9	0	0	0	0	0	0	0	0

M.2 Enrollment statistics by division/program (Palliser Campus) 01-July-02 to 30-June-03

Division/Program	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbl'd Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
(Auto) Motor Vehicle Body Repairer	2	11	0	0	0	0	0	0	0	0
(Auto) Motor Vehicle Body Repairer	3	8	1	13	0	0	0	0	1	13
Welding	1	18	0	0	0	0	0	0	0	0
Welding	2	35	0	0	1	3	1	3	2	6
Welding	3	48	1	2	1	2	1	2	1	2
Industrial Training Total		410	23	6	5	1	3	1	7	2
Technology										
Electrician	1	107	1	1	1	1	1	1	0	0
Electrician	2	100	1	1	0	0	0	0	0	0
Electrician	3	94	2	2	0	0	0	0	1	1
Electrician	4	156	3	2	0	0	1	1	4	3
Industrial Instrument Mechanic	1	7	0	0	0	0	0	0	0	0
Industrial Instrument Mechanic	2	12	0	0	0	0	0	0	0	0
Industrial Instrument Mechanic	3	9	0	0	0	0	0	0	0	0
Industrial Instrument Mechanic	4	13	0	0	0	0	0	0	0	0
Technology Total		498	7	7	1	0.2	2	0.4	5	1
Extension										
Carpenter	2	6	6	100	0	0	0	0	0	0
Electrician	4	2	0	0	0	0	0	0	0	0
Extension Total		8	6	75	0	0	0	0	0	0
Apprenticeship Total		979	40	4	6	1	6	1	36	4

Basic Education										
BE 5 – 10	1	147	15	10	8	5	2	1	72	49
BE 12	1	70	10	14	8	11	4	6	35	50
GED Preparation	1	8	0	0	0	0	0	0	4	50
Literacy	1	31	3	10	4	13	3	10	12	39
Basic Education Total		256	28	11	20	8	9	4	123	48

M.3 Graduate statistics by division/program (Palliser Campus) 01-July-02 to 30-June-02

Division/Program	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Business & Agriculture									
Accountancy (1)	27	1	3.7	0	0	2	7.4	19	70.4
Accountancy (2)	20	0	0	0	0	1	5.0	13	65
Administration (1)	28	2	7.1	1	3.6	0	0	16	57.1
Administration (2)	2	0	0	0	0	0	0	2	100
Business	3	1	33.3	0	0	0	0	2	66.7
Computer Information Systems (1)	27	0	0	1	3.7	3	11.1	7	25.9
Computer Information Systems (2)	26	1	3.8	1	3.8	1	3.8	6	23.1
Financial Services	31	1	3.2	1	3.2	0	0	15	48.4
Human Resource Management (1)	5	1	20.0	0	0	0	0	5	100
Human Resource Management (2)	2	0	0	0	0	0	0	2	100
Marketing (1)	31	3	9.7	2	6.5	0	0	11	35.5
Marketing (2)	7	0	0	0	0	0	0	5	71.4
Office Automation/Administration	3	0	0	0	0	0	0	3	100
Office Education	28	1	3.6	3	10.7	2	7.1	28	100
Business & Agriculture Total	240	11		9		9		134	
Community Services									
Professional Cooking	18	0	0	0	0	0	0	8	44.4
Community Services Total	18	0		0		0		8	
Industrial Training									
Auto Body Technician	7	1	14.3	0	0	0	0	0	0
Automotive Service Technician	16	0	0	0	0	1	6.3	1	6.3
Carpentry	13	0	0	1	7.7	0	0	3	23.1
Welding	21	1	4.8	3	14.3	1	4.8	1	4.8
Industrial Training Total	57	2		4		2		5	
Technology									
Architectural Heritage &. Building Renovation	27	1	3.7	1	3.7	0	0	9	33.3
Architectural and Building Technology	17	1	5.9	1	5.9	0	0	7	41.2
Architectural and Interior Technology	2	0	0	0	0	0	0	2	100
Civil Engineering Technology	11	0	0	0	0	0	0	0	0
Computer Aided Design/Drafting	17	0	0	1	5.9	1	5.9	3	17.6
Computer Engineering	16	1	6.3	3	18.8	0	0	0	0
Electrical Engineering	15	0	0	0	0	1	6.7	1	6.7
Electrician	19	0	0	0	0	1	5.3	3	15.8
Electronics Engineering	6	1	16.7	0	0	0	0	0	0

M.3 Graduate statistics by division/program (Palliser Campus) 01-July-02 to 30-June-03

Division/Program	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Electronic Service Technician									
Environmental Engineering	18	1	5.6	2	11.1	0	0	6	33.3
Instrumentation Engineering	19	0	0	1	5.3	0	0	1	5.3
Solid Waste Management	1	0	0	0	0	0	0	0	0
Water Resources Engineering	8	1	12.5	0	0	0	0	1	12.5
Water and Wastewater Technician	1	0	0	0	0	0	0	0	0
Technology Total	196	6		9		4		34	
Extension									
Accounting Certificate Program	12	0	0	0	0	0	0	8	66.7
Business	13	0	0	0	0	0	0	11	84.6
Computerworks	53	1	1.9	0	0	0	0	49	92.5
Dispute Resolution	10	0	0	0	0	1	10	6	60
Electrician	11	1	9.1	1	9.1	0	0	0	0
Human Resource	8	0	0	0	0	0	0	5	62.5
Human Resource	14	1	7.1	0	0	0	0	12	85.7
Office Education	16	0	0	0	0	0	0	16	100
Production Line Welding	14	1	7.1	0	0	0	0	0	0
Short Order Cooking	10	3	30	0	0	0	0	3	30.0
Welding	1	0	0	0	0	0	0	0	0
Extension Total	162	7		1		1		110	
Palliser Graduate Total	674	26		23		16		292	

Appendix N

Designated Student Group Participation by Program

SIAST Wascana Campus

N1 Applicants

N2 Enrollments

N3 Graduates

N.1 Application statistics by division/program (Wascana Campus) 01-July-02 to 30-June-03

Division/Program	Student Type	App By Division	Women Apps	Aboriginal Apps	Vis Min Apps	Disability Apps
Business & Agriculture						
Beef Management	1	11	1	1	0	0
Computer Office Assistant	1	1	1	0	0	0
Office Education	1	245	235	64	15	15
Business & Agriculture Total		257	237	65	15	15
Community Services						
Applied Photography	1	39	32	1	2	1
Early Childhood Education	1	108	105	4	3	4
Early Childhood Education	2	25	24	4	0	1
Graphic Arts Production	1	52	30	3	1	3
New Media Communications	1	90	35	4	2	8
Community Services Total		314	226	16	8	17
Industrial Training						
Auto Body Technician	1	71	3	12	2	3
Automotive Service Technician	1	2	1	0	0	0
Machine Shop	1	47	2	0	0	0
Outdoor Power Equipment	1	56	1	6	2	2
Welding	1	81	3	11	1	4
Industrial Training Total		257	10	29	5	12
Nursing						
Advanced Diabetes Education	1	23	22	3	0	1
Basic Critical Care Nursing	1	33	31	0	0	1
Basic Diabetes Education	1	11	10	10	0	0
Gerontological Nursing / LPN	1	4	4	0	0	0
Gerontological Nursing / RN / RPN	1	2	2	0	0	0
Nursing Re-entry	1	36	34	4	2	2
Nursing (NEPS)	1	407	385	18	20	5
Nursing (NEPS)	2	8	8	2	2	0
Operating Room Nursing & Tech/RN	1	8	7	0	0	0
Primary Care Nurse Practitioner	1	31	26	0	0	0
Practical Nursing	1	238	230	29	17	6
Preoperative Nursing / LPN	1	5	5	0	0	0
Preoperative Nursing / RN	1	14	13	0	1	0
Practical Nursing Re-entry	1	19	19	1	0	1
Psychiatric Nursing Re-entry	1	16	13	3	0	0
Nursing Total		855	809	70	42	17

N.1 Application statistics by division/program (Wascana Campus) 01-July-02 to 30-June-03

Division/Program	Student Type	App By Division	Women Apps	Aboriginal Apps	Vis Min Apps	Disability Apps
Science & Health						
Advanced Care Paramedic	1	18	5	1	1	0
Dental Assisting	1	169	161	10	7	0
Dental Hygiene	1	203	193	8	11	3
Health Information Services	1	49	44	2	5	3
Health Information Services	2	1	1	0	0	0
Intermediate Care Paramedic	1	23	11	3	1	0
Occupational/Physical Therapist Asst.	1	60	52	2	3	1
Primary Care Paramedic	1	402	166	39	9	7
Science & Health Total		925	633	65	37	14
Technology						
Applied Electronics Technician	1	32	0	0	4	2
Building Systems Operator	1	1	0	1	0	0
Building Systems Technician	1	27	2	7	0	8
Electronic Communications Technician	1	2	0	0	0	0
Telecom/Radio Systems Technician	1	5	0	1	0	0
Technology Total		67	2	9	4	10
Wascana Application Total		2675	1917	254	111	85

N.2 Enrollment statistics by division/program (Wascana Campus) 01-July-02 to 30-June-03

Division/Program	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbl'd Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Business & Agriculture										
Beef Management	1	4	0	0	0	0	0	0	0	0
Office Education	1	288	55	19	20	7	17	6	277	96
Business & Agriculture Total		292	55	19	20	7	17	6	277	96
Community Services										
Applied Photography	1	28	2	7	2	7	0	0	22	79
Early Childhood Education (cert)	1	33	5	15	2	6	0	0	32	97
Early Childhood Education (dipl)	2	17	1	6	0	0	1	6	17	100
Graphics Arts Production	1	39	3	8	3	8	0	0	30	77
New Media Communications	1	35	0	0	2	6	0	0	10	29
Community Services Total		152	11	7	9	6	1	1	111	73
Industrial Training										
Auto Body Technician	1	42	8	19	0	0	1	2	2	5
Automotive Service Technician	1	39	8	21	5	13	1	3	5	13
Machine Shop	1	40	1	3	6	15	0	0	1	3
Outdoor Power Equipment	1	40	6	15	1	3	0	0	1	3
Welding	1	58	7	12	5	9	2	3	7	12
Industrial Training Total		219	30	14	17	8	4	2	16	7
Nursing										
Basic Critical Care Nursing	1	32	0	0	1	3	0	0	31	97
Nursing Re-entry	1	29	1	3	2	7	2	7	29	100
Nursing (NEPS)	1	114	13	11	7	6	3	3	106	93
Nursing (NEPS)	2	100	7	7	3	3	4	4	92	92
Operating Room Nursing & Tech/LPN	1	2	0	0	0	0	1	50	2	100
Operating Room Nursing & Tech/RN	1	10	0	0	0	0	0	0	9	90
Primary care Nurse Practitioner	1	8	1	13	0	0	0	0	6	75
Practical Nursing	1	56	2	4	1	2	4	7	53	95
Practical Nursing Re-entry	1	16	0	0	0	0	0	0	15	94
Psychiatric Nursing Re-entry	1	11	1	9	0	0	0	0	9	82
Nursing Total		378	25	7	14	4	14	4	352	93

N.2 Enrollment statistics by division/program (Wascana Campus) 01-July-02 to 30-June-03

Division/Program	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbl'd Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Science & Health										
Advanced Care Paramedic	1	34	0	0	2	6	0	0	14	41
Dental Assisting	1	62	5	8	1	2	1	2	61	98
Dental Hygiene	1	26	3	12	1	4	0	0	26	100
Dental Hygiene	2	26	3	12	1	4	1	4	26	100
Intermediate Care Paramedic	1	23	2	9	1	4	1	4	7	30
Health Information Services	1	25	2	8	1	4	1	4	24	96
Health Information Services	2	9	1	11	0	0	0	0	8	89
Occupational/Physical Therapy Assist	1	17	0	0	1	6	1	6	16	94
Primary Care Paramedic	1	128	8	6	4	3	2	2	54	42
Science & Health Total		350	24	7	12	3	7	2	236	67
Technology										
Applied Electronics Technician	1	8	0	0	1	13	0	0	0	0
Building Systems Technician	1	38	6	16	10	26	0	0	0	0
Electronics Communications Tech	1	26	8	2	2	8	1	4	0	0
Technology Total		72	8	11	13	18	1	1	0	0
Extension										
Equine Studies	1	18	1	6	1	6	0	0	18	100
Office Education	1	38	0	0	0	0	0	0	38	100
Operating Room Nursing & Tech/LPN	1	3	0	0	0	0	0	0	3	100
Operating Room Nursing & Tech/RN	1	11	0	0	0	0	0	0	10	91
Primary Care Paramedic	1	61	1	2	0	0	0	0	27	44
Practical Nursing	1	158	52	33	6	4	1	1	153	97
Teleservice Customer Representative	0	16	5	31	1	6	1	6	15	94
Welding	1	10	0	0	0	0	0	0	1	10
Extension Total		315	59	19	8	3	2	1	265	84
Wascana Enrollment Total		1778	212	12	93	5	46	3	1257	71

N.2 Enrollment statistics by division/program (Wascana Campus) 01-July-02 to 30-June-03

Division/Program	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbl'd Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
APPRENTICESHIP										
Business & Agriculture										
Pork Production Technician	1	51	1	2	1	2	0	0	26	51
Pork Production Technician	2	32	0	0	0	0	0	0	20	63
Business & Agriculture Total		83	1	1	1	1	0	0	46	55
Industrial Training										
Automotive Service Education	1	10	0	0	0	0	0	0	0	0
Automotive Service Education	2	11	0	0	0	0	0	0	0	0
Automotive Service Education	4	9	0	0	0	0	1	11	0	0
Welding	1	10	2	20	0	0	0	0	0	0
Industrial Training Total		40	2	5	0	0	1	3	0	0
Apprenticeship Total		123	3	2	1	1	1	1	46	37
Basic Education										
BE 5 - 10	1	238	124	52	43	18	14	6	120	50
Adult 12	1	304	91	30	53	17	19	6	175	58
Employability/Life Skills	1	29	17	59	4	14	1	3	24	83
English Language Training	1	113	0	0	1	1	19	17	67	59
Literacy	1	111	34	31	9	8	30	27	62	56
Workplace Training	1	47	17	36	3	6	4	9	31	66
Basic Education Total		842	238	34	113	13	87	10	479	57

N.3 Graduate statistics by division/program (Wascana Campus) 01-July-02 to 30-June-03

Division/Program	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Business & Agriculture									
Administrative Office Assistant	1	0	0	0	0	0	0	1	100
Beef Management	3	0	0	0	0	0	0	0	0
Computerized Office Assistant	5	0	0	0	0	0	0	5	100
Legal Office Assistant	4	0	0	0	0	0	0	0	100
Medical Office Assistant	11	1	9.1	0	0	0	0	11	100
Office Education	81	11	13.6	0	0	3	3.7	80	98.8
Business & Agriculture Total	105	12		0		3		97	
Community Services									
Applied Photography	7	0	0	1	14.3	0	0	5	71.4
Early Childhood Education (cert)	35	3	8.6	2	5.7	0	0	34	97.1
Early Childhood Education (dipl)	17	1	5.9	0	0	1	5.9	17	100
Graphic Arts Production	10	0	0	1	10.0	0	0	8	80
New Media Communications	20	0	0	1	5.0	0	0	7	35
Community Services Total	89	4		5		1		71	
Industrial									
Auto Body Technician	35	6	17.1	0	0	1	2.9	2	5.7
Automotive Service Technician	16	3	18.8	2	12.5	1	6.3	1	6.3
Machine Shop	11	0	0	0	0	0	0	0	0
Outdoor Power Equip. (Marine Tech.)	7	0	0	0	0	0	0	0	0
Outdoor Power Equip. (Motorcycle)	7	1	14.3	0	0	0	0	0	0
Outdoor Power Equip. (Snowmobile)	10	1	10.0	0	0	0	0	0	0
Welding	28	1	3.6	2	7.1	1	3.6	5	17.9
Industrial Total	114	12		4		3		8	
Nursing									
Basic Critical Care Nursing	37	0	0	1	2.7	0	0	35	94.6
Nursing Re-entry	26	0	0	1	3.8	1	3.8	26	100
Operating Room Nursing & Tech/LPN	1	0	0	0	0	0	0	1	100
Operating Room Nursing & Tech/RN	13	0	0	0	0	0	0	13	100
Practical Nursing Re-entry	16	0	0	0	0	0	0	15	93.8
Practical Nursing	53	1	1.9	1	1.9	4	7.5	50	94.3
Primary Care Nurse Practitioner	5	0	0	0	0	0	0	3	60
Psychiatric Nursing Re-entry	10	1	10.0	0	0	0	0	9	90
Nursing Total	161	2		3		5		152	

N.3 Graduate statistics by division/program (Wascana Campus) 01-July-02 to 30-June-03

Division/Program	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Science & Health									
Advanced Care Paramedic	16	0	0	2	12.5	0	0	8	50
Dental Assisting	54	4	7.4	1	1.9	1	1.9	53	98.1
Dental Hygiene	26	3	11.5	1	3.8	1	3.8	26	100
Intermediate Care Paramedic	50	1	2.0	1	2.0	0	0	12	24
Emergency Medical Technician	5	0	0	0	0	0	0	2	40
Health Information Services (cert)	10	0	0	1	10.0	1	10.0	10	100
Health Information Services (dipl)	7	1	14.3	0	0	0	0	6	85.7
Occupational/Physical Therapy Assist	11	0	0	0	0	0	0	11	100
Primary Care Paramedic	89	3	3.6	2	2.4	0	0	38	42.9
Sciences & Health Total	263	12		8		3		164	
Technology									
Building Systems Technician	8	0	0	1	12.5	0	0	0	0
Electronic Communications Tech	16	0	0	2	12.5	1	6.3	0	0
Technology Total	24	0		3		1		0	
EXTENSION									
Equine Studies	9	1	11.1	1	11.1	0	0	9	100
Film, Video and New Media	4	0	0	0	0	0	0	2	50
Health Information Services (cert)	3	0	0	0	0	0	0	3	100
Office Education	14	0	0	0	0	0	0	14	100
Operating Room Nursing & Tech/LPN	3	0	0	0	0	0	0	3	100
Operating Room Nursing & Tech/RN	8	0	0	0	0	0	0	8	100
Practical Nursing	61	14	23	3	4.9	0	0	61	100
Primary Care Paramedic	40	2		1		0	0	18	
Teleservice Customer Rep.	25	4	16	0	0	0	0	22	88
Welding	9	0	0	0	0	0	0	1	11.1
Extension Total	176	21		4		0		139	
Wascana Graduate Total	932	63		27		16		635	

Appendix O

Designated Student Group Participation by Program

SIAST Woodland Campus

O1 Applicants

O2 Enrollments

O3 Graduates

O.1 Application statistics by division/program (Woodland Campus) 01-July-02 to 30-June-03

Division/Program	Student Type	App By Division	Women Apps	Aboriginal Apps	Vis Min Apps	Disability Apps
Business & Agriculture						
Business	1	62	36	34	1	0
Computer Office Assistant	1	3	3	1	0	0
Entrepreneurship and Small Business	1	47	24	18	0	2
Helpdesk/Network Operations	1	18	9	7	2	0
Office Education	1	114	111	68	3	4
Business & Agriculture Total		244	183	128	6	6
Community Services						
Barber Stylist	1	5	4	1	1	0
Chemical Dependency Worker	1	68	51	28	0	4
Chemical Dependency Worker	2	1	0	0	0	1
Cosmetologist Pre-Employment	1	57	56	36	0	2
Corrections Worker	1	131	53	48	2	5
Early Childhood Education	1	69	67	36	1	3
Early Childhood Education	2	8	8	2	0	1
Ecotourism	1	17	7	11	0	1
Institutional Cooking	1	18	6	14	1	1
Media Arts Production	1	28	9	12	0	1
New Media Communications	1	33	12	16	1	3
Professional Cooking	1	60	35	52	1	3
Short Order Cooking	1	7	3	6	0	0
Web Site Design & Development	1	1	0	0	0	0
Community Services Total		503	311	262	7	25
Industrial Training						
Carpentry	1	58	5	24	1	4
Outdoor Power Equipment	1	29	0	14	0	1
Welding	1	81	2	45	0	1
Industrial Training Total		168	7	83	1	6
Science & Health						
Home Care/Special Care Aide	1	54	44	18	0	2
Science & Health Total		54	44	18	0	2

O.1 Application statistics by division/program (Woodland Campus) 01-July-02 to 30-June-03

Division/Program	Student Type	App By Division	Women Apps	Aboriginal Apps	Vis Min Apps	Disability Apps
Technology						
Electrician	1	107	3	34	1	5
Electrician	2	1	0	1	0	0
Forest Ecosystem Technology	1	38	10	20	0	1
GIS for Resource Management	1	19	8	4	0	0
Integrated Resource Management Dip.	1	91	28	27	0	4
Micro-Electronics Technician	1	8	1	5	0	0
Resource & Environmental Law	1	67	21	22	2	2
Technology Total		331	71	113	3	12
EXTENSION						
Esthetician	1	15	15	6	0	1
Home Care/Special Care Aide	1	4	4	1	0	0
Heavy Equipment Operator	1	16	2	0	0	0
Extension Total		35	21	9	0	1
Woodland Application Total		1335	637	613	17	52

O.2 Enrollment statistics by division/program (Woodland Campus) 01-July-02 to 30-June-03

Division/Program	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbl'd Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Business & Agriculture										
Business	1	29	16	55	1	3	0	0	21	72
Business Planning	1	6	3	50	0	0	0	0	4	67
Computer Office Assistant	1	1	0	0	0	0	0	0	1	100
Entrepreneurship and Small Business	1	17	10	59	2	12	0	0	8	47
Helpdesk/Network Operations	1	20	9	45	1	5	0	0	11	55
Office Education	1	83	47	57	7	8	1	1	81	98
Business & Agriculture Total		156	85	54	11	7	1	1	126	81
Community Services										
Barber Stylist	1	1	0	0	0	0	0	0	1	100
Chemical Dependency Worker	1	51	16	31	6	12	0	0	33	65
Chemical Dependency Worker	2	2	0	0	0	0	0	0	1	50
Cosmetologist: Pre-employment	1	37	21	57	3	8	0	0	37	100
Cosmetologist: Pre-employment	2	1	1	100	0	0	0	0	1	100
Corrections Worker	1	69	22	32	4	6	1	1	30	43
Early Childhood Education	1	31	16	52	3	10	0	0	30	97
Early Childhood Education	2	11	6	55	0	0	1	9	11	100
Ecotourism	1	9	3	33	1	11	0	0	3	33
Institutional Cooking	1	17	14	82	2	12	1	6	9	53
Media Arts Production	1	32	11	34	3	9	0	0	12	38
Media Arts Production	2	1	1	100	1	100	0	0	0	0
New Media Communications	1	11	6	55	0	0	0	0	3	27
Professional Cooking	1	43	31	72	3	7	2	5	27	63
Professional Cooking	2	1	1	100	0	0	0	0	0	0
Provincial Corrections Worker	1	27	3	11	0	0	0	0	16	59
Short Order Cooking	1	5	4	80	0	0	1	20	0	0
Community Services Total		349	156	45	27	8	5	1	214	61
Industrial Training										
Carpentry	1	12	4	33	1	8	0	0	2	17
Outdoor Power Equipment	1	28	15	54	4	14	0	0	0	0
Truck & Transport Mechanical Repair	1	1	0	0	0	0	0	0	0	0
Welding	1	38	22	58	2	5	1	3	1	3
Welder: Pre-employment	1	1	1	100	0	0	0	0	0	0
Industrial Training Total		80	42	53	7	9	1	1	3	4
Science & Health										
Home Care/Special Care Aide	1	33	17	52	1	3	2	6	30	91
Science & Health Total		33	17	52	1	3	2	6	30	91

O.2 Enrollment statistics by division/program (Woodland Campus) 01-July-02 to 30-June-03

Division/Program	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsblld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Technology										
Electrician	1	43	12	28	2	5	0	0	0	0
Forest Ecosystem Technology	1	39	16	41	0	0	1	3	7	18
GIS for Resource Management	1	9	0	0	0	0	0	0	7	78
Integrated Resource Management	1	61	16	26	6	10	1	2	26	43
Integrated Resource Management	2	7	0	0	1	14	0	0	4	57
Micro-Electronics Technician	1	25	9	36	2	8	1	4	3	12
Resource & Environmental Law	1	17	2	12	0	0	0	0	4	24
Technology Total		201	55	27	11	5	3	1	51	25
Woodland Enrollment Total										
		820	356	43	57	7	12	1	425	52

APPRENTICESHIP

Extension										
Carpenter	1	5	3	60	0	0	0	0	0	0
Carpenter	2	9	3	33	0	0	0	0	0	0
Carpenter	3	12	8	67	0	0	0	0	0	0
Roofer	1	7	1	14	0	0	0	0	0	0
Roofer	2	1	0	0	0	0	0	0	0	0
Roofer	3	1	0	0	0	0	0	0	0	0
Extension Total		35	15	43	0	0	0	0	0	0
Extension (Kelsey)										
Food and Beverage Service	1	9	7	78	0	0	0	0	5	56
Industrial Mechanics	1	12	0	0	0	0	0	0	0	0
Extension (Kelsey) Total		21	7	33	0	0	0	0	5	24
Community Services										
Cook	3	14	5	36	0	0	1	7	11	79
Community Services Total	3	14	5	36	0	0	1	7	11	79
Industrial Training										
Carpenter	1	26	4	15	0	0	0	0	0	0
Carpenter	2	11	1	9	0	0	0	0	0	0
Carpenter	3	24	6	25	0	0	0	0	0	0
Carpenter	4	23	3	13	0	0	0	0	1	4
Carpentry	1	11	2	18	0	0	0	0	0	0
Carpentry	2	12	1	8	0	0	0	0	0	0
Carpentry	3	13	0	0	0	0	0	0	0	0
Industrial Training Total		120	17	14	0	0	0	0	1	1

O.2 Enrollment statistics by division/program (Woodland Campus) 01-July-02 to 30-June-03

Division/Program	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbl'd Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Technology										
Electrician	1	35	1	3	0	0	0	0	1	3
Electrician	2	25	4	16	0	0	0	0	0	0
Electrician	3	24	1	4	0	0	0	0	0	0
Technology Total		84	6	7	0	0	0	0	1	1
Apprenticeship Total										
		274	50	18	0	0	0	0	18	7
Extension (Woodland)										
Business	1	3	1	33	0	0	0	0	3	100
Business Planning	1	26	8	31	0	0	0	0	15	58
Carpentry	1	11	2	18	0	0	0	0	0	0
Class 5 Driving Instructor	1	7	1	14	0	0	0	0	4	57
Cosmetologist : Pre-Employment	1	10	0	0	0	0	0	0	10	100
Electrician	1	47	6	13	0	0	0	0	3	6
Entrepreneurship & Small Business	1	13	2	15	0	0	0	0	5	38
Esthetician	1	7	3	43	0	0	0	0	7	100
Home Care/Special Care Aide	1	91	12	13	2	2	1	1	80	88
Home Care/Special Care Aide OTJ	1	17	2	12	0	0	0	0	15	88
Heavy Equipment Operator	1	59	15	25	0	0	0	0	5	8
Helpdesk / Network Operations	1	15	1	7	0	0	0	0	6	40
Institutional Cooking	1	22	8	36	0	0	0	0	20	91
Log Building Construction	1	9	1	11	0	0	0	0	0	0
Office Education	1	48	9	19	0	0	0	0	46	96
Professional Cooking	1	8	2	25	0	0	0	0	3	38
Production Line Welding	1	6	3	50	0	0	0	0	0	0
Short Order Cooking	1	1	0	0	0	0	0	0	0	0
Welding	1	44	13	30	0	0	0	0	2	5
Extension (Woodland) Total		444	89	20	2	0	1	0	224	50
Extension (Kelsey)										
Tourism Management	2	12	1	8	1	8	1	8	8	67
Extension (Kelsey) Total		12	1	8	1	8	1	8	8	67
EXTENSION TOTAL										
		456	90	19.7	3	0.6	2	0.4	232	50.1

O.2 Enrollment statistics by division/program (Woodland Campus) 01-July-02 to 30-June-03

Division/Program	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbl'd Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Basic Education										
BE 5 - 10	1	160	142	89	4	3	2	1	91	57
Adult 12	1	174	131	75	10	6	3	2	116	67
Adult 12	2	1	1	100	0	0	0	0	0	0
GED Preparation	1	59	50	85	4	7	0	0	32	54
Unclassified	0	15	8	53	0	0	0	0	12	80
Basic Education Total		409	332	81	18	4	5	1	251	61

O.3 Graduate statistics by division/program (Woodland Campus) 01-July-02 to 30-June-03

Division/Program	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Business & Agriculture									
Basic Computer Applications	9	3	33.3	0	0	0	0	5	55.6
Business	22	12	54.5	1	4.8	0	0	17	77
Computer Office Assistant	7	1	14.3	0	0	0	0	7	100
Entrepreneurship and Small Business	13	7	53.8	1	7.7	0	0	7	53.8
Helpdesk Operations	6	1	16.7	0	0	0	0	5	83.3
Helpdesk / Network Operations	9	2	22.2	0	0	0	0	6	66.7
Network Operations	9	2	22.2	0	0	0	0	6	66.7
Office Education	26	9	34.6	1	3.8	0	0	25	96.2
Business & Agriculture Total	101	37		3		0		78	
Community Services									
Chemical Dependency Worker (cert)	15	4	26.7	2	13.3	0	0	10	66.7
Chemical Dependency Worker (dipl)	3	1	33.3	0	0	0	0	1	33.3
Corrections Worker	12	6	50	0	0	0	0	5	41.7
Cosmetologist: Pre-employment	18	8	44.4	1	5.6	0	0	18	100
Early Childhood Education (cert)	15	5	33.3	1	6.7	0	0	14	93.3
Early Childhood Education (dipl)	7	3	42.9	0	0	1	14.3	7	100
Institutional Cooking	4	4	100	0	0	0	0	2	100
Media Arts Production (cert)	5	1	20	0	0	0	0	2	40
Media Arts Production (dipl)	2	1	50	1	50	0	0	0	0
New Media Communications	7	2	28.6	0	0	0	0	2	28.6
Professional Cooking	10	9	90	0	0	0	0	6	60
Provincial Corrections Worker	35	4	11.4	1	2.9	0	0	19	54.3
Short Order Cooking	2	1	50	1	50	0	0	0	0
Community Services Total	135	49		7		1		88	
Industrial Training									
Carpentry	11	3	27.3	1	9.1	0	0	2	18.2
Outdoor Power Equip (Lawn/Garden)	1	0	0	0	0	0	0	0	0
Outdoor Power Equip (Motorcycle)	1	0	0	0	0	0	0	0	0
Outdoor Power Equip (Snowmobile)	1	0	0	0	0	0	0	0	0
Welding	10	3	30	1	10	1	10	1	10
Industrial Training Total	24	6		1		1		1	

O.3 Graduate statistics by division/program (Woodland Campus) 01-July-02 to 30-June-03

Division/Program	Total Grads	Abor Grads	% of Total	Dsbl'd Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Science & Health									
Home Care/Special Care Aide	22	8	36.4	0	0	2	9.1	19	86.4
Special Care Aide	3	3	100	0	0	0	0	3	100
Science & Health Total	25	11		0		2		22	
Technology									
Electrician	34	7	20.6	2	5.9	0	0	0	0
Forest Ecosystem Technology	1	0	0	0	0	0	0	0	0
IRM: Fisheries Technician	2	0	0	0	0	0	0	2	100
IRM: Forestry Technician	1	0	0	1	100	0	0	0	0
IRM: Parks Management Technician	1	0	0	0	0	0	0	1	100
Integrated Resource Management	11	2	18.2	2	18.2	0	0	4	36.4
Micro-Electronics Technician	7	2	28.6	0	0	1	14.3	2	28.6
Technology Total	57	11		5		1		9	
Extension									
Basic Computer Applications	7	2	28.6	0	0	0	0	4	57.1
Business	5	1	20.0	0	0	0	0	5	100
Business Planning	35	16	45.7	0	0	0	0	15	42.9
Carpentry	5	1	20.0	0	0	0	0	0	0
Class 5 Driving Instructor	6	1	16.7	0	0	0	0	5	83.3
Cosmetologist: Pre-Employment	10	0	0	0	0	0	0	10	0
Driver Training: 1A Comb. Vehicle	10	2	20.0	1	10.0	0	0	0	0
Economic Development Officer	3	1	33.3	0	0	0	0	3	100
Ecotourism	2	1	50.0	0	0	0	0	1	50
Electrician	34	5	14.7	0	0	0	0	2	5.9
Entrepreneurship & Small Business	3	1	33.3	0	0	0	0	2	66.7
Esthetician	5	1	20.0	0	0	0	0	5	100
Heavy Equipment Operator	1	1	100	0	0	0	0	0	0
HEO: Motor Grader	30	10	33.3	0	0	0	0	2	6.7
HEO: Backhoe	10	3	30.0	0	0	0	0	0	0
HEO: Crawler Tractor	25	5	20.0	0	0	0	0	1	4
HEO: Excavator	37	7	18.9	0	0	0	0	1	2.7
HEO: Front End Loader	19	6	31.6	0	0	0	0	3	15.8
HEO: Motor Scraper	7	2	28.6	0	0	0	0	0	0
HEO: Skid Steer Loader	4	1	25.0	0	0	0	0	2	50

O.3 Graduate statistics by division/program (Woodland Campus) 01-July-0 to 30-June-03

Division/Program	Total Grads	Abor Grads	% of Total	Dsbl'd Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Home Care Aide	1	0	0	0	0	0	0	1	100
Home Care Aide (On-the-Job)	9	1	11.1	0	0	0	0	9	100
Home Care/Special Care Aide	18	4	22.2	0	0	0	0	18	100
Home Care/Special Care OTJ	1	0	0	0	0	0	0	1	100
Institutional Cooking	14	5	35.7	0	0	0	0	12	85.7
Integrated Resource Management	1	0	0	0	0	0	0	1	100
Office Education	24	3	12.5	0	0	0	0	22	91.7
Production Line Welding	5	3	60	0	0	0	0	0	0
Professional Cooking	7	2	28.6	0	0	0	0	2	28.6
Short Order Cooking	2	0	0	0	0	0	0	0	0
Special Care Aide	2	0	0	0	0	0	0	2	100
Welding	25	0	0	0	0	0	0	1	4
Extension Total	367	85	23.1	1	0.3	0	0	130	35.4
Woodland Graduate Total	709	199		18		5		330	

Appendix P

Campus-Wide Withdrawal

Campus-wide withdrawal by division for 2001-02 and 2002-03

Kelsey Campus

Division	2001 - 2002		2002 - 2003	
	Total WD	% of Enrolled	Total WD	% of Enrolled
Kelsey Campus				
Community Services	50	9.2	58	15.1
Industrial Training	22	7.3	41	15.4
Nursing	15	5.0	14	4.0
Science & Health	35	11.2	29	11.1
Technology	37	9.7	67	16.4
Extension	-	-	19	5.5
Kelsey Campus Total	159	8.7	228	11.3

Palliser Campus

Business & Agriculture	116	13.0	74	10.5
Community Services	4	7.4	9	25.7
Industrial Training	12	10.4	4	5.8
Technology	99	13.7	94	13.3
Extension	-	-	31	18.1
Palliser Campus Total	231	13.0	212	12.6

Wascana Campus

Business & Agriculture	97	28.1	102	35.4
Community Services	26	16.5	31	20.4
Industrial Training	45	20.4	40	18.3
Nursing	41	6.5	11	2.9
Science & Health	92	20.5	63	18.0
Technology	24	23.5	18	25.0
Extension	-	-	38	12.1
Wascana Campus Total	325	16.8	303	17.0

Woodland Campus

Business & Agriculture	54	21.6	46	29.5
Community Services	54	13.3	37	10.6
Industrial Training	28	10.5	9	11.3
Science & Health	11	8.0	3	9.1
Technology	19	9.4	16	8.0
Extension	-	-	26	5.7
Woodland Campus Total	166	13.2	137	10.7

Appendix Q

SIAST Five-Year Summary of Enrollment Rates

Q.1 Aboriginal Students

Q.2 Students with Disabilities

Q.3 Students of Visible Minority

Q.4 Women in Predominately Male Programs

Q.1 Enrolled Aboriginal students by division, by program (Kelsey Campus)

Division/Program	1998 1999	%	1999 2000	%	2000 2001	%	2001 2002	%	2002 2003	%
Community Services										
Early Childhood Education (cert)	3	12	2	8	3	13	2	8	4	3
Early Childhood Education (dipl)		0	3	15	3	14	1	8	1	9
Food and Nutrition Management (1)	1	6	9	30	1	6	2	10	3	14
Food and Nutrition Management (2)		0	2	15	1	6		0		0
Hotel & Restaurant Administration (1)	4	15	4	13	5	15	3	9	3	11
Hotel & Restaurant Administration (2)	3	14	3	19	2	9	3	11	2	8
Library and Information Technology (1)	1	4		0	1	3		0	2	7
Library and Information Technology (2)		0	1	3		0	1	4		0
Professional Cooking	4	17	3	11	5	14	9	26	6	14
Recreation and Leisure (cert)		0	5	17	1	4		0	2	8
Recreation and Leisure (dipl)	1	3	4	14	2	8	1	5	1	6
Retail Meat Cutting	8	30	3	11	3	14	1	6	2	14
Rehabilitation Worker (1)	2	7	4	11	5	16	2	7	3	8
Rehabilitation Worker (2)	1	11		0	2	25	1	13	1	8
Teacher Assistant		0					9	31		
Tourism Management (1)		0			1	11	1	6	3	18
Tourism Management (2)		0						0	1	8
Therapeutic Recreation (1)		0	4	16	1	100	3	9	1	4
Therapeutic Recreation (2)		0			3	17		0		
Youth Care Worker (cert)	2	8	3	13	3	13	5	24	8	32
Youth Care Worker (dipl)	3	20	2	8	1	6	4	20		0
Industrial Training										
Auto Body Technician	2	14	2	14	4	29	2	13	2	13
Agricultural Machinery Technician (1)	0	0	0	0	1	5	0	0	1	5
Agricultural Machinery Technician (2)	0	0	0	0	0	0	1	6		
Automotive Service Technician	1	4	3	12	1	4	3	8	12	32
Automotive Service Technology	0	0	1	8	1	8	0	0	1	8
Driver Training: 1A Comb. Vehicle								0	0	0
Heavy Equipment Mechanics	6	12	6	12	4	8	6	11	10	19
Industrial Mechanics	1	7	2	14	1	7	3	20	2	14
Machine Shop	1	4	3	13	1	4	2	8	0	0
Parts Management Technician	0	0	1	3	1	3	3	10	0	0
Refrigeration/Air Conditioning	0	0	0	0	0	0	1	7	1	7
Truck & Transport Repair		0							2	40
Welding	6	14	4	9	5	13	6	14	5	12

Q.1 Enrolled Aboriginal students by division, by program (Kelsey Campus)

Division/Program	1998 1999	%	1999 2000	%	2000 2001	%	2001 2002	%	2002- 2003	%
Nursing										
Northern Nursing									31	76
Nursing (0)									1	100
Nursing (NEPS) (1)	21	13	15	12	18	12	23	14	26	16
Nursing (NEPS) (2)	8	8	10	7	17	10	11	8	14	9
Sciences & Health										
Biotechnology (1)	1	3	1	4	2	7	3	11	0	0
Biotechnology (2)	2	13	3	11	0	0	0	0	3	13
Combined Lab and X-ray Technician	0	0	2	11	2	6	2	11	4	21
Chemical Technology (1)	6	21	2	8	3	14	3	16	0	0
Chemical Technology (2)	3	14	4	17	1	4	2	13	1	7
Home Care/Special Care Aide	2	8	3	13	8	33	3	10	7	26
Medical Laboratory Technology (1)	1	7	0	0	1	6	1	5	2	11
Medical Laboratory Technology (2)	0	0	0	0	0	0	1	6	1	6
Medical Radiological Technician (1)	0	0	1	6	1	5	2	10	1	5
Medical Radiological Technician (2)	0	0	0	0	1	6	1	7	2	12
Pharmacy Technician	2	11	3	18	2	11	0	0	2	8
Veterinary Technology (1)	3	10	4	13	4	13	0	0	1	5
Veterinary Technology (2)	1	6	2	8	1	4	3	12	0	0
Technology										
CAD/CAM Engineering Technology (1)	0	0	2	8	3	12	1	4	3	11
CAD/CAM Engineering Technology (2)	2	7	0	0	2	8	3	13	0	0
Commercial Pilot (1)									1	4
Computer Systems Technology (1)	4	9	3	6	5	10	1	2	2	4
Computer Systems Technology (2)	4	17	2	6	1	3	3	8	3	7
Electronic Systems Technology (1) *	1	3	4	8	5	14	0	0	0	0
Electronic Systems Technology (2) *	1	4	0	0	0	0	3	12	1	3
Electronics Technician							2	17	0	0
Mechanical Engineering (1)	1	3	0	0	0	0	3	9	0	0
Mechanical Engineering (2)	1	3	1	4	0	0	0	0	3	7
Power Engineering (1)	4	22	0	0	1	6	0	0	2	11
Power Engineering (2)	0	0	3	18	1	5	1	6	1	5
Process Operator	0	0	6	22	4	17	2	8	3	12

* Electronic Systems Engineering was formerly titled Industrial Electronics Technology

Q.1 Enrolled Aboriginal students by division, by program (Palliser Campus)

Division/Program	1998 1999	%	1999 2000	%	2000 2001	%	2001 2002	%	2002- 2003	%
Business & Agriculture										
Accountancy (2)	6	5	4	4	1	1	0	0	3	3
Administration (2)	8	10	3	5	1	2	3	6	4	7
Business Year 1	10	3	13	4	9	3	7	2	12	5
Computer Information Systems (2)	4	2	3	2	3	2	5	4	3	3
Financial Services (2)	2	5	0	0	0	0	1	2	1	2
Human Resource Management (2)	1	3	2	11	4	17	1	4	2	14
Marketing (2)	4	8	3	4	2	3	2	4	3	5
Office Administration (2)	1	3	1	4	2	9	0	0	1	9
Office Education	3	7	2	4	1	3	1	2	4	11
Community Services										
Professional Cooking	7	19	0	0	3	8	2	7	1	3
Industrial Training										
Auto Body Technician	2	10	2	8	1	4	0	0	1	7
Automotive Service Technician	1	6	1	4	2	10	2	8	1	6
Carpentry	1	8	1	7	3	21	1	8	0	0
Welding	1	4	1	4	1	4	1	4	1	4
Technology										
Architectural and Building Tech. (1)	3	10	4	13	2	6	1	2	0	0
Architectural and Building Tech. (2)	0	0	2	9	1	4	1	3	1	4
Architectural and Building Tech. (3)	1	5	0	0	2	10	1	4		
Architectural & Interior Tech (2)							0	0	0	0
Architectural & Interior Tech (3)									0	0
Architectural Technology (1)									4	10
Architectural Technology (2)									0	0
Computer Aided Design/Drafting (1)	4	13	1	4	0	0	0	0	1	4
Computer Aided Design/Drafting (2)	1	5	2	7	1	5	0	0	0	0
Computer Aided Design/Drafting (3)	0	0	0	0	2	9	0	0	0	0
Computer Engineering (1)	1	3	1	3	2	6	1	4	2	6
Computer Engineering (2)	0	0	1	6	1	6	1	5	0	0
Computer Engineering (3)	1	9	0	0	1	8	1	8	1	6
Civil Engineering Technology (1)	1	4	1	5	0	0	2	9	2	9
Civil Engineering Technology (2)	1	9	1	5	1	6	0	0	2	9
Civil Engineering Technology (3)	0	0	1	10	1	7	1	7	0	0
Electrician	0	0	2	9	0	0	1	4	0	0
Electrical Engineering (1)	1	4	0	0	0	0	1	4	2	8
Electrical Engineering (2)	0	0	1	6	0	0	0	0	1	5
Electrical Engineering (3)	0	0	0	0	1	7	0	0	0	0
Electronics Engineering (1)	0	0	1	5	3	10	1	4	0	0
Electronics Engineering (2)	0	0	0	0	0	0	1	6	0	0
Electronics Engineering (3)	0	0	0	0	0	0	0	0	1	10

Q.1 Enrolled Aboriginal students by division, by program (Palliser Campus)

Division/Program	1998 1999	%	1999 2000	%	2000 2001	%	2001 2002	%	2002 2003	%
Environmental Engineering (1)	2	11	1	6	0	0	3	11	3	13
Environmental Engineering (2)	0	0	1	6	1	7	1	5	2	12
Environmental Engineering (3)	1	6	0	0	1	7	0	0	1	5
Electronics Service Technician (1)	0	0	2	6	0	0	1	4	0	0
Electronics Service Technician (2)	0	0	0	0	3	15	0	0	0	0
Geomatics Technology (1)	1	6	1	10	0	0	0	0	1	5
Geomatics Technology (2)	0	0	0	0	0	0	0	0	0	0
Geomatics Technology (3)	0	0	0	0	0	0	0	0		
Instrumentation Engineering (1)	4	13	1	3	2	6	2	7	1	3
Instrumentation Engineering (2)	1	3	2	7	1	3	2	7	2	8
Instrumentation Engineering (3)	0	0	1	6	1	5	1	5	0	0
Solid Waste Management	0	0	0	0	0	0	0	0		
Water Resources Engineering (1)	1	7	0	0	2	13	0	0	0	0
Water Resources Engineering (2)	0	0	0	0	0	0	2	18	0	0
Water Resources Engineering (3)	0	0	0	0	0	0	0	0	1	13
Water and Wastewater	0	0	0	0	1	2	1	3	3	9

Q.1 Enrolled Aboriginal students by division, by program (Wascana Campus)

Division/Program	1998 1999	%	1999 2000	%	2000 2001	%	2001 2002	%	2002 2003	%
Business & Agriculture										
Agriculture Production	2	17	1	9	2	18	0	0	0	0
Beef Management	1	14	1	11	0	0	0	0		
Farm Business Management	0	0	1	17	0	0	0	0		
Farm Mechanics	0	0	0	0	1	8	0	0		
Office Education	32	12	40	15	48	17	49	18	55	19
Community Services										
Applied Photography	2	8	3	15	2	8	5	18	2	7
Early Childhood Education (cert)	0	0	2	9	3	10	2	7	5	15
Early Childhood Education (dipl)	1	7	0	0	0	0	2	9	1	6
Graphic Arts Production	2	9	2	7	2	6	2	7	3	8
New Media Communications	2	7	2	6	0	0	0	0	0	0
Industrial Training										
Auto Body Technician	8	18	11	20	11	24	9	20	8	19
Automotive Service Technician	6	12	5	11	9	18	11	22	8	21
Machine Shop	2	6	3	10	0	0	2	5	1	3
Major Appliance Servicing	2	8	2	13	0	0	0	0		
Outdoor Power Equipment	2	7	4	14	3	9	2	6	6	15
Welding	5	9	5	9	6	11	6	11	7	12
Nursing										
Advanced Clinical Nursing	0	0	0	0	0	0	0	0		
Basic Critical Care Nursing	0	0	1	3	1	4	1	3	0	0
Gerontological Nursing	0	0	0	0	0	0				
Nursing Re-entry	0	0	6	20	1	4	1	6	1	3
Nursing (NEPS) (1)	7	9	9	6	9	7	11	10	13	11
Nursing (NEPS) (2)	2	4	7	11	8	7	11	9	7	7
Operating Room Nurs. & Tech/LPN	0	0	0	0	0	0	0	0	0	0
Operating Room Nursing & Tech/RN	0	0	0	0	0	0	0	0	0	0
Practical Nursing	6	12	4	8	4	7	4	3	2	4
Practical Nurse Re-entry	0	0	0	0	0	0	0	0	0	0
Primary Care Nurse Practitioner									1	13
Psychiatric Nursing Re-entry	0	0	1	14	0	0	0	0	1	9
Science & Health										
Advanced Care Paramedic	1	3	4	13	3	10	0	0	0	0
Dental Assisting	3	5	7	11	4	6	3	5	5	8
Dental Hygiene (1)	3	12	2	8	4	16	3	12	3	12
Dental Hygiene (2)	4	16	3	12	2	8	4	17	3	12
Health Information Services (1)	0	0	1	6	0	0	1	4	2	8
Health Information Services (2)	0	0	0	0	0	0	0	0	1	11
Intermediate Care Paramedic	1	3	1	4	1	4	2	4	2	9
Intra Oral Module							0	0		

Q.1 Enrolled Aboriginal students by division, by program (Wascana Campus)

Division/Program	1998 1999	%	1999 2000	%	2000 2001	%	2001 2002	%	2002 2003	%
Occupational/Physical Therapist Ass.	0	0	2	14	1	7	0	0	0	0
Primary Care Paramedic*	7	6	7	6	10	7	9	7	8	6
Technology										
Applied Electronics Technician									0	0
Building Systems Operator	2	67	1	33	3	33	0	0		
Building Systems Technician	3	10	2	8	2	7	5	14	6	16
Electronic Communications Tech	9	13	10	13	6	7	5	8	2	8

*formerly Emergency Medical Technician

Q.1 Enrolled Aboriginal students by division, by program (Woodland Campus)

Division/Program	1998 1999	%	1999 2000	%	2000 2001	%	2001 2002	%	2002 2003	%
Business & Agriculture										
Business (1)	19	37	22	40	19	42	22	55	16	55
Business Planning							1	100	3	50
Computer System Support	5	16	10	59	6	32	0	0	0	0
Entrepreneurship and Small Business	12	50	8	53	8	40	12	46	10	59
Helpdesk/Network Operations (1)							4	40	9	45
Office Education (1)	25	32	38	42	38	42	44	52	47	57
Community Services										
Advanced Ceramics (2)	0	0	0	0	1	33	1	25		
Barber Stylist	1	50	0	0	0	0	0	0	0	0
Chemical Dependency Worker (1)	10	30	12	41	13	42	9	29	16	31
Chemical Dependency Worker (2)	6	35	4	25	5	24	3	27	0	0
Ceramic Foundations	0	0	4	27	1	14	0	0		
Ceramic Sculpture (1)							0	0		
Ceramic Sculpture (2)	0	0	1	50	2	29	1	33		
Cosmetologist: Pre-employment (1)	19	41	13	33	19	46	28	61	20	56
Cosmetologist: Pre-employment (2)									1	100
Corrections Worker	26	44	38	56	32	48	33	42	22	32
Early Childhood Education (1)	19	53	24	62	14	67	17	57	16	52
Early Childhood Education (2)	4	25	9	45	11	73	2	33	6	55
Ecotourism	0	0	12	57	11	38	5	71	3	33
Institutional Cooking	0	0	0	0	10	100	9	82	14	82
Media Arts Production (1)	5	28	9	53	8	35	11	39	11	34
Media Arts Production (2)	1	14	4	40	4	40	4	80	1	100
Managing a Craft Business (1)							0	0		
Managing a Craft Business (2)	0	0	0	0	1	50	2	33		
New Media Communications	2	8	4	18	4	31	3	19	6	55
Professional Cooking	0	0	32	78	33	61	27	60	31	72
Short Order Cooking	10	67	9	100	8	80	4	100	1	100
Industrial Training										
Carpentry	13	68	11	55	8	57	13	81	4	33
Outdoor Power Equipment	12	41	8	30	5	18	10	42	15	54
Truck & Transport Mech. Repair	4	33	3	21	4	33	3	33	0	0
Welder: Pre-employment	6	27	10	40	17	65	22	61	1	100
Welding	0	0	0	0	0	0	0	0	22	58
Science & Health										
Home Care/Special Care Aide	0	0	0	0	7	35	13	48	17	52
Technology										
Electrician	12	28	14	30	12	31	15	36	12	28
Forest Ecosystem Technology							12	40	16	41
GIS for Resource Management							4	27	0	0
Integrated Resource Management (1)	6	35	5	50	5	19	10	20	16	25
Integrated Resource Management (2)	0	0	12	24	10	75	3	18	0	0
Micro-Electronics Technician	0	0	12	39	9	26	7	22	9	36
Resource/Environmental Law	0	0	0	0	0	0	0	0	2	12

Q.2 Students with disabilities by division, by program (Kelsey Campus)

Division/Program	1998 1999	%	1999 2000	%	2000 2001	%	2001 2002	%	2002 2003	%
Community Services										
Early Childhood Education (cert)	3	12	1	4	2	9	2	8	1	3
Early Childhood Education (dipl)	0	0	1	5	2	10	1	8	0	0
Food and Nutrition Management (1)	1	6	1	3	0	0	1	5	3	14
Food and Nutrition Management (2)	1	7	0	0	1	6	0	0	1	8
Hotel & Restaurant Administration (1)	0	0	1	3	1	3	5	16	0	0
Hotel & Restaurant Administration (2)	4	19	0	0	1	4	2	7	2	8
Library & Information Technology (1)	5	19	1	100	6	21	0	0	3	10
Library & Information Technology (2)	0	0	3	10	1	100	3	12	0	0
Professional Cooking	7	0	2	7	4	11	4	11	6	14
Recreation and Leisure (1)	0		1	3	2	7	2	10	2	8
Recreation and Leisure (2)	1	3	1	4	2	8	1	5	1	6
Retail Meat Cutting	1	4	0	0	1	5	1	6	1	7
Rehabilitation Worker (cert)	3	10	3	8	4	13	9	31	7	19
Rehabilitation Worker (dipl)	1	11	0	0	0	0	0	0	1	8
Teacher Assistant							2	7		
Tourism Management (1)					1	11	1	6	2	12
Tourism Management (2)							1	13	1	8
Therapeutic Recreation (1)			3	12	0	0	2	6	1	4
Therapeutic Recreation (2)					1	6	0	0	0	0
Youth Care Worker (cert)	0	0	2	9	2	8	1	5	3	12
Youth Care Worker (dipl)	2	13	0	0	1	6	2	10	0	0
Industrial Training										
Auto Body Technician	1	7	1	7	1	7	1	6	1	7
Agricultural Machinery Technician (1)	2	6	1	3	0	0	2	8	0	0
Agricultural Machinery Technician (2)	1	5	1	5	0	0	0	0		
Automotive Service Technician	0	0	1	4	1	4	5	13	2	5
Automotive Service Technology	0	0	1	8	1	8	1	8	3	25
Driver Training: 1A Comb. Vehicle									0	0
Heavy Equipment Mechanics	4	8	4	8	2	4	4	7	7	13
Industrial Mechanics	1	7	1	7	1	7	2	13	1	7
Machine Shop	0	0	3	13	2	8	0	0	2	8
Parts Management Technician	0	0	7	24	6	20	6	19	8	32
Refrigeration/Air Conditioning	0	0	1	7	1	8	0	0	1	7
Truck & Transport Mech. Repair*	3	25	0	0	1	8	1	11	0	0
Welding	2	5	2	5	0	0	3	7	4	10
Nursing										
Nursing (NEPS) (1)	1	1	3	2	1	1	9	6	4	2
Nursing (NEPS) (2)	0	0	0	0	3	2	2	1	5	3

*Offered at Woodland Campus until 2002-03

Q.2 Students with disabilities by division, by program (Kelsey Campus)

Division/Program	1998 1999	%	1999 2000	%	2000 2001	%	2001 2002	%	2002 2003	%
Science & Health										
Biotechnology (1)	3	10	3	11	3	10	4	15	0	0
Biotechnology (2)	1	7	3	11	4	19	3	18	3	13
Combined Lab and X-ray Technician	0	0	0	0	0	0	2	11	4	21
Chemical Technology (1)	3	10	3	13	0	0	2	11	0	0
Chemical Technology (2)	0	0	2	9	4	17	0	0	1	7
Home Care/Special Care Aide	2	8	1	4	5	21	2	7	2	7
Medical Laboratory Technology (1)	0	0	0	0	0	0	1	5	2	11
Medical Laboratory Technology (2)	2	13	0	0	0	0	0	0	1	6
Medical Radiological Technician (1)	0	0	0	0	0	0	1	5	2	11
Medical Radiological Technician (2)	0	0	0	0	0	0	0	0	1	6
Pharmacy Technician	2	11	0	0	0	0	2	11	2	8
Veterinary Technology (1)	1	3	2	7	0	0	1	5	1	5
Veterinary Technology (2)	0	0	0	0	2	7	0	0	1	6
Technology										
CAD/CAM Engineering Technology (1)	2	8	2	8	1	4	5	19	3	11
CAD/CAM Engineering Technology (2)	1	4	0	0	1	4	1	4	0	0
Commercial Pilot	1						0	0	1	4
Commercial Pilot	2								0	0
Computer Systems Technology (1)	4	9	6	12	5	10	6	12	2	4
Computer Systems Technology (2)	2	9	2	6	3	8	2	5	4	9
Electronics System Engineering (1)*	0	0	4	8	2	5	2	8	1	4
Electronics System Engineering (2)*	1	4	1	4	2	8			3	10
Electronics Technician (1)									3	13
Mechanical Engineering (1)	0	0	0	0	1	3	1	3	1	3
Mechanical Engineering (2)	3	10	1	4	0	0	1	3	2	5
Power Engineering (1)	1	6	1	6	1	6	1	6	1	5
Power Engineering (2)	0	0	0	0	0	0	1	6	0	0
Process Operator	0	0	0	0	0	0	2	8	4	15

*Formerly Industrial Electronics Technician

Q.2 Students with disabilities by division, by program (Palliser Campus)

Division/Program	1998-1999	%	1999-2000	%	2000-2001	%	2001-2002	%	2002-2003	%
Business & Agriculture										
Accountancy (2)	4	3	4	40	4	4	1	1	1	1
Administration (2)	2	2	2	3	2	4	0	0	5	9
Business Year 1	11	3	18	5	17	5	21	7	12	5
Computer Information Systems (2)	4	2	4	3	6	4	6	4	6	5
Financial Services (2)	2	5	0	0	0	0	0	0	2	5
Human Resource Management (2)	1	3	0	0	0	0	3	11	0	0
Marketing (2)	0	0	0	0	2	3	0	0	3	5
Office Administration (2)	0	0	0	0	0	0	1	20	0	0
Office Education	1	2	0	0	3	9	2	5	4	11
Community Services										
Professional Cooking	4	11	0	0	5	13	3	11	1	3
Industrial Training										
Auto Body Technician	0	0	1	4	0	0	0	0	0	0
Automotive Service Technician	0	0	0	0	0	0	0	0	1	6
Carpentry	0	0	1	7	1	7	0	0	1	8
Welding	2	8	0	0	0	0	2	8	4	17
Technology										
Architectural and Building Tech. (1)	2	6	0	0	3	9	2	5	0	0
Architectural and Building Tech. (2)	0	0	0	0	0	0	1	3	1	3
Architectural and Building Tech. (3)	0	0	0	0	0	0	0	0	1	4
Architectural & Interior Tech							0	0	0	0
Architectural & Interior Tech									0	0
Architectural Technology									1	2
Architectural Technology									0	0
Computer Aided Design/Drafting (1)	0	0	2	8	2	7	1	4	1	4
Computer Aided Design/Drafting (2)	2	10	0	0	2	10	1	5	0	0
Computer Aided Design/Drafting (3)	0	0	2	14	0	0	1	6	1	6
Computer Engineering (1)	1	3	4	13	2	6	0	0	0	0
Computer Engineering (2)	1	8	1	6	4	22	4	20	0	0
Computer Engineering (3)	0	0	1	11	0	0	2	15	3	18
Civil Engineering Technology (1)	0	0	0	0	0	0	0	0	0	0
Civil Engineering Technology (2)	0	0	0	0	0	0	0	0	0	0
Civil Engineering Technology (3)	0	0	0	0	0	0	0	0		
Electrician	0	0	0	0	0	0	1	4	0	0
Electrical Engineering (1)	0	0	3	12	1	6	1	4	1	4
Electrical Engineering (2)	1	5	1	6	2	11	0	0	0	0
Electrical Engineering (3)	0	0	0	0	0	0	2	11	0	0
Electronics Engineering (1)	1	4	2	10	3	10	2	7	2	11
Electronics Engineering (2)	0	0	0	0	2	25	1	6	1	7
Electronics Engineering (3)	0	0	0	0	0	0	0	0	1	10
Environmental Engineering (1)	0	0	2	11	2	8	1	4	1	4

Q.2 Students with disabilities by division, by program (Palliser Campus)

Division/Program	1998 1999	%	1999 2000	%	2000 2001	%	2001 2002	%	2002 2003	%
Environmental Engineering (2)	0	0	1	6	0	0	2	10	1	6
Environmental Engineering (3)	0	0	0	0	1	7	0	0	2	11
Electronics Service Technician (1)	4	3	3	9	3	13	2	7	3	13
Electronics Service Technician (2)	0	0	0	0	1	5	2	12	0	0
Environmental Engineering (2)	0	0	1	6	0	0	2	10	1	6
Geomatics Technology (1)	0	0	0	0	0	0	0	0	0	0
Geomatics Technology (2)	0	0	0	0	0	0	0	0	0	0
Geomatics Technology (3)	0	0	0	0	0	0	0	0		
Instrumentation Engineering (1)	0	0	0	0	2	6	0	0	2	6
Instrumentation Engineering (2)	2	7	0	0	0	0	1	4	0	0
Instrumentation Engineering (3)	1	6	1	6	0	0	0	0	1	5
Solid Waste Management	0	0	0	0	0	0	0	0		
Water Resources Engineering (1)	0	0	0	0	0	0	1	6	1	4
Water Resources Engineering (2)	1	9	0	0	0	0	0	0	1	7
Water Resources Engineering (3)	0	0	1	11	0	0	0	0	0	0
Water and Wastewater Technician	1	14	1	4	1	2	0	0	0	0

Q.2 Students with disabilities by division, by program (Wascana Campus)

Division/Program	1998 1999	%	1999 2000	%	2000 2001	%	2001 2002	%	2002 2003	%
Business & Agriculture										
Agriculture Production	1	8	1	9	0	0	0	0		
Beef Management	0	0	0	0	0	0	0	0	0	0
Farm Business Management	0	0	0	0	0	0	0	0		
Farm Mechanics	0	0	1	8	1	8	0	0		
Office Education	27	10	26	10	26	9	18	7	20	7
Community Services										
Applied Photography	4	15	2	10	1	4	3	11	2	7
Early Childhood Education (cert)	1	5	6	27	2	7	4	13	2	6
Early Childhood Education (dipl)	0	0	0	0	4	31	2	9	0	0
Graphic Arts Production	1	4	3	10	2	6	2	7	3	8
New Media Communications	1	4	2	6	3	8	2	5	2	6
Industrial Training										
Auto Body Technician	7	16	7	13	4	9	1	2	0	0
Automotive Service Technician	4	8	3	7	6	12	8	16	5	13
Machine Shop	0	0	2	7	1	3	5	13	6	15
Major Appliance Servicing	5	19	3	19	0	0	0	0		
Outdoor Power Equipment	3	11	1	3	0	0	2	6	1	3
Welding	6	11	4	7	3	6	2	4	5	9
Nursing										
Advanced Clinical Nursing	0	0	0	0	0	0	0	0		
Basic Critical Care Nursing	1	3	0	0	0	0	0	0	1	3
Gerontological Nursing	0	0	0	0	0	0	0	0		
Nursing Re-entry	0	0	0	0	0	0	0	0	2	7
Nursing (NEPS) (1)	1	10	6	4	2	2	1	1	7	6
Nursing (NEPS) (2)	3	7	2	3	4	3	4	3	3	3
Nursing (NEPS) (3)	0	0	1	33	0	0	0	0		
Operating Room Nrsg & Tech/LPN	0	0	0	0	0	0	0	0	0	0
Operating Room Nrsg & Tech/RN	1	8	0	0	0	0	0	0	0	0
Practical Nursing	9	18	3	6	2	3	5	4	1	2
Practical Nurse Re-entry	0	0	0	0	0	0	0	0	0	0
Psychiatric Nursing Re-entry	0	0	1	4	0	0	0	0	0	0
Science & Health										
Advanced Care Paramedic	0	0	0	0	2	7	2	6	2	6
Dental Assisting	4	7	1	2	0	0	2	3	1	2
Dental Hygiene (1)	1	4	1	4	1	4	1	4	1	4
Dental Hygiene (2)	1	4	1	4	1	4	1	4	1	4
Health Information Services (1)	1	8	1	6	0	0	4	15	1	4
Health Information Services (2)	0	0	0	0	0	0	0	0	0	0
Intermediate Care Paramedic	1	3	1	4	1	4	1	2	0	0
Intra-Oral Module							0	0		
Occup/Physical Therapist Assistant	1	7	1	7	0	0	1	6	1	6
Primary Care Paramedic*	2	2	3	2	4	3	3	2	4	3

Q.2 Students with disabilities by division, by program (Wascana Campus)

Division/Program	1998 1999	%	1999 2000	%	2000 2001	%	2001 2002	%	2002 2003	%
Technology										
Applied Electronics Technician									1	13
Building Systems Operator	0	0	0	0	3	33	1	100		
Building Systems Technician	5	17	5	19	9	32	11	30	1	13
Electronic Communications Tech	8	12	11	14	21	26	7	11	2	8

Q.2 Students with disabilities by division, by program (Woodland Campus)

Division/Program	1998 1999	%	1999 2000	%	2000 2001	%	2001 2002	%	2002 2003	%
Business & Agriculture										
Business							2	5	1	3
Business Planning									0	0
Computer System Support *	2	6	2	12	2	11	0	0	0	0
Entrepreneurship and Small Business	3	13	0	0	3	15	1	4	2	12
Helpdesk/Network Operations									1	5
Office Education	6	8	2	2	7	8	7	8	7	8
Community Services										
Advanced Ceramics (2)	0	0	0	0	1	33	0	0		
Barber Stylist	0	0	0	0	0	0	0	0	0	0
Chemical Dependency Worker (1)	3	9	0	0	5	16	6	19	6	12
Chemical Dependency Worker (2)	2	12	3	19	2	10	1	9	0	0
Ceramic Foundations	0	0	1	7	1	14	0	0		
Ceramic Sculpture (2)	0	0	0	0	2	29	1	33		
Cosmetologist: Pre-employment (1)	1	2	3	8	2	5	1	2	0	0
Cosmetologist: Pre-employment (2)									3	8
Corrections Worker	2	3	1	1	0	0	1	1	4	6
Early Childhood Education (cert)	2	6		10	1	5	2	7	3	10
Early Childhood Education (dipl)	0	0	0	0	0	0	0	0	0	0
Ecotourism	0	0	5	24	3	10	0	0	1	11
Institutional Cooking	0	0	0	0	1	10	1	9	2	12
Media Arts Production (1)	3	17	1	6	2	9	1	4	3	9
Media Arts Production (2)	1	14	1	10	1	10	1	20		
Managing a Craft Business (2)	0	0	0	0	1	50	2	33		
New Media Communications	2	8	0	0	0	0	2	13	0	0
Professional Cooking (1)	0	0	1	2	1	2	4	9	3	7
Professional Cooking (2)	0	0	1	2	1	2	4	9	0	0
Provincial Corrections Worker									0	0
Short Order Cooking	3	20	0	0	2	20	1	25	1	20
Industrial Training										
Carpentry	1	5	0	0	0	0	0	0	1	8
Outdoor Power Equipment	5	17	4	15	3	11	2	8	4	14
Welding	2	9	2	8	5	19	3	8	2	5
Science & Health										
Home Care/Special Care Aide	0	0	0	0	2	10	2	7	1	3
Technology										
Electrician	1	2	1	2	0	0	1	2	2	5
Forest Ecosystem Technology							0	0	0	0
GIS for Resource Management (1)									0	0
GIS for Resource Management (2)									0	0
Integrated Resource Management (1)	1	6	2	4	6		5		6	10
Integrated Resource Management (2)									1	14
Micro-Electronics Technician	0	0	2	6	3	9	3	9	2	8
Resource/ Environmental Law									0	0

Q.3 Students of visible minority by division, by program (Kelsey Campus)

Division/Program	1998 1999	%	1999 2000	%	2000 2001	%	2001 2002	%	2002 2003	%
Community Services										
Early Childhood Education (cert)	1	4	1	4	0	0	0	0	0	0
Early Childhood Education (dipl)	0	0	0	0	0	0	0	0	0	0
Food and Nutrition Management (1)	0	0	2	7	0	0	3	15	0	0
Food and Nutrition Management (2)	0	0	0	0	1	6	0	0	0	0
Hotel & Restaurant Administration (1)	1	4	0	0	0	0	2	6	0	0
Hotel & Restaurant Administration (2)	1	5	0	0	1	4	0	0	0	0
Library & Information Technology (1)	2		0	0	0	0	0	0	2	7
Library & Information Technology (2)	0	0	2	6	0	0	1	4	0	0
Professional Cooking	2	9	1	4	0	0	0	0	0	0
Recreation and Leisure (1)	0	0	0	0	1	4	0	0	0	0
Recreation and Leisure (2)	1	3	1	4	0	0	1	5	0	0
Retail Meat Cutting	0	0	0	0	1	5	0	0	0	0
Rehabilitation Worker (cert)	0	0	0	0	1	3	0	0	1	3
Teacher Assistant							0	0	0	0
Tourism Management	1	0	0	0	0	0	0	0	0	0
Tourism Management	2								1	8
Therapeutic Recreation (1)			1	4	0	0	0	0	0	0
Therapeutic Recreation (2)					1	6	0	0	0	0
Youth Care Worker (cert)	0	0	0	0	0	0	1	5	0	0
Youth Care Worker (dipl)	0	0	0	0	0	0	0	0	0	0
Industrial Training									0	0
(Auto) Motor Vehicle Body Repairer	1	7	0	0	0	0	0	0	0	0
Agricultural Machinery Technician (1)	0	0	1	3	0	0	0	0	0	0
Agricultural Machinery Technician (2)	0	0	0	0	0	0	0	0	0	0
Automotive Service Technician	1	4	3	12	0	0	2	5	2	5
Automotive Service Technology	0	0	0	0	1	8	0	0	0	0
Driver Training: 1A Comb. Vehicle									0	0
Heavy Equipment Mechanics	0	0	0	0	0	0	1	2	0	0
Industrial Mechanics	0	0	1	7	0	0	1	7	0	0
Machine Shop	0	0	0	0	1	4	0	0	3	13
Parts Management Technician	0	0	0	0	0	0	0	0	0	0
Refrigeration/Air Conditioning	0	0	0	0	0	0	0	0	2	14
Truck & Transport Mech. Repair									0	0
Welding	0	0	2	5	1	3	0	0	1	2
Nursing										
Northern Nursing									0	0
Nursing (NEPS) (1)	1	1%	7	6	1	1	3	2	4	2
Nursing (NEPS) (2)	0	0%	2	1	6	3	1	1	3	2

Q.3 Students of visible minority by division, by program (Kelsey Campus)

Division/Program	1998 1999	%	1999 2000	%	2000 2001	%	2001 2002	%	2002 2003	%
Science & Health										
Biotechnology (1)	2	7	1	4	1	3	1	4	1	7
Biotechnology (2)	1	7	2	7	1	5	0	0	1	4
Combined Lab and X-ray Technician	0	0	0	0	1	3	1	5	0	0
Chemical Technology (1)	2	7	0	0	0	0	2	11	1	4
Chemical Technology (2)	0	0	2	9	1	4	0	0	1	7
Home Care/Special Care Aide	0	0	0	0	4	17	0	0	3	11
Medical Laboratory Technology (1)	0	0	0	0	0	0	0	0	0	0
Medical Laboratory Technology (2)	0	0	0	0	0	0	0	0	0	0
Medical Radiological Technician (1)	0	0	0	0	0	0	0	0	1	5
Medical Radiological Technician (2)	1	8	0	0	0	0	0	0	0	0
Pharmacy Technician	0	0	0	0	1	5	0	0	2	8
Veterinary Technology (1)	0	0	0	0	0	0	1	5	1	5
Veterinary Technology (2)	0	0	0	0	2	7	0	0	1	6
Technology										
CAD/CAM Engineering Technology (1)	1	4	0	0	0	0	1	4	2	7
CAD/CAM Engineering Technology (2)	0	0	0	0	0	0	0	0	0	0
Commercial Pilot (1)									1	4
Commercial Pilot (2)							0	0	0	0
Computer Systems Technology (1)	5	11	4	8	2	4	2	4	3	6
Computer Systems Technology (2)	1	4	2	6	1	3	0	0	2	4
Electronic Systems Engineering (1) *	0	0	2	4	2	5	2	8		
Electronic Systems Engineering (2) *	1	4	0	0	0	0	0	0	2	7
Electronics Technician							1	8	0	0
Electronics Technician									0	0
Mechanical Engineering (1)	1	3	1	3	0	0	2	6	3	9
Mechanical Engineering (2)	2	7	0	0	0	0	0	0	1	2
Power Engineering (1)	0	0	0	0	0	0	0	0	0	0
Power Engineering (2)	0	0	0	0	0	0	0	0	0	0
Process Operator	0	0	0	0	0	0	1	4	0	0

* Formerly titled Industrial Electronics Technician.

Q.3 Students of visible minority by division, by program (Palliser Campus)

Division/Program	1998 1999	%	1999 2000	%	2000 2001	%	2001 2002	%	2002 2003	%
Business & Agriculture										
Accountancy (2)	2	2	8	7	1	1	2	2	7	7
Administration (2)	2	2	2	3	2	4	2	4	1	2
Business Year 1	18	5	16	4	8	2	22	7	19	7
Computer Information Systems (2)	11	5	6	4	6	4	6	4	10	8
Financial Services (2)	1	2	2	5	0	0	2	4	0	0
Human Resource Management (2)	1	3	0	0	0	0	2	7	0	0
Marketing (2)	0	0	2	3	3	5	0	0	1	2
Office Administration (2)	0	0	0	0	1	5	0	0	1	9
Office Education	0	0	2	4	1	3	1	2	2	5
Community Services										
Professional Cooking	0	0	0	0	3	8	0	0	0	0
Industrial Training										
Auto Body Technician	1	5	0	0	0	0	1	10	1	6
Automotive Service Technician	0	0	0	0	0	0	1	4	0	0
Carpentry	0	0	0	0	1	7	0	0	0	0
Welding	1	4	0	0	0	0	0	0	1	4
Technology										
Architectural and Building Tech. (1)	0	0	0	0	0	0	0	0	0	0
Architectural and Building Tech. (2)	0	0	0	0	0	0	0	0	0	0
Architectural and Interior Tech. (2)	0	0	0	0	0	0	0	0	0	0
Architectural and Interior Tech. (3)									0	0
Architectural Technology. (1)									0	0
Architectural Technology. (3)									0	0
Computer Aided Design/Drafting (1)	0	0	1	4	1	4	1	4	3	13
Computer Aided Design/Drafting (2)	0	0	0	0	1	5	1	5	0	0
Computer Aided Design/Drafting (3)	0	0	0	0	0	0	1	6	1	6
Computer Engineering (1)	1	3	1	3	3	9	0	0	0	0
Computer Engineering (2)	0	0	1	6	0	0	0	0	0	0
Computer Engineering (3)	0	0	0	0	1	8	0	0	0	0
Civil Engineering Technology (1)	0	0	0	0	0	0	1	4	0	0
Civil Engineering Technology (2)	0	0	0	0	0	0	0	0	0	0
Civil Engineering Technology (3)	0	0	0	0	0	0	0	0	0	0
Electrician	0	0	0	0	0	0	0	0	2	8
Electrical Engineering (1)	2	8	3	12	1	6	1	4	1	4
Electrical Engineering (2)	4	18	2	13	2	11	1	7	1	5
Electrical Engineering (3)	1	11	1	0	1	7	3	16	1	9
Electronics Engineering (1)	1	4	1	5	1	3	1	4	1	5
Electronics Engineering (2)	1	6	1	8	0	0	0	0	0	0
Electronics Engineering (3)	0	0	0	0	1	10	0	0	0	0
Environmental Engineering (1)	1	6	0	0	0	0	1	4	1	4

Q.3 Students of visible minority by division, by program (Palliser Campus)

Division/Program	1998 1999	%	1999 2000	%	2000 2001	%	2001 2002	%	2002 2003	%
Environmental Engineering (2)	0	0	0	0	0	0	0	0	1	6
Environmental Engineering (3)	1	6	0	0	0	0	0	0	0	0
Electronics Service Technician (1)	0	0	2	6	0	0	1	4	0	0
Electronics Service Technician (2)	0	0	0	0	0	0	0	0	1	5
Geomatics Technology (1)	1	6	0	0	0	0	0	0	0	0
Geomatics Technology (2)	0	0	0	0	0	0	0	0	0	0
Geomatics Technology (3)	0	0	0	0	0	0	0	0		
Instrumentation Engineering (1)	0	0	0	0	0	0	0	0	4	12
Instrumentation Engineering (2)	0	0	0	0	0	0	0	0	0	0
Instrumentation Engineering (3)	0	0	0	0	0	0	0	0	0	0
Solid Waste Management	0	0	0	0	0	0	0	0		
Water Resources Engineering (1)	0	0	0	0	0	0	0	0	1	4
Water Resources Engineering (2)	1	9	1	1	1	10	0	0	0	0
Water Resources Engineering (3)	0	0	0	0	1	13	1	13	0	0
Water and Wastewater Technician	0	0	0	0	1	2	0	0	1	3

Q.3 Students of visible minority by division, by program (Wascana Campus)

Division/Program	1998 1999	%	1999 2000	%	2000 2001	%	2001 2002	%	2002 2003	%
Business & Agriculture										
Agriculture Production	0	0	0	0	0	0	0	0		
Beef Management	0	0	0	0	0	0	0	0	0	0
Farm Business Management	0	0	0	0	0	0	1	11		
Farm Mechanics	0	0	0	0	1	8	0	0		
Office Education	8	3	10	4	8	3	15	5	17	6
Community Services										
Applied Photography	1	4	1	5	0	0	0	0	0	0
Early Childhood Education (1)	0	0	1	5	0	0	1	3	0	0
Early Childhood Education (2)	0	0	0	0	0	0	0	0	1	6
Graphic Arts Production	1	4	0	0	0	0	0	0	0	0
New Media Communications	0	0	0	0	1	3	1	3	0	0
Industrial Training										
(Auto) Motor Vehicle Body Repairer	3	7	2	4	1	2	0	0	1	2
Automotive Service Technician	2	4	2	5	2	4	2	4	1	3
Machine Shop	0	0	0	0	1	3	0	0	0	0
Major Appliance Servicing	0	0	0	0	0	0	0	0		
Outdoor Power Equipment	0	0	0	0	0	0	0	0	0	0
Welding	3	5	4	7	3	6	2	4	2	3
Nursing										
Advanced Clinical Nursing	0	0	0	0	0	0	0	0		
Basic Critical Care Nursing	2	7	0	0	0	0	1	3	0	0
Gerontological Nursing	0	0	0	0	0	0	0	0		
Nursing Re-entry	0	0	0	0	0	0	0	0	2	7
Nursing (NEPS) (1)	3	4	5	3	3	2	4	4	3	3
Nursing (NEPS) (2)	3	7	3	5	5	4	3	3	4	4
Nursing (NEPS) (3)	1	7	0	0	0	0	1	50		
Operating Room Nursing & Tech/LPN	0	0	0	0	1	14	0	0	1	50
Operating Room Nursing & Tech/RN	0	0	0	0	0	0	0	0	0	0
Practical Nursing	4	8	1	2	3	2	8	7	4	7
Practical Nurse Re-entry	0	0	0	0	0	0	0	0	0	0
Psychiatric Nursing Re-entry	0	0	0	0	0	0	0	0	0	0
Science & Health										
Advanced Care Paramedic	0	0	0	0	0	0	0	0	1	4
Dental Assisting	2	3	2	3	1	2	0	0	1	2
Dental Hygiene (1)	1	4	2	8	2	8	1	4	0	0
Dental Hygiene (2)	2	8	1	4	2	8	2	8	1	4
Health Information Services (1)	0	0	0	0	1	5	2	7	1	4
Health Information Services (2)	0	0	0	0	0	0	0	0	0	0
Intermediate Care Paramedic	0	0	1	4	0	0	1	2	1	4
Occup/Physical Therapist Assistant	1	7	0	0	3	21	0	0	1	6
Primary Care Paramedic*	1	1	1	1	1	1	2	2	2	2

*Formerly Emergency Medical Technician

Q.3 Students of visible minority by division, by program (Wascana Campus)

Division/Program	1998 1999	%	1999 2000	%	2000 2001	%	2001 2002	%	2002 2003	%
Technology										
Applied Electronic Technician									0	0
Building Systems Operator	0	0	0	0	0	0	0	0		
Building Systems Technician	3	10	2	8	1	4	0	0	0	0
Electronic Communications Tech	3	4	3	4	5	6	4	6	1	4

Q.3 Students of visible minority by division, by program (Woodland Campus)

Division/Program	1998 1999	%	1999 2000	%	2000 2001	%	2001 2002	%	2002 2003	%
Business & Agriculture										
Business	1	2	0	0	0	0	0	0	0	0
Business Planning									0	0
Computer System Support	0	0	0	0	0	0	0	0	0	0
Entrepreneurship and Small Business	0	0	0	0	0	0	0	0	0	0
Helpdesk/Network Operations									0	0
Office Education	1	1	0	0	3	3	2	2	1	1
Community Services										
Advanced Ceramics (2)	0	0	0	0	0	0	0	0	0	0
Barber Stylist	0	0	0	0	0	0	0	0	0	0
Chemical Dependency Worker (1)	0	0	0	0	0	0	0	0	0	0
Chemical Dependency Worker (2)	0	0	0	0	0	0	0	0	0	0
Ceramic Foundations	0	0	0	0	0	0	0	0	0	0
Ceramic Sculpture (2)	0	0	0	0	0	0	0	0	0	0
Cosmetologist: Pre-employment (1)									0	0
Cosmetologist: Pre-employment (2)									0	0
Corrections Worker	0	0	1	1	0	0	0	0	1	1
Early Childhood Education (cert)	0	0	0	0	1	5	1	3	0	0
Early Childhood Education (dipl)	0	0	0	0	0	0	1	17	1	9
Ecotourism	0	0	0	0	1	3	0	0	0	0
Institutional Cooking	0	0	0	0	0	0	1	9	1	6
Media Arts Production (1)	0	0	1	6	0	0	0	0	0	0
Media Arts Production (2)	0	0	0	0	0	0	0	0	0	0
Managing a Craft Business (2)	0	0	0	0	0	0	0	0	0	0
New Media Communications	1	4	1	5	0	0	0	0	0	0
Professional Cooking (1)	0	0	0	0	0	0	2	4	2	5
Professional Cooking (2)									0	0
Short Order Cooking	0	0	0	0	0	0	0	0		
Industrial Training										
Carpentry	0	0	0	0	0	0	0	0	0	0
Outdoor Power Equipment	0	0	0	0	0	0	0	0	0	0
Truck & Transport Mechanical Repair	0	0	1	7	0	0	0	0	0	0
Welding	0	0	0	0	0	0	0	0	1	3
Science & Health										
Home Care/Special Care Aide	0	0	0	0	0	0	0	0	2	6
Technology										
Electrician	0	0	1	2	1	3	1	2	0	0
Forest Ecosystem Technology							1	3	1	3
GIS for Resource Management (1)									0	0
Integrated Resource Management (1)	0	0	0	0	0	0	0	0	1	2
Integrated Resource Management (2)									0	0
Micro-Electronics Technician	0	0	0	0	0	0	1	3	1	4

Q.4 Women in predominately male programs by division by program (Kelsey Campus)

Division/Program	1998 1999	%	1999 2000	%	2000 2001	%	2001 2002	%	2002 2003	%
Community Services										
Institutional Meat Processing	0	0	1	11	0	0	0	0		
Retail Meat Cutting	8	30	5	19	1	5	2	13	2	14
Industrial Training										
Auto Body Technician	0	0	2	14	2	14	0	0	0	0
Agricultural Machinery (1)	0	0	0	0	0	0	0	0	0	0
Agricultural Machinery (2)	0	0	0	0	0	0	0	0		
Automotive Service Technician	2	7	1	4	0	0	5	13	4	11
Automotive Service Technology	1	8	0	0	0	0	0	0	2	17
Driver Training: 1A Comb. Vehicle									0	0
Heavy Equipment Mechanics	0	0	2	4	0	0	4	7	2	4
Industrial Mechanics	0	0	2	14	0	0	3	20	0	0
Machine Shop	2	9	2	8	1	4	0	0	2	8
Parts Management Technician (1)	1	13	8	22	8	27	3	10	1	4
Parts Management Technician (2)	11	33	0	0	0	0	0	0		
Refrigeration and Air Conditioning	0	0	1	7	0	0	0	0	0	0
Truck & Transport Mech. Repair									0	0
Welding	4	9	4	9	7	18	1	2	1	2
Technology										
CAD/CAM Engineering Technology (1)	5	21	4	16	3	6	0	0	4	15
CAD/CAM Engineering Technology (2)	6	22	4	22	0	0	0	0	2	14
Commercial Pilot (1)									2	8
Commercial Pilot (2)									5	20
Computer Systems Technology									7	14
Computer Systems Technology									12	26
Electronic Systems Engineering (1)*	3	9	2	4	0	0	0	0	1	4
Electronics Systems Engineering (2)*	0	0	1	4	0	0	0	0	0	0
Electronics Technician							3	25	0	0
Mechanical Engineering (1)	2	7	0	0	2	1	2	6	3	9
Mechanical Engineering (2)	2	7	2	8	0	0	0	0	2	5
Power Engineering (1)	2	11	2	11	1	2	0	0	5	26
Power Engineering (2)	0	0	2	12	0	1	2	11	0	0
Process Operator Technician	0	0	4	15	1	4	2	8	3	12

* formerly titled Industrial Electronics Technician

Q.4 Women in predominately male programs by division by program (Palliser Campus)

Division/Program	1998 1999	%	1999 2000	%	2000 2001	%	2001 2002	%	2002 2003	%
Industrial Training										
Auto Body Technician	0	0	2	8	0	0	0	0	0	0
Automotive Service Technician	0	0	1	4	0	0	2	8	1	6
Carpentry	1	8	1	7	2	14	3	23	3	23
Welding	2	8	3	12	3	13	1	4	1	4
Technology										
Architectural & Bldg Tech. (1)	13	42	11	37	14	44	23	53	21	58
Architectural & Bldg Tech. (2)	10	50	8	35	7	27	11	35	7	27
Architectural & Bldg Tech. (3)	7	35	9	50	8	40	8	35		
Architectural & Interior Tech							2	100	5	63
Architectural & Interior Tech									2	100
Architectural Technology									17	41
Architectural Technology									0	0
Comp Aided Design / Drafting (1)	14	44	8	32	3	11	5	21	6	26
Comp Aided Design /Drafting (2)	6	30	10	37	6	29	2	11	5	26
Comp Aided Design / Drafting (3)	8	50	2	14	9	41	4	25	2	11
Computer Engineering (1)	3	9	3	10	2	6	2	7	1	3
Computer Engineering (2)	0	0	2	11	0	0	1	5	2	18
Computer Engineering (3)	0	0	0	0	2	15	0	0	0	0
Civil Engineering Technology (1)	4	17	3	14	0	0	1	4	1	4
Civil Engineering Technology (2)	1	9	5	23	4	22	0	0	1	5
Civil Engineering Technology (3)	2	17	1	10	3	20	4	27	0	0
Electrical Engineering (1)	1	4	3	12	1	6	0	0	0	0
Electrical Engineering (2)	2	9	1	6	1	5	1	7	0	0
Electrical Engineering (3)	1	11	1	10	1	7	1	5	1	9
Electrician	0	0	2	9	2	8	3	13	3	13
Electronics Engineering (1)							3	11	2	11
Electronics Engineering (2)							1	6	2	13
Electronics Service Technician (1)	14	58	0	0	0	0	2	7	1	4
Electronics Service Technician (2)	7	47	0	0	0	0	0	0	1	5
Environmental Engineering (1)	6	33	7	39	7	27	12	43	12	52
Environmental Engineering (2)	0	0	10	56	3	21	6	30	6	35
Environmental Engineering (3)	2	11	7	47	9	60	3	33	6	32
Instrumentation Engineering (1)	1	3	2	6	1	3	1	3	3	9
Instrumentation Engineering (2)	2	7	0	0	2	6	2	7	0	0
Instrumentation Engineering (3)	1	6	2	12	0	0	2	11	1	5
Solid Waste Management							2	67		
Water Resources Engineering (1)	6	40	2	15	3	20	4	22	0	0
Water Resources Engineering (2)	3	27	1	11	1	10	1	9	4	29
Water Resources Engineering (3)	2	17	3	33	1	3	1	12	1	13
Water and Wastewater Technician	1	14	2	8	0	0	0	0	1	3

Q.4 Women in predominately male programs by division by program (Wascana Campus)

Division/Program	1998 1999	%	1999 2000	%	2000 2001	%	2001 2002	%	2002 2003	%
Business & Agriculture										
Agriculture Production	2	17	1	9	2	18	0	0		
Beef Management	3	43	2	22	3	20	2	29	0	0
Farm Business Management	0	0	3	50	0	0	3	33		
Farm Mechanics	0	0	0	0	0	0	0	0		
Pork Production Technician (1)	0	0	0	0	21	45	0	0		
Pork Production Technician (2)	0	0	0	0	10	91	0	0		
Community Service										
New Media Communications	13	46	13	41	8	22	16	43	10	29
Industrial Training										
Auto Body Technician	3	7	1	2	0	0	0	0	2	5
Automotive Service Technician	5	10	5	11	5	10	6	12	5	13
Machine Shop	0	0	1	3	1	3	0	0	1	3
Major Appliance Repair	3	12	0	0	0	0	0	0		
Outdoor Power Equipment	1	4	0	0	0	0	0	0	1	3
Welding	7	12	6	11	5	9	8	15	7	12
Science & Health										
Advanced Care Paramedic	3	10	6	19	7	24	10	32	14	41
Intermediate Care Paramedic	10	27	8	31	9	32	15	31	7	30
Primary Care Paramedic*	56	44	52	41	31	42	63	48	54	42
Technology										
Applied Electronics Technician									0	0
Building Systems Operator	0	0	0	0	1	11	0	0		
Building Systems Technician	1	3	1	4	0	0	0	0	0	0
Drafting Technician	7	44	0	0	5	6	0	0		
Electronic Comm. Technology	7	10	6	8	0	0	3	5	0	0

* formerly titled Emergency Medical Technician

Q.4 Women in predominately male programs by division by program (Woodland Campus)

Division/Program	1998 1999	%	1999 2000	%	2000 2001	%	2001 2002	%	2002 2003	%
Community Services										
Corrections Worker	35	59	33	49	34	51	36	46	30	43
Media Arts Production (1)*	3	17	0	0	1	10	9	32	12	38
Media Arts Production (2)*	2	29	0	0	0	0	0	0	0	0
New Media Communications									3	27
Industrial Training										
Carpentry	1	5	0	0	2	14	2	13	2	17
Heavy Equipment Mechanics							0	0		
Outdoor Power Equipment	2	7	1	4	1	4	1	4	0	0
Truck and Transport Mech. Repair	0	0	1	7	0	0	0	0	0	0
Welding	1	5	1	4	0	0	0	0	1	3
Technology										
Electrician	3	7	2	4	0	0	0	0	0	0
Electronics Service Technician	0	0	0	0	0	0	0	0		
Forest Ecosystem Technology									7	18
GIS for Resource Management (0)									1	100
GIS for Resource Management (1)									6	75
Integrated Resource Management (1)	4	24	2	20	13	35	14	32	26	43
Integrated Resource Management (2)	13	35	17	35	0	0	8	47	4	57
Integrated Resource Management (3)	4	11	0	0	0	0	0	0		
Resource/Environmental Law									4	24
Micro-Electronics Technician	1	14	4	13	4	11	6	19	3	12