



# SAULT COLLEGE

ANNUAL REPORT 2013-2014



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ANNUAL REPORT  
2013-2014**

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# Message from the Board Chair

ON BEHALF OF THE SAULT COLLEGE BOARD OF GOVERNORS, I am very pleased to present Sault College's Annual Report for the year 2013 to 2014.

As you read through these pages, you will see that we continue to keep Sault College's vision top of mind, as it speaks to what we are all about, and that is to make society a better place by providing a transformative life experience through empowering those who study with us to think and learn in progressive, innovative ways, including those we have not yet imagined.

It is that vision that inspires us to venture further along the path of post-secondary education in progressive ways despite changes that may be happening all around us. Our vision allows us to keep focussed on what is key, and with each passing year, we know that we are unwavering in our student-centred approach.

Empowering those who study with us to think and learn in progressive and innovative ways, including those we have not yet imagined means challenging assumptions that others may make so that we can create different and most often desirable

outcomes that then create even more opportunities for our students and graduates.

Over the past year, you can see the ways in which we here at Sault College have built a new and innovative place to learn in the post-secondary educational field, with an unprecedented level of expansion and renewal.

Our substantial increase in student enrolment is only one part of our story. Students are coming to Sault Ste. Marie to study here because Sault College is now number one in the province in overall student satisfaction - an enviable goal, certainly, but reflective of our overall approach to teaching and learning. This annual report reflects the achievement of many goals we have set for ourselves and gone about achieving, contributing to our stellar performance.

As we embrace our future and celebrate our past, I would like to express our gratitude on behalf of the Board of Governors, for every dedicated College supporter who has helped us achieve greatness.

We couldn't have done it without you.



Carla Fabbro  
Chair, Sault College Board of Governors

# Message from the President



IT HAS BEEN A FULFILLING YEAR AT SAULT COLLEGE AS we celebrated our stellar key performance indicators identifying Sault College as the number one College in Ontario in overall student satisfaction as ranked by our students. The mission of Sault College is to be recognized as the pre-eminent student-centred post-secondary institution in the province. I am pleased to note that as of this year, that goal has been reached.

When students become the focus of our existence, everything and everyone benefits.

We owe our outstanding key performance indicators to everyone who has contributed to them – our extraordinary faculty and staff who go the distance in putting students first, the college supporters, partners and community members who have helped make excellence happen, and to the students who have made the insightful decision to study with us.

We strive to give our students the education they want and more. Sault College faculty and staff have fostered an unmatched quality learning environment and embraced our innovative practices to create an environment that is poised for innovation, creativity and skills-building. You will find the ways

in which we did so throughout this document.

It is because of our people's efforts that we have received best-in-class results for the last three years. Students are exhilarated and inspired by their college experience with us and feel fully prepared to meet the opportunities and challenges of their future careers when learning here at Sault College. This is not just a statement, it's a fact. And we now have the data to prove it.

Along with our other notable accomplishments, the physical transformation of our campus to reflect the dynamic things happening within has also helped us become the premier post-secondary institution in the province. This year saw the unveiling of Phase II of the campus renewal initiative with an impressive new Student Centre being opened and the Juno-award winning Aboriginal group, A Tribe Called Red, at our inaugural event. We also saw the Common Link – yet another dynamic student space on campus, expand our horizons, giving even more reason for students to want to study here.

The ongoing work of our entire College team, including the committed leadership of our Board of Governors as well as employers and advisory members has enabled us to be the College of choice for a growing number of Ontarians.

As the excitement builds, we will continue to excel with the momentum that we have built together thus far and in doing so, continue to put students first. We know that students are the reason we exist and thus, students continue to be the driving force of all that we do. Our annual report outlines the ways in which we hold that purpose – the exemplary education of the student – central in our approach, and we are unrelenting about the well-being of students informing every initiative we undertake.

We thank you for celebrating our achievements with us over the past year. We look forward to continuing this journey together, further strengthening our organization as we invent a new future infused with an entrepreneurial and fearless spirit. Your continued support, as you will see on the following pages, is making a tremendous impact both near and far.

Regards,

A handwritten signature in black ink that reads "RW Common". The signature is written in a cursive, slightly slanted style.

Dr. Ron Common  
President, Sault College

# About Sault College

## SETTING THE STAGE

*SAULT COLLEGE HAS GARNERED AN ENVIABLE RECORD OF ACHIEVEMENTS IN RECENT YEARS. AS A STUDENT-FIRST, REGIONALLY-FOCUSED LEADER IN THE FIELD OF POST-SECONDARY EDUCATION, SAULT COLLEGE IS UNIQUELY POISED TO SERVE STUDENTS AND ENCOURAGE THEM TO REACH THEIR CAREER GOALS.*

Each year, the College attracts and motivates an increasing number of students by offering a hands-on, supportive learning environment that prepares graduates for future success and the ability to make meaningful contributions to the provincial and global economy.

A wide range of strong educational programs taught by supportive faculty provide a transformational learning experience at Sault. Our College sees opportunity in each teachable moment and every instance where there is a window of opportunity to grow and develop so learners can find solutions for the challenges that may present themselves in an ever-changing world.

We offer quality programming, qualified faculty, and an ambitious vision, and we are an organization filled with creative, hard-working, and dedicated staff and students learning in a space inspired by the beauty and opportunity of our Northern Ontario location – an environment and way of living that shapes and establishes a culture of excellence, resilience, and

entrepreneurship.

Located on the border to the United States and situated in the middle of three of the largest fresh-water lakes on the planet between two massive forested eco-systems, Sault College epitomizes a learning environment that is unmatched for depth of knowledge and applied learning.

Sault College, with our main campus in Sault Ste. Marie, is deeply committed to the Northern Ontario region and growing the provincial economy. Educating thousands students each year, the College has a significant economic impact on the local community, with spin-offs in excess of \$158 million in overall annual economic impact (CQI 2012). Our organization is a major contributor to the livelihood of our region and we are committed to continuing to enhance the North's economic impact and development.

It was just over a year ago that Sault College published its 2012-2013 annual report reflecting updates on the strategic vision and mission of our College. In this publication, one year

STUDENTS ENJOY THEIR NEW SPACE IN THE COMMON LINK



IN DEVELOPING STUDENTS, SAULT COLLEGE FOLLOWS FOUR STATEMENTS REFLECTING THE OUTCOMES WE SEEK IN OUR 5-YEAR STRATEGIC PLAN. BECAUSE THE SUCCESS OF OUR LEARNERS IS FUNDAMENTAL TO OUR EXISTENCE, WE WANT OUR STUDENTS TO SAY THE FOLLOWING ABOUT OUR COLLEGE:

*“I GET THE  
EDUCATION  
I WANT AND  
MORE.”*

*“THE  
PEOPLE  
ARE  
GREAT.”*

*“IT WAS  
WORTH IT  
FOR ME TO  
COME HERE.”*

*“THE  
EXPERIENCE  
CHANGED  
MY LIFE.”*

later, you will see the many ways in which Sault College is striving to achieve our strategic destiny by 2015.

The vision of Sault College is to make our society a better place by providing a transformative life experience through empowering those who study with us to think and learn in progressive, innovative ways, including those we have not yet imagined.

Our mission is to be recognized as the pre-eminent student-centred post-secondary institution in the province with an unyielding dedication to giving students the tools to reach their goals, and in doing so, will be a cornerstone of the communities we serve.

With this impressive vision and vision, we are driven to provide an increasing number of relevant and impactful learning opportunities that lead to strong career paths to support an economy in need of highly skilled and trained workers.

Sault College transforms the lives of students through providing innovative education and training, granting Ontario College certificates, diplomas, advanced diplomas, graduate certificates, and degrees to those who study here. The College is the largest deliverer of apprenticeship training in all of Northern Ontario, leading the region in skilled trades on-the-job training. With the support of a growing number of generous and motivated donors, over \$2 million dollars in scholarships, bursaries and awards is given to our students each year.

In developing students, Sault College follows four statements reflecting the outcomes we seek in our 5-year strategic plan. Because the success of our learners is fundamental to our existence, we want our students to say the following about our College:

1. “I get the education I want and more.”
2. “The people are great.”
3. “It was worth it for me to come here.”
4. “The experience changed my life.”

Sault College’s vision and mission, as developed for the Strategic Plan in 2010, is committed to transforming the following four cornerstones of the institution:

- Programs: Enhancing our programs through applied learning, quality assurance as well as innovative and emerging technologies so that offerings are relevant and flexible and/or community-based.
- People: Engaging our students, staff and community by fostering a culture of caring and, by doing so, increasing retention, experiences, and supports for our diverse learners.
- Partners: Developing strategies to continue to engage our industry and community connections.
- Place (facilities): Renovating and renewing our spaces in order to be a modern, inviting and inspirational place of learning.

As we do so, we will keep a constant eye on increasing our College profile so we can maintain our mission of being recognized as the pre-eminent institution in the province.

Our annual report will outline examples of ways in which Sault College is working to achieve the outcomes desired in our strategic and business plan. It will also reflect how we continue to maintain our lead in delivering a distinct education of the highest academic quality so that students, their families, our partners, employers, and the community feel that the people, programs, value and overall experience of Sault College are exemplary, leading to the positive transformation of individual lives and the larger society as a whole.

# REPORT ON PREVIOUS YEAR'S GOALS AND ANALYSIS OF COLLEGE'S OPERATIONAL PERFORMANCE

## Enhancing our Programs

*WE WILL PREPARE STUDENTS TO MEET THE OPPORTUNITIES AND CHALLENGES OF THEIR FUTURE AND THE NEEDS OF OUR SOCIETY THROUGH BEING LEARNER AND LEARNING-CENTRIC AS WELL AS PROVIDING RELEVANT PROGRAM OFFERINGS THAT FILL DISTINCTIVE EDUCATIONAL NICHEs, ENCOURAGE INNOVATION, ARE RESPONSIVE TO THE CHANGING ECONOMY, ENCOURAGE PARTNERING WITH COMMUNITY ORGANIZATIONS, AND ARE REFLECTIVE OF OUR REGIONAL UNIQUENESS.*

In a continual effort to address barriers that may impede students from learning, Sault College has offered greater flexibility in programs by providing multiple entry points, shorter cycles of learning, and modularized offerings.

The College has been actively involved in leading Aboriginal education and has emphasized increased Aboriginal learner access to postsecondary training opportunities. Current in-community offerings that lead to an Ontario College credential are:

- A new Memorandum of Understanding in partnership with Kenjegin Teg Educational Institute on Manitoulin Island for the in-community delivery of the Culinary Skills – Chef Training (Ontario College Certificate) and Culinary Management (Ontario College Diploma).
- A Memorandum of Understanding in partnership with Seven Generations Educational Institute for the in-community delivery of the Anishinaabemowin-Immersion (Part-time Ontario College Certificate) delivered in Fort Frances.
- Continued delivery of the Social Service Worker – Native Specialization program in partnership with Oshki-Pimanche-O-Win Training Institute for in-community delivery in Thunder Bay, with a total of 14 first-year students enrolled in the program.

NATURAL ENVIRONMENT AND OUTDOOR STUDIES STUDENTS PARTICIPATE IN ANNUAL FIELD CAMP



- The launch of the Fetal Alcohol Syndrome Disorder Ontario College Graduate Certificate in 2013 in partnership with third party provider, Anishinabek Educational Institute located in North Bay, Ontario, with a total of 17 students graduating – the first of its kind in the province.

In recent years, extensive academic programming has also been delivered between Sault College and the following Aboriginal partners: Batchewana, Chapleau, Garden River, M'Chigeeng and Michipicoten First Nations, the Anishinabek, Kenjgewin Teg and Oshki-Pimanche-O-Win Educational Institutes, Métis Nation of Ontario and the Anishinabek Information Technology Centre.

Additionally the Native Education department of Sault College worked collaboratively with the College's Contract Training department to expand and increase in-community program delivery for Aboriginal learners by assisting in the development, implementation and support of the following extensive training opportunities for 2013/2014:

- Renewable Energy and Green Construction Techniques in partnership with Garden River First Nation with 10 students and 9 graduates
  - Construction Carpentry Techniques in partnership with M'Chigeeng First Nation with 12 students and 10 graduates
  - Construction Carpentry Techniques in partnership with Batchewana First Nation with 15 students and 12 graduates
  - Basic Green Construction and Retrofitting Skills in partnership with Batchewana First Nation (with 13 students and 10 graduates), Garden River First Nation (with 13 students and 8 graduates) and Aundeck Omni Kaning First Nation (with 19 students and 12 graduates).
  - Heavy Duty Equipment Technician Pre-Apprenticeship in partnership with Garden River First Nation with 15 students and 12 graduates, half of whom have already been hired
- Enhancing our programs through deep and experiential learning, quality assurance as well as innovative and emerging technologies so that offerings are relevant and flexible and, whenever possible, community-based, is a central component of our strengths as educators. Sault College offers a multitude of exceptional programs to our students to address and respond to industry needs according to trends in the economy and a growing need for skilled workers in the trades.

#### **ENROLMENT UPDATE**

Enrolment numbers for the 2013-2014 academic year indicated total enrolment at the College increased reaching over 3,900 registered students. This includes students in international, continuing education and academic upgrading.

Health, Aviation and Skilled Trades were among those program areas that saw the largest increase in application demand.

Waitlisted programs have more than doubled since 2010

demonstrating growing popularity across all schools. Among the waitlisted programs this past year were Aviation Technology - Flight, Digital Film Production, Bachelor of Science in Nursing, Practical Nursing, Occupational Therapist Assistant/Physiotherapist Assistant, Personal Support Worker, Hairstylist, Esthetician, Mechanical Engineering Technician, Welding Techniques, Metal Fabrication Technician, Motive Power Fundamentals - Automotive and Advanced Repair, as well as Heavy Equipment and Truck Repair, and Fish and Wildlife Conservation Technician.

Many students relocated to Sault Ste. Marie from other parts of the country and the world to further their studies, proving that Sault College has become a preferred educational destination for many. This fall, Sault College welcomed students from Brazil, Spain, India, Nigeria, Iceland, Bermuda, Japan, Libya, the United States, and other countries. This year, over 1,000 students relocated to the community from out-of-town to attend the college, including 75% of students in the Natural Environment and Outdoor Studies programs alone.

Overall enrolment at the College was up 4.4% in all years across the College this past year. Since 2008, the College has grown substantially, with a total of 2,492 current full-time post-secondary students compared to 1,854 in 2008. This represents a 34% growth in enrolment over the past five years.

#### **JANUARY STARTS**

To develop greater flexibility in programs, in January 2014, Sault College once again addressed the growing needs of adult learners by offering a number of programs allowing students to begin their studies earlier in the year. The programs that were offered in January of this year included:

- Adventure Recreation and Parks Technician
- Business
- Fish and Wildlife Conservation Technician
- Forest Conservation Technician
- General Arts and Science – Liberal Studies
- General Arts and Science - One-Year program
- Natural Environment Technician – Conservation and Management
- Peace and Conflict Studies
- Personal Support Worker
- Police Foundations
- Protection, Security and Investigation,
- Pre-Health
- Welding Techniques and Metal Fabrication

Each learner has specific needs and life situations and therefore we must continually look at ways to identify and remove barriers that may impede success at the post-secondary level, including the implementation of increased January starts.





CONSTRUCTION STUDENTS WORK ON BUILDING A NEW RESIDENTIAL HOUSE

### LIFELONG LEARNING

The past year was an innovative and exciting time for Sault College's Continuing Education in the realm of special programming as we reached out in many ways to diverse individual and community needs. Working with several community partners, and engaging a myriad of student populations, several projects aimed at increasing adult learning were initiated and successfully run.

- Sault College, in partnership with Garden River First Nation, offered a Heavy Duty Equipment Mechanic/Operator Pre-Apprenticeship training program from March of 2013 until November of 2013 with 15 participants. This training offered 8 weeks of Academic Upgrading /Job Readiness training along with Enhanced Level I Heavy Duty Equipment Technician training as well as work paid placements.
- Another unique program partnership for Sault College involved Native Education and Kenjgewin Teg Educational Institute in M'Chigeeng First Nation. Offering year two of the Culinary Management program, 10 students were enrolled from the community of M'Chigeeng First Nation. This program began in September 2013 and 8 students graduated in the spring of 2014 with their Culinary Management Diploma from Sault College.
- Additionally, a partnership with Sault College Native Education and Seven Generations Educational Institute in Fort Frances allowed Continuing Education to begin offering the first 4 courses in the Anishinaabemowin Immersion program in Fort Frances in September 2013 with a strong cohort of 24 students from their community enrolled. These courses were offered on weekends with a second year of Anishinaabemowin Immersion program beginning in fall 2014.
- Sault College, in partnership with Aundeck Omni Kaning First Nation on Manitoulin Island, offered a Level II General Carpenter Training program, continuing with the students who successfully completed the Basic Green Construction and Retrofitting Skills that ended in March of 2013. This programming began in January and ran for 12 weeks in community. 12 students successfully completed the Level II in class General carpenter apprenticeship curriculum as well as Level I Welding training.
- In partnership with Missanabie Cree First Nation and Maple Leaf Homes, Sault College also offered an Introduction to Home Construction program in Echo Bay in partnership with Missanabie Cree and Maple Leaf Homes with 18 students enrolled. This program began in February and ran for 12 weeks. Students received hands-on experience constructing modular homes as well as a variety of Health and Safety certifications during their time with us.
- Sault College's Continuing Education department, in partnership with Sault College's Native Education department and Anishinabek Educational Institute in North Bay offered the Fetal Alcohol Spectrum Disorder Certificate in community. In January of 2014, 11 students registered for this program's first semester at the Nipissing Campus in North Bay, Ontario.
- Sault College, in partnership with the Algoma District Ser-

vices Board, North Shore Tribal Council and the Elliot Lake Centre for Development, offered a Personal Support Worker program at the Blind River Health Centre for students who live in Thessalon, Blind River and Elliot Lake area. All students are sponsored by Ontario Works. This program is scheduled to end in November of 2014.

## **ACADEMIC UPGRADING**

Sault College continues to be a leader in providing quality adult upgrading opportunities for the community of Sault Ste. Marie and the region. With a philosophy of “students first,” the Academic Upgrading department served 303 learners over the 2013/2014 academic year, a 9.5% increase from the previous year. The program continues to exceed its enrolment targets and this success could be attributed to increased program access through year-round delivery of class offerings in math, English and the sciences and the implementation of these three success and retention initiatives during the 2013/2014 year:

- 1) The Academic Upgrading dual enrolment option for Academic and Career Entrance students was implemented in January 2014. This option allows students to enrol in one elective credit course at the college with the intent of preparing them for the expectations of college while at the same time encouraging learners to continue on to post-secondary education; students who participated in the January intake will be enrolled in full-time college programs during the 2014/2015 academic year.
- 2) New coursework to address various barriers that students face was implemented in September of 2013. Courses to prepare students for entry to the college via mature student status and courses revised to include blended and online learning to accommodate learning preferences and make coursework accessible 24/7 was created.
- 3) Working together, two departments of the College – Academic Upgrading and Employment Solutions delivered personal, academic and employment success workshops to Academic Upgrading students on campus. This partnership is part of an overall student retention initiative to deliver information and support that students have requested in addition to academic coursework. Initial evaluation demonstrates an 80% increase from the 2012-2013 year in students participating in workshops and seminars and an increase of 125% in completion of the for-credit Self-Management/ Self-Direction course. Students have the option of attending workshops of interest or enrolling in the course, resulting in them receiving credit for attending workshops and completing associated coursework. Some students who participated found employment as a direct result of this partnership.

As further proof to the student-centred philosophy, Sault College continues to exceed provincial program satisfaction targets by an outstanding 30% exceeding the provincial standard yet again, increasing that number by 5% during the 2013/2014 year. Academic Upgrading continues to offer successful student engagement activities including monthly Lunch-n-Learn sessions, “student of the month” awards, and two student achievement luncheons to keep learners motivated and inspired to learn.

## **EMPLOYMENT SERVICES**

Another area of the College that has also experienced significant success over the past year is Employment Solutions, a department of Sault College and a local Employment Ontario service provider that helps individuals find sustainable work by providing one-on-one consulting services and developing personalized employment plans.

As the exclusive posting and referral agent for a number of local employers, services this year included posting job vacancies, collecting and pre-screening résumés, holding information sessions, planning and hosting job fairs and providing interview facilities, as well as assisting with the writing of job descriptions, offering training and coaching for new employees, and delivering helpful workshops for new hires such as health and safety, customer service, Smart Serve and WHMIS. This Employment Ontario service also referred employers to funding sources for workplace training and apprenticeships and provided employment services to communities throughout the region.

Sault College Employment Solutions also hosted a well-attended information session this year called, “Careers of the Future.” The event was for local high school students and their parents and provided relevant information about careers that are expected to be in demand over the next 2 -5 years in our local and regional labour market. Attendees heard presentations from representatives in the trades, health care, construction, financial services and information technology sectors. The presentations focused on the types of positions, work environments, benefits and salary ranges that can be expected in the local job market in the near future. The session also assisted students and parents with their immediate post-secondary education planning as well as long-term career planning. Each organization delivered a 10-15 minute presentation followed by a brief question and answer session from the audience. Videos of the presentations were then uploaded to the Employment Solutions website so those that were not able to attend could still get the valuable information.

## QUALITY ASSURANCE

In our commitment to providing a college-wide quality assurance and assessment program strategy that ensures we meet and exceed students' expectations as well as local, regional and global labour market demands, Sault College underwent the Program Quality Assurance Process Audit (PQAPA), a formal review of program quality assurance practices. PQAPA is a formal review process that occurs every five years and ensures that colleges have policies and documented processes and practices in place so that students are supported to successfully achieve the learning outcomes of their academic program.

The audit began with the submission of a self-study report by the college and concluded with a subsequent site visit by a three-person external audit panel. The self-study and audit visit were based on reflection of six defined quality criteria. A formal report prepared by the auditors outlines areas in which the College excels in facilitating student success, as well as recommendations for continuous improvement.

As a College, we know and recognize that our efforts are being noticed by our community, partners and most importantly, by our students. Key Performance Indicator Student Satisfaction surveys were successfully administered with very high satisfaction scores across the organization.

Students have indicated that Sault College ranks highest in the province among Ontario's Colleges in overall student satisfaction. Eighty-five percent of Sault students are either satisfied or very satisfied with their overall experience at the College, with a #1 ranking overall.

In addition to measuring students' satisfaction with knowledge and skills gained and the quality of learning experiences, the survey asks students how satisfied they are with the overall quality of facilities and resources. This is where the most significant improvement was seen for the College, with the organization receiving its highest ranking ever, improving an unprecedented five percent from last year, to 84.6 percent. The addition of Essar Hall, the Student Health and Wellness Centre and The Common Link on campus have all enhanced the student experience significantly and are attributed to this increase.

## ABORIGINAL EDUCATION

Sault College Native Education anticipates the on-going evolution of Aboriginal education at our institution as we work towards meeting identified goals and priorities over the course of the next year. In the following ways, Sault College has met the needs of Aboriginal students:

- 500 self-identified Aboriginal students for 2013/2014
- 165 graduates for 2012/2013 (94 certificates, 67 diplomas, 4 degrees)
- 113 Aboriginal student recruitment events
- 140 students accessing Native Education and Training De-

partment tutoring services

- 60+ students receiving in-community support visits
- 178 students participating in pre-orientation presentations
- 130 students receiving advocacy support
- 250+ students receiving financial counseling
- 30 traditional craft workshops held
- 15 cultural workshops held
- 16 social events held
- 34 drum circles held
- 80 student lunch events held
- 8 traditional ceremonies conducted
- 15 guest speakers
- 170+ students participating in Skills workshops (study skills/ stress/time management/ scholarship clinics)

Fostering an environment of inclusion and mutual respect for all learners and visitors, Native Education at Sault College continues to strive to provide timely, culturally appropriate services and programs. Connections between Sault College and Aboriginal communities continued to be an area of strength for the organization over the past year, contributing to the

ABORIGINAL EDUCATION IS A PRIORITY AT SAULT COLLEGE –  
TIM MCGREGOR PARTICIPATES IN SAULT COLLEGE'S ANNUAL POW WOW  
HELD IN THE STUDENT HEALTH AND WELLNESS CENTRE



positive impact and empowerment of all peoples.

Working in partnership with the Chapleau Cree First Nation, a joint proposal was submitted to identify the assets and gaps in educational experiences and employment skill development of Chapleau Cree First Nation community members through the creation of a skills asset map in addition to developing and implementing a work development plan using the skills asset map as a guide.

Additionally, a collaborative partnership between the six Northern colleges in Ontario focuses on building capacity within Northern colleges in order to increase opportunities for access and pathways to achievement for Aboriginal learners. Key initiatives focus on collecting, documenting and sharing established best practices in the area of Aboriginal Education with a view to “benchmarking” these best practices to set standards that will become adopted by colleges, beyond the North, to support the academic success of Aboriginal learners. A three year initiative is currently in year two of the project.

### **HIGH SCHOOL STUDENT ENGAGEMENT**

Connections with Secondary school students also contributed to programming this year. High school students continued to participate in post-secondary and apprenticeship training courses, earning dual credits. Dual credits engage students through exposure to college courses and culture while supporting their successful transition to post-secondary education. These dual credits also help students complete their Ontario Secondary School Diploma while customizing their learning with exposure to the welcoming Sault College environment.

Several delivery models are used to offer dual credits. There are integrated courses where high school students join a class with other college students, whereas congregated courses are comprised of high school students taking a college course on campus. Team taught dual credits are the alignment of one college course to a high school course and the aligned curriculum is delivered by both a college faculty member and a high school teacher. Level One apprenticeship dual credits are delivered on campus in one semester.

This year, over 556 students were given the opportunity to participate both locally and at a distance in dual credit options for the following courses: Anatomy & Physiology, Business Law, Canadian Criminal Justice, College Communication Skills, Creative Writing, Construction Tools/Safety, Customer Service Training, Drawing/Illustrations, Electrical Fundamentals, Environmental Ethics, Everyday Math, Introduction to Business, Introduction to Concurrent Disorders, Introduction to Human Relations, Introduction to Psychology, Introduction to Social Sciences, Introduction to the World of Art, Introductory Sociology, Medical Terminology, Music and Pop Culture, Personal and Academic Success Strategies, Philosophy of Peace, Police

Powers, Pre-Technology Math 1, Social Work with Families: Issues, and The Canadian Experience.

Specialist High Skills Major for grade 11 and 12 also allowed high school students to take one college course as a reach-ahead opportunity. Courses that were offered this year included Arts and Culture (Digital Photography), Manufacturing (Shield Metal Arc Welding) and Construction (Concrete & Formwork).

Two Aboriginal projects were offered to 27 students this year and they enjoyed taking Machine Shop Fundamentals and Kitchen Operations. These two courses offer an opportunity for college pathway exploration as well as much needed employability skills.

Participation in Level One apprenticeship dual credit training for Cook (with seven students), Hairstylist (with 12 students), and Small Engine Mechanic (with one student) also helped to introduce high school students to the trades.

From July to August 2013, 12 high school students participated in a dual credit for Personal and Academic Success Strategies. This successful project will run again in July of 2014. Close to 1,200 grade 8 students from local and district schools visited Sault College in May, 2013 in order to gain an awareness of our college and the programs we offer. Each student attended three workshops in the program areas of their choice. These visits also serve the purpose of providing grade 8 students with the knowledge that they can participate in dual credits once they reach grade 11 and 12.

### **STUDENT SUPPORT**

Since the inception of the funding from the Ministry of Training Colleges and Universities (Mental Health Innovation Fund), Sault College has implemented a multi-facet of goals and tasks to improve the connections and supports for students with mental health issues on campus. The following reflects the highlights of the past year:

January-March 2013: Initial work with the search and development for the recruitment of two psychologists to work on-campus to provide services for students with complex mental health situations took place. Partnerships have been developed with the Canadian Mental Health Association to provide varying mental health services both on-site and off the College campus.

April, 2013: The delivery of on-site psychological services at the College for more complex mental health needs began. Psychologists provided treatment for students suffering from depression, anxiety, adjustment disorders, substance abuse and grief.

September, 2013: The relocation of the counsellors to a more accessible area improved the counselling work addressing comfort, safety and student confidentiality.



COMMUNITY INTEGRATION THROUGH COOPERATIVE EDUCATION STUDENTS  
PREPARE TO RECEIVE THEIR COLLEGE DIPLOMA AT CONVOCATION

July-August, 2013: The Canadian Mental Health Association located an individual on campus two days a week to work with Student Services, the Students' Union and faculty members to provide education, awareness, training and activities to further promote mental health.

Additional activities of the Mental Health project included acquiring the services of Family Life Theatre to conduct a live play on suicide awareness. The event was followed with a panel of experts to discuss the play. Approximately 120 students attended the play and following discussion. Family Life Theatre also provided three films relating to the topics of anxiety and depression that were shared with students which will be used from year to year to develop awareness. A question and answer session was provided after each viewing.

Working collaboratively with the Pan-Northern Group (Cambrian, Confederation, Northern and Canadore Colleges) has been beneficial to the Mental Health project. Three significant areas that benefit Sault College specifically included:

- Incorporating a Peer Support Program to recruit students supporting students with mental health issues;
- A student Portal for all college students in Northern Ontario colleges to access a website that provides information and resources on mental health, and
- A Northern student summit conducted in Timmins for a group of students who returned with valuable insights on assisting with developing a greater awareness of mental health issues on campus and addressing the stigmatization of mental health.

In addition, an Elder in Residence program began at Sault College in September of 2013 and offered students Aboriginal approaches to healing as well as Native ways through modeling culturally-enriching experiences. A Traditional Healer was also on campus during the year to offer Traditional Healing Methods to learners. The Elder has provided language, culture and general well-being contact with students, provided information on services to faculty, made class presentations to raise cultural competency awareness, and participated in various events held in the Native Centre to lend support.

## RESEARCH INITIATIVES

To enhance programs with applied research opportunities at the College, to further support community partners, and to advance the organization in applied research, students in various programs were given the opportunity to participate in research projects through the College's Applied Research Centre. The college is building on and expanding our partnerships with community stakeholders through collaborative applied research ventures that provide value to our partners and enrich the learning experience for our students.

As part of our continuing effort to diversify and grow our applied research capacity, phase II of our Applied Research project, known by the Trademark name, "Viscus", was completed. A Sault College team comprised of a Mechanical Engineering graduate, faculty members and a student from the Video Game Art program, worked on the aesthetics design component of the project.

Funded by the Ontario Centres of Excellence (OCE) through a competitive process, the new Viscus design incorporates the mechanical components and parameters that Sault College developed in Phase I. The project also involved an assessment of the product weight, cost, ergonomics and aesthetics that were not a part of the initial project scope and provided our graduates with real life experience in research and development, costing, manufacturing and analysis and testing. The Viscus will be manufactured by industry partner, Back in Motion Inc. and will be sold to hospitals and clinics to rehabilitate various patients with joint problems as well as survivors of stroke.

Through the College's Natural Sciences and Engineering Research Council of Canada (NSERC) status that allows our College to apply for and administer NSERC grants, this year, Sault College submitted two grant applications and was successful in receiving funding for both.

The first of these grants, jointly funded by NSERC and the OCE, was to support an applied research project in the medical health and IT field named "DiCAT." The project is currently underway in collaboration with industry partner eQOL Inc., a privately held company that is based in Sault Ste. Marie and Toronto, whose solutions will enable people living with chronic conditions to care for themselves and transition out of the hospital environment.

DiCAT, the company's first offering, is a mobile technology solution for home dialysis that aims to simplify the self-care process and reduce the intimidation that patient's experience. DiCAT consists of iPad- and web-based applications that will provide enhanced connectivity, access to resources, and process management.

Moving beyond conventional monitoring technologies, eQOL provides a novel patient-centric self-care model with copyrighted training content and proprietary process management algorithms. DiCAT will promote a shift from hospital-based care to care in the home that empowers patients, streamlines processes, and alleviates strain on vital hospital resources, ultimately improving patient outcomes and patient quality of life.

The second of the NSERC grants awarded to Sault College under the Applied Research Tools and Instruments Grant (ARTI) will support the establishment of an advanced Robotics Simulation Lab at the College that comprises two industrial robots fully equipped with grippers, vision, welding capabilities and the related programming and simulation software.

The new lab, whose installed value is estimated to be over \$400,000, will be fully capable of performing a wide variety of full-scale manufacturing simulations such as: palletizing and packing; measuring; materials handling; dispensing; machining; measuring; assembly; and welding and cutting applications, making it relevant to most companies in the region.

Sault College aims to create the ideal platform for applied research and innovation, industry collaboration, and learning with the goal to produce the best possible, highly qualified personnel with advanced skills in the field of robotics for Canadian industry. This valuable addition will provide a local, accessible resource where companies can collaborate with faculty, student researchers and technicians to simulate test and develop effective solutions to their automation challenges.

Additionally, in the area of Applied Research, The Ministry of Economic Development, Trade and Employment awarded Sault College a \$347,066 grant to assist with the development and delivery of the Sault College Youth Entrepreneurship Skills (YES) Project.

The YES project is slated to run from July, 2014 to June, 2015 and will provide high-touch entrepreneurship training with specialized mentorship for youth facing multiple barriers to self-employment that will assist them in launching self-employment and small business ventures.

This entrepreneurship project will address the niche requirements of vulnerable youth and be implemented across seven Northern communities extending from East Algoma to Wawa, including four Aboriginal communities. The offering will include a training program along with formal curriculum, specialized mentorship, wrap-around supports, and twenty micro-grants to assist successful participants with their small business start-ups.

Throughout the entrepreneurship training, College resources will be available to participants and include a variety of culturally competent, individualized services in the areas of counselling, disability services, advocacy, community referrals, financial supports and transition planning to ensure success. Additional College resources that may be available to participants include the School of Business, the Business Accelerator Centre and the Applied Research Centre.

It is anticipated that approximately 90 youth will participate in the entrepreneurship initiative, with 50 new jobs created as a result of this project.

#### NEW TECHNOLOGIES AND APPROACHES

Within recent years Sault College has gained a reputation for the quality of business programs for continuously taking steps to improve. This past year, Sault College opened its School of Business, consolidating the college's 15 business offerings, including diploma programs, graduate certificates and continu-

ing education courses under one school.

During the 2013-2014 school year, three out of five full-time post-secondary programs within the School of Business program underwent a thorough review intended to reveal any issues that need to be addressed in order to ensure students, graduates and employers continue to provide positive feedback on the programs of study.

During the review, the Dean and Faculty were able to take a closer look at what employers expect students to be able to do when they graduate and ensure teachings are catered to perform these tasks in progressive and innovative ways.

Not only were students excited about our quality programs, they are pleased with their new learning spaces. Moving many of the School of Business classes to the newly constructed 75,000 square foot Essar Hall has enabled our professors to take advantage of state-of-the-art audio-visual systems and spaces. The modern classrooms in Essar Hall are well equipped with leading edge technology that facilitates the task of teaching theoretical business principles before these principles are put into practice in carefully planned learning activities that simulate real business scenarios. Employers are pleased with the level of learning graduates are demonstrating because our

PROMOTIONAL POSTER HIGHLIGHTING SAULT COLLEGE'S PARTNERSHIP WITH HUMBER IN TORONTO



students are getting practice doing the very same tasks and solving many of the same issues they will encounter once they enter the workplace of the business world.

Additionally, in the area of Business, a new Professional Golf Management program at Sault College in partnership with Toronto's Humber College was launched this year. Business students at Sault College can now take one year of the Sault College Business program and then transfer to Humber College's Business Administration – Professional Golf Management program.

Recognized industry professionals, former Professional Golfers' Association touring professionals and the Canadian Tour Commissioner will all be involved with teaching the students of the new Professional Golf Management program. The unique training allows students to gain a deep understanding of both the sport and the business side of the game including marketing and finance, turf, bar and restaurant management, accounting, human resources, selling, retail management, course design and sport psychology.

In the area of transportation, an increased demand allowed a newly designed Motive Power Fundamentals – Marie and Small Engine Repair program to launch in 2013. A newly designed one-year post-secondary certificate programs allows students who are learning alongside apprentices, to gain unique hands-on training experience by fully integrating themselves with outboard motors, inboard engines, snowmobiles, personal watercraft, ATVs, snow blowers, lawnmowers and a variety of other small engines.

The Motive Power Fundamentals – Marie and Small Engine Repair program was traditionally offered as a tuition short 6-month offering and was converted to an 8-month offering allowing students to obtain a one-year post-secondary certificate. New equipment was also purchased for this program that included a new set of outboards and a class set of Briggs and Stratton 6.5 horsepower horizontal shaft engines so that students learn on the latest types of equipment in the field.

The Motive Power department received a generous donation of over \$21,000 worth of engines, transmission and a differential from a community supporter, Ford, that allowed the program to add new training modules and equipment for the delivery of curriculum. Additional equipment enhancements this year included an air brake training module for inspection, a 2014 Freightliner day cab transport with all new systems such as collision avoidance, ABS, stability control, traction control and the emission systems for exhaust after treatment.

Additional equipment enhancements were seen in the Civil/Construction department through the Capital Equipment and Renewal Fund. The funding has allowed for the purchase of new and updated equipment for the Soils lab including a sieve cleaner, sieve shaker and enclose, specific gravity bench and a

compactor. Other enhancements included a new Leica level, concrete air testing units and a complete refurbishment and calibration of one of the total station units.

In the field of community services, Child and Youth Worker students were introduced to online quiz preparation assignments to ensure that they reviewed material before attending class. As a result, students arrived better prepared to move immediately into class discussion and application exercises.

The General Arts and Science department launched a new online creative arts journal in early 2014 called *The Spark*. Edited by Professor Mark Dunn, *The Spark* publishes fiction, poetry, art, photography and editorial pieces from College students, staff and faculty. It is hoped that a yearly print version will be published beginning in 2015. An editorial board of students will be formed in the Fall 2014 semester at the publication progresses.

In other program areas, third semester Adventure Recreation and Parks Technician students were given the unique opportunity to visit the Sagamok First Nation for a staged four day sea kayak and geology tour of the Benjamin Islands. Students learned how to navigate this impressive group of islands through sheltered coves and were able to see firsthand the evidence of the last ice age on neighbouring islands and at their basecamps. Through this experience, students also learned how to route plans, manage risks and survive in harsh conditions, all part of their robust adventure training.

## **ATHLETIC ACHIEVEMENTS**

Another area of success with programming was experienced with Sault College's Athletic area, which celebrated the opening of the new Student Health and Wellness Centre on September 16, 2013. The new gym is a beautiful addition to campus and served as an effective training and educational resource. The 5,000 square foot facility is complete with cardio training, free weights and push pin resistance training equipment as well as a two-lane indoor walking/running track. All cardio equipment also features a sophisticated 19" technology touch screen so members can watch TV, surf the internet, plug in their ipod/iphone and work out on of the best trails in the world via virtual programs that display the actual landscape travelled in those areas of the globe.

As the Athletics programs adjust to their beautiful new spaces, the following successes were celebrated this past year:

- Both Sault College Men and Women's cross country teams travelled to Kirtland College for the NJCAA where both teams placed in the top three. The women's team experienced phenomenal success this year capturing gold at the OCAA championship. From there, the women's team competed at the National Level placing 11th overall in Canada. The Cougars in their sophomore season have made





SAULT COLLEGE ATHLETICS PROGRAMS ACHIEVED GREAT SUCCESS THIS YEAR – PICTURED HERE ARE THE MEN AND WOMEN’S CROSS-COUNTRY AND CURLING TEAMS AS WELL AS SAULT COLLEGE’S CHEERLEADING SQUAD

a statement and will undoubtedly be ready as they look to rise to the top in both Ontario and Canada in the sport of cross country.

- The Sault College Cougars curling teams had their best Canadian Colleges Athletic Association (CCAA) National Championships performance in the history of the College this year. It was also the first CCAA Championship the college has ever hosted and was a culmination of years of work. The second day of the competition featured the CCAA Championship Banquet at the Comfort Suites and Conference Centre where athletes had a chance to relax and enjoy a night with teams. The curlers in attendance had the pleasure of meeting legendary Sochi Olympics Gold Medal curling coach Tom Coulterman who shared his insights on curling as well as his Olympic experience.
- The Sault College Women's Curling team with skip Megan St. Amand (Thunder Bay, OTA/PTA), vice Michelle MacLeod (Sault, GAS), second Jessie Harnden (Sault, Pharmacy) lead Aislyn Ireton (Perth, BSCN) and Jessica Merrifield (Sault, BSCN) took on the nation's best and finished 5th overall in Canada. The men's squad of skip Chris Glibota (Sault, Pharmacy), vice Matt Mann (Renfrew, Fitness & Health), second Kyle Sherlock (Thessalon, Digital Film) lead Mark Dugas (Sault, GAS) and fifth Marcus Palmerini (Toronto, Police) claimed National Bronze placing 3rd in Canada.
- The Cougars Cheerleading squad has quickly leapt onto the national cheerleading scene under the tutelage of Coach Caitlyn Nelson who has developed a competitive squad each year. For the second time, Sault College's Competitive Cheerleading squad headed to the Cheer Evolution University and Open Championships and captured the International Level 4 Championship. This year's competition featured universities, colleges and private elite cheerleading programs for the first time in the Cheer Evolution Ontario Championships. The Cougars proved that they not only belong with these high level clubs but also among the many larger universities. The future looks bright as the Cougars look to build on this success in the upcoming seasons.

It was, indeed, a dynamic and rewarding year in sports for our organization.

### **DIGITAL FILM PRODUCTION**

Sault College proudly welcomed thirty future filmmakers from across Ontario into the new, two-year Digital Film Production Program this year. There was an overwhelming response to the new program offering as it is the first of its kind in the region. Where possible, this new full-time offering will take advantage of the unique opportunities that the Sault, Algoma region and College provide. With so many entertainment and new media

outlets, the global appetite for fresh and original content is virtually insatiable. Graduates of this program may work as Independent Filmmakers, Screenwriters, Producers, Production Managers, Production Coordinators, Production Assistants, Assistant Directors, Directors, Sound Recordists, Sound Mixers, Editors, Editorial Assistants, Camera Operators and Camera Assistants.

Support from local industry for this new program has been outstanding with numerous opportunities for students to connect with the community. The first of these partnerships included the Canadian Bushplane Heritage Centre where students gained a hands-on, work placement opportunity to produce a series of videos for the Museum and their website.

Additionally, members of the Digital Film program enhanced their filmmaking knowledge with a special Master Class held by Warren P. Sonoda, an award-winning director of over 160 music videos and who successfully transitioned into feature filmmaking. While filming a P23 Entertainment and Ridgerock Faith feature entitled "A Masked Saint" in Sault Ste. Marie, Warren was able to speak with budding artists about the film industry. Additionally, students were given the opportunity to work on the film in areas such as lighting, editing, sound and acting.

Sonoda has been nominated for over thirty national and international awards including fifteen CCMA nominations with a recent 2013 Director of the Year nomination and wins for Director of the Year (Tara Oram) and Music Video of the Year (Johnny Reid). Most recently he received the Queen's Diamond Jubilee Medal, by order of Her Majesty Queen Elizabeth II, in recognition for his outstanding contributions to the Canadian film industry. His filmography includes Swearnet, Servitude, Five Girls and Unrivaled. His television credits include episodes of Trailer Park Boys, Todd & The Book of Pure Evil, and What's Up Warthogs.

### **GLOBAL INITIATIVES**

In alignment with the college's five-year strategic plan for incorporating community-focused projects into its curriculum, and to further strengthen students' learning experiences, one of the major requirements of the Global Citizenship course was to demonstrate how individuals can make a difference when they become active and engaged global citizens. Working individually and in groups, students choose from a compelling number of projects with which to get involved, and then went about finding the most impactful way to address them. Sault College's Global Citizenship classes undertook a large number of student-run projects this year to raise awareness and support for over a hundred non-profit organizations that helped make society a better place as a result of their efforts.

The number of global projects at the College grew from forty in the first year to over a hundred in total this year



DIGITAL FILM PRODUCTION STUDENTS PRACTICE THEIR SKILLS THROUGH TAPING VARIOUS SHORT FILMS ON CAMPUS

that involved fundraising, increasing awareness, and actively participating in a cause, organization, or agency at a local or international level. We're very proud of the dedication and commitment of our students who serve as ambassadors in our community. These impactful initiatives are a demonstration of their good works and the College's commitment to fostering positive change on a local, national, and global scale through dedicated community citizens, our students.

One of the most exciting international initiatives took place this year as sixteen baccalaureate nursing students from Sault College had the unique opportunity to explore health on a global scale by participating in an international learning experience to Nicaragua. Students were involved in several in-class learning sessions at Sault College over the winter semester to prepare for their international placement in Nicaragua and were selected to travel with the learning group over a fifteen-day period in April. With this experience, students explored

the impact of culture and geography on health while working in local communities to positively influence health.

The nursing students played an integral role in advancing wellness through a variety of initiatives prior to the excursion including a partnership with Zonta club through the Days for Girls Campaign that provides women in developing countries with essential hygiene kits. Community health assessment, health survey development and the distribution of first aid and hygiene kits were just some of the projects nursing students had the opportunity to work on during the two-week learning experience. The students also fundraised to support a Nicaraguan nursing student in his or her studies for at least one year through their involvement with the initiative.

In all of these ways, Sault College has certainly met our goal of maintaining a relevant program portfolio that fills distinctive educational niches, fosters creativity and innovation, and reflects our regional uniqueness.

# Investing in our People

*PEOPLE ARE AN INVALUABLE CORNERSTONE TO OUR COLLEGE'S STRATEGIC PLAN AND ARE OUR STRONGEST, MOST VALUED RESOURCE. THEY ARE THE INTELLIGENCE, THE SKILL, THE DECISION MAKERS AND THE ENERGY BEHIND OUR SUCCESS.*

Sault College, known for its innovation and quality of services, has, at its core, its people, each of whom come up with new ideas, develop needed services and decide how to handle the challenges that present themselves, thereby fuelling the organization's advancement.

Sault College's ideas and concepts may be duplicated or

implemented by others, but the collective actions and spirit of our tireless employees continue to be exceptional. Working together to engage our students, one another and community members by fostering a culture of caring increases retention for our diverse learners and builds the success essential to us as a pre-eminent post-secondary intuition.

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## INVESTING IN OUR STUDENTS

Students are the central focus of our College. We recognize that by building a new generation of learners who can readily adapt to the challenges and opportunities faced in our rapidly changing economy and world, we are giving back to society and serving as a critical piece of the local, regional and global economy.

Since our core mission as a student-centered organization is designed to lead us to the highest level of excellence, Sault College has made the learning and experiences of our students a priority. Students are the reason we exist. This section will outline the ways in which we have supported that purpose – the education of our students – over the past year.

### CONVOCATION

Families and guests of Sault College's newest graduates came together to celebrate convocation at the Essar Centre in downtown Sault Ste. Marie on Friday, May 24th, 2013 in two highly engaging and inspirational ceremonies. The morning ceremony conferred students in the schools of Health, Wellness and Continuing Education and the School of Community Services and Interdisciplinary Studies. The afternoon ceremony conferred students in the School of Environment, Technology and Business.

In total, there were 1,060 candidates for graduation from Sault College in 2013.

The keynote speaker in the morning convocation that day was Roxanne Joyal, Co-CEO of 'Me to We' and founding member of 'Free The Children'. Joyal received an honorary diploma

in Peace and Conflict Studies from Sault College for her international charity work and for empowering youth to achieve their fullest potential as agents of change.

The keynote speaker for the afternoon ceremony was Jim Adams, Director of Employment and Training Division for the Ministry of Training, Colleges and Universities for Northern Ontario. Jim spoke of his experiences from various ministries he has served with as well as a variety of management and executive roles held in the Northern region of Ontario.

Then, five months later, and for the first time, friends and family came together to celebrate and recognize the academic achievements of Sault College graduates at a fall convocation ceremony on October 18th in the new Student Health and Wellness Centre auditorium on main campus. There were a total of 155 candidates for the fall graduation that conferred graduates in the Office Administration - Executive program, Esthetician, Hairstylist-Hairdressing, Personal Support Worker, Pre-Health, Adventure Recreation and Parks Technician programs and various Continuing Education and Apprenticeship programs.

On that day, the college also celebrated the 40th anniversary of the Office Administration program, one of the college's founding programs. Dr. Rose Meraglia Caicco, retired dean of Business at the College and exemplary professor in the Office Administration program was the keynote speaker. Dr. Caicco continues to give back to Sault College through leading the retiree group for the organization and contributing generously to the Scholarship, Bursary and Awards program.

## TECHNOLOGICAL ADVANCEMENTS

As outlined in the college's 2013-2014 business plan, a major goal was to enhance the student learning experience by providing a full range of innovative and emerging technologies that are accessible, secure and user-friendly and have a demonstrable impact on student success and personal development.

In May of 2013, the Sault College implemented a new learning management system called Desire2Learn (D2L). This new system replaced Blackboard. In doing so, faculty underwent training sessions and were provided with manuals and videos to familiarize themselves with the technical features and processes in the new system, particularly focused on the loading of course work and grading. In order to stay mindful of faculty needs, both prior to implementation and afterwards, a faculty team of five "power users" was formed to consult and communicate with Information Technology staff, to assist faculty to develop func-

tionality, and to provide encouragement to colleagues.

Faculty who taught during the 2013 summer semester piloted use of the new system and all faculty were online (and no longer using paper processes) as of the 2013 fall semester. We have now had two successful semesters (2013 fall and 2014 winter) where grades were reported electronically to both postsecondary and continuing education students. This achievement is due to the group's willingness to adopt this new practice and the constant support of Information Technology staff. Student feedback has been very positive with the new learning management system product, and a large percentage of faculty have undergone further professional development training to bring more functionality to their course sites for the benefit of the students.

One of this year's most exciting initiatives was the initial development of The Enterprise Resource Planning Alliance or ERP Alliance in partnership with Niagara College. The ERP rep-

VICE-PRESIDENT ACADEMIC AND RESEARCH, LEO TIBERI, CONGRATULATES STUDENTS AS THEY CROSS THE STAGE AT CONVOCATION



resents the deployment of new technology systems software and processes for Sault College with Niagara College who has already implemented the system successfully. The ERP Alliance between Sault College and Niagara is the largest ERP system partnership of its kind in the Ontario College sector utilizing the PeopleSoft software package. By helping us to streamline processes, ensure accuracy, foster collaboration and refine data, the ERP Alliance will move Sault College forward as we embrace best practices in our business. At Sault College, the ERP system includes: Student Information System (SIS), Financial Information System (FIS) and Human Resources Information System (HRIS). As partners, this collaborative ERP will enable Sault College to synergize business operations, drive continuous improvement, increase quality of services and allow us to focus on our key customer – the student.

Sault College will be the lead on the ERP project in cooperation with Niagara College, who will provide assistance to Sault College in its deployment of the PeopleSoft ERP. An integrated package of software products will be developed to help organizations share information through this alliance. In addition, the ERP Alliance is anticipated to improve workflow through automation, providing easier access to student, financial, and

employee data needed to complete operational tasks and provide self-service applications. The entire project will create a replicable foundation for ERP post-secondary partnerships with a focus on demonstrative and measurable outcomes and productivity-oriented business plans.

The Sault College and Niagara College partnership with ERP will focus on innovation, efficiency, and centres of excellence through shared services and an increased level of service to students. The alliance will also satisfy operational and strategic ERP needs while leveraging existing system expertise and drive down costs associated with independent implementation. The ERP launch began in January of 2014 and will continue through a phased-in process with projected completion of the project scheduled for 2016.

In other areas of technology, since 2010 when the College's social media outreach began, the @SaultCollege Twitter account has grown to over 1,800 users the College's Facebook page has reached well over 2,000 students and college supporters and our official Sault College YouTube channel has more than 50,000 views. This strong presence has increased brand awareness, built overall trust and has allowed the College to tap into local and global markets to increase visible market presence and

STUDENTS MEET WITH SULLY, THE NEWFOUNDLAND DOG, AS PART OF MENTAL HEALTH INITIATIVES ON CAMPUS



search engine optimization. Students have also used these social media platforms as a mechanism of communicating with the College and voicing their opinions and questions.

This year, the popularity of the College's social media sites reached a new level when the External Relations team at Sault College participated in a contest with the Canadian Space Agency that asked for followers of Commander Hadfield to submit photos of him flying over their community as part of a larger ongoing College initiative to promote Sault College and our community. At approximately 11:00 a.m. on Tuesday, April 16, 2013, Commander Chris Hadfield flew over Sault College and tweeted his message to us from space, recognizing Sault Ste. Marie geographically, and mentioning our community being home to both Sault College and astronaut Dr. Roberta Bondar.

Further enhancing the student experience, the College continued to research technology options that benefited students in 2013 and 2014. This year saw an increase in wireless capabilities around campus with increased bandwidth in most areas to facilitate faster speeds and better coverage range. Older wireless components were replaced with newer, more efficient devices to enhance service for students in all areas of the campus.

To increase the level of service to students and employees of the college, the Information Technology (IT) Services team also launched an Information Technology Service Management Site to further enhance service delivery in IT.

In the area of Native Education, recognizing the need to remain current in relation to Native Education and Training department's online presence, Sault College provided \$10,000 towards updating and refreshing the existing website. Maintaining a culturally aware approach to its design and message, the area of focus for the new website was to engage prospective students and to provide and maintain a connection to current students and alumni. The newly redesigned site now:

- Uses a modern, mobile friendly (responsive) web design layout
- Restructures current information and categories into a more user-friendly and approachable structure
- Provides a new Blog/News section and Social Network Feeds to keep users involved in a variety of information and events, and to act as the 'voice' of Sault College Native Education
- Provides a contact form with topic suggestions to lower the communication barrier for users
- Showcases the Native Education facilities, in particular Enji Maawnjiding
- Uses more content relevant photography throughout the website
- Provides a user friendly content manage system to update the website

## STUDENT SUPPORT

When looking at the larger societal landscape, we see that mental health issues for youth, in particular, as well as the greater population are growing at an exponential rate. In an effort to streamline wait-times for students with mental health issues, Student Services identified two of the existing counsellors to perform predominately mental health counselling through initial assessment and referral to the campus psychologist. Furthermore, services requiring medical follow-up and psychiatric evaluations were with the weekly availability of physicians in the College's Health Support Office.

Three members of the College's counselling staff and one faculty member are now trained to deliver Mental Health First Aid. Training will be offered to faculty/staff during each spring professional development period. To date, a third of the faculty/staff has already been trained.

Further, two campus counsellors are now trained in safeTALK. This awareness training on effective suicide response will be first delivered to faculty/staff during the 2014 spring PD period.

Further enhancing mental health services awareness for students, Sault College participated in the Bell Let's Talk Day on January 28th. Recognizing that simply talking makes a significant impact in breaking down the barriers to mental health, a speaker's series was hosted that included the Executive Director of the Canadian Mental Health Association (CMHA). Clients of the CMHA also spoke openly along with staff, students, and community members about their stories and struggles in dealing with mental health. One of the key pillars of Bell's Mental Health Initiative is anti-stigma and Sault College played a small but significant role in reducing the stigma of mental illness that day.

To help students reduce stress during their final exam period, Sault College unleashed the puppies as it held its first dog therapy room. The dog room was set up for two hours on several days around the final exam period for both the fall and winter semesters. Participation was good and the initiative well-received, as seen in tweets from students about how happy they were having seen the loving pets. The coordinator of the program was on site with approximately two to three dogs at all time. Part of Sault College's Mental Health Initiatives, the dog visits exemplified the organization's dedication to student wellness in finding new ways to relieve stress using healthy and effective approaches.

Other ways our organization provided support to our students included an inspiring presentation from Frank Warren, known as "the most trusted stranger in America," who visited Sault College as his only stop at a Northern Ontario college. Frank is the creator of The PostSecret Project, an initiative where people write down their private hopes, desires, fears and secrets onto post-cards that are then mailed anonymously to Frank's home.

The PostSecret website with these secrets has become a worldwide phenomenon with over 450 million visitors, the world's largest advertisement-free blog. The popularity of the project and its impact has earned Warren recognition as one of the top five influential people on the internet by Forbes. Students were intrigued at the opportunity to meet Frank and discuss their inner-most secrets in a safe, non-judgemental forum, with counsellors and supportive College staff on hand to offer support to anyone who may have wished to discuss any of their own issues or fears after the talk.

Another supportive approach the College took with students involved efforts to improve retention rates and better lives. Student Services' orientation focus was on connecting students to the College through a variety of orientation activities. Before the start of school, a number of themed orientation sessions were held. Students were welcome to attend as many workshops as they wanted, or even attend the same workshop multiple times which was common with the math/numeracy workshop. A total of seventy-six students attended the orientation sessions over a period of thirteen days.

Additionally, in an effort to help support students who may be living away from home and to welcome all new students to our campus, Sault College's Student Services team held a very successful orientation week just before the academic year began. The first day of school included a welcome session, free lunch, meeting with faculty and an Information Technology information session. These sessions provided students with needed information on starting the school year successfully. Over 900 students attended orientation.

During the remainder of the week, there were daily activities, both social and academic, that made new and returning students feel welcomed and a part of the College community. Orientation sessions were also held once more for students beginning the school year in January with Student Services attending the program's first class to provide information and an orientation to the College.

Sault College Ray Lawson Hall residence, home to our out-of-town students, improved student support over the 2013/14 year to address student retention and improve the quality of life of our learners who were living on campus. Social and educational programming offered saw improved attendance throughout the year compared to the previous year, while counselling and mental health supports continued to be enhanced within the residence. Further, staff at the Ray Lawson received additional training on mental health issues so they were well prepared for any issues that arose.

Another way that Sault College is investing in its new students is through the development of the Crown Ward program. As part of our approach to Invitational Education, the Director of Student Services at the College and Sault's Vice

President of Corporate and Student Services sit on the Algoma Crown Ward Championship Team. This team, comprised of representatives from local school boards, Nog-Da-Win-Da-Min Family and Community Services, Children's Aid Society, Sault College and Algoma University, studies the barriers Crown wards face in completing their education and works towards eliminating these barriers.

The first College to agree to cover the tuition costs for Crown Wards in the province, Sault College also led the way through identifying a specific Sault College staff member, the Student Success Advisor, as the first point of contact for Crown Ward students. To develop this relationship and ensure that there were no gaps in serving this vulnerable population, a joint meeting was held at Children's Aid Society for case workers, Student Financial Assistance and Student Success.

Before the school year began, Crown Ward students were encouraged to meet with their case worker and the College Student Success Advisor to ensure they were aware of supports in place to help them succeed in their College studies and experience. A customized post-secondary information night was also held so that Crown Ward students could hear information about Sault College and how to finance post-secondary training. Sault College is proud to be the first college in the province to offer such an empowering program to our students, and will continue to look out for those who have overcome considerable challenges to make it to the post-secondary level of their studies.

## **COLLEGE RETENTION**

To encourage the success of current students, throughout the year, events were held to support student retention. Working with Sault College Students' Union, the College held a Diversity Week. For this initiative, students signed flags from around the world, while international-themed cookies were given out so that a feeling of belonging was fostered. This same spirit was carried through the semester as a few free coffee breaks at Tim Hortons were held as well as a holiday de-stressor party in December.

During each Fall, Winter and Spring orientation, students complete a First Year Student Survey which helps Student Services identify students that may be at-risk so we can provide early intervention. From these surveys, Student Success is able to plan relevant workshops, invite students to meet with counsellors or offer information to better assist students in succeeding.

As an outcome to the survey results, an Ontario Student Assistance Program (OSAP) pilot project ran in the winter 2013 semester. Students that were not successful in the fall semester met with an academic counsellor before registering for the winter semester. This approach provided a way for members of



our College to check in with at-risk students and create a plan to ensure their success.

Another new project that highlighted retention initiatives involved Student Services identifying academic programs that were considered high-risk due to rates of incompleteness. Once identified, Student Services then met with the first-year students in these programs. Students were asked to complete a survey identifying areas they may struggle in and from there, the College began to plan how to better assist these students. One key area that was discovered was the effectiveness of tutoring. Student Services is working with the Library to create a model for success for student peer tutorials particularly targeted in these areas.

### FIRST GENERATION

The Student Success Advisor is responsible for program delivery of events specific to First Generation students. This year's events included résumé workshops, mock interviews prior to program completion and a study skills workshop. All international students are considered First Generation and therefore the Student Success Advisor worked alongside new international students to prepare them for success at college. Scheduled drop-in times were made available to all First Generation students to visit Student Services and check-in on how the semester was going. This gave students a chance to identify any struggles and/or successes they may have had and ask questions for immediate support.

### ABORIGINAL STUDENT SUPPORT

The provision of culturally competent student services remains an on-going priority for Sault College. In addition to Aboriginal support services such as counselling, disability services and advocacy, retention supports have included transitional programming, study skill workshops, scholarship clinics and tutoring in this area.

In an effort to foster an atmosphere of social inclusion and safety, this past year was host to numerous events on campus including talking circles, traditional teachings, ceremonies, holiday activities and speaker events. The Native Student Council and the Native Education Department at Sault College hosted a series of successful events this year including the ever-popular soup days every Wednesday that provided hundreds of students this year with free soup. The Native Student Counsellors host this activity to get to know students and create a warm community environment that students continue to appreciate. Making this connection is vital to providing the best support possible for our student population. This past academic year, nearly 3000 bowls of soup were served with this initiative.

Native student counsellors are part of the Student Services team delivering all services, both academic and personal to

students at Sault College. This year, Native student counsellors supported Sweat Lodges, Talking Circles and hosted the popular free soup days. A Transition to College program for Aboriginal students was also delivered in-community and Native student counsellors were invited to five communities throughout the North Shore where they travelled to deliver engaging and informative presentations preparing students to successfully attend college.

In partnership with the Student Financial Services department, Native student counsellors also hosted four scholarship clinics that promoted applications to the school as well as many scholarships in the province and country. In addition, Native student counsellors implemented drop-in times for all students to receive one-on-one support.

As a well-regarded and trusted educational destination for Aboriginal students from around the province, Sault College and our Native Education and Training Department offer students a unique learning environment respectful of language, traditions, culture and values. The Native Student Council (NSC) and the Native Education Department at Sault College came together over the past year to host a celebration Anishinaabe style with the hosting of our annual Pow Wow on campus.

This impactful and culturally empowering Anishinaabe celebration was held in the impressive new Health and Wellness

CALVIN EAGLE AND PATRICK NIGANABE PARTICIPATE IN SAULT COLLEGE'S ANNUAL POW WOW IN THE NEW STUDENT LIFE CENTRE



Centre with the theme of Honouring the Bear Clan. The Pow Wow showcased Aboriginal singers and dancers in full regalia who shared their skill, cultural expression and Native traditions through dance and music. The Pow Wow was directed by Kevin Syrette with the host drum group Bear Creek, a Grammy nominated drum group for Best Native American Album. Other special guests included Head Dancers Bnaswi Biiaswah and Kristol Abel, Elder-in-Residence Barbara Nolan, Head Male Elder Henry Eshkibok and Fire Keeper Leo Binda. The event was truly a sight to see with visually stunning displays of dance and celebration.

In early December, Sault College's Native Student Council, in partnership with Native Education, held its annual Holiday Feast in Enji Maawnjiding on Thursday, December 5. A delicious turkey dinner with all the fixings was prepared and served by Sarah Neveau Catering to 150 students and their families. A special guest, Santa, arrived shortly after dinner, bringing holiday joy and wonder to the children and adults in attendance.

#### **ACCESSIBILITY SERVICES**

Services to students who self-identify with a permanent disability at Sault College, as diagnosed by an appropriate medical professional, are provided with a high level of service during their studies with us. Guided by medical documentation that is supplied, counsellors at the College develop appropriate accommodations to support student learning. Examples include extended time on tests, readers, scribes, note-takers, assistive technology and learning strategies.

The number of students who are self-identifying has continued to increase over the years. In the 2013/14 academic year, approximately 20% of the full-time student population was served through additional supports. Staff and note-taker demand has increased and there was also a significant increase in the number of students presenting with mental health issues. With some changes made to the Clockwork operating system, which was implemented the previous year, Student Services has been better able to more accurately gather specific statistics in the area of mental health, while still maintaining the confidentiality of our clients.

With the continued increases in students with disabilities using the Accessibility Services Office, NOHFC funding enabled the office to hire an additional staff member to support students that use testing accommodations. This new position improved student and faculty satisfaction among those who use the accessibility testing services. It also afforded the accessibility testing office to offer additional testing times in the evening during mid-term and exam periods.

Prior to this position being available, the Learning Strategist/ Assistive Technologists were only able to provide support to a limited number of students with disabilities. This past year

allowed the staff to double the number of students to whom they provided learning strategies and assistive technology training, thereby assisting in accessibility for many more College students.

Also in the area of serving those with various challenges, to encourage the success of current and future students of the College, Student Service areas visited schools to present the Transition to College program in August of 2013. Now in its ninth year, the program is designed to help incoming students with disabilities with an important smooth transition to College. Included in the programming were engaging activities, empowering success strategies for learning, prizes, and practical information about College services and resources. The transition program also allowed students to get familiar with the campus with a tour and visits before classes began so they could be ready to succeed and make a seamless transition to our post-secondary environment. The program succeeded in its goal of increasing student applications, enrolment and retention through contact and recruitment strategies with high school students and elementary students.

#### **LIBRARY ENHANCEMENTS**

To improve the quality of library collections, services, resources and facilities to support and enhance student learning and academic program excellence, the Library continues to make improvements that assist student needs. Door counts indicate that 116,001 people entered the library for an average of approximately 480 entrances per day during the school year. This is attributed to the fact that students are drawn to friendly customer service and resources that are readily available – which the Library provides. With many students using databases and other online tools within the Library, they often require assistance, and are provided with that support in a timely and invitational manner.

To assist students with exam preparation, the Library offered extended hours during the end of semester period and was open until 10:00 p.m. Monday to Thursday in order to provide additional support to students during this time. During the extended hours over 200 students visited the library.

In an effort to continually enhance the research resources for our students, the library added numerous new databases this year that included Environmental Science Collection, Britannica Image Quest, Human Body and How it Works, Modern World History, World Geography and Culture Online, Writer's Reference Centre, Global Issues In Context and Opposing Viewpoints In Context. The success of the new resources is shown through statistics that indicate that online database usage with Sault College students has increased over 25% the past year with 75% of students accessing the databases on site and 25% referencing them online from home.

To further enhance Mental Health initiatives at our College, the Library received financial assistance from the Mental Health project through Student Services to purchase books that would assist counsellors and students with issues relating to mental health. To do so, the Library conducted an intensive study by contacting multiple vendors such as Cengage/Gale, Ebsco, YBP, Coutts, DK, Houghton, Thomas Allen & Son, Grey House and Salem Press on what titles they would most recommend regarding mental health. Those suggested titles were put into a spread sheet and a literature review was conducted in order to define a list that fit the needs of Sault College.

The College's Peer Tutoring services, which are based out of the Library, have seen significant progress over the past year. Pre-scheduled drop-in tutorial sessions led by peer tutors helped to accommodate the increasing demands of the program. Students were able to attend as many or as few sessions as they needed without having to fill out an application form and wait to be matched with a tutor. With the new program, the Library has seen an increase of students accessing tutorial services. Furthermore, the number of peer tutoring sessions also grew from the previous year. Peer tutoring continues to be an invaluable service to those students requiring additional support with their studies. Students with disabilities continue to heavily rely on this service in both group and one-on-one settings and benefit from the support of tutors.

## **INTERNATIONAL DEVELOPMENT AND DIVERSITY**

Sault College continues to create a culture that fosters the expansive exploration of ideas, and a safe and inspiring space to establish a progressive and inclusive environment for all students.

Increasing world-wide student enrolment and seeking out student learning opportunities for Sault College international students remains a priority for the organization.

In its second year, Sault College partnered with the World University Service Canada (WUSC) to bring a refugee from Burma to Sault Ste. Marie and Sault College to study this year.

The College's bookstore, residence and student financial assistance office all helped with the efforts to support the refugee student by covering the costs of his books, housing and tuition. Students, staff, faculty and administrators all worked together to raise funds and awareness of the program that helps student refugees achieve their educational goals.

Additionally, further fundraising initiatives and activities were planned to ensure a long standing program of welcoming opportunities for higher education to those students whose educational opportunities would be virtually non-existent.

Throughout the year, a number of programs were completed that supported our diverse population and created a caring student-centered environment. Sault College students

raised funds and awareness of the WUSC program on-campus through highly successful Kickboxing and Cheer for WUSC cheerleading events.

Another area where our College embraces and celebrates diverse people includes our commitment to being an educational destination for Native students from around the province. As we have seen throughout this report, the Native Education department at Sault College continues to pro-actively work towards increasing Aboriginal student enrolment, retention and graduation rates within our institution.

Native Education at Sault College is dedicated to providing Aboriginal students with support from the time they consider applying until the time they graduate and beyond. Our understanding of culture combined with our understanding of post-secondary education means that we are well-positioned to provide assistance to the students we serve in what has become the fastest-growing population in the province.

A wide range of educational programs are offered in an inclusive and culturally competent environment at Sault College for Aboriginal learners. Native-specific programming involving signed partnerships with four Aboriginal organizations, Native student recruitment and advising, and a Native Apprenticeship Centre with the Métis Nation of Ontario, along with a Native Education Centre and sacred arbour all on campus, work to attract a large proportion of Native students to learn here. We have one of the largest populations of post-secondary Native students in the province (20%), and continue to seek out partnerships with First Nations, Metis, and Inuit communities so we can make education and training a reality for many.

To build on the cultural competency of staff, professional development sessions were held that related to Human Rights, Aboriginal Issues, Invitational Education and Peace and Conflict studies during May of 2013 and throughout the academic year. In this way, the entire organization could align with values that support diversity, encourage inclusion, and recognize barriers before they present themselves and deny learners from the right to learn in a safe and welcoming environment.

Keeping in line with creating a culture of inclusion for all, third-year Child and Youth Worker students enrolled in the "Working with Lesbian, Gay, Bisexual, Transgender, Transsexual, Two Spirit, Intersex and Questioning (LGBTTTIQ) Children and Youth" course held an education and awareness event at the College in Essar Hall in partnership with Jer's Vision, Canada's Youth Diversity Initiative for the International Day of Pink. The event raised awareness around homophobia, transphobia, discrimination and bullying in schools and communities. The international Day of Pink helped to celebrate diversity and further the awareness of these important issues on campus.



IN ITS SECOND YEAR, SAULT COLLEGE PARTNERED WITH THE WORLD UNIVERSITY SERVICES CANADA (WUSC) AND HELD VARIOUS EVENTS SUCH AS CHEER FOR WUSC, PICTURED HERE – THIS EVENT RAISED FUNDS TO ASSIST WITH BRINGING A REFUGEE TO SAULT COLLEGE TO STUDY

CHILD AND YOUTH WORKER VISION, CANADA'S YOUTH D

### PHILANTHROPY

To further invest in the success of our students, The Sault College Students' Union were the recipients of numerous unexpected and generous donations to the student food bank from the Sault College Retirees' Association, the Club Calabrese of Sault Ste. Marie and the staff of St. Paul elementary school. Hundreds of non-perishable food items were donated during a critical time of year when the food bank is at its lowest and in need of donations. Being on the receiving end of such thoughtful assistance was very impactful for the grateful students experiencing hardship in this way.

Many other financial gifts continued to arrive to the College from a significant number of community supporters. These gifts to both the Capital Campaign Inspiring Growth and to Student Scholarships have further strengthened our College and allowed us to grow as a learning organization.

### FINANCIAL AWARDS

Since students are the central focus of our college, we are doing everything we can to help them succeed. This year marked the second annual President's Academic Excellence Scholarship Awards Night bringing together students that were recognized for their high academic achievement at Sault College. The ceremony, held on campus, allowed President Dr. Ron Common to recognize the top first-year students who achieved an overall grade point average of 4.0. The more intimate setting allowed our President to present the awards and

speak and congratulate the many recipients personally. Many students and their families expressed how grateful they were to have been honoured by the College in this way.

Another way Sault College recognized students who work hard to succeed at school and in our community was through the 41st annual Sault College Scholarship, Bursaries and Awards (SBA) event held in March, honouring 290 top students in their programs. The annual event brought more than 100 donors and students together in a celebration of thanks to the donors for their ongoing support and the students who benefitted from the generosity of their supporters. During the 2013/2014 academic year, \$2.2 million was distributed to approximately 1,900 students, a phenomenal record of achievement given our College's size.

Each year, the generosity of donors that support Sault College students continues to grow. This year, several new awards will further benefit students including the Canadian Tire Automotive Award of Merit, Canadian Union of Skilled Workers Scholarship, Child Care Algoma Exceptional Student Award, G. Verdi/Princess Marie José Lodges – Order Sons of Italy of Canada Scholarship, Kiwanis Club of Lakeshore Award, Plummer Memorial Public Hospital School of Nursing Care and Compassion Award and the Zonta Club of Sault Ste. Marie – Peace and Conflict Studies Scholarship.

Scholarships, bursaries and awards comprise three valuable resources available to students studying at Sault College. This



STUDENTS WEAR PINK TO RAISE AWARENESS OF JER'S DIVERSITY INITIATIVE FOR INTERNATIONAL DAY OF PINK



STAFF FROM ST. PAUL ELEMENTARY SCHOOL DONATE HUNDREDS OF NON-PERISHABLE FOOD ITEMS TO SAULT COLLEGE'S STUDENT FOOD BANK

support and recognition is encouragement for students to succeed in meeting their career goals, striving for academic excellence and being dedicated to achieving their personal best and are all part of an important interplay of financial support and recognition of our learners.

### EMPOWERING PARTNERSHIPS

Knowing that young adults are at a higher risk of developing a gambling problem, Sault College welcomed the Responsible Gambling Council to campus again this year with their Know the Score 2, an interactive problem gambling awareness program. Know the Score 2 brought awareness to campus and helped prevent problems from possibly developing in the area of gambling. Students were also asked to take a short quiz to test their knowledge on the issue and were automatically entered into a draw for \$1,500 scholarship award and a free iPad for answering the survey.

As an education destination to so many, and as a way of promoting cultural inclusiveness of all students at our college, the annual Black History Month celebration was held at our College this year. This impactful annual event is aimed at the remembrance of important people and events in the history of the African diaspora. The month of February is dedicated to recognizing the past and present contributions that African people make to our world in such areas as education, medicine, art, culture, public service, economic development, politics and human rights.

This year, Sault College celebrated its annual Black History month celebration in the Native Centre in partnership with ACCANO, the African-Caribbean Canadian Association of Northern Ontario, with drumming, singing, dancing, sharing a traditional meal together and experiencing beautiful motivational presentations. Community members cooked dishes from their home country to share with the students and all those in attendance.

Improved outreach to the workplace ensures student success upon graduation. To this end, hundreds of exhibitors including local and provincial employers as well as community agencies came together to participate in the college's annual Job Fair held on campus. Over 60 exhibitors arrived to the College including local and provincial employers from the health care, social services, hospitality, financial services, law enforcement, construction, trades, and technology sectors to meet with students, alumni, and members of the community throughout the day. Employers were on site accepting résumés and offering valuable advice to the students who sought them out.

By addressing barriers that might impede students from learning, by establishing a culture that fosters the expansive exploration of ideas, and through creating a safe and inspiring space for our students to grow and learn, Sault College is continuing to establish progressive ways of learning in an inclusive environment for all students.

## INVESTING IN OUR STAFF

*OUR FACULTY AND STAFF ARE THE ONES WHO CREATE AND DELIVER CRITICAL SERVICES AND ARE CLOSEST TO THE REASON FOR OUR EXISTENCE – OUR STUDENTS.*

As such, regardless of position, each employee is a valuable contributor to the learning experience we provide to our students. Through harnessing the engagement, enthusiasm and commitment of our staff, we create a culture of life-long learning and growth not only for our students but for ourselves. Students say that our people are great because they are.

### OUR LEARNING ORGANIZATION

As a means of investing in our employees and to expand and enhance learning options for employees, Human Resources successfully presented the annual Spring Professional Development Series. The exciting line-up of seminars and training sessions was designed with topics aimed at interesting everyone. Over 400 attendees participated in a variety of professional development activities in the spring of 2013. The sessions ranged in diversity from Mental Health First Aid to Microsoft Office applications, and pedagogical topics including an inter-institutional teachers' conference were also offered. Dr. John Novak, co-author of *Fundamentals of Invitational Education*, was invited to speak to faculty about the concepts of invitational education, and was well-received.

A main feature to the presentations was a Personal Kanban – a workshop designed for individuals who want to create more value for their organization and themselves through improved personal performance. It is based on the popular book *Personal Kanban* by Jim Benson and Tonianne DeMaria Barry. Participants received a copy of the book and learned how to apply Kanban and other techniques to discover effective and fun ways to manage their own work and their lives.

Other topics covered in the Kanban session included visualizing work to gain clarity and peace of mind, the damaging effects of too much work-in-progress and how to reduce its effects, organizing workload so the important does not get crowded by the urgent, the power of slack time, continuous improvement and minimizing distractions using the Pomodoro technique were also covered. Consultant Gerry Kirk led the session and many Sault College staff members continue to use the Kanban approach taught to effectively manage their workloads, stress, and further develop and improve as individuals

and professionals.

The College also held a successful mentoring program for new faculty, both part-time and full-time, for professional development. Senior faculty hosted monthly sessions with new faculty to discuss classroom issues including evaluation, classroom management, plagiarism and teaching tips. New faculty were presented with a College professor's guide to teaching entitled "Lighting the Fire", which a now-retired Sault College faculty member produced. The mentoring program has been very well received, has resulted in increased performance and confidence of participants, and has been appreciated by new staff members who have welcomed the additional support and care.

As an educational institution, investing in our staff and their professional development in such ways is essential. The Sault College Communicators is another aspect of professional development available to staff, students, and alumni of the College, as well as the larger community. Now in its second year, this campus club continues to create a safe and welcoming environment in which to grow the leadership and communication skills of its members. The College along with Contact North hosted executive training for the communities of Sault Ste. Marie, North Bay, Timmins and Sudbury this year and received approval from Toastmasters International in California to host this inaugural executive-level training session globally via videoconference in an effort to adapt to the considerable distances between the communities in the Northern Ontario region. The event was a success, and will be repeated in future because of the overwhelmingly positive feedback this high-tech approach received.

A Violence Threat Risk Assessment Training program, consisting of a two-day comprehensive workshop structured for professionals in the school and community system, was provided to administrators, key internal stakeholders and several community partners in 2013 and was very positively received. Delivered by highly-regarded consultant Kevin Cameron, the session provided timely and critical information on pro-active approaches to keeping campuses safe for everyone. Another session with Cameron is being planned for the College to provide interview skills to those key people so that they may better

assess potential for increasing violence and how to respond to threats in a complex society with respect to such issues.

Numerous mental health training initiatives have been offered to College staff at the College to enhance learning on this important topic. The Human Resources department organized a day-long training event on mental health in the workplace through the Canadian Mental Health Association that many attended. Human Resources staff has also participated in several workshops specific to Human Resources and the issue of mental health so that the College can be more responsive to the growing understanding of mental health issues.

Staff with limited experience in an office setting wanting to seek training to prepare for a Business environment had the opportunity to do so this year with the introduction of a unique program. Support Staff interested in enrolling in a certificate program to enhance their skills, had the opportunity to do so with costs of tuition, textbooks and other supplies waived. The Business Applications Certificate was offered entirely online through OntarioLearn and is intended to develop a high level of competence with office technology and an introduction to office administration. Individuals who have the experience with office technology and administration but wanted to upgrade their skills to a higher level benefited from this program. Courses were offered on a monthly or semester intake so that staff could continue to work while upgrading their skills at the same time.

### HEALTH, SAFETY AND WELLNESS

Health and Safety for our employees is taken very seriously and Sault College has been commended by the Ministry of Labour for our commitment in embracing changes in the health and safety culture, having led by example. In doing so, the Joint Health and Safety Committee (JHSC) of Sault College continued to meet monthly to address issues relating to keeping the College a safe place for everyone over the past year.

Employees from across the organization who are on this committee also do regular monthly workplace inspections together in worker-management pairs to identify risks or hazards and prevent injuries to workers. The committee continues to have work harmoniously at monthly meetings with engaging discussions on how to best work together and be pro-active in the areas of health and safety for the organization.

The internal responsibility system (IRS) has been a great success this year. Once the Joint Health and Safety Com-

mittee inspection teams identify a workplace hazard, the process of reporting it and correcting it is taking place in a very reasonable amount of time. The JHSC members saw a marked improvement in the time taken to get to items on the list for repair over the last year, and commended the Physical Resources staff as well as workers and supervisors for this improvement.

To further increase the well-being of staff, and to build on and College wellness strategies, the College continued to provide a variety of wellness options for staff including yoga programs, walking routes, immunization clinics and smoking cessation programs.

Third-year BScN students held a health fair on campus that provided health education on a variety of health issues pertinent to the college population this year. Nursing students engaged in valuable discussions with many College staff and students and provided great tips and strategies for healthy living at the fair.

The Health Support and First Aid Centre of the College now has a doctor on site once day a week to provide medical

THIRD-YEAR BSCN STUDENTS HELD A HEALTH FAIR ON CAMPUS TO PROVIDE HEALTH EDUCATION ON ISSUES PERTINENT TO THE COLLEGE POPULATION



services to students, which has been positively received by the students. The College also has a massage therapy clinic once a week on a fee-for-service basis for anyone interested, including staff and students.

### **HONOURING OUR PEOPLE**

To celebrate the employees who have dedicated years of service to the College, and to recognize important contributions given by each employee, the annual Service and Retiree luncheon was held in the second week of June before most faculty left for the summer. The event provided a meal for everyone in attendance and was well-received and attended. It honours those who have given of their time and expertise to help better the College. Retirees in attendance are welcomed as they return to the College, and new retirees that will be joining them are celebrated, as well. The Northern Lights Employee Excellence awards are also given out at the event to those employees who have gone above and beyond in their service to the College and our students.

Staff and their family were also invited to attend the annual Children's Christmas Party in December. The party included refreshments, activities for children and even a visit from Santa who had a special gift for every child. As well, the Holiday Social held in December invited current and former employees to the College for fellowship and good wishes.

The loss of students, colleagues and friends from our daily lives at Sault College is always felt significantly. At our very well-attended annual Remembrance Day Service, the College uses the opportunity to remember and share the moments of joy and achievements, challenges and difficulties overcome with students, employees, retirees, and veterans. The service, officiated each year by Reverend Philip D. Miller, remembers those who the college community has lost in the previous year as well as recognizes that in the end, human relationships matter most. Staff greatly appreciate this ceremony and always come together to reflect on the previous year. A dedicated retiree volunteer assembles a Memory Book with the photo and name of those who have passed each year so that they are remembered into the future. The name of each person in the College community who has passed over the last year is called out as they are recognized, and wreaths are laid in their honour.

### **AWARDS AND RECOGNITION**

A testament to our great people includes the many awards and recognition that were received for our staff, students and alumni this year.

Examples from the past year include Sault College President Dr. Ronald Common being awarded the Order of Ontario, the province's most prestigious and highest official honour to citizens. The award recognizes extraordinary Ontarians who

have demonstrated a high level of individual excellence and achievement in any field benefiting the people of Ontario or anywhere in the world. Once a year, the Lieutenant Governor of Ontario honours those chosen for appointments to the Order at an investiture ceremony which took place at Queen's Park. Dr. Common was recognized for his impressive 46-year career in education, with roles ranging from teacher, principal, and professor at five universities in three provinces. A life-long student-centred educator, he was dean at two post-secondary institutions, with his career culminating as president of Sault College. President Common's achievements include educational initiatives related to Aboriginal groups, managing organizational change within educational organization and significant international development.

Other ways Sault College was recognized included the 2013 Chamber of Commerce Business Award for Diversity in the community. The award recognizes a business or an organization that embraces, celebrates and applies holistic inclusion and participation of a diverse people making the workplace a better environment in which to work, and the community a better place in which to live, work and raise a family.

Another achievement the College experienced was as a result of a dedicated long-term employee. Jennifer Rennison, Associate Registrar at Sault College, received an Award of Recognition from the Committee of Registrars, Admissions, and Liaison Officers (CRALO) in appreciation for her continuing and outstanding contributions to CRALO and the Colleges of Applied Arts & Technology of Ontario. Jennifer has provided countless hours to the field of admissions and is a worthy candidate for this honour.

At a celebration of International Women's Day and Zonta Rose Day, the Zonta Club of Sault Ste. Marie Area visited the College and presented a yellow rose to local women and girls who are role models and have made outstanding contributions to our local and global community.

Zonta is a global organization of executives and professionals working together to advance the status of women worldwide through service and advocacy. Two of this year's recipients who are Sault College employees include:

- Barbara Nolan, a retired education counsellor at Sault College, who has dedicated her retirement to the promotion, teaching and retention of the Ojibwe/Anishinabe language at all levels of education, and
- Gabi Doleske, a professor at Sault College and Zonta member who spearheaded the Zonta and Sault College Days for Girls project with passion and deep commitment to education and dignity for young girls.

Other award winners at the College included our inspiring students. As part of their Peace Week Initiatives, the YMCA



recognizes the recipient of the 2013 Peace Medal. This year's recipient was Caitlyn Nelson, Peace and Conflict Studies graduate and Public Relations and Event Management student at Sault College.

The YMCA award recognizes the achievements of individuals and groups in their local communities who – without any special resources – demonstrate in their lives the values expressed in the World Alliance of YMCA. Caitlyn, along with being the leader of the Cheerleading Team, also involves herself in various initiatives within the College including peace walks, global diversity events and her constant support of the College's and local university's own refugee students through WUSC.

In its second year of the program since inception, three of Sault College's Digital Photography and Imaging students Chandra Barnett, Christine Rollins and Brad Jones were recognized by the Applied Arts magazine this year. Applied Arts is considered one of the most prestigious student awards in photography. The magazine receives over 10,000 submissions across North America and Europe and an independent panel of highly regarded industry professionals and experts judge each entry based on creative merit and technical excellence. To have a total of three students recognized from Sault College in the same year is truly a remarkable feat.

Another significant student achievement involved Samantha Luke, a Geographic Information Systems student at Sault College who received a scholarship worth \$40,000 from Esri Canada, which distributes to the world's leading GIS platform from Esri. Esri Canada provides GIS solutions that empower

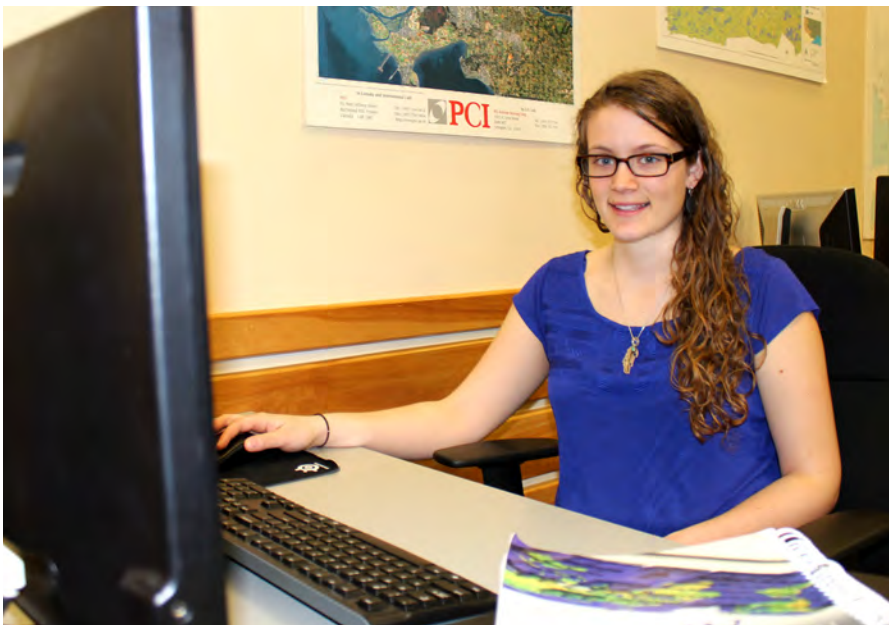
organizations to make timely, informed and mission-critical decisions by leveraging the power of geography.

Through its GIS Scholarships program, the Esri company awards more than \$2 million in scholarships every year to help outstanding GIS students in Canadian colleges and universities advance their studies and create workable solutions to real-world problems. The scholarship consists of a one-time payment to the student, a comprehensive package of the latest Esri software, GIS textbooks, training, access to Esri's Virtual Campus, and registration to an Esri Canada User Conference.

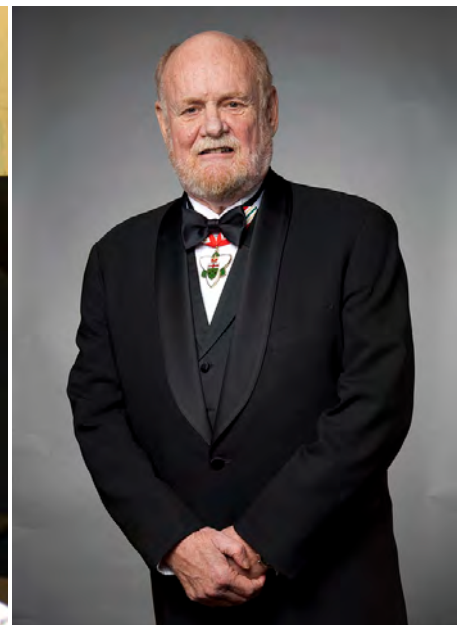
For the second year in a row, two Sault College Justice Studies graduates and one former Sault College student were honoured as Officers of the Year at the annual Sault Ste. Marie Chamber of Commerce Police Services Awards Luncheon. Constables John Boyal of the Sault Ste. Marie Police Service, Constable Damien Morin of the Ontario Provincial Police – Sault Ste. Marie Detachment and Constable Al Montgomery of the Royal Canadian Mounted Police – Sault Ste. Marie Detachment, were all named Officers of the Year in recognition of their dedication to public safety in the line of service.

In all of the ways outlined above, it is evident that Sault College supports and encourages students, staff and alumni that combine strong professional skills with a commitment to the strategic priorities and mission of the College so they are inspired to reach greatness. We celebrate each of their achievements and are grateful to them for inspiring us to be even more than we thought we could be.

GEOGRAPHIC INFORMATION SYSTEMS STUDENT SAMANTHA LUKE RECEIVED A SCHOLARSHIP WORTH \$40,000 FROM ESRI CANADA



DR. RON COMMON RECEIVES THE ORDER OF ONTARIO



# Connecting with Community Partners

*OVER THE PAST YEAR, THE SUPPORT OF OUR PARTNERS, INDUSTRY AND COMMUNITIES WAS ONCE AGAIN ESSENTIAL TO OUR SUCCESS. THE SUPPORT, ENGAGEMENT AND STRENGTH OF OUR PARTNERS HAS GUIDED US AS AN ORGANIZATION, ENRICHED THE RELEVANCY OF OUR CURRICULUM AND PROGRAMMING, CREATED FINANCIAL OPPORTUNITIES FOR ADVANCING EDUCATION AND ENHANCED THE LEARNING EXPERIENCE AND WORK PLACEMENTS OF OUR STUDENTS.*

## **COMMUNITY ENGAGEMENT**

Many staff members of Sault College served as volunteers and offered their expertise on various boards throughout the community. Some of these boards included the Historic Sites Board, the Canadian Mental Health Association, Economic Development Corporation, the Bushplane Museum and more. This outreach provides leadership development for all involved, as well as provides opportunities for members of our staff to give back.

This year, Sault College marked the annual Geographic Information Systems (GIS) day on November 20 by partnering with the Sault Ste. Marie Innovation Centre and Algoma University. The organizations marked the occasion by holding an exhibition for both the public and students to learn more about GIS and its various applications. This event showcased how local professionals are using GIS to enhance their work, as well as highlighted career opportunities that are available in the field. Local high school students from Geography, Information Technology, Civics and Careers, and Co-op classes were invited to attend various planned activities at Sault College related to the event. Local GIS and Geography professionals and educators also gave presentations to those in attendance and a hands-on GIS lab demonstration showcased up and coming trends in GIS.

Sault College hosted its popular Law Enforcement Career Day on Wednesday October 16 in the new Student Health and Wellness Centre. Regional and federal partners were in attendance to help students learn about Canada's growing demand for police officers and how to jumpstart a policing career at Sault College. Hundreds of participants from local high schools attended the informative and timely event. Recruitment officers and agents from the Ontario Provincial Police, Anishinabek Police Services, Ontario Correctional Services, Sault Ste. Marie Police Services, Royal Canadian Mounted Police, Canadian Border Services Agency and the Military were represented at the College to speak to students and community members, and were well-received.

Most agencies at the policing event spoke about the need to double or triple officer hiring to accommodate for converging demographics and a shrinking labour pool over the next five years. The focus was on education, qualifications, the hiring process as well as what to expect with regard to careers in this field. Faculty from the Sault College Justice Studies programs who organized the event were also on hand to answer questions regarding the Police Foundations and Protection, Security and Investigation diploma programs, as well as the articulation agreement between Sault College and our partner, Lake Superior State University (LSSU). Upon graduation from Sault College, students can enrol at LSSU to complete the requirements of a degree within two to three semesters, obtaining their diploma in Police Foundations and a four-year university degree in Criminal Justice in as little as three years.

Earlier this year, Sault College was privileged to welcome Gemini-nominee and filmmaker Andrée Cazabon. Andrée visited our College for a film screening of her film: 3rd World Canada. The documentary, produced by Productions Cazabon, follows a First Nations community over the course of two years as it struggles to care for eight children left behind by their parents' suicides. Through first-person testimony and with this tragedy as a backdrop, the film exposes many of the factors that lead to the marginalization of First Nations people and offers an intimate portrait of a community's testimony spoken from the heart.

Youth leader Faith McKay was part of the empowering film session to share her life experiences living on a remote First Nation and how she has evolved into a young leader. The screening at Sault College was part of a larger joint tour initiative between Kitchenuhmaykoosib Inninuwug (K.I.) and Productions Cazabon to engage mainstream Canadians in the challenges First Nation communities face. The event included a viewing of the film and a question and answer session afterwards with the filmmaker, youth from remote First Nations, and a Sault College student volunteer with the initiative. It was an empowering session and was well-attended and received.

JEFF BARNES AND FRANK CAPUTO OF THE JUSTICE STUDIES PROGRAMS WITH CHRIS LEWIS, COMMISSIONER OF THE ONTARIO PROVINCIAL POLICE AT POLICING RECRUITMENT EVENT



SAULT COLLEGE AND LAKE SUPERIOR STATE UNIVERSITY IN SAULT STE. MARIE MICHIGAN SIGN GROUND-BREAKING TRANSFER AGREEMENT IN THE SCHOOL OF BUSINESS THIS YEAR

SAULT COLLEGE REPRESENTATIVES MEET WITH MEMBERS OF NEW PARTNERSHIP INSTITUTION  
SAMUEL JACKMAN PRESCOD POLYTECHNIC IN BRIDGETOWN, BARBADOS



SAULT COLLEGE STAFF WELCOME GUESTS FROM BRAZIL AS PART OF A BRAZIL-  
CANADA TECHNOLOGICAL AND PROFESSIONAL FELLOWSHIP EXCHANGE PROGRAM  
FACILITATED THROUGH COLLEGES AND INSTITUTES CANADA

## INCREASED PATHWAYS

Expanding regional, provincial and international partnerships in education and industry involving academic initiatives, applied research and shared services is a priority to the College. Both Sault College and Lake Superior State University made further enhancements to their ongoing partnership by working together to improve the labour market participation of those in the field of Electrical Engineering Technology.

A transfer agreement between Sault College and Lake Superior State University (LSSU), signed by Colin Kirkwood, Dean, Environment and Technology at Sault College, and Dr. David Roland Finley, Dean, College of Business and Engineering at LSSU will ensure a smooth transition for college students in the Electrical Engineering Technology - Process Automation Advanced Diploma program to an Electrical Engineering Technology: Bachelor of Science Degree at LSSU. The terms of this transfer agreement will allow for Sault College students enrolled in the Electrical Engineering Technology - Process Automation Diploma program to transfer to Lake Superior State University to complete an Electrical Engineering Technology: Bachelor of Science Degree.

These two post-secondary institutions also made enhancements to their partnership in the field of Business continuing to ensure excellence in business packages both in Canada and the United States. The new business-related agreement enables students to pursue Sault College's two-year Business program and then transfer to LSSU's Bachelor of Science in Business Administration Degree housed in LSSU's highly-regarded Lukenda School of Business. Students are eligible to earn minors in either Marketing or Human Resources Management with the pathway. In addition, students looking to improve their math preparation to complete the baccalaureate degree are also eligible to take advantage of a summer bridge program to further enhance their studies.

Other unique partnerships included Sault College's partnership with the Samuel Jackman Prescod Polytechnic (SJPP) in Bridgetown, Barbados. As part of a large Canadian Government commitment to the Caribbean region, the Department of Foreign Affairs, Trade and Development Canada (DFATD) will fund the Sault College – SJPP partnership \$440,000 over the next two years to collaboratively develop training to support the growing Renewable Energy Industry in Barbados and throughout the Caribbean.

The Barbados Training Project is supported by the Association of Canadian Community Colleges which is one of six partnerships beginning this year under the DFATD's Caribbean Education for Employment Program. The SJPP selected Sault College over several other colleges from across Canada. A team from Sault College visited the SJPP team in Barbados to learn more about the institution's goals, strengths, project expect-

tations and challenges. SJPP's goal is to become the leading Institute in the Caribbean Region for Renewable Energy Training and the experience and expertise Sault College has gained over the last several years in this area will assist in meeting this goal.

Additional international partnerships included a unique opportunity with Brazilian faculty at Sault College. The Brazilian government generously funded a pilot program for 43 professors to visit Canada for 3 months to learn the Canadian college system, in order to influence growth and development for the relatively new college system in Brazil. On February 21, Sault College officially welcomed five campus guests from Brazil. As a part of a Brazil-Canada Technological and Professional Fellowship Exchange Program facilitated through ACCC, Alexandro, Renato, Carlos, Anglada, and Mariano were among Brazilian academics visiting Colleges across Canada and greatly enriched our international partnership program. It is anticipated that Brazil will fund an additional 950 professors to study the college system in Canada over the next few years.

The intent of the fellowship program is to learn more about the Canadian college system, which has been deemed by Brazil to be a leader in applied learning and an area where Brazil has identified a need for their own college system growth. During their 3-month visit to Sault Ste. Marie, the Brazilian participants explored how to operate a publicly-funded Canadian college (administration), service students, establish industry linkages, do applied research, hands-on learning instruction and related aspects of college education. They also interacted with all areas of the college with a particular interest in technology and science disciplines. Their visit also included relationship building and traditional Northern Ontario recreational activities including home visits with College colleagues, participating in a sweat lodge, ATVing, ice-fishing and experiencing a sauna. At the end of their visit to Sault College, the participants gathered in Ottawa with their 38 other Brazilian colleagues to share what they've learned and to explore possible opportunities to send future cohorts of Brazilian teachers to Canada.

Additional international initiatives involving Sault College included a unique opportunity for students to attend the University of Wales Trinity Saint David. Located on the Carmarthen campus in the United Kingdom, Fitness and Health Promotion students now have the opportunity to transfer their credits to the University of Wales to receive a BSc (Hons) degree in Health and Exercise Referral. The University is part a growing industry of educators with over 160 years of experience in offering physical education.

This partnership is the only one of its kind in an Ontario College that assists graduates in gaining further knowledge and research skills as well as providing an international experience while they complete their degree in one academic year. The

innovative degree program invites eligible graduates of the two-year Fitness and Health Promotion diploma at Sault College to transfer their credits towards a three-year honours Bachelor of Science in Health and Exercise Referral. If the student chooses, they can also apply to complete a Master's degree in the second year at University of Wales Trinity Saint David.

Sault College entered into a partnership with the University of Ontario Institute of Technology (UOIT) in Oshawa, Ontario this year. The new agreement outlines various articulation agreements that will improve overall access to post-secondary education through increasing the number, type and range of programs to Sault College and UOIT students. The goal of this agreement is the creation of consistent, flexible and seamless diploma/degree and degree/diploma bridging agreements for students enrolled in approved programs at UOIT and Sault College. The agreement will also help better the skills of our students and improve their participation in Ontario's labour market and economy. Areas covered in the articulation include Business and Information Technology, Education, Energy Systems and Nuclear Science, Health Sciences and Social Services and Humanities.

To further maximize emerging opportunities and to contribute to the development of the North while realizing the objectives of a new vision for post-secondary education, Sault College was the recipient of \$3 Million on behalf of all Northern Colleges to develop strategic advertising and promotion outreach to southern Ontario markets and bring students to the North to study via all media formats. The overall outcome of the "Study North" initiative is that students will study and stay in the north. Through this partnership, a broader range of learning opportunities and supports to residents and communities of Northern Ontario will be provided as well as the development of an integrated training and employment strategy.

## COMMUNITY INVOLVEMENT

As the college realizes the tremendous importance of community outreach and the exponential impact possible as a result of such connections, all Sault College programs are infused with a community-based project to develop its students' commitment to society. Expanded partnerships and enhanced engagements will establish possibilities for students to use critical analysis and engage in deep learning through work and "living lab" experiences with our industry partners. Examples of student community outreach projects include the following initiatives.

During the month of September, various staff and students supported the annual Terry Fox Run. The event consisted of a 2km, 5km or 10km walk/run along the Sault's waterfront. Students and staff laced up their running shoes, grabbed their roller blades and brought their strollers and bicycles to support cancer research. The event raised over \$30,000 locally with the

Sault College team raising close to \$1,500.

Another compelling class project at Sault College is now in its fourth year. The Shadows of the Mind Film Festival that the Canadian Mental Health Association hosts has been partnering with the college's Child and Youth Worker program to present the "pre-Shadows of the Mind Film Festival," a pre-screening event which aims to raise money for the Child and Youth Worker (CYW) program's annual We All Love Kids (W.A.L.K.) event, which raises funds for community-based organizations providing service to children. Due to the success of the inaugural event, this year marked the third year in a row that Shadows moved their 2013 opening night gala to Sault College, where event supporters were treated to a delicious meal that Sault College Culinary and Hospitality students prepared.

Sault College's third-year students of the CYW Program hosted the successful and well-received 14th annual "We All Love Kids" W.A.L.K. in 2013. Proceeds from this year's walk supported Rainbow Camp, a camp designated for youth that are connected with the LGBTQ (lesbian, gay, bisexual, transsexual and questioning) community. This year's W.A.L.K. raised \$4,000 for Rainbow Camp, one of Canada's first camps for the LGBTQ teens that allow campers the opportunity to be themselves among friends. Algoma University Professor, Deborah Woodman, helped plan the camp's curriculum and spoke to students about campers having the chance to discuss sexual health, gay rights and how to create safe spaces.

In their post-secondary program, the Peace and Conflict Studies students at the College learn that extensive participation is required to get involved and improve one's community. The program brought the world to Sault Ste. Marie as students hosted a Ten Thousand Villages Sale held on campus. The sales from this event exceeded \$17,000 with all proceeds directly supporting artisans partnered with Ten Thousand Villages, the oldest and largest Fair Trade Organization in North America. In addition, 10% of all proceeds directly supported the World University Student Refugee program at Sault College. Students invested in the lives of artisans around the world by selling exquisite handcrafted gifts and home décor. Every handicraft at a Ten Thousand Villages sale has been given life by the hands of a skilled craftsman and reflects the traditions and creativity of its maker.

The Native Education department at Sault College participated in an inspirational "Day of the Girl" event to increase global awareness of gender issues. Staff and students were asked to share a thought, idea or statement expressing a challenge or experience about being a girl or in support of women. Participants were asked to write their thoughts on white poster boards and have their photos taken. Barbara Nolan, Sault College Elder in residence, Philis Atta, BScN student, and Rainbow Assiniwai, 13-year old youth, shared their own personal experi-

ences at the event. Participants were eagerly engaged and interested to participate with over 150 responses received.

In keeping with women's issues, Native Education also participated in the Freedom Sisters' "Shine the Light" 15 days of Action campaign and decorated Enji Maawnjiding in purple while encouraging the entire College community to get involved. Purple is a symbol of courage, survival, and honour and has come to symbolize the fight to end woman abuse. Various College offices were decorated in purple lights, balloons and other decorations from November 25 - December 10 to support 15 days of action to end violence against women.

In addition to the "Shine the Light" campaign in support of women, members of the Sault College community participated in an international mission to assist women in developing countries. Sault College, in partnership with the Zonta Club, hosted a Days for Girls Sew-A-Thon to produce feminine hygiene kits in support of the BScN Nursing in Nicaragua project. Over 120 people of all ages volunteered to help with cutting fabric to be sewed as well as pinning, flipping and ironing. A total of 230 kits were created as our College able to meet our commitment of 150 kits for Nicaragua and the participants were able to get a good start on Kits for Kenya in 2015.

Other community-based projects included Project ALLY (Aboriginal Leaders Liberating Youth) a program the students in the

Social Service Worker Native Specialization (SSW-NS) program at Sault College created in response to heartbreaking stories of suicide, racism, bullying, low self-esteem, cultural identity loss and abuses Aboriginal youth in our community face.

The SSW-NS program partnered with adolescent programs at the Sault Ste. Marie Indian Friendship Centre to mobilize our community. The Project ALLY team hosted a dinner event in which strong Aboriginal role models and leaders from our community were matched up with at-risk Aboriginal youth between the ages 11 and 17.

The mission of the program is to facilitate the creation of at least 30 sustainable, supportive mentor-style relationships with goals including the development of trust, self-worth, cultural identity, confidence and more. SSW-NS students facilitated activities throughout the evening to create a special opportunity for adult mentors and youth to become well acquainted.

The Esthetician Program and Hairstyling Program teamed up with Crime Stoppers to present "All Dressed Up", a community-minded initiative that focuses on building positive self-esteem with the youth in Sault Ste. Marie and surrounding area. For some in our community, graduation can be a financially strapping and stressful time of year especially for parents and their children.

In an effort to help all graduating students to happily

CHILD AND YOUTH WORKER STUDENTS AND PROFESSORS PRESENT A CHEQUE IN THE AMOUNT OF \$4,000 FROM FUNDS RAISED AT THEIR ANNUAL "WE ALL LOVE KIDS" W.A.L.K. TO RAINBOW CAMP, ONE OF CANADA'S FIRST LGBTQ CAMPS FOR TEENS



anticipate and enjoy this very important milestone in their lives, students and faculty worked with Crime Stoppers to ask people to donate any gently used dresses, shoes or accessories to the Spa at Sault College. An Expo was then planned for March when "All Dressed Up" proceeds were displayed to graduating students to choose from, as well as, gift certificates from the Spa at Sault College and Hairstyling Salon to pamper and prepare these young women for their graduation day. Participants commented on how this was a memorable experience for the youth in our community.

Sault College's Hairstyling program gives students the necessary skills to be successful in this creative, exciting and artistic field while making an impact in the lives of others. This year was one of many where Sault College hairstyling students put their skills to the test to spruce up wigs used by hospital patients sustaining hair loss due to cancer treatment. Students sanitize and maintain the wigs during the patients' use of them. Every year, the program organizes an annual hair donation clinic in which students, under the leadership of their professors, assist clients living with cancer find wigs and other types of headwear when they lose their hair. The College has also maintained its partnership with Angel hair, a hair donation centre to assist with creating wigs for children coping with various types of hair loss.

The Esthetician program of the College partnered with the Sault College Sole Mates for the CIBC Run for the Cure team once again over the past year. For \$20 students and staff were able to get a luxurious manicure done by our Esthetician students. The initiative is the largest fundraising project for the team that participates annually in the community's Run for the Cure campaign.

After those campaigns, students in both the Hairstyling and Esthetician programs partnered together to participate in the Y.M.C.A 'Girlz Just Wanna Have Fun' Program in partnership with Algoma Public Health as well. Sault College students worked with preteens in the Young Parent Connection program throughout the year to build a positive self-image through skin care and nail care techniques and provided a glamour day at the end of the program.

To help with wellness, students in the Occupational Therapy/Physiotherapist Assistant program held a rehabilitation clinic throughout the school year. Clients were able to come into the College's lab and speak to a registered Physiotherapist regarding pain management and rehabilitation or for education and advice on injury prevention.

Additionally, students and staff in the Peace and Conflict Studies program organized a fundraising walk linked to the global organization, Seeds for Peace. This non-profit organization supports essential peace leadership skills among youth in

the Middle East, South Asia and the United States. Each summer, teens from some of the most charged regions of violence and war come together in Maine to meet "the other side." Through an intensive conflict resolution program, the teens emerge with a strong sense of self-confidence and leadership as well as empathy, respect and understanding for each other's humanity.

The Seeds for Peace summer camp is the springboard for the youth into continued year round regional programming and support. Locally, the walk the Peace and Conflict studies students organized at Bellevue Park, showed support through solidarity with hundreds of others around the world. Students walked to express their belief in the work that Seeds of Peace has been doing for 20 years, the vision that peace is possible, and the theme that we must invest in youth leadership for sustainable peace building.

During one of Sault Ste. Marie's coldest and longest winters on record, the Public Relations and Event Management (PEM) Program designed and hosted a "Commit to Mitts" program to help support those in need to stay warm in the winter. Twenty local sewers who volunteered their time and thread to the program produced 100 mitts during an unseasonably long and cold winter. The mitts were then donated to the Soup Kitchen Community Centre.

Furthermore, the PEM class raised \$120 for the Soup Kitchen from attendees of the Marquee, the annual event the Public Relations and Event Management students of Sault College organized as part of the 2014 Bon Soo Winter Carnival. Now in its second year of partnership,

the "Marquee," an outdoor performance stage for local artist and performers to showcase their talent and represent their art, was held at Roberta Bondar Pavilion on the waterfront with some impressive performances including dance routines, live music, DJ sets, martial arts, theatre pieces and beat boxing.

The partnership between Bon Soo and the PEM program gives students an opportunity to put their classroom learning to the test in a live event. The students were responsible for researching, designing, planning, coordinating and evaluating the event, while receiving valuable hands-on experience in event creation and implementation for their future portfolios. Students were also evaluated on the project as a part of their event course curriculum. Throughout the week, "The Marquee" collected canned food, which will all be donated to the Community Centre Soup Kitchen. This partnership is part of the PEM student's corporate social responsibility plan.

In other parts of the city, Justice Studies students participated in Crime Stoppers Community Safety patrols in the downtown area ensuring community safety and well-being.



With the presence of these students, there has been a notable decline in instances of crime and an increased sentiment of safety and community in the downtown area.

### **CARING CAMPAIGNS**

Trades students partnered with the United Way to deliver one of its most meaningful and impactful community events of the year in 2013. The annual “Day of Caring” project involved students and faculty members assisting seniors in their homes with reducing their energy/or utility costs. Clients of the unique and worthwhile project were chosen on the basis of their need for lower energy costs.

For this charitable event, community businesses were asked for their support for materials to use in the repair of the senior’s homes. The materials were generously provided free-of-cost, while Sault College students spent the day working to help seniors on designated homes throughout the city. Some projects included caulking windows, raking and bagging leaves, and showing homeowners how to properly set programmable thermostats.

In addition to partnering with the United Way, Sault College staff participated in one of the most successful fundraising initiatives for the campaign. This year we had 92 donors compared to 47 in 2012 nearly doubling our involvement. The total amount pledged was \$12,259.76 from 83 people with 28 being ongoing from previous years and 9 are new signees for ongoing donations. We received \$696 in cash donations from 9 people and raised \$725.56 through special events like our pancake breakfast.

### **WORK EXPERIENCES**

Free Personal Income Tax preparation for seniors was part of Sault College’s Accounting Diploma program initiative to provide hands-on experience to students in processing tax documents while assisting seniors with limited income through this free service.

Culinary students provided numerous community outreach activities including hosting the Chamber of Commerce annual Take 5 event in the Sault College Hospitality Institute at The Gallery. This long-standing partnership with our students includes an evening of serving a host of appetizers and desserts to a sell-out business crowd. TD Canada Trust, as the title sponsor of the evening, takes this opportunity to recognize the academic performance of two students in the Culinary and Hospitality programs. This year, Sault College Hospitality student Connor Rothenberger and Culinary student Mark Hautenen were presented with a \$500 cheque.

With Sault College’s Aviation School considered one of the best flight schools in Canada, this year an exciting partnership

was announced with a leading Canadian corporate jet charter provider and regional airline, Air Georgian, through its Mentor Program beginning in May of 2013. Air Georgian’s Pilot Mentor Program selects high-achieving college and university graduates from recognized aviation programs to continue their learning experience while on the job. Each pilot in the mentor program has their flight progress tracked and reviewed to support their continued growth.

This is a great opportunity for aviation students at Sault College to enter the industry with a leading regional carrier. Sault College’s school of Aviation was eligible to provide Air Georgian with candidates for the Air Georgian Mentor Program. Prospective students were invited for an interview and selection process at Air Georgian offices in Mississauga. The interview and selection process consists of situational questions, technical knowledge assessment as well as cognitive and personality testing with the final step being a simulator evaluation in a B1900D simulator at Flight Safety in Toronto.

Successful applicants were placed in Air Georgian’s hiring pool and once positions in an upcoming ground school become available, students will be granted a letter of offer. Hired students fly as mentors until they reach the minimum requirements to be released from the program, after which they will fly as First Officers. The Mentor Program is a great opportunity for young, skilled pilots to fly for a 704 operator, in the Air Canada Express family.

### **APPLICANT OUTREACH**

Sault College increased student applications, enrolment and retention through working together cross-functionally on contact and recruitment strategies with high school students and elementary students. Some examples of the ways this was done include:

The School College Work Initiative and the College teamed up to offer a week-long Grade 9 tour blitz. Students in Grade 9 at local high schools were invited to take part in a day-long event involving visiting various areas of the College so that they would consider post-secondary education in an area that interested them for the future. Hundreds of students participated and each day a draw was held for a student to take home an ipod to increase excitement and engagement in the event.

For Inspiration and Recognition of Science and Technology (FIRST™), an organization founded by inventor Dean Kamen to inspire young people’s interest and participation in science and technology brought its annual FIRST® LEGO® League (FLL) “Nature’s Fury” Challenge to Sault College again this year. The Challenge called for teams of 9 to 14 year-old children and teens to explore the awe-inspiring storms, quakes, waves and more that are natural disasters.

Through extensive research and building a LEGO® MIND-STORMS™ robot, young students discovered what can be done when intense natural events meet the places people live, work, and play. In the Nature's Fury™ project, teams identified a community that could experience a natural disaster, identified a problem that happens when a natural disaster occurs, created an innovative solution that helps people prepare, stay safe, or rebuild and shared their problem and solution with others. This year, the competition grew to fifteen local and district children guided by their volunteer coaches demonstrated their problem-solving, teamwork, competitive play, sportsmanship and sense of community while participating in the event.

Sault College, in partnership with Ontario Association of Architects (OAA), Professional Engineers Ontario, Algoma Chapter (PEO), Rotary Club North and OACETT – Ontario Association of Certified Engineering Technicians and Technologists, School College Work Initiative (SCWI) and the Sault International Bridge Administration, delivered the ever-popular 24th annual Bridge Building competition this year. Hundreds of balsa wood bridge kits were sold to high school and elemen-

tary school students to prepare for the event. As in previous years, the popularity of the event has continued to grow. Bridge building is a fun way of introducing youth to the world of civil engineering and some local schools have even gone so far as to incorporate the annual contest into their bridges and structures curriculum.

Students from Algoma region schools were given the opportunity to participate in Bridge Building clinics that Sault College Civil Engineering professors and student recruiters ran to gain valuable tips on constructing strong and sturdy bridges. Over 400 students representing 9 different local elementary schools participated in the informational clinics. Winning students were treated to a special visit at their school by Corby the Sault College Cougar. Corby was on hand to distribute prizes and certificates to those who participated in the Bridge Building competition. Cash prizes were awarded to contest winners with first-place in each category receiving \$100, second place winners receiving \$75 and third place winners given \$50 with additional smaller cash prizes awarded in the grades 5/6 and 7/8 category.

PROUD PARTICIPANTS AT OPENING CEREMONIES OF SAULT COLLEGE'S ANNUAL FIRST LEGO LEAGUE COMPETITION



Another activity that showcased our College to future students included the Nature Camp for Kids. Sault College's Child Development Centre held a fun, interactive and educational camp operated by the College's Child Development Centre and providing children aged 4-8 years with experiences and educational opportunities to stimulate their sense of wonder in the natural world. The camp was a seven-week program running weekly until August 16. The camp emphasized the importance of getting children outside to explore the challenges and rewards the outdoors can bring. Outdoor play increases children's development, problem-solving skills and creative abilities. The Nature Camp was a great way for children to explore the wonderful natural environment surrounding the Sault College area.

### HOSTING PARTNERSHIP EVENTS

In creating a new and impressive building on campus, Sault College has also opened its doors to partner with many outside organizations seeking space to deliver programming and services, or hold meetings and events. Attracting a growing number of attendees to participate in such initiatives and events greatly assists these organizations, and the college is only too pleased to offer our impressive facilities to community partners, both locally and provincially, who are doing great work.

Another successful event in which the College donated its space and resources was hosting the 7th annual Seedy Saturday in March. Held in Essar Hall, the event invited community members into the college to share gardening tips, heirloom seeds and more. Local environmental, food security, gardening organizations and vendors were on hand to answer gardening questions and pertinent issues involving food. A variety of speaker presentations and workshops took place on topics including Seed Saving, Cities Feeding and Meeker's Magic Mix fish compost. The event was extremely well-attended, with hundreds of community members from across the region visiting the college to learn more about these important topics. The hosting of this event strengthened the college's ties in the environmental area of study, as well.

Hosted in partnership with the Sault College Native Student Council, Passport to Unity presented recent Juno Award winners A Tribe Called Red in the Health and Wellness Centre. The group's cutting-edge electronic tunes infused with traditional Pow Wow vocals, dancing and drumming has transformed the music landscape. A Tribe Called Red produces a truly unique sound that has impacted the global electronic scene and urban club culture. By taking traditional elements of their culture, the group has added a 21st century spin that has catapulted them to worldwide recognition. Their music and message resonates with all who come into contact with it.

A free public question and answer session with the band,

facilitated by CBC's Waubgeshig Rice, took place in Sault College's Native Education department Enji Maawnjiding. Community members were invited to meet the band prior to their performance and hear what it means to be an ambassador for First Nations people and understand why the group started and their incredible journey that has taken them and First Nations culture and traditions to various locations around the world. A Tribe Called Red with local opening acts Outspoken and LOCAL.

Additionally, the Graphic Design program at Sault College hosted a very unique display in partnership with the Association of Registered Graphic Designers of Ontario (RGDOntario) by hosting the Social Good Design Awards program to recognize graphic designers who demonstrate the ability to make our world a better place through their forms of visual communication. A collection of award winning pieces were displayed in Sault College's G-wing.

This was a great opportunity for Sault College and the Graphic Design program to show how visual communications are important to today's society, a significant theme for the program. Being able to better our society with graphic design is a concept that we want to teach our students. The award-winning designs and concepts were selected from submissions from all over the world by RGDOntario, with 11 countries involved and over 200 pieces considered.

### FUNDRAISING

2013 marked another successful year of Inspiring Growth: A Campaign for Sault College. Through the continued generosity of businesses and individuals who have demonstrated their ongoing belief in the value Sault College provides to our students, employers and the larger community, Sault College has been able to continue with its ongoing fundraising initiatives. The support through giving to the campaign will help us grow our college and increase the lasting impact we will continue to have on learners' lives and the employers for whom our graduates work.

Significant donations and donors this reporting year include Wishart, CIBC, Essar Steel Algoma Inc. Palmer Construction Group Inc. Soo Mill Buildall, RBC Foundation, BMO Bank of Montreal and Tenaris Algoma Tubes.

In all these ways, Sault College recognizes the degree to which our partners are intrinsic to the successful execution of our strategic and operational plans. By collaborating with members of the community and industry like those outlined above, by seeking out their guidance and support, by finding ways to tap into their expertise and by listening and responding to their needs, we will continue to increase the presence and impact of the College in our community in impactful ways.

# Building a New College

*2013-2014 MARKED THE FOURTH YEAR OF OUR COLLEGE'S CAMPUS FACILITIES TRANSFORMATION. SAULT COLLEGE IS PLEASED TO NOTE THAT PHASE II OF DEVELOPING A NEW STUDENT HEALTH AND WELLNESS CENTRE AND LINK IS NOW COMPLETE.*

Throughout the past five years, the College has made impressive progress to renovate and renew our learning environment and will continue to do so to remain on the leading edge of post-secondary education in the province.

Presenting a clean, inviting and inspirational learning, working and gathering environment is central to encouraging balance, inspiration, well-being, engagement and productivity in the lives of those who experience the College.

Along with our staff and students, community members and guests to the College have noticed a radical change to campus in the last year. The face of Sault College has changed Essar Hall, our new modern building at the forefront of the Northern Avenue side of the campus, an inspiring space for our students to learn and grow.

With Essar Hall's completion, the stages of the next phase of the College's campus redevelopment are now completed. One of the year's most exciting moments for the College happened in the fall of 2013. Sault College officially opened its new 40,000 square foot Student Health and Wellness Centre. The vital training and education resource is complete with academic labs, fitness rooms and a gymnasium to better promote a healthier lifestyle for our students. The new Centre also plays an important role in helping to provide Northern Ontario with well-trained health professionals.

This facility supports studies in human performance, chronic disease management, rehabilitation and alternative therapies. The complex will also host sporting events and provide fitness rooms, studios and a student centre to offer meeting and study spaces.

Another important area that will benefit from this centre is our varsity athletic teams who have been practicing and playing in facilities that are original from when the College was built. The growth in our athletics area has been tremendous throughout the past few years and it will only get better.

Key points and features of the new building include:

- \$13.3 million, 40,000 square feet including a two-lane indoor walking/running track
- 5,000 square feet fitness room featuring the most current life fitness and hammer strength equipment

- State-of-the-art equipment featuring 19" touch screen technology including cable TV, internet and iPod/iPhone connections
- Best venue for sports and entertainment in the North for its size
- The gym floor is a Conner Green Play Maple floor – same floor as used in the NCAA Basketball Tournament
- The Maple itself comes from Amasa, MI – 4 ½ hours southwest of us in the Upper Peninsula Michigan
- The court itself is the first FIBA (international standard) sized court in Sault Ste. Marie
- The Cougar Logo itself is the biggest center court logo Westpoint Sports has ever done in their 30+ year history
- The barn board in Odeno, the student pub and the Common Grounds, named after Sault College President Dr. Ron Common came from Garden River Ontario

THE COMMON LINK



- The walking track – 9 laps is a KM and 14 laps are a mile
- The scoreboards come from OES in London, ON and has the unique blue and white lighting display
- The basketball nets are Schelde portable units – so the facility can transform into an entertainment venue with the nets being removed from the facility (nets are used at the NBA level professionally). The height adjustment can also accommodate accessible sports.
- The building was designed with the fitness centre and studio facing east to provide the best natural light throughout the day. It boasts floor to ceiling windows on all three sides

The students of Sault College have supported the new facility with a \$3.9 million contribution towards the building that replaced the students' former life centre, the Outback. Now, a beautiful new pub and restaurant Odeno, meaning "where we

gather" in Ojibwe, is the new space for students to relax and socialize with friends after class. Additionally, the Sault College Students' Union have inviting office spaces for students to meet with their Student Union representatives.

The excitement around having a new space in which to grow and celebrate learning was also seen when the college officially opened its new link named "The Common Link" named in honour of Sault College President Dr. Ron Common. The Common Link connects the new Student Health and Wellness Centre to the College's current link. Created entirely with the students in mind, the most prominent feature within the new space will be the pedestrian "boulevard" which has already been used for various functions related to student activity such as photography and graphic design shows as well as a social area, study area and a lounge.

Further campus renewal projects included:

FIRST "SLAM DUNK" AT HEALTH AND WELLNESS CENTRE OFFICIAL OPENING CEREMONY



- To address structural deficiencies, Sault College provided \$12,000.00 for the construction of a new fire arbour on-campus. Constructed with the assistance of Upgrade for the Trade summer students, the arbour will be completed in the summer of 2014.
  - A new lab was created to provide a realistic space for the Personal Support Worker program providing care to someone situated in a home or an apartment. An existing 1,000 square foot classroom was transformed into an apartment. A working kitchen, bathroom, laundry, bedroom, living room, and dining room were created to provide students with a realistic environment for learning practical skills. Technology was installed to provide faculty the ability to listen, see everything, and provide instruction from a remote location to a student performing a lab activity.
  - The student teaching restaurant known as The Gallery was renovated to provide a fresh and modern look. New flooring, trim, paint, window coverings, and changes to the bar have given the area a refreshed look. Renovations were also completed in the service kitchen to improve efficiencies. These efficiencies were gained primarily through the relocation of existing equipment. The changes will provide the students an improved space to learn practical skills
  - In the Mental Health Hub, space was created provide 6 offices, a waiting area, clerical space, and a small meeting room. The space is secure and can only be accessed by appointment through student services. New flooring, walls, doors, upgrades to the HVAC, drop ceiling, and an updated colour scheme provide a very warm an inviting space for students requiring assistance.
  - College Wide Emergency Broadcasts were installed last year driven by lockdown protocol and the need to broadcast any emergency situation. The College invested in equipment and technology to alert and provide direction during any emergency. The system was integrated with our fire alarm system and our Cisco phone system. The speakers installed also have IT clocks as an added feature. This year, training material was created on the D2L system and we are now ready to take the final steps in facilitating clean, robust and reliable lockdown drills.
  - Academic Upgrading was relocated to accommodate the creation of the new Mental Health Hub. The renovation of three classrooms provided office space, testing space, and two classrooms for the delivery of programs. New flooring, lighting, drop ceiling, updated colour scheme, and furnishing provided a modern space and improved learning environment for students.
  - In the Digital Film Production lab, two spaces were renovated to accommodate this new program offering. The first space was renovated to provide a state of the art digital film production lab. This space also included offices for staff and secure storage for equipment. The second space renovated provided 6 individual suites for film editing. A new HVAC system was provided to ensure adequate cooling was in place for equipment and comfort levels existed for students working in the space. Both spaces included new flooring, drop ceiling, doors, updated colour schemes, technology and furnishings.
  - A 20-space E-Learning classroom with technology for electronic learning and/or program delivery was created. The space included new flooring, doors, updated colour schemes, drop ceiling, technology, and furnishings.
  - A new ventilation system for Ray Lawson Hall residence was installed on two of the three floors. Old and failing equipment has now been replaced and upgraded with controls for the operation providing residents with improved air quality. The installation of the new ventilation system included architectural changes to the corridors and pods. These changes not only provided a way to hide mechanical equipment, they also enhanced the esthetics of the space.
  - The Hairstyling salon received a major facelift with all work stations replaced, upgraded electrical and an updated colour scheme. The salon now provides a modern look and improved environment for students to learn practical skills.
  - Minor renovation including painting, flooring, doors and glazing were performed throughout the year to address deferred maintenance at the College.
  - The College continued with its landscaping initiatives to enhance the College grounds, paths, and roadways to create a welcoming space for students and staff and those visiting our campus.
- Reinvesting in our buildings and campus has enabled Sault College to better compete with other institutions in terms of appealing state-of-the-art learning and communication technology and quality of space. The exciting developments around the grounds of our college reflect the progress being seen in programs, people and partnerships as we grow the organization and contribute to the community.

# Enhancing our College Profile

*TO REACH BEYOND OUR CORPORATE PROFILE AND TO STRENGTHEN OUR ORGANIZATION THROUGH NETWORKING, MENTORING, COLLABORATION AND LEARNING TO REACH NEW LEVELS OF DISTINCTION, WE KNOW THAT THERE MUST BE ONGOING TRANSFORMATION TO REMAIN RELEVANT TO OUR STUDENTS, COMMUNITY AND INDUSTRIES.*

To achieve the desired outcomes outlined in our five year strategic plan, we will need to attract a greater number of students from local communities, from out-of-the-region, and internationally.

## **NOTABLE GUESTS**

Premier Kathleen Wynne completed her tour of Sault Ste. Marie on October 18 with a stop at Sault College. Premier Wynne toured Essar Hall the new Student Health and Wellness Centre, Enji Maawnjiding as well as many labs on campus including Sault College's newest flight simulator. Premier Wynne said she was impressed with how this city has honoured local history and how that is continued throughout the campus.

The Honourable Greg Rickford, Minister of State (Science and Technology, and Federal Economic Development Initiative for Northern Ontario) visited Sault College on October 28. The Minister toured the new Academic Wing, Health labs and the Brookfield Renewable Power Energy Training Centre where he tested out The Viscus, an Applied Research Project.

To increase student applications, enrolment and retention through contact and recruitment strategies with high school students and elementary school students and to raise the College profile, the following activities and recognition occurred:

- To increase enrolment strategies, college recruiters participated in all six weeks of the College Information Program, visiting high schools in target areas of Ontario and presenting college information to interested students. Target areas included London, Thunder Bay, Sudbury, Timmins and the Algoma Region.
- A Fall on-campus Open House for local high school students and adult learners was held along with a spring Discover Sault Day, inviting all students with offers of admission to visit and tour the school. Both events were very well attended, with guests especially impressed with the friendly and welcoming students, staff, faculty and alumni waiting to greet and guide them. Hundreds of visitors from across the province who were surveyed said the day was well worth the trip.

In addition to opening the college to guests, our recruiters, Registrar staff and Coordinators corresponded with potential students via e-mail and mail throughout the year. A telephone campaign where all applicants were called and thanked for their application was done, and when potential students were offered admission, they were contacted again and welcomed to Sault College.

The annual guidance counsellor breakfast was held in the college's teaching restaurant, The Gallery. Counsellors, employment, and educational consultants from Native and Non-Native settings were given an opportunity to learn about new and exciting initiatives the college has with the hopes of these influencers passing along such information to their colleagues and students.

Aboriginal student recruitment remains a strong focus for our college and on-going efforts to promote post-secondary education opportunities. This increased awareness of Sault College post-secondary educational opportunities with future Aboriginal communities will assist with Aboriginal student application and enrolment.

Considered one of the best flight schools in Canada, Sault College's Aviation Technology – Flight program hosted an Aviation Day at the new Sault College Hangar. Guests were invited for this one-time opportunity to tour the College's flagship program facilities at the new Aviation hangar located next to the Sault Ste. Marie airport. The College also showcased its fleet including ten Zlin and two Piper Seminole aircrafts with advanced radio navigation systems and real time aircraft tracking systems. College community members were also encouraged to participate in a state-of-the-art flight simulation at Sault College, which provides a realistic experience that closely replicates flying in one of the College's planes. The feedback was fantastic and further proved why Sault College is a premier flight training school.

Other ways the College worked to increase its profile included graduating Graphic Design class that held their Graduate Exhibit Show entitled "Brain Candy" at Loplops Lounge. The annual event allows the graduates of this program to show-

case their talents by displaying the artwork they have created throughout their time at Sault College. The public was invited to enjoy the opportunity to see upcoming local artists who are eager to pursue a career in the graphic design industry. There were a number of artistic displays to view including artwork, packaging, brand identity, typographic artwork and photography. This event was well attended and provided graduates with an exclusive opportunity to promote their talents to the community as well as highlight the program and some of the finest pieces the students created during their time in the program.

In addition, the photography students hosted “RAW”, an evening of photography at the Canadian Bushplane Heritage Centre with the Digital Photography Grad Show. After two years of technical and creative exploration, the graduating class of Sault College’s popular Digital Photography program

pushed the limits of photography and play on the line of ethics. Playing with lights and extreme subject matter, with gripping images enflaming the senses, the photographers enticed taste, pushing food photography to the edge. Featuring instrumental music and light refreshments, the event enticed three of the major senses. The showcased works also allowed community members to get a glimpse of the skills the students developed that will provide them with numerous career options as well as entrepreneurial capabilities.

In all of the ways outlined above, the staff and students of Sault College have raised the profile of the college and all that it offers so that support for what we do here will grow. It is important to share the successes so that we can continue to be inspired to grow our organization like never before.



DR. COMMON HIGHLIGHTS SAULT COLLEGE’S IMPRESSIVE KEY PERFORMANCE INDICATORS TO PREMIER KATHLEEN WYNNE ON HER TOUR TO SAULT STE. MARIE



# Embracing the Future

*IN CLOSING, SAULT COLLEGE'S ABILITY TO RESPOND TO THE NEEDS OF OUR LEARNERS AND THE DEMANDS OF INDUSTRY, TO PARTNER EFFECTIVELY AND COLLABORATIVELY BOTH WITHIN AND WITH THOSE OUTSIDE OF OUR ORGANIZATION AND OUR CAPACITY FOR ADAPTING TO AND THRIVING WITH CHANGE HAVE ALL GREATLY INFLUENCED OUR ULTIMATE SUCCESS.*

Our campus transformation speaks to our ability to adapt and respond to the growing needs of our learners. Many community partners are celebrating our success with us and helping us to reach further. The impact of Sault College on the lives of learners in the north and throughout the province of Ontario is undeniable. We see the responsibility placed on us to help transform lives for the better as a privilege, and are inspired by the possibilities of creating even more engaged citizens who are educated for a future that needs their ideas, efforts, and expertise.

Over the past year, we have worked tirelessly to move our

organization closer to our strategic destiny. As year five of our organization's five-year strategic plan comes into view, we celebrate our many successes and prepare to undertake many new initiatives and continue with those already begun so that we can further increase the opportunities for our students and community.

We are excited about the future and know that the possibilities that await are endless.

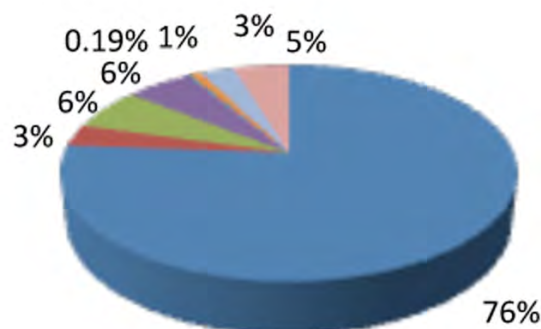
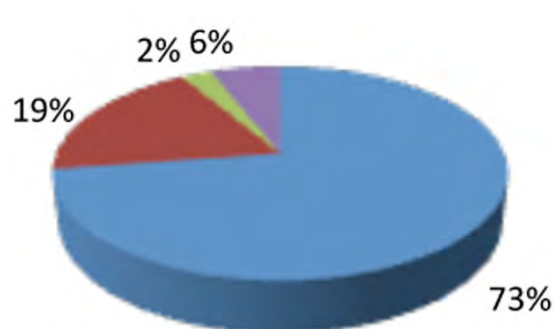
To our community supporters, we thank you for believing in us, and we commit to embracing and helping to create even more exciting opportunities that await.

# Analysis of College's Financial Performance

The Sault College Board of Governors approved the 2014/15 operating budget as presented at the June 19, 2014 Board of Governors meeting. A comprehensive hard copy of the audited financial statements is available upon request from the

College's External Relations department, 705-759-2554, ext. 2830. The financial statements and this Annual Report are also available online at [www.saultcollege.ca](http://www.saultcollege.ca).

## FINANCIAL RESULTS FOR THE YEAR ENDED MARCH 31, 2014 (IN THOUSANDS OF DOLLARS)



- Grants and Reimbursements
- Tuition Fees
- Ancillary Operations
- Other

- Salaries and Benefits
- Instructional Supplies
- Contracted Services
- Utilities, Maintenance and Taxes
- Interest and Bank Charges
- Travel and Professional Development
- Training Subsidies and Allowances
- Supplies and Other Expenses

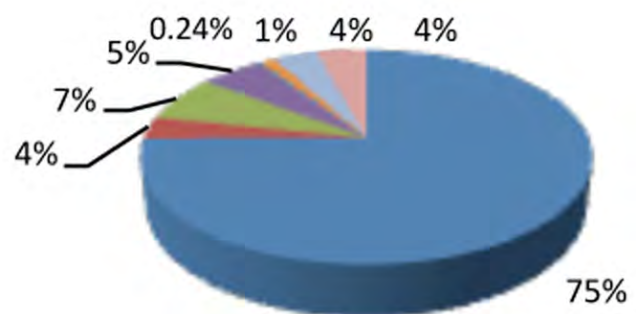
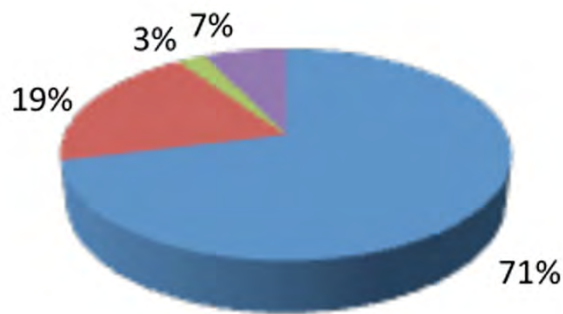
### REVENUE

Grants and Reimbursements	35,987
Tuition Fees	9,319
Ancillary Operations	1,268
Other	2,963
Restricted for Student Purposes	1,116
Amortization of Deferred Capital	2,866
<b>TOTAL REVENUES</b>	<b>53,520</b>

### EXPENSES

Salaries and Benefits	37,322
Instructional Supplies	1,593
Contracted Services	3,078
Utilities, Maintenance and Taxes	2,752
Interest and Bank Charges	93
Travel and Professional Development	490
Training Subsidies and Allowances	1,375
Supplies and Other Expenses	2,317
Restricted for Student Purposes	106
Scholarships and Bursaries	931
Provision for (recovery of) Post-Employment Benefits and Compensated Absences	(381)
Amortization of Capital Assets	3,830
<b>TOTAL EXPENSES</b>	<b>53,505</b>

## 2014/2015 CASH BASED OPERATING PLAN (IN THOUSANDS OF DOLLARS)



- Grants and Reimbursements
- Tuition Fees
- Ancillary Operations
- Other

- Salaries and Benefits
- Instructional Supplies
- Contracted Services
- Utilities, Maintenance and Taxes
- Interest and Bank Charges
- Travel and Professional Development
- Training Subsidies and Allowances
- Supplies and Other Expenses

### REVENUE

Grants and Reimbursements	37,284
Tuition Fees	10,115
Ancillary Operations	1,312
Other	3,698
<b>TOTAL REVENUES</b>	<b>52,409</b>

### EXPENSES

Salaries and Benefits	39,923
Instructional Supplies	1,795
Contracted Services	3,743
Utilities, Maintenance & Taxes	2,841
Interest and Bank Charges	130
Travel and Professional Development	684
Training Subsidies and Allowances	1,978
Supplies and Other Expenses	2,250
<b>TOTAL EXPENSES</b>	<b>53,344</b>

## 2012-2013 Multi-Year Accountability Agreement (MYAA) Report Back

<b>Institution Name:</b>	<b>Sault College</b>
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### **OVERVIEW**

The annual Multi-Year Accountability Agreement (MYAA) Report Backs continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

Consistent with previous MYAA Report Backs, the 2012-2013 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2012-2013 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

Where possible, to help streamline the 2012-2013 MYAA Report Back process, the Ministry pre-populated **Sault College's** 2012-2013 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators), data sources (e.g. Full-Time Enrolment Headcount) and pre-populated data from previous Report Backs (e.g. 2011-2012). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Sault College's** 2012-2013 MYAA Report Back is denoted with the symbol (+).

**1) Enrolment - Headcount\***

*\*DEFINITION: Headcount is the un-audited 2012-2013 enrolment count on November 1, 2012 in the Ontario College Application System(OCAS) (Full-Time funded students only: does not include Nursing, Second Career, Apprentice or International students).*

**Sault College's** total Headcount enrolment count in 2012-2013 = **2,043**<sup>(+)</sup>.

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment at **Sault College** in 2012-2013 = **1,548**.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment at **Sault College** in 2012-2013 = **450**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2012) enrolled at **Sault College** in 2012-2013= **45**.

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

Admission, registration and demographic data was compiled from the Sault College student information system and financial information system, as well as Ontario College Application System downloads. Enrolment reports were created from relational database queries from our system. The system accurately reflects the life cycle of the students from application to admission to registration to returning registration to graduation.

The College's current information technology system is in dire need of replacement. To that end, during the 12/13 year ERP consultants were engaged to examine our student information and financial information systems and processes, interview staff members and make recommendations as to the direction which should be taken toward an improved infrastructure. In keeping with the final recommendation that Sault College partner with a larger institution to adopt a current and refined system, three southern Ontario colleges were approached, negotiations undertaken, and the most suitable partner selected. Work continues into the current year to begin Phase I of the implementation plan.

Please provide one or more examples, in the space provide below, of highlights from **Sault College's** Enrolment Management Plan that **Sault College** used during 2012-2013 to manage enrolment.

Enrolment numbers on Day 10 of the 12/13 academic year reflected a 6 percent increase in first-year students and an overall 2 percent increase over the previous year. This was a reflection of the College's continued growth mandate set out in its scorecard projections and strategic plan. More programs were waitlisted in 12/13 than in 11/12.

In keeping with the College's desire to grow and provide enhanced opportunities for students, the following strategies were undertaken:

- The College added a popular new Ontario College Graduate Certificate program titled Natural Resources/Environmental Law-Inspection and Enforcement to provide a new opportunity to natural resources, environmental and justice studies diploma graduates. A new Fetal Alcohol Spectrum Disorder Ontario College Certificate was developed and offered in partnership with the Anishinabek Education Institute.
- The option to begin studies and increase enrolment in January was offered for the following programs: Adventure Recreation and Parks Technician, Business, Fish and Wildlife Conservation Technician, Forest Conservation Technician, General Arts and Science-Liberal Studies, General Arts and Science-One-Year, Natural Environment Technician and Technology-Conservation and Management, Peace and Conflict Studies, Personal Support Worker, Police Foundations, Practical Nursing, Pre-Health Sciences, and Protection, Security and Investigation. In addition, high school/college dual credit registrations in January amounted to 193.
- In addition to postsecondary programs, pre-apprenticeship training was delivered in the following trade areas: plumbing, geothermal installation/design, gas technician, heavy duty equipment operator, forklift operator.
- With the support of Northern Training Partnership funding, community-based training was delivered to more than 100 Aboriginal students on six area reserves. Those programs included: Renewable Energy/Green Construction, Introduction to Clean Water Resource Operator, Hydro Plant Operator, Basic Construction/Maintenance Electrician and Basic Green Construction/Retrofitting Skills.
- Compressed certificate programs were developed to accommodate applicants under the Targeted Initiatives for Older Workers initiative, i.e. Adult Educator, Office Assistant, Essential Technologies, Occupational Health & Safety, Human Resources Practices, Medical Transcription, Professional Bookkeeper and Health Office Administrative Support.

**2) Under-Represented Students: Students with Disabilities\*, First Generation\* and Aboriginal\***

*\*DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of **Sault College's** annual report to the Ministry for the Accessibility Fund for Students with Disabilities (AFSD).*

*\*DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.*

*Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.*

*Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate).*

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

\*NOTE: Please do not include International students, Second Career students or Apprentices in the calculations below.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at <b>Sault College</b> who registered with the Office for Students with Disabilities and received support services in 2012-2013= <b>420</b></p> <p>Please calculate the total indicated above as a comparative % of <b>Sault College's</b> 2012-2013 Enrolment Headcount: (Insert Total From Above) <b>420</b> ÷ <b>2,043</b><sup>(+)</sup> (2012-2013 Enrolment Headcount) x 100 = <b>20.6%</b></p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at <b>Sault College</b> who registered with the Office for Students with Disabilities and received support services in 2012-2013 = <b>28</b></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at <b>Sault College</b> in 2012-2013= <b>598</b></p> <p>Please calculate the total indicated above as a comparative % of <b>Sault College's</b> 2012-2013 Enrolment Headcount: (Insert Total From Above) <b>598</b> ÷ <b>2,043</b><sup>(+)</sup> (2012-2013 Enrolment Headcount) x 100 = <b>29.3%</b></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at <b>Sault College</b> in 2012-2013 = <b>36</b></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at <b>Sault College</b> in 2012-2013= <b>414</b></p> <p>Please calculate the total indicated above as a comparative % of <b>Sault College's</b> 2012-2013 Enrolment Headcount: (Insert Total From Above) <b>414</b> ÷ <b>2,043</b><sup>(+)</sup> (2012-2013 Enrolment Headcount) x 100 = <b>20.3%</b></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at <b>Sault College</b> in 2012-2013 = <b>14</b></p>

\* The space below is provided for **Sault College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students.

Aboriginal student enrolment at Sault College is believed to be approximately 20 percent of the total population, the highest representation of Aboriginal students in the province. There is an estimated 450 Aboriginal students enrolled in Sault College in a given year as evidenced by anecdotal reports. Many do not self identify. In the Fall 2012 semester, 289 full- and part-time students voluntarily self-identified as one of Status First Nation, Non-Status First Nation, Metis, or other. Zero students identified as being Inuit. Of these Aboriginal students, many also identified as being first generation. Approximately 30 percent of Sault College students typically self-identify as first generation.



Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving <b>Sault College's</b> initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by <b>Sault College</b> to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving <b>Sault College's</b> initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by <b>Sault College</b> to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving <b>Sault College's</b> initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by <b>Sault College</b> to be an innovative practice, success story and/or key accomplishment.</p>
<p>Our Accessibility Services office became an integral part of our MTCU-funded Mental Health Hub project at Sault College in 2012/13. During the first part of the year, the accessibility counselling team was involved in the planning and design of a service provision model based on their history of on- and off-campus referrals. Native Student Counsellors ensured a culturally appropriate service model throughout and incorporated a unique Elder in Residence program.</p> <p>During the 2012/13 academic year the Accessibility Testing Office increased its operating hours due to a 28 percent increase in tests written by students with accommodations over the same period in 2011/12. This increase corresponds with an approximate increase of 17 percent of students accessing services of the Accessibility Services Office.</p> <p>The College was able to upgrade college-wide assistive technology licenses to improve student access to Dragon Naturally Speaking, Read and Write Gold, Kurzweil 3000 and Inspiration. Student with disabilities are able to access these assistive software programs from any College computer.</p>	<p>Data collection accuracy improved during the 2012/13 academic year and the reporting period changes assisted with these processes creating efficiencies. Our First Generation coordinator was able to collect student data from additional internal stakeholders which also allowed us to personally reach out to more First Generation students. During our College orientation period we also held mandatory information sessions for all incoming students which gave us access to useful student-at-risk data.</p> <p>Through the summer semester, we were able to hold a training session/lunch for First Generation students. A speaker came to present on "Finding Your Buried Treasure." We had great feedback from students at this event. They all felt the training was worthwhile and they looked forward to more opportunities in the future.</p> <p>Two pre-orientation information technology sessions were held in the summer for students who were not strong in their computer skills. Fifty percent of the attendees were First Generation students. These sessions provided students with the introduction needed to prepare for a successful start to the school year.</p> <p>An orientation was held for students beginning programs in the summer semester. Since this is a smaller intake, we were able to meet with students and have them all complete identification</p>	<p>Sault College sought and received ministry approval for the Fetal Alcohol Syndrome Disorder Ontario Graduate Certificate. The program's inaugural delivery was community-based and in partnership with the Anishinabek Education Institute.</p> <p>With support from the Northern Training Partnership Fund, Sault College delivered on-site based trades programs to First Nations communities. Programs delivered were Basic Green Construction and Retrofitting, Renewable Energy and Green Construction, Construction Carpentry Techniques. In advance of the trades training, Aboriginal students participated in a 16-week Employability Skills/Academic Preparation or a Youth Renewable Energy Employability Skills/Academic Preparation program geared toward participants who would not have previously qualified for these programs. Graduation ceremonies were held on reserves in April, 2013. Two staff job developers assisted students in gaining employment in the renewable energy and green construction sectors.</p> <p>The Upgrade for the Trades program was successfully delivered over the summer semester to Aboriginal youth facing complex barriers to classroom learning. The program was based on a balanced, holistic learning model incorporating the Teachings of the Seven Grandfathers together with the guidance of the traditional Medicine Wheel. The primary goal of the offering</p>

	<p>information so that we have accurate and reliable information.</p> <p>We held two resume-writing workshops for First Generation students to help them prepare for their summer job search or career job search upon graduation. These events were well received and everybody in attendance recommended this sort of event to future First Generation students.</p> <p>The First Generation support officer was also involved in assisting graduating students from programs delivered off-campus (Bachewana and Garden River First Nations) in mock interviews. This was to ensure we were sending students out with both education and the job readiness skills needed to be successful in their careers.</p>	<p>was to create a truly Aboriginal learning experience demonstrating what is necessary for a student to be successful. The secondary goal was to prepare the student to be take the CAAT by providing the necessary academic upgrades, learning community supports and permission to succeed. The program was designed for duplication in other subject areas.</p> <p>A second full-time Native student counsellor was hired to provide personal and academic counselling to students, often in an emergency setting.</p> <p>In addition to Aboriginal-specific programming on campus in Sault Ste. Marie, Sault College hosted academic programs in three northern Aboriginal communities, including the Social Services Worker—Native Specialization program in Thunder Bay, the Anishinaabemowin-Immersion program in North Bay, and the Culinary Skills--Chef Training program on Manitoulin Island.</p>
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### **3) Student Access Guarantee**

Through its signed MYAA, **Sault College** committed to participate in the Student Access Guarantee (SAG). For 2012-2013, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines.

*\*NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **Sault College** as of July 9, 2013.*

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
<b>SAG Expenditures towards Tuition/Book Shortfalls</b>	\$165,667(+)	194(+)
<b>Other SAG Expenditures (towards other assessed shortfalls)</b>	\$82,091(+)	100(+)
<b>Total SAG Expenditures Reported by <i>Sault College</i></b>	\$247,758(+)	294(+)

Did **Sault College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines?  
**Yes**

\*The space below is provided for **Sault College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2012-2013.

Sault College uses the OSAP downloads to ensure that all OSAP students receive the appropriate amount of Student Access Guarantee funds to address the tuition/book shortfall.

Also Sault College had a large population of single parents and married students who often have a higher unmet need than the "traditional student." To address this, we used a prioritization process for the budget to determine "Other" SAG Expenditures.

#### 4) Participation in the Credit Transfer System

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways, and amount of credit granted.

The Ministry is using the following data from the College Graduate Outcome Survey to inform the latest trends in college to university student transfers:

Reporting Years	Total # of Sault College graduates who participated in Graduate Survey (A)	# of Sault College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of Sault College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2008-2009	480(+)	22(+)	4.6%(+)	43086(+)	3145(+)	7.3%(+)
2009-2010	440(+)	29(+)	6.6%(+)	40388(+)	2725(+)	6.7%(+)
2010-2011	530(+)	33(+)	6.2%(+)	50622(+)	3355(+)	6.6%(+)
2011-2012	654(+)	33(+)	5%(+)	57701(+)	3463(+)	6%(+)
2012-2013	621(+)	45(+)	7.2%(+)	57462(+)	3424(+)	6%(+)

Per the College Graduate Outcomes data reported in 2012-2013 (based on 2011-2012 graduates), the percentage of **Sault College** students who were satisfied or very satisfied with academic preparation for university was **83.3%(+)**.

Per the College Graduate Outcomes data reported in 2012-2013 (based on 2011-2012 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **84.9%(+)**.

*NOTE: The Ministry recognizes that this is a census survey in which the response rate is approximately 66%. The Ministry also recognizes that this only captures college graduates who have transferred within 6 months of graduation and is not the complete picture of college-university transfer students.*

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2012-2013, and which contributed to maintaining or improving **Sault College's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), changes to student supports or program viewed by **Sault College** to be an innovative practice, a success story and/or a key accomplishment. In addition, **Sault College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

**4.1) Expanding Transfer Pathways**, excluding collaborative degree programs without a transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, pathway projects to support college to college or college to university transfer, etc.):

In the past year, there were additional pathway agreements created for Sault College graduates:  
Peace and Conflict Studies graduates into Algoma University's Bachelor of Arts in Community, Economic & Social Development  
Business graduates into the Humber College Bachelor of Business Administration and Professional Golf Management diploma  
Adventure Recreation graduates into the Humber College Recreation Management program  
Child and Youth Worker graduates into Humber College's Bachelor of Child and Youth Care  
Natural Environment graduates into Lakehead University environmental sciences degree programs.

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

Students transferring into Sault College programs were provided with orientation and transition support services through the Student Services Advisor position.

Students transferring from Sault College to other institutions were provided with application support from the Registrar's Office to ensure all necessary documentation is available and provided to maximize receipt of transfer credit.

Internal education and information re: transfer credit opportunities were ongoing for staff and faculty.

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

Sault College's Registrar's Office became a centralized hub for content updating and student inquiries re: transfer credit to ease access to information and to improve transparency.

Faculty was regularly engaged in transfer credit assessment and processing changes for better service to students.

The ONTransfer website content is regularly updated along with the development of content on the Sault College website: [www.saultcollege.ca/pathways](http://www.saultcollege.ca/pathways).  
Transfer Credit Equivalency Database planning and processing began for completion in 2013/14.

## 5) Class Size

*\*DEFINITION: Class size is the number of students per class in a section. A section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom. Each section should only be counted once. Students who withdrew part way through should be included in the count. Labs and tutorials are considered and sub-sections and should be excluded from the count. One-on-one independent study and/or practicum should also be excluded.*

Class Size Calculation Example:

### FIRST YEAR - COURSES

GSSC1109 *Life Span Development*

Course Option #1: Offered Tues - 35 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 35**)

Course Option #2: Offered Wed - 25 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 25**)

COMP1082 *Computer Skills*

Course Option #1: Offered Mon - 98 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 98**)

SWRK1026 *Canadian Social Welfare*

Course Option #1: Offered Mon & Thurs - 10 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 10**)

Course Option #2: Offered Wed & Fri - 10 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 10**)

Course Option #3: Offered Tues & Thurs - 40 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 40**)

SWRK 1041 *Preparation for the Field*

Course Option #1: Offered Tues - 30 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 30**)

Course Option #2: Offered Wed - 30 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 30**)

SWRK1043 *Group Dynamics*

Course Option #1: Offered Mon - 60 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 60**)

COMM1007 *College English\* (\*If this is a cross-listed course with another faculty, count only once)*

Course Option #1: Offered Mon & Thurs - 100 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 100**)

Course Option #2: Offered Wed & Fri - 101 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 101**)

Course Option #3: Offered Tues & Thurs - 76 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 76**)

Each of these course offerings should be counted once in the table below, in the appropriate class size section. For the 2012-2013 MYAA Report Back, using the information above, the class size data would be recorded as follows -

Class Size	Number of Sections	As a Percentage of All 1 <sup>st</sup> Year Sections
Fewer than 30 students	3	3/12 = 25.0%
30 to 60 students	5	5/12 = 41.7%
61 to 100 students	3	3/12 = 25.0%
101 to 250 students	1	1/12 = 8.3%
251 or more students	0	0/0 = 0.0%
Total	12	12/12 = 100.0%

Using the class size calculation example above, please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **Sault College** in 2012-2013:

**1<sup>ST</sup> YEAR CLASSES:**

Class Size	Number of Sections	As a Percentage of All 1 <sup>st</sup> Year Sections
Fewer than 30 students	473	67.1%
30 to 60 students	213	30.2%
61 to 100 students	19	2.7%
101 to 250 students	0	0%
251 or more students	0	0%
Total	705	100%

**2<sup>nd</sup> YEAR CLASSES:**

Class Size	Number of Sections	As a Percentage of All 2 <sup>nd</sup> Year Sections
Fewer than 30 students	343	82.9%
30 to 60 students	59	14.3%
61 to 100 students	12	2.9%
101 to 250 students	0	0%
251 or more students	0	0%
Total	414	100%

**3<sup>rd</sup> YEAR CLASSES:**

Class Size	Number of Sections	As a Percentage of All 3 <sup>rd</sup> Year Sections
Fewer than 30 students	45	73.8%
30 to 60 students	16	26.2%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	61	100%

**4<sup>th</sup> YEAR CLASSES (if applicable):**

Class Size	Number of Sections	As a Percentage of All 4 <sup>th</sup> Year Sections
Fewer than 30 students	2	28.6%
30 to 60 students	5	71.4%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	7	100%

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

Class size data was compiled by cross-checking numbers between the Sault College student information system and our manual scheduling system. We rely on the experience and knowledgable of the College's Scheduler to provide utilization reports with proven accuracy.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2012-2013, which contributed to maintaining or improving **Sault College's** class size initiatives. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

Due to the ongoing success of our January starts, the Peace and Conflict Studies program was added primarily to accommodate Second Career students in 12/13. This is in addition to the following programs: Adventure Recreation and Parks Technician, Business, Fish and Wildlife Conservation Technician, General Arts & Science - Liberal Studies, General Arts & Science - One Year, Natural Environment Technician/Technology-Conservation and Management, Personal Support Worker, Police Foundations, Practical Nursing, Pre Health Sciences, Protection Security & Investigation.

The curriculum was reorganized for the July start of the Adventure Recreation and Parks Technician program to allow it to start in May and combine it with the students that were completing their final semester from the previous year.

Larger section sizes were created in 12/13 to reduce the number of sections from the previous year by 127, while enrolment increased from 11/12.

Classes particularly in the Health area were structured so that the delivery of theory is delivered in large groups and applied learning in labs delivered in smaller groups.

Sault College is introducing the use of technicians in labs to reduce delivery costs in the trades and health areas.



## **6) eLearning**

The Government of Ontario, in the recently released discussion paper, *Strengthening Ontario's Centres of Creativity, Innovation and Knowledge*, included a section regarding online learning as a potential method to increase access for all learners, particularly those who are prevented from attending in-class education as a result of barriers that may be financial, geographic, physical, family-related, or work-related.

In spring 2010, the Ministry conducted a postsecondary survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity taking place across Ontario.

In its 2011-2012 MYAA Report Back, **Sault College** provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, **Sault College** is asked to provide information on eLearning courses, programs and registrations in 2012-2013.

### **Fully Online Learning\* and Synchronous Conferencing\***

\*DEFINITIONS:

#### **Courses:**

*A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.*

*A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.*

#### **Programs:**

*A Fully Online Learning (asynchronous) program describes a program, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.*

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

Please indicate in the table below the number of Ministry-funded courses, programs **Sault College** offered in 2012-2013 and corresponding registration information -

\*An Ontario College Credential includes: Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate (or the French-language equivalent).

\* Other Credential includes: local board certificates, non-credit courses and other similar course/program offerings.

<b>COURSES</b>	<b>Ontario College Credential*</b>	<b>Other Credential*</b>
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	67	230
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	82	81
<b>Total # of Ministry-funded courses offered through the above eLearning formats</b>	149	311
<b>PROGRAMS</b>	<b>Ontario College Credential*</b>	<b>Other Credential*</b>
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	6	83
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	1	16
<b>Total # of Ministry-funded programs offered in the above eLearning formats</b>	7	99
<b>REGISTRATIONS</b>	<b>Ontario College Credential*</b>	<b>Other Credential*</b>
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	681	17
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	25	130
<b>Total # of registrations in Ministry-funded programs offered in the above eLearning formats</b>	706	147



\*The space below is provided for **Sault College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

Ministry-funded courses offered through Fully Online Learning - The figure reported represents the total number of courses offered over three semesters, including monthly intake courses. OCC-OntarioLearn offers 1,115 available courses per semester to participating colleges, i.e. # represents 3 semesters x 1,115 available courses. "Other credential" represents courses available through partnership programs, i.e. LERN as well as ACE and L2L courses.



## Hybrid Learning\*

### \*DEFINITIONS:

A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half of the course delivery should be online.

A Hybrid Learning program is a program in which 80% or more of its courses are hybrid learning courses.

In the space provided below, please highlight one or more examples of **Sault College's** use of Hybrid Learning courses and/or programs in 2012-2013.

Partnership for hybrid learning - Durham College in Oshawa established a partnership with Sault College in Sault Ste. Marie to deliver the Industrial Mechanic (Millwright)(IMM) apprenticeship program to northern and remote communities. A hybrid model was developed in which Durham College provides the theoretical content online and Sault College provides the face-to-face shop experience.

Hybrid learning in continuing education - The School of Continuing Education offered eight certificates that provide students with both synchronous and asynchronous learning options. Students were able to customize their learning to best accommodate commitments to family, employment and learning style.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2012-2013, which contributed to maintaining or improving **Sault College's** eLearning initiatives. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

An E-Learning Strategy Working Group comprised of the Chair of Continuing Education, the Chief Information Officer, and the Librarian. They developed an E-Learning Strategic Plan for 2013 - 2018 which outlines a vision, guiding principles and anticipated outcomes for the next five years.

The College engaged the services of Dr. Stephen Murgatroyd, a leading expert in online education, innovation and future trends, to assist the working group in developing strategic e-learning directions in each of the academic schools. Deans, chairs, and faculty were able to share information and benefit from his expertise in the areas of technology-supported interactions between student/teacher, student/student, student/curriculum, teacher/industry, student/industry. The registrar and directors of service areas received direction on how to set new directions for existing processes.



**7) International**

**7.1) Initiatives**

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Sault College** had in 2012-2013:

- Outbound students\* = 0

*\*DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.*

- Inbound students\* = 0

*\*DEFINITION: Inbound students are international students participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Sault College** in 2012-2013 = **\$75,831**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Sault College** had outside of Canada in 2012-2013 = **\$0**

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Sault College** delivers courses and/or programs **abroad (outside of Canada)** in 2012-2013, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2012-2013	2012-2013 Total Enrolment by Program
N/A	N/A	N/A	N/A

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

2012-13 was the inaugural year of Sault College International Education Initiatives and the focus has been on building a foundation for future growth. Since we only had receipt of international students for 2012/13, it was relatively straightforward to report (registration data).



**7.2) Enrolment**

In 2012-2013, the following were the top 5 source countries for international students at **Sault College**:

	<b>Source Country</b>	<b>Number of Full-Time International Students from Source Country</b>	<b>International Students from Source Country as a Percentage of Sault College's Total Full-Time International Student Enrolment<sup>(+)</sup></b>
1.	Brazil <sup>(+)</sup>	2 <sup>(+)</sup>	33.3% <sup>(+)</sup>
2.	China <sup>(+)</sup>	1 <sup>(+)</sup>	16.7% <sup>(+)</sup>
3.	India <sup>(+)</sup>	1 <sup>(+)</sup>	16.7% <sup>(+)</sup>

**Sault College** reported to the Ministry that International Enrolment\* in 2012-2013 = **6<sup>(+)</sup>**.

*\*DEFINITION: **International Enrolment** is the headcount of Full-Time international students who are a non-Canadian citizen or non-permanent resident (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) studying as of September 2012 at **Sault College**, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a full-time basis.*

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

Reported international enrolment is based on student information system registration data and cross-referenced by student's country of citizenship and application details.

Full-Time International Enrolment as a percentage\* of Full-Time Enrolment at **Sault College** in 2012-2013 was: **0.29%**(+)

\*Percentage calculation based on **Sault College's** 2012-2013 Full-Time International Enrolment, divided by **Sault College's** 2012-2013 Fulltime Enrolment Headcount plus **Sault College's** 2012-2013 Full-Time International Enrolment.

Please provide **Sault College's** 2012-2013 Part-Time International Student Enrolment = 0

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2012-2013, which contributed to maintaining or improving **Sault College's** international initiatives. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.

In 2012/13, Sault College received funding through the Northern Ontario Heritage Fund to create a Coordinator of Cultural Activities position, which helped to assist with student support and campus international development. Furthermore, there has been internal education and planning in preparation for international initiatives growth over the next five years.

The College observed Black History Month by partnering with the African Caribbean Canadian Association of Northern Ontario (ACCANO) to bring members of the community together to cook, perform and participate in a day of celebration. The theme was "Cultures Speak," and focused on a celebration of culture and diversity.

### 7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in an English as a Second Language (ESL) course or program at **Sault College** in 2012-2013 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Sault College** used in 2012-2013 to create pathways for *International students* from **Sault College's** ESL programming to postsecondary studies.

This program was not offered; however, in January 2013, Sault College established a partnership with a local school board that has a Languages Canada approved ESL program. This partnership is intended to provide support, as needed, for ESL students.

### 7.4 French as a Second Language

Please provide the total number of *International students* who were enrolled in an French as a Second Language (FSL) course or program at **Sault College** in 2012-2013 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Sault College** used in 2012-2013 to create pathways for *International students* from **Sault College's** FSL programming to postsecondary studies.

not applicable

\*The space below is provided for **Sault College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment in ESL or FSL by International Students.

not applicable



**8) Supply Chain Compliance / Broader Public Sector Accountability Act****SUPPLY CHAIN COMPLIANCE**

Effective April 1, 2010, Broader Public Sector organizations, including colleges that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), are required to have Code of Ethics and Procurement, Policies and Procedures in place within the college that are consistent with the principles outlined within the Government of Ontario's Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

**Sault College** confirmed in its 2011-2012 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2012-2013, **Sault College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

**Sault College** confirmed in its 2011-2012 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2012-2013, **Sault College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

**Sault College** confirmed in its 2011-2012 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2012-2013, **Sault College** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Sault College's** OECM purchases in 2012-2013: 275,000

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2012-2013, which contributed to maintaining or improving **Sault College's** supply chain initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The Purchasing department identified areas of procurement where the College was able to reduce costs by either issuing RFQ's, identifying new areas of sourcing or by OEMC contracts. Efficiencies and cost reductions were realized.

The above does not include the purchase of insurance, benefits or capital equipment through OEMC.

**BROADER PUBLIC SECTOR ACCOUNTABILITY ACT**

All colleges were to be in compliance with the *Broader Public Sector Accountability Act, 2010*, proclaimed on April 1, 2011. The *Act*, through three new directives (procurement, expenses and perquisites), established new expense, procurement and perquisite practices for large broader public sector (BPS) organizations and adds accountability measures.

**BPS Procurement Directive**

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

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



By checking this box, **Sault College** confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of March 31, 2013.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2012-2013, which contributed to **Sault College's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment.

The Purchasing department continued to reach out to departments within the College to continually work with staff on the directives to ensure that all work within the directives to achieve consistency and compliance around the interpretations and practices of the directives with the greatest efficiencies and effectiveness possible.

### BPS Expenses Directive

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

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



By checking this box, **Sault College** confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements.

Please indicate the address on **Sault College's** website where a copy of **Sault College's** publicly available Expenses Directive can be found:

<http://http://www.saultcollege.ca/services/Corporate/PoliciesProcedures.asp>

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2012-2013, which contributed to **Sault College's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment.

The College continued to work with individual key staff members to oversee compliance on the requirements of the expense directive. Individuals have become more aware of the BPS Directive. Identified infractions are continuously and notably declining.

### BPS Perquisites Directive

The BPS Perquisites Directive requires BPS organizations, including colleges, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the college including appointees, board members, elected officials and employees.



By checking this box, **Sault College** confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements.

Please provide one or more highlights in the space provided below, of an activity that **Sault College** used during 2012-2013, which contributed to comply with the BPS Perquisites Directive in the 2012-2013. A highlight could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment.

Relevant individuals have been educated on the requirements of the directive.

## **9) Work Integrated Learning\***

As part of the Government's PSE Transformation agenda, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2012-2013 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

### **\*DEFINITIONS:**

Work-Integrated Learning is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for **Sault College** in 2012-2013:

	<u>Certificate</u>	<u>Diploma</u>	<u>Advanced Diploma</u>	<u>Graduate Certificate</u>	<u>Applied Degree</u>
Number of programs at <b>Sault College</b> with a Co-op Stream	0	9	0	0	0
Number of students at <b>Sault College</b> enrolled in a Co-op program	0	329	0	0	0

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2012-2013, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment.

In the area of Cooperative Education, Sault College provided a personal approach to delivering job and placement opportunities that are specific to the student's program and interest. This was done by staff who contact students individually to notify the student of possible related opportunities.

In the area of applied research projects, through the Applied Research Centre at Sault College students have had the opportunity to work with small businesses in the community to develop innovative projects that have been recognized by the Colleges Ontario Network for Industry Innovation. These projects include:

- A partnership with a local rehabilitation company allowed students hands-on experience in project management, design, drafting, machining, assembling and testing improvements to a device used for people who have undergone joint replacement, had fractures or circulatory problems or suffered from neurological conditions. The radical re-design of this product will ultimately allow the owners to set up a manufacturing and distribution centre to commercialize the device.
- Another partnership allowed students to design and test a working prototype of a mobile vehicle data portal, a new communication technology that transfers data from a vehicle's onboard diagnostic system through a smart phone to a remote web server. This enables web access to data back to the owner or mechanic in the event of a breakdown. The prototype allowed the company to move forward to commercialization.

## **10) Student Satisfaction**

Per the Key Performance Indicator (KPI) results reported in 2012-2013, the student satisfaction rate at **Sault College** for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **91.1%<sup>(+)</sup>**

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Sault College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **86.2%<sup>(+)</sup>**

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Sault College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **79.4%<sup>(+)</sup>**

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Sault College** for KPI Question #45 "The overall quality of the services in the college" = **78.3%<sup>(+)</sup>**

Please indicate the methods, in addition to the KPI survey results reported in 2012-2013, that **Sault College** used in 2012-2013 to measure student satisfaction.

Determination of student satisfaction levels was gathered through focus groups with students in the School of Environment, Technology & Business, with additional meetings held with a number of programs in the School of Health Sciences. Discussion was based on program choice, and the level to which the student's program meets his or her expectations. Discussions touched on course content, delivery of course material, and preparedness for future career and/or further education opportunities. Notes were taken during the facilitated discussions and passed on to the appropriate program co-ordinators and program Chair/Dean. With an opportunity to verbally provide feedback about their college experience, students' perception of value seemed to increase. This process assured students that their voices matter and that the College is committed to informed continuous improvement.

In the Fall semester 2012, Student Feedback Questionnaires (SFQ) were conducted in every post secondary course section across the college. This questionnaire provides students the opportunity to evaluate course content and delivery, as well as classroom and lab facilities.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2012-2013, which contributed to maintaining or improving **Sault College's** student satisfaction initiatives. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.





The fact that Sault College ranked #2 in the province for student satisfaction brings pride to our staff and students. In a continuing effort to upgrade our facilities for the benefit of students, construction began in the fall of 2012 of a Health and Wellness Centre. Included in the building plans were academic labs to enhance student learning, fitness rooms to promote health and wellness, meeting space to host the sharing of ideas and information, a new gymnasium to better accommodate varsity sports, indoor track, and new Student Life Centre. The project was also intended to bring vitality to Justice Studies, Occupational Therapy Assistant/Physiotherapy Assistant and Fitness/Health Promotion programs.

The concept of “Invitational Education” was introduced and adopted in all academic and service areas. The concept ensures that we operate in an intentionally inviting environment for students of all diversities so that they not only feel welcomed but thrive at Sault College. The principles of the concept were communicated by committees of staff and students and in a staff professional development session. The concept was embraced and the results continue to be evident.

College staff received training on “Queering the College” which focused on creating safe spaces for the LGBT community and incorporating ideas of inclusivity in our everyday practices.

A Serenity Room was created to provide staff and students with a quiet, safe space to take a mental health break, practice any faith, silently reflect, or conduct group devotion.

Counsellors in Student Services launched a “Let’s Talk” advertising campaign that was designed to help students feel more comfortable about asking for help. As a result, student inquiries increased in the areas of Counselling, Accessibility Services, Student Financial Assistance, Peer Tutoring and the Library.



### 11) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at **Sault College** = 62%<sup>(+)</sup>

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Sault College** used in 2012-2013 to measure graduation rate.

Program coordinators and faculty maintain personal contact with their students following graduation and maintain their own individual data bases. Through personal contact with industry partners, efforts are continuously made to match students with job opportunities as they arise.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2012-2013, which contributed to maintaining or improving **Sault College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

As identified in the College's strategic plan, consideration was always given to putting students first in all decision-making and policy/process creation. We continue to deal with the fact that more than 70 percent of our direct applicants enter college programs with a high school average below 70 percent and our continued efforts to increase learner access to postsecondary training opportunities, especially with respect to the Aboriginal population.

Examples of program-specific initiatives which increased the grad rate are:

- Electrical Engineering programs offered remediation opportunities during the May/June timeframe to students whose failure in a prerequisite course will either prevent them from graduating with their cohort or continuing into the third-year technology program.
- Community Services program coordinators (Child and Youth Worker, Social Service Worker, Early Childhood Education, Justice Studies) addressed the needs of students with families and other external pressures to complete their programs over a longer period of time. Customized timetables are created to allow students of three-year programs to complete in four years and those in two-year programs to complete in three years.

## **12) Graduate Employment Rate**

Per the KPI results reported in 2012-2013 the graduate employment rate, 6 months upon graduation, at **Sault College** = 84.5%<sup>(+)</sup>

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Sault College** used in 2012-2013 to measure graduate employment rate.

Faculty and coordinators maintained good relationships with graduates and kept records based on anecdotal reports from former students.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2012-2013, which contributed to maintaining or improving **Sault College's** graduate employment rate. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

In partnership with our Employment Solutions department, the Cooperative Education department emailed related job leads to Sault College graduates in addition to inputting employment opportunities on the student portal. This was an effective approach to maintaining and improving the College's graduate employment rate. Students were encouraged to follow-up for 1:1 assistance with our Student Job Centre staff.

An Annual Career and Job Fair (mid-February) with increasing number of participating employers helped soon-to-be graduates with making connections to potential employers in their field of study.

A Student Job Centre staff member regularly attended Program Advisory Committee meetings to raise awareness of the College placement services and seek input from industry partners as to their skill requirements.

Sault College continued to seek accreditation of programs to enhance the employment potential of graduates. In 2012/13, the following programs underwent accreditation: Bachelor of Science in Nursing, Practical Nursing and Pharmacy Technician.

**13) Student Retention**

The table below has been pre-populated with the results from **Sault College's** 2011-2012 MYAA Report Backs. Please identify **Sault College's** achieved results for 2012-2013 using the following methodology:

**Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs on which enrolment is reported at minimum twice). Please include in your calculations all students who were on work/co-op placements during the specified retention periods.**

	Retention Rate Achieved for 2011-2012	Retention Rate Achieved for 2012-2013
1st to 2nd Year	<u>77.4%</u> <sup>(+)</sup>	2012 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>793</u> $\div$ 2011 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>1,041</u> x 100 = <u>76.2%</u>
2nd to 3rd Year	<u>82.6%</u> <sup>(+)</sup>	2012 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>132</u> $\div$ 2011 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>151</u> x 100 = <u>87.4%</u>
3rd to 4th Year	<u>98.1%</u> <sup>(+)</sup>	2012 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>46</u> $\div$ 2011 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>54</u> x 100 = <u>85.2%</u>

\*NOTE: Institutions used a variety of student enrolment cluster groups in their 2011-2012 MYAA Report Back student retention rate calculations. As such, comparison between prior year student retention rates and the 2012-2013 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with stakeholders to refine the student retention rate indicator for future MYAA Report Backs.

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

Retention data is maintained in an Access data base. Information was drawn from the Student Information System and comparisons are calculated on the previous year's data.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2012-2013, which contributed to maintaining or improving **Sault College's** retention initiatives. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

During the 12/13 academic year, two new programs were delivered offsite: The College's desire to retain Aboriginal students is fostered in an environment of inclusion and mutual respect by providing culturally appropriate services and programs. Connections with Aboriginal communities continued to be an area of strength over the past year. The Native Education department supported sweat lodges, talking circles, soup days. Counsellors facilitated a Transition to College program for incoming students, co-delivered with the Transition to College program for students with learning disabilities. The importance of Aboriginal education was the top of discussion when His Excellency the Right Honourable David Johnston visited at Sault College with our President, Director of Native Education, and Chiefs and Elders of area band offices.

The College maintained partnerships with two Aboriginal Education Institutes. The community-based delivery strategy results in high retention rates demonstrated by the following statistics: Culinary Skills Chef Training on Manitoulin Island produced a 100% graduation rate and Fetal Alcohol Spectrum Disorder in North Bay produced an 89% graduation rate. As well, separate intakes for Construction Carpentry Techniques and Renewable Energy and Green Construction Techniques were delivered to students sponsored by the Northern Training Partnership Fund resulted in a 63% graduation rate.

With the goal of keeping students connected to the College and giving them the information and tools they need to be successful, various awareness weeks on diversity, respect, addictions, mental and sexual health were delivered in partnership with community organizations.

Retention rates were studied at the program level to identify improvement strategies within each program aimed at increasing rates. As an example, the Aviation program fully implemented a new policy allowing students who had been withdrawn due to receipt of an "F" grade in an academic course or a "U" grade in a flight test to re-enter the program at the beginning of the stage where she/he was unsuccessful. Previous to this, that student would have been withdrawn from the program.

An OSAP probation project was implemented. Students failing more than 60 percent of their course load were required to meet with a counsellor before being given additional OSAP funding to ensure that students were creating success plans for the next semester.



## **14) Quality of the Learning Environment**

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used in 2012-2013 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality for the three quality measure categories indicated below -

### **14.1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)**

In May of 2013, the College implemented a new learning management system, Desire2Learn. In doing so, faculty underwent training sessions to familiarize themselves with the features of the new system, particularly loading of course work and grading.

Other professional development sessions offered to faculty included: Managing Instances of Academic Dishonesty; Principle-Based Instruction: The Evolution of Universal Instructional Design; and a Teaching Conference with Algoma University and Lake Superior State University entitled "Reaching All Students: Strategies, Resources, Experiences and Reflections". Faculty in the CYW program received suicide prevention training and an individual CYW faculty member attended the National LGBT Summit in Toronto. Communications faculty and the Registrar received training to determine appropriate Canadian Language Benchmarks for international students.

Faculty were introduced to the new provincial "Exchange" website and enjoyed the benefits of accessing this virtual network for the exchange of teaching ideas of practice across the college system as well as use of a public repository of curriculum resource materials.

A part-time orientation manual was created and distributed to guide and transition new faculty into the College's teaching-related processes. The manual covered topics such as the physical campus, information systems, academic references and processes, human resources and health and safety directives. An e-learning package was also created for part-time BScN faculty.

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

For the 2012 Fall orientation, Sault College engaged the services of PlayFair to lead new students in a 90-minute teambuilding experience to ignite school spirit and campus unity. The experience proved to be a fun, interactive introduction. Computer workshops, student success strategy sessions and campus familiarization activities followed. Awareness weeks were organized in partnership with the Student Union and Residence staff in the areas of mental health, eating disorders, safe break strategies, cultural awareness, respect campaign and drug/alcohol awareness.

Various work/learning opportunities were provided for students across programs. Some of these included:

- Trades and Community Services students teamed with the United Way to provide assistance to seniors in the late fall. Projects included window caulking, weather stripping, sealing windows, and outdoor maintenance such as raking leaves, ensuring exterior faucets are turned off and hoses wrapped for winter.
- Forest Conservation students received SP100 fire fighter training within the curriculum.
- Justice Studies students received training/testing for their restricted and non-restricted firearms licence (Possession Acquisition Licence) within the curriculum. Students formed Crime Stoppers Community safety patrols reporting incidents such as assault, mischief and theft.
- Our Public Relations/Event Management students played a significant role in the planning and production of the city's week-long Bon Soo Winter Carnival.
- Home Inspection Technician and Construction students worked with local builders on various residential projects.
- Our on-campus Sports Injury Clinic gave experiential training for students in the Occupational Therapy Assistant/Physiotherapy Assistant program as they assessed and assisted staff and students in need. These same students were assigned to our Community Healthy Living project to treat spinal cord injuries.

- Fitness and Health Promotion students delivered free fitness classes to staff and students, i.e. barbell, yoga, warrior women boot camp, zumba.
- Hairstyling students worked with the Cancer Clinic offering their services to patients requiring wigs fittings and maintenance which enhanced their vocational and customer service skills. Students also worked with other community groups to produce fashion shows, theatre productions and recitals.
- Child and Youth Worker students participated on the Rebound North team (Algoma Family Services), Take Back the Night, LGBT support group, military family support group, Night in a Box (Soup Kitchen), National Mental Health Awareness Campaign, Best Buddies Chapter and above all, in their 13th Annual WALK for Kids with proceeds to a local school boards "BrainWare Safari" program.
- Natural Environment/Outdoor Studies students were involved with Environment Canada in its study of atmospheric contaminants around Lake Superior. Students adopted a section of the Voyageur Trail and worked with Hiawatha Highlands, Algoma Highlands Conservancy, St. Joseph Island Hunter and Angler Club to advance each one's environmental cause. Fish and Wildlife students set up a deer check to data-collect for the Ministry of Natural Resources providing information such as largest buck/doe/fawn, antler points/diameter, age as well as turkey and other wildlife sightings.

The College's institutional partnership with Algoma Public Health provided many experiential and research opportunities for students. As examples, our BScN students benefitted from community projects such as genetics and early years screening and our Culinary students receive advanced training in sanitation.

The nature of our college-wide mandatory general education course entitled "Global Citizenship" required students to connect with a global or community organization to promote its cause. Roughly 50 of partnership projects were undertaken.

#### **14.3) SUPPORT (Examples may include personal and academic supports to students, etc.)**

Academic supports by way of donations from industry partners included lab equipment valued close to \$100,000 to the Gas Fitter Technician program and building automation system equipment to the Electrical program. New equipment added to the Home Inspection program included refrigerant handling materials, measuring and sensing equipment and lab benches. Stationery survey equipment was updated and recalibrated for the Civil/Construction program. The Welding program benefitted from a new arc welder, a 3D virtual welder and welding torches. Apprenticeship Enhancement funding was used to update aging equipment in the labs for the Cook, Electrical, Hairstyling, Ironworker and Motive Power programs.

The Write Place continued to offer faculty-led tutorials for students. They received assistance with grammar, sentence structure, essay/report/resume/research writing.

Faculty in Community Service programs created academic plans for students to spread two years of curriculum over three years as a student success strategy. They created mentoring programs, both faculty/student and peer/peer to keep students personally connected.

The Hairstyling program implemented preparatory training for apprenticeship graduates and other community trades people to prepare for their Certificate of Qualification examination.

The College's aircraft fleet was equipped with the "Spidetracks" system to enhance the safety of students in airplanes.

Students in the Office Administration program participated in mock interviews with various community organizations to prepare them for their job search.

Two Native student counsellors offered culturally sensitive counselling to students experiencing a range of concerns such as study stress and anxiety, coping with a new environment and expectations of school, and dealing with social and personal pressures and crises.

The Mental Health Hub project was initiated in January 2013. The Mental Health Hub concept was designed to address mental health service gaps identified on our campus. The project focused on the following initiatives:



- Bring mental health services to the campus to improve student access.
- Develop an Elder in Residence program to provide culturally appropriate services.
- Provide mental health training and awareness to reduce stigma and improve support systems on campus.
- Provide Psychiatric care for students that require therapy for complex mental health needs.
- Improve front line mental health supports within the counselling department by providing additional training.
- Develop partnerships with community service providers to improve service wait times for students requiring referrals.
- Further community partnerships for crisis response needs on campus as well as school return transitions post hospital stays associated with mental health concerns.
- Develop a mental health transition plan for students entering post-secondary education.



**Attestation:**



By checking this box, **Sault College** confirms that all information being submitted to the Ministry as part of the 2012-2013 MYAA Report Back is accurate and has received approval from **Sault College's** Executive Head or Board of Governors.

**Contact:**

For additional information regarding **Sault College's** 2012-2013 MYAA Report Back please contact -

- Name: Leo Tiberi
- Telephone: 705-759-2554, Ext. 2492
- Email: leo.tiberi@saultcollege.ca

Please indicate the address on **Sault College's** website where a PDF copy of this 2012-2013 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2012-2013 MYAA Report Back has been approved):

- <http://http://http://www.saultcollege.ca/Pages/Corporate/>

Financial Statements of

**THE SAULT COLLEGE OF APPLIED  
ARTS AND TECHNOLOGY**

Year ended March 31, 2014

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Financial Statements

Year ended March 31, 2014

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**KPMG LLP**  
111 Elgin Street at Queen  
Suite 200  
PO Box 578  
Sault Ste. Marie ON P6A 5M6

Telephone (705) 949-5811  
Fax (705) 949-0911  
Internet [www.kpmg.ca](http://www.kpmg.ca)

## **INDEPENDENT AUDITORS' REPORT**

To the Governors of The Sault College of Applied Arts and Technology

We have audited the accompanying financial statements of The Sault College of Applied Arts and Technology, which comprise the statement of financial position as at March 31, 2014, the statements of operations, changes in net assets, cash flows and remeasurement gains and losses for the year then ended, and notes, comprising a summary of significant accounting policies and other explanatory information.

### *Management's Responsibility for the Financial Statements*

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

### *Auditors' Responsibility*

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



*Opinion*

In our opinion, the financial statements present fairly, in all material respects, the financial position of The Sault College of Applied Arts and Technology as at March 31, 2014, its results of operations, changes in net assets, cash flows and remeasurement gains and losses for the year then ended in accordance with Canadian public sector accounting standards.

*KPMG LLP*

Chartered Professional Accountants, Licensed Public Accountants

May 29, 2014

Sault Ste. Marie, Canada

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Statement of Financial Position

March 31, 2014, with comparative information for 2013

	2014	2013
<b>Assets</b>		
Current assets:		
Cash	\$ 4,573,658	\$ 2,093,187
Temporary investments (note 3)	8,774,764	15,230,169
Accounts receivable (note 2)	1,161,375	808,979
Grants and reimbursements receivable	2,592,994	3,322,920
Current portion of pledges receivable (note 6)	862,588	720,122
Inventory	3,849	3,841
Prepaid expenses	642,284	306,330
	<hr/>	<hr/>
	18,611,512	22,485,548
Pledges receivable (note 6)	658,276	1,286,417
Loan receivable (note 14)	3,000,000	—
Capital assets (note 4)	63,143,879	60,025,810
	<hr/>	<hr/>
	\$ 85,413,667	\$ 83,797,775

## Liabilities, Deferred Contributions and Net Assets

Current liabilities:		
Accounts payable and accrued liabilities	\$ 4,562,393	\$ 4,085,233
Accrued vacation	3,426,567	3,608,591
Deferred tuition fees	871,418	885,315
Payable to the Ministry of Training, Colleges and Universities	139,719	188,692
	<hr/>	<hr/>
	9,000,097	8,767,831
Post-employment benefits and compensated absences (note 8)	2,213,000	2,412,000
Deferred contributions for expenses of future periods (note 5)	1,898,928	1,622,585
Deferred capital contributions (note 7)	54,161,060	51,611,426
	<hr/>	<hr/>
	67,273,085	64,413,842
Net assets:		
Unrestricted (deficiency)	2,210,616	(1,624,298)
Invested in capital assets (note 10)	11,595,057	15,434,394
Internally restricted (note 11)	158,249	159,178
Restricted for student purposes and endowments	4,249,987	5,296,894
	<hr/>	<hr/>
	18,213,909	19,266,168
Accumulated remeasurement gains (losses)	(73,327)	117,765
	<hr/>	<hr/>
	18,140,582	19,383,933
Commitments and contingencies (note 13)		
	<hr/>	<hr/>
	\$ 85,413,667	\$ 83,797,775

See accompanying notes to financial statements.

On behalf of the Board:



Vice Chair



Treasurer

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Statement of Operations

Year ended March 31, 2014, with comparative information for 2013

	2014	2013
Revenue: (Schedule)		
Grants and reimbursements	\$ 35,987,123	\$ 34,417,190
Tuition fees	9,319,240	8,631,683
Ancillary operations	1,267,833	1,132,227
Other	2,963,386	3,170,170
Restricted for student purposes	1,116,271	2,845,006
Amortization of deferred capital contributions (note 7)	2,866,091	2,310,330
	<u>53,519,944</u>	<u>52,506,606</u>
Expenses:		
Salaries and benefits	37,322,155	37,573,321
Instructional supplies	1,592,926	1,739,389
Contracted services	3,077,614	2,590,627
Utilities, maintenance and taxes	2,752,196	2,440,579
Interest and bank charges	93,185	172,064
Travel and professional development	490,099	431,208
Training subsidies and allowances	1,375,065	951,077
Supplies and other expenses	2,316,919	2,092,811
Restricted for student purposes	105,661	628,312
Scholarships and bursaries	930,701	1,581,318
Provision for (recovery of) post-employment benefits and compensated absences	(381,023)	(83,185)
Amortization of capital assets	3,829,918	3,063,661
	<u>53,505,416</u>	<u>53,181,182</u>
Excess (deficiency) of revenue over expenses before the undernoted item	14,528	(674,576)
Gain on disposal of capital asset	3,506	7,105
Excess (deficiency) of revenue over expenses	<u>\$ 18,034</u>	<u>\$ (667,471)</u>

See accompanying notes to financial statements.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Statement of Changes in Net Assets

Year ended March 31, 2014, with comparative information for 2013

March 31, 2014	Capital assets	Invested in internally restricted	Restricted for student purposes and endowments	Unrestricted	Total
Balance, beginning of year	\$ 15,434,394	\$ 159,178	\$ 5,296,894	\$ (1,624,298)	\$ 19,266,168
Excess (deficiency) of revenue over expenses	(960,321)	(929)	79,909	899,375	18,034
Endowment contributions	–	–	–	–	–
Invested in capital assets (note 10)	(2,879,016)	–	(56,523)	2,935,539	–
Transfer of Sault College Student Union Fund (note 14)	–	–	(1,070,293)	–	(1,070,293)
<b>Balance, end of year</b>	<b>\$ 11,595,057</b>	<b>\$ 158,249</b>	<b>\$ 4,249,987</b>	<b>\$ 2,210,616</b>	<b>\$ 18,213,909</b>

March 31, 2013	Capital assets	Invested in internally restricted	Restricted for student purposes and endowments	Unrestricted	Total
Balance, beginning of year	\$ 9,246,164	\$ 174,132	\$ 5,782,578	\$ 5,010,926	\$ 20,213,800
Adjustment on adoption of the financial instruments standard	–	–	(167,700)	(113,691)	(281,391)
Balance, beginning of year, as restated	9,246,164	174,132	5,614,878	4,897,235	19,932,409
Excess (deficiency) of revenue over expenses	(693,534)	(14,954)	635,376	(594,359)	(667,471)
Endowment contributions	–	–	1,230	–	1,230
Invested in capital assets (note 10)	5,908,856	–	(41,682)	(5,867,174)	–
Interfund transfer	972,908	–	(912,908)	(60,000)	–
<b>Balance, end of year</b>	<b>\$ 15,434,394</b>	<b>\$ 159,178</b>	<b>\$ 5,296,894</b>	<b>\$ (1,624,298)</b>	<b>\$ 19,266,168</b>

See accompanying notes to financial statements.



# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Statement of Cash Flow

Years ended March 31, 2014 with comparative information for 2013

	2014	2013
Cash provided by (used in):		
Operating activities:		
Excess (deficiency) of revenue over expenses	\$ 18,034	\$ (667,471)
Items not involving cash:		
Amortization of capital assets	3,829,918	3,063,661
Amortization of deferred capital contribution	(2,866,091)	(2,310,330)
Gain on sale of capital assets	(3,506)	(7,105)
Realized loss on investments	(191,093)	(163,626)
	787,262	(84,871)
Change in non-cash operating working capital:		
Accounts receivable	(352,396)	109,466
Grants and reimbursement receivable	729,926	409,798
Inventory	(8)	2,371
Prepaid expenses	(335,954)	8,492
Accounts payable and accrued liabilities	477,160	2,002,706
Accrual for vacation pay	(182,024)	81,816
Payable to Ministry of Training Colleges and Universities	(48,973)	(82,494)
Deferred tuition fees	(13,897)	194,012
Deferred contributions related to expenses of future periods	276,343	134,812
Accrual for employee future benefits	(199,000)	(165,000)
	1,138,439	2,611,108
Capital activities:		
Purchase of capital assets	(6,947,985)	(11,906,602)
Receipt of deferred capital contributions	5,415,724	6,602,630
Proceeds on disposal of capital assets	3,506	2,125
	(1,528,755)	(5,301,847)
Financing activities:		
Endowment contributions	-	1,230
Pledges receivable	485,675	213,432
Repayment of capital mortgages	-	(4,100,000)
Transfer of Sault College Student Union Fund	(1,070,293)	-
	(584,618)	(3,885,338)
Investing activities:		
Sinking fund investment	-	4,049,903
Advance of loan receivable	(3,000,000)	-
	(3,000,000)	4,049,903
Net decrease in cash and temporary investments	(3,974,934)	(2,526,174)
Cash and temporary investments, beginning of year	17,323,356	19,849,530
Cash and temporary investments, end of year	\$ 13,348,422	\$ 17,323,356

See accompanying notes to financial statements.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Statement of Remeasurement Gains and Losses

Year ended March 31, 2014, with comparative information for 2013

	2014	2013
Accumulated remeasurement gains, beginning of the year	\$ 117,765	\$ -
Adjustment on adoption of the financial instruments standard	-	281,391
Unrealized gains (losses) attributable to:		
Temporary investments	(73,327)	117,765
Realized gains, reclassified to the statement of operations:		
Temporary investments		
Designated fair value	(117,765)	(281,391)
Net remeasurement gains (losses) for the year	(191,092)	(163,626)
Accumulated remeasurement gains (losses), end of the year	\$ (73,327)	\$ 117,765

See accompanying notes to financial statements.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2014

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The Sault College of Applied Arts and Technology ("Sault College") is a provincial community college offering educational programs and upgrading to the accessing communities. Sault College is considered a Non-profit Schedule III Agency of the Ontario provincial government. The College is a not-for-profit organization and, as such, is exempt from income taxes under the Income Tax Act (Canada).

## 1. Significant accounting policies:

The financial statements have been prepared by management in accordance with Canadian Public Sector Accounting Standards including the 4200 standards for government not-for-profit organizations.

### (a) Revenue recognition:

The College follows the deferral method of accounting for contributions which include donations and government grants.

Operating grants are recorded as revenue in the period to which they relate. Grant amounts relating to future periods are deferred and recognized in the subsequent period when the related activity occurs. Grants approved but not received at the end of an accounting period are accrued.

Tuition fees and contract training revenues is recognized on the basis of teaching days incurred during the fiscal year.

Unrestricted contributions are recognized as revenue when received or receivable if the amounts can be reasonably estimated and collection is reasonably assured.

Externally restricted contributions are recognized as revenue in the period in which the related expenses are recognized. Contributions restricted for the purchase of capital assets are deferred and amortized into revenue on a straight-line basis at rates corresponding to those of the related capital assets.

Contributions for student purposes and the interest thereon are recognized as direct increases in net assets restricted for student purposes.

Sales and services revenue is recognized at the point of sale.

### (b) Inventory:

Inventory is valued at the lower of cost and net realizable value.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2014

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## 1. Significant accounting policies (continued):

### (c) Capital assets:

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution. Repairs and maintenance costs are charged to expense. Betterments which extend the estimated life of an asset are capitalized.

Construction in progress is recorded as a capital asset but not amortized until construction is put into service.

Capital assets are capitalized on acquisition and amortized on a straight-line basis over their useful lives, which has been estimated to be as follows:

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	Years
Buildings	40
Site improvements	10
Equipment	5
Major equipment	10
Vehicles	5
Furniture and fixtures	5
Computer equipment	5
Aircraft	10

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### (d) Vacation pay:

The College recognizes vacation pay as an expense on the accrual basis.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2014

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### 1. Significant accounting policies (continued):

#### (e) Retirement and post-employment benefits and compensated absences:

The College is a member of the Colleges of Applied Arts and Technology Pension Plan, which is a multi-employer, defined benefit plan.

The College also provides defined retirement and other post-employment benefits and compensated absences to certain employee groups. These benefits include health and dental, vesting sick leave and non-vesting sick leave. The actuarial determination of the accrued benefit obligations for pensions and other retirement benefits uses the projected benefit method pro-rated on service. The most recent actuarial valuation of the benefit plans for funding purposes was as of January 1, 2014. The College has adopted the following policies with respect to accounting for these employee benefits:

- (i) The costs of post-employment future benefits are actuarially determined using management's best estimate of health care costs, disability recovery rates and discounts rates. Adjustments to these costs arising from changes in estimates and experience gains and losses are amortized to income over the estimated average remaining service life of the employee groups on a straight line basis.
- (ii) The costs of the multi-employer defined benefit pension are the employer's contributions due to the plan in the period.
- (iii) The cost of vesting and non-vesting sick leave benefits are actuarially determined using management's best estimate of salary escalation, employees' use of entitlement and discount rates. Adjustments to these costs arising from changes in actuarial assumption and/or experience are recognized over the estimated average remaining service life of the employees.
- (iv) The discount used in the determinations of the above-mentioned liabilities is equal to the College's internal rate of borrowing.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2014

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### 1. Significant accounting policies (continued):

#### (f) Financial instruments:

Financial instruments are recorded at fair value on initial recognition. Derivative instruments and equity instruments that are quoted in an active market are reported at fair value. All other financial instruments are subsequently recorded at cost or amortized cost unless management has elected to carry the instruments at fair value. Management has elected to record all investments at fair value as they are managed and evaluated on a fair value basis.

Unrealized changes in fair value are recognized in the statement of remeasurement gains and losses until they are realized, when they are transferred to the statement of operations.

Transaction costs incurred on the acquisition of financial instruments measured subsequently at fair value are expensed as incurred. All other financial instruments are adjusted by transaction costs incurred on acquisition and financing costs, which are amortized using the straight-line method.

All financial assets are assessed for impairment on an annual basis. When a decline is determined to be other than temporary, the amount of the loss is reported in the statement of operations and any unrealized gain is adjusted through the statement of remeasurement gains and losses.

When the asset is sold, the unrealized gains and losses previously recognized in the statement of remeasurement gains and losses are reversed and recognized in the statement of operations.

Long-term debt is recorded at cost.

The Standards require an organization to classify fair value measurements using a fair value hierarchy, which includes three levels of information that may be used to measure fair value:

- Level 1 – Unadjusted quoted market prices in active markets for identical assets or liabilities;
- Level 2 – Observable or corroborated inputs, other than level 1, such as quoted prices for similar assets or liabilities in inactive markets or market data for substantially the full term of the assets or liabilities; and
- Level 3 – Unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets and liabilities.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2014

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### 1. Significant accounting policies (continued):

(g) Foreign currency:

Foreign currency transactions are recorded at the exchange rate at the time of the transaction.

Assets and liabilities denominated in foreign currencies are recorded at fair value using the exchange rate at the financial statement date. Unrealized foreign exchange gains and losses are recognized in the statement of remeasurement gains and losses. In the period of settlement, the realized foreign exchange gains and losses are recognized in the statement of operations and the unrealized balances are reversed from the statement of measurement gains and losses.

(h) Use of estimates:

The preparation of the financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the year. Significant items subject to such estimates and assumptions include the carrying amount of capital assets, and obligations related to employee future benefits. Actual results could differ from those estimates.

### 2. Accounts receivable:

	2014	2013
Student Tuition Fees	\$ 291,095	\$ 329,875
Federal other	184,046	260,756
Other	809,787	426,902
	1,284,928	1,017,533
Less allowance for doubtful accounts	123,553	208,554
	\$ 1,161,375	\$ 808,979

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2014

### 3. Investments:

	Level	2014	2013
Assets at designated fair value			
Government bonds	2	\$ 1,485,160	\$ 2,942,909
Equity instruments, quoted in an active market			
Shares	1	5,526,478	10,923,696
Mutual funds	1	1,355,594	1,295,998
Cash		407,532	67,566
		<u>\$ 8,774,764</u>	<u>\$ 15,230,169</u>

There were no transfers between Level 1 and Level 2 for the years ended March 31, 2014 and 2013. There were also no transfers in or out of Level 3.

Government Bonds have interest rates from 1.900% to 9.376% (2013 - 1.50% to 8.10%) and mature between 2015 and 2037.



# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2014

## 4. Capital assets:

March 31, 2014	Cost	Accumulated amortization	Net book value
Land	\$ 680,817	\$ —	\$ 680,817
Buildings	83,595,887	27,616,792	55,979,095
Site improvements	4,113,375	1,854,708	2,258,667
Equipment	12,451,108	9,779,766	2,671,342
Vehicles	379,865	315,408	64,457
Furniture and fixtures	1,220,627	875,190	345,437
Computer equipment	12,968,256	12,273,077	695,179
Aircraft	3,650,422	3,201,537	448,885
Construction in progress	—	—	—
	\$ 119,060,357	\$ 55,916,478	\$ 63,143,879

March 31, 2013	Cost	Accumulated amortization	Net book value
Land	\$ 680,817	\$ —	\$ 680,817
Buildings	68,602,261	25,648,102	42,954,159
Site improvements	3,768,136	1,504,200	2,263,936
Equipment	10,257,385	8,941,890	1,315,495
Vehicles	333,233	272,753	60,480
Furniture and fixtures	1,129,652	703,746	425,906
Computer equipment	12,835,581	12,071,404	764,177
Aircraft	3,546,308	3,137,600	408,708
Construction in progress	11,152,132	—	11,152,132
	\$ 112,305,505	\$ 52,279,695	\$ 60,025,810

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2014

### 5. Deferred contributions for expenses of future periods:

Deferred contribution consists of the following:

	2014	2013
Balance, beginning of year	\$ 1,622,585	\$ 1,487,773
Additional contributions received	4,987,057	3,438,756
Amounts taken into revenue	(4,710,714)	(3,303,944)
Balance, end of year	\$ 1,898,928	\$ 1,622,585

### 6. Pledges receivable:

	2014	2013
Inspiring Growth Capital Campaign pledges	\$ 1,520,864	\$ 2,006,539
Current portion of pledges receivable	862,588	720,122
Non-current portion of pledges receivable	\$ 658,276	\$ 1,286,417

All pledges received during the year or receivable at year end are recorded as deferred contribution related to capital assets.

Aggregate maturities of pledges receivable for each of the five years subsequent to March 31, 2014 are as follows:

2015	\$ 862,588
2016	353,689
2017	296,345
2018	6,849
2019	894

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2014

## 7. Deferred capital contributions:

The balance of unamortized capital contributions related to capital assets consists of the following:

	2014	2013
Unamortized capital contributions used to purchase assets	\$ 53,391,284	\$ 46,430,372
Unspent contributions	769,776	1,680,528
Unspent Inspiring Growth Capital Campaign	–	3,500,526
	<u>\$ 54,161,060</u>	<u>\$ 51,611,426</u>

Deferred capital contributions represent the unamortized amount and unspent amount of donations and grants received for the purchase of capital assets. The amortization of capital contributions is recorded as revenue in the statement of operations.

	2014	2013
Balance, beginning of year	\$ 51,611,426	\$ 47,324,105
Additional contributions received	5,396,983	5,956,893
Inspiring Growth Capital Campaign	18,742	640,758
Less amounts amortized to revenue	(2,866,091)	(2,310,330)
Balance, end of year	<u>\$ 54,161,060</u>	<u>\$ 51,611,426</u>

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2014

### 8. Employee future benefits:

The employee benefit and other liabilities, reported on the statement of financial position, are made up of the following:

	2014	2013
Post-employment benefits	\$ 576,000	\$ 612,000
Non-vesting sick leave	1,388,000	1,445,000
Vesting sick leave	249,000	355,000
	<u>\$ 2,213,000</u>	<u>\$ 2,412,000</u>

Information about the Organization's benefit plans is as follows:

	2014	2013
Accrued benefit obligation	\$ 2,222,000	\$ 2,525,000
Fair value of plan assets	(74,000)	(70,000)
Funded status – plan deficit	2,148,000	2,455,000
Unamortized actuarial gain (loss)	65,000	(43,000)
Employee future benefit liability	<u>\$ 2,213,000</u>	<u>\$ 2,412,000</u>
Current service cost	\$ 115,000	\$ 108,000
Interest on accrued benefit obligation	49,000	51,000
Experienced losses	2,000	24,000
Benefit payments	(369,000)	(362,000)
Amortization of actuarial loss	8,000	14,000
Employee future benefit expense (recovery)	<u>\$ (195,000)</u>	<u>\$ (165,000)</u>

The unamortized actuarial loss is amortized over the expected average remaining service life

#### Post-employment benefits

The College extends post-employment life insurance, health and dental benefits to certain employee groups subsequent to their retirement. The College recognizes these benefits as they are earned during the employees' tenure of service. The related benefit liability was determined by an actuarial valuation study commissioned by the College Employer Council.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2014

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### 8. Employee future benefits (continued):

The major actuarial assumptions employed for the valuations are as follows:

(i) Discount rate

The present value as at March 31, 2014 of the future benefits was determined using a discount rate of 2.70% (2013 - 2.10%).

(ii) Drug costs

Drug costs were assumed to increase at a rate of 9.0% for 2014 (2013 - 9.5%) and decrease proportionately thereafter to an ultimate rate of 4.0% in 2034.

(iii) Hospital and other medical

Hospital and other medical costs were assumed to increase at 4.0% per annum in 2014 (2013 - 4.5%).

Medical premium increases were assumed to increase at 7.50% per annum in 2014 (2013 - 7.25%) and decrease proportionately thereafter to an ultimate rate of 4.0% in 2034.

(iv) Dental costs

Dental costs were assumed to increase at 4.0% per annum for fiscal 2014.

### Compensated Absences

(i) Vesting Sick Leave

The College has provided for vesting sick leave benefits during the year. Eligible employees, after 10 years of service, are entitled to receive 50% of their accumulated sick leave credit on termination or retirement to a maximum of 6 months' salary. The program to accumulate sick leave credits ceased for employees hired after March 31, 1991. The related benefit liability was determined by an actuarial valuation study commissioned by the College Employer Council

(ii) Non-Vesting Sick Leave

The College allocates to certain employee groups a specified number of days each year for use as paid absences in the event of illness or injury. These days do not vest and are available immediately. Employees are permitted to accumulate their unused allocation each year, up to the allowable maximum provided in their employment agreements. Accumulated days may be used in future years to the extent that the employees' illness or injury exceeds the current year's allocation of days. Sick days are paid out at the salary in effect at the time of usage. The related benefit liability was determined by an actuarial valuation study commissioned by the College Employer Council.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2014

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### 9. Pension Plan:

Substantially all of the employees of the College are members of the Colleges of Applied Arts and Technology ("CAAT") Pension Plan (the "Plan"), which is a multi-employer defined benefit pension plan available to all employees of the participating members of the CAAT. Plan members will receive benefits based on the length of service and on the average of annualized earnings during the highest five consecutive years prior to retirement, termination or death. The College makes contributions to the Plan equal to those of the employees. Contribution rates are set by the Plan's governors to ensure the long-term viability of the Plan.

Pension assets consist of investment grade securities. Market and credit risk on these securities are managed by the Plan by placing Plan assets in trust and through the Plan investment policy.

Any pension surplus or deficit is a joint responsibility of the members and employers and may affect future contribution rates. The College does not recognize any share of the Plan's pension surplus or deficit as insufficient information is available to identify the College's share of the underlying pension asset and liabilities. The most recent actuarial valuation filed with pension regulators as at January 1, 2014 indicated an actuarial surplus of \$525 million.

Under these arrangements, the College makes contributions equal to those of the employees. Contributions made by the College during the year amounted to approximately \$3,110,578 (2013 - \$2,977,098).

### 10. Investment in capital assets:

(a) Investment in capital assets is calculated as follows:

	2014	2013
Cash	\$ 805,084	\$ 4,496,005
Investments	2,739	2,739
Grants receivable	283,551	514,727
Pledges receivable	1,520,864	2,006,539
Capital assets	63,143,879	60,025,810
	65,756,117	67,045,820
Less amounts finance by:		
Deferred capital contributions	54,161,060	51,611,426
	\$ 11,595,057	\$ 15,434,394

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2014

### 10. Investment in capital assets (continued):

(b) Change in net assets invested in capital assets is calculated as follows:

	2014	2013
Excess of revenues over expenses:		
Amortization of deferred capital contributions	\$ 2,866,091	\$ 2,310,330
Amortization of capital assets	(3,829,918)	(3,063,661)
Investment income	—	52,692
Gain (loss) on disposal of capital assets	3,506	7,105
	<u>\$ (960,321)</u>	<u>\$ (693,534)</u>
Net change in investment in capital assets:		
Purchase of capital assets	\$ 6,947,985	\$ 11,906,602
Amounts funded by:		
Deferred capital contributions	(6,307,733)	(5,997,746)
Deferred capital campaign contributions	(3,519,268)	—
	<u>\$ (2,879,016)</u>	<u>\$ 5,908,856</u>

### 11. Internally restricted net assets:

By resolution of the Board of Governors, accumulated appropriations from unrestricted net assets balance at March 31, 2014 have been made to the Joint Employment Stability Reserve Fund in the amount of \$ 158,249 (2013 - \$159,178).

### 12. Externally restricted net assets:

Externally restricted net assets include restricted donations received by the College where the endowment principal is required to be maintained intact. The investment income generated from these endowments must be used in accordance with the various purposes established by donors. The College ensures, as part of its fiduciary responsibilities, that all funds received with a restricted purpose are expended for the purpose for which they were provided.

Investment income on externally restricted endowments that was disbursed during the year has been recorded in the statement of operations since this income is available for disbursement as scholarships and bursaries and the donors' conditions have been met.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2014

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### 13. Commitments and Contingencies:

- (a) The College is involved with pending litigation and claims which arise in the normal course of operations. In the opinion of the administration, a liability that may arise from such contingencies would not have a significant adverse effect on the financial statements of the College. Losses, if any, arising from these matters will be accounted for in the year in which they are resolved.
- (b) Under the terms of an agreement with the Ministry of Training, College and Universities, the Ministry provided a grant in the amount of \$1,410,925 for the implementation of a College-partnered and integrated ERP system. The College may be required to repay a portion of the grant if certain future conditions contained in the agreement are not met. At March 31, 2014, the College has complied with the terms and conditions of the agreement.

### 14. Transfer of Sault College Student Union Fund:

On April 30, 2013, the Sault College Student Union (SCSU) was incorporated as a self governing body for the benefit of students of the College. Prior to incorporation, the College held funds in trust for student purposes in the Restricted for Student Purposes Fund. The College has transferred \$1,070,293, representing the balance of the student funds held in trust at April 1, 2013, out of the Restricted for Student Purposes Fund. The College continues to collect revenues on behalf of the SCSU and advances funds to SCSU on as needed basis until the SCSU has established an operating agreement. At March 31, 2014, \$1,231,835 is owing to SCSU and recorded in accounts payable and accrued liabilities.

The Sault College Student Union committed to a contribution totalling \$3,927,000 towards the construction of the College's Health and Wellness building. SCSU has contributed \$927,000 in the prior year and the College has loaned the remaining \$3,000,000 to SCSU relating to this commitment. The loan has been guaranteed through the collection of the Student Building Trust Fund ancillary fee. The terms and condition of the loan agreement and repayment provisions over a period of time are in the process of being finalized.



# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2014

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## 15. Financial Instrument Risk Management:

### (a) Credit risk:

Credit risk refers to the risk that a counterparty may default on its contractual obligations resulting in a financial loss. The College is exposed to credit risk with respect to the accounts receivable, cash and temporary investments.

The College assesses, on a continuous basis, accounts receivable and provides for any amounts that are not collectible in the allowance for doubtful accounts. The maximum exposure to credit risk of the College at March 31, 2014 is the carrying value of these assets.

The carrying amount of accounts receivable is valued with consideration for an allowance for doubtful accounts. The amount of any related impairment loss is recognized in the income statement. Subsequent recoveries of impairment losses related to accounts receivable are credited to the income statement. The balance of the allowance for doubtful accounts at March 31, 2014 is \$123,553 (2013 - \$208,554).

As at March 31, 2014, \$99,736 (2013 - \$26,612) of trade accounts receivable were past due greater than 90 days, but not impaired.

The maximum exposure to credit risk is outlined in Note 2.

There have been no significant changes to the credit risk exposure from 2013.

### (b) Liquidity risk:

Liquidity risk is the risk that the College will be unable to fulfill its obligations on a timely basis or at a reasonable cost. The College manages its liquidity risk by monitoring its operating requirements. The College prepares budget and cash forecasts to ensure it has sufficient funds to fulfill its obligations.

Accounts payable and accrued liabilities are generally due within 30 days of receipt of an invoice.

There have been no significant changes to the liquidity risk exposure from 2013.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2014

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## 15. Financial Instrument Risk Management (continued):

### (c) Market risk:

Market risk is the risk that changes in market prices, such as foreign exchange rates or interest rates will affect the College's income or the value of its holdings of financial instruments. The objective of market risk management is to control market risk exposures within acceptable parameters while optimizing return on investment.

#### (i) Foreign exchange risk:

The College is exposed to financial risks as a result of exchange rate fluctuations and the volatility of these rates. In the normal course of business, the College makes purchases denominated in U.S. dollars. The College does not currently enter into forward contracts to mitigate this risk. There has been no change to the risk exposure from 2013. The College does not have any material transactions during the year or financial instruments denominated in foreign currencies at year end.

There have been no significant changes to the foreign exchange risk exposure from 2013.

#### (ii) Interest rate risk:

Interest rate risk is the risk that the fair value of future cash flows or a financial instrument will fluctuate because of changes in the market interest rates.

Financial assets and financial liabilities with variable interest rates expose the College to cash flow interest rate risk. The College is exposed to this risk through to its interest bearing investments.

The College's investments, including bonds and debentures, are disclosed in note 3.

There has been no change to the interest rate risk exposure from 2013.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2014

## 16. Endowment funds:

The following information outlines the activity of the Ontario Student Opportunity Trust Fund 1 (OSOTF I), the Ontario Student Opportunity Trust Fund II (OSOTF II) and Ontario Trust for Student Support Fund (OTSS) matching program. These amounts are reflected in the net assets restricted for student purposes.

### Schedule of changes in Endowment Fund balances

Year ended March 31

	OSOTF I	OSOTF II	OTSS	2014 Total	2013 Total
Balance, beginning of year	\$ 664,172	\$ 331,340	\$ 2,346,515	\$ 3,342,027	\$ 3,340,797
Cash donations received					
from other sources	-	-	-	-	1,230
OTSS funds received					
from MTCU	-	-	-	-	-
OTSS funds receivable					
from MTCU	-	-	-	-	-
Balance, end of year	\$ 664,172	\$ 331,340	\$ 2,346,515	\$ 3,342,027	\$ 3,342,027

### Schedule of changes in expendable funds available for awards

Year ended March 31

	OSOTF I	OSOTF II	OTSS	2014 Total	2013 Total
Balance, beginning of year	\$ 172,202	\$ 14,317	\$ 63,107	\$ 249,626	\$ 160,085
Investment income (loss),					
net of expenses	81,423	3,624	(11,267)	73,780	219,506
Bursaries awarded	(51,805)	(9,000)	(119,850)	(180,655)	(210,325)
Balance, end of year	\$ 201,820	\$ 8,941	\$ (68,010)	\$ 142,751	\$ 169,266
Bursaries awarded #	126	9	171	306	433

The bursaries awarded under OTSS comprise of 94 to OSAP recipients totalling \$62,400 and 77 to non-OSAP recipients totalling \$57,450.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Schedule of Revenue

Year ended March 31, 2014, with comparative information for 2013

	2014	2013
Grants and reimbursements:		
Operating grants	\$ 14,376,650	\$ 14,444,680
Special purpose grants	15,024,884	11,914,626
Apprentice training	1,247,878	1,501,330
Ontario training strategies	3,565,051	3,021,389
Other	1,772,660	3,535,165
	<hr/>	<hr/>
	35,987,123	34,417,190
Tuition fees:		
Full-time post-secondary	7,194,813	6,548,556
Other	2,124,427	2,083,127
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	9,319,240	8,631,683
Ancillary operations	1,267,833	1,132,227
Miscellaneous:		
Contract educational services	306,138	338,187
Sale of course products and services	383,830	376,496
Other	2,273,418	2,455,487
	<hr/>	<hr/>
	2,963,386	3,170,170
Restricted for student purposes	1,116,271	2,845,006
Amortization of deferred capital contributions	2,866,091	2,310,330
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	\$ 53,519,944	\$ 52,506,606



**SAULT  
COLLEGE**

**2013-2014 Sault College Performance Indicators**

Program Name	APS Code	Student Loan Default Rate			Graduate Employment Rate			*Graduation Rate		
		# of Loans Issued	# of Loans in Default	Default Rate	# in Labour Force	# Working	%	# of Entrants to the Program	# of Grads	%
Adventure Recreation and Parks Technician	01112				5	3	60%	30	21	70.0%
Aircraft Structural Repair Technician	01114				8	7	88.0%	38	28	73.7%
Aviation Technology-Flight	01002				11	10	91%	51	26	51.0%
Business	01007				3	3	100%	30	16	53.3%
Business -Accounting	01005				2	0	0%	14	7	50.0%
Business Management	01144				0	0	0%	26	21	80.8%
Child and Youth Worker	01047				8	7	88%	28	19	67.9%
Civil Engineering Technician	01011				5	4	80%	25	15	60.0%
Community Integration Through Cooperative Education	01107				3	1	33%	14	10	71.4%
Computer Network Technician	01130				1	1	100%	11	7	63.6%
Computer Network Technology	01128				0	0	0%	5	5	100.0%
Computer Programmer	01053				0	0	0%	17	13	76.5%
Computer Programmer Analyst	01054				na	na	na	10	8	80.0%
Construction Carpentry Techniques	01164				14	9	64%	20	11	55.0%
Culinary Management	01172				1	1	100%	9	3	33.3%
Culinary Skills-Chef Training	01009				1	1	100%	10	8	80.0%
Digital Photography	01192				2	1	50%	na	na	na
Early Childhood Education	01016				10	9	90%	36	15	41.7%
Electrical Engineering Technician - Power Generation	01167				0	0	0%	17	11	64.7%
Electrical Engineering Technician - Process Automation	01017				3	3	67%	26	15	57.7%
Electrical Engineering Technician - Trades	01179				1	1	100%	40	20	50.0%
Electrical Engineering Technology - Process Automation	01018				9	8	89%	24	19	79.2%

Aviation Technology-Flight	01002									11	10	91%	51	26	51.0%
Business	01007									3	3	100%	30	16	53.3%
Business -Accounting	01005									2	0	0%	14	7	50.0%
Environmental Technician - Water	01088									0	0	0%	19	12	63.2%
Esthetician	01164									7	5	71%	20	16	80.0%
Fish and Wildlife Conservation Technician	01109									9	4	44%	61	41	67.2%
Fitness and Health Promotion	01180									0	0	0%	13	10	76.9%
Forest Conservation Technician	01021									4	4	100%	19	12	63.2%
General Arts and Science - Liberal Studies	01024									0	0	0%	27	16	59.3%
General Arts and Science - One Year	01153									0	0	0%	27	10	37.0%
Geographic Information Systems-Applications Spec.	01131									11	8	73%	17	15	88.2%
Graphic Design	01000									3	3	100%	15	6	40.0%
Home Inspection Technician	01195									9	9	100%	na	na	na
Hospitality Management - Hotel and Resort	01153									4	4	100%	10	9	90.0%
Hospitality Operations - Food and Beverage	01173									0	0	0%	2	2	100.0%
Law and Security Administration	01084									3	3	100%	35	28	80.0%
Mechanical Engineering Technician - Manufacturing	01027									4	4	100%	52	46	88.5%
Mechanical Engineering Technology	01188									na	na	na	7	4	57.1%
Mechanical Techniques - Industrial Maintenance	01145									0	0	0%	6	4	66.7%
Metal Fabrication Technician	01187									6	4	67%	na	na	na
Motive Power Fundamentals - Automotive	01136									0	0	0%	3	2	66.7%
Motive Power Fundamentals - Heavy Equipment & Truck Repair	01184									0	0	0%	4	2	50.0%
Motive Power Technician - Advanced Repair	01183									5	5	100%	21	12	57.1%
Natural Environment Technician - Conservation	01181									4	3	75%	12	11	91.7%
Natural Environment Technologist - Conservation	01182									3	2	67%	na	na	na
Occupational Therapist Assistant/Physiotherapist Assistant	01160									7	6	86%	30	22	73.3%
Office Administration-Executive	01034									16	15	94%	38	28	73.7%
Peace and Conflict Studies	01194									3	3	100%	na	na	na
Personal Support Worker	01135									39	34	87%	95	90	94.7%
Pharmacy Technician	01197									13	10	77%	na	na	na
Police Foundations	01134									12	9	75%	74	37	50.0%
Practical Nursing	01157									18	17	94%	92	59	64.1%
Pre-Health Sciences	01158									1	1	100%	70	48	68.6%
Pre-Trades and Technology	01173									0	0	0%	20	4	20.0%
Public Relations and Event Management	01196									3	3	100%	19	19	100.0%
Renewable Energy and Green Construction	01191									11	7	64%	12	11	91.7%
Social Services Worker	01148									10	6	60%	50	30	60.0%
Social Services Worker - Native Specialization	01162									8	8	100%	36	20	55.6%

Aviation Technology-Flight	01002				11	10	51	26	51.0%
Business	01007				3	3	30	16	53.3%
Business -Accounting	01005				2	0	14	7	50.0%
Video Game Art	01190				4	4	na	na	na
Welding Techniques	01186				1	1	12	3	25.0%

\* General Arts And Science

All GAS Programs are grouped under one course due to Ontario Student Loan Categorization.

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**Important Notes Regarding Above Data**

- Student Loan Default Rates

Default rates are calculated based on the last program attended by the student. Students could therefore have outstanding loans brought to Sault College from previous programs and previous institutions.

- Graduate Employment Rates

Graduate employment rate data is collected by a telephone survey. The methodology has some inherent weaknesses in that all graduates must have a valid phone number and the college must have access to the number in order for the survey company to contact graduates. Some graduates who are working may not have updated this important information.

Graduate employment rates are calculated by establishing a 'target week' six months after graduation and administering a telephone survey to determine the graduates status during the 'target week'.

Graduate employment rates may vary considerably between geographical areas due to regional labour market participation rates and youth employment rates as published by HRDC and Statistics Canada.

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#### Attachment 4: Summary of Advertising and Marketing Complaints Received

Nature of complaint	Date received	How issue was resolved/addressed	Date resolution communicated to student	# of working days to resolve
None to report				

Total number of Complaints: none

Average number of working days to resolution: none



## **Attachment 5: List of Governors**

Carla Fabbro (Chair)

Kamal Ughadpaga (1<sup>nd</sup> Vice Chair)

Peter Berlingieri (2<sup>nd</sup> Vice Chair)

Joe Chilelli

Bob Boston

Paul Christian

Wendy Hnatchuk

Jeff Barnes

Lyne Gagnon

Mary Ellen Luukkonen

Krista Pearson

Bob Wilding