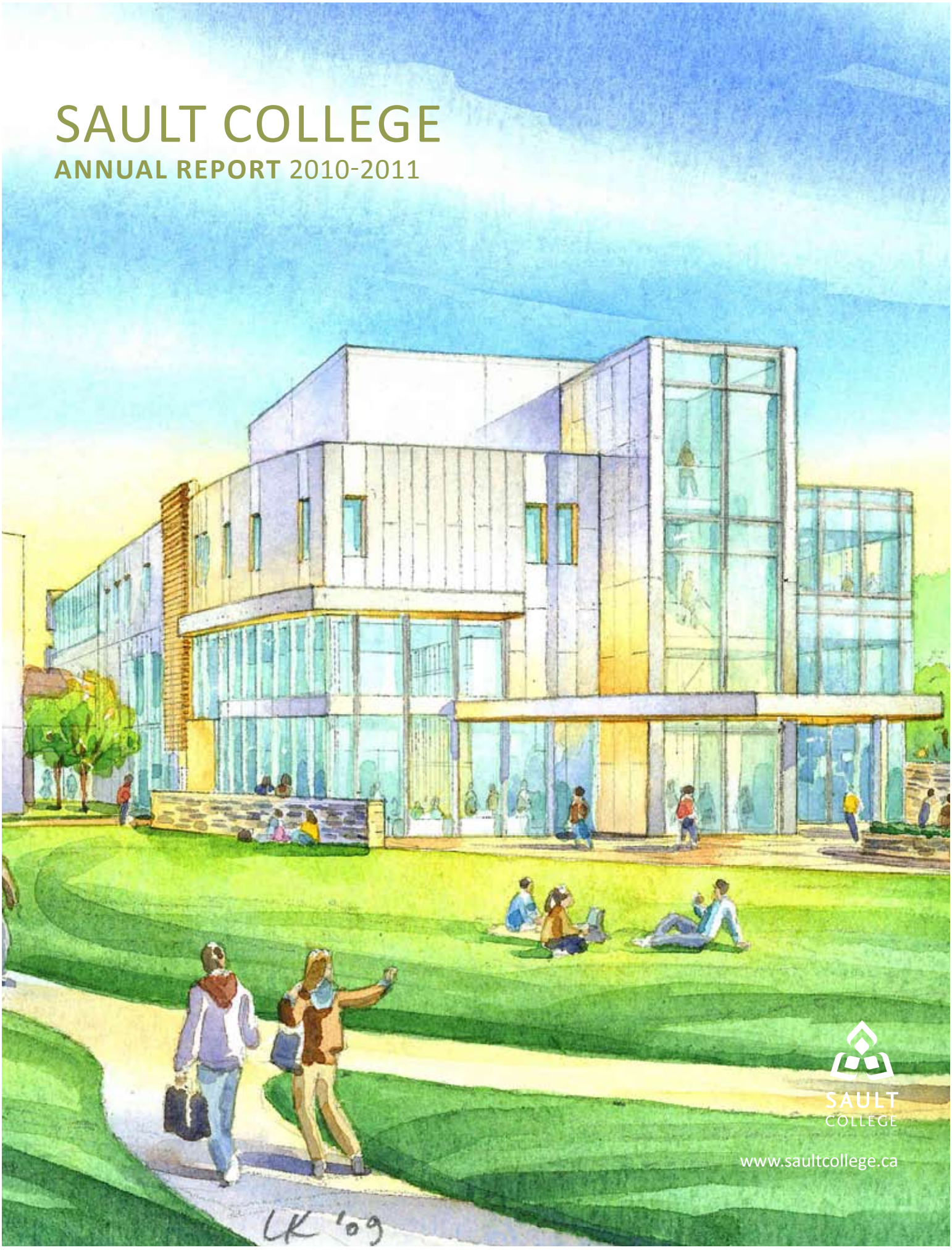
SAULT COLLEGE

ANNUAL REPORT 2010-2011



SAULT
COLLEGE

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SAULT COLLEGE ANNUAL REPORT 2010-2011

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Message from the Chair

I am very pleased to present Sault College's 2010-2011 Annual Report. This year marked the beginning of our newly created five-year strategic plan. In embracing our future with the strategic direction and action items outlined in it, it is our goal to make Sault College one of the finest colleges in the country. And we are well on our way.

The College offers quality programming, qualified faculty, and an ambitious vision: 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.

Our new five-year plan outlines the ways Sault College strategically embraces our responsibility as a leading educator in the post-secondary educational field. With this in mind, our accomplishments over the past year – the first year of our five-year journey – demonstrate how the College is poised to become a key driver of economic success in the Northern Ontario region, as well as the community of Sault Ste. Marie, within the next five years.

The accomplishments of our staff and students, coupled with the over $40 million investment in capital expansion and educational infrastructure at the College this year will not only ensure a strong sustainable future for the organization but will have a significant positive impact in our local and surrounding communities. This year saw many exciting events occur: the completion of Project 2011 – the new state-of the-art Academic Wing, the completion of Algoma Public Health building on campus, and a new airport Hangar. As well, construction began on a new 256-bed long-term care home – Extendicare, and a Nurse Practitioner's Clinic – the first of its kind funded in the province on a College campus.

We are an organization filled with informed, energized, and committed staff and students dedicated to the revered opportunities of our Northern location – an environment and way of life that shapes and establishes our unique institutional culture and our exceptional program offerings. This report speaks to the way this has shaped both who we are and who we are becoming.

On behalf of the Board of Governors, I would like to express our gratitude for the dedicated faculty and staff who make an impact on people's lives every day, for the exceptional management team that has positioned us as a leader among the best colleges in Canada, and for the many volunteers and supporters, such as my fellow governors and the program advisory committee members, who are also key to our continued success. With such a talented team of committed individuals, guided by our strong and unique Strategic Plan, I know that there is no end to the goals we can continue to accomplish in the years ahead.

Sincerely,

Cecilia Bruno
Chair, Sault College Board of Governors

Message from the President

This year marked a historical year in the history of Sault College.

We began by laying a solid foundation for the future by completing an ambitious strategic planning process seeking input from students, community members, industry partners, staff, faculty, board members, retirees and alumni through the sharing of their thoughts in discussions, conversations and presentations that identified four cornerstones to guide the College's progress over the next five years: Programs, People, Partners and Place (facilities).

In developing students, Sault College has created four statements reflecting the outcomes we seek by accomplishing the actions outlined in our 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 to come here," and
>
> "The experience changed my life."

Make no mistake – we are in the business of transforming lives and nothing speaks more directly to how well we are doing this than the graduates we send out into the world.

Some of our major accomplishments for the College this year included the Chamber of Commerce recognizing us as an Employer of Choice because of the learning and working environment we have created here. It was also this year that we welcomed special guests such as Mike Holmes who endorsed our new two-year home inspection program and Prime Minister Stephen Harper who stopped in to see how construction on campus was coming along and to hear about future plans to grow our College.

Perhaps the biggest accomplishment will come in a few short months when Sault College officially opens its doors to our new 75,000 square foot Academic Wing, a building that will be a campus dream for years to come. The wing consists of flexible learning spaces and a reconfigured gateway main entrance to enhance the visibility and image of the College. The completion of this project is the biggest capital project in the history of Sault College, making this year one of the most exciting in the College's 40-year history.

As the first year of our strategic plan draws to a close, we see the infusion of the new ideas and creative approaches happening all across our College as we undertake an innovative action plan that seeks to forever transform our place of learning.

The work by the entire College team, including the committed leadership of our Board of Governors, demonstrates the extraordinary and exceptional accomplishments throughout the year. Our focus of putting students first continues to be the driving force of all that we do, and as students are the reason that we exist.

We look forward to further strengthening our organization's services and the value of post-secondary education in the province of Ontario by working closely with our stakeholders like you. Thank you for your continued support.

Sincerely,

RW Common

Dr. Ron Common
President, Sault College

Setting the Stage

The new five-year Strategic Plan implemented this year has Sault College finding year one of excitement and achievements. This report will reflect the new strategic vision and mission of the College in striving and achieving our 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.

In this way, we are driven to provide countless learning opportunities that lead to strong career paths and a commitment to helping create a better society for all students who learn with us.

Sault College educates over 6,500 part-time and full-time students annually in the Algoma region with an economic impact on the community in excess of $100 million. Our traditional catchment area serves the Algoma Region from Hearst in the north to Serpent River in the east along with the city of Sault Ste. Marie, Ontario in the southwest. It is a unique location, responding primarily to the educational needs of northern residents, but also to those students from other areas of the province.

Full and part-time opportunities are available at the College in more than 80 different one, two, three and four-year post-secondary programs. Sault College reaches students through post-secondary offerings, continuing education, apprenticeship training and third-party contract training. We also offer a full range of programs: certificates, diplomas,

Adventure Recreation and Parks students at field camp

IN DEVELOPING STUDENTS, SAULT COLLEGE HAS CREATED FOUR STATEMENTS REFLECTING THE OUTCOMES WE SEEK IN OUR NEWLY-UNVEILED 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 to come here," and

"The experience changed my life."

advanced diplomas, degrees, apprenticeship programs and a growing number of post-graduate certificates. This wide range of options provides extensive choices to serve both the interests and professional needs of the workforce to those wanting to stay and learn in our northern region, as well as those who travel to Sault Ste. Marie to study with us.

Our plan to do so is centered on four cornerstones: enhancing programs, investing in people, connecting with community partners and building a new college (place). As we do so, we will keep a constant eye on increasing our College profile so we will achieve our mission of being recognized as the pre-eminent institution in the province.

This year's annual report will reflect the ways in which Sault College is working to achieve the outcomes desired in our strategic and business plans. It will also reflect how we are working to establish ourselves as the place to receive a distinct education of high academic quality so that students, their families, our partners and the community feel that the people, programs, value and overall experience of Sault College are worthwhile, rewarding and lead to the transformation of lives and society.

As such, we will continue to play on our strengths and address our opportunities to further develop an inclusive, vibrant and active campus that draws a greater number of students well into the future.

Mike Holmes takes a moment to visit with Electrical students Brandi Nolan, Dakota Souliere and Lisa Lidstone to promote the launch of the College's new two-year Home Inspection Technician program

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

Enhancing our Programs

As a post-secondary educator striving to be the pre-eminent deliverer of education in the province, enhancing our programs is central to our success, and as such is the first of our organization's strategic themes.

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Sault College offers exceptional programs to our students to address and respond to industry needs according to trends in the economy. New programs that we are offering have helped to enhance both the profile and reputation on our organization as a leading and preferred educator in the post-secondary field.

Demand continues to rise in specialty program areas. This past year, a primary goal was to further develop and implement new post-secondary and apprenticeship programs, with a focus on priority areas of Aviation, Health, Community Services, Skilled Trades, Media and Design, Justice Studies, Energy and the Natural Environment.

To meet this goal, newly introduced program offerings for September 2011 included:

- Home Inspection Technician
- Pharmacy Technician
- Public Relations and Event Management
- Adventure Recreation and Parks Technician – Summer Intake

In developing new programming, Sault College partnered with Mike Holmes and the Holmes group in the delivery of the new two-year Home Inspection Technician program this year. The two-year program, approved by the Ontario Ministry of Training, Colleges and Universities, was developed in partnership with the Holmes group and other advisory groups and is endorsed by Mike Holmes who came to visit the campus to announce his support of the program. It will be offered for the first time in September 2011. Students who enrol in this program will gain the knowledge and practical skills relating to residential home construction with an emphasis on developing the ability to recognize deficiencies present in the structures and systems that may be compromising a building. Sault College is the only College in the province to now offer a full-time, two-year, Home Inspection Technician diploma program.

In an 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 this past year.

We realize that each learner has specific needs and life situations, and for these reasons, are looking to identify and remove barriers that may be still present and are impeding their success at the post-secondary level. Programs that started in January 2011 to provide a flexible entry point, thereby addressing the growing needs of adult learners needing retraining quickly and efficiently include:

- Personal Support Worker
- Practical Nursing
- Business
- Police Foundations
- Protection, Security and Investigation
- Pre-Health
- General Arts and Science – Liberal Studies
- General Arts and Science – One year, and
- Journalism – New Media.

Out of these nine programs, only one, Journalism-New Media was not offered due to low interest.

Another new program, Public Relations and Event Management, scheduled for a September start, was delayed

Peace and Conflict Studies students participate for the first time in the annual Women's Memorial March for Missing Women

to Fall 2011 to ensure its success. To recognize the needs of adult learners who may already be currently employed but looking to enhance their qualifications, Sault College is looking to also offer the Public Relations and Events Management program part-time through Continuing Education, as well as offer classes scheduled in the evenings and other suitable times to include all possible learners.

Of the new programs scheduled to begin in September 2010, Web Animation and Design and Outdoor Leadership were the only ones suspended due to lack of interest in these program areas. Further market research is being done to look into areas of interest for students.

A number of new Continuing Education Certificate programs were also introduced this past year that included:

- Diversity and Intercultural Relations
- Leadership Development, and
- Project Management.

Over the past two years, Sault College has reached an ambitious goal of increasing the number of our new programs. In total, over 26 new academic programs have been added to the 70 different programs that already existed. That number of new programs is one of the reasons we have seen approximately 500 new students on campus. Deans, staff, and advisory committee members across the College are working hard to put programs in place to have more student learners interested in coming here for a post-secondary education. Enhancing programs and bringing in more students is a primary goal as reflected in our new 5-year strategic plan.

Offering a wide range of educational programs in an inclusive and culturally-competent environment has allowed Sault College to continue to be an education destination for Native students from around the province, as well. We are a leader in identifying Native Education as a key priority for our organization. A wide range of educational programs are offered that benefit Aboriginal students as well as Native-specific programming involving signed partnerships with four Aboriginal organizations, expanded Native student recruitment and advising, and a new Native Apprenticeship Centre with the Métis Nation of Ontario, along with a Native Education Centre and sacred arbour on campus, which all work to attract a large portion of Native students and increase accessibility of this important group. Sault College's success in Native Education is apparent in us having one of the largest populations of post-secondary Native students in the province (20%).

Internationally, with the goal of developing, enhancing and increasing the number of academic bridging, articulation, transfer and collaborative agreements with other post-secondary institutions, including those located throughout the world, Sault College created its newest program partnership: a Memorandum of Understanding with the Federal Institute of Education Sciences and Technology Acre at the College in Brazil. This will allow for opportunities for students in various programs to study internationally and expand their learning by travelling abroad as well as provide professional development opportunities for staff.

SAULT COLLEGE SUCCESSFULLY DELIVERED NEW POST-SECONDARY PROGRAMS AT THE COLLEGE BEGINNING IN SEPTEMBER OF 2010 THAT INCLUDED:

General Arts and Sciences – Arts Stream

Renewable Energy and Green Construction

General Arts and Sciences – Peace and Conflict Studies

Digital Photography

Video Game Art

Metal Fabrication Technician

Mechanical Engineering Technologist

Sault College has one of the largest populations of post-secondary Native students in the province (20%).

Also globally, Arnprior Aerospace hired Sault College to deliver components in the Aircraft Structural Repair (ASR) program in Chihuahua, Mexico this past summer. Three Sault College faculty responded to this need for training and condensed the ASR program for its delivery to industry. Faculty then travelled to Mexico and trained Arnprior's new employees over a three-week period accompanied by a Spanish translator. The project was a great success and demonstrated Sault College's ability to respond to industry retraining needs, not only here in Canada but abroad, as well.

With the goal of implementing a College-wide quality assurance and assessment strategy to ensure we meet and exceed student's expectations as well as local, regional and global labour market demand, a Program Review Process began this past year. The primary purpose of this pilot project was to provide an opportunity to meet and exceed standards and expectations for quality and relevance of programming and curriculum. The following programs were identified as undergoing a review: Esthetician, Hospitality Management – Hotel and Resort and Hospitality Operations. The review involved student feedback, which was tracked in an annual report containing comments received from the student portal and comment boxes.

Faculty, Chairs, Deans and the Vice-President of Academic then received and reviewed the student feedback along with that of courses and faculty via faculty and school reports issued each semester as a result of the Student Feedback Questionnaire. This information allowed the College to compare our programs to industry standards, see how their programs compared to other programs provincially, as well as respond with a list of recommendations regarding the future of these programs, and an implementation plan that included a schedule to carry out the recommendations. In this way, programs were strengthened to best serve the interests of students and industry.

> Programs were strengthened to best serve the interests of students and industry.

To increase adult learning and accommodate mature students' interest in life-long learning, Sault College partnered with Employment Solutions to successfully deliver the ambitious Target Initiative for Older Workers (TIOW) program. The TIOW program is an MTCU program designed to assist older workers to re-enter the workforce by helping them become more marketable. This program was for those aged 50 to 65 who were unemployed or working part-time and wanted training or assistance to become employed. Free tuition, books and some other expenses was covered for those who qualified. Course offerings included Business Management and Essential Technologies. Various advertising campaigns throughout the city and information sessions hosted at Sault College helped adult learners learn more about this unique and beneficial program, with little wait before beginning programs in March to meet the immediate needs of these adult learners.

Also innovative in nature, seven Sault College students made history in Parry Sound after graduating from the only Personal Support Worker fast-track program developed for a Long-term Care Facility in partnership with Sault College. Parry Sound, like many northern communities, has struggled to maintain enough personal support workers. Demand grew for that workforce when Lakeland – a 110 bed long-term care home attached to the West Parry Sound Health Centre – opened five years ago. The full-time College program was not graduating enough Personal Support Workers to meet community needs.

The concept of a fast-track program that would generate in-house, college-accredited Personal Support Workers provided work-ready skills in the first three months so students could be hired as casual employees. In partnership with Sault College, Lakeland's program was divided into four semesters. In semester one and two of the first three months of study, students attended classroom and clinical experience on a full-time basis, taught at Lakeland by instructors hired and paid for by Lakeland, and approved by Sault College. After that period, students were hired in a casual position as a Personal Support Worker In Transition, and were able to take on a full workload. The third semester was completed in the students' own time through Sault College's Contact North distance learning program, with tuition paid by Lakeland. In the final semester, Lakeland organized the community experience component required for students to complete the program. Sufficient Personal Support Workers equates to better resident care for Lakeland, and everyone benefited from the success of this responsive program.

To continue to deliver programming in the most progressive way possible and to increase access for all learners, Sault College has partnered with Durham College in a unique e-Learning program for critical care nurses. This e-learning

program allows critical care education to be available to nurses who are unable to attend traditional college programs due to geographic limitations or work/family responsibilities. Registered nurses take the didactic program with Durham College via the internet. One of the main components of the Critical Care Nursing e-learning Graduate Certificate program is the Critical Care simulation. Sault College is proud to be one of nine simulation partners to deliver such training across the province.

Also in the health care field, Sault College's Fitness and Health Promotion program partnered with York University and Garden River First Nation to deliver a pre-diabetes detection and physical activity intervention delivery program, also known as PRE-PAID. The PRE-PAID project, funded by the Ministry of Health Promotion and Sport and Ontario Trillium Foundation, targeted groups at high risk for diabetes and used a community-based approach to engage them in the physical activities they enjoy. The Sault College project involved individuals of Aboriginal descent. The physical activity intervention program will prevent or delay the development of type 2 diabetes for as many people as possible. During screening, 60 interested participants had a blood glucose test performed as well as a brief risk assessment. Participants who were eligible participated in a free 6-month supervised physical activity intervention. This type of partnering project not only enhances the experience of students in health care, it strengthens the well-being of First Nations communities.

To advance the organization in applied research, Sault College worked to establish the necessary research accreditation, principles and practices and encourage faculty research that contributed to excellence in teaching in 2010. In September, Sault College celebrated the grand opening to the public of the Applied Research Centre (ARC) on campus. The ARC serves as a gateway for industry partners, providing them with access to the applied research services offered by the

Brian Letang, Sault College student works on Applied Research Centre project

College and coordinates the collaboration of students, faculty, staff and industry partners from the community. Through collaborative partnerships that are focused on combining the knowledge and industry experience of our faculty with the specialized skills of our students, Sault College undertakes applied research projects that help our partners solve real-world challenges and succeed in the marketplace.

The sectors that are a priority for the research centre include Alternative Energy, Environmental Technologies & Construction, Digital Media, Health and Life Sciences, Hospitality and Tourism, Information & Communication Technologies, and Manufacturing and Materials, although all businesses are welcome and encouraged to contact Sault College for help with research, innovation and commercialization. The ARC provides students with the ability to work on real projects to be implemented into the community. The ARC research centre was successful in its first year by completing five projects with industry partners, students and faculty.

This year, one of the exciting projects developed through the ARC focused on an innovative tracking system that can be used to control commercial installations of Solar Arrays. Mercedes Clark and Qun Zhang, third-year students in the Electrical Engineering – Process Automation Program, collaborated with Professors Ron Chartrand and Rob McTaggart and two private sector partners on the project. The project involved the development and computer simulation of a dual-mode tracking system that allows for automated solar or time-based control of a solar array, enabling it to follow the axis of the sun vs. stationary solar arrays that are less efficient.

The students worked on this project alongside engineers in the industry for a month and a half, beginning with the research of different techniques and progressing through to the implementation and simulation that ultimately resulted in the final working design. Full-scale solar arrays will be set up this fall in an installation adjacent to the Sault College Hangar at the airport that will allow Sault College students and their private sector partners to test, optimize and demonstrate this technology. In this way, the ARC provided students with the

Motive Power faculty with a new excavator for applied learning.

ability to work on real-world projects providing them with valuable, practical experience and networking opportunities with our community employers.

To further increase opportunities for learners, the Civil/Construction faculty at Sault College developed a transition program with the assistance of the College's Academic Quality Assurance Manager that allowed graduates from the Renewable Energy and Green Construction Program to take Spring/Summer transition courses and enter the second year of the Civil Technician Program. This way, students were able to graduate with both Renewable Energy and Civil Technician diplomas giving them an edge when seeking employment in these areas.

With respect to new equipment for better instruction, students and faculty in the transportation area received an impressive new training tool in January. A John Deere 75D Excavator was purchased through the AEF (Apprenticeship Enhancement Fund). The Excavator will be used for Hydraulic, Engine, Electrical and Air Conditioning training to apprentices and post-secondary students. This new training tool will greatly enhance the hands-on training students receive in this area.

This year, staff and services with Employment Services and Cooperative Education at the College reunited and became known as the Student Job Centre. The Student Job Centre joined the Sault College Employment Solutions Department to allow for even more seamless employment-related services to our students, recent graduates, and employers. This structure builds on the natural synergies, expertise and leadership of the experienced staff found in each area to find employment opportunities for job seekers and talent for businesses. This transformation also reflected the shift for Employment Solutions from delivery of youth programming to serving the needs of job seekers of all ages. In January 2010, Sault College become one of only two deliverers of service (funded by Employment Ontario) in Sault Ste. Marie and the primary deliverer in Blind River and the North Shore.

Sault College also received funding to deliver Aboriginal-focused training program in 2010. One project was the Construction and Maintenance Electrician Pre-Apprenticeship program promoted primarily to First Nations on Manitoulin Island that involved a special partnership with the newly formed Manitoulin Wind and Solar Institute. Twenty students participated in the 28-week program mostly delivered in M'Chigeeng on Manitoulin Island. Students in the program completed Level One (basic) Construction and Maintenance Electrician Apprenticeship curriculum in Sault Ste. Marie at Sault College. They then went on to complete a 4-week session on Renewable Energy and Green Construction and an 8-week work placement.

For enhancing greater cross-cultural awareness in the field of the Natural Environment, the department of Natural Environment and Outdoor Studies initiated a course called Aboriginal Culture to students of the Natural Environment Technician/Technologist program. The course is intended to provide both Native and non-Native students with an appreciation of Aboriginal world view and culture and how First Nations perceive and participate in the management of the province's natural resources. This will serve to increase the cultural competency of College learners.

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

Because we have done these things, we are addressing the rapid and far-reaching structural change in industry we are witnessing across North America and the world, and are creating learners who can respond to and embrace both challenges and opportunities that this change brings.

Investing in our People

Sault College's most valuable resources are our people. We recognize the need to engage our students, faculty and staff in our strategic efforts if we are to succeed in becoming a pre-eminent post-secondary institution. While the renewal of our buildings and programs will help to facilitate needed improvements for our College, only our people have the ability, strength, know-how and power to drive this change.

STUDENTS

Since students are the central focus of our College, we will do everything we can to help them succeed. To do so, we did the following over the past year:

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, Student Services implemented a new software program called clockwork data management in 2010. The clockwork database scheduler is an integrated management tool designed to meet the needs of College and University Counselling, Disability and Student Service departments.

Ring ceremony participants in the Natural Environment and Outdoor Studies area are joined by Allan Cameron, Central Ontario Section Director of the CIF, Professor John Clement, and Leo Tiberi, Vice President, Academics congratulate students as they receive their silver ring

Clockwork's calendar system combines a sophisticated and flexible student data management system to provide integrated management tools for counselling departments. The system has assisted staff with their day-to-day workload as well as emphasizes ease of use, security, confidentiality and reporting. Further, it is highly customizable. Because of this software, student services can now provide data more efficiently for reporting. It has also improved wait times for students who need services by allowing counsellors to track the time spent with different groups of students in order to better know where to put resources.

Surveys to determine some of the barriers that students might face including factors such as financial support, lack of finances, lack of personal support at home and connection to college community, were distributed to the following programs: Aviation, Pre-Health, Electrical and Social Service Worker and included First Generation learners. Many referrals were made to appropriate services (i.e. financial assistance, counselling, tutoring etc.) after the results were received for students who needed additional assistance. With funding from the MTCU, a campus coach/mentoring program was designed to assists students that were identified to require additional support in order to be successful. These "coaches" were Sault College Alumni and employees, who volunteered their time to take part in the pilot program. "I think this program is a very good idea because a lot of students don't have anyone they can talk to about their classes. If my mentor did not have the answers she found someone who did," reported one student who participated in the program.

In an effort to retain students Sault College implemented several new programs over the past year including:

To address challenges experienced in communication skills, "The Write Place" was created to offer an opportunity for students to visit a computer lab Mondays 11:30am – 12:30pm, Tuesdays 11:30am-1:30pm and Wednesdays 11:30am – 1:30pm to receive assistance with their writing questions such as formatting, grammar, essay/report writing, and researching in the library database. Presentation and verbal skills were also covered. Students were encouraged to bring their assignments with them to the tutorial. Questions could also be emailed to writeplace@saultcollege.ca and an instructor would get back to the student within 24hours. The Write Place saw approximately 100 students visit in the fall semester and approximately 50 in the second semester as most English courses for programs are offered in first semester at the College.

The math project started in September of 2010 was directed primarily for the Pre-Health students' math class with over 75 students. The course delivery was adapted to reflect some aspects of mastery learning, while still being delivered in the 15-week semester. The evaluation system was also changed to incorporate more frequent testing of small amounts of curriculum with testing done outside of the classroom so that more class time was available to provide instruction and assistance.

The overall feeling from both students and the professor is that this change in the evaluation system had positive effects. Many initial quiz failures were converted to passes. Also many individuals have improved upon already satisfactory quiz performances to strengthen their math skills further, which will enhance future learning experiences. Because of its success, this project was expanded to include the second semester Pre-Health math for January 2011.

In the interest of student success and improved retention in the Aviation program, all first-year students were scheduled into a two-hour, mandatory homework completion session. The session was supported by a full-time professor. A special project in Aviation was also implemented in which a tutor was hired to assist with math and science-related courses. The tutor held drop-in tutorial sessions that were accessed by all aviation students needing assistance. In addition, the electrical programs expanded the amount of time to learn the theory portion of the program as this was identified as an area where most aviation students were struggling. This student-centred approach to program delivery allowed students to more fully comprehend the materials being presented.

The first annual Student Services Awareness Day was held on February 22nd. This event helped to promote the various service areas around campus and provided students with information about those areas and the services provided. During this time, students filled out ballots to win an iPod Touch and Galaxy Cinema movie vouchers. This event provided valuable feedback from the students that helped Student Services better meet the needs of the students.

To increase Native student applications, enrolment and retention and to address the importance of all learners having access to post-secondary learning opportunities, an additional Aboriginal Counsellor was hired to assist with the needs specific to Aboriginal students at the College. With the Northern Ontario Growth Plan demonstrating that at least 25 percent of the region's workforce in the next generation to be

> 2010 marked the five-year reunion of the first graduating class of the Bachelor of Science in Nursing program at Sault College

comprised of Native people, their retention in post-secondary education programs is critical to the province's success.

This year, Sault College President Dr. Ron Common called upon the staff at Sault College to assist with the most extensive recruitment effort the College has ever undertaken. In an effort to engage every person across the organization in helping reach out to applicants, employees were asked to phone students at home to thank them for applying to our College. By being one of the first colleges to call applicants, it is hoped that we will increase our enrolment for the fall, and continue to grow. Through this initiative, many staff increased their understanding that growing the College is everyone's responsibility, and most staff embraced the opportunity to do so.

To broaden the student experience and campus life, and based on the understanding that students who are engaged in their campus are more likely to succeed in their program, out-of-classroom learning and social opportunities for students were enhanced with the development of the Sault College Community Access Network (SCCAN). This network offered students living off-campus the fun and support of residence life, without having to live on-campus. The goal was to see 10-15 students in the first year; SCCAN had 12 students registered in the program with all of these students being from out-of-town. The Residence community advisors held 8 events with this group as part of the program. However, the student participants quickly began planning their own events amongst themselves informally. From this, we knew that the program was successful as a group of students from a variety of program areas became friends and developed a social network outside their classmates that they otherwise would not have without SCCAN.

In developing strategies to stay connected with our alumni and thereby strengthening our College, the following were implemented this year:

In the summer of 2010, over 2,000 alumni were contacted via telephone in an outreach program aimed at updating graduate contact information in order to receive future communications from our alumni relations department.

The inaugural issue of the Sault College alumni magazine was developed and circulated widely. The magazine featured profiles of 6 graduates as well as updates on current events at the College. It was very well received.

2010 marked the five-year reunion of the first graduating class of the Bachelor of Science in Nursing program at Sault College. Alumni Relations supported the event that welcomed home graduates of this program.

Alumni breakfasts were successfully introduced this year as an opportunity for alumni to meet and network with other graduates, and are growing in popularity.

Premier's Awards nominee Kevin Parker returned home to Sault College to address the Aviation students in a lecture series.

Five Sault College graduates were nominated for Premier's Awards and many travelled to Toronto with their families and Sault College staff to take part in the Colleges Ontario event.

To support students who may face difficulty purchasing food while in College, two events were held to increase supplies at the student food bank:

The "Have Dinner on Us" campaign allowed students to focus on their studies and not worry what they were going to eat. Local 612 and Local 613 joined forces this year to help fill the Student Food Bank to an overflowing 150 pasta dinners. Each dinner included pasta, sauce, fruit juices, and desserts. Members of both Locals work closely with students and see the financial difficulties they face. With numerous expenses and, in many cases, limited income, an adequate food supply can be an issue for students that this initiative aimed to address.

Sault College representatives were on hand to receive a generous donation from members of Club Calabrese of Sault Ste. Marie in November. Hundreds of non-perishable food items were donated to the Sault College Student Food Bank. Each year, the club selects a different institution that runs a food bank and this year, Sault College and Algoma University Food Banks were selected as joint recipients.

"Students need assistance with food from time to time and Club Calabrese is pleased to help," says Rose Caicco, a Club Calabrese Executive and retiree of Sault College. "This is a crucial time of year when the Food Bank is at its lowest and

in need of donations. We will continue to support student success in any way possible."

With respect to addressing and dismantling barriers, supports were reviewed to ensure they are flexible enough to address the unique needs of adult learners. Service times were reviewed in student services and continue to be monitored using student feedback. Student requests for peer tutoring in more than two courses were accommodated to help increase student retention and help those experiencing difficulty in their courses. Success strategy sessions were offered at various times of the day and week during the fall semester.

To better accommodate students in September 2010, Sault College opened its doors early for students to beat the line-ups and gain access to essential service areas such as: Registrar's Office, Student Financial Assistance, Campus One, Accounting, the Bookstore, Employment Services and Athletics. Recruiters provided campus tours every day at 10:00am and 2:00pm two weeks prior to the beginning of fall semester. This helped incoming students and their families familiarize themselves with the College and the staff, and increase the students' chances of success in their studies.

The needs and wishes of mature students have also been considered during all Sault College Students' Union Events and orientation. A "Family Day" was planned for mature students and their families and was offered during orientation. Adult customers in the Student Life Centre were surveyed by the Sault College Students' Union Business and Marketing intern in the winter semester to explore their feedback and hear their ideas. The Student Financial Assistance office provided more options for payment via phone with the addition of a dedicated individual to return and receive all calls. In these ways and more, Sault College is addressing the needs of the older demographic we are seeing coming back to College for retraining.

To increase the success rate of those with substantial barriers to post-secondary education, Student Services presented the Transition to College information program to those students with disabilities. In the months of May and June 2010, Disability Services and Counselling Services went to various high schools throughout the district to promote this unique

Chair, Aviation Steven Hause and Coordinator, Aviation Ben Mears, show former Sault College student Kevin Parker (middle) around at the Sault College Hangar

program for incoming students with learning disabilities. The week-long program, held during the last week of August, provides new students to the College with useful skills, knowledge, strategies and helps foster students' confidence and enthusiasm for the start of the school year. Statistics show that the success rate of those participating in the Transition to College program is substantially higher for those who take part in the program.

In an effort to increase Native student retention, Native student counsellors worked closely with the Native Student Events officer to provide support for various Native-specific activities over the past year such as Sweats, bringing in Elders as guest speakers, Winter Gatherings and weekly Soup days. These events allowed counsellors to check in with Native students in a relaxed atmosphere to ensure their needs were being met while feeding and nurturing the greater student population. The fall 2010 semester was very successful, with hundreds of students, including First Generation students, visiting the Native student centre and participating in the various events held there.

Convocation ceremonies held at Essar Centre on May 28, 2010 conferred 868 total candidates for graduation from the College. Approximately half of those, 432 graduates, were in attendance. The Health Sciences program conferred 218 students including 37 students in the Bachelor of Science in Nursing program, 77 Personal Support Worker students and 38 students from Practical Nursing. The Aviation program graduated 34 students and 51 students graduated in Police Foundations and Law and Security Administration programs. 47 students graduated from our Natural Environment and Outdoor Studies program. Another 213 students were candidates in IT studies, Engineering Technology and Skilled Trades programs.

Continuing Education conferred 91 graduates in 2010. Graduates were from the areas of Adult Educator, Business Management, Effective Business Writing, Engineering Technology Management, Food Service Worker, Health Office Administrative Support with Medical Transcription, Home Inspection, Human Resources Practices, Leadership, Legal Office Assistant, Personal Support Worker and Professional Bookkeeper.

Also in the Continuing Education area, 23 certificates were offered in-class or combined delivery, there were numerous professional development and general interest courses and partnership certifications, and 900 courses per term were offered via Ontario Learn.

Through distance learning partnerships, 5 certificates were offered: Social Media for Business, eMarketing Essentials, Business Research, Virtual Meeting Planner, Online Teaching as well as individual courses. Airport Administration Certificate, Airline Operations Certificate, Airport Wildlife Management Certificate and the Flight Attendant Certificate were also offered.

Via Contract North, 4 certificates: Personal Support Worker, Food Service Worker, Health Office Administrative Support, and Medical Transcription were offered.

Contract training and education partnerships with diverse client groups were created that including FJ Davey Home, Sault Area Hospitals, North Shore Tribal Council, Tenaris, Essar, Cameco, Batchewana First Nation, Lakeland Long Term Care and Quality Management Institute.

Registration and revenue surpassed projected targets for Continuing Education as well as stats in these areas for the past 5 years.

Apprenticeship enrolment at Sault College has increased significantly this academic year with 35,564 trainee days. This is a significant increase from 2009-2010, when 34,205 trainee days were registered with the College. This speaks to the College's ability to help train these individuals and thereby strengthen a workforce that will see a great number of retirements, particularly in the trades, for years to come.

Sault College Academic Upgrading has seen enrolment growth with 424 students in the program area and new students being registered each day. This number indicates an increase of approximately 85 new students from the previous year. The department also saw 236 Learning Basic Skills (LBS) students and 188 Academic and Career Entrance (ACE) students. The Prepared for Success Report, which compiles statistics each year to track number of upgrading students who go on to post-secondary programs notes a substantial increase of 168% in these numbers for Sault College. This increase allows for a greater number of students to further their education at the post-secondary level and enter the workforce.

Jacqueline Alisat, Adventure Recreation and Parks graduate

Through addressing and dismantling barriers that might impede students from learning, by establishing a culture that fosters the expansive exploration of ideas and solutions, and through creating safe and inspiring spaces to encourage new ways of learning and leading, Sault College is establishing a progressive and inclusive environment for all students. In doing so, the results of our efforts are assisting students in becoming pro-active and engaged citizens.

EMPLOYEES

Our faculty and staff are closest to the reason for our existence – our students. As such, those in direct contact with students need to be supported at every turn so they can deliver the best results and service possible that our learners deserve.

Regardless of position, each employee contributes to the learning experience we provide for our students. Through engagement, enthusiasm and commitment we create a culture of life-long learning and growth not only for our students but for ourselves. We model the behaviours we teach through our understanding that 'at Sault College learning begins with me.' To do so employees were engaged in the following activities over the past year:

As part of the College's new five-year Strategic Plan of growing our people, the organization has identified the need to build its overall capacity in the area of cultural competency and diversity. Sault College has fostered a culture of caring, compassion and inclusion for all learners. To continue to do so, working in conjunction with Aboriginal community stakeholders, the Native Education department developed cultural competency training for internal delivery to staff. The course consists of five three-hour modules and are designed in such a way that they can be offered together to comprise a solid offering with respect to cultural competency.

This academic year and next, the Sault College Native Education and Human Resources departments have partnered to implement mandatory Cultural Competency training to all staff, which was successfully accomplished with module one. This training was also incorporated into all new staff orientation programming on an ongoing basis. Special diversity training was also included in the Residence Advisor training through the Group Health's HIV & AIDS Resource Program. Several awareness weeks were planned throughout the year for Academic Advisors to increase their cultural competency.

This year also saw Sault College winning the 2010 Employer of Choice Award locally. The award was given to the College for having great people and community practices, demonstrating good human resources and management policies, actively supporting professional development

Staff participate in Team Jersey Day

of staff, having good employee relations and training communications, demonstrating good health and safety wellness practices, and broad community involvement. The award was presented to the College at the Chamber of Commerce 121st Annual General Meeting & Business Awards Dinner. The winning of this award will help the College continue to secure the best talent for quality educational programming and services well into the future.

In an effort to build on and enhance College wellness strategies for staff, one-on-one ergonomic consultation was undertaken with employees across the organization. With an active Joint Health and Safety (JHSC) committee stressing the importance of ergonomic well-being, a spring professional development session is being planned for next year so that the staff reviews the importance of workplace ergonomics.

Driven by Bill 168 that involved changes to the Occupational Health and Safety Act, 170 staff were fully trained in the policy and procedures around this Bill involving exposure to violence in the workplace with all areas of the College having scheduled training. Risk assessments were also successfully done across the College to address areas needing additional training of staff or the implementation of safety devices/measures to protect workers. A sub-committee of the JHSC was struck to oversee the implementation of this Bill at the College.

To recognize the efforts to increase the Health and Safety of our College staff, Sault College was awarded the Neighbours Friends and Family Level Three Workplace Involvement award, an initiative related to Bill 168. Select organizational leaders received comprehensive training to foster ongoing awareness, build capacity to respond to situations of woman abuse in employees and to prepare them to deliver Level 2 training to colleagues. These leaders are also trained to help inform the creation or adoption of workplace policies, procedures and practices that will help prevent and respond effectively to domestic violence may that enter the workplace.

Toastmasters International is now offered on campus for students and staff to help increase their self-confidence, leadership, and communication skills. It is free to staff and students with support from Human Resources and the Sault College Students' Union (SCSU). Named Sault College Communicators, the learning opportunities that have already been experienced with this program are notable. Toastmasters is open to the community, as well, and individuals from other organizations including nine learners from the Batchewana First Nation Band Office come together weekly and take part in learning leadership and public speaking skills at this club.

A welcomed new policy introduced last year allows the families (spouses and children of Sault College employees)

Members of the College's Executive team, Rich Peters and Susan Hunter, serve students a free breakfast to thank them for being patient with construction on campus

to receive their post-secondary tuition free-of-charge when they learn at Sault College. This promotes learning as well as rewards those who believe in our College enough have their own families learn here. This policy has already been used by several staff members and has been very favourably received.

To help alleviate boxes and/or piles of documents in offices and classrooms that contained confidential information that needed to be discarded in a secure and confidential manner, the College introduced a shredding program through J & B Recycling and Shredding Services. Ten locked shredding bins were placed throughout the College in various locations. This is helping to ensure student information is secure, while saving staff time and the inconvenience of relocating these boxes across the College to have the documents shredded.

As a way to recognize and reward students and staff and to thank them for their patience during construction, Sault College hosted an Appreciation Day in mid-January. Students and staff were treated to a free pancake and sausage breakfast served by members of the Executive team. Along with the breakfast, many areas across the College offered discounts for the day. Cake and coffee was also served in the afternoon. This event was highly popular and well attended.

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. As a learning organization, everyone was encouraged to attend the sessions ranging from Health and Safety, the Environment, Faculty Development and Computer Technology. The exciting line-up of seminars and training session was designed with topics aimed at interesting everyone. A main feature to the presentations was a community keynote address that addressed the College's focus on ecological responsibility entitled "Finding our Power – Community Renewal Through Better Approaches to Energy" with David Chernushenko. David discussed how a clean energy revolution is re-energizing people, communities, businesses and economies. A growing number of staff are presenting and attending these engaging professional development sessions.

To build on and enhance College wellness strategies for staff, students from the Fitness and Health Promotion program implemented College-wide wellness initiatives throughout the year. This year, some of those initiatives included Body Age Assessment, free Zumba classes, personal training, power-lifting muscle conditioning classes and College-wide Fitness challenges all free-of-charge. These programs are offered during the lunch period so staff can leave their workspace and get active during the day and greatly enhance their fitness levels as well. This type of student-staff programming helped to increase the morale of employees.

In an effort to keep our staff apprised of relevant information, Sault College has committed to sending press releases to staff first before news is sent along to the media so that our students and employees are kept up-to-date on College information. This past year also saw an increasing number of stories being submitted for the College's newsletter, the Scuttlebutt. The circulation of the newsletter grew, with it being sent out to students, alumni, advisory councils and the board of governors. It is also sent electronically and mailed to retirees to include them in College happenings.

To further the communication about College happenings and to provide updates to staff, the President of the College held several town-hall meetings that were well-attended and received. Meetings between the Vice-President Academic and program co-ordinators also took place on a monthly basis. This was in addition to departmental meetings that happened across the College and fostered collaborative communications.

To celebrate the employees who have dedicated years of service to the College the annual and ever-popular Service and Retiree luncheon was held in June of this past year. Awards were also given to Northern Lights recipients to recognize their efforts.

In these ways, it is evident that Sault College supports and encourages staff that combine strong professional and customer service skills with a passion and commitment to students along with the strategic priorities and mission of the College so they are inspired to work to transform the lives of those who learn with us.

Using an inclusive approach, Sault College honours and respects staff participation in College planning and decision-making activities wherever possible in order to find the best solutions possible for our students and the organization.

Sault College embraces excellence as a way of life. The College encourages employees to be ambassadors for our College in reaching beyond previous boundaries to grow and strengthen our organization through networking, mentoring, research, collaboration and most importantly, learning to reach new levels of distinction.

Sault College faculty member Sam Spadafora fixes the home of a senior during the Day of Caring event

Connecting with our Community Partners

Over the past year, the support of our partners, industry and communities was essential to our success as an educational institution seeking to grow.

In countless ways, 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.

In 2010-2011, the College made an effort to enhance and increase the number of new and expanded partnerships with the community and more specifically with industry and non-profit organizations. A major goal as outlined in our new five-year strategic plan is to infuse all programs with a community-based project that develops students' commitment to society as well as increase College philanthropy, programs and services within the community.

Some of the partner-based projects undertaken over the past year alone include:

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 Art Gallery of Algoma, Historic Sites Board, Sault Ste. Marie Innovation Centre, Women in Crisis, Algoma Legal Clinic, United Way, Bushplane Museum, Public Utilities Commission and the Sault Ste. Marie Chamber of Commerce.

Sault College also secured funding and began preparation for a unique partnership with Phoenix Rising Women's Center to deliver a 32-week project that allows women at risk to complete a Level 1 Apprenticeship Cook Basic Training program and to develop a business model that will create a self-sustaining enterprise which would provide individuals, working families, and those on reduced/limited incomes with nutritious, pre-prepared food, sold at reasonable cost. 20 Aboriginal women will be recruited into the unique program that scheduled to run in mid-August 2011.

In September, the Sault College School of Business partnered

with Wacky Wings, a local restaurant, to host a Scholarship Fund-raising Blitz. Wacky Wings donated proceeds of sales to create a scholarship for Sault College business students. The unique partnership grew out of alumni and faculty support. Employees and students who visited the Wacky Wings location would present their Sault College student or staff card so that proceeds of their bill could be donated to a scholarship fund. The campaign raised over $1,300 towards business scholarships at Sault College and helped raise the profile of the College with radio spots and other advertising of the event across the city.

Players on the Soo Thunderbirds hockey league that are members of the Sault College student body were represented in promotional material this year for the College. This provided a visual representation of a healthy work-life balance for College students wishing to study at the post-secondary level and also play competitive sports.

Sault College increased student application, enrolment and retention through 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 in the future.
- For Inspiration and Recognition of Science and Technology (FIRST TM), 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) "Body Forward™" Challenge to Sault College again this year. The Challenge called for teams of 9 to 14 year-old children to explore the cutting-edge world of Biomedical Engineering to discover innovative ways to repair injuries, overcome genetic predispositions, and maximize the body's potential with the intended purpose of leading happier and healthier lives. Twelve teams of students and mentors participated this year down from the fourteen teams that participated last year. The reason for the decrease was due to the fact that two former mentors are no longer teaching at the participating school. Nevertheless, the event was highly successful in motivating today's youth to look at innovative ways to address global concerns and challenges in the health-care field.
- The College's annual Bridge Building competition took place in April, 2010. Designed to connect young students to the

First Lego League team participants prepare their robotic presentation at the College in Biomedical Engineering

engineering programs at the College, the Bridge Building initiative is woven through the region's elementary school curriculum on bridge construction and design. During the competition, a weight load is applied to the bridges until they are crushed to measure their strength. In the grade 5-6 category this past year, we had 86 participants with 50 bridges, in the grade 7-8 category, 239 participants with 154 bridges took part, and in the grades 9-12, there was 1 participant and 1 bridge who participated. We saw a lower amount of high school participation this year and will strategize how to attract a greater number of them for next year's competition. Overall, it is a very popular event. Prizes are awarded in all categories with sponsorship from Engineering partners in industry, including the International Bridge Authority in the United States, who offers winners a walk atop the arches of the twin cities bridges of Sault Ste. Marie Ontario and Michigan.

- The fourth annual High School Culinary Competition "Show of Class" took place in April. Given a predetermined set of ingredients, ten teams of two students each prepared a two-course meal consisting of a choice of fresh egg pasta or risotto and pork tenderloin as well as a dessert of their choice. An adult mentor was available to each team during the challenge and entries were judged on taste and presentation. Students attended an information lunch on the Monday prior to the competition and were given an orientation to the kitchen labs, instructions for safe food preparation and competition guidelines. The innovative competition allows our district high school students the opportunity to incorporate the skills they are learning in a classroom setting and put into practice in a fun and exciting competition. It is growing in popularity.
- Many elementary school children visited Sault College this year to learn more about programs that are offered. Senior Kindergarten students from R.M. Moore public school visited the nursing simulation labs to learn about health and health care careers. The students participated in hands-on activities with the mannequins and learned about dental hygiene, healthy lungs and healthy hearts. Grade 5, 6 and 7 students from St. Pius Catholic Elementary school studying electricity visited Sault College for a field trip to the electrical labs. The students learned about electricity and were shown how a variable frequency drive could control the speed of a motor. The students also learned how to wire two 12-volt light bulbs. Following the field trip, the students sent thank-you cards to the College. One of the cards read "I can't wait until I'm old enough to go to Sault College".

Elementary School students from R. M. Morre Public School listen to the heart beat of a healthy boy in the College's health simulation lab

Sault College student being trained for the Dining in the Dark event

Members of Sault College's Natural Environment and Outdoor studies program participated in the annual Edu-Cast fishing tournament for high school students. The two-day event invites secondary school students from across Ontario to fish in a series of stocked ponds at Pleasant Valley Trout Farm in Southern Ontario. Top winners from each day spent time fishing with pro anglers for the championship event. An educational component teaches participants about careers in fish and wildlife and conservation. There were approximately 1,150 high school students that participated from across the province. Aside from sponsorship and participation via aquatic education, Sault College provided invasive species such as sea lamprey for awareness and living aquatic bugs such as dragon flies and leeches for the event. The demonstrations provided by faculty at the event allowed potential students to learn more about Sault College's school of Natural Environment and raised awareness to the uniqueness of studying the outdoors in the north.

To help increase awareness of College initiatives and post-secondary education in the community, Local2.ca media partnered with the College to host an on-line TV talk show featuring College staff and community partners. Hosted by a college employee, the show offered 6-8 minute segments aired over the internet each morning from Monday to Thursday throughout the academic year. Named Daytime, the show helped sell tickets to events, educate the public about College program offerings and highlighted the ways in which the College helped to support the broader non-profit community. This was a powerful and inexpensive way to help generate excitement about the College electronically.

To strengthen the approachable and friendly brand of the College so that more applicants would consider attending the College, a Sault College employee was selected to consistently appear on printed ads, voice radio ads and appear in television commercials. In addition, the College secured a recurring spot on Shaw cable channel 10 where College employees are interviewed and initiatives undertaken by departments are highlighted on a monthly basis and aired on television. In all these ways, the Sault College brand has been strengthened with those calling letting us know they found out about the College program of choice on the radio, television or on the internet. The Shaw cable channel 10 spot was also very successful with reaching out to our local community to build awareness about the College's projects, programs and initiatives.

In an effort to infuse all programs with a community-based project that develops students' commitment to society, Trades students partnered with the United Way Sault Ste. Marie for a "Day of Caring" project that assisted seniors with reducing their energy/or utility costs. Clients of the project were chosen on the basis of their need of lower energy costs. Community businesses were asked for their support and Sault College students spent the day working to help seniors on designated homes throughout the city. In total, seven households were assisted by 14 Sault College Trades students, 5 faculty members and 1 vice-president who participated in projects that included caulking windows, raking and bagging leaves, and showing homeowners how to properly set programmable thermostats. The project was a great success and is being looked at possibly being expanded for future community service.

This year saw Sault College students demonstrating empathy and compassion for their peers experiencing difficulty. Some examples of this were:

Matt Spina, a student who organized a fundraising event for his classmate, Mike Mathieu, who experienced a devastating fire in January 2011 in which nearly all of his family's belongings were destroyed. Money raised and that contributed by the College helped Mike get re-established so that he could continue studying and complete his year.

Personal Support Worker students also proved that they have what it takes to be in the caring profession. In February, the class had been working hard to raise funds to purchase Sault College sweatshirts with their program name stitched on the back. Unfortunately, one of their fellow classmates and her family were the victims of a terrible fire. The class voted and agreed to donate a sizeable amount of the funds raised to their peer in the form of Wal-Mart gift cards so the family could purchase food, clothing, and home furnishings.

Annually, Sault College employees participate in the Canadian Breast Cancer Foundation CIBC Run for the Cure at the Roberta Bondar Park where they run and walk in support of creating a future without breast cancer, and this year, as a result of fundraising efforts, the team captured the Friends & Family Award for Sault College. This, after winning the Corporate Team Challenge Award last year. The Sault College team raised an impressive $7,634 plus $240 in registration fees for the event.

For the past twenty years, faculty, students and staff with the Natural Environment and Outdoor Studies program have partnered with the Ontario Ministry of Natural Resources (OMNR) to collect deer harvest information that is used to assist in the assessment of herd health, numbers, and age-sex dynamics. This year, the students once again participated and volunteered in the week-long check station held 45 minutes from city limits. The event provides invaluable hands-on experience and raises the profile of the college in the study of Natural Environment, and more specifically, wildlife. Students collected hunter information, weighed animals, learned ageing techniques specific to white-tailed deer, learned how to use tools and techniques such as antler beam measurements, eye-pupil dilation from time-of-death determination, and much more. This year, students weighed and aged over 150 deer during the project.

In support of the Lung Association's Festival of Trees, members of the College's Social/Recreation Committee fundraised and worked together to purchase, decorate and submit a tree that could be raffled off to raise money. This

Sault College Justice Studies Faculty members with Larry Beechey, OPP Deputy Commissioner, during the College's Policing Career Day

year's tree placed third and generated almost $1,000 of funds in support of the Lung Association. The tree was a peacock theme with a photo screen displaying the new Sault College and Employment Solutions logo as well as conceptual artwork for the new building and a student showcase from various programs around the College. Visitors of the Festival purchased tickets over the four-day event, and Sault College was recognized for our inspiring contribution to the cause.

Culinary and Hospitality students partnered with the Rotary Club of Sault Ste. Marie to bake cookies in support of Easter Seals Ontario. In its seventh year of annual partnership, proceeds from more than 2,000 cookies were baked, packaged and donated to the Easter Seals Telethon fundraising campaign. This raised $1,291.66. Staff helped to answer phones and took pledges and the College's Communication Officer donated her time to help with social media at the Easter Seals Telethon event.

The Culinary and Hospitality department won the bid to host the new Sault Area Hospital's Grand Opening Event in November. Students put on a beautiful spread at the "Putting on the Glitz" themed event. The opening was a huge success strengthening the college's partnership with Sault Area Hospital and raising its profile while helping to generate funds for the new hospital. The event catered approximately 360 people and provided students with the opportunity to participate in a large-scale event. It was held in the impressive foyer of the new hospital.

The Hospitality students continued their hard work by donating $800 to the Group Health Centre from proceeds of the Christmas buffet in the Gallery.

A new addition to the list of community outreach was "Dining in the Dark" in which the Culinary and Hospitality students partnered with the CNIB for a unique dining event. "Dining in the Dark" was a special fundraiser designed to raise awareness of and improve the lives of local people who are blind or visually impaired. Participants received a taste of what it's like to be visually impaired during the event by enjoying a gourmet meal in a literally pitch-black dining room where they were guided and served by specially-trained Sault College Hospitality students. The event was sold out in its first year. 64 guests attended and a total of $1,600 was raised. All comments from those who attended were very positive and they are already looking forward to next year's event.

In an effort to increase the profile of the articulation agreements offered throughout many College programs, Sault College hosted a 3 in 1 Joint Information Session with local post-secondary partners, Algoma University and Lake Superior State University. Representatives were in attendance to provide general and program-specific information to attendees and discuss agreements and collaborations between the three schools. During the evening, students attended up to three different sessions and explored programs and transfer agreements in Information Technology, Business, Justice Studies, Health Sciences, Community Services, Teacher Education and General Arts and Science. The event was well-attended and spoke to the increasingly collaborative approach of post-secondary educators.

In an effort to bring awareness to the new School of Media and Design, Sault College partnered with the Art Gallery of Algoma for the month of February to deliver "Once Upon a Design". Three unique exhibits were displayed that featured work from Sault College staff, students and groups affiliated with Sault College. The Main Gallery featured a show called "Cycles" – a group showing of several Sault College faculty members, while the project room featured an exhibit from the Underground Drawing group that operates out of the College's life drawing studio in G1010 at the College who has been meeting weekly for decades. Lastly, in the Education Gallery, an exhibit of student's work from the Graphic Design program and Digital Photography program were displayed

Culinary Students Teshia and Justine prepare cookies for the College's Easter Seals event

at the Art Gallery on the city's waterfront. This event raised the profile of the programs, with an opening night that had several hundred guests in attendance.

To help those dealing with cancer, Sault College Hairstyling students put their skills to the test to spruce up a set of wigs used by hospital patients. Students worked on 32 women's wigs used by Sault Area Hospital patients experiencing hair loss due to cancer treatment or alopecia. The students applied special cutting and styling techniques to improve the appearance of the wigs. The students were only too pleased to assist the women in finding a wig that made them feel better and healthier, with clients being very grateful for the work done on their behalf. This is the type of outreach that helps to transform lives – both for the giver and the receiver.

Sault College kicked off its annual United Way fundraising in November with a social event for staff. Payroll deduction forms were distributed to all College employees for their continued support. This year, Sault College was recognized for its generosity while presenting a cheque to the United Way for over $8,000 at their annual meeting.

The 38th annual Sault College Scholarship, Bursaries and Awards (SBA) event took place in March honoring 265 top students in their programs. The event brings hundreds of donors and students face-to-face in a celebration of thanks to the donors for their ongoing support. Each year, the generosity of the community flourishes as the College receives new donations in this continuing cycle of success. This year, to enhance opportunities for students in need, several new awards were added. These included the ACF 2010 Industry Partnership Award, Terence Au Coin Award, Lucia Katia Deluca Memorial Award, Digital Photography Award for Visual Merit, Early Childhood Education Collaboration Award, Early Childhood Education Professional Practice Award, Victoria Page Memorial Scholarship, RBB Innovations Ltd. Award for IT Studies Students, Retired Teachers of Algoma Scholarship, and the Walkerton Clean Water Centre Award. This well-attended event is the culmination of yet another successful year for the student achievements and those who have donated to support them in their studies. With a total of $2.5 million in student support and approximately 2,400 post-secondary

This is the type of outreach that helps to transform lives – for giver and receiver.

Members of the College's second-year Capacity Building Class raised over $2,400 for Hope House Club 84 for people with mental illness

students, each student can receive an average of $1,000 each year for their studies.

For the first year, the Child and Youth Worker Program, in partnership with Sault College CYW Alumni and Shadows of the Mind Film Festival, organized a Pre-Shadows movie screening of "El baño del Papa" (The Pope's Toilet). Admission to this event was by donation to the third-year Child and Youth Worker community development class's annual We All Love Kids (W.A.L.K.) with proceeds going to Christy's Light Foundation Self-Esteem Team. The evening was very successful with over 125 people in attendance raising over $500 for the W.A.L.K. Altogether, this year's W.A.L.K. raised over $3,000 for Christy's Light Foundation.

Community-based projects are infused in the Social Service Worker curriculum, as well:

- The Capacity Building Class, a combination of second-year Social Service Worker and first-year Social Service Worker-Native Specialization students participated in a number of community events and fundraisers regarding poverty throughout both semesters.
- This year, students held food drives at the College and in the community for local women's shelters Pauline's Place and Phoenix Rising.
- Students also hosted a dinner/dance for Club 84 of the Canadian Mental Health Association and raised over $2,400 for this organization.
- The students also supported the Healthy Kids, Healthy Minds – fight against poverty awareness food drive in support of the Etienne Brule Public School breakfast program, lunch and backpack program.
- Two bake sales were also held to raise funds for ARCH, the local hospice, and a Pasta Dinner was also put on to raise funds for children at the Soup Kitchen to purchase bikes.

Second-year Accounting students provided a free tax-return preparation service this year for the general student population at Sault College so that they could apply their classroom learning and help save students a tax-processing fee. A total of 25 students used the popular program.

To connect with our community, the Esthetician program provided free manicures to seniors living in the Windsor Park Retirement Residence as well as attended the Senior's Drop-In Centre every Thursday from 10:30-1:30pm throughout the year to offer pampering. The students provided free manicure treatments for men and women at the center. Studies have shown that conversation and touch provided while giving manicures is very healing for the elderly.

Other activities the Esthetician program undertook this year included providing make-up to the International Women's Day Fashion Show, providing makeovers for those in the Women In Crisis Centre, participating in the Algoma Public Heath's Young Parent Connection event providing make-up applications for all young mothers, and attended the YMCA "Girlz Just Wanna Have Fun" program to work with pre-teens to help build a positive self-image, skin care, and nail care. Students are very well received at each event and always welcomed back.

This past year, Fitness and Health Promotion program students experienced a unique learning opportunity by offering a free community service and unique program to cancer survivors in Sault Ste. Marie. A Breast Cancer Rehabilitation clinic took place in January that provided a fitness and physiotherapy assessment, an individual home conditioning program, group exercise classes and health education sessions on topics such as lymphedema and healthy eating to those living with cancer. This program helped enhance the lives of many through the care shown by the students.

In April 2010, a Memorandum of Understanding between Sault College and the Métis Nation of Ontario, signed by Gary Lipinski, President of the Métis Nation of Ontario (MNO) and Dr. Ron Common, President of Sault College in Sault Ste. Marie helped to address the unique labour needs of Métis people in Ontario by increasing participation in and access to Sault College programs and services. The signing also marked the Grand Opening of the Aboriginal Apprenticeship Centre at the College. The Apprenticeship Centre provides all interested peoples in Sault Ste. Marie and the surrounding Algoma area a client-based approach to pursuing careers in the skilled trades. The 18-month project focuses on construction-related trades that are needed in communities outside of major cities. The Centre is supported by many stakeholders including Sault College's Native Education and Training Department, industry representatives and the Aboriginal community.

Justice Studies faculty were among the many who worked hard this year to promote their program in the community. A guidance counsellor's forum was held in collaboration with student recruitment to connect guidance counsellors from local high schools with faculty, employers in the policing fields and past graduates of the program to discuss the unique partnerships Sault College offers with Lake Superior State University. This event was geared to local influencers so that they are fully aware of what the College offers with regards to policing, the future of policing and the careers

available to their students. The local police chief, Bob Davies, attended the evening event to speak to the importance of the College in providing much-needed officers.

Another event that raised the profile of the Justice Studies program area was the annual "Careers in Law Enforcement Day" presented by Criminal Justice faculty in partnership with Employment Solutions. With a large number of retirements projected in this field of employment, speakers from Law Enforcement agencies provided Justice Studies students, the community and high school students with information on the policing labour market. Recruitment officers and agents from the Ontario Provincial Police, Sault Ste. Marie Police, Sault Ste. Marie Police Services, Royal Canadian Border Services Agency and the Military were all represented at the event. The focus of the day was on education, qualifications, the hiring process as well as what to expect from the organization with regard to careers. A special guest to this year's event was O.P.P. Deputy Commissioner Larry Beechy.

Sault College and the Sault Family YMCA teamed up for the third year to successfully deliver the YMCA Summer Day Camps on site at Sault College. YMCA Day camps have provided fun, safe and character-building experiences for children and youth in Sault Ste. Marie for many years. The successful partnership allowed young elementary and high school students to gain exposure to the College environment including classrooms, labs and other facilities. There were a total of 625 camp registrations last summer. Culinary, Aviation and other popular post-secondary programs were adopted for young learners to give them positive exposure to the College.

We recognize the degree to which our partners are intrinsic to the successful execution of our strategic and plans. By collaborating with members of the community and industry like those listed 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 ways that matter.

Dr. Ron Common, President of Sault College and Gary Lipinski, Métis Nation of Ontario President show newly signed Memorandum of Understanding declaring their organization's partnership

Building a New College

Excellence is embodied in all that we are, so inspiring learners by providing a beautiful learning environment for them and those who teach them makes all of us better.

The transformation of our campus is well underway. This past year saw Sault College already making progress to renovate and renew our learning environment and will continue to do so to remain on the leading edge of post-secondary education. The quality of our classrooms, meeting spaces, technology and outdoor areas is intrinsic to our quest to inspire higher learning and grow our enrolment.

By reinvesting in our buildings and campus, we will enable Sault College to better compete with other institutions in terms of offering appealing state-of-the-art learning technology and quality of space. We will also entice students and community members to come to the College and be part of the exciting post-secondary experience that awaits them in doing this.

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

The following are steps that were taken this year to make this happen:

Our beautiful new 75,000 square foot academic wing consisting of flexible learning spaces and a reconfigured gateway main entrance was completed. Staff will move into the building this summer and a ribbon-cutting ceremony is scheduled to take place on Friday, August 26th. The staff, volunteers, partners, and the community will be invited to the event.

The new complex supports teaching and learning activities related to:

- the College's flagship Aviation program
- a new elegant gateway entrance that will double as a space to celebrate student achievements and work
- learning commons on all three floors to support student demand
- a 120-seat multi-media lecture theatre

Sault College Aviation graduate, Steve Thompson, take flight with the Snowbirds team

- 19 flexible classrooms designed in sizes from 40 to 80 seats to accommodate most programs currently in place at the college, and
- a dedicated Justice Studies lab with a combat training centre and forensic science lab.

The new modern academic wing will benefit all students.

> This year, the campus saw great improvements to learning spaces and overall campus aesthetics to provide a clean, inviting and inspirational learning, working and gathering environment for all

In constructing a new state-of-the-art academic space, out-dated spaces were decommissioned wherever possible in the past year, in line with the College's master plan. Extensive renovations of classrooms and labs were also undertaken. These major construction project accomplishments included:

Demolishing of the 17,000 square foot space of the F-Wing building to accommodate space for the construction of the 70,000 square foot Algoma Public Health building. The Daycare that was housed in this location was relocated to the former Prince Charles school located across the street from the College.

In the A-Wing:
- The gym underwent an upgrade that included replacing all ceiling tiles with new drywall panels, applying new paint throughout and installing tamper resistant drywall on the east and west walls.
- In the front foyer of the A-Wing, a new Health and Fitness lab was constructed to accommodate a new space for the Fitness and Health Promotion program.
- Classrooms A1130 and A1140 were renovated to accommodate two new Occupational Therapy/ Physiotherapy Assistant labs. All flooring and paint was removed and replaced, and cubicles were constructed to simulate a lab setting.

In the B-Wing:
- Room B1150 was converted from a Civil Engineering lab to a general purpose classroom of 40 seats.
- Classroom B1065 was renovated to accommodate additional space for the Electrical apprenticeship program. New cubicles, each with their own power supply were added.
- Classroom B1015 was renovated to provide space for the new Video Game Art lab. Computers, chairs and tables were set up to accommodate this space, along with large new monitors and new innovative software.

In the D-Wing, space was reconfigured to construct five new offices that were previously located in the F-Wing.

In the E-Wing:
- A new dividing wall in E3102 was constructed in order to provide two 40-seat classrooms to accommodate for learning space removed with the decommissioning of F-Wing.
- The campus bookstore was reconfigured to provide additional space needed to construct the link way that connects the new Academic Wing (M-Wing) to the E-Wing of the College.
- To accommodate for less space in the bookstore, a portion of this space was relocated to the former staff lounge.

In the G-Wing:
- Classrooms G1080 and G1090 were renovated in order to facilitate the move of Contact North.
- G1800 and G1705 were renovated in order to develop a new Mac Lab and digital photography room. New furniture was ordered and data wiring was completed.
- In the Native Centre, renovations to accommodate new professional-grade kitchen appliances were successfully completed.

In the J-Wing, J1183 and J1402 were cleaned out and renovated in order to provide a new space for the Digital Photography program.

In the L-Wing:
- New ceiling tiles were installed in the main corridors.
- The drywall ceiling in L1370 was replaced and new suspended ceiling tiles and lighting was installed.
- L1370 and L1380 were renovated to serve as a temporary clinic/lab for the Esthetician program in the summer of 2010. This space is currently under construction to accommodate the new Nurse Practitioner's Clinic scheduled for completion in summer of 2011.
- The L-Wing roof was in poor condition and needed to be replaced. This was done in August 2010.

The Student Life Centre went through major renovations last summer in order to begin to be aligned with the College's master plan of this area becoming an on-campus spa once Phase 2 of construction is complete. To do so:

- A new 2,300 square foot Esthetician lab and spa was constructed. Since its new location, the lab has seen an increase in clients visiting the new modern lab.
- New fixtures were retro-fitted and installed in the male and female washrooms in the office/lounge area of the Outback. The lounge and seating area of the Outback also needed a face-lift, so a fresh coat of paint was added.

A new 9,000 square foot airplane maintenance hangar was constructed to improve efficiency and quality of learning for Aviation students. With a generous $1.23million donation from the Community Adjustment Fund through Industry Canada and the city of Sault Ste. Marie, the new hangar and repair facility is a learning space, used for storing and maintaining aircraft, and providing ground school instruction to post-secondary students enrolled in the Aviation program. The new hangar will improve learning spaces for our students. The second floor includes student briefing rooms, lunch areas, lockers and learning commons areas for students to study between their training flights.

Students practice micro-derm abrasion in their new Esthetician lab

With respect to parking on campus the K-Wing parking lot was decommissioned and is now part of Algoma Public Health parking.

In order to provide parking for those who formerly parked in K-Wing, the following lots were created:

- A-North was reconfigured and expanded in order to provide 80 additional spaces for staff and students.
- In K-Wing, former Tennis Courts were reconfigured on the south end of campus to provide 24 new spaces for staff parking.
- J-Wing south lot for students was expanded southward in order to develop and additional 80 spaces.

In all of these ways, the campus saw great improvements to learning spaces and overall campus aesthetics so that we could move our goal of providing a clean, inviting and inspirational learning, working and gathering environment forward. This was central to encouraging the balance, well-being, engagement and productivity of our staff, students and visitors to campus.

To continue with our campus rebuild and our ability to enhance learning spaces and initiatives for students, Sault College initiated a Capital Campaign called "Inspiring Growth". A campaign head was hired along with a support person to lead the campaign. A Chair for the campaign also stepped forward to further our success. The campaign goal is to raise $6million in private donations in order to continue to transform our aging campus into a premier post-secondary institution. Funds raised in this campaign will help to complete the new campus wing and build a Student Life and Wellness Centre that will support students as they grow with us. Through this campaign we will explore possible fundraising and endowment campaigns that seek to strengthen, expand and support our College's infrastructure.

In order to beautify the outdoors of the new campus, the Horticultural Grounds-keeping students have been busy at work this year creating an impressive landscaping plan that will be used in the landscaping around the new academic building. The students are engaged in salvaging trees, shrubs

and herbs from the 6-acre parcel of the woodlot that was sold to Extendicare. So far, they have over 250 plants to be transplanted to contribute to the new arboretum. The theme for the arboretum will be native species of trees, shrubs and herbs that can be found growing in Ontario, including western conifers that are from western Canada. The arboretum will be spread out across the campus and will be located primarily on the eastern half close to the school of Natural Environment and Outdoor Studies. Non-native species of trees, shrubs and herbs will be located closer to the west side of campus and at the front entrance of "A" Wing. There will also be one garden designed to attract butterflies and hummingbirds as well as a garden depicting mixed woods environments, hardwoods and conifer environments.

To increase our responsibility to the environment, eco-friendly cleaning products were integrated into the Physical Resources cleaning of the College. Most products have now been replaced with a green substitute. Some floor refinishing products are still to be replaced as many trials continue in order to find the right product for the needs of our College. Also this year, water fountain fill stations were added to most water fountains to help with the refilling of containers so that products not "green" such as plastic water bottles could be further reduced or eliminated.

Sault College implemented a new campus Smoking and Tobacco Use policy this year, as well. Five Designated Smoking Areas (DSA) are now in use on campus. After the first month, the Physical Resources team noted a reduction of the trash at entrances which allowed them to focus their efforts on maintaining other priority areas of the campus.

On May 14, 2010, Sault College announced a partnership with Extendicare who will be building a 256-bed state-of-the-art long-term care home on six acres of College property. Sault College students from areas including Personal Support Worker, Nursing, Fitness and Health Promotion and Culinary and Hospitality and Salon Services will be able to gain first-hand on-the-job training at the home while on work

> The strong partnership will allow for additional work placements for the growing healthcare students in this flagship program at the College

The newly unveiled Algoma Public Health building, now a part of the Sault College campus

placements in the areas of nursing, dietary management, and facilities management.

Work is complete on the new $22 million Algoma Public Health building at Sault College. The impressive new facility will provide community health forums, emergency facilities, distance education and expanded classroom space for the use of Sault College Health Sciences programs. The strong partnership will also allow for additional work placements for the growing healthcare students in this flagship program of the College.

This year, construction began on the 2,800 square foot Algoma Nurse Practitioner-led Clinic located in the L-Wing at Sault College. The building is scheduled to open in the summer of 2011. The clinic will have a capacity to take more than 3,000 patients who currently do not have a family physician. A full-time equivalent of 10 staff will operate the clinic, led by four Nurse Practitioners. Other staff will include two registered practical nurses, one registered nurse, one social worker and one pharmacist, with the consultation of a physician. The provincial government is providing more than $600,000 for the extensive renovations. The space will also serve as another opportunity for work placements so that students gain practical experience in the health care field.

By reinvesting in our buildings and campus in the ways outlined above, Sault College will be better equipped to compete with other institutions in terms of appealing state-of-the-art learning technology and quality of space. This will also entice students and community members to come to the College and be part of the exciting post-secondary experience. The transformation seen across our College is evident in the enhancements we are witnessing in the buildings and spaces on campus, as well. Excellence is embodied in all that we are, so inspiring learners by providing a beautiful learning environment for them and those who teach them makes all of us better.

Student and Staff of the College work together to help clean one of the five designated smoking areas on campus during a campus clean-up day

Enhancing our College Profile

It is important to share the successes so that we can continue to be inspired to grow and strengthen our College like never before.

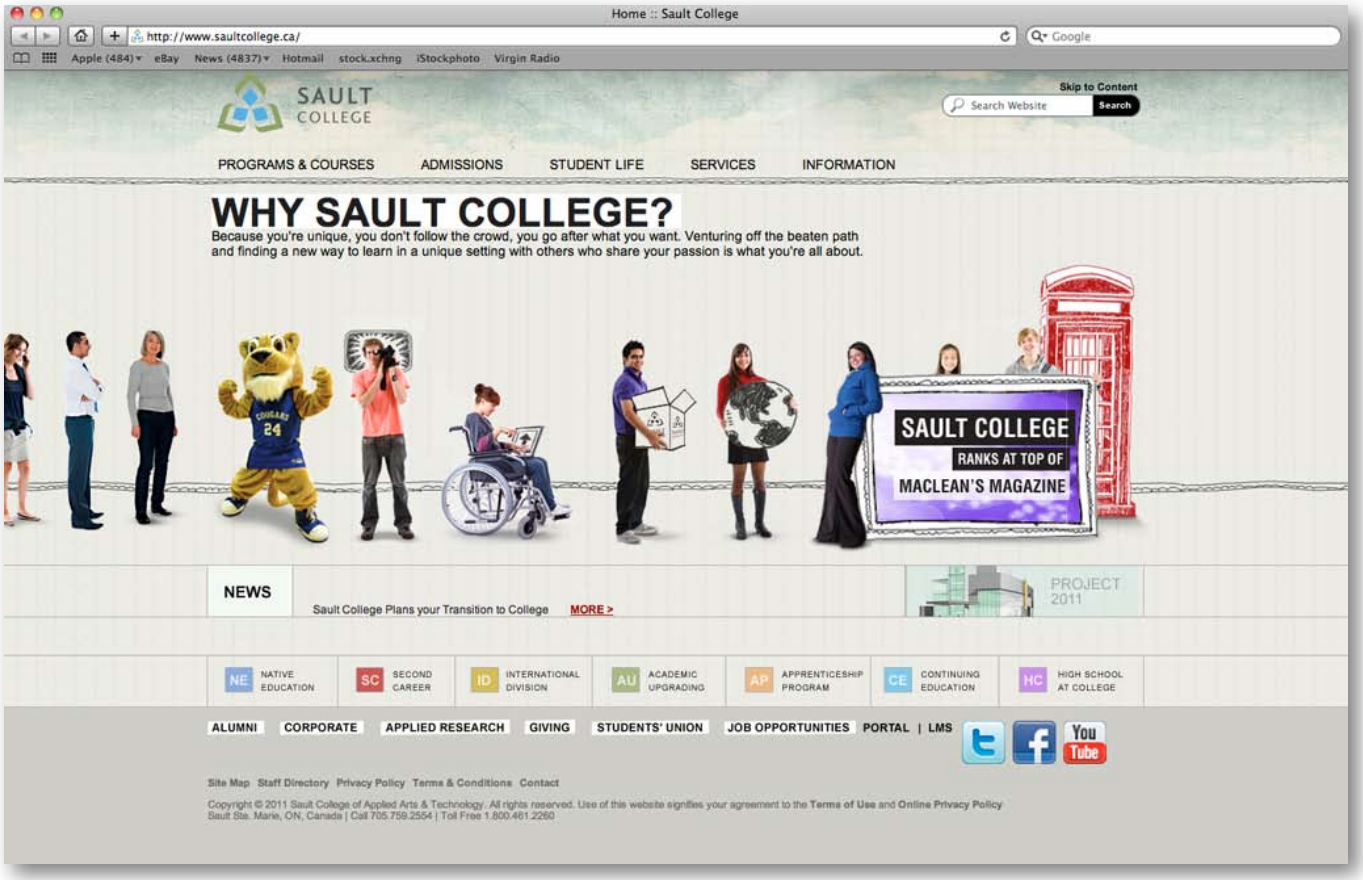
As we have seen throughout this report, this past year has held a great deal of promise and excitement for our organization. We have already begun to see the positive change on campus with recent enrolment growth and infrastructure funding that speaks to our ability to grow and adapt in today's changing world.

In order to remain vibrant and viable in the field of post-secondary education 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 new five year strategic plan, we will need to attract a greater number of students from local communities, from out-of-the-region, and internationally. The following are examples of how Sault College has worked to increase the profile of our organization in these ways.

To reach our enrolment goals:

A new website was designed and launched with a student-centred look and feel to strengthen the brand of the College. Departments worked together from across the College to achieve this monumental task focussed on appealing to a greater number of students living far from the campus and exploring programs and services on the web.

This year's Marketing campaign "We answer your calling", featured an actual vintage red phone booth that was unique and easily identifiable. While on the road, recruiters



would hand out phone cards with this image on it to potential students encouraging them to call the College from their respective locations around the province for more information. The phone booth was featured in many advertising pieces throughout the year.

An increase in school visits from Sault College recruiters, including for the first time, visits to the Upper Peninsula area of Michigan, have contributed to steady enrolment growth for the College. Provincial travel with the College Information Program and remote visits to Aboriginal communities also assisted with application growth as well as helped increase the profile of our College. Recruiters continue to provide a personal and professional touch by providing telephone calls and prompt follow-up emails and mail-outs with College information as well as promotional material on our community. The Native student recruiter continues to see an ever-growing number of potential Native students choosing Sault College for their post-secondary needs.

In an effort to increase Native student applications and enrolment, an Aboriginal recruitment plan was developed with the goal of visiting First Nation communities and Aboriginal organizations. Sault College visited 39 high schools with Aboriginal students and held 19 Aboriginal organization and community visits. This increased awareness of Sault College post-secondary educational opportunities with future Aboriginal communities will assist with Aboriginal student application and enrolment.

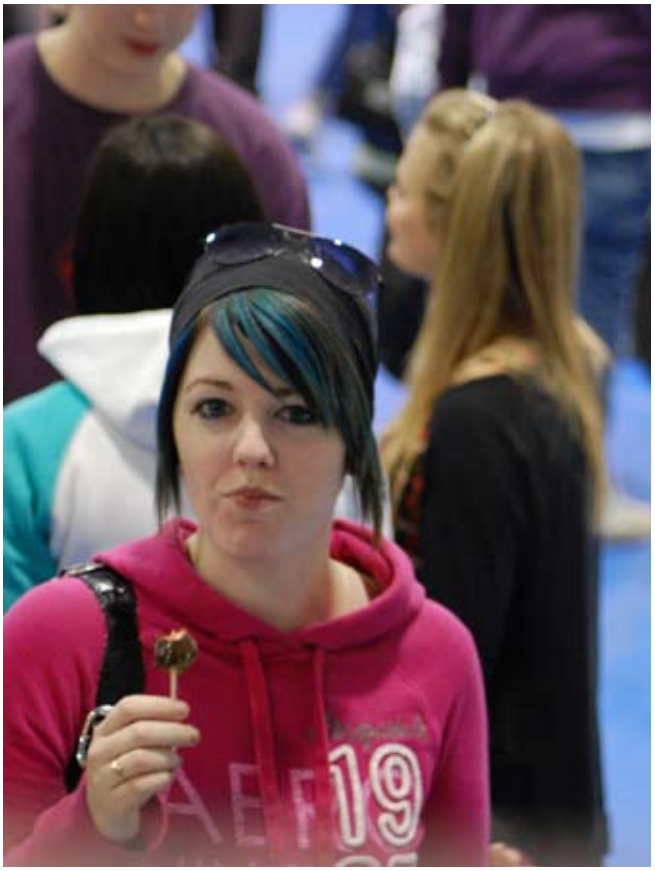
Sault College hosted approximately 300 Grade 12 high school students in October, 2010 for the annual College Information Program Tour Open House. The annual event is part of the provincial-wide college tour program in which several Ontario Colleges staffed displays and provided information about their schools. The College and its recruiters showcased its many program areas. Special features included the Culinary and Hospitality booth that allowed students to dip fruit in chocolate, the Hairstyling area that styled students' hair, and the Esthetician area that gave students a hand massage.

The Sault College Marketing team partnered with the Sault Ste. Marie OHL Hockey team, the Greyhounds, this past December by sponsoring a game night. The game was a huge success with many community members visiting our booths to get more information on our College. Many of our graduates also stopped by to visit our Alumni table and registered to be a Campus Coach for students. Also, announcements were made from the team over the Jumbotron to promote new programs, application deadlines and activity in general to over 5,000 spectators.

Sault College staff created and entered a parade float into the Rotary Community Days last summer. The theme was "Caribbean on Queen" that saw over 30 staff members dressed in their best Caribana-style outfit. The team worked diligently to create the design of the float. Staff members handed out brochures with more information about Sault College and the programs that are offered. The entry into the parade greatly increased the College's profile in the community and was very well received.

In the ways outlined above, we have raised the profile of the College and all that it offers so that support for what we do have here will grow. It is important to share the successes so that we can continue to be inspired to grow our College and increase opportunities for students through post-secondary learning.

Students gather information at The College's annual Open House



Conclusion

We will continue to play on our strengths to further develop an inclusive, vibrant and active campus that draws a greater number of students, and ensures our continued success.

In closing, Sault College's demonstrated 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 the ultimate success of year one of our strategic plan and our institution as a whole over the last year.

By continuing to successfully partner with community and industry partners as well as seeking to build new and stronger relationships with our partners in both Native and non-Native communities, we have undertaken countless collaborative and innovative projects to grow our economy and enhance our workforce.

In embracing our future one year into the roll-out of our visionary of our strategic direction, it is our goal to make Sault College one of the finest Colleges in the country. We want to ensure that the education and experience we provide to our students not only meets or exceeds their expectations, but profoundly changes their lives.

We know that we have a friendly and inclusive environment, set in one of the most beautiful areas of the Country, that strives for excellence while welcoming and working with all learners. As such, we will continue to play on this strength to further develop an inclusive, vibrant and active campus that draws a greater number of students, and ensures our continued success.

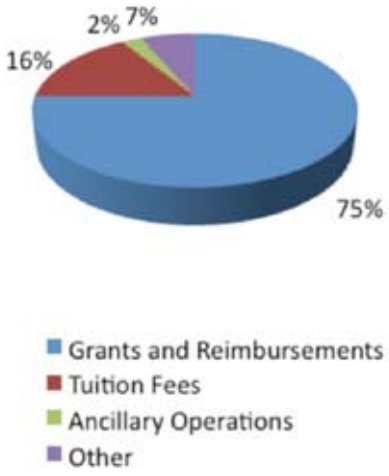
We look to year two with vision, hope and renewed strength as we celebrate our successes over the past year and embrace the opportunities and hard work ahead.

Analysis of College's Financial Performance

The Sault College Board of Governors approved the 2011/12 operating budget as presented at the (April 2011) Board of Governors meeting. The College continues to operate within its financial means to remain a viable community educational institution into the future. The College's strong operating results and financial position continue to facilitate reinvestment in infrastructure, equipment and programs. Of the $50 million budget at the College, approximately $44.8 million is spent locally. A comprehensive hard copy of the audited financial statements is available upon request from the College's Marketing and Advancement department, 705-759-2554, ext. 2830. The financial statements and this Annual Report are available online at www.saultcollege.ca.

Financial Results for the Year Ended March 31, 2011

(IN THOUSANDS OF DOLLARS)

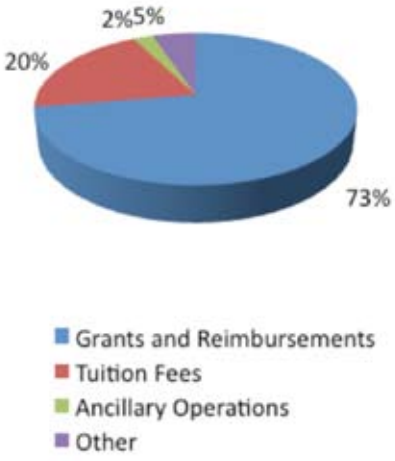


REVENUE	
Grants and Reimbursements	36,830
Tuition Fees	7,933
Ancillary Operations	1,165
Other	3,190
Restricted for Student Purposes	2,821
Amortization of Deferred Capital	1,554
Total Revenues	**53,493**

EXPENSES	
Academic	25,426
Educational Resources	2,012
Student Services	2,289
Administrative	6,834
Plant	2,694
Ancillary Operations	1,299
Ontario Training Strategies	3,965
Special Projects	1,175
Restricted for Student Purposes	2,018
Provision for Employee Benefit Obligations	(23)
Amortization of Deferred Capital	2,106
Total Revenues	**49,795**

2010/2011 Cash Based Operating Plan

(IN THOUSANDS OF DOLLARS)



REVENUE	
Grants and Reimbursements	32,368
Tuition Fees	8,943
Ancillary Operations	1,055
Other	2,319
Total Revenues	**44,685**

EXPENSES	
Academic	26,573
Educational Resources	2,305
Student Services	2,474
Administrative	7,234
Plant	2,939
Ancillary Operations	1,258
Ontario Training Strategies	2,780
Special Projects	522
Total Expenses	**46,085**

Ontario

Ministry of Training, Colleges and Universities

Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back

Institution Name:	Sault College

OVERVIEW

Through the 2008-09 MYAA Report-Back process, ***Sault College*** was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. ***Sault College*** was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of Sault College's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that ***Sault College*** is on track for meeting its commitments or has an improvement plan in place, and is approved by the Ministry.

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. Enrolment, Student Access Guarantee) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

DEADLINE FOR SUBMISSION TO THE MINISTRY

The deadline for ***Sault College*** to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on ***Sault College***'s website. Please ensure ***Sault College***'s completed 2009-10 Report Back is posted at the same location on ***Sault College***'s website as its Multi-Year Action Plan.

CONTACT

For any questions regarding this Report Back template, please email Perry Gordon, Senior Policy Advisor, Colleges Unit at Perry.Gordon@ontario.ca or telephone (416) 325-4026.

PART 1: 2009-10 SYSTEM WIDE INDICATORS

- The 2009-10 Report Back has been changed from previous years' format to collect information only on system-wide indicators and will reflect and report on progress on Sault College's commitments regarding access, quality and accountability as outlined in the original accountability agreements.

- The 2009-10 Report Back is also requesting data on credit transfer, online learning and international students. This is in keeping with the governments strategic priorities and as per discussions with Colleges Ontario and Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives. The data collected from the 2009-10 Report Back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.

- System Wide Indicators for 2009-10:

    1) Enrolment - Headcount
    2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
    3) Compliance with the Student Access Guarantee (SAG) in 2009-10
    4) The Student Access Guarantee (SAG) for 2010-11
    5) Participation in the Credit Transfer System
    6) Class Size
    7) Online Learning
    8) International
    9) Supply Chain Compliance
    10) Space Utilization
    11) College Student Satisfaction
    12) Graduation Rate
    13) Graduate Employment Rate
    14) Student Retention Rates
    15) Quality of the Learning Environment

1) Enrolment - Headcount*

**DEFINITION: Headcount is the un-audited enrolment forecast for 2009-10 (full-time funded students only: does not include Second Career, Apprentice or International students).*

- ***Sault College*** reported to TCU the total Headcount enrolment in 2009-10 = **1,887**

- Please indicate the number of students aged 18-24 from the total Headcount enrolment reported by ***Sault College*** to the Ministry for 2009-10 = **1,446**

- Please indicate the number of students aged 25+ from the total Headcount enrolment reported by ***Sault College*** to the Ministry for 2009-10 = **441**

- Please provide one or more examples in the space provided below of a promising practice that ***Sault College*** used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In an effort to boost enrolment and add to our program mix, we began a “10 for 2010” marketing and recruitment campaign in September of 2009. We were successful in gaining CVS and MTCU approval for these 10 new postsecondary programs: Welding Techniques, Metal Fabrication Technician, Mechanical Engineering Technology, Video Game Art, Digital Photography and Imaging, Renewable Energy and Green Construction Techniques, Web Animation and Design, Journalism—New Media, Peace and Conflict Studies, General Arts & Science—Arts.

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

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

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

> *Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.*
>
> *Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate).*

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

- For the following, please include full-time and part-time, but not international students.

Students With Disabilities	First Generation Students	Aboriginal Students
Please indicate the total number of *students with disabilities* at ***Sault College*** who registered with the Office for Students with Disabilities and received support services in 2009-10= **311** Please indicate the number of *students with disabilities* at ***Sault College*** who registered with the Office of Students for Disabilities and received support services in 2009-10 who were: **Full-time**: **292** **Part-time**: **19** **Total (Full-Time + Part-time)**: **311** Please calculate as % of Enrolment Headcount: (Insert Total From Above) **311** ÷ **1,887** (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = **16.5**%	Please indicate the total number of *First Generation students* enrolled at ***Sault College*** in 2009-10= **363** Please indicate the number of *First Generation students* enrolled at ***Sault College*** in 2009-10 who were: **Full-time**: **341** **Part-time**: **22** **Total (Full-Time + Part-time)**: **363** Please calculate as % of Enrolment Headcount: (Insert Total From Above) **363** ÷ **1,887** (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = **19.2**%	Please indicate the total number of *Aboriginal students* enrolled at ***Sault College*** in 2009-10= **399** Please indicate the number of *Aboriginal students* enrolled at ***Sault College*** in 2009-10 who were: **Full-time**: **375** **Part-time**: **24** **Total (Full-Time + Part-time)**: **399** Please calculate as % of Enrolment Headcount: (Insert Total From Above) **399** ÷ **1,887** (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = **21**%

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more examples of promising practices that **Sault College** used in 2009-10 to develop and maintain results for students with disabilities.	In the space below, please provide one or more examples of a promising practice that **Sault College** used in 2009-10 to develop and maintain results for First Generation students.	In the space below, please provide one or more examples of a promising practice that **Sault College** used in 2009-10 to develop and maintain results for Aboriginal students.
In 2009-10 the Disability Services Office, the Health Sciences dept and the Community Services dept worked collaboratively to develop a process to accommodate students with disabilities within their clinical or placement. A series of meetings resulted in an improved process which involves communication between the student, faculty, the placement site and the counsellor.	In 2008, Sault College initiated a First Generation Pilot Project named "Being the First." This project which carried through the 2009-2010 year aimed to collect stories from successful First Generation graduates and current students. The stories were compiled into a promotional book that was then sent out throughout the region to local school boards, First Nation communities, organizations and other groups. In addition the College initiated internal support services geared toward First Generation student success. These included support groups and social events. Future efforts are planned including to build on the retention activities from the pilot project. First Generation student services will include student mentoring, orientation, tutoring, social events, and other key activities. Sault College is also committed to training its employees on the specific challenges First Generation students face and how to overcome them.	Native Education in partnership with the Metis Nation of Ontario implemented an Aboriginal Apprenticeship Centre on campus. This project intends to create a proactive approach to addressing the skilled trade's shortage in Ontario and will focus on improved programs and support services for Aboriginal candidates wanting to enter the field of skilled trades and apprenticeship. The central goal of the initiative is to improve services for Aboriginal participants through a service model that provides culturally appropriate guidance, mentorship and other supports to assist Aboriginal people to register and successfully complete apprenticeship programs.

3) Compliance with the Student Access Guarantee (SAG) in 2009-10

*Through its signed MYAA, **Sault College** committed to participate in the Student Access Guarantee. For 2009-10, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines.*

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL $	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	$128,149	181
Other SAG Expenditure to Supplement OSAP	$179,769	269
TOTAL	$307,918	450

Data as of July 06, 2010

- Did **Sault College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **Yes**

4) The Student Access Guarantee (SAG) for 2010-11

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2010-11 Student Access Guarantee Guidelines.

For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs. Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.	Sault College has always automatically provided aid towards the tuition/book shortfalls of students attending first-entry programs. In fact, Sault College's practice was used as an example when the new process for the Student Access Guarantee (SAG) was developed. SAG funding is provided directly to most students in January at the time of the second disbursement of OSAP funding. Students are advised of their eligibility and the process to receive the aid by letter in November. Students registered for the Fall semester only will receive their SAG aid in late November.
Identify whether your institution plans to provide loan assistance in values greater than $1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so: a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide.	Sault College is able to provide SAG bursary assistance using TSA funds for the limited number of students in second entry programs and therefore has no plans to offer "loan" assistance at this time.

5) Participation in the Credit Transfer System

- *The following data is per the College Graduate Outcomes Survey:*

Survey Years	Total # of *Sault College* graduates who participated in Graduate Survey (A)	# of *Sault College* graduates who participated in Graduate Survey who 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)
2005-2006	480	18	3.8%	42,333	2,716	6.4%
2006-2007	557	21	3.8%	44,309	3,449	7.8%
2007-2008	518	7	1.4%	44,622	3,510	7.9%
2008-2009	480	22	4.6%	43,086	3,145	7.3%
2009-2010	440	29	6.6%	40,388	2,725	6.7%

• Per the College Graduate Outcomes Survey for 2008-2009 and 2009-2010 (based on 2007-2008 and 2008-09 graduates), the percentage of ***Sault College*** students who were satisfied or very satisfied with academic preparation for university was **86.8%**.

• Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.

• Please provide any additional comments regarding transition experience either from college to university or college to college.

The Transition Porgram has been designed to help students with a documented learning disability make a successful transition from High school or the workforce. The free program begins a week prior to the first day of school. It is designed to help incoming students develop a better understanding of their disability, their rights, and their responsibilities. Students discover on-campus resources, services, and facilities while exploring learning strategies such as note-taking, test-taking, study skills, time managements, organization and assistive technology. Students also meet with counsellors to identify accommodations, strategies, and resources before the start of the academic year. It is also an opportunity to learn their way around the campus, meet new friends, and build a support network. Students get a head start by getting a locker, student card, parking passes and textbooks.

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. The Ministry anticipates that as data collection systems in institutions evolve, this data will become more complete. The Ministry is developing long-term indicators for credit transfer in consultation with the sector.

• Please provide one or more examples in the space provided below of a promising practice that ***Sault College*** used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight. In addition, ***Sault College*** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

Sault College has transfer agreements with Lake Superior State University(LSSU), located in Sault Ste. Marie Michigan in the United States. In 2009, 23 students from dual enrolment programs transferred to LSSU for fall 2009, along with 11 students from non-dual enrolment programs, for a total 34 transfer students for fall 2009. In Winter 2010, there were five students taking advantage of this "free" course opportunity at LSSU. Three students are from Liberal Studies and two are from Occupational Therapy/Physiotherapy Assistant program.

6) Class Size

- *Please provide the number and percentage of all first-year classes (all programs) at **Sault College** in 2009-10 that were:*

Class Size	Number of Classes	Percentage of Total Classes
Less than 30 students	27	50.9%
30 to 60 students	26	49.1%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	53	100%

• Please provide one or more examples in the space provided below of a promising practice that ***Sault College*** used during 2009-10 regarding class size. A promising practice 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.

Our recent partnership with Fanshawe College is truly a success story. Our Aircraft Structural Repair program, winner of a National award for excellence, was lacking interest in a Northern Ontario market. With a partnership that was created in 2009, the program now operates on the Fanshawe Campus in southern Ontario serving many laid-off second career automotive workers. We are happy to report that the program has been filled since its inception in London Ontario.

7) Online Learning

• A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.

• To complement this work, please provide one or more examples in the space provided below of a promising practice that ***Sault College*** used during 2009-10 to develop and enhance online learning. A promising practice 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.

With a traditional catchment area that serves the Algoma Region from Hearst in the north to Serpent River in the east along with the city of Sault Ste. Marie, Ontario in the southwest, we respond to the educational needs of northern residents.

Recently, the college has expanded with campuses located in other areas of the province. As the demands of our students change, the ability to respond and deliver academic programs in new and innovative ways becomes of the utmost importance.

In response to the call for proposals for Second Career program intakes, Sault College delivered the Practical Nursing program to North and East Algoma. Laid off and unemployed persons in these areas are isolated from post secondary programs that meet the criteria of Second Career funding. The model allowed individuals to remain in their community during their retraining as well as have placement in the agency where there is a strong chance of employment. The model of delivery off set direct delivery costs by synchronizing the delivery of the majority of the course work through videoconferencing with on site delivery at Sault College in Sault Ste Marie. However, some on-site delivery in communities did occur in practicum and lab course work.

North Algoma (Wawa) recently experienced lay-offs and mill closures in the forestry industry. Rapid Re- Employment Funds were secured through efforts of the Algoma Workforce Development Committee. From the surveys of the unemployed in the area, Practical Nursing was identified as a desired second career. Sault College worked with the committee to help individuals to meet the academic requirements to gate the Practical Nursing program. There were 15 qualified applicants in the Wawa site. The program is being delivered by video conference to the Training Centre and students have practical lab and clinical education at the Lady Dunn Hospital in Wawa as well at Sault Are Hospital in Sault Ste Marie instructed by Sault College instructors and professors.

In East Algoma the communities of Thessalon, Blind River and Elliot Lake worked together to develop strategies to address the health human resources crisis in their communities. As of 2009 they have not been able to recruit enough Practical Nurses to meet their needs. This creative delivery model provided a clinical group of students to be located in each hospital/health centre. The majority of the courses were delivered concurrently through videoconferencing with the Wawa and Sault Ste Marie sites. Practical skills and some course work were delivered on site at the Blind River Health Centre. Clinical education is being delivered on site in each hospital/health centre.

The communities of East Algoma have all faced lay offs and mine/mill closures in the recent past. Because of this unique model of delivery, individuals and families rooted in these communities have an opportunity to develop their second career at home.

The students in the program are presently in their second year and on schedule to graduate in April 2011.

8) International

**DEFINITION: International Enrolment* is the headcount of full-time international students at the institution including students who are both eligible and ineligible for funding consideration.*

- ***Sault College*** reported to TCU that International Enrolment in 2009-10 = **N/A**.

- In 2009-10, ***Sault College*** reported to TCU the following top 3 source countries for international students:

- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences ***Sault College*** had in 2009-10:
  - Outbound students = **0**
  - Inbound students = **6**

- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at ***Sault College*** in 2009-10 = **$56,958**

- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that ***Sault College*** had outside of Canada in 2009-10 = **$0**

• Please list in the table below all For Credit, Stand-Alone campuses ***Sault College*** operated **abroad** in 2009-10, including city, country and total enrolment for each campus:

• Please provide one or more examples in the space provided below of a promising practice that ***Sault College*** used during 2009-10 to develop and maintain results for international activities. A promising practice 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.

We are in the process of creating a partnership with Algoma University to coordinate International Student services such as English as a Second Language (ESL) training, homestay and special event organization given that both institutions have smaller number of International students on campus. In addition, we are working with Algoma University to align some of our recruitment efforts. For example, in the future Algoma University may attend some recruiting opportunities (fairs) and have both their promotional material as well as ours to hand out, while Sault College will attend others offering the same information. We are further considering offering a common handout for students who may want to take advantage of a degree to diploma program or a diploma to degree program with both organizations.

Further to this we are developing a new International student handbook, webpage, and promotional handouts that will be translated into various languages (dialects of Chinese, Korean, Indian, Spanish).

9) Supply Chain Compliance

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including colleges, that receive more than $10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU) are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the college that are consistent with the principles outlined within the 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.

- Please confirm that in 2009-10 ***Sault College*** adopted the Government of Ontario's Supply Chain Code of Ethics: **Yes**

- Please confirm that in 2009-10 ***Sault College*** adopted or is in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

- In 2009-10 did ***Sault College*** participate in the Ontario Education Collaborative Marketplace (OECM)? **Yes**

- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: **31,252**

- Please provide one or more examples in the space provided below of a promising practice that **Sault College** used during 2009-10 related to supply chain management. A promising practice 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.

Through RFP and RFQ processes, as well as taking advantage of OECM, we realized substantial savings. An example would be on photocopiers and copy paper purchases where we obtained pricing not available locally.

In this way, Sault College works towards supply chain excellence so that activities are carried out in an ehical, efficient and accountable manner.

10) Space Utilization

• In 2009-10, did ***Sault College*** have a Space Utilization planning process in place to assess and optimize academic space utilization? **No**

• If yes, please indicate in the space below the methodology used to inform ***Sault College***'s academic space utilization planning process:

• Please provide one or more examples in the space provided below of a promising practice that ***Sault College*** used during 2009-10 to assess and optimize academic space utilization. A promising practice 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.

To accommodate the increased number of students arriving at our doors, Sault College has received the single-most largest amount of money per capita that any other College in the province. With generous funds from the Ministry of Training Colleges and Universities, and the City of Sault Ste. Marie, construction is well underway on a new 75,000 square feet academic wing consisting of flexible learning spaces and a reconfigured gateway main entrance to enhance the visibility and image of the College. The news of this project is the biggest capital announcement in the history of Sault College, making this year the most exciting year in the College's history.

The new complex will support teaching and learning activities related to the College's flagship Aviation program; a new elegant gateway entrance that will double as space to celebrate student achievements and work; learning commons on all three floors to support student demand; a 120 seat multi-media lecture theatre; 19 flexible classrooms designed in sizes from 40 to 80 seats to accommodate most programs currently in place at the college; and a dedicated Justice Studies lab with a combat training centre and forensic science lab. The new modern academic wing will benefit all students and will be a campus dream for years to come.

A new airport hangar, generously funded by the City of Sault Ste. Marie, will house our strong fleet of aircraft for our world-renown aviation technology-flight program, and maintain its leading edge on commercial aircraft training.

11) Student Satisfaction

- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **90.6%**

- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #26 "The overall quality of the learning experiences in this program" = **86.3%**

- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #44 "The overall quality of the facilities/resources in the college" = **68.9%**

- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #45 "The overall quality of the services in the college" = **72.1%**

- Please provide one or more examples in the space provided below of a promising practice that ***Sault College*** used during 2009-10 to increase student satisfaction. A promising practice 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.

• Campus One Card (student card) service was relocated to the Library to provide increased access for students. Students are now able to obtain a card and add photocopy value to their card during regular library hours (71.5 hours/week).

• The number of orientations to electronic resources delivered in the classroom by library staff increased by 38% over 2008/09. This resulted in an increased number of students with the knowledge and experience required to use the online resources for their assignments.

• In addition to seeking ongoing feedback through the use of comment cards, the Library offers students the opportunity twice a year (November & March) to complete a survey on library services and resources. These surveys increase student satisfaction through the opportunity to provide input and in 2009/10, the surveys resulted in the creation of new seating areas, scan-to-email functionality on the Xerox, and additional computer workstations.

12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at your institution = **60%**

- Please provide one or more examples in the space provided below of a promising practice that ***Sault College*** used during 2009-10 related to the achievement of the graduation rate. A promising practice 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.

In 2009 - 2010, Sault College has increased efforts to focus on retention strategies that lead to student success and higher graduation rates. Program Coordinators attended and participated in a college-wide forum to discuss factors that contribute toward student success. The discussions formed the beginnings of a retention and graduation strategy to improve student retention and graduation. Some strategies tested included a mentorship program, special events, weekly reviews and other strategies that have proven to improve student success. As the College moves forward, these strategies will be further implemented and embedded in all academic areas.

13) Graduate Employment Rate

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at your institution = **85.7%**

- Please provide one or more examples in the space provided below of a promising practice that ***Sault College*** used during 2009-10 related to the achievement of the graduate employment rate. A promising practice 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 development of program-specific distribution lists for communicating employment opportunities and job search/career information resulted in graduates receiving up-to-date employment opportunities in their field of study.

A review of current Graduate Employment Rates for each academic program will focus on providing more job opportunities for programs with low graduate employment rates.

A comprehensive career development program is also being created that updates, informs and educates students on career and job search topics throughout their academic semesters (in progress).

14) Student Retention Rates

The table below has been pre-populated with the proposed results set for 2008-09 in ***Sault College***'s approved Multi-Year Action Plan. Referring to these proposed results, please identify ***Sault College***'s achieved results for 2009-10.

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1st to 2nd Year	78%	73.32%	79.48%
2nd to 3rd Year	90%	88.89%	86.32
3rd to 4th Year	n/a	n/a	n/a

- Please indicate in the space below the methodology used by ***Sault College*** to calculate the retention rates indicated above

The data reported is for co-hort enrolment. Individual students are not tracked, but the total number of students enrolled full time on November 1st are tracked.

For the 1st year to 2nd year data – 79.48%, as of November 1, 2009 the data was compared it to the 1st year enrolment for programs from November 1, 2008.

For the 2nd year to 3rd year data – 86.32%, as of November 1, 2009 the data was compared to 1st year enrolment for programs from November 1, 2008.

Since we did not provide the 4th to 3rd year retention for 2008-2009, we did not enter it for 2009-2010.

This information gets posted annually and the link is below.

http://sc.saultcollege.ca/Academic/defaultListFiles.asp?f=/Academic/Registrars%20Office/Statistics/Year-to-Year%20Retention&n=Registrar%20-%20Statistics%20-%20Year-to-Year%20Retention

• Please provide one or more examples in the space provided below of a promising practice that ***Sault College*** used during 2009-10 related to student retention. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Student Success Strategy sessions were offered on the following topics throughout the 2009-10 year: Time management, study skills, test taking skills, organizational skills, note taking skills, self care, study skills and how to read your text book.

Through interdepartmental efforts between the Native Education & Training department staff and BScN faculty, a multi-faceted project was created to recruit and retain Aboriginal student nurses. Upon graduation, these nurses will be able to provide culturally situated health care in challenged Aboriginal communities. Some retention strategies that were put in place included the creation of a mentorship program (3rd and 4th-year students with 1st-year students), involvement of students in marketing events (pow wows, information days, open houses, etc.) to discuss program opportunities with potential students, introduction of a fourth-year nursing course to show how mentorship extends into professional nursing practice. The retention strategy has proven to be highly effective as students form a connection to each other, the program, and the College.

The Child & Youth Worker (CYW) faculty have implemented a package of retention strategies that have proven successful in retaining students. The CYW Coordinator has made presentations to other program areas with best practices which are, in turn, following suit. The momentum is in place. Some CYW strategies include: allowing students with unique needs to complete the program over a longer time period, continuing to expand community involvement to connect student more directly with their chosen profession, making curriculum revisions to move more ‘core’ material forward with the intent of hooking interest and commitment early in the program, maintaining student/alumni/faculty networking through Facebook and other social media, conducting weekly reviews of each student group and assigning to follow up on identified concerns, introducing clickers, holding focus group meetings, and developing an off-campus advisor program for first-year students. This dedicated group of faculty continue to add new strategies to this package and are a model for other programs.

15) Quality of the Learning Environment

• Please provide information in the space provided below of what ***Sault College*** did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

In 2009-2010, Sault College underwent a learning environment scan. The scan involved a team reviewing all learning environment spaces in order to conduct an assessment of the quality of the learning space. Such factors as accessibility, furniture, cleanliness, size, ventilation, lighting, acoustics and availablity of electric outlets were all considered and inventoried. The result of this activity led to the development of Learning Environment standards that will be applied to existing classroooms as they are upgraded and to new classrooms, such as those in the new Academic Wing.

PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES

- **Increased Participation of Under-Represented Students - Programs/Strategies**

As part of its 2008-09 Report Back, your institution was asked to provide 3 to 5 examples of how its strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
First Generation Student Coordinator / Project First Generation Student Coordinator / Project: The project consists of hiring a new project coordinator to create a database of regional First Generation graduates who are willing to contribute in print and oral form their experiences and pathways to success as a postsecondary student. These personal accounts will create effective print and web-based informational material designed to initiate a dialogue between the potential student and the College about furthering education. The coordinator will work in partnership with school boards and local community organizations in the presentation and dissemination of the material.	The First Generation Pilot Project resulted in the competion and distribution of a 36-page promotional piece dedicated to the stories and experiences of First Generation students and graduates. Further work was completed on setting up the foundation for services geared First Generation students and the challenges they may face. The continued expansion and growth of these services will be the focus as the College moves forward.
MySelf / Self-Identification Project MySelf / Self-Identification Project - Provides students with an opportunity to voluntarily and confidentially identify themselves as being of Aboriginal ancestry, of ethnic original, as a mature student, a student with disability(ies), Francophone, and/or First Generation student. Sault College uses this information to have accurate student data within the College to improve student services. Continued data collection and analysis provides information for improving planning and decision-making surrounding student success.	The Myself / Self-Identification project achieved all desirable outcomes. The tool is used regularly and provides useful data for improving planning and decision-making surrounding student success. In 2009-2010, the system underwent a considerable update that now allows users to organize data based on each semester and not just academic year. This feature allowed the College to further refine its understanding of the student population needs.
Extend Native Recruitment Officer to year-long position for increased outreach: By expanding the role of Native Recruitment officer to a full year position, the College will be able to increase outreach to potential Native students. More visits will be offered to surrounding communities. There will be a focus on developing more Native Specific recruitment materials.	Native Education at Sault College is an active participant of the Aboriginal Post-Secondary Information Program. The purpose of the A.P.S.I.P. is to present the spectrum of possibilities that exist in education at the post-secondary level to secondary-school students & graduates, mature/adult learners, and in an increasing number of communities, grade school students in 6, 7 & 8 classes. Extension of the Native Student Recruiter position has allowed for increased visits with First Nation communities throughout the province. This past year there was a concerted effort to attend more Aboriginal career fairs, facilitatation of high school presentations and increased participatation in community events. In 2009-2010, the Native Student Recruiter made more than 11,000 contacts within the Aboriginal community promoting post-secondary education as a viable option.

- **Small, Northern and Rural (SNR)**

As part of its 2008-09 Report Back, your institution was asked to describe how it would continue to build on its existing SNR strategy in 2009-10. Please identify the achieved results of these strategies for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	**Achieved Results of the Transition Year Strategies for 2009-10**
Dual Credit - More opportunities will be available in 2009-2010.	The programs that were offered for the 2008-2009 year included Career Exploration, Motive Power Coop, Connection Program, Arts & Culture, Construction, Environmental and Hospitality and Tourism. The new programs that were offered for 2009-10 year included Environmental/Outdoor Ed-day group in which students were on site one day a week and took two dual credit courses, Level One Cook Apprenticeship and Level One Hairstyling Apprenticeship. The total of both years combined were 301 students were registered and 201 students passed. The Dual Credit program has met and exceeded its target goals for the year.
Pre-trades and Pre-Health: Market the opportunities to avoid a high school 'victory lap' and increase participation; formalise seamless entry into trades and health post secondary programs.	Both programs had increased enrolment that can be attributed to recruitment partnering with faculty in this area. Faculty in both pre-trades and pre-health were asked to give presentations in front of grade 12 shop classes and science classes. Students were also invited to "shadow a Sault College" student for a day in which they would contact our recruitment department and could set up an apointment to see what it would be like to be a student in that program for a day.
Spring Intake: January and Spring intakes mean more flexibility to students who are in need of retraining due to layoffs/unemployment.	As the demands of our students change, the ability to respond and deliver academic programs in new and innovative ways becomes of the utmost importance. As a college, we continue to accommodate the changing face of our students and the workplace in ways that make sense. The programs that began January 2010 were Personal Support Worker, Welding Techniques, Metal Fabrication Technician, Health Office Certificate, Health Office with Medical Transcription, Business, Police Foundations, General Arts & Science - One Year, Pre-Health Sciences and Law and Security.
Transition to College program The Transition to College program will continue to be offered in 2009/10. The program will be expanded to allow for up to 35 students to attend.	The transition program was attended by 28 students during the week long program in August 2009. Students with disabilities benefited from the program by attending sessions on the following topics: Tour of the campus, computer orientation, stress management, course outline interpretation, financial aid overview, employment services overview, note taking skills, time management skills, advocacy skills, library orientation, assistive technology training, reading textbook skills, introduction of services on campus, report writing skills, test taking skills, evacuation/emergency procedures.
Implementation of cultural competency training for College	Sault College supports a wider appreciation and

staff.	understanding of cultural differences, racial backgrounds, gender and people with disabilities. As a part of the College's strategic plan, senior management identified the need to build the organization's overall capacity in the area of cultural competency and diversity. Beginning October 2010, Native Education and Human Resources will implement Cultural Competency training developed by Native Education to all full-time staff in this academic year and early into the next academic year. This training will also be incorporated into the College's staff orientation program on an ongoing basis. The first phase of the training will begin with Module One - Introduction to Cultural Competency and Module Five - Cultural Competency and the Aboriginal Community
Increased Aboriginal course and program offerings.	Working in partnership with Sault College's Continuing/Distance Education Department and the School of Health and Community Services the following training was delivered to Aboriginal community members: 1) Pre-Apprenticeship Construction Craft Worker Program (in-community delivery) 2) Personal Support Worker Program (delivery via Contact North/on-campus) 3) Signed partnership agreement signed with Oshki-Pimache-O-Win Educational Institute for delivery of Social Services Worker - Native Specialization program in the Northwest Ontario region 4) Revision of the Anishnaabemowin Immersion program to part-time delivery in partnership with Kenjgewin Teg Educational Institute(in-community delivery) 5) Canadian Aboriginal Peoples course offered in Social Services Worker,SSW-Native Specialization,Peace and Conflict Studies and Fitness and Health Programs. Work is currently underway to offer this course in other program areas. 6) The School of the Natural Environment and Outdoor Studies has begun offering a new course entitled Aboriginal Culture to 2nd semester Natural Environment Technician/Technologist (NET) students. The new NET program is intended to prepare students for careers in both emerging and existing natural resource technologies. This new course is one of the first of its type in Ontario and its development will be an ongoing process as we work towards providing students with a solid educational background in this topic area.
First Nation Transition program Implementation of First Nation Transition program for first year students.	The Native Student Counsellor met with 10 Northern Community students to assist them with housing needs and additional community resources such as day care, Indian

	Friendship Centre, local schools, medical resources etc. They worked with Native Organizations in the community to secure day care spots for children of Sault College students.

- **Quality of the Learning Environment**

As part of its 2008-09 Report-Back, your institution was asked to provide 3 to 5 examples of how its quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	**Achieved Results of the Transition Year Strategies for 2009-10**
Program Review: Sault College will update and formalize an institution-led program review process that is aimed at both academic and instructional programs and services in the College by using a standardized set of criteria to determine program effectiveness. The Sault College program review will be a valuable tool for improving the quality, efficiency, and effectiveness of the College's postsecondary education programs and services.	In 2009-2010, Sault College updated and formalized the program review documents and processes aimed at both academic and instrucitonal programs and services. A Program Review schedule was also formalized and is being implemented in the 2010-2011 academic year.
New Program Development: The updated new program development process will be a formalized institution-led process that will serve as a planning tool to assist in the identification and implementation of new programming priorities.	In 2009-2010, the College utilized the new program development process to assist in the identification and implementation of 10 new programs for the 2010-2011 academic year. This tool continues to be used as the College examines new programming priorities.
Student Feedback Questionnaire: Complementing the data received from the Key Performance Indicator surveys, Sault College will use the Student Feedback Questionnaire as a tool for students to provide meaningful course and faculty feedback each semester. The data collected from this quality assurance tool further addresses the College's quality learning and student success priorities.	In 2009-2010, the Student Feedback Questionnaire continued to be used as a feedback tool for students to provide meaningful course and faculty feedback in each course every semester. As the tool is used each semester, trending data is now available to further address the College's quality learning and student success priorities in a meaningful way.

Financial Statements of

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Year ended March 31, 2011

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Independent Auditor's Report

To the Board of Governors of Sault College of Applied Arts & Technology

We have audited the accompanying financial statements of Sault College of Applied Arts & Technology, which comprise the statement of financial position as at March 31, 2011 and the statements of operations, change in net assets and cash flows for the year then ended, and 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 generally accepted accounting principles, 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.

Auditor's 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 the auditor's 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, the auditor considers 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 Sault College of Applied Arts & Technology as at March 31, 2011 and the results of its operations, change in its net assets and cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

BDO Canada LLP

Chartered Accountants, Licensed Public Accountants

Sault Ste. Marie, Ontario
May 19, 2011

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THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Financial Position

March 31, 2011, with comparative figures for 2010

	2011	2010
Assets		
Current		
Cash (note 3)	$ 7,076,874	$ 12,707,016
Temporary investments (note 3)	18,542,882	17,162,420
Accounts receivable	1,119,128	1,136,144
Grants and reimbursements receivable	1,780,042	1,365,418
Inventory	15,112	16,270
Prepaid expenses	341,907	1,135,190
	28,875,945	33,522,458
Sinking fund investment (note 2)	3,706,665	3,392,518
Capital assets (note 4)	49,915,871	29,884,509
	$ 82,498,481	$ 66,799,485
Liabilities, Deferred Contributions and Net Assets		
Current		
Accounts payable and accrued liabilities	$ 9,873,789	$ 9,308,805
Deferred tuition fees	688,506	685,600
Payable to the Ministry of Training, Colleges and Universities	508,514	243,580
	11,070,808	10,237,985
Long-term obligations:		
Capital mortgage (note 9)	4,100,000	4,100,000
Vested sick leave benefits	862,181	915,088
Employee future benefits (note 5)	665,000	699,000
	5,627,181	5,714,088
Deferred contributions:		
Expenses of future periods (note 6)	1,470,884	2,490,621
Capital assets (note 7)	44,621,491	32,332,253
	46,092,375	34,822,874
Net assets:		
Unrestricted (deficit):		
Operating	12,717,631	10,588,756
Employment related	(4,801,794)	(4,824,648)
Invested in capital assets (Note 8)	6,374,862	5,711,698
Internally restricted	176,792	187,089
Restricted for student purposes	5,240,625	4,361,643
	19,708,116	16,024,538
	$ 82,498,481	$ 66,799,485

The accompanying summary of significant accounting policies and notes are an integral part of these financial statements.

Approved by the Board: _____ Chairman of the Board _____ Treasurer

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Operations

Year ended March 31, 2011, with comparative figures for 2010

	2011	2010
Revenue:		
Grants and reimbursements	$ 36,829,766	$ 34,450,949
Tuition fees	7,932,930	7,232,572
Ancillary operations	1,164,979	1,012,522
Other	3,190,474	2,341,495
Restricted for student purposes	2,821,095	2,432,914
Amortization of deferred capital contributions	1,553,515	1,736,511
	53,492,759	49,206,963
Expenses (Note 20):		
Academic	25,426,491	23,963,041
Educational resources	2,012,084	1,895,943
Student services	2,288,455	2,170,748
Administrative	6,834,049	6,649,194
Plant	2,694,019	2,609,423
Ancillary operations	1,299,282	1,302,726
Ontario training strategies	3,964,860	3,981,777
Special projects	1,175,067	502,899
Restricted for student purposes	2,017,862	1,975,859
Provision for (recovery of) employee benefit obligations	(22,854)	(51,680)
Amortization of capital assets	2,106,123	2,644,336
	49,795,438	47,644,266
Excess of revenue over expenses before the under noted	3,697,321	1,562,697
Gain on disposal of capital assets	168,477	10,013
Excess of revenue over expenses	$ 3,865,798	$ 1,572,710

The accompanying summary of significant accounting policies and notes are an integral part of these financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Changes in Net Assets

Year ended March 31, 2011, with comparative figures for 2010

	Unrestricted				Restricted for	2011	2010
	Operating	Employment related	Invested in capital assets	Internally restricted	student purposes	Total	Total
Net asset, beginning of year	$10,588,756	$(4,824,648)	$5,711,698	$ 187,089	$4,361,643	$16,024,538	$14,430,185
Excess (deficiency) of revenue Over expenses	3,119,990	22,854	(69,982)	(10,297)	803,233	3,865,798	1,572,710
Unrealized gain (loss) on investments	(225,419)	-	-	-	43,199	(182,220)	21,643
Invested in capital assets	(677,396)	-	733,146	-	(55,750)	-	-
Inter fund transfer (note 11)	(88,300)	-		-	88,300	-	-
Net assets, end of year $	$12,717,631	$(4,801,794)	$6,374,862	$176,792	$5,240,625	19,708,116	$16,024,538

The accompanying summary of significant accounting policies and notes are an integral part of these financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Cash Flows

Year ended March 31, 2011, with comparative figures for 2010

	2011	2010
Cash flows from operating activities:		
Excess of revenue over expenses	$ 3,865,798	$ 1,572,710
Items not involving cash:		
Amortization of capital assets	2,106,123	2,644,336
Amortization of deferred capital contributions	(1,553,515)	(1,736,511)
(Gain) loss on disposal of capital assets	(168,477)	(10,013)
Future benefits and vested sick leave liability	(86,907)	(126,639)
Net increase (decrease) in deferred contributions related to expenses of future periods	(1,019,737)	1,294,588
	3,143,285	3,638,471
Changes in non-cash working capital balances:		
Accounts receivable	17,016	(553,055)
Grants and reimbursements receivable	(414,624)	(223,092)
Inventories	1,158	5,667
Prepaid expenses	793,284	(859,909)
Accounts payable and accrued liabilities	564,983	3,692,171
Payable to Ministry of Training Colleges and Universities	264,934	43,400
Deferred Tuition Fees	2,906	92,217
	4,372,943	5,835,870
Cash flows from financing and investing activities:		
Sinking fund investment	(314,147)	(287,522)
Unrealized gain on investments	(182,220)	21,643
Purchase of capital assets	(22,180,924)	(6,429,951)
Deferred capital contribution	13,847,733	7,060,799
Proceeds on disposal of capital assets	206,935	6,545
	(8,622,623)	371,514
Increase in cash	(4,249,680)	6,207,384
Cash and temporary investments, beginning of year	29,869,436	23,662,052
Cash and temporary investments, end of year	$ 25,619,756	$ 29,869,436
Interest paid in year	$ 375,970	$ 375,970

The accompanying summary of significant accounting policies and notes are an integral part of these financial statements.

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.

These statements reflect the assets, liabilities, sources of financing and expenditures of the operating fund, capital fund, student and bursary fund.

1. Significant accounting policies:

(a) Revenue recognition:

The College follows the deferral method of accounting.

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 revenue 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 related to ancillary operations is valued at the lower of cost and net realizable value.

1. Significant accounting policies (continued):

(c) Capital assets:

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair market value at the date of contribution. Amortization is provided on a straight-line basis over the estimated useful lives as follows:

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

(d) Work in process:

Work in process costs are capitalized as work is completed. Upon completion of the projects, capitalized work in process costs are transferred to the various categories of capital assets and will be amortized on a basis consistent with similar assets.

(e) Employment related obligations:

Employment related obligations, which include vacation pay, certain pension and post employment benefits and sick leave benefits are accrued. The College is liable to pay 50% of certain faculty members' accumulated sick leave credits on termination or retirement after ten years service.

(f) Use of estimates:

The preparation of the financial statements in conformity with Canadian generally accepted accounting principles 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 dates of the financial statements and the reported amounts of revenues and expenses during the reporting periods. Actual results could differ from management's best estimates as additional information becomes available.

2. Financial instruments:

The College classifies its financial instruments into one of the following categories based on the purpose for which the asset was acquired. The College's accounting policy for each category is as follows:

(1) Held for Trading:

Financial instruments are classified under this category if they are:

(i) acquired principally for the purpose of selling or repurchasing in the near term;

(ii) part of a portfolio of identified financial instruments that are managed together and for which there is evidence of a recent actual pattern of short-term profit-taking;

(iii) a derivative, except for a derivative that is a financial guarantee contract or designated effective hedging instrument; or

(iv) designated at fair value using the fair value option category after inception. For designation at fair value using the fair value option, reliable fair values must be readily available.

These instruments are carried in the balance sheet at fair value with changes in fair value recognized in the Statement of Operations. Transaction costs related to instruments classified as held for trading are expenses as incurred. Financial instruments included in this category are cash and bank.

(2) Held to Maturity:

Held to maturity investments include financial assets with fixed or determinable payments that the College has the intention and ability to hold to maturity. Investments classified as held to maturity are initially recognized at fair value. They are subsequently valued at amortized cost using the effective interest method less any provision for impairment. Transaction costs related to held to maturity investments are expensed as incurred. The sinking fund investment is classified as held to maturity.

The sinking fund investment consists of Ontario Hydro debenture coupons with a yield to maturity of 9.26%, which will mature in the year 2012 at $4,100,000. This sinking fund investment is a restricted asset to be used to retire the student residence building mortgage at maturity.

The fair value of these coupons at March 31, 2011 is $ 4,019,613 (2010 - $3,905,136) being the quoted market value. The total interest income earned on coupons during the fiscal year is $314,147 (2010 - $287,523).

2. Financial instruments (continued):

(3) Available for Sale:

Available for sale assets are non-derivative financial assets that are designated as available for sale or are not categorized into any categories above. When the securities have a quoted market price in the active market, they are carried at fair value with the changes in fair value recognized in the appropriate fund balance. If there is not a quoted market price in an active market, they are carried at cost. Where a decline in fair value exists, and is determined to be other than temporary, the amount of the loss is removed from the fund balance and recognized in the Statement of Operations. Transactions costs related to available for sale investments are included in the amount initially recognized. Temporary investments have been classified as available for sale.

The total interest income earned on temporary investments during the year is $410,683 (2010 - $101,294).

(4) Loans and Receivables:

Loans and receivable are non-derivative financial assets resulting from the delivery of cash or other assets by a lender to a borrower in return for a promise to repay on a specified date or dates, or on demand. These financial instruments are initially recognized at fair value and subsequently carried at amortized cost, using the effective interest rate method, less any provision for impairment. Transaction costs related to loans and receivables are included in the amount initially recognized. Accounts receivable and grants and reimbursements receivable have been classified as loans and receivables.

(5) Other Financial Liabilities:

Other financial liabilities includes all financial liabilities other than those classified as held-for-trading and comprises accounts payable and accrued liabilities, payable to the Ministry of Training, Colleges and Universities, and the mortgage on the student residence building. These instruments are initially recognized at fair value including direct and incremental transaction costs. They are subsequently measured at amortized cost using the effective interest rate method.

The total interest expense on related residence building mortgage is $375,970 (2010 - $375,970).

Unless otherwise noted, it is management's opinion that the College is not exposed to significant interest, currency, or credit risk arising from these financial instruments.

3. Cash and Temporary investments:

Cash and temporary investments include the following amounts:

	2011	2010
Restricted for student purposes	$ 1,219,584	$ 1,216,666
Restricted for endowment purposes	3,584,674	3,193,043
Internally restricted	176,792	187,090
Capital assets	1,473,816	8,866,924
Cash and temporary investments on hand	19,164,890	16,405,713
	$ 25,619,756	$ 29,869,436

The College has a line of credit of $ 1.5 million at prime less 50 basis points available as of March 31, 2011.

4. Capital assets:

			2011
	Cost	Accumulated amortization	Net book value
Land	$ 627,817	$ -	$ 627,817
Buildings	45,217,204	22,774,643	22,442,561
Site improvements	1,358,393	890,880	467,513
Equipment	9,489,075	7,934,258	1,554,817
Vehicles	355,109	260,000	95,109
Furniture and fixtures	517,948	422,769	95,179
Computer equipment	11,997,175	11,366,535	630,640
Aircraft	3,571,138	3,225,752	345,386
Work in process	23,656,849	-	23,656,849
	$ 96,790,708	$ 46,874,837	$ 49,915,871

Capital assets:

			2010
	Cost	Accumulated amortization	Net book value
Land	$ 671,255	$ -	$ 671,255
Buildings	43,674,004	21,788,567	21,885,437
Site improvements	1,183,038	810,519	372,519
Equipment	9,136,010	7,411,960	1,724,050
Vehicles	315,118	220,164	94,954
Furniture and fixtures	462,056	377,068	84,988
Computer equipment	11,648,284	11,054,314	593,970
Aircraft	3,225,354	3,106,121	119,233
Work in process	4,338,103	-	4,338,103
	$ 74,653,222	$ 44,768,713	$ 29,884,509

4. Capital assets (continued):

There are no assets held under capital leases at March 31, 2011. There were no assets held under capital leases at March 31, 2010.

5. Employment-related obligations:

	2011	2010
Non-pension post-employment benefits	$ 665,000	$ 699,000

The College indirectly subsidizes premiums for the group benefits available to early retirees and the continuation of benefits for individuals on long-term disability.

The present value of accrued post-employment benefits at March 31, 2011 amounted to $667,000 (2010 - $ 726,000). Expenses recorded in the year were $34,000 - recovery (2010 - $28,000 - recovery). The benefits paid out in the year were $60,000 (2010 -$81,000). These amounts represent the actuarial valuation filed as of March 1, 2008.

The actuarial valuations of the plans were based upon a number of assumptions about future events, which reflect management's best estimates. The following represents the significant assumptions made:

	2011	2010
Fair value of plan assets	$ 87,000	$ 96,000
Accrued benefit obligation	(752,000)	(795,000)
Plan deficit	$ (665,000)	$ (699,000)

The significant assumptions used are as follows:

	2011	2010
Discount rate	4.75%	4.75%
Health Care Trend Rate		
- Drugs (grading down to 4.5% in 2026)	10.5%	10.5%
- Hospital and other medical	4.5%	4.5%
- Dental cost	4.5%	7.5%
Expected Rate of Return on Plan Assets	3.3%	3.3%

Included in accounts payable is an accrual for vacation pay totaling $3,274,613 (2010 - $3,210,560).

6. Deferred contributions for expenses of future periods:

Deferred contributions consist of the following:

	2011	2010
Balance, beginning of year	$ 2,490,620	$ 1,196,033
Additional contributions received	3,653,910	4,691,964
Amounts taken into revenue	(4,673,646)	(3,397,377)
	$ 1,470,884	$ 2,490,620

7. Deferred contributions for capital assets:

Deferred contributions represent the unamortized balance of restricted contributions for the purchase of capital assets. The changes in the deferred contributions balance for the year are as follows:

	2011	2010
Balance, beginning of year	$ 32,332,253	$ 27,012,945
Contributions received	13,833,732	7,060,799
Inspiring Growth Capital Campaign	14,001	-
Amortization	(1,558,495)	(1,741,491)
Balance, end of year	$ 44,621,491	$ 32,332,253

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

	2011	2010
Unamortized capital contributions used to purchase assets	$ 43,537,130	$ 23,647,847
Unspent contributions	1,070,360	8,684,406
Unspent Inspiring Growth Capital Campaign Contributions	14,001	-
Balance, end of year	$ 44,621,491	$ 32,332,253

8. Invested in capital assets:

The change in net assets invested in capital assets is calculated as follows:

	2011	2010
Excess of revenues over expenses:		
Amortization of deferred contributions related to capital assets	$ 1,553,515	$ 1,736,511
Amortization of capital assets	(2,106,123)	(2,644,336)
Investment income	314,149	287,523
Gain (loss) on disposal of capital assets	168,477	10,013
	$ (69,982)	$ (610,289)

	2011	2010
Net investment in capital assets:		
Capital assets acquired	$ 22,180,924	$ 6,429,951
Repayment of long-term obligations	-	-
Amounts funded by deferred contributions	(21,447,778)	(5,920,611)
	$ 733,146	$ 509,340

Net assets invested in capital assets are represented by:

	2011	2010
Cash	$ 1,459,680	$ 8,866,791
Investments	14,137	133
Sinking fund investment	3,706,665	3,392,518
Capital assets, net book value	49,915,871	29,884,509
	55,096,353	42,143,951
Less:		
Deferred contributions related to capital assets	44,621,491	32,332,253
Long-term obligations	4,100,000	4,100,000
	48,721,491	36,432,253
Net assets invested in capital assets	$ 6,374,862	$ 5,711,698

9. Capital mortgage:

	2011	2010
9.17% Mortgage, interest payable semi-annually, principal due in July 2012, secured by a first mortgage on the student residence building	4,100,000	4,100,000
	$ 4,100,000	$ 4,100,000

10. Net assets:

Sault College appropriates amounts from unrestricted net assets to cover anticipated future operating expenditures. The actual costs are recorded as operating expenditures in the year in which they are incurred.

By resolution of the Board of Governors, accumulated appropriations from unrestricted net assets balance at March 31, 2011 have been made to the Joint Employment Stability Reserve Fund in the amount of $ 176,792.

For capital disclosure purposes, the College considers its capital to be its net assets, restricted and unrestricted. The externally restricted net assets consist of amounts restricted for student purposes (Note 13). The unrestricted net assets consist of: operating, employment related, invested in capital assets (Note 8), and internally restricted net assets. The College's objectives when managing these amounts are to safeguard its ability to continue as a going concern; to continue to provide services to the College community and to allow for future expansion. Annual budgets are developed and monitored to ensure these amounts are maintained at an appropriate level.

11. Inter-fund transfer:

During the year an inter-fund transfer was made totaling $88,300 to properly reflect the purchase of the SAC building by the College on August 31, 2010.

12. Pension plans:

Full time employees of the College are members of the Colleges of Applied Arts and Technology (CAAT) Pension Plan (the Plan), which is a multi-employer plan available to all eligible employees of the participating members of the CAAT. Under this arrangement, the College makes contributions to this plan equal to those of the employees. The Plan is a defined benefit plan which specifies the amount of the retirement benefit to be received by the employees, and members will receive benefits based on the length of service and rate of pay. The College follows defined contribution accounting for its portion of the multi-employer plan. The pension is administered by the CAAT Board of Trustees and the most recent audited financial statements of the Plan available at the time of the College's financial statement preparation were as of December 31, 2010. The results disclosed net assets available for benefits of $5.452 million. The latest actuarial evaluation filed with the Financial Services Commission of Ontario on January 1, 2011 indicated a plan surplus of $88 million on a going-concern basis and a Plan deficit of $1,581 million on a solvency basis. Because the Plan is a multi-employer plan, any pension plan surpluses or deficits are a joint responsibility of member organizations and their employees. As a result, the College does not recognize any share of the Plan's surplus or deficit. The employer portion of pension contributions for the year was $2,802,525 (2010 - $2,667,472), and has been included in the statement of operations.

13. Other information:

Ontario Student Opportunity Trust Fund:

The following information outlines the activity of the Ontario Student Opportunity Trust Fund. These amounts are reflected in the net assets restricted for student purposes.

Schedule of donations received between April 1 and March 31:

	2011	2010
Cash donations matched between April 1 and March 31	$ –	$ –
Unmatched cash donations	–	–
Total cash donations	–	–

Schedule of Changes in Endowment Fund Balance for the period April 1 to March 31:

	2011	2010
Balance, beginning of year	$ 664,172	$ 664,172
Eligible cash donations received between April 1 and March 31	–	–
Matching funds received/receivable from MTCU	–	–
Fund balance at end of year	$ 664,172	$ 664,172

Schedule of Changes in Expendable Funds Available for Awards for the Period April 1 to March 31:

	2011	2010
Balance, beginning of year	$ 87,912	$ 76,914
Realized investment income, net of direct investment-related expenses and preservation of capital contributions	46,469	50,209
Bursaries awarded (total number: 63)	(35,125)	(39,211)
Balance, end of year	$ 99,256	$ 87,912
The endowment total based on book value at March 31, 2011	$ 763,428	$ 752,084

The market value of the endowment and expendable fund at March 31, 2011 was $1,103,431.

Report of Awards Issued for the Period April 1, 2010 to March 31, 2011:

	OSAP Recipients		Non-OSAP Recipients		Total	
	Number	Amount	Number	Amount	Number	Amount
Full-time	21	$ 13,450	42	$ 21,675	63	$ 35,125

14. Ontario Student Opportunity Trust Fund II:

Schedule of donations received between April 1 and March 31:

	2011	2010
Cash donations matched between April 1 and March 31	$ -	$ -
Unmatched cash donations	-	-
Total cash donations	-	-

Schedule of Changes in Endowment Fund Balance for the period April 1 to March 31:

	2011	2010
Balance, beginning of year	$ 331,340	$ 331,340
Eligible cash donations received between April 1 and March 31	-	-
Matching funds received/receivable from MTCU	-	-
Fund balance at end of year	$ 331,340	$ 331,340

Schedule of Changes in Expendable Funds Available for Awards for the Period April 1 to March 31:

	2011	2010
Balance, beginning of year	$ 559	$ 4,401
Realized investment income, net of direct investment-related expenses and preservation of capital contributions	20,854	9,558
Bursaries awarded (total number: 12)	(9,900)	(13,400)
Balance, end of year	$ 11,513	$ 559
The endowment total based on book value at March 31, 2011	$ 342,853	$ 331,899

The market value of the endowment at March 31, 2011 was $ 427,774.

Report of Awards Issued for the Period April 1, 2010 to March 31, 2011:

	OSAP Recipients		Non-OSAP Recipients		Total	
	Number	Amount	Number	Amount	Number	Amount
Full-time	5	$ 3,200	7	$ 6,700	12	$ 9,900

15. Ontario Trust for Student Support:

Schedule of donations received between April 1 and March 31:

	2011	2010
Cash donations matched between April 1 and March 31	$ 143,868	$ 92,715
Unmatched cash donations	2,220	-
Total cash donations	$ 146,088	$ 92,715

Schedule of Changes in Endowment Fund Balance for the period April 1 to March 31:

Balance, beginning of year	$ 1,766,356	$ 1,580,926
Eligible cash donations received between April 1 and March 31	146,088	92,715
Matching funds received/receivable from MTCU	171,030	92,715
Fund balance at end of year	$ 2,083,474	$ 1,766,356

Schedule of Changes in Expendable Funds Available for Awards for the Period April 1 to March 31:

	2011	2010
Balance, beginning of year	$ 56,133	$ 28,729
Realized investment income, net of direct investment-related expense and preservation of capital contributions	79,719	60,154
Bursaries awarded (total number:74)	(47,800)	(32,750)
Balance, end of year	$ 88,052	$ 56,133
The endowment total based on book value at March 31, 2011	$ 2,171,526	$ 1,822,489

The market value of the endowment at March 31, 2011 was $ 2,317,980.

Report of Awards Issued for the Period April 1, 2010 to March 31, 2011:

	OSAP Recipients		Non-OSAP Recipients		Total	
	Number	Amount	Number	Amount	Number	Amount
Full-time	26	$ 15,900	48	$ 31,900	74	$47,800

16. Comparative amounts:

Certain 2010 comparative amounts have been reclassified to reflect the financial statement presentation adopted for 2011.

17. Commitments:

The College has entered into an agreement to construct a new academic building. The construction start date was September 2009, and the expected occupancy date is July 2011. The expected cost to build is $25 million, funded by the following: $8 million from Federal government, $8 million from Provincial government, $ 4.5 million by the College, $1.5 million from NOHFC, and $3 million from other sources. Project costs of $21,637,693 incurred to March 31, 2011 have been capitalized as Work in Process.

The College has also entered into an agreement to construct a new aircraft hangar. The construction start date was March 2010, and the expected occupancy date is Summer 2011. The cost to build is $2.246 million, funded by the following: $1.23 million by Fednor, and $1.016 million by the College. Project costs of $2,019,156 incurred to March 31, 2011 have been capitalized as Work in Process.

18. Contingencies:

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.

19. Economic Dependence:

The College received approximately 68% (2010 – 69%) of its revenues from the Ministry of Training, Colleges, and Universities.

20. Analysis of Expenses:

	2011	2010
Salaries:		
Administration	$ 4,769,741	$ 4,558,015
Academic	15,075,238	14,366,029
Support	9,003,270	8,719,322
Other salaries	173,082	100,879
Benefits	6,503,600	5,994,021
Building repairs and maintenance	197,489	143,269
Contracted security services	127,295	119,803
Contracted services	1,996,327	1,764,852
Cost of Goods Sold	763	29,556
Equipment maintenance and repairs	523,240	717,585
Field work	65,147	119,130
Furniture and equipment purchases	507,574	348,261
Furniture and equipment rental	141,381	140,186
Grounds maintenance	65,003	58,049
Instructional and resource supplies	1,367,514	1,272,017
Insurance	275,746	352,884
Interest and bank charges	454,559	460,070
Janitorial and maintenance supplies	67,245	57,858
Municipal tax levy	167,455	156,010
Office supplies	203,419	200,125
Premise rental	208,204	220,382
Professional development	49,714	61,198
Professional fees	570,783	375,594
Promotion and public relations	645,484	503,080
Provision for doubtful accounts	(38,235)	52,567
Staff employment	77,018	91,566
Telecommunications	158,341	167,041
Training subsidies and allowances	915,890	590,593
Travel and conference	427,403	352,141
Utilities	916,362	901,981
Vehicle expense	78,255	81,687
Restricted for student purposes	2,017,862	1,975,859
Provision for (recovery of) employee benefit obligations	(22,854)	(51,680)
Amortization of capital assets	2,106,123	2,644,336
	$ 49,795,438	$ 47,644,266

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Independent Auditor's Comments on Supplementary Financial Information

To the Board of Governors of
Sault College of Applied Arts & Technology

We have audited the financial statements of Sault College of Applied Arts & Technology, which comprise the statement of financial position as at March 31, 2011, and the statements of operations, change in net assets and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information, and have issued our report thereon dated May 19, 2011 which contained an unmodified opinion on those financial statements. The audit was performed to form an opinion on the financial statements as a whole. The individual schedules of supplemental financial information are presented for the purposes of additional analysis and are not a required part of the financial statements. Such supplementary information is the responsibility of management and was derived from the underlying accounting and other records used to prepare the financial statements.

The supplementary information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such supplementary information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves.

BDO Canada LLP

Chartered Accountants, Licensed Public Accountants

Sault Ste. Marie, Ontario
May 19, 2011

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THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Revenue

Year ended March 31, 2011, with comparative figures for 2010

Unaudited
Schedule 1

	2011	2010
Grants and reimbursements:		
Operating grants	$ 15,946,901	$ 16,345,515
Special Purpose grants	12,025,621	10,440,016
Apprentice training	1,887,279	1,527,066
Ontario training strategies	2,676,602	2,144,065
Other	4,293,363	3,994,287
	36,829,766	34,450,949
Tuition fees:		
Full-time post secondary	5,912,752	5,314,117
Other	2,020,178	1,918,455
	7,932,930	7,232,572
Ancillary operations	1,164,979	1,012,522
Miscellaneous:		
Contract educational services	407,438	273,482
Sale of course products and services	288,750	268,113
Other	2,494,286	1,799,900
	3,190,474	2,341,495
Restricted for student purposes	2,821,095	2,432,914
Amortization of deferred contributions related to capital assets	1,553,515	1,736,511
	$ 53,492,759	$ 49,206,963

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Academic Expenses

Year ended March 31, 2011, with comparative figures for 2010

Unaudited
Schedule 2

	2011	2010
Salaries:		
Administration	$ 1,429,991	$ 1,199,860
Academic	14,370,370	13,795,510
Support	2,516,973	2,335,594
Other salaries	17,575	3,914
Benefits	3,808,249	3,469,320
Building repairs and maintenance	9,162	13,982
Contracted security services	644	623
Contracted services	1,095,302	882,294
Equipment maintenance and repairs	296,565	472,791
Field work	65,147	119,130
Furniture and equipment purchases	172,769	113,936
Furniture and equipment rental	2,064	2,847
Grounds maintenance	15,647	13,216
Instructional supplies	974,490	845,385
Insurance	135,386	154,402
Interest and bank charges	303	1,361
Janitorial and maintenance supplies	655	655
Municipal tax levy	14,905	20,635
Office supplies	68,304	73,526
Premise rental	62,740	85,483
Professional development	18,904	21,694
Professional fees	56,664	63,557
Promotion and public relations	22,456	15,515
Staff employment	9,677	9,438
Telecommunications	20,739	21,919
Travel and conference	128,408	129,086
Training, subsidies and allowances	21,473	-
Utilities	37,897	42,077
Vehicle expense	53,032	55,290
	$ 25,426,491	$ 23,963,040

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Educational Resources Expenses

Year ended March 31, 2011, with comparative figures for 2010

Unaudited
Schedule 3

	2011	2010
Salaries:		
Administration	$ 156,635	$ 141,470
Academic	236,324	223,585
Support	801,003	788,909
Other salaries	68,850	39,938
Benefits	312,214	261,983
Contracted services	112,986	87,927
Equipment maintenance and repairs	29,416	36,844
Furniture and equipment purchases	31,350	32,517
Furniture and equipment rental	84,067	75,377
Instructional supplies	147,604	176,021
Office supplies	11,715	14,134
Professional Development	30	366
Professional fees	6,637	6,628
Promotion and public relations	4,499	2,956
Telecommunications	1,900	1,805
Travel and conference	6,854	5,483
	$ 2,012,084	$ 1,895,943

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Student Services Expenses

Year ended March 31, 2011, with comparative figures for 2010

Unaudited
Schedule 4

	2011	2010
Salaries:		
Administration	$ 250,339	$ 218,582
Support	1,302,472	1,259,473
Other salaries	37,721	19,843
Benefits	388,103	390,111
Building repairs and maintenance	4,097	1,779
Contracted services	15,980	14,576
Equipment maintenance and repairs	3,599	1,965
Furniture and equipment purchases	3,717	1,823
Furniture and equipment rental	13,725	10,647
Instructional supplies	48,662	65,149
Janitorial and maintenance supplies	1,730	1,834
Office supplies	19,611	16,148
Premise rental	531	2,323
Professional fees	29,809	22,537
Promotion and public relations	67,388	62,083
Telecommunications	9,479	10,515
Travel and conference	71,530	53,037
Vehicle expense	19,962	18,323
	$ 2,288,455	$ 2,170,748

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Administrative Expenses

Year ended March 31, 2011, with comparative figures for 2010

Unaudited
Schedule 5

	2011	2010
Salaries:		
Administration	$ 2,037,742	$ 2,164,251
Academic	10,978	10,772
Support	1,680,950	1,566,096
Other salaries	14,084	6,195
Benefits	929,064	927,162
Building repairs and maintenance	11,773	10,036
Contracted services	383,074	261,186
Equipment maintenance and repairs	192,652	203,346
Furniture and equipment purchases	112,575	102,621
Furniture and equipment rental	35,298	42,718
Grounds maintenance	2,334	-
Instructional supplies	40,505	44,296
Insurance	139,496	193,846
Interest and bank charges	78,286	82,739
Municipal tax levy	152,550	135,375
Office supplies	49,647	52,515
Professional development	26,384	31,520
Professional fees	331,774	227,760
Promotion and public relations	370,561	321,783
Provision for doubtful accounts (recovery)	(38,235)	52,567
Staff employment	66,684	82,128
Telecommunications	79,202	80,878
Travel and conference	124,352	47,213
Vehicle expense	2,319	2,191
	$ 6,834,049	$ 6,649,194

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Plant Expenses

Year ended March 31, 2011, with comparative figures for 2010

Unaudited
Schedule 6

	2011	2010
Salaries:		
Administration	$ 169,903	$ 194,012
Support	1,100,150	1,041,781
Other salaries	1,524	2,528
Benefits	340,672	323,034
Building repairs and maintenance	78,282	66,323
Contracted security services	94,097	88,265
Contracted services	12,762	13,785
Furniture and equipment purchases	5,995	8,170
Furniture and equipment rental	3,847	3,838
Grounds maintenance	6,815	9,516
Instructional supplies	2,148	-
Insurance	864	950
Janitorial and maintenance supplies	63,014	54,328
Office supplies	576	944
Professional fees	1,925	331
Promotional and Public Relations	486	1,626
Telecommunications	3,381	3,660
Travel and conference	1,747	1,500
Utilities	802,889	788,949
Vehicle expense	2,942	5,883
	$ 2,694,019	$ 2,609,423

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Ancillary Operations Expenses

Year ended March 31, 2011, with comparative figures for 2010

Unaudited
Schedule 7

	2011	2010
Salaries:		
Administration	$ 130,229	$ 131,571
Support	316,511	347,635
Other salaries	14,447	10,295
Benefits	127,385	135,590
Building repairs and maintenance	67,021	51,149
Contracted security services	32,554	30,915
Contracted services	45,879	47,168
Cost of goods sold	763	29,556
Equipment maintenance and repairs	287	1,992
Furniture and equipment purchases	41,503	9,499
Grounds maintenance	40,207	35,317
Instructional supplies	26,743	20,061
Interest on long-term debt	375,970	375,970
Janitorial and maintenance supplies	1,846	1,041
Office supplies	3,536	3,367
Professional fees	148	474
Promotion and public relations	1,317	1,191
Telecommunications	2,280	1,706
Travel and conference	-	2,223
Utilities	70,656	66,006
	$ 1,299,282	$ 1,302,726

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Ontario Training Strategies Expenses

Year ended March 31, 2011, with comparative figures for 2010

Unaudited
Schedule 8

	2011	2010
Salaries:		
Administration	$ 356,727	$ 369,822
Academic	374,362	288,595
Support	1,107,317	1,265,308
Other salaries	9,058	8,246
Benefits	514,298	447,060
Building repairs and maintenance	26,448	-
Contracted services	265,940	443,786
Equipment maintenance and repairs	260	168
Furniture and equipment purchases	90,547	75,678
Furniture and equipment rental	2,380	4,759
Instructional supplies	38,202	86,271
Insurance	-	3,686
Office supplies	34,854	32,871
Premise rental	102,423	114,499
Professional development	4,396	7,618
Professional fees	137,697	54,307
Promotion and public relations	152,714	77,890
Telecommunications	37,593	42,330
Travel and conference	62,790	81,541
Training, subsidies and allowances	641,934	572,393
Utilities	4,920	4,949
	$ 3,964,860	$ 3,981,777

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Special Projects Expenses

Year ended March 31, 2011, with comparative figures for 2010

Unaudited
Schedule 9

	2011	2010
Salaries:		
Administration	$ 238,175	$ 138,448
Academic	83,204	47,567
Support	177,894	114,526
Other salaries	9,823	9,920
Benefits	83,615	39,761
Building repairs and maintenance	706	-
Contracted services	64,404	14,130
Equipment maintenance and repairs	461	479
Furniture and equipment purchases	49,118	4,017
Instructional supplies	89,160	34,834
Office supplies	15,176	6,620
Premise Rental	42,510	18,077
Professional fees	6,129	-
Promotion and public relations	26,063	20,036
Staff employment	657	-
Telecommunications	3,767	4,226
Travel and conference	31,722	32,058
Training, subsidies, and allowances	252,483	18,200
	$ 1,175,067	$ 502,899

Attachment 3: KPI Performance Report

Key Performance Indicator data measures the success rates and satisfaction levels for students and graduates. Data is collected annually by two independent research firms for the Colleges and for the Ministry of Training, Colleges and Universities.

The following five indicators are measured:

- Graduate Satisfaction
- Student Satisfaction
- Employer Satisfaction
- Graduation Rate
- Graduate Employment Rate

In the 2010-2011 reporting year, Sault College consistently scored higher than the provincial average in each indicator.

Highlight: Sault College is ranked #1 in Northern Ontario for Graduate Satisfaction and second in the province.

Sault College had the following results in 2011:

Graduate Employment Rate		**Graduate Satisfaction Rate**	
Sault College	84.9%	Sault College	84.8%
Province	83%	Province	79.1%
Employer Satisfaction Rate		**Student Satisfaction Rate**	
Sault College	94.3%	Sault College	77.5%
Province	93.2%	Province	76.1%
Graduation Rate			
Sault College	62.6		
Province	64.2		

In response to the ***four Capstone questions*** on the Student Satisfaction Survey, Sault College received the following scores in 2011:

Q.14 – Knowledge and Skills		**Q.26 Learning Experiences – Program Quality**	
Sault College	88.1%	Sault College	85.2%
Province	87.1%	Province	80.2%
Q.44 – Quality of Facilities / Resources		**Q.45 – Quality of Services**	
Sault College	67.4%	Sault College	69.4%
Province	68.8%	Province	68.1%

In response to the ***five College-specific questions*** on the Student Satisfaction Survey, Sault College received the following scores:

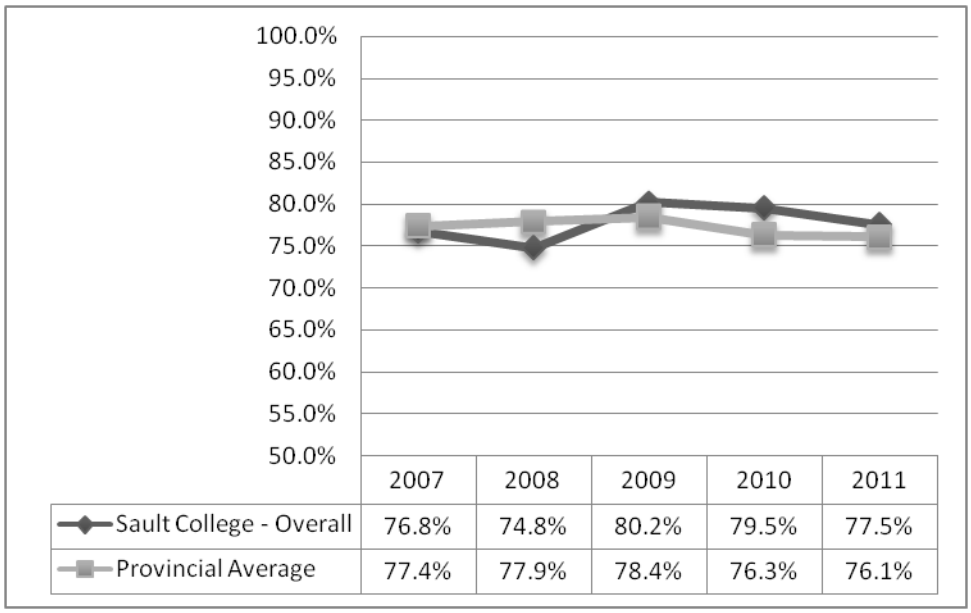
Q.78 – How supportive are you of Sault College starting more environmental initiatives?		**Q.79 – Overall, how satisfied are you with the quality of student life and social activities at Sault College?**	
Very Supportive	45%	Very Satisfied	13%
Supportive	37%	Satisfied	55%
Indifferent	15%	Dissatisfied	12%
The College is already doing enough	3%	Very Dissatisfied	4%
		Do not participate in student life	16%
Q.80 – What help do you think could influence your academic progress the most?		**Q.81 – As a prospective student, what was your single most important source of information about Sault College?**	
Help with Learning Skills	15%	Recruitment / College Publications	11%
Personal Counselling	6%	Advertising in Local Media	3%
Help Dealing with Difficult Courses	13%	Sault College Website	34%
Academic Advising / Planning	9%	Discussion with Counsellor / Parent	7%
Advice on How to Switch Programs	0%	On-Campus Visit	8%
Planning / Deciding on a future career	23%	Word of Mouth	20%
Financial Planning / Advice / Support	10%	Other	17%
None of the Above Options	24%		

Q.82 – What would you consider to be Sault College's greatest strength?	
Faculty	30%
Quality of programs	25%
Customer Service and atmosphere	5%
Cost Savings	22%
Location	10%
Other	

Trends Over Five Years

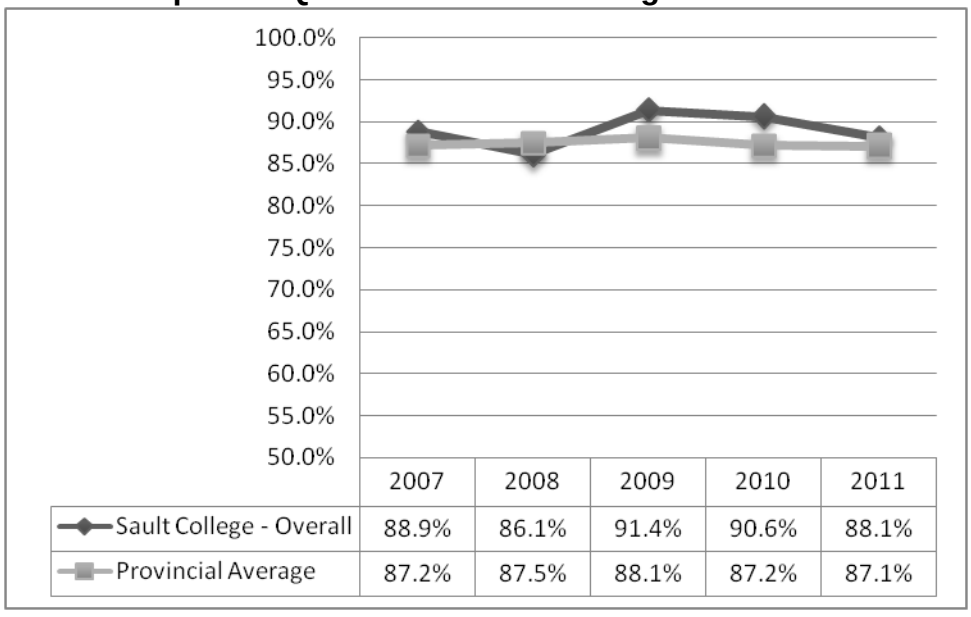
KPI results illustrated below reflect responses for Very Satisfied and Satisfied in each of the KPI categories over the past five years.

Overall Student Satisfaction



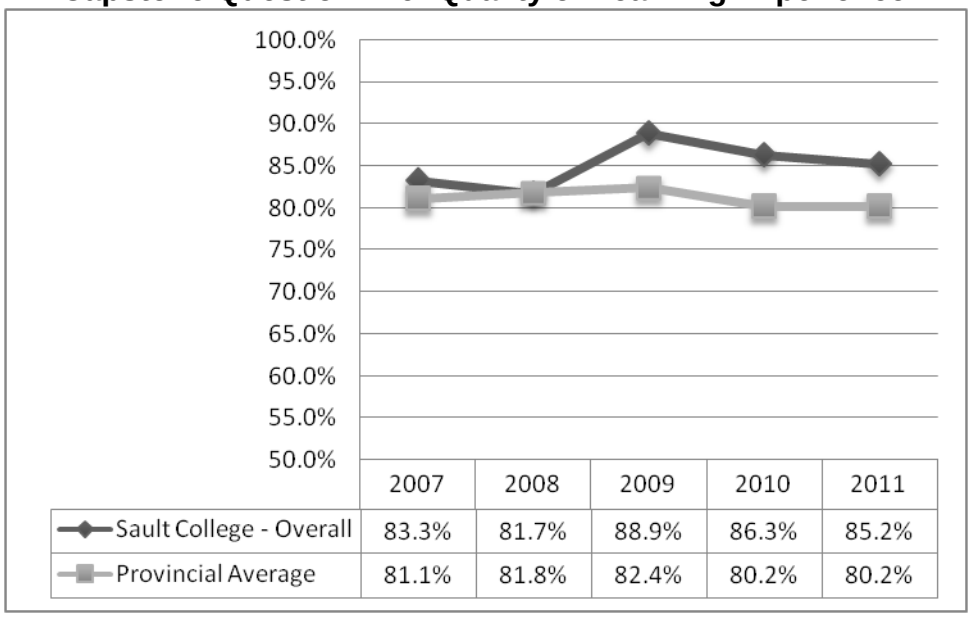
	2007	2008	2009	2010	2011
Sault College - Overall	76.8%	74.8%	80.2%	79.5%	77.5%
Provincial Average	77.4%	77.9%	78.4%	76.3%	76.1%

Capstone Question #14: Knowledge and Skills



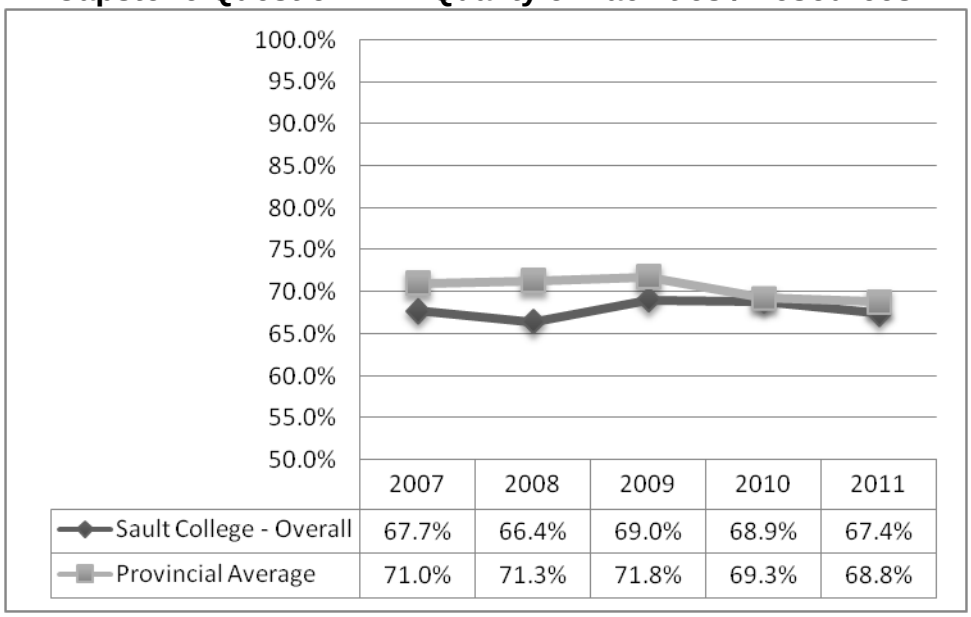
	2007	2008	2009	2010	2011
Sault College - Overall	88.9%	86.1%	91.4%	90.6%	88.1%
Provincial Average	87.2%	87.5%	88.1%	87.2%	87.1%

Capstone Question #26: Quality of Learning Experience



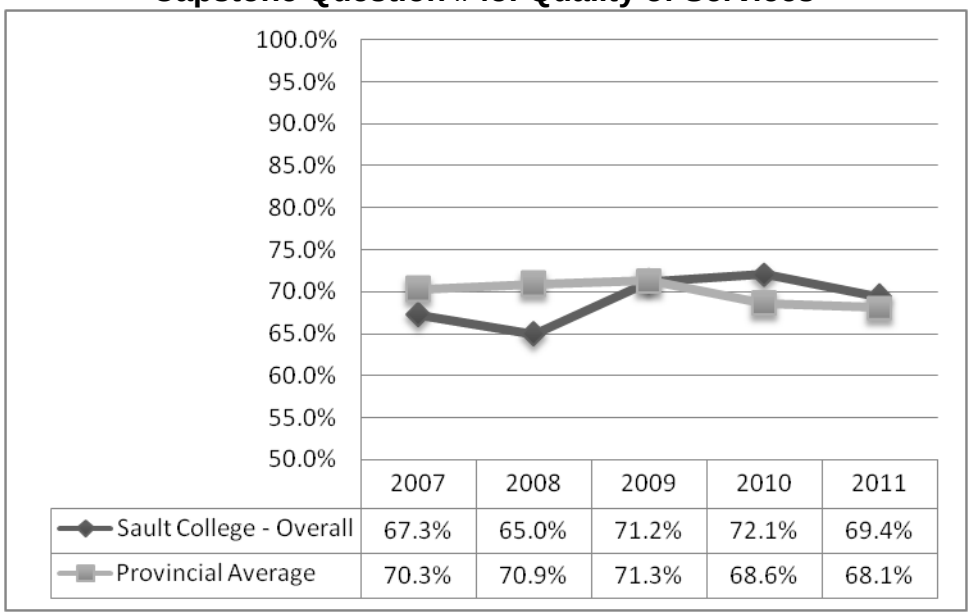
	2007	2008	2009	2010	2011
Sault College - Overall	83.3%	81.7%	88.9%	86.3%	85.2%
Provincial Average	81.1%	81.8%	82.4%	80.2%	80.2%

Capstone Question #44: Quality of Facilities / Resources



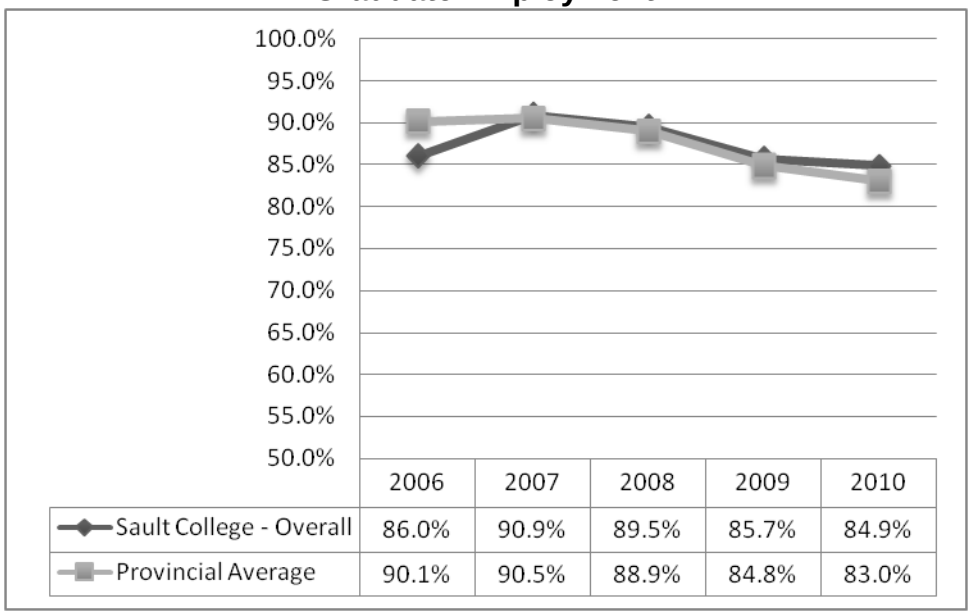
	2007	2008	2009	2010	2011
Sault College - Overall	67.7%	66.4%	69.0%	68.9%	67.4%
Provincial Average	71.0%	71.3%	71.8%	69.3%	68.8%

Capstone Question #45: Quality of Services



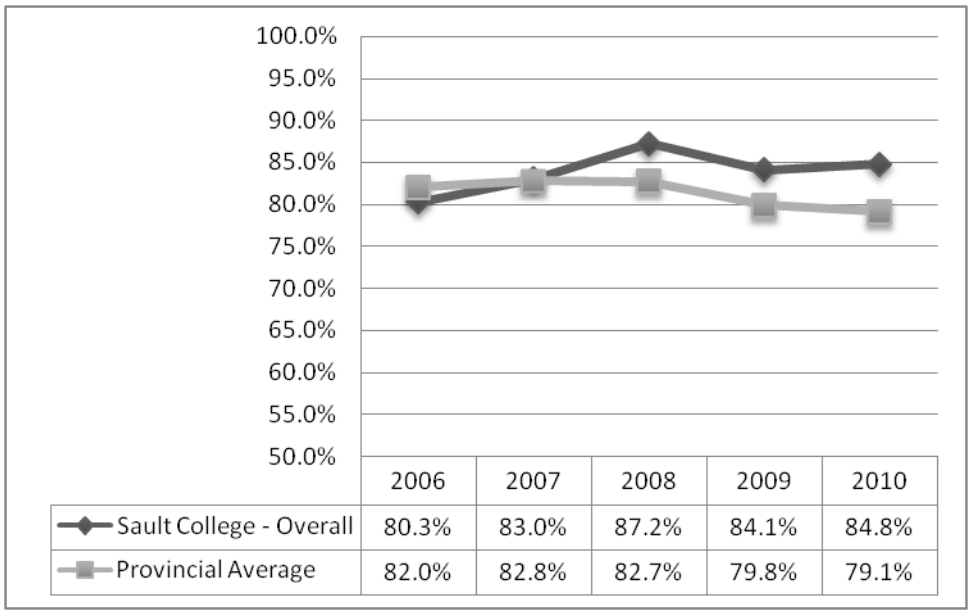
	2007	2008	2009	2010	2011
Sault College - Overall	67.3%	65.0%	71.2%	72.1%	69.4%
Provincial Average	70.3%	70.9%	71.3%	68.6%	68.1%

Graduate Employment



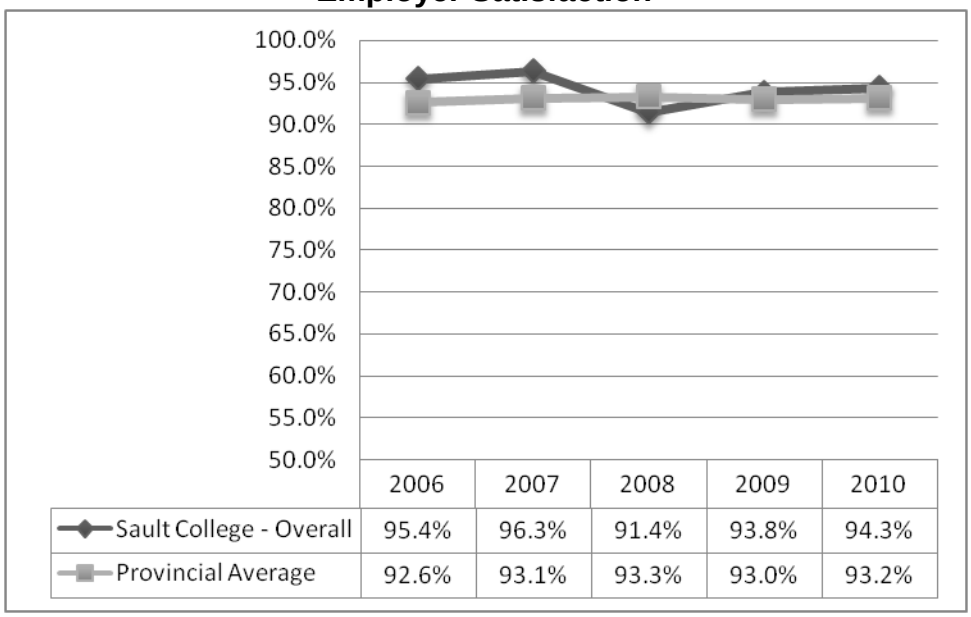
	2006	2007	2008	2009	2010
Sault College - Overall	86.0%	90.9%	89.5%	85.7%	84.9%
Provincial Average	90.1%	90.5%	88.9%	84.8%	83.0%

Graduate Satisfaction



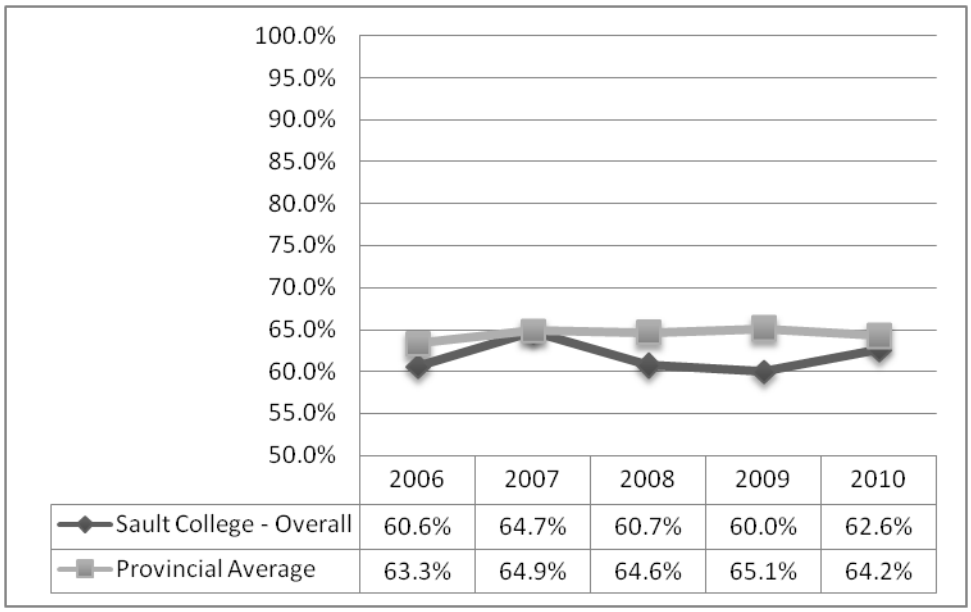
	2006	2007	2008	2009	2010
Sault College - Overall	80.3%	83.0%	87.2%	84.1%	84.8%
Provincial Average	82.0%	82.8%	82.7%	79.8%	79.1%

Employer Satisfaction



	2006	2007	2008	2009	2010
Sault College - Overall	95.4%	96.3%	91.4%	93.8%	94.3%
Provincial Average	92.6%	93.1%	93.3%	93.0%	93.2%

Graduation Rate



	2006	2007	2008	2009	2010
Sault College - Overall	60.6%	64.7%	60.7%	60.0%	62.6%
Provincial Average	63.3%	64.9%	64.6%	65.1%	64.2%

Attachment 4: Summary of Advertising and Marketing Complaints Received

Nature of Complaint	Date Received	How 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

Board of Governors – Term of Appointment

Governors	Appointed	1st Term	2nd Term	End Date
Cecila Bruno (Chair)	September 2006		X	August 2012
Joe Chilelli	September 2008	X		August 2011
Brian Curran	September 2009	X		August 2012
Steve Davey	September 2010	X		August 2013
Carla Fabbro	September 2009	X		August 2012
Suzanne Farrell	September 2005		X	August 2011
Christena Laitinen	September 2007		X	August 2013
Gina Mohammed	September 2009	X		August 2012
Ben Pascuzzi	September 2005		X	August 2011
Kamal Ughadpaga	September 2008	X		August 2011
Bob Wilding	September 2005		X	August 2011
Lanie Cerasuolo (Administration)	September 2009	X		August 2011
Randy Gaetano (Support Staff)	September 2005		X	August 2011
Elizabeth Kontschieder (Faculty)	September 2007		X	August 2013
Alex Marshall (Student)	September 2010	X		August 2011