



SAULT COLLEGE

ANNUAL REPORT 2014-2015



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Message From The Board Chair

**On behalf of the Sault College Board of Governors,
I am very pleased to present Sault College's Annual
Report for the year 2014 to 2015.**

Sault College takes pride in its contributions to and presence in Northern Ontario. As you read through these pages, you will see that we continue to keep Sault College's vision top of mind, as it speaks to what we are all about: 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.

The College has grown and transformed into a first-rate, provincial leader in post-secondary education, garnering the number one spot two years in a row out of 24 publicly-funded Ontario colleges in student satisfaction key performance indicators, an enviable feat that speaks to the excellence it embodies. Leading-edge advancements in technology and programming in the

areas of robotics, health care, NEOS, aviation, digital film, GIS, the trades and other relevant areas of study all combine to contribute to our record of achievements in recent years.

As a student-first leader, the College attracts and motivates a large number of students each year, including those from other regions around the province and the world, to grow and learn with us. In this way, we are invigorating our community, revitalizing the youth experience in the North, and offering employers well-trained and prepared grads who have had hands-on experiences in an impressive learning environment that inspires excellence and innovation.

A wide range of strong educational programs including post-graduate studies are taught by supportive and well-regarded faculty who have

strong industry experience and see opportunity in each teachable moment. We encourage one another to seize windows of opportunity to grow and develop so that we can work together to find solutions for the challenges of an ever-changing world. This exciting and innovative learning experience unfolds in a vibrant and inviting space.

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



Peter Berlingieri
Chair, Sault College Board of Governors

Message From The President

SAULT COLLEGE IS THE NUMBER ONE COLLEGE IN ONTARIO TWO YEARS IN A ROW

It has been a year for the record books as Sault College celebrated our remarkable key performance indicators (KPI) results once again identifying Sault College as the number one College in Ontario two years in a row in overall student satisfaction as ranked by our students. In addition, we led the way in all four capstone questions in the KPI survey, receiving the highest scores in the province in each category with the highest score ever recorded for Student Satisfaction since the survey's inception.

As we come to the final year of our five-year strategic plan, we reflect back to see that we have created an exceptional learning experience that has positioned Sault College as best-in-class for the programs and services we offer. Not only are our current students experiencing the highest standards of teaching and learning here, but the alumni we send out into the workplace

and the employers hiring our grads are also recognizing the value of a Sault College education.

Students are exhilarated and inspired by their college experience with us and feel fully prepared to meet the opportunities and challenges of their future careers when learning at Sault College.

Along with our other notable accomplishments this year, Sault College is

the first all-inclusive resort-inspired College in Ontario with downhill skiing packages with free transportation to and from Searchmont Ski Resort, the only Tennis and Boat Club an Ontario college owns, and wellness activities proven effective through our pre-eminent mental health hub. Our newly signed Indigenous Education Protocol and the integrated Aboriginal approaches and amenities at Sault Col-



lege signify our commitment to both Aboriginal students and communities.

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

We know that students are the reason we exist and thus, students continue to

be the driving force of all that we do. This year's annual report speaks to the ways in which we hold that purpose central to our pedagogical approach to learning, and we continue to be unrelenting about the well-being of each student that learns with us.

We thank you for celebrating these considerable achievements with us over the past year. We look forward to continuing on this journey together, further strengthening our organization

through a new five-year strategic plan for 2016.

Because of your continued support, we know that there is no goal we cannot reach together.

Dr. Ron Common
President, Sault College

About Sault College

SETTING THE STAGE

It was just over a year ago that Sault College published its 2013-2014 annual report reflecting updates on the strategic vision and mission of our College. One year later, you will see the many ways in which Sault College is striving to achieve our strategic destiny in the final year of our five-year strategic plan.

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, be a cornerstone of the communities we serve.

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

Sault College transforms the lives of students through providing innovative post-secondary education and training, granting Ontario College certificates, diplomas, advanced diplomas, graduate certificates, and degrees to those who study here.

The College is the largest deliverer of apprenticeship training in all of Northern Ontario, leading the region in skilled trades on-the-job training. With the support of a growing number of generous and motivated donors, over \$2 million dollars in scholarships, bursaries and awards is given to the students choosing to study with us each year.

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

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

“I GET THE EDUCATION I WANT AND MORE.”

“THE PEOPLE ARE GREAT.”

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

“THE EXPERIENCE CHANGED MY LIFE.”

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

renewing our spaces in order to be a modern, inviting and inspirational place of learning.

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

This annual report will outline examples of ways in which Sault College is working to achieve the outcomes desired in our strategic and business plan. It will also reflect how we continue to maintain our provincial

lead in delivering a post-secondary education of the highest academic quality so that students, their families, our partners, employers, and the community know that the people, programs, value and overall experience of Sault College are exemplary, leading to a continuing cycle of positive transformation, both of individual lives and the larger society as a whole.

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

Enhancing Our Programs

JUSTICE STUDIES
STUDENTS MEET IN THE
NEW ACADEMIC WING.
2015 SAW A JANUARY
INTAKE OF POLICE
FOUNDATIONS AND
PROTECTION, SECURITY
AND INVESTIGATION.

Sault College delivers over 70 exceptional programs and is the largest deliverer of apprenticeship training in Northern Ontario. The College strives to maintain a relevant program portfolio that fills distinctive educational niches, fosters creativity and innovation, and reflects our regional uniqueness. Doing so creates learners who can respond to and embrace both the challenges and opportunities that an evolving job market and increasingly global workplace offer.

ENROLMENT UPDATE

Enrolment numbers for the 2014-2015 year indicated total enrolment at the College experienced a slight dip of approximately 3% over the past year, with 3,799 registered students compared to 3,900 reported last year, a testament to the shrinking demographics we are experiencing regionally. Despite this, the areas of Health, Aviation and Skilled Trades saw strong application demand.

Waitlisted programs more than doubled at the College since 2010, with growing popularity seen across

all schools. Among the waitlisted programs this past year were Aviation Technology - Flight, Digital Film Production, Bachelor of Science in Nursing, Practical Nursing, Occupational Therapist Assistant-Physiotherapist Assistant, Welding Techniques, Metal Fabrication Technician, Motive Power Fundamentals - Automotive and Advanced Repair, as well as Heavy Equipment and Truck Repair. In these cases, new sections were added or students were offered entry into comparable programs so that they could continue with an education at Sault.

Many students relocated to Sault Ste. Marie from other parts of the country and the world over the past year to further their studies, demonstrating Sault College's strong profile internationally as a preferred educational destination in Canada. Approximately 920 or nearly one in four of the overall students registered full-time or part-time in our postsecondary programs were from outside of Sault Ste. Marie and Algoma.

As outlined in the 2014-2015 business plan, a primary goal of the organization was to increase outreach efforts to applications for conversion. This goal was partially achieved as conversion



increased by 1% from 2014 to 2015 (from 25.7% to 26.7%). An enrolment conversion team was established to proactively address conversion activities. Another strategy that was initiated to increase conversion included the implementation of a formal alternative offer of admission process for students who were on waitlists.

INTERNATIONAL RECRUITMENT

Within recent years, much success and growth have been seen in the area of international recruitment. Below are some successes from the past year:

- An agent network was established with tracking and follow-up; the first-ever familiarization tour was planned for May 2015
- Increased pathway partnerships: 3 new partners in Toronto
- 70% increase in international applications over last year's applications

- Inventory of international marketing materials were reviewed and developed including: new posters, giveaways, banners, and brochures were designed, printed and published
- Online content and new web promotion for recruitment was completed (academicstudies.com)

JANUARY STARTS

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

Sault College once again addressed the growing needs of adult learners by offering a number of programs allowing students to begin their studies earlier in the year. As seen in previous years, the primary draw for many

January start programs tended to be the local and northern regional area for many programs.

The programs that were offered at Sault College in January of this year included:

- Adventure Recreation and Parks Technician
- Business
- Fish and Wildlife Conservation Technician
- Forest Conservation Technician
- General Arts and Science – One-Year program
- Natural Environment Technician – Conservation and Management
- Natural Environment Technology – Conservation and Management
- Peace and Conflict Studies (Toronto)
- Personal Support Worker
- Police Foundations
- Protection, Security and Investigation
- Pre-Health
- Public Relations and Event Management

ABORIGINAL EDUCATION

Sault College continues to be an educational destination for Aboriginal students from around the province and has identified Anishinaabek education as a key priority for the institution with a strong focus and mandate for Anishinaabek student success and inclusion.

In March of 2015, Sault College became the eighth organization in Ontario to sign the national Colleges and Institutes Canada (CICan) historic Indigenous Education Protocol which was developed in consultation with partners in Indigenous communities to reaffirm the importance of Indigenous education.

The spirit of the protocol is to support colleges' and institutes' commitment to Indigenous education and provide a vision of how we can strive to improve and better serve Indigenous peoples. The signing helps to ensure Sault College continues to develop relationships and works in partnership with all Aboriginal peoples in the province to better their skills and improve their participation in Ontario's labour market and economy.

ATHLETICS PROGRAMMING

The Athletics department continues to enhance student and college life in the areas of fitness, recreation, facilities and sport, servicing hundreds

of students on a daily basis. The new state of the art fitness centre continues to be a focal part of student life with additional group fitness classes being added each year.

With the addition of the new Student Health and Wellness facility on campus, the Athletics department worked to increase the awareness and recognition of the Sault College Cougars' brand image and its activities over the past year. The department actively promoted Athletics through the website and social media. Athletics also had a visible presence both internally and externally in the community with an open house showcasing the new space. A marketing intern was hired to assist in the facilitation of the brand image.

The department, along with traditional sporting events, was host to numerous college events including Convocation (Fall and Spring), which was moved back to campus, First Lego league, Vex Robotics, Sault College's Pow Wow, CYW Walk, along with various other SCSU events and college career fairs and open houses.

Athletics continued to recruit and attract highly ranked performance student-athletes to the College. Specific target markets for sports were developed and a database was created to monitor recruitment activity. In addition, qualified coaches were hired with definable recruitment strategies who introduced performance-based remuneration.

The past year also saw the Athletic program offerings grow with the addition of golf to the sport portfolio. In its first year of competition, the men's team captured OCAA Division II Bronze at the championships in late September. Jesse Hiddleston, Matt Mann, Issac Steele and Brandon Charlebois led the Cougars to the College's first-ever OCAA golf medal under the direction of veteran local golf coach, Dan Missere.

The reputation and performance of the Cougar teams overall was also enhanced this year. Sault College ranked third in the past five years in comparative numbers of OCAA sports, competing in four medals and provincial titles. Eleven total medals and five OCAA Championships were attained this year.

In curling, the Cougars continued to excel, winning the OCAA Championships in both men's and mixed division. The men's championship is the first consecutive win by a college team in any sport at Sault College and marks the third OCAA title for the Cougars in four years. Duncan Janveau, Aislyn Ireton, Sandy Toole, Josh Vanderburg and Kyle Sherlock from Sault College were all named all-stars for the championship.

The Cougar men's golf team made history this year in its inaugural year, capturing the College's first team golf medal with a Division 2 Bronze at the OCAA Golf Championship in Wildfire Golf Club in Douro-Dummer, Ontario.



JAMES SCOTT, NATIVE STUDENT COUNCIL PRESIDENT, DR. RON COMMON, SAULT COLLEGE PRESIDENT, PETER BERLINGIERI, CHAIR, SAULT COLLEGE BOARD OF GOVERNORS AND MARNIE YORCHUK, NATIVE EDUCATION AND TRAINING COUNCIL PRESIDENT, SIGN THE INDIGENOUS EDUCATION PROTOCOL

Both women and men’s Cougar Cross Country teams were ranked fourth and twelfth in Canada. The future for cross country is exciting as Sault College secured bids to host both the 2015 OCAA Championships and the 2016 CCAA nationals at Crimson Ridge, bringing hundreds of the best runners in both Ontario and Canada to our home turf in Sault Ste. Marie.

The Cross Country team competed in many meets this year including the Firebird Invitational at Kirtland and, for the third year in a row, the women’s team won the overall title. The men’s team placed second, making their first podium performance in Sault College history.

The Cougar Indoor Soccer teams excelled this year with the women’s

team narrowly missing qualifying for the OCAA championship, finishing third in regional play while the men’s team earned first place at the George Brown Tournament.

The sport of Cheerleading made a significant commitment to the sport in Sault Ste. Marie as they launched the Sault Cheer Academy – offering the sport to youth ages 8-18 in the city. The Academy had over seventy-five athletes in their first year under the direction of Cheer Coordinator and graduate of Sault College, Caitlyn Nelson. The College teams continued to represent at national university championships, taking home a silver medal at the Cheer Evolution nationals in February while our first Pom team took home gold.

Additionally, campus recreation opportunities for the student body were enhanced and expanded this year to deliver a diverse and vibrant campus recreation calendar. New campus recreation programming for the 2015-2016 school year will include the revival of ball hockey leagues, curling funspiels, tennis events and non-traditional sport opportunities like Tough Mudder.

LIFELONG LEARNING – CONTINUING EDUCATION

The past year was an exciting year for Sault College’s Continuing Education in the realm of unique programming.

2014-15 was the final year of three years for the Audneck Omni Kaning



JUNIOR CHEF CAMP PROMOTION

Carpentry Training Program. A total of 12 students, all from the community of Aundeck Omni Kaning on Manitoulin Island, successfully completed three levels of the Ministry of Training Colleges and Universities in-school training program for General Carpenter. The group is fully prepared to challenge the provincial Certificate of Qualification exam.

With \$365,000 in funding provided by the Ministry of Economic Development Trade and Employment, Sault College developed a three-week intensive program for youth interested in entrepreneurship. The project was implemented in seven Northern communities from East Algoma to Wawa that include four Aboriginal communities.

The Bushplane Heritage Museum and Ontario Works partnered with the creation of the Building Maintenance and Construction Program. Sault College developed this unique program

to support the re-entry of up to 48 trained students in Sault Ste. Marie. The program is based at the Busplane Heritage Center and is aimed for residents on social assistance. The participants of this program have experienced challenges with education and employment due to a variety of barriers. To date, six participants have completed the program with a total of twenty officially registered at present. Ontario Works funded the program until the end of December 2015 with the potential for renewal.

The Personal Support Worker - Blind River program, in partnership with the Algoma District Services Board, North Shore Tribal Council and the Elliot Lake Centre for Development, was offered at the Blind River Health Centre for students who live in Thessalon, Blind River and Elliot Lake area. The program began in March 2014 and students completed the program in December of 2015. All students were sponsored by

Ontario Works and North Shore Tribal Council. Seventeen students graduated from the program this year.

Fourteen new health and wellness programs were created this year. As well, two courses were offered to educate health and wellness professionals that work with individuals with chronic diseases. 'Bonefit' training was offered to 33 individuals and 'Heartwise' training was offered to 44 individuals across the province via Contact North.

Beginning in March of 2015, two pre-apprenticeship programs for Ontario Works clients began in Sault Ste. Marie, with close to \$600,000 in funding for the two projects in Heavy Equipment Mechanic and Cook with a total of 36 students. Each program began with an academic upgrading module, followed by sixteen weeks of apprenticeship curriculum and ending with a paid work placement.

The Anishinaabemowin Immersion program, in partnership with the Sault College Native Education Department and Seven Generations Educational Institute in Fort Frances, graduated 14 students; another 8 students graduated in partnership programming with Kenjgewin Teg Educational Institute in M'Chigeeng First Nation.

Distance education supported by the Ontario Learn Consortium continues to be a very strong program area for the Continuing Education department. Enrolment is increasing and the department has grown the number of courses hosted and managed for the consortium by a significant number. Along with this, a number of new online certificates were developed and are now available for registration,

including Palliative Care, Working with Dementia, and Project Management.

CONTINUING EDUCATION – JUNIOR PROGRAMMING

A number of junior camp initiatives were held including the Junior Chef Camp 4 Kids. The Junior Chef Camp, with a total of 72 registrants, were six one-week camps that engaged children in hands-on baking and cooking during the summer months, while learning healthy eating habits as well as kitchen and food safety practices.

Additionally, using the facilities and programs that Sault College has made available, a Professional Development Day Camp was held on campus with

44 participants that included activities related to Aviation, Outdoor Education, Nursing and Civil Engineering. A junior camp during the March Break allowed children in the community to enjoy a full week of programming including a healthy lunch in Odeno, the student-run campus restaurant.

MENTAL HEALTH INITIATIVES

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



PREMIER KATHLEEN WYNNE ANNOUNCES ADDITIONAL FUNDING TO EXTEND MENTAL HEALTH INITIATIVES AT SAULT COLLEGE

AN EVENT CELEBRATING KEY PERFORMANCE INDICATORS TOOK PLACE IN ESSAR HALL



GUESTS ENJOY THE ELEGANT DINING ATMOSPHERE FEATURED AT WILLOW, THE NEWLY REDESIGNED TEACHING RESTAURANT



STUDENTS WEAR "I LOVE SOMEONE WITH" SHIRTS TO PROMOTE MENTAL HEALTH ON CAMPUS

reflects the highlights related to these initiatives over the past year:

In January, Premier Kathleen Wynne visited Sault College to announce renewed support for a successful project at Sault College that further improved student access to high-quality mental health services. The province invested \$454,000 over two years to Sault College to extend the services the Mental Health Hub offers. In collaboration with other key local partners, the Mental Health Hub now includes resources from the Sault Area Hospital, the Canadian Mental Health Association, Algoma District School Board, the Huron Superior Catholic District School Board and St. John's Ambulance.

In addition to providing training and workshops for staff, faculty and students, the Hub was busy around campus working to increase student mental health and decrease stigma. Examples of ways in which this was done included: "stress less" kits that were given out, "I love someone with" shirts that were created and distributed, displays around different awareness days/weeks were set up, and St. John's Ambulance therapy dogs were brought in to help with the healing and stress-relief of students.

Members of the Sault College community also participated in the Defeat Depression campaign that provided hope and reduced stigma for people who are affected by depression. A movement that was nation-side,

Sault College participated by holding a very successful walk on the Health and Wellness track that saw large numbers of participants walking in support of this cause.

Another national event participated in locally included Bell's Let's Talk Day which saw clients of the Canadian Mental Health Association speak openly along with staff, students and community members about their stories and struggles in dealing with mental health to help build awareness and reduce stigma around mental health.

QUALITY ASSURANCE

With our commitment to providing a college-wide quality assurance and assessment program strategy that ensures we meet and exceed students' expectations as well as local, regional and global labour market demands, the Quality Assurance department prepared the College for Accreditation through Ontario Colleges Quality Assurance Service (OCQAS) in 2013-14. The auditors of the 2014 quality audit awarded Sault College with six out of six fully met criteria.

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

COMPARED TO 2014, KPI RESULTS FOR SAULT COLLEGE WERE THE FOLLOWING:

GRADUATE SATISFACTION
**INCREASED 3.2%
TO 86.1%**

EMPLOYER SATISFACTION
**INCREASED 2.7%
TO 89.6%**

EMPLOYMENT RATE
**INCREASED 2.6%
TO 85.4%**

OVERALL STUDENT SATISFACTION
**INCREASED 3.6%
TO 88.6%**

KNOWLEDGE AND SKILLS
**#1 IN THE
PROVINCE WITH
93.5%**

QUALITY OF LEARNING EXPERIENCE IN PROGRAM
**#1 IN THE
PROVINCE WITH
90.8%**

SERVICES
**#1 IN THE
PROVINCE WITH
81.3%**

FACILITIES
**#1 IN THE
PROVINCE WITH
88.7%**

Once again, students indicated that Sault College is the highest rated College in the province according to student satisfaction. An overwhelming 88.6 percent of Sault students are either satisfied or very satisfied with their overall experience at the College.

Each of the four survey-based Key Performance Indicators (KPI's) saw an increase in 2015 over 2014. Graduate Satisfaction increased from 83% in 2014 to 86% in 2015. Eighty-five percent of these graduates secured employment within six months of completing their studies. Ninety percent of the employers of these graduates reported being satisfied that the graduate was prepared with the knowledge and skills required to be successful.

INNOVATIVE APPROACHES

This year saw the implementation of the Sault College Curriculum and Faculty Enrichment (CAFE) Department. This department, which facilitates a culture and engagement of teaching and learning excellence for faculty and administration, was implemented as a pilot project for the 2014-2015 academic year. The project was two tiered with the first tier pilot implemented in Fall 2014 and the second tier to be implemented in the Fall of 2015.

As reflected in our Business Plan, Sault College offered the Sault Ste. Marie community the opportunity to experience students' exceptional culinary and hospitality skills through its newly redesigned and modernized teaching restaurant, Willow. The Willow

Teaching Restaurant welcomed patrons to an elegant dining atmosphere and featured a new, progressive and inspired menu.

In a celebration recognizing the joining of two of Ontario's premier colleges, Sault College, in partnership with Collège Boréal, signed a unique Memorandum of Understanding in Toronto this year. Surrounded by social justice and peace supporters at the official signing ceremony, the terms of the agreement outline the ways in which both Sault College and Collège Boréal will work together to jointly offer the Peace and Conflict Studies Program. This program is the only two-year diploma program of its kind within the Ontario community college system and will now be offered in both French and English. By making the move to Toronto for this program, students are enabled to gain access to a wider array of related global activities, advocacy work, social movements and peace organizations. The opportunities to partner with like-minded individuals are significant to ensure the continued growth of this program.

Sault College's Continuing Education program offered its popular Food Service Worker Certificate program online through Contact North this year allowing students from all over Ontario to register and attend classes in their home town. The newly condensed format of the program ran for eight weeks, giving students the opportunity to conveniently complete the certificate in a short amount of time, providing required training to work in long-term care institutions as well as become an effective member of a food service team.

General Arts and Science completed its program review of Liberal Studies and GAS-One Year Certificate. The review was presented to the Board of Governors and as a result, Liberal Studies experienced a name change. In September 2015, Liberal Studies will become General Arts and Science – University Preparation. This change of name reflects a variety of university pathways that have been established for students graduating from the two-year diploma wanting to continue with degree studies. The university pathways include such institutions as Lakehead University, University of Windsor, York University, The University of Guelph, Carleton University, Laurentian University, Algoma University, University of Waterloo, and Lake Superior State University (LSSU). A 15-credit transfer policy has also been approved by Algoma University for any student completing the General Arts and Science – One Year Certificate.

In addition, Sault College and Lake Superior State University, in partnership with Algoma Public Health launched the International Public and Environmental Health program in 2014. General Arts and Science - Environmental Health is a unique program that trains students to be future Public Health Inspectors and Registered Environmental Health Specialists with Sault College acting as the gateway to this field of study.

The terms of the agreement outline the ways in which Sault College students can go on to receive a Bachelor of Science Degree in Environmental Health at Lake Superior State University. Due to LSSU's status as an accredited program, graduates are eligible to apply for the Registered Environmental



GREG PERES OF THE SEARCHMONT SKI ASSOCIATION AND DR. RON COMMON SIGN A UNIQUE MEMORANDUM OF UNDERSTANDING BETWEEN SAULT COLLEGE AND SEARCHMONT SKI ASSOCIATION INC.

Health Specialist (REHS) credential through National Environmental Health Association (NEHA) and Protection Accreditation Council through the taking of qualifying exams immediately upon graduation. Interested students have the option of beginning at Sault College in the 2-year General Arts and Science - Environmental Health program and then transfer to LSSU to complete their degree in 3-years or students may choose to complete the entire program in 4 years at LSSU. As Public Health Inspectors are in short supply in northern Ontario, this program will give students from the north the opportunity to study, train, work, and live in the north.

CREATING THE ULTIMATE STUDENT EXPERIENCE

Extra-curricular activities complement the learning experience at Sault College to develop a well-rounded, socially



STUDENTS AT THE OPENING OF THE TENNIS AND BOAT CLUB

skilled and healthier student. Sault Ste. Marie is the gateway to world-class outdoor spaces with great adventure recreation options.

Another unique partnership that was created over the past year to enhance programming included a signed Memorandum of Understanding between Sault College and Searchmont Ski Association Inc. (SSAI). The terms of the Memorandum of Understanding outline the benefits for

both organizations to enter into the partnership. Sault College will provide programming expertise to SSAI in order to implement operational and developmental improvements to the Resort by providing valuable work, volunteer opportunities and placement experiences. In addition, the agreement provides student recruitment value for Sault College students through hands-on programming opportunities at the highest downhill ski slopes and

snowboard mountain elevations in the province, providing students with the education they want and more.

In return, Searchmont has worked to maximize the College life experience by offering full-time students proprietary rates on annual ski passes reflective of their partnership.

In keeping with the vision of Sault College to provide a transformative life experience through empowering those who study with us, the Sault College Tennis and Boat Club recreational facility, formerly known as RYTAC, located on the beautiful St. Mary's River in Sault Ste. Marie, has become an exciting new addition to the Sault College campus. The generosity of benefactors from the local community, the Dr. Lou and Mae Lukenda Charitable Foundation, came forward to pay for the costs associated with acquiring the property. A most generous recent gift to the College will benefit both the College's students and help to meet the recreational needs of the larger community.

Sault College's Natural Environment and Outdoor Studies programs, like all those offered to the students who study with us, place dual emphasis on academics as well as applied experiential learning. With the acquisition of the Sault College Tennis and Boat Club, new learning opportunities for students will include teaching concepts such as adventure, innovation, entrepreneurship, transformation, and integration with the natural environment. The new Tennis and Boat Club will also allow Sault College to continue to provide college students with meaningful learning experiences in their programming and

help students develop critical skills and capacities that are conducive to leadership and growth for positive change in the local and global workforce.

ENHANCED LEARNING

Students in Early Childhood Education, Social Service Worker, Social Service Worker-Native Specialization and the Child and Youth Worker program participated in the annual Duty to Report presentation this year. Local Children's Aid Society of Algoma employees spoke to students and presented important information about the Duty to Report legislation regarding reporting child neglect or abuse. Approximately 100 students participated in the valuable workshop.

Additionally, third year Child and Youth Worker students in Psychopathology received in-class SAFE Training (Suicide Awareness) Certification, which the Mental Health Hub delivered.

To increase awareness of the Sault College post-graduate diploma in Business Management, an internal marketing campaign was launched targeted to graduates of non-business programs encouraging them to consider extending their education at Sault College by enrolling in the Business Management post-graduate diploma program. The "One Year Stronger" campaign included a target marketing initiative for current Natural Environment Students, Electrical Technology, Motive Power, Welding, Aviation and Geographic Information Systems. The pilot campaign will be analysed and reviewed to identify areas of improvement and expansion

of targeted programs in the next academic year. The goal of the School of Business is to attract sufficient students (25) to deliver the program to a self-sustaining section.

The feature film "Standoff," shot in the Sault Ste. Marie area, allowed Sault College students, through an 'experiential learning' partnership, to secure work placements for two Hairstyling graduates, four second-year film students and fourteen first-year film students. Two of the senior students received full time placements with the film and the remaining students were paid an honorarium if they completed a third or more of the production.

In the area of the Natural Environment, Sault College's Forest Conservation Technician, Fish and Wildlife Conservation Technician, and Adventure Recreation and Parks Technician co-operative programs participated in many activities on St. Joseph Island over the past year including Deer Check, a program run in conjunction with the St. Joe's Island Anglers and Hunters Association. With this initiative, students weigh and age deer harvested during the annual hunt, assisting the Ministry of Natural Resources and Forestry with critical information in making decisions for management of the deer herd. In addition, students also participated in fascinating nocturnal owl surveys on the island to better understand owl populations in the area. The students then provided data gathered from their research and observations to the Ministry to further enhance research in this important area of study.

SAULT COLLEGE WELCOMED THE HONORABLE ED HOLDER, MINISTER OF STATE, SCIENCE AND TECHNOLOGY AND MP BRYAN HAYES TO CAMPUS THIS YEAR. THE MINISTER ANNOUNCED ADDITIONAL FUNDING TO SUPPORT PHASE 2 OF THE EXPANSION OF THE ROBOTICS LAB.



APPLIED RESEARCH CENTRE – ROBOTICS

Last year, the Natural Sciences and Engineering Research Council of Canada (NSERC) awarded Sault College with a nationally competitive grant under its Applied Research Tools and Instruments program (ARTI) to support the establishment of an advanced Robotics Lab at the College.

With this \$150,000 grant, the College was able to acquire two initial robots and simulation software for our new Robotics Lab. One of these included a full-sized, full-featured industrial robotic cell that is capable of performing industrial tasks including material handling, dispensing, machining, measuring, assembly, and welding. The other, a portable but



MARKETING CAMPAIGN FEATURING SAULT COLLEGE STUDENTS PROMOTING BUSINESS MANAGEMENT

full-featured industrial training robot is ideally suited for training and smaller sized applied research applications.

During the summer, the College established a partnership with Tenaris Algoma Tubes, who made a

significant financial contribution to the construction of the new lab. Tenaris also plans to collaborate with Sault College on applied research initiatives and acquire robotics training for their personnel.

In order to fully realize the true potential of this strategic asset, additional funding through FedNor and NOHFC was sought that would enable the acquisition, installation and integration of an additional six robots, as well as a robotic welding trainer and other auxiliary automation equipment. Sault College was successful in being awarded both funds for a total of \$800,000 that will support the phase 2 expansion of the lab and also a new professional resource who will have expertise in industrial robotics applications. These investments will pave the way to advance our College in the area of disruptive technologies.

The new lab, whose installed value is estimated to be over \$1.4 million, will provide our community with the ideal platform for collaboration in advanced manufacturing initiatives. This state-of-the-art facility will expand the College's capabilities in applied research and innovation, enable specialized industry training, and further enhance learning with the goal of producing the best possible graduates with advanced skills in the industry for the field of robotics in Canada. The impressive facility will also enable professional development of Sault College faculty and technicians as well as become established as an area where local industry can collaborate with our faculty, student researchers and technicians to simulate, test, and develop effective solutions to automation challenges.

CHILD AND FAMILY CENTRE

The Sault College Child and Family Centre (CFC) is a leader in providing ongoing instruction and development

for Early Childhood Education students, professionals and families through research and collaboration with the Sault College Early Childhood Education program.

Offering safe, affordable and inclusive childcare in Sault Ste. Marie, Sault College's Child and Family Centre opened its newest daycare facility on campus this year. The new site, operated by the College's well-trained and dedicated staff, is a welcomed addition to the current daycare centre located at 550 Northern Avenue (Prince Charles Public School).

Research has shown that offering on-site, affordable child care greatly enhances the post-secondary experience of adult learners who are parents. The Ontario Undergraduate Student Alliance (OUSA) published a new policy paper in 2015 examining the needs of mature students. The paper notes that mature students are an extremely diverse group and that mature students who support children and families face particular challenges. OUSA makes a series of recommendations in the brief, including post-secondary educators offering flexible service and childcare hours. The paper further recommends that the provincial government provide additional funding to support childcare space on or near PSE campuses to further meet the needs of mature students. Thus, the Sault College child care expansion is an important aspect of retention and success strategies for adult learners.

Made possible by the District of Sault Ste. Marie Social Services Administration Board, the expansion allows the daycare to facilitate space

for up to 62 children aged 18 months to 4 years old on campus. The Centre, which is open to everyone, received approval for year-round programming allowing the daycare to operate for 12 months of the year, with a capacity for 31 spaces from May to August. The fee to attend is \$36.00 per child per day, with subsidized spaces available for Aboriginal and non-Aboriginal families.

In addition to providing quality daycare programs, the Child and Family Centre at Sault College extended its services to before and after school care of school-age children, offering three such programs in partnership with the Huron Superior Catholic District School Board. St. Francis, St. Paul and Our Lady of Lourdes elementary schools are locations that offer students fun, educational programming run by qualified and trained staff.

HIGH SCHOOL STUDENT ENGAGEMENT

Connections with secondary school students also contributed to programming this year. High school students participated in post-secondary and apprenticeship training courses in high numbers, earning dual credits at an impressive rate. These dual credits, which can be applied to a student's college certificate or diploma, help students complete their Ontario Secondary School Diploma while customizing their learning and introducing them to the welcoming Sault College environment.

This year, high school students were given the opportunity to participate both locally and from a distance in dual credit options for a wide range of in

the College's Career Exploration and School College Connection projects. Strengthening ties with local and regional high schools has proven to be a highly successful endeavour. Earlier in their high school career, Specialist High Skills Majors for grades 11 and 12 also allowed high school students to take one college course as a reach-ahead opportunity. Courses were offered this year to 42 students in the areas of Construction (Concrete & Formwork), Hospitality & Tourism (Techniques of Baking - Basic), and Manufacturing (Machine Shop Fundamentals).

Alternative, outdoor education programs at White Pines and St. Kateri (St. Basil Secondary) sent 63 high school students to Sault College to enjoy two dual credits in Fire Management and Outdoor Equipment Certifications. These projects were taught by the College's Natural Environment and Outdoor Studies instructors and were very well received.

Two Aboriginal projects were offered to 26 students this year as they enjoyed taking Machine Shop Fundamentals and Kitchen Operations. These two courses allow an opportunity for college pathway exploration as well as much needed employability skills.

Ten high school students were introduced to the trades by participating in Sault College's Cook Level One apprenticeship dual credit program.

During the summer period, from July to August 2014, fourteen high school students also participated in a dual credit for Music and Pop Culture on campus. This successful project will run again in July of 2015 for 18 students.

Twelve hundred grade 8 students from local and district schools visited Sault College in May, 2014 for the College's third annual Grade 8 Tours in order to gain an awareness of the College and the programs we offer. Each student attended three workshops in the program areas of their choice. These visits also served to provide grade 8 students with the knowledge that they can participate in dual credits once they reach grade 11 and 12.

GLOBAL INITIATIVES

In alignment with the College's five-year strategic plan for incorporating community-focused projects into its curriculum, and to further strengthen students' learning experiences, one of the major requirements of the Global Citizenship course was to demonstrate how individuals can make a difference when they become active and engaged global citizens.

Working individually and in groups, students choose from a compelling number of projects with which to get involved, and then went about finding the most impactful way to address them. Sault College's Global Citizenship classes undertook a large number of student-run projects this year to raise awareness and support for over a hundred non-profits that helped strengthen these organizations.

One of the most exciting international projects took place with sixteen baccalaureate nursing students from Sault College embracing the unique opportunity to explore health on a global scale by participating in an international learning experience to Nicaragua. The nursing students

worked in a community located in the centre of the nation's capital, Managua, visiting communities with residents currently experiencing extreme poverty. The Nursing students played an integral role in advancing wellness through a variety of initiatives before the excursion including a partnership with the local Zonta club through the Days for Girls Campaign that saw hundreds of essential hygiene kits prepared for women of this and other developing countries. The Sault College's Nursing program travelled to Ottawa to accept the Canadian Bureau for International Education Panorama Award recognizing outstanding international education in their field.

Sault College, in partnership with Science Without Borders, welcomed 41 of Brazil's "best and brightest" students to campus and the community this year. The program, launched in 2011, was developed by the Brazilian government in response to the country's fast economic growth which is outpacing Brazil's ability to educate skilled workers in Science, Technology, Engineering and Math (STEM). The Brazilian government chose Canada as an education destination of choice due to its excellent education system and leading industry sectors, and Sault College was then selected as one of the esteemed post-secondary providers to these engineering students, who studied alongside Sault College domestic students and faculty.

Sault College also successfully completed the first year of an exciting three-year international initiative with the Samuel Jackman Prescod Polytechnic (SJPP) in Barbados. Chosen by this Polytechnic in a Canada-wide search for a provider of this training, Sault College



BACCALAUREATE NURSING STUDENT PARTICIPATES IN AN INTERNATIONAL LEARNING EXPERIENCE TO NICARAGUA

will develop labour market information, occupational requirements, training standards, curriculum, teacher training and marketing to assist the Polytechnic located in Barbados with developing a program in Renewable Energy and Energy Conservation. To date, a Labour Market study report has been completed and curriculum has been produced with 17 Barbadian teachers receiving training in Solar Photovoltaic Installation. The Polytechnic has in turn offered this new course to a total of 37 students as a result, and is working towards doing so.

The Sault College-SJPP partnership is part of a Canadian Government

commitment to the Caribbean region through the Caribbean Education For Employment Program (C-EFE). Funding for the C-EFE program is provided by the Department of Foreign Affairs, Trade and Development Canada (DFATD) and is administered and supported by Colleges and Institutes Canada.

In these ways, Sault College has certainly met our goal of maintaining a relevant program portfolio that fills distinctive educational niches, fosters creativity and innovation, and reflects our regional uniqueness in creating a better world through international partnerships, innovative approaches

to learning and applied research, and professional promotional and learning materials that demonstrate our organization's ability to deliver top-notch post-secondary education and training. The strong brand of Sault College in the field of post-secondary education continues to be recognized on a global scale, and the organization is benefitting from the impactful cycle of success with the notable achievements outlined here. We will continue to make our presence known on the international stage, and look forward to future partnerships that foster a world without borders for all students, staff and citizens.



SAULT COLLEGE IN PARTNERSHIP WITH SCIENCE WITHOUT BORDERS WELCOMED STUDENTS FROM BRAZIL TO CAMPUS AND THE COMMUNITY THIS YEAR



DR. RON COMMON, PRESIDENT, SAULT COLLEGE OFFICIALLY OPENS THE SAMUEL JACKMAN PRESCOD POLYTECHNIC AND SAULT COLLEGE RENEWABLE ENERGY LABORATORY

Investing In Our People

Sault College, known for our innovation and quality of services, has, at its core, our people, who have come up with new ideas to better us, developed needed services to empower and support students, and decided how to handle the various challenges that have been presented to us in an ever-changing landscape, thereby fuelling the organization's progress.

Working together to engage our students, one another and community members by fostering a culture of caring and excellence, our staff has increased retention and success for our diverse learners while continuing to build on the success essential to a pre-eminent post-secondary institution and leader in the province and the nation.

INVESTING IN OUR STUDENTS

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

CONVOCATION

Families and guests of Sault College's newest graduates came together to celebrate convocation in the Student

Health and Wellness Centre in three highly engaging and inspirational ceremonies over the past year. The first ceremony was held on Thursday, May 22, 2014, conferring students in the School of Health, Wellness and Continuing Education. The remaining two ceremonies took place on Friday, May 23, 2014, with a ceremony for graduates from the School of Community Services and Interdisciplinary Studies in a morning ceremony and the School of Environment Technology and Business in an afternoon ceremony. In total, there were 1,019 candidates for graduation from Sault College in 2014.

The keynote speaker on Thursday afternoon and Friday morning's ceremony was Nobel Peace Prize nominee Dr. Izzeldin Abuelaish, the Gaza Doctor, known the world over for his approach to peaceful resolution to the war in Palestine. Dr. Abuelaish received an honorary diploma in Peace and Conflict Studies from Sault College at Friday morning's convocation ceremony, recognizing his contributions to this field of study through his humanitarian work. The College also supported the Daughter's for Life scholarship foundation during the visit.

The keynote speaker for Friday afternoon's ceremony was Robert J.



DR. RON COMMON, PRESIDENT SAULT COLLEGE, PRESENTS DR. IZZELDIN ABUELAISH, THE GAZA DOCTOR WITH AN HONOURARY DIPLOMA IN PEACE AND CONFLICT STUDIES AT THE 2014 SPRING CONVOCATION

Deluce, President and Chief Executive Officer of Porter Airlines. Robert spoke of his experiences in the field of Aviation and the executive roles he's held in the industry, which were of particular interest to many Sault College's Aviation graduates, as well as others. Mr. Deluce is highly supportive of the College's flight program and was eager to meet our graduates as they crossed the stage to receive their diploma.

Five months after the spring ceremonies, friends and family came together once again to celebrate and recognize the academic achievements

of Sault College graduates at a fall convocation ceremony on October 17, 2014 held in the new Student Health and Wellness Centre auditorium on main campus. There were a total of 120 candidates for the fall graduation that conferred graduates in the Office Administration - Executive program, Esthetician, Hairstylist-Hairdressing, Personal Support Worker, Pre-Health, Practical Nursing, Fetal Alcohol Spectrum Disorder, Adventure Recreation and Parks Technician, Fish and Wildlife Conservation Technician, Welding techniques as well as various Continuing Education and Apprenticeship programs.

TECHNOLOGICAL ADVANCEMENTS

As outlined in the College's 2014-2015 business plan, a major goal was to provide a full range of innovative and emerging technologies that are accessible, secure and user-friendly and have a demonstrable impact on student success and the development of students and staff.

A transformational College initiative, the Enterprise Resource Planning Alliance (ERP) in partnership with Niagara College, is well underway. The ERP represents the deployment of new technology systems software

and processes for Sault College with Niagara College who has implemented the system successfully. The ERP Alliance between Sault and Niagara is the largest ERP system partnership of its kind in the Ontario College sector utilizing the PeopleSoft software package. By helping to streamline processes, ensure accuracy, foster collaboration and refine data, the ERP Alliance will move Sault College forward as we embrace best practices in our business.

At Sault College, the ERP system includes the Student Information System (SIS), Financial Information System (FIS) and the Human Resources Information System (HRIS). As partners, this collaborative ERP will enable Sault College to synergize business operations, drive continuous improvement, increase quality of services and allow us to focus on our key customer – the student.

Over the summer of 2014, the ERP project awarded the scoping and implementation phases to Deloitte. Deloitte has extensive experience configuring and deploying PeopleSoft in Higher Education including Niagara's original deployment.

Next steps include engaging in project preparation phase. This first phase, "Vision and Plan," will determine and define fit-gap as it pertains to installing PeopleSoft at Sault College. Once completed, project timeline, scope and resource requirements will be determined. All of the activity will

provide the foundation (Project Plan) for the PeopleSoft implementation. Expected completion for the project implementation is May 2017.

As the project progressed this year, many developments were communicated to staff via electronic communications including social media outlets such as Twitter @ERPAlliance, as well as the creation of a new ERP Intranet site for staff.

In other areas of technology, since 2010 when the College's social media outreach first began, the @SaultCollege Twitter account has grown to over 2,500 followers. The College's Facebook page reached well over 2,500 students this year and college supporters and our official Sault College YouTube channel had more than 80 videos posted with over 106,000 views in total. This strong presence has increased brand awareness of the organization, built trust with the public, and has allowed the College to tap into local and global markets to increase visible market presence as well as explore search engine optimization. Students have also used these social media platforms as a mechanism of communicating with the College and voicing their opinions and questions, to which timely responses were provided, with ideas and suggestions often undertaken.

This year, the popularity of the College's social media sites reached a new level when the External Relations team at Sault College won

VISIT US!



TWITTER.COM/
SAULTCOLLEGE



FACEBOOK.COM/
SAULTCOLLEGE



YOUTUBE.COM/
THESAULTCOLLEGE

the Chamber of Commerce Marketing Award recognizing a business that demonstrates a superior and novel marketing strategy to attract new business and retain repeat business through the creative use of limited resources.

STUDENT SUPPORT

A College orientation was held this year to improve retention rates. The focus was on connecting students to the College through a variety of orientation activities. Before the start of school, a number of themed orientation sessions were held. Students were welcome to attend as many workshops as they wanted, or even attend the same workshop multiple times which was common with the math/numeracy workshop. The first day of school included a welcome session, free lunch, meeting with faculty and an Information Technology information session. These sessions provided students with needed information on starting the

school year successfully. During the remainder of the week, there were daily activities, both social and academic, that made new and returning students feel welcomed and a part of the College community. Over 900 students attended orientation. Orientation sessions were also held once more for students beginning the school year in January with Student Services attending the program's first class to provide information and an orientation to the College.

Members of the Sault College Retiree family also hosted their annual Retiree dinner on campus. As in previous years, the retiree group made a significant contribution to the student food bank, generously supporting hungry students on campus.

The CICE Student Chapter also showed their support of this important College service by hosting a Silent Auction that featured local businesses within the community. Proceeds from this event were directed toward replenishment of the College student food bank.

ABORIGINAL EDUCATION AT SAULT COLLEGE

Native Education at Sault College is dedicated to providing Aboriginal students with support from the time they consider applying until the time they graduate and beyond. Our understanding of culture combined with our understanding of post-secondary education means that

we are well-positioned to provide assistance to the students we serve in what has become the fastest-growing population in the province.

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

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

In an effort to foster an atmosphere of social inclusion and safety, this past year the College was host to numerous events on campus

including well attended talking circles, traditional teachings, holiday activities, sweat lodges, full moon and water ceremonies and speaker events.

The Native Student Council and the Native Education Department at Sault College hosted these events including the ever-popular soup days each Wednesday that provided hundreds of students this year with free soup and nurturing. The Native student counsellors host this activity to get to know students and create a warm community environment that students continue to appreciate. Making this connection is vital to providing the best support possible for our student population, and food is often the link that brings people together.

Native student counsellors are part of the Student Services team delivering all services, both academic and personal, to students of Sault College. This year, Native student counsellors were standing by to provide support at the sweat lodges and talking circles as well as the free soup days. This outreach provided professional care in case issues stemming from these healing moments arose. A Transition to College program for Aboriginal students was also delivered in-community and Native student counsellors were invited to five communities throughout the North Shore where they travelled to deliver engaging and informative presentations preparing students to successfully attend college.

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

To further establish the College as a well-regarded and trusted educational destination for Aboriginal students from around the province, Sault College and our Native Education and Training Department came together over the past year to host a celebration Anishinaabe style with the hosting of our annual Pow Wow on campus.

This impactful and culturally empowering Anishinaabe celebration was held in the Health and Wellness Centre with the theme of love and

unity of all nations and the importance of working together for a stronger and healthier future for our generation and generations to come. The Pow Wow showcased Aboriginal singers and dancers in full regalia who shared their skill, cultural expression and Native traditions through dance and music.

The Pow Wow featured the Host Drum group Bear Creek from local First Nations and Old Ojibway Style from Michigan and Wisconsin were the co-host drum for the weekend. Other

THIRD-YEAR CHILD AND YOUTH WORKER STUDENTS HELD A DAY OF PINK AWARENESS EVENT HIGHLIGHTING THE NEED TO TAKE A STAND AGAINST HOMOPHOBIA, TRANSPHOBIA AND OTHER FORMS OF DISCRIMINATION



special guests included Barbara Nolan and Ted Recollet as Head Elders, Robert Stonepoint as Arena Director, Joel Syrette as Emcee, Will Morin as Head Veteran and Head Dancers Jan Ritchie and Cheryl Suggashie, both of whom are Sault College Alumni. New to this year's event, a fun dance-off with Mr. Bon Soo and Corby the Sault College Cougar in regalia took place on Sunday, February 15. There was also a free delicious feast for the community on Saturday evening. The event was truly a sight to see with visually stunning displays of dance and celebration.

It is in the ways outlined above that the College offers students a unique learning environment respectful of Aboriginal language, traditions, culture, values and worldview, thereby empowering students at the post-secondary level as well as the greater community.

INTERNATIONAL DEVELOPMENT AND DIVERSITY

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

Increasing world-wide student enrolment and seeking out student learning opportunities for Sault College international students remains a priority for the organization, and this was reflected in global activities over the past year.

In its third year, Sault College partnered with the World University Service Canada (WUSC) to bring a refugee to Sault Ste. Marie and Sault College to study this year. Further fundraising initiatives and activities were planned to ensure a long standing program of welcoming opportunities for higher education to those students whose educational opportunities would be virtually non-existent.

Throughout the year, a number of programs were completed that supported our diverse population and created a caring student-centered environment at the College. Sault College students raised funds and awareness of the WUSC program on-campus through a highly successful Ten Thousand Villages Sale as well as a Cheer for WUSC cheerleading event organized by Caitlyn Nelson, whose dedication to the event each year has been most admirable.

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

Keeping in line with creating a culture of inclusion for all, third-year Child and Youth Worker students enrolled in the "Working with Lesbian, Gay,

Bisexual, Transgender, Transsexual, Two Spirit, Intersex and Questioning (LGBTTTIQ) Children and Youth" course held a Day of Pink awareness event that included large displays, a photo booth and pledge wall, cupcakes/lemonade and nail painting to highlight the need to take a stand against homophobia, transphobia and other forms of discrimination. Partnering with Dawna Kinnunen, Chief Inspiration Officer of Yes You Can! Employment Consulting and Positively Charged Company, along with Accessibility North, the College provided students with a 3-hour workshop and certification in Accessible Customer Service Excellence. Students had the opportunity to apply the knowledge gained from the workshop one afternoon when Dawna's clients were invited to the College to visit the Spa for a special afternoon of pampering.

FINANCIAL AWARDS

Since students are the central focus of our college, we are doing everything we can to help them succeed. Financial support to attending post-secondary education is central to student success. This year marked the third annual President's Academic Excellence Scholarship Awards Night bringing together students that were recognized for their high academic achievement at Sault College.

The ceremony, held on campus, allowed the College to recognize the top first-year students who achieved

an overall grade point average of 4.0 and applied for the award. The more intimate setting allowed College representatives to present the awards and speak and congratulate the many recipients personally. Many students and their families expressed how grateful they were to have the College honour them in this way.

Another way in which Sault College recognized students who worked hard to succeed at school and in our community was through the 42nd annual Sault College Scholarship, Bursaries and Awards (SBA) event held in March, 2015, honouring 240 top students in their programs. The annual event brought more than 100 donors, students and their families together in a celebration of thanks to the donors for their ongoing support. During the 2014-2015 academic year, \$1.8 million was distributed to approximately 1,900 students, a phenomenal record of achievement given our College's size.

Scholarships, bursaries and awards comprise three valuable resource pillars available to students who are studying at Sault College. This support and recognition provides accessibility to those who may not otherwise be

able to continue with their education. It is also encouragement for students to succeed in meeting their career goals, recognition for those striving for academic excellence and an acknowledgement of students being dedicated to achieving their personal best, all of which are an important interplay of financial support and recognition of our learners.

EMPOWERING PARTNERSHIPS

Improved outreach to the workplace helps to ensure student success upon graduation. To this end, hundreds of exhibitors, including local and provincial employers as well as community agencies, came together in the new Health and Wellness building for the College's highly successful annual Job Fair held on campus. This past year, over 65 exhibitors arrived to the College to participate in the event including local, provincial and national employers from the health care, social services, hospitality, financial services, law enforcement, construction, trades, and technology sectors. They met with students, alumni, and members of the community were on site throughout

the day to accept résumés and offer valuable advice to the students and graduates who sought them out.

Twenty students in the Office Administration – Executive program were placed with local community organizations as part of the four-week career experience placement held in August, 2014. Placement locations were varied and included government offices, small businesses, and large corporations, a major waterfront redevelopment project – Mill Market and Mill Square, as well as the College. The placement students did very well, and a number of placement employers expressed interest in hiring the students. Most of the graduates secured full-time employment as a result of their training and efforts.

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



HUNDREDS OF EXHIBITORS CAME TOGETHER TO PARTICIPATE IN THE ANNUAL JOB AND CAREER FAIR HELD ON CAMPUS



LEO TIBERI, VICE-PRESIDENT ACADEMIC AND RESEARCH, CONGRATULATES STUDENTS AT THE ANNUAL PRESIDENT'S ACADEMIC SCHOLARSHIP AWARDS NIGHT

INVESTING IN OUR STAFF

Students say that our people are great because they are. Our faculty and staff are the ones who teach our students and create and deliver critical services closest to the reason for our existence – our students. As such, each employee is a valuable contributor to the learning experience we provide to our students at the College. Through harnessing the engagement, enthusiasm and commitment of our staff, we can create a culture of life-long learning and growth for all learners, including our staff.

OUR LEARNING ORGANIZATION

As a means of investing in our employees and to expand and enhance learning options for employees, Human Resources successfully presented the annual Spring Professional Development Series for staff. The exciting line-up of seminars and training sessions was designed with topics aimed at engaging everyone, and based on past suggestions from the staff. Over 400 attendees participated in a variety of engaging professional development activities in the spring of 2014.

As an educational institution, investing in our staff through providing professional development opportunities and inspiration is essential. The Sault College Communicators is another aspect of professional development available to staff, students, and alumni of the College, who learn and network alongside those from the wider community. Now in its third year, this campus club continues to expand and is a noted success.

HEALTH, SAFETY AND WELLNESS

The Health and Safety for our employees is taken very seriously in our organization and Sault College has been commended by the Ministry of Labour for our commitment to embracing changes in the health and safety culture, having led by example. In doing so, the Joint Health and Safety Committee (JHSC) of Sault College continued to meet monthly over the past year to address issues relating to keeping the College a safe place for everyone. Employees from across the organization who are on this committee also do regular monthly workplace inspections across the organization in worker-management pairs to identify risks or hazards and prevent injuries to workers. The committee works harmoniously at monthly meetings with engaging discussions on how to best work together and be pro-active in the areas of health and safety for the organization.

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

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

The Health Support and First Aid Centre of the College was successful in securing a doctor on site one day a week to provide medical services to students, which has been positively received by the students as it greatly enhances their ability to have examinations and other services done quickly and easily. The College also has a massage therapy clinic once a week on a fee-for-service basis for anyone



STAFF ACKNOWLEDGED AND RECOGNIZED THE CONTRIBUTIONS OF MATTHEW MACMICHAEL THIS YEAR FOR HIS DEDICATION TO OUR COLLEGE

interested, including staff and students. Massages are conducted on-site in the relaxing and private spa rooms in the Esthetician area.

RECOGNIZING OUR PEOPLE

To celebrate the employees who have dedicated years of service to the College, and to recognize important contributions given by each employee, the annual Service and Retiree luncheon was held in the second week of June of 2014 before most faculty left for the summer.

The Service and Retiree Luncheon honours those who have given of their time and expertise to help better the College. Retirees in attendance are welcomed as they return to the College for a reunion, and new retirees that will be joining them are celebrated, as well. The Northern Lights Employee Excellence awards are also given out at the event to those employees who

have gone above and beyond in their service to the College and our students.

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

The loss of students, colleagues and friends from our daily lives at Sault College is always felt significantly. At our very well-attended annual Remembrance Day Service, the College uses the opportunity to remember and share the moments of joy and achievements, challenges and difficulties overcome with students, employees, retirees, and veterans. The service, officiated each year by Reverend Philip D. Miller, remembers those who the college community has lost in the previous year as well as recognizes that in the end, it is

human relationships that matter most. Staff members greatly appreciate this ceremony and always come together in large numbers to reflect on those who have passed the previous year. A dedicated retiree volunteer, Carol Coutu, carefully assembles a Memory Book with the photos and names of those who have passed each year so that they are remembered into the future. The name of each person in the College community who has passed over the last year is then called out as they are recognized, and wreaths are laid in their honour to remember them.

In all of the ways above, Sault College supports and encourages the staff without whom the strategic priorities and mission of the College could not be reached. These individuals have helped our organization embody greatness, and we recognize and celebrate their achievements and are grateful to them for inspiring us to go further than we ever have before.

Connecting with Community Partners

Over the past year, the support of our partners, industry and communities was central to our success. The 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.

STUDENTS AND STAFF
RECOGNIZE SAULT
COLLEGE'S SUPPORT OF
ENTREPRENEURSHIP WITH THE
CEO OF START UP CANADA,
VICTORIA LENNOX VISITING
CAMPUS AND DELIVERING AN
EMPOWERING PRESENTATION

COMMUNITY ENGAGEMENT

Many staff members of Sault College served as volunteers and offered their expertise on various boards throughout the community over the past year. Some of these boards included the Historic Sites Board, the Canadian Mental Health Association, Economic Development Corporation, Community Development Corporation, the Bushplane Museum, the SSM Innovation Centre, Chamber of Commerce, Searchmont, and more. This outreach provides leadership development for all involved, as well as provides opportunities for members of our staff to give back by volunteering their time and insights in strengthening the greater community.

This year, Sault College marked the annual Geographic Information Systems (GIS) day on November 20, 2014, by partnering with the Sault Ste. Marie Innovation Centre. The organizations marked the occasion by holding an exhibition for both the public and students from local high schools to learn more about GIS and its various applications. This event showcased how local professionals are using GIS to enhance their work, as well as highlighted career opportunities that are available in the field. Local high school students from Geography, Information Technology, Civics and Careers, and Co-op classes were invited to attend various planned activities at Sault College related to the event. GIS and Geography professionals and educators were also invited to give presentations to those in attendance

and a hands-on GIS lab demonstration showcased up-and-coming trends in GIS.

The Sault College Youth Entrepreneurship Skills (YES) Project, in partnership with the Ministry of Economic Development, Trade and Employment, also held its Entrepreneurship Fair on campus this year. The Entrepreneurship Fair highlighted close to 20 exhibitors from the community who offer business and related support services to young adults wanting to become self-employed and start their own product or service-based small business ventures. Start-up success stories were highlighted at the event through the use of short video presentations produced by recent graduates and entrepreneurs of the program.



To recognize Sault College's support of entrepreneurship, the CEO of Start Up Canada, Victoria Lennox, also visited campus this year and delivered an inspiring presentation. Nevin Buconjic, lead of the local Start Up Sault chapter also attended and presented an update on local opportunities and activities, Sault College was acknowledged for our on-going support of entrepreneurship and the creation of a healthy innovative ecosystem and culture on campus which extended to the larger community.

Close by in the Culinary area, Sault College Hospitality Management student, Samantha Reed, and Culinary Management student, Jonathon Armstrong, were each presented with a \$500 cheque from TD Canada

Trust at the annual Chamber of Commerce Take Five event. The Take Five networking event included serving a host of gourmet appetizers and desserts to a sell-out business crowd in Sault College's newly redesigned and modernized teaching restaurant, Willow. Guests were given the opportunity to taste the refined and contemporary palate of flavours that the new Willow Teaching Restaurant offers. As the title sponsor for the Take Five event, TD Canada Trust takes this opportunity each year to recognize the academic performance of two students who excel in the Culinary and Hospitality programs.

As part of the Office Administration Executive Program's Event

Management course, students organized, planned and implemented various events for community members. Students worked in teams of five with an operating budget of only \$60 to deliver a variety of programs.

The Sault College Physiotherapy Clinic, a teaching facility for Occupational Therapist Assistant and Physiotherapist Assistant students, was opened to the public once again this year. A Registered Physiotherapist was onsite to perform assessments and to supervise students at the clinic. All sessions took place in the Physiotherapist lab on campus. The clinic provided experiential learning for students as well as provides a fieldwork placement for students on campus.

INCREASED PATHWAYS

To further maximize emerging opportunities and to contribute to the development of the North while realizing the objectives of a new vision for post-secondary education, Sault College has been working in collaboration with all Northern Colleges to develop strategic advertising and promotion outreach to southern Ontario markets and bring students to the North to study via all media formats. The overall outcome of the “Study North” initiative is that students will study and stay in the north, further contributing to a positive economic impact as well as increased numbers of trained professionals and talent. Through this partnership, a broader range of learning opportunities and supports to residents and communities of Northern Ontario will be provided as well as the development of an integrated training and employment strategy.

Environics Analytics was employed to assist in better understanding the intended target markets and assist in identifying population segments which would be highly receptive to the Study North Initiative (SNI) option for post-secondary education. Using a vast network of data bases Environics Analytics supplied a very detailed overview of the GTA and Toronto in terms of demographic segmentation. The research has revealed key demographic groups and highlighted geographic areas which will be used for recruiting prospective students.

In its second year, the SNI continued its work with TWG Communications to launch the brand. Working in collaboration with the SNI hiring committee, TWG Communications undertook the hiring of three SNI recruitment personnel. All three SNI recruiters have strong personal knowledge regarding northern Ontario and the value of receiving a post-secondary education in the north. All three recruiters are on the ground and engaged in establishing contact with guidance counsellors at Toronto and Toronto area secondary schools. Another employee – a SNI Employer Liaison Officer position will be hired to assist northern Ontario colleges graduates find employment opportunities here in the north.

Sault College has also established ongoing collaborative relationships to explore new opportunities and innovative partnerships to address unique labour market and educational needs in the North. Northern Ontario colleges share similar socio-economic characteristics. Six northern colleges are working together to expand access to in-demand programs and improve student access to education in the North through the Northern Colleges Collaborative Programming Project (N CPP).

The N CPP aims to help the colleges streamline resources to ensure long-term financial stability. In addition, the colleges use their proven experience in technology-enabled learning to provide more students with access to post-

secondary education and improve the quality and efficiency of administrative and service delivery such as IT, program scheduling, curriculum generation and registration functions. The student-focused initiative will help contribute to the development of the North and improve the student experience, while realizing the objectives of a new vision for postsecondary education.

COMMUNITY INVOLVEMENT

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

Project ALLY, or Aboriginal Leaders Liberating Youth, is an annual event created and hosted by faculty and students in the Social Service Worker - Native Specialization (SSW-NS) program at Sault College to develop community capacity and promote healing and wellness. Close to one hundred Aboriginal youth ages 11-17 were paired with influential Aboriginal role models from the community. The well-

attended fun evening of empowerment included SSW-NS students facilitating the creation of sustainable, supportive mentor-type relationships. The project began in 2014 and was developed in response to an increasing number of stories of suicide, racism, bullying, low self-esteem, cultural identity loss and other historic trauma impacts Aboriginal youth in our community face.

Another compelling class project at Sault College is now in its fifth year. The Shadows of the Mind Film Festival hosted by Canadian Mental Health Association partnered with the College's Child and Youth Worker program to successfully present

the "Pre-Shadows of the Mind Film Festival." The pre-screening event which aims to raise money for the Child and Youth Worker (CYW) program's annual We All Love Kids (W.A.L.K.) event raises funds for community-based organizations providing service to children. The opening night gala was held at Sault College, and treated supporters to a delicious meal that the Sault College Culinary and Hospitality students had prepared. Additionally, Sault College Digital Film Production students participated in the festival by screening a collection of short films. The screening entitled "Reel Northern Flicks" was a welcomed addition to the festival.

Later in the year, Sault College's third-year students of the CYW Program hosted the successful and well-received 15th annual "We All Love Kids" W.A.L.K. Proceeds from this year's W.A.L.K. supported the White Pines Alternative Outdoor Education Program, an experiential and outdoor learning program tailored to at-risk youth ages 12-18, was this year's recipient of the funds the College students raised. The Alternative Outdoor program was designed to create a learning environment conducive to the needs of at-risk youth and provides support assisting youth with obtaining the credits necessary for graduation. Throughout the years, the efforts of the



CHILD AND YOUTH WORKER STUDENTS PARTICIPATE IN THE ANNUAL WE ALL LOVE KIDS (W.A.L.K.) EVENT WITH PROCEEDS SUPPORTING THE WHITE PINES ALTERNATIVE OUTDOOR EDUCATION PROGRAM

CYW W.A.L.K. has raised a total of over \$90,000 for services and organizations that cater to helping children, youth and families in Algoma.

In their post-secondary program, the Peace and Conflict Studies students at the College have learned that extensive participation is required to get involved and improve one's community. The program brought the world to Sault Ste. Marie as students hosted a Ten Thousand Villages Sale on campus. The sales from this event exceeded \$12,000 with all proceeds directly supporting artisans partnered

with Ten Thousand Villages, the oldest and largest Fair Trade Organization in North America. In addition, 10% of all proceeds directly supported the World University Student Refugee program at Sault College. Students invested in the lives of artisans around the world by selling exquisite handcrafted gifts and home décor. Every handcraft at a Ten Thousand Villages sale has been given life by the hands of a skilled craftsperson and reflects the traditions and creativity of its maker.

The Esthetician Program and Hairstyling Program at the College teamed up with

Crime Stoppers to present "All Dressed Up," a community-minded initiative that focuses on building positive self-esteem with the youth in Sault Ste. Marie and surrounding area. For some members of our community, graduation can be a financially difficult and stressful time of year especially for parents and their children. In an effort to help all graduating students to happily anticipate and enjoy this very important milestone in their lives, students and faculty worked with Crime Stoppers to ask people to donate any gently used formal dresses, shoes or accesso-

HAIRSTYLING STUDENTS AND FACULTY PARTICIPATE IN THE SAULT COLLEGE HAIR'S TO YOU FUNDRAISING INITIATIVE IN SUPPORT OF CANCER PATIENTS AT PAINT AND DÉCOR CONCEPTS



ries to the Spa at Sault College. An Expo was then planned for March when “All Dressed Up” donations were displayed to graduating students to choose from, as well as gift certificates from the Spa at Sault College and Hairstyling Salon to pamper and prepare these young women for their graduation day. Participants commented on how this was a memorable and impactful experience for the youth in our community.

Sault College’s Hairstyling program gives students the necessary skills to be successful in this creative, exciting and artistic field while making an impact in the lives of others. Every year, the program organizes an annual hair donation clinic in which students, under the leadership of their professors, assist clients living with cancer find wigs and other types of headwear when they lose their hair. The program’s partnership with Sault Area Hospital cancer clinic provides wig services, which include fittings, styling, and monthly maintenance. The Look Good Feel Good program has our College’s technologist Ann Wright volunteering her time to educate and present wig information to patients.

This year, the Hairstyling program launched a very successful “Hair’s to You” fundraising campaign raising over \$7,200 towards the purchase of new wigs. An information day was hosted in June in Sault College’s Essar Hall that raised awareness on the College’s wig clinic. Funds for the Hair’s To You project were also collected through money jars in participating businesses

across Sault Ste. Marie. The local Cancer Society rose to the challenge and donated three new human hair wigs from a sponsor (Pantine) to the College’s wig collection. WinMar Sault Ste. Marie presented a cheque in support of the clinic and Paint and Décor concepts hosted an event with its valued customers that featured HGTV’s Jane Lockhart that had proceeds go towards supporting Sault College’s wig clinic. Because of the tireless efforts of Sault College’s Hairstyling program, 30 wigs in various colours and styles were purchased from monies raised including an expanded line of men’s and children’s wigs.

In addition to this extensive fundraising campaign, Hairstyling students continued their work with seniors in the community providing complimentary services in the Algoma region. Algoma Manor provided transportation and lunch for students to enable them to provide hairstyling services for their residents on-site, in a healing and affirming experience for all generations. Students in the Hairstyling program also offered their services free-of-charge to various local stage productions including Phantom of the Opera and Jesus Christ Superstar providing creative hairstyling services for both productions.

After those campaigns, students in both the Hairstyling and Esthetician programs partnered together to participate in the Y.M.C.A ‘Girlz Just Wanna Have Fun’ Program with Algoma Public Health. Sault College students

worked with preteens in the Young Parent Connection program throughout the year to build a positive self-image through skin care and nail care techniques and provided a glamour day at the end of the program.

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

During the school year, the Public Relations and Event Management (PEM) class organized the “Marquee” as part of the 2015 Bon Soo Winter Carnival. Now in its third year of partnership, the “Marquee,” an outdoor performance stage for local artist and performers to showcase their talent and represent their art, was held at its new location at Mill Square on the waterfront with some impressive performances including dance routines, live music, DJ sets, and beat boxing. The partnership between Bon Soo and the PEM program gave students an opportunity to put their classroom learning to the test in a live event. The students were responsible for researching, designing, planning, coordinating and evaluating the event, while receiving valuable hands-on experience in event creation and implementation for their future portfolios.

In other parts of the city, Justice Studies students participated in Crime Stoppers Community Safety patrols in the downtown area ensuring community safety and well-being. With the presence of these students, there has been a notable decline in instances of crime and an increased sentiment of safety and community in the downtown area while giving our students hands-on experience in public safety and developing positive relationships with citizens.

On October 10th, close to 300 Social Service Worker students partnered with the Canadian Mental Health Association and the local clubhouse: Hope House, to STOMP out stigma, and raise awareness about mental health and the role of Clubhouses. October 10th marks worldwide Mental Health Awareness Day, and to celebrate, students and clubhouse members performed a 'flash mob' dance in the Common Link, and delivered a speech about the value of mental health, and how reducing stigma contributes to healthier communities. The Flash Mob was part of a national event aimed at raising the awareness of Clubhouses across Canada and to break the stigma of mental health. It was the first time in Sault Ste. Marie, and was deemed a huge success by the organizations, students and Clubhouse members involved.

Free Personal Income Tax preparation for seniors was part of Sault College's Accounting Diploma program initiative to provide hands-on experience to

students in processing tax documents while assisting seniors with limited income through this free service.

Professors in Sault College's Civil and Construction programs hosted area elementary school students for a Professional Development Camp. Working in groups, the students designed and built an "egg transporter" to safely carry an egg from the exterior mezzanine of the College to the ground level in E-wing. Students were allowed only paper and masking tape and were given a time constraint. Professors oversaw the launch of the transporters and inspected the packages to determine if they were structurally sound. Over 50% of the designs succeeded and all students had fun learning in the process.

CARING CAMPAIGNS

The College continues to give back in many ways, with our students learning the value of being engaged community-minded citizens.

Trades students partnered with the local Soup Kitchen in a meaningful community event. Sault Ste. Marie's Soup Kitchen is especially busy during the holiday season with food drive donations pouring in. With the help of Sault College Construction students in partnership with Home Hardware, shelving units were reconfigured and installed in The Soup Kitchen to help accommodate food donations. Students and staff from Sault College's

Construction Carpentry Techniques, Residential Construction and Civil Engineering Technician Program donated their time to create the shelving units while Home Hardware generously donated all of the material for the project.

Trades students partnered with the United Way to deliver another impactful community event. The annual "Day of Caring" project involved students and faculty members assisting seniors in their homes with reducing their energy/ or utility costs. Clients of the unique and worthwhile project were chosen on the basis of their need for lower energy costs. For this charitable event, community businesses were asked for their support for materials to use in the repair of the senior's homes. The materials were generously provided free-of-cost, while Sault College students spent the day working to help seniors on designated homes throughout the city. Some projects included caulking windows, raking and bagging leaves, and showing homeowners how to properly set programmable thermostats. Culinary and Hospitality students also participated by feeding the volunteers for the "Day of Caring."

In addition to partnering with the United Way for the Trades Day of Caring, Sault College staff participated in a successful fundraising initiative for the annual United Way campaign. The total amount pledged from Sault College staff was \$13,926, up from last year's donation of \$12,259.



LOCAL HIGH SCHOOL STUDENTS PARTICIPATE IN THE NORTHERN ONTARIO VEX ROBOTICS COMPETITION REGIONAL QUALIFYING EVENT AT SAULT COLLEGE

APPLICANT OUTREACH

Sault College worked cross-functionally on contact and recruitment strategies with high school students and elementary students over the past year to provide seamless outreach. Some examples of the ways this was done include:

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

each day a draw was held for a student to take home an ipod to increase excitement and engagement in the event.

For Inspiration and Recognition of Science and Technology (FIRST 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) "World Class" Challenge to Sault College again this year. Through extensive research and building a LEGO® MINDSTORMS® robot, the "World Class" challenge, called on young teams to research and present their own creative solutions to one of today's most relevant topics: the future of learning. With missions

that included pushing a lever to open a door to learning, moving an idea outside of the box, loading a model with knowledge and skill loops, and more, teams programed their LEGO MINDSTORMS® robots to solve a set of missions on an obstacle course set on a thematic playing surface.

In addition, middle school and high school students throughout the Algoma District participated in the second annual Northern Ontario VRC Regional Qualifying Event at Sault College. Twenty teams from 6 schools came together for a non-stop, action-packed day of competition, where they battled against each other using robots created from the VEX Robotics Design System. Participants competed in the "Sky-Rise," developed by VEX Robotics Inc. and the Robotics Education and Competition Foundation, leaders in educational and competitive robotics.

Sault College also delivered the ever-popular 25th Annual Bridge Building competition this year. Bridge building is a fun way of introducing youth to the world of civil engineering. Celebrating a quarter of a century of success, the event was held in partnership with a large number of local, provincial, and international organizations, including the Sault International Bridge Administration, the Ontario Association of Architects (OAA), Professional Engineers Ontario – Algoma Chapter (PEO), Rotary Club North, and OACETT – Ontario Association of Certified Engineering Technicians and Technologists, as well

as the School College Work Initiative (SCWI). The College recruitment staff ordered, assembled and sold hundreds of balsa wood bridge kits to elementary school and high school students for the event. The recruiters also booked and conducted numerous informational clinics on constructing strong and sturdy bridges for 400 elementary students at 9 different schools along with College civil engineering professors. Many local schools have incorporated the annual contest into their bridges and structures curriculum. Winning students were treated to a special visit at their school by Corby the Sault College Cougar. As in previous years, the popularity of the event has continued to grow, with the Mayor present to launch this year's competition.

HOSTING PARTNERSHIP EVENTS

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

Sault College professor Florencia Carlino co-organized, along with Tenaris, the Sault Latin Wave Film Festival at Sault College in September. The Festival brought visitors from the community to the College's Multi Media Centre. Five independent films were screened from four Latin American countries plus five short films from Sault College student Justine Chalykoff (graduate of both General Arts and Science and Adventure Recreation Technician, and current student of Digital Film). The community also had the opportunity to debate current political issues in Mexico with Carlos Rossini, director of the film *The Mayor*, and to learn what it means to make independent films in Latin America. Florencia invited four students from three different programs to work in the promotion and organization of the event, generating student work and service learning opportunities for them.

Another successful event in which the College donated its space and resources was hosting the 8th annual Seedy Saturday in March. Held in Essar Hall, the event invited community members into the College to share gardening tips, heirloom seeds and more. Local environmental, food security, gardening organizations and vendors were on hand to answer gardening questions and pertinent issues involving food. The event was extremely well-attended, with hundreds of community members from across the region visiting the college to learn more about these important

topics. The hosting of this event strengthened the college's ties in the environmental area of study, as well.

Passport to Unity and Citizenship Immigration Canada welcomed 50 new Canadians at their annual Canadian Citizenship Ceremony held in Sault College's Health and Wellness Centre. Additionally, a number of workshops were held at Sault College as part of the annual event. The evening culminated with a comedy show hosted in partnership with Sault College Native Student Council.

A new community event aimed at sparking an interest in Science came to Sault Ste. Marie this year. In partnership with Science North, the Sault Ste. Marie Science Festival – the only festival of its kind in the area, was an all ages festival that offered an opportunity to celebrate science in a fun and welcoming setting. The week-long event highlighted science and technology through several activities including a Science Café, a VIP event for Science professionals, science for seniors, ARTIE, an adult night event and a Family Science Carnival. Festival partners included Algoma University, Canadian Bushplane Heritage Centre, Entomica, Invasive Species Centre, Sault Ste. Marie Innovation Centre and Science North.

In all of these ways, Sault College recognizes the degree to which our partners are intrinsic to the successful execution of our strategic and operational plans. By collaborating



LOCAL COMMUNITY PARTNERS ALONG WITH SCIENCE NORTH CAME TOGETHER TO PRESENT SAULT STE. MARIE'S FIRST SCIENCE FESTIVAL, AN EVENT AIMED AT SPARKING AN INTEREST IN SCIENCE

with members of the community and industry like those outlined above, by seeking out their guidance and support, by finding ways to tap into their expertise and by listening and responding to their needs, we will continue to increase the presence and impact of the College in our community in impactful ways.

Building a New College

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

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

Reinvesting in our buildings and campus has enabled Sault College to better compete with other institutions in terms of appealing state-of-the-art learning and communication technology and quality of space. The exciting developments around the grounds of our college reflect the progress being seen in programs, people and partnerships as we grow the organization and contribute to the community.

HIGHLIGHTS OF CAMPUS ENHANCEMENTS

On September 3rd, Sault College opened the doors to its NOHFC funded – Industry Production Hub. The renovated ULearn building has

evolved into a multi-office space for visiting feature film productions. A temporary summer space allowed the College to welcome two films during the summer months with the first official tenants on the feature action film “Standoff” starring Laurence Fishburne. The space has fit a need in the local industry for a purpose built Production Office in a central location. Having these crews on campus improves the industry link for students and graduates and provides valuable experiential learning opportunities. Input from individuals involved in the film industry was included in the design of the space. The renovation included mechanical, electrical and architectural enhancements and provided an open concept area as well as private offices for staff while filming. The project was completed in August of 2014.

In addition to the Production Hub, the Digital Film Production Program opened its new Post Production suites in G-Wing. These five individual suites include six Mac Pro systems for editing,

sound mixing, music/voice recording, colour correction, title design and basic visual effects. In addition, the newly renovated and expanded G2000 Mac Lab/Classroom opened in September for all of the Media and Design students.

Through the Apprenticeship Enhancement Fund from the Ontario government, various upgrades were made to campus that included:

- Cook Trade Project: replacement of obsolete equipment in kitchen lab cooking stations that cook apprentices use for hands-on training
- Electrical Trade Project: purchase of equipment for the electrical labs in order to expand their functionality for hands-on training for electrical apprentices
- Hairstylist Trade Project: purchased stylist stress mats for student workstations in the Salon and upgraded equipment hairstylist apprentices use for hands-on training
- Ironworker Trade Project: replaced obsolete Hydraulic Sheet Metal

- Shear in the welding shop that apprentices of the Ironworker, Plumber, Steamfitter, Automotive Service, Truck and Coach/Heavy Duty Equipment Technician trades use
- Motive Power Trade Project: replaced aging shop equipment that apprentices in the Automotive, Truck and Coach/Heavy Duty and Small Engine/Marine shops use
 - Plumber/Steamfitter Trade Project: replaced obsolete plumbing and steam fitting equipment that apprentices use with up-to-date equipment

ADDITIONAL ENHANCEMENTS

As part of our ongoing roofing program, the Stores and Maintenance Shop roof was replaced. This roof was identified as one of the critical areas needing to be addressed. The project was completed at the end of September 2014 with no interruption to college activity in the busy fall semester.

To improve efficiencies and provide a better experience for students, two instrumentation labs were combined. This gave the College the ability to upgrade technology and enhance the space for learning and delivery. The project was completed in July 2014.

Sault College has more than 75 roof top units that provide conditioned air to our building spaces. In an effort to stay ahead of failures and on top of deferred maintenance, our roof top replacement program replaced aging equipment. Two units on the L-Wing roof were replaced during the summer of 2014.

To better serve our visitors, students, staff, and the Health and Wellness building, a new daily parking lot was constructed during the summer of 2014. The lot provides more than 100 new spaces and has parking gates accessed off the College's Willow 1 entrance to campus. The project was completed in the late fall of 2014.

Five year maintenance of the College's aging electrical switch gear in C-Wing and J-Wing was completed to improve safety and reliability of College electrical infrastructure.

Other projects or maintenance activities undertaken include:

- College Electrical Metering
- Arc Flash Analysis (Hangar 1 & 2, F-Wing)
- Removal of glass in Common Link
- Tim Horton's Self-Serve Kiosk
- Building automation upgrade
- Elevator upgrade (safety top rails)
- Native Education and Contact North space renovation

Enhancing Our College Profile

To reach beyond our corporate profile and to strengthen our organization through networking, mentoring, collaboration and learning to reach new levels of distinction, we know that there must be ongoing transformation to remain relevant to our students, community and industries. To achieve the desired outcomes outlined in our five year strategic plan, we will need to attract a greater number of students from local communities, from out-of-the-region, and internationally.

STAFF AND VOLUNTEERS
PARTICIPATE IN SAULT
COLLEGE'S ANNUAL DISCOVER
SAULT OPEN HOUSE

NOTABLE GUESTS

Premier Kathleen Wynne stopped at Sault College this year and announced additional funding to support the Mental Health Hub on campus. While on campus, Premier Wynne visited with students in the Native Education area and was impressed with how Sault College has honoured local history and how that is continued throughout the campus. In addition, she visited the Student Services department where Social Service Worker-Native Specialization students, staff and Elder Ted Recollet presented the Premier with sacred Aboriginal gifts.

The Honourable Ed Holder, Minister of State (Science and Technology) and MP Bryan Hayes visited Sault College to announce \$490,000 from the Federal Economic Development Initiative for Northern Ontario (FedNor) towards

the Robotics lab at Sault College. The announcement drew a large crowd of community supporters including local industry that provided letters of support towards the launch of Robotics.

MARKETING AND RECRUITMENT INITIATIVES

To help grow the College through increased student applications, the following activities were undertaken over the last year:

After many years of producing a traditional Continuing Education course guide, the department carefully researched and developed a new marketing strategy. One component of this marketing strategy was to launch a brand new colour layout course

guide. Increased production costs were balanced with more strategic distribution. The department also has been developing a stronger presence on social media and has re-engaged Sault College alumni. Additional effective marketing initiatives will be implemented in the fall of 2015.

To increase enrolment strategies, college recruiters participated in all six weeks of the College Information Program, visiting high schools in targeted areas of Ontario and presenting college information to interested students. Targeted areas included London, Thunder Bay, Sudbury, Timmins and the Algoma Region. The College was also present at large recruitment events and career fairs in the GTA and throughout the province. In addition to the College Information Program tour, the College



independently visited high schools around Ontario and gave in-class presentations whenever possible to increase awareness of choosing Sault for a post-secondary educational destination.

A fall on-campus Open House for local high school students and adult learners was held along with a spring Discover Sault Day, inviting all students with offers of admission to visit and tour the school. Both events were very well attended, with guests especially impressed with the friendly and welcoming students, staff and faculty waiting to greet and guide them. Hundreds of visitors from across the province who were surveyed said the day was well worth the trip from other areas of the province.

In addition to opening the College to guests, our recruiters, Registrar

staff and Coordinators corresponded with potential students via e-mail and mail throughout the year to encourage their applications and conversions. A telephone campaign where all applicants were called and thanked for their application was done, and when potential students were offered admission, they were contacted again, invited to our Open House, and welcomed to Sault College. The recruitment team conducted customized campus tours daily during the year to encourage increased enrolment.

Aboriginal student recruitment remains a strong focus for the College with an increase in engaging activities and on-going efforts to promote post-secondary education opportunities. The College's Native Student Recruitment Officer participated in

all weeks of the Aboriginal provincial educational recruitment tour as well as other events that involved First Nations youth, communities, and learners. This increased awareness of Sault College's post-secondary educational opportunities will assist with student application and enrolment.

Various media events along with program and partnership launches and Ministry visits were successfully held during the academic year, with strong attendance by staff, community members, and the media. These brought positive attention to Sault College and resulted in a considerable amount of earned media articles and spin-offs. The Sault College communications team created and released a large number of press releases covering student activities and College updates that were picked

up in the media with many good news stories written for the College. The communications officer also wrote and circulated the monthly employee newsletter that captured many of the organization's activities underway during the academic year. This publication helped engage staff while informing community members of College news. Greater outreach to the LSSU media relations and communications team resulted in international coverage of some College news stories and events.

Other ways the College worked to increase its profile included the graduating Graphic Design class Exhibit Show entitled "Spectrum Obscurum" held in Willow at Sault College. The annual event allows the graduates of this program to showcase their talents by displaying the artwork they have created throughout their time at Sault

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

For many of the College's new initiatives, brand and logo identity work was done internally to maximize profile and minimize costs. Naming and logo design, as well as web layouts and photography assets were developed in-house for the launch of Willow restaurant, for instance, as were new logo design concepts for

the Hair's to You wig campaign, the Sault College Child and Family Centre, the ERP Alliance project and the new Sault College Tennis and Boat Club, among others. A wide range of high-end commercials and video projects were also undertaken in-house and posted on Youtube to increase the College's online profile. The video designed for the Nursing in Nicaragua project award was played throughout the conference in Ottawa because organizer's found it to be highly engaging, further highlighting Sault College's strong presence.

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

Embracing Our Future

In the College's final year of our strategic plan, we have worked tirelessly to move our organization closer to our strategic destiny. As year five of our organization's five-year strategic plan comes to a close, we celebrate our many successes and prepare to undertake many new initiatives with the momentum we have built to further increase the opportunities for our students and graduates, as well as the local, regional, and global community.

Sault College's ability to respond to the needs of our learners and the demands of industry have allowed us to lead the way provincially. This, along with our strength partnering and working collaboratively both within and outside of our organization, has increased our capacity for adapting to and thriving in a landscape that is continually shifting and changing all around us.

Many community partners are celebrating our success and offering to help us to go further, demonstrating the growing impact of Sault College on the lives of learners in the north

and throughout the province of Ontario. Along with this impact is the responsibility to do whatever we can to prepare learners for a new world shaped by many moving parts. As we help transform lives for the better, we recognize there is always more to do, so we will not rest on past achievements but instead, be fuelled by the inspiration of setting and reaching future goals together. It is a privilege to help guide the development of engaged citizens being educated for a future that needs their ideas, efforts, innovation, courage, and growing experience.

We are excited about the future and know that Sault College has taken its place on the provincial, national and international stage given our continued passion for post-secondary excellence. Because of this, the possibilities that await us in many different fields of study and research truly are endless.

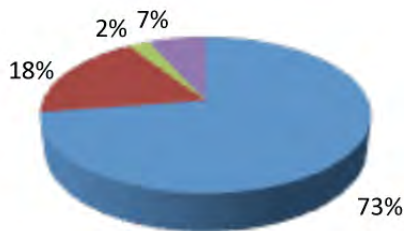
We thank the supporters who have helped us reach these achievements, and as we eagerly set more goals in our new business plan, we will continue to further post-secondary education in new and innovative ways for our learners and the communities they serve.

ANALYSIS OF COLLEGE'S Financial Performance

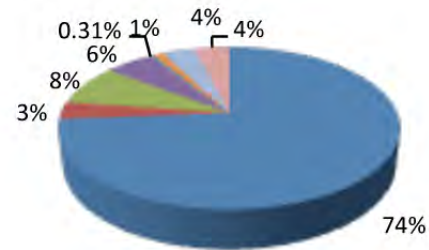
The Sault College Board of Governors approved the 2015-16 operating budget as presented at the June 18, 2015 Board of Governors meeting. The College continues to operate within its financial means to remain a viable community educational institution into the future. The College's strong operating results and financial

position continue to facilitate reinvestment in infrastructure, equipment and programs. A comprehensive hard copy of the audited financial statements is available upon request from the College's External Relations department, 705-759-2554, ext. 2830. The financial statements and this Annual Report are also available online at www.saultcollege.ca.

Financial Results for the Year Ended March 31, 2014 (in thousands of dollars)



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



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

REVENUE

Grants and Reimbursements	37,867
Tuition Fees	9,463
Ancillary Operations	1,341
Other	3,496
Restricted for Student Purposes	1,149
Amortization of Deferred Capital	2,798

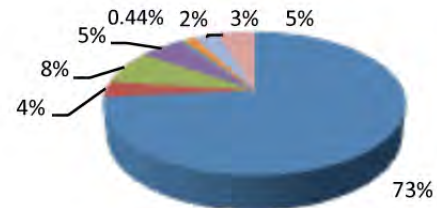
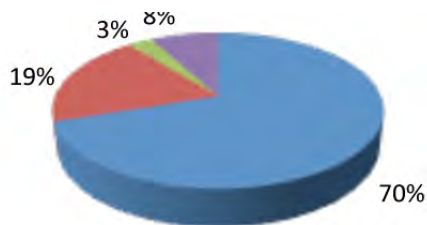
TOTAL REVENUES 56,114

EXPENSES

Salaries and Benefits	39,116
Instructional Supplies	1,824
Contracted Services	4,293
Utilities, Maintenance and Taxes	2,898
Interest and Bank Charges	165
Travel and Professional Development	624
Training Subsidies and Allowances	1,945
Supplies and Other Expenses	2,107
Restricted for Student Purposes	98
Scholarships and Bursaries	919
Provision for (recovery of) Post-Employment Benefits and Compensated Absences	79
Amortization of Capital Assets	3,857

TOTAL EXPENSES 57,926

2014/2015 Cash Based Operating Plan (in thousands of dollars)



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

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

REVENUE

Grants and Reimbursements	37,492
Tuition Fees	10,377
Ancillary Operations	1,559
Other	4,258

TOTAL REVENUES 53,686

EXPENSES

Salaries and Benefits	39,418
Instructional Supplies	1,929
Contracted Services	4,110
Utilities, Maintenance & Taxes	2,967
Interest and Bank Charges	234
Travel and Professional Development	879
Training Subsidies and Allowances	1,654
Supplies and Other Expenses	2,495

TOTAL EXPENSES 53,686

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2013-2014 Report Back

Institution Name:	Sault College
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OVERVIEW

The annual Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

Where possible, to help streamline the 2013-2014 Report Back process, the Ministry pre-populated **Sault College's** 2013-2014 Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2012-2013 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Sault College's** 2013-2014 Report Back is denoted with the symbol ⁽⁺⁾.

1) Enrolment - Headcount*

*DEFINITION: *Headcount* is the un-audited 2013-2014 enrolment count on November 1, 2013 in the Ontario College Application System(OCAS) (Full-Time funded students only: does not include Nursing, Second Career, Apprentice or International students).

Sault College reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = 2,135⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment at **Sault College** in 2013-2014 = 1,619.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment at **Sault College** in 2013-2014 = 471.

Please indicate (if applicable) the number of students under the age of 18 (age as of November 1, 2013) enrolled at **Sault College** in 2013-2014= 45.

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

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

During the 13/14 year, Sault College formalized a project charter with Niagara College to implement Niagara's PeopleSoft system for financial, human resources and student enterprise systems. This will give Sault College the benefit of a new system already matured to reflect Ontario college processes and ministry requirements. Funding was requested and secured through the Productivity and Innovation Fund (PIF) and Financial Sustainability funding to implement Phase 1. Deliverables such as a face-to-face visit at Niagara College, creation of a fit-gap analysis, recruitment of staff, and installation of hardware and software for the test system were completed. During the summer of 2013 a consultant was engaged to oversee the technical aspect of the business process alignment and to guide the determination of the priority for system conversion.

Please provide one or more examples, in the space provide below, of highlights from **Sault College's** Enrolment Management Plan that **Sault College** used during 2013-2014 to manage enrolment.

Enrolment numbers on Day 10 of the 12/13 academic year reflected an overall increase of 1.1 percent over the previous year. This supported the College's growth mandate as set out in its scorecard projections and strategic plan while maintaining the existing program mix. We continued to offer a flexible January intake to students in 14 program areas as well as a May intake for the popular Personal Support Worker program. Sault College continued its partnership with local high schools and dual credit registrations numbered 179. Full-time community-based training was delivered to Aboriginal students in Culinary Management, Anishinaabemowin Immersion and Fetal Alcohol Spectrum Disorder programs. In addition to postsecondary programs, pre-apprenticeship training was offered on local reserves in the following trade areas: Construction Maintenance Electrician, Construction Craft Worker and Heavy Duty Equipment Mechanic.

As enrolment for the Peace and Conflict Studies program was showing decline, a partnership was developed in early 2013 with College Boreal to jointly offer the program in a Toronto location. The program will officially relocate to Toronto and enjoy its first intake in January 2015. The program will be delivered in both both English and French.

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

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

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

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

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

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



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

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Sault College who registered with the Office for Students with Disabilities and received support services in 2013-2014= <u>470</u></p> <p>The total indicated above as a comparative % of Sault College's 2013-2014 Enrolment Headcount: (Insert Total From Above) <u>470</u> ÷ <u>2,135</u>^(*) (2013-2014 Enrolment Headcount) x 100 = <u>22%</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Sault College in 2013-2014= <u>646</u></p> <p>The total indicated above as a comparative % of Sault College's 2013-2014 Enrolment Headcount: (Insert Total From Above) <u>646</u> ÷ <u>2,135</u>^(*) (2013-2014 Enrolment Headcount) x 100 = <u>30.3%</u></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Sault College in 2013-2014 = <u>32</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Sault College in 2013-2014= <u>454</u></p> <p>The total indicated above as a comparative % of Sault College's 2013-2014 Enrolment Headcount: (Insert Total From Above) <u>454</u> ÷ <u>2,135</u>^(*) (2013-2014 Enrolment Headcount) x 100 = <u>21.3%</u></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Sault College in 2013-2014 = <u>90</u></p>

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

A survey of students with disabilities who use testing accommodations offered within the Accessibility Services office indicated that 82% of students were satisfied with the testing environment provided and 100% of students felt that the testing accommodations helped them succeed in their studies.

Aboriginal student voluntary self-identification data is collected annually on the College's student portal "mysaultcollege" under the heading "Myself". The portal is accessible by all students enrolled at Sault College (including full-time, part-time and continuing education students) and is accessed by a unique login name and password. In addition to the MySelf identification program available on-line, the Native Education department has created self-identification cards that are utilized throughout the year in an attempt to capture those students who may not access departmental services or who may not be aware of the MySelf self-identification program on the student portal. Data collected through this method is cross referenced with the MySelf data in order to provide a more accurate Aboriginal student count

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving Sault College's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving Sault College's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving Sault College's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment.</p>
<p>Sault College is very pleased to have developed a Mental Health service model to provide support to students with mental health disabilities. Almost half of the students who self identify with our Accessibility Services office had a diagnosed mental health disability. 62% of these students continued their studies in the next academic year or graduated from their program. Support for students using ASL Interpreters increased over the 2013/14 year and continue to increase. 2013-14 also evidenced an 83% increase in the number of students presenting with Autism Spectrum Disorders (ASD). ASD support group options were made available but not widely accessed. Provincial ASD projects are being consulted for best practices for the upcoming year.</p>	<p>We successfully launched a First Generation brand on campus, with the tagline "I Lead the Way". This launch included new brochures, increased web presence, stickers, and t-shirts. There was a large awareness event for the kick off, with a motivational (First Generation college grad guest speaker) and time for current FG students to talk about their successes and challenges to date. This new brand will be carried forward for the upcoming year to increase campus awareness and draw students to First Generation specific events.</p>	<p>Native Education continued to utilize culturally appropriate approaches to learning which effectively serves the needs of our Aboriginal students and community. As a result our students:</p> <ul style="list-style-type: none"> - Learned in a culturally appropriate environment which offers familiarity and safety. - Experienced a strong student/staff connection which played a significant role in student retention and academic success - Felt more likely to request assistance when they needed it due to the level of trust/comfort - Connected with alumni who shared positive experiences with potential and current students - Interacted and/or participated in Native student government and chapters. <p>See http://www.nativeeducation.ca/about-us/our-video/</p> <p>Programming:</p> <ul style="list-style-type: none"> - Renewable Energy and Green Construction Techniques in partnership with Garden River First Nation. 10 students, 9 graduates - Construction Carpentry Technique in partnership with M'Chigeeng First Nation. 12 students, 10 graduates - Construction Carpentry Techniques in partnership with Batchewana First Nation. 15 students, 12 graduates - Basic Green Construction and Retrofitting Skills in partnership with Batchewana First Nation (13 students, 10 graduates), Garden River First

		<p>Aundeck Omni Kaning First Nation (19 students, 12 graduates).</p> <ul style="list-style-type: none"> - Heavy Duty Equipment Technician Pre-Apprenticeship in partnership with Garden River First Nation(15 students, 12 graduates). - Culinary Management Certificate in partnership with Kenjgewin Teg Educational Institute (9 students, 6 graduates). <p>Addressing barriers:</p> <ul style="list-style-type: none"> - A designated seating policy was developed and identified as part of the overall College admission policy. 5% seat target applicable to BScN, Practical Nursing, Pre-Health, OTA/PTA programs - Established working relationship with Academic Policy committee regarding Aboriginal inclusion within Sault College academic policies - Financial Aid resources and processes reviewed to effectively meet and address Aboriginal student financial needs. - Administrative review of Aboriginal Bursary Program completed and recommendations implemented. <p>Other:</p> <p>Over the past three years, SC has delivered Upgrade for the Trades. Based on program results, student feedback and program tracking/observation during 2013/14, the program has been redesigned and retitled for 2014 in order to better address the learning and life skill development needs of targeted learners.</p> <p>“Discover Your Spirit” will assist participants in overcoming employment barriers by positioning them for entrance into Academic Upgrading and/or employment. New program components to the program include:</p> <ul style="list-style-type: none"> - Introduction to the Internet: Topics include Internet Safety, Identity Theft, Internet Communication and Social Networks - Food for Thought: Hands on experience preparing basic meals and sharing these meals together while discussing a selection of topics chosen
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		<p>by participants</p> <ul style="list-style-type: none">- Cultural Awareness: Designed to encourage participants to explore their Aboriginal roots, understand the value of their culture and strengthen self-esteem and pride in preparation for post-secondary studies or the world of work- Barriers to Success: Designed to assist participants to understand and overcome some of the barriers that serve to distract from academic and employment success. Identifying issues and potential solutions will pave the way for future studies and employment- Lunch and Learn Workshops: A series of 9 workshops focusing on social and health issues facing Aboriginal young people. The goals of the workshops are to strengthen and empower participants through discussion and information sharing. Topics to be discussed include: partner abuse, HIV, mental health, drug and alcohol use.
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3) Participation in the Credit Transfer System

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

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

Reporting Years	Total # of Sault College graduates who participated in Graduate Survey (A)	# of Sault College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of Sault College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2009-2010	440 ⁽⁺⁾	29 ⁽⁺⁾	6.6% ⁽⁺⁾	40388 ⁽⁺⁾	2725 ⁽⁺⁾	6.7% ⁽⁺⁾
2010-2011	530 ⁽⁺⁾	33 ⁽⁺⁾	6.2% ⁽⁺⁾	50622 ⁽⁺⁾	3355 ⁽⁺⁾	6.6% ⁽⁺⁾
2011-2012	654 ⁽⁺⁾	33 ⁽⁺⁾	5% ⁽⁺⁾	57701 ⁽⁺⁾	3463 ⁽⁺⁾	6% ⁽⁺⁾
2012-2013	621 ⁽⁺⁾	45 ⁽⁺⁾	7.2% ⁽⁺⁾	57462 ⁽⁺⁾	3424 ⁽⁺⁾	6% ⁽⁺⁾
2013-2014	517 ⁽⁺⁾	28 ⁽⁺⁾	5.4% ⁽⁺⁾	54467 ⁽⁺⁾	3003 ⁽⁺⁾	5.5% ⁽⁺⁾

Per the College Graduate Outcomes data reported in 2013-2014 (based on 2012-2013 graduates), the percentage of **Sault College** students who were satisfied or very satisfied with academic preparation for university was **85.2%⁽⁺⁾**.

Per the College Graduate Outcomes data reported in 2013-2014 (based on 2012-2013 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **85.1%⁽⁺⁾**.

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

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2013-2014, and which contributed to maintaining or improving **Sault College's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), changes to student supports or program viewed by **Sault College** to be an innovative practice, a success story and/or a key accomplishment. In addition, **Sault College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

In 2013-14 Sault College underwent a significant effort to centralize transfer credit equivalency record through the creation of the Transfer Credit database, which eases Sault College data submissions to ONTransfer, reduces the duplication of transfer credit application reviews, improves transparency of the credit transfer process, and enables ease of tracking transfer credits awarded to students for reporting purposes. This project was the most significant project developed related to Credit Transfer at Sault College in 2013-14 and involved all academic departments, the registrar's office, and information technology services.

4) Class Size

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

Class Size Calculation Example:

FIRST YEAR - COURSES

GSSC1109 *Life Span Development*

Course Option #1: Offered Tues - 35 students enrolled (Class Size Reported in 2013-2014 Report Back = 35)

Course Option #2: Offered Wed - 25 students enrolled (Class Size Reported in 2013-2014 Report Back = 25)

COMP1082 *Computer Skills*

Course Option #1: Offered Mon - 98 students enrolled (Class Size Reported in 2013-2014 Report Back = 98)

SWRK1026 *Canadian Social Welfare*

Course Option #1: Offered Mon & Thurs - 10 students enrolled (Class Size Reported in 2013-2014 Report Back = 10)

Course Option #2: Offered Wed & Fri - 10 students enrolled (Class Size Reported in 2013-2014 Report Back = 10)

Course Option #3: Offered Tues & Thurs - 40 students enrolled (Class Size Reported in 2013-2014 Report Back = 40)

SWRK 1041 *Preparation for the Field*

Course Option #1: Offered Tues - 30 students enrolled (Class Size Reported in 2013-2014 Report Back = 30)

Course Option #2: Offered Wed - 30 students enrolled (Class Size Reported in 2013-2014 Report Back = 30)

SWRK1043 *Group Dynamics*

Course Option #1: Offered Mon - 60 students enrolled (Class Size Reported in 2013-2014 Report Back = 60)

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

Course Option #1: Offered Mon & Thurs - 100 students enrolled (Class Size Reported in 2013-2014 Report Back = 100)

Course Option #2: Offered Wed & Fri - 101 students enrolled (Class Size Reported in 2013-2014 Report Back = 101)

Course Option #3: Offered Tues & Thurs - 76 students enrolled (Class Size Reported in 2013-2014 Report Back = 76)

Each of these course offerings should be counted once in the table below, in the appropriate class size section.

For the 2013-2014 Report Back, using the information above, the class size data would be recorded as follows.

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

Using the class size calculation example above, please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **Sault College** in 2013-2014:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	504	69.5%
30 to 60 students	200	27.6%
61 to 100 students	21	2.9%
101 to 250 students	0	0%
251 or more students	0	0%
Total	725	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	333	82.4%
30 to 60 students	62	15.3%
61 to 100 students	9	2.2%
101 to 250 students	0	0%
251 or more students	0	0%
Total	404	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	67	80.7%
30 to 60 students	16	19.3%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	83	100%



4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4 th Year Sections
Fewer than 30 students	4	44.4%
30 to 60 students	5	55.6%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	9	100%

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

Class size was compiled by cross-checking numbers between the Sault College student information system and our manual scheduling system. Room utilization reports are updated each semester in an Excel spreadsheet.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2013-2014, which contributed to maintaining or improving **Sault College's** class size initiatives. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

Sault College continues to respond to the student demand for programs starting in January. Creative mapping of courses allows for empty seats to be filled where section sizes are not maximized.

As part of Enterprise Resource Planning, initial meetings with project partner Niagara College took place to discuss conversion from manual to electronic scheduling system. Collaboration will continue into 14/15.

Similar courses in the Video Game Art and Digital Photography programs were combined for co-delivery in the same lab with the same faculty member.

5) eLearning

As part of the government's PSE Transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario, including fully online, synchronous and hybrid learning.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

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

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

Programs:

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

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

Course, Program and Registration Data:

Please indicate in the table below the number of Ministry-funded courses, programs **Sault College** offered in 2013-2014 and corresponding registration information

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

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

COURSES	Ontario College Credential*	Other Credential*
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	10	132
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	14	43
Total # of Ministry-funded courses offered through the above eLearning formats	24	175
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	9	79
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	5	11
Total # of Ministry-funded programs offered in the above eLearning formats	14	90
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	194	604
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	118	272
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	312	876



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

The number of registrations in Ministry-funded programs through fully online learning for "Ontario College Credential" represents the total number of courses offered over three semesters, including monthly intake courses. For "Other Credential", the figure represents courses available through OntarioLearn and partnership programs, i.e. LERN as well as ACE and L2L courses.

Hybrid Learning*

*DEFINITIONS:

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

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

In the space provided below, please highlight one or more examples of **Sault College's** use of Hybrid Learning courses and/or programs in 2013-2014.

In partnership with Durham College, Sault College delivered the Industrial Mechanic (Millwright) (IMM) apprenticeship program to northern and remote communities. Durham provides the theoretical content online and Sault College provides the face-to-face shop experience.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2013-2014, which contributed to maintaining or improving **Sault College's** eLearning initiatives. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

Global Citizenship is the cross-college mandated general education course for all students enrolled in diploma and advanced diploma programs. Approximately 2,000 students take this course as part of their program of study each year. As Sault College holds the rights through OntarioLearn as an online course delivered in the province of Ontario as a postsecondary course and a general education course elective, students could choose in-class or online delivery depending on their preference.

6) International Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Sault College** had in 2013-2014:

- Outbound students* = 0

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

- Inbound students* = 13

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

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Sault College** delivers courses and/or programs **abroad (outside of Canada)** in 2013-2014, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2013-2014	2013-2014 Total Enrolment by Program
N/A	N/A	N/A	N/A

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

In 2013-14, 16 Bachelor of Science in Nursing students participated in a placement in Nicaragua as part of an international health elective credit course in winter 2014 semester.

For 2013-14, Sault College had 13 inbound study abroad students from Brazil. These students started academic programs in winter 2013 following English language instruction; they attended Sault College through their participation in the Science without Borders Brazilian Scholarship program for-credit toward their studies in Brazil. The Science without Borders students are easily tracked as they are a part of a contractual relationship coordinated via Colleges and Institutes Canada between Colleges and the Brazilian government funding agency (CAPES).

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2013-2014, which contributed to maintaining or improving **Sault College's** international initiatives. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.

In 2013-14 the Collaborative Bachelor of Science in Nursing program offered an "international elective" that enabled 16 senior BScN students to participate in a 6-week placement in Nicaragua related to public health awareness and outreach. This effort was carefully coordinated and offered to students a for-credit elective opportunity. This initiative, the Nursing Students in Nicaragua Project, received the CBIE Panorama Award for an Outstanding International Education Program (Academic Category).

7) Work-Integrated Learning*

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

***DEFINITIONS:**

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

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

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

Based on the definitions provided above, please provide WIL data for **Sault College** in 2013-2014:

	<u>Certificate</u>	<u>Diploma</u>	<u>Advanced Diploma</u>	<u>Graduate Certificate</u>	<u>Applied Degree</u>
Number of programs at Sault College with a Co-op Stream	0	9	1	0	0
Number of students at Sault College enrolled in a Co-op program	0	285	32	0	0

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2013-2014, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment.

In 2013-2014, Sault College students enrolled in the Digital Film Production program have taken part in three feature film placements. Each student in the first year of the two year program was presented with the opportunity to go on set as either a background actor, daily crew member or to be embedded with a specific crew department full time - depending on the student's interest and availability. This opportunity required flexibility in the way Faculty designed and delivered the curriculum and achieved the program learning outcomes. The industry was incredibly welcoming and the students were trained to do industry level work in various areas. At no time were students running to make photocopies or delivering hospitality. By the second semester placement, some of the Sault College students were given paid placements in addition to gaining feature film credits, accruing union hours and securing professional references and contacts. These students are now job ready.

In particular, Sault College and program staff are extremely proud of one of the program's mature students who has cerebral palsy. A production Sound Mixer worked to train this student as an assistant given that the position is less physically demanding. The student excelled in the position, the Sound Mixer hired the student and the student now has five feature film credits. He is one of only a few trained Sound Assistants in northern Ontario and the production company recently bought this individual a special rig so that he can also help record sound on set. These work placement opportunities facilitated by program staff have a tremendous impact on students gaining legitimate, rewarding and lucrative career path experience and opportunities.

This past summer, three feature films were shot in Sault Ste. Marie. And while classes were not in session, students from the program continued their participation in the industry. Students from the program worked in all three movies as Production Assistants, Assistant Editors, Office Assistants, Assistant Directors and other paid positions.

8) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2013-2014, the student satisfaction rate at **Sault College** for KPI Question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = 90.1%^(*)

Per the KPI results reported in 2013-2014, the student satisfaction rate at **Sault College** for KPI Question #24 "The overall quality of the learning experiences in this program" = 87.7%^(*)

Per the KPI results reported in 2013-2014, the student satisfaction rate at **Sault College** for KPI Question #39 "The overall quality of the services in the college" = 77.4%^(*)

Per the KPI results reported in 2013-2014, the student satisfaction rate at **Sault College** for KPI Question #49 "The overall quality of the facilities/resources in the college" = 84.6%^(*)

Please indicate the methods, in addition to the KPI survey results reported in 2013-2014, that **Sault College** used in 2013-2014 to measure student satisfaction.

Sault College gathers student feedback through the following mechanisms in additions to the KPI survey:

Student Feedback Questionnaire: Students complete this questionnaire in each of their classes in the Fall term indicating their satisfaction with course content and delivery, as well as resources. Results for each course are shared with the faculty member and dean/chair.

Student focus groups: Students are invited by program area to a focus group to engage in meaningful conversations and provide suggestions for improvement. Recommendations from students are compiled and provided to the program dean.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2013-2014, which contributed to maintaining or improving **Sault College's** student satisfaction initiatives. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

Sault College celebrated its status as the #1 College in Ontario for student satisfaction and realized the mission of our College to be recognized as the pre-eminent student-centred post-secondary institution in the province. Our students ranked us #1 with 85 percent stating they were satisfied or very satisfied with the quality education delivered. By putting students first in all actions and decision-making, extraordinary faculty and staff were given credit for this ranking. As to the quality of the learning experience, Sault College led the way since 2009 and, with a ranking of 87.7 percent in 13/14, the College received the highest score in the province and the highest score for the second consecutive year. The most significant improvement was seen in the overall quality of facilities and resources with an unprecedented five percent increase over the previous year. The addition of Essar Hall, the Student Health and Wellness Centre (opened in September 2013) and The Common Link (opened in March 2014) all enhanced the student experience and were attributed to this increase. Sault College also gained top scores relating to the overall quality of services with the highest score for English speaking colleges across the province.

9) Graduation Rate

Per the KPI results reported in 2013, the graduation rate at **Sault College** = 67.5%⁽⁺⁾

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **Sault College** used in 2013-2014 to measure graduation rate.

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

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2013-2014, which contributed to maintaining or improving **Sault College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

It was identified in 13/14 that many students in the Cooperative Education Through Community Integration program were unable to successfully complete the academic requirements of their two-year program within the prescribed timeframe. Curriculum for the 14/15 year was re-mapped and timetables customized over a three-year period to allow students who struggle with a full course load to have more time to complete. This proven strategy implemented in other Sault College programs has seen graduation rates improve substantially.

In order to keep Aboriginal students engaged and supported in their academic goals, first-year students as part of their Capacity Building for Communities course participated in Project ALLY (Aboriginal Leaders Liberating Youth). This connected Aboriginal youth with Aboriginal adult mentors to experience a sustainable, supportive relationship and promote a foundation for trust, self-worth, cultural identity, and confidence. These students were more likely to stay in school, thus raising the graduation rate in their programs of choice.

10) Graduate Employment Rate

Per the KPI results reported in 2013-2014 the graduate employment rate, 6 months upon graduation, at **Sault College** = 82.8%(+)

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **Sault College** used in 2013-2014 to measure graduate employment rate.

Sault College does not use formal survey methods to measure graduate employment rate aside from the KPI survey. It does, however, conduct informal surveying and information collection at the program level. Coordinators and Faculty routinely discuss, collect and survey students in regards to future employment beyond graduation. Students often secure employment prior to graduation. As well students often communicate to Faculty after graduation their employment status and opportunities.

In an effort to improve the graduate employment rate, Sault College will identify and work on projects in the 2014 / 2015 academic year.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2013-2014, which contributed to maintaining or improving **Sault College's** graduate employment rate. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

Each year Sault College organizes and hosts a Career Fair held in February on the Sault College campus. The event connects future graduates with industry employers, as well the College invites alumni to connect with employers who are actively hiring. In February 2014 the career fair featured over 65 exhibitors, and attracted approximately 4000 visitors. The Sault College Career Fair gives students, graduates and alumni the opportunity to talk face-to-face with industry experts representing many career paths, while organizations get to meet the next generation of skilled workers. Prior to the February event, the Student Job Centre on campus worked with students to update, edit and finalize their resumes in preparation for meeting employers. The Centre assisted students with key communication and interview skills in preparation for these opportunities.

11) Student Retention

The table below has been pre-populated with the results from *Sault College's* 2012-2013 MYAA Report Back. Please identify *Sault College's* achieved results for 2013-2014 using the following methodology:

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

	Retention Rate Achieved for 2012-2013	Retention Rate Achieved for 2013-2014
1st to 2nd Year	<u>76.2%</u> (+)	2013 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>793</u> ÷ 2012 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>1,056</u> x 100 = <u>75.1%</u>
2nd to 3rd Year	<u>87.4%</u> (+)	2013 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>139</u> ÷ 2012 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>160</u> x 100 = <u>86.9%</u>
3rd to 4th Year	<u>85.2%</u> (+)	2013 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>41</u> ÷ 2012 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>43</u> x 100 = <u>95.3%</u>

*NOTE: Institutions used a variety of student enrolment cluster groups in their 2012-2013 MYAA Report Back student retention rate calculations. As such, comparison between prior year student retention rates and the 2013-2014 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with stakeholders to refine the student retention rate indicator for future Report Backs.

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

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

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2013-2014, which contributed to maintaining or improving **Sault College's** retention initiatives. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

During the 13/14 year, Sault College staff continued to advance its "invitational education" learning environment for students. As an example, the Academic Policy Committee reviewed all policies relating to student progress and grading. One of the major focuses of the committee was to ensure the language was invitational in nature, e.g. positive, supportive and clear. On completion of these student-focused policies, they were packaged in a handbook and provided as desk references to dean's offices and coordinators.

Consideration is always given to putting students first in all decision-making and policy/process creation. In 13/14 we continued to deal with the fact that more than 70 percent of our direct applicants enter college programs with a high school average below 70 percent. Additionally, one program reported that approximately 33% of its students identified learning disabilities or mental health challenges. Many others are single parents with young children and some are involved in family-related challenges over which they have no control. Our faculty actively supported these students while they managed these issues and tried to be successful in their academic work. It was recognized that mental health and learning disabilities continue to make demands on faculty and, without this assistance, the academic goals of students are compromised. In recognition of this, Sault College provided resources to faculty for effective approaches with students in need, such as:

*VPA/Coordinator forums where new initiatives and supports are introduced

*Professional development sessions on the topics of Mental Health First Aid, safeTALK Suicide Alertness, Queering the College.

*Mental Health Hub

*Elder on Campus (second Elder hired in 2013)

*Out-of-class Testing.

Our Student Services staff recognized that many students have high stress and anxiety levels and, as such, introduced initiatives to assist them during the 13/14 year. Workshops were offered twice a semester around the mid-term and final exam periods where counsellors led sessions to share techniques for guided meditation and personal reflection. Exam stress kits were distributed to students which included healthy snacks, desk supplies, stress ball and brochures on managing stress and providing study tips. In addition, Sault College partnered with the St. John's Ambulance Therapy Dog program and brought in trained dogs to interact and calm students at peak times. All of this outreach was well-received and provided assistance to large numbers of students.

12) Productivity and Innovation Fund (PIF)

Productivity and Innovation Fund (PIF) records indicate that **Sault College** participated in the following institutional or multi-institutional PIF projects. Please indicate one or more examples of ongoing initiatives that resulted from the project that will continue in 2014-2015, such as knowledge sharing, expanded scope or expanded number of partner institutions.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Enhancing and Improving Teaching Quality in the Aviation Technology - Flight Program at Sault College ⁽⁺⁾	SAUL-CPR1-J(+)	Five-year productivity improvements \$710,000 in cost savings or training hour increase.	The use of a Flight Training Device (FTD) or flight simulator as a substitute for an aircraft is the innovation being advanced at Sault College. Advancing this innovation required making adjustments to the process used for flight training whereas some lesson plans that were previously completed in an aircraft are now being completed in an FTD. The new processes that are being adopted to improve productivity: (1)FTDs allow instructors to “reset” the scenario to a specific situation immediately whereas this is not possible in an aircraft. Instructors learn and adopt new “scenario reset” procedures to increase repetitions in a shorter time and, as a result, improve productivity. (2)The amount of time that an instructor needs to devote to a student during a specific lesson plan reduces because some of the unproductive waiting time associated with operating an aircraft has been eliminated (e.g. waiting for clearance for take-off from tower time is not required). Elimination of this unproductive waiting time improves instructor productivity. (3)Any lesson plans that have been transferred to a FTD will no longer be subject to cancellation due to unacceptable weather. Elimination of these cancellations increases instructor productivity.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Sault College Program and Service Prioritization(+)	SAUL-PP4-I(+)	Costing review will find savings to enhance contribution or suspension if contribution unachievable.	<p>During fiscal 2013/14 Sault College achieved the highest Student Satisfaction KPI scores for the province. Through continuous improvement initiatives (program review, student focus groups, data analysis), program areas scoring below College average were the focus of quality improvement. As a result of these initiatives, a pre-cursor to program prioritization, many program areas improved their KPI scores resulting in the overall #1 status. Prior to the start of the 2014 Fall semester, applicant data, confirmation and conversion rates were assessed to determine program capacity and budget targets. Weekly review of applicant data commencing December led to decisions to reduce program targets and subsequently reduce sections and reallocate resources to program areas with increased demand and potential to increase enrolments. The 15/16 budget exercise will form the basis for re-situating Sault College's budget development process, aligning program delivery with program funding and challenging all program areas to attain a 30% contribution. The College has now identified programs that are not contributing to this level and these programs will be tasked during the 2014/15 fiscal to identify means to move toward the 30% contribution level. Program staff is challenged to first improve bottom line through increased revenue and/or reduced expenses. Program cluster areas have been identified for analysis. Program quality reports have been developed and enhanced through the purchase of detailed data from CCI. The accuracy of the College's program costing report has been reviewed and confirmed. These will be the tools utilized going forward. Service areas will also be analyzed in a similar fashion.</p>



Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
ERP (Enterprise Resource Planning) College Alliance ⁽⁺⁾	SAUL-ASDT5-M ⁽⁺⁾	Cost savings and cost avoidance estimated at \$2.5M	<p>This activity included both Sault and Niagara Colleges. The goals and achieved objectives are as follows:</p> <p>1. Feasibility and Opportunity Analysis – A Niagara site visit to conduct high-level fit-gap was completed along with business process mapping of the Niagara environment.</p> <p>2. ERP Determination and Architecture – Deloitte was awarded the ‘Vision and Scoping’ RFP which is currently in progress. This activity will lay the framework for the implementation strategy. Through extensive planning meetings, both Sault and Niagara determined the optimal hardware configuration and architecture for the equipment at Sault. This equipment was been purchased (utilizing OECM), installed and has been moved to the software configuration readiness phase. The private wide area network (WAN), which is provided by ORION, required an extensive network design/refresh and is 95% completed. Estimated completion is early Nov. 2014.</p> <p>3. Deployment of ERP Hardware and Software (Test Environment) – Niagara was able to provide Sault a working copy of the ERP environment. Current activity is related to ensuring the Niagara ERP database has been cleansed in order to provide the Sault a base configuration to build the production system on (with vendor). 2014-2015 Fiscal year will see the project move from the foundation and test phase to implementation within the Sault production environment. It has not yet been determined which ERP modules will be implemented first, however it is projected that both Financial and HR modules of the PeopleSoft ERP system will be nearing completion during the 14/15 fiscal year.</p>



Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
College System Software Inventory and License Collaboration(+)	HUMB-ASDT1-M(+)	Evaluation of cost savings/avoidance will be based on the application of the reusable framework.	The key project deliverable was a reusable framework for collaborative software licensing including a project plan for a pilot of the framework. The pilot of the framework is being applied to the negotiation of a software license for Ontario Colleges for two separate agreements. The agreements were selected based on the audit conducted during the project. An evaluation of the framework and value is planned upon the conclusion of the first application of the framework.
IT Disaster Recovery Environmental Scan and Collaborative Tools Development(+)	SSFL-ASDT3-M(+)	Processes and deliverables were created once instead of 24 times (cost avoidance).	1)Two provincial –wide virtual town halls were delivered to the Provincial CIO groups on April 16th, 2014 to review the Environmental Scan findings and introduce the deliverables to every college. 2)The deliverables including: The Procurement and Contract IT Disaster Recovery Readiness Assessment Framework Tool, including Content, a User Workbook and an Assessment Tool, A CAAT-specific Threat Listing and The Federal Harmonized Threat Risk Assessment Methodology was modified for CAAT use, yielding a User Guide and TRA Tool supporting the development of a ranked Risk Assessment listing were presented at the Annual OCCCIO Conference held– June 18th to the 20th, 2014 at Mohawk College. 3)All materials were made available through the Provincial OCCCIO Portal to all colleges. 4)The Provincial OCCCIO Group will review progress to date on IT Disaster Recovery Planning at its November 2014 meeting and plan further next steps as required.

**DEFINITION: Cost Savings/Cost Avoidance is as reported in the Productivity and Innovation Final Report, June 30, 2014.*

Note: The cost savings/cost avoidance for multi-institutional projects has not been pre-populated as this information was provided to the Ministry at the project level, not by institution.



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

SAUL-CPR1-I: The lesson plan analysis revealed that the amount of flight training accomplished in an FTD will increase by approximately 13% (original estimate was 10%). The net present value of the savings over the next five years (cost of money 3%, and inflation assumed at 2.5%) is forecasted to be approximately \$1.1 MCAD. Teacher productivity improvements are expected to have a net present value of \$710,000 CAD over the next five years and will be measured either in cost savings or in flight training hours. Student KPI's for aviation are expected to rise to at least the Sault College average (an increase from 73% to 84%). SAUL-PP4-I: Cost savings and avoidance applied with an emphasis on improving the teaching quality and student experience. Program costs specifically targeted in an effort to reduce costs and enhance program contribution. Primary tools include: (1) Program costing report showing revenue, expenditures, teaching in/out, and amount of contribution; (2) KPI analytics software showing historic depiction of the health of a program as well as data sets and graphs noting program trends, comparisons and gaps. SAUL-ASDT5-M: During this fiscal, the PIF enabled the establishment of the foundation for this project. This included many tasks ranging from public announcements and change management to a hardware infrastructure build along with a test ERP system. The savings and efficiencies from this initiative will be realized post implementation.

Attestation:



By checking this box, **Sault College** confirms that all information being submitted to the Ministry as part of the 2013-2014 Report Back is accurate and has received approval from **Sault College's** Executive Head or Board of Governors.

Contact:

For additional information regarding **Sault College's** 2013-2014 Report Back please contact -

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

Please indicate the address on **Sault College's** website where a PDF copy of this 2013-2014 Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2013-2014 Report Back has been approved):

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

Financial Statements of

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

Year ended March 31, 2015

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Financial Statements

Year ended March 31, 2015

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INDEPENDENT AUDITORS' REPORT

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

We have audited the accompanying financial statements of The Sault College of Applied Arts and Technology, which comprise the statement of financial position as at March 31, 2015, the statements of operations, changes in net assets, cash flows and remeasurement gains and losses for the year then ended, and notes, comprising a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of The Sault College of Applied Arts and Technology as at March 31, 2015, its results of operations, changes in net assets, cash flows and remeasurement gains and losses for the year then ended in accordance with Canadian public sector accounting standards.

Chartered Professional Accountants, Licensed Public Accountants

May 28, 2015

Sault Ste. Marie, Canada

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Financial Position


March 31, 2015, with comparative information for 2014

	2015	2014
Assets		
Current assets:		
Cash	\$ 6,836,973	\$ 4,573,658
Temporary investments (note 3)	10,212,183	8,774,764
Accounts receivable (note 2)	1,341,209	1,161,375
Grants and reimbursements receivable	3,498,137	2,592,994
Current portion of loan receivable (note 4)	157,021	-
Current portion of pledges receivable (note 7)	460,963	862,588
Inventory	5,517	3,849
Prepaid expenses	342,584	642,284
	<u>22,854,587</u>	<u>18,611,512</u>
Loan receivable (note 4)	2,842,979	3,000,000
Capital assets (note 5)	61,882,029	63,143,879
Pledges receivable (note 7)	506,389	658,276
	<u>\$ 88,085,984</u>	<u>\$ 85,413,667</u>
Liabilities, Deferred Contributions and Net Assets		
Current liabilities:		
Accounts payable and accrued liabilities	\$ 5,255,527	\$ 4,562,393
Accrued vacation	3,601,823	3,426,567
Deferred tuition fees	857,232	871,418
Deferred contributions for expenses of future periods (note 6)	1,870,551	1,898,928
Payable to the Ministry of Training, Colleges and Universities	201,609	139,719
Current portion of long-term debt (note 8)	542,380	-
	<u>12,329,122</u>	<u>10,899,025</u>
Long-term debt (note 8)	4,457,620	-
Deferred capital contributions (note 9)	52,604,493	54,161,060
Post-employment benefits and compensated absences (note 10)	2,117,000	2,213,000
	<u>71,508,235</u>	<u>67,273,085</u>
Net assets:		
Unrestricted	4,239,885	4,053,078
Invested in capital assets (note 12)	7,684,233	9,752,595
Internally restricted (note 13)	156,667	158,249
Restricted for student purposes and endowments	4,322,746	4,249,987
	<u>16,403,531</u>	<u>18,213,909</u>
Accumulated remeasurement gains (losses)	174,218	(73,327)
	<u>16,577,749</u>	<u>18,140,582</u>
Commitments and contingencies (note 15)		
	<u>\$ 88,085,984</u>	<u>\$ 85,413,667</u>

See accompanying notes to financial statements.

On behalf of the Board:


Chair


Treasurer

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Operations

Year ended March 31, 2015, with comparative information for 2014

	2015	2014
Revenue: (Schedule)		
Grants and reimbursements	\$ 37,866,821	\$ 35,987,123
Tuition fees	9,462,579	9,319,240
Ancillary operations	1,341,238	1,267,833
Other	3,496,301	2,963,386
Restricted for student purposes	1,149,117	1,116,271
Amortization of deferred capital contributions (note 9)	2,798,282	2,866,091
	<u>56,114,338</u>	<u>53,519,944</u>
Expenses:		
Salaries and benefits	39,115,901	37,322,155
Instructional supplies	1,824,247	1,592,926
Contracted services	4,293,394	3,077,614
Utilities, maintenance and taxes	2,897,982	2,752,196
Interest and bank charges	164,907	93,185
Travel and professional development	623,990	490,099
Training subsidies and allowances	1,944,959	1,375,065
Supplies and other expenses	2,107,241	2,316,919
Restricted for student purposes	98,326	105,661
Scholarships and bursaries	918,879	930,701
Provision for (recovery of) post-employment benefits and compensated absences	79,255	(381,023)
Amortization of capital assets	3,857,483	3,829,918
	<u>57,926,564</u>	<u>53,505,416</u>
Excess (deficiency) of revenue over expenses before the undernoted item	(1,812,226)	14,528
Gain on sale of capital asset	1,848	3,506
Excess (deficiency) of revenue over expenses	<u>\$ (1,810,378)</u>	<u>\$ 18,034</u>

See accompanying notes to financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Changes in Net Assets

Year ended March 31, 2015, with comparative information for 2014

2015	Capital assets	Invested in internally restricted	Restricted for student purposes and endowments	Unrestricted	Total
Balance, beginning of year	\$ 9,752,595	\$ 158,249	\$ 4,249,987	\$ 4,053,078	\$ 18,213,909
Excess (deficiency) of revenue over expenses	(1,059,201)	(1,582)	131,912	(881,507)	(1,810,378)
Invested in capital assets (note 12)	990,839	-	(59,153)	(931,686)	-
Loan transfer to operations	(2,000,000)	-	-	2,000,000	-
Balance, end of year	\$ 7,684,233	\$ 156,667	\$ 4,322,746	\$ 4,239,885	\$ 16,403,531

2014	Capital assets	Invested in internally restricted	Restricted for student purposes and endowments	Unrestricted	Total
Balance, beginning of year	\$ 13,595,438	\$ 159,178	\$ 5,296,894	\$ 214,658	\$ 19,266,168
Excess (deficiency) of revenue over expenses	(963,827)	(929)	79,909	902,881	18,034
Invested in capital assets (note 12)	(2,879,016)	-	(56,523)	2,935,539	-
Transfer of Sault College Student Union Fund	-	-	(1,070,293)	-	(1,070,293)
Balance, end of year	\$ 9,752,595	\$ 158,249	\$ 4,249,987	\$ 4,053,078	\$ 18,213,909

See accompanying notes to financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Cash Flow

Years ended March 31, 2015 with comparative information for 2014

	2015	2014
Cash provided by (used in):		
Operating activities:		
Excess (deficiency) of revenue over expenses	\$ (1,810,378)	\$ 18,034
Items not involving cash:		
Amortization of capital assets	3,857,483	3,829,918
Amortization of deferred capital contribution	(2,798,282)	(2,866,091)
Gain on sale of capital assets	(1,848)	(3,506)
Realized gain (loss) on investments	247,545	(191,093)
	(505,480)	787,262
Change in non-cash operating working capital:		
Accounts receivable	(179,834)	(352,396)
Grants and reimbursement receivable	(905,143)	729,926
Inventory	(1,668)	(8)
Prepaid expenses	299,699	(335,954)
Accounts payable and accrued liabilities	693,137	477,160
Accrual for vacation pay	175,256	(182,024)
Payable to Ministry of Training Colleges and Universities	61,890	(48,973)
Deferred tuition fees	(14,186)	(13,897)
Deferred contributions related to expenses of future periods	(28,377)	276,343
Accrual for employee future benefits	(96,000)	(199,000)
	(500,706)	1,138,439
Capital activities:		
Purchase of capital assets	(2,595,635)	(6,947,985)
Receipt of deferred capital contributions	1,241,715	5,415,724
Proceeds on disposal of capital assets	1,848	3,506
	(1,352,072)	(1,528,755)
Financing activities:		
Pledges receivable	553,512	485,675
Proceeds from long-term borrowings	5,000,000	-
Transfer of Sault College Student Union Fund	-	(1,070,293)
	5,553,512	(584,618)
Investing activities:		
Advance of loan receivable	-	(3,000,000)
Net increase (decrease) in cash and temporary investments	3,700,734	(3,974,934)
Cash and temporary investments, beginning of year	13,348,422	17,323,356
Cash and temporary investments, end of year	\$ 17,049,156	\$ 13,348,422

See accompanying notes to financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Remeasurement Gains and Losses

Year ended March 31, 2015, with comparative information for 2014

	2015	2014
Accumulated remeasurement gains (losses), beginning of the year	\$ (73,327)	\$ 117,765
Unrealized gains (losses) attributable to:		
Temporary investments	174,218	(73,327)
Realized gains, reclassified to the statement of operations:		
Temporary investments		
Designated fair value	73,327	(117,765)
Net remeasurement gains (losses) for the year	247,545	(191,092)
Accumulated remeasurement gains (losses), end of the year	\$ 174,218	\$ (73,327)

See accompanying notes to financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2015

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

1. Significant accounting policies:

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

(a) Revenue recognition:

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

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

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

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

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

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

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

(b) Inventory:

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

(c) Vacation pay:

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

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2015

1. Significant accounting policies (continued):

(d) Capital assets:

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

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

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

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

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

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

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

- (i) The costs of post-employment future benefits are actuarially determined using management's best estimate of health care costs, disability recovery rates and discounts rates. Adjustments to these costs arising from changes in estimates and experience gains and losses are amortized to income over the estimated average remaining service life of the employee groups on a straight line basis.
- (ii) The costs of the multi-employer defined benefit pension are the employer's contributions due to the plan in the period.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2015

1. Significant accounting policies (continued):

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

- (iii) The cost of vesting and non-vesting sick leave benefits are actuarially determined using management's best estimate of salary escalation, employees' use of entitlement and discount rates. Adjustments to these costs arising from changes in actuarial assumption and/or experience are recognized over the estimated average remaining service life of the employees.
- (iv) The discount used in the determinations of the above-mentioned liabilities is equal to the College's internal rate of borrowing.

(f) Financial instruments:

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

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

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

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

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

Long-term debt is recorded at cost.

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

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

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2015

1. Significant accounting policies (continued):

(h) Use of estimates:

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

2. Accounts receivable:

	2015	2014
Student tuition fees	\$ 352,203	\$ 291,095
Federal other	330,285	184,046
Other	799,745	809,787
	1,482,233	1,284,928
Less allowance for doubtful accounts	141,024	123,553
	\$ 1,341,209	\$ 1,161,375

3. Investments:

	Level	2015	2014
Assets at designated fair value			
Government bonds	2	\$ 1,634,859	\$ 1,485,160
Equity instruments, quoted in an active market			
Shares	1	6,680,860	5,526,478
Mutual funds	1	1,611,696	1,355,594
Cash		284,768	407,532
		\$ 10,212,183	\$ 8,774,764

There were no transfers between Level 1 and Level 2 for the years ended March 31, 2015 and 2014. There were also no transfers in or out of Level 3.

Government Bonds have interest rates from 1.370% to 9.375% (2014 - 1.900% to 9.376%) and mature between 2017 and 2037.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2015

4. Long-term receivable:

	2015	2014
Health and Wellness building – Sault College Student Union receivable	\$ 3,000,000	\$ 3,000,000
Current portion of long-term receivable	157,021	-
	\$ 2,842,979	\$ 3,000,000

Aggregate maturities of long-term receivables for each of the five years subsequent to March 31, 2015, are as follows: 2016 - \$157,021; 2017 - \$162,306; 2018 - \$167,769; 2019 - \$173,416 and 2020 - \$179,253.

The Sault College Student Union committed to a contribution totalling \$3,927,000 towards the construction of the College's Health and Wellness building. The College has loaned the remaining \$3,000,000 relating to this commitment. The loan has been guaranteed through the collections of the Student Building Trust Fund Ancillary fee. The terms of repayment are 15 years at an interest rate of 3.338%.

5. Capital assets:

2015	Cost	Accumulated amortization	Net book value
Land	\$ 1,020,817	\$ -	\$ 1,020,817
Buildings	83,656,994	29,583,859	54,073,135
Site improvements	5,239,513	2,316,536	2,922,977
Equipment	13,036,917	10,542,510	2,494,407
Vehicles	432,369	352,811	79,558
Furniture and fixtures	1,251,167	1,040,794	210,373
Computer equipment	13,330,954	12,635,140	695,814
Aircraft	3,650,422	3,265,474	384,948
	\$ 121,619,153	\$ 59,737,124	\$ 61,882,029

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2015

5. Capital assets (continued):

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

6. Deferred contributions for expenses of future periods:

Deferred contribution consists of the following:

	2015	2014
Balance, beginning of year	\$ 1,898,928	\$ 1,622,585
Additional contributions received	4,387,026	4,987,057
Amounts taken into revenue	(4,415,403)	(4,710,714)
Balance, end of year	<u>\$ 1,870,551</u>	<u>\$ 1,898,928</u>

7. Pledges receivable:

	2015	2014
Inspiring Growth Capital Campaign pledges	\$ 967,352	\$ 1,520,864
Current portion of pledges receivable	(460,963)	(862,588)
Non-current portion of pledges receivable	<u>\$ 506,389</u>	<u>\$ 658,276</u>

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

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2015

7. Pledges receivable (continued):

Aggregate maturities of pledges receivable for each of the five years subsequent to March 31, 2015 are as follows:

2016	\$	460,963
2017		300,277
2018		205,809
2019		303
2020		-

8. Long-term debt:

3.338% term loan to Ontario Financing Authority, unsecured, payable \$127,931 semi-annually including interest, due October 31, 2029	\$	3,000,000
1.856% term loan to Ontario Financing Authority, unsecured, payable \$210,349 semi-annually including interest, due October 31, 2019		2,000,000
		5,000,000
Current portion of long-term debt		(542,380)
	\$	4,457,620

The schedule principal amounts payable within the next five years and thereafter are as follows:

2016	\$	542,380
2017		554,850
2018		567,632
2019		580,735
2020		594,167
Thereafter		2,160,236
	\$	5,000,000

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2015

9. Deferred capital contributions:

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

	2015	2014
Unamortized capital contributions used to purchase assets	\$ 52,197,796	\$ 53,391,284
Unspent contributions	406,697	769,776
	<u>\$ 52,604,493</u>	<u>\$ 54,161,060</u>

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

	2015	2014
Balance, beginning of year	\$ 54,161,060	\$ 51,611,426
Additional contributions received	1,237,270	5,396,983
Inspiring Growth Capital Campaign	4,445	18,742
Less amounts amortized to revenue	(2,798,282)	(2,866,091)
Balance, end of year	<u>\$ 52,604,493</u>	<u>\$ 54,161,060</u>

10. Employee future benefits:

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

	2015	2014
Post-employment benefits	\$ 583,000	\$ 576,000
Non-vesting sick leave	1,331,000	1,388,000
Vesting sick leave	203,000	249,000
	<u>\$ 2,117,000</u>	<u>\$ 2,213,000</u>

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2015

10. Employee future benefits (continued):

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

	2015	2014
Accrued benefit obligation	\$ 2,287,000	\$ 2,222,000
Fair value of plan assets	(89,000)	(74,000)
Funded status – plan deficit	2,198,000	2,148,000
Unamortized actuarial gain (loss)	(81,000)	65,000
Employee future benefit liability	\$ 2,117,000	\$ 2,213,000
Current service cost	\$ 119,000	\$ 115,000
Interest on accrued benefit obligation	48,000	49,000
Experienced losses	(2,000)	2,000
Benefit payments	(246,000)	(369,000)
Amortization of actuarial loss	(15,000)	8,000
Employee future benefit expense (recovery)	\$ (96,000)	\$ (195,000)

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

Post-employment benefits

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

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

(i) Discount rate:

The present value as at March 31, 2015 of the future benefits was determined using a discount rate of 1.60% (2014 - 2.70%).

(ii) Drug costs:

Drug costs were assumed to increase at a rate of 8.75% for 2015 (2014 – 9.0%) and decrease proportionately thereafter to an ultimate rate of 4.0% in 2034.

(iii) Hospital and other medical:

Hospital and other medical costs were assumed to increase at 4.0% per annum in 2015 (2014 - 4.0%).

Medical premium increases were assumed to increase at 7.325% per annum in 2015 (2014 - 7.50%) and decrease proportionately thereafter to an ultimate rate of 4.0% in 2034.

(iv) Dental costs:

Dental costs were assumed to increase at 4.0% per annum in 2015 (2014 – 4.0%).

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2015

10. Employee future benefits (continued):

Compensated Absences

(i) Vesting Sick Leave:

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

(ii) Non-Vesting Sick Leave:

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

11. Pension Plan:

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

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

Any pension surplus or deficit is a joint responsibility of the members and employers and may affect future contribution rates. The College does not recognize any share of the Plan's pension surplus or deficit as insufficient information is available to identify the College's share of the underlying pension asset and liabilities. The most recent actuarial valuation filed with pension regulators as at January 1, 2015 indicated an actuarial surplus of \$773 million.

Under these arrangements, the College makes contributions equal to those of the employees. Contributions made by the College during the year amounted to approximately \$3,360,793 (2014 - \$3,110,578).

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2015

12. Investment in capital assets:

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

	2015	2014
Capital assets	\$ 61,882,029	\$ 63,143,879
Amounts financed by:		
Unamortized capital contributions used to purchase assets	(52,197,796)	(53,391,284)
Long-term debt	(2,000,000)	-
	\$ 7,684,233	\$ 9,752,595

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

	2015	2014
Excess of revenues over expenses:		
Amortization of deferred capital contributions	\$ 2,798,282	\$ 2,866,091
Amortization of capital assets	(3,857,483)	(3,829,918)
	\$ (1,059,201)	\$ (963,827)
Net change in investment in capital assets:		
Purchase of capital assets	\$ 2,595,635	\$ 6,947,985
Amounts funded by:		
Deferred capital contributions	(1,600,351)	(6,307,733)
Deferred capital campaign contributions	(4,445)	(3,519,268)
	\$ 990,839	\$ (2,879,016)

13. Internally restricted net assets:

By resolution of the Board of Governors, accumulated appropriations from unrestricted net assets balance at March 31, 2015 have been made to the Joint Employment Stability Reserve Fund in the amount of \$156,667 (2014 - \$158,249).

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2015

14. Externally restricted net assets:

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

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

15. Commitments and 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.

16. Financial instrument risk management:

(a) Credit risk:

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

The College assesses, on a continuous basis, accounts receivable and provides for any amounts that are not collectible in the allowance for doubtful accounts. The maximum exposure to credit risk of the College at March 31, 2015 is the carrying value of these assets.

The carrying amount of accounts receivable is valued with consideration for an allowance for doubtful accounts. The amount of any related impairment loss is recognized in the income statement. Subsequent recoveries of impairment losses related to accounts receivable are credited to the income statement. The balance of the allowance for doubtful accounts at March 31, 2015 is \$141,024 (2014 - \$123,553).

As at March 31, 2015, \$94,422 (2014 - \$99,736) of trade accounts receivable were past due greater than 90 days, but not impaired.

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

There have been no significant changes to the credit risk exposure from 2014.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2015

16. Financial instrument risk management (continued):

(b) Liquidity risk:

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

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

There have been no significant changes to the liquidity risk exposure from 2014.

(c) Market risk:

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

(i) Foreign exchange risk:

The College is exposed to financial risks as a result of exchange rate fluctuations and the volatility of these rates. In the normal course of business, the College makes purchases denominated in U.S. dollars. The College does not currently enter into forward contracts to mitigate this risk. There has been no change to the risk exposure from 2014. The College does not have any material transactions during the year or financial instruments denominated in foreign currencies at year end.

There have been no significant changes to the foreign exchange risk exposure from 2014.

(ii) Interest rate risk:

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

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

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

There has been no change to the interest rate risk exposure from 2014.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2015

17. Endowment funds:

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

Schedule of changes in Endowment Fund balances

Year ended March 31

	OSOTF I	OSOTF II	OTSS	2015 Total	2014 Total
Balance, beginning of year	\$ 664,172	\$ 331,340	\$ 2,346,515	\$ 3,342,027	\$ 3,342,027
Cash donations received					
from other sources	-	-	-	-	-
OTSS funds received					
from MTCU	-	-	-	-	-
OTSS funds receivable					
from MTCU	-	-	-	-	-
Balance, end of year	\$ 664,172	\$ 331,340	\$ 2,346,515	\$ 3,342,027	\$ 3,342,027

Schedule of changes in expendable funds available for awards

Year ended March 31

	OSOTF I	OSOTF II	OTSS	2015 Total	2014 Total
Balance, beginning of year	\$ 201,820	\$ 8,941	\$ (68,010)	\$ 142,751	\$ 249,626
Investment income (loss),					
net of expenses	108,373	21,502	25,267	155,142	73,780
Bursaries awarded	(42,575)	(4,750)	(68,150)	(115,475)	(180,655)
Balance, end of year	\$ 267,618	\$ 25,693	\$ (110,893)	\$ 182,418	\$ 142,751
Bursaries awarded #	136	5	141	282	306

The bursaries awarded under OTSS comprise of 73 to OSAP recipients totalling \$32,250 and 68 to non-OSAP recipients totalling \$35,900.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2015

18. Adoption of new accounting policy:

The College adopted Public Sector Accounting Board Standard PS 3260 – Liability for Contaminated Sites effective April 1, 2014. Under PS 3260, contaminated sites are defined as the result of contamination being introduced in air, soil, water or sediment of a chemical, organic, or radioactive material or live organism that exceeds an environmental standard. This Standard relates to sites that are not in productive use and sites in productive use where an unexpected event resulted in contamination. The College adopted this standard on a retroactive basis and there were no adjustments as a result of the adoption of this standard.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Schedule of Revenue

Year ended March 31, 2015, with comparative information for 2014

	2015	2014
Grants and reimbursements:		
Operating grants	\$ 14,210,088	\$ 14,376,650
Special purpose grants	15,598,939	15,024,884
Apprentice training	1,213,818	1,247,878
Ontario training strategies	4,338,058	3,565,051
Other	2,505,918	1,772,660
	<u>37,866,821</u>	<u>35,987,123</u>
Tuition fees:		
Full-time post-secondary	7,254,860	7,194,813
Other	2,207,719	2,124,427
	<u>9,462,579</u>	<u>9,319,240</u>
Ancillary operations	1,341,238	1,267,833
Miscellaneous:		
Contract educational services	542,883	306,138
Sale of course products and services	441,500	383,830
Other	2,511,918	2,273,418
	<u>3,496,301</u>	<u>2,963,386</u>
Restricted for student purposes	1,149,117	1,116,271
Amortization of deferred capital contributions	2,798,282	2,866,091
	<u>\$ 56,114,338</u>	<u>\$ 53,519,944</u>



**SAULT
COLLEGE**

2014-2015 Sault College Performance Indicators

Program Name	APS Code	Student Loan Default Rate			Graduate Employment Rate			*Graduation Rate		
		# of Loans Issued	# of Loans in Default	Default Rate	# in Labour Force	# Working	%	# of Entrants to the Program	# of Grads	%
Adventure Recreation and Parks Technician	01112				9	8	89%	32	14	43.8%
Aircraft Structural Repair Technician	01114				14	13	93.0%	28	19	67.9%
Aviation Technology-Flight	01002				8	6	75%	81	35	43.2%
Business	01007				7	6	86%	22	12	54.5%
Business -Accounting	01005				3	2	67%	19	7	36.8%
Business Management	01144				3	2	67%	3	2	66.7%
Child and Youth Worker	01047				4	4	100%	35	21	60.0%
Civil Engineering Technician	01011				3	2	67%	14	7	50.0%
Community Integration Through Cooperative Education	01107				1	0	0%	17	13	76.5%
Computer Network Technician	01130							5	3	60.0%
Computer Programmer	01053				1	0	0%	11	7	63.6%
Computer Programmer Analyst	01054				1	1	100%	*	*	*
Construction Carpentry Techniques	01164				3	3	100%	21	11	52.4%
Culinary Management	01172				3	1	33%	11	4	36.4%
Culinary Skills-Chef Training	01009				1	1	100%	11	4	36.4%
Digital Photography and Imaging	01192				7	6	86%	18	14	77.8%
Early Childhood Education	01016				10	9	90%	34	20	58.8%
Electrical Engineering Technician - Power Generation	01167				2	2	100%	9	3	33.3%
Electrical Engineering Technician - Process Automation	01017				3	2	67%	23	14	60.9%
Electrical Engineering Technician - Trades	01179				8	6	75%	13	6	46.2%
Electrical Engineering Technology - Process Automation	01018				9	8	89%	12	11	91.7%
Environmental Technician - Water	01088				0	0	0%	11	7	63.6%

Aviation Technology-Flight	01002				8	6	75%	81	35	43.2%
Business	01007				7	6	86%	22	12	54.5%
Business -Accounting	01005				3	2	67%	19	7	36.8%
Esthetician	01164				8	6	75%	21	15	71.4%
Fetal Alcohol Spectrum Disorder	01205				10	9	90%	*	*	*
Fish and Wildlife Conservation Technician	01109				8	7	88%	61	33	54.1%
Fitness and Health Promotion	01180				4	4	100%	12	6	50.0%
Forest Conservation Technician	01021				1	1	100%	18	13	72.2%
General Arts and Science - Liberal Studies	01024				1	1	100%	21	16	76.2%
General Arts and Science - Arts	01154				0	0	0%	5	4	80.0%
General Arts and Science - One Year	01153				7	4	57%	42	15	35.7%
Geographic Information Systems-Applications Spec.	01131				2	2	100%	20	19	95.0%
Graphic Design	01000				1	1	100%	20	10	50.0%
Home Inspection Technician	01195				3	3	100%	*	*	*
Hospitality Management - Hotel and Resort	01153				1	1	100%	9	8	88.9%
Hospitality Operations - Food and Beverage	01173							1	0	0.0%
Law and Security Administration	01084				1	1	100%	33	18	54.5%
Mechanical Engineering Technician - Manufacturing	01027				6	6	100%	18	12	66.7%
Mechanical Engineering Technology	01188				2	2	100%	*	*	*
Mechanical Techniques - Industrial Maintenance	01145				2	2	100%	*	*	*
Metal Fabrication Technician	01187				9	8	89%	26	17	65.4%
Motive Power Fundamentals - Automotive	01136				3	3	100%	6	3	50.0%
Motive Power Fundamentals - Heavy Equipment & Truck Repa	01184				3	3	100%	5	3	60.0%
Motive Power Technician - Advanced Repair	01183				7	7	100%	22	17	77.3%
Natural Environment Technician - Conservation	01181				5	3	60%	19	13	68.4%
Natural Resources/Environmental Law - Inspection and Enforcement					8	6	75%	18	18	100.0%
Occupational Therapist Assistant/Physiotherapist Assistant	01160				10	9	90%	28	20	71.4%
Office Administration-Executive	01034				10	9	90%	41	31	75.6%
Peace and Conflict Studies	01194				2	2	100%	8	6	75.0%
Personal Support Worker	01135				30	27	90%	85	70	82.4%
Pharmacy Technician	01197				5	5	100%	*	*	*
Police Foundations	01134				12	9	75%	57	39	68.4%
Practical Nursing	01157				33	29	88%	54	47	87.0%
Pre-Health Sciences	01158				2	2	100%	67	41	61.2%
Pre-Trades and Technology	01173				2	1	50%	20	7	35.0%
Protection, Security and Investigation	01084				6	6	100%	*	*	*
Public Relations and Event Management	01196				5	4	80%	7	6	85.7%
Renewable Energy and Green Construction	01191							12	6	50.0%

Aviation Technology-Flight	01002				8	6	75%	81	35	43.2%
Business	01007				7	6	86%	22	12	54.5%
Business -Accounting	01005				3	2	67%	19	7	36.8%
Social Services Worker	01148				8	7	88%	39	26	66.7%
Social Services Worker - Native Specialization	01162				2	2	100%	17	10	58.8%
Video Game Art	01190				4	1	25.0%	8	4	50.0%
Welding Techniques	01186				2	1	50%	20	8	40.0%

* General Arts And Science

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

Important Notes Regarding Above Data

- Student Loan Default Rates

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

- Graduate Employment Rates

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

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

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

Program Name	MTCU Code	APS Number	Number Entrants (include transfer-in students; delete transfer-out students)	Number of Graduates	Program Graduation Rate %
Adventure Recreation and Parks Technician	54205	01112	30	21	70.0%
Aircraft Structural Repair Technician	46600	01114	38	28	73.7%
Aviation Technology-Flight	68401	01002	51	26	51.0%
Business	50200	01007	30	16	53.3%
Business -Accounting	50100	01005	14	7	50.0%
Business Management	70200	01145	26	21	80.8%
Child and Youth Worker	60701	01047	28	19	67.9%
Civil Engineering Technician	51003	01011	25	15	60.0%
Community Integration Through Cooperative Education	59650	01107	14	10	71.4%
Computer Network Technician	50509	01131	11	7	63.6%
Computer Network Technology	60509	01128	5	5	100.0%
Computer Programmer	50503	01053	17	13	76.5%
Computer Programmer Analyst	60503	01054	10	8	80.0%
Construction Carpentry Techniques	48200	01164	20	11	55.0%
Culinary Management	53107	01172	9	3	33.3%
Culinary Skills - Chef Training	43107	01009	10	8	80.0%
D. Preparatory or Pre Program (per Appendix A) Graduation Rate. Do not include in Sections A, B and C above					
Early Childhood Education	51211	01016	36	15	41.7%
Electrical Eng. Technician - Process Automation and Trac	55613	01179	40	20	50.0%
Electrical Engineering Technician - Power Generation	55613	01168	17	11	64.7%
Electrical Engineering Technician - Process Automation	55613	01017	26	15	57.7%
Electrical Engineering Technology - Process Automation	65613	01018	24	19	79.2%
Environmental Technician - Water	52700	01088	19	12	63.2%
Esthetician	53401	01165	20	16	80.0%
Fish and Wildlife Conservation Technician	52709	01109	61	41	67.2%
Fitness and Health Promotion	52209	01180	13	10	76.9%
Forest Conservation Technician	54203	01021	19	12	63.2%
General Arts and Science - Arts	44700	01154	3	1	33.3%
General Arts and Science - Liberal Studies	54701	01024	27	16	59.3%
General Arts and Science - One-Year	44700	01154	27	10	37.0%
Geographic Information Systems-Applications Specialist	70303	01134	17	15	88.2%
Graphic Design	61820	01000	15	6	40.0%
Hospitality Management - Hotel and Resort	53200	01153	10	9	90.0%
Hospitality Operations - Food and Beverage	43201	01173	2	2	100.0%

Law and Security Administration	53007	01084	35	28	80.0%
Mechanical Engineering Technician - Manufacturing	57000	01027	52	46	88.5%
Mechanical Engineering Technology	61007	01188	7	4	57.1%
Mechanical Techniques - Industrial Maintenance	41007	01148	6	4	66.7%
Motive Power Fundamentals - Automotive Repair	46405	01185	3	2	66.7%
Motive Power Fundamentals - Heavy Equipment & Truck	46705	01184	4	2	50.0%
Motive Power Technician - Advanced Repair	56405	01183	21	12	57.1%
Natural Environment Technician - Conservation and Man	52700	01181	12	11	91.7%
Occupational Therapist Assistant and Physiotherapist Ass	51502	01160	30	22	73.3%
Office Administration-Executive	52316	01034	38	28	73.7%
Personal Support Worker	41469	01136	95	90	94.7%
Police Foundations	53008	01135	74	37	50.0%
Practical Nursing	51407	01157	92	59	64.1%
Pre-Health Sciences	41601	01158	70	48	68.6%
Pre-Trades and Technology	44702	01174	20	4	20.0%
Public Relations and Event Management	70246	01196	19	19	100.0%
Renewable Energy and Green Construction Techniques	47600	01191	12	11	91.7%
Social Service Worker	50721	01151	50	30	60.0%
Social Service Worker - Native Specialiazation	50721	01163	36	20	55.6%
TOTAL:			1271	858	67.5%
Truck and Coach/Heavy Duty Equipment Technician	56705	01085	3	3	100.0%
Welding Techniques	44900	01186	12	3	25.0%

Attachment 4: Summary of Advertising and Marketing Complaints Received

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

Total number of Complaints: none

Average number of working days to resolution: none

Attachment 5: List of Governors

Peter Berlingieri (Chair)

Carla Fabbro (1st Vice Chair)

Lyne Gagnon (2nd Vice Chair)

Jeff Barnes

Bob Boston

Lou Buffone

James Caicco

Paul Christian

Allison Golding

Peter Hewgill

Jason Naccarato

Krista Pearson

Matthew Shoemaker

Bob Wilding

Marnie Yourchuk

David Zuccato