



SAULT COLLEGE

ANNUAL REPORT 2011-2012



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2011-2012**

*“DREAM LOFTY DREAMS, AND AS YOU
DREAM, SO SHALL YOU BECOME. YOUR
VISION IS THE PROMISE OF WHAT YOU
SHALL ONE DAY BE; YOUR IDEAL IS THE
PROPHECY OF WHAT YOU SHALL AT LAST
UNVEIL.”*

JAMES ALLEN

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Message from the Chair

I AM VERY PLEASED TO PRESENT Sault College's 2011-2012 Annual Report. This year marked an incredibly exciting year at our College with the official opening of our new Academic Wing. It is obvious the students are already seeing the benefits of this new space. The new building has significantly enhanced the important "first impression" to prospective students and supports their studies once they've joined us. The three-story glass and steel wing will be a campus dream for many years to come.

The inaugural opening of our campus facility was just one of many projects that have come to fruition. This year also marked the grand opening of our partnering buildings on campus: Algoma Public Health and the Nurse Practitioner-led Clinic.

Phase I of our campus redevelopment is now complete. To continue to enhance our learning spaces and programs, the College has launched the \$6 million Inspiring Growth Capital Campaign to move forward with Phase II of our campus renewal – a new Student Health and Wellness Centre. This centre will support our students as they grow with us and reflect the excellence seen across our College.

Sault College offers quality programming, qualified faculty, and an ambitious vision: to make society a better place by providing a transformative life experience through empowering those who study with us to think and learn in progressive, innovative ways, including those we have not yet imagined.

We know that to remain a leader in the field of post-secondary education we must continue to reposition our campus infrastructure to meet the demands of our evolving curriculum. In this way, we will strive to maintain a relevant program portfolio that fills distinctive educational niches, fosters creativity and innovation, and reflects our regional uniqueness.

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

Sincerely,



Joe Chilelli, Chair
Sault College Board of Governors



Message from the President

THERE IS A HEIGHTENED ENTHUSIASM ON our campus that builds with every new brick that is laid for new and enhanced facilities and every academic program delivered in them. This energy and sense of hope and excitement is shared by our students, staff, faculty and community partners whose collective vision is that of growth and prosperity, and one that is coming true before our very eyes.

Like the blueprints that guide our construction, our strategic plan, now in its second year of implementation, has set the course for our future. We are transforming our campus into the premier post-secondary institution of the North.

Phase II of our campus redevelopment – a new Student Health and Wellness Centre, is another major accomplishment our College is anxiously awaiting.

The new 40,000 square foot complex is a vital component of our evolving College curriculum. Our numerous Health Programs are one of many that will be significantly enhanced by offering a first-class learning opportunity to our students. The centre will also include academic labs to enhance student learning, fitness rooms to promote student and employee health and wellness, meeting spaces to host the sharing of ideas and information, a new gymnasium to better

accommodate varsity sports and a new Student Life Centre.

With the support of our Sault College students with their pledge of \$3.9 million towards the completion of the new building, and the ongoing work by our entire College team, including the committed leadership of our Board of Governors, along with community partners and employers, we have continued to be the College of choice for a growing number of Ontarians. We will continue to excel with the momentum that we have built together thus far and in doing so, continue to put students first as the driving force of all that we do as students are the reason we exist.

We thank you for celebrating our achievements with us this past year and look forward to further strengthening our organization. Your continued support, as you will see on the following pages, is changing lives for the better.

Sincerely,

Dr. Ron Common
President, Sault College

ABOUT SAULT COLLEGE

Setting the Stage

IT WAS JUST OVER A YEAR AGO that Sault College published its 2010-2011 annual report reflecting the new strategic vision and mission of our College. In the second year of our 5-year strategic plan, you will see the many ways in which Sault College is striving to achieve our destiny by 2015.

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

Our mission is to be recognized as the pre-eminent student-centred post-secondary institution in the province

with an unyielding dedication to giving students the tools to reach their goals, and in doing so, will be a cornerstone of the communities we serve.

In this way, we are driven to provide countless learning opportunities that lead to strong career paths for all students who learn with us.

Sault College transforms the lives of students through providing innovative education and training, and granting Ontario College certificates, diplomas, advanced diplomas, graduate certificates, and degrees to its graduates. The College is the largest deliverer of apprenticeship training in all of Northern Ontario.



A SAULT COLLEGE STUDENT PARTICIPATES IN OUTDOOR FIELDCAMP ACTIVITIES AT SEARCHMONT

IN DEVELOPING STUDENTS, SAULT COLLEGE HAS CREATED 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 TO COME HERE,” AND

“THE EXPERIENCE CHANGED MY LIFE.”

This year, Maclean’s magazine ranked the College at the top of the province in graduate satisfaction, with 85% of graduates saying that they were highly satisfied with their education at the College.

Educating over 4,500 students each year, Sault College has a significant economic impact on the local community, with spin-offs in excess of \$100 million. Over \$2 million dollars in scholarships, bursaries and awards is distributed annually to students at the College.

Located on the border to the United States and positioned in the middle of three of the largest great lakes on the planet, Sault College is uniquely situated to provide exemplary post-secondary educational opportunities as one of 24 publicly-funded colleges in the province of Ontario.

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

This year’s annual report will reflect the ways in which Sault College is working to achieve the outcomes desired in our strategic and business plans. It will also reflect how we are working to establish ourselves as the place to receive a distinct education of the highest academic quality so that students, their families, our partners and the community feel that an education with Sault College is not only worthwhile, it leads to no less than the transformation of lives and society.



STAFF IN THE REGISTRAR'S OFFICE PREPARE TO SEND OUT ACCEPTANCE PACKAGES TO NEW STUDENTS

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

Enhancing our Programs

AS A POST-SECONDARY EDUCATION INSTITUTION STRIVING TO BE THE PRE-EMINENT DELIVERER OF EDUCATION IN THE PROVINCE, ENHANCING OUR PROGRAMS IS CENTRAL TO OUR SUCCESS, AND AS SUCH IS THE FIRST OF OUR ORGANIZATION'S STRATEGIC THEMES.

SAULT COLLEGE OFFERS EXCEPTIONAL PROGRAMS to our students to address and respond to industry needs according to trends in the economy. New program offerings have helped to enhance both the profile and reputation of our organization as a leading and preferred educator in the post-secondary field.

Enrolment numbers for the 2011-2012 academic year indicated first-year enrolment at the College increased by 5%, with 1,462 first-year full-time post-secondary students registered at Sault College.

Health Sciences led the way this year in enrolment-growth, with a 17.8% increase in first-year registered students. Other areas that experienced marked increases included pre-trades – with 10.7% more students, and engineering, skilled trades and aviation seeing a 7.4% increase.

Overall this year, enrolment at the College was up 2% in all

years across the College. Since 2008, the College has grown by an impressive 30%, with a total of 2,439 current full-time post-secondary students compared to 1,887 in 2008.

Total enrolment at the College reached over 4,000, including apprenticeships and adult training offerings, as well as the Aircraft Structural Repair program being delivered at Sault College's London, Ontario site, which has registered 150 students since being moved to southern Ontario, expanding the College's reach in the province.

As enrolment continues to increase, September 2011 saw the launch of three new programs: Pharmacy Technician, Public Relations and Event Management, and Home Inspection Technician endorsed by Mike Holmes. All three programs ran with healthy enrolment.

Demand continues to rise in speciality program areas

such as Natural Environment and Outdoor Studies. Newly introduced program offerings for September 2012 include a graduate certificate in Natural Resource/Environmental Law – Inspection and Enforcement. This program will prepare graduate students to enter the profession of natural resource and/or environmental law compliance monitoring and enforcement as an inspector, investigator, enforcement officer, conservation officer and private/industry corporate environmental officer.

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

To develop greater flexibility in programs by providing multiple entry points, shorter cycles of learning and modularized offerings, in January 2012, Sault College once again addressed the growing needs of adult learners by offering a number of programs thus allowing students to begin their studies earlier in the year. The programs that were offered in January of this year included:

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

Each learner has specific needs and life situations and therefore we must constantly look at ways to identify and remove barriers that may impede success at the post-secondary level. For the first time this February, Sault College offered a February intake into our General Arts and Science - One Year program to allow those finishing high school in January to begin College immediately.

In an effort to consider new ideas and strategies for operational savings and spending responsibility so efficiency savings can be reinvested to launch progressive initiatives in critical areas, Sault College has decided to make publication changes to its academic calendar (program guide). The College will move its academic calendar piece to the web to provide the most up-to-date information to our potential students. An enhanced viewbook piece will be created that will be distributed for September 2012. Not only is this a cost-effective way serve our students, the online version will provide applicants with the most current information available.

The Sault College Academic Upgrading program served 181 Literacy and Basic Skills (LBS) learners and 170 Academic and

Career Entrance (ACE) learners over the past year for a total of 351 students. Although the Academic Upgrading program experienced a decrease in the overall number of students enrolled in the program this year, the decrease was anticipated due to the funding and structural changes with all literacy agencies under Employment Ontario. The College's program is in the process of transitioning to a new curriculum framework and an assessment and funding process will be implemented based on student outcomes rather than student numbers. Furthermore, a decrease in available funding for Second Career initiatives has also limited the capacity to serve a larger numbers of students.

The Sault College Academic Upgrading Program continues to be a strong feeder of academically-prepared students to the post-secondary programs. According to the most recent Prepared for Success Report, the program saw a significant increase in the number of students successfully transitioning to college programs, up 14% from the previous year.

The past year was an innovative and exciting time for Continuing Education in the realm of special programming. Working with several community partners and reaching out to a myriad of student populations, several projects aimed at encouraging technical trades skills and increasing adult learning were initiated and run successfully.

The School of Continuing Education provided opportunities for part-time learning in 23 certificates, professional development activities and general interest courses for personal growth and enrichment. Programming ranged in focus from employment-oriented, such as Professional Bookkeeping Certificate, Human Resource Practices Certificate, IV Therapy and Air Brake Z Endorsement, to personal interest such as Outdoor Bootcamp, Canadian Firearms Safety and Digital Photography.

As a means of gauging community interest into seeing whether development of a full-time applied popular music program would flourish in our community, Sault College also introduced music programming for winter 2012.

An introductory course in 'Acoustic Guitar' and 'Band without Audition' were new programs offered through the School of Continuing Education. Acoustic Guitar was a 'learn to play' opportunity with a focus on learning the basic chords and patterns. Upon completion of the 10-week course, students were able to play some of today's most popular songs.

Band without Audition was a unique opportunity for musicians who have the basic ability to play an instrument. Students participated in group practice, playing the instrument of their choice: guitar (bass and electric), keyboard or percussion, which the College provided to them.

During the 16 workshop-style sessions, students had the opportunity to develop playing expertise as well as learn about the music industry. The first two hours of each session were dedicated to group practice led by an instructor as well as studying the “business of bands.” Each evening ended with the entire group participating in a jam session.

The School of Continuing Education also gave access to 1,200 courses through membership in the OntarioLearn Network. The network provides individual courses, post-secondary and certificate substitutes and courses required to complete wholly online certificates such as Computerized Business Systems and Engineering Technology Management.

Programming was also made available for synchronous distance learning via the Contact North Network. Contact North offerings included the following exciting certificates: Personal Support Worker, Effective Business Writing, Diversity and Intercultural Relations, Food Service Worker, Health Office Administrative Support, Medical Transcription, and Project Management.

Secondary school students were given the opportunity to participate both locally and at a distance in dual credit course options for sociology, medical terminology, and Spanish language. Students participate in apprenticeship training and post-secondary courses, earning dual credits that count towards their high school diploma and their post-secondary diploma, degree or apprenticeship certification.

Dual Credits engage students through exposure to college courses and culture while supporting their successful transition to a post-secondary environment.

Unique distance learning programs in partnership with private organizations included certificates for Airline Operations, Airport Administration Services, Airport Wildlife Management, Flight Attendant, Social Media for Business, eMarketing Essentials, Mobile Marketing, Business Research, Online Teaching, Video Marketing, and Business Coaching.

Corporate contracts for Sault College-delivered training and education included the Town of Bruce Mines, Algoma District School Board, Algoma Treatment and Remand Centre, Ontario Works, Georgian College, CGA Association of Ontario, and the Centre for Native Education and Training. Multiple contracts between the College and outside organizations included Essar Steel Algoma with two contracts, CQI with six, Batchewana First Nations also with six, and Tenaris Algoma Tubes, with over 23 contracts being established and fulfilled over the past year.

To increase adult learning and to accommodate mature students’ interest in life-long learning and continuing education, the School of Continuing Education offered compressed certificate learning for students who accessed

funding through the Targeted Initiative for Older Workers (TIOW) program which ran during the fall of 2011 and winter of 2012. In partnership with Employment Solutions and the Sault Community Career Centre, 60 TIOW students between the ages of 50 to 64, attended classes at Sault College from Monday to Friday of each week to complete Continuing Education certificates in Essential Technologies, Health Office Administrative Support and Professional Bookkeeper through sponsored funding.

Students in the Professional Bookkeeper program gained hands-on learning in accounting principles, and those in the Health Office stream were able to learn both academic and hands-on skill sets in work placement settings. The Essential Technologies program was extremely popular and ran three times, as the need for fundamental computer literacy gained a strong following from the community. All of the training provided was well-received and attended, with positive outcomes achieved for both the learners and the College.

Sault College’s Continuing Education department was one of 17 colleges that participated in the Association of Canadian Community Colleges Essential Skills national research project this year to test literacy and numeracy levels in trades-related programming. To respond to the needs identified through this testing, two Pre-Apprenticeship programs were successfully



POLICE FOUNDATIONS STUDENT, ELIE GERMEIL

developed, offered and delivered: Cook for Women and Plumbing programs.

The School of Continuing Education was responsible for administration and coordination of these projects. In partnership with Phoenix Rising, the Level 1 Cook Training and entrepreneurship business skills for the Pre-Apprenticeship Chef program was made available to young women at risk. Recruitment of the program was extremely successful by reaching out to several community service stakeholders and First Nations communities. Initially the program sought to enrol 20 students but over 60 applied. The target was a minimum of 25% Aboriginal students, and this target was surpassed by enrolling 10 out of 20 students (50%) who were Aboriginal.

This Chef Pre-Apprenticeship program included a 4-week Entrepreneurship Training session held throughout January and February to expose students to the elements of business planning and ownership, as well as the Local Food movement in Algoma. The students also successfully created a culinary business plan that tied in local food within the region.

A 12-week work placement from February to April was also included in the program. Students worked in a placement off-

site, which was different than what the program had originally planned in the pursuit of the Home Meal Replacement concept. After much research and development, the best exposure and experience for the students was found to be gaining culinary expertise outside in local business. As such, these students were placed in the realms of hospitality, food service and culinary businesses, such as restaurants, hotels, and long-term care facilities where they were very well-received and gained the best skill sets necessary for their apprenticeship.

The Pre-Apprenticeship Plumbing program was delivered in partnership with the Anishinabek Information Technology Center in Garden River. A total of 18 students, all Aboriginal, completed a very comprehensive program including the Level 1 – Plumber, Pipefitter and Steamfitter Apprenticeship, Renewable Energy training and a Gas Fitter Technician program.

To further encourage and promote regional apprenticeship/technician trades programs in partnership with First Nation communities, the Northern Training Partnership funding proposal authored by the School of Continuing Education, was approved. MPP David Oraziotti announced a \$1.9 million contribution in funding to begin the project. In collaboration



LEFT PHOTO SAULT COLLEGE CULINARY STUDENT, LAURA PERRAULT

RIGHT PHOTO COLIN KIRKWOOD, DEAN, ENVIRONMENT, TECHNOLOGY AND BUSINESS, JOHN COCCIMIGLIO, MANAGER, APPLIED RESEARCH WITH MIKE ARMSTRONG, SSMART INNOVATION GRADUATE OF THE YEAR

with Garden River, Batchewana and M'Chigeeng First Nations, local participants are able to learn on-site. Up to 120 students will take one of six programs offered, with an estimated 65% of students being of Aboriginal descent.

Registration and revenue for the School of Continuing Education surpassed projected targets this fiscal year. As per the provincial trend, traditional class-room based education attendance is on the decline while online and hybrid learning enrolment is increasing.

To enhance student learning and experience by providing a full range of innovative and emerging technologies that are accessible, secure and user-friendly and have demonstrable impact on student success and personal development, Sault College introduced online registration this year. The successful implementation of online registration was completed for General Education courses in January, for Continuing Education courses in March, and will be available for students in June 2012, making the registration process more seamless and convenient.

To further reduce barriers for students, assistive technology and computers were updated within the Accessibility Services testing rooms at the College. Additional laptops with assistive technology were purchased for student use and additional computers were added in the Library with new technology in study rooms in the Library and Essar Hall. The College's overall quality of facilities and resources increased student satisfaction substantially this year by 8% and the overall quality of services also went up by 8%.

Connections between Sault College and Aboriginal communities continued to be an area of strength for the organization over the past year. The Anishinabek Education institute (AEI) presented Sault College's School of Continuing Education with an opportunity to jointly take the leadership for developing an in-depth education program specific to Ontario, resulting in Sault College President Dr. Ron Common signing an agreement with AEI to initiate the development of a post-graduate certificate for Fetal Alcohol Spectrum Disorder (FASD) – the only one of its kind in the province. First delivery of the certificate will be a collaboration between Sault College's Native Education Department, the School of Continuing Education and the AEI. Once fully developed, the innovative certificate will be available to students throughout Ontario through distance learning.

To enhance programs with applied research opportunities at the College, to further support community partners, and to advance the organization in applied research, Sault College has been successful in receiving eligibility to administer funds offered by the Natural Sciences and Engineering Research

Council of Canada (NSERC), signalling that the College has the infrastructure and expertise to support applied research.

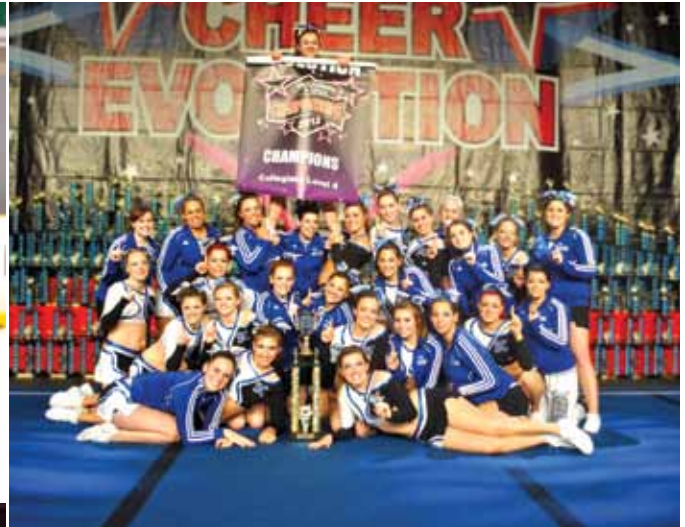
NSERC eligibility is important to providing Sault College with access to the increasing number of NSERC research funding programs, such as the College and Community Innovation (CCI) Program, with its suite of six different grant types for Canadian colleges. Funds from the programs are provided to increase college capacity for applied research by supporting the direct costs of applied research for approved collaborative projects and also by building the physical infrastructure at colleges, ensuring that relevant, world-class technology is available to support innovators and train youth.

In recognition of innovative excellence, in 2011, Mike Armstrong, a Sault College Information Technology student, was the recipient of the community's Innovation Student/ Graduate of the Year SSMARt Innovation Award. This award acknowledges an individual who has made a substantial contribution to the science and/or technology sector through his/her post-secondary studies.

The award-winning project required collaboration between Sault College students, professors and an industry partner, DX2 Technologies Inc., in the development and testing of an Application Interface Layer (API) and various Application Layer Libraries which were key components of their innovative energy management technology being developed to operate within the commercial and residential markets of Ontario's Smart Grid. The research team, in collaboration with a global hardware manufacturer of powerful, cost-effective components, was successful in developing and testing an alpha version of the required low level software components. The research project brings DX2 Technologies Inc. one step closer to the commercialization of their proprietary system that will also feature the capacity for the rapid development of custom client applications. As a result of the industry contacts that were established during the project, the student researcher, Mike Armstrong, was offered employment with DX2 Technologies Inc. to continue development of their systems.

Other applied research projects involved the third-year Mechanical Engineering Technology class designing and building a prototype of a therapeutic device with local partner Back in Motion Physiotherapy. Third-year Electrical students also partnered with Ellsin Environmental Ltd. at their tire recycling plant to research possible solutions to production issues at the plant.

To further strengthen students' learning experiences, this year, Sault College made a commitment to introduce General Education Electives for post-secondary diploma and advanced diploma programs. All programs of the college participated in



SAULT COLLEGE ATHLETICS CELEBRATES A SUCCESSFUL YEAR

enhanced general education offerings with students choosing the programs that interested them most. Students were able to choose from the following programs:

- Music and Pop Culture: this program gave students the opportunity to think creatively and critically about the influence of popular music.
- Your Two Cents: introduced students to the topic of money and its place and value in our culture and individual lives.
- Personal & Academic Success Strategies: prepared students for the rigors of academic life and enabled them to develop a personal profile for College and career success.
- Canadian Aboriginal Peoples: provided students with an introduction to the history and cultural survival of Canada's Aboriginal people.

The Cross Cultural General Education course was Global Citizenship in which students gained an understanding of diversity, social justice and sustainability. The goal of the program was to help students gain personal meaning of themselves as citizens of the world and apply it to their own lives. In total, a group of 150 students represented the first group of students to pilot the new General Education course which will become compulsory in fall 2012 for all of the College's two and three-year diploma program students.

In alignment with the College's five-year strategic plan for incorporating community-focused projects into its curriculum, 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 chose from a compelling number of projects with which to get involved and then went about finding the most impactful way to address them. Approximately 40 projects involving fundraising, increasing awareness and actively participating in a cause, organization, or agency at a local and international level were completed.

The Global Citizenship course also created a space where thought-provoking topics ranging from social justice and equity to themes of diversity and interdependence were discussed. With a look at sustainable development, there was a concern for the environment and a belief that people can make a difference, and the students who participated in the course and projects certainly did that.

The curriculum for Liberal Studies has been revamped for the students beginning in the fall of 2012. Students will now have the opportunity to take more elective credits, giving them the flexibility to take more courses that are of interest to them.

Alumni of the college make an important contribution to the future of Sault College and this year Sault College raised the profile of its alumni program by officially launching the newly

formed Alumni Association complete with new logo and brand identity. The logo is inspired by the contemporary emblem of Sault College. The initial concept behind the logo was to convey movement - to show the alumni as an active part of the college and community - and to suggest that this is the next step following graduation. Pennina-Lynn (Penny) Cobb, a third-year Graphic Design student at Sault College played a key role in the development of the new logo during her work placement with a local employer. The leaf logo represents alumni's activity in the community and their education being put to use in everyday life.

Another area of success was experienced with Sault College's Athletic programs, which celebrated a record-breaking year in the following ways:

- During the OCAA Provincial Championship hosted by Sault College in February, the Women's Curling team was successful in becoming provincial champions as skip Michelle MacLeod led the team to their first OCAA title since 1973. The Men's Curling team was also successful in becoming provincial champions as skip Nick Dawson led the team to their first OCAA title since 1992 making it the first time in history that Sault College has won double championships in curling.
- Stephane Beaulieu became the third student athlete in College history to be awarded the prestigious CCAA Academic All Canadian Award for the 2012 season while Mark Dugas was voted first teams Canadian All-star for his performance at the National CCAA Curling Championship held in Fleming, Ontario in March.
- Sault College's men's hockey team competed alongside teams from around the world in the highly competitive CARHA World Cup Tournament held in Sault Ste. Marie in March, where they were successful in winning their division and becoming the prestigious CARHA World Cup Champions.
- In their first year of competition, Sault College Cheerleading team competed in the Cheer Evolution National Championships in Kitchener, Ontario and were successful in securing a very honourable title of National Collegiate Champions – Level 4 Division.

Another area of the College also experienced success over the past year. Employment Solutions, a department of Sault College and a local Employment Ontario service provider that helps individuals find sustainable work by providing one-on-one consulting services and developing personalized employment plans, previously shared office space with other service providers under the name "Employment Connection."

Over the past year, however, Sault College Employment Solutions became its own distinct agency, launching its new name and delivering new Employment Ontario programs. On

April 29, Employment Solutions officially announced its grand opening. Some of the agency's achievements this year have included:

- Providing high standards of customer service to job seekers, employers, and the community. This past year, 98.5% of job seekers and 100% of employers who utilized Employment Solutions programs highly recommended the services they received.
- Employment Solutions delivered over \$925,000 in direct training supports to local employers throughout the district through placement incentives for adults, youth, students and older workers.
- Since the change to Employment Solutions, resource centres have assisted approximately 750 visitors in Blind River and nearly 5,000 people in Sault Ste. Marie.
- Nearly 1,500 people have accessed information sessions and workshops with the agency.
- From April 2011-December 2011, after working with a consultant in Sault Ste. Marie, 85.3% of individuals found work and/or accessed further education to upgrade their skills in order to find work; in Blind River/North Shore, 90.4% of job seekers either secured employment or returned to school.
- During the same time, Employment Solutions also provided over 200 employers with specialized employer services including job postings, collecting and pre-screening applications, skills-based testing, promoting events, and hosting a number of job fairs, meet-and-greets, and hiring information sessions.
- Employment Solutions also helped older workers to re-enter the labour market by way of the Targeted Initiative for Older Workers program (TIOW) - 74 people have accessed TIOW since April 2011. Of these individuals, 53 were fortunate to be able to access short-term post-secondary training. The TIOW program success rate is over 80%.
- Last summer, 158 youth living in Sault Ste. Marie, Wawa, Thessalon, Blind River, and Elliot Lake participated in Summer Jobs for Youth (SJFY) and gained workplace skills.
- Additionally, by utilizing the Summer Jobs Service (SJS), Employment Solutions helped 606 students in the community.

In the field of early learning, a group of insightful early childhood educators, with the support of Sault College and the Association of Early Childhood Educators Ontario (AECEO), worked on raising the awareness of the importance and benefits of supporting gender balance in the ECE profession over the past year. With very few men working in this field, the goal of the working group was to change this by initiating a

campaign to help recruit and retain males in the field of Early Childhood Education. The group developed a series of posters that depicted both men and women working in the field with the message that quality early childhood educators are both men and women.

The first phase of the awareness program involved distributing posters to childcare programs with the hope of raising the profile of men working in the field with both families and educators. The group encouraged those in the field of childcare to view the movie "Recruiting and Retaining Men in Early Childhood Education" which provided an opportunity to discuss some of the barriers men who wish to enter this field face. As well, one of the men working in the field was interviewed for a local online TV show hosted by a College employee to discuss his experiences of working as an early childhood educator.

The group displayed posters in places where people might be considering second careers and places where adults are working with children as volunteers. High school guidance counselors were also provided with information and any opportunities to share information at local conferences were pursued. Organizations from other provinces in Canada, as well as those as far away as Europe took note of the impactful campaign and reached out to the College to request promotional materials for their use to further promote awareness of gender balance in early learning in their respective countries. The far-reaching impact of this initiative globally spoke to the success of this working group's outcomes.

Also in the community service field, Early Childhood Education and Social Service Worker (SSW)/Native Specialization (SSW-NS) program staff worked together over the past year to create a seamless transition into semester three of the Child and Youth Worker (CYW) program. SSW/SSW-NS and ECE graduates are now able to move seamlessly into semester three of CYW and graduate in two academic years following a predetermined map. Two Social Service Worker program graduates have already taken advantage of this option and the hope is to attract students from eligible programs in the fall.

To that end, the options were cross-referenced on the college web-pages for ECE, SSW and SSW-NS under Educational Paths. The two new options, which are essentially internal articulation agreements, are in addition to the Advanced Standing 'Degree Plus Diploma' option for university graduates. Last year, that option attracted three university graduates to the program, all of whom successfully achieved a CYW Diploma in May of 2011 in addition to their university education.

Curriculum updates are central to the ongoing success of

post-secondary education. In an effort to more fully enhance student learning and experience by providing a full range of innovative and emerging technologies that are accessible, secure and user-friendly and have a demonstrable impact on student success and personal development, curriculum updates for the Child and Youth Worker program were finalized in early January. The updates achieved the following:

- Improved the flow and sequencing of courses to better balance workloads across six semesters
- Enhanced the existing map for advanced standing university graduates
- Decreased barriers for students who struggle in their first term but have potential for success in subsequent semesters
- Permitted 'out of sequence' students to move more smoothly through the program

The CYW team also made improvements to the students' schedules that eliminated a five hour break between two one-hour classes, and provided more travel time between morning classes and afternoon placements. These changes had to be carefully considered in terms of their impact on three distinct educational maps, but once implemented, were well received and much appreciated by students.

In its first year, the Public Relations and Event Management (PEM) faculty developed a first-year review that served as the basis for improving the program in year two. The document lists logistical and program elements that could be revised to provide a more beneficial learning environment for students.

The new PEM program was also re-structured to allow for the local business community to access part-time studies on Tuesday and Thursday evenings. The program has also actively engaged the local community in seeking out field placements for students in their final semester and involved community leaders on the program advisory council. The PEM program responded to students needs by coordinating test schedules to avoid multiple tests on the same day or week and students were also provided with their own program Facebook page to share information and ideas, recognizing the importance of using social media in learning.

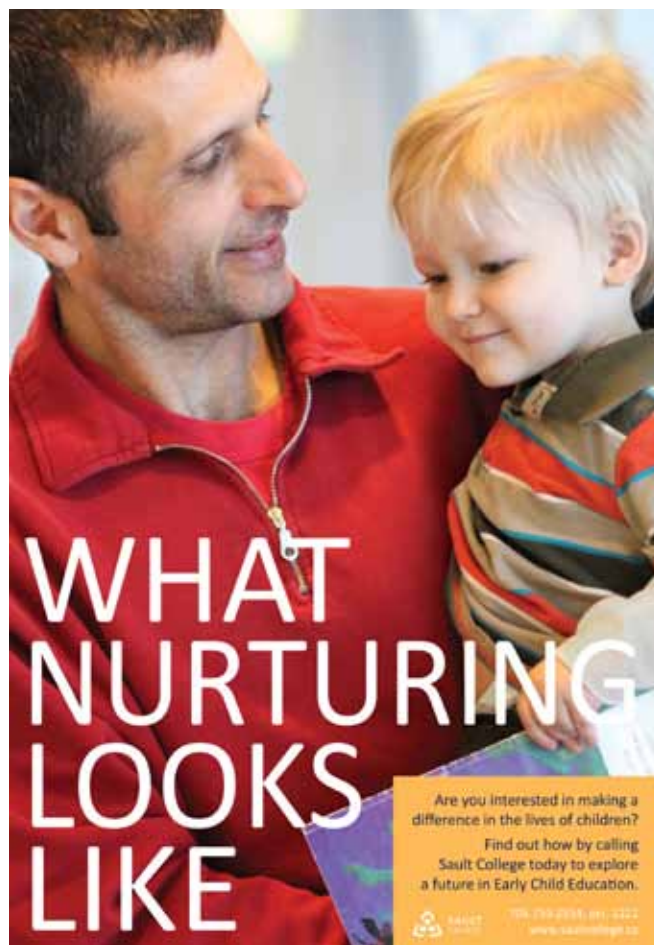
The PEM program also became the first for an Ontario college to become a full member of Festival and Event Ontario (FEO), the organization that leads the planning and execution of most special public events in the province. FEO also provides the College with opportunities to promote the PEM program with its members, and will provide guest lecturers for the program. PEM will also be engaging PR and Event leaders from the local community to provide in-class lectures during the program.

With excellent support from colleagues in Language and Communications, CMM225 is being more fully integrated into

the overall curriculum by way of shared assignments with one of the core courses (CYW131). The intent is to demonstrate relevance, allow students to apply field-specific skills and highlight the critical relationship between language proficiency and content knowledge.

To keep competitive in the field of hairstyling, faculty decided to change the text books used for the fall semester to Pivot Point which included some complementary classes for faculty and staff to learn more. The books allow the program to be in line with newer concepts and more modern approaches to instructing our students. The books proved to be easy to read and have great fundamental instruction.

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



SAULT COLLEGE GRADUATE IN "MEN IN EARLY CHILDHOOD EDUCATION" POSTER

Investing in our People

OUR PEOPLE ARE CENTRAL TO OUR SUCCESS, AND AS SUCH, ARE SAULT COLLEGE'S MOST VALUED RESOURCES. WE RECOGNIZE THE NEED TO ENGAGE OUR STUDENTS, FACULTY, STAFF AND ALUMNI IN OUR STRATEGIC EFFORTS IF WE ARE TO SUCCEED IN BECOMING THE PRE-EMINENT POST-SECONDARY INSTITUTION.

STUDENTS

Since students are the central focus of our College, we will do everything we can to help them succeed. This section outlines the ways in which we have supported our students over the past year.

Families and guests of Sault College's newest graduates came together to celebrate convocation at the Essar Centre on Friday, May 27 in two highly engaging and inspirational ceremonies. The morning ceremony conferred students in the schools of Business, Culinary and Hospitality, Aviation, Engineering Technology, Information Technology, Media and Design, Natural Environment and Outdoor Studies and Skilled Trades, and related Continuing Education programs. The afternoon ceremony conferred students in Community Services, Criminal Justice, General Arts and Science and Health Programs, and related Continuing Education programs.

In total, there were 1,030 candidates for graduation from Sault College, with approximately 479 that attended the official ceremonies. Many of those graduates not in attendance either returned home to out-of-town cities for the summer or secured employment and could not attend.

The keynote speaker at convocation was Craig MacFarlane, a visually impaired motivational speaker, who delivered a touching story of inspiration and hope to the graduates and their families. Originally from our local community, Craig now lives in the U.S., where he shares his message of inner vision with everyone from corporate executives to high school students. Considering his blindness "as a minor inconvenience" rather than a handicap, Craig went on to compete as a world-class athlete, winning over 100 gold medals in a variety of sports (the majority against sighted competitors) including wrestling, downhill skiing, waterskiing and track and field. Craig's speaking career has brought him in touch with millions of people worldwide.

One of the year's most exciting moments for the College happened in the fall of 2011. September of this year marked the inaugural opening of Sault College's new state-of-the-art Academic Wing consisting of flexible learning spaces and modular classroom design to accommodate a variety of programs and student needs. Learning commons on all three floors help to support student demand and the need for a quiet, inspiring space for students to focus on their studies.



JACQUELINE ALISAT PREPARES TO CROSS THE STAGE AT CONVOCATION

As many programs as possible were scheduled to use the new classroom spaces for at least one course so that the most number of students could enjoy the new addition to campus.

The excitement around having a new space in which to grow and celebrate learning was also seen in the popularity of the new link joining the academic wing to other areas of the College. With a frequently-visited on-campus Tim Horton's nearby, the first acoustic song circles were held. Appropriately named the Acoustic Café, this was an opportunity for our students along with faculty to showcase their talents as well as provide a fun, relaxing environment for everyone within listening distance.

The new academic wing also helped Sault College to strengthen its culture of caring and convenience for all students through exceptional customer service. With a new layout and design, the Registrar's Office and Financial Services now deliver seamless service in one centralized office space to provide one point of contact for students and applicants. An earlier start of operation has also allowed students to access these critical services for a longer period of time each day.

Also in an effort to increase hours of service as well as to lessen the amount of time following up with on tutor requests, the College's Peer Tutoring services moved to the Library. With the move came the development of a new peer-tutoring model to improve access to tutoring services, increased wages to assist with peer tutor recruitment and an improved peer tutoring training program overall. In this way, strategies to increase student success by reducing barriers are taking hold

and having a greater impact on outcomes.

To increase international student enrolment and seek out international opportunities to enhance the learning of Sault College students, student recruitment activities were developed in accordance with the College's strategic plan, with exciting exchange opportunities also identified. International recruitment initiatives have resulted in over sixty international applications received for the 2012-2013 academic year from countries including India, Bangladesh, China, and Nigeria.

To address challenges experienced in student communication skills, "The Write Place" in its second year, offered students an opportunity to receive assistance with their writing questions such as formatting, grammar, essay/report writing, and researching in the library database. The faculty in the department of Language and Communication were able to assist over 100 students this year through this initiative. Students who used the service often came back to have the faculty help them to review, clarify and revise their written submissions.

About 10% of those served at The Write Place were first generation students, based on the voluntary surveys the students filled out. Some comments from the surveys spoke to staff being very helpful and friendly. "After seeing how helpful and knowledgeable the helpers are, I would for sure come in again and tell others to use it," wrote one student of his/her experience. In addition, as a result of this new tutorial service, faculty were also able to engage in many helpful cross-divisional conversations with their peers and have come



LEFT PHOTO SAULT COLLEGE REGISTRAR (SECOND FROM LEFT) VISITS ACCRA, GHANA TO PROMOTE CANADIAN EDUCATION

RIGHT PHOTO SUSAN HUNTER, DIRECTOR OF MARKETING AND COMMUNICATIONS MEETS WITH POTENTIAL APPLICANTS AT THE CANADIAN EDUCATION FAIR IN BANGLADESH

up with new ways to help students become successful, also a strategic goal of the college.

Also in the area of communications, and emerging from instructors' desire to put writing at the forefront of communications courses and to teach students in the context of their own writing, the faculty of Communications at the College has been working with a Pearson publishing representative to identify a new writing/grammar/documentation tool for the classroom. "MyCompLab" is a powerful and flexible online learning solution that facilitates writing instruction through time-saving commenting functions. Students benefit from learning resources integrated with the composing space as well as personalized assessment that direct learning via a Study Plan.

During the 2011/12 academic year, the Advisory College Council met monthly from October to April. At the beginning of the year, Dr. Common asked Council to look at whether the College had any intentionally or unintentionally disinviting procedures, and to look at ways to send the message to students that they are welcome here and that they are valued, that they belong here and that they are capable of succeeding.

In April 2012, Council provided Dr. Common with several recommendations as to how the College can continue to be an invitational institution.

Aside from the many new student initiatives Sault College led to recognize the achievements of our Alumni, a Sault College graduate's leadership in Community Services stood out among nominees from across Ontario as winner of a prestigious 2011 Premier's Award.

Brenda Combs, a Developmental Service Worker Sault College graduate (1982) was one of six Premier's Awards winners announced at the annual Colleges Ontario Conference held in Toronto in November. Brenda Combs has been referred to as one of Canada's "thought leaders" in family violence prevention and education in First Nations communities. An Anishinaabe Quay from Batchewana First Nation, Brenda currently holds the position of Executive Director at Nimkii-Naabkawagan Family Crisis Shelter (Nimkii). A passionate and dedicated woman, Brenda spends countless hours working, volunteering, educating, assisting and leading women who are victims of domestic violence, abuse and poverty. She also volunteers to give voice to the hundreds of murdered and missing Aboriginal women from across Canada by delivering presentations in their memory.

Sault College graduate and Premier's Award nominee Lee Chambers, a globally recognized writer, producer and director as well as inspirational teacher, returned to the College in October to launch his latest book, *The Pineville Heist*. At the

book signing, Lee announced that the book will soon come to life on the big screen. Since launching his career in filmmaking, Lee's shorts have been screened at many of the top film festivals throughout the world and have received executive support from Academy Award winners and top actors in the film industry. Sault College is extremely proud of Lee's accomplishments and we were only too pleased to welcome him home to his alma mater.

Additionally, on a visit to campus from China, Sault College welcomed back alumnus Kevin Parker, an Aviation graduate. Kevin is now Assistant Chief Designer and Chief Pilot of the Commercial Aircraft Corporation of China and Key Foreign Expert for the government of China. As part of the Alumni association's lecture series, Kevin spoke to current students in the Aviation program and gave an informative and entertaining presentation about his long-standing career in the field of aviation to College attendees, including retired faculty who returned to hear him speak.

To encourage the success of current and future students of the College, student service areas visited schools to present the Transition to College program in May 2011. In its sixth year, the program is designed to help incoming students with disabilities with the important transition to College. Included in the programming were engaging activities, empowering success strategies for learning, prizes, and practical information about College services and resources. The transition program also allowed students to get familiar with the campus before classes began so they could be ready to succeed. The program succeeded in its goal of increasing student applications, enrolment and retention through contact and recruitment strategies with high school students and elementary students.

Student services also participated in another retention program – this one involving the Algoma region Crown Ward committee. The retention program involved students in local schools and was a partnership with the school boards as well as the Sudbury Learning Disabilities Association. Results of this partnership program involving the transition of students from high school to college were positive, with improved bridging for students occurring, thus validating the college's participation in this important project.

Improved outreach to the workplace was also a goal of the college over the last year. To this end, over 50 exhibitors including local and provincial employers as well as community agencies were invited to participate in the college's annual Job Fair held on campus. Unique to this year's event, graduates of Sault College returned to share their career stories with current students as they recruited future employees to

their respective places of work. This event provided visiting employers' valuable career advice with students and alumni and also showcased all the exciting physical changes and expanded programming happening on campus.

Since adequate funding for students while they are going to college is central to their ongoing success, the College explored ways in which more monies could find their way into students' accounts. To enhance opportunities for students in need, Native Student counsellors and Student Financial Assistance staff provided scholarship clinics throughout the school year to improve awareness of scholarships and provide tips on how to apply. Student Financial Assistance offered a Lunch and Learn session for faculty and staff in October 2011 that was well attended. Staff and faculty were asked to encourage all students to apply for the SBA program. Further, staff from the Personal Academic Success Strategy classes offered bonus marks for their students who applied.

Recognizing Sault College students who work hard to succeed at school and in our community, the 39th annual Sault College Scholarship, Bursaries and Awards (SBA) event was held in March, honouring 332 top students in their programs.

The annual event brought donors and students alike face-to-face in a celebration of thanks to the donors for their ongoing support and the students who benefit from their generosity. More than 100 donors attended the event and almost half a million dollars in awards was distributed.

Laura Perreault, a highly successful Hospitality student and adult learner spoke at the SBA event on behalf of recipients, giving a touching speech on the value of financial assistance and faculty support to her education. This year, Sven Svantesson, Mechanical Engineering Technology graduate, was the top award winner who received the Governor General's Academic Medal Award, which goes to the student graduating from the previous year's three-year program with the highest academic standing. Svantesson, a Second Career student, is the first Mechanical Engineering Technology student at the College to win the Governor General's Award.

Sault College enhanced opportunities for students in need through campus employment, scholarships and bursaries in 2011/2012. Over 92% of the full-time student population accessed the services of the Student Financial Assistance Office. Programs accessed included: OSAP, SBA, Student



LEFT PHOTO BRENDA COMBS, SAULT COLLEGE ALUMNI AND PREMIER'S AWARD WINNER

RIGHT PHOTO SVEN SVANTESSON RECEIVES GOVERNOR GENERAL'S ACADEMIC MEDAL FROM PRESIDENT DR. RON COMMON

Exceptional Expense Bursaries, Student Access Guarantee Bursaries, Ontario Work Study and Sault College Work Study (On-Campus Employment) as well as the Sault College Summer Work Study program.

With increasing costs of attending post-secondary schools, the strength of the financial aid program is critical to ensuring that all students continue to get access to these training opportunities. In an effort to assist all students in need of financial assistance, Sault College announced that it would offer a generous award of \$750 to incoming and returning students in the fall of 2012. Since 2004, the College has offered an entrance award to every student who has applied based on financial need. New and returning students are eligible by completing an online application on the student portal. Initially, the award began as a \$400 incentive that was increased to \$500 in 2011. This year, the value of the award was increased to \$750 to further assist students going on to College.

Another unique and memorable event that the College held to recognize the achievements of its students was the annual Canadian Institute of Forestry/Institut forestier du Canada (CIF) Silver Ring Ceremony. The silver ring is a long-held tradition awarded to professionals in select programs across Canada in the forestry industry. Allan Cameron, Central Ontario Section Director of the CIF at the Canadian Ecology Centre, along with

College faculty, staff, and administration were all on hand to present the silver rings to graduates in the Forest Conservation program at Sault College. Not all programs in Canada qualify their students to receive this coveted ring, so Sault College is very pleased to have CIF recognize its graduates in this way.

To make learning fun, the motive power department held a Motive Power Pit Crew Challenge in the automotive shop this year. Teams were able to set up their station and practice on a real race car for the event. The competition began with a head-to-head challenge and continued until all teams raced against the time. The fastest time from each heat race, working safely and competently in this exciting simulation, advanced to the next round. In the end, the fastest two teams competed for the title of The Motive Power Department Pit Crew Challenge Champion.

Helping to enhance the College as a learning organization by tapping into the expertise, experiences and interests of its staff, Sault College President Dr. Ron Common was given a unique opportunity to be a guest lecturer in the second year Peace and Conflict studies class. A former professor, Dr. Common spoke of the international work he had been involved with in Cameroon with women's health and education. The theme of his presentation was to never underestimate what only one person can do to make a change and a difference in the world, as well as the importance of undertaking international study to gain a global perspective. The lecture was very well received by the students and staff present.

To assist Aboriginal students at Sault College and make them feel welcome and included in College life, the Native Student Council and the Native Education Department at Sault College hosted a series of successful events this year such as the ever-popular soup days every Wednesday provided free-of-charge to students in the Native Centre gathering place, cedar wreath-making, and a delicious holiday dinner during the holiday season, as well as a family movie night for student parents and their families with the viewing of a movie and refreshments provided. It was in this way that a growing number of students with children were recognized for overcoming the various challenges they face when returning to study at the post-secondary level with a competing number of priorities in their lives.

Being there for students who do face barriers and challenges that can threaten or jeopardize success in their studies is central to improving the on-going retention of students so that they can go on to be productive members of our community. Student Services Awareness Day was held outside the Tim Horton's lounge in late November to help promote the different service areas around campus and provide students with information about those areas and the services provided.



PRESIDENT DR. COMMON SPEAKS TO PEACE AND CONFLICT STUDIES CLASS ABOUT HUMAN JUSTICE AND THE IMPORTANCE OF EDUCATION IN DEVELOPING COUNTRIES

During the event, students filled out ballots to win great prizes including a \$200 gift card from Follett book store and Galaxy Cinema movie vouchers. The event also invited insights to be shared from students to staff about access to various programs and services, which provided valuable feedback that will help Student Services better meet the needs of students.

The third year of the Child and Youth Worker (CYW) course, "Working with Diverse Populations" became the stage for two special events for our students this year. These events were in keeping with the goals of the course that include preparing CYW's with knowledge that promotes understanding and professional competency. Tony Martin, former MPP and MP for Sault Ste. Marie, gave a guest lecture to the class with insights gained from years of service and involvement in the fight to reduce poverty. Tony led a moving and motivational discussion regarding poverty issues not only affecting all Canadians, but Sault Ste. Marie, in particular. Many students expressed appreciation for the thoughts and information Tony shared that illuminated the conditions affecting people in a lower socioeconomic class.

To further promote understanding across difference, students explored personal characteristics and interests that allowed them to share a greater understanding of diversity resulting from heritage and culture in a "Diverse Celebration." In the style of 'show-and-tell', the celebration was an opportunity for students to present special mementoes from different cultures important to them. Sharing differences in an animated and fun way allowed diversity to create understanding and bring people closer together.

To broaden the student experience and campus life, campus social events were redirected to alternative venues on and off campus due to the closure of the Student Life Centre for new construction of a Student Health and Wellness Centre. A number of events reached a diverse student population and were successfully planned with varying attendance. Event staff and organizing committees continue to regularly evaluate the success of diverse events according to the needs and wishes of the students. One of the outcomes of these evaluations was that the support network for out-of-town students (SCCAN) underwent a redesign to be launched in 2012.

As a way of recognizing students and thanking them for choosing our College, Sault College hosted its annual Appreciation Breakfast, fostering good will for all those involved. Students were treated to a delicious pancake and sausage breakfast accompanied by fruit, juices, coffee and tea served by members of the College's Executive team. This event was highly popular and well attended.

Black History Month is an annual observance for

remembrance of important people and events in the history of the African diaspora. The month of February is dedicated to recognizing the past and present contributions that African people make to the life of our world in such areas as education, medicine, art, culture, public service, economic development, politics and human rights. This year, Sault College celebrated its first annual Black History month celebration in the Native Centre in partnership with ACCANO, the African-Caribbean Canadian Association of Northern Ontario, with drumming, singing, dancing and beautiful motivational presentations followed by a pizza lunch provided by the Student Services department. It is hoped that the momentum generated by the hosting of this important celebration for the first time in the history of Sault College continues and expands far into the future while creating an increasingly diverse student experience.

To further build on diversity and inclusiveness in an increasingly global world, students in the Peace and Conflict Studies program engaged in an international peace-building exchange through dialogue with Japanese students from Kyoto Sangyo University in Japan. A group of 19 international Japanese students visited Sault Ste. Marie as part of a cultural discovery and volunteer component of their four-year degree program in international relations. This was the first group of Japanese students to visit since the devastating earthquake and tsunami affecting Japan in 2011. In intimate small group discussions, both groups of students were able to learn about each other's differences and similarities, appreciate cultural diversity and develop the beginnings of new international friendships.

With relation to learning and benefitting from connections to the community and industry for educational purposes, Sault College students in this year's Business and Business Management programs were provided with an opportunity to tour the Environmental Operations at Essar Steel Algoma Inc. The purpose of the tour was to provide students with first-hand knowledge of the experience of viewing the critical environmental elements that have been incorporated in the steel-making system as the college's Business program now includes a course entitled Business and the Natural Environment into the study of business. The tour also served to enhance the college's relationship with Essar Steel who is a major supporter of programming at Sault College.

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.

STAFF

EACH EMPLOYEE AT THE COLLEGE IS CENTRAL TO CONTRIBUTING TO THE LEARNING EXPERIENCE WE PROVIDE FOR OUR STUDENTS. THROUGH HARNESSING THE ENGAGEMENT, ENTHUSIASM AND COMMITMENT OF OUR STAFF, WE CREATE A CULTURE OF LIFE-LONG LEARNING AND GROWTH NOT ONLY FOR OUR STUDENTS BUT FOR OURSELVES.

The College supports a wider appreciation and understanding of cultural differences, racial backgrounds, gender and people with disabilities. As a part of our strategic plan, senior management identified the need to build the organization's overall capacity in the area of cultural competency and diversity over the past year.

To that end, Native Education and Human Resources implemented Cultural Competency training to all staff this academic year and early into the next academic year. This training was also incorporated into our staff orientation program on an ongoing basis. Module One was completed last year by all full-time staff with Module Two being completed in early Spring. The total training time was six hours per employee.

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 (PD) Series. 348 employees participated in

the PD series. As a learning organization, everyone was encouraged to attend the sessions ranging from Health and Safety, the Environment, and Faculty Development to Computer Technology. The exciting line-up of seminars and training sessions was designed with topics aimed at interesting everyone.

A main feature to the presentations was a community keynote address from CBC's Bob McDonald. Approximately 240 staff and community members attended the lecture that focused on how the face of the planet has changed over time and how human activity is altering that face today, as well as examined ways we can take care of the small amount of fresh air and water on the planet's surface for our survival into the future.

McDonald's talk was among several exciting offerings through the spring-summer professional development series, including a teacher's conference with the theme "Conversations about Teaching and Learning," which provided



LEFT PHOTO CBC'S BOB MCDONALD SPEAKS TO STAFF

RIGHT PHOTO MEMBERS OF SAULT COLLEGE TOASTMASTERS PARTICIPATE IN SPEECH CONTEST AT OLG CORPORATE OFFICE

an opportunity for educators to interact with faculty from Sault College as well our two closest universities, Algoma University (AU) and Lake Superior State University (LSSU) as they learned more about one another's innovative projects.

Another teaching conference was held during the year with Dr. Florencia Carlino, Professor in General Arts and Science at Sault College as lead organizer. An interesting and entertaining presentation entitled, "Embodied Education: Teaching as Performance," was facilitated by Dr. Patrick Santoro, Assistant Professor in the Department of Communication Studies and Fine and Performing Arts at LSSU.

With 38 participants, mostly college faculty from various programs, Professor Santoro initiated a very open and honest dialogue about the presence of the body and the space in the classroom and how both are related to the exchange of power amongst students and between students and professors. Dr. Santoro also shared his experience of employing performance-centered instructional methods to engage students as active participants. A majority of attendees in the audience contributed to the conversation by sharing successful inclusive strategies aimed at creating an invitational learning atmosphere for all students.

Sault College Communicators, the newest chapter of Toastmasters International on campus that seeks to create a safe and welcoming environment in which to grow the leadership and communication skills of its members, recently celebrated their one-year anniversary. In commemoration of this event, the group participated in the International Speech contest held at the Ontario Lottery and Gaming (OLG) headquarters locally.

Two of the three speakers from the college that represented the group placed first and second in the competition. Sault College is the first post-secondary institution in the area to have a Toastmasters club on campus open to community members. With the strong support of Human Resources, who pays the membership fees for employees, as well as the Sault College Students' Union, who sponsors students, an increasing number of learners are given the opportunity to polish and perfect their speaking and leadership skills at minimal cost.

At the organizational level, all Human Resources policies were reviewed and updated as a project renewal to ensure all documents are updated every five years at minimum and comply with any changes to legislation.

The Joint Health and Safety Committee (JHSC) of Sault College continued to meet monthly to address issues relating to keeping the College a safe place for everyone. Employees from across the organization who are on this committee also do monthly workplace inspections together to identify risks

or hazards to prevent injuries to workers. The committee continues to have excellent attendance at monthly meetings with engaging discussions on how to work together to be proactive in the areas of health and safety.

Much progress has been seen over the last two years in creating alliances across the organization to move these important and relevant issues forward. JHSC members are working together like never before and are seeing a quicker response to most areas of concern on inspections and are happy to report that positive change is being seen across the organization as it relates to the staff's commitment to the health and safety of everyone at the College.

To further increase the well-being of staff, second-year Fitness and Health Promotion Students launched a "No Excuses" campaign to give students practical experience promoting well-being while improving the fitness and stress levels of staff. Staff and students were encouraged throughout the semester to make no excuses to exercise. Students launched their campaign by collecting information on interested participants to help them develop customized classes and strategies to meet the needs of staff and students. Free exercise classes, free consultations, a free running group and Snow Games were some of the many exciting projects that the students organized for staff. The campaign finished with a 5K Health and Wellness Challenge in April with all registration fees going to assist the building of the new Student Health and Wellness Centre at Sault College.

Sault College had many award-winning organizational members this year. At the Chamber of Commerce annual general meeting and dinner in October, two Sault College employees were recognized:

- Dr. Ron Common was given the President's Award along with Dr. Richard Myers of Algoma University. This award recognizes those who make an exceptional effort to go above and beyond the call of duty in any area of business and community development, which President Common has certainly done.
- Bill Durnford, Director of Development and Alumni Relations, was awarded The Paul Dalseg Community Achievement Award. This prestigious award is presented annually to recognize a business person who has demonstrated exemplary interest in the community and, in doing so, has made a major, outstanding and unique achievement or contribution to the life of the community. Durnford's extensive work with the United Way was recognized as a major contributor to his selection for the winning of this award.
- At the community's SSMARt Innovation Awards, John

Clement, Sault College Natural Environment and Outdoor Studies Professor received the award for Innovation Educator/Teacher. This award acknowledges a teacher or professor who has made a substantial contribution to the science/technology sector through education, volunteer or sheer passion for the industry. Contributions may be through use of innovative teaching methods in the classroom (i.e. engaging students with web 2.0 methods such as podcasts, blogs etc); leadership in the area of science/technology, community involvement, leadership, entrepreneurship and volunteerism.

- At the City's Chamber of Commerce Police banquet awards, the college's part-time instructor Al Montgomery of the RCMP was the recipient of the Police Officer of the Year and Sergeant Chris Kelly, past part-time teacher won the First Nation, Police Officer of the year.

The many achievements of Sault College staff throughout the community through the receiving of these awards demonstrate the ways in which our employees contribute to the overall success of the College and the wider society in which we live. The service of a growing number of college staff

on a large number of community boards and their countless hours of volunteer work speaks to their unyielding dedication to being good citizens, and in this way, role models the very behaviour we expect of our students.

To celebrate the employees who have dedicated years of service to the College, the annual Service and Retiree luncheon was held in the second week of June before faculty left for the summer. The event provides a meal for everyone and is always well attended. It honours those who have given of their time and expertise to help better the College. Employee awards of excellence and retirements are announced, and a presentation reviewing our successes as an organization over the past year along with how the world is changing and the importance of adapting to such change in order to thrive is also delivered at the event.

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

Connecting with Community Partners

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

Many staff members of Sault College served as volunteers and offered their expertise on various boards throughout the community over the last year. Some of these boards included the Art Gallery of Algoma, Historic Sites Board, the Sault Ste. Marie Innovation Centre, the Chamber of Commerce and the Bushplane Museum, along with many other non-profit agencies. This outreach provides leadership development for all involved, as well as provides opportunities for members of our staff to give back.

2011 marked the official launch of *Inspiring Growth: A Capital Campaign* for Sault College. The Inspiring Growth Campaign marks the most significant fundraising initiative in the College's 45-year history. The campaign centres around

four cornerstones aimed at inspiring the growth of our students, programs, campus and the community. An exciting gala celebration where guests enjoyed internationally-inspired cuisine our Culinary and Hospitality students prepared and served kicked off the campaign this year. Hundreds of community leaders, businesses and friends of the College all gathered to show their support for the fund-raising initiative in the new academic wing of the campus.

Since opening its doors, Sault College has been an integral part of the community, contributing significantly to the educational, social and economic well-being of Sault Ste. Marie and Algoma Region residents and businesses through the educating of its workforce. Sault College is committed to



ESSAR STEEL DONATES \$1 MILLION TOWARDS SAULT COLLEGE'S INSPIRING GROWTH CAMPAIGN

helping students excel in post-secondary education but also in transforming their lives with a progressive, innovative learning experience. Businesses and individuals are being asked to support this vision and consider a gift to the campaign to grow our College, rebuild our campus, and further enhance our educational programming.

Below is a list of community partners that have recognized the important contribution Sault College makes to our local community:

- The City of Sault Ste. Marie has supported a capital contribution totalling one million dollars towards Sault College's campus redevelopment initiatives. The funding, to be dispersed over a four-year period, will directly contribute to the building of a new Student Health and Wellness Centre.
- Essar Steel Algoma Inc. donated one million to Sault College's *Inspiring Growth* Campaign. This gift represents the largest-ever private donation in the College's history. To recognize the significance of this gift, the new academic wing of the College now bears the name, "Essar Hall."
- Compass Group Canada Ltd. operating as Chartwells Education Dining Services, and the Dr. Lou & Mae Lukenda Charitable Foundation each supported Sault College's capital campaign with a donation of \$100,000 respectively.
- RBC Foundation, Freedom 55 Financial™, the financial security planning division of London Life, and Soo Mill & Lumber Company Ltd. each donated \$50,000 in support.
- TD Bank Group and CIBC donated \$30,000 respectively.
- Palmer Construction Group Inc. donated \$25,000 to support the campaign.
- Hilton Township and Wardlaw Fuels (Algoma) Inc. donated \$10,000 to Sault College's *Inspiring Growth* Campaign.

Through their substantial gifts and generosity, businesses, individuals and townships have demonstrated their ongoing belief in the value Sault College provides to our students, employers and the larger community. Their support through gifting to the campaign will help us grow our College and increase the lasting impact it will continue to have on learners' lives and the employers for whom our graduates work.

Partnering on campus and capitalizing on the power of proximity through sharing space and resources has been another way in which Sault College has been innovative in connecting and networking with others for the benefit of all. Algoma Public Health and Sault College have been engaged in a successful community partnership for many years. This year, the success of this partnership came to fruition as Algoma Public Health opened its doors on the Sault College campus.

The partnership is now in a new and unique place

with buildings linked together that allows for health and educational practitioners to work together to create strong alliances for education and awareness related to health promotion, prevention and protection, along with progressive policy development. These many collaborative projects include:

HEALTH PROMOTION & PREVENTION:

- World Aids Day and infection control week promotion
- Algoma Public Health Diabetes Strategy – involved with Native Education
- Leave the Pack Behind program – collaborative opportunities for smoking cessation
- Healthy Smiles Ontario (dental program) promotion
- Community kitchen project – collaborative exploration
- Health fair displays (e.g. information about the HUB trail)
- Healthy Communities Partnership – involved with the Fitness and Health Promotion program

HEALTH PROTECTION & POLICY DEVELOPMENT:

- Baby Friendly Initiative – working towards the development of breastfeeding policy
- Tobacco-free sports policy for athletic teams – exploring potential for development
- Food programs – partnership with environmental health program to improve delivery
- Information technology initiatives
- GIS initiatives

Another strong partnership area for Sault College and Algoma Public Health is with student placements. With buildings and services being physically linked, these organizations have the ability to work together to provide more students with meaningful learning experiences. New and inviting classroom spaces with dual projection screens and advanced technology are also shared. In addition, public health services are now available on campus and have created more awareness about public health and the services Algoma Public Health provides to the community. Without the commitment and dedication from both parties, the completion of the impressive state-of-the-art LEED certified building and the many partnering opportunities that have resulted from this project would not have been possible.

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 now infused with a community-based project to develop our students' commitment to society. One of these compelling projects is now in its second year. The Shadows of the Mind Film Festival which the Canadian Mental Health Association

hosts, has been partnering with the college's Child and Youth Worker program to present the "pre-Shadows of the Mind Film Festival," a pre-screening event which aims to raise money for the CYW program's annual We All Love Kids (W.A.L.K.) event, which raises funds for community-based organizations providing service to children. Due to the success of the inaugural event, this year, Shadows also moved their 2012 opening night gala to Sault College, where event supporters were treated to a delicious meal Sault College Culinary and Hospitality students prepared.

Sault College's third-year students of the Child and Youth Worker (CYW) Program also hosted the successful and well-received annual "We All Love Kids" W.A.L.K. Proceeds from the walk supported Christy's Light Foundation "Self Esteem Team." This student-run fundraising event is a class project that has the graduating students involved in every aspect of the event, including where proceeds are donated. The class chose to support the development of Christy's Light Foundation "Self Esteem Team" that gathers students from every high school in Sault Ste. Marie to create a team to promote positive self-esteem and acceptance within their schools.

In November 2011, just in time for the holiday shopping season, the College introduced another innovative project: a collaborative partnership with the Sault Ste. Marie Police

Service and Crime Stoppers of Sault Ste. Marie and Algoma District. The initiative offers a street patrol program serving the downtown core of Sault Ste. Marie. College faculty and the local police trained 52 first and second-year Sault College Justice Studies students including 45 patrollers, 8 supervisors and 2 coordinators to cover two evening shifts on weekends in the downtown core.

Each shift required six student volunteers to be present: two supervisors and two groups of two patrollers. The supervisor was required to stay within a mall office location to keep track of patrollers, while the patrollers walked around the downtown core. The reaction to this project was extremely positive for students and community members alike, with the initiative being recognized in the wider community by winning the 2012 Sault Ste. Marie Crime Stoppers Community Award.

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

The School College Work Initiative and the College teamed up to offer a week-long Grade 9 tour blitz. Students in Grade 9 at local high schools were invited to take part in a day-long event involving visiting various areas of the College



LEFT PHOTO SAULT COLLEGE JUSTICE STUDIES STUDENTS PARTNER WITH CRIME STOPPERS TO OFFER A STREET PATROL PROGRAM

RIGHT PHOTO ELEMENTARY SCHOOL STUDENT PARTICIPATES IN ANNUAL BRIDGE BUILDING COMPETITION

so that they would consider post-secondary education in an area that interested them for the future. A total of 432 students participated and each day a draw was made for a student to take home an iPod to increase excitement and engagement in the event.

For Inspiration and Recognition of Science and Technology (FIRST™), an organization founded by inventor Dean Kamen to inspire young people's interest and participation in science and technology brought its annual FIRST® LEGO® League (FLL) "Food Factor" Challenge to Sault College again this year. The Challenge called for teams of 9- to 14-year-old children to explore the ways in which food can become contaminated – from exposure to insects and creatures, to unsterile processing and transportation, to unsanitary preparation and unsafe storage – and then propose real-world solutions for preventing or combating these contaminants.

Through hands-on experience and working in teams, children have a chance to explore a real-world issue to gain an appreciation for and interest in science and technology. Twelve teams of students and mentors participated this year. The event was highly successful in motivating today's youth to look at innovative ways to address global concerns and challenges in the health-care field.

Sault College successfully held the ever popular 22nd annual Bridge Building competition in partnership with Ontario Association of Architects (OAA), Professional Engineers Ontario, Algoma Chapter (PEO), Rotary Club North and OACETT – Ontario Association of Certified Engineering Technicians and Technologists, School College Work Initiative (SCWI) and the International Bridge Administration. 600 balsa wood bridge kits were sold to high school and elementary school students and approximately 250 entries were submitted. The College sold out of bridge kits within days of going on sale as the popularity of the event continues to grow.

Bridge building is a fun and informative way of introducing youth to the world of civil engineering and construction. Many of the local schools have incorporated this contest into their bridges and structures curriculum. Students from Algoma region schools were given the opportunity to participate in Bridge Building clinics Sault College Civil Engineering professors and student recruiters ran to gain valuable tips on constructing strong and sturdy bridges. Over 500 students in total participated in the clinics, coming from as far away as Chapleau. Winners and their families gathered for an award ceremony held at the College recognizing them for their success in building strong and



NATIVE DANCER AT SAULT COLLEGE ANNUAL POWWOW

well-designed bridges. Attendance was high, demonstrating the value and relevancy of this type of applied learning to concepts such as bridge design and construction. Sault College is committed to fostering relationships between educators and employers in the culinary and hospitality sectors. Students from local and regional high schools competed in Sault College's fifth annual "Show of Class" culinary competition at Sault College this year. A total of ten teams of two students prepared a two-course meal with the assistance of an adult mentor for the contest. The entries were then judged on taste and presentation. Students competing in the cook-off attended an information lunch prior to the competition and were given an orientation to the kitchen labs, instructions for safe food preparation and competition guidelines. The competition allows our district high school students the opportunity to incorporate the skills they are learning in a classroom setting and put it into practice in a fun and exciting competition. In other areas of the College, projects with partners enhanced student learning and strengthened the College's presence in the community.

As an education destination for Native students from around the province, Sault College and its Native Education and Training Department offer students a unique learning environment respectful of language, traditions, culture and values. The Native Student Council (NSC) and the Native Education Department at Sault College came together to host a weekend of celebration, Anishinaabe style.

The coveted Pow Wow featured the host drum group Elk Spirit Singers, from local First Nations. Also from the area, Nimkii Nokomis was the co-host drum for the weekend. Other special guests included Niiwin Nimkee drum group and representing the surrounding First Nations were head dancers Nelly Pywasit and Keith Edgar. The Pow Wow featured Aboriginal singers, and dancers in full regalia who shared their skill and cultural expression through dance. There were also many Aboriginal artists on campus offering a wide variety of handcrafted leatherwork, beading, moccasins, and jewellery. Food vendors were also on hand to provide a wide selection of traditional Aboriginal foods.

Union Gas, celebrating 100 years of delivering safe, reliable and affordable service to customers and communities across Ontario, presented Sault College with a \$1,000 centennial community grant this year. This award was one of 100 Centennial grants of \$1,000 each that Union Gas gave out to support charitable projects focused on the environment, community safety and education across the province. Funds will be used to assist with the development of HVAC training materials and the development of displays for educational purposes at the College. The creation of a TSSA approved Gas/HVAC Training Centre at Sault College will provide up-to-date equipment and a range of hands on, 'real life' training opportunities in the HVAC industry for local workers. The programs will be delivered as part-time (evening and weekend) offerings so that the existing workforce can upgrade their skills while continuing to work.

Sault College Second Year Social Service Worker (SSW) students successfully hosted a Mental Health Education Event in December in Essar Hall. All keynote speakers addressed the need to develop effective strategies to foster positive mental health and address mental health challenges in the college population and community at large. Second-year students Kyle Brick and Alanah Jensen introduced the event with the slogan developed by the class: There is no black or white: grey matters. The goals of the event were:

- to increase awareness about select mental health topics
- to promote positive mental health
- to educate our college community about the impact of stigma and strategies for reducing stigma, and

- to highlight the message that there is hope, help and support for individuals and families who may be facing challenges related to mental health.

The fair raised awareness and educated our campus and community on the increasingly relevant issues of schizophrenia, concurrent disorders/substance abuse, gambling, mood disorders, suicide, eating disorders, anxiety disorders and positive mental health. Feedback from those who attended the event and viewed the information booths stated that they found the students knowledgeable and enthusiastic on the subject matter.

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

This year, members of the Bloorview Kids Rehab project requested the use of our facilities for the first time, and were given free space in which to do so. Children who live in Northern Ontario experiencing disfiguring facial anomalies were looked at by physicians who donated their time by travelling from Toronto to assess the children and see if they qualify for facial reconstruction/plastic surgery to correct their cleft lips/palates.

Sudbury, Sault Ste. Marie, Timmins, and Thunder Bay are the four areas in Northern Ontario that the team visits so that families do not have to experience undue hardship by having to travel far from home to be assessed. A team of consultants including speech pathologists, audiologists and plastic surgeons were given space at the College in which they were able to meet with the children and their families to visit and assess these children. The College responded to this worthwhile opportunity by making an impactful change for these children and their families by donating space to those participating in the clinic. Little details, like putting children's programming on the TV screens in the waiting area at the College were also thought of so that our special guests felt comfortable and at home during an important time in their lives.

Another successful event in which the College donated its space and resources was hosting the 5th annual Seedy Saturday in March. Held in Essar Hall, the event invited community members into the college to share gardening tips, heirloom seeds and more. Local environmental, food security,

gardening organizations and vendors were on hand to answer gardening questions and pertinent issues involving food. A variety of speaker presentations and workshops took place on topics including Urban Farming: A Reclamation Revolution with Laura Wyper, Good Food Ideas with David Thompson of the Algoma Food Network, Better Photography in the Garden with Jim Tibbles, and Seed Saving Tips and Tricks with Suzanne Hanna. 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. Peace and Conflict program students also took part to increase awareness about their new program by hosting a meaningful and interactive display involving the planting of seeds. The hosting and support of this event strengthened the college's ties in the environmental area of study, as well.

For the second year, Sault College hosted the compelling Annual Dining in the Dark event, a partnership with the Canadian National Institution for the Blind (CNIB). Guests

enjoyed a gourmet meal in a dining room where light was completely blocked so participants could be guided and served by specially-trained Sault College Culinary and Hospitality students. Diners experienced a world of sensitivity rarely experienced by those sighted, taking a journey of taste, sound and touch all in the dark.

In preparation for the event, Sault College Hospitality students received unique training directly from its partner, the CNIB. Training activities included the students wearing blindfolds and simulators to create the sensation of someone who is living with blindness or partial sight. Students also learned how to serve meals in the dark, casually and comfortably offering guidance and reassurance for sighted guests who could not see their food or drink or one another. With the event well attended, the funds raised benefitted CNIB programs and services for blind and partially-sighted clients in Sault Ste. Marie.

In the area of community services related to policing and



JUSTICE STUDIES STUDENTS PARTICIPATE IN ANNUAL JUSTICE STUDIES CAREER DAY

justice studies, enforcement agencies will soon need to double or triple officer hiring to accommodate for converging demographics and a shrinking labour pool over the next five years. In response to this need, Sault College hosted a highly successful annual Justice Studies Career Day in March. Recruitment officers and agents from across the province and country were in attendance, including the Ontario Provincial Police, Sault Ste. Marie Police Services, Royal Canadian Mounted Police, Canadian Border Services Agency, Corrections Ontario and the Military who were all represented. An added bonus to this year's event was a display from the OPP Tactical Unit and the Sault City Police Service robotic equipment and BATT mobile (Ballistic Armoured Tactical Transport) where students explored the contents of the vehicle. The Canadian Border Service K-9 unit also demonstrated the capabilities of their drug detection dog. Robert Davies, Chief of Sault Ste. Marie Police Service served as the keynote speaker for the day. A tour of Sault College's impressive new Justice Studies facilities in Essar Hall was also conducted. Hundreds of high school students attended the event and campus was energized with the many exciting activities that were being undertaken to excite and engage students learning about this important potential field of study and work.

Looking globally, opportunities for higher education are virtually non-existent for many talented young men and women who are often forced to flee their home country due to violence or conflict only to face the harsh conditions of life in a refugee camp. Sault College officially partnered with the World University Services Canada (WUSC) for the first time over the past year to bring a refugee to Sault Ste. Marie to study at Sault College this fall through the Support a Refugee program.

The program aims to provide access to education that would not otherwise be available for the young, refugee participants. Refugees achieve their educational goals by building the capacity of young Canadians to sponsor refugee students to their college or university, provide student refugees with an opportunity to pursue their education at a Canadian college or university as permanent residents, and to support sponsored students in adapting and succeeding in their new environment in Canada.

Throughout the semester, Sault College students raised funds and awareness on-campus of the program so that it would be successful. As part of the fund-raising initiatives, the College hosted a two-hour Zumbathon in the gym as well as "Gnocchi for Knowledge," a pasta lunch fundraiser. Funds raised through the hosting of such events were then used toward the cost of the successful one-year sponsorship of a student, which was achieved.

The Capacity Building Class, a combination of second-year Social Service Workers and first-year Social Service Worker-Native Specialization students at Sault College never imagined how engaging and enlightening their volunteer work would be when initially asked to do a unique class project collaboratively. The students were asked to choose an organization in the community for which to fundraise.

"Group D" of the class decided on the members of Hope House Club 84, a place where people with mental illness can go to have a meaningful day. The money students raised went towards an annual camping trip the members attend at Camp Wakonda. The Sault College group raised over \$2,400 and their lives were changed in seeing what a positive impact their actions could have on others seeking meaningful life experiences to learn and grow as people.

The Sault College Students' Union were the recipients of an unexpected and generous surprise for students when local teachers from a neighbouring elementary school along with the school's principal arrived to campus with boxes of canned food for the student food bank. Joe Chilelli, Chair of the Sault College Board of Governors and the staff and students of nearby St. Paul elementary school donated food to the College to help those studying at the post-secondary level who may not have enough to eat. Being on the receiving end of such thoughtful assistance was very impactful for the grateful students experiencing hardship in this way.

In many cases, lack of finances can be a barrier to student success. Students from the Sault College Esthetician Diploma Program organized and participated in a Mother's Day Fundraiser. Mothers, daughters, sisters, aunts, and grandmothers enjoyed some refreshments, quality time together, as well as, a relaxing skin treatment, pedicure, or manicure at The Spa at Sault College. The Esthetician program donated \$500 of the monies raised to the Student Emergency Fund. Other activities the Esthetician program participated in to promote community partnerships included:

- Algoma Public Health Young Parent Connection Event that provided makeup applications for all young mothers.
- YMCA Girlz Just Wanna Have Fun Program where students worked with pre-teens throughout the year to build a positive self-image, skin care and nail care techniques and provided a glamour day at the end of the program.
- Hairstyling and Digital Photography program collaboration to promote student learning in all areas. The programs worked together to create fashion forward looks.

Knowing and acting upon the important relationship self-care and safe touch has on mental and overall well-being had students greatly impacting young lives in the community in

these various ways.

Another way in which the College gave back to help improve the skills and experiences of young lives was by hosting Mega Hoops during the month of February in partnership with the Sault College Cougars and the OCAA. Mega Hoops is an Ontario Basketball program that delivers clinics and programs to schools, community centres, after-school programs and summer camps throughout Ontario for children aged eight to thirteen.

Mega Hoops - Sault College is a popular two-hour, fun-filled, action-packed skill session in which participants are led through progressive activities as they learn the proper execution of basketball's fundamental skills, as instructed by Sault College coaches and players. All participants also received a free ticket to an OCAA basketball game featuring the Sault College Cougars and Fanshawe College Falcons, a Mega Hoops T-shirt, a basketball and a post-clinic pizza party for everyone involved in this exciting initiative.

Another memorable moment on campus occurred on November 16th, when Métis people all across Ontario gathered for Louis Riel Day events - an annual celebration that commemorates the life of Louis Riel, a politician and Métis leader who served and sacrificed on behalf of the Métis people. The Métis - a distinct Aboriginal group - are the heirs of a rich heritage, descendants of the voyageurs. The explorative spirit of the Métis has left its mark across the whole face of North America and is especially rich on our shores of the Great Lakes.

To mark this day, Native Education partnered with Infinite Reach and hosted an Information Day in Enji Maawnjiding on campus, offering Métis cultural displays, demonstrations, and resources. Infinite Reach is comprised of Métis students attending colleges and universities in Ontario who work together to enrich and enhance their post-secondary education experience by supporting each other in their academic pursuits.

In support of the Lung Association's Festival of Trees community fundraiser, members of the College's Social/ Recreation Committee fundraised and worked together to purchase, decorate and submit a tree that could be raffled off to raise money for the Lung Association. In commemoration of the 35th anniversary of the first graduating class of our highly regarded Aviation Technology-Flight program at Sault College, "Flying Dreams" was the theme in which the tree was decorated complete with a free flight in one of the College's Zlin airplanes to see the city and area from the skies. Participation at the event raised the profile of the College as well as highlighted the long-held accomplishments of the

College's prestigious aviation program. Held at a local hotel, the event hosted thousands of visitors of the Festival who purchased tickets over the four-day event and bid on the College's blue and white tree, thereby raising money for a worthy cause.

Sault College kicked off its annual United Way fundraising campaign this year in November with a social event for staff. A dedicated working team from across the college enthusiastically embraced this fundraising opportunity involving staff, resulting in the college being awarded the most-increased participation of staff in the field of education recognition. Funds were raised through a very successful perogie lunch and saw a substantial increase in employee payroll deduction participation from 11% to 18% this year. Payroll deduction forms were also distributed to all College employees as part of the initiative. This year, Sault College was able to present a cheque to the United Way for over \$12,000 for their efforts. This was a \$4,000 increase from last year's \$8,000 contribution.

Trades students also partnered with the United Way for the second year in a row to deliver one of its most meaningful and impactful community events of the year. The "Day of Caring" project involves 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.

Community businesses were asked for their support for materials to use in the repair of the seniors' homes, which 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. The project was a great success with first-time participants never having imagined the joy they would experience through giving selflessly to older citizens in this way.

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

Community-based projects like these are infused in all Sault College curriculum according to the college's strategic goal of creating engaged and pro-active community members of all students. As the college's trades and accounting students worked with seniors throughout the city, first- and second-year Social Service Worker Native Specialization students enrolled in Capacity Building for Communities program looked to the

other end of the spectrum – with children selected as the recipients of their efforts.

As spring arrived, the students participated in number of community events/fundraisers regarding poverty including fundraising to support the purchase of bikes and Easter baskets for the children attending the children’s program at the Soup Kitchen. A pub night the students held also raised over \$1000 for poverty-based organizations in the community.

Other ways in which youth were engaged and inspired at the College was during the annual Skills Canada Camp, which was held at Sault College for one week during the month of July. The program was for students in Grades 7 and 8 who were interested in exploring careers in Skilled Trades and Technologies. The “Skills Work!®” Camp is a week-long summer day camp that provides students with an opportunity to explore careers in skilled trades and technologies.

Located in several communities across the province, the skills camp runs in partnership with colleges, volunteers, and organizations that are committed to giving the participants an inspiring hands-on experience. Throughout the week, campers develop communication, problem solving and teamwork skills through various activities, workshops and industry tours. As they build, fix, design and create, campers learn about careers in transportation, construction, manufacturing,

communication, and services.

In their post-secondary program, the Peace and Conflict Studies students at the college learned approaches to connecting with community partners through the learning and deployment of effective mediation skills, negotiation, networking, community development and conflict resolution as the program aims to integrate and holistic approach to guide exploration of contemporary global issues and inform effective responses to them. Some of the ways in which the Peace and Conflict Studies students connected with our community partners this year included:

- Worked with the Soup Kitchen volunteering throughout the year to help prepare and serve meals as well as socialize with community members accessing the centre.
- Participated in the “Great Soup Kitchen Sleepover” to offer solidarity to people experiencing homelessness and poverty as well as raise funds to support the services provided by the Soup Kitchen and organized a “Community Feast” to celebrate Aboriginal culture and peace with over 100 people in attendance.
- Organized a Community Garden Pasta Lunch at the College.
- Created “Peace Gardens” on campus. A portion of the produce harvested from the garden was given to the Student Food Bank and the rest was used for a lunch



LEFT PHOTO FITNESS AND HEALTH PROMOTIONS STUDENTS TAKE DONATIONS TO SUPPORT CANADIAN BREAST CANCER FOUNDATION



RIGHT PHOTO PEACE AND CONFLICT STUDIES STUDENT PLANT VEGETABLES IN PEACE GARDENS

that used only local organic food. Funds raised from the luncheon were donated to the Soup Kitchen to help support local food security.

- Participated in the February 14th Memorial March for Missing Aboriginal Women outside the courthouse that honours the memory of the women who are unaccounted for or who have died at the hands of violence.
- Participated in the “Mobilizing Community for Youth Conference,” and continued to be involved with strategic planning committees in relation to safe and affordable housing, mental health and addictions, the creation of a youth hub and economic sustainability.
- Volunteered with the YMCA and Red Cross community kitchen that offers support to teen parents.
- Volunteered with the Sault Ste. Marie Conservation authority for the Children’s Source Water festival.
- Worked with Clean North to help initiate community composting.
- Held facilitated sustainability workshops at the Seedy Saturday event.

The extensive participation of the Peace and Conflict Studies class in these many events made a substantial impact on all of these community initiatives, strengthening the community as well as the learning and experience of our students.

Also related to poverty, in July, the search began for a Community Healthy Living Project Leader to increase access to no-cost physical activity and skill-building healthy eating programs for those living in low economic circumstances. The leader assembled a committee of stakeholders to act as advisors for the duration of the project and beyond. Physical activity programs were researched, designed and delivered to diverse groups of the target population – those with disabilities, diabetes and youth.

Modified, specialized programs were delivered free-of-charge to all participants in all groups. The leader, with the assistance from Algoma Public Health and the Canadian Diabetes Association, developed and delivered classes that increased the healthy eating skills of participants. The leader then used evaluation tools on an ongoing basis to provide assessment of the programs that were implemented. The

ultimate goal for the program leader was to increase physical activity levels and healthy eating habits of individuals in the community of Sault Ste. Marie who face challenges and have special needs and to increase their quality of life, preventing chronic disease.

Physical activity was also a focus for a national breast cancer fundraising effort held in Sault Ste. Marie. Annually, Sault College employees participate in the Canadian Breast Cancer Foundation CIBC Run for the Cure at the Roberta Bondar Park where they run and walk in support of creating a future without breast cancer. This year, with a growing number of participants from the College who took part in the Run, the Sault College team won the Post-Secondary Challenge Award for 2011.

Sault College and the Sault Family YMCA teamed up for the fourth year to successfully deliver the YMCA Summer Day Camps on site at Sault College this year, as well. YMCA Day camps have provided fun, safe and character-building experiences for children and youth in Sault Ste. Marie for many years. The successful partnership allowed young elementary and high school students to gain exposure to the College environment including classrooms, labs and other facilities.

Culinary, Aviation and other popular post-secondary programs were also adapted for young learners throughout the summer to give them positive exposure to the College at a very early age through interactive learning and summer programming. Being at the College also increased their familiarity with the campus so that they could have a positive experience here and possibly remember and treasure the memories spent with other children and group leaders on campus for years to come.

In all these ways, Sault College recognizes the degree to which our partners are intrinsic to the successful execution of our strategic and operational plans. By collaborating with members of the community and industry like those outlined above to support all members of society, by seeking out the guidance and support of our partners, 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 ways that matter.

Building a New College

PRESENTING A CLEAN, INVITING AND INSPIRATIONAL LEARNING, WORKING AND GATHERING ENVIRONMENT IS CENTRAL TO ENCOURAGING BALANCE, INSPIRATION, WELL-BEING, ENGAGEMENT AND PRODUCTIVITY IN THE LIVES OF THOSE WHO EXPERIENCE THE COLLEGE.

2011-2012 marked the second year of our College's campus facilities transformation to reflect the dynamic programming and engaged staff making change happen within the organization. Phase I of redevelopment is now complete with our new state-of-the-art academic wing opened and operating, and Phase II is underway. 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.

Along with our staff and students, community members and

guests to the College have noticed a radical change to campus in the last year. The face of Sault College has greatly improved and this is only the first step in the campus' renewal. The new modern building at the forefront of the Northern Avenue side of the campus is Essar Hall, the new main entrance and academic wing. The grand opening of the impressive space took place on August 26, 2011, just in time for the fall semester to begin.

This was an incredibly special occasion, especially for the many individuals who were personally involved in



DR. COMMON ADDRESSES GUESTS AT RIBBON - CUTTING CEREMONY FOR NEW ACADEMIC WING



ARCHITECTURAL RENDERING FOR NEW STUDENT HEALTH AND WELLNESS CENTRE

conceptualizing and shaping the new campus re-build. As a way of celebrating the visible beginning of a new milestone in the journey of our College, the annual President's Welcome Back Barbeque took place outside on this day featuring refreshments and live music. Also, to help commemorate this special day, an aviation fly-over from our Sault College pilots took place in the skies along with a staff photo including hundreds of those in attendance taken in the front lobby of the building from the staircase. Employees still talk about how this event moved them and inspired them to continue with the hard work of transforming the College.

In December of 2011, it was announced that the new Academic wing would bear the name Essar Hall in recognition of the generous donation that Essar Steel Algoma Inc. gave to the College's *Inspiring Growth* Capital Campaign. Essar's gift represents the largest single private donation that Sault College has ever received, and also brought the campaign to over the halfway point of its six million dollar goal.

With Essar Hall's completion, the beginning stages of the next phase of the College's campus redevelopment are now underway. Phase II of construction of the Student Health

and Wellness Centre is already underway. Sault College students and the Sault College Students' Union voted to pledge a remarkable \$3.9 million towards the completion of the building that will replace the students' former centre, the Outback. Losing the Outback in the short term meant gaining a much-needed Health and Wellness facility in the long term.

In addition to the \$3.9 million the students and Sault College Students' Union have generously pledged, additional funding for construction of the new building is coming from the Northern Ontario Heritage Fund (\$1 million), the Ministry of Training Colleges and Universities (\$4 million) and from the College (\$3.5 million). This campus redevelopment plan is essential to keeping Sault College at the forefront of post-secondary education and to remain competitive with other colleges and universities, and the College is grateful to all funders for making this dream a reality.

The College underwent several major renovations in order to begin the process of having the College's Health and Wellness facility on the site of the former student life centre. One of the renovations included the Esthetician program lab which was re-constructed in the basement of the A-wing,

giving it a dramatic makeover, creating a beautiful and relaxing on-campus spa. Since opening its new location, the lab, which is open to the community, has seen an increase in clients visiting the new modern lab. Students learn and study in a fully equipped modern lab that will help develop and master their professional esthetic skills with a full range of treatments for both men and women.

The gym, original to the A-wing building was also renovated and a new gym floor was installed this year. The Academic Planning offices as well as the Student Job Centre were two additional areas that were renovated and relocated for the convenience of students and staff accessing these departments.

In other learning and teaching areas across campus, out-of-date spaces across the College were renovated and upgraded this year to be more in line with College's master plan. A number of capital projects enhanced the learning opportunities for our students and provided state-of-the-art technology to attract and retain students at Sault College. Some of the highlights this year included Tim Horton's being relocated to the former bookstore location offering a more functional space for the coffee shop. The bookstore was also renovated to a larger more user-friendly space.

Across the college, eco-conscious approaches are also apparent everywhere. A generous cheque to help in these retrofits and installations arrived to the College in the amount of \$7,500 from Union Gas for the installation of three Dietrich-brand condensing flue gas design boilers. The high efficient boilers have the potential to save the College 20,000 cubic meters of gas per boiler annually. This translates into about \$21,000 per year when compared to conventional atmospheric boilers.

Another exciting addition to campus was the Algoma Nurse Practitioner-led Clinic (NPLC) which held its ribbon cutting event on November 18, 2011 to commemorate the official opening of the clinic on the Sault College campus. Approximately 2,800 square feet in size, the NPLC was the first

in the province located on a college campus to receive funding. This impressive and convenient area provides primary care to residents of Sault Ste. Marie and surrounding area who are currently unattached to a primary care provider (physician/nurse practitioner). The clinic provides comprehensive care to its patients including health promotion and chronic illness management.

Patients who are registered with the clinic will have access to the clinic's multidisciplinary team which includes four full-time Nurse Practitioners, two full-time Registered Practical Nurses as well as using the services of a Registered Nurse, Social Worker, Pharmacist and consulting Physician for a total of 10 full-time positions increasing access to primary care and improve frontline health services for over 3,000 local residents.

Also in the area of health, Sault College, in partnership with Extencicare, celebrated the ground-breaking ceremony for Extencicare's new state of the art 256-bed long-term care home in Sault Ste. Marie in May of last year. The building, located on Sault College property, will be LEED Silver Certified. The Leadership in Energy and Environmental Design (LEED) Green Building Rating System supports buildings which meet the highest environmental performance standards in Canada.

The new extended care home, currently under construction, is conveniently located next to Sault College which presents an excellent opportunity for a partnership with our school. The ground-breaking ceremony celebrated the visible beginning of a new milestone in the journey of Sault College. The College welcomes future opportunities this partnership will open for new program research and development as well as the practicum experience it provides for faculty and students in numerous programs. This is a win-win situation for Sault College, Extencicare, and the wider community.

By collaborating with members of the community and industry in the ways outlined here, the college has indeed increased its presence and impact in ways that matter and by mapping out the future needs of our students and facilities.

Enhancing our College Profile

AS WE HAVE SEEN THROUGHOUT THIS REPORT, THIS PAST YEAR HAS HELD A GREAT DEAL OF PROMISE AND EXCITEMENT FOR OUR ORGANIZATION.

In order to remain vibrant and viable in the field of post-secondary education, we know that there must be ongoing transformation to remain relevant to our students, community and industries. To achieve the desired outcomes outlined in our five-year strategic plan, we will need to attract a greater number of students from local communities, from out-of-the-region, and internationally.

The following are some examples of how Sault College has worked to increase the profile of our organization locally, provincially and increasingly nationally.

To increase student applications, enrolment and retention through contact and recruitment strategies with high school students and elementary school students, the following enrolment activities were undertaken:

In partnership with the School College Work Initiative, the Grade 10 & 11 Shadow-A-Student Event took place and was a major success. During the month of November, 201 secondary school students from the Algoma district were given the opportunity to shadow, for the entire day, a college student in the program of their choice. At the end of the day, a voluntary survey was completed. A total of 191 students completed this survey. 92% stated their experience at Sault College was beneficial.

High school students participated in apprenticeship training and post-secondary courses, earning dual credits that count towards their high school diploma and their post-secondary diploma, degree or apprenticeship certification. A total of 543 high school students participated in receiving College credits. Dual Credits help to engage students through exposure to college courses and culture while supporting their successful transition to post-secondary education.

The courses that were offered included Career Exploration, Environment/Outdoor Education, Cook Apprenticeship, Truck & Coach Apprenticeship, Truck & Coach Dual Credit, School College Connection, Hairstyling Apprenticeship, Motive Power/Coop/Dual Credit, Team Taught Construction, Team Taught Fitness and Kitchen Operations.

To increase enrolment numbers, College recruiters participated in all six weeks of the College Information Program, visiting high schools in target areas of Ontario with other Colleges and presenting college information to interested students. Target areas included northwest of London, Thunder

Bay, Sudbury, Timmins and the Algoma Region.

A fall on-campus open house for local high school students and adult learners was held along with a spring Discover Sault Day, inviting all students with offers of admission to visit and tour the school. Hundreds of attendees flocked to both major events.

Recruiters, Registrar Office staff and Coordinators corresponded with potential students via e-mail and mail promptly and efficiently throughout the year. A telephone campaign where all applicants were called and thanked for their application was done, and when potential students were offered admission, they called again to welcome them to Sault College.

The annual guidance counsellor breakfast was held in the College's on campus gourmet restaurant, The Gallery. Counsellors and educational consultants were given an opportunity to learn about new and exciting initiatives the College has with the hopes of these influencers passing along such information to their staff and students.

Also with respect to building our profile, the summer of 2011 issue of the Northern Ontario Medical Journal featured an article regarding the successful and innovative Sault College partnership program with the Lakeland Long-term Care facility (LTC) in Parry Sound and for Personal Support Worker Certificate education. The training program at Lakeland Long Term Care in Parry Sound serves as a model for communities across the north that are struggling with a critical shortage of personal support workers. The article outlined the way in which Lakeland Long Term Care, desperate to relieve the shortage of PSWs, worked with Sault College to craft an in-house training program local instructors delivered supplemented by distance education and a training network with 112 access centres across Ontario.

Also in the media, Maclean's magazine rated Sault College at the top of the province in student satisfaction, confirming the fact that we continue to exceed the expectations of our learners.

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 the impact of our College like never before.

Conclusion

In closing, Sault College's ability to respond to the needs of our learners and the demands of industry, to partner effectively and collaboratively both within and with those outside of our organization, and our capacity for adapting to and thriving with change have all greatly influenced the ultimate success of year two of our strategic plan and our institution as a whole over the last year.

Our campus rebuild speaks to our ability to adapt and respond to the growing needs of our learners and so many community partners are celebrating our success with us and helping us to reach further. The impact of Sault College on the

lives of learners in the north and throughout the province of Ontario is undeniable. We take the responsibility placed on us to help transform lives for the better very seriously, and are continually inspired by the possibilities of creating even more engaged citizens who are educated for a future that needs their ideas, efforts, and expertise to make our world a better place. We look to the future with the courage and excitement of knowing that there is no end to what we can accomplish in going forward, and it is our hope that you have seen the result of ongoing efforts throughout the pages of this annual report.



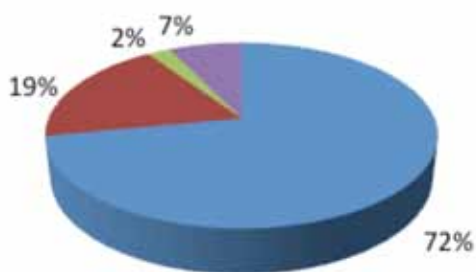
STUDENT RECRUITERS SHELBY MCCLELLAND AND RAY ESCASA GIVE AN IPAD TO ONE LUCKY APPLICANT AT THE ANNUAL DISCOVER SAULT DAY

Analysis of College's Financial Performance

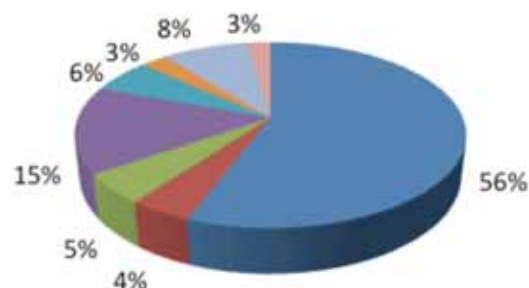
The Sault College Board of Governors approved the 2012/13 operating budget as presented at the May 29, 2012 Board of Governors meeting. The College continues to operate within its financial means to remain a viable community educational institution into the future. The College's strong operating results 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 Marketing and Communications 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, 2011 (IN THOUSANDS OF DOLLARS)



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



- Academic
- Student Services
- Plant
- Ontario Training Strategies
- Educational Resources
- Administrative
- Ancillary Operations
- Special Projects

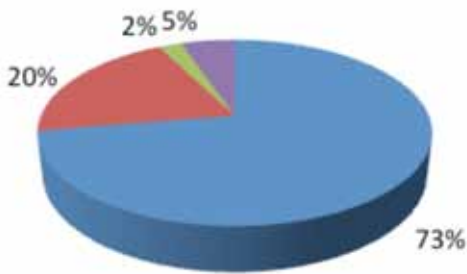
REVENUE

Grants and Reimbursements	33,505
Tuition Fees	8,664
Ancillary Operations	1,056
Other	3,345
Restricted for Student Purposes	2,364
Amortization of Deferred Capital	2,327
TOTAL REVENUES	51,261

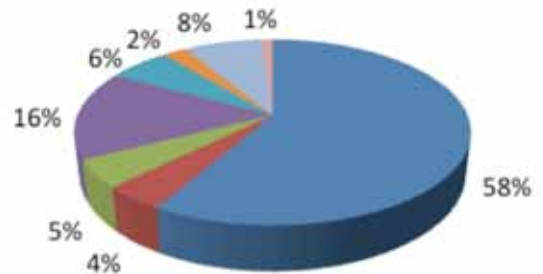
EXPENSES

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

2010/2011 CASH BASED OPERATING PLAN (IN THOUSANDS OF DOLLARS)



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



- Academic
- Student Services
- Plant
- Ontario Training Strategies
- Educational Resources
- Administrative
- Ancillary Operations
- Special Projects

REVENUE

Grants and Reimbursements	34,083
Tuition Fees	9,426
Ancillary Operations	1,084
Other	2,489
TOTAL REVENUES	47,082

EXPENSES

Academic	28,249
Educational Resources	2,113
Student Services	2,342
Administrative	7,488
Plant	2,920
Ancillary Operations	1,158
Ontario Training Strategies	3,698
Special Projects	505
TOTAL REVENUES	48,473



2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Sault College
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OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) 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, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the un-audited enrolment forecast for 2010-2011 reported to the Ministry on November 1, 2010 (Full-Time funded students only; does not include Second Career, Apprentice or International students).*

Sault College reported to the Ministry the total Headcount enrolment in 2010-2011 = **1,946**.

Please indicate the number of students aged 18-24 (age as of November 1, 2010) from the total Headcount enrolment reported by **Sault College** to the Ministry for 2010-2011 = **1,440**.

Please indicate the number of students aged 25+ (age as of November 1, 2010) from the total Headcount enrolment reported by **Sault College** to the Ministry for 2010-2011 = **473**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2010) enrolled at **Sault College** in 2010-2011 = **33**.

*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

Data is collected in the Sault College student information system (including information of OCAS) and reported by the curriculum/statistics analyst. The age data is collected through the birthdate field in the system, which is a required field for funded students.

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 2010-2011 to manage enrolment.

The enrolment focus for Sault College has been to focus on a slow, steady growth by creating the right program mix, service and instruction to attract and retain students. This focus is directly from the College's strategic and business plans with specific actions to enhance programs (create market-relevant, desirable programs and phase-out or re-create programs that aren't as desirable) as well as to invest in people (includes students, faculty and staff). In terms of retention, there is now a cross-campus represented retention committee striving to address issues and needs to improve student retention with a particular focus on a holistic approach to the student (academic, social, physical, spiritual needs). The enrolment planning considers a variety of data sources including, but not limited to, program enrolment, student performance, geographical representations, residence student performance, student satisfaction, student engagement, program persistence, etc.

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

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

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

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

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

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

For the following, please include Full-Time and Part-Time, but not Second Career, Apprentice or International students.

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 2010-2011= <u>291</u></p> <p>Full-Time Students with Disabilities as a percentage of Full-Time Enrolment at Sault College in 2010-2011 was: (calculation based on the total number of Full-Time Students with Disabilities (<u>291</u>) provided above by Sault College, divided by Sault Colleges 2010-2011 Full-Time Enrolment Headcount (<u>1,946</u>)) = 15%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Sault College who registered with the Office for Students with Disabilities and received support services in 2010-2011 = <u>32</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Sault College in 2010-2011= <u>192</u></p> <p>Full-Time First Generation Students as a percentage of Full-Time Enrolment at Sault College in 2010-2011 was: (calculation based on the total number of Full-Time First Generation Students (<u>192</u>) provided above by Sault College, divided by Sault Colleges 2010-2011 Full-Time Enrolment Headcount (<u>1,946</u>)) = 9.9%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Sault College in 2010-2011 = <u>21</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Sault College in 2010-2011= <u>439</u></p> <p>Full-Time Aboriginal Students as a percentage of Full-Time Enrolment at Sault College in 2010-2011 was: (calculation based on the total number of Full-Time Aboriginal Students (<u>439</u>) provided above by Sault College, divided by Sault Colleges 2010-2011 Full-Time Enrolment Headcount (<u>1,946</u>)) = 22.6%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Sault College in 2010-2011 = <u>0</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 -

The Disability Services Office utilized the "Clockwork" database and scheduling software to maintain and gather data on students with disabilities. Student information is gathered and entered by intake staff, counsellors and learning strategists.

First Generation information is gathered from OCAS application information as well as several other College initiatives such as the Student Services intake process, surveys initiated in class visits, hallway displays, student success strategy sessions, mentoring meetings and more.

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>In the space below, please provide one or more highlights of an activity in 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment.</p>
<p>In August 2010 the Disability Services Office (DSO) purchased the "Clockwork" software to utilize for scheduling and information tracking. The program was launched with staff in August 2010 and staff increased their utilization of the options within the program gradually throughout the academic year. Additional options are planned to be utilized once our College is utilizing an updated enterprise system. There are many online options that can be adopted to improve services to students once we acquire an updated enterprise system.</p> <p>The DSO developed an improved BSWD process which will improve the quality and consistency of the computer hardware and software provided to students with disabilities. It will also eliminate issues involved in students purchasing incorrect products that do not match the quote provided to the Student Financial Assistance Office.</p> <p>The DSO office purchase new computer hardware and updated assistive technology software for student computers within the testing rooms as well as in the library.</p>	<p>A mentoring program was offered to First Generation (FG) students during the 2010/11 academic year. Approximately 20 FG student were involed in the program. In addition to this, FG students were encouraged to access services in tutoring, counselling and through the financial services department.</p> <p>FG staff maintained regular communication with identified FG students via email and through various campus communication tools. Several events were organized for these students to network and discuss shared experiences and success strategies.</p>	<p>Native Education strives to provide a warm and welcoming environment for all students and community members. With offices located close to the Native Student Centre, staff are available to assist with student inquiries and requests including faxing, photocopying, long distance phone calls, scheduling appointments and making appropriate referrals. This past year Native Education also assisted students in the areas of: admissions and registration, academic advising, disability services, liaising with faculty and staff, liaising with sponsors and organizations, student advocacy, housing assistance, scholarship and bursaries, community presentations and school visits in addition to student/community social and cultural events.</p> <p>Highlights</p> <p>In-Community Programming/Partnerships</p> <ul style="list-style-type: none"> • Delivery of a Construction and Maintenance Electrician program in partnership with Batchewana First Nation, Garden River First Nation and the Metis Nation of Ontario • Delivery of a Heavy Duty Equipment Technician program in partnership with Michipicoten First Nation • Delivery of the Personal Support Worker program in partnership with North Shore Tribal Council • Delivery of a Renewable Energy/Solar Installation program in partnership

		<p>with Chapleau Cree First Nation</p> <ul style="list-style-type: none"> • Delivery of the Social Service Worker – Native Specialization program in partnership with Oshki-Pimanche-O-Win Educational Institute (Thunder Bay) • Delivery of the Anishinaabemowin Language Immersion program in partnership with Kenjegin Teg Educational Institute (M'Chigeeng First Nation) <p>Aboriginal Apprenticeship Centre</p> <p>Successful submission of a joint funding proposal to HRSDC's Skilled and Partnership Fund in partnership with the Metis Nation of Ontario resulted in the official opening of the Aboriginal Apprenticeship Centre on Sault College's campus in January 2010.</p> <p>The key goals of the Centre are to assist Aboriginal peoples in the discovery of careers in the skilled trades, guide them through the course of planning to achieve their goals and align them with opportunities to achieve certification. Implementing a service model that provides culturally appropriate guidance, mentorship and other supports, the Centre assists in developing career plans towards a certificate of qualification, career counselling, prerequisite training, helping to identify support clients may be entitled to in addition to assisting with the procurement of books, tools, tuition, dependent care, living and travel expenses and disability supports.</p> <p>College Advisory Representation</p> <p>For 2010, Native Education developed a three phase approach to ensure Aboriginal inclusion on the College's 20+ identified advisory groups. Working collaboratively with other internal stakeholders, new Aboriginal advisory members were appointed to the following advisory committees: Child and Youth Worker, Criminal Justice, Early Childhood Education, Graphic Design, Hairstyling, Hospitality, Natural Environment/Outdoor Studies and Nursing. Ongoing work continues into 2011 to ensure Aboriginal</p>
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		<p>representation on the College's remaining advisory committees.</p> <p>Cultural Competency Training</p> <p>Working in conjunction with Aboriginal community stakeholders, Native Education developed cultural competency training for internal and external delivery. The training consists of five three hour modules and are designed in such a way that they can be offered together to comprise a solid offering with respect to cultural competency or offered independently. In October 2010, the College implemented cultural competency training to all full-time staff employed at the College beginning with Modules 1 and 5. On-going training of the remaining modules continue for 2011 for all College staff.</p>
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3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, **Sault College** committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

**NOTE: SAG data as of June 9, 2011*

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$90,312	132
Other SAG Expenditure to Supplement OSAP	\$197,789	241
TOTAL	\$288,101	373

Did **Sault College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?
Yes

4) Participation in the Credit Transfer System

The following data is per the College Graduate Outcomes Survey:

Survey Years	Total # of Sault College graduates who participated in Graduate Survey (A)	# of Sault College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of Sault College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2006-2007	557	21	3.8%	44,309	3,449	7.8%
2007-2008	518	7	1.4%	44,622	3,510	7.9%
2008-2009	480	22	4.6%	43,086	3,145	7.3%
2009-2010	440	29	6.6%	40,388	2,725	6.7%
2010-2011	530	33	6.2%	50,622	3,355	6.6%

Per the College Graduate Outcomes Survey for 2009-2010 and 2010-2011 (based on 2008-2009 and 2009-2010 graduates), the percentage of **Sault College** students who were satisfied or very satisfied with academic preparation for university was **75%**.

Per the College Graduate Outcomes Survey for 2010-2011 (based on 2009-2010 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **79.2%**.

NOTE: The Ministry recognizes that this is a census survey in which the response rate is approximately 66%. The Ministry also recognizes that this only captures college graduates who have transferred within 6 months of graduation and is not the complete picture of college-university transfer students. The Ministry anticipates that, as data collection systems in institutions evolve, this data will become more complete. The Ministry is developing long-term indicators for credit transfer in consultation with the sector.



Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2010-2011, 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 the institution 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.

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

An articulation agreement between the Child & Youth Worker program and Early Childhood Education/Social Service Worker/Social Service Worker--Native Specialization was completed. This allows students the opportunity to obtain multiple diplomas. Any college graduate of Early Childhood Education, Social Service Worker or Social Service Worker--Native Specialization programs can move seamlessly into Semester 3 of Sault College's Child and Youth Worker program and graduate in two academic years according to predetermined maps.

Our Information Technology Department, in collaboration with a cross-college committee, implemented a system for general education course transfers between internal programs and assignment of general education course credit transfers from university to college. New General Education and General Education Advance Credit Transfer policies were created and approved.

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

Sault College's support staff complement included one position in the General Arts & Science area who advises students of opportunities, processes, and diploma-to-degree requirements. Students are assisted by this person with the preparation of application documents, reminded of important dates and registration deadlines, explained timelines and procedures, and provided with forms which are distributed to appropriate internal and external departments. This service continues to exist and evolve.

30 percent of a second support staff complement position was dedicated to student advising and the promotion of success. Students receive one-on-one or group assistance to address their needs and issues. This position continues to evolve and expand.

Counsellors collected feedback from potential and current students in their one-on-one meetings related to preferred career pathways. They tracked this information and forwarded reports on their findings to administrators for action.

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

Sault College's website was continually updated with information regarding credit transfer and career pathway information. Additionally, degree transfer services and opportunities were communicated through the student portal and the publication/distribution of transfer guides.

5) Class Size*

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

Please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **Sault College** in 2010-2011 using the calculation indicated above:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	524	71.3%
30 to 60 students	202	27.5%
61 to 100 students	8	1.1%
101 to 250 students	1	0.1%
251 or more students	0	0%
Total	735	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	327	77.7%
30 to 60 students	91	21.6%
61 to 100 students	3	0.7%
101 to 250 students	0	0%
251 or more students	0	0%
Total	421	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	64	79%
30 to 60 students	16	19.8%
61 to 100 students	1	1.2%
101 to 250 students	0	0%
251 or more students	0	0%
Total	81	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4 th Year Sections
Fewer than 30 students	7	87.5%
30 to 60 students	1	12.5%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	8	100%

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

Please provide one or more highlights, in the space provided below, of a **Sault College** activity in 2010-2011, which contributed to maintaining or improving **Sault College's** class size initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In order to boost class sizes, an emphasis was put on bringing in students for a January start. Criminal Justice, General Arts and Science, Business, and Health programs attracted students and the result was a 60% increase over the January enrolment from 2009-2010. This initiative will continue in future to grow enrolment and provide a flexible start date for students.

To create efficiencies in delivery, class sections were combined (i.e. Motive Power/Heavy Equipment) and curriculum was modified to offer a common first year for clustered programs (i.e. Culinary).

The duration of the school day was extended to 10 p.m. in order to better utilize our available space at the time.



6) eLearning

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the Government of Ontario announced the creation of a new Ontario Online Institute (OOI). In spring 2010, the Ministry conducted a survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Online Ontario Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

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

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

Programs:

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

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



Please indicate in the table below the number of Ministry-funded courses, programs **Sault College** offered in 2010-2011 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>	4,052	150
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	20	67
Total # of Ministry-funded courses offered through the above eLearning formats	4,072	217
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	14	32
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	3	24
Total # of Ministry-funded programs offered in the above eLearning formats	17	56
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	659	96
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	173	351
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	832	447



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

Ministry-funded courses offered through Fully Online Learning - figure represents total courses offered over 3 semesters including monthly intake courses

Synchronous conferencing courses are offered through Contact North/eLearning Network

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 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 2010-2011.

Health Office Administrative Support Certificate - 9 courses

Students are offered hybrid learning as an option i.e. can customize their learning with a combination of synchronous and asynchronous learning - 1 course is not available in asynchronous format: Patient Preparation is delivered in weekend workshop

Option allows students to customize the learning to accommodate their learning style and desire for completion i.e. can complete in as a compressed program or over several semesters

Please provide one or more highlights, in the space provided below, of a **Sault College** activity in 2010-2011, which contributed to maintaining or improving **Sault College's** eLearning initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Personal Support Worker Certificate

Sault College continues to offer the certificate as a distance learning opportunity via the Contact North/eLearning Network.

Innovative approaches include lab demonstration via videoconferencing, incorporating lab skills into the practicum experience in facility and mentored practicum in a community as close to the student's home community as possible. Small northern communities, and subsequently the long term care agencies and facilities, are active participants in facilitating the success of the student. Feedback indicates that communities extend significant support to ensure that there are local solutions to health human resource shortfalls.



7) International

7.1 Initiatives

Please identify emerging markets for International Students (i.e. countries who are not represented in **Sault College's** current top five source countries for International Students, as shown in International Enrolment section below) in which **Sault College** actively engaged in recruitment activities in 2010-2011:

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 2010-2011:

- 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* = 6
**DEFINITION: Inbound students are international students registered at an Ontario college/university to receive academic credit.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Sault College** in 2010-2011 = **\$59,520**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Sault College** had outside of Canada in 2010-2011 = **\$0**

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which **Sault College** delivers courses and/or programs **abroad (outside of Canada)** in 2010-2011, including city, country, programs offered, and total enrolment in each program offered at each campus:

7.2 Enrolment

In 2010-2011, **Sault College** reported to the Ministry the following top 5 source countries for international students:

	Source Country	Number of Full-Time International Students from Source Country	International Students from Source Country as a Percentage of Sault College Total Full-Time International Student Enrolment
1.	Equador	3	42.9%
2.	United States	1	14.3%
3.	Mexico	1	14.3%
4.	Japan	1	14.3%

Sault College reported to the Ministry that International Enrolment* in 2010-2011 = 7

DEFINITION: **International Enrolment is the headcount of Full-Time international students at the institution, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.*

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

Data is collected in the student information system and there are fields related to citizenship and home address with which to cross-reference international enrolment.

Full-Time International Enrolment as a comparative percentage of Full-Time Enrolment at **Sault College** in 2010-2011 was: (calculation based on the total number of Full-Time International Enrolment (7), divided by **Sault College's** 2010-2011 Full-Time Enrolment Headcount (1,946)) 0.36 %

Please provide **Sault College's** 2010-2011 Part-Time International Student Enrolment = 0

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **Sault College** in 2010-2011 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Sault College** used in 2010-2011 to create pathways for *International students* from **Sault College's** ESL programming to postsecondary studies.

While the College currently does not operate its own ESL programming, close links are maintained and referrals made to Algoma University's program and the Algoma District School Board ESL program.

Please provide one or more highlights, in the space provided below of a **Sault College** activity in 2010-2011, 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.

2010-2011 continued as a building year for Sault College's emerging international student recruitment strategy. Extensive work was completed in the first half of the year to develop structures and partnerships within the College and our community to ensure appropriate resources and expertise are in place. We participated for the first time in the Queen's University IETP training program for international student professionals with the generous tuition support of the MTCU. Sault College was an active participant in the CIITE wrap-up activities as well a member of the emerging CSIPS group formed in the spring of 2011. We are also members of the Sault Ste. Marie Local Immigration Partnership (L.I.P.) as well as being selected to hold one of the seats on their Local Immigration Council.

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

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

Sault College confirmed in its 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, **Sault College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Sault College confirmed in its 2009-2010 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2010-2011, **Sault College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Sault College confirmed in its 2009-2010 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **Sault College** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Sault College's** OECM purchases in 2010-2011: 26,537

Please provide one or more highlights, in the space provided below, of a **Sault College** activity in 2010-2011, which contributed to maintaining or improving **Sault College's** supply chain initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Sault College participates in both the courier service and office supply procurement through the OECM contract. Sault College's costs related to these services and supplies have reduced.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All colleges were to be in compliance with the *Broader Public Sector Accountability Act, 2010*, proclaimed on April 1, 2011. The *Act*, through two new directives (procurement and expenses), establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act, 2010* provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including colleges, to establish rules on perquisites.

BPS Procurement Directive

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

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

Given the proclamation date of April 1, 2011, **Sault College** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Sault College** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Sault College** adopted in 2010-2011 to prepare for compliance.

Sault College ensured that the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures were adopted within our Procurement Policy. Also, the Authority limits in our Policy are in compliance with the Government's mandates.



BPS Expenses Directive

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

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

Given the proclamation date of April 1, 2011, **Sault College** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Sault College** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Sault College** adopted in 2010-2011 to prepare for compliance.

Sault College ensured that the BPS Expenses Directive for Travel and Hospitality were adopted within our Travel Policy. Also, the Authority limits in our Policy are in compliance with the Government's mandates.

BPS Perquisites Directive

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

Given that the effective date for compliance is August 2, 2011, **Sault College** is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require **Sault College** to attest that it is in compliance with this Directive.

9) Space Utilization

Sault College indicated in its 2009-2010 MYAA Report Back that it did not have a Space Utilization planning process in place to assess and optimize academic space utilization.

Please provide one or more highlights, in the space provided below, of a **Sault College** activity in 2010-2011, which contributed to maintaining or improving **Sault College's** space utilization initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

To accommodate the increased number of students arriving at Sault College and to provide a modern teaching environment, the construction of our new 75,000 square foot facility continued through 2010-2011 and saw completion at the end of March 2011. The new space consists of flexible learning spaces and a reconfigured gateway main entrance to enhance the visibility and image of the College. The new building supports teaching and learning activities related to all College programs; learning commons on all three floors to support student demand; a 120 seat multi-media lecture theater; an new front lobby and reception that doubles as a space to celebrate student achievements and works; 19 flexible classrooms designed in sizes from 40 to 80 seats; a dedicated justice studies lab with a combat training center and forensic science lab. The design of the modern academic wing enhances the learning environment for all students.

A new hangar facility to support the flight portion of our flagship Aviation Technology - Flight program was constructed to house and maintain our fleet of aircraft.

To accommodate a number of new programs that were introduced to the College, the remodeling of existing college space was completed to provide a modern learning environment for students. The space included a new welding lab, a video game arts lab, a digital photography and imaging lab, a renewable energy and green construction lab, new electrical and communication installation lab, and a new computer network and hardware lab.



10) Student Satisfaction

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Sault College** for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **88.1%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Sault College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **85.2%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Sault College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **67.4%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Sault College** for KPI Question #45 "The overall quality of the services in the college" = **69.4%**

Please provide one or more highlights, in the space provided below, of a **Sault College** activity in 2010-2011, which contributed to maintaining or improving **Sault College's** student satisfaction initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Administration, faculty and staff have worked together to improve student learning and overall experience. Initiatives for the 2010-2011 academic year include, but are not limited to: expanded academic bridging to other institutions; co-op, clinical and field placements; greater involvement of First Nations people with Program Advisory Committees; improvement in services including additional tutoring hours, more affordable lunch specials in the cafeteria, workshops and activities specifically for First Generation students. New academic programs that stay current with changing trends in student interest were introduced, including a certificate in Peace and Conflict Studies, and diplomas in Digital Photography and Video Game Art.

Facilities is an area that students have indicated needs improvement. This has led to comprehensive classroom scans and replacement of chairs and more comfortable room temperature; along with improved computer labs. Designated smoking zones were introduced and well received.

The Esthetician program at Sault College is an example of a success story. In 2009-2010, that program's KPI student satisfaction scores were among the lowest in the school. Faculty, staff and administration worked together to make improvements to the curriculum delivery and to the physical environment - a new, state of the art salon/spa was opened as the student learning lab; curriculum development included the incorporation of new esthetic treatments current with industry trends. As a result, this program achieved among the highest KPI student satisfaction scores for the 2010-2011 academic year. This success is being shared as a best practice among other programs at the College.



11) Graduation Rate

Per the KPI results reported in 2010-2011, the graduation rate* at **Sault College** = 62.6%

Please provide one or more highlights, in the space provided below, of a **Sault College** activity in 2010-2011, which contributed to maintaining or improving **Sault College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The rise in graduation rate from the 2009-2010 academic year to the 2010-11 academic year is the outcome of additional student services in the form of tutoring and counselling. An additional Native Student Counsellor was added to the Student Services team to provide support for both Native and non-Native students at the College. Hours of operation in the Testing and Counselling Office expanded to include evening hours one day per week which increased access to services for students. The library continued to increase student study space, computers, and hours of operation during exam periods. An increased number of tutoring sessions were available to students as an effort in improve student success. In the Aviation program, additional hours for tutoring were added to the program timetable. The Peer Tutoring service was moved to operate out of the Library in order to increase student access to peer tutoring staff.

12) Graduate Employment Rate

Per the KPI results reported in 2010-2011, the graduate employment rate, 6 months upon graduation, at **Sault College** = **84.9%**

Please provide one or more highlights, in the space provided below, of a **Sault College** activity in 2010-2011, which contributed to maintaining or improving **Sault College's** graduate employment initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Student Employment Services and Co-operative Education departments brought together as a new college department, Student Job Centre, in December Of 2010. Student Job Centre is part of the College's Employment Solutions Division which offers employment services to Sault Ste. Marie and communities of the North Shore. This new collaboration will expand resources and expertise available to students and new graduates seeking related employment. Additionally projects initiated in 2009-10 continue including program specific communication stratgies for new graduates and staff time is now being used to expand program specific employer data base. New academic program initiatives at the College are also requiring new employer development and outreach be completed by staff. The College has also added new cooperative education programs this year including Landscape Technician and Home Inspection. In 2012 we also expect to see a new three year co-op program in business. Employment development for co-ops as well as graduate employment is underway. Expanded co-op programming creates new opportunities to our grduates as they leave the College with established relationships with employers, paid work experience and applied examples of their capabilites. Career development program modules continue to be developed and investigations regarding the best way to deliver to the student poplulation have been initiated.

13) Student Retention

The table below has been pre-populated with the results from **Sault College's** 2009-2010 MYAA Report Backs. Please identify **Sault College's** achieved results for 2010-2011 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).

	Retention Rate Achieved for 2009-2010	Retention Rate Achieved for 2010-2011
1st to 2nd Year	79.5%	2010 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>796</u> \div 2009 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>1,049</u> x 100 = <u>75.9%</u>
2nd to 3rd Year	86.3%	2010 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>108</u> \div 2009 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>123</u> x 100 = <u>87.8%</u>
3rd to 4th Year	N/A	2010 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>26</u> \div 2009 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>31</u> x 100 = <u>83.9%</u>

*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.

First year student retention numbers during 2010/11 decreased due to a few large enrolment programs having higher than usual attrition rates. There were also a number of programs that showed first year retention improvement. Retention initiatives in several programs are finding success by initiating mentoring activities between first year students and upper year students.

Moving forward, the majority of the College's retention planning which is in development will be on providing supports to improve the success of first year students. The retention rates for upper year student will improve each year as first year students become successful.



Please provide one or more highlights, in the space provided below, of a **Sault College** activity in 2010-2011, which contributed to maintaining or improving **Sault College's** retention initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Retention responsibilities were added to an existing support staff position in August 2010. The 2010/11 year initiatives involved analyzing retention data in all programs, surveying students during orientation and other student events in order to follow up with students who may be at risk, additional tutorials were added to several programs that had high attrition rates, and a College wide retention committee was struck to examine retention trends and identify potential barriers to student success.

Lunch and learn student success strategy sessions were scheduled each week during the 2010/11 academic year. Session topics covered were note taking, test taking, study skills, scholarship and bursary application clinics, stress management and more.

A new testing strategy was undertaken in the Pre-Health program math courses in partnership with the Testing Centre. All math tests were written by the students within the testing centre at their own pace which lead to an increase in success.



14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used in 2010-2011 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality for the three quality measure categories indicated below -

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

During the 10/11 year proposals were written and funding received for a new 70,000 square-foot building of new teaching space. Spacious, bright classrooms ranging in size from 30- to 60-seats were planned and equipped with state-of-the art technology. Modern learning commons were designed to add to the classroom experience by adding study rooms and equipping the space with computers.

In June of 2010, the second annual Inter-Institutional Teaching and Learning Conference was held with Sault College, Algoma University, and Lake Superior State University participating. Discussion topics included virtual/online learning; writing assessment; enhancing the learning experience with feelings, emotions, and interpersonal support. Presentations topics were: "Non-Traditional Student Success and Retention: An Inclusive Teaching Approach"; "Declining by Degrees: Higher Education at Risk"; and "You Can Get the Answers on my Blog--Using Social Media Tools in Higher Education."

Eight new programs were launched in September 2010 to broaden the selection of programs/career paths. The following programs were introduced: Welding Techniques, Metal Fabrication Technician, Video Game Art, Digital Photography and Imaging, Renewable Energy and Green Construction Techniques, General Arts & Science--Arts, Peace and Conflict Studies, and Mechanical Engineering Technology.

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

Sault College continued to build upon a successful orientation schedule in the previous year. The College and Student Union worked in partnership to deliver the second straight dry orientation week boasting excellent turnouts at the events planned.

3) SUPPORT (Examples may include personal and academic supports to students, etc.)



An additional Native Student Services Counsellor was added to the College's Counselling team in 2010/11. The new Counsellor was able to provide additional support to students with disabilities and other students at risk.

15) Ten Percent Reduction in Executive Office Costs for 2011-2012

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of **Sault College's** Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is **Sault College's** 2010-2011 budget for their executive offices.



Sault College confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.

Attestation:

By checking this box, **Sault College** confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from **Sault College's** Executive Head or Board of Governors.

Contact:

Please provide the contact information for the representative at **Sault College** to whom public inquiries can be directed regarding **Sault College's** 2010-2011 MYAA Report Back:

- Name:N/A
- Telephone:N/A
- Email:N/A

Please indicate the address on **Sault College's** website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

- <http://N/A>

Financial Statements of

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

Year ended March 31, 2012

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Financial Statements

Year ended March 31, 2012

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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, 2012, the statements of operations, changes in net assets and cash flows 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 generally accepted accounting principles, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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, 2012, and its results of operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.



Other Matters

Our audit was conducted for the purpose of forming an opinion on the basic financial statements taken as a whole. The current year's supplementary information included in the Schedules is presented for the purpose of additional analysis and is not a required part of the basic financial statements. Such supplementary information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Comparative Information

The financial statements of the Sault College of Applied Arts and Technology as at and for the year ended March 31, 2011 were audited by another auditor who expressed an unmodified opinion on those statements on May 19, 2011.

KPMG LLP

Chartered Accountants, Licensed Public Accountants
May 29, 2012
Sault Ste. Marie, Canada

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Financial Position

March 31, 2012, with comparative figures for 2011

	2012	2011
Assets		
Current		
Cash (note 2)	\$ 2,858,405	\$ 7,076,874
Temporary investments (note 2)	16,991,125	18,542,882
Accounts receivable	918,445	1,119,128
Grants and reimbursements receivable	1,981,432	1,780,042
Current portion of pledges receivables (note 3)	612,125	-
Inventory	6,212	15,112
Prepaid expenses	314,822	341,907
Sinking fund investment (note 4)	4,049,903	-
	<u>27,732,469</u>	<u>28,875,945</u>
Pledges receivable (note 3)	1,607,846	-
Sinking fund investment (note 4)	-	3,706,665
Capital assets (note 5)	51,182,868	49,915,871
	<u>\$ 80,523,183</u>	<u>\$ 82,498,481</u>
Liabilities, Deferred Contributions and Net Assets		
Current liabilities		
Accounts payable and accrued liabilities	\$ 2,082,528	\$ 6,584,364
Accrued vacation	3,526,775	3,289,424
Deferred tuition fees	691,303	688,506
Payable to the Ministry of Training, Colleges and Universities	271,186	508,514
Current portion of capital mortgage (note 10)	4,100,000	-
	<u>10,671,792</u>	<u>11,070,808</u>
Long-term obligations:		
Capital mortgage (note 10)	-	4,100,000
Vested sick leave benefits	780,754	862,181
Employee future benefits (note 6)	639,000	665,000
	<u>1,419,754</u>	<u>5,627,181</u>
Deferred contributions:		
Expenses of future periods (note 7)	1,268,862	1,470,884
Capital assets (note 8)	47,324,105	44,621,491
	<u>48,592,967</u>	<u>46,092,375</u>
Net assets:		
Unrestricted (deficit):		
Operating	9,582,325	12,717,631
Employment-related (deficit)	(4,946,529)	(4,801,794)
Invested in capital assets (note 9)	9,246,164	6,374,862
Internally restricted (note 11)	174,132	176,792
Restricted for student purposes and endowment	5,782,578	5,240,625
	<u>19,838,670</u>	<u>19,708,116</u>
Commitments (note 18) and contingencies (note 19)		
	<u>\$ 80,523,183</u>	<u>\$ 82,498,481</u>

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

Approved by the Board:

 Chairman of the Board

 Treasurer

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Operations

Year ended March 31, 2012, with comparative figures for 2011

	2012	2011
Revenue:		
Grants and reimbursements	\$ 33,504,632	\$ 36,829,766
Tuition fees	8,664,535	7,932,930
Ancillary operations	1,055,698	1,164,979
Other	3,344,797	3,190,474
Restricted for student purposes	2,363,759	2,503,976
Amortization of deferred contributions related to capital assets	2,327,342	1,553,515
	<u>51,260,763</u>	<u>53,175,640</u>
Expenses (note 22):		
Academic	25,810,894	25,165,157
Educational resources	2,030,079	2,012,086
Student services	2,381,157	2,288,456
Administrative	7,050,464	6,834,049
Plant	2,751,591	2,694,020
Ancillary operations	1,234,801	1,299,281
Ontario training strategies	3,850,746	3,964,861
Special projects	1,123,875	1,436,397
Restricted for student purposes	1,793,759	2,017,862
Provision for (recovery of) employee benefit obligations	144,735	(22,854)
Amortization of capital assets	3,037,138	2,106,123
	<u>51,209,237</u>	<u>49,795,438</u>
Excess of revenue over expenses before the undemoted item	51,526	3,380,202
Gain (loss) on disposal of capital assets	(517,173)	168,477
Excess (deficiency) of revenue over expenses	\$ (465,647)	\$ 3,548,679

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

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Changes in Net Assets

Year ended March 31, 2012, with comparative figures for 2011

						2012	2011
	Operating	Unrestricted Employment related	Invested in capital assets	Internally restricted	Restricted for student purposes and endowment	Total	Total
Net asset, beginning of year	\$12,717,631	\$(4,801,794)	\$6,374,862	\$176,792	\$5,240,625	\$19,708,116	\$16,024,538
Excess (deficiency) of revenue Over expenses	(4,520)	(144,735)	(883,732)	(2,660)	570,000	(465,647)	3,548,679
Ontario Trust for Student Support	-	-	-	-	261,810	261,810	317,119
Unrealized gain (loss) on investments	113,691	-	-	-	167,700	281,391	(182,220)
Invested in capital assets (note 9)	(3,184,477)	-	3,230,724	-	(46,247)	-	-
Capital land donation	-	-	53,000	-	-	53,000	-
Interfund transfer (note 12)	(60,000)	-	471,310	-	(411,310)	-	-
Net assets, end of year	\$ 9,582,325	\$(4,946,529)	\$9,246,164	\$174,132	\$5,782,578	\$19,838,670	\$19,708,116

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

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Cash Flows

Year ended March 31, 2012, with comparative figures for 2011

	2012	2011
Cash flows from operating activities:		
Excess (deficiency) of revenue over expenses	\$ (465,647)	\$ 3,548,680
Items not involving cash:		
Amortization of capital assets	3,037,138	2,106,123
Amortization of deferred contributions related to capital assets	(2,327,342)	(1,553,515)
Loss (gain) on disposal of capital assets	517,173	(168,477)
Change in accrued vacation	237,351	64,053
Change in future benefits and vested sick leave liability	(107,427)	(86,907)
	<u>891,246</u>	<u>3,909,957</u>
Changes in non-cash working capital balances:		
Accounts receivable	200,683	17,016
Grants and reimbursements receivable	(201,390)	(414,624)
Inventories	8,900	1,158
Prepaid expenses	27,085	793,284
Accounts payable and accrued liabilities	(4,501,837)	500,930
Payable to Ministry of Training Colleges and Universities	(237,328)	264,934
Deferred tuition fees	2,797	2,906
Net decrease in deferred contributions related to expenses of future periods	(202,022)	(1,019,737)
	<u>(4,011,866)</u>	<u>4,055,824</u>
Cash flows from financing activities:		
Increase in pledges receivable	(2,219,971)	-
Deferred contribution related to capital assets	5,240,536	13,847,733
	<u>3,020,565</u>	<u>13,847,733</u>
Cash flows from investing activities:		
Increase in sinking fund investment	(343,238)	(314,147)
Unrealized gain (loss) on investments	281,391	(182,220)
Endowment contributions	261,810	317,119
Purchase of capital assets	(4,979,454)	(22,180,924)
Proceeds on disposal of capital assets	566	206,935
	<u>(4,778,925)</u>	<u>(22,153,237)</u>
Decrease in cash	(5,770,226)	(4,249,680)
Cash and temporary investments, beginning of year	25,619,756	29,869,436
Cash and temporary investments, end of year	<u>\$ 19,849,530</u>	<u>\$ 25,619,756</u>
Interest paid in year	<u>\$ 375,970</u>	<u>\$ 375,970</u>

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

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2012

The Sault College of Applied Arts and Technology ("Sault College") is a provincial community college offering educational programs and upgrading to the accessing communities. Sault College is considered a Non-profit Schedule III Agency of the Ontario provincial government.

These statements reflect the assets, liabilities, revenues and expenses of the unrestricted fund and restricted for student purposes and endowment fund.

1. Significant accounting policies:

(a) Revenue recognition:

The College follows the deferral method of accounting.

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

Tuition revenue is recognized on the basis of teaching days which occur 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 are recognized as direct increases in net assets restricted for student purposes and endowment.

Pledges receivable for capital assets are recorded as an asset in the accompanying financial statements when the amount to be received can be reasonably estimated and collection is reasonably assured.

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

(b) Inventory:

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

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2012

1. Significant accounting policies (continued):

(c) Capital assets:

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair market value at the date of contribution. Tangible capital assets that are not subject to amortization and received as contributions are recorded at their fair value as a direct increase in net assets at the date of receipt. Amortization is provided on a straight-line basis over the estimated useful lives as follows:

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

Capital assets are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. Recoverability of assets to be held and used is measured by comparison of the carrying amount of an asset to estimated undiscounted cash flows expected to be generated by the asset. If the carrying amount of an asset exceeds its estimated future cash flows, an impairment charge is recognized by the amount in which the carrying amount exceeds the fair value of the asset.

(d) Work in process:

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

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2012

1. Significant accounting policies (continued):

(e) Employment-related obligations:

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

For the post-employment benefits (continuation of life, medical and dental during LTD), these benefits are accounted for on a terminal basis, in comparison to the non-pension post-retirement benefit which is accounted for on an accrual basis. This means that the liability for post-employment benefits is accrued only when a LTD claim occurs. For these benefits, the full change in the liability is being recognized immediately as an expense in the year (note 7).

The College is an employer member of the Colleges of Applied Arts and Technology Pension Plan, which is a multi-employer defined benefit pension plan. The College has adopted defined contribution account principles for this Plan because insufficient information is available to apply defined benefit accounting principles.

(f) Use of estimates:

The preparation of the financial statements in conformity with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the dates of the financial statements and the reported amounts of revenues and expenses during the reporting periods. Items subject to best estimates and assumptions include the carrying value of capital assets, valuation allowance for accounts, grants and reimbursements and pledges receivable, valuation investments and assets and obligations related to employee future benefits. Actual results could differ from those estimates. These estimates are reviewed periodically, and, as adjustments become necessary, they are reported in earnings in the year in which they become known.

(g) Financial instruments:

The College accounts for its financial assets and liabilities in accordance with Canadian generally accepted accounting principles.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2012

1. Significant accounting policies (continued):

(g) Financial instruments (continued):

The financial instruments are classified into one of five categories: held-for-trading, held-to-maturity, loans and receivables, available-for-sale financial assets or other financial liabilities. All financial instruments, including derivatives, are measured in the statement of financial position at fair value except for loans and receivables and other financial liabilities which are measured at amortized cost. Held-for-trading financial assets are measured at fair value and changes in fair value are recognized in consolidated statement of operations.

The College continues to disclose under CICA Handbook Section 3861 – Financial Instruments.

2. Cash and temporary investments:

Cash and temporary investments include the following amounts:

	2012	2011
Restricted for student purposes	\$ 1,254,545	\$ 1,219,584
Restricted for endowment purposes	4,214,749	3,584,674
Internally restricted	174,132	176,792
Capital assets	1,944,475	1,473,816
Cash and temporary investments on hand	12,261,629	19,164,890
	\$ 19,849,530	\$ 25,619,756

The College has an unutilized line of credit of \$ 1.5 million at prime less 50 basis points available as of March 31, 2012.

3. Pledges receivable:

	2012	2011
Inspiring Growth Capital Campaign pledges	\$ 2,219,971	\$ -
Current portion of pledges receivable	612,125	-
Non-current portion of pledges receivable	\$ 1,607,846	\$ -

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2012

3. Pledges receivable (continued):

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

Aggregate maturities of pledges receivable for each of the five years subsequent to March 31, 2012 are as follows:

2013	\$ 612,125
2014	595,448
2015	541,253
2016	263,903
2017	207,242

4. Sinking fund investments:

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

The fair value of these coupons at March 31, 2012 is \$4,094,079 (2011 - \$4,019,613) being quoted market value. The total interest income earned on coupons during the fiscal year is \$343,237 (2011 - \$314,147).

5. Capital assets:

			2012
	Cost	Accumulated amortization	Net book value
Land	\$ 680,817	\$ -	\$ 680,817
Buildings	68,575,115	24,052,488	45,522,627
Site improvements	3,522,943	1,185,632	2,337,311
Equipment	9,957,707	8,390,688	1,567,019
Vehicles	402,992	306,450	96,542
Furniture and fixtures	1,078,893	545,474	533,419
Computer equipment	12,560,370	11,728,767	831,603
Aircraft	3,609,754	3,290,592	319,162
Work in process	294,368	-	294,368
	\$ 100,682,959	\$ 49,500,091	\$ 51,182,868

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2012

5. Capital assets (continued):

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

There are no assets held under capital leases at March 31, 2012 or March 31, 2011.

6. Employee future benefits:

	2012	2011
Non-pension post-employment benefits	\$ 639,000	\$ 665,000

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

The present value of accrued post-employment benefits at March 31, 2012 amounted to \$646,000 (2011 - \$ 667,000). Expenses recorded in the year were \$26,000 – recovery (2011 - \$34,000 - recovery). The benefits paid out in the year were \$56,000 (2011 -\$60,000).

These amounts represent the actuarial valuation filed as of March 31, 2012.

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

	2012	2011
Fair value of plan assets	\$ 80,000	\$ 87,000
Accrued benefit obligation	(719,000)	(752,000)
Plan deficit	\$ (639,000)	\$ (665,000)

THE SAULTCOLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2012

6. Employee future benefits (continued):

The significant assumptions used are as follows:

	2012	2011
Discount rate	4.20%	4.75%
Health Care Trend Rate		
- Drugs (grading down to 4.5% in 2023)	10.50%	10.50%
- Hospital and other medical	4.50%	4.50%
- Dental cost	4.50%	4.50%
Expected Rate of Return on Plan Assets	3.30%	3.30%

7. Deferred contributions for expenses of future periods:

Deferred contributions consist of the following:

	2012	2011
Balance, beginning of year	\$ 1,470,884	\$ 2,490,620
Additional contributions received	1,884,966	3,653,910
Amounts taken into revenue	(2,086,988)	(4,673,646)
Balance, end of year	\$ 1,268,862	\$ 1,470,884

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2012

8. Deferred contributions related to capital assets:

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

	2012	2011
Balance, beginning of year	\$ 44,621,491	\$ 32,332,253
Contributions received	2,399,750	13,833,732
Donation of capital asset	50,000	-
Disposal of capital asset	(255,600)	-
Contributions received for Inspiring Growth Capital Campaign	2,840,786	14,001
Amount amortized to revenue	(2,332,322)	(1,558,495)
Balance, end of year	\$ 47,324,105	\$ 44,621,491

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

	2012	2011
Unamortized capital contributions used to purchase capital assets	\$ 42,747,937	\$ 43,537,130
Unspent contributions	1,721,381	1,070,360
Unspent Inspiring Growth Capital Campaign contributions	2,854,787	14,001
Balance, end of year	\$ 47,324,105	\$ 44,621,491

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2012

9. Invested in capital assets:

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

	2012	2011
Excess of revenues over expenses:		
Amortization of deferred contributions related to capital assets	\$ 2,327,342	\$ 1,553,515
Amortization of capital assets	(3,037,138)	(2,106,123)
Investment income	343,237	314,149
Gain (loss) on disposal of capital assets	(517,173)	168,477
	\$ (883,732)	\$ (69,982)

	2012	2011
Net investment in capital assets:		
Capital assets acquired	\$ 4,979,454	\$ 22,180,924
Donated capital assets	50,000	-
Amounts funded by deferred contributions	(1,798,730)	(21,447,778)
	\$ 3,230,724	\$ 733,146

Net assets invested in capital assets are represented by:

	2012	2011
Cash	\$ 1,311,442	\$ 1,459,680
Investments	633,033	14,137
Grants receivable	1,273,051	-
Pledges receivable	2,219,971	-
Sinking fund investment	4,049,902	3,706,665
Capital assets, net book value	51,182,868	49,915,871
	60,670,268	55,096,353
Less:		
Deferred contributions related to capital assets	47,324,105	44,621,491
Long-term obligations	4,100,000	4,100,000
	51,424,105	48,721,491
Net assets invested in capital assets	\$ 9,246,164	\$ 6,374,862

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2012

10. Capital mortgage:

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

11. Internally restricted assets:

By resolution of the Board of Governors, accumulated appropriations from unrestricted net assets balance at March 31, 2012 have been made to the Joint Employment Stability Reserve Fund in the amount of \$174,132.

12. Inter-fund transfer:

During the year \$471,310 was transferred from restricted for student purposes to invested in capital assets to reflect the students' contribution to capital building projects. During the year \$60,000 was transferred from the operating fund to the restricted for student purposes fund for the SAC building.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2012

13. 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 eligible 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 2, 2012 indicated an actuarial surplus of \$154 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 \$2,768,025 (2011 - \$2,802,525).

14. Ontario Student Opportunity Trust Fund:

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

Schedule of donations received between April 1 and March 31:

	2012	2011
Cash donations matched between April 1 and March 31	\$ -	\$ -
Unmatched cash donations	-	-
Total cash donations	\$ -	\$ -

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2012

14. Ontario Student Opportunity Trust Fund (continued):

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

	2012	2011
Balance, beginning of year	\$ 664,172	\$ 664,172
Eligible cash donations received between April 1 and March 31	-	-
Matching funds received/receivable from MTCU	-	-
Fund balance at end of year	\$ 664,172	\$ 664,172

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

	2012	2011
Balance, beginning of year	\$ 99,256	\$ 87,912
Realized investment income, net of direct investment-related expenses and preservation of capital contributions	32,628	46,469
Bursaries awarded (total number: 94)	(49,223)	(35,125)
Balance, end of year	\$ 82,661	\$ 99,256
The endowment total based on book value at March 31	\$ 746,832	\$ 763,428

The market value of the endowment and expendable fund at March 31, 2012 was \$1,181,596 (2011 - \$1,103,431).

Report of Awards Issued for the year April 1, 2011 to March 31, 2012:

	OSAP Recipients		Non-OSAP Recipients		Total	
	Number	Amount	Number	Amount	Number	Amount
Full-time	53	\$30,864	41	\$18,759	94	\$49,223

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2012

15. Ontario Student Opportunity Trust Fund II:

Schedule of donations received between April 1 and March 31:

	2012	2011
Cash donations matched between April 1 and March 31	\$ -	\$ -
Unmatched cash donations	-	-
Total cash donations	\$ -	\$ -

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

	2012	2011
Balance, beginning of year	\$ 331,340	\$ 331,340
Eligible cash donations received between April 1 and March 31	-	-
Matching funds received/receivable from MTCU	-	-
Fund balance at end of year	\$ 331,340	\$ 331,340

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

	2012	2011
Balance, beginning of year	\$ 11,513	\$ 559
Realized investment income, net of direct investment-related expenses and preservation of capital contributions	23,754	20,854
Bursaries awarded (total number: 34)	(20,950)	(9,900)
Balance, end of year	\$ 14,317	\$ 11,513
The endowment total based on book value at March 31	\$ 345,657	\$ 342,853

The market value of the endowment at March 31, 2012 was \$ 456,468 (2011 - \$427,774).

Report of Awards Issued for the year April 1, 2011 to March 31, 2012:

	OSAP Recipients		Non-OSAP Recipients		Total	
	Number	Amount	Number	Amount	Number	Amount
Full-time	15	\$11,150	19	\$9,800	34	\$20,950

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2012

16. Ontario Trust for Student Support:

Schedule of donations received between April 1 and March 31:

	2012	2011
Cash donations matched between April 1 and March 31	\$ 128,407	\$ 143,868
Unmatched cash donations	4,997	2,220
Total cash donations	\$ 133,404	\$ 146,088

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

	2012	2011
Balance, beginning of year	\$ 2,083,474	\$1,766,356
Eligible cash donations received between April 1 and March 31	133,404	146,088
Matching funds received/receivable from MTCU	128,407	171,030
Fund balance at end of year	\$ 2,345,285	\$ 2,083,474

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

	2012	2011
Balance, beginning of year	\$ 88,052	\$ 56,133
Realized investment income, net of direct investment-related expense and preservation of capital contributions	59,105	79,719
Bursaries awarded (total number:131)	(84,050)	(47,800)
Balance, end of year	\$ 63,107	\$ 88,052
The endowment total based on book value at March 31	\$ 2,408,392	\$ 2,171,526

The market value of the endowment at March 31, 2012 was \$ 2,731,008 (2011 - \$2,317,980).

Report of Awards Issued for the year April 1, 2011 to March 31, 2012:

	OSAP Recipients		Non-OSAP Recipients		Total	
	Number	Amount	Number	Amount	Number	Amount
Full-time	62	\$ 42,400	69	\$ 41,650	131	\$84,050

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2012

17. Comparative amounts:

Certain 2011 comparative amounts have been reclassified to reflect the financial statement presentation adopted for 2012. The 2011 excess of revenue over expenses was reduced by \$317,119 to present endowment contributions as a direct increase to net assets.

18. Commitments:

The College has entered into an agreement to construct a new Health and Wellness building. The construction start date is March 2012, and the expected occupancy date is June 2013. The expected cost to build is \$12.5 million, funded by the following: \$4.0 million from Provincial government, \$ 4.0 million by the Inspiring Growth Capital Campaign, \$3.9 million from the Student Administrative Council, and \$0.6 million from other sources. Project costs of \$294,368 incurred to March 31, 2012 have been capitalized as Work in Process.

19. 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.

20. Financial instruments:

(a) Fair value of financial assets and financial liabilities:

The carrying values of the College's cash and temporary investments, accounts receivable, grants and reimbursements receivable, pledges receivable and accounts payable and accrued liabilities approximate their fair value due to the relatively short periods to maturity of these items or because of the current nature of the terms on these instruments.

The investments are recorded at fair value.

(b) Concentrations of credit risk:

The College is exposed to credit-related losses in the event of non-performance by counterparties to financial instruments. Credit exposure is minimized by dealing mostly with credit worthy counterparties such as government agencies and public companies. The College also enforces approved collection policies for student accounts.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2012

20. Financial instruments (continued):

(c) Capital disclosures:

The College considers its operating capital to consist of long-term debt, net assets invested in capital assets, internally restricted net assets and unrestricted net assets. The College's overall objective for its capital is to fund capital assets, future projects and ongoing operations. The College manages its capital by appropriating amounts to internally restricted net assets for anticipated future projects, contingencies and other capital requirements.

The College also considers its endowments, as part of its capital. The College's objective with regards to endowments is to grow the endowment principal and maximize investment income to increase funding for student aid.

The College may not incur a deficit without the approval of the Minister of Training, Colleges and Universities of Ontario. The College would be required to eliminate any accumulated deficit within a prescribed period time.

The College is not subject to any other externally imposed capital requirements and its approach to capital management remains unchanged from the prior year.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2012

21. Analysis of Expenses:

	2012	2011
Salaries:		
Administration	\$ 5,021,486	\$ 4,769,741
Academic	15,292,608	15,075,238
Support	8,723,061	9,003,270
Other salaries	200,338	173,082
Early retirement incentive	300,000	-
Benefits	6,576,588	6,503,600
Building repairs and maintenance	413,872	197,489
Contracted security services	137,177	127,295
Contracted services	1,314,324	1,996,327
Cost of goods sold	173	763
Equipment maintenance and repairs	807,148	523,240
Field work	66,213	65,147
Furniture and equipment purchases	466,850	507,574
Furniture and equipment rental	120,403	141,381
Grounds maintenance	70,203	65,003
Instructional and resource supplies	1,301,247	1,367,514
Insurance	275,599	275,746
Interest and bank charges	453,530	454,559
Janitorial and maintenance supplies	75,437	67,245
Municipal tax levy	186,252	167,455
Office supplies	119,891	203,419
Premise rental	222,742	208,204
Professional development	58,968	49,714
Professional fees	360,657	570,783
Promotion and public relations	549,143	645,484
Provision for (recovery of) doubtful accounts	100,467	(38,235)
Staff employment	107,876	77,017
Telecommunications	147,669	158,341
Training subsidies and allowances	1,292,446	915,890
Travel and conference	318,983	427,403
Utilities	1,065,927	916,362
Vehicle expense	86,327	78,255
Restricted for student purposes	1,793,759	2,017,862
Provision for (recovery of) employee benefit obligations	144,735	(22,854)
Amortization of capital assets	3,037,138	2,106,123
	\$ 51,209,237	\$ 49,795,438

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Revenue

Year ended March 31, 2012, with comparative figures for 2011

Schedule 1

	2012	2011
Grants and reimbursements:		
Operating grants	\$ 15,473,857	\$ 15,946,901
Special purpose grants	11,197,901	12,030,023
Apprentice training	1,571,676	1,887,279
Ontario training strategies	3,239,889	2,676,602
Other	2,021,309	4,288,961
	<u>33,504,632</u>	<u>36,829,766</u>
Tuition fees:		
Full-time post-secondary	6,407,317	5,912,752
Other	2,257,218	2,020,178
	<u>8,664,535</u>	<u>7,932,930</u>
Ancillary operations	1,055,698	1,164,979
Miscellaneous:		
Contract educational services	373,793	407,438
Sale of course products and services	295,733	288,750
Other	2,675,271	2,494,286
	<u>3,344,797</u>	<u>3,190,474</u>
Restricted for student purposes	2,363,759	2,503,976
Amortization of deferred contributions related to capital assets	2,327,342	1,553,515
	<u>\$ 51,260,763</u>	<u>\$ 53,175,640</u>

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Academic Expenses

Year ended March 31, 2012, with comparative figures for 2011

Schedule 2

	2012	2011
Salaries:		
Administration	\$ 1,417,266	\$ 1,356,463
Academic	14,672,101	14,332,406
Support	2,620,097	2,516,971
Other salaries	9,389	11,689
Early retirement incentive	200,000	-
Benefits	3,962,405	3,808,249
Building repairs and maintenance	5,865	9,162
Contracted security services	944	644
Contracted services	619,822	1,002,672
Equipment maintenance and repairs	654,095	296,565
Field work	66,213	65,147
Furniture and equipment purchases	166,986	170,086
Furniture and equipment rental	2,367	2,064
Grounds maintenance	21,346	15,647
Instructional supplies	834,547	928,052
Insurance	132,021	135,386
Interest and bank charges	-	303
Janitorial and maintenance supplies	64	655
Municipal tax levy	15,694	14,905
Office supplies	24,620	68,044
Premise rental	65,624	62,740
Professional development	16,469	18,904
Professional fees	57,567	56,664
Promotion and public relations	18,437	22,377
Staff employment	11,186	9,677
Telecommunications	19,644	20,739
Travel and conference	89,055	126,544
Training, subsidies and allowances	1,078	21,473
Utilities	54,103	37,897
Vehicle expense	51,889	53,032
	\$ 25,810,894	\$ 25,165,157

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Educational Resources Expenses

Year ended March 31, 2012 with comparative figures for 2011

Schedule 3

	2012	2011
Salaries:		
Administration	\$ 195,148	\$ 156,635
Academic	242,859	236,324
Support	814,244	801,003
Other salaries	47,987	68,850
Benefits	300,433	312,214
Contracted services	61,861	112,986
Equipment maintenance and repairs	32,651	29,416
Furniture and equipment purchases	54,886	31,350
Furniture and equipment rental	73,442	84,068
Instructional supplies	178,228	147,604
Office supplies	9,050	11,715
Professional development	126	30
Professional fees	6,784	6,638
Promotion and public relations	4,231	4,499
Telecommunications	1,388	1,900
Travel and conference	6,761	6,854
	\$ 2,030,079	\$ 2,012,086

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Student Services Expenses

Year ended March 31, 2012 with comparative figures for 2011

Schedule 4

	2012	2011
Salaries:		
Administration	\$ 412,043	\$ 250,339
Support	1,107,010	1,302,473
Other salaries	63,767	37,721
Early retirement incentive	25,000	-
Benefits	396,615	388,103
Building repairs and maintenance	-	4,097
Contracted services	16,206	15,980
Equipment maintenance and repairs	171	3,599
Furniture and equipment purchases	17,255	3,717
Furniture and equipment rental	12,328	13,725
Instructional supplies	80,857	48,662
Janitorial and maintenance supplies	2,465	1,730
Office supplies	8,022	19,611
Premise rental	4,917	531
Professional fees	40,796	29,809
Promotion and public relations	67,211	67,388
Telecommunications	8,894	9,479
Travel and conference	85,364	71,530
Vehicle expense	32,236	19,962
	\$ 2,381,157	\$ 2,288,456

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Administrative Expenses

Year ended March 31, 2012 with comparative figures for 2011

Schedule 5

	2012	2011
Salaries:		
Administration	\$ 2,039,998	\$ 2,037,742
Academic	9,712	10,978
Support	1,539,800	1,680,950
Other salaries	9,744	14,084
Early retirement incentive	25,000	-
Benefits	933,524	929,064
Building repairs and maintenance	308,524	11,773
Contracted services	396,615	383,074
Equipment maintenance and repairs	117,565	192,652
Furniture and equipment purchases	173,203	112,575
Furniture and equipment rental	30,902	35,298
Grounds maintenance	-	2,334
Instructional supplies	34,601	40,505
Insurance	142,893	139,496
Interest and bank charges	77,560	78,286
Municipal tax levy	170,558	152,550
Office supplies	44,716	49,647
Premise rental	2,792	-
Professional development	37,867	26,384
Professional fees	239,004	331,774
Promotion and public relations	364,099	370,561
Provision for doubtful accounts (recovery)	100,467	(38,235)
Staff employment	96,690	66,684
Telecommunications	78,681	79,202
Travel and conference	74,152	124,352
Vehicle expense	1,797	2,319
	\$ 7,050,464	\$ 6,834,049

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Plant Expenses

Year ended March 31, 2012, with comparative figures for 2011

Schedule 6

	2012	2011
Salaries:		
Administration	\$ 157,650	\$ 169,903
Support	1,019,799	1,100,150
Other salaries	9,945	1,524
Early retirement incentive	25,000	-
Benefits	317,582	340,672
Building repairs and maintenance	67,245	78,282
Contracted security services	104,945	94,097
Contracted services	17,255	12,762
Furniture and equipment purchases	4,130	5,995
Furniture and equipment rental	481	3,847
Grounds maintenance	9,754	6,815
Instructional supplies	2,372	2,148
Insurance	685	864
Janitorial and maintenance supplies	71,463	63,014
Office supplies	814	576
Professional fees	1,606	1,925
Promotional and public relations	527	486
Telecommunications	3,130	3,381
Travel and conference	531	1,747
Utilities	936,272	802,889
Vehicle expense	405	2,942
	\$ 2,751,591	\$ 2,694,020

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Ancillary Operations Expenses

Year ended March 31, 2012, with comparative figures for 2011

Schedule 7

	2012	2011
Salaries:		
Administration	\$ 134,760	\$ 130,229
Support	298,582	316,511
Other salaries	10,548	14,447
Benefits	137,000	127,385
Building repairs and maintenance	27,439	67,021
Contracted security services	31,288	32,554
Contracted services	57,448	45,879
Cost of goods sold	173	763
Equipment maintenance and repairs	1,292	287
Furniture and equipment purchases	2,412	41,503
Grounds maintenance	39,103	40,207
Instructional supplies	27,769	26,743
Interest on long-term debt	375,970	375,970
Janitorial and maintenance supplies	1,445	1,846
Office supplies	2,397	3,536
Premise rental	13,800	-
Professional fees	154	148
Promotion and public relations	303	1,317
Telecommunications	2,982	2,280
Utilities	69,936	70,655
	\$ 1,234,801	\$ 1,299,281

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Ontario Training Strategies Expenses

Year ended March 31, 2012, with comparative figures for 2011

Schedule 8

	2012	2011
Salaries:		
Administration	\$ 386,412	\$ 356,727
Academic	326,103	374,362
Support	1,142,184	1,107,318
Other salaries	39,081	9,058
Early retirement incentive	25,000	-
Benefits	463,905	514,298
Building repairs and maintenance	1,017	26,448
Contracted services	119,005	265,940
Equipment maintenance and repairs	1,374	260
Furniture and equipment purchases	35,497	90,547
Furniture and equipment rental	883	2,380
Instructional supplies	52,553	38,202
Office supplies	23,235	34,854
Premise rental	121,799	102,423
Professional development	4,506	4,396
Professional fees	6,990	137,697
Promotion and public relations	61,265	152,714
Telecommunications	27,260	37,593
Travel and conference	50,272	62,790
Training, subsidies and allowances	956,789	641,934
Utilities	5,616	4,920
	\$ 3,850,746	\$ 3,964,861

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Special Projects Expenses

Year ended March 31, 2012, with comparative figures for 2011

Schedule 9

	2012	2011
Salaries:		
Administration	\$ 278,209	\$ 311,703
Academic	41,835	121,168
Support	181,345	177,894
Other salaries	9,877	15,708
Benefits	65,124	83,615
Building repairs and maintenance	3,782	706
Contracted services	26,112	157,034
Equipment maintenance and repairs	-	461
Furniture and equipment purchases	12,481	51,801
Instructional supplies	90,320	135,598
Office supplies	7,037	15,435
Premise rental	13,810	42,510
Professional fees	7,756	6,129
Promotion and public relations	33,070	26,142
Staff employment	-	657
Telecommunications	5,690	3,767
Travel and conference	12,848	33,586
Training, subsidies, and allowances	334,579	252,483
	\$ 1,123,875	\$ 1,436,397



SAULT
COLLEGE

2011-2012 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	%
Hairstyling	00017				*	*	*	*	*	*
Graphic Design	01000				2	1	50%	16	7	43.8%
Aviation Technology-Flight	01002				25	20	88%	71	37	52.1%
Business -Accounting	01005				5	3	60%	22	11	50.0%
Business	01007				8	6	75%	40	17	42.5%
Chef Training	01009				6	5	83%	10	7	70.0%
Civil Engineering Technician	01011				6	4	67%	16	9	56.3%
Construction Engineering Technician	01013				1	0	0%	5	4	80.0%
Early Childhood Education	01016				6	6	100%	21	13	61.9%
Electrical Engineering Technician - Process Automation	01017				1	1	100%	34	24	70.6%
Electrical Engineering Technology - Process Automation	01018				12	9	75%	21	17	81.0%
Forest Conservation Technician	01021				3	2	100%	17	10	58.8%
* General Arts And Science	01024				2	1	100%	*	*	*
General Arts and Science - Liberal Studies	01024				8	4	88%	34	22	64.7%
Mechanical Engineering Technician - Manufacturing	01027				15	9	60%	31	17	54.8%
Office Administration-Executive	01034				19	16	89%	22	18	81.8%
Mechanical Techniques - Machine Shop	01040				*	*	*	2	2	100.0%
Child and Youth Worker	01047				13	9	92%	42	28	66.7%
Computer Programmer	01053				1	1	100%	12	8	66.7%
Computer Programmer Analyst	01054				1	1	100%	7	5	71.4%
Instrumentation Technician	01055				*	*	*	*	*	*
RPN-Administration of Medications	01068				*	*	*	*	*	*
Integrated Resource Management Technology	01075				*	*	*	*	*	*
Law and Security Administration	01084				2	2	100%	26	17	65.4%
Truck and Coach / Heavy Duty Equipment Technician	01085				3	3	100%	18	16	88.9%

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	%
Environmental Technician - Water	01088				10	7	70%	7	5	71.4%
Community Integration Through Cooperative Education	01107				4	0	50%	*	*	*
Fish and Wildlife Technician	01109				*	*	*	34	22	64.7%
Fish and Wildlife Conservation Technician	01109				3	2	100%	*	*	*
Adventure Recreation and Parks Technician	01112				6	2	67%	*	*	*
Park and Outdoor Recreation Technician	01112				*	*	*	6.0%	3.0%	50%
Aircraft Structural Repair Technician	01114				15	12	87.0%	44	33	75.0%
Human Resources Practices	01126				*	*	*	*	*	*
Computer Network Technology	01128				3	3	100%	1	1	100.0%
Computer Network Technician	01130				2	2	100%	10	4	40.0%
Geographic Information Systems-Applications Spec.	01131				20	17	90%	14	13	92.9%
Police Foundations	01134				5	4	100%	54	26	48.1%
Personal Support Worker	01135				36	32	89%	78	60	76.9%
Motive Power Fundamentals - Automotive	01136				1	1	100%	7	4	57.1%
Business Management	01144				2	2	100%	7	4	57.1%
Mechanical Techniques - Industrial Maintenance	01145				*	*	*	9	4	44.4%
Social Services Worker	01148				12	6	58%	32	22	68.8%
Collaborative Baccalaureate Nursing	01151				17	15	88%	*	*	*
General Arts and Science - One Year	01153				4	3	100%	*	*	*
Hospitality Management - Hotel and Resort	01153				6	6	100%	14	7	50.0%
Practical Nursing	01154				44	41	93%	62	42	67.7%
Practical Nursing (3031)	01154				6	4	83%	*	*	*
Practical Nursing (3033)	01154				3	2	67%	*	*	*
Practical Nursing (3034)	01154				2	2	100%	*	*	*
Practical Nursing (3035)	01154				2	2	100%	*	*	*
Occupational Therapist Assistant/Physiotherapist Assistant	01157				8	7	100%	15	10	66.7%
Pre-Health Sciences	01158				3	2	67%	*	*	*
Social Services Worker - Native Specialization	01162				6	4	83%	12	9	75.0%
Anishinaabemowin Immersion	01162				*	*	*	*	*	*
Construction Carpentry Techniques	01164				9	6	100%	22	14	63.6%
Esthetician	01164				12	6	75%	25	16	64.0%
Field Naturalist	01165				*	*	*	4	2	50.0%
Electrical Engineering Technician - Power Generation	01167				6	6	100%	6	4	66.7%
Computer Foundations	01168				0	0	0%	6	4	66.7%
Electrical Engineering Technology - Water/Wastewater Treatment	01169				*	*	*	*	*	*
Culinary Management	01172				1	1	100%	7	5	71.4%

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	%
Hospitality Operations - Food and Beverage	01173				1	1	100%	2	1	50%
Pre-Trades and Technology	01173				1	1	100%	*	*	*
Ecosystems Surveys - Field Skills	01174				*	*	*	2	2	100.0%
Park Operation Skills	01175				1	1	100%	2	1	50.0%
Electrical Engineering Technician - Trades	01179				4	2	50	0	0	68.4%
Fitness and Health Promotion	01180				2	1	50%	*	*	*
Natural Environment Technician - Conservation	01181				6	2	50%	*	*	*
Motive Power Technician - Advanced Repair	01183				10	8	100%	*	*	*
Motive Power Fundamentals - Heavy Equipment & Truck Repair	01184				1	1	100%	0	0	0%
Welding Techniques	01186				2	2	100%	*	*	*
Metal Fabrication Technician	01187				3	3	100%	*	*	*
Mechanical Engineering Technology	01188				15	9	60%	*	*	*
Renewable Energy and Green Construction	01191				13	10	85%	*	*	*
TOTAL:		0	0	#DIV/0!	450	344	84.0%	974	624	64.1%

* 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 have outstanding loans brought to Sault College from previous programs and previous institutions.

- Graduate Employment Rates

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

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

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

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

Nature of Complaint	Date Received	How Resolved/addressed	Date Resolution Communicated to Student	# of working days to Resolve
None to report				

Total number of Complaints: none

Average number of working days to resolution: none

Attachment 5:

List of Governors

Sault College Board of Governors 2011 - 2012

Joe Chilelli (Chair)

Dr. Gina Mohammed (1st Vice Chair)

Carla Fabbro (2nd Vice Chair)

Lanie Cerasuolo (Administrative Rep)

Wendy Hnatchuk (Support Staff Rep)

Elizabeth Kontschieder (Academic Rep)

Tyler Epp (Student Representative)

Peter Berlingieri

Bob Boston

Brian Curran

Steve Davey

Christena Laitinen

Kamal Ughadpaga