

*Sault College*  
**Annual Report**  
2003-2004



Sault College

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# Message from the CHAIR



**Jim Boniferro**  
Chair, Board of Governors

Dear Minister:

Sault College is pleased to submit our institution's annual report for 2003-04.

This document outlines many achievements during the April 2003 to March 2004 time period. Sources of much pride, these accomplishments reflect the excellence and dedication of our outstanding faculty and staff.

This report also includes our College's new five-year strategic plan. It identifies how we will move forward into the near and longer-term futures.

Abundant opportunities to enhance our services to students, employers, and Ontario are before us. Indeed, and as this is written, our staff are actively working on many initiatives. They include the development of innovative collaborative degree programming with Algoma University College.

Other efforts focus on expanding diploma/degree opportunities available through the International University College Division. It continues to evolve through a long-standing, mutually beneficial relationship with Lake Superior State University in our twin city of Sault Ste. Marie, Michigan.

Another partnership is allowing Sault College to address some of the growing human resources needs of Canada's railway industry. We are collaborating with CN, the Railway Association of Canada, and George Brown College to introduce a new Signals and Communications Technician program for the rail industry. The program illustrates an effective, industry/education response to the growing skilled trades shortage that threatens Ontario's economic competitiveness.

The Signals and Communications Technician program also demonstrates our increased emphasis on specific sectoral programming. The program relates to the transportation and skilled trades sectors, both of which are strategic priorities for Sault College.

We also look forward to the introduction of recently developed native-specific programs in the fall 2004 semester. The new Anishinaabemowin Ojibwe immersion and Social Services Worker – Native programs will further strengthen Sault College's widely recognized ability to meet the needs of aboriginal learners and First Nations communities.

While Sault College is steadfastly focused on constantly improving and expanding programming and services, major challenges face us. Without

significant attention, these compelling realities threaten the very nature and quality of public post-secondary education that we provide to Ontarians.

We commend your government for the announcement of much-needed stabilization funding. It recognizes the reality and consequences of chronic underfunding that has particularly eroded the viability of smaller and rural colleges. However, this one-time infusion is simply a small step in the right direction. Much, much more must be done.

Accordingly, we welcome the Rae review of post-secondary education. Sault College looks forward to participating fully in this important process.

Given the level of per-student funding for Ontario colleges, significant reinvestment is vital. The study by CCbenefits Inc. has clearly demonstrated that colleges *are not* cost centres. They *are* economic engines that provide excellent returns on investment for students and taxpayers.

Those returns and colleges' ability to contribute to "the most highly skilled and educated workforce" are at risk. We cannot fully contribute and evolve as we must without appropriate financial resources. The consequences of inadequate funding – compounded by an outdated distribution model – grow more serious by the day.

Locally, our community leaders clearly recognize Sault College's place as a major contributor to economic betterment. "Destiny Sault Ste Marie" is the economic diversification strategy for our city. It is significant to note that the initiative identifies "knowledge-based development" as one of six "growth engines" that will change the local economy so that troubling population and tax base declines can be reversed. Within the knowledge-based growth engine, Sault College is profiled as a major factor.

Minister, we look forward to working closely with you and your officials to advance post-secondary education in Sault Ste. Marie, the District of Algoma, and Ontario.

Yours sincerely,

Jim Boniferro  
Chair, Board of Governors

*Message from the*  
**PRESIDENT**



**Dr. Timothy R. Meyer**  
President

Dear Minister:

On the preceding page, the Chair of Sault College's Board of Governors has described our institution's future directions.

To complement the Chair's observations, I am providing a brief look back on 2003-04.

Two national awards for academic excellence reflected the outstanding commitments of our employees and quality curricula that are fully responsive to student and employer needs.

In June 2003, the Canadian Association for Distance Education presented an Excellence Award for Partnership to the College. The award recognizes our Aboriginal Resource Technician program. Through a partnership with Contact North and the Ministry of Natural Resources, the program has been delivered to aboriginal students in remote communities for more than a decade.

Meanwhile, in November 2003, Sault College's Aircraft Structural Repair Technician program was named the recipient of an Yves Landry Foundation Innovative Manufacturing Technology Program (College Level) Award for Excellence. The Foundation was established in 1998 to advance technological education and training to help resolve Canada's skilled trades shortage. Yves Landry believed

business, education, and government must work together to address the growing shortage of skilled workers.

Sault College's response to the increasingly large numbers of baby boomers entering retirement has taken different forms. As Chair Boniferro has noted, we entered into an innovative partnership with CN, the Railway Association of Canada, and George Brown College to develop a new Signals and Communications Technician program. CN's commitment to the project is reflected in its provision of \$750,000 in training equipment to Sault College.

Meanwhile, in the fall of 2003, Sault College introduced two new Industrial Apprenticeship Trades Options. The format combines post-secondary and apprenticeship streams to produce graduates who have a high level of practical skills and theoretical knowledge.

Developed in collaboration with industry, Sault College's options are Mechanical Techniques – Industrial Maintenance and Electrical Engineering Technician – Process Automation.

We look forward to strengthening our institution's services to Ontarians by working closely with our stakeholders and your ministry.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Tim R Meyer', written over a horizontal line.

Dr. Timothy R. Meyer  
President

# Environmental Scan

Our 2004-09 strategic plan outlines how Sault College will contribute to the futures of our students, community, and province.

We serve immediate and regional geographical areas that have been hard hit economically since the early 1990s. During the past decade, Sault Ste. Marie's population has declined by 8,000 residents. Population losses are widespread across much of Northeastern Ontario and the North's percentage of Ontario's total population is lower than at any point in the past century.

Particularly compelling is the ongoing out-migration of our youth. They leave not because they want to, but in search of better employment opportunities elsewhere.

While the challenges confronting Sault Ste. Marie and the District of Algoma are significant, our political, community, and business leaders continue to pursue new and brighter paths for our city and its citizens.

"Destiny Sault Ste. Marie" best emphasizes that commitment. This carefully conceived community initiative focuses on building employment and population through six "growth engines." One of these is "Knowledge Development," including "activities that support the knowledge-based economy, building education, research and/or training that will support innovation."

The "Destiny Sault Ste. Marie" economic diversification process recognizes the importance of Sault College as a vital contributor to knowledge-based growth. We are pleased that our strategic plan fully complements this major community priority. We look forward to helping our community and district grow into a more prosperous future.

In revising our strategic plan, we have recognized the evolving community and larger environments. Accordingly, objectives focus more tightly on priorities that are timely and responsive to external realities.

Substantial revisions to our 2000-2005 plan also reflect a change in senior administration since mid-2002. Following the selection of Dr. Timothy Meyer as President in June of that year, a totally new senior management team was assembled over

the succeeding 18 months. Our new leadership has helped to shape new strategic directions for Sault College.

With a strong commitment to continuous quality improvement, Sault College is always focused on better serving learners and other key stakeholders. However, the most recent Key Performance Indicator results underscore how effectively Sault College is meeting the needs of students, employers, and society.

Sault College's strengths are further emphasized in "Building Sustainable Community and Economic Success," a 2002 report prepared by independent consultants Carr-Gordon Limited. While extolling Sault College's many achievements, the consultants also identify new opportunities for collaboration with Algoma University College. Our strategic plan includes the pursuit of new joint programming options for students.

Our plan also focuses on expanding partnerships and academic opportunities in key sectors, including health and transportation. Sault College will increase skilled trades rail-based training initiated through partnerships with CN, the Railway Association of Canada, and George Brown College.



We are also working with other partners to increase health education opportunities in the North. Again, we will build on strength, Sault College being a major partner in the province's most successful Collaborative Nursing degree program. Our partners include Laurentian University, Cambrian College, and Northern College. We also work closely with Sault Area Hospital and many community agencies.

A long-standing leader in native education and training, Sault College is also committed to serving ever-larger numbers of aboriginal learners during the years ahead.

# Strategic Plan

During 2003-2004 Sault College of Applied Arts & Technology revisited and revised our strategic plan. Approved by the Board of Governors in March 2004, the plan focuses our energy in three key areas: Student Success, Community Success and Institution Success. Our plan is represented by these three pillars.

They are built on our purpose – “Student success through academic excellence and research” – which, in turn, rests on the foundations of our core values of respect, trust, fairness, excellence, open and effective communication, and participation.

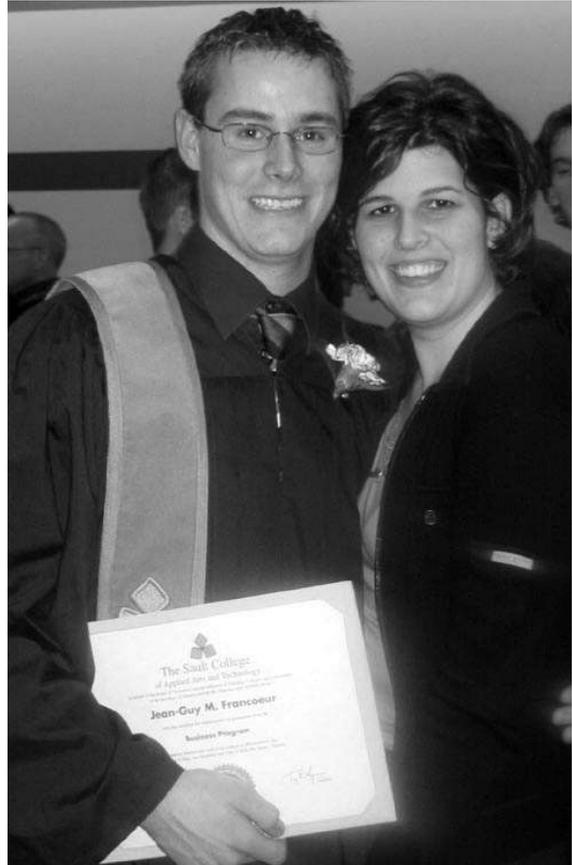
## *How the Strategic Plan Guides Our Business and Operational PLANS*

Sault College's 2004-09 Strategic Plan will be reviewed annually and adjustments will be made as circumstances and environmental factors warrant. This plan will also serve as the basis for departmental operational planning and the development of an overall business plan for Sault College.

Deans and Directors develop their operational and budget plans based on key strategic areas and strategic objectives approved by the Board of Governors.

Organizational goals, further articulated by senior management in conjunction with input from various stakeholders, provide direction for institution-wide operational planning.

At Sault College, it is important that our actions link directly to the achievement of our purpose. There is a strong linkage from our purpose, values, key strategic areas and outcome statements articulated by the Board of Governors. The strategic objectives and organizational goals are set by the President's Executive Committee through consultation with stakeholders. Annual operational plans are drafted by the Deans and Directors in conjunction with their departments outlining what will be done during the year to move toward the outcomes of our strategic plan.



**May 2003 Business graduate Jean-Guy Francoeur, shown with Sault College alumna Kerri Holley, gained advanced standing in degree studies when he went on to the University of Ottawa in the fall.**

## *A Balanced APPROACH*

Success in one key area will not ensure success in others. At Sault College, we strive to achieve a balance among objectives for **our students, our community, and our institution**. Our successes in each key area are interdependent. Our measures of success must represent this interdependency as well.

### STUDENT SUCCESS

#### Curricula, Programs

Sault College is committed to providing relevant, quality courses and programs.

#### Instruction

Sault College will demonstrate highly proficient teaching, responsive to the needs of our students.

#### Student Services

High quality student services will be a hallmark of Sault College.

#### Native Education

Sault College will be an educational destination of choice for the growing Native population.

### COMMUNITY SUCCESS

#### Training and Development

Sault College is committed to meeting the training needs of the local and regional workforce of Sault Ste. Marie and the District of Algoma.

#### Partnerships

Sault College will expand and develop new partnerships to enhance the College's socio-economic benefits to the region and the city.

#### Service to Our Community

Sault College will make a positive contribution to the economic, cultural and social well being of our region, and the city.

### INSTITUTIONAL SUCCESS

#### Financial Strength

Sault College will build our financial strength by effectively managing our enrollment and financial processes.

#### College Services

Sault College will provide exceptional customer service.

#### Our People

Sault College is committed to our people through the development of their skills, knowledge and support of excellence.

## *Student success through academic excellence and research*

**RESPECT, TRUST, FAIRNESS • EXCELLENCE • OPEN, EFFECTIVE COMMUNICATION • PARTICIPATION**

“These are exciting times for Sault College. The new strategic plan gives us direction to move forward. However, our priority commitment to student success has not changed.”

Jim Boniferno  
Chair, Board of Governors

“The plan represents a balanced approach to move into the future. All three pillars of our strategic planning – student success, institutional success, and community success – must be considered whenever we do anything.”

Dr. Timothy R. Meyer  
President

# Strategic and Operational **PLANNING**

BOARD OUTCOME	STRATEGIC OBJECTIVE
<p><b>Outcome 1. EXCELLENT CURRICULA AND PROGRAMS</b> Sault College is committed to providing relevant, quality courses and programs.</p>	<ul style="list-style-type: none"> <li>• We will maximize graduation and completion rates.</li> <li>• Curricula will align with relevant national employment standards, where such standards exist.</li> <li>• Courses and programs will be assessed to ensure they remain responsive to marketplace needs.</li> <li>• Programs and services will be regularly reviewed to ensure their effectiveness and relevance.</li> <li>• Credentialing will be pursued when it offers tangible, value-added benefits for programs, students, and faculty.</li> </ul>
<p><b>Outcome 2. EXCELLENT INSTRUCTION</b> Sault College will demonstrate highly proficient teaching, responsive to the needs of our students.</p>	<ul style="list-style-type: none"> <li>• College employees will understand how their roles play a part in student success.</li> </ul>
<p><b>Outcome 3. EXCELLENCE IN STUDENT SERVICES</b> High-quality student services will be a hallmark of Sault College.</p>	<ul style="list-style-type: none"> <li>• Quality customer service standards will be defined and adhered to.</li> <li>• Programs and services will be regularly reviewed to ensure their effectiveness and relevance.</li> </ul>
<p><b>Outcome 4. EXCELLENCE IN NATIVE EDUCATION</b> Sault College will be an educational destination of choice for the growing native population.</p>	<ul style="list-style-type: none"> <li>• Sault College will implement recommendations of “Building Strong Communities” – the Native strategic plan – to increase aboriginal participation rates in the College population.</li> </ul>
<p><b>Outcome 5. TRAINING AND DEVELOPMENT</b> Sault College is committed to meeting the training needs of the local and regional workforce of Sault Ste Marie and the District of Algoma.</p>	<ul style="list-style-type: none"> <li>• Sault College will be the trainer of choice for Sault Ste Marie and the District of Algoma to ensure the area’s workforce receives training relevant to regional needs.</li> <li>• Sault College will participate in economic, social, and cultural activities.</li> </ul>
<p><b>Outcome 6. PARTNERSHIPS</b> Sault College will expand and develop new partnerships to enhance the College’s socio-economic benefits to the region and the city.</p>	<ul style="list-style-type: none"> <li>• Partnerships and strategic alliances will be expanded to enhance programming that strengthens the College’s socio-economic benefit to Sault Ste Marie and the District of Algoma.</li> </ul>
<p><b>Outcome 7. SERVICE TO OUR COMMUNITY</b> Sault College will make a positive contribution to the economic, cultural, and social well-being of our region and city.</p>	<ul style="list-style-type: none"> <li>• Sault College will provide a positive socio-economic return on investment for its stakeholders.</li> </ul>
<p><b>Outcome 8. FINANCIAL STRENGTH</b> Sault College will build our financial strength by effectively managing our enrolment and our financial processes.</p>	<ul style="list-style-type: none"> <li>• Financial viability will be maintained.</li> <li>• Enrolment will be optimized to take advantage of any possible changes to the college funding formula.</li> </ul>
<p><b>Outcome 9. EXCELLENCE IN COLLEGE SERVICES</b> Sault College will provide exceptional customer service.</p>	<ul style="list-style-type: none"> <li>• Quality customer service standards will be defined and adhered to.</li> <li>• Programs and services will be regularly reviewed to ensure their effectiveness and relevance.</li> </ul>
<p><b>Outcome 10. EXCELLENCE IN OUR PEOPLE</b> Sault College is committed to our people through the development of their skills, knowledge, and support of excellence.</p>	<ul style="list-style-type: none"> <li>• Encouraged by comprehensive human resource planning and programs, a highly skilled and motivated workforce will contribute to the success of our students.</li> </ul>

# Highlights

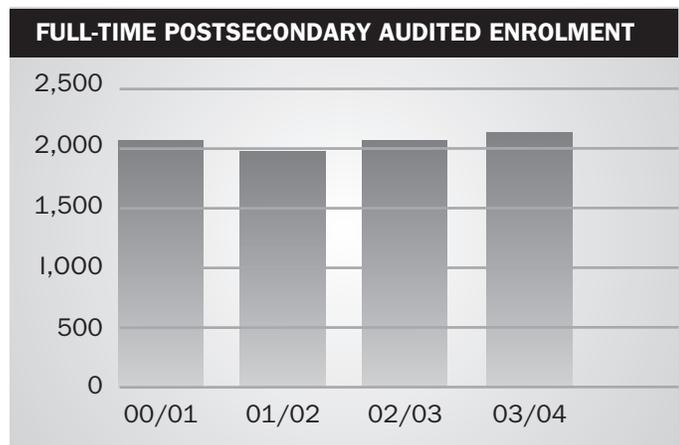
To emphasize the key areas of our strategic plan – namely Student Success, Community Success, and Institutional Success – the following highlights from 2003-2004 illustrate our continued successes in meeting the purpose of Sault College and goals of those we serve.

## STUDENT *Success*

- 752 graduates received diplomas and certificates during May Convocation ceremonies.
- Work began on new collaborative degree programming to be delivered by Sault College and Algoma University College. Discussions about new programming options began following the 2002 receipt of a Carr-Gordon Limited study titled “Building Sustainable Community and Economic Success.” Curricula neared completion for collaborative degree programs in Aviation Management and Criminal Justice. Other work was initiated on a four-year Graphic Design collaborative degree program.
- The former Mechanical Techniques – Aviation (Machinist) program experienced a remarkable recovery after being reformatted and re-titled. The Mechanical Techniques – Industrial Maintenance program began in the fall 2003 semester with a full class of 30 students and a waiting list. Only 18 months earlier, the predecessor Mechanical Techniques – Aviation (Machinist) program had been suspended due to low enrolment. This recovery is especially significant because the program is in the skilled trades category that faces growing shortages of workers. The program follows an Apprenticeship Trades Option model.
- A similar Apprenticeship Trades Option format was introduced within the Electrical Technician – Process Automation program. Again, the emphasis is on innovative programming aimed at addressing the skilled trades shortage.
- In August 2003, the College began a 28-week Pre-Apprenticeship Cook (Aboriginal) program. It was developed to attract more aboriginal students to the industry.
- More than 300 community people attended the

Graphic Design graduate show – “Building Blocks of Design” – in April 2003. Guests commended the quality of the students’ work. Print and electronic examples were displayed.

- Graduating Forestry Technician students received silver rings from the Canadian Institute of Forestry in April 2003. Peter Newton, Chair of the Central Ontario Section of the CIF, made the presentations and welcomed the students to the forestry profession.
- The Ministry of Training, Colleges and Universities approved another new Sault College program. Industry representatives identified the need for the kinds of skills and knowledge that students will gain through Geographic Information Systems Technology – Programming.
- The Board of Governors approved a format change for the Office Administration – Executive program. In September 2004, Sault College introduced of a new Office Administration – Executive (Accelerated) program. Its first students will complete



program requirements in July 2004. The new format replaces the former two-year Office Administration (Executive) program and a one-year certificate option.

- Faculty and staff from Sault College and Lake Superior State University began working on the possible expansion of dual-enrolment opportunities provided through the International University College Division. Located only 15 minutes apart in the twin Saults (Ontario and Michigan), the two institutions established the division in 2001 to provide dual-enrolment, diploma/degree options in Computer Studies, Criminal Justice/Science, and Teacher Education. Work was started to establish agreements between the College's Fish and Wildlife Technician and Integrated Resource Management programs and LSSU's Fisheries and Wildlife Management degree program. In addition, representatives from both institutions are looking at diploma/degree options involving Sault College's new Environmental Technician – Water program and LSSU's B.S. in Environmental Management.
- The Board of Governors approved plans for new native-specific post-secondary options and modifications to existing programs in December 2003. The approvals were within the context of the 2004-05 Aboriginal Education and Training Strategy (AETS) submission to the Ministry of Training, Colleges and Universities and a strategic plan for Native Education and Training.
- A 16-week Anishinaabemowin Ojibwe immersion pilot program operated successfully during the winter 2004 semester. The program will be offered on an on-going basis beginning in the fall of 2004. Increasingly, job postings in First Nations communities call for language skills.
- A new basic level on-line course – Maajaataadaa Anishinaabemowin – was also introduced. Another project involved the translation into Ojibwe of three children's books by Robert Munsch. The Union of Ontario Indians provided \$5,000 to support publishing. The author has also provided seven unpublished manuscripts for translation into Ojibwe.
- The College developed a new Social Services Worker – Native program for introduction in the fall 2004 semester. Graduates will be able to proceed into a third-year Addiction/Mental Health Worker option. It will be available through alternative delivery to provide access for graduates who are working and/or living in remote communities. In addition, support was provided for the reintroduction

of the former Aboriginal Resource Technician program with a modified curriculum. Students will complete the program through a combination of distance education delivery, in-school labs, field camps, and in-community presentations.

- Thirty-five aboriginal students from across Ontario completed the Native Counsellor Training program at Sault College in the summer of 2003. With funding provided by Indian and Northern Affairs Canada, the program is offered under the auspices of the Ontario Native Education Counselling Association (ONECA) through a contract with the College.
- 675 students received scholarships, bursaries and awards totalling approximately \$760,000.
- In August 2003, 60 students completed the final offering of Sault College's Diploma Nursing program. These students moved through the demanding, six-semester program delivered in a "compressed" format.



**Sixty Compressed Diploma Nursing students received diplomas in August 2003 graduation ceremonies. More than 160 students are now enrolled in the Collaborative BScN program.**

- Different groups of Personal Support Worker students finished the program at various times. The demand for PSW graduates is strong both in Sault Ste. Marie and across the District of Algoma.

- Four 2003 Aviation Technology (Flight) graduates continued their education at prestigious Embry-Riddle Aeronautical University in the United States. Through an articulation agreement, Sault College graduates receive advanced standing at Embry-Riddle and can complete related degree requirements though one additional year of study.
- A new, two-year Signals and Communications Technician program was developed in partnership with CN. Graduates will be qualified for maintainer/wireman/mechanic positions in the rail industry. CN is providing approximately \$750,000 in training equipment for the new program. The curriculum was developed by the Railway Association of Canada to meet the needs of Canada's rail industry. It is expected that career opportunities in rail will be excellent with many baby boomer workers nearing retirement.
- Sault College renamed the Heavy Equipment Technician program as Motive Power – Truck and Coach/Heavy Duty Equipment Technician. The title change and curriculum adjustments are based on a growing need for truck and coach technicians and apprentices.
- The College secured \$173,000 in Apprenticeship Enhancement Funding to update equipment.
- Massage Therapy students and faculty developed ideas to help reduce instructional costs during the program's final two years at Sault College. The program will graduate its final students in May 2005.
- During 2003 and early 2004, the Canadian Association of Schools of Nursing's Board of Accreditation conducted a candidacy review of the regionally offered Collaborative BScN program. CASN's extensive evaluation process is the first step leading to accreditation. Reviewers gave high marks to the collaborative degree being offered at four Northeastern Ontario sites, including Sault College.
- The Aboriginal Resource Technician program received a national excellence award in the partnership category from the Canadian Association for Distance Education. The award recognized a successful partnership involving Sault College, Contact North, and the Ontario Ministry of Natural Resources.
- Adam Couper, a 19-year-old Aviation Technology (Flight) student from London, was named the winner of a 2003 national Garfield Weston Merit Scholarship for Colleges. Only 43 of the prestigious awards were presented in all of Canada.

- The Sault College Aircraft Structural Repair program was named the recipient of one of the Yves Landry Foundation's major honours. The prestigious Innovative Manufacturing Technology Program (College Level) Award for Excellence is a significant achievement for the program. The Foundation presents only nine national excellence awards to colleges, universities, and high schools each year. The Yves Landry Foundation was established in 1998 to advance technological education and training to help resolve Canada's skilled trades shortage.



**John Mavrak (left), President of the Yves Landry Foundation, presented a national excellence award to Prof. Larry Canduro of the Aircraft Structural Repair Technician program while President Timothy Meyer looked on proudly.**

- A second group of Domtar Espanola employees completed Sault College's Pulp and Papermaking Operations program delivered via distance education. They began part-time studies in September 2001. A few months earlier, 20 of their co-workers had graduated as the first Domtar employees to earn certificates through the industry-focused program.
- In November 2003, seven Domtar Chapleau employees successfully completed Industrial Maintenance Mechanic (IMM) apprenticeship in-school training they had started four years earlier.
- Sault College Business students Rob Dumanski, Jean-Guy Francoeur, and Melissa Slavinsky won BRIDGE's first place business plan prize. The trio also received access to \$5,000 of in-kind legal and financial advice to pursue the venture described in their plan.
- The Ontario Student Opportunity Trust Fund grew by \$125,000.

# COMMUNITY *Success*

- Sault College and Sault Ste. Marie gained much exposure at the 2003 Toronto Sportsmen's Show. Sault College was the only Ontario CAAT to have a booth at the annual trade show. Total attendance was estimated at 125,000. Live demonstrations by Sault College Chef Training representatives drew considerable attention, including time on CityTV.
- The Native Student Council and Native Education and Training staff presented a very successful 10th annual Traditional Pow Wow at the College on April 12 and 13. Participants from across Ontario attended. The event also attracted attendees from Michigan and Wisconsin.
- In a letter to Sault College President Timothy Meyer, Bon Soo General Manager Donna Gregg commended students and faculty for their winter carnival support and participation. "The 2003 contribution from Sault College has been overwhelming!" wrote Ms. Gregg.
- A group of College students and staff represented Sault College in United Way's "Day of Caring." The students spent time with Community Living Algoma clients on Sept. 11.
- On Sept. 6, Fish and Wildlife Technician students under the direction of Profs. Harold Cooper and Don Hall staged demonstrations that were part of Marshfest activities at Echo Bay. The Lake George marsh is one of the designated Provincially Significant Wetlands in the area.
- Aviation Technology (Flight) faculty continued a tradition by doing a flyover as part of Battle of Britain activities at the Sault Ste. Marie Airport.
- 500 area high school students were on campus for the second annual "Apprenticeship and Trades Work!" event. The session allowed students to learn more about occupations in the skilled trades and Sault College programs that provide learners with the credentials needed to pursue related careers. The event also gave students an opportunity to talk directly with representatives from Algoma Steel Inc., Great Lakes Power, GP Flakeboard Limited, and Canada's armed services. "Apprenticeship and Trades Work!" was presented through a partnership with the local Apprenticeship Branch office of the Ministry of Training, Colleges and Universities, Skills Ontario, Skills Canada, the Algoma District School Board, and the Huron-Superior Catholic District School Board.
- A midwinter effort that included Sault College Fish and Wildlife students successfully moved 18 elk from the Iron Bridge area to a new home north of Elliot Lake.
- Sault College's Premier's Awards Nominee in 2003 was Bill Gillespie. He is executive director of Nog Da Win Da Min Family and Community Services, which has its head office on Rankin Reserve. Devoted to assisting native children at risk and troubled youth, the organization was established by seven North Shore First Nations: Garden River, Batchawana, Serpent River, Thessalon, Mississauga, Sagamok, and Whitefish Lake.
- Ironworker apprentices helped Sault Ste. Marie reclaim an important piece of its history. The students fully restored a 105 Field Mountain Howitzer and turned it over to representatives from Branch 25 of The Royal Canadian Legion.
- On Nov. 12, Sault College Integrated Resource Management (IRM) students and Natural Resources faculty hosted more than 80 high school guests at an "Envirothon Wildlife Day."
- During the Children's Aid Society of Algoma's 2003 annual meeting, appreciation plaques were presented to Prof. Mike McFarling and Prof. Leanne Murray of the Child and Youth Worker and Social Services Worker programs. In recent years, the programs have organized annual spring walks that have raised more than \$14,000 for children's services. The money has supported CAS's Family Preservation Summer Recreation Service and a Children in Care scholarship.
- \$275,000 was awarded to Sault College by Ontario Innovation Trust funding to support research, in partnership with PUC Services Inc., into the feasibility of operating water treatment plants from a remote location.
- The Ministry of Environment established an Air Quality Monitoring Station at Sault College. The station will service the community, while providing

learning opportunities for Electrical and Environmental students.

- More than 120 advisory members, employers of Sault College graduates, and staff attended "Appreciation 2003" in October.
- Sault College Nursing students assisted with SARS screening at different Sault Ste. Marie locations.
- Athletics presented youth basketball and volleyball summer camps in the college gym. Parents commented very favourably about the availability of the camps and the quality of instruction provided.
- Dual enrolment at Lake Superior State University and Sault College continued to grow. Since January 2002, the number of LSSU students who have

enrolled and taken courses at Sault College was 39. The number of Sault College students who have dual-enrolled at LSSU since January 2001 was 238.

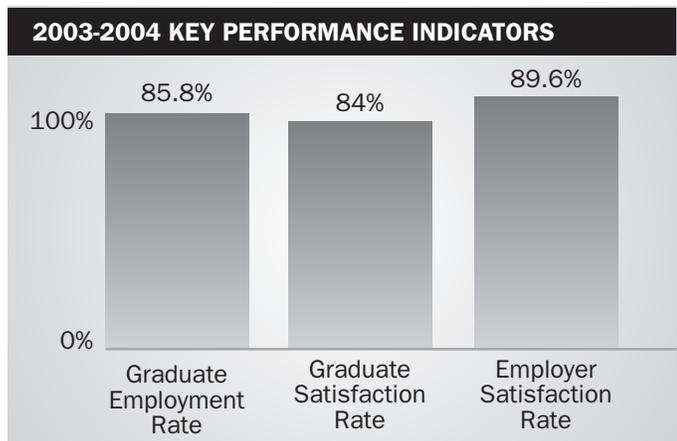
- Spring 2004 saw the beginning of the Criminal Justice diploma-to-degree Distance Education initiative for working police officers.
- 20 students from Algoma University College attended courses at Sault College as part of their university degree requirements.
- In 2003-04, 58 students attended Algoma University College from Sault College, 35 of whom entered university studies as part of the Algoma University-Sault College articulation agreement.

## INSTITUTIONAL *Success*

- Sault College submitted an Enrolment Target Agreement to MTCU for fall 2003. Based on the review of the agreements the difference between the projected and actual enrolment, Sault College showed a high level of accuracy.
- Sault College was approved as Training Delivery Agent for the Industrial Instrument Mechanic trade. There is no other Ontario TDA east of Sault Ste. Marie authorized to deliver the related apprenticeship program.
- At Convocation on May 10, 2003, honorary diplomas were presented to Sault Ste. Marie Police Chief Robert Davies and Chief Superintendent Carson Fougere, Regional Commander, Northeast Region, Ontario Provincial Police.
- For the second straight year, Sault College Job Connect won a Minister's Award for Excellence. Award selection was based on high commitments to quality service and continuous improvement. Funded by the Ontario Ministry of Training, Colleges and Universities, Job Connect helps job-seekers to plan and prepare for employment success or advance to higher skills training.
- A socio-economic impact analysis study was conducted in 2003 using data from Sault College for the fiscal year 2002-03. Sault College had operating expenses of \$38.8 million in fiscal 2002, and spent \$34.8 million (90% of this in

the Sault College Service Area) to purchase supplies and pay salaries, wages and benefits (i.e., earnings).

- Sault College employed 340 full-time and 212 part-time faculty and staff. Sault College paid faculty and staff wages, salaries and benefits of \$25 million in fiscal 2002.
- For every \$1 Sault College paid in earnings, there was an additional \$0.27 in earnings generated off-campus in the Sault College service area economy. This is the commonly known multiplier effect.
- Sault College activities encouraged business, assisted existing business, and created long-term



economic growth. The College enhanced worker skills and provided customized training to local business and industry. It was estimated that the Sault College service area workforce embodied over 2.5 million hours of past and present Sault College training.

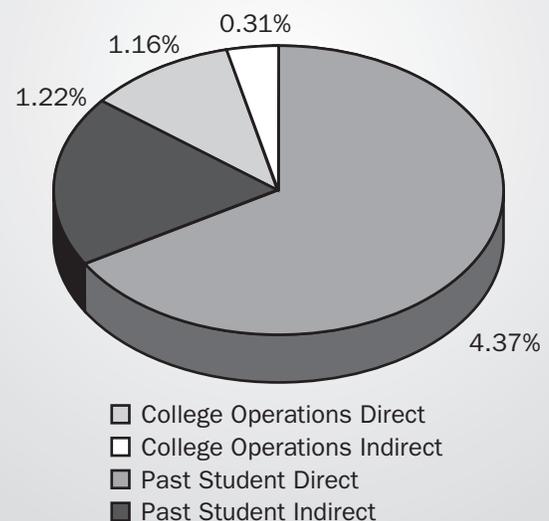
- Sault College skills embodied in the workforce increased the output of industries in the Sault College service area economy where the former students are employed by \$245.4 million. Associated multiplier effects (sometimes called indirect effects) in other industries increased sales by \$68 million.
- The provincial government allocated \$27.1 million in support of Sault College in fiscal 2002. For every dollar appropriated by the provincial government, Sault College's spending alone generated \$1.17 in earnings in the Sault College service area.
- For every dollar appropriated by the provincial government in fiscal 2002, student earnings will increase by an average of \$0.42 per year, every year through the rest of the graduates' working lives. Likewise, for every provincial dollar appropriated, the Sault College service area will see social savings of \$0.08 per year, every year (i.e., reduced incarceration and health care expenditures, reduced expenditures on unemployment and welfare, and reduced absenteeism).
- Provincial government support for Sault College in fiscal 2002 will be fully recovered in 12.9 years, in the form of higher tax receipts (from increased student wages) and avoided costs (e.g., from reduced public expenditures on incarceration).
- 7,735 funded and unfunded students attended the College in fiscal 2002, 81% of whom were employed full- or part-time while attending.
- Studies demonstrate that education increases lifetime earnings. The average annual earnings of a student with a one-year certificate are \$40,740, or 24.5% more than someone without a high school diploma, and 5.7% more than a student with a high school diploma. The average earnings of someone with a two-year diploma are \$43,309, or 32.4% more than someone without a high school diploma, and 12.4% more than a student with a high school diploma.
- After leaving the College, the average Sault College student will spend 40 years in the workforce. The student who leaves with a two-year diploma will

earn \$190,512 more than someone with a high school diploma.

- Over their next 40 years in the workforce, the average Sault College student's discounted lifetime earnings (i.e., future values expressed in present value terms) will increase \$3.05 for every education dollar invested (in the form of tuition, fees, books, and foregone earnings from employment).
- Students enjoy an attractive 11.2% rate of return on their Sault College educational investment, and recover all costs (including wages foregone while attending Sault College) in 12.5 years.

### COLLEGE ROLE IN REGIONAL ECONOMY, % OF ALL EARNINGS EXPLAINED BY COLLEGE OPERATIONS

The Socio-economic Benefits Generated by Sault College of Applied Arts and Technology  
The results of this study demonstrate that Sault College is a sound investment from multiple perspectives. The college enriches the lives of students and increases their lifetime incomes. It benefits taxpayers by generating increased tax revenues from an enlarged economy and reducing the demand for taxpayer-supported social services. Finally, it contributes to the vitality of both the local and provincial economies.



In sum, the graph shows that the college accounts for a total of 7.1% of all earnings (\$2.2 billion) generated from all sources in the economic region

# Financial Results

for the fiscal year ended **MARCH 31, 2004**

In 2003-2004 Sault College achieved an operating surplus of \$1,707,000 (2002-2003 deficit of \$2,500,000) on total revenue of \$37,002,000 (2002-2003 - \$33,680,000) and total expenses of \$35,295,000 (2002-2003 - \$36,180,000). There were two main factors that contributed to the operating surplus. First, the Ontario government committed \$60 million in Quality Assurance Funding to Ontario's Colleges. This additional funding amounted to \$1,254,000 for Sault College. Secondly, the College committed to operating within its financial means, which unfortunately required staff layoffs.

Sault College is committed to our three pillars of success - Student Success, Community Success, and Institutional Success. As a publicly funded institution, we are striving to achieve success within our financial means. We must, however, acknowledge that this will become an increasingly difficult task to achieve without an increase in funding to the College sector.

