



**SAULT COLLEGE**  
ANNUAL REPORT 2012-2013



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*“AROUND HERE, HOWEVER, WE DON’T  
LOOK BACKWARDS FOR VERY LONG. WE  
KEEP MOVING FORWARD, OPENING UP  
NEW DOORS AND DOING NEW THINGS,  
BECAUSE WE’RE CURIOUS...AND  
CURIOSITY KEEPS LEADING US DOWN  
NEW PATHS.”*

**WALT DISNEY**

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# Message from the Board Chair

I AM VERY PLEASED TO PRESENT Sault College's 2012-2013 Annual Report. This year marked an incredibly exciting year at our College with the ground breaking of our new Student Health and Wellness Centre, a project that was introduced in last year's annual report and that will open to our students this upcoming fall.

The new centre is one of many transformations that has enabled our College to better compete with other institutions in terms of appealing state-of-the-art learning technology and quality of learning spaces.

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.

With such a vision guiding us, 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 entrepreneurship, and reflects our regional uniqueness.

As we embrace all aspects of learning, we encourage you to visit our campus and experience for yourself all that we have to offer, thereby highlighting education as a viable option for an increasing number of members of our local and extended community.

On behalf of the Board of Governors, I would like to express our gratitude for every dedicated faculty and staff member of our College who continue to make a powerful impact on people's daily lives. Our people are great, and they are helping us reach our strategic destination. I would also like to commend the outstanding management team that has positioned us as a leader among the best colleges in Canada, and for the many volunteers and supporters, such as my fellow governors and the program advisory committee members, who are also key to our continued success. With such talented individuals, I am confident that there is no end to the goals we can continue to achieve in the years ahead.

Sincerely,



Dr. Gina Mohammed  
Chair, Sault College Board of Governors



## Message from the President

**WE ARE IN THE BUSINESS OF TRANSFORMING LIVES** and nothing speaks more to that than the campus redevelopment initiatives we have undertaken over the last three years. In countless ways, Sault College is transforming into the premier post-secondary institution of the North as we advance our strategic plan with each passing year.

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 some of many areas 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 innovative ideas and incoming information, a new

gymnasium to better accommodate varsity sports, and a new Student Life Centre for our esteemed student body.

With the support of our Sault College students for 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 since students are the reason we exist as an organization.

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

Regards,

Dr. Ron Common  
President, Sault College



# About Sault College

## SETTING THE STAGE

LOCATED ON THE BORDER OF THE UNITED STATES and situated in the middle of three of the largest fresh water great lakes on the planet, Sault College is a student-first, regionally-focused college uniquely poised to serve students with a hands-on, supportive learning environment that prepares them for future success and meaningful contributions to our provincial economy.

At the centre of the goals for Sault College lies our commitment to the learning and development of our students. When students become the focus of our work and our existence, everything and everyone else benefits, including

the economy and workforce, the strength and resilience of our community and industry partners, and our collective future as a society. By building new generations of learners who can readily adapt to the challenges and opportunities faced in our ever-changing economy and world, we are giving back to society and serving as a critical piece of the local, regional and global economy.

Sault College is proud to have our main campus in Sault Ste. Marie and is deeply committed to the Northern Ontario region. Educating over 4,500 students each year, Sault College has a



significant economic impact on the local community, with spin-offs in excess of \$158 million overall annual economic impact (CQI 2012). Sault College is a major contributor to the livelihood of our region and we are committed to enhancing its economic impact and development.

It was just over a year ago that Sault College published its 2011-2012 annual report reflecting updates on the strategic vision and mission of our College. In this publication, one year later, you will see the many ways in which Sault College is striving to achieve our strategic destiny by 2015.

As our Chair has mentioned, 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 these ways, we are driven to provide countless learning opportunities that lead to strong career paths to 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 our graduates. The College is the largest deliverer of apprenticeship training in Northern Ontario. With the help of many generous and devoted donors, over \$2 million dollars in scholarships,

bursaries and awards is given to our students each year.

Sault College's plan of action, as developed for our five year strategic plan, is committed to transforming the following four cornerstones of the institution:

1. Enhancing programs through deep learning, quality assurances as well as innovative and emerging technologies so that offerings are relevant and flexible and/or community-based.
2. Investing in people by engaging students, staff and community by fostering a culture of caring and, by doing so, increasing retention, experiences, and supports for our diverse learners.
3. Connecting with community partners by developing strategies to continue to engage our industry and community connections.
4. Building a new college (place) by renovating and renewing our spaces in order to be clean, modern, inviting and an inspirational place of learning.

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

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

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

***"I GET THE EDUCATION I WANT AND MORE."***

***"THE PEOPLE ARE GREAT."***

***"IT WAS WORTH IT FOR ME TO COME HERE."***

***"THE EXPERIENCE CHANGED MY LIFE."***





SAULT COLLEGE NATURAL ENVIRONMENT AND OUTDOOR STUDIES STUDENTS PARTICIPATE IN ROCK CLIMBING AT SEARCHMONT

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

# Enhancing our Programs

*WE WILL BUILD ON OUR TRADITIONAL STRENGTHS BY CONTINUALLY FINDING NEW WAYS WE CAN IMPROVE AS AN ORGANIZATION WHILE WORKING COLLABORATIVELY TOGETHER TOWARDS AN EXCITING AND PROMISING FUTURE.*

**ENHANCING OUR PROGRAMS** through deep learning, quality assurance as well as innovative and emerging technologies so that offerings are relevant and flexible and/or community-based is a cornerstone to enhancing our programs. 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 UPDATE**

Enrolment numbers for the 2012-2013 Academic year indicated first-year enrolment at the College increased by 6% with 2,487 full-time post-secondary students registered at Sault College.

Early Childhood Education (ECE), Computer Programming, Motive Power, Geographic Information Systems (GIS), Natural Environment Technician – Conservation and Management, Welding and Metal Fabrication, Liberal Studies, Social Service

Worker – Native Specialization, and Culinary Management, were among those who saw the largest increase in demand.

Waitlisted programs have more than doubled since 2010, with 20 of them this year demonstrating growing popularity across all program areas and schools. Aviation Technology - Flight, Civil Engineering Technician, Collaborative Nursing, Construction Carpentry Techniques, Early Childhood Education, Esthetician, Geographic Information Systems (GIS), Home Inspection Technician, Metal Fabrication Technician, Motive Power Fundamentals – Automotive Repair, as well as Heavy Equipment/Truck Repair, Motive Power Technician – Advanced Repair, OTA/PTA, Personal Support Worker, Practical Nursing, Pre-Trades and Technology, Pre-Health Sciences, Renewable Energy, Video Game Art, and Welding Techniques were all waitlisted programs.

Of the 2,487 registered students at the College, 793 students, or 32% of the student population relocated to Sault Ste. Marie from other parts of the province to attend College in the community proving that Sault College is becoming an educational destination for many.

Overall enrolment at the College was up 2% in all years across the College. Since 2008 – five years ago, the College has grown tremendously - 32%, with a total of 2,487 current full-time post-secondary students compared to 1,887 in 2008.

Total enrolment at the College reached over 4,200 this past year including apprenticeships and adult training offerings, as well as the Aircraft Structural Repair program being delivered at Sault College's London, Ontario site, expanding the College's reach in the province.

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.

### **JANUARY STARTS**

To develop greater flexibility in programs, in January 2013, Sault College once again addressed the growing needs of adult learners by offering a number of programs allowing students to begin their studies earlier in the year. The programs that were offered in January of this year included:

- Adventure Recreation and Parks Technician
- Business
- Fish and Wildlife Conservation Technician

- General Arts & Science – Liberal Studies
- General Arts & Science – One-Year
- Natural Environment Technician- Conservation and Management
- Natural Environment Technology – Conservation and Management
- Peace & Conflict Studies
- Personal Support Worker
- Police Foundations
- Practical Nursing
- Pre-Health
- Protection Security and Investigation

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

### **LIFELONG LEARNING**

In its Strategic Mandate Agreement Proposal, submitted by all colleges and universities at the request of the Ontario Ministry of Training, Colleges and Universities in September 2012, Sault College outlined the creation of a Centre for Life-Long Learning through its Continuing Education Department. The Centre would be structured to improve services and programming for non-traditional learners, offering flexible learning options, any-time entry, and extensive support services. Central to its service plan would be the enhanced use of modularized, web-based learning programs, online and hybrid programs, year-round registration, and dedicated 24/7 technological support.

The past year was an innovative and exciting time for Continuing Education in the realm of special programming as we reached out in many ways to diverse individual and community needs. Working with several community partners, and engaging a myriad of student populations, several projects aimed at increasing adult learning were initiated and successfully run. Opportunities for part-time learning in 36 certificates were offered in different formats such as asynchronous on-line, synchronous on-line, and face to face. The department also provided numerous professional development activities, general interest courses, and workshops for personal or professional growth and enrichment. Continuing Education also provided access to



1,200 courses through membership in the OntarioLearn Network. A variety of training was delivered for corporate clients throughout Algoma with well over \$200,000 in revenue generated.

### **ACADEMIC UPGRADING**

Sault College continues to be a leader in providing quality adult upgrading opportunities for the community of Sault Ste. Marie and beyond. With a philosophy of “students first,” the Academic Upgrading department served 290 learners over the course of 2012/2013. As further proof to the student-centred philosophy, Sault College exceeded provincial program satisfaction targets by an outstanding 35%. Further enhancing our program learning environment this past year, a number of student engagement activities were facilitated by the Academic Upgrading team, including monthly Coffee Circles, a Christmas party and an achievement celebration.

Academic Upgrading continues to provide programming required for success in Sault College programs with 96% of learners identifying post-secondary education as their primary goal path. Over the past year, departmental faculty have revised and developed new curriculum that supports contextualized and task-based learning for students as part of the new Ontario Adult Literacy Curriculum Framework for Literacy and Basic Skills practitioners. In addition to the new curriculum framework, program staff facilitated the successful transition to a new provincial case management system utilizing real-time data entry.

Furthermore, new initiatives undertaken this past year included the development of dual enrolment opportunities for Academic and Career Entrance students. This option allowed students to enrol in one elective credit course at the college with the intent of preparing them for the expectations of college while at the same time encouraging learners to continue on to post-secondary education. Taking barriers into consideration that may impede students from the learning process, curriculum was developed for those students wishing to enter post-secondary studies through Mature Student Status.

### **EMPLOYMENT SERVICES**

Another area of the College that has also experienced success over the past year is Employment Solutions, a department of Sault College and a local Employment Ontario service provider

that helps individuals find sustainable work by providing one-on-one consulting services and developing personalized employment plans. As the exclusive posting and referral agent for a number of local employers, services this year included posting job vacancies, collecting and pre-screening résumés, holding information sessions, planning and hosting job fairs and providing interview facilities, assisting with the writing of job descriptions, offering training and coaching for new employees, delivering workshops for new hires such as health and safety, customer service, Smart Serve and WHMIS, referring employers to funding sources for workplace training and apprenticeships and providing employment services to communities in the region.

SAULT COLLEGE COMPUTER STUDENT NOEL HALL



Employment Solutions programs are committed to providing the highest standard of customer service to job seekers and employers in the communities they serve. Recent survey data collected by the organization indicates that in the 2012-2013 fiscal year 100% of employers who utilized employment solutions programs highly recommended their services.

During the 2012-2013 fiscal year the organization delivered over \$779,771 in direct training supports to employers throughout the region (placement and training incentives for youth, students, older workers, etc.). Since April 1, 2012, Employment Solutions has provided over 850 placements and specialized services to employers through various youth, adult, student and older worker programs. The employed, training and educational outcome was approximately 80% for job seekers who have met with consultants through Employment Ontario Employment Services and the Targeted Initiative for Older Workers.

This year, the Student Job Centre, conveniently located at the college, successfully conducted two part-time job fairs for students seeking employment during the school year, in addition to the large student and community job fair which took place in February. Over 700 attendees and the 60 employers from the community who attended the fair indicated that they were very happy with the calibre of the candidates that they met at the job fair.

## **QUALITY ASSURANCE**

In our commitment to providing a college-wide quality assurance and assessment program strategy that ensures we meet and exceed students' expectations as well as local, regional and global labour market demands, providing a promising future is at the centre of our programming, over the past year, Sault College has identified a number of action steps to revitalize existing programs and introduce new ones thereby positioning Sault College as best-in-class for the programs offered.

The Academic Quality Assurance Manager facilitated focus groups with students in programs in the School of Technology, Business and Outdoor Studies, and Health-related programs. These conversations played an important role in our cycle to continuous quality improvement.

Eight programs successfully completed the internal Academic Program Review process. Faculty in Fitness and Health Promotion, Graphic Design, Computer Programmer and

Computer Programmer Analyst, and the Hospitality program cluster, which includes Hospitality Management – Hotel and Resort, Culinary Management, Hospitality Operations - Food and Beverage, and Culinary Skills – Chef Training, worked through an extensive self-study to determine both strengths and areas for improvement. Each program review concluded with a detailed list of recommendations and an implementation plan.

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

Students have indicated that our efforts have paid off as Sault College was ranked #1 in the province. Results indicated that Sault College students ranked as the most satisfied students are with the quality of the learning experiences in their program (capstone #44). At 83.8 percent satisfaction, this is the highest score Sault College has received since the KPI inception and the most improved student satisfaction score across the board for the entire province of Ontario.

Additionally, a high score was achieved in the overall quality of facilities. It was expected that the new state-of-the-art academic wing would serve to improve the appeal of Sault College. However, for the first time, the College ranked number one in the province for most-improved relating to the capstone question on the quality of facilities and resources at the college.

## **ABORIGINAL EDUCATION**

Continuing to operate under the guidance and leadership of the Native Education and Training Council, foundational work completed over the past year has resulted in a rejuvenated vision for Aboriginal education at Sault College and the development of a new five year strategic plan. Sault College Native Education anticipates the on-going evolution of Aboriginal education at our institution as we work towards meeting identified goals and priorities over the course of the next year.

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

organization over the past year.

On-going efforts have resulted in a number of initiatives that have increased Aboriginal learner access to post-secondary training opportunities including: pre-apprenticeship plumbing in partnership with Garden River First Nation, Culinary Skills – Chef Training and Anishinaabemowin Immersion programming with Kenjgewin Teg Educational Institute, Upgrade for the Trades in partnership with HRSDC and the delivery of the Social Service Worker – Native Specialization diploma program with Oshki-Pimanche-O-Win - resulting in 54 students successfully obtaining Sault College credentials. The most recent programming initiative occurred with the Anishinabek Educational Institute located in North Bay, Ontario. Through this collaboration, Sault College was able to create a post-diploma certificate in Fetal Alcohol Syndrome Disorder – the first program of its kind in Ontario.

A highlight of the year was His Excellency the Right Honourable David Johnston visiting Sault College. The Governor General participated in a discussion Dr. Ron Common, President of Sault College hosted, along with Carolyn Hepburn, Director of Native Education and Academic Upgrading at Sault College. Leaders of Batchewana, Garden

River and M’Chigeeng First Nations as well as Elders, students, elementary, secondary and post-secondary school administrators, and other community members were in attendance, having come together to discuss the importance of Aboriginal education. The topics included innovative and effective programs being implemented in the local community. The Governor General’s stop at the college was made during his visit to Sault Ste. Marie to celebrate 100 years as a city.

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.

This project was a collaborative effort between Sault College, the Aboriginal Apprenticeship Centre, Sault College Native Education, the Métis Nation of Ontario and the Anishinabek Information Technology Centre, in partnership with M’Chigeeng First Nation, Garden River First Nation and Batchewana First Nation. Funding was provided through the Government of Ontario’s Northern Training Partnership Fund which is an important part of the Open Ontario Plan to strengthen Ontario’s economy and create more jobs in



ABORIGINAL ELDER AND SAULT COLLEGE STUDENT, JIM AGAWA, BLESSES LAND AT THE STUDENT HEALTH AND WELLNESS CENTRE GROUNDBREAKING CEREMONY



HIS EXCELLENCY THE RIGHT HONOURABLE DAVID JOHNSTON VISITS SAULT COLLEGE NATIVE CENTRE TO DISCUSS ABORIGINAL EDUCATION



the North. Through the program, 120 local participants were able to learn in their own community. The Northern Training Partnership Fund assisted Aboriginal and non-Aboriginal people in Northern Ontario get the training they need to benefit from new resource development opportunities in the renewable energy and green construction sectors. Eligible students received tuition, books, supplies and construction equipment fully funded throughout the duration of the program.

A series of tuition-free training opportunities through the funding included one 38-week Renewable Energy and Green Construction Techniques program with 20 participants on Garden River First Nation, two 38-week Construction Carpentry Techniques programs with 40 participants on the Batchewana First Nation and M'Chigeeng First Nation and three 24-week Basic Green Construction and Retrofitting Skills programs with 60 participants on the Garden River First Nation, Batchewana First Nation and Aundeck Omni Kaning First Nation. Of the 120 participants enrolled, 82 students completed their training with 70% of them successfully graduating from the three programs.

In addition to these opportunities, for the first time, Continuing Education also partnered with two Aboriginal Education Institutes and delivered the first part of an innovative Fetal Alcohol Spectrum Disorder program as well as a Culinary Skills – Chef Training program.

In order to offer exceptional programs to our students and to address and respond to industry needs according to trends in the economy, Sault College and the Continuing Education Department also offered a Heavy Duty Equipment Technician Pre-Apprenticeship Training program in partnership with Garden River First Nation and Anishinabek Information Technology Centre.

The program was delivered both on campus and on Garden River First Nation, and was available to 15 students of Aboriginal ancestry from the Algoma and Manitoulin Districts and from communities in Northern Ontario. The exciting new program delivery involved the First Nation communities in and around the Ring of Fire, currently home to a major mining exploration project, accepting at least two students from each community. The instruction began in-community with safety training and an introduction to the trade, followed by Academic Upgrading and Job Readiness training. The students then completed the remainder of their studies on campus

to complete Level One Heavy Duty Equipment Technician training, followed by two weeks of in-community Heavy Equipment Operator training.

### **HIGH SCHOOL STUDENT ENGAGEMENT**

Connections with Secondary school students also contributed to programming this year. High school students continued to participate in post-secondary and apprenticeship training courses, earning dual credits. Dual Credits engage students through exposure to college courses and culture while supporting their successful transition to post-secondary education. Dual Credits help students complete their Ontario Secondary School Diploma while customizing their learning with exposure to the welcoming Sault College environment. Students this year were given the opportunity to participate both locally and at a distance in dual credit options for the following courses: Business Law, Banquets, College Communication Skills, Customer Service Training, Everyday Math, Introductory Sociology, Introduction to Linux, Introduction to Fire Science, Medical Terminology, Fitness Leadership 1, Security Hardware, and Social Work with Families: Issues.

Specialist High Skills Major for grade 11 and 12 allows high school students to take one college course equivalent to two credits. Courses this year included Arts & Culture, Manufacturing and Construction.

Students also participated in apprenticeship training and postsecondary courses at the college, earning dual credits that count towards their high school diploma and their postsecondary diploma, degree or apprenticeship certification.

### **STUDENT SUPPORT**

To enhance the post-secondary student learning experience, providing a full range of innovative and emerging services that have a demonstrable impact on student success and personal development, Sault College is strengthening its mental health programs and services thanks to various investments made this year.

In October, Sault College was given \$10,000 from the Bell Let's Talk Community Fund that was used towards the completion of the "Serenity Room," Sault College's first space created for mental health programming. As we continue to grow and support our diverse population, the Serenity Room offers a quiet, safe place for staff and students to enjoy a variety of



group devotion activities that will improve wellness on campus.

As Sault College expands, we are committed to supporting our diverse population. New to campus are also prayer and relaxation rooms. Located on the third floor of E-Wing in E3100 and E3103, these rooms offer a quiet, safe space for staff and students of any faith to enjoy silent reflection or group devotion.

Aside from the creation of the “Serenity Rooms,” the Sault College Student Services department enhanced their programming by bringing in a depression and stress reduction group with two certified counsellors in Mindfulness Based Cognitive Therapy (MBCT).

The Province also assisted with increasing mental health initiatives on campus this year by providing our College with \$772, 190 towards the development of the Rural/Northern Access Hub over three years. The funding is part of Ontario’s Comprehensive Mental Health and Addictions Strategy. With this funding, Sault College will develop, pilot and share a model for providing mental health services collaboratively in rural and northern institutions. This project will also expand existing partnerships with Aboriginal groups and community agencies to improve collaboration in services with a goal to identify and address gaps in referral, interim support, and treatment for students.

## RESEARCH INITIATIVES

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

As part of our continuing effort to diversify and grow our applied research capacity, and to attain the necessary accreditations to facilitate this, Sault College established a Research Ethics Board (REB) this year. This Board, in addition to being an eligibility requirement of the Canadian Tri-Agencies, is comprised of volunteers from the community with various areas of expertise that will enable the college to engage in research that involves human participants and ensure that the highest standards of human ethics are adhered to, protecting all participants.

Examples of Applied Research projects that took place this year included students and faculty from the Mechanical Engineering Technology program who partnered with local company, Back in Motion Management Inc., to work on the

SAULT COLLEGE STUDENTS WORKING ON APPLIED RESEARCH PROJECT



INSTRUMENTATION STUDENT IN MECHANICAL LAB



first phase of a research project. The objective of the initiative was to radically re-design and develop a prototype of a therapeutic pedalling device that would allow the researchers to study the effectiveness of the design and determine the optimal mechanical parameters for a production version that is to be developed in the next phase of the project.

This device, known as “The Viscus,” is a passive motion device that can be used by therapists to assist patients with the rehabilitation of soft tissues following surgery or trauma, providing significant value for those who have undergone joint replacements, suffer from fractures or circulatory problems, and patients with certain neurological conditions such as those caused by stroke.

Students acquired hands-on experience with this work, including project management, design, drafting, machining, assembling and testing. The prototype was successfully completed and Back in Motion then hired one of the students to continue the development and testing work. The improved Viscus proved to be more compact, making it marketable in a variety of settings. It is also more stable, smoother, and packs a higher gear ratio with an improved angular momentum, which reduces the pedaling force needed to keep it running at optimal speeds.

Funded by the Ontario Centres of Excellence through a competitive process, Phase 2 of the project is currently underway and will result in the development of a prototype that will be very close to the market-ready version of the Viscus. This design will incorporate the mechanical components and parameters that were developed in Phase 1 but will also address additional features such as weight, cost, ergonomics and aesthetics that were not a part of the project scope in the initial phase of it.

Back in Motion Management Inc. plans to complete the development of the Viscus and ultimately set up a local manufacturing and distribution centre to commercialize the device.

Another exciting applied research project included GlobalAutoService Inc. The firm chose to partner with Sault College IT researchers to design and test a working prototype of their Mobile Data Portal. This experience provided

graduates with the valuable opportunity to acquire new skills specific to vehicle computer systems including software design, programming, and the development of Android applications.

The Mobile Data Portal is a customer-oriented system that encompasses a newly developed information and communication technology and transfers data from a vehicle’s onboard diagnostic system using Bluetooth through a mobile “Smart Phone” to a remote web server. This enables web access to the data by the vehicle’s owner or their mechanic, an invaluable capability if a vehicle breaks down.

The prototype that the researchers developed provided GlobalAutoService Inc. with a working model that can be demonstrated to stakeholders, allowing the company to advance development of the technology to commercialization. The market version of this technology will provide enterprises with a complement of valuable, new diagnostic and preventative maintenance services that can be offered to motorists, ultimately leading to increased revenue and jobs for the industry.

Another notable research initiative involving Sault College took place during the Fall of 2012 when Rowswell & Moss Inc. (RMI) began construction of their prototype solar array tracking system at the Sault College airport site. The system was the vision of the late John Rowswell, former mayor of Sault Ste. Marie, and was developed by Rowswell & Associates Engineers Inc. in collaboration with Sault College researchers and N-Sci Technologies Inc.

In addition to the estimated 30% gain over fixed arrays, the geometry of these Inclined Solar Axis Tracking (ISAT) arrays allows them to be closer together than traditional ISAT systems, yielding up to 30% more energy per land area. The prototype system went online in December 2012 and, after a winter of heavy snowfall in the region; the geometry of this system has shown advantages over others when it comes to shedding the snow efficiently and keeping the resulting snow piles from blocking the sunlight. After a successful demonstration, RMI plans to manufacture the patent pending, made-in-Ontario frames and tracking systems locally, creating jobs and economic benefits for the local community.

*THE NEXT STEPS FOR COMMERCIALIZATION OF THIS TECHNOLOGY ARE THE MOST CRITICAL AND INVOLVE PROVING THE PERFORMANCE OF THE PILOT SCALE INSTALLATION AND SAULT COLLEGE WILL PLAY AN INTEGRAL PART IN THIS PROCESS.*

### **NEW TECHNOLOGIES AND APPROACHES**

In the area of Welding, an increased demand allowed the area to open a third section this year to accommodate a wait list of new students. The Welding department is continuing to improve the quality of the program by adding new equipment such as submerged arc welder, 3D virtual welder and new and improved safety cutting and welding torches. The programs also worked from new textbooks this year to keep on the leading edge of technology. Each student was given their own disk with study material such as flash cards, multiple practice quizzes, and videos.

Students in the Forest Conservation Technician program will have enhanced skills upon graduation because the College was named an official SP100 Forest Firefighter Certification training

agency. The Forest Firefighter Certification will now be delivered to all Forest Conservation Technician students in their program, saving them time and money for this training. The 40-hour course is intensely focused on safety and prepares students to assume the role of an entry-level forest fire crew member. Students will be trained to the Ministry of Natural Resources standards in the maintenance and operation of equipment such as the power pump, and in proper use of suppression hand tools, communications and camping equipment. Students will also learn basic fire behaviours and fire terminology.

As a flagship program to our College, a number of significant investments in support of aviation student learning were made during the past year. New state-of-the-art radio navigation systems were installed in all aircrafts, a real-time aircraft

STUDENTS IN NATURAL ENVIRONMENT AND OUTDOOR STUDIES FOREST CONSERVATION TECHNICIAN PROGRAM PARTICIPATE IN SP100 FOREST FIREFIGHTING CERTIFICATION





tracking system was implemented and a new, state-of-the-art flight simulator was delivered and installed. All systems will keep students and staff safe while enhancing the learning experience. The new systems will also allow the students to interact with both traditional instruments in addition to the electronic systems found in modern commercial aircraft.

Student training and safety has been enhanced by adding a GPS based tracking system that was installed in all Sault College aircraft. The tracking system is internet based and allows faculty, staff and students to view aircraft location in both live and playback mode through a portal that can be accessed from any computer. The system allows for flight instructors and students to review lesson plan outcomes during post flight briefings and it can be used in the event of emergencies for rapid aircraft location identification.

Sault College also commissioned a new flight simulator that provides students with a realistic experience that very closely replicates flying in one of the College's single engine airplanes. Faculty are very impressed with the new simulator capabilities and have plans to introduce new flight training processes that will enable the ability to practice procedures more efficiently, safely and without the unpredictable interruptions associated with weather.

### **ATHLETIC ACHIEVEMENTS**

Another area of success with programming was experienced with Sault College's Athletic area, which celebrated another record-breaking year. Over 175 students represented the college in nine varsity level sports competing all over Canada. As the Athletics programs eagerly anticipate their move to the new Student Health and Wellness Centre, we celebrated the following successes this past year:

- 18 Sault College athletes were OCAA All Academic Award winners
- In its inaugural year, the Sault College cross-country running team placed second provincially and was the first cross country team in the history of our college to make a national statement placing fifth overall in Canada. The future of cross country running at Sault College is bright as five of the six runners are poised to return next fall along with a strong group of new recruits all with the goal of staying at the top level in Ontario and Canada.
- Sault College curling teams did the school proud this year by bringing home two more OCAA medals at the provincial

championship. The mixed team of Jamie-Lyn Weirzbicki, Time Wright, Rejeanne MacLeod and Ryan Schnurr captured the silver medal while the men's team of Mark Dugas, Kyle Sherlock, Chris Glibota and Nick Dawson captured the bronze medal and a berth in the National Championships.

- In its second year as defending national champions, the Sault College Competitive Cheerleading team came in third place at the university and open national championship held in Kitchener Ontario this year. The Cougars, led by Caitlyn Nelson, a second year Peace and Conflict Studies student, made the college proud proving that although small, we can compete alongside larger universities.
- Sault College Men's Hockey Team captured their first-ever Humber Cup hockey tournament Championship in Toronto. The men finished the tournament with a perfect 4-0 record and an impressive 4-0 victory in the final. The Cougar Women's Hockey team also had a successful year. The women held a perfect 3-0 record in the Humber Cup while falling short to a 2-1 victory in the semi-finals. Men and Women's hockey teams also qualified for the Ontario Colleges Committee on Campus Recreation Challenge Cup Ontario Championships this year.

### **FILM PRODUCTION**

As Sault College begins to embark on a Digital Film Production program, this year proved that we have the services and expertise for productions at the international level.

In order to cement Sault Ste. Marie's reputation as a film-friendly community, Sault College sought and received MTCU approval to offer a new program called Digital Film Production with the first students to begin their studies in the Fall of 2013. With so many entertainment and new media outlets, the global appetite for fresh and original content is virtually insatiable. Our goal is to train the digital storytellers of today and tomorrow who can produce these film projects. Graduates may work as Independent Filmmakers, Screenwriters, Producers, Production Managers, Production Coordinators, Production Assistants, Assistant Directors, Directors, Sound Recordists, Sound Mixers, Editors, Editorial Assistants, Camera Operators and Camera Assistant in this area.

In celebration of the continuing success of the film industry in Sault Ste. Marie with so many major feature-length films being shot and supported locally, the new Digital Film Production program at Sault College will serve a very





DIGITAL FILM PRODUCTION INITIATIVES ON CAMPUS



STUDENT IN MARINE AND SMALL ENGINE REPAIR PROGRAM

interesting niche in our community. Through our efforts, Sault College is prepared to train a qualified workforce to meet the needs of a booming industry while participating in our regional and cultural economic development.

### GLOBAL INITIATIVES

In alignment with the college's five-year strategic plan for incorporating community-focused projects into its curriculum, and to further strengthen students' learning experiences, one of the major requirements of the Global Citizenship course was to demonstrate how individuals can make a difference when they become active and engaged global citizens. Working individually and in groups, students 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, actively participating in a cause, organization, or agency at a local and international level were completed.

Students from the College's popular Video Game Art program, also known as "Team Sandworm," participated in the Global Game Jam (GGJ), the world's largest game jam event. More than 320 sites in 63 countries were part of the fifth-annual event with Sault College in its premier year. Teams had two days to create a video game based on the theme of a beating heart. Team Sandworm created Viral Invaders, a game that lets players control white blood cells that travel through

the blood stream killing viruses along the way. The event brought together talented individuals in our community as they created a global buzz in games by exploring the process of game development through programming, design, narrative exploration and artistic expression. Participants worked collaboratively with developers around the globe rallying around a central theme and every team had 48 hours to create a game that embodied that theme and greatly enhanced the Video Game Art programming experience this year.

### **PROGRAM ENHANCEMENTS**

Sault College received word from the Credentials Validation Service that the Hairstyling and Motive Power Fundamentals – Marine and Small Engine programs met curriculum approval. Under a ministry initiative, these programs have been converted from tuition-short funded programs to post-secondary funded offerings.

To enhance the Hairstyling program, new equipment such as portable hair dryers, dvd's for ethnic hair styling, barbering textbook and workbooks, and a variety of hair additions to complement new curriculum that meets the Ministry Training Standards were purchased. In order to accommodate changes

to delivery of the program content, instructors reduced salon hours to the public to allow students to have more lab/training hours. The program also delivered a Certificate of Qualification exam preparation to recently completed apprentices and other community trades people that need help in prep for their Ministry licensing examination.

To highlight the exciting academic programs and services, Sault College launched its highly successful enhanced view book that was distributed to prospective students throughout the province for recruiting efforts. Initiated as a response for operational savings as well as eco-conscious responsibility, the book was well received amongst recruiters and future students of our College. The College moved its academic calendar to an online web version in order to provide the most up-to-date information to our potential students, a project that aims for final completion by early summer. Not only has this proved to be a cost-effective way to serve our students, the online version provides applicants with the most current information available.

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

# Investing in our People

*AN IMPORTANT CORNERSTONE TO THE COLLEGE'S STRATEGIC PLAN IS OUR COMMITMENT TO THE TRANSFORMATION OF OUR PEOPLE. ENGAGING OUR STUDENTS, STAFF AND COMMUNITY BY FOSTERING A CULTURE OF CARING AND, BY DOING SO, INCREASING RETENTION, EXPERIENCES AND SUPPORTS FOR OUR DIVERSE LEARNERS IS ESSENTIAL FOR US IN BECOMING THE PRE-EMINENT POST-SECONDARY INTUITION. OUR PEOPLE ARE CENTRAL TO OUR SUCCESS, AND AS SUCH, ARE SAULT COLLEGE'S MOST VALUED RESOURCES.*

## INVESTING IN OUR STUDENTS

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

### CONVOCATION

Families and guests of Sault College's newest graduates came together to celebrate convocation at the Essar Centre on Friday, May 25th 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, as well as the Continuing Education programs. The afternoon ceremony conferred students in Community Services, Criminal Justice, General Arts and Science and Health Programs, and Continuing Education programs.

In total, there were 1,117 candidates for graduation from Sault College in 2012.

The keynote speaker in the morning convocation was community member and WWII Veteran Paul Dalseg who received an honorary diploma in Business from the College for his contributions to the College, the city and the country.

WWII VETERAN AND COMMUNITY PHILANTHROPIST PAUL DALSEG GIVES THE KEYNOTE ADDRESS AT CONVOCATION



ANDRE MARTIN BACON PROUDLY SHOWS OFF HIS SAULT COLLEGE DIPLOMA AT CONVOCATION





Early in life, he learned entrepreneurial skills as he worked with his father in the Lake-of-the-Woods region of North-Western Ontario. Mr. Dalseg's service in the Second World War where he was shot down and imprisoned for over a year in a prisoner-of-war camp, and the work he has done since to ensure that the sacrifices of his comrades will never be forgotten, is truly remarkable. Dalseg's business career as an outstanding Canadian Tire owner, best exemplified by the high regard in which he is held by fellow Canadian Tire owners, employees, and the public he served, speaks to his highly adept business acumen. His generosity in responding to all initiatives and charities locally, nationally, and around the globe is truly extraordinary.

#### TECHNOLOGICAL ADVANCEMENTS

As outlined in the college's 2012-2013 Business Plan, a major goal was to enhance the student learning experience by providing a full range of innovative and emerging technologies that are accessible, secure and user-friendly and have a

demonstrable impact on student success and personal development.

One of this year's most exciting moments for our students came in the Fall when the college responded to the needs of its students by installing its first-ever Tim Hortons line-cam, similar to the International Bridge camera that most community residents in this border town are familiar with. Students were able to view the camera by logging into their Student Portal while staff were able to view the camera through the college's Intranet site. That way, coffee seekers on campus could plan their next visit for a time when the line is shortest. A student tweeted the idea by writing: "Sault College needs a Tim Hortons line web cam like the bridge..." and the College responded by looking into the possibility of doing so.

Since 2010 when the college's social media outreach began, the @SaultCollege Twitter account has grown to over 1,200 users and the College's Facebook page has reached well over 1,500 students. This strong presence has increased brand awareness, built overall trust and has allowed the College to tap

STUDENTS, STAFF FACULTY AND THEIR FRIENDS AND FAMILY WELCOME BIOR BOL GARANG, SAULT COLLEGE'S FIRST WUSC STUDENT AT THE AIRPORT





into local and global markets to increase visible market presence and search engine optimization. Students have also used the social media platforms as a mechanism of communicating with the College and voicing their opinions and questions.

For its successful efforts communicating with students, Sault College's External Relations team won the Innovation Centre's SSMart Innovation Award in the category of Innovation in Web and Social Media. The award acknowledges the individuals/organizations within the Algoma District responsible for developing effective use of web and/or social media for campaigns and/or ongoing promotion. At Sault College, social media is not used to sell products or services to our students, rather used to be present in our students' and applicants' lives and develop relationships with them, listen to their feedback, implement their ideas (wherever possible), and help to inform their decisions. The voice we use in our web and social media communications and content is warm, welcoming and engaging using an interesting, personal and respectful tone at all times.

In responding to our students' requests and needs and to further assist with providing convenient services to our students, a new Courtesy Desk phone was installed in the M-Wing Hub Front Desk. Students and guests of the college who need to make a call are able to do so free-of-charge. There is no long distance calling; however internal and external calls are accepted and there is a phone book in reach on the desk for students to use.

Further enhancing the student experience, the college continued to research technology options that benefited students. This year, student portal capabilities were improved allowing greater access for earlier admission, registration, payment and extended access for tax information. Also, the Information Technology and Financial Services teams partnered to successfully launch an on-line payment program for all tuition fees providing another avenue for students and their families to pay. Keeping in line with an easier method of delivery of services, online letters of acknowledgement for new applicants was also achieved this year. In all these ways, the college has invested in our students to provide easier access to post-secondary education.

To increase the level of service to students and employees of the college, the Information Technology Services team also launched a 'Self-Service' password reset portal. The portal allows students and staff to quickly reset forgotten passwords by answering a challenge questions. To date, 1,700 users have enrolled in this service.

## **STUDENT SUPPORT**

In an effort to provide greater hours of service to our students as well as to lessen the amount of time following up with tutor requests, the college's Peer Tutoring services have seen significant progress. Pre-scheduled drop-in tutorial sessions led by peer tutors were implemented to accommodate the increasing demands of the program. New this year, students were able to attend as many or as few sessions as they needed without having to fill out an application form and wait to be matched with a tutor. With the new program, the library has seen an increase of 21.6% of students accessing tutorial services. Furthermore, the number of peer tutoring sessions also grew 11.3% from the previous year.

To improve the quality of library collections, services, resources and facilities to support and enhance student learning, the library streamlined its website ([www.saultcollegelibrary.ca](http://www.saultcollegelibrary.ca)) and added a twitter account and facebook page to further enhance the student library experience. Additionally, an online chat service and sms texting was implemented so that students can text and chat questions directly to library staff from home. This has been a great success for detailed reference questions as well as questions about retrieving a password. Additionally, study rooms have seen an increase in use of over 69% over the past year. With this, 65% more students access online databases and streaming videos from home. With the new remote authentication system, learners can access catalogue records, millions of articles, thousands of streamed videos and thousands of e-books quickly and conveniently from anywhere and at any time.

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

Increasing student enrolment and seeking out student learning opportunities for Sault College international students is a priority. This year, through the Northern Ontario Heritage Fund, a Cultural Activities coordinator was hired and services such as housing support, work permit and cultural activity support for international students were implemented. Additionally a \$5,000 scholarship for an international student was approved providing additional enrolment initiative for those studying from outside our country.

For the first time, Sault College partnered with the World University Service Canada (WUSC) to bring a refugee from

TOP LEFT THE FOOD TREE | TOP RIGHT STUDENTS PARTICIPATE IN DAY OF PINK TO RAISE AWARENESS OF LGBT  
BOTTOM DR. RON COMMON WITH AWARD RECIPIENTS AT THE FIRST ANNUAL PRESIDENT'S ACADEMIC EXCELLENCE AWARDS EVENING





south Sudan via Kenya to Sault Ste. Marie and Sault College to study this year.

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

Additionally, further fundraising initiatives and activities were planned to ensure a long standing program of welcoming opportunities for higher education to those students whose educational opportunities would be virtually non-existent. The Sault College Students' Union has also seen the benefits of investing in our students in this way by approving a \$5 tuition fee increase that will provide ongoing support to WUSC initiatives.

Throughout the year, a number of programs were completed that supported our diverse population and created a caring student-centered environment. Sault College students raised funds and awareness of the WUSC program on-campus through highly successful Zumbathon, Kickboxing and Cheer for WUSC cheerleading events.

International Development Week activities were hosted for the first time this year at Sault College in partnership with the local WUSC Committee. A free series of workshops were offered to students and staff on the importance of international missions along with some safety measures associated with this type of service. A Uniterra Symposia focused on the topic of "The impacts of International Volunteering: Opportunities and Challenges." An international film screening of "Half the Sky" was shown as well as a collection of artworks rooted in contemplation about refugee life were featured. Furthermore, a lecture series was presented and featured Dr. Ron Common, President, who spoke to students about his experiences abroad with international development projects in Malawi, Cameroon, Kenya, China and Jordan. Yves Kalala, a former refugee student, also travelled to Sault Ste. Marie for the event and spoke about his experiences with WUSC and Uniterra. International Development Week concluded with members of the community conducting a multi-person panel discussion that fielded questions from students that provided insights on the many factors to consider when volunteering abroad.

This past year, Sault College has taken steps to move

towards creating a campus that is invitational for the LGBT community. A committee reviewed and made recommendations to the President on ways to expand the college's openness and diversity. Students and staff have begun the work of bringing the college community together to engage in conversations and professional development on creating a welcoming environment and safe spaces for the LGBT student population. Among our initiatives are the creation of gender-neutral washrooms, a college proclamation to identify the importance of respect and inclusion, development of resource materials, policy review and the designation of a dedicated resource space for our gay-straight alliance and LGBT students and staff.

Keeping in line with creating a culture of inclusion for all learners, third-year Child and Youth Worker students enrolled in the "Working with Lesbian, Gay, Bisexual, Transgender, Transsexual, Two Spirit, Intersex and Questioning (LGBTTTIQ) Children and Youth" course held an education and awareness event at the College in Essar Hall. The event raised awareness around homophobia, transphobia, discrimination and bullying in schools and communities. The international Day of Pink held on April 11th helped to celebrate diversity and further the awareness on campus.

In an effort to reduce the stigma of asking for help, Student Services launched a "Let's Talk" advertising campaign that was aimed at students to help them feel more comfortable when asking for help in various areas. With the goal of increasing student enquires in Student Services areas, data collected this year indicated that areas such as Counselling, Accessibility Services, Student Financial Assistance, Peer Tutoring and the Library all saw an increase in students asking for assistance.

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 2013. In its eighth 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 application, enrolment and retention through contact and recruitment strategies with high school students and elementary students.



Student Services developed a first-year student experience program that supports students socially and academically. A successful online Prep for College Success course for incoming students was offered for students to complete before starting classes or any time throughout the year. Students were able to register for the course online and complete the learning modules at their own pace. Modules were developed on important topics such as time management, learning styles, stress management, note taking, reading textbooks, and self-care.

Additionally, in an effort to help support students who may be living away from home and to welcome all new students to our campus, Sault College's Student Services team hired Playfair, an inspirational training group that provides sessions that focus on teamwork, creativity and humour for orientation activities. New students had the opportunity in a very safe non-threatening way to bond together as a team. They learned the tools to build a community at school based on trust, support and cooperation. Orientation activities also included a meet-and-greet with program instructors and an outdoor barbecue in which the executive team at Sault College served hundreds of students and officially welcomed them to their new home.

With the goal of keeping students connected to the College and giving them the information and tools they need to be successful, orientation activities continued throughout the year. Various awareness weeks on diversity, respect, addictions, mental and sexual health were delivered. Student Services also held three significant student appreciation events where staff members were able to check in on students informally to see how they were doing by purchasing a hot or cold beverage for them in the cafeteria or at Tim Hortons. Students appreciated the fact that staff was personally encouraging them to keep up their hard work and dedication in order to be successful.

### **PHILANTHROPY**

To further invest in the success of our students, The Sault College Students' Union were the recipients of an unexpected and generous surprise for students this year with the Food Tree. With the addition of a beautiful new tree to the main lobby, came the outpouring of generosity from our staff in many College departments. A food drive was started by one good idea from the second year business students in which departments around the College donated various food items and toiletries to students by placing them under the tree.

The student food bank also received a generous donation this year from the Sault College Retirees' Association. Hundreds of non-perishable food items were donated during a critical time of year when the food bank is at its lowest and in need of donations. Being on the receiving end of such thoughtful assistance was very impactful for the grateful students experiencing hardship in this way.

Another way that Sault College is investing in its new students is through the development of the Crown Ward program. Crown Ward students studying at the post-secondary level in Sault Ste. Marie will no longer have to worry about paying tuition, thanks to new grants from both Algoma University and Sault College. Both post-secondary institutions have agreed to supplement the Crown Ward Access Grant, introduced by the province in 2010, with a 50% matching tuition grant for eligible Crown wards, to encourage attendance and completion of post-secondary education. A Crown Ward refers to a child or youth who has been made a permanent ward of the province of Ontario. These children have usually faced significant barriers and challenges as they grew up without their biological families. Sault College is proud to be the first college in the province to offer this program to our students.

### **FINANCIAL AWARDS**

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

Another way Sault College recognized students who work hard to succeed at school and in our community was through the 40th annual Sault College Scholarship, Bursaries and Awards (SBA) event held in March, honouring 250 top students in their programs. The annual event brought more than 100 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.

The Student Financial Assistance office developed additional

bursaries to assist Aboriginal, international, crown ward and second career students who have exceptional financial needs. These bursaries provided many students with the funds they need to continue their education. In addition to investing in our students and to increase awareness of scholarships, bursaries and awards and OSAP information, the office held scholarship and bursary clinics that Native Student Counsellors and the Student Financial Assistance staff delivered. The clinics provided students with the necessary information that was required before application deadlines throughout the year.

In continuing to provide support to students with financial need and to improve students' access to their education, the college provided first-year and returning students bursaries valued at \$750 towards their tuition in the Fall 2012 semester.

Adequate funding for students while they are going to college is central to student's ongoing success. Because of this, the college explored ways in which more monies could find their way into students' accounts.

### **ABORIGINAL STUDENT SUPPORT**

The provision of culturally competent student services remains an on-going priority for Sault College. In addition to Aboriginal support services such as counselling, disability services and advocacy, retention supports have included transitional programming, study skill workshops, scholarship clinics and tutoring. In an effort to foster an atmosphere of social inclusion and safety, this past year was host to numerous events including talking circles, traditional teachings, ceremonies, holiday activities and speaker events. The Native Student Council and the Native Education Department at Sault College hosted a series of successful events this year including the ever-popular soup days every Wednesday that provided over 500 students this year with free soup. The Native Student Counsellors host this activity to get to know students and create a warm community environment that students continue to appreciate.

This year's Free Soup Day events were co-sponsored by the First Generation project that continued to receive support from the college's Student Success Advisor. Over 85% of First Generation students who used services in the 2012/2013 school year indicated that they would recommend such services and activities to others. This will ensure longevity of the program and continued investment in our students.

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 college continued its tradition of hosting its annual Pow Wow on campus. The Anishinaabe celebration was held in the gymnasium with the theme of unity of all nations and the importance of working together for a stronger and healthier future for our generation and generations to come. The Pow Wow showcased Aboriginal singers and dancers in full regalia who shared their skill, cultural expression and Native traditions through dance and music. The Pow Wow was directed by Norman Paul with the host drum group Wikwenikong Singers along with co-host drum Agwagumii. Other special guests included Head Dancers Amanda Sayers and James Agawa Sr., Veterans Robyn Eshkibok and Robert Bigtrack. The event was truly a sight to see with visually stunning displays of dance and celebration.

The Native Student Council also held its annual Toy Drive. Staff was invited to contribute a brand new toy to bring a smile to a young child's face during the holiday season. All items went directly to the children that attended the Native Education Holiday Feast.

### **EMPOWERING PARTNERSHIPS**

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

As an education destination to so many, and as a way of promoting cultural inclusiveness of all students at our college, the annual Black History Month celebration was held at our College this year. This annual observance is aimed at the remembrance of important people and events in the history of the African diaspora. The month of February is dedicated to recognizing the past and present contributions that African people make to 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 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. Community members cooked dishes from their home country to share with the students and all those in attendance. This year's theme was "Cultures Speak," focussing on a celebration of culture and diversity, where different cultures need not be divided but instead join together to enrich and complement one another.

To recognize students' efforts in the Natural Environment and Outdoor Studies area, the CIF/IFC Silver Ring ceremony for Natural Environment and Outdoor Studies students was held on campus. Central Ontario Section Council member John Clement and visiting guest National Executive Director, John Pineau, presented the silver rings to students. Refreshments were served and several members of faculty and college administration celebrated the achievement with students. The CIF/IFC Gold Medal was presented to Michael Mathieu,

a second-year student of the Forest Conservation Technician program at the College for his outstanding academic achievement, sportsmanship and citizenship throughout his years in the program. Al Cameron, Director of the Central Ontario Section, presented the award to the worthy recipient.

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

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.

GUEST AT SAULT COLLEGE'S ANNUAL POWWOW



COMMUNITY MEMBERS PARTICIPATE IN BLACK HISTORY MONTH AT SAULT COLLEGE





## INVESTING IN OUR STAFF

*OUR FACULTY AND STAFF ARE CLOSEST TO THE REASON FOR OUR EXISTENCE – OUR STUDENTS. AS SUCH, REGARDLESS OF POSITION, EACH EMPLOYEE IS A VALUABLE CONTRIBUTOR TO THE LEARNING EXPERIENCE WE PROVIDE TO OUR STUDENTS. THROUGH HARNESSING THE ENGAGEMENT, ENTHUSIASM AND COMMITMENT OF OUR STAFF, WE CREATE A CULTURE OF LIFE-LONG LEARNING AND GROWTH NOT ONLY FOR OUR STUDENTS BUT FOR OURSELVES. STUDENTS SAY THAT OUR PEOPLE ARE GREAT BECAUSE THEY ARE.*

### OUR LEARNING ORGANIZATION

As a means of investing in our employees and to expand and enhance learning options for employees, Human Resources successfully presented the annual Spring Professional Development Series. The exciting line-up of seminars and training sessions was designed with topics aimed at interesting everyone.

A main feature to the presentations was a community keynote address from Dr. Izzeldin Abuelaish, known globally as “The Gaza Doctor,” who spoke about the devastation of war in Gaza. Izzeldin Abuelaish is the author of the bestselling book “I Shall Not Hate,” which chronicles his life growing up in Gaza and the development of his outlook on peace in Israel and Palestine. The lecture focused on overcoming many personal hardships, including poverty and violence, to become one of the most outspoken, prominent and beloved researchers, educators and public speakers on peace and development in the Middle East. His personal doctrine is that hate is not a response to war. Rather, open communication, understanding and compassion are the tools to bridge the divide between Israeli and Palestinian interests. Despite much suffering by him, his family and his people, Dr. Abuelaish brought an inspirational message of forgiveness and love while advocating passionately for dignity and justice.

His talk directly aligned with the college’s unique Peace and Conflict Studies program.

Abuelaish’s presentation was among several other exciting offerings through the spring-summer professional development series, including a teacher’s conference with the theme “Teaching & Learning: the Conversation continues,” with an opportunity for educators to interact with faculty from Sault College, Algoma University and Lake Superior State University as faculty learned more about one another’s

innovative projects.

As an educational institution, investing in our staff and their professional development is essential. The Sault College Communicators continues as a chapter of Toastmasters International on campus that seeks to create a safe and welcoming environment in which to grow leadership and communication skills. In its second year, Sault College hosted Division North Toastmaster training via video conference. This first-ever video conference training demonstrated what leadership is and how teams can work together. A total of fifty-two executives attended the training in Sault Ste. Marie, Sudbury, North Bay and Timmins through Contact North. Several presenters delivered highly engaging workshops that focused on the culture of your club, e-mail etiquette and leadership.

### HEALTH, SAFETY AND WELLNESS

To build on and enhance college wellness strategies for staff, Ergonomic and Return to Work programs have allowed the college to upgrade several workstations to accommodate our staff members. The program is working effectively and this past year, our field inspector brought along the Ergonomic Consultant to tour the College areas. The Ergonomist had an opportunity to speak with each employee who had recently returned to work. The Ergonomist was extremely pleased with the accommodations and the role the college played in the return to work process.

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



FITNESS AND HEALTH PROMOTION STUDENTS PROMOTE THEIR #WHATSYOURREASON CAMPAIGN ON CAMPUS

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 pro-active in the areas of health and safety.

The internal responsibility system (IRS) has been a great success this year. Once the Joint Health and Safety Committee inspection teams identify a workplace hazard, the process of reporting it and correcting it is taking place in a very reasonable amount of time. This was also recognized by the Ministry of Labour during their most recent visit to the College.

Much progress has been seen over the last two years in creating alliances across the organization to move these important and relevant issues forward. An initiative this year included the addition of yellow safety cones around the College to prevent students and staff from slipping and falling. If staff or students see a spill or a potential or real safety hazard, they are asked to secure the area with a cone and to call physical resources for clean-up. Safety cones are located outside the cafeteria, health centre, Tim Hortons and M-Wing. The addition of cones in the workplace has led to fewer hazards around the campus.

To further increase the well-being of staff, and to build on and College wellness strategies, second-year Fitness and Health Promotion Students launched a #WhatsYourReason campaign to give students practical experience promoting health being while improving the fitness and stress levels of staff. Staff and students were asked to give their reasons why they think it is important to be healthy. These reasons were

then displayed on colourful running shoes around the campus as a reminder to all to follow their health and fitness goals. The campaign also featured a variety of free group exercise classes including Warrior Women bootcamp, Body Bars and Yoga classes. Free exercise classes, free consultations, and free running groups 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 Health and Wellness Centre at Sault College.

Also contributing to staff well-being was the addition of Dr. Linda Benedek in the Student Medical Clinic, Health Support and First Aid Centre on Tuesdays and Wednesdays for staff to visit if they had any medical concerns. Furthermore, the College invested in its staff this year with welcoming Sally Carpenter, Registered Massage Therapist on campus who offered massages on Fridays to staff in the Esthetician lab. Staff have been very pleased with the addition of both Dr. Benedek and Sally and took advantage of the convenient services.

### HONOURING OUR PEOPLE

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 most faculty left for the summer. The event provides a meal for everyone in attendance and is well-received and attended. It honours those who have given of their time and expertise to help better the College. For the first time, 35-year employees were recognized at the event. Employee awards of excellence and retirements were announced, and a presentation reviewing our successes as an organization over the past year was delivered at the event.

Staff and their family were also invited to attend the annual Children's Christmas Party in December. The party included refreshments, activities for children and even a visit from Santa who had a special gift for every child.

The loss of students, colleagues and friends from our daily lives at Sault College is always felt significantly. At its annual Remembrance Day Service, the college uses this opportunity to remember and share the moments of joy and achievements, challenges and difficulties overcome with students, employees and retirees. The service, officiated by Reverend Philip D. Miller, remembers those who the college community has lost in the previous year as well as recognizes that in the end, human relationships matter most. Volunteer retirees of the college work on the memorial book. Staff greatly appreciate this day and enjoy getting together to reflect on the previous year.

This past year, Reverend Miller was recognized for 25 years of service to the college in hosting the Remembrance Day ceremony. The spouse of former Vernon Venn was also in attendance as her husband's name was called out and wreaths were laid to honour his passing.

### **AWARDS AND RECOGNITION**

A testament to our great people include the many awards and recognition that was received for our staff, students and alumni this year. Examples include:

For close to twenty-five years, the Business and Professional Women (BPW) Club of Sault Ste. Marie has publicly recognized the contributions of six Sault Ste. Marie and area women for the improvement and promotion of the interest of women at a special dinner in their honour. This year, one of those extraordinary women was Sault College's Carolyn Hepburn, Director of Native Education and Academic Upgrading. Carolyn was chosen to be the Woman of the Week for being a positive role model for girls and women. Hepburn was also recognized for her outstanding work in the area of social change to improve the quality of life for all people. Carolyn is highly respected in her field and maintains a high profile with external Native and non-Native partners, including relationships with chiefs, band office personnel, educational institutes, and friendship centres, both locally and regionally. She lobbies for Aboriginal student support services and has been successful in the creation of Memorandums of Understanding with local First Nations bands and bringing community training programs to various reserves.

Sault College's Women's Basketball coach Katie Hamilton also won a prestigious award this year as the Elite Female Coach of the Year and CS4L Ambassador of the Year. The awards recognize Katie's outstanding contribution to the sport of basketball in our community and throughout the province. As an award winner, Katie was invited to attend the Inaugural Ontario Basketball Awards Gala. The event was hosted by the NBA TV Canada Show Host and Producer, Akil Augustine. More than 50 basketball leaders including Katie were honoured during this event.

Three Sault College Justice Studies graduates were honoured at the Sault Ste. Marie Chamber of Commerce Police Services Awards Luncheon.

Constables John McLean, David Baskcomb and Peter Sewell were named Officers of the Year in recognition of their dedication to public safety in the line of service. The criteria used in selecting the Officers of the Year included:

- Demonstration of continued efforts in the pursuit of excellence as a police officer.
- Demonstration of a high standard of performance and dedication in the day-to-day duties of a police officer.
- Performance that is over-and-above the call of duty.
- An incidence of bravery, life-safety or attempted life-saving or rescue.
- Community-mindedness and overall service to the businesses and citizens of our community.

The training these three students received at Sault College provided a strong foundation for a great future serving and protecting the community.

Other ways Sault College graduates are making their mark included Callie Heppner, a graduate of the College's first class of Digital Photography, who was awarded by Photolife Magazine as one of Canada's Top 15 Emerging Photographers. The award receives attention from creative directors across Canada. Photolife magazine is one of the most respected photography publications in Canada. Often dominated by photographers in major urban centers, to have a winner from Northern Ontario is exceptional.

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.*

## COMMUNITY ENGAGEMENT

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

To support various community golf tournament initiatives including the Canadian Mental Health Association of Sault Ste. Marie, the Lung Association, Group Health and Algoma University tournaments, Sault College provided support through their attendance, sponsorships and in-kind donations including one flight courtesy of the Aviation department, two spa treatments of a manicure and pedicure and a free fitness assessment and consultation with certified personal trainers at the College.

In support of the Lung Association's Festival of Trees, Sault College participated in the annual community fundraiser. Sponsored by Sault College's Run for the Cure "Sole Mates" team and supported and decorated by Sault College staff, this year's tree symbolized the hope that our College has in the fight against breast cancer. Staff worked together to purchase, decorate and submit a tree that could be raffled off to raise money for the Lung Association. The event hosted thousands of visitors of the Festival who purchased tickets over the four-day event and bid on the College's pink tree, thereby raising money and awareness for a worthy cause.

This past year, Sault College lent its facilities, students and staff to three productions filmed on campus. Furthermore, Sault College led the way in presenting a proclamation to City Council to have Sault Ste. Marie declared as "Sollywood" to recognize the growing number of films shot on location at Sault College and around the community. With a growing reputation as a filming hotspot for the entertainment industry,

Sault College was proud to host and be a part of the following films:

- "Compulsion" featured Sault College's culinary programs that provided facilitation services, food styling needs and personnel relating to the movie. Chef Birkenhauer and Chef Graf, Sault College professors, provided all food styling, pastry artistry and training needs for the film. The College's students were also involved with the film and received distinct training in food styling and food preparation from professional Chef and food-stylist, Johanna Weinstein. "Compulsion" brought veteran Hollywood actors to the community and to our campus including Heather Graham (The Hangover, Austin Powers: The Spy Who Shagged Me), Carrie-Anne Moss (The Matrix, Memento), Kevin Dillon (Entourage, Platoon) and Joe Mantegna (Criminal Minds, The Simpsons).
- "The Story of Luke" was on location in the External Relations department at Sault College and featured office space from this area. The highly acclaimed movie, filmed entirely in Sault Ste. Marie, is a comedy about Luke, a young man with autism who is on a quest for a job and a girlfriend. The movie stars Cary Elwes (Liar Liar, The Princess Bride), Seth Green (Family Guy, Austin Powers), Kristin Bauer van Sten (50 First Dates, Romy and Michele's High School Reunion).
- The movie, "Swearnet" was shot on campus in the new Student Learning Commons and featured the Trailer Park Boys.
- "Pride of Lions," a film set in Afghanistan, was shot in the Multi-media centre and room M2030 at Sault College. The crew also took advantage of the great landscapes found in the A-North and K-wing lots at the college.

As Sault College begins to embark on a Digital Film Production program, we were proud to offer our services and expertise for productions at the international level. The many valuable partnerships we have formed throughout the year will

contribute to the development of not only our College's Digital Film Production program, but to the economic development of Northern Ontario.

## FUNDRAISING

2012 marked another successful year of Inspiring Growth: A 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.

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

Significant donations that have been recognized this reporting year include:

- A generous \$300,000 donation from Extendicare (Canada) has helped bring the College's Campaign closer to its goal. In recognition of this gift and all the support Extendicare has shown to our College and our students, Sault College has

also agreed to name the second floor of the School of Health Science building, which includes a number of simulation labs, "The Extendicare Centre for Applied Learning in Health Sciences."

- Henderson Metal Fabricating Co. Ltd has been a part of Sault Ste. Marie for close to 60 years. In appreciation of the benefits of a strong post-secondary sector and especially well-educated, skilled workforce Sault College provides, their pledge of \$10,000 will strengthen our College and community.
- Paul Dalseg, an outstanding individual who has excelled in so many areas as well as his generosity to many initiatives and charities locally nationally and around the globe is truly remarkable. A generous \$50,000 towards the Campaign will help advance education and enhance the learning experience of Sault College students.
- As Sault College continues to be an important and vital cornerstone of our community's educational infrastructure and a necessity for our Community's well-being a growth, a pledge of \$25,000 from Wishart Law Firm has brought the College closer to its target.
- BMO Financial Group proudly supports charitable initiatives in the communities it operates through donations and sponsorship programs. As part of their ongoing commitment, a pledge of \$50,000 was made to Sault College

SAULT COLLEGE PRESENTS PROCLAMATION TO CITY COUNCIL TO HAVE SAULT STE. MARIE DECLARED "SOLLYWOOD"



DR.SARDAR SOHI AND MARIA SUTTON ALONG WITH THE ROTARY CLUB OF SAULT STE. MARIE EACH CONTRIBUTED \$25,000 FOR A TOTAL OF \$50,000 TO SAULT COLLEGE STUDENTS AND THE PEACE AND CONFLICT STUDIES PROGRAM THIS YEAR



to enhance education and the learning experience of our students.

- As a contributing factor towards the significant expansion and continued modernization of the campus facilities, EllisDon Corporation has confirmed a \$25,000 gift in support of the Inspiring Growth Campaign.
- The support of our partners, industry and communities is essential our success. This year, Flakeboard supported the Campaign through its \$32,500 pledge. \$25,000 directly supported the Inspiring Growth Campaign while \$7,500 supported student scholarships and bursaries at the College.

In all these ways, the Inspiring Growth Campaign continued to build on relationships with donors through their involvement in College events as a way of engaging, cultivating existing relationships, liaising with existing donors and maintained and fostered relationships. As part of the ongoing initiatives, the Advancement Office continued to work with donors in maintaining pledge agreements. Also this year, a committee was developed to look at signage that appropriately recognizes those that have contributed to the ongoing initiatives at our College in the form of a donor wall and naming. Marketing materials have been developed to inform and educate potential donors on planned giving opportunities. The campaign advisory committee continues to be a resource to provide direction for campaign initiatives under the leadership of Jim Boniferro, our volunteer Capital Campaign Chair.

In the theme of donations and giving to our College, a unique gift was presented to our College this year. The Peace and Conflict Studies Program at Sault College received a generous donation of \$50,000 to be used towards a scholarship for students in the program. The Rotary Club of Sault Ste. Marie donated the first \$25,000 while Rotarian Dr. Sardar Sohi and his wife Maria Sutton matched the \$25,000 bringing the total to \$50,000 to establish the Dr. Sardar Sohi & Maria Sutton Rotary Scholarship. The scholarship will provide \$1,000 to both a first and second year student respectively in Peace and Conflict studies each year beginning in 2013. The announcement was made during Peace Week at Sault College, a week-long celebration consisting of student-led events culminating with the Peace Expo in the College's Essar Hall. The partnership between Rotary and Sault College is the first of its kind for a College in Ontario.

## **LEARNING COLLABORATIONS**

Another strong partnership area for Sault College is with Algoma Public Health and our 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 building and the many partnering opportunities that have resulted from this project would not have been possible.

An example of the benefits of the great partnership between Sault College and Algoma Public Health in action included Home Inspection students learning about the effects of Radon Gas in homes from Phil Wong, of Algoma Public Health. Phil spoke to students about the exposure of radon gas found in some Canadian homes. Other speaking engagements were seen in the Esthetician area as Cara Flannigan spoke to students regarding Spa Health and Sanitation. Two additional successful partnership projects included tracking the geographical location of dog bites in the Algoma region. Geographic Information Specialist students refined data from reports to the health unit and mapped the data while Nursing students in their placement at Algoma Public Health worked with Public Health Nurses on the Slips, Trips and Falls committee in finding ways of preventing trips and falls and increasing incidents in the workplace.

Sault College is committed to offering students with significant learning challenges opportunities to enhance their academic and social skills through participation in a variety of College courses. To increase awareness of the Community Integration Through Cooperative Education program, Sault College in partnership with community agencies, created No Limits, No Barriers, an informal evening to explore education, job opportunities, community resources and social networks available to those who may have learning challenges. For the first time, community services and resources came together to deliver an informative event to parents, students educators and the general public regarding information on the resources available in our local community. Representatives from the Sault College CICE Program, Ontario Disability Support



Program, Ontario March of Dimes, Algoma Public Health, Community Living Algoma, ER Employment Consulting, Yes You Can Employment, Employment Solutions, Sault Youth Association, Sault Community Career Centre and Best Buddies participated in the event.

The Accessibility Services office also developed a partnership with the local Learning Disabilities Association by offering a centralized office location on the Sault College campus. Through this partnership and by offering the College as a location for this project, it provides children and parents an opportunity to meet with the Learning Disabilities Association staff on campus which allowing them to see what Sault College has to offer. Algoma University, the local university educational provider, and Sault College, partnered in many ways to explore additional teaching and learning opportunities for students and faculty.

### **SPEAKING ENGAGEMENTS**

Other inspiring partnerships this year included the “Potential of a Puddle” presentation. As part of the highly popular Inspire Conference presented by The Algoma Child Care Supervisors Committee (ACCSC), Claire Warden, world-renowned Educational Consultant presented the “Potential of a Puddle,” a motivational presentation sponsored by the Best for Kids Committee and designed to inspire parents to get outside with

their children and explore the challenges and rewards the outdoors can bring. With electronics having entered the lives of so many youth, ACCSC in partnership with Sault College presented an alternative to growing the minds of children: it’s called playing outdoors.

The speaking event preceded a sold-out conference called “Inspire,” which was held at the College. Those involved in the education of children and youth arrived from across North America and Europe to hear about progressive themes and the newest research findings linking the benefits of nature with the compassion, mindfulness, intelligence and education of children. Parents, caregivers, teachers and professionals attended Claire’s presentation and learned more about the link between using the outdoors and the benefits of doing so in the development and learning of children socially and emotionally.

Other speaking partnership initiatives included Natural Environment and Outdoors Students Professor Brian Anstess who spoke on agri-based initiatives at Sault College and the Algoma district at the second annual Rural Agri-Innovation Network Symposium that took place at Algoma University. The two-day event aimed to create opportunities for collaboration between farmers in Northern Ontario and researchers in the agricultural sector. The symposium was a valuable exercise that focused on job opportunities in this area, programs available and collaborative opportunities with the college and its students.

### **CHILDREN IN EDUCATION**

Further developing the themes of outdoor play, Sault College’s Child Development Centre invited all children in the community to explore the outdoors at its first annual Nature Camp for kids. The program, operated by the college, provided children aged 4-8 years with experiences and educational opportunities that stimulated their sense of wonder in the natural world. The camp was a seven-week program running from July 2 until August 17, and operated by Nancy Leindecker, Manager of the Sault College Child Development Centre along with several dynamic and first-aid trained staff. The camp provided a fun, interactive, educational experience to all children through the exploration of outdoor activities that focuses on natural environment. Each week, a different theme connected children to nature through learning and experience the natural outdoors.

To further inspire young minds, Sault College and the Sault Family YMCA teamed up for the fifth year to successfully



deliver the YMCA Summer Day Camps on site at Sault College this year, as well. YMCA Day Camps 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.

In addition, Sault College partnered with the Rotary Club of Sault Ste. Marie at its annual Science Fair that allows youth the opportunity to discover, be creative, innovative and gain public recognition for their efforts. This year, Sault College sponsored the Best Green-Thinking award for junior projects. Anik Graves from Thessalon Public School was given this award for her "Environmental Clean-up" project. Anik was given a sponsored week at the Sault College YMCA Summer 2013 Camp to recognize her efforts.

Other ways the College invested in young minds was through the Advanced Research Technology and Innovation Expo, a free, fun and educational event hosted by the Sault Ste. Marie Innovation Centre in partnership with Algoma University's Invasive Species Research Institute. The focus of the expo is to explore science and technology in a fun and engaging manner. This year, members of the Natural Environment and Outdoor Studies area took part in the event. Professors John Clement and Teri Winter and their student and graduate volunteers gave an engaging presentation to approximately 660 elementary students from Senior Kindergarten to Grade 8. A series of informative, hands-on exhibits were featured with the goal of inspiring future students of Sault College.

### **INCREASED PATHWAYS**

In an effort to foster an inclusive educational environment as well as strive to create new opportunities for students to access Sault College programs, a new partnership was announced with the Algoma District School Board's Northland Adult Learning Centre in Sault Ste. Marie. The partnership offers English for academic purposes to students who may not have the English language proficiency requirements for admission to College. The partnership introduced a new level of English for academic purposes for admission to Sault College and gave a conditional offer of admission to any student who applied to a Sault College program and needed to fulfil the English language proficiency requirement. The partnership also provides a clear pathway from English training

to Sault College programs. English for academic purposes will begin in the Fall of 2013 with a full range of College programs, including certificates, diplomas, enhanced diplomas, graduate certificates and apprenticeship programs that are available to students satisfying the requirements for admission.

Sault College worked with community organizations and local school boards to build working relationships by partnering with both the Algoma and Huron-Superior District School Boards through their Math programs. Grade 11 and 12 secondary school Math Teachers from local and area schools met with Sault College Math faculty and instructors. The goal of the meeting was to continue the development of strategies in Math for use in secondary and college classrooms that will help students transition successfully from secondary school to college.

To further maximize emerging opportunities and to contribute to the development of the North while realizing the objectives of a new vision for post-secondary education, a Memorandum of Understanding (MOU) between Sault College, Collège Boréal, Cambrian College, Canadore College, Confederation College and Northern College will help improve unique opportunities for education, training and workforce development in the North. The signatory colleges have committed to developing collaborative opportunities that will serve the needs of residents of Northern Ontario. Through this partnership a broader range of learning opportunities and supports to residents and communities of Northern Ontario will be provided as well as the development of an integrated training and education strategy.

### **COMMUNITY INVOLVEMENT**

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

During the month of November, various staff and students supported the annual Movember initiatives. This year, students and staff in the Bachelor of Science in Nursing program celebrated the Mo Bros and Mo Sistas of Sault

College by throwing a Movember party. There were many activities including Milk Moustache and cookies available for \$2.50 with proceeds going to Movember along with the Best Mo Contest. Movember is responsible for the sprouting of moustaches on thousands of men's faces in Canada and around the world. With their 'Mo's,' these men raise vital funds and awareness for men's health, specifically prostate cancer and male mental health initiatives. At Sault College, "The Men of Mo" became walking, talking billboards for the 30 days of November. Through their actions and words, men and women raised awareness and funds by prompting private and public conversations around the issue of men's health.

Another compelling class project at Sault College is now in its third year. The Shadows of the Mind Film Festival that the Canadian Mental Health Association hosts has been partnering with the college's Child and Youth Worker program to present the "pre-Shadows of the Mind Film Festival," a pre-screening event which aims to raise money for the Child and Youth Worker (CYW) program's annual We All Love Kids (W.A.L.K.) event, which raises funds for community-based

organizations providing service to children. Due to the success of the inaugural event, this year marked the second year that Shadows moved their 2013 opening night gala to Sault College, where event supporters were treated to a delicious meal that Sault College Culinary and Hospitality students prepared.

Sault College's third-year students of the CYW Program also hosted the successful and well-received 13th annual "We All Love Kids" W.A.L.K. Proceeds from this year's walk supported the Huron Superior Catholic District School Board's Special Education Department which is implementing a pilot project of BrainWare SAFARI (BWS), an online computer program in selected schools designed to promote cognitive skills in the areas of attention, memory, thinking, visual and auditory processing and sensory integration. The money raised from the W.A.L.K will be used to purchase the licenses so that over sixty young minds will have the opportunity to use such innovative software.

Digital Photography students invested in community initiatives, strengthening the community as well as the learning and experience of our students by participating in War Child initiatives. War Child strives to empower children and young



PEACE AND CONFLICT STUDIES STUDENTS SUCCESSFULLY HOST THE COLLEGE'S FIRST TEN THOUSAND VILLAGES SALE



PUBLIC RELATIONS AND EVENT MANAGEMENT STUDENTS PLAN THE BON SOO MARQUEE





TRADES STUDENTS PARTICIPATE IN TRADES DAY OF CARING IN PARTNERSHIP WITH UNITED WAY

people to flourish within their communities and overcome the challenges of living with and recovering from conflict. Digital Photography students in the General Arts and Science Music and Popular Culture class organized a fundraising yard sale for War Child Canada. The month-long project, which involved collecting items, promoting War Child, and a two-day yard sale raised hundreds of dollars in donations.

In their post-secondary program, the Peace and Conflict Studies students at the college learn that extensive participation is required to get involved and improve one's community. This year, the program brought the world to Sault Ste. Marie as students hosted the first Ten Thousand Villages Sale held on campus. The sales from this event exceeded \$16,000 with all proceeds directly supporting artisans partnered with Ten Thousand Villages, the oldest and largest Fair Trade Organization in North America. In addition, 10% of all proceeds directly supported the World University Student Refugee program at

Sault College. Students invested in the lives of artisans around the world by selling exquisite handcrafted gifts and home décor. Every handicraft at a Ten Thousand Villages sale has been given life by the hands of a skilled craftsman and reflects the traditions and creativity of its maker.

The CICE student chapter put on a Bake Sale and Fundraiser for the Heart and Stroke Foundation and set a new record for the amount of money generated overall.

Other community based projects included the Social Service Worker Program Capacity Building Class – a combination of second-year Social Service Worker and first-year Social Service Worker-Native Specialization students who hosted a dinner Gala at the Grand Gardens to raise awareness on youth poverty in the community. The evening featured notable guest speakers including Chief Isadore Day, Serpent River First Nation; Robert Davies, Chief of Police for the City of Sault Ste. Marie; CC Trahan, Youth Poverty Activist; and the Soup Kitchen

Community Centre production, 'In My Shoes.' The goal of the class project was to have community members come together to converse on what each group can do to alleviate youth poverty in the community. Fundraising efforts and donations from the event were used to provide scholarships and bursaries at Sault College for two deserving students seeking higher education who have experienced poverty and have had to overcome obstacles to achieve their academic goals.

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

Furthermore, the Hairstyling class organized a fundraising event at the Station Mall in support of the Algoma Residential Community Hospice. Students in the program shaved heads and then fitted clients with wigs. Since the wigs require special cutting and styling techniques, the College's hairstyling department houses cancer clinic wigs for patients of the Sault Area Hospital. Students provide fitting and styling services on a regular basis for anyone that is sent by the hospital's cancer clinic.

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

Fitness and Health Promotion students provide free ongoing wellness opportunities for community members to help them achieve their individual fitness goals. Some examples of successful community programs included stroller fit for new mothers and babies, free fitness and health classes for the Deaf and Hard of Hearing, and classes for the Blind and Cancer Survivors.

Additionally, the School of Continuing Education, Athletics and the Fitness and Health Promotion programs teamed up with BounceFit to offer a one-hour Kangoo Fitness class. Using unique "kangoo boots" in combination with jumping and rebound exercises, participants receive both an upper and lower body workout. Kangoo boots fit like rollerblades or ski boots and were originally developed for joggers to reduce impact stress on joints. As participants in the premier session offered in Sault Ste. Marie, students in the Fitness and Health Promotion program as well as community members were given the exclusive opportunity to experience this aerobic exercise phenomenon.

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

The inaugural class of the Public Relations and Event Management Program hosted "It's a Wing Thing" in support of The Lung Association. The event was an all-you-can-eat wing night held at Centre Ice Bar and Grill. The students were tasked with researching, creating, designing, and implementing an event in support of the local Lung Association. The event raised \$3,794 for The Lung Association. The project allowed the students to tangibly use their skills in public relations started and tactics, event management, event marketing and media relations.

Students in the Public Relations and Event Management (PEM) course also commemorated the 50th Anniversary of Bon Soo, Sault Ste. Marie's annual winter carnival, by partnering with Bon Soo to bring "The Marquee," an outdoor performance stage for local artist and performers to showcase their talent and represent their art. The event was held at the Tim Horton's Winter Playground with some impressive performances including dance routines, live music, DJ sets, martial arts, theatre pieces and beat boxing. The partnership between Bon Soo and the PEM program gives students an opportunity to put their classroom learning to the test in a live event. The students were responsible for researching, designing, planning, coordinating and evaluating the event, while receiving valuable hands-on experience in event creation and implementation for their future portfolios. Students were also evaluated on the project as a part of their event course curriculum. Throughout the week, "The Marquee" collected

canned food, which will all be donated to the James Street Community Centre Soup Kitchen. This partnership is part of the PEM student's corporate social responsibility plan.

Adventure Recreation and Parks Technician students also assisted with the Bon Soo Winter carnival by organizing and operating the ever-popular Bon Soo Snow Canoe and Winter Bike event as part of the community's annual winter carnival.

Justice Studies students participated in Crime Stoppers Community Safety patrols in the downtown area of the city ensuring community safety and well-being. With their presence, there has been a notable decline in instances of crime.

### **CARING CAMPAIGNS**

In an effort to mobilize thousands of Canadian youth to show support for mental health and call for changes to how it is treated, supported and funded, Sault College Social Service Worker, Child and Youth Worker and Early Childhood Education programs participated in a National Mental Health Education campaign. Students at Sault College partnered with the Canadian Mental Health Association volunteers and staff to be a part of a National Campaign facilitated by Partners for Mental Health out of the Mental Health Commission of Canada. The campaign entitled the "Bull S#!t Campaign" or "Let's Call BS" Campaign, was developed by and for youth aged 15-24. The goal was to challenge youth to "call out" the way society talks about, supports and treats mental health by acknowledging that it is their issue and they can be the generation to change things for the better. During the campaign, students at Sault College as well as youth across Canada aimed to rally thousands of other youth behind mental illness. The core actions of the campaign include a "Call Out" of common unacceptable practices that exist today. Participants of the campaign were asked to rally friends and family to "sign" the declaration showing support for mental health and calling for changes to how it is treated. Students at Sault College also organized a "Day of Action" to inform the public to learn more about issues and get others involved in driving change.

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

Community businesses were asked for their support for materials to use in the repair of the senior's 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.

This year, the involvement grew to include other program areas of the College including Culinary students who provided a free hot lunch to those that participated in the Trades Day of Caring event. The project was a great success with first-time student participants never having imagined the joy they would experience through giving selflessly to older citizens in this way.

Construction Techniques students also partnered with the community to work on various construction projects at Velorution, Bellevue Valley Bed and Breakfast, Searchmont Resort and Mockingbird Hill Farms.

Students in the Culinary program also contributed to their community through the baking and selling of cookies around the community in support of Easter Seals. The students raised over \$2,300. In addition, students and staff of the program worked the phone lines at the event. They joined other Sault College staff who helped to organize and host the telethon. This outreach is a meaningful cause that assists hundreds of local families raise much needed funds for children with disabilities.

### **WORK EXPERIENCES**

Home Inspection students also made a difference as two students were given the opportunity of a lifetime to work with Mike Holmes and the Holmes Group as part of their co-op placement. Marty and Tyler worked on a variety of projects including re-building High Park in Etobicoke. An arsonist destroyed the original park and through the Mike Holmes Foundation, \$185,000 was raised to re-build the caste structure with more seating, slides and cutting-edge building technology. The students were part of crew that worked for only nine short days to complete the project for children. The Holmes group was so impressed with the work of the students that Tyler signed a contract to be employed with the Holmes Crew immediately following graduation of the Home Inspection program.

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



documents while assisting seniors with limited income through this free service.

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

Second year Fish and Wildlife and Natural Environment Technician students conducted a 12-day lake survey as part of their field camp this fall. For this survey, the students developed practical field skills by collecting information related to water chemistry, the fish community, depth contours, and shoreline composition. After the survey was completed, the students were required to write a lake survey report summarizing and discussing all of the data collected. These reports were then submitted to the Blind River Ministry of Natural Resources office for MNR employees and one report was chosen for the public to view.

In addition, as part of field camp, Fish and Wildlife students, in partnership with Ministry of Natural Resources, operated the Deer Check station on St. Joe's Island and conducted lake surveys as part of field camp.

Prior to this year's lake survey, members of the Natural Environment team were asked to outline the purpose of their activities on Little Basswood Lake to local residents at a town hall meeting. After the presentation, cottage owners on the lake were very pleased with the efforts of the students and even offered each group a free hot lunch in appreciation of their work on the lake. Scenarios such as this continually define how supportive communities are of Sault College and our students.

#### APPLICANT OUTREACH

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

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

For Inspiration and Recognition of Science and Technology (FIRST™), an organization founded by inventor Dean Kamen to inspire young people's interest and participation in science

ELEMENTARY SCHOOL CHILDREN PARTICIPATE IN SAULT COLLEGE'S ANNUAL FIRST LEGO LEAGUE COMPETITION



and technology brought its annual FIRST® LEGO® League (FLL) “Senior Solutions” Challenge to Sault College again this year. The Challenge called for teams of 9 to 14 year-old children and teens to improve the lives of seniors by helping them continue to be independent, engaged and connected in their communities. Nine local teams guided by their volunteer coaches demonstrated their problem-solving, teamwork, competitive play, sportsmanship and sense of community while participating in the event.

Through conducting research and building a LEGO® MINDSTORMS® robot, students explored the topic of aging and how it may affect a person’s ability to maintain his or her lifestyle – solving issues like getting around, keeping in touch, and staying fit. Teams will research obstacles and then suggest ways to improve the quality of life for the seniors affected. 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 posed in an aging world.

Sault College, in partnership with Ontario Association of Architects (OAA), Professional Engineers Ontario, Algoma Chapter (PEO), Rotary Club North and OACETT – Ontario Association of Certified Engineering Technicians and Technologists, School College Work Initiative (SCWI) and the Sault International Bridge Administration, delivered the ever-popular 23rd annual Bridge Building competition. 650 balsa wood bridge kits, a record number of kits, were sold to high school and elementary school students. As in previous years, the College sold out of the hundreds of bridge kits within days of going on sale as the popularity of the event continues to grow. Bridge building is a fun way of introducing youth to the world of civil engineering and some local schools have even gone so far as to incorporate the annual contest into their bridges and structures curriculum.

Students from Algoma region schools were given the opportunity to participate in Bridge Building clinics that Sault College Civil Engineering professors and student recruiters ran to gain valuable tips on constructing strong and sturdy bridges. Over 491 students representing 9 different local elementary schools participated in the informational clinics. Winners and their families gathered for an award-ceremony held at the

College recognizing them for their success in building strong and well-designed bridges. Cash prizes were awarded to contest winners with first-place in each category receiving \$100, second place winners receiving \$75 and third place winners given \$50 with additional smaller cash prizes awarded in the grades 5/6 and 7/8 category. Attendance at the awards ceremony was high, demonstrating the value and relevancy of this type of applied learning to concepts such as bridge design and construction.

### **HOSTING PARTNERSHIP EVENTS**

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

In its second year, members of the Bloorview Kids Rehab project requested to use of our facilities. Children who live in Northern Ontario and are experiencing disfiguring facial anomalies are looked at by physicians who donate their time by travelling in from Toronto to assess these children to 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 to make an impactful change for these children and their families by donating space to those participating in the clinic.

Another successful event in which the College donated its space and resources was hosting the 6th annual Seedy Saturday in March. Held in Essar Hall, the event invited community members into the college to share gardening tips, heirloom seeds and more. Local environmental, food security, gardening organizations and vendors were on hand to answer gardening questions and pertinent issues involving food. A

variety of speaker presentations and workshops took place on topics including Seed Saving, Cities Feeding Themselves with Laura Wyper and Meeker's Magic Mix fish compost. The event was extremely well-attended, with hundreds of community members from across the region visiting the college to learn more about these important topics. New to this year's event, the public was invited to select seed varieties to be officially adopted in Seeds of Diversity's Adopt-a-Seed Variety Program. This program seeks to protect rare or endangered heritage seeds from extinction by adding them to the Canadian Seed Library where they will be kept viable and accessible to all. The hosting of this event strengthened the college's ties in the environmental area of study, as well.

With various campus renewal projects complete and new construction projects underway, Sault College was poised to show off the College's many transformations. Sault College's

Alumni Association welcomed several hundred guests to Celebrate Sault. Many community partners, alumni staff and students relived memories with old friends while enjoying music from the 60s, 70s, 80s and 90s. Guests enjoyed food provided by Sault College Culinary and Hospitality students and faculty while having the opportunity to tour Sault College and Algoma Public Health. A highlight of the event was the creation of the 2012 Time Capsule to be stored in the new Health and Wellness Centre for decades 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, by seeking out their guidance and support, by finding ways to tap into their expertise and by listening and responding to their needs, we will continue to increase the presence and impact of the College in our community in ways that matter.

HOME INSPECTION STUDENTS INSTALL THE ROOF ON A RESIDENTIAL HOUSE LOCATED ON THIRD LINE IN SAULT STE. MARIE





# 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.*

2012-2013 marked the third 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 with scheduled completion in July 2013. 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 changed and this is only the initial step in the campus renewal. The new modern building at the forefront of the Northern Avenue side of the campus is Essar Hall, an inspiring space for our students to learn and grow.

STUDENT HEALTH AND WELLNESS CENTRE GROUNDBREAKING CEREMONY



With Essar Hall's completion, the stages of the next phase of the College's campus redevelopment are now underway. One of the year's most exciting moments for the College happened in the summer of 2012. Sault College officially broke ground on its 40,000 square foot Student Health and Wellness Centre. As the college celebrated the visible beginnings of a new phase of campus transformation, an additional \$1 million contribution to support campus redevelopment was announced thanks to the Northern Ontario Heritage Fund Committee (NOHFC). The vital investment will support students' studies in human performance, chronic disease management, rehabilitation, alternative therapies and gerontology as well, all of which are critical to the curriculum of college programs such as Justice Studies and Health. The multi-purpose complex will also host sporting events and provide community-accessible fitness rooms, studio work-out rooms and a student centre to offer meeting and study spaces.

The students of Sault College have also sent a clear message of support with a \$3.9 million contribution towards the completion of the building that would replace the students' former life 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 Sault College Students' Union has pledged, funding for the construction came from the Northern Ontario Heritage Fund (\$1 million), the Ministry of Training Colleges and Universities (\$4 million) and from the college itself (\$4.3 million through Sault College and the Inspiring Growth Campaign). This campus redevelopment



ARCHITECTURAL RENDERING FOR NEW STUDENT HEALTH AND WELLNESS CENTRE

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 become a reality.

The excitement around having a new space in which to grow and celebrate learning was also seen when the college received an additional \$1 million from the Ministry of Training, College and Universities towards the completion of the “Common Link” that will connect the new Student Health and Wellness Centre to the College’s current link. Created entirely with the students in mind, the most prominent feature within the new space will be the pedestrian “boulevard” which will be used for various functions related to student activity such as club rooms, study areas, retail outlets, computer and internet café, outdoor patios and lounges. The Link will be designed with identified functions that are appropriate for enhancing student educational and social experiences.

Further campus renewal projects included:

- The Health Centre renovation provided a more visible and

welcoming environment for students, staff, and visitors.

The renovation included the new doors, windows, flooring, updated colour scheme, technology, and furnishings.

- The second year Pharmacy Lab renovation in which an existing classroom was renovated to provide a hospital pharmacy lab for second year students. The renovation provided a multi-purpose environment for students to learn practical skills including a laminar air flow hoods, computer work stations, ante room and hospital pharmacy.
- J-Wing washroom renovation included both male and female washrooms in J-Wing to provide a modern environment. The changes included new flooring, tile walls, fixtures, partitions, mirrors, countertops, and a modern colour scheme.
- Replacement of the L-Wing domestic hot water system was required for the aging domestic hot water system that services our culinary program. The unit was replaced with two new high efficiency boilers, storage tanks and delivery equipment.

- The Cafeteria renovation provided a more efficient kitchen and serving area while enhancing the architecture in the space to provide a more appealing environment for students, staff, and visitors. The renovation included new equipment, an efficient kitchen layout, and a modernized cashier station.
- The Aviation Simulator Space renovation in B1090 was required to provide space for two new flight simulators and two briefing rooms for post flight discussions. The first simulator was installed and is now operational. The work also included a new Lenel card access system and room surveillance to enhance security in the space.
- Other minor renovations including painting, flooring, doors, glazing which were performed throughout the year to address deferred maintenance at the College.
- A college-wide Emergency Broadcast system was installed. This project was driven by lockdown protocol and the need to broadcast any emergency situation. The college invested in equipment and technology to alert and provide direction during any emergency. The system will be integrated with the organization's fire alarm system and Cisco phone system and network-based clocks with speakers.
  - The Cisco wireless infrastructure was enhanced with newer devices capable of increased speed and a better coverage range.

In continuing with landscaping initiatives to enhance the College grounds, paths, and roadways, Sault College staff made an effort to help with beautifying the College campus. Staff planted trees around the campus. In total, 37 trees were planted on the east side of J-Wing with more trees planted around the front side of residence and by the M-Wing. Many of the trees that were planted are threatened or endangered species while some are common to the area like sugar and striped maples. The tree planting renewed the campus environment.

With help from the smoking policy committee, the college rolled out a new plan regarding smoking on campus. The goal was to control smoking on campus by enforcing smokers to smoke in the Designated Smoking Areas (DSA). The college

contracted additional security to patrol the college campus and hand out violation tickets for smokers who were non-compliant. The Director of Student Services oversaw the issuing of tickets. Through the first few months, the security guard handed out Tim Horton's gift cards to the smokers who were compliant and smoking in the DSAs. This program was for both students and staff and has been quite successful in enhancing the aesthetics surrounding the College as well as decreased exposure to second-hand smoke.

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

AVIATION STUDENT BRAYDEN MCLEAN IN FLIGHT SIMULATOR





# Enhancing our College Profile

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

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

A new website was designed and launched with a student-centred look and feel to strengthen the brand of the College.

Departments worked together from across the College to achieve this monumental task focused on appealing to a greater number of students living far from the campus and exploring programs and services on the web. The site's homepage welcomes visitors with bold colours, a clean uncluttered design and moving images that feature content related to what potential students want to know about our College. The goals for the new website is to provide an extremely user-friendly website offering more functionality, easier navigation of programs, and a dynamic interaction with visitors.

Among the new features, the site contains integrated social media buttons for Facebook, Twitter, YouTube, Pinterest as well as impressive Flickr photo galleries relating to each program. More exciting features include individual course PDF

JEFF ARBUS, ANDREA CALVER AND MARIA ESPOSITO PRESENT CHAIR DR. GINA MOHAMMED WITH APPRECIATION CERTIFICATE FOR 'EXCELLENCE IN EARLY CHILDHOOD EDUCATION'



files that are downloadable and smoother navigation with the ability to search and local programs and course more easily.

To increase enrolment strategies, college recruiters participated in all six weeks of the College Information Program, visiting high schools in target areas of Ontario and presenting college information to interested students. Target areas included London, Thunder Bay, Sudbury, Timmins and the Algoma Region.

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

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

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

Aboriginal student recruitment remains a strong focus for our college and on-going efforts to promote post-secondary education opportunities resulted in over 4,500 contacts being made including visits to 38 high schools and over 55 Aboriginal communities and organizations. This increased awareness of Sault College post-secondary educational opportunities with future Aboriginal communities will assist with Aboriginal student application and enrolment.

The College was recognized for its efforts in working tirelessly to ensure the best possible Early Childhood Education

programming in the country. This year, the Ontario Coalition for Better Child Care recognized Sault College with a special cake and award. Andrea Calver from Child Care Ontario visited the Child Development Centre and presented the Ontario Coalition for Better Child Care "Excellence in Early Childhood Education" award.

Other ways the College worked to increase its profile included graduating Graphic Design class that held their Graduate Exhibit Show entitled "Hoax" in Essar Hall. The annual event allows the graduates of this program to showcase their talents by displaying the artwork they have created throughout their time at Sault College. The public was invited to enjoy the opportunity to see upcoming local artists who are eager to pursue a career in the graphic design industry. There were a number of artistic displays to view including artwork, packaging, brand identity, typographic artwork and photography. This event was well attended and provided graduates with an exclusive opportunity to promote their talents to the community as well as highlight the program and some of the finest pieces the students created during their time in the program.

In addition, the photography students hosted an evening of photography in Essar Hall with the Digital Photography Grad Show. After two years of technical and creative exploration, the first graduating class of Sault College's popular Digital Photography program showcased compelling and diverse styles with featured pieces and full portfolios on display. The showcased works allowed community members to get a glimpse of the skills the students developed that will provide them with numerous career options as well as entrepreneurial capabilities.

Digital photography students also took impressive photos of program activities around the campus to develop a portfolio that was used to enhance marketing and promotional materials.

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

# Conclusion

## EMBRACING THE FUTURE

In closing, Sault College's ability to respond to the needs of our learners and the demands of industry, to partner effectively and collaboratively both within and with those outside of our organization and our capacity for adapting to and thriving with change have all greatly influenced our ultimate success.

Our campus rebuild speaks to our ability to adapt and respond to the growing needs of our learners. Many community partners are celebrating our success with us and helping us to reach further. The impact of Sault College on the lives of learners in the north and throughout the province of Ontario is undeniable. We take the responsibility placed on us to help transform lives for the better very seriously, and are

inspired by the possibilities of creating even more engaged citizens who are educated for a future that needs their ideas, efforts, and expertise.

Over the past year, we have worked tirelessly to move our organization closer to our strategic destiny. As we celebrate our many successes, we also prepare to undertake many new initiatives and continue with those already begun so that we can further increase the opportunities for our students and community.

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

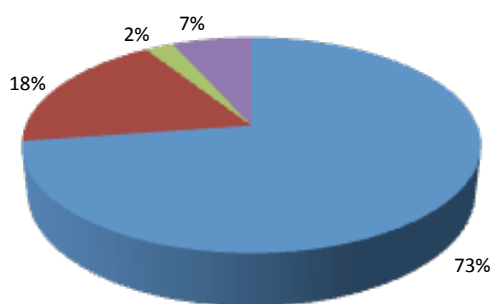


# Analysis of College's Financial Performance

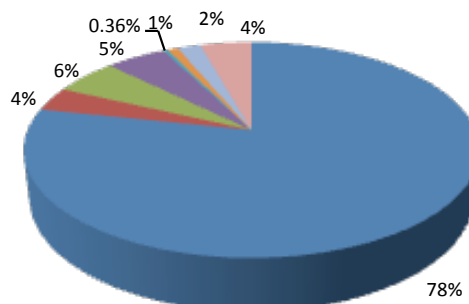
The Sault College Board of Governors approved the 2013/14 operating budget as presented at the June 20, 2013 Board of Governors meeting. A comprehensive hard copy of the audited financial statements is available upon request from the

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

## FINANCIAL RESULTS FOR THE YEAR ENDED MARCH 31, 2013 (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

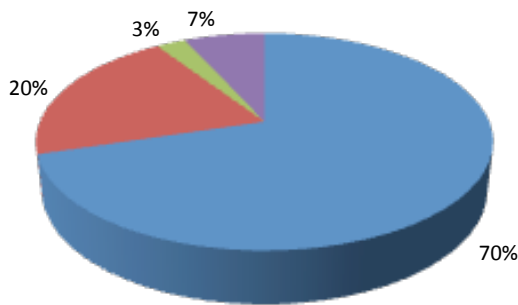
### REVENUE

Grants and Reimbursements	34,417
Tuition Fees	8,632
Ancillary Operations	1,132
Other	3,170
Restricted for Student Purposes	2,845
Amortization of Deferred Capital	2,311
<b>TOTAL REVENUES</b>	<b>52,507</b>

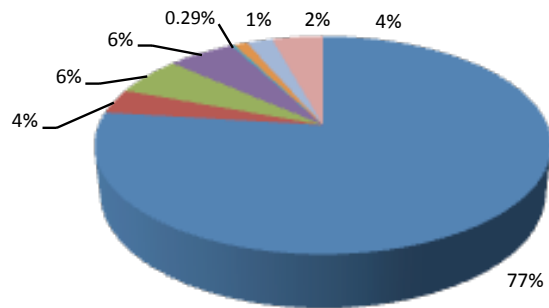
### EXPENSES

Salaries and Benefits	37,573
Instructional Supplies	1,739
Contracted Services	2,591
Utilities, Maintenance and Taxes	2,441
Interest and Bank Charges	172
Travel and Professional Development	431
Training Subsidies and Allowances	951
Supplies and Other Expenses	2,093
Restricted for Student Purposes	628
Scholarships and Bursaries	1,581
Provision for (recovery of) Post-Employment Benefits and Compensated Absences	(83)
Amortization of Capital Assets	3,064
<b>TOTAL EXPENSES</b>	<b>53,181</b>

## 2013/2014 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	34,078
Tuition Fees	9,908
Ancillary Operations	1,218
Other	3,300
<b>TOTAL REVENUES</b>	<b>48,505</b>

### EXPENSES

Salaries and Benefits	38,083
Instructional Supplies	1,837
Contracted Services	2,860
Utilities, Maintenance & Taxes	2,806
Interest and Bank Charges	144
Travel and Professional Development	532
Training Subsidies and Allowances	1,098
Supplies and Other Expenses	2,132
<b>TOTAL EXPENSES</b>	<b>49,494</b>

## 2011-2012 Multi-Year Accountability Agreement (MYAA) Report Back

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

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

Consistent with the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

Where possible, to help streamline the 2011-2012 MYAA Report Back process, the Ministry pre-populated **Sault College's** 2011-2012 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators), data sources (e.g. Full-Time Enrolment Headcount) and pre-populated data from previous Report Backs (e.g. 2009-2010). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Sault College's** 2011-2012 MYAA Report Back is denoted with the symbol (+).





## 1) Enrolment - Headcount\*

\**DEFINITION: Headcount is the un-audited 2011-2012 enrolment count on November 1, 2011 in the Ontario College Application System(OCAS) (Full-Time funded students only: does not include Nursing, Second Career, Apprentice or International students).*

**Sault College's** the total Headcount enrolment count in 2011-2012 = **2,043**<sup>(+)</sup>.

Please indicate the number of students aged 18-24 (age as of November 1, 2011) from the total Headcount enrolment at **Sault College** in 2011-2012 = **1,505**.

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment at **Sault College** in 2011-2012 = **497**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2011) enrolled at **Sault College** in 2011-2012= **41**.

\* 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.

Enrolment data was compiled from the Sault College student information system and financial information system, which was comprised of admission/registration/ finance data entry and Ontario College Application System downloads. Enrolment reports were created from relational database queries from our system. The system accurately reflected the life cycle of the students from application to admission to registration to returning registration to graduation.

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 2011-2012 to manage enrolment.

Enrolment numbers on Day 10 of the 11/12 academic year reflected a 5 percent increase in first-year students and an overall 2% increase over the previous year. Although application numbers decreased 3 percent over the previous year, the conversion rate increased by 3 percent.

Recruitment efforts for this academic year focused on an expanded outreach to northern Ontario.

A new website was launched for the recruitment cycle which focused directly on the needs of the applicant.

The following new programs were added to provide more choice for applicants: Pharmacy Technician, Home Inspection and Public Relations/Event Management. In addition, the option to begin studies in January was offered for the following programs: General Arts and Science--Liberal Studies, General Arts and Science--One-Year, Police Foundations, Protection Security & Investigations, Business, Practical Nursing, Personal Support Worker and Pre-Health.

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

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

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

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

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

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



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

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at <b>Sault College</b> who registered with the Office for Students with Disabilities and received support services in 2011-2012= <b>386</b></p> <p>Please calculate the total indicated above as a comparative % of <b>Sault College's</b> 2011-2012 Enrolment Headcount: (Insert Total From Above) <b>386</b> ÷ <b>2,043</b><sup>(+)</sup> (2011-2012 Enrolment Headcount) x 100 = <b>18.9%</b></p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at <b>Sault College</b> who registered with the Office for Students with Disabilities and received support services in 2011-2012 = <b>26</b></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at <b>Sault College</b> in 2011-2012= <b>766</b></p> <p>Please calculate the total indicated above as a comparative % of <b>Sault College's</b> 2011-2012 Enrolment Headcount: (Insert Total From Above) <b>766</b> ÷ <b>2,043</b><sup>(+)</sup> (2011-2012 Enrolment Headcount) x 100 = <b>37.5%</b></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at <b>Sault College</b> in 2011-2012 = <b>30</b></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at <b>Sault College</b> in 2011-2012= <b>446</b></p> <p>Please calculate the total indicated above as a comparative % of <b>Sault College's</b> 2011-2012 Enrolment Headcount: (Insert Total From Above) <b>446</b> ÷ <b>2,043</b><sup>(+)</sup> (2011-2012 Enrolment Headcount) x 100 = <b>21.8%</b></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at <b>Sault College</b> in 2011-2012 = <b>23</b></p>

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

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

First Generation information was 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, events hosted specifically for First Generation students and other events that First Generation support staff worked in collaboration with various College departments.

Sault College collects voluntary Aboriginal self-identification data on an annual basis utilizing self-identification cards and on-line data collection. Self identification cards are disseminated throughout the academic year utilizing a variety of means including:

- Counsellors asked students to fill the cards out during initial intake sessions in addition to handing them out during classroom presentations
- Frontline staff in Native Education provided the cards to all students accessing departmental services

- Booths were set up by Native Education staff at various times and locations throughout the year in high traffic areas within the College

All students were encouraged to complete the cards and a small prize incentive was utilized with the booth setups. Staff were available to assist students in completing the self-identification cards and to answer any questions they had regarding the data collection.

Voluntary self-identification data was also collected on Sault College's student portal "mysaultcollege" under the heading "MySelf". (The portal is accessible by all students enrolled at Sault College and is accessed by a unique login name and password.) Statistics gathered through both means were then cross-referenced to avoid any duplication in data.

Aside from the challenges associated with Aboriginal student data collection, there were a number of other variables that impacted the numbers recorded. For the upcoming year, the Native Education department will be looking to create more formal processes and procedures as it relates to how and when we collect this information. By ensuring consistency from one reporting year to the next through the elimination of as many variables as possible and by ensuring consistency in dissemination and collection methods, we hope to provide the most accurate picture of the Aboriginal student population enrolled at Sault College.

<b>Students With Disabilities</b>	<b>First Generation Students</b>	<b>Aboriginal Students</b>
<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving <b>Sault College's</b> initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by <b>Sault College</b> to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving <b>Sault College's</b> initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by <b>Sault College</b> to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving <b>Sault College's</b> initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by <b>Sault College</b> to be an innovative practice, success story and/or key accomplishment.</p>

<p>A new process for the Bursary for Students with disabilities (BSWD) was implemented with positive results. Student were satisfied with the improved service which removed their responsibility to handle and submit receipts for computer software and hardware.</p> <p>A revised process for students who use testing accommodation was implemented that made it easier and less time consuming to book tests.</p> <p>Discussion began near the end of the 11/12 academic year to consider changing the name of our Disability Services Office to be more inclusive and inviting to students with disabilities to self identify. A decision was made after extensive consultation with stakeholders to change the service to "Accessibility Services".</p> <p>Our Counselling team continued to operate under an innovative model offering students a one-stop-shop type of service. Our Counsellors are able to assist students with challenges faced during their academic career at Sault College.</p>	<ul style="list-style-type: none"> <li>- The number of First Generation students reported above is consistent with the 2011 Q3 report submitted which includes first year and upper year First Generation students.</li> <li>- The increase in First Generation students over the previous year is due to improved tracking initiatives put in place.</li> <li>- First Generation students were provided student success strategy sessions during their first year of study and had the option to attend additional sessions that included study skills, stress management, time management, test writing,</li> <li>- Additional events during the summer months included Student Success Strategy sessions in subjects such as Computer Navigation, applying for OSAP and Scholarships/Bursaries.</li> <li>- A breakfast was held for all First Generation students. 84 FG students attended this event with many providing positive feedback on their experience and support so far at Sault College.</li> <li>- A "Student Services Awareness Day" was held where all 100% of FG students surveyed responded that they believed their academic year was going to be successful.</li> <li>- There was an increase to the number of FG students accessing peer tutoring</li> <li>- A 22% increase over the same period in 2010 was seen in the number of First Generation students who used services provided by the Counselling/Disability Services Office.</li> <li>- A luncheon was planned with FG students invited. At this luncheon, an overview of life success seminars available was provided to 19 students who attended. All students were appreciative of the lunch and information provided.</li> <li>- Two social events for FG students who are parents were organized. These events welcomed in over a dozen parents to each event, and gave them time to sit, talk and meet other parents. There was sharing of their children's information, challenges they face while trying to complete their homework, in addition to playing with kids, bringing them to organized activities (swimming, martial arts, dance) and how to juggle</li> </ul>	<p>The Native Education department at Sault College operated under the guidance and leadership of the Native Education and Training Council (NETC). Comprised of representatives from the Aboriginal community with a vested interested in Aboriginal education, the NETC was responsible for directing the development and delivery of culturally appropriate programs and services for Sault College. Aboriginal representation on the Sault College Board of Governors and College Advisory committees also provided further opportunities for Aboriginal stakeholder consultation and input pertaining to Aboriginal post-secondary education and training initiatives. Guided by this model, Sault College was able to ensure that addressing Aboriginal education stakeholder needs are an integral part of our institutional programs and services.</p> <p>For 2011/2012, the Native Education department implemented a number of Aboriginal-specific initiatives to enhance the quality, accessibility and relevance of educational supports and programs for Aboriginal students attending Sault College. On-going support services have included counselling, disability services, advocacy, and community referrals in addition to retention-specific supports such as Aboriginal scholarship and bursaries opportunities, scholarship clinics, transitional programming, study skill workshops, tutoring services, visiting Elders program and meal programs. As active participants on the Aboriginal Post-Secondary Information Program, our strong focus on Aboriginal student recruitment also resulted in over 3,500 direct contacts made within the Aboriginal community, further solidifying Sault College's commitment to increasing Aboriginal student enrolment within our institution.</p> <p>Further enhancing the campus environment for Aboriginal learners, our Native student centre and meeting place, Enji Maawnjiding ("Where We Gather"), was host to numerous social and cultural activities throughout the</p>
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	<p>everything. It was a great information gathering time for first gen research to learn how we can better support parent learners.</p> <p>- Additional progress was made to reorganize our First Generation staff responsibilities which resulted in more initiatives successfully implemented.</p>	<p>academic year. Student activities for the past year have included traditional teachings, talking circles, community workshops, student potlucks, movie nights, speaker events and an Aboriginal art expo. Our sacred fire arbour located outside the Centre was also utilized for traditional ceremonies and events which for the past year has included Sault College's annual powwow, Feast for the Dead and Fall Ceremonies. Other key activities for Sault College have included the on-going implementation of cultural competency training for staff (95% trained to date), increased Aboriginal representation on Sault College program advisory committees and the on-going implementation and refinement of Aboriginal self-identification data collection processes.</p> <p>In addition to on-campus programming such as the Social Service Worker – Native Specialization program this past year, formal partnership and program delivery agreements with First Nation communities and Aboriginal organizations have created in-community learning opportunities in the areas of trades pre-apprenticeship, upgrading, work placements and language immersion programming in addition to the on-going delivery of in-community postsecondary programming in the area of community services.</p>
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### 3) Compliance with the Student Access Guarantee (SAG) in 2011-2012

Through its signed MYAA, **Sault College** committed to participate in the Student Access Guarantee (SAG). For 2011-2012, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines.

*\*NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **Sault College** as of July 5, 2012.*

2011-2012 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
<b>SAG Expenditures towards Tuition/Book Shortfalls</b>	\$104,727(+)	143(+)
<b>Other SAG Expenditures (towards other assessed shortfalls)</b>	\$128,924(+)	201(+)
<b>Total SAG Expenditures Reported by <i>Sault College</i></b>	\$233,651(+)	344(+)

Did **Sault College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines?  
**Yes**

\*The space below is provided for **Sault College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2011-2012.

Sault College had a large population of single parents and married students who often have a higher unmet need than the "traditional student". Although the SAG Expenditures towards Tuition/Book Shortfalls is automatic, we used an application and budget to determine "Other SAG Expenditure (towards other assessed shortfalls)".

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

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

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

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)
2007-2008	518 <sup>(+)</sup>	7 <sup>(+)</sup>	1.4% <sup>(+)</sup>	44622 <sup>(+)</sup>	3510 <sup>(+)</sup>	7.9% <sup>(+)</sup>
2008-2009	480 <sup>(+)</sup>	22 <sup>(+)</sup>	4.6% <sup>(+)</sup>	43086 <sup>(+)</sup>	3145 <sup>(+)</sup>	7.3% <sup>(+)</sup>
2009-2010	440 <sup>(+)</sup>	29 <sup>(+)</sup>	6.6% <sup>(+)</sup>	40388 <sup>(+)</sup>	2725 <sup>(+)</sup>	6.7% <sup>(+)</sup>
2010-2011	530 <sup>(+)</sup>	33 <sup>(+)</sup>	6.2% <sup>(+)</sup>	50622 <sup>(+)</sup>	3355 <sup>(+)</sup>	6.6% <sup>(+)</sup>
2011-2012	654 <sup>(+)</sup>	33 <sup>(+)</sup>	5% <sup>(+)</sup>	57701 <sup>(+)</sup>	3463 <sup>(+)</sup>	6% <sup>(+)</sup>

Per the College Graduate Outcomes Survey for 2010-2011 and 2011-2012 (based on 2009-2010 and 2010-2011 graduates), the percentage of **Sault College** students who were satisfied or very satisfied with academic preparation for university was **77.4%<sup>(+)</sup>**.

Per the College Graduate Outcomes Survey for 2011-2012 (based on 2010-2011 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.3%<sup>(+)</sup>**.

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





Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, and which contributed to maintaining or improving **Sault College's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), changes to student supports or program viewed by **Sault College** to be an innovative practice, a success story and/or a key accomplishment. In addition, **Sault College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

**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.):

A new General Education policy was implemented September 2011 which indicated that credit for general education courses taken at other postsecondary institutions would be granted to students. A new General Education Advance Credit Transfer policy was implemented at the same time to outline the scope and procedure for credit transfer.

The Northern Ontario Consortium of Vice Presidents Academic conducted a review of the existing Sault College/Algoma University articulation agreement with a view to expanding and creating a unique agreement for credit transfer from each northern Ontario college to this northern Ontario university. The pathways on which the agreement focused were Justice Studies, Computer Studies, Early Childhood Education, Social Work, and Business.

Internal articulation agreements were finalized between the Child & Youth Worker program and Early Childhood Education/Social Service Worker/Social Service Worker--Native Specialization allowing graduates of the two-year programs to move seamlessly into Semester 3 of CYW and graduate in two academic years according to predetermined maps. This option was further applied to graduates from all other Ontario colleges.

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

We delivered a range of degree transfer advisement and information sessions. A dedicated staff member in the General Arts & Sciences department advised students of opportunities, processes, and diploma-to-degree requirements. Students were assisted with the preparation of application documents, reminded of important dates and registration deadlines, explained timelines and procedures, and provided with forms for distribution to appropriate internal and external departments.

Degree transfer opportunities were communicated to students via the student portal, website and the publication and distribution of transfer guides.

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

A project team was created to (i) review all transfer and articulation agreements in order to identify active agreements, agreements to be renewed and agreements to expire and (ii) create an internal transfer guide for student and faculty for advising and support purposes within their program areas.

## 5) Class Size

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

Class Size Calculation Example:

### FIRST YEAR - COURSES

GSSC1109 *Life Span Development*

Course Option #1: Offered Tues - 35 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 35**)

Course Option #2: Offered Wed - 25 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 25**)

COMP1082 *Computer Skills*

Course Option #1: Offered Mon - 98 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 98**)

SWRK1026 *Canadian Social Welfare*

Course Option #1: Offered Mon & Thurs - 10 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 10**)

Course Option #2: Offered Wed & Fri - 10 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 10**)

Course Option #3: Offered Tues & Thurs - 40 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 40**)

SWRK 1041 *Preparation for the Field*

Course Option #1: Offered Tues - 30 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 30**)

Course Option #2: Offered Wed - 30 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 30**)

SWRK1043 *Group Dynamics*

Course Option #1: Offered Mon - 60 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 60**)

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

Course Option #1: Offered Mon & Thurs - 100 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 100**)

Course Option #2: Offered Wed & Fri - 101 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 101**)

Course Option #3: Offered Tues & Thurs - 76 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 76**)

Each of these course offerings should be counted once in the table below, in the appropriate class size section. For the 2011-2012 MYAA Report Back, using the information above, the class size data would be recorded as follows -

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

Using the class size calculation example above, please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **Sault College** in 2011-2012:

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

Class Size	Number of Sections	As a Percentage of All 1 <sup>st</sup> Year Sections
Fewer than 30 students	522	71.1%
30 to 60 students	197	26.8%
61 to 100 students	15	2%
101 to 250 students	0	0%
251 or more students	0	0%
Total	734	100%

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

Class Size	Number of Sections	As a Percentage of All 2 <sup>nd</sup> Year Sections
Fewer than 30 students	367	79.3%
30 to 60 students	89	19.2%
61 to 100 students	7	1.5%
101 to 250 students	0	0%
251 or more students	0	0%
Total	463	100%

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

Class Size	Number of Sections	As a Percentage of All 3 <sup>rd</sup> Year Sections
Fewer than 30 students	75	72.8%
30 to 60 students	28	27.2%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	103	100%

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

Class Size	Number of Sections	As a Percentage of All 4 <sup>th</sup> Year Sections
Fewer than 30 students	8	57.1%
30 to 60 students	6	42.9%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	14	100%

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

Class size data was compiled by cross-checking numbers between the Sault College student information system, Access queries and our manual scheduling system. We rely on the experience of a knowledgeable scheduler to provide utilization reports with proven accuracy. We have identified the need for an electronic process as part of enterprise resource planning.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to maintaining or improving **Sault College's** class size initiatives. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

Due to the implementation of a successful pilot initiative to offer January starts in selected programs in 10/11, we continued and expanded this initiative in the 11/12 academic year. The option to begin studies in January was marketed for the following programs: Adventure Recreation and Parks Technician, Business, Fish and Wildlife Conservation Technician, General Arts & Science--Liberal Studies, General Arts & Sciences--One Year, Natural Environment Technician/Technology--Conservation and Management, Personal Support Worker, Police Foundations, Practical Nursing, Pre Health Sciences, Protection Security & Investigation.

Further, a February start was introduced for the General Arts & Science--One Year program. A May start was offered to students interested in Personal Support Worker and a Bachelor of Science in Nursing 4th Year Externship. A July start was offered for the Adventure Recreation and Parks Technician program.



## **6) eLearning**

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

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

In its 2010-2011 MYAA Report Back, **Sault College** provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, **Sault College** is asked to provide information on eLearning courses, programs and registrations in 2011-2012.

### **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 2011-2012 and corresponding registration information -

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

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

<b>COURSES</b>	<b>Ontario College Credential*</b>	<b>Other Credential*</b>
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	3,381	63
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	9	56
<b>Total # of Ministry-funded courses offered through the above eLearning formats</b>	3,390	119
<b>PROGRAMS</b>	<b>Ontario College Credential*</b>	<b>Other Credential*</b>
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	6	22
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	1	6
<b>Total # of Ministry-funded programs offered in the above eLearning formats</b>	7	28
<b>REGISTRATIONS</b>	<b>Ontario College Credential*</b>	<b>Other Credential*</b>
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	598	63
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	85	94
<b>Total # of registrations in Ministry-funded programs offered in the above eLearning formats</b>	683	157



\*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 three semesters including monthly intake courses. OCC-Ontario Learn offers 1,127 available courses per semester to participating colleges, i.e. # represents 3 semesters x 1,127 available courses. "Other credential" represents courses available through partnership programs, i.e. LERN as well as ACE and L2L courses.



## Hybrid Learning\*

### \*DEFINITIONS:

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

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

In the space provided below, please highlight one or more examples of **Sault College's** use of Hybrid Learning courses and/or programs in 2011-2012.

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

Hybrid learning in continuing education - The School of Continuing Education offers 8 certificates that provide students with both synchronous and asynchronous learning options. Students were able to customize their learning to best accommodate commitments to family, employment and learning style.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to maintaining or improving **Sault College's** eLearning initiatives. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

With the identification of Global Citizenship (GEN100) as the cross-college mandated general education course, we faced the challenge of delivering the course to a large student population with limited faculty resources. Collaboration between postsecondary and continuing education supported the development of course content for asynchronous delivery. This created an e-learning option for our students and an effective rationalization of teaching and human resources.



**7) International**

**7.1 Initiatives**

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Sault College** had in 2011-2012:

- Outbound students\* = 0

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

- Inbound students\* = 0

*\*DEFINITION: Inbound students are international students at an Ontario college/university participating in student exchanges/study abroad/internships/international experiences to receive academic credit.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Sault College** in 2011-2012 = **\$10,367**

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 2011-2012 = **\$0**

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Sault College** delivers courses and/or programs **abroad (outside of Canada)** in 2011-2012, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2011-2012	Provide 2011-2012 total enrolment in each program offered listed in this table
N/A	N/A / N/A	N/A	0

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

Sault College did not actively recruit international students in 11/12. Two international students were registered.



**7.2 Enrolment**

In 2011-2012, the following were the top 5 source countries for international students at **Sault College**:

	<b>Source Country</b>	<b>Number of Full-Time International Students from Source Country</b>	<b>International Students from Source Country as a Percentage of Sault College Total Full-Time International Student Enrolment<sup>(+)</sup></b>
1.	Ecuador <sup>(+)</sup>	1 <sup>(+)</sup>	100% <sup>(+)</sup>

**Sault College** reported to the Ministry that International Enrolment\* in 2011-2012 = 1<sup>(+)</sup>.

*\*DEFINITION: **International Enrolment** is the headcount of Full-Time international students who are a non-Canadian citizen or non-permanent resident (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) studying as of September 2011 at **Sault College**, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a full-time basis.*

*NOTE: The Full-Time International Enrolment and Top 5 Source Countries were updated November 15, 2012 by MTCU. Comments in this section may be based on the enrolment data displayed prior to this update.*

\*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.

Sault College did not actively recruit international students for the 11/12 year.

Full-Time International Enrolment as a comparative percentage\* of Full-Time Enrolment at **Sault College** in 2011-2012 was:  
**0.05%<sup>(+)</sup>**

\*Comparative percentage calculation based on **Sault College's** 2011-2012 Full-Time International Enrolment (**1<sup>(+)</sup>**), divided by **Sault College's** 2011-2012 Fulltime Enrolment Headcount (**2,043<sup>(+)</sup>**)

Please provide **Sault College's** 2011-2012 Part-Time International Student Enrolment = 0

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, 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.

During the 11/12 academic year, Sault College created a strategic direction for a new international recruitment plan. The new strategic plan stated that "...<we will> increase international student enrolment and seek out international learning opportunities for Sault College students." The College sought out and engaged the services of an international recruitment consultant to use during the next recruitment cycle.



**7.3 English or French as a Second Language**

Please provide the total number of *International students* who were enrolled in either an English as a Second Language (ESL) course or program or a French as a Second Language (FSL) course or program at **Sault College** in 2011-2012 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Sault College** used in 2011-2012 to create pathways for *International students* from **Sault College's** ESL or FSL programming to postsecondary studies.

Sault College did not offer an ESL program.

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

N/A



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

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

**Sault College** confirmed in its 2010-2011 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2011-2012, **Sault College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

**Sault College** confirmed in its 2010-2011 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 2011-2012, **Sault College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

**Sault College** confirmed in its 2010-2011 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2011-2012, **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 2011-2012: 345,000

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to maintaining or improving **Sault College's** supply chain initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The College hired a purchasing agent in the past fiscal to enable the College to become more proactive in its supply chain initiatives.

**BROADER PUBLIC SECTOR ACCOUNTABILITY ACT**

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

**BPS Procurement Directive**

The 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.



**Sault College** confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of April 1, 2011.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to **Sault College's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment.

The College had information sessions throughout the institution to better educate various focus groups on the requirements of the Directive. Through these sessions, employees became more aware of the Directive in general and the impact that it has on public institutions.

**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.



**Sault College** confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements as of April 1, 2011.

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

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

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to **Sault College's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment.

Sault College has hired a permanent part-time employee who is responsible for analyzing and processing all expense claims for employees of the College. This is to assist in ensuring compliance to the directive, and to provide consistency and guidance to employees of the College.

Also the College had information sessions throughout the institution to better educate various focus groups on the requirements of the Directive. Through these sessions, employees became more aware of the Directive in general and the impact that it has on public institutions.



## 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.



**Sault College** confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

Please provide one or more highlights in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to comply with the BPS Perquisites Directive in the 2011-2012. A highlight could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment.

Through the information sessions held for BPS Expense and Supply Chain Directives, the College better educated employees which became more aware of the Directive in general and the impact that it has on public institutions.

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

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2011-2012 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

### **\*DEFINITIONS:**

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

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

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

Based on the definitions provided above, please provide WIL data for **Sault College** in 2011-2012:

	<u>Certificate</u>	<u>Diploma</u>	<u>Advanced Diploma</u>	<u>Graduate Certificate</u>	<u>Applied Degree</u>
Number of programs at <b>Sault College</b> with a Co-op Stream	0	8	1	0	0
Number of students at <b>Sault College</b> enrolled in a Co-op program	0	286	33	0	0

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment.

The College's strong commitment to co-operative education continued. This included one mandatory co-op workterm as a mandatory requirement for graduation.

The Home Inspection Technician program, first of its kind for postsecondary institutions in Canada, saw students participating in their first co-op work term, one of which was the Holmes Group.

Course materials students used while on their work terms to complete academic requirements were moved to the the College Learning Management System for the summer 2012 work term.

Co-op services moved to a newly renovated, more visible home on campus with an interview room, computers for student use, and a resource area. A receptionist position was added to ensure excellent customer service.

## 10) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2011-2012, 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" = 92.1%<sup>(+)</sup>

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Sault College** for KPI Question #26 "The overall quality of the learning experiences in this program" = 86.7%<sup>(+)</sup>

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Sault College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = 77.2%<sup>(+)</sup>

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Sault College** for KPI Question #45 "The overall quality of the services in the college" = 75.1%<sup>(+)</sup>

Please indicate the methods, in addition to the KPI survey results reported in 2011-2012, that **Sault College** used in 2011-2012 to measure student satisfaction.

In addition to the KPI survey results reported in 2011 - 2012, Sault College used the Student Feedback Questionnaire (SFQ) to measure, monitor and report on student satisfaction.

The SFQ was used in every post-secondary course to evaluate student satisfaction with course design, course management, course delivery, and course content. Students were also provided a section for written comments on the Professor, the facilities and equipment, and the physical environment.

Results from the SFQ were shared with each Professor, school Chair and/or Dean, as well as the Vice-President, Academic. Further, the results of the SFQ were collated into reports for each school and multi-reports for each Professor. The results track and trend over each academic year the SFQ is used. This type of reporting shows the progress of each school and Professor in regards to student satisfaction and was used in the professional development plans of the Professor.

Written comments made on the SFQ were further used in the planning of physical improvements made to classrooms, media and computer labs, outdoor learning labs, and other educational spaces. For example, if a majority of the students in one course indicate that the temperature of the classroom is not appropriate for learning, this information is used to adjust the comfortability of the learning environment. Further, if students indicate that a particular element of the classroom is conducive to learning, then that element is duplicated in related environments.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to maintaining or improving **Sault College's** student satisfaction initiatives. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

Sault College continued to work at the program level to identify strengths and weaknesses within each program identified in the KPI results in order to develop an improvement strategy aimed at increasing student satisfaction.

Based on previous year's pilot project involving the Esthetician and Civil Engineering Technician programs, programs at lower KPI levels were reviewed at the curriculum and program level to determine areas of improvement and opportunities for engaging students in program improvement as it related to the areas identified in the KPI survey as critical. Program Faculty and Staff worked together to ensure improvements to curriculum, delivery and the physical environment were appropriate and addressed student concern.

The College was also taking a more aggressive approach to the student satisfaction data as it pertains to services. Each service area, including Library, Security, IT, received a detailed chart that had the satisfaction data from each program. The report was filtered based on characteristics specific to the service area. For example, we wanted to know which programs used the Library the most, which viewed it as the most important, and those that were the most satisfied. We compared this data to the proximity of the program area to the library, the perceived expected usage of the library and its services (i.e. programs that would require extensive research materials), and the type of program (i.e. skilled trade verses health verses media and arts, etc) to get a better understanding of the usage and satisfaction of the library. We anticipated focus groups targeted at specific student users based on the above information would help us improve program-specific services for students.





**11) Graduation Rate**

Per the KPI results reported in 2011, the graduation rate at **Sault College** = 64%(+)

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Sault College** used in 2011-2012 to measure graduation rate.

Sault College used an independently-purchased software product to assist in the calculation of the graduation rate as per the MTCU guidelines. Sault College recognized inherent issues with the software in the calculation. Firstly the software had not had updates in over ten years as the maker of the software is no longer in business and secondly, despite the software there were still many manual steps required in the calculation of the graduation rate. A more improved methodology is currently being discussed to improve this process.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to maintaining or improving **Sault College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

The graduation rate at Sault College continues to rise. This was a result of continued focus on ensuring student success despite the fact that over 70 percent of our direct applicants enter college programs with a high school average below 70 percent.

Sault College released its strategic plan in 2010; a plan that identified Student First as a priority and all decisions, policies and processes are formulated with students as the first consideration.

This concentrated focus on student success both personally and academically has resulted in increased and improved student services and Native student services, improved College services including hours of operation, variety and choice, and improved facilities and equipment. In addition, the College has improved the peer tutor program, testing and counselling services and library services and offerings. In addition, many program areas report that faculty are leading their own mentoring/tutoring sessions.

The College also began focusing on the creation of an "invitational" culture for students to keep them engaged and participating in classroom and extracurricular activities on campus.

## **12) Graduate Employment Rate**

Per the KPI results reported in 2011-2012 the graduate employment rate, 6 months upon graduation, at **Sault College** = 83.3%<sup>(+)</sup>

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Sault College** used in 2011-2012 to measure graduate employment rate.

Initial planning began to develop a local survey as both a strategy to supply more timely information on graduate employment status in order to better assist those graduates in their job search and as a means to establish on-going communication with graduates to increase KPI participation. Results were seen in more updated addresses and email information for graduates as well as early intervention with those requiring additional job search assistance.

Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to maintaining or improving **Sault College's** graduate employment rate. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

The annual Job and Career Fair held in February 2012 saw a record number of participants with over 200 percent more registered employers on-campus than in previous years.

The Student Job Centre, which provided employment assistance to students and graduates as well as delivered support services for co-operative education, moved to a newly renovated central location on campus which includes private offices, an interview room including SKYPE capabilities, student computers and a resource area.

Career development modules were completed on twenty topics and were available on the departmental web site for use by students, grads and faculty.

The Student Job Centre manager attended all College program advisory meetings as a resource person ensuring employer needs in terms of job search tools are on track and that the office stays on top of innovations and industry trends.

Research continues in identifying new employment opportunities for graduates in all programs with an emphasis on those programs which may have lower than average success rates.

**13) Student Retention**

The table below has been pre-populated with the results from **Sault College's** 2010-2011 MYAA Report Backs. Please identify **Sault College's** achieved results for 2011-2012 using the following methodology:

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

	Retention Rate Achieved for 2010-2011	Retention Rate Achieved for 2011-2012
1st to 2nd Year	<u>75.9%</u> <sup>(+)</sup>	2011 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>775</u> $\div$ 2010 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>1,001</u> x 100 = <u>77.4%</u>
2nd to 3rd Year	<u>87.8%</u> <sup>(+)</sup>	2011 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>138</u> $\div$ 2010 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>167</u> x 100 = <u>82.6%</u>
3rd to 4th Year	<u>83.9%</u> <sup>(+)</sup>	2011 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>52</u> $\div$ 2010 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>53</u> x 100 = <u>98.1%</u>

\*NOTE: Institutions used a variety of student enrolment cluster groups in their 2010-2011 MYAA Report Back student retention rate calculations. As such, comparison between the 2010-2011 student retention rate and the 2011-2012 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with stakeholders to refine the student retention rate indicator for future MYAA Report Backs.

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

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



Please provide one or more highlights, in the space provided below, of an activity that **Sault College** used during 2011-2012, which contributed to maintaining or improving **Sault College's** retention initiatives. This could be a strategy, initiative or program viewed by **Sault College** to be an innovative practice, success story and/or key accomplishment that **Sault College** would like to highlight.

During the summer of 2011, the first "Upgrade for the Trades" program was delivered. This 12-week program provided individual skills enhancement opportunities for Aboriginal youth with identified gaps in education and skills development that prevented them from entering postsecondary institutions and pursuing careers in the trades field. Course offerings included postsecondary credits in Math, Communications, Personal Academic Success Strategies, and Computer Applications. Participants also received industry-level certification in WHMIS, First Aid, Fall Arrest (including Aerial) and Chainsaw Safety in addition to strengthening job readiness skills (e.g. resumes, job search, interviews). Ninety-two percent of the group was successful in passing the CAAT and 72% enrolled in postsecondary programs. The utilization of an Aboriginal learning model contributed greatly to the success of students within the program. This model is flexible and can be adapted to meet the needs of Aboriginal communities in future program delivery.

During the 11/12 year, a new complement position was created in the form of a "Student Success Advisor". All duties and activities are directed at the retention of students.

Our Aviation Flight program introduced a new "re-set" policy which allowed for a student who had been withdrawn due to receipt of an "F" grade in an academic course or a "U" grade in a flight test to re-enter the program at the beginning of the stage where she/he was unsuccessful. This resulted in increased retention in a program where previous rates were low.

#### **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 2011-2012 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.)**

###### Campus Improvements to In-Class Experience:

Students in the Esthetician program enjoyed their studies in a newly constructed lab. The campus spa parallels the industry standard and allows students to deliver a full range of services to the community. Likewise, Pharmacy Technician students moved into a new lab, which is Phase I of a project that will continue into the 12/13 year. Sault College partnered with a local manufacturer to provide space for our Civil/Construction and Home Inspection students to build a house from framing to completion.

Other capital purchases made to improve the classroom experience included: Smart lecture theatre with videoconferencing, wireless access for classrooms and learning commons, computers and multi-functional devices for learning commons, and general access computers.

###### Professional Development for Teaching Excellence:

During the 11/12 academic year, the following professional development sessions were offered to promote teaching excellence in the classroom: "What it Takes to Keep Students Engaged" by Bob Carley; "Item Writing for Multiple Choice Examinations" with Marla Nayer; "A Generation of Data: The Turkey Lakes Watershed Study" with Fred Beall; "Conversations about Teaching and Learning" - Third Inter-Institutional Conference; "Embodied Education: Teaching as Performance" with Dr. Patrick Santoro; The Talk About Teachers Today: Why Scholarship Thinks We're Ignorant, Margaret Wente Hates Us, and the World Still Needs Us" with Dr. Nick Mount.

Staff training was offered on the following topics: PowerPoint Level 2, Learning Management System--Grade Book/Adding Content/Tracking Tools/Plagiarism Prevention, Managing E-Mail, Microsoft Outlook 2010, Clicker Technology, File Management/Windows Explorer, Standard First Aid & CPR Level A, Mental Health First Aid Training, Native Culture Competency Training.

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

Natural Environment/Outdoor Studies students enjoyed a variety of learning activities due to industry connections with this program cluster. Some of those activities included Bird Studies Canada inventory of chimneys, aerial angling surveys with Ministry of Natural Resources, construction of nesting structures for waterfowl in Pumpkin Point Wetland, hosting of an envirothon with Ministry of Natural Resources, Natural Resources Canada and Clergue Forest Management, volunteer work with Ministry of Natural Resources, St. Joseph Island Hunter and Angler Associations, Pro Fishermen, Fur Harvesters, Naraully Superior Adventures, Natural Resources Canada, Clergue Forest Management.

Esthetician and Hairstyling students offered services both on- and off-site to retirement homes, senior's drop-in centres, YMCA, Special Olympics, Canadian Cancer Society. Criminal Justice students partnered with Crime Stoppers and the Sault Ste. Marie Downtown Association to patrol the downtown core to reduce crime (an activity for which the College received an award). Fitness & Health Promotion students delivered fitness challenges/workshops/classes to the college community, local high schools and community groups. Occupational Therapy/Physiotherapy Assistant students offered a community clinic to those in need.

In January of 2012, Sault College received NSERC (Natural Sciences and Engineering Research Council of Canada) eligibility signalling that the College has the infrastructure and expertise to support applied research. A new Applied Research Centre was opened, a Research Ethics Board was established, and we began to promote new partnerships to offer new research



opportunities to our students.

Collaborative research projects offered high-level work-learning opportunities for Sault College students with industry partners. Projects such as determining solar panel farm viability and designing an innovative solar tracking system, creating data interfaces and reporting software with the utilities commission, creating new processes and equipment for water treatment and tire recycling plants, building a therapeutic device prototype, piloting remote access to computer data in automobiles, reducing use of synthetic fertilizers while increasing benefits of organic fertilizers, and designing a prototype of a solar switching system with potential to improve efficiency of existing solar photovoltaic systems were undertaken by students.

Students in the College's general education Global Citizen course engaged with the following local and worldwide organizations: One Match Bone Marrow Awareness, Movember, Cause for Paws, Big Brothers/Sisters, LBGTs, Operation Christmas Child, Rachael's Kids, Women in Crisis Take Back the Night, Soup Kitchen, Feed the Children, YMCA Peace Week, Sault College Food Bank, Resolution through Proper Eating and Exercise (World Health Organization), Human Trafficking: Somalia Project, The Pregnancy Centre, Global Warming: Pembina Institute, Alternative Energy: Heliene Inc., World Wildlife Fund WWF, United Way Day of Caring, Clear Cutting: Forest Ethics, Anti-Bullying: Red Cross, Immunization: We Care, Habitat for Humanity, Mothers Against Drunk Driving, Global Giving.org, Building for Change, Greenpeace.

In July 2011 Algoma Public Health moved into its new building on our campus. This signified the beginning of a strategic alliance and partnership to provide new research opportunities, placements, resources, mentorships, involvement in community campaigns, etc. to Sault College students. Examples of student activities that took place included promotion work for World Aids Day, Infection Control Week, Diabetes Strategy, Smoking Cessation, Healthy Smiles Ontario, Community Kitchen Project, Health Fair Displays, Healthy Communities Partnership. Policy development work included development of breastfeeding and tobacco-free sports policies.

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

The Write Place was successfully implemented as a faculty-led tutorial drop-in location for all students. Students wanting help with grammar, sentence structure, essays, reports, résumés, and research and documentation may bring their college writing to Language and Communication professors for assistance, or students may email [thewriteplace@saultcollege.ca](mailto:thewriteplace@saultcollege.ca).

The counselling office empowered students to set and reach their goals.

The Accessibility Services Office served as the office responsible for accessibility administration and for guiding students through the self identification and accommodations process.

The Sault College Student Financial Assistance Office administered the Ontario Student Assistance Program, Scholarships, Bursaries & Awards, and the Student Exceptional Expense Bursaries. The office staff assisted students who were experiencing difficulties in meeting their educational costs by offering budget counselling for groups or individuals, OSAP workshops, and classroom presentations and seminars on debt repayment.

In 11/12 Sault College had a better than 1 to 5 ratio of computers to students, one of the best in the college system. The department staff provided information, support and technology services to Sault College, including the operation of the College's general purpose student computer labs, and specialized computer labs (Graphic Design/Digital Photography, Computer Studies, Motive Power etc.)

The Student Job Centre offered employment services for students and alumni and acted as a the hub for information and resources for students in co-operative education programs. Job postings for part time, summer, co-op, and full time graduate employment were made available. Other services provided included job search workshops, one-on-one employment consulting, and job postings for full, part time and summer employment. Staff also offered telephone, computer and fax access for individual job searches. They hosted both a part time job fair for students looking for employment while attending school and a Graduating Student Job Fair in the winter semester where 58 exhibitors were present.



With the approval of the professor a student could arrange an alternate testing time in the Testing Centre. Peer tutors offered academic support to tutees by sharing their experience and encouragement.

A specialized Aboriginal support services office provided a safe, warm and welcoming environment to students. In addition to providing counselling services, tutoring, scholarship clinics and social and cultural events, Aboriginal-designated staff assisted students by acting as liaison and advocate. A number of Native-specific scholarships and bursaries encouraged a high standard of academic achievement while assisting those with financial difficulties to achieve their goals. The Infinity Reach program was launched and consisted of Metis learners at Sault College. Upper-level students support newcomers in their academic pursuits and through cultural and informative events. Native student counsellors offer culturally sensitive counselling to students who experienced a range of concerns such as study stress and anxiety, coping with new environment and expectations, and dealing with personal crises.

Community Service programs either initiated or continued various mentoring programs, including both faculty/student partnerships or peer partnerships. Efforts are made to personally connect with students in the forms of socials and picture identification.

The Nurse Practitioner-Led Clinic celebrated its grand opening on campus. The clinic provided primary care to residents and students who were unattached to a primary care provider.

**Attestation:**



**Sault College** confirms that all information being submitted to the Ministry as part of the 2011-2012 MYAA Report Back is accurate and has received approval from **Sault College's** Executive Head or Board of Governors.

**Contact:**

For additional information regarding **Sault College's** 2011-2012 MYAA Report Back please contact -

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

Please indicate the address on **Sault College's** website where a PDF copy of this 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report Back has been approved):

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

Financial Statements of

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

Year ended March 31, 2013

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

## **Financial Statements**

Year ended March 31, 2013

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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, 2013, the statements of operations, changes in net assets, cash flows and remeasurement gains and losses for the year then ended, and notes, comprising a summary of significant accounting policies and other explanatory information.

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

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

### *Auditors' Responsibility*

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

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

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

### *Opinion*

In our opinion, the financial statements present fairly, in all material respects, the financial position of The Sault College of Applied Arts and Technology as at March 31, 2013, and its results of operations, its cash flows and its remeasurement gains and losses for the year then ended in accordance with Canadian public sector accounting standards.



*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 Schedule 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*

Without modifying our opinion, we draw attention to the notes to the financial statements which describes that The Sault College of Applied Arts and Technology adopted Canadian public sector accounting standards on April 1, 2012 with a transition date of April 1, 2011. These standards were applied retrospectively by management to the comparative information in these financial statements, including the statements of financial position as at March 31, 2012 and April 1, 2011, and the statements of operations, changes in net assets and cash flows for the year ended March 31, 2012 and related disclosures. We were not engaged to report on the restated comparative information, and as such, it is unaudited.

*KPMG LLP*

Chartered Accountants, Licensed Public Accountants

May 30, 2013

Sault Ste. Marie, Canada

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Statement of Financial Position


March 31, 2013, with comparative figures for March 31, 2012 and April 1, 2011

	March 31, 2013	March 31, 2012 (Unaudited)	April 1, 2011 (Unaudited)
<b>Assets</b>			
Current assets:			
Cash	\$ 2,093,187	\$ 2,858,405	\$ 7,076,874
Investments (note 4)	15,230,169	16,991,125	18,542,882
Accounts receivable (note 3 and 17(a))	808,979	918,445	1,119,128
Grants and reimbursements receivable	3,322,920	3,732,718	3,359,650
Current portion of pledges receivable (note 7)	720,122	612,125	-
Inventory	3,841	6,212	15,112
Prepaid expenses	306,330	314,822	341,907
Sinking fund investment	-	4,049,903	-
	22,485,548	29,483,755	30,455,553
Pledges receivable (note 7)	1,286,417	1,607,846	-
Sinking fund investment	-	-	3,706,665
Capital assets (note 5)	60,025,810	51,182,868	49,915,871
	\$ 83,797,775	\$ 82,274,469	\$ 84,078,089
<b>Liabilities, Deferred Contributions and Net Assets</b>			
Current liabilities:			
Accounts payable and accrued liabilities	\$ 4,085,233	\$ 2,082,528	\$ 6,584,364
Accrued vacation	3,608,591	3,526,775	3,289,424
Deferred tuition fees	885,315	691,303	688,506
Payable to the Ministry of Training, Colleges and Universities	188,692	271,186	508,514
Current portion of capital mortgage	-	4,100,000	-
	8,767,831	10,671,792	11,070,808
Capital mortgage	-	-	4,100,000
Post-employment benefits and compensated absences (note 9)	2,412,000	2,577,000	2,851,000
Deferred contributions for expenses of future periods (note 6)	1,622,585	1,487,772	1,668,335
Deferred capital contributions (note 8)	51,611,426	47,324,105	44,621,491
	64,413,842	62,060,669	64,311,634
Net assets:			
Unrestricted (deficiency)	(1,624,298)	5,010,926	7,974,176
Invested in capital assets (note 11)	15,434,394	9,246,164	6,374,862
Internally restricted (note 12)	159,178	174,132	176,792
Restricted for student purposes and endowments	5,296,894	5,782,578	5,240,625
	19,266,168	20,213,800	19,766,455
Accumulated remeasurement gains	117,765	-	-
	19,383,933	20,213,800	19,766,455
Commitments (note 15) and contingencies (note 16)			
	\$ 83,797,775	\$ 82,274,469	\$ 84,078,089

See accompanying notes to financial statements.

On behalf of the Board:

 Chair

 Treasurer

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Statement of Operations

Year ended March 31, 2013, with comparative figures for 2012

	2013	2012
		(Unaudited)
Revenue (schedule 1):		
Grants and reimbursements	\$ 34,417,190	\$ 33,654,850
Tuition fees	8,631,683	8,614,285
Ancillary operations	1,132,227	1,055,698
Other	3,170,170	3,395,047
Restricted for student purposes	2,845,006	2,363,759
Amortization of deferred capital contributions (note 8)	2,310,330	2,327,342
	<u>52,506,606</u>	<u>51,410,981</u>
Expenses:		
Salaries and benefits	37,573,321	36,114,081
Instructional supplies	1,739,389	1,367,460
Contracted services	2,590,627	1,812,158
Utilities, maintenance and taxes	2,440,579	2,618,839
Interest and bank charges	172,064	453,530
Travel and professional development	431,208	377,951
Training subsidies and allowances	951,077	1,292,446
Supplies and other expenses	2,092,811	2,197,140
Restricted for student purposes	628,312	696,238
Scholarships and bursaries	1,581,318	1,097,521
Provision for (recovery of) post-employment benefits and compensated absences	(83,185)	(21,838)
Amortization of capital assets	3,063,661	3,037,138
	<u>53,181,182</u>	<u>51,042,664</u>
Excess (deficiency) of revenue over expenses before the undernoted items	(674,576)	368,317
Gain (loss) on disposal of capital asset	7,105	(517,173)
Deficiency of revenues over expenses	<u>\$ (667,471)</u>	<u>\$ (148,856)</u>

See accompanying notes to financial statements.



**THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**  
**Statement of Changes in Net Assets**

Year ended March 31, 2013, with comparative figures for 2012

March 31, 2013	Unrestricted	Invested in Capital assets	Internally restricted	Restricted for student purposes and endowments	Total
Balance, beginning of year	\$ 5,010,926	\$ 9,246,164	\$ 174,132	\$ 5,782,578	\$ 20,213,800
Adjustment on adoption of the financial instruments standard (note 2)	(113,691)	-	-	(167,700)	(281,391)
Balance, beginning of year, as restated	4,897,235	9,246,164	174,132	5,614,878	19,932,409
Excess of revenues over expenses (expenses over revenue)	(594,359)	(693,534)	(14,954)	635,376	(667,471)
Endowment contributions	-	-	-	1,230	1,230
Invested in capital assets (note 11)	(5,867,174)	5,908,856	-	(41,682)	-
Interfund transfer (note 14)	(60,000)	972,908	-	(912,908)	-
<b>Balance, end of year</b>	<b>\$ (1,624,298)</b>	<b>\$15,434,394</b>	<b>\$ 159,178</b>	<b>\$ 5,296,894</b>	<b>\$ 19,266,168</b>

March 31, 2012 (Unaudited)	Unrestricted	Invested in Capital assets	Internally restricted	Restricted for student purposes and endowments	Total
Balance, beginning of year (note 19)	\$ 7,974,176	\$ 6,374,862	\$ 176,792	\$ 5,240,625	\$ 19,766,455
Excess of revenues over expenses (expenses over revenue) (note 19)	167,536	(883,732)	(2,660)	570,000	(148,856)
Change in unrealized investment income	113,691	-	-	167,700	281,391
Endowment contributions	-	-	-	261,810	261,810
Invested in capital assets (note 11)	(3,184,477)	3,230,724	-	(46,247)	-
Capital donation	-	53,000	-	-	53,000
Interfund transfer (note 14)	(60,000)	471,310	-	(411,310)	-
<b>Balance, end of year</b>	<b>\$ 5,010,926</b>	<b>\$ 9,246,164</b>	<b>\$ 174,132</b>	<b>\$ 5,782,578</b>	<b>\$ 20,213,800</b>

See accompanying notes to financial statements.



# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Statement of Cash Flows

Years ended March 31, 2013 with comparative figures for 2012

	2013	2012 (Unaudited)
<b>Cash provided by (used in):</b>		
<b>Operating activities:</b>		
Deficiency of revenues over expenses	\$ (667,471)	\$ (148,856)
Items not involving cash:		
Amortization of capital assets	3,063,661	3,037,138
Amortization of deferred capital contribution	(2,310,330)	(2,327,342)
Loss (gain) on sale of investments	(7,105)	517,173
Change in non-cash operating working capital:		
Accounts receivable	109,466	200,683
Grants and reimbursement receivable	409,798	(373,068)
Inventory	2,371	8,900
Prepaid expenses	8,492	27,085
Accounts payable and accrued liabilities	2,002,706	(4,501,837)
Accrual for vacation pay	81,816	237,351
Payable to Ministry of Training Colleges and Universities	(82,494)	(237,328)
Deferred tuition fees	194,012	2,797
Deferred contributions related to expenses of future periods	134,812	(180,562)
Accrual for employee future benefits	(165,000)	(274,000)
	2,774,734	(4,011,866)
<b>Capital activities:</b>		
Purchase of capital assets	(11,906,602)	(4,979,454)
Receipt of deferred capital contributions	6,602,630	5,240,536
Proceeds on disposal of capital assets	2,125	566
	(5,301,847)	261,648
<b>Financing activities:</b>		
Endowment contributions	1,230	261,810
Pledges receivable	213,432	(2,219,971)
Repayment of capital mortgages	(4,100,000)	-
	(3,885,338)	(1,958,161)
<b>Investing activities:</b>		
Sinking fund investment	4,049,903	(343,238)
Realized gain (loss) on investments	(163,626)	281,391
	3,886,277	(61,847)
<b>Net decrease in cash and temporary investments</b>	<b>(2,526,174)</b>	<b>(5,770,226)</b>
Cash and temporary investments, beginning of year	19,849,530	25,619,756
<b>Cash and temporary investments, end of year</b>	<b>\$ 17,323,356</b>	<b>\$ 19,849,530</b>

See accompanying notes to financial statements.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Statements of Remeasurement Gains and Losses

Year ended March 31, 2013

	2013
Accumulated remeasurement gains, beginning of the year	
Adjustment on adoption of the financial instruments standard (note 2)	\$ 281,391
Unrealized gains attributable to: Temporary investments	117,765
Realized gains, reclassified to the statement of operations: Temporary investments Designated fair value	(281,391)
Net remeasurement gains for the year	(163,626)
Accumulated remeasurement gains, end of the year	\$ 117,765

See accompanying notes to financial statements.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Financial Statements

Year ended March 31, 2013

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

On April 1, 2012, the College adopted Canadian Public Sector Accounting Standards. The College has also elected to apply the 4200 standards for government not-for-profit organizations. These are the first financial statements prepared in accordance with these public sector accounting standards.

In accordance with the transitional provisions in Public Sector Accounting Standards, the College has adopted the changes retrospectively, subject to certain exemptions allowed under these standards. The transition date is April 1, 2011 and all comparative information provided has been presented by applying public sector accounting standards.

A summary of transitional adjustments recorded to net assets and excess of revenue over expenditures is provided in note 19.

### 1. Significant accounting policies:

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

#### (a) Revenue recognition:

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

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

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

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

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

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

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

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2013

---

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

**(b) Inventory:**

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

**(c) Capital assets:**

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

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

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

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

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**(d) Vacation pay:**

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

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2013

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

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

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

The College also provides defined retirement and other post-employment benefits and compensated absences to certain employee groups. These benefits include pension, health and dental, vesting sick leave and non-vesting sick leave. The actuarial determination of the accrued benefit obligations for pensions and other retirement benefits uses the projected benefit method pro-rated on service. The most recent actuarial valuation of the benefit plans for funding purposes was as of March 1, 2011 and the next required valuation will be as of March 1, 2014. The College has adopted the following policies with respect to accounting for these employee benefits:

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



# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2013

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

#### (f) Financial instruments:

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

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

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

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

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

Long-term debt is recorded at cost.

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

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

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2013

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

#### (g) Foreign currency:

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

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

#### (h) Use of estimates:

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

### 2. Change in accounting policy:

On April 1, 2012, the College adopted Public Accounting Standards *PS 3450 - Financial Instruments* and *PS 2601 - Foreign Currency Translation*. The standards were adopted prospectively from the date of adoption. The new standards provide comprehensive requirements for the recognition, measurement, presentation and disclosure of financial instruments and foreign currency transactions.

In addition, on April 1, 2012, the College early adopted an amendment to *PS 3450 - Financial Instruments* that would otherwise be effective for year-ends beginning on or after March 1, 2013. The amendment provides guidance on the classification of investment income on externally restricted assets.

Under *PS 3450*, all financial instruments, including derivatives, are included on the statement of financial position and are measured either at fair value or amortized cost based on the characteristics of the instrument and the College's accounting policy choices (see Note 1 - Significant Accounting Policies).

In accordance with the provisions of this new standard, the College reflected the following adjustments at April 1, 2012:

- A decrease of \$281,391 to unrestricted net assets and an increase of \$281,391 to accumulated remeasurement gains due to the unrealized gain of the College's investments previously classified as held-to-maturity or available for sale being reclassified to accumulated remeasurement gains.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2013

### 3. Accounts receivable:

	March 31, 2013	March 31, 2012	April 1, 2011
		(Unaudited)	(Unaudited)
Student Tuition Fees	\$ 329,875	\$ 329,207	\$ 193,318
Federal other	260,756	192,622	403,107
Other	426,902	587,435	619,172
	1,017,533	1,109,264	1,215,597
Less allowance for doubtful accounts	208,554	190,819	96,469
	\$ 808,979	\$ 918,445	\$ 1,119,128

### 4. Investments:

	Level	March 31, 2013	March 31, 2012	April 1, 2011
			(Unaudited)	(Unaudited)
Assets at designated fair value				
Government bonds	2	\$ 2,942,909	\$ 6,116,781	\$ 8,782,225
Equity instruments, quoted in an active market				
Shares	1	10,923,696	8,681,146	7,778,283
Mutual funds	1	1,295,998	1,554,309	1,536,009
Cash		67,566	638,889	446,365
		\$ 15,230,169	\$ 16,991,125	\$ 18,542,882

There were no transfers between Level 1 and Level 2 for the years ended March 31, 2013 and 2012. There were also no transfers in or out of Level 3.

Government Bonds have interest rates from 1.50% to 8.1% (2012 - 1.0% to 5.35%) and mature between 2014 and 2035.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2013

### 5. Capital assets:

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

March 31, 2012 (Unaudited)	Cost	Accumulated amortization	Net book value
Land	\$ 680,817	\$ -	\$ 680,817
Buildings	68,575,115	24,052,488	44,522,627
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
Construction in progress	294,368	-	294,368
	<b>\$ 100,682,959</b>	<b>\$ 49,500,091</b>	<b>\$ 51,182,868</b>

April 1, 2011 (Unaudited)	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
Construction in progress	23,656,849	-	23,656,849
	<b>\$ 96,790,708</b>	<b>\$ 46,874,837</b>	<b>\$ 49,915,871</b>

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2013

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

Deferred contribution consists of the following:

	March 31, 2013	March 31, 2012	April 1, 2011
		(Unaudited)	(Unaudited)
Balance, beginning of year	\$ 1,487,773	\$ 1,668,335	\$ 2,490,620
Additional contributions received	3,438,756	3,636,252	3,851,361
Amounts taken into revenue	(3,303,944)	(3,816,815)	(4,673,646)
Balance, end of year	\$ 1,622,585	\$ 1,487,772	\$ 1,668,335

### 7. Pledges receivable:

	March 31, 2013	March 31, 2012	April 1, 2011
		(Unaudited)	(Unaudited)
Inspiring Growth Capital Campaign pledges	\$ 2,006,539	\$ 2,219,971	\$ -
Current portion of pledges receivable	720,122	612,125	-
Non-current portion of pledges receivable	\$ 1,286,417	\$ 1,607,846	\$ -

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

Aggregate maturities of pledges receivable for each of the 4 years subsequent to March 31, 2013 are as follows:

2014	\$ 635,076
2015	351,817
2016	294,473
2017	5,052
2018	-



# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2013

### 8. Deferred capital contributions:

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

	March 31, 2013	March 31, 2012	April 1, 2011
		(Unaudited)	(Unaudited)
Unamortized capital contributions used to purchase assets	\$ 46,430,372	\$ 42,747,937	\$ 43,537,130
Unspent contributions	1,680,528	1,721,381	1,070,360
Unspent Inspiring Growth Capital Campaign	3,500,526	2,854,787	14,001
	<b>\$ 51,611,426</b>	<b>\$ 47,324,105</b>	<b>\$ 44,621,491</b>

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

	2013	2012
Balance, beginning of year	\$ 47,324,105	\$ 44,621,491
Additional contributions received	5,956,893	2,399,750
Donation of capital asset	-	50,000
Disposal of capital asset	-	(255,600)
Inspiring Growth Capital Campaign	645,737	2,840,786
Less amounts amortized to revenue	(2,315,309)	(2,332,322)
Balance, end of year	<b>\$ 51,611,426</b>	<b>\$ 47,324,105</b>

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2013

## 9. Employee future benefits:

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

	March 31, 2013	March 31, 2012	April 1, 2011
		(Unaudited)	(Unaudited)
Post-employment benefits	\$ 612,000	\$ 619,000	\$ 637,000
Non-vesting sick leave	1,445,000	1,503,000	1,579,000
Vesting sick leave	355,000	455,000	635,000
	<b>\$ 2,412,000</b>	<b>\$ 2,577,000</b>	<b>\$ 2,851,000</b>

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

	March 31, 2013	March 31, 2012	April 1, 2011
Accrued benefit obligation	\$ 2,525,000	\$ 2,759,000	\$ 2,938,000
Fair value of plan assets	(70,000)	(80,000)	(87,000)
Funded status – plan deficit	2,455,000	2,679,000	2,851,000
Unamortized actuarial gain (loss)	(43,000)	(102,000)	–
<b>Employee future benefit liability</b>	<b>\$ 2,412,000</b>	<b>\$ 2,577,000</b>	<b>\$ 2,851,000</b>

	2013	2012
Current service cost	\$ 108,000	\$ 99,000
Interest on accrued benefit obligation	51,000	73,000
Experienced losses	24,000	24,000
Benefit payments	(362,000)	(470,000)
Amortization of actuarial loss	14,000	–
<b>Employee future benefit expense (recovery)</b>	<b>\$ (165,000)</b>	<b>\$ (274,000)</b>

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

### Post-employment benefits

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

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2013

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

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

(i) Discount rate

The present value as at March 31, 2013 of the future benefits was determined using a discount rate of 2.10% (2012 - 2.25%).

(ii) Drug costs

Drug costs were assumed to increase at a rate of 9.5% for 2013 (2012 - 10%) and decrease proportionately thereafter to an ultimate rate of 4.0% in 2026.

(iii) Hospital and other medical

Hospital and other medical costs were assumed to increase at 4.5% per annum (2012 - 4.0%).

Medical premium increases were assumed to increase at 7.25% per annum in 2013 (2012 - 7.75%) and decrease proportionately thereafter to an ultimate rate of 4.0% in 2026.

(iv) Dental costs

Dental costs were assumed to increase at 4.0% per annum for fiscal 2013.

#### Compensated absences

(i) Vesting sick leave

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

(ii) Non-vesting sick leave

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

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2013

### 10. Pension plan

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

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

Any pension surplus or deficit is a joint responsibility of the members and employers and may affect future contribution rates. The College does not recognize any share of the Plan's pension surplus or deficit as insufficient information is available to identify the College's share of the underlying pension asset and liabilities. The most recent actuarial valuation filed with pension regulators as at January 1, 2013 indicated an actuarial surplus of \$347 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 \$2,977,098 (2012 - \$2,768,025).

### 11. Investment in capital assets:

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

	March 31, 2013	March 31, 2012	April 1, 2011
		(Unaudited)	(Unaudited)
Cash	\$ 4,496,005	\$ 1,311,443	\$ 1,459,680
Investments	2,739	633,033	14,137
Grants receivable	514,727	1,273,051	-
Pledges receivable	2,006,539	2,219,971	-
Sinking fund Investment	-	4,049,903	3,708,665
Capital assets	60,025,810	51,182,868	49,915,871
	67,045,820	60,670,269	55,096,353
Less amounts financed by:			
Deferred capital contributions	51,611,426	47,324,105	44,621,491
Capital mortgage	-	4,100,000	4,100,000
	\$ 15,434,394	\$ 9,246,164	\$ 6,374,862

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2013

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

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

	2013	2012
		(Unaudited)
Excess of revenues over expenses:		
Amortization of deferred capital contributions	\$ 2,310,330	\$ 2,327,342
Amortization of capital assets	(3,063,661)	(3,037,138)
Investment income	52,692	343,237
Gain (loss) on disposal of capital assets	7,105	(517,173)
	<u>\$ (693,534)</u>	<u>\$ (883,732)</u>
Net change in investment in capital assets:		
Purchase of capital assets	\$ 11,906,602	\$ 4,979,454
Amounts funded by:		
Deferred capital contributions	(5,997,746)	(1,798,730)
Donated capital assets	-	50,000
	<u>\$ 5,908,856</u>	<u>\$ 3,230,724</u>

### 12. Internally restricted net assets:

By resolution of the Board of Governors, accumulated appropriations from unrestricted net assets balance at March 31, 2013 have been made to the Joint Employment Stability Reserve Fund in the amount of \$ 159,178 (2012 - \$174,132).

### 13. Externally restricted net assets:

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

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

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2013

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### 14. Interfund transfer:

During the year \$972,908 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 purchase.

### 15. Commitments

- (a) The College has entered into an agreement to construct a new Health and Wellness building. The construction start date was March 2012, and the expected occupancy date is June 2013. The expected cost to build is \$13.2 million, funded by the following: \$5.0 million from Provincial government, \$4.0 million by the Inspiring Growth Capital Campaign, \$3.9 million from the Student Administrative Council, and \$0.3 million from other sources. Project costs of \$10,480,491 incurred to March 31, 2013 have been capitalized as Construction in Progress.
- (b) The College has also entered into an agreement to construct a new Health and Wellness and Student Services hub. The construction start date was March 2013, and the expected occupancy date is January 2014. The expected cost to build is \$2.5 million, funded by the following: \$1.8 million from Provincial government and \$0.7 million from other sources. Project costs of \$111,678 have been capitalized as Construction in Progress.

### 16. 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.

### 17. Financial Instrument Risk Management:

#### (a) Credit risk:

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

The College assesses, on a continuous basis, accounts receivable and provides for any amounts that are not collectible in the allowance for doubtful accounts. The maximum exposure to credit risk of the College at March 31, 2013 is the carrying value of these assets.

The carrying amount of accounts receivable is valued with consideration for an allowance for doubtful accounts. The amount of any related impairment loss is recognized in the income statement. Subsequent recoveries of impairment losses related to accounts receivable are credited to the income statement. The balance of the allowance for doubtful accounts at March 31, 2013 is \$208,554 (March 31, 2012 - \$190,819).



# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2013

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

#### (a) Credit risk (continued):

As at March 31, 2013, \$26,612 (March 31, 2012 - \$11,320) of trade accounts receivable were past due greater than 90 days, but not impaired.

The maximum exposure to investment credit risk is outlined in Note 4.

There have been no significant changes to the credit risk exposure from 2012.

#### (b) Liquidity risk:

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

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

There have been no significant changes to the liquidity risk exposure from 2012.

#### (c) Market risk:

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

##### (i) Foreign exchange risk:

The College is exposed to financial risks as a result of exchange rate fluctuations and the volatility of these rates. In the normal course of business, the College makes purchases denominated in U.S. dollars. The College does not currently enter into forward contracts to mitigate this risk. There has been no change to the risk exposure from 2012. The College does not have any material transactions during the year or financial instruments denominated in foreign currencies at year end.

There have been no significant changes to the foreign exchange risk exposure from 2012.

##### (ii) Interest rate risk:

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

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

The College's investments, including bonds and debentures, are disclosed in note 5.

There has been no change to the interest rate risk exposure from 2012.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2013

## 18. Collaborative nursing restatement of prior year:

During the year ended March 31, 2013, the College became aware that prior to fiscal 2012 the Province of Ontario had changed its policy for funding the Collaborative Nursing Program and the revenue recognition policy should have been changed to record revenue in the year the student is educated, not in the period the funding is received. The impact of the correction in revenue recognized has been recorded retrospectively and the cumulative effect up to March 31, 2012 has been recorded as \$1,751,286 increase of grants and reimbursements receivables, a \$1,532,375 increase in net assets, \$218,911 increase in deferred contributions, and a \$150,218 increase in excess of revenue over expenses for the year ended March 31, 2012. The impact of the correction as at April 1, 2011 was a \$1,579,608 increase in grants and reimbursements receivable, \$197,451 increase in deferred contributions and an increase of \$1,382,157 in net assets.

## 19. Transitional adjustments:

### (a) Transitional adjustments - net assets:

In accordance with transitional provisions of Public Sector Accounting Standards, the College has elected to use the exemption for employee future benefits. The College has elected to recognize all cumulative actuarial gains and losses and past services costs in opening net assets.

The following table summarizes the impact of the transition to Public Sector Accounting Standards on the College's net assets as of April 1, 2011:

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Net assets:	
As previously reported under Canadian generally accepted accounting principles, March 31, 2011	\$ 19,708,116
Transition election to recognize all cumulative actuarial gains and losses on employee future benefits (i)	(16,000)
Adjustment for change in discount rate used to calculate employee future benefits and compensated absences (ii)	271,182
Adjustment to recognize accumulated non-vested sick leave (iii)	(1,579,000)
<hr/>	
Public sector restated, April 1, 2011	18,394,298
Collaborative nursing restatement (note 18)	1,382,157
<hr/>	
Net assets restated, April 1, 2011	<hr/> \$ 19,766,455 <hr/>

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2013

### 19. Transitional adjustments (continued):

The following explanations are provided with respect to the adjustments made to the net assets as at April 1, 2011:

(i) Amortization of actuarial gains/losses:

The College has elected to recognize actuarial gains and losses at the date of transition to Public Sector Accounting Standards directly in net assets. As a result, the College has recognized an increased liability and a charge to net assets as noted in the table above.

(ii) Discount rate used to calculate post-employment benefits:

Public Sector Accounting Standards requires these liabilities to be calculated with a discount rate that is equal to either the College's rate of borrowing or the rate of return on the plan assets. Prior to transition to these new standards, the discount rate was to be equal to the yield on high quality corporate bonds. The College has chosen to discount these liabilities using its internal rate of borrowing.

(iii) Accumulated but not vested sick leave:

Public Sector Accounting Standards requires the recognition of a liability for sick leave benefits that accumulate, but do not vest. As a result, the College has recognized a liability and charge to net assets as described in the table above.

(b) Statement of operations:

As a result of the above noted elections and the retrospective application of public sector accounting standards, the College recorded the following adjustments to excess of revenue over expenses for the year ended March 31, 2012:

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Excess (deficiency) of revenue over expenses:

As previously reported under Canadian generally accepted accounting principles for year ended March 31, 2012	\$ (465,647)
Increase to employee future benefit expense as a result of electing to recognize all cumulative actuarial gains and losses and past service costs	16,000
Change to employee future benefit expense as a result of changing discount rate used	74,573
Increase to employee future benefit expense on as a result of recognizing non-vested sick leave plans	76,000
Public sector restatement	(299,074)
Collaborative nursing restatement (note 18)	150,218
<b>Restated for the year ended March 31, 2012</b>	<b>\$ (148,856)</b>

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2013

### 20. Endowment funds:

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

#### Schedule of changes in Endowment Fund balances For the year ended March 31

	OSOTF I	OSOTF II	OTSS	2013 Total	2012 Total
Balance, beginning of year	\$ 664,172	\$ 331,340	\$ 2,345,285	\$ 3,340,797	\$ 3,078,986
Cash donations received					
from other sources	-	-	1,230	1,230	133,404
OTSS funds received					
from MTCU	-	-	-	-	123,568
OTSS funds receivable					
from MTCU	-	-	-	-	4,839
<b>Balance, end of year</b>	<b>\$ 664,172</b>	<b>\$ 331,340</b>	<b>\$ 2,346,515</b>	<b>\$ 3,342,027</b>	<b>\$ 3,340,797</b>

#### Schedule of changes in expendable funds available for awards For the year ended March 31

	OSOTF I	OSOTF II	OTSS	2013 Total	2012 Total
Balance, beginning of year	\$ 82,661	\$ 14,317	\$ 63,107	\$ 160,085	\$ 198,821
Investment income, net of					
expenses	127,316	21,515	70,675	219,506	115,487
Bursaries awarded	(37,775)	(17,000)	(155,550)	(210,325)	(154,223)
<b>Balance, end of year</b>	<b>\$ 172,202</b>	<b>\$ 18,832</b>	<b>\$ (21,768)</b>	<b>\$ 169,266</b>	<b>\$ 160,085</b>
<b>Bursaries awarded #</b>	<b>57</b>	<b>17</b>	<b>359</b>	<b>433</b>	<b>259</b>

The bursaries awarded under OTSS comprise of 211 to OSAP recipients totalling \$94,200 and 148 to non-OSAP recipients totalling \$61,350.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Revenue

Year ended March 31, 2013, with comparative for 2012

Schedule 1

	2013	2012
		(Unaudited)
<b>Grants and reimbursements:</b>		
Operating grants	\$ 14,444,680	\$ 15,473,857
Special purpose grants	11,914,626	11,348,119
Apprentice training	1,501,330	1,571,676
Ontario training strategies	3,021,389	3,239,889
Other	3,535,165	2,021,309
	<u>34,417,190</u>	<u>33,654,850</u>
<b>Tuition fees:</b>		
Full-time post-secondary	6,548,556	6,407,317
Other	2,083,127	2,206,968
	<u>8,631,683</u>	<u>8,614,285</u>
<b>Ancillary operations</b>	1,132,227	1,055,698
<b>Miscellaneous:</b>		
Contract educational services	338,187	373,793
Sale of course products and services	376,496	345,983
Other	2,455,487	2,675,271
	<u>3,170,170</u>	<u>3,395,047</u>
<b>Restricted for student purposes</b>	2,845,006	2,363,759
<b>Amortization of deferred capital contributions</b>	2,310,330	2,327,342
	<u>\$ 52,506,606</u>	<u>\$ 51,410,981</u>



### 2012-2013 Sault College Performance Indicators

Program Name	APS Code	Student Loan Default Rate			Graduate Employment Rate			*Graduation Rate		
		# of Loans Issued	# of Loans in Default	Default Rate	# in Labour Force	# Working	%	# of Entrants to the Program	# of Grads	%
Adventure Recreation and Parks Technician	01112				6	3	50%	21	9	42.9
Aircraft Structural Repair Technician	01114				17	12	82.0%	35	22	62.9%
Aviation Technology-Flight	01002				1	1	100%	61	34	55.7%
Business	01007				0	0	0%	25	9	36.0%
Business -Accounting	01005				1	1	100%	26	16	61.5%
Business Management	01144				5	4	80%	6	2	33.3%
Child and Youth Worker	01047				7	7	100%	29	16	55.2%
Civil Engineering Technician	01011				2	2	100%	17	14	82.4%
Community Integration Through Cooperative Education	01107				10	4	40%	17	11	64.7
Computer Network Technician	01130				1	1	100%	17	9	52.9%
Computer Network Technology	01128				1	1	100%	5	5	100.0%
Computer Programmer	01053				2	1	50%	16	8	50.0%
Computer Programmer Analyst	01054				2	2	100%	4	4	100.0%
Construction Carpentry Techniques	01164				7	5	71%	12	8	66.7%
Culinary Management	01172				2	2	100%	10	5	50.0%
Culinary Skills-Chef Training	01009				3	3	100%	18	11	61.1%
Digital Photography	01192				6	5	83%	N/A	N/A	N/A
Early Childhood Education	01016				10	10	100%	26	14	53.8%
Electrical Engineering Technician - Power Generation	01167				2	2	100%	12	10	83.3%
Electrical Engineering Technician - Process Automation	01017				3	3	100%	26	12	46.2%
Electrical Engineering Technician - Trades	01179				3	2	67%	18	9	50.0%
Electrical Engineering Technology - Process Automation	01018				7	6	86%	20	18	90.0%
Environmental Technician - Water	01088				3	3	100%	8	5	62.5%
Esthetician	01164				N/A	N/A	N/A	23	19	82.6%
Fish and Wildlife Conservation Technician	01109				6	4	67%	53	19	35.8
Fitness and Health Promotion	01180				2	2	100%	9	8	88.9



Aviation Technology-Flight	01002				1	1	100%	61	34	55.7%
Business	01007				0	0	0%	25	9	36.0%
Business -Accounting	01005				1	1	100%	26	16	61.5%
Forest Conservation Technician	01021				5	5	100%	21	9	42.9%
General Arts and Science - Liberal Studies	01024				2	2	100%	34	17	50.0%
General Arts and Science - One Year	01153				3	3	100%	33	10	30.30%
Geographic Information Systems-Applications Spec.	01131				9	7	78%	13	13	100.0%
Graphic Design	01000				6	4	67%	20	12	60.0%
Hospitality Management - Hotel and Resort	01153				2	2	100%	6	4	66.7%
Hospitality Operations - Food and Beverage	01173				1	1	100%	1	1	100%
Law and Security Administration	01084				1	1	100%	27	17	63.0%
Mechanical Engineering Technician - Manufacturing	01027				8	7	88%	29	22	75.9%
Mechanical Engineering Technology	01188				5	5	100%	7	6	85.7%
Mechanical Techniques - Industrial Maintenance	01145				2	1	50%	2	1	50.0%
Metal Fabrication Technician	01187				5	4	80%	N/A	N/A	N/A
Motive Power Fundamentals - Automotive	01136				0	0	0%	7	4	57.1%
Motive Power Fundamentals - Heavy Equipment & Truck Repair	01184				0	0	0%	3	2	67%
Motive Power Technician - Advanced Repair	01183				9	8	89%	N/A	N/A	N/A
Natural Environment Technician - Conservation	01181				2	2	100%	N/A	N/A	N/A
Natural Environment Technologist - Conservation	1182				2	1	50%	N/A	N/A	N/A
Occupational Therapist Assistant/Physiotherapist Assistant	01160				12	12	100%	22	12	54.5%
Office Administration-Executive	01034							29	19	65.5%
Peace and Conflict Studies	01194				1	0	100%	N/A	N/A	N/A
Personal Support Worker	01135				20	18	90%	72	55	76.4%
Police Foundations	01134				8	6	75%	47	25	53.2%
Practical Nursing	01157				30	29	97%	46	37	80.4%
Pre-Health Sciences	01158				5	4	80%	67	44	65.7%
Pre-Trades and Technology	01173				0	0	0%	11	4	36.4%
Public Relations and Event Management	1196				13	12	92%	N/A	N/A	N/A
Renewable Energy and Green Construction	01191				5	2	40%	19	18	94.7%
Social Services Worker	01148				15	14	93%	26	15	57.7%
Social Services Worker - Native Specialization	01162				5	5	100%	11	8	72.7%
Video Game Art	01190				2	2	100.0%	N/A	N/A	N/A
Welding Techniques	01186				2	2	100%	9	3	33.3%

\* 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

Aviation Technology-Flight	01002				1	1	100%	61	34	55.7%
Business	01007				0	0	0%	25	9	36.0%
Business -Accounting	01005				1	1	100%	26	16	61.5%

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**

<b>Nature of Complaint</b>	<b>Date Received</b>	<b>How Resolved/addressed</b>	<b>Date Resolution Communicated to Student</b>	<b># of working days to Resolve</b>
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 2012 - 2013

Dr. Gina Mohammed (Chair)

Carla Fabbro (1st Vice Chair)

Kamal Ughadpaga (Second Vice Chair)

Joe Chilelli

Peter Berlingieri

Bob Boston

Brenda Combs

Brian Curran

Wendy Hnatchuk

Elizabeth Kontschieder

Christena Laitinen

Angelique Lemay

Mary Ellen Luukkonen

Jim Rennie