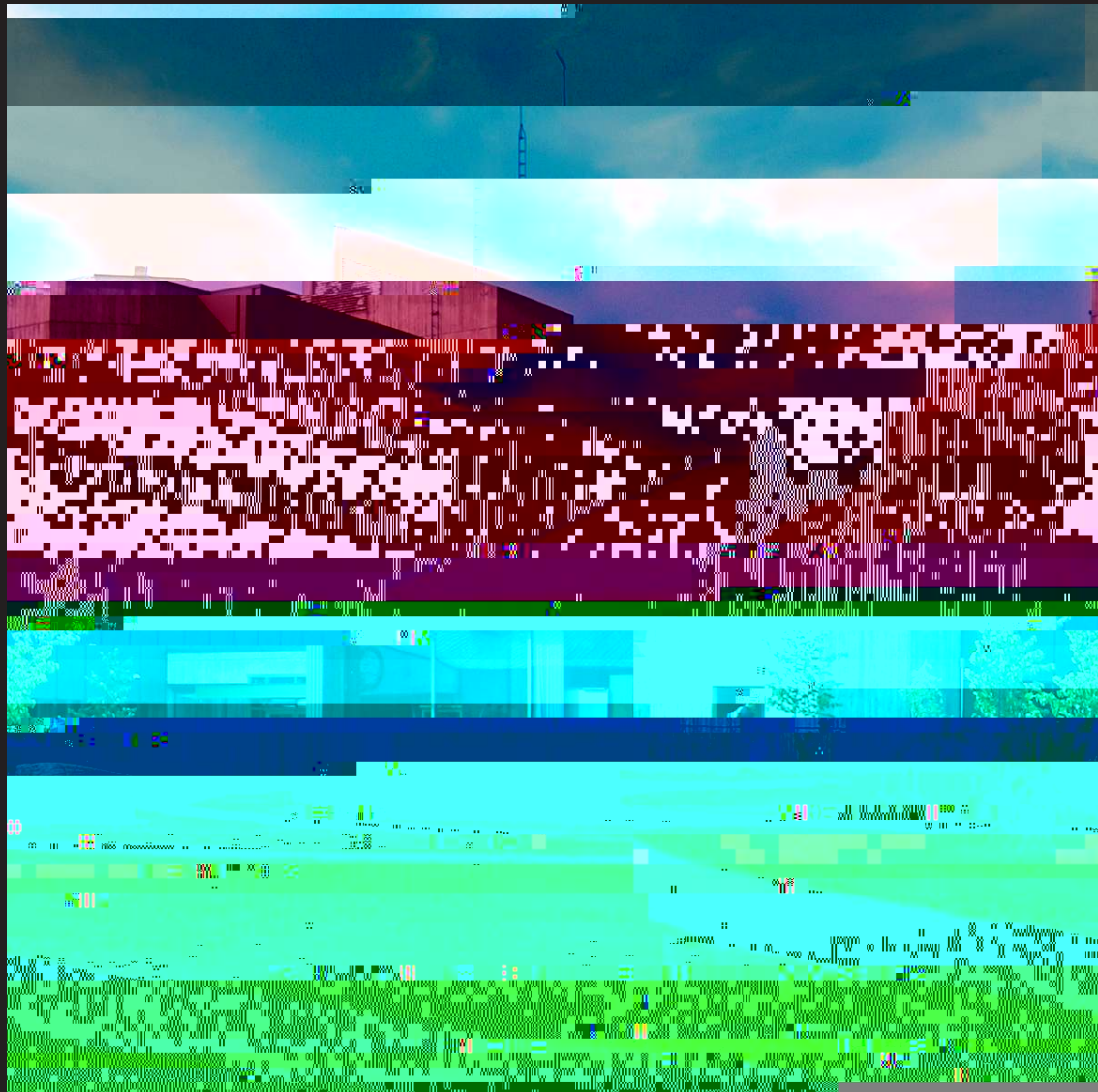


Sault College
Annual Report
2003-2004



Sault College

MESSAGE FROM THE CHAIR	3
MESSAGE FROM THE PRESIDENT	4
ENVIRONMENTAL SCAN	5
STRATEGIC PLAN	6
HIGHLIGHTS	
Student Success	9
Community Success	12
Institutional Success	13
FINANCIAL RESULTS	15

Jim Boniferro, Chair
Ella Jean Richter, PPO65(r)f 2tNu0

Message from the
PRESIDENT



Dr. Timothy R. Meyer
President

Dear Minister:

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

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

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

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

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

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

Sault College's response to the increasingly large numbers of baby boomers entering retirement has taken different forms. As Chair Boniferro has noted, y9tF3wgsP2n r

the succeeding 18 months. Our new leadership has

Strategic Plan

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

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

How the Strategic Plan Guides Our Business and Operational PLANS

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

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

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

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

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

“These are exciting times for Sault College. The new strategic

Strategic and Operational **PLANNING**

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

Highlights

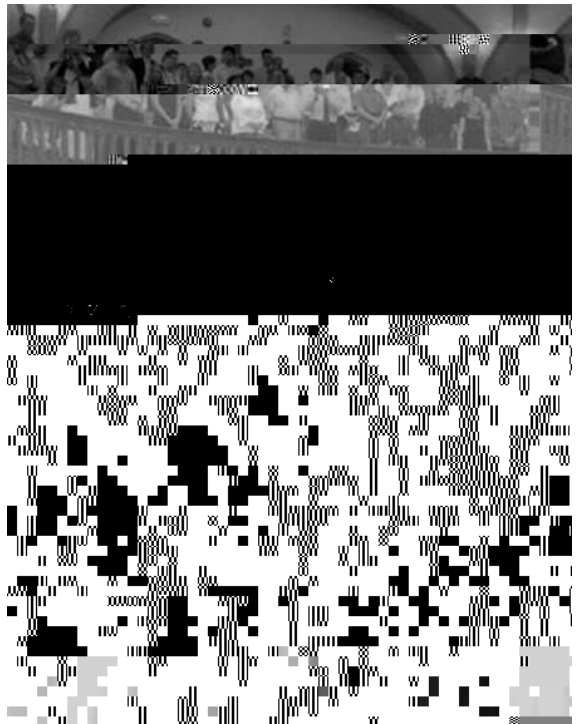
Graphic Design graduate show – “Building Blocks of Design” – in April 2003. Guests commended

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

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

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

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

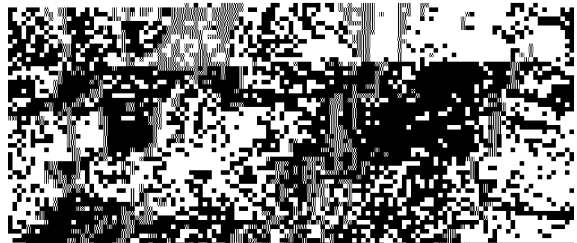


Sixty Compressed Diploma Nursing students received diplomas in August 2003 graduation ceremonies. More than 160 students are now enrolled in the Collaborative BScN program.

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

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

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



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

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

- Sault College and Sault Ste. Marie gained much exposure at the 2003 Toronto Sportsmen's Show. Sault College was the only Ontario CAAT to have a booth at the annual trade show. Total attendance was estimated at 125,000. Live demonstrations by Sault College Chef Training representatives

learning opportunities for Electrical and Environmental students.

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

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

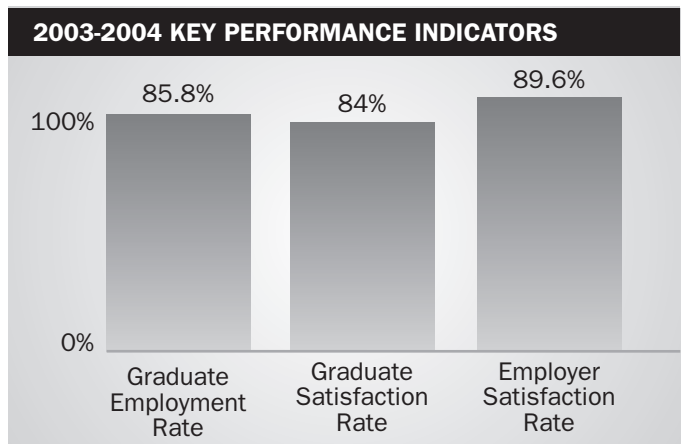
- Spring 2004 saw the beginning of the Criminal Justice diploma-to-degree Distance Education initiative for working police officers.
- 20 students from Algoma University College attended courses at Sault College as part of their university degree requirements.
- In 2003-04, 58 students attended Algoma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

INSTITUTIONAL *Success*

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

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

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



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

- Sault College skills embodied in the workforce increased the output of industries in the Sault College service area economy where the former students are employed by \$245.4 million. Associated multiplier effects (sometimes called indirect effects) in other industries increased sales by \$68 million.
- The provincial government allocated \$27.1 million in support of Sault College in fiscal 2002. For every dollar appropriated by the provincial government, Sault College's spending alone generated \$1.17 in earnings in the Sault College service area.
- For every dollar appropriated by the provincial government in fiscal 2002, student earnings will increase by an average of \$0.42 per year, every year through the rest of the graduates' working lives. Likewise, for every provincial dollar appropriated, the Sault College service area will see social savings of \$0.08 per year, every year (i.e., reduced incarceration and health care expenditures, reduced expenditures on unemployment and welfare, and reduced absenteeism).
- Provincial government support for Sault College in fiscal 2002 will be fully recovered in 12.9 years, in the form of higher tax receipts (from increased student wages) and avoided costs (e.g., from reduced public expenditures on incarceration).
- 7,735 funded and unfunded students attended

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

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