SAULT COLLEGE

Sault College Annual Report

2016-17 FISCAL YEAR

Contents

3 **Message from the Chair**

5 **Message from the President**

7 **Introduction**

8 **Key Performance Indicators**

People

9 Enhancing the Student Experience

12 Recognizing Our People

19 Athletics

20 **Programs/Pedagogy**

24 **Partnerships**

29 **Place**

32 **Financial Performance**

Attachments to Annual Report

34 Attachment 1: SMA 2015-16 Report Back

61 Attachment 2: Audited Financial Statements

86 Attachment 3: Key Performance Indicator Performance Report

88 Attachment 4: Summary of Advertising and Marketing Complaints Received

89 Attachment 5: List of Governors

Message from the Board Chair

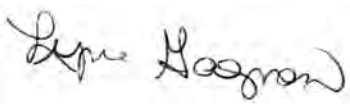
On behalf of the Sault College Board of Governors, I am very pleased to present Sault College's Annual Report for the 2016-17 fiscal year.

Sault College has a strong presence in our community and across Northern Ontario. As the community's 5th largest employer, Sault College's economic impact to the Algoma Region is estimated at approximately $150 million dollars annually. The College not only provides a top quality education, it is also an economic driver to the communities it serves.

As you read through this report, you will see that we continue to keep Sault College's vision top of mind, as it speaks to what we are all about: to make society a better place by providing a transformative life experience through empowering those who study with us to think and learn in progressive, innovative ways, including those we have not yet imagined.

The College has transformed into a first-rate, provincial leader in post-secondary education. The College was just recently rated second out of 24 publicly-funded Ontario colleges in student satisfaction key performance indicators. This is the sixth year in a row that the College has either been first or second in Ontario!
The College continues to make improvements in its infrastructure and in its operations, and the annual report highlights these advancements.

On behalf of the Board of Governors, I would like to thank the staff of the College for everything they do which has helped us once again achieve great success.



Lyne Gagnon
Chair, Sault College Board of Governors

ATHLETICS

Message from the President

This past year has been an exciting one for Sault College! The College once again celebrated outstanding results in the annual provincial key performance indicators. Ranking first or second overall by our students for the past six years, these results continue to highlight the quality education and superior student experience offered at Sault College! One of our key strategic priorities is to provide students with the education they want and more and our team has delivered on that promise.

Students are at the core of everything we do. We will continue to provide exceptional pedagogical experiences to students and will continue to strive to be the best-in-class for the programs and services the College offers.

The past year saw an increased focus on Indigenous Education and creating an Indigenous Centre of Excellence at Sault College. As a result, I am extremely proud to report that Sault College received national recognition for its ongoing, strong commitment to Indigenous education and was the Gold recipient of College and Institutes Canada's (CICan) Indigenous Education Award of Excellence for 2016-17!

This year also marked the 50th anniversary of the Ontario College system. Celebrating this important milestone has allowed us to highlight the post-secondary system in Ontario and the positive impact it has had on so many through advanced education, skills training and personal and professional development. We're so proud to be a part of this outstanding educational system!

I would like to thank the Board of Governors and our Program Advisory Committees for their leadership and guidance this past year. Finally, I cannot thank enough the entire team of staff at the College for their commitment to students, both in and out of the classroom. Our KPI results demonstrate their commitment to transforming our students' lives and each staff member deserves our praise and thanks.

I hope you enjoy reading this year's annual report as much as our team enjoyed contributing to its results.

Dr. Ron Common
President, Sault College

Introduction

Sault College is tremendously proud of its efforts to become the premier student-centred post secondary institution in the province, and in doing so, we know we have transformed lives for the better.

The past year, 2016-17, marked the first year of the College's new 5-year strategic plan "Leading the Way". We will lead the way as the college of choice for connecting people, education and industry through leadership and innovation. With a student-centred approach, we will focus our strategic priorities under six Ps:

1. PEOPLE
2. PROGRAMS
3. PEDAGOGY
4. PARTNERSHIPS
5. PLACE
6. ENTERPRISE

Sault College continues to foster an exemplary learning environment that embraces both our invitational practices and desire for excellence. Our employees have been instrumental in positioning our College as a leader in post-secondary education and we are grateful for their work. Nothing speaks more powerfully than the students' opinion of their experience and we know that their feedback highlights that we have indeed reached our aspiration of being the pre-eminent student-centred college in Ontario.

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

Our mission is to be recognized as the pre-eminent student-centred post secondary institution in the province with an unyielding dedication to giving students the tools to reach their goals, and in doing so, be a cornerstone of the communities we serve.

With this impressive mission and vision, we are driven to providing an increasing number of relevant and impactful learning opportunities that lead to strong career paths in support of an economy needing highly skilled and trained workers. Sault College transforms the lives of students by providing innovative post-secondary education and training, granting Ontario College certificates, diplomas, advanced diplomas, graduate certificates, and degrees to those who study here.

This annual report reflects our accomplishments over the past year categorized under the six strategic plan priorities (6 P's) as referenced above.

Sault College is pleased to report that it continues to be a leader in delivering a post-secondary education of the highest academic quality, so that students, their families, our partners, employers, and the community know that the people, programs, value and overall experience of Sault College are exemplary. Overall, this leads to a continuing cycle of positive transformation, both of individual lives and the larger society as a whole.

Key Performance Indicators

The numbers don't lie. Students love Sault College and we are proud to shout it out!

Real results

As a college that strives to be recognized as the pre-eminent student-centred postsecondary institution in the province, we value student feedback. Sault College is incredibly proud to report that it has remained one of the top two colleges in Ontario in student satisfaction. Ranking first or second overall for the past six years, these results continue to highlight the quality education and superior student experience offered at Sault College.

#1 for quality of learning experience

#1 or #2 in the province for nine years in a row

Among the top two

colleges in Ontario in student satisfaction for the past SIX years in a row – twice #1

A+ in student satisfaction

in 34 of our programs

Number 1

in overall quality of facilities in the province – **four years in a row!**

*Based on 2017 Key Performance Indicator results (KPI).

People
Enhancing the Student Experience

Student orientation

New students were welcomed to Sault College by a three week, robust orientation model, which included “Get Connected”, a pre-orientation program. Students learned about the variety of services and supports available at Sault College through interactive workshops and a service fair, and also participated in evening social events. The student success highlights of orientation included: the opportunity to meet Olympic swimmer Martha McCabe and discuss overcoming adversity, as well as an opportunity to learn personal finance tips and tricks from columnist and author, Robert R. Brown.

Student success and engagement

From Escape Room events to group hikes and ski days, the student experience at Sault College was one to remember. Students living in Ray Lawson Hall had weekly events both on- and off-campus to help build new relationships and transition to college life. These were highlighted in a new monthly newsletter, which showcased the many ways residents were getting involved in the community. Other event highlights included: the “Res Rowdies” filling the stands at varsity games with their cowbells in hand, highly anticipated tie dye events, and exploring our great backyard through a variety of fall and winter activities.

Two time Canadian Olympic swimmer Martha McCabe speaks with faculty and students.

The Student Job Centre and Employment Solutions hosted the annual Job Fair in February. During this event, 60 employers from the Sault and throughout Ontario attended and accepted resumes from the over 1100 students and community members who participated.

Sault College also participated in one of the world's largest film festivals on National Canadian Film Day 150 by hosting a screening of the film Mean Dreams. The film was shot here in Sault Ste. Marie, and the event was attended by Mean Dreams production team and Director. We were particularly proud to host this event because the film showcased the hard work of many of the Sault College Digital Film Production students.

Project LIVE (Leadership Initiatives and Volunteer Experiences) provided students with an opportunity to build their leadership skills outside of the classroom through a four-part leadership workshop series and related activity to demonstrate their knowledge. Participating students received personal resume and interview support to highlight their developed skills.

For the third consecutive year, Student Success and Peer Tutoring partnered to enhance student performance on final exams. Cram Jam, an evening study event, supported over 100 students by bringing Peer Tutors and Campus Watch volunteers together to help students "cram" for finals with group tutorials, snacks, study break games in the gym, and prizes.

International student growth

Sault College experienced a 100 percent increase in the international student population from 2015 to 2017. There are now fourteen countries represented in the Sault College student population.

An International Working Group was established to provide an interdisciplinary approach to supporting our increasing student population. Staff and faculty from several departments have provided input to ensure issues such as cultural and language barriers, mental health and social wellbeing of the students are being addressed.

Two faculty members have adapted their course curriculum to include international student panel discussions and activities to create opportunities for domestic students to become more knowledgeable about our international student population. The face of Sault College is changing and these courses, which included elements of diversity, have helped to create a knowledgeable and respectful student population. Our International department staff members have worked to provide group educational seminars and cultural celebrations as well as effective individual support to students.

This past year's recruitment efforts focused on India, Mauritius, Africa, Mexico and Vietnam.

Janvier came to Sault College to study Business Accounting as a sponsored refugee student from Malawi through the World University Service of Canada (WUSC) Student Refugee Program. He quickly became known for his words of inspiration, kind heart, and infectious smile. A valuable part of the Ray Lawson Hall and Sault College community, Janvier quickly integrated into college life by participating on the Varsity Men's Soccer team, working at Odeno, and joining Project LIVE. Janvier will be a Residence Advisor in Ray Lawson Hall in 2017-18.

Top left: Janvier Nsangiyumva, WUSC Student, and Corby.

Top right: Sault College Residence students Joshua Gheron, Cole Stevens Goulais, Sarah Wert, Ben Murdoch and Emily Dennis take in the sights along the Sault's boardwalk.

Middle right: Sault College student Jessica Mageau, Natural Environment Technician program, gets involved in the residence tie-dye event.

Bottom: Sault College students from Karala created a Pookalam to celebrate the Onam festival, which honours the rice harvest. The Pookalam is usually created with flowers, but students used dyed rice instead.

Recognizing Our People

Recognizing our people

To celebrate our employees who have dedicated years of service to the College, and to recognize important contributions of each employee, the annual Service and Retiree luncheon was held in June 2016. Past retirees were welcomed and new retirees were also celebrated. The Northern Lights Employee Excellence award was also presented to several employees including: Counseling Department of Kelly Grant, Kristol Abel, Tammy Ross, Maureen McLeod, Kim Morin, Morgan Levy, Sarah Stone, and Rhonda Lambert, Debbie Dunseath, Hairstyling Program, and Rick Legros, Aviation Maintenance. At the event, these outstanding employees were honoured for going above and beyond to help better the College and our students.

Student Financial Awards

As students are the central focus of our college, we are always looking at ways to help them succeed. Financial support to assist those attending post-secondary school is critical to student success. This past year marked the fifth annual President's Academic Excellence Scholarship Awards Night in celebration of the top first year students who achieved an overall grade point average of 4.0 and applied for the award.

Sault College also recognized students who worked hard and achieved outstanding academic accomplishments through the 44th annual Sault College Scholarships, Bursaries and Awards (SBA) event. More than 300 students were honoured with approximately $300,000 distributed to students at the event and throughout the 2016-17 academic year.

More than $1.65 million was distributed to more than 1,700 students through the SBA program.

In March 2017, Sault College was honoured to announce that the Ted Nolan Foundation had partnered with the College to continue granting scholarships to deserving First Nations women through The Rose Nolan Scholarship. An initial $100,000 donation was made from the Ted Nolan Foundation, which will provide two scholarships annually valued at $2,500 each. Building on the Ted Nolan Foundation's commitment to encouraging Aboriginal youth to pursue academic growth for a better future, these scholarships will be awarded each year to First Nations women enrolled at Sault College. To commemorate this donation and the continuous support of the Foundation, the Health and Wellness Board Room at Sault College was dedicated in honour of Ted Nolan's mother, and was renamed The Rose Nolan Room.

Left: Lisa Piotrowski, Sara Trotter, Anne Erechook, Alan Gooderham, Barry Sparrow, Christine Morrow, Teri-Jean Damignani, Stephen Kent, and John Cavaliere were acknowledged at the June 2016 Retirees and Service Luncheon for their 25 years of service.

Middle: Dr. Ron Common presents Donisken Upiah with a President's Academic Excellence Scholarship. Upiah is from the island of Mauritius and studing Electrical Engineering Technology – Process Automation at Sault College.

Right: The Health and Wellness Board Room was renamed The Rose Nolan Room, in honour of the Ted Nolan Foundation's generous contribution to scholarshps and bursaries.

COUGARS
24

SAULT
COLLEGE

Top left: Dr. Ron Common presents graduate diplomas at the 2016 Convocation.

Top right: Curtis Berkenbosch, Ken Oliver, Michael Salvini and Bryce Gavin, all of EPOH Inc.

Middle right: Alumni Speaker Series event with Steven McCoy, Hospitality Management Grad.

Below: Students at the fall 2016 Convocation.

Sault College Cougars partnered with the Canadian Mental Health Association for the Talk Today program.

Convocation

Families and guests of Sault College's newest graduates came together to celebrate convocation in the Health and Wellness Centre in four highly engaging and inspirational ceremonies over the past year. In total, there were 1,107 candidates for graduation from Sault College in 2016.

Sault College increased the level of Indigenous culture at the 2016 convocation ceremonies through the addition of the following:

- Graduates were led into the ceremony by traditional jingle dress dancers and "big drum"
- Acknowledgement of traditional territories during the welcome statement
- Elders acknowledged as dignitaries
- Sweet grass rings were provided to graduates and platform party
- Traditional women's hand drumming after diplomas were issued.

Celebrating our Alumni

The Alumni department increased presence on campus over the past year with the creation of the Alumni lounge on the second floor of the Health and Wellness Centre. A variety of activities and events took place over the course of the past year including the inaugural Alumni golf tournament.

Mental Health promotion

Our mental health promotion and education initiatives have led to 40 students and 4 staff members being trained in Mental Health First Aid, and 270 students and 56 staff trained in SafeTALK. In addition, the Mental Health Educator has provided awareness and education presentations to multiple program areas, including: Social Service Worker, Public Relations and Events Management, Aviation, Child and Youth Worker, and Digital Film Production. These training and educational opportunities demonstrate to students the importance the College places on providing a safe, inclusive, and diverse campus.

Talk Today Pilot – Cougars, Mental Health Hub and CMHA

Sault College Cougars in partnership with the Canadian Mental Health Association became the first post-secondary institution in Canada to adopt the Talk Today program. Based on its success, the pilot will now be brought to the other institutions in the OCAA for the upcoming 2017-18 school year with the goal of bringing it Canada-wide by 2020. Talk Today is one of the most comprehensive mental health programs for athletes in Canada. The 3 hour course teaches athletes the importance of mental health and how to recognize persons with thoughts of suicide. We are extremely proud of the number of players, coaches and staff who enthusiastically attended the training and supported our efforts to promote the initiative.

On February 4th and 5th, the Cougar Basketball teams hosted home games featuring the Talk Today initiative.

Library enhancements

During the 2016-17 academic year, the library moved to a new discovery layer platform, which allows our students and faculty to search all library material at once. This is a very powerful research tool. The new system was promoted in a variety of ways including via social media which has resulted in an increase in usage in 2016-17 of over 38 percent.

The College library also offers a chat service, which allows students and faculty to chat online with library staff in addition to the ability to send a text from their smartphone to library staff. This service has been in practice for a few years, and its usage has been steady; however, in 2016-17 we saw a significant usage increase of over 51 percent.

Peer Tutoring

There were some significant accomplishments and increases in the use of our Peer Tutoring services in 2016 comparing Fall 2015 to Fall 2016. The number of individual students' accessing tutoring services increased by 52.1 percent. Additionally, the number of group tutoring sessions increased by 26.08 percent giving more students access to tutoring services.

Sault College graduate earns national award

Sault College graduate Ife Akintunde was presented with the 2016 CPRS/CNW Group Student Award of Excellence by the Canadian Public Relations Society (CPRS) and CNW Group. Akintunde was recognized during the World Public Relations Forum Awards Gala on May 31, 2016, in Toronto.

A native of Lagos, Nigeria, Akintunde joined Sault College as an international student and during his time in the Sault has been actively involved in the community. While studying at the College he helped organize a number of events and projects through a public relations and event management lens. He helped organize fundraising events for a local school board and the local United Way Chapter, as well as taking the lead public relations role for the African Caribbean Canadian Association of Northern Ontario (ACCANO), helping to organize a black history month celebration.

Sault College celebrates the anniversary of the signing of the National Indigenous Education Protocol

To commemorate the first anniversary of the signing of the National Indigenous Education Protocol, Sault College Executive, Board Chair and members of the Native Education and Training Council (NETC) completed a two-row wampum belt. The wampum belt is displayed in the Sault College main entrance lobby.

Chamber Awards

It was with great pride and excitement that Sault College celebrated Dr. Ron Common and Mr. David Orazietti's Chamber of Commerce Awards. Dr. Ron Common was awarded the Paul Dalseg Community Achievement Award, which recognizes a businessperson in Sault Ste. Marie who has demonstrated exemplary interest in the community, and in so doing, has made a major, outstanding and unique achievement or contribution to the life of the community.

Mr. David Orazietti, Dean, Aviation, Trades and Technology, Natural Environment and Business, was also honoured as the recipient of the President's

Award. This award recognizes an individual who makes an exceptional effort, going above and beyond the call of duty, in any area of business and community development.

These were outstanding achievements for both Dr. Common and Mr. Orazietti.

Left: Ife Akintunde, Sault College graduate, 2016 CPRS/CNW Group Student Award of Excellence recipient.

Below: The wampum belt displayed in the Sault College main entrance lobby.

BAUER
BAUER

TRIATHLON
FINISH

WARRIORS
WARRIORS
WARRIORS

Athletics

CCAA Cross Country National Championship
Sault College played host to the best cross country runners from across Canada in November with Canadian Championships held at Crimson Ridge Golf Course. A field of 225 runners from Surrey, BC to Charlottetown, PEI brought 400 plus people to Sault Ste. Marie. Ideal weather and a pristine course made for one of the best National Championships ever to be hosted.

OCAA Curling
Sault College played host to the best collegiate curlers from the province in February with the Ontario Championships held at Community First Curling Centre. 24 teams from across the OCAA competed over 5 days for provincial supremacy bringing 200 + people into Sault Ste. Marie for the week.

OCAA/CCAA accomplishments
OCAA Silver Medalists – Mixed Curling
OCAA Championships Qualifier – Women's Indoor Soccer
OCAA Curling Playoff Qualifier – Men's Curling
OCAA All Stars – Sandy Toole – Mixed Curling, Nick Klein – Mixed Curling, Robert Taylor – Mixed Curling, Brad Manson – Men's Curling
OCAA Athlete of the Week (Nov 30) – Taylor Blair – Women's Basketball
OCAA All-Academic Team – 23 student-athletes
CCAA Academic All Canadian – Brad Manson – Men's Curling

ASWCO Volleyball Championships
Sault College played host to the Aboriginal Sport and Wellness Council of Ontario under 18 men and women's Volleyball Championships in April in the College's Health and Wellness Centre. This is the second year Sault College has hosted this event, and the College has become the annual host for the event. The event welcomes 250+ athletes and 1000+ people from Indigenous communities in Ontario to Sault Ste. Marie.

Women's Indoor Soccer
For the first time in the history of the College our Women's Indoor Soccer team qualified for the Ontario Championship. The Cougars, who only lost to Seneca College 1-0 at regionals, qualified for provincials for the first time since the program's inception four years ago.

Cougars Hockey
Cougars Hockey moved south of the border. Both the Cougars men's and women's hockey teams are moving to competition in the United States in 2017-18. The men played an exhibition slate this past year against Michigan State, Michigan Tech, Saginaw Valley State, Grand Valley and others, and will become the lone Canadian men's team competing in the American Collegiate Hockey Association. The Cougars will play in this club league throughout Michigan and will be the only college in Ontario playing hockey at a competitive level. The women will play an exhibition year and look to join in 2018-19.

Top left: Sault College Men's Curling Team. Back row: Matt Mann (assistant coach), Dan Lemieux (head coach). Front row: Gavin Bell, Brad Manson, Spencer Clark, Dan Lethbridge, Nick Servant.

Middle left: Sault college hosts National CCAA Cross Country Championships. Scott Gray and CCAA Canadian Champion, Jessy Lacourse from Cegep Garneau of the RSEQ conference.

Top right: Cougars men's hockey will become the exclusive Canadian men's team competing in the American Collegiate Hockey Association in 2017-18. The women will play an exhibition year and look to join in 2018-19.

Bottom: ASWCO Volleyball Champions

Programs/Pedagogy

CICan National Award for Excellence in Indigenous Education

Offering a post-secondary environment that is inviting and open, Sault College supports its Indigenous learners' post-secondary aspirations and fosters an understanding and appreciation of the histories, culture and traditions of Indigenous peoples. As a result, Sault College received national recognition for its ongoing, strong commitment to Indigenous education and was the Gold recipient of College and Institutes Canada's (CICan) Indigenous Education Award of Excellence for 2016-17. Sault College was presented this national award for its continued work in many areas, including: its ongoing respect of intellectual and cultural traditions, its willingness to create an environment of social inclusion, its dedication to creating safe and inspiring spaces that effectively address barriers to education, and its commitment to fostering engaging collaborations between our institution and Indigenous partners.

OTA/PTA accreditation

The quality of education at Sault College was once again recognized with the accreditation of its Occupational Therapist Assistant and Physiotherapist Assistant (OTA/PTA) diploma program. The accreditation status, which was

Sault College celebrates national recognition as the gold recipient of the CICan National Award for Excellence in Indigenous Education.

granted in late November 2016, was awarded by the Occupational Therapist Assistant and Physiotherapist Assistant Education Program in collaboration with Physiotherapy Education Accreditation Canada and the Canadian Association of Occupational Therapists.

Students in the OTA/PTA program gain hands on experience preparing them for work in both fields of Occupational Therapy and Physiotherapy, under the supervision of an Occupational Therapist and/or a Physiotherapist. Obtaining accreditation status was a pivotal milestone in showcasing that the program meets industry standards. The accreditation status was awarded to the program for a period of six years.

Robotics Collaborative project extremely successful

In collaboration with local industry partner, Pollard Banknote Ltd., Sault College has successfully completed its first industry-led applied research project in robotics. Pollard Banknote Ltd., a leading global producer of high-volume gaming tickets has undergone rapid growth in its ticket finishing facility in Sault Ste. Marie and is well positioned to expand its market further. To do this successfully, new efficiencies in the process relating to the packaging of finished product must be achieved through automation with robotics.

Sault College state-of-the-art robotics lab

The project, led by Dean Matthews, Robotics Project Manager, involved a team of students and faculty who worked in the College's Robotics Lab with Pollard personnel to develop custom software and design and test hardware and communications systems, and to conduct a proof of concept, on a strategically selected sample of ten representative Pollard products. Introduction of robotics at Pollard is expected to increase worker safety, reduce costs and allow Pollard to expand its market share, leading to the introduction of an additional processing line and the creation of new jobs.

Robotics and Advanced Automation graduate program

Sault College received Ministry approval to launch its new graduate certificate program in Robotics and Advanced Automation this fall. Applicants with a current degree or diploma are eligible to enroll in this exciting, new two-semester fast-track program that will teach students skills in our new state-of-the-art robotics and automation labs and prepare graduates for the rapidly growing field of robotics and advanced manufacturing. For more information on this program, please visit our website at www.saultcollege.ca.

Police Foundations graduates very successful

Of the eight new officers recently hired by the City Police Services, five of them are Sault College Justice Studies program graduates.

Congratulations to Cst. Chris Gibson, Lindsey Eaton (Special Constable), Cst. Darcy Casola, Cst. Brad Nickle, Cst. Adam Campbell.

Kaitlin Morin (Special Constable), Cst. Darris Ford, Cst. Chris Gibson, Lindsey Eaton (Special Constable), Cst. Marcus Policicchio, Cst. Darcy Casola, Cst. Brad Nickle, Cst. Adam Campbell took part in classroom training at the Sault Police Services building.

Photo courtesy Darren Taylor/SooToday

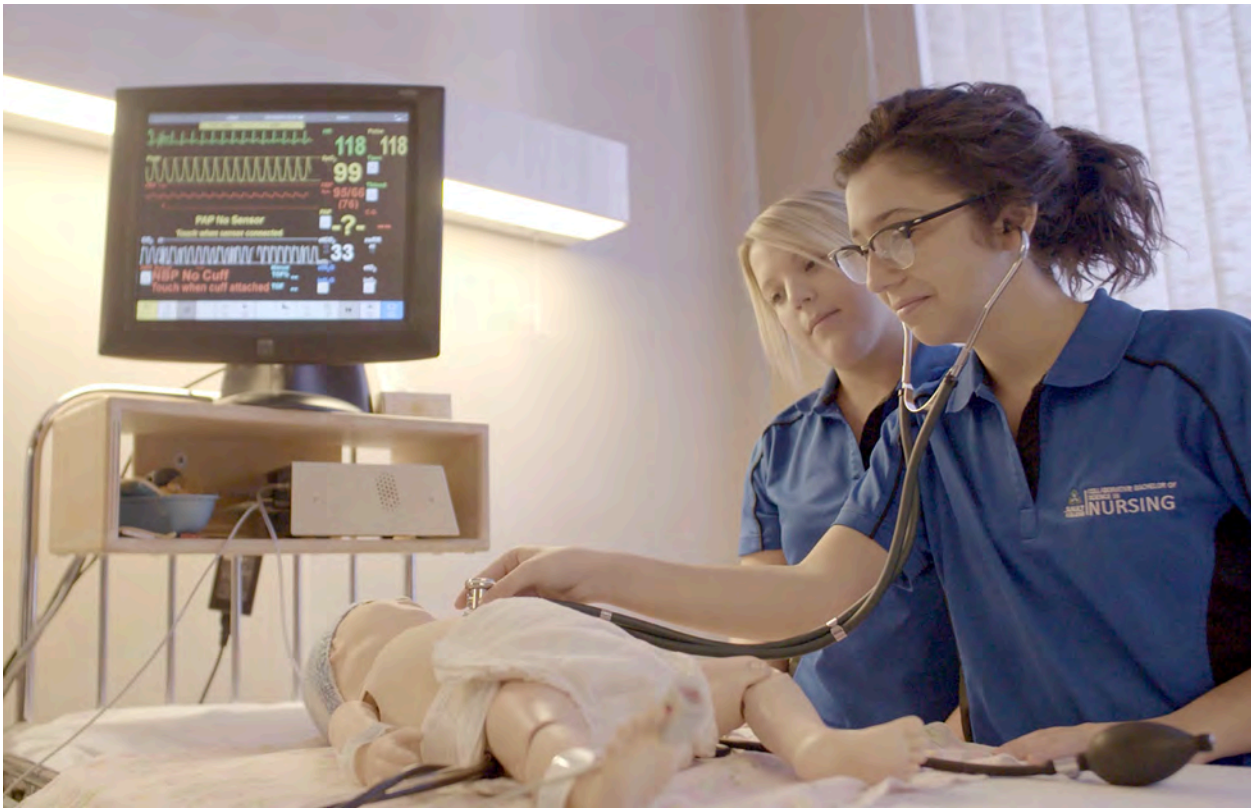
BScN and PN graduates score real results
Sault College's Collaborative Bachelor of Science in Nursing and Practical Nursing graduates scored exceptionally well on the National Council Licensure Examination for Registered Nurses and the Canadian Practical Nurse Registration Exam (CPNRE) respectively.

The outstanding results from the 2016 National Council Licensure Examination for Registered Nurses (NCLEX-RN) and the Canadian Practical Nurse Registration Exam (CPNRE) of students from Sault College's Collaborative Bachelor of Science in Nursing (BScN) and Practical Nursing (PN) programs has reinforced Sault College's commitment to delivering high-quality learning and education.

To become Registered Nurses and Registered Practical Nurses in Ontario, students must successfully pass the NCLEX and CPNRE. Sault College students from both the BScN and PN programs earned high scores among similar programs across the province.

With an ultimate pass rate of 92 per cent, students of Sault College's BScN program scored well above the provincial average of 86.9 per cent! Practical Nursing students also exceeded the provincial average of 92.6 per cent obtaining an ultimate pass rate of 96.5 per cent!

Sault College nursing students, Celiena Wieja and Raeann Thorburn, in the simulation lab



Partnerships

Pow Wow

Sault College continued its proud tradition of hosting the annual traditional Pow Wow on campus and, for the third year in a row, partnered with the Sault Ste. Marie Bon Soo Winter Carnival. Hosted by Sault College's Indigenous Student Council and the School of Indigenous Studies and Academic Upgrading the 2017 theme was "Love and Unity" – an opportunity to bring everyone together from all directions to unite, love and laugh as one. Featuring host drum Bear Creek and co-host Obadjiwan, invited special guests included "First Nations Dancers" who showcased Iroquois social and hoop dancing. This two day cultural experience was an opportunity to bring the community together to share and celebrate Indigenous culture.

VEX Robotics

Sault College annually hosts both the VEX Robotics (high School) and VEX IQ (Grade school) competitions for area world robotics qualifiers. Hundreds of students from throughout the region converged in the Health and Wellness Centre for two weekends featuring Robotics competitions.

Trent University partnership

In support of our commitment to offering pathway opportunities to assist students in making the transition from diploma to degree studies, Sault College signed a new articulation agreement with Trent University. This pathway partnership admits graduates of Sault College's Anishinaabemowin

Sault College hosting the VEX Robotics competition

The 2017 Sault College Pow Wow

certificate program to Trent's new Indigenous Bachelor of Education program with advanced standing, allowing students to earn both a certificate and degree in just five years. The agreement with Sault College, the first between the two institutions, provides a unique opportunity for students to complete a teachable in Ojibwe in the Indigenous B.Ed. program. The new pathway agreement, which will be in effect September 2017, will see eligible students who have received an overall 75 percent average in their college program, granted 5.0 transfer credits when arriving at Trent.

Learning Disabilities Association of Sault Ste. Marie
Sault College continued to enhance the partnership with the Learning Disabilities Association (LDA) in 2016/17. The College provided an improved office location within the Student Success and Job Centre for the new full-time Resource Facilitator. By providing the LDA with space on campus for a wide variety of initiatives they were able to deliver their programs to families and community members using our up-to-date facilities and technology. Programs delivered thanks to Sault College's contribution include: the "We are Not Alone" fundraising campaign, parent support groups, parent and educator workshops, and a variety of events.

Employment Solutions
Employment Solutions provides a variety of employment and work experience programs throughout the district of Algoma. Operating two offices, one in downtown Sault Ste. Marie and one in Blind River, these services provide valuable career related resources and advice through a variety of contractual relationships including the Ministry of Advanced Education and Skills Development, the Ministry of Education and Service Canada. The department has contacts with hundreds of employers throughout the area and is considered a leader in program delivery by our funders, clients and employers. Sault College Employment Solutions is extremely proud that our recently retired Director, Linda Ryan, received the 2017 ATHENA Leadership Award for professional excellence, community service and for helping women reach professional excellence and development of leadership skills.

This past year Employment Solutions provided services to the job seeking public as well as to specialty target groups such as youth, older workers, and students. Wage subsidies and training initiatives delivered directly to employers throughout the communities we serve are in the range of $700,000 to $900,000 annually. For fiscal 2016/17, we successfully achieved or exceeded our intake and employment targets for all Employment Ontario programs including Employment Service, Targeted Initiative for Older Workers and Youth Job Link. We were leaders in the province with increasing success of new programs including Canada Ontario Job Grant and Youth Job Connection.

During fiscal 2016/17, Sault College Employment Solutions delivered over 1.8 million dollars in training and wage incentives throughout Sault Ste. Marie and the North Shore.

Successful programs continued throughout the year, including the Graduate Employment Program to help post-secondary graduates find meaningful employment. As well, the Youth Job Connection programs in Sault Ste. Marie and Blind River/ Elliot Lake assisted individuals with disadvantaged backgrounds in finding employment opportunities. The program involved a focus for youth seeking summer employment and Indigenous youth. As the sole provider of the new Experience Ontario program in the Algoma region, Employment Solutions worked with graduating high school students to help make career interest connections to post-secondary planning.

Northern College Collaboration Project
Sault College continued participation in the Northern College Collaboration Project which is an innovative partnership amongst the six northern colleges that expands access to in-demand programs in the north. This past year saw the launch of the first cohort of students participate in Business programs delivered collaboratively by the northern colleges.

Study North
The Study North Initiative (SNI), a marketing and recruitment collaboration between the six northern Ontario colleges to jointly address the demographic challenges of the north, completed its second year. Attracting students to study in the north and then linking them with employment opportunities so they can stay and live in the north is the primary goal of this project. To date, 187 students are enrolled at northern colleges as a direct result of SNI and 75 graduates have been linked with employers and remain in Northern Ontario.

Aviation program partnership with Porter Airlines (Destination Porter)
Keeping in line with Sault College's commitment to students, we have embarked on another exciting partnership. Porter Airlines has partnered with various flight training schools, including Sault College, on Destination Porter. Destination Porter is a mentorship program introduced to students early in flight training through outreach sessions and open houses hosted by experienced Porter pilots. It is an opportunity for students to get advice and discuss future job opportunities. Once students have successfully completed their flight training program, they can apply to Destination Porter. Successful applicants are then paired with a Porter pilot mentor and are guaranteed an interview for a First Officer position at Porter when they have met certain flying experience criteria. This is an incredible opportunity available to our Aviation students to assist them in their career aspirations.

Porter also recently introduced the Porter Star Award at each partnering school, including Sault College. Students are recognized for academic achievements and their contributions towards helping others. This year, Sault College student Alistair Iliffe was the proud first recipient of this award!

Alistair Iliffe receiving the Porter Star Award

Community involvement

Sault College realizes the tremendous importance of community outreach and the exponential impact possible as a result of such connections. All Sault College programs are infused with a community-based project to develop the students' commitment to society. Community involvement through these expanded partnerships provides opportunities for students to use critical thought and engage in experiential learning. Students hosted numerous events, fundraisers and other activities throughout the past year, which have made a difference for countless worthy causes.

Right: Police Foundation students participated in the Garden River Christmas parade.

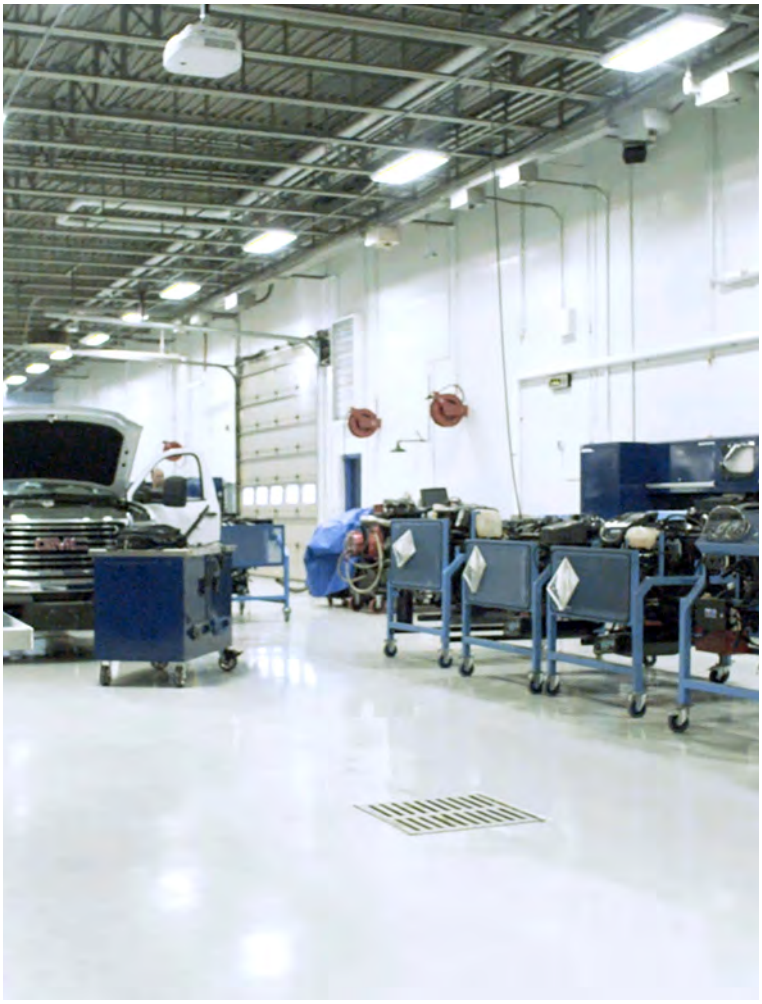
Below: Natural Environment Technologist 3rd year field camp. Top row: Gerard Lavoie (faculty), Chandler Sousa, Justin Viljkainen, Meghan Gray, Josh Doucette, Ben Karody, Eric Harper. Bottom row: Bob Knudsen (faculty), Ashley Elliott, Max Gerin-Ouelet, Shawna Larocque, Riley Stobie.

Place

Sacred Fire Arbour
Building on its commitment to Indigenous education, in January 2017, Sault College celebrated the completion of the "Wiigwaasgamig" Birch Bark House Sacred Fire Arbour. Together, the SCSU and Sault College allocated financial resources to create a welcoming and spiritual environment that will help our Indigenous students share their culture. Wiigwaasgamig provides a place for spiritual ceremonies, teaching and community events throughout the year.

Motive Power
In September 2016, Sault College students in the Automotive, Truck & Coach and Heavy Duty Equipment Technician Trades programs were introduced to re-designed and renovated labs and classrooms. Apprenticeship Enhancement Funds were secured from the province to upgrade the labs and classrooms with state-of-the-art facilities and equipment in modern labs designed and organized to emulate cutting edge workplaces thereby providing high quality, hands-on apprenticeship training for northern, rural and Indigenous apprentices.

iE3 (Institute for the Environment, Education and Entrepreneurship)
Sault College secured funding from programs of Federal, Provincial, and Municipal governments to enable the development and construction of iE3 (Institute of Environment, Education and



Entrepreneurship). With this funding, upgraded facilities will provide modernized education and training space for learning, applied research, student services and industry collaboration. These upgraded learning environments will also support students solving real world problems through the Aerospace and Engineering Technology programs.

Early Learning and Care Centre
Funding has also been secured for the development of an Early Learning and Care Centre on campus. This will provide a learning environment for the Early Learning and Care program at the College while providing daycare services for the children of students at the College and to the Sault College community.

Top left: The newly renovated Motive Power lab

Top right: Rendering courtesy David Ellis. Proposed concept not indicative of final design.

Botton: Some of the members of the ERP project team. Back Row: Rob Britton, Laurie Burrows, Angie Vairo, Shelley Leigh, Teri-Jean Damignani, Morgan Levy, Farbod Biglar (Deloitte), Katie Paquette, Susan Lee (Deloitte), Ishtiaq Ahmad (Deloitte), Bryan Sippel (Deloitte), Gina Drinkwater, Rishi Srivastava (Deloitte). Front Row: Dale Tucker, Jo-anne Glibota, Jill Pateman, Paul Roche (Deloitte), Lauren Rosset, Josh Chapman (Deloitte).

Waterfront and Tennis Centre
Funding and a fundraising campaign have successfully secured the funds required to revitalize the facilities at the Waterfront and Tennis Centre. This centre will provide Sault College students and the Sault Ste. Marie community with seasonal access to tennis, and it will support programming at the College, specifically the NEOS programs. The Centre will provide access to facilities that will enhance learning experiences for students in these programs.

Enterprise Resource Planning (ERP)
Sault College's internally-developed IT infrastructure is being replaced with PeopleSoft by Oracle. Sault College has partnered with Niagara College for system implementation because of the institution's prior experience adapting PeopleSoft to the needs of an Ontario College.

The project officially launched in November 2016. Twenty-six Sault College staff members are dedicated in part or in full to the project, including: staff from Information Technology Services, Financial Services, Human Resources and Payroll, Academic Planning and Registrar's Office. Team members are supported by consultants from Deloitte, who are trained in the various functional aspects and are familiar with Oracle PeopleSoft applications in education.

Between November 2016 and April 2017, the project teams used Niagara College PeopleSoft infrastructure as a baseline to design our new ERP. The human-capital management application that will replace our current human resources information system (HRIS) and the financial management software that will replace our current financial information system (FIS) were substantially built in this period. Three levels of system testing occurred throughout March and April and will continue into May.

This innovative and collaborative ERP project will enable Sault College to synergize business operations, drive continuous improvement, improve quality of services and enable focus on the student.

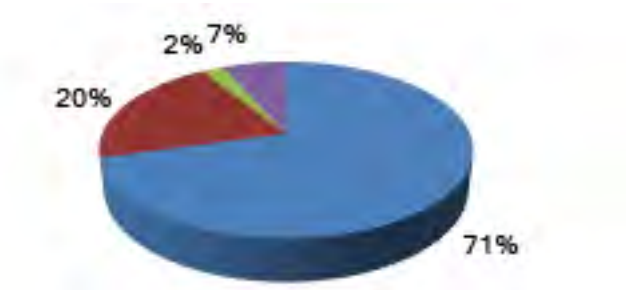
Analysis of College's

Financial Performance

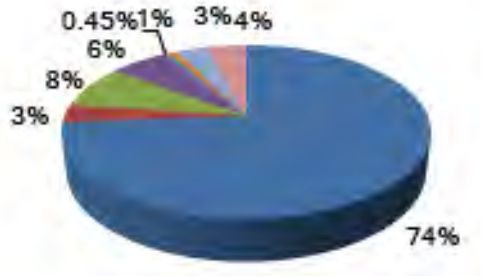
The Sault College Board of Governors approved the 2017-18 operating budget as presented at the May 25, 2017 meeting of the Board of Governors. The College operates within its financial means to remain a viable community educational institution into the future. The College's operating results and financial position continue to facilitate reinvestment in infrastructure, equipment and programs.

A comprehensive hard copy of the audited financial statements for the year ended March 31, 2017 is available upon request from the College's Communications department, 705.759.2554, ext. 2694. The financial statements and this Annual Report are also available online at www.saultcollege.ca

Financial Results for the Year Ended March 31, 2017 (in thousands of dollars)



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

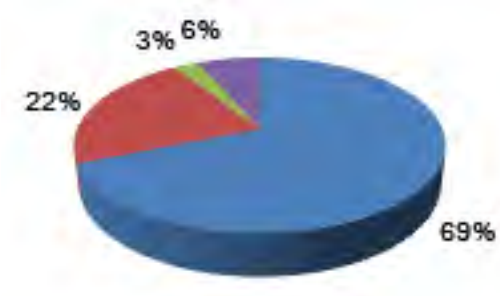


- Salaries and Benefits
- Contracted Services
- Interest and Bank Charges
- Training Subsidies and Allowances
- Instructional Supplies
- Utilities, Maintenance and Taxes
- Travel and Professional Development
- Supplies and Other Expenses

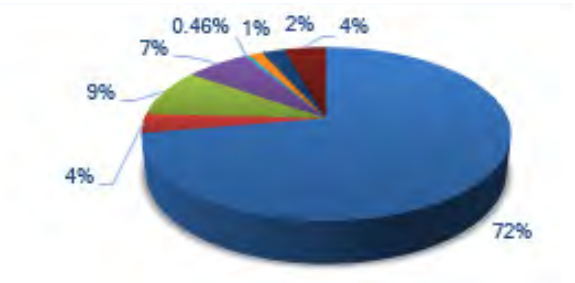
Revenue	
Grants and Reimbursements	$37,194
Tuition Fees	$10,752
Ancillary Operations	$1,204
Other	$3,473
Restricted for Student Purposes	$2,018
Amortization of Deferred Capital	$2,995
Total Revenues	**$57,636**

Expenses	
Salaries and Benefits	$37,643
Instructional Supplies	$1,677
Contracted Services	$4,156
Utilities, Maintenance and Taxes	$3,058
Interest and Bank Charges	$231
Travel and Professional Development	$462
Training Subsidies and Allowances	$1,615
Supplies and Other Expenses	$2,177
Restricted for Student Purposes	$202
Scholarships and Bursaries	$1,652
Amortization of Capital Assets	$4,168
Total Expenses	**$57,041**

2017/2018 Cash Based Operating Budget (in thousands of dollars)



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



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

Revenue	
Grants and Reimbursements	$37,267
Tuition Fees	$11,922
Ancillary Operations	$1,395
Other	$3,523
Total Revenues	**$54,107**

Expenses	
Salaries and Benefits	$39,095
Instructional Supplies	$1,942
Contracted Services	$4,819
Utilities, Maintenance & Taxes	$3,563
Interest and Bank Charges	$250
Travel and Professional Development	$776
Training Subsidies and Allowances	$1,266
Supplies and Other Expenses	$2,391
Total Expenses	**$54,102**

SMA - Strategic Mandate Agreement College Annual Report 2015-2016

Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual colleges and the Ministry of Advanced Education and Skills Development (the ministry) outline the role that each college currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the college are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2015-2016 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development
    a. Graduate Employment Rates
    b. Employer Satisfaction Rates
    c. Number of graduates employed full-time in a related or partially-related field
2. Teaching and Learning
    a. Student Satisfaction
    b. Graduation Rates
    c. Retention Rates
    d. Number of students enrolled in a co-op, clinical placement, field/work placement program, and mandatory college baccalaureate degree WIL at institution
    e. Number of registrants, programs and courses offered in e-Learning format at institution
3. Student Population
    a. Number and proportion of
        1. Students with Disabilities
        2. First Generation Students
        3. Indigenous Students
        4. French-language students
    b. Number and proportion of international students
    c. Proportion of an institution's enrolment that receives OSAP
4. Program Offerings
    a. Concentration of enrolment at colleges by occupational cluster and by credential
    b. Institution's system share of enrolment by occupational cluster and by credential
    c. Number of apprentices, pass/fail rate and annual funding in each trade
5. Institutional Collaboration to Support Student Mobility
    a. Transfer applicants and registrants
6. Financial Sustainability

1. Jobs, Innovation & Economic Development (JIED)

This component highlights Sault College's collaborative work with employers, community partners and regions, or at a global level, establishes the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

The ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

1a. Graduate Employment

Per the KPI results reported in 2015-2016:	Percentage
The Graduate Employment Rate for 2015-2016 graduates, 6 months after graduation, at Sault College was:	82.6

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that Sault College used in 2015-2016 to measure graduate employment rate.

Sault College continues to monitor graduate employment rate informally through follow up conversations with graduates by Faculty, Staff and Administrators.

Sault College does not have formal processes to calculate and track graduate employment rates.

1b. Employer Satisfaction Rate

Per the KPI results reported in 2015-2016:	Percentage
The Employer Satisfaction rate for 2015-2016 graduates, 6 months after graduation, at Sault College was:	95.5

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that Sault College used in 2015-2016 to measure Employer Satisfaction rate.

Sault College continues to monitor employer satisfaction rate informally through ongoing conversations with community and industry employers including at bi-annual Program Advisory Committee meetings.

Sault College does not have formal processes to calculate and track employer satisfaction rates.

1c. Employment in a Related or Partially-Related Field

Per the results reported in the Employment Profile for 2015-2016 graduates:	Percentage
The number of graduates from Sault College that were employed full-time in a related or partially-related field were:	43.4

Additional Information

Please indicate any methods, in addition to the employment profile for 2015-2016, that Sault College used in 2015-2016, to measure the number of graduates employed a full-time in a related or partially related field.

Sault College informally monitors the number of graduates employed full time in a related or partially related field through conversations with graduates.

Sault College does not have a formal process to calculate and track employment in a related or partially-related field.

Highlights

Please provide highlights of Sault College's collaborative work with employers, community partners and regions, or at a global level, to establish the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market (up to 600 words approx.).

Sault College works collaboratively with multiple international and local partners and employers to foster social and economic development, to serve the needs of students and the economy and labour market.

The highlights include but are not limited to:

- Actively recruiting Indigenous employees for a workforce that reflects our student population;

- Leveraging and expanding industry and community partnerships to meet social and economic needs;

- Working with International institutions to export educational services; and,

- Participating in local initiatives such as in the creation of workforce development for a Gaming Centre of Excellence with associated programming.

A specific example from the 2015-16 fiscal is the expansion of the robotics lab to enable efficient teaching, industry training and collaborative applied research in robotics and advanced automation. The phase 2 expansion included 6 new robots and fully integrated parts conveyors as well as a portable robotic trainer and peripheral equipment. In addition to the integration of robotics training in the current post-secondary programs, a new graduate certificate program in robotics and advanced automation is planned for a September 2017 start.

A robotics project manager has been hired to work in conjunction with our Applied Research Centre to promote and develop collaborative applied research partnerships with local and regional industry that will help them to advance their innovation goals leading to new products and processes that are competitive in today's global marketplace. These projects will provide our students with enhanced experiential learning opportunities and lead to highly skilled, job ready process automation graduates for Canadian industry.

Another example from the 2015-16 fiscal year that Sault College was extremely excited to announce was an agreement between the College and Jazz Aviation LP. The airline's Jazz Aviation Pathway Program (Jazz APP) and Sault College's School of Aviation (Sault College) have collaborated and signed an agreement that benefits students.

The industry-leading Jazz APP program and Sault College agreement includes collaboration on training and curriculum to promote safety and professionalism, while providing relevant information on industry best practices. The Jazz APP is aimed at establishing a direct career path for qualifying graduates including flight simulator evaluations, student scholarships, and the opportunity for Sault College’s top-performing Aviation Technology – Flight graduates to transition to first officer positions at Jazz.

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture Sault College's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

2a. Student Satisfaction	Percentage
Per the Key Performance Indicator (KPI) results reported in 2015-2016, the student satisfaction rate at Sault College for capstone question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career"	90.1
Per the KPI results reported in 2015-2016, the student satisfaction rate at Sault College for capstone question #24 "The overall quality of the learning experiences in this program"	87.5
Per the KPI results reported in 2015-2016, the student satisfaction rate at Sault College for capstone question #39 "The overall quality of the services in the college"	76.7
Per the KPI results reported in 2015-2016, the student satisfaction rate at Sault College for capstone question #49 "The overall quality of the facilities/resources in the college"	87.5

Additional Information

Please indicate any methods, in addition to the KPI survey results, that Sault College used in 2015-2016 to measure student satisfaction.

The Mental Health Hub initiated a student survey measuring the satisfaction and impact on success after using the services delivered through the Mental Health Hub. Results indicated a high level of satisfaction with the services and a positive impact on the students' ability to continue their studies while being impacted by mental health issues.

Sault College also uses a Student Feedback Questionnaire annually to determine student satisfaction. The intention of this survey is to collect feedback from a course and course delivery perspective.

Highlights

Please provide highlights of Sault College's activity in 2015-2016 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

In 2015-2016, Sault College continued its efforts to provide a quality environment for students to maintain and/or improve their satisfaction. As idenfitied in our 2010-2020 Strategic Plan, Sault College is committed to four core promises that we want students to say about our College: (1) I get the education I want and more., (2) The people are great., (3) It was worth it to come here., and (4) The experience changed my life.

The College focuses on the principles of invitational education and ensuring that all members of the college community feel welcome and accepted. The continued high student satisfaction scores are an indicator of our success.

Sault College continued to invest in mental health initiatives to increase the services available to students including the Elders in Residence program.

Further supporting our connection to the natural environment of the north and our desire to become the destination college, a partnership with Searchmont Ski Association enabled Sault College to provide free ski passes to students.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015, the graduation rate at Sault College is	64.5

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that Sault College used in 2015-2016 to measure graduation rate.

Sault College tracks program completion rate in addition to the KPI graduation rate. Completion rate tracks the number of students in a cohort entering year one of a program and the number of those completing the program at the regular completion point (not providing for the 200% as does the KPI measure). This is done on an annually updated scorecard combined with program retention, and is further illustrated for those programs involved in a comprehensive program review.

Highlights

Please provide highlights of Sault College's activity in 2015-2016 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

A faculty at-risk reporting program through Student Services helps to connect identified at-risk students with appropriate support services to improve retention and progress to graduation. Of those reported, 79% were successful in continuing on in their respective program after outreach and intervention was applied.

Other student success programs that were implemented to improve retention and graduation rates were Cram Jam events (exam study day with peer tutors, free study supplies, wellness activities, and free healthy snacks), Wellness Wednesday events (department promotion to increase participation in support services while providing a wellness break for students between classes), and Project LIVE (Leadership Initiatives and Volunteer Experience) which builds support systems and engages students in meaningful extracurricular activities.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

The table below has been pre-populated with the results from Sault College's 2014-2015 Report Back. Please identify Sault College's achieved results for 2015-2016 using the following methodology:

Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs in 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.

1st to 2nd Year : 2015 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 0 ÷ 2014 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = X x 100 = X%

2nd to 3rd Year : 2015 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 0 ÷ 2014 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = X x 100 = X%

3rd to 4th Year : 2015 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 ÷ 2014 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = X x 100 = X%

Entering Cohort	Retention Rate Achieved 2014-2015	Retention Rate Achieved 2015-2016
1st to 2nd Year	76.30	77.90
2nd to 3rd Year	88.60	86.30
3rd to 4th Year	95.90	94.20

*NOTE: Institutions use a variety of student enrolment cluster groups in their student retention rate calculations. As such, comparison between prior year student retention rates and the 2015-2016 student retention rate is not recommended. The Ministry of Advanced Education and Skills Development will continue to work with institutions to refine the student retention rate indicator for future SMA Report Backs.

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above related to Student Retention Rate (up to 600 words approx.).

Retention data is maintained in a database, with information drawn from the Student Information System. Comparisons are calculated based on past data in order to evaluate progress.

Highlights

Please provide highlights of Sault College's activity in 2015-2016 that contributed to maintaining or improving retention rate. This could include a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

A faculty at-risk reporting program through Student Services helps to connect identified at-risk students with appropriate support services to improve retention and progress to graduation. Of those reported, 79% were successful in continuing on in their respective program after outreach and intervention was applied.

Other student success programs that were implemented to improve retention were Cram Jam events (exam study day with peer tutors, free study supplies, wellness activities, and free healthy snacks), Wellness Wednesday events (department promotion to increase participation in support services while providing a wellness break for students between classes), and Project LIVE (Leadership Initiatives and Volunteer Experience) which builds support systems and engages students in meaningful extracurricular activities.

In recognizing the ever-increasing need to support students in need (mental illnesses, learning disabilities, and other hurdles to completion of their program of study), Sault College provides resources to faculty for effective approaches for such students in need, such as:

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

- Mental Health Hub

- Elder on Campus

- Out-of-class Testing.

2d. Teaching and Learning - Work-Integrated Learning*

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

*DEFINITIONS:

According to HEQCO 2012, in general, work-integrated learning (WIL) is an umbrella term used to describe a range of educational activities that integrate learning within an academic institution with practical application in a workplace setting relevant to each student's program of study or career goals. WIL takes many forms, with varying degrees of integration and a multitude of characteristics.

The terminology and definitions used to describe a given WIL experience vary greatly from user to user. The WIL categories used for SMA reporting correspond to the same categories used on the program funding application's Program Delivery Information (PDI) table.

In should be noted that this report collects WIL experiences that are an integral part of the program and are available to all students in the program. The WIL experiences are required in order to complete the program, with the exception of optional co-op placements.

Co-op work placement: Education at Work Ontario (www.ewo.ca), a regional association of the Canadian Association for Co-Operative Education, defines a co-op program as follows: "A Co-operative Education Program is 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:

- 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 Co-operative 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 thirty percent of the time spent in academic study.

Clinical placement: Scheduled hours of activities intended to give students hands-on experience in a hospital or health care setting. This instructional setting is characterized by:

- activities that are an integral component of the curriculum of the program and necessary for the successful completion of the program, and
- activities in which students are continually supervised directly by college staff or individuals working on behalf of the college.

Fieldwork: (Part of the laboratory/workshop/fieldwork category on the PDI table) Scheduled hours of activities intended to give students hands-on experience. This instructional setting is characterized by:

- activities in which students are provided with instruction and are directly supervised by college staff, and
- settings outside college facilities in which individual students are required to use instructional equipment and/or supplies.

These settings do not include situations in which microcomputer labs are used for instruction of standard word processing, spreadsheet and database software packages or situations in which laboratories and workshops are used for convenience.

Field placement/work placement: Scheduled hours of activities intended to give students hands-on experience in the workplace and for which the students do not typically receive a regular salary or wage from the employer. Field placement/work placement is characterized by:

- activities that are an integral component of the curriculum of the program and are necessary for the completion of the program, and
- activities in which college staff do not directly supervise students and for which college staff undertake one or more of the following activities:
    - make periodic site visits,
    - ensure that assignments given to students and the work being done by students are suitable for the program,
    - monitor the students' progress in the placement activity,
    - help address problems encountered by students in the field or work placement activity, or

- evaluate students' performance in the field or work placement activity.

Mandatory college baccalaureate degree WIL: A co-operative education work placement in all respects except that it is shorter than 30% of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for Sault College in 2015-2016:

Co-operative Education Program Type (Mandatory)	Number of programs at Sault College with a Co-op Stream	Number of students at Sault College enrolled in a Co-op program
Certificate	N/A	N/A
Diploma	7	156
Advanced Diploma	N/A	N/A
Graduate Certificate	N/A	N/A
Degree in Applied Area of Study	N/A	N/A

Co-operative Education Program Type (Optional)	Number of programs at Sault College with a Co-op Stream	Number of students at Sault College enrolled in a Co-op program
Certificate	N/A	N/A
Diploma	N/A	N/A
Advanced Diploma	N/A	N/A
Graduate Certificate	N/A	N/A
Degree in Applied Area of Study	N/A	N/A

Clinical Placement Program Type	Number of programs at Sault College with clinical placements	Number of students at Sault College enrolled in a program with clinical placements
Certificate	N/A	N/A
Diploma	1	78
Advanced Diploma	N/A	N/A
Graduate Certificate	N/A	N/A
Degree in Applied Area of Study	1	71

Field Placement/Work Placement Program Type	Number of programs at Sault College with a Co-op Stream	Number of students at Sault College enrolled in a Co-op program
Certificate	N/A	N/A
Diploma	6	140
Advanced Diploma	N/A	N/A
Graduate Certificate	1	13
Degree in Applied Area of Study	N/A	N/A

Fieldwork Program Type	Number of programs at Sault College with a Co-op Stream	Number of students at Sault College enrolled in a Co-op program
Certificate	N/A	N/A
Diploma	N/A	N/A
Advanced Diploma	N/A	N/A
Graduate Certificate	N/A	N/A
Degree in Applied Area of Study	N/A	N/A

Mandatory College Baccalaureate Degree Work Placement Program Type	Number of programs at Sault College with a Co-op Stream	Number of students at Sault College enrolled in a Co-op program
Degree in Applied Area of Study	N/A	N/A

Highlights

Please provide highlights of Sault College's activity in 2015-2016 that contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples may include 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 (up to 600 words approx.).

During the 2015-2016 fiscal year, Sault College continued to offer co-op, internships, field experience, applied research projects and other work-integrated learning opportunities in most programs.

Five of the six programs in Natural Environment have a co-op component where students engage in hands-on, program related work to advance their academic study and skills, and their future career opportunities. In addition, students in the Natural Resource Environmental Law postgraduate certificate program undergo with the direction and observation of trained professionals a mock-trial in a courtroom to illustrate and apply lecture-based learning to real world situations. All Natural Environment studies participate each year in Field Camp activities that provide foundational learning and skills to apply to the classroom setting. Various field specialists guide the week-long activities that lead to special certifications, advanced knowledge and other industry-specific qualifications.

Digital Film students do a three-credit course on work placement experience that includes work done on a film and/or TV set. Students work in pre-production, production and post-production activities for varying companies on location. These work-integrated learning activities give the students network connections, work experience and the opportunities to apply classroom learning to real life application.

Students in the Video Game Art program work collaboratively on the creation of a video game; with each cohort adding new detail and assets to the game entitled College Crusaders. The game is played and tested by public participants who evaluate and provide feedback on the game function and playability.

Sault College also offers a co-op stream in Hospitality Management and Culinary Management programs as well as Civil Engineering Technician. In both programs, students are finding co-op placements in various locations both local and out-of-area, and are often filling a labour market need.

In the area of Nursing, students complete placements each semester in various health centres including the Sault Area Hospital, retirement homes and assisted living centres.In other health-related areas, students participate in internships at related centres.

In the post-graduate Public Relations and Event Management certificate program, students partner with industry and organizations to plan, promote and implement a community event that serves residents. Student participation in these special events helps not-for-profit organizations with limited staffing organize and offer events that can help broaden community awareness of services, rally donations and community support and/or increase community reach.

Sault College is proud to be embarking on a planned project entitled iE3 - Environment, Education, and Entrepreneurship where the College will create on campus the culture and physical space to support more integrated industry-involved learning opportunities for students.

The intention is to host industry on campus with mutual benefit to the College and students. On-campus work-integrated learning opportunities are targeted to increase along with greater opportunity for field experience, service learning, applied research projects, innovative and entrepreneurship incubators and other WIL opportunities.

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. Sault College is asked to provide information on e-learning courses, programs and registrations in 2015-2016.

Through the development of metrics under the SMAs, the ministry will be developing long-term indicators and updated definitions for online and technology-enabled learning in consultation with the sector. Indicators developed are intended for use in future SMA Report Backs.

In future years, the ministry anticipates collecting more comprehensive data that will profile a broader range of online and technology-enabled learning indicators to ensure students have access to high-quality flexible learning opportunities across the system.

eCampusOntario will be leading the development of eLearning indicators in collaboration with the sector.

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 that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A Synchronous Conferencing program describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

e-Learning Course, Program and Registration Data
Based on the definitions provided above, provide Sault College's eLearning data for 2015-2016:

Course Data	Ontario College Credential	Other Credential
Number of ministry-funded courses offered through fully online learning	28	140
Number of ministry-funded courses offered through synchronous conferencing	21	0
Total Number of ministry-funded, for-credit courses offered in e-Learning format	49	140

Program Data	Ontario College Credential	Other Credential
Number of ministry-funded programs offered through fully online learning	2	26

Number of ministry-funded programs offered through synchronous conferencing	1	1
Total Number of ministry-funded, for-credit programs offered in e-Learning format	3	27

Program Registrations	**Ontario College Credential**	**Other Credential**
Number of registrations in ministry-funded programs offered through fully online learning	121	362
Number of registrations in ministry-funded programs offered through synchronous conferencing	225	68
Total Number of registrations in ministry-funded, for-credit programs offered in e-Learning format	346	430

Additional Information

Describe methodology, survey tools, caveats and other information regarding the numbers reported above related to e-Learning Course, Program and Registration Data (up to 600 words approx.).

Number of ministry-funded courses was determined by looking at each of the 6 Sault College Ontario College level certificates to determine which of those certificates had courses online and totaled them. Even though we have 6 programs at this credential, only two are available fully online as noted above. The same process occurred to look at all other credentials. The number of courses was only counted once for the entire academic year (rather than adding in each semester intake as well as each monthly intake). Total number of registrations was totaled up for all three semesters by looking at course codes within each program to determine whether or not the registration would account towards an Ontario College level credential or if it would fall under the other credential category. Our online courses are delivered through OntarioLearn while our synchronous courses are delivered using Contact North.

Hybrid Learning*

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 50% of the course delivery should be online.

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

Additional Information

Describe methodology, survey tools, caveats and other information regarding the numbers reported above related to Hybrid Learning Course, Program and Registration Data (up to 600 words approx.)

Sault College currently does not offer any Hybrid Learning style programming. It is either face-to-face, fully online (asynchronous) or synchronous (delivered via Contact North). We also offer Independent Study programming which is not included in these stats as it is a paper-based program where some contact is done with instructors via email and phone. We also offer fieldwork components using an Independent Study modality.

Highlights

Please provide highlights of Sault College's activity in 2015-2016 that capture the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.)

PSW Success Story

Sault College is currently the only college in Ontario that offers the Personal Support Worker program fully in a synchronous format. We do not require our students to travel to our main campus. There are 9 courses in total for this program, all 9 are delivered via Contact North (virtual classroom using either a web-based platform or videoconferencing but is done in live time). Our lab time is done in this method as well, using demonstrations and videos. This program is highly popular due to the students not being required to travel. Practicum requirements are established in each student's home community.

A new requirement for graduation out of the PSW program is for students to take the one day training workshop of Gentle Persuasive Approach (GPA). The GPA program is run from the Advanced Gerontological Education Inc. (AGE). AGE has a requirement that this program is to be face-to-face; however, since many of our students in this program live in rural Northern Ontario, face-to-face in one

location was not an option. Offering education around e-learning, in particular, Contact North, Sault College was granted permission to offer GPA using videoconferencing. This took some coordination of logistics (ensuring a date that worked for all students, the instructor as well as a tester representing AGE). Students had to demonstrate the technique; therefore, another logistic was ensuring the student had volunteers to practice on. Many of our students are stand-alone students in various communities, therefore, in their location; there was not an option to practice on another student. All Contact North centres are equipped with personnel while training is occurring; therefore, many centres volunteered their staff for support of these students. Since this was a first for AGE and a first for Sault College, a press release did go about this initiative.

HOA Success Story

Sault College offers and delivers a program, Health Office Administrative Support Certificate. This program is currently delivered fully online. However, in the past it has been delivered face-to-face as well as synchronously through Contact North. In February of 2016, Sault College offered this program synchronously using the Contact North platform. This program had a total of 12 students. Nine students were local, three were signing in via Contact North. If we were not able to offer this program using Contact North, the program would not have been viable to run. The majority of the 12 students entered this program utilizing the Second Career Program. This was an opportunity for these students to start over in their career journey. Many of the students enjoyed learning over this platform: they appreciated how interactive it was and how user-friendly it can be. In regards to the students that have stayed in contact, they are currently working in the field. If it was not for this program being offered through this modality, these students would not have been able to take the path they did for their educational and career goals.

3. Student Population

This component highlights Sault College's contributions to improve access and success for underrepresented groups (Students with disabilities, First Generation, Indigenous, and French-language students).

Full-Time Students	# of Students
The total full-time headcount enrolment* at Sault College in 2015-2016:	2,316

Headcount
DEFINITION: Headcount is the actual enrolment for Fall 2015 as of November 1, 2015 including full-time students, both **eligible and ineligible for ministry funding, as reported to the ministry for the 2015-2016 fiscal year (enrolment reported in 2015-2016 remains subject to audit and/or correction).*

3a. Under-Represented Students: Students with disabilities*, First Generation*, Indigenous and French-Language* Students

*Note: Please do not include International students in the calculations below.

Students with disabilities
**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).*

Students with disabilities	# of Students	Percentage
The total number of full-time students with disabilities at Sault College who registered with the Office for Students with disabilities and received support services in 2015-2016:	477	
The total indicated above as a comparative % of Sault College's 2015-2016 full-time enrolment headcount:		20.60
The total number of part-time students with disabilities enrolled at Sault College in 2015-2016:	22	

Highlights

Please provide highlights of Sault College's activity in 2015-2016 that capture contributions to improve access, and success for students with disabilities (up to 600 words approx.)

During the 2015-16 academic year, the Sault College Accessibility Services Office was ranked #1 in Student Satisfaction which is attributed to students having access to Counsellors and other support staff with little to no wait time, accessible testing facilities with staff and technology to support student needs, a supportive note taking and tutoring service for students, a BSWD process that minimizes student administrative tasks, a strong Transition program in August to set students up for success and much more.

Students presenting with mental health issues are able to access supports directly from their Accessibility Counsellor. Our Counselling model is a one stop shop where students are able to disclose any issues during their drop or scheduled appointments and receive the appropriate support through our on campus mental health services or through our community referral processes. Students experiencing mental health issues can access our Counsellors, Mental Health Educator, Elders in Residence, a Physician, or a Psychologist without leaving campus.

First Generation Students
**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 have not necessarily 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).

First Generation Students	# of Students	Percentage
The total number of full-time First Generation students enrolled at Sault College in 2015-2016:	592	
The total indicated above as a comparative % of Sault College's 2015-2016 full-time enrolment headcount:		25.56
The total number of part-time First Generation students enrolled at Sault College in 2015-2016:	64	

Highlights

Please provide highlights of Sault College's activity in 2015-2016 that capture contributions to improve access, and success for First Generation students (up to 600 words approx.).

Sault College launched a Leadership workshop series as a part of Project LIVE (Leadership Initiatives and Volunteer Experience) to provide students with additional out-of-class networking, resume building, and development opportunities. First Generation(FG) students were encouraged to attend the program and to continue on to become peer mentors through our Peer2Peer program.

Wellness Wednesday's were introduced this year which includes a number of campus and community partners providing students with a wellness activity or freebie between classes to de-stress, have fun, and to learn more about the supports available to them as Sault College students. With approximately 250+ students in attendance each month, this event highlighted FG supports, events, and retention strategies.

FG students are provided with additional support through Student Services including coaching from our Student Success Advisor, access to a laptop lending program, free admittance to social and educational events to network and build a strong support system, and access to additional bursaries.

Indigenous Students

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

Indigenous Students	# of Students	Percentage
The total number of full-time Indigenous students enrolled at Sault College in 2015-2016:	431	
The total indicated above as a comparative % of Sault College's 2015-2016 full-time enrolment headcount:		18.61
The total number of part-time Indigenous students enrolled at Sault College in 2015-2016:	0	

Highlights

Please provide highlights of Sault College's activity in 2015-2016 that capture contributions to improve access, and success for Indigenous students (up to 600 words approx.).

Leadership Engagement

- As part of Sault College's mandate in addressing Indigenous education, on October 15, 2015, Native Education hosted the first cultural competency training session held with the Board of Governors and the Native Education and Training Council. The purpose of this session was to provide participants with the opportunity to build a shared understanding of Indigenous history, contemporary priorities, culture-based practices and Indigenous engagement approaches which lead to increased cultural competency. This initiative was intended to begin the process of strengthening and building institutional capacity in working with Indigenous people and communities.

- Two cultural competency sessions held with Advisory College Council: November 20, 2015 and March 11, 2016 respectively

- Presentation made to the Board of Governors March 24, 2016 regarding the Truth and Reconciliation Commission Calls to Action highlighting potential areas of development.

Native Student Services

- From April 1, 2015 to March 31, 2016 Native Student Counsellors assisted 1330 students in the area of disabilities, academic counselling, financial advocacy/support, orientation, career counselling, transition programming, study skills and lap top loans.

- The Native Education main office provides students and community members with services such as photocopying, faxing, phone calling, providing information, referrals and appointments. This past year the office provided service over 1880 times from April 1, 2015 to March 31, 2016.

- Facilitated over 30 cultural, social and educational activities with over 5000 participants taking part in various initiatives throughout the year.

Programming

- Native Education supported the following community-based programs:

- FASD Post-diploma certificate (Anishinabek Educational Institute)

- Anishinaabemowin Immersion certificate (Kenjgewin Teg Educational Institute)

- Social Service Worker Native Specialization diploma delivered (Oshki-Pimanche-O-Win Educational Institute)

- Anishinaabemowin Immersion and Welding Certificates (Seven Generations Educational Institute)

- Supported the delivery of two intakes of the Heavy Equipment Operator for Women Program delivered in partnership with Garden River First Nation

- Delivery of Carpentry Level III Apprenticeship training in partnership with Aundek Omni Kaning First Nation

- Delivery planning of community-based programming for September 2016: Anishinaabemowin Immersion, Social Service Worker - Native Specialization, Welding, Hairstyling and Esthetician programs

- Established two new awards for the SSW-Native Specialization program delivered in Thunder Bay

- Assisted in the successful submission for delivery of a pre-apprenticeship Automotive Service Technician program in partnership with the Sault Ste. Marie Indian Friendship Centre for 2016

Best Practices Among Northern Ontario Colleges

- Completed March 31, 2016, this collaborative initiative between the six Northern Colleges in Ontario focused on the collection, documenting, and sharing of established best practices in the area of Indigenous education with the goal of benchmarking these identified best practices to set standards that will be adopted by Colleges, beyond the north, to support the academic success of Indigenous learners.

French-Language Students

** DEFINITION: A student is considered a French-language student if the student meets at least one of the following criteria -*
1) The student's mother tongue is, or includes French (the student is a Francophone);
2) the student's language of correspondence with the institution is French;
3) the student was previously enrolled in a French-language education institution; or
4) the student was enrolled in a postsecondary program delivered at least partially in French.

French-Language Students	# of Students	Percentage
The total number of full-time French-Language students enrolled at Sault College in 2015-2016:	12	
The total indicated above as a comparative % of Sault College's 2015-2016 full-time enrolment headcount:		0.52
The total number of part-time French-Language students enrolled at Sault College in 2015-2016:	0	

Highlights

Please provide highlights of Sault College's activity in 2015-2016 that capture contributions to improve access, and success for French-Language students (up to 600 words approx.).

Student Services introduced a bilingual employee to the department in January of 2016. This employee is available to provide support information in French, and link French-Language students to community services when requested.

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above. (up to 600 words approx.)

At-risk survey information provides Sault College with the information reported above, along with student self-reporting.

3b. Student Population - International Students

International Students

**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 November 2015 at Sault College.*

International Students	# of Students	Percentage
Sault College reported to the ministry full-time international enrolment* in 2015-2016:	63	
The total indicated above as a comparative % of Sault College's 2015-2016 full-time enrolment headcount:		2.72
Sault College's 2015-2016 part-time international enrolment is	0	

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

Information is gathered on enrolment within our current Student Information system.

Highlights

Please provide highlights of Sault College's activity in 2015-2016 that contributed to maintaining or improving the international student experience at Sault College. This could include a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Sault College in partnership with Science Without Borders, welcomed 41 Brazilian students to campus and the community this year. Sault College was selected by the Brazilian government as one of the esteemed post-secondary providers to the engineering students.

Sault College also successfully competed the first year of an exciting three-year international initiative with the Samual Jackman Prescod Polytechnic in Barbados.

In January 2016, Sault College signed International partnerships with Arusha Technical College (ATC) in Northern Africa and Pwani Regional Vocational Training and Service Centre (Pwani RVTSC) near Dar Es Salaam in central Tanzania. The progressive partnership for the ATC will be a program designed to transition unskilled labourers to technical programs and occupations referred to as pre-technology programs. For Pwani RVTSC, instrumentation and process control programs will be developed.

Further, the College has increased their international recruitment efforts and team to diversify the international student population at the College. We are focused on student success and have a committed staff through out the College to create a working group to ensure that we are able to continue to support the growing population of international students in our community.

3c. Student Population - Proportion of an institution's enrolment that receives OSAP*

**Definition: Receives OSAP is the number of OSAP awards, including any student at Sault College who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.*

Proportion of an institution's enrolment that receives OSAP	# of Students	Percentage
Sault College's 2015-2016 proportion of an institution's enrolment that receives OSAP is	1,265	57.70

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

The number above represents the number os OSAP awards for any student at Sault College who has applied for Full-time OSAP.

Our instiution is committed to student satisfaction and assisting students ensure that all finanical barriers are eliminated or minimized to enable the student to focus on their studies to be successful.

4. Program Offerings

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally-oriented mandates.

a. Concentration of full-time enrolment headcount* at colleges by occupational cluster and by credential

b. Institution's system share of full-time enrolment headcount by occupational cluster and by credential

**DEFINITION: Headcount is the un-audited 2015-2016 full-time funding eligible enrolment count submitted on November 1, 2015 by Ontario publicly funded colleges to the ministry's College Statistical Enrolment Report (CSER). Headcount does not include part-time, funding ineligible, nursing, Second Career, apprentice or international students.*

Occupational Cluster (Credential Level)	# of students in a program as a % of total # of students across all programs at Sault College	Sault College's share of system-wide enrolment in each PROGRAM
Refer to complete list below:		
Applied Arts - Advertising and Design (Advanced Diploma)	1.59	0.90
Applied Arts - Child/Youth Worker (Advanced Diploma)	3.60	1.45
Applied Arts - Developmental Services Worker (Diploma)	1.80	2.22
Applied Arts - Education (Diploma)	3.24	0.86
Applied Arts - Fashion (Diploma)	1.70	1.60
Applied Arts - Law and Security (Diploma)	6.17	1.20
Applied Arts - Law and Security (Post-Diploma Certificate)	0.51	3.27
Applied Arts - Media (Diploma)	3.55	1.46
Applied Arts - Native Community Worker (Certificate)	0.36	100.00
Applied Arts - Preparatory/Upgrading (Certificate)	7.45	1.33
Applied Arts - Preparatory/Upgrading (Diploma)	0.77	0.73
Applied Arts - Public Relations (Post-Diploma Certificate)	0.62	2.88
Applied Arts - Recreation/Fitness (Diploma)	1.90	0.93
Applied Arts - Social Services (Diploma)	6.01	1.76
Applied Arts - Social Services (Post-Diploma Certificate)	0.46	1.03
Business - Accounting/Finance (Diploma)	1.34	0.85
Business - Business Computer (Advanced Diploma)	0.82	1.01
Business - Business Computer (Diploma)	1.59	1.83
Business - Business Management (Diploma)	2.62	1.47
Business - Business Management (Post-Diploma Certificate)	0.15	0.47
Business - Culinary Arts (Certificate)	0.72	1.69
Business - Culinary Arts (Diploma)	0.87	0.72
Business - Hospitality Management (Diploma)	0.26	0.27
Business - Office Administration (Diploma)	0.98	2.36

Health - Health Technology (Diploma)	3.70	3.33
Health - Nursing Related (Certificate)	1.70	1.86
Health - Nursing Related (Diploma)	6.68	1.84
Technology - Automotive (Certificate)	0.98	3.68
Technology - Automotive (Diploma)	1.28	2.25
Technology - Aviation (Flight) (Advanced Diploma)	9.15	69.26
Technology - Aviation (Maintenance) (Certificate)	0.92	54.55
Technology - Civil (Certificate)	0.82	2.19
Technology - Civil (Diploma)	2.06	2.81
Technology - Civil (Post-Diploma Certificate)	0.26	2.65
Technology - Electronics (Advanced Diploma)	0.92	0.31
Technology - Electronics (Diploma)	5.09	2.48
Technology - Machining (Certificate)	0.10	100.00
Technology - Mechanical (Certificate)	0.05	0.09
Technology - Mechanical (Diploma)	2.16	1.75
Technology - Resources (Advanced Diploma)	1.34	5.46
Technology - Resources (Diploma)	11.10	11.37
Technology - Welding (Certificate)	0.77	2.63
Technology - Welding (Diploma)	1.85	10.14

c. Number of apprentices, pass/fail rate and annual funding in each trade	Number of Apprentices	Pass/Fail Rate	Annual Funding

Trade - Refer to complete list below:

Parts Technician	79	89.00	$193,897.60
Plumber	56	100.00	$118,792.96
Steamfitter	13	100.00	$31,907.20
Electrician - Construction and Maintenance	94	99.00	$250,081.60
Automotive Service Technician	74	99.00	$163,372.16
Truck and Coach Technician	58	100.00	$140,919.04
Hairstylist	1	100.00	$2,454.40
Cook	13	85.00	$52,756.32
Ironworker - Structural and Ornamental	61	98.00	$134,992.00
Heavy Duty Equipment Technician	15	100.00	$36,816.00
Industrial Electrician	9	100.00	$14,966.40
Utility Arborist	14	100.00	$46,388.16
Total	487		$1,187,343.84

Highlights

Please provide highlights of Sault College's activity in 2015-2016 that contributed to maintaining or improving programming. This could

include a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Sault College believes it is vital to deliver high quality, job-ready programs that meet student demands and stakeholder needs. At Sault College, students are at the core of everything we do and we will continue to strive to be the best-in-class for the programs and services we offer.

By observing trends in industry, Sault College will continue to create viable new programs where there is labour market need, such as in the areas of robotics, business, entrepreneurship, gaming, health, and community services. For example, in October 2015, Sault College launched the grand opening of its new Tenaris Robotics lab. To support the anticipated need for highly skilled personnel in this expanding field, Sault College has begun to incorporate robotics content in its post-secondary curriculum and plans to provide more advanced programming in the future. In November 2015, the Board of Governors approved a new Robotics and Advanced Automation Post-graduate certificate program and the first intake of students occured in the fall of 2016.

Other new programs which received Board approval during the 2015-16 fiscal year included:

- the Social Service Worker Native Specialization was approved as a five semester in-community delivery diploma. Extending this program from four to five semesters provided a more balanced course load to meet the needs of the students in the community.

- the Graphic Design program was compressed from the previous three year/six semester program into a two-year accelerated delivery model to meet the needs of students.

- the Natural Resource/Environmental Law Inspection and Enforcement Program entrance requirements were amended to provide access to the program to a broader intake of people who will use their experience and interests to carve their own niche in this field.

5. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be developing long-term indicators for credit transfer in consultation with the sector through the Credit Transfer Accountability Framework.

As part of this work, a new Credit Transfer Student Flag was introduced into 2015-16 enrolment reporting for colleges and universities. The ministry will work with the sector throughout 2016-17 on any refinements to the metric with a view to integrate this new information into the SMA report back beginning in 2017-18.

In future years, the ministry will be expecting more complete data that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system.

This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors, as well as metrics related to transfer student satisfaction or outcomes.

Development of these metrics will be done in partnership with the sector and ONCAT.

Transfer applicants and registrants

The ministry is using the following data from the College Graduate Outcome Survey @ 6 Months to inform the latest trends in college to university student transfers

Year	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)
2011-2012	654	33	5.05	57,701	3,463	6.00
2012-2013	621	45	7.25	57,462	3,424	5.96
2013-2014	517	28	5.42	54,467	3,003	5.51
2014-2015	527	24	4.55	52,039	2,465	4.74
2015-2016	437	24	5.49	46,244	2,047	4.43

Per the College Graduate Outcomes @ 6 Months data reported in 2015-2016 (based on 2014-2015 graduates),	Percentage
The percentage of Sault College students who were satisfied or very satisfied with academic preparation for university was	81.0
The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was	76.2

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

Highlights

Please provide highlights of Sault College's activity in 2015-2016 that contributed to ensuring that students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by Sault College to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

Due to the ever changing mental health needs of post-secondary students, the Accessibility Services and Counselling Office implemented regular drop in times to improved access to Counsellors. This initiative addressed the need to ensure students in crisis were able to meet with a skilled counsellor in a timely manner. It also allowed students an opportunity to check in regularly with their Counsellor, keeping them informed on their progress and well-being. An additional strategy to reduce student wait times for Counsellor appointments included scheduling meetings with the Student Success Advisor to address various needs including social, financial, and academic issues.

6. Financial Sustainability

1. Annual Surplus/(Deficit) - (revenue - expenses)	Amount	Benchmark	
Annual Surplus/(Deficit)	-324,845	0	

2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets)	Amount	Benchmark	
Accumulated Surplus/(Deficit)	11,592,003	0	

3. Quick Ratio (current assets) / (current liabilities)	Amount	Benchmark	
Current Assets/Current Liabilities	2.34	1.00	

4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)]	Percentage	Benchmark	
Debt/Assets	18.92	35.00	

5. Debt Servicing Ratio (interest expense + principal payments) / (revenue)	Percentage	Benchmark	
Total Debt Serviced/Revenue	1.17	3.00	

6. Net Assets to Expense Ratio (net assets) / (expenses)	Percentage	Benchmark	
Net Assets/Expenses	107.68	60.00	

7. Net Income to Revenue Ratio (revenue - expenses) / (revenue)	Percentage	Benchmark	
Net Income to Revenue	-0.57	1.50	

Highlights

Please provide one or more highlights that demonstrate Sault College's commitment to continued financial sustainability.

The College continues a comprehensive review that prioritizes programs and services to support strategic decisions and to maximize returns on investment. The College also continues with the implementation of an ERP solution with the objective of realizing operational efficiencies and mitigate the significant risks associated with operating an obsolete system. As well, the College has dedicated resources for opportunity prospecting and international recruitment as a strategy to increase revenues from diverse sources.

As the College moves forward, it must now focus on sustainability in a region experiencing population decline and aging demographic. As a result the College will have to adjust its operations to support quality programming and services going forward.

7. Attestation

By submitting this report to the ministry:	Checkbox
Sault College confirms that all information being submitted to the ministry as part of the 2015-2016 SMA Report Back is accurate and has received approval from Sault College's Executive Head.	☑

For additional information regarding Sault College's 2015-2016 SMA Report Back please contact	Information
Name:	Barb Bringleson
Telephone:	705-759-2554
Email:	barb.bringleson@saultcollege.ca

Please indicate the address on Sault College's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry	Information
Website:	www.saultcollege.ca

Financial Statements of

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Year ended March 31, 2017

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Index to Financial Statements

Year ended March 31, 2017

	Page
Independent Auditors' Report	
Statement of Financial Position	1
Statement of Operations	2
Statement of Changes in Net Assets	3
Statement of Cash Flows	4
Statement of Remeasurement Gains and Losses	5
Notes to Financial Statements	6 - 20
Schedule of Revenue	21

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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, 2017, 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.

KPMG LLP is a Canadian limited liability partnership and a member firm of the KPMG network of independent member firms affiliated with KPMG International Cooperative ("KPMG International"), a Swiss entity. KPMG Canada provides services to KPMG LLP.

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, 2017, its results of operations, changes in net assets, cash flows and remeasurement gains and losses for the year then ended in accordance with Canadian public sector accounting standards.

KPMG LLP

Chartered Professional Accountants, Licensed Public Accountants

June 15, 2017
Sault Ste. Marie, Canada

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Financial Position

March 31, 2017, with comparative information for 2016

	2017	2016
Assets		
Current assets:		
Cash	$ 17,238,434	$ 5,611,443
Temporary investments (note 3)	8,291,207	10,187,732
Accounts receivable (note 2)	1,854,671	1,181,758
Grants and reimbursements receivable	3,308,810	3,506,167
Current portion of loan receivable (note 4)	167,769	162,306
Current portion of pledges receivable (note 7)	121,151	164,729
Inventory	5,408	5,988
Prepaid expenses	647,953	347,528
	31,635,403	21,167,651
Loan receivable (note 4)	2,512,904	2,680,673
Capital assets (note 5)	64,630,163	60,832,580
Pledges receivable (note 7)	237	14,008
	$ 98,778,707	$ 84,694,912
Liabilities, Deferred Contributions and Net Assets		
Current liabilities:		
Accounts payable and accrued liabilities	$ 5,498,032	$ 5,174,152
Accrued vacation pay	3,478,129	3,493,423
Deferred tuition fees	1,058,591	1,119,733
Deferred contributions for expenses of future periods (note 6)	1,676,123	1,703,554
Payable to the Ministry of Advanced Education and Skills Development	59,927	34,731
Current portion of long-term debt (note 8)	567,632	554,850
	12,338,434	12,080,443
Long-term debt (note 8)	3,335,138	3,902,770
Deferred capital contributions (note 9)	64,838,963	50,621,266
Post-employment benefits and compensated absences (note 10)	1,883,000	2,020,000
	82,395,535	68,624,479
Net assets:		
Unrestricted	1,581,665	3,332,870
Invested in capital assets (note 12)	10,410,629	8,099,078
Internally restricted (note 13)	159,674	160,056
Restricted for student purposes and endowments	4,522,165	4,486,683
	16,674,133	16,078,687
Accumulated remeasurement gains (losses)	(290,961)	(8,254)
	16,383,172	16,070,433
Commitments and contingencies (note 15)		
	$ 98,778,707	$ 84,694,912

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, 2017, with comparative information for 2016

	2017	2016
Revenue (Schedule):		
Grants and reimbursements	$ 37,193,843	$ 38,639,017
Tuition fees	10,751,857	9,634,891
Ancillary operations	1,204,378	1,353,528
Other	3,473,007	3,486,154
Restricted for student purposes	2,018,239	1,386,518
Gain on sale of capital assets	-	3,920
Amortization of deferred capital contributions (note 9)	2,995,499	2,920,062
	57,636,823	57,424,090
Expenses:		
Salaries and benefits	37,643,435	38,917,783
Instructional supplies	1,676,574	1,774,372
Contracted services	4,155,933	4,161,975
Utilities, maintenance and taxes	3,058,213	2,597,352
Interest and bank charges	231,285	248,597
Travel and professional development	462,182	649,765
Training subsidies and allowances	1,614,661	1,865,809
Supplies and other expenses	2,177,441	2,363,996
Restricted for student purposes	201,628	125,970
Scholarships and bursaries	1,651,910	931,782
Amortization of capital assets	4,168,115	4,111,533
	57,041,377	57,748,934
Excess (deficiency) of revenue over expenses	$ 595,446	$ (324,844)

See accompanying notes to financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Changes in Net Assets

Year ended March 31, 2017, with comparative information for 2016

	Unrestricted	Capital Assets	Invested in Internally Restricted	Restricted for Student and Purposes Endowments	2017 Total	2016 Total
Balance, beginning of year	$ 3,332,870	8,099,078	160,056	4,486,683	$ 16,078,687	$ 16,403,531
Excess (deficiency) of revenue over expenses	1,603,743	(1,172,616)	(382)	164,701	595,446	(324,844)
Invested in capital assets (note 12)	(3,354,948)	3,484,167	-	(129,219)	-	-
Balance, end of year	$ 1,581,665	10,410,629	159,674	4,522,165	$ 16,674,133	$ 16,078,687

See accompanying notes to financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Cash Flows

Year ended March 31, 2017, with comparative information for 2016

	2017	2016
Cash provided by (used in):		
Operations:		
Excess (deficiency) of revenue over expenses	$ 595,446	$ (324,844)
Adjustments for:		
Amortization of deferred capital contributions	(2,995,499)	(2,920,062)
Amortization of capital assets	4,168,115	4,111,533
Gain on sale of capital assets	-	(3,920)
Realized loss on investments	(282,707)	(182,472)
	1,485,355	680,235
Changes in non-cash working capital:		
Accounts receivable	(672,914)	159,451
Grants and reimbursement receivable	197,357	(8,030)
Inventory	580	(471)
Prepaid expenses	(300,425)	(4,944)
Accounts payable and accrued liabilities	323,880	(81,375)
Accrual for vacation pay	(15,294)	(108,400)
Payable to Ministry of Advanced Education and Skills Development	25,196	(166,878)
Deferred tuition fees	(61,142)	262,501
Deferred contributions related to expenses of future periods	(27,431)	(166,997)
Accrual for employee future benefits	(137,000)	(97,000)
	818,162	468,092
Financing activities:		
Receipt of pledges receivable	57,349	138,615
Receipt of loan receivable	162,306	157,021
Repayment of long-term debt	(554,850)	(542,380)
	(335,195)	(246,744)
Capital activities:		
Purchase of capital assets	(7,965,698)	(3,062,084)
Receipt of deferred capital contributions	17,213,197	1,586,835
Proceeds on disposal of capital assets	-	3,920
	9,247,499	(1,471,329)
Net increase (decrease) in cash and temporary investments	9,730,466	(1,249,981)
Cash and temporary investments, beginning of year	15,799,175	17,049,156
Cash and temporary investments, end of year	$ 25,529,641	$ 15,799,175

See accompanying notes to financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Remeasurement Gains and Losses

Year ended March 31, 2017, with comparative information for 2016

	2017	2016
Accumulated remeasurement gains (losses), beginning of year	$ (8,254)	$ 174,218
Unrealized gains (losses) attributable to:		
Temporary investments	(290,961)	(8,254)
Realized gains (losses), reclassified to the statement of operations:		
Temporary investments:		
Designated fair value	8,254	(174,218)
Net remeasurement losses for the year	(282,707)	(182,472)
Accumulated remeasurement gains (losses), end of year	$ (290,961)	$ (8,254)

See accompanying notes to financial statements.

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

1. Significant accounting policies:

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

(a) Revenue recognition:

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

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

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

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

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

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

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

(b) Inventory:

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

(c) Vacation pay:

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

1. Significant accounting policies (continued):

(d) Capital assets:

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

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

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

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

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

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

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

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

(ii) The costs of the multi-employer defined benefit pension are the employer's contributions due to the plan in the period.

1. Significant accounting policies (continued):

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

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

(iv) The discount used in the determinations of the above-mentioned liabilities is equal to the College's internal rate of borrowing.

(f) Financial instruments:

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

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

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

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

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

Long-term debt is recorded at cost.

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

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

1. Significant accounting policies (continued):

(g) Use of estimates:

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

2. Accounts receivable:

	2017	2016
Student tuition fees	$ 610,712	$ 499,473
Federal other	579,187	257,402
Other	1,011,607	746,428
	2,201,506	1,503,303
Less allowance for doubtful accounts	346,835	321,545
	$ 1,854,671	$ 1,181,758

3. Temporary investments:

	Level	2017	2016
Assets at designated fair value			
Government bonds	2	$ 1,980,352	$ 1,768,959
Equity instruments, quoted in an active market			
Shares	1	5,626,460	5,733,964
Mutual funds	1	–	1,974,697
Cash		684,395	710,112
		$ 8,291,207	$10,187,732

There were no transfers between Level 1 and Level 2 for the years ended March 31, 2017 and 2016. There were also no transfers in or out of Level 3.

Government Bonds have interest rates from 1.35% to 9.375% (2016 - 1.90% to 9.375%) and mature between 2017 and 2048.

4. Loan receivable:

	2017	2016
Health and Wellness building – Sault College Student Union receivable	$ 2,680,673	$ 2,842,979
Current portion of long-term receivable	(167,769)	(162,306)
	$ 2,512,904	$ 2,680,673

Aggregate maturities of long-term receivable for each of the five years subsequent to March 31, 2017, are as follows: 2018 - $167,769; 2019 - $173,416; 2020 - $179,253; 2021 - $185,286; 2022 - $191,523

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

5. Capital assets:

2017	Cost	Accumulated amortization	Net book value
Land	$ 1,020,817	$ –	$ 1,020,817
Buildings	83,752,520	33,485,708	50,266,812
Site improvements	9,004,103	3,667,234	5,336,869
Equipment	14,444,050	12,179,587	2,264,463
Vehicles	414,003	360,742	53,261
Furniture and fixtures	1,257,709	1,228,014	29,695
Computer equipment	14,369,538	13,312,767	1,056,771
Aircraft	3,206,869	2,949,793	257,076
Work-in-Progress	4,344,399	–	4,344,399
	$ 131,814,008	$ 67,183,845	$ 64,630,163

5. Capital assets (continued):

2016	Cost	Accumulated amortization	Net book value
Land	$ 1,020,817	$ –	$ 1,020,817
Buildings	83,752,520	31,540,282	52,212,238
Site improvements	6,299,378	2,860,125	3,439,253
Equipment	13,879,796	11,368,446	2,511,350
Vehicles	407,551	357,396	50,155
Furniture and fixtures	1,257,709	1,190,824	66,885
Computer equipment	14,334,693	13,123,823	1,210,870
Aircraft	3,650,422	3,329,410	321,012
	$ 124,602,886	$ 63,770,306	$ 60,832,580

6. Deferred contributions for expenses of future periods:

Deferred contribution consists of the following:

	2017	2016
Balance, beginning of year	$ 1,703,554	$ 1,870,551
Additional contributions received	1,226,909	3,580,259
Amounts taken into revenue	(1,254,340)	(3,747,256)
Balance, end of year	$ 1,676,123	$ 1,703,554

7. Pledges receivable:

	2017	2016
Inspiring Growth Capital Campaign pledges	$ 771,388	$ 828,737
Allowance for doubtful account	(650,000)	(650,000)
Current portion of pledges receivable	(121,151)	(164,729)
Non-current portion of pledges receivable	$ 237	$ 14,008

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

8. Long-term debt:

	2017	2016
3.338% term loan to Ontario Financing Authority, unsecured, payable $127,931 semi-annually including interest, due October 31, 2029	$ 2,680,673	$ 2,842,979
1.856% term loan to Ontario Financing Authority, unsecured, payable $210,349 semi-annually including interest, due October 31, 2019	1,222,097	1,614,641
	3,902,770	4,457,620
Current portion of long-term debt	(567,632)	(554,850)
	$ 3,335,138	$ 3,902,770

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

2018	$ 567,632
2019	580,735
2020	594,167
2021	185,286
2022	191,523
Thereafter	1,783,427
	$ 3,902,770

9. Deferred capital contributions:

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

	2017	2016
Unamortized capital contributions used to purchase assets	$ 52,997,437	$ 51,118,862
Unspent contributions	12,491,526	152,404
Allowance for doubtful accounts capital pledges	(650,000)	(650,000)
	$ 64,838,963	$ 50,621,266

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.

	2017	2016
Balance, beginning of year	$ 50,621,266	$ 52,604,493
Additional contributions received	17,213,196	1,584,153
Inspiring Growth Capital Campaign	–	2,682
Less amounts amortized to revenue	(2,995,499)	(2,920,062)
Less allowance for doubtful account capital pledge	–	(650,000)
Balance, end of year	$ 64,838,963	$ 50,621,266

10. Employee future benefits:

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

	2017	2016
Post-employment benefits	$ 524,000	$ 556,000
Non-vesting sick leave	1,290,000	1,288,000
Vesting sick leave	69,000	176,000
	$ 1,883,000	$ 2,020,000

10. Employee future benefits (continued):

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

	2017	2016
Accrued benefit obligation	$ 3,516,000	$ 2,180,000
Fair value of plan assets	(63,000)	(87,000)
Funded status – plan deficit	3,453,000	2,093,000
Unamortized actuarial gain (loss)	(1,570,000)	(73,000)
Employee future benefit liability	$ 1,883,000	$ 2,020,000
Current service cost	$ 213,000	$ 92,000
Interest on accrued benefit obligation	60,000	29,000
Experienced gains (losses)	(59,000)	1,000
Benefit payments	(537,000)	(216,000)
Amortization of actuarial losses (gains)	186,000	(3,000)
Employee future benefit expense (recovery)	$ (137,000)	$ (97,000)

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

Post-employment benefits

The College extends the opportunity to acquire 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 on behalf of the Ontario College systems as a whole as at March 31, 2017.

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

(i) Discount rate:

The present value as at March 31, 2017 of the future benefits was determined using a discount rate of 2.00% (2016 - 1.70%).

(ii) Drug costs:

Drug costs were assumed to increase at a rate of 8.25% for 2017 (2016 – 8.50%) and decrease proportionately thereafter to an ultimate rate of 4.0% in 2034.

(iii) Hospital and other medical:

Hospital and other medical costs were assumed to increase at 4.0% per annum in 2017 (2016 - 4.0%).

Medical premium increases were assumed to increase at 6.98% per annum in 2017 (2016 - 7.150%) and decrease proportionately thereafter to an ultimate rate of 4.0% in 2034.

(iv) Dental costs:

Dental costs were assumed to increase at 4.0% per annum in 2017 (2016 – 4.0%).

10. Employee future benefits (continued):

Compensated Absences

(i) Vesting Sick Leave:

The College has provided for vesting sick leave benefits during the year. Eligible employees, after 10 years of service, are entitled to receive 50% of their accumulated sick leave credit on termination or retirement to a maximum of 6 months' salary. The program to accumulate sick leave credits ceased for employees hired after March 31, 1991. The related benefit liability was determined by an actuarial valuation study on behalf of the Ontario College systems as a whole as at March 31, 2017.

(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 on behalf of the Ontario College systems as a whole as at March 31, 2017.

11. Pension Plan:

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

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

Any pension surplus or deficit is a joint responsibility of the members and employers and may affect future contribution rates. The College does not recognize any share of the Plan's pension surplus or deficit as insufficient information is available to identify the College's share of the underlying pension asset and liabilities. The most recent actuarial valuation filed with pension regulators as at January 1, 2017 indicated an actuarial surplus of $1.6 billion.

Under these arrangements, the College makes contributions equal to those of the employees. Contributions made by the College during the year amounted to approximately $3,286,735 (2016 - $3,396,179).

12. Investment in capital assets:

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

	2017	2016
Capital assets	$ 64,630,163	$ 60,832,580
Amounts financed by:		
Unamortized capital contributions used to purchase assets	(52,997,437)	(51,118,862)
Long-term debt (net of student receivable)	(1,222,097)	(1,614,641)
	$ 10,410,629	$ 8,099,077

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

	2017	2016
Excess of revenues over expenses:		
Amortization of deferred capital contributions	$ 2,995,499	$ 2,920,062
Amortization of capital assets	(4,168,115)	(4,111,533)
	$ (1,172,616)	$ (1,191,471)
Net change in investment in capital assets:		
Purchase of capital assets	$ 7,965,698	$ 3,062,084
Repayment of long-term debt (net of student receivable)	392,544	385,359
Amounts funded by:		
Deferred capital contributions	(4,874,075)	(1,838,445)
Deferred capital campaign contributions	–	(2,682)
	$ 3,484,167	$ 1,606,316

13. Internally restricted net assets:

By resolution of the Board of Governors, accumulated appropriations from unrestricted net assets balance at March 31, 2017 have been made to the Joint Employment Stability Reserve Fund in the amount of $159,674 (2016 - $160,056).

14. Externally restricted net assets:

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

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

15. Commitments and contingencies:

(a) The College has entered into an agreement for renovations and construction to create the Institute for Environment Education and Entrepreneurship (iE3) on campus. Demolition worked started in January 2017 and the expected completion date for the project is August 2018. The expected cost is $18.2 million, funded by the following: $15.6 million from Strategic Investment Fund of the Ontario and Federal governments and $2.6 million from other sources. Project costs of $1,082,715 incurred to March 31, 2017 have been capitalized as Work in Progress.

(b) The College has embarked on a project for the implementation of a College-partnered and integrated ERP system. The project start date was November 2016 and the expected implementation of all systems is January 2018. The expected cost of the project is $10.5 million. Project costs of $3,261,684 have been capitalized as Work-in-Progress.

(c) The College is involved with pending litigation and claims which arise in the normal course of operations. In the opinion of the administration, a liability that may arise from such contingencies would not have a significant adverse effect on the financial statements of the College. Losses, if any, arising from these matters will be accounted for in the year in which they are resolved.

16. Financial instrument risk management:

(a) Credit risk:

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

The College assesses, on a continuous basis, accounts receivable and provides for any amounts that are not collectible in the allowance for doubtful accounts. The maximum exposure to credit risk of the College at March 31, 2017 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, 2017 is $346,835 (2016 - $321,545).

As at March 31, 2017, $43,198 (2016 - $187,392) of trade accounts receivable were past due greater than 90 days, but not impaired.

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

There have been no significant changes to the credit risk exposure from 2016.

(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 2016.

16. Financial instrument risk management (continued):

(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. 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 2016.

(ii) Interest rate risk:

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

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

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

There has been no change to the interest rate risk exposure from 2016.

17. Endowment funds:

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

Schedule of changes in Endowment Fund balances
Year ended March 31

	OSOTF I	OSOTF II	OTSS	2017 Total	2016 Total
Balance, beginning and end of year	$ 664,172	$ 331,340	$ 2,346,515	$ 3,342,027	$ 3,342,027

Schedule of changes in expendable funds available for awards
Year ended March 31

	OSOTF I	OSOTF II	OTSS	2017 Total	2016 Total
Balance, beginning of year	$ 271,948	$ 13,641	$ (197,247)	$ 88,342	$ 182,418
Investment income (loss), net of expenses	79,693	16,426	192,672	288,791	(38,632)
Bursaries awarded	(40,632)	(11,000)	-	(51,632)	(55,444)
Balance, end of year	$ 311,009	$ 19,067	$ (4,575)	$ 325,501	$ 88,342
Bursaries awarded #	104	10	-	124	135

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Schedule of Revenue

Year ended March 31, 2017, with comparative information for 2016

	2017	2016
Grants and reimbursements:		
Operating grants	$ 14,212,958	$ 14,212,957
Special purpose grants	14,607,407	15,628,034
Apprentice training	1,343,035	1,355,052
Ontario training strategies	4,507,692	4,618,457
Other	2,522,751	2,824,517
	37,193,843	38,639,017
Tuition fees:		
Full-time post-secondary	7,544,900	7,064,587
Other	3,206,957	2,570,304
	10,751,857	9,634,891
Ancillary operations	1,204,378	1,353,528
Miscellaneous:		
Contract educational services	459,723	470,571
Sale of course products and services	253,430	399,922
Other	2,759,854	2,615,661
	3,473,007	3,486,154
Restricted for student purposes	2,018,239	1,386,518
Gain on sale of capital assets	–	3,920
Amortization of deferred capital contributions	2,995,499	2,920,062
	$ 57,636,823	$ 57,424,090

SAULT COLLEGE

2015-2016 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				5	4	80%	32	22	69%
Aircraft Structural Repair Technician	01114	13	1	7.7%	9	8	89%	29	19	66%
Aviation Technology-Flight	01002	29	0	0.0%	15	13	87%	47	25	53%
Building Inspection Technician		11	3	27.3%						
Business	01007	9	2	22.2%	4	3	75%	18	8	44%
Business -Accounting	01005	8	3	37.5%	4	4	100%	19	6	32%
Business Management	01144	*	*	*	2	1	50%	4	4	100%
Child and Youth Worker	01047	14	2	14.3%	5	5	100%	38	24	63%
Civil Engineering Technician	01011	6	2	33.3%	1	0	0%	19	13	68%
Collaborative Nursing		44	1	2.3%						
Community Integration Through Cooperative Education	01107	*	*	*	4	2	50%	n/a	n/a	n/a
Computer Programmer	01053	5	2	40.0%	0	0	0%	21	13	62%
Computer Programmer Analyst	01054	*	*	*	3	2	67%	14	12	86%
Construction Carpentry Techniques	01164	15	1	6.7%	1	0	0%	15	8	53%
Culinary Management	01172	*	*	*	2	2	100%	10	3	30%
Culinary Skills-Chef Training	01009	*	*	*	2	1	50%	10	5	50%
Digital Photography	01192	*	*	*	3	3	100%	20	12	60%
Early Childhood Education	01016	21	8	38.1%	11	11	100%	32	12	38%
Electrical Engineering Technician - Power Generation	01167	17	5	29.4%	0	0	0%	9	5	56%
Electrical Engineering Technician - Process Automation	01017	*	*	*	3	2	67%	29	22	76%
Electrical Engineering Technician - Trades	01179	*	*	*	1	1	100%	20	9	45%
Electrical Engineering Technology - Process Automation	01018	*	*	*	3	2	67%	20	19	95%
Environmental Technician - Water	01088	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Esthetician	01164	14	3	21.4%	8	7	88%	22	14	64%
Fetal Alcohol Spectrum Disorder	01205	n/a	n/a	n/a	2	2	100%	19	17	89%
Fish and Wildlife Conservation Technician	01109	24	8	33.3%	5	5	100%	53	30	57%
Fitness and Health Promotion	01180	*	*	*	0	0	0%	13	8	62%
Forest Conservation Technician	01021	7	2	28.6%	5	4	80%	13	7	54%
Game Design and Development	01190	10	1	10.0%	2	2	100%	16	7	44%
General Arts and Science - Liberal Studies	01024	14	2	14.3%	3	3	100%	11	7	64%
General Arts and Science - One Year	01153	6	3	50.0%	1	1	100%	n/a	n/a	n/a
Geographic Information Systems-Applications Spec.	01131	12	0	0.0%	1	0	0%	10	9	90%
Graphic Design	01000	6	1	16.7%	4	3	75%	20	9	45%
Hairstyling	00017	17	4	23.5%	4	3	75%	n/a	n/a	n/a
Home Inspection Technician	01195	*	*	*	7	6	86%	32	20	63%
Hospitality Management - Hotel and Resort	01153	*	*	*	3	3	100%	9	8	89%
Hospitality Operations - Food and Beverage	01173	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Law and Security Administration	01084	5	0	0.0%	n/a	n/a	n/a	n/a	n/a	n/a
Machine Shop		16	1	6.7%						
Marine and Small Engine Powered Equipment	00029	*	*	*	n/a	n/a	n/a	12	5	42%
Mechanical Engineering Technician - Manufacturing	01027	7	1	14.3%	10	10	100%	22	15	68%
Mechanical Engineering Technology	01188	9	1	11.1%	n/a	n/a	n/a	n/a	n/a	n/a
Mechanical Techniques - Industrial Maintenance	01145	*	*	*	0	0	0%	9	8	89%
Metal Fabrication Technician	01187	16	4	25.0%	6	4	67%	17	11	65%
Motive Power Fundamentals - Automotive	01136	*	*	*	1	1	100%	5	5	100%
Motive Power Fundamentals - Heavy Equipment & Truck Repair	01184	*	*	*	4	4	100%	11	4	36%
Motive Power Technician - Advanced Repair	01183	12	2	16.7%	6	5	83%	15	10	67%
Natural Environment Technician - Conservation	01181	5	1	20	9	6	67%	13	11	85%
Natural Environment Technologist - Conservation	01182	9	2	22.2%	5	1	20%	11	2	18%
Natural Resource Environmental Law	01202	8	0	0.0%	3	3	100%	16	15	94%
Occupational Therapist Assistant/Physiotherapist Assistant	01160	13	2	15.4%	3	3	100%	31	23	74%
Office Administration-Executive	01034	8	3	37.5%	14	11	79%	27	20	74%
Peace and Conflict Studies	01194	*	*	*	2	1	50%	16	7	44%
Personal Support Worker	01135	40	11	27.5%	30	26	87%	102	81	79%
Pharmacy Technician	01197	10	1	10.0%	7	7	100%	24	21	88%
Police Foundations	01134	25	6	24.0%	2	2	100%	65	39	60%
Practical Nursing	01157	34	1	2.9%	20	16	80%	60	42	70%
Pre-Health Sciences	01158	13	5	38.5%	4	2	50%	n/a	n/a	n/a
Pre-Trades and Technology	01173	*	*	*	3	3	100%	n/a	n/a	n/a
Protection, Security and Investigation	01084	*	*	*	2	2	100%	27	19	70%
Public Relations and Event Management	01196	*	*	*	2	2	100%	14	12	86%
Renewable Energy and Green Construction	01191	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Social Services Worker	01148	14	4	28.6%	7	7	100%	28	17	61%
Social Services Worker - Native Specialization	01162	*	*	*	0	0	0%	17	7	41%
Welding Techniques	01186	9	5	55.6%	2	2	100%	9	8	89%

(*) denotes that the number of Canada Ontario Integrated Student Loans issued was less than 5, default information has not been shown.

Important Notes Regarding Above Data

Student Loan Default Rates

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

Graduate Employment Rates

Graduate employment rate data is collected by a telephones 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 information.

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

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

Attachment 4: Summary of Advertising and Marketing Complaints Received

Nature of Complaint	Date Received	How issue was resolved/addressed	Date resolution communicated to students	No. of working days to resolve
None to report				

Attachment 5: Board of Governors

Chair, Lyne Gagnon
1st Vice Chair, David Zuccato
2nd Vice Chair, Theresa Mudge

Governors:
Jeff Barnes
Peter Berlingieri
Bob Boston
Lou Buffone
James Caicco
Christine Coccimiglio
Peter Hewgill
Marilyn King
Kevin Martin
Jason Naccarato
Matthew Shoemaker
Patrick Whitten
Bob Wilding
Marnie Yourchuk

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