



Sault College Annual Report

2019-2020 FISCAL YEAR



SAULT
COLLEGE



Contents

| | | |
|-----------|--|--|
| 3 | Message from the Chair | |
| 5 | Message from the Chair | |
| 7 | Vision and Mission | |
| 8 | Achievement of 2019-2020 Goals and Objectives | |
| 9 | Student Experience | |
| 17 | Innovation in Teaching and Learning | |
| 28 | Access and Equity | |
| 30 | Applied Research | |
| 31 | Innovation, Economic Development and Community Engagement | |
| 35 | Enrolment | |
| 36 | Financial Sustainability | |
| 38 | Institutional Collaboration and Partnerships | |
| 40 | Highlights from 2019-2020 | |
| 44 | Strategic Partnerships | |
| 50 | Financial Results | |
| 54 | Attachment 1: Audited Financial Statements | |
| 81 | Attachment 2: Summary of Advertising and Marketing Complaints | |
| 82 | Attachment 3: Board 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 2019-20 fiscal year.

Sault College has a strong presence in our community and across Northern Ontario. As the community's fifth largest employer, Sault College's economic impact to the Algoma Region is estimated at approximately \$158 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 has had great success in achieving the number one ranking in overall student satisfaction and overall satisfaction with the quality of facilities as rated by students this past year.

Unfortunately, we ended the fiscal year in the midst of the COVID-19 pandemic. While this has been challenging, I am confident that the College will work through matters associated with the pandemic while ensuring that the health and safety of our students and staff remain the top priority. The College will continue to be guided by government and public health officials as we determine a path forward and transition into a 'new normal'.

On behalf of the Board of Governors, I would like to thank College staff for everything they do because not only has they been instrumental in dealing with the current pandemic, but also has helped us achieve great success.

John Stadnyk
Chair, Sault College Board of Governors



Message from the President

This past year has been very exciting and challenging for Sault College!

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

Our fiscal year ended differently than planned with our College campus closing as a result of the COVID-19 pandemic. As we deal with many matters related to the pandemic, we will continue to ensure that the health and safety of our students and staff remain our top priority. We will prepare for various operating scenarios as well as protocols for the gradual re-opening of the college ensuring alignment with Ministry guidelines and consultation with public health officials.

We are very proud to report that Sault College was recently awarded the Chamber of Commerce Outstanding Business Achievement Award 'Employer of the Year'. The Employer of the Year Award recognizes an employer who has created cultures and communities through every aspect of their business. Sault College is this and so much more, so while I am not surprised our College won, I am very humbled and I share this with all of you. Together we've created a great place to work and this positive culture not only affects our everyday interactions and collaborations, but it is also the foundation for our work with our students as we help them to learn, grow and have an exceptional post-secondary experience.

Our commitment to Indigenous education remains stronger than ever as we continue to foster and encourage an understanding and appreciation of the histories, culture and traditions of Indigenous peoples.

I would like to thank the Board of Governors, the Indigenous Circle on Education 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. I am so proud of the resiliency, dedication and determination of our staff. It is incredible to see our organization come together in the face of adversity only to get stronger and more focused. Thank you to everyone for their amazing work over the last year.

A handwritten signature in black ink that reads "RW Common". The signature is written in a cursive, slightly slanted style.

Dr. Ron Common
President, Sault College



12 - 14236



Vision and Mission

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.

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.

Achievement of 2019-2020 Goals and Objectives

In accordance with our Strategic Plan and Strategic Mandate Agreement governance documents, the following measurable operational initiatives were highlighted to be undertaken over the past year. Progress as of March 31, 2020 is captured in this section of the report.



Student Experience

Sault College will continue to foster the highest quality experience that has our students and apprentices declaring that they received the education they want here and more, that it was worth it to come here, and that the experience changed their lives for the better. Sault College is committed to continue to lead the way in student satisfaction and become the destination college in northern Ontario.

| Goal | 2019-20 Departmental Initiatives | Progress at March 31, 2020 |
|--|--|---|
| <p>Establish a progressive and inclusive learning environment for all students including Indigenous and international students.</p> | <p>Indigenous partners and other post-secondary educational stakeholders will be consulted to identify and implement best practices in Indigenous pedagogy, program delivery and support services.</p> | <p>Completed and ongoing.</p> <p>Continued work to explore opportunities to expand Natural Environment programming in far north region. Met with various community agencies.</p> |
| | <p>Professional development will be provided for faculty and staff to continually improve the inclusivity of the learning environment. This professional development will help to increase the invitational atmosphere for international and Indigenous students.</p> | <p>Completed and ongoing.</p> |
| | <p>Collaboratively, the Library and Indigenous Studies, will continue to offer a Book Club in the 2019-20 academic year to promote Indigenous culture, learning and history. As a path to reconciliation our Book Club offers a safe space for reading, discussion and engagement between Indigenous and non-Indigenous students, staff and faculty.</p> | <p>Completed and ongoing.</p> <ul style="list-style-type: none"> Organized an Indigenous author session in spring 2019 with 26 participants. Facilitated successful staff and student book clubs. Organized an Indigenous creative arts/mental health session in winter 2020 with 66 participants. |
| | <p>Student Services staff will promote the use of the Equity Room as a safe space for all students. Promotion of equity, inclusion and respect for all students will occur during programming/events.</p> | <p>Completed and ongoing.</p> <ul style="list-style-type: none"> Promoted the space using posters and handouts during all hallway events in fall 2019. Equity Room reported usage for the fall 2019 of 193 visits. |
| | <p>Recreation programming will be planned, in which gym time and space for sports familiar to our international students and Indigenous students occurs.</p> | <p>Achieved.</p> <ul style="list-style-type: none"> Created space for Cricket tryouts and rented an improved off-campus site for a Sault College Cricket team. Ongoing consultation with Indigenous department for ideas; considering introducing intramural softball. |

| Goal | 2019-20 Departmental Initiatives | Progress at March 31, 2020 |
|------|--|---|
| | <p>Maintain and improve Indigenous-centred holistic services through the provision of cultural-competent support services for both on-campus and community based learners.</p> | <p>Achieved/ongoing.</p> <p>Indigenous student counsellors continue to do on and off campus outreach and support.</p> |
| | <p>Residence staff will refer and connect students directly with student support staff within the college as needs arise. Students in residence will be encouraged to seek and utilize student supports in student services during one on one interaction and in group settings.</p> | <p>Achieved.</p> <ul style="list-style-type: none"> • Student Success, Job Centre, Library, Athletics, and Financial Services staff facilitated sessions within Residence. • Residence staff encouraged and referred students during one-on-one interactions. |
| | <p>Programming initiatives in Residence will be facilitated to promote student supports/resources on campus, health and well-being, respect and an inclusive safe environment for all students.</p> | <p>Achieved.</p> <p>2019/20 programming included:</p> <ul style="list-style-type: none"> • Safe drinking presentation • Mental/physical wellness events • Stress Less (CMHA) • Self-Defence/Empowerment workshop • Library/Tech Services • Indigenous Studies Bannock Night • Upstander training (sexual assault awareness and prevention) – 231 participants. |
| | <p>Delivery of 'The Inquiring Mind' training program to targeted program areas with high attrition and students living within the Residence. This training focuses on identifying when students are struggling, and developing coping skills to address current and future issues.</p> | <p>Achieved.</p> <ul style="list-style-type: none"> • Over 300 participants during the fall and winter semesters. |
| | <p>A Learning Strategist will be available for students with or without disabilities, enabling them to access support with time management, organization, note taking, etc.</p> | <p>Achieved.</p> <ul style="list-style-type: none"> • Learning strategy sessions offered during fall 2019 Cram Jam. • Added success sessions to International Orientation – 418 participants in winter 2020. |

| Goal | 2019-20 Departmental Initiatives | Progress at March 31, 2020 |
|------|---|--|
| | <p>Content will be added to the Student Support Centre (SSC) page of the Sault College website/portal, including a "Meet our Staff" section with photos and bios, so that students feel more comfortable accessing supports and can understand more thoroughly what services are available in the SSC.</p> | <p>Completed.</p> |
| | <p>An OCAS Call Centre pilot project will be undertaken to provide access to telephone support to current and prospective students in peak times and after college business hours.</p> | <p>In progress. OCAS Call Centre research has concluded and implementation is planned in 2020-21.</p> |
| | <p>The IT department will complete the following initiatives:</p> <ul style="list-style-type: none"> a. Updates to the delivery of technology services for students will be completed via new IT support portal. b. Migration of student data to the cloud for improved access and functionality. | <p>In progress. ITSM (Information Technology Service Management) tool will be going live on June 9th, 2020, to support this delivery of this initiative. Student migration to online has been ongoing for the past eight months, full migration should be completed by fall 2020.</p> |
| | <p>The college will work with Health Force Ontario to link our international students enrolled in the Health Care Administration program that are professionally trained in their home country to navigate the process toward becoming certified in Ontario.</p> | <p>In progress. Significant progress toward linking our Health Care Administration students who are professionally trained in nursing and other related medical fields to address the shortage in Personal Support Workers in the Province of Ontario. The Ontario PSW Association has worked with Sault College to grandfather many of our internationally trained nurses to fill the need in local homecare and long term care systems.</p> |

| Goal | 2019-20 Departmental Initiatives | Progress at March 31, 2020 |
|--|--|--|
| <p>Campus maintenance, renewal and expansion:</p> <p>Capital projects:</p> <ul style="list-style-type: none"> • iE3 – next steps • Waterfront Adventure Centre – operations, etc. • Continue to improve facilities, including labs/shops to enhance applied learning | <p>IE3 (INSTITUTE FOR EDUCATION, ENVIRONMENT AND ENTREPRENEURSHIP)</p> <p>Curation of J Wing display cases will occur. This will include incorporation of Indigenous traditional knowledge with a link to our natural environment programming with the intention of providing an informative, relevant and culturally significant display.</p> | <p>Completed and ongoing.</p> |
| | <p>Fit-out the third floor of the E Wing will occur and will include the creation of new state-of-the-art facilities such as the enhanced cross disciplinary, high-tech collaboration classrooms and meeting rooms.</p> | <p>Completed</p> |
| | <p>Implementation of the iE3 student technology lab virtualization to support access to all required program related software.</p> | <p>Completed</p> |
| | <p>Explore opportunity to partner with Terresky a local drone company which could be located within iE3.</p> | <p>Completed.</p> <p>An agreement was solidified to assist the College with aerial imaging and surveying as well as the training of staff to earn a Remotely Piloted Aerial Systems (RPAS) licence.</p> |
| | <p>AVIATION MODERNIZATION PROJECT</p> <p>Renovate Hanger #1 for student training including an area for a Level 2 flight simulator.</p> | <p>In progress.</p> <p>Renovations began in March 2020, however, were interrupted due to the COVID-19 pandemic. An area is included to accommodate Two Level 2 Flight Training Devices (FTD) which are ready for delivery.</p> |

| Goal | 2019-20 Departmental Initiatives | Progress at March 31, 2020 |
|------|--|---|
| | <p>SKILLED TRADES</p> <p>Seek funding to expand Mechanical labs to accommodate new hydraulics, pneumatics and CNC training equipment to more effectively address local and regional industry needs.</p> | <p>Completed and ongoing. Apprenticeship Enhancement Funding was secured to purchase three CNC Milling Machines and three CNC Lathes.</p> |
| | <p>RESIDENCE</p> <p>General building maintenance of Residence, including flooring, painting, appliances etc. to modernize the appearance of Residence to be more welcoming to international, Indigenous and domestic students.</p> | <p>Completed and ongoing.</p> <ul style="list-style-type: none"> • Updated flooring for four pods to date. • Painted second floor hallway and one pod. • Acquired two new washing machines and two new fridges. |
| | <p>Residence staff will work in partnership with the international and Indigenous Studies departments to determine the needs of students and how these can be met within residence (surveys, communication, options in Residence).</p> | <p>Ongoing.</p> <ul style="list-style-type: none"> • Began initial budgeting and planning for Indigenous space in Residence building. • Held a Bannock Night event in Residence with Indigenous Studies department. |
| | <p>WATERFRONT ADVENTURE CENTRE</p> <p>Continuing Education will utilize the Waterfront Adventure Centre for programming to increase community usage of the centre.</p> <ul style="list-style-type: none"> • Continuing Education will offer Summer Camp experiences for youth, ages 8-13, for water-based activities from the Waterfront Adventure Centre. • Continuing Education will offer General Interest – Physical Activity programming at the Waterfront Adventure Centre. | <p>Achieved and ongoing.</p> <ul style="list-style-type: none"> • Continuing Education facilitated the following during summer 2019: • Summer Camps • Paddleboard Yoga. • Working with various internal and external groups to increase programming at the Waterfront Adventure Centre in an inclusive and user-friendly way. |
| | <p>INFORMATION TECHNOLOGY</p> <p>Implementation of updated end user device protection and delivery of cyber security awareness campaign.</p> <p>Proof of concept to be developed for BYOD (Bring Your Own Device) options and software utilization.</p> | <p>Ongoing.</p> <ul style="list-style-type: none"> • Phishing information and education campaign initiated and will continue as spam is a continued security issue. • AppsAnywhere software has been procured as a part of the OCCIO (Ontario Colleges Collaboration of Chief Information Officers) collaboration which will allow for remote delivery of software to students and staff. |

| System-Wide Metrics | 2019-20 Target Range | Departmental Initiatives | Progress at March 31, 2020 |
|---|----------------------|--|---|
| Overall student satisfaction rate | 79% – 84% | The Quality Assurance and Institutional Research department will collate and disseminate program-level KPI data to support Academic program areas' review and analysis of overall student satisfaction ratings and of individual indicators within the student survey to determine areas in need of improvement. | Achieved. Actual was 83.9% - Highest in the province. (19 out of 24 colleges participated in the survey conducted by an independent research firm) |
| Student satisfaction with services | 75% – 85% | Student Success staff will run monthly Wellness Wednesday events as well as coordinate monthly awareness events. | Achieved. Actual was 75.8% - Second highest in the province next to Boreal. Motivational Mondays participation: <ul style="list-style-type: none"> • Fall 2019 – 667 • Winter 2020 – 216. Awareness Week events participation: <ul style="list-style-type: none"> • Fall 2019 – 325 • Winter 2020 – 165. |
| | | The Student Support Centre, housing a one-stop service location on campus, will provide students with easy access to the supports they need to be successful. | Completed. Accessible use of the Student Support Centre to utilize Testing, Accessibility Services, Counselling, Student Success/Job Centre and International Student Services contributed to the student satisfaction rates in each service area. |
| | | Programming within the open student space in the Student Support Centre will be planned during the 2019/20 year to improve awareness and access to services. | Completed. 2019-20 programming included: <ul style="list-style-type: none"> • Information Kiosk created outside of Student Support Centre for awareness and assistance outside of office hours during first 6 weeks of each semester (135 students accessed the Kiosk during winter 2020). • Resume workshops one-on-one and small groups: Fall 2019: 133 Winter 2020: 339 participants. • Holiday Surprise events saw 280 participants. • Student Appreciation events in winter 2020 had 550 participants. |

| System-Wide Metrics | 2019-20 Target Range | Departmental Initiatives | Progress at March 31, 2020 |
|---|----------------------|---|---|
| | | With the exponential growth in international enrolment, additional supports will be added to improve student satisfaction. | Completed and ongoing. |
| Student satisfaction with facilities | | The Quality Assurance and Institutional Research department will facilitate student focus groups to gather student feedback on College facilities and resources. | Achieved. Actual was 81.4% - Highest in the province. |
| | | A significant modernization project will be undertaken in Aviation which includes the purchase of a new Zlin aircraft, new student training area at the airport and new flight simulator equipment. | In progress. The new aircraft was received in March. Two new Flight Training Devices were received and prepared for Transport Canada certification prior to the pandemic lockdown. |

| Institution-Specific Metrics | 2019-20 Target Range | Departmental Initiatives | Progress at March 31, 2020 |
|--|----------------------|--|--|
| Percentage of students who find counselling services important to maintaining academic performance (obtained via annual survey) | 80% - 95% | Work collaboratively with the Student Services department in the continued implementation of counselling support services and initiatives that meet the needs of Indigenous learners. | Surpassed target with an actual rate of 95.3%. Indigenous students were provided mental wellness support by two Indigenous Counsellors and two Indigenous Elders, as well as an additional smudging space was added in the Reflection Room. |
| | | Create resource documents along with a worksheet package for students on academic topics such as time management, test anxiety reduction, etc. | Achieved. <ul style="list-style-type: none"> Created resource documents in electronic and hard copy – distributed to students at risk and during hallway events. Additional resources added to the Learning Portal. |
| | | Ensure Counsellor wait times remain reasonable and meet student expectations for timely support by providing drop in times, evening appointments and the ability to communicate via email. | Achieved. <ul style="list-style-type: none"> Drop-ins, evening appointments and e-mail communication continues to help keep wait times consistently low Average wait times were reduced slightly for each appointment type. |

| Institution-Specific Metrics | 2019-20 Target Range | Departmental Initiatives | Progress at March 31, 2020 |
|---|----------------------|--|--|
| | | <p>Develop processes to identify and connect with the proper counselling support for all varsity athletes and student fitness centre users who would benefit from this assistance.</p> | <p>Achieved.</p> <ul style="list-style-type: none"> • Student athletes were advised through coaches to speak with the Varsity coordinator, who would refer them to counselling support. • Updated student athlete orientation to include support information. • Increased access to stress relieving opportunities with implementation of Fitness-On-Demand system for all members to utilize group exercise classes at any time. |
| <p>Percentage of students who find contact with student support services important to remaining in college (retention)</p> | <p>80% - 90%</p> | <p>Ensure the provision of appropriate wrap-around support services for Indigenous learners enrolled in Sault College on-campus and in community based programs.</p> | <p>Surpassed target with an actual rate of 96.9%.</p> <ul style="list-style-type: none"> • Held drop-in scholarship clinics with an Indigenous counsellor for support during the application process. • Hired new Indigenous Recruitment and Success Officer to ensure support for Indigenous learners from application to graduation. |
| | | <p>Increase outreach to faculty in programs with high attrition to offer brief classroom visits to ensure students are familiar with services.</p> | <p>Achieved.</p> <ul style="list-style-type: none"> • Improved communication and tracking for faculty. • Student Success Scenario completion (delivered to 100% of all first year programs). • Created a Retention Working Group and increased collaboration with Academic departments. • Directly outreached Business, VGA, Civil Engineering and Media Design to collaborate on how to reduce barriers and provide engaging program opportunities. • Created new evening childminding initiative based on student feedback. |

Innovation in Teaching and Learning

Sault College recognizes the changing needs of our students and of the industries with which they will be employed. To meet these changing needs, Sault College will implement alternative delivery formats, redesign classroom learning environments and enhance technology in the classroom. Sault College will facilitate increased experiential opportunities to enhance student learning. Indigenous learning-approaches and diverse cultural contexts will be infused into pedagogical approaches and across the curriculum for the benefit of all learners.

| Overarching Goals | Departmental Initiatives | Progress at March 31, 2020 |
|---------------------------------|---|---|
| <p>Expand E-Learning</p> | <p>Continuing Education will increase the number of registrations in ministry-funded courses and programs through the development and upgrading of e-learning opportunities.</p> <p>Continuing Education will develop at minimum seven new programs. This will be comprised of a mix of board approved certificates as well as Ontario College level certificates. By offering new program opportunities, this will increase the total number of registrations within e-learning courses.</p> | <p>Achieved.</p> <p>Registrations for 2019-20 fiscal year increased by 22%. A total of 11 new certificates were added.</p> |
| | <p>Continuing Education will update the Parts Technician Apprenticeship training online program to be reflective of changes in the industry as well as to implement the Sault College branding within the program.</p> | <p>Achieved.</p> <p>All eight courses are now branded and updated.</p> |
| | <p>Continuing Education will expand the e-learning team to include Instructional Designers in order to increase the number of ministry-funded courses owned and offered by Sault College.</p> | <p>In progress.</p> <p>Two interns are performing this work with two more interns approved to start. Instructional Designer position was filled, now vacant again and deferred during pandemic.</p> |
| | <p>Continuing Education, in partnership with the School of Community Services and Interdisciplinary Studies, will offer the Early Childhood Education Diploma Program in an e-learning format through the use of Contact North.</p> | <p>Deferred.</p> <p>Will attempt to run in September 2020.</p> |

| Overarching Goals | Departmental Initiatives | Progress at March 31, 2020 |
|---|--|--|
| | Human Resources will work with the Academic Division to strategically examine goals to achieve desired outcomes. Appropriate professional development will be sourced for faculty and leadership. | Completed and ongoing. |
| | The Library will continue to work with Continuing Education to improve access/ awareness of online library databases for e-learning and will be enhancing this in 2019-20. | <p>Achieved.</p> <ul style="list-style-type: none"> • Increased database access for programs and partnerships. • Increased awareness of library database license issues and Ontario learn courses. |
| | The college will evaluate the merits of expanding Varsity Athletics and/or recreation programs into e-sports. | <p>Ongoing.</p> <p>Strategically examined opportunities for E-sports in the OCAA and CCAA, however, at this time start-up costs are a deterrent.</p> |
| | The IT department will implement a digital studio for the recording and production of quality presentations to be used in a variety of ways augmenting traditional delivery and supporting a digital presence. | <p>In progress.</p> <p>All of the equipment has been procured and configuration of the room is underway (completion June 2020).</p> |
| Update digital infrastructure; including simulators and software | Updating software in Media and Design programs to ensure students have access to the latest versions and most industry-relevant programs. | <p>In progress.</p> <p>The college has continued to make Adobe Creative Cloud available to students in Media and Design programs with support of our IT.</p> |
| | The Aviation program will add four new simulators for a total capacity of five which will be located in the B Wing Aviation area as well as at the hanger. | <p>In progress.</p> <p>Two simulators were received and installed in B Wing Aviation area. The renovations to accommodate simulators at the hangar have been approved and the required demolition has been completed.</p> |

| Overarching Goals | Departmental Initiatives | Progress at March 31, 2020 |
|--|--|---|
| | <p>The Mechanical and Motive Power programs will increase the use of simulation software and the Mechanical program will explore applications for use of the new 3D printing technology.</p> | <p>Completed.</p> <p>Mechanical faculty were introduced to 3D printing technology during the year. Mechanical Department is exploring ideas to use 3D printing in prototype designs before manufacturing them.</p> <p>Automation Studio was purchased and faculty in Electrical and Mechanical programs will use the software in Fall 2020 to enhance automation and hydraulics courses.</p> <p>SolidWorks was purchased and used to teach 3D outcomes in Mechanical and Robotics courses in the winter semester.</p> <p>Motive Power will incorporate the use of Multisim software to teach components of Motive Power electrical courses.</p> |
| | <p>The IT department will deliver the in-room technology to support remote classrooms and distance delivery.</p> | <p>Completed.</p> <p>Classroom incorporated cameras and audio devices included in 30+ rooms to support remote-based delivery.</p> |
| | <p>Technology will be provided for classroom delivery that differs from the traditional to facilitate opportunities for more student collaboration and instructor delivery options.</p> | <p>Completed.</p> <p>Implementation of MS Teams, WebEx have been delivered to provide options for collaboration and classroom hybrid delivery.</p> |
| <p>Implement specific teaching approaches that respond to the Truth and Reconciliation Report calls to action</p> | <p>Develop a college wide general education course that contains Indigenous learning outcomes.</p> | <p>Completed.</p> |
| <p>Expand experiential learning opportunities</p> | <p>The Natural Resource/Environmental Law program has instituted in partnership with the Justice Studies program to provide a live fire experiential learning opportunity.</p> | <p>Completed.</p> <p>Operating each academic semester.</p> |
| | <p>The college is working with the MNR to lift age restrictions for mature students in Natural Environment programs to allow for increased experiential learning opportunities.</p> | <p>In progress.</p> |

| Overarching Goals | Departmental Initiatives | Progress at March 31, 2020 |
|---|---|--|
| | <p>Drone training and licensing will occur for six faculty members in multiple program areas who will begin incorporating training opportunities for students.</p> | <p>Completed.</p> <p>Faculty from Civil, GIS, NEOS and Aviation completed drone training and are exploring opportunities to incorporate training in the various programs.</p> <p>Four faculty members earned the Advance RPAS pilot licence. The capabilities of the RPAS, onboard cameras, stabilization and navigation systems are being demonstrated to students in selected programs.</p> |
| | <p>A new student service learning option in the BScN program on a regional First Nation Community will be implemented.</p> | <p>Completed.</p> <p>This Northern Elective course was offered in the 20W semester, however, the planned service trip to Manitoulin Island for May was postponed due to COVID-19. The hope is to reschedule for August or September 2020 (Post-pandemic).</p> |
| | <p>Non-violent crisis resolution will be offered to students in many programs, including, Nursing, Justice Studies, and Social Service Worker.</p> | <p>Completed.</p> <p>The CPI (Crisis Prevention Institute) Intervention was offered in several programs with good success. The College supported recertification of faculty in early 2020 to continue CPI training for students in BScN and SSW (Social Service Worker). Plans are to increase the number of programs receiving this training.</p> |
| <p>Improve student retention</p> | <p>Maintain data collection processes pertaining to Indigenous student enrolment and success rates to support improvements in Indigenous student retention efforts.</p> | <p>Ongoing.</p> <p>Created an Indigenous Recruitment and Success Officer position in January 2020. This individual began collecting data on Indigenous student population and will be able to track success rates moving forward.</p> <p>As part of a Change Project, a Year 4 BScN student held focus groups with Indigenous nursing students. The main goal was to improve retention rates of indigenous nursing students. This project was done through collaboration of the Dean of Indigenous Education; the Dean of Health and Community Services; the Indigenous Recruitment Officer, and BScN Program Faculty.</p> |

| Overarching Goals | Departmental Initiatives | Progress at March 31, 2020 |
|-------------------|---|--|
| | <p>The Accessibility Services team will contribute information and support to inclusive design initiatives.</p> <p>The library has introduced and will continue to promote the Learning Portal (TLP) to faculty and all student service areas. TLP is an open access database created by college libraries to help students with studying, note taking, essay/report/presentation preparation, time management, dealing with stress, resilience, social media awareness, interview skills with resume templates, among many other modules with updates ongoing (https://tlp-lpa.ca/home).</p> | <p>Achieved/ongoing.</p> <ul style="list-style-type: none"> • Ongoing Accessibility Advisory Committee discussion and campus audits (completed M-Wing and E-Wing). • Accessibility Services team at-tending ongoing Universal Design professional development. <p>Achieved.</p> <ul style="list-style-type: none"> • The Learning Portal (TLP) was promoted in all library instruction to faculty (1,032 sessions/uses in 2019-20). • Increased number of other student service areas using/referring TLP (Academic Upgrading, Employment Services, Student Services, Indigenous Services, etc.) • Program Faculty have invited the Librarian to staff meetings to review online Library resources to improve their course offerings through remote delivery during the pandemic. |
| | <p>The library will continue and increase the number of classroom instructional visits throughout the fiscal year. Library instruction ensures students understand how to utilize all library resources for their class work.</p> | <p>Achieved.</p> <ul style="list-style-type: none"> • Fall 2019 saw an increase in library instruction sessions and engaged new programs (534 participants). • Library conducted outreach and connected with all new faculty each semester. |
| | <p>We will continue to support and track student athletes academically so that they can reach both their academic and athletic goals.</p> | <p>Achieved.</p> <ul style="list-style-type: none"> • Supported and tracked student athletes in collaboration with Athletic department, counselling department, student success team, and the faculty at-risk list. • Increased effective scheduling to reduce class absences due to athletic participation. |
| | <p>Student Success staff will create a resource guide and at-risk faculty reporting form which will ensure accurate and up to date information is readily available.</p> | <p>Achieved.</p> <ul style="list-style-type: none"> • Updated At-Risk faculty reporting form in collaboration with faculty. • Exploring options for an online-based process for at-risk reporting. • Student Success staff updated and promoted a success resource guide and provided information about at-risk reporting to faculty. |

| Overarching Goals | Departmental Initiatives | Progress at March 31, 2020 |
|--|---|---|
| <p>Expand program offerings</p> | <p>Introduce new post-graduate certificate programs:</p> <p>Supply Chain Management</p> <p>Hospitality and Tourism Management (Fall 2019)</p> | <p>Completed.</p> <p>Both running multiple semesters each academic year.</p> <p>Other:</p> <p>Athletics department is:</p> <ul style="list-style-type: none"> • Collaborating with the School of Business to explore the option of a Sports Management post-graduate certificate. • Collaborating with Academics regarding the potential to offer a General Education credit to student athletes for their time and commitment to varsity sports. |
| | <p>Leadership Management is scheduled for program development in Summer 2019 for possible start in 2020.</p> | <p>On hold.</p> |
| | <p>Explore a new graduate certificate in the Natural Environment program area.</p> | <p>In progress.</p> <p>Short-list of possible programs identified. Deliberation in progress.</p> |
| | <p>Two additional Health-related graduate certificate programs will be added.</p> | <p>Completed.</p> <p>Gerontology (grad certificate) and Personal and Developmental Support Services (diploma) were implemented.</p> |
| | <p>The opportunity to develop a one year pre-aviation program as well as a post graduate program in Aviation will be explored.</p> | <p>In progress.</p> <p>A one-year pre-aviation program was trialed in 2019-20 academic year in cooperation with the General Arts and Science department. A formal pre-aviation program will follow.</p> |
| | <p>More robust and diverse intramural programs will be created at the College to provide engagement opportunities for all students.</p> | <p>Achieved.</p> <ul style="list-style-type: none"> • Increased availability for sports on and off campus – volleyball, soccer, badminton, basketball and cricket. In addition, the Waterfront Adventure Centre continues to provide an outlet for diverse outdoor activities. • Athletics department saw exponential increase in intramural participation numbers for campus rec for 2019-20. |

Sault College is working with Humber College to develop a joint degree program in Engineering, specifically Mechatronics.

In progress.

Humber College is expected to receive final approval for the Engineering degree in Mechatronics in July 2020. Sault College and Humber are working collaboratively for joint delivery of the program and is expected to launch in Sept 2021.

| System-Wide Metrics | 2019-20 Target Range | Departmental Initiatives | Progress at March 31, 2020 |
|--|----------------------|--|---|
| Graduation rate | 63% - 68% | All program areas are focused on graduation rates including gaining a better understanding of how students move through program areas. Program faculty and staff are working on improvement initiatives. | Achieved. Actual graduation rate – 64.61% (including international students) Counsellors delivered support information to all graduating (AAL 3 and AAL 5) classes in fall 2019 (540 students). |
| Total number of registrations in ministry-funded courses offered in eLearning formats | 973-1167 | Continuing Education will create new e-learning program opportunities to recruit students in e-learning programs which will result in an increase in registrations in ministry-funded courses. | Achieved (surpassed): 1,202 registration OntarioLearn: 953 Contact North: 249 |
| Total number of ministry-funded courses offered in eLearning formats | 160 - 180 | Continuing Education will increase courses available in e-learning formats through the addition of new certificate programs. | Achieved: 176 courses |
| Total number of ministry-funded programs offered in eLearning formats | 31 - 35 | Continuing Education will develop seven new certificate programs to be delivered in an e-learning format. | Achieved (40 OntarioLearn programs + one Contact North program) |
| Retention rates (Yr1 to Yr2) | 76% - 81% | Initiatives listed below. | Achieved. |
| Retention rates (Yr2 to Yr3) | 86% - 91% | | Retention rates: Yr1 to Yr2: 86% Yr2 to Yr3: 86% |

| System-Wide Metrics | 2019-20 Target Range | Departmental Initiatives | Progress at March 31, 2020 |
|---------------------|----------------------|---|--|
| | | <p>A four week orientation model will be followed for all new students to ensure the best start to college. (pre-orientation, workshops and welcoming activities)</p> | <p>Achieved.</p> <ul style="list-style-type: none"> • Get Connected (pre-Orientation): 37 participants. • Transition (pre-Orientation): 29 participants. • Orientation Day: 1400 participants. • Welcoming Week 2: Program specific workshops in partnership with academic areas to increase engagement. • Student Success Scenarios, academic workshops and social programming offered during Weeks 3 and 4. |
| | | <p>Greater attention to student retention is a priority across the college and consideration to program flow, staffing mix, section sizes and additional supports are being considered.</p> | <p>Ongoing.</p> <ul style="list-style-type: none"> • Athletics department is providing additional support to student athletes to help them remain eligible for sport by completing course work and finishing their programs. • The BScN Coordinators maintain a tracking document to follow any students who are "out of sync" with the normal flow of the program. Individual issues and patterns are identified so appropriate referrals and supports can be supplied. |
| | | <p>The International office will hold returning student specific application sessions to facilitate students remaining for a second program.</p> | <p>Ongoing.</p> |

| System-Wide Metrics | 2019-20 Target Range | Departmental Initiatives | Progress at March 31, 2020 |
|---|----------------------|--|---|
| | | The Alumni and Student Success departments will implement a student/grad mentorship program. | Achieved. A new series was developed for soon to be graduates. Includes networking, job search and interview prep. The past spring session was cancelled due to COVID-19, however, an online version is being developed. Student Success and Alumni worked together on an e-mail campaign to outreach students eligible to return that have not completed intent to return forms. |
| Student satisfaction with knowledge and skills | 90% - 95% | | Achieved. Actual was 91.3% - third highest in the province. |

| Institution-Specific Metrics | 2019-20 Target Range | Departmental Initiatives | Progress at March 31, 2020 |
|---|----------------------|--|--|
| Retention rates for students with psychological disabilities | 76% - 83% | Increase awareness of the financial supports available to students with disabilities that qualify for a reduced course load. | Achieved. The retention rate for students with psychological disabilities was 82% in 2019-20. The Student Financial Aid Office held specific seminars with students to increase the awareness. |
| Retention rates for 'high-risk' students | 75% - 80% | Decrease financial barriers for current and former Sault College students changing programs as a result of a change in career focus. | Achieved. The retention rate for 'high-risk' students was 78%. To help reduce financial barriers, 80 students with financial hardship were provided a voucher to cover application fees. |

| Institution-Specific Metrics | 2019-20 Target Range | Departmental Initiatives | Progress at March 31, 2020 |
|------------------------------|----------------------|---|--|
| | | <p>The Sault College Peer Tutoring Program will hold program-specific groups, drop-in tutoring sessions, as well as sessions in core subjects like Math, Physics and Communications. Tutors work with tutees to review course material and work through questions together. Students can attend for the whole two hours weekly or drop-in as needed with questions.</p> | <p>Achieved and ongoing.</p> <p>Peer Tutoring sessions:</p> <ul style="list-style-type: none"> • Fall 2019 semester: 1,395 students attended. • Winter 2020 semester: 952 students attended. |
| | | <p>One-on-one/small group tutoring will be made available for students with disabilities or a demonstrated need via a referral from an Academic Counsellor in Student Services.</p> | <p>Achieved.</p> <p>Hours of one-on-one/small group tutoring:</p> <ul style="list-style-type: none"> • Fall 2019 semester: 165.5 hours. • Winter 2020 semester: 267.50 hours. |
| | | <p>Increased tutoring sessions will be provided for programs with higher attrition rates and attendance will be promoted throughout the year in partnership with faculty.</p> | <p>Achieved.</p> <ul style="list-style-type: none"> • Increased the number of tutors available to 57. • Increased quality and amount of tutoring sessions for the Pre-Health programs. • Increased amount of Aviation tutoring sessions to accommodate schedules six days a week. • Developed specialized Aviation tutoring for qualifying examinations. • Saw increased numbers of students participating in tutoring for trades, such as the Engineering programs. • Worked in partnership with faculty, including newer programs (certification programs) and previously unengaged programs (Game Art, Computer Science, Business, Civil Engineering, etc). |

| Institution-Specific Metrics | 2019-20 Target Range | Departmental Initiatives | Progress at March 31, 2020 |
|--|----------------------|--|---|
| | | <p>Current policies and procedures will be evaluated to ensure students with high-risk mental health problems are being supported effectively, and address any gaps/deficiencies found.</p> | <p>Achieved and ongoing.</p> <ul style="list-style-type: none"> Completed revisions of the Student Code of Conduct policy, which improved efficiency of investigations and risk management. Increased number of staff who have completed Level 1 VTRA (Violence, Threat and Risk Assessment) training. |
| <p>Increase number of graduate certificate programs</p> | <p>12</p> | <p>In 2019-20, the college will strive to add 3-5 new graduate certificate programs. These include:</p> <ul style="list-style-type: none"> Hospitality and Tourism Management (Culinary) Leadership Management (Business) Environment / Climate / Restoration Program (Natural Environment) Computer Studies Health | <p>Completed and ongoing.</p> <p>Hospitality and Tourism Management has been approved and is being offered.</p> <p>Health Informatics was approved and launched in January 2020.</p> <p>Automated Manufacturing was approved and is to be offered in Fall 2020.</p> <p>Other graduate certificate programs are in progress.</p> |
| | | <p>Examine the possibility of adding Sport Management to the graduate studies certificate programs. This program would expand enrollment, improve retention of students and enhance athletics by creating four year athletes.</p> | <p>In progress.</p> <p>Athletics is collaborating with Chair, Schools of Natural Environment, Business and Culinary.</p> |

Access and Equity

Sault College will be responsive and invitational with all students. Our priority will be to meet the needs of our learners including those who would not generally otherwise access post-secondary education. We will actively promote accessible admissions processes and preparation, including academic upgrading and other programs and services. We know that students are better served by supports that consider the whole student. Our college attempts to take a more holistic approach to serving these students with supports that enable success.

| Overarching Goals | Departmental Initiatives | Progress at March 31, 2020 |
|--|---|---|
| Increase partnerships with Indigenous institutes to provide collaborative programming and in turn increase number of community-based programs | Continuous engagement with Indigenous Institutes will occur to further develop our current relationship. This will result in an increase in the number of programs offered by various Indigenous Institutes. Currently, there are six programs being offered in partnership. We will increase this to eight. | Achieved (eight programs were offered). |
| | Faculty in the BScN Program are working on the establishment of a partnership with a First Nations community in Northern Ontario to create a student service learning opportunity. This could provide a very rich experiential learning option for our students. It could also provide opportunities for faculty scholarship. | Completed and ongoing. The faculty have established a partnership with the Wikwemkoong and M'Chigeeng First Nations on Manitoulin Island with the service-learning opportunity pending. |
| | Sault College will implement an online application process for Indigenous Institutes. | Achieved. Sault College has collectively worked with the Indigenous Institutes to move the student applications to OCAS by supporting the institutes in various training sessions, providing vouchers codes for applications, etc. |
| | Expand regional and provincial Indigenous community engagement efforts to effectively identify and address localized training needs and priorities. | Completed and ongoing. |
| | Implement local secondary school engagement activities and support initiatives to increase awareness and effectively transition Indigenous learners to post-secondary education and training opportunities at Sault College. | Ongoing. Hosted various Indigenous student groups for sessions, tours and meals. 14 groups and over 75 participants attended. |

| Overarching Goals | Departmental Initiatives | Progress at March 31, 2020 |
|--|---|---|
| | Sault College will ensure all marketing and promotional materials and recruitment activities are reflective and inclusive of Indigenous culture. | Ongoing. Ordered Indigenous specific giveaways – hats, luggage tags and bookmarks. |
| Increase awareness and enrolment in SCWI initiative | Programs in Natural Environment, Business and Culinary continue to be active participants in the SCWI initiative with both stand-alone courses as well as reserved seating. | Completed and ongoing. |

| Institution-Specific Metrics | 2019-20 Expected Value Range | Departmental Initiatives | Progress at March 31, 2020 |
|--|------------------------------|---|--|
| Number of students that move from preparatory programming to college programs | Greater than 85 students | Recruitment will deliver timely lunch and learn sessions on college programming and support with applying to college. Maintain a 90% customer satisfaction rate in Literacy and Basic Skills (LBS) through the provision of high quality programming and services. | Achieved. Actual number of students was 85. 90% customer satisfaction rate achieved in Literacy and Basic Skills program. |
| Percentage of SCWI learners enrolled in postsecondary programming | Greater than 25% | Recruitment will deliver timely workshops to students enrolled in SCWI on college programming, financial supports, and applying to college. | Achieved. Actual rate was 25%. |
| Maintain success rate for dual credits and SCWI | 80% - 90% | Student supports will be promoted to SCWI students ensuring success. | Surpassed target. Actual success rate was 95%. |
| Number of programs offered in-community | 8 programs | Work collaboratively with the Continuing Education/ Contract Training department to support and expand Indigenous community based training opportunities. | Achieved. Eight programs offered in partnership with institutions, one additional program offered for the North Shore Tribal Council). All programs delivered in-community. |

Applied Research

Sault College fully recognizes the importance of collaborative applied research and its potential to enrich the experiential learning components of student's education, while fostering industry innovation and economic development in the region. The College will continue to provide strong support for applied research through the continued support of the Applied Research Centre and the continued efforts to grow and expand its applied research capacity.

| System-Wide/ Institution Metrics | 2019-20 Target Range | Departmental Initiatives | Progress at March 31, 2020 |
|--|-------------------------|---|--|
| Number of externally funded applied research projects | 3 – 5 | <p>Conduct two applied research projects in Robotics (with two local companies) and one project related to drone technology with TerreSky.</p> <p>Faculty in Natural Environment will continue to work with external partners in research activities. A professor from the Natural Environment participates on the College-led Research Ethics Committee.</p> | <p>Project development activities are on-going with 16 different industry partners in our community. Although several potential projects are in development, none of these have been funded or started yet.</p> <p>Natural Environment faculty continue to participate on the Research Ethics Board at the College and continue various research projects including:</p> <ul style="list-style-type: none"> In collaboration with Lallemand (BioForest), Sault College is exploring the possibility of using microbial organisms for use in controlled growing systems such as the Sault College greenhouse by testing a rhizobacteria named <i>Bacillus amyloliquefaciens</i> combined with inactive yeast infections - the product is called Rhizocell. Faculty and students are witnessing Rhizocell's ability to increase survivorship and vigor of young tree seedlings. |
| Number of partnerships/collaborations with community/industry firms | 3 – 5 | <p>Three partnerships in applied research will be developed:</p> <ol style="list-style-type: none"> Two in Robotics will be developed with local companies. One in Drone Technology with TerreSky, a national drone company. | <p>In progress.</p> <p>One collaborative project with Lallemand was started in the winter semester.</p> <p>BScN students assist with research projects at Sault Area Hospital during clinical placement in years three and four of their program.</p> |

Innovation, Economic Development and Community Engagement

The direct economic impact of Sault College on the local economy is approximately \$158MCAD annually. Sault College is currently the fifth largest employer in the community with a full time workforce of over 450 employees. More importantly, the College provides affordable access to post-secondary education which produces graduates with the diverse skills needed by the local economy in a variety of areas such as health care, social services and technology. The College will play an increasingly key role in the development of the region as it transitions itself into a knowledge based economy.

| Overarching Goals | Departmental Initiatives | Progress at March 31, 2020 |
|---|---|--|
| Increase collaboration with local stakeholders, including employers, local government, Algoma University, Indigenous groups to ensure alignment with economic development strategies | Maintain and advance the Indigenous Circle on Education's working relationship with Sault College's senior administration and the Board of Governors through joint consultation and engagement processes to identify areas of priority for the advancement of Indigenous education at Sault College. | Completed and ongoing. |
| | Maintain consistent and ongoing Indigenous community engagement and consultation through active participation on applicable local, regional and provincial tables. | Completed and ongoing. Employment Solutions successfully delivered the pilot Indigenous – Youth Job Connection with much success in community support and employment for these youth. |
| | Continuing Education/Corporate Training will: <ul style="list-style-type: none"> • Explore and offer a Personal Support Worker Program in Elliot Lake based on stakeholder feedback. • Collaborate with Indigenous groups to offer and support students in off-site programming. • Collaborate with Indigenous Institutes to ensure active participation on the Program Advisory Committees (PAC). | Completed. PSW program in Elliot Lake was offered, response was low and resulted in cancellation. PSW was offered and ran in collaboration with the North Shore Tribal Council (NSTC) to deliver training in the seven First Nation communities NSTC represents. Indigenous Institutes are invited and actively participating in PAC's. |
| | Continue to work with Algoma Steel to develop programs to meet their skilled trades' needs, for example: <ul style="list-style-type: none"> • Brick and Stone Mason program • Machinist Apprenticeship program level 1 • Other. | Ongoing. General Machinist Levels 1 and 2 delivered. |

| Overarching Goals | Departmental Initiatives | Progress at March 31, 2020 |
|-------------------|--|---|
| | <p>Collaborate with Algoma Steel to address the need for skilled workers at the local steel mill. Through marketing and recruiting initiatives, this collaborative project will specifically and directly address:</p> <ul style="list-style-type: none"> • The skilled trades needs and employment opportunities of Algoma Steel where a skilled worker shortage looms; • The growing need to sustain and increase student population at Sault College; and, • The declining demographics of northern Ontario. | <p>Ongoing.</p> <p>Developed and delivered Manufacturing Fundamentals Program in Fall 2019 to 30 students.</p> <p>Employment Solutions department successfully delivered year one of the Skills Advance Ontario – Steel, a workforce development project designed to address the shortage in the manufacturing/ steel related sectors.</p> |
| | <p>Continue to pursue a recruitment initiative in conjunction with FJ Davey Home and Sault Community Career Centre for co-recruitment in healthcare studies, specifically Personal Support Worker (PSW).</p> <p>Participate in initiatives with Local Immigration Partnership to ensure international students are considered in community advocacy intended to attract and retain newcomers.</p> | <p>Ongoing.</p> <p>The Dean of Health and Community Services is a member of the NELHIN (North East Local Health Integration Network) PSW Steering Committee and the Educational Sub-Committee.</p> <p>Sault College administrative staff participated with the newly created Sault Ste. Marie PSW Action Planning Task Group to address local PSW shortages.</p> <p>Ongoing.</p> |
| | <ul style="list-style-type: none"> • The Student Leadership Program will connect a core group of students to resources on campus and networking opportunities with community stakeholders and employers. | <p>Achieved.</p> <ul style="list-style-type: none"> • Created Network-it program: Initial trial had 15 students (five domestic, five International and five Indigenous) participating in leadership and networking events throughout 2019-20. • Athletics developed new partnership with Freedom 55 Financial; potential for some student athletes to be recruited upon graduation. • Athletics Scholarship Breakfast engaged student athletes with over 250 people in the business community. |

| Overarching Goals | Departmental Initiatives | Progress at March 31, 2020 |
|--|---|---|
| <p>Invest in college infrastructure, providing local construction jobs while improving teaching and learning spaces</p> | <p>The College will be launching the new Waterfront Adventure Centre which will expand campus learning and economic opportunities in many ways.</p> | <p>Achieved.</p> <p>The Waterfront Adventure Centre employed Sault College students during the summer of 2019 to provide valuable work experience.</p> |
| | <p>Implementation of the \$2.3 million Aviation modernization project will occur this fiscal year. (renovations, simulators and new aircraft)</p> | <p>In progress.</p> <p>The Aviation modernization program has been initiated. An aircraft was received prior to fiscal year end. Two Flight Training Devices have been received and installed on campus. Renovations to hangar 1 began during the fiscal year but were interrupted by the pandemic lockdown. Two flight training devices for the hangar have been order and are ready for delivery pending renovations at the hangar.</p> |
| | <p>Fit out of the third floor of the E Wing will occur and will include the creation of new state-of-the-art facilities such as the enhanced cross disciplinary, high-tech collaboration classrooms and meeting rooms.</p> | <p>Completed.</p> |
| <p>Through the Employment Solutions operation, strive for excellence in customer service through maximizing the delivery of a variety of community employment programs to support employers with their hiring needs and job seekers with their employment needs</p> | <p>Employment Solutions will continue to strive for excellence in delivering Employment Ontario programs in Sault Ste. Marie and Blind River locations, providing customized support to job seekers and employers across all sectors.</p> | <p>Achieved.</p> <p>Employment Solutions SSM and Blind River sites have achieved the combined result of 99% in provision of customer service to job seekers and employers in the 2019-20 fiscal.</p> |
| | <p>Innovative partnerships with Sault Ste. Marie and Blind River community agencies are key to providing seamless service to job seekers. Increased services to Ontario Works and ODSP recipients will align with the updated mandate of the Ministry of Labour, Training and Skills Development.</p> | <p>Achieved and ongoing.</p> <p>Employment Solutions has continued its outreach and support to the vulnerable sectors (OW, ODSP, Indigenous, Youth and Newcomers) in our communities as mandated by our agreement with the Ministry.</p> |

| System-Wide Metrics | 2019-20 | Departmental Initiatives | Progress at March 31, 2020 |
|--|------------------------------|---|--|
| Number of active Program Advisory Committees (PACs) | Target Range 25 – 30 PACs | In 2019-20 the Program Advisory Committees will continue to meet and have a recruitment initiative based on a skills matrix to ensure broad, industry representation. | Achieved. Presently the college has 26 Program Advisory Committees. |
| Number of employers engaged in PACs | 145 employers | We will continue to add new community and industry volunteers to our advisory committees. | Achieved. 148 employers are engaged in PACs. For years, Employment Solutions has been involved in PACs and continuing to be bridge community employers to the College. |
| Graduate employment rates | 80% – 85% | A new 'Prep For Success' workshop series has been created and will be implemented for soon to be grads. This will provide networking, job search and interview preparation. | Achieved and ongoing. Employment Solutions in partnership with Alumni developed Prep for Success sessions in collaboration with industry partners to assist in linking grads to employment. The Winter 2020 session was cancelled due to COVID-19, however, an online version is being developed. |
| | | Employment Solutions will connect with Sault College graduates to provide job search assistance and a connection to the local labour market. | Ongoing. Employment Solutions has attempted to connect with each Sault College graduate from the last year (via phone or email), to provide job search support and employer referrals. |
| Employer satisfaction rates | 85% – 95% | The Quality Assurance and Institutional Research department will facilitate employer awareness of and participation in the employer surveys. | The Employer and Graduate satisfaction surveys were put on hold due to the pandemic. |
| Proportion of graduates employed full-time | 65% – 75% | A new 'Prep For Success' workshop series has been created and will be implemented for soon to be grads. This will provide networking, job search and interview preparation. | The Employer and Graduate satisfaction surveys were put on hold due to the pandemic. As noted above Prep for Success sessions were developed in collaboration with industry partners. The Student Success team in collaboration with School of Business engaged students with local employers to start developing future career relationships. |

Enrolment

| Overarching Goals | Departmental Initiatives | Progress at March 31, 2020 |
|---|--|---|
| <p>Per Scorecard:</p> <ul style="list-style-type: none"> • 2019 Fall target Domestic – 2,025 • 2019 Fall target International – 709 • Total enrolment: 2,794 | <p>The Marketing department will create a greater applicant journey to help drive confirmations and conversion through:</p> <ul style="list-style-type: none"> • Development of multiple student focus groups to gather insights • Investment in a new marketing email automation tool (Pardot) • Redevelopment of all content and touch points for applicants • Improvements to automation. <p>Improvements will be made to the international admissions process which will facilitate reduced offer wait times and student Visa approvals.</p> | <p>Actual enrolment:</p> <ul style="list-style-type: none"> • 2019 Fall Domestic – 1,801 • 2019 Fall International – 930 • Total enrolment: 2,731 <p>Recruitment completed thirty-five weeks of recruitment activities, including OCIF, CIP and school visits around the province between four recruiters. Ten weeks were Indigenous specific.</p> <p>Pardot planned implementation is September 2020 to sync this email tool to our current Salesforce (CRM) system.</p> <p>Completed.</p> <p>International admissions processing cut application processing time in half from the 2018-19 cycle.</p> |



Financial Sustainability

Achieve metrics prescribed by Ministry

| System-Wide Metrics | Benchmark | Actual |
|--------------------------------------|-----------|--------------|
| Annual Surplus (Deficit) | >0 | \$7,340,726 |
| Accumulated Surplus (Deficit) | >0 | \$32,723,438 |
| Net Income to Revenue Ratio | >1.5% | 8.98% |
| Net Assets to Expense Ratio | >60% | 131.64% |
| Quick Ratio | >1 | 2.97 |
| Debt Servicing Ratio | <3% | 1.31% |
| Total Debt to Assets Ratio | <35% | 14.83% |

| Overarching Goals | Departmental Initiatives | Progress at March 31, 2020 |
|-----------------------------------|--|---|
| Increase non-grant revenue | <p>The newly constructed waterfront centre should generate revenue from multiple sources including:</p> <ul style="list-style-type: none"> • membership • drop in fees • rentals • food sales • summer camps | Achieved. |
| | <p>Increase the number of summer conferencing/guests in Residence by connecting with companies (ministries) who are employing students during the summer or on internships.</p> <p>Advertising summer short-term and long-term stays via social media to maximize guests in Residence.</p> | <p>Achieved and ongoing.</p> <ul style="list-style-type: none"> • Increased promotion and advertising. • Sports league discounts have increased stays from travelling sports teams. • Ministry internships are promoted through word of mouth. • Exceeded target summer revenue by approximately 18%. |

| Overarching Goals | Departmental Initiatives | Progress at March 31, 2020 |
|-------------------|---|--|
| | <p>Athletics will undertake numerous fund-raising initiatives including:</p> <ul style="list-style-type: none"> • Scholarship dinner • Adopt a Cougar • IPTAY program • Sponsorship • Football Camp • Fun Run | <p>Achieved and ongoing.</p> <ul style="list-style-type: none"> • Achieved goal for funds raised for Scholarship dinner, corporate sponsorship and Winter Hockey Classic. • Increased season tickets and gate revenue by 300% over the previous year. • Negotiated a sponsorship agreement with Little Caesar's pizza. • Negotiated an improved travel deal with AJ Bus Lines. • Negotiated a hotel sponsorship with Quattro Hotel. • Amount of staff purchasing Fitness Centre memberships doubled to 105 for 2019-20. • Initiated season passes for sporting events for first time – 51 sold for 2019-20. |
| | <p>Alumni to generate revenue through various initiatives:</p> <ul style="list-style-type: none"> • Diploma frame sales • Launch online sales of branded clothing and accessories • Sponsorship at Golf Tournament and other events. | <p>Achieved and ongoing.</p> <p>In addition to these initiatives Alumni secured an increase in the Johnson Affinity partnership revenue by \$3,000.</p> |

Institutional Collaboration and Partnerships

| Overarching Goals | Departmental Initiatives | Progress at March 31, 2020 |
|--|--|---|
| <p>Partner with universities for 2 plus 2 programming</p> | <p>Work in conjunction with the School of Community Services to identify and facilitate 2 plus 2 agreements for the Social Service Worker – Indigenous Specialization program.</p> | <p>Completed.</p> <p>2 plus 2 agreement with Laurentian University for SSW – Indigenous Specialization signed.</p> <p>Ongoing consultation with Algoma University is occurring.</p> |
| | <p>Athletics will promote the 2 plus 2 agreements when recruiting athletes.</p> | <p>Achieved.</p> <p>Information on 2 plus 2 programming was included in the recruitment brochure. 2 plus 2 is a point of emphasis in the recruitment process for coaches when speaking to these athletes.</p> |
| | <p>The Computer Science program is working towards a 2 plus 2 agreement with Algoma University.</p> | <p>Completed.</p> <p>Improved credit transfer agreement with Algoma University for Computer Programmer/Analyst diploma to degree students. Diploma-to-Degree students studying full-time (15 credits per term) will take anywhere from two to five terms to graduate with a three-year Bachelor’s degree, and four to seven terms to graduate with a four-year Bachelor’s degree.</p> |
| | <p>The Fitness and Health Promotion (FHP) program will implement a 2 plus 2 agreement with Lake Superior State University.</p> | <p>Completed.</p> <p>Finalized in May 2019. Additionally, The FHP agreement with Lakehead University was finalized in March 2020.</p> |
| | <p>The OTA/PTA program will finalize a 2 plus 2 agreement with Lakehead University.</p> | <p>In progress.</p> |
| <p>Increase number of international college partners</p> | <p>Partnerships will be explored in the Philippines.</p> <p>Strengthen key markets through pursuit of articulation agreements in the Philippines and Vietnam.</p> | <p>Ongoing.</p> |

| Overarching Goals | Departmental Initiatives | Progress at March 31, 2020 |
|---|--|---|
| <p>Continue to pursue a Public-Private Partnership</p> | <p>Sault College will continue to prepare for the lifting of the moratorium on Public-Private Partnerships.</p> <p>Sault College will:</p> <ul style="list-style-type: none"> • Continue to participate on the Colleges Ontario Public-Private Partnership task force • Continue to work towards finalizing an agreement in principle with a potential partner as well as prepare internally (programs, recruitment, IT) to be ready to proceed if/when the moratorium is lifted | <p>Completed and ongoing.</p> <p>Sault College entered into an agreement with triOS in January 2020. The first intake occurred in January 2020, with 58 students enrolled on the Brampton campus in Project Management.</p> |



Highlights from 2019-2020

Chamber of Commerce Outstanding Business Achievement Awards Employer of the Year!

Earlier this year Sault College was honoured at the Chamber of Commerce Outstanding Business Achievement Awards as the recipient of the Employer of the Year!

The Employer of the Year Award recognizes an employer who has created cultures and communities through every aspect of their business. Sault College is this and so much more. Together we've created a great place to work and this positive culture not only affects our everyday interactions and collaborations, but it is also the foundation for our work with our students as we help them to learn, grow and have an exceptional post-secondary experience. We are so proud of this accomplishment.

Sault College Achieves Another Major Safety Milestone with 2 Million + Hours Without a Lost Time Injury

Early in 2020 we announced that our College achieved another significant safety milestone. Our College can now boast more than two million safe hours without a lost time injury!

This accomplishment is a strong testament to the hard work and dedication from all of our employees. We are all champions for health and safety and together we have created a culture that makes health and safety a top priority.

We would like to thank all of the members of the Joint Health and Safety Committee who continue to lead by example in establishing and maintaining a safe and healthy work environment. Through their leadership, they highlight the importance of health and safety and empower all employees to do the same.



Sault College Earns Top Spot in Student Satisfaction

The voices and perspectives of our students always tell us an important story. We're proud and excited that Sault College is once again in the top spot in the province based on a key performance indicator (KPI) survey for student satisfaction. These results support and complement our collective goal to provide a quality education and superior student experience!

These amazing results are consistent in various areas including:

- #1 in the overall quality of the learning experiences
- #1 in the overall quality of the facilities/resource
- #2 in the overall quality of the services

"These results are great news for our College. We cannot stress enough how important and valued the opinions of our students are," said Dr. Ron Common, President, Sault College. "We have and continue to be focused on our students and strive to give them the best education and overall student experience we can. These results not only showcase this strong commitment to our students, but also continue to inform and drive our work."

The data on student satisfaction was gathered by an independent research firm in a survey in which 19 of the 24 Ontario Colleges participated in February 2020.

Aviation Equipment Enhancement

Thanks to the support of the federal and provincial governments and industry partners, Sault College was able to add some state-of-the-art equipment to its Aviation Flight program. This project included the acquisition of new simulation equipment as well as renovations to teaching and learning space to ensure we have the technology and learning environment needed to remain one of the top flight schools in Canada.

This project also included an upgrade to navigation equipment which was required for planes entering U.S. air space. Since three out of four runways

at the Sault Ste. Marie Airport lead directly into U.S. airspace, it was essential to adopt this new technology.



Athletics Achievements/Highlights

- As a result of Athletics fundraising and promotional events (Season ticket sales, Homecoming, Winter Classic) Sault College Athletics increased its gate revenue by 300% from \$3,933 in 2018-19 to \$12,919 in 2019-20
- The first ever Scholarship breakfast raised over \$12,000 for athletes and at the same time engaged over 250 people for the business community in Sault Ste. Marie.
- Added 24 Athlete light-pole banners to J-wing parking lot to increase athlete exposure and promote Sault College Athletics.

Fitness Centre

- Over 200 new student members from 18-19 to 19-20
- The amount of staff purchasing memberships doubled over the previous year
- Implementation of Fitness On Demand system in fitness centre (Sept. 2019) for all members to utilize group exercise classes at any time

Varsity Accomplishments

OCAA AWARDS

- 13 All OCAA Academic Students

CCAA

- 1 Academic All Canadian Students

MEN'S HOCKEY

- ACHA MEN's MVP – Ryan Vendramin
- 1st Team All American – Ryan Vendramin
- NATIONAL QUALIFIER 2 years in a row
- RANKED # 1 in Division 2 for 3 months during the season

WOMEN'S HOCKEY

- Qualified for regionals in 1st full season of play in the ACHA
- A strong finish to the season resulted in the Women's hockey team being ranked 19th out of 54 teams in Women's Div.2 from across the USA and Canada
- 1st Team All-Star – Kaitlyn Mousseau
- 2 – 2nd Team All-Stars

WOMEN'S SOCCER

- Placed 6th in their inaugural season in the OCAA and qualified for the provincial playoffs.

MEN'S BASKETBALL

- 12 new players recruited to Sault College from out of town
- Players from 4 provinces represented our 2019/20 roster
- First home game win in 4 years
- First road game win in 6 years
- Finished with 4 wins and showed huge improvement from previous years where the program was winless.

CURLING

- Women's Curling won Silver at the OCAA provincials
- Both Men's and Women's Curling teams qualified for Nationals
- 1 – OCAA all-star team selection
- Program won the provincial fair play award on the women's side

Recreation Accomplishments

- Inaugural season of Sault College cricket team. We were able to accommodate all that wanted to play Cricket this year and the student organizers were very pleased with the outcome
- Exponential increase in intramural participation numbers for campus rec from previous year due to more offerings and greater organization of this aspect of athletics
- Launch of the Waterfront Adventure Centre which saw steady use in the summer particularly amongst our international students.





Strategic Partnerships

Sault College and Algoma University Sign 2 +1 and 2+2 Pathway Agreements

Sault College and Algoma University have collaborated on academic agreements that support enhanced student mobility between the College and the University. The expanded partnership between Sault Ste. Marie's two post-secondary institutions establishes new, or enhanced, transfer pathways, which maximize credit recognition while allowing students from a range of programs at Sault College who complete their diploma to seamlessly transition to Algoma University to complete a degree in a related subject area.

The agreements streamline and harmonize the student experience so that credits are directly acknowledged and accepted.

This new partnership strengthens each institution's commitment to providing quality education and aims to put students first. Under the agreement, Algoma will recognize applications from Sault College students who have completed the first two years of study in the following Sault College programs: These pathway agreements align with the College's strategic priorities, specifically to give students the education that they want and more!

| Sault College Diploma Program | Algoma University Degree Program |
|---|--|
| Computer Programmer | Bachelor of Computer Science "2+1.5" (includes online bridging course component) |
| Computer Program Analyst | Bachelor of Computer Science "2+1" (includes online bridging course component) |
| General Arts and Science - University Transfer | Bachelor of Arts Honours in English, History, Political Science, Psychology and Sociology "2+2" |



Photo: Colin Kirkwood, Vice President, Academic & Research; Shelly Moore-Frappier, Interim Associate Vice-President Academic and Indigenous Programs, Laurentian University.

Sault College and Laurentian University Ink Another 2 + 2 Agreement

Sault College and Laurentian University joined together to sign another academic agreement in support of enhanced student learning. Through this expanded partnership, eligible graduates of Sault College's two year Social Service Worker – Indigenous Specialization (SSW-IS) program can move on to complete a Bachelor of Indigenous Social Work at Laurentian University in an additional two years!

As an added benefit to learners, the Bachelor of Indigenous Social Work at Laurentian University offers flexible options, including: the opportunity to complete the courses full-time on campus or part-time online. To be eligible to transfer into year three of Laurentian University's Bachelor of Indigenous Social Work program, Sault College SSW-IS students must complete their two year diploma with a minimum grade point average of 3.0.

This new pathway agreement further strengthens

each institution's commitment to providing an enriched, quality education as well as working together to move the Truth and Reconciliation Report calls to action forward.

"The signing of this new pathway agreement is a significant milestone for Sault College and for our students," said Carolyn Hepburn, Dean Indigenous Studies and Academic Upgrading, Sault College. "This partnership was developed with our students in mind by providing them with a unique opportunity to build upon the foundational knowledge and skills gained through Sault College's two year Social Service Worker – Indigenous Specialization program. Through this collaborative partnership, we hope to engage our learners and to highlight the important role they play in our commitment to Indigenous education and to advancing the Truth and Reconciliation calls to action. We look forward to continuing a rich and long-standing relationship with Laurentian University."

Stand-alone Nursing Degrees at Sault College will Strengthen Health-care Training

Sault College was extremely pleased with the Ontario government's decision to give colleges the option to deliver stand-alone nursing degree programs. This will result in increased numbers of qualified nurses to fill key shortages in many communities across the province, including our own.

Sault College has valued and cherished its relationship with Laurentian University and is grateful for the partnership we have had for many years. This announcement allowing the granting of nursing degrees will not only ease some of the administrative burdens on the College it will also assist with the limitations on our student intakes. Standing alone, the College and the community's needs will dictate the number of students that we will admit to the College.

Sault College has been delivering 100 percent of the Collaborative Bachelor of Science in Nursing curriculum on our own since 2001 and now we will also be able to provide more flexibility to nursing students and increase the number of students we enroll at the College. Our provincial testing results from nursing exams demonstrate that we have been ready for this status for quite some time as our graduates overall test scores exceed many other institutions.



Sault College Hosts Annual Pow Wow

Sault College was proud to continue the tradition of hosting the Pow Wow on campus and, once again, partner with the Bon Soo Winter Festival! The event, hosted by Sault College's Indigenous Student Union and the School of Indigenous Studies and Academic Upgrading, was an exciting weekend of celebration Anishinaabe style!

Building on the theme of "Love and Unity", the Pow Wow featured the Host Drum Good Time Ojibway (Bawating) as well as co-host Badger Hill from local First Nations. Other special guests include: Barbara Nolan and Ted Recollet as Head Elders, Beej Syrette as Arena Director, and Bnaaswi Biaaswah as Head Veteran, Joel Syrette as Master of Ceremonies.

International Student Growth

Sault College has increased its international enrolment exponentially over the past few years.

International students are vitally important to Sault College and our community. With declining domestic enrolment, international students help to ensure that our institution remains educationally and financially viable. Their contribution goes well beyond their spending power as they help to strengthen our community's social and economic ties with the rest of the world and help to fill current and future labour market gaps.

This past January, Richard Peters began as Vice President of International and Strategic Development and is responsible for overseeing international recruitment, business development and international students. Rich has a wealth of experience from his position as Vice President, Finance and International at Canadore College and his previous experience here in the Sault both at Algoma Steel and Sault College.

International students attending Sault College presently come from 19 countries. Over the past few



Sault College E-Learning

To remain relevant in the marketplace and to increase access to education for students who may not be able to attend on-campus courses due to work or personal commitments, the College is growing online course and program offerings. This will continue to be a focus and area for expansion at the College.

The past 15 months has shown dramatic increases in E Learning activity at Sault College:



- 37% increase in number of certificates available**
- 23% increase in number of certificates available**
- 12% increase in number of certificates available**

| Enrolement Statistics (OntarioLearn) | Algoma University Degree Program |
|---|---|
| Sault College Registrations | 2018-2019 - 777 2019-2020 - 953 2020-2021 - starts May 2020 |
| Sault College Hosted Registrations | 2018-2019 - 841 2019-2020 - 945 2020-2021 - starts May 2020 |

United Way Entomica Fundraiser

Another very successful event was held in support of the SSM United Way Campaign. Sault College partnered with Entomica and BioForest for the 2nd annual fundraising event which featured the cockroach cranium. Just over \$1,000 was raised to support poverty reduction in our community.

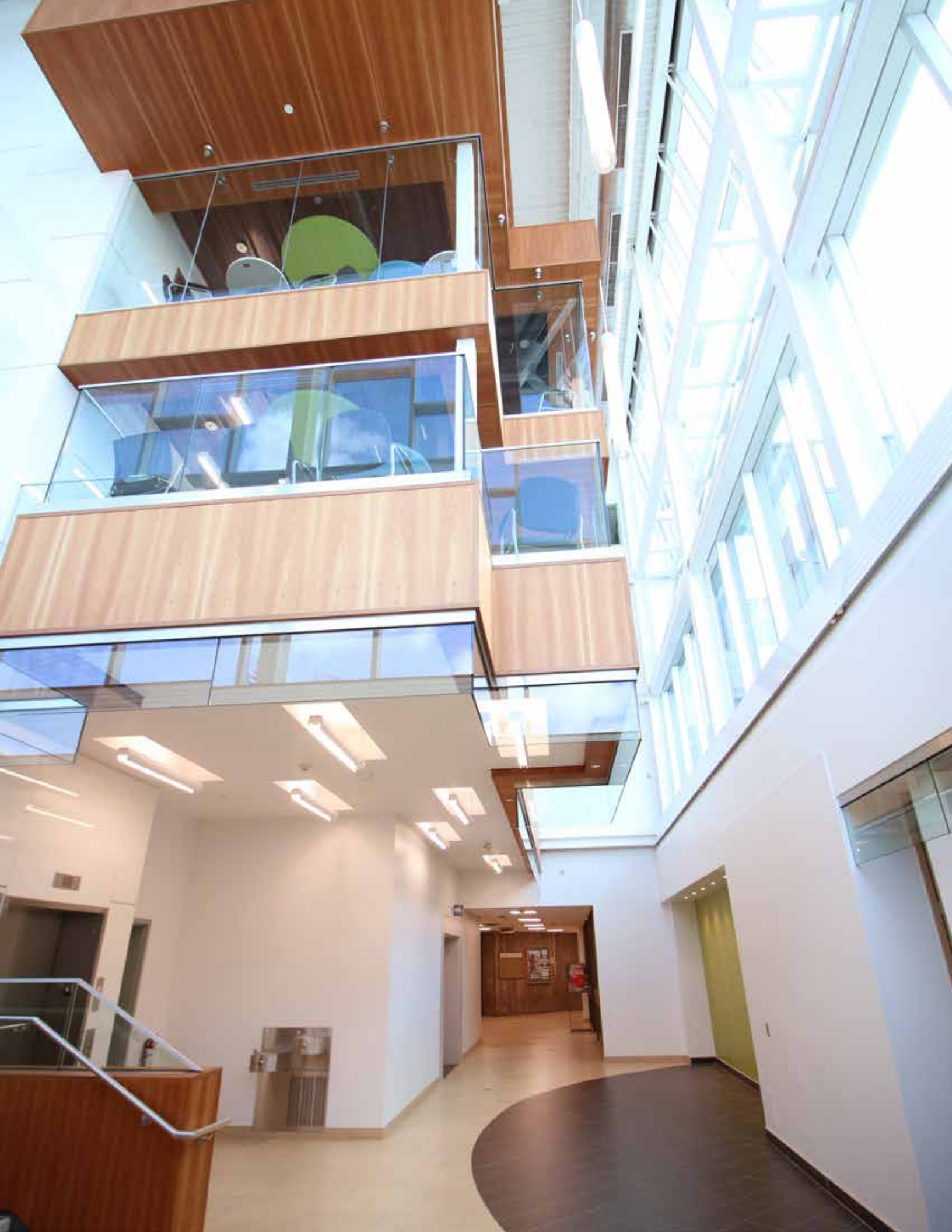




Financial Results

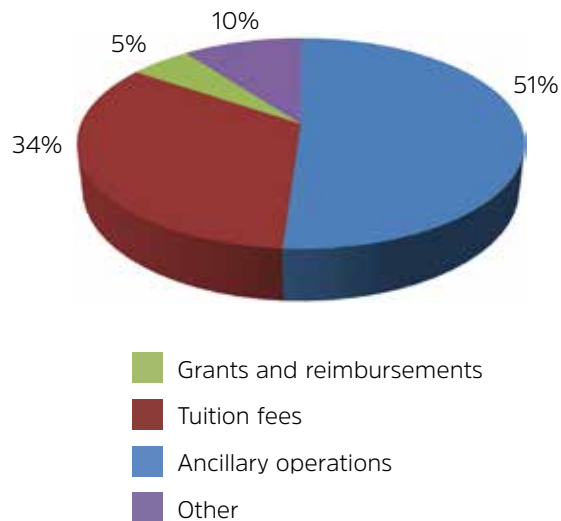
The Sault College Board of Governors approved the 2020/2021 operating budget as presented at the June 25, 2020 meeting of the Board of Governors. The College operates within its financial means and it continues to reinvest in infrastructure, equipment and programs to remain a viable community educational institution into the future. A comprehensive hard copy of the audited financial statements for the year ended March 31, 2020 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, 2020

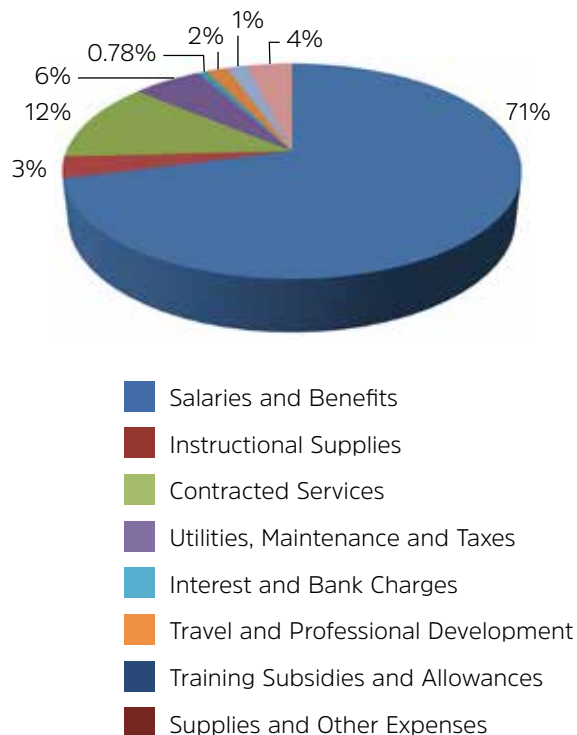
(in thousands of dollars)



Revenue

| | |
|----------------------------------|----------|
| Grants and Reimbursements | \$37,836 |
| Tuition Fees | \$24,762 |
| Ancillary Operations | \$3,870 |
| Other | \$7,609 |
| Restricted for Student Purposes | \$1,797 |
| Amortization of Deferred Capital | \$5,843 |

Total Revenues **\$81,717**



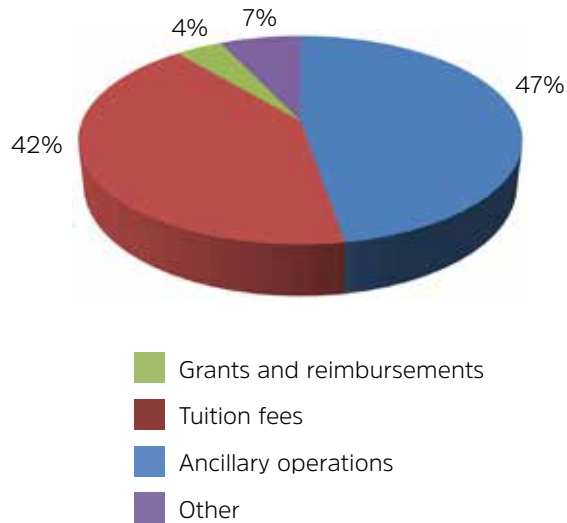
Expenses

| | |
|-------------------------------------|----------|
| Salaries and Benefits | \$45,734 |
| Instructional Supplies | \$2,087 |
| Contracted Services | \$7,649 |
| Utilities, Maintenance and Taxes | \$3,753 |
| Interest and Bank Charges | \$503 |
| Travel and Professional Development | \$1,144 |
| Training Subsidies and Allowances | \$1,088 |
| Supplies and Other Expenses | \$2,475 |
| Restricted for Student Purposes | \$417 |
| Scholarships and Bursaries | \$1,414 |
| Amortization of Capital Assets | \$8,112 |

Total Expenses **\$74,376**

2020-2021 Revised Cash Based Operating Budget

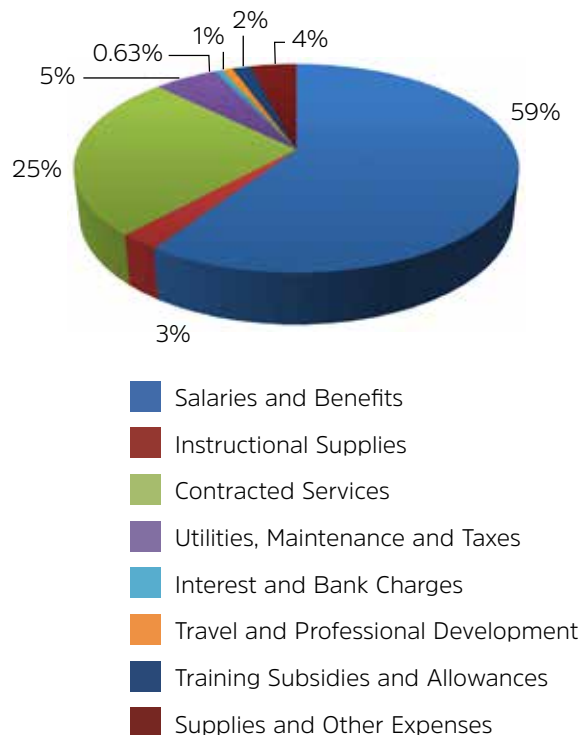
(in thousands of dollars)



Revenue

| | |
|---------------------------|----------|
| Grants and Reimbursements | \$35,143 |
| Tuition Fees | \$30,872 |
| Ancillary Operations | \$3,034 |
| Other | \$5,216 |

Total Revenues **\$74,265**



Expenses

| | |
|-------------------------------------|----------|
| Salaries and Benefits | \$46,724 |
| Instructional Supplies | \$2,015 |
| Contracted Services | \$20,117 |
| Utilities, Maintenance and Taxes | \$4,353 |
| Interest and Bank Charges | \$494 |
| Travel and Professional Development | \$711 |
| Training Subsidies and Allowances | \$1,217 |
| Supplies and Other Expenses | \$3,174 |

Total Expenses **\$78,805**

Attachment 1:
Audited Financial Statements for the year ended March 31, 2020

Financial Statements of

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

Year ended March 31, 2020

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Index to Financial Statements

Year ended March 31, 2020

| | 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 Losses | 5 |
| Notes to Financial Statements | 6 - 19 |
| Schedule of Revenue | 20 |



KPMG LLP
111 Elgin Street, Suite 200
Sault Ste. Marie ON P6A 6L6
Canada
Telephone (705) 949-5811
Fax (705) 949-0911

INDEPENDENT AUDITORS' REPORT

To the Governors of The Sault College of Applied Arts and Technology

Opinion

We have audited the financial statements of Sault College of Applied Arts and Technologies (the "College"), which comprise:

- the statement of financial position as at March 31, 2020
- the statement of operations for the year then ended
- the statement of changes in net assets for the year then ended
- the statement of cash flows for the year then ended
- the statement of remeasurement losses for the year then ended
- and notes and schedule to the financial statements, including a summary of significant accounting policies

(Hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the College as at March 31, 2020, and its results of operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "**Auditors' Responsibilities for the Audit of the Financial Statements**" section of our auditors' report.

We are independent of the College in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

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



Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the 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.

In preparing the financial statements, management is responsible for assessing the College's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the College or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the College's financial reporting process.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal controls.

- Obtain an understanding of internal control relevant to the audit 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 College's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.



- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the College's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the College to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

KPMG LLP

Chartered Professional Accountants, Licensed Public Accountants

Sault Ste. Marie, Canada

June 25, 2020

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY


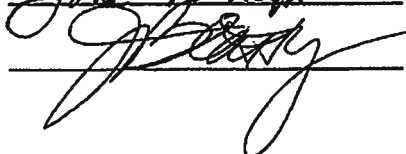
Statement of Financial Position

March 31, 2020, with comparative information for 2019

| | 2020 | 2019 |
|--|-----------------------|-----------------------|
| Assets | | |
| Current assets: | | |
| Cash | \$ 26,105,613 | \$ 25,543,820 |
| Temporary investments (note 3) | 33,892,726 | 13,692,669 |
| Accounts receivable (note 2) | 2,186,253 | 3,294,226 |
| Grants and reimbursements receivable | 4,857,166 | 7,410,657 |
| Current portion of loan receivable (note 4) | 185,286 | 179,253 |
| Pledges receivable (note 7) | - | 32,400 |
| Inventory | 5,569 | 5,892 |
| Prepaid expenses | 622,437 | 411,142 |
| | <u>67,855,050</u> | <u>50,570,059</u> |
| Loan receivable (note 4) | 1,974,949 | 2,160,235 |
| Capital assets (note 5) | 76,826,075 | 79,744,334 |
| | <u>\$ 146,656,074</u> | <u>\$ 132,474,628</u> |
| Liabilities, Deferred Contributions and Net Assets | | |
| Current liabilities: | | |
| Accounts payable and accrued liabilities | \$ 8,880,209 | \$ 7,636,137 |
| Accrued vacation pay | 4,137,920 | 3,829,180 |
| Deferred tuition fees | 3,222,229 | 2,034,004 |
| Deferred contributions for expenses of future periods (note 6) | 21,958,142 | 11,991,900 |
| Payable to the Ministry of Training, Colleges and Universities | 382,232 | 48,088 |
| Current portion of long-term debt (note 8) | 431,663 | 832,341 |
| | <u>39,012,395</u> | <u>26,371,650</u> |
| Long-term debt (note 8) | 5,874,302 | 6,305,965 |
| Deferred capital contributions (note 9) | 65,189,264 | 68,636,197 |
| Post-employment benefits and compensated absences (note 10) | 1,784,000 | 1,880,000 |
| | <u>111,859,961</u> | <u>103,193,812</u> |
| Net assets: | | |
| Unrestricted | 21,327,717 | 14,598,736 |
| Invested in capital assets (note 12) | 11,244,181 | 10,549,145 |
| Internally restricted (note 13) | 151,540 | 148,148 |
| Restricted for student purposes and endowments | 4,248,921 | 4,335,604 |
| | <u>36,972,359</u> | <u>29,631,633</u> |
| Accumulated rereasurement losses | (2,176,246) | (350,817) |
| | <u>34,796,113</u> | <u>29,280,816</u> |
| Commitments and contingencies (note 15) | | |
| Subsequent event (note 18) | | |
| | <u>\$ 146,656,074</u> | <u>\$ 132,474,628</u> |

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, 2020, with comparative information for 2019

| | 2020 | 2019 |
|---|-------------------|-------------------|
| Revenue (Schedule): | | |
| Grants and reimbursements | \$ 37,836,013 | \$ 45,885,468 |
| Tuition fees | 24,762,088 | 16,828,290 |
| Ancillary operations | 3,870,269 | 3,191,441 |
| Other | 7,608,826 | 4,496,204 |
| Restricted for student purposes | 1,796,925 | 1,486,239 |
| Amortization of deferred capital contributions (note 9) | 5,843,375 | 5,768,253 |
| | <u>81,717,496</u> | <u>77,655,895</u> |
| Expenses: | | |
| Salaries and benefits | 45,734,484 | 41,810,437 |
| Instructional supplies | 2,087,462 | 1,752,412 |
| Contracted services | 7,648,613 | 5,482,415 |
| Utilities, maintenance and taxes | 3,752,884 | 3,860,511 |
| Interest and bank charges | 502,992 | 506,878 |
| Travel and professional development | 1,144,275 | 818,766 |
| Training subsidies and allowances | 1,088,406 | 1,166,817 |
| Supplies and other expenses | 2,475,390 | 2,026,638 |
| Restricted for student purposes | 416,625 | 211,768 |
| Scholarships and bursaries | 1,413,847 | 1,533,919 |
| Amortization of capital assets | 8,111,792 | 7,744,678 |
| | <u>74,376,770</u> | <u>66,915,239</u> |
| Excess of revenue over expenses | \$ 7,340,726 | \$ 10,740,656 |

See accompanying notes to financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Changes in Net Assets

Year ended March 31, 2020, with comparative information for 2019

| | Unrestricted | Capital Assets | Invested in Internally Restricted | Restricted for Student Purposes and Endowments | 2020 Total | 2019 Total |
|--|---------------|----------------|-----------------------------------|--|---------------|---------------|
| Balance, beginning of year | \$ 14,598,736 | 10,549,145 | 148,148 | 4,335,604 | \$ 29,631,633 | \$ 18,890,977 |
| Excess (deficiency) of revenue over expenses | 9,602,443 | (2,268,417) | 3,392 | 3,308 | 7,340,726 | 10,740,656 |
| Invested in capital assets (note 12) | (2,873,462) | 2,963,453 | - | (89,991) | - | - |
| Balance, end of year | \$ 21,327,717 | 11,244,181 | 151,540 | 4,248,921 | \$ 36,972,359 | \$ 29,631,633 |

See accompanying notes to financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Cash Flows

Year ended March 31, 2020, with comparative information for 2019

| | 2020 | 2019 |
|--|---------------|---------------|
| Cash provided by (used in): | | |
| Operations: | | |
| Excess of revenue over expenses | \$ 7,340,726 | \$ 10,740,656 |
| Adjustments for: | | |
| Amortization of deferred capital contributions | (5,843,375) | (5,768,253) |
| Amortization of capital assets | 8,111,792 | 7,744,678 |
| Net remeasurement gains (losses) for the year | (1,825,429) | 88,457 |
| | 7,783,714 | 12,805,539 |
| Changes in non-cash working capital: | | |
| Accounts receivable | 1,107,973 | (1,251,705) |
| Grants and reimbursement receivable | 2,553,491 | (2,261,516) |
| Inventory | 323 | (764) |
| Prepaid expenses | (211,295) | (135,854) |
| Accounts payable and accrued liabilities | 1,244,072 | (1,313,361) |
| Accrual for vacation pay | 308,740 | 81,721 |
| Payable to Ministry of Training, Colleges and Universities | 334,144 | (123,332) |
| Deferred tuition fees | 1,188,225 | 152,561 |
| Deferred contributions related to expenses of future periods | 9,966,242 | 9,315,565 |
| Accrual for employee future benefits | (96,000) | (59,000) |
| | 24,179,629 | 17,209,853 |
| Financing activities: | | |
| Receipt of pledges receivable | - | 5,000 |
| Receipt of loan receivable | 179,253 | 173,416 |
| Repayment of long-term debt | (832,341) | (696,834) |
| | (653,088) | (518,418) |
| Capital activities: | | |
| Purchase of capital assets | (5,193,534) | (13,555,843) |
| Repayment of deferred capital contributions | - | (411,853) |
| Receipt of deferred capital contributions | 2,428,842 | 6,196,761 |
| | (2,764,692) | (7,770,935) |
| Net increase in cash and temporary investments | 20,761,849 | 8,920,500 |
| Cash and temporary investments, beginning of year | 39,236,490 | 30,315,990 |
| Cash and temporary investments, end of year | \$ 59,998,339 | \$ 39,236,490 |

See accompanying notes to financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Remeasurement Losses

Year ended March 31, 2020, with comparative information for 2019

| | 2020 | 2019 |
|---|----------------|--------------|
| Accumulated remeasurement losses, beginning of year | \$ (350,817) | \$ (439,274) |
| Unrealized losses attributable to: | | |
| Temporary investments | (2,176,246) | (350,817) |
| Realized loss, reclassified to the statement of operations: | | |
| Temporary investments: | | |
| Designated fair value | 350,817 | 439,274 |
| Net remeasurement gains (losses) for the year | (1,825,429) | 88,457 |
| Accumulated remeasurement losses, end of year | \$ (2,176,246) | \$ (350,817) |

See accompanying notes to financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2020

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.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements (continued)

Year ended March 31, 2020

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 31, 2017 for the health and dental, January 1, 2017 for the vesting sick leave and August 31, 2016 for non-vesting sick leave. 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.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements (continued)

Year ended March 31, 2020

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 or loss is adjusted through the statement of remeasurement gains and losses.

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

Long-term debt is recorded at cost.

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

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

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements (continued)

Year ended March 31, 2020

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:

| | 2020 | 2019 |
|--------------------------------------|--------------|--------------|
| Accounts receivable | \$ 2,524,470 | \$ 3,701,900 |
| Less allowance for doubtful accounts | (338,217) | (407,674) |
| | \$ 2,186,253 | \$ 3,294,226 |

3. Temporary investments:

| | Level | 2020 | 2019 |
|--|-------|---------------|---------------|
| Assets at designated fair value | | | |
| Government bonds | 2 | \$ 9,703,406 | \$ 4,018,680 |
| Equity instruments, quoted in an active market | | | |
| Shares | 1 | 23,465,916 | 3,942,252 |
| Cash | | 723,404 | 5,731,737 |
| | | \$ 33,892,726 | \$ 13,692,669 |

There were no transfers between Level 1 and Level 2 for the year ended March 31, 2020. There were also no transfers in or out of Level 3.

Government Bonds have interest rates from 1.60% to 6.50% (2019 - 1.88% to 5.90%) and mature between 2020 and 2048.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements (continued)

Year ended March 31, 2020

4. Loan receivable:

| | 2020 | 2019 |
|---|---------------------|---------------------|
| Health and Wellness building – Sault College Student Union receivable | \$ 2,160,235 | \$ 2,339,488 |
| Current portion of long-term receivable | (185,286) | (179,253) |
| | <u>\$ 1,974,949</u> | <u>\$ 2,160,235</u> |

Aggregate maturities of long-term receivable for each of the five years subsequent to March 31, 2020, are as follows; 2021 - \$185,286; 2022 - \$191,523, 2023 - \$197,969, 2024 - \$204,632, 2025 - \$211,520

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:

| 2020 | Cost | Accumulated amortization | Net book value |
|------------------------|-----------------------|--------------------------|----------------------|
| Land | \$ 1,020,817 | \$ – | \$ 1,020,817 |
| Buildings | 83,752,522 | 39,204,478 | 44,548,044 |
| Site improvements | 33,879,422 | 10,867,951 | 23,011,471 |
| Equipment | 17,094,562 | 14,228,225 | 2,866,337 |
| Vehicles | 479,504 | 439,613 | 39,891 |
| Furniture and fixtures | 2,535,455 | 1,710,343 | 825,112 |
| Computer equipment | 22,277,387 | 18,332,472 | 3,944,915 |
| Aircraft | 3,556,118 | 3,188,822 | 367,296 |
| Work-in-Progress | 202,192 | – | 202,192 |
| | <u>\$ 164,797,979</u> | <u>\$ 87,971,904</u> | <u>\$ 76,826,075</u> |

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements (continued)

Year ended March 31, 2020

5. Capital assets (continued):

| 2019 | Cost | Accumulated amortization | Net book value |
|------------------------|-----------------------|--------------------------|----------------------|
| Land | \$ 1,020,817 | \$ - | \$ 1,020,817 |
| Buildings | 83,752,520 | 37,338,455 | 46,414,065 |
| Site improvements | 31,698,145 | 7,596,813 | 24,101,332 |
| Equipment | 15,514,828 | 13,587,020 | 1,927,808 |
| Vehicles | 480,504 | 420,780 | 59,724 |
| Furniture and fixtures | 2,184,580 | 1,452,060 | 732,520 |
| Computer equipment | 21,829,436 | 16,581,218 | 5,248,219 |
| Aircraft | 3,329,810 | 3,089,960 | 239,850 |
| | \$ 159,810,640 | \$ 80,066,306 | \$ 79,744,334 |

6. Deferred contributions for expenses of future periods:

Deferred contribution consists of the following:

| | 2020 | 2019 |
|-----------------------------------|----------------------|----------------------|
| Balance, beginning of year | \$ 11,991,900 | \$ 2,676,335 |
| Additional contributions received | 22,452,873 | 12,587,510 |
| Amounts taken into revenue | (12,486,631) | (3,271,945) |
| Balance, end of year | \$ 21,958,142 | \$ 11,991,900 |

7. Pledges receivable

| | 2020 | 2019 |
|---|-------------|------------------|
| Inspiring Growth Capital Campaign pledges | \$ 32,400 | \$ 682,400 |
| Allowance for doubtful account | (32,400) | (650,000) |
| | \$ - | \$ 32,400 |

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

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements (continued)

Year ended March 31, 2020

8. Long-term debt:

| | 2020 | 2019 |
|--|--------------|--------------|
| 3.338% term loan to Ontario Financing Authority, unsecured, payable \$127,931 semi-annually including interest, due October 31, 2029 | \$ 2,160,236 | \$ 2,339,489 |
| 1.856% term loan to Ontario Financing Authority, unsecured, payable \$210,349 semi-annually including interest, due October 31, 2019 | – | 414,915 |
| 3.420% term loan to Ontario Financing Authority, unsecured, payable \$192,934 semi-annually including interest, due April 18, 2033 | 4,145,729 | 4,383,902 |
| | 6,305,965 | 7,138,306 |
| Current portion of long-term debt | (431,663) | (832,341) |
| | \$ 5,874,302 | \$ 6,305,965 |

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

| | |
|------------|--------------|
| 2021 | \$ 431,663 |
| 2022 | 445,670 |
| 2023 | 461,919 |
| 2024 | 477,647 |
| 2025 | 493,630 |
| Thereafter | 3,995,436 |
| | \$ 6,305,965 |

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements (continued)

Year ended March 31, 2020

9. Deferred capital contributions:

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

| | 2020 | 2019 |
|---|---------------|---------------|
| Unamortized capital contributions used to purchase assets | \$ 64,931,896 | \$ 68,780,274 |
| Unspent contributions | 289,768 | 505,923 |
| Allowance for doubtful accounts capital pledges | (32,400) | (650,000) |
| | \$ 65,189,264 | \$ 68,636,197 |

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.

| | 2020 | 2019 |
|--|---------------|---------------|
| Balance, beginning of year | \$ 68,636,197 | \$ 68,619,542 |
| Additional contributions received | 2,428,842 | 6,196,761 |
| Contributions repaid | - | (411,853) |
| Less amounts amortized to revenue | (5,843,375) | (5,768,253) |
| Less allowance for doubtful account capital pledge | (32,400) | - |
| Balance, end of year | \$ 65,189,264 | \$ 68,636,197 |

10. Employee future benefits:

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

| | 2020 | 2019 |
|--------------------------|--------------|--------------|
| Post-employment benefits | \$ 489,000 | \$ 496,000 |
| Non-vesting sick leave | 1,252,000 | 1,260,000 |
| Vesting sick leave | 43,000 | 124,000 |
| | \$ 1,784,000 | \$ 1,880,000 |

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements (continued)

Year ended March 31, 2020

10. Employee future benefits (continued):

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

| | 2020 | 2019 |
|---|---------------------|---------------------|
| Accrued benefit obligation | \$ 2,066,000 | \$ 1,960,000 |
| Fair value of plan assets | (105,000) | (82,000) |
| Funded status – plan deficit | 1,961,000 | 1,878,000 |
| Unamortized actuarial gain/(loss) | (177,000) | 2,000 |
| Employee future benefit liability | \$ 1,784,000 | \$ 1,880,000 |
| Current service cost | \$ 81,000 | \$ 77,000 |
| Interest on accrued benefit obligation | 32,000 | 42,000 |
| Experienced gains (losses) | – | 31,000 |
| Benefit payments | (179,000) | (201,000) |
| Amortization of actuarial losses (gains) | (30,000) | (8,000) |
| Employee future benefit expense (recovery) | \$ (96,000) | \$ (59,000) |

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, 2020.

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

(i) Discount rate:

The present value as at March 31, 2020 of the future benefits was determined using a discount rate of 1.60% (2019 – 2.20%).

(ii) Drug costs:

Drug costs were assumed to increase at a rate of 7.60% for 2020 (2019 – 7.80%) and decrease proportionately thereafter to an ultimate rate of 4.0% in 2040.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements (continued)

Year ended March 31, 2020

10. Employee future benefits (continued):

Post-employment benefits (continued):

(iii) Hospital and other medical:

Hospital and other medical costs were assumed to increase at 4.0% per annum in 2020 (2019 - 4.0%).

Medical premium increases were assumed to increase at 6.55% per annum in 2020 (2019 - 6.67%) and decrease proportionately thereafter to an ultimate rate of 4.0% in 2040.

(iv) Dental costs:

Dental costs were assumed to increase at 4.0% per annum in 2020 (2019 - 4.0%).

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, 2020.

(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, 2020.

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.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements (continued)

Year ended March 31, 2020

11. Pension plan (continued):

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, 2020 indicated an actuarial surplus of \$2.9 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 \$3,529,808 (2019 - \$3,348,586).

12. Investment in capital assets:

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

| | 2020 | 2019 |
|---|---------------|---------------|
| Capital assets | \$ 76,826,075 | \$ 79,744,334 |
| Amounts financed by: | | |
| Unamortized capital contributions used to purchase assets | (64,931,896) | (68,780,274) |
| Long-term debt (net of student receivable) | — | (414,915) |
| Write-off of uncollectible pledge | (650,000) | — |
| | \$ 11,244,179 | \$ 10,549,145 |

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

| | 2020 | 2019 |
|---|----------------|----------------|
| Excess of revenues over expenses: | | |
| Amortization of deferred capital contributions | \$ 5,843,375 | \$ 5,768,252 |
| Amortization of capital assets | (8,111,792) | (7,744,678) |
| | \$ (2,268,417) | \$ (1,976,426) |
| Net change in investment in capital assets: | | |
| Purchase of capital assets | \$ 5,193,534 | \$ 13,555,843 |
| Repayment of long-term debt (net of student receivable) | 414,915 | 407,320 |
| Amounts funded by: | | |
| Deferred capital contributions | (2,644,996) | (12,624,515) |
| | \$ 2,963,453 | \$ 1,338,648 |

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements (continued)

Year ended March 31, 2020

13. Internally restricted net assets:

By resolution of the Board of Governors, accumulated appropriations from unrestricted net assets balance at March 31, 2020 have been made to the Joint Employment Stability Reserve Fund in the amount of \$151,540 (2019 - \$148,148).

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:

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, 2020 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, 2020 is \$338,217 (2019 - \$407,674).

As at March 31, 2020, \$78,613 (2019 - \$153,310) of trade accounts receivable were past due greater than 90 days, but not impaired.

There have been no significant changes to the credit risk exposure from 2019.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements (continued)

Year ended March 31, 2020

16. Financial instrument risk management (continued):

(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 2019.

(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 2019.

(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 2019.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements (continued)

Year ended March 31, 2020

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 | 2020 Total | 2019 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 | 2020 Total | 2019 Total |
|------------------------------------|------------|-----------|------------|---------------|---------------|
| Balance, beginning of year | \$ 508,103 | \$ 43,941 | \$ 507,457 | \$ 1,059,501 | \$ 633,034 |
| Investment income net, of expenses | 65,265 | 39,154 | 303,693 | 408,112 | 550,267 |
| Bursaries awarded | (64,199) | (7,000) | (104,100) | (175,299) | (123,800) |
| Balance, end of year | \$ 509,169 | \$ 76,095 | \$ 707,050 | \$ 1,292,314 | \$ 1,059,501 |
| Bursaries awarded # | 107 | 7 | 145 | 259 | 300 |

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements (continued)

Year ended March 31, 2020

18. Subsequent event:

On January 30, 2020, the World Health Organization ("WHO") announced a global health emergency because of a new strain of coronavirus, the "COVID-19 outbreak". In March 2020, the WHO classified the COVID-19 outbreak as a pandemic, based on the rapid increase in exposure globally. As a result of this, on March 23, 2020, the government of Ontario ordered the closure of all non-essential businesses effective March 24, 2020, through to at least May 29, 2020. In addition, the Canadian government has imposed travel restrictions to Canada until further notice.

On March 17, the College closed its campuses and learning sites and they remain closed to the date of the auditor's report. The plan for continuing education throughout the summer semester offered by the College will be through online curriculum. The fall semester will be offered by the College will be through online or face-to-face curriculum, and will be determine based on the advice of government agencies. This could have implications on number of course offerings, enrollment and ancillary revenues.

A significant portion of the College's tuition revenues is derived from international students. If the Canadian border remains closed, this will impact the College's ability to earn revenue from International students who choose to defer their studies until in class sessions resume and travel restrictions arelifted.

As the impacts of COVID-19 continue, there could be further impact on the College, its students and funding sources. Management is actively monitoring the effect on its financial condition, liquidity, operations, suppliers, and workforce. Given the daily evolution of the COVID-19 outbreak and the global responses to curb its spread, the College is not able to fully estimate the effects of the COVID-19 outbreak on its results of operations, financial condition, or liquidity at this time.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Schedule of Revenue

Year ended March 31, 2020, with comparative information for 2019

| | 2020 | 2019 |
|---|----------------------|----------------------|
| Grants and reimbursements: | | |
| Operating grants | \$ 16,134,812 | \$ 16,598,052 |
| Special purpose grants | 13,852,754 | 21,977,300 |
| Apprentice training | 1,409,319 | 1,409,732 |
| Ontario training strategies | 5,650,420 | 4,930,642 |
| Other | 788,708 | 969,742 |
| | <u>37,836,013</u> | <u>45,885,468</u> |
| Tuition fees: | | |
| Full-time post-secondary | 23,575,206 | 15,350,545 |
| Other | 1,186,882 | 1,477,745 |
| | <u>24,762,088</u> | <u>16,828,290</u> |
| Ancillary operations | 3,870,269 | 3,191,441 |
| Other: | | |
| Contract educational services | 490,547 | 550,993 |
| Sale of course products and services | 208,236 | 226,787 |
| Investment Income | 2,862,486 | 677,680 |
| Recoveries | 1,439,224 | 664,090 |
| Miscellaneous | 2,608,333 | 2,376,654 |
| | <u>7,608,826</u> | <u>4,496,204</u> |
| Restricted for student purposes | 1,796,925 | 1,486,239 |
| Amortization of deferred capital contributions | 5,843,375 | 5,768,253 |
| | <u>\$ 81,717,496</u> | <u>\$ 77,655,895</u> |

Attachment 2: 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 3: Board of Governors

Chair, John Stadnyk

1st Vice Chair, Thomas Ambeault

2nd Vice Chair, Shauna Hynna

Governors:

Lou Buffone

James Caicco

Christopher Czop

Brad Delorenzi

Ali Hassan

Peter Hewgill

Darren Madahbee

David Oraziatti

Kay Vallee

Marnie Yourchuk

David Zuccato