

Sault College Annual Report

2020-21 FISCAL YEAR



SAULT
COLLEGE



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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 2020-21 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 greater than \$170 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.

Although the COVID-19 pandemic presented many challenges this past year, the College rose to the challenge by developing new and innovative ways to teach and provide services to students. This was realized with the College's amazing student satisfaction results for the 2020-21 year. I am so proud of these results because they are the voices of our students and are an important reflection of how we are doing as a college and how we can continue to improve. This past year, everyone came together as a college community to support students, remained flexible and committed, and found innovative ways to keep students engaged while ensuring the facilities, services and programming were high quality and served in the best interests of all students.

I am confident the College will come out of the pandemic stronger than ever. 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 have they been instrumental in moving our College forward throughout the current pandemic, but also have helped us achieve great success once again.

John Stadnyk
Chair, Sault College Board of Governors



Message from the PRESIDENT

Undoubtedly, the past year has been unlike any other in the history of Sault College.

This past year was filled with continued innovation, creativity, and leading-edge approaches to both academic delivery and student services. Our College rapidly adapted to remote teaching and the provision of student supports as a result of the pandemic. We continue to evolve and be proactive and are introducing new methods of delivery as we anticipate the future needs of our learners and employees and meeting new challenges head-on. 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.

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 are prepared with a variety of academic delivery methods for the fall, including the state-of-the-art Hyflex delivery which provides the highest level of flexibility and accessibility to our students.

Over the past year we have broadened our program offerings for domestic and international students alike. We welcomed students from 19 countries and have benefited from the diversity and vitality these students bring to our College and community.

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.



Dr. Ron Common
President, Sault College





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 provide an increasing number of relevant and impactful learning opportunities that lead to strong career paths. This goal not only supports our learners and their education but also an economy in need of 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 2020-21 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, 2021 is captured in this section of the report.

Skills & Job Outcomes

This priority area seeks to measure and evaluate the college's role in supporting student and graduate outcomes and alignment with Ontario's economy. Metrics measure institutional commitment to areas of strength and specialization, students' preparation with the skills essential for employment, experiential learning graduates, credential achievement, and positive labour-market outcomes for graduates, through the following performance indicators:

- Graduate Employment Rate in a related field
- Institutional Strengths/Focus
- Graduation Rate
- Graduate Employment Earnings
- Experiential Learning
- Skills & Competencies (not yet defined by Ministry)

Graduate Employment in a related field

Overarching Goals	2020-21 Departmental Initiatives	Progress at March 31, 2021
<p>The College is and will continue to expand efforts to assist graduates in finding quality employment upon graduation.</p> <p>We will provide increased career counselling and mentorship to students as we follow them through their college education and into jobs.</p>	<p>Deliver 'Prep for Success' a newly established program to prepare graduating students for entering the workforce. An online interactive series will be prepared for the current year. Workshops include:</p> <ul style="list-style-type: none"> • Professional networking/building your personal brand • Employer Panel • Job search skills • Professional networking social with community and industry partners • Immigration workshop designed specifically for international students. 	<p>As part of The Prep for Success program, the Student Job Centre participated in an employer panel to address employment related questions in regard to resumes/ cover letters, networking, job search and interview tips and advice. The sessions were recorded on video and were shared through the Alumni Department.</p>
	<p>Provision of additional Employment Placement Advisors to assist international students in finding employment by connecting graduates to the labour market, providing support and mentorship.</p> <ul style="list-style-type: none"> • Employment Placement Advisors work to connect those with little or no experience in their field of study to work opportunities (job trials). Employment Consultants provide labour market information and assist with career planning and direction. • Connecting recent graduates to certifications and upskilling if required. • Indigenous employment and training representation. 	<p>Hiring of International Employment Placement Advisors was deferred due to the pandemic and staffing instability. We hope to resume this initiative in 2021-22.</p>
	<p>Each student at our Brampton and Toronto campus locations will be provided with a placement advisor for pre- and post-graduation employment support.</p>	<p>Achieved and ongoing.</p>
	<p>Indigenous Studies will:</p> <ul style="list-style-type: none"> • Ensure Indigenous employment and training representation on Sault College's Indigenous Circle on Education • Implement employment transition workshops for upcoming Indigenous graduates enrolled in the Social Service Worker-Indigenous Specialization program • Collaborate with Employment Solutions to identify and support the implementation of services and initiatives that will effectively engage and assist Indigenous graduates of Sault College in finding employment. 	<p>Ongoing. The employment transition workshops were deferred due to the pandemic. All other initiatives were achieved and will continue.</p>

	Employment Solutions staff will attend the Program Advisory Committees for the various programs.	Achieved and ongoing.
	Employment Solutions staff will visit graduating classrooms to provide an overview of services and supports for the future.	Achieved virtually.
	Student Job Centre will provide a series of workshops, such as: resume building, interview preparation, etc. for graduating classes.	Achieved. Student Job Centre has delivered employment related workshops to a number of classes and program areas. Student Job Centre has conducted 30 classroom presentations, reaching approximately 350 students.
	Counsellors will advise students, from the application to graduation time frame, about career planning which may involve career testing or referrals to internal career services.	Achieved. Counsellors provided 11 career-related counselling and referrals to students this academic year.
	Library will purchase more books for Sault College and Employment Solutions to assist graduates in finding employment and work on resumes, interview skills and job finding tips, among other related subjects.	Achieved.
	The Library will attain a new job-seeking database with updated Canadian contact information for companies, government and non-profit organizations.	Achieved. The Library purchased over 30 books on careers/resumes. Unfortunately, due to the pandemic there was little use of these books. Databases on careers and Canadian contact information for businesses and government were made available to students who were in need of such resources.
Increase collaboration with Indigenous communities to support Indigenous graduates finding employment	Employment Solutions' Indigenous Youth Job Connection Program will incorporate cultural perspectives within job-readiness workshops and pre-employment training.	Achieved and ongoing.
	Indigenous Studies and Indigenous Friendship Centre partnership to provide employment and training services to urban Indigenous people.	Achieved and ongoing.

	<p>Indigenous Studies will:</p> <ul style="list-style-type: none"> • Increase awareness and access to Indigenous-specific employment and training services for Indigenous graduates in partnership with regional First Nation communities, SSM Indigenous Friendship Centre and Metis Nation of Ontario Employment and Training units. • Support implementation of the Indigenous Youth Job Connection Program which incorporates cultural perspectives within job-readiness workshops and pre-employment training in partnership with Employment Solutions. • Maintain and advance the Indigenous Circle on Education working relationship with Sault College Senior Administration and the Board of Governors through joint consultation and engagement processes. 	<p>Achieved and ongoing.</p> <p>In progress.</p> <p>Achieved and ongoing.</p>
<p>Increase work integrated learning opportunities and placements for students.</p>	<p>The Academic Development and Quality Assurance department will:</p> <ol style="list-style-type: none"> Ensure that work integrated learning (WIL) opportunities, using the ministry's expanded experiential learning (EL) definition, are imbedded in each new program. Ensure that WIL and EL opportunities and their effectiveness in preparing graduates for employment outcomes are reviewed as part of the annual program review. <p>Indigenous Studies will work collaboratively with internal stakeholders and local government, education and social service organizations to create and expand placement opportunities for students enrolled in the Social Service Worker – Indigenous Specialization program.</p> <p>Student Services and Athletics will provide valuable work placement and paid work opportunities for students in all programs. (post pandemic)</p>	<p>Academic Development and Quality Assurance status on deliverables:</p> <ol style="list-style-type: none"> Achieved and ongoing. An EL experience is imbedded into each new program. When an actual work/field placement is not possible, a capstone project and/or workplace simulation are imbedded. Achieved and ongoing. WIL and EL opportunities and their effectiveness are reviewed as part of annual program review. <p>Achieved and ongoing.</p> <p>Achieved and ongoing. Residence continued to employ students as an essential service provider during the 2020-21 academic year. Student positions for the Waterfront Adventure Centre were posted during the 21W semester.</p>

Institutional Strength and Focus

BUSINESS AND TECHNOLOGY PROGRAM AREA		
Overarching Goals	2020-21 Departmental Initiatives	Progress at March 31, 2021
<p>Sault College will continue to evolve and develop programs in response to labour market and student needs.</p>	<p>The School of Business will create new programming based on industry and student demand.</p>	<p>Based on collected data, including: in labour market and student demand, the School of Business has presented six new possible programs for consideration. The new programs are designed to increase domestic and international enrolment and will grow the overall enrolment of the School of Business. New programs selected have a pending start date of Fall 2022.</p> <p>Of the six new programs for consideration, a College diploma in Sports Management has been included.</p>
	<p>The Recruitment team will complete an environmental scan to understand what students are requesting compared to what the College offers.</p>	<p>Recruitment team is currently completing the environmental scan based on data collected through the 2020-21 recruitment cycle as well as trending other College offerings over the past five years.</p>
	<p>Employment Solutions will conduct a Labour Market study and reported findings on College offerings, other private career college offerings and programming suggestions based on employer needs and job seeker inquiries.</p>	<p>Achieved.</p>
	<p>Continuing Education will add five new e-learning programs, all of which will be assessed for labour market viability.</p>	<p>Achieved.</p>
	<p>The Academic Development and Quality Assurance department will develop high quality Ontario College credential programs with input from industry and community partners, which have clear program learning outcomes, experiential learning opportunities, and laddering opportunity to or from other Sault College programs.</p>	<p>Achieved and ongoing. New programs continue to have input from industry and community partners, program learning outcomes, experiential learning opportunities, and, laddering opportunity to or from other Sault College programs.</p>

	<p>Indigenous Studies will:</p> <ul style="list-style-type: none"> • Actively engage and consult with the Indigenous Circle on Education at Sault College to determine Indigenous community priorities related to labour market and student needs • Work in collaboration with community-based program partners to identify local community training needs and priorities. 	<p>Achieved and ongoing.</p>
	<p>Sault College will develop a two year diploma program to meet the needs in the labour market to care for the elderly, and those who are physically or developmentally disabled.</p>	<p>In progress.</p>
	<p>Athletics will work with academics to explore programs that are attractive for student and community needs, i.e. Sports Management post-graduate program.</p>	<p>In progress. Athletics is currently working with academic programming to design general education credits for varsity participation which recognizes the contributions and dedication of student athletes to the College and their pursuit of excellence.</p>
<p>Sault College aspires to partner with other colleges/ universities to offer degree programs in fields that lead to employment.</p>	<p>We will continue to encourage and facilitate 2 plus 2 pathways for students with our educational partners.</p>	<p>Achieved and ongoing. In March 2021, Sault College signed an articulation agreement with Trent University for our School of Natural Environment programs. The following programs lead to a Bachelor of Science (Honours), Environmental and Resource Science</p> <ul style="list-style-type: none"> • Fish and Wildlife Conservation • Forestry Technician • Natural Environment Technician • Natural Environment Technology.
	<p>The Academic Development and Quality Assurance department will work with the provincial College Degree Operating Group (CDOG) and with prospective partners to ensure that Sault College has all elements in place to ensure high quality programs which meets the standards of the Post-secondary Education Quality Assessment Board (PEQAB).</p>	<p>In progress. The College has submitted the application for ministerial consent for our first independent degree program, the independent BScN program. A self-study identifies how the College meets each of the PEQAB quality standards.</p>
	<p>The Library will ensure relevant resources and peer tutoring services are available for these new programs and partnerships.</p>	<p>Achieved and ongoing. The library continued to regularly collaborate with program areas for Library resource and peer tutoring needs.</p>

<p>Expand E-Learning to increase access to education.</p>	<p>Continuing Education will increase the number of registrations in ministry-funded courses and programs through the development and upgrading of e-learning courses.</p> <ul style="list-style-type: none"> • 15 new, three credit courses will be created to be offered in an asynchronous model. • Continuing Education will work with the other northern colleges on the Northern Colleges Collaborate Partnership to create and deliver a fully-online post-graduate certificate program. • Total enrolment for online programming will be increased by 15%. 	<p>Achieved and surpassed enrolment growth target by 6%.</p> <p>Employment Solutions partnered with Contract Training to develop targeted programming (micro-credentials) for the Skills Advance Ontario initiative in the Steel industry.</p>
	<p>Continuing Education will subscribe to an online platform to enable the College to offer non-credit, student-led, online programming.</p>	<p>Achieved and launched.</p>
	<p>Continuing Education will develop and offer five professional development online workshops.</p>	<p>Achieved.</p>
	<p>Sault College E-Learning students will be supported by online Academic databases through the Library.</p>	<p>Achieved and ongoing. Library has assisted these programs via its online databases by promoting with the E-Learning team.</p>
<p>Sault College will ensure programs are supported by highly qualified professors (recruitment, professional development).</p>	<p>Building on past recruitment efforts, future recruitment will continue to ensure programs are supported by highly qualified professors who are leading professionals in their field of study.</p>	<p>Achieved and ongoing. Updated Recruitment and Selection Procedure to improve Academic and Professional credential language. Developed a policy, in collaboration with the Manager, Quality Assurance, titled Faculty Academic and Professional Credential Requirements Policy. This is currently in a draft stage.</p>

	<p>Sault College will continue to offer various professional development opportunities to ensure that faculty and staff can improve upon existing skills and gain new skills and ensure their knowledge and skills remain current and relevant. To assist, the following initiatives are offered to faculty:</p> <ul style="list-style-type: none"> • HR will organize a variety of PD sessions that are open to all staff in May and June. Prior to this, staff will be surveyed to gauge interest in specific PD sessions. A variety of sessions will be offered based on this feedback. • Various professional development sessions will be offered throughout the remainder of the year on various topics. • Employees will continue to have access to the Employment Stability Funding which provides compensation for employees to participate in activities that will enhance the individual employee's employment stability. 	<p>Achieved and ongoing. The 2020 Spring Professional development calendar offered 13 virtual sessions for both personal and professional growth. During the pandemic, sessions needed to be achieved remotely and various engaging sessions were scheduled ranging from Microsoft Office, Universal Learning Design, and Best Practices for Remote Learning to Personal Finance and resiliency sessions.</p> <p>Throughout the 2020-21, Human Resources offered a variety of sessions to all staff. Sessions included: Microsoft Office, Microsoft Teams, Conflict Management, Intercultural Exploration Training, a 10-week series Happiness 101, and a six-week online cooking class. Staff were also provided the opportunity to participate in daily, online fitness classes offered throughout the year led by Fitness and Health Promotion staff and students.</p> <p>All full-time support, academic and administrative staff have access to employment stability funding up to a maximum of \$1200 per academic year. Staff members from all employee groups utilized this funding in the 2020-21 year. Forms and further information, such as terms of reference, are readily available on the Sault College intranet.</p>
	<p>HR will utilize the minimum qualifications document, which specifically outlines the required qualifications for professors. These ensure that we hire the most qualified faculty, who have the necessary skills and knowledge to teach into our programs. This document will continue to serve as the basis of our recruitment practices and hiring.</p>	<p>Achieved and ongoing. HR continues to utilize the minimum qualifications document when recruiting full-time faculty. The document is used when drafting the job posting and sourcing and screening applicants.</p>
	<p>HR will implement new recruitment software in the 2020-2021 year. This software will include a database of applicants with the capability to search for specific skillsets required for various College positions, including faculty.</p> <p>The new software system will allow the College to broaden where jobs are advertised to attract a more diverse applicant pool.</p>	<p>During the 2020-21 year, the Human Resources team achieved extensive user acceptance testing on the new recruitment system allowing for an expected go-live date in June 2021. Prior to go-live, main stakeholders will be trained and provided information on using the new system and the benefits of this implementation.</p>

Sault College will continue to partner with various Indigenous Educational Institutes to deliver Sault College programming in other communities, some of which are located in Indigenous communities.

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. We will increase the number of programs being offered via partnership to nine.
- By increasing the number of programs offered in partnership, the number of Indigenous students enrolled at Sault College will increase as will retention rates and graduation rates.

Achieved. Successfully increased the number of programs offered via partnership to nine.

Graduation Rate: Target for 2020-21 is 66.7%

Overarching Goals	2020-21 Departmental Initiatives	Progress at March 31, 2021
Support faculty and staff in remote delivery.	The Academic Development and Quality Assurance department will facilitate peer-led training to support remote delivery; i.e. WebEx, Microsoft team, E-Learning Course Development, etc.	Achieved and ongoing. A full time position has been on-boarded to facilitate faculty development and training.
	The Human Resources department will include relevant training opportunities during the spring PD sessions.	Achieved and ongoing. Human Resources offered sessions in the spring PD and beyond to staff regarding remote delivery. These include sessions such as: Microsoft Office, Microsoft Teams, Augmented Reality, Extend Reality and Virtual Reality, Best Practices in Active Learning for Remote Classes, and Supporting International Students during Remote Course Delivery. Motivational interviewing level 1 training was offered to Student Services staff during the fall semester

Improve overall student retention rates.

The School of Natural Environment, Business and Culinary will review course substitution options as well as other pathways that help students complete program graduation requirements.

In progress. Work to review course substitution options and pathways continue with several key successes, including: identifying and reaching out to near-to-graduating students to encourage program completion.

Increase use of peer tutors in Community Services programming.

Achieved and ongoing. Program specific tutor was provided through the support of the Indigenous Studies department. Increased hours of tutoring supported students in SSW-IS program.

The Quality Assurance department will provide semester by semester program enrolment data to program teams to support review of overall retention and program completion and to support development of improvement initiatives.

Achieved and ongoing. Semester-by-semester program enrolment data is provided to program teams in the data packs which support annual program review.

Student at risk survey target of 85% survey completion rate for first year students; 100% outreach to survey respondents.

Partially achieved. Survey response rate fell short of the target at 53% participation, however, 100% of respondents received targeted outreach.

Continue to offer a three-week academic orientation for new students.

Achieved and ongoing. A successful virtual orientation welcomed over 900 students in the first week of September. Weeks two and three encouraged students to explore success scenarios and materials posted to the student portal in place of presentations (pandemic restrictions), and computer / technology support workshops were offered.

Residence hosted an orientation session for students to meet other students in Residence before move-in.

The Residence Advisors and office staff had weekly virtual drop in 'chats' which engaged students with other students and staff in Residence. Although attendance of residents was low students would engage with each other through MSTeams on their own time using the same platform.

	<p>When we are able to (post-pandemic), offer more social activities to keep students engaged with a priority on the first six weeks of the term. Consider online options during the current situation.</p>	<p>Achieved. Social Media engagement, virtual events, and live success workshops were held throughout the academic year.</p> <p>In person sport and recreation was not possible in 2020-21 due to the pandemic and delivered online staff and student challenges as well as launching two highly successful varsity E-sport teams. Clinching second place in the OPSE in its first season.</p>
<p>Improve retention rates for students with psychological disabilities and high-risk students.</p>	<p>Create training modules for staff, to be available on their LMS (like AODA, etc.), with information on supporting students in distress and referral options.</p>	<p>Achieved. Resource material on the policies and processes for providing support and accommodations to students with disabilities was created and distributed to faculty.</p> <p>Funding was secured for the College to implement the National Standard for Mental Health and Well-Being for Post-Secondary Students.</p>
	<p>Continue to deliver The Inquiring Mind to various program areas, with a focus in the second year to deliver in program areas that did not receive training in pilot year (2019-20).</p>	<p>The Inquiring Mind delivery plan did not occur due to the pandemic. The delivery plan will continue in the 2021-22 academic year.</p>
	<p>The College will continue to contract Psychological Services, with a Psychologist available weekly on-site via Counsellor referral.</p> <p>Counselling will continue to collaborate with on-campus physicians regarding diagnosis and medical interventions for students experiencing symptoms of mental illness.</p>	<p>Achieved and ongoing. The College continued to provide psychological services via remote service delivery.</p>
<p>Improve retention rates for Indigenous students.</p>	<p>Develop more unrestricted awards/bursaries for returning Indigenous students that promote academic achievement and minimize financial barriers faced by Indigenous students.</p>	<p>Achieved and ongoing.</p>

Indigenous Studies will:

- Contribute to a culturally-safe learning environment through the ongoing provision of effective, relevant academic, and cultural supports, services and initiatives for Indigenous learners attending Sault College and those enrolled in community-based programming.
- Work collaboratively with the Student Services department to implement Indigenous-specific counselling support services and initiatives that support the needs of Indigenous learners
- Work collaboratively with the Human Resources department to provide ongoing professional development opportunities to increase institutional awareness and understanding of: Indigenous culture, history and worldviews, the unique needs, challenges and barriers experienced by Indigenous learners within a post-secondary setting and best practices pertaining to Indigenous education
- Work collaboratively with internal and external stakeholders to establish an Indigenous Health Advisory Committee that would be responsible for making recommendations on the development of health programming, training and services to meet the existing and evolving needs of Indigenous students.

Achieved and ongoing.

Achieved. The Indigenous Student Support Officer held virtual chats and success sessions to support Indigenous students and collaborated on Indigenous events and initiatives with the Indigenous Studies department.

Achieved and ongoing.

Achieved and ongoing.

A fourth year Bachelor of Science in Nursing student is completing a Change Project by exploring the reason for attrition of Indigenous nursing students. The results will be analyzed by the Dean of Indigenous Studies and the Dean of Health, Community Services and Interdisciplinary Studies so strategies can be put in place to improve retention.

In progress.

The new Indigenous Student Success and Recruitment Officer will work on the following priorities to improve retention rates:

- Increased focus on student self-identification to improve accuracy of College demographic information
- Indigenous specific events to be held
- Increased and focused one-on-one success planning for Indigenous students.

Achieved and ongoing. All self-identified Indigenous students received communication from the Indigenous Student Success Officer including one-on-one success planning invitations, the first year at-risk survey encouraged self-identification, and events and workshops were held for Indigenous students.

	<p>The Library (in partnership with Indigenous Studies) will continue to offer Indigenous book talks, author readings and events.</p>	<p>Achieved and ongoing. In 2020-21 Library Services in partnership with Indigenous Studies hosted the Visiting Artist Series. This series annually brings a well-known Indigenous artist to present and collaborate within the college community. This year we virtually hosted author Waubgeshig Rice. Waubgeshig did a virtual presentation along with an interactive question and answer session. There were 26 students, staff, faculty and community members in attendance.</p> <p>Library Services again teamed up with Indigenous Studies to host Book Club for staff and faculty. Participants gathered in the spirit of reciprocity and reconciliation to read and discuss From the Ashes: My Story of Being Homeless, Metis and Finding My Way.</p>
	<p>Peer Tutoring and the Library will be working more directly with the new Indigenous Student Success and Recruitment Officer.</p>	<p>Achieved and ongoing. Peer Tutoring has successfully worked with the new Indigenous Student Success and Recruitment Officer to orient the individual to our services and library databases in general. Additionally, Peer Tutoring has connected with the Indigenous services team and faculty of the Social Services Worker-Indigenous Specialization program to set up peer tutoring sessions.</p>
	<p>Residence is implementing culturally appropriate policies to attract Indigenous students to Residence and providing additional gathering and cooking spaces.</p>	<p>Residence added one additional cooking space/kitchen in Summer 2020, and another additional cooking space/kitchen will have an estimated completion of July 2021.</p> <p>Due to the pandemic and limited capacity, culturally appropriate policies to attract Indigenous students to residence were not achieved.</p>
	<p>The number of designated smudging spaces on campus will be increased.</p>	<p>Achieved and ongoing. The number of smudging spaces on campus will continue to be reviewed and updated as needs arise.</p>

<p>Introduce innovative initiatives to ensure strong supports are in place for students through their time at Sault College.</p>	<p>Improve the Credit Transfer process and communication strategies for students with prior post-secondary learning which can have a positive impact on their course load, success, and motivation to complete their program of study.</p>	<p>Achieved and ongoing. An improved Credit Transfer process was implemented and the framework for including pre-approved credit transfer on the domestic offer letters was designed.</p>
	<p>Continue to improve upon methods of communication with Indigenous and international students.</p>	<p>Achieved and ongoing. Self-identified Indigenous students were outreached to by an Indigenous Recruiter during the conversion period. Communication with prospective international students was improved through automated emails at different application stages.</p>
	<p>Community Services faculty will continue to lead student focused events such as, "You're almost there, know we care" to support student success.</p>	<p>Outreach to community services students was facilitated through MSTeams groups and meetings.</p>
	<p>The Student Success Retention Committee will continue to identify student barriers to success and work collaboratively with Academic and other teams across the College.</p>	<p>Achieved and ongoing. The Committee focused on the needs of a successful remote learner which included video demonstrations, workshops, and user guides.</p>
	<p>A new online student-at-risk reporting tool will be used to improve efficiency for all stakeholders.</p>	<p>Achieved and ongoing. Improved faculty at-risk reporting process and form were improved. An integrated tool is still in review.</p>
	<p>New evening childminding for students with children will resume post-pandemic.</p>	<p>The Childminding initiative wasn't possible due to the ongoing pandemic.</p>
	<p>Reminders to students about supports available to them will be issued at the beginning of the final semester.</p>	<p>Achieved and ongoing. Information was made available on the student portal including virtual presentations to some graduating classes.</p>
	<p>Counsellors will meet with varsity athletes at onset of academic year to introduce services and establish relationships. Ongoing, weekly drop-in times in Athletics will be implemented to reduce barriers to support.</p>	<p>While we continued to monitor and assist Varsity athletes virtually this season, it was more difficult to connect with Varsity Athletes due to the pandemic and the lack of face-to-face check ins.</p>

	<p>The Library will increase the number of interactive training modules available for student success. We will track the traffic of these modules on our website.</p>	<p>Achieved. The Library has created new pages on our website with interactive training modules including our online learning world including: Open Education Resources. How to Teach Online, Virtual Support and Online Learning/ Videos pages to help students and faculty navigate this new learning environment under the pandemic. Additionally, the Library added a new interactive feature called the Concept Map to our discovery layer, EDS. The Concept Map is a visual map of your search results, which is a great feature for visual learners.</p>
	<p>The Sault College Peer Tutoring Program will continue with weekly program-specific group, drop-in, tutoring sessions, as well as sessions in core subjects such as Math, Physics and Communications.</p>	<p>Achieved and ongoing. Tutoring services have moved to a virtual environment on MSTeams. This transition has been extremely successful. Many other colleges have contacted Sault College Library for guidance on setting this service up virtually. Students can log in from anywhere – including home countries for international students studying outside of Canada – which allows students to quickly log in if they have forgotten about the session. In Fall 2020 we had over 409 tutoring sessions for 33 different subjects/programs. In Winter 2021 we had 523 tutoring sessions for 36 programs/subjects.</p>
<p>Seek funding to ensure the continuation of on-campus mental health services for all students.</p>	<p>The College will work with the Canadian Mental Health Association (CMHA) to continue to access funding for Mental Health education and training.</p> <p>We will seek out funding opportunities and continue to develop mental health partnerships within the community.</p>	<p>Achieved and ongoing. CMHA continued to provide support to funding applications.</p> <p>The implementation of the National Standard for Mental Health and Well-Being for Post-Secondary Students will allow for community input and relationship development.</p>

Graduate Employment Earnings:

This metric does not take effect in 2020-21; however, initiatives supporting positive results will be undertaken.

Overarching Goals	2020-21 Departmental Initiatives	Progress at March 31, 2021
<p>Work with community and industry partners to ensure we are producing job-ready graduates who are in demand.</p>	<p>The Student Job Centre will support students in finding part-time student employment which, in turn, provides valuable pre-graduation work experience to prepare them for their career.</p>	<p>Achieved and ongoing. Student Job Centre has assisted 14 international students secure part-time employment.</p> <p>The Student Job Centre supported 147 students with one-on-one appointments and had 1,072 student contacts/communication with students providing them with support and service in the areas they requested.</p>
	<p>Program Advisory Committees within Community Services have met in all program areas to review skills needed in today's economy. New database work supporting case documentation will be introduced into the curriculum for fall 2020.</p>	<p>In progress. Database education was presented to current SSW and SSW-IS students. Curriculum is being reviewed to support this need.</p>
	<p>Continuing Education/Corporate Training will work with Algoma Manor (long-term care facility) to offer and run a Personal Support Worker (PSW) Program at the facility. This project will also include support from Employment Solutions to provide access to the Ontario Canada Job Grant. Upon completion, successful students will be offered employment at Algoma Manor helping to address the PSW shortage.</p>	<p>Achieved.</p>
<p>Work with Indigenous communities to support graduates.</p>	<p>Indigenous recruiters will do an environmental scan when visiting Indigenous communities to determine what programs support those local labour markets. Recruiters will help connect Indigenous students to posted employment opportunities.</p>	<p>This initiative did not happen due to the pandemic and changes in staffing.</p> <p>Virtual support for potential students is being provided.</p>
	<p>Maintain active partnerships with Seven Generations Education Institute via quality and programming visits and ongoing consultation.</p>	<p>Ongoing. Site visit was deferred due to the pandemic. Virtual support for quality assurance is ongoing.</p>

	<p>Indigenous Studies will:</p> <ul style="list-style-type: none"> • Actively engage and work with the Indigenous Circle on Education at Sault College to identify and implement best practices that will effectively support Indigenous graduates of Sault College. • Work with FutureSSM's Indigenous Employment Roundtable to share information and explore potential employment partnerships with local employers • Work with local and regional Indigenous employment and training organizations to improve communications and information sharing regarding upcoming employment opportunities. 	<p>Achieved and ongoing.</p>
<p>International student supports</p>	<p>Application workshops will be facilitated to support our current international students in continuing their education at Sault College and selecting a second program of study to improve their employability.</p>	<p>Achieved and ongoing. 357 returning students were supported in applying to a second program.</p>
	<p>Each student at our Brampton and Toronto campus locations will be provided with a placement advisor for pre and post-graduation employment support.</p>	<p>Achieved and ongoing.</p>
	<p>Admissions will look at ways to achieve a more efficient process for letter generation for students who need to extend the length of their study permit and apply for the Post Graduation Work Permit.</p>	<p>Achieved and ongoing. Proof of Enrolment and Proof of Completion letters have been automated on the student portal.</p>
	<p>Introduce a 16-week English for Academic Purposes program to diversify international student interest in the College, using it as gateway to diploma programs.</p>	<p>Achieved. Program developed into one-year General Arts and Science – English for Academic Purposes program. First intake May 2021.</p>
	<p>The Student Job Centre will provide support to assist international students in finding part-time student employment which, in turn, provides them with valuable pre-graduation work experience that will help develop skills, build resumes and create opportunities for graduate employment.</p>	<p>Ongoing. The Student Job Centre has assisted international students in finding part-time student employment.</p>

<p>Increase collaboration with local stakeholders, including employers, local government, Algoma University, Indigenous groups to ensure alignment with economic development strategies.</p>	<p>New 2 plus 2 partnerships identified for qualifying General Arts and Science and Police Foundations students entering Algoma University, and new 2 plus 2 partnerships with Laurentian University for qualifying Social Service Worker – Indigenous Specialization students.</p>	<p>Achieved.</p>
	<p>Continuing Education/Corporate Training will offer and run a Personal Support Worker program in collaboration with Algoma Manor (long-term care facility).</p>	<p>Achieved.</p>
	<p>Continuous collaboration will occur to ensure that members of the Indigenous Institutes that we partner with to offer programming are active on the Program Advisory Committees.</p>	<p>Ongoing. Indigenous Institute partners are active on the Program Advisory Committees.</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 strive to positively influence employers in the Algoma region with comparable graduate earnings throughout the province.</p>	<p>Achieved and ongoing.</p>

Experiential Learning:

This metric does not take effect in 2020-21; however, initiatives supporting positive results will be undertaken.

Overarching Goals	2020-21 Departmental Initiatives	Progress at March 31, 2021
<p>Sault College will facilitate increased experiential learning opportunities for students.</p>	<p>Examples of initiatives to increase experiential learning include:</p> <ul style="list-style-type: none"> • Capstone projects: students, working individually or collaboratively in groups, will plan, design, document and deliver projects that integrate key concepts of the program's field to demonstrate the culmination of their knowledge. Each new graduate certificate being developed includes a capstone project in the final semester. 	<p>In progress.</p>
	<p>Programs delivered at our partner campuses in the GTA will include a work placement (in many cases in place of a capstone project)</p>	<p>Achieved and ongoing.</p>
	<p>Simulation and Simulated workplace: increasing the number of simulators and simulated learning environments throughout our programs allows students the opportunity to put theory into practice in a safe and controlled environment</p> <p>Facilities will support through the renovation of space to meet the program needs.</p>	<p>Achieved and ongoing.</p>
	<p>Increased co-op placements (post-pandemic): although increasing the number of work placements can be challenging in a small community they provide a great opportunity for on-the-job application of theory</p>	<p>Deferred due to pandemic.</p>
	<p>Early Childhood Education program, in partnership with the Sault College Early Learning Centre (ELC), is incorporating more opportunities for students to work within the ELC Lab school.</p>	<p>ELC lab use was delayed due to the pandemic.</p>

COMMUNITY & ECONOMIC IMPACT

This priority area seeks to measure and evaluate the college's role in supporting Ontario's economy. Metrics measure funding from private sector sources, the positive economic impact on local economies brought by students at an institution, and the differentiated ways institutions demonstrate economic impact, through the following performance indicators:

- Community/Local Impact
- Institution-Specific Metric (Economic Impact)
- Innovation: Revenue Attracted from Private Sector Sources
- Institution-Specific (Apprenticeship-related)

Community/Local Impact:

Institutional enrolment share of the population of the city (cities)/town(s) in which the institution is located.

Overarching Goals	2020-21 Departmental Initiatives	Progress at March 31, 2021
<p>Sault College strives to increase community/local impact by:</p> <ul style="list-style-type: none"> • Collaborating with community and industry partners, including First Nations and Metis groups 	<p>The School of Natural Environment, Business and Culinary is actively recruiting new Program Advisory Committee members based on a skills matrix.</p>	<p>All Program Advisory Committees in the School of Natural Environment, Business and Culinary are reviewing and recruiting membership based on an industry-driven skills matrix. The pandemic has slowed this work but it still continues.</p>
	<p>New Indigenous recruitment and success position will allow for an increased presence and collaboration with First Nations and Metis groups.</p>	<p>In progress. The scope of position has changed to focus on success and community development. Also due to COVID some of the planned initiatives were not able to occur in person and virtual methods were used where possible.</p>
	<p>Hairstyling program will continue to offer community haircuts, offer training to community salons and work with cancer patients or anyone experiencing hair loss requiring wigs through Hair's to You fundraising campaign. (post pandemic)</p>	<p>The salon was closed to the public due to the pandemic.</p>

	<p>Continuing Education/Corporate Training will work with Indigenous groups to offer programming to the surrounding Indigenous communities.</p>	<p>Ongoing (Fetal Alcohol Syndrome Disorder program achieved in partnership with North Eastern Aboriginal Program) (awaiting approval for funding for an Early Childhood Education program with Norther Shuswap Tribal Council)</p>
<p>Becoming a destination college that attracts domestic and international students to Sault Ste. Marie for their postsecondary studies.</p>	<p>Indigenous Studies will maintain consistent and ongoing Indigenous community engagement and consultation through active participation on local, regional, provincial and national Indigenous committees and working groups.</p>	<p>Achieved and ongoing.</p>
	<p>Promote Sault Ste. Marie through media, marketing printed materials and website. Create a subsection on our website called "Why Sault Ste. Marie" outlining amazing advantages of living and studying in the North and in Canada.</p>	<p>Ongoing. Sault College boilerplate, included in every news release, includes information about the Sault Ste. Marie area.</p> <p>Currently refreshed the https://www.saultcollege.ca/sault-college-why-us with new content on the launch of the new tourism site. Creating location advantages in our Fall 2021-22 campaign with focus on "Open, Vast, Amazing"</p>
	<p>A partnership with TWG Communications in Toronto, was created and representatives will continue to have a recruitment presence in the GTA throughout the year.</p>	<p>In progress and was a successful year allowing access virtually to the GTA. This partnership has been renewed for another year.</p> <p>Due to COVID the College Information Program event for 19-20 was cancelled. As a result the recruitment team was able to find new ways through technology to reach out to new students virtually and host events.</p>
	<p>The College will participate in five and a half weeks of CIP (College Information Programs), 10 weeks of APSIP (Aboriginal Post-Secondary Information Program) and an additional 23 weeks of visits to high schools, learning centres and Indigenous communities.</p>	<p>The CIP event did not occur in 2020-21 due to the pandemic.</p>
	<p>HR will continue to hire qualified faculty and staff to meet the high standards of our programming and College, which will help to attract potential students.</p>	<p>Achieved and ongoing.</p>
	<p>HR will utilize the minimum qualifications document, which specifically outlines the required qualifications for professors. These standards ensure that we hire the most qualified faculty, who have the necessary skills and knowledge to teach into our programs.</p>	<p>HR continues to utilize the minimum qualifications document when recruiting fulltime faculty. The document is used when drafting the job posting and sourcing and screening applicants.</p>

HR will utilize its new recruitment software to broaden where jobs are advertised to attract a more diverse applicant pool.

The Human Resources team achieved extensive user acceptance training with our recruitment software in anticipation of a go-live date of June 2021. During this past year, to diversify applications, Human Resources posted jobs on various platforms, including: the College's external website, targeted job boards, and social media.

Indigenous Studies will:

- Promote post-secondary education at Sault College as a viable and realistic option for potential learners through active participation and engagement with the Indigenous Post-Secondary Information Program.
- Increase communication and engagement with local secondary schools, adult learning centres and Indigenous Education Counsellors to promote Sault College and to identify and support post-secondary education transition initiatives.

Achieved and ongoing.

Athletics and the Waterfront Adventure Centre will offer competitive and recreational sport facilities and programming to attract domestic and international students. (post pandemic)

The College will work towards creating Athletic-based scholarships for International students.

Varsity Athletics has placed a priority on recruiting the best possible players for all our sports. As a result, we are recruiting athletes from almost every province in Canada and making a national/international name for the College particularly in the sport of hockey. On average we recruit 60-70 new athletes to Sault College each year to play OCAA/ACHA sport.

We are hoping to expand our sport offering in various sports to offer even more opportunities to our students in varsity sport especially our Indigenous student athletes.

Athletics has partnered with the international department to offer international athletics bursaries to attract students to Sault College.

Our new Waterfront Adventure Centre is also a key component in attracting students from around Canada and internationally.

<p>Investing in college infrastructure, which creates local construction jobs.</p>	<p>Sault College continues to invest in infrastructure projects to enhance the campus. 2020-21 proposed projects include:</p> <ul style="list-style-type: none"> • Aviation Hangar Renovation (awarded) • Employment Solutions Relocation/Renovation (awarded) • The College is working with the City Transit Services to enhance transit services for our students. The new Northern Transit/ Transfer Hub project is currently in the design phase with construction expected to start this summer. • Parking lots maintenance • Emergency Generator fuel upgrades • C-Wing Boiler rehabilitation • Ray Lawson Hall (Residence) continue to invest in the facility annually by renewing and renovating space and equipment. 	<p>Achieved within budget.</p> <p>In Residence, additional cooking space/kitchen on second floor was achieved in Summer 2020, along with four new bathroom vanities. Residence will complete an additional kitchen/cooking space by July 2021 on third floor. Third floor corridor is expected to be painted Summer 2021, with some updating of bathroom vanities.</p>
<p>Conducting and supporting events that generate economic activity.</p>	<p>Once restrictions related to COVID-19 are lifted and we are able to resume planned activities:</p> <ul style="list-style-type: none"> • Athletics will provide competitive and recreational sport programming throughout the year which generates significant community support within our campus and partner facilities. Some examples include: Homecoming, Winter Classic, and the Scholarship Breakfast. • The Waterfront Adventure Centre operation will create student and seasonal jobs within the community which will result in the development of community event programming for indoor or outdoor activities. 	<p>Competitive sport was cancelled due to the pandemic and public health precautions and will commence again once it is safe to do so.</p> <p>The Centre was closed due to the pandemic.</p>
<p>Sault College strives to deliver programming to community members that have barriers.</p>	<p>Continuing Education will deliver two pre-apprenticeship training programs targeting students with barriers.</p> <p>Continuing Education/Corporate Training will work in partnership with the social services industry to deliver programming to individuals utilizing social services.</p>	<p>Ongoing. To be achieved by July 7, 2021 (delayed slightly due to employers not accepting placement students during the lockdown)</p> <p>Achieved and ongoing. Building Maintenance and Construction Program is a reoccurring contract.</p>

Institutional Specific (Economic Impact):

Employment Solutions – Percentage of clients served who were placed in jobs through employment services.

Overarching Goals	2020-21 Departmental Initiatives	Progress at March 31, 2021
The Employment Solutions team will continue to successfully work with community and industry partners to undertake collaborative and innovative initiatives that will grow our economy and enhance our workforce.	Employment Solutions will use its labour market knowledge and leverage employer relationships to support job seekers in the Algoma region.	Achieved and ongoing.

Revenue from Private Sector Sources:

This metric did not take effect in 2020-21; however, initiatives supporting positive results will be undertaken.

Overarching Goals	2020-21 Departmental Initiatives	Progress at March 31, 2021
Sault College will strive to meet the enrolment targets set for the private partner (triOS) in Brampton and Toronto.	Develop a Partnership steering committee to ensure recruitment plans, application plans and communication plans are being developed to achieve collaboratively the overall targets of the partnership	Achieved and ongoing. Monthly steering committee were established in the beginning of 2020 and will continue through the terms of the agreement.
	Continually monitor and review the application process and application targets with the goal to improve efficiencies and increase conversion rates.	Achieved and ongoing. Student data automation between Sault and triOS continues to be developed and improved each term.
	Work towards full integration between the application system and student records system to maximize output and minimize manual processing.	In progress. Important preliminary integration work was successfully achieved including name/address length extensions.
	Continue to maintain open communication with partner around objectives and opportunities of the partnership.	Biweekly meetings occur to discuss operational needs as well as enrolment needs with partner. Further allows for joint communication for potential opportunities and collaboration to improve services.

	<p>The following marketing activities will be undertaken:</p> <ul style="list-style-type: none"> • Create a new brand within the College to showcase our new campus locations • Create marketing materials and collateral • Create new signage and building signage for Toronto and Brampton • Create new sections within our planned rollout of our new website initiative this summer • Drive new engagement and digital acquisition campaigns to our campus pages • Highlight program campus offerings through our new site • Create new Virtual Tours of our Toronto Campus. 	<p>Campus pages created and have begun planning out saultcollege.ca/Toronto and saultcollege.ca/Brampton page upgrades.</p> <p>Signage was achieved as planned at both locations.</p> <p>Planned campaign initiatives for fall 2021-22 for digital push to partner applications.</p> <p>The creation of the virtual tours of the Toronto campus has been moved to the 2021-22 fiscal year due to the pandemic.</p>
<p>Sault College will strive to increase contract training revenue.</p>	<p>Indigenous Studies will work in collaboration with the Continuing Education department to support increased outreach and engagement with Indigenous communities and organizations to promote Sault College contract training opportunities.</p>	<p>Achieved and ongoing.</p>
	<p>Continuing Education will recruit and employ a Business Development Manager to seek corporate training contracts to increase revenue from corporate training projects by 50%.</p>	<p>This initiative was deferred due to the pandemic.</p>
<p>Other</p>	<p>Private sector sponsorship and partnership agreements will continue to increase as a result of Athletic department business development efforts.</p>	<p>Two new partnership agreements, proactively developed with a local business and agency, for activities at the Waterfront Adventure Centre once the centre is able to re-open.</p>
	<p>Employment Solutions will seek and apply for funding opportunities.</p>	<p>Skills Advance Ontario (SAO) funding secured. Two new SAO proposals were submitted and approved for 2021-22 fiscal year start.</p>

Enrolment

Overarching Goals	2020-21 Departmental Initiatives	Progress at March 31, 2021
<p>Per Scorecard:</p> <ul style="list-style-type: none"> • 2020 Fall target Domestic: 1,743 • 2020 Fall target International: • Sault Campus: 1,069 • Partnership: 928 • Total enrolment: 3,740 		<p>Actual Fall Enrolment:</p> <p>Domestic: 1,460 International: Sault: 708 Partnership: 442</p> <hr/> <p>Total fall 2,610</p>
	<p>Continue to modernize our conversion activities by applying feedback from OCAS applicant surveys to maximize our domestic conversion rates.</p>	<p>Achieved and ongoing. Student data automation between Sault and triOS continues to be developed and improved each term.</p>
	<p>Continue to implement system and process improvements to streamline international applications and increase conversion rates.</p>	<p>Achieved and ongoing. Automated domestic offer letters including waitlist, needs information, and confirmation letters.</p>
	<p>With an additional Indigenous recruiter on board, the College is reaching out with an additional 10 weeks of recruitment in Indigenous communities to increase enrolment of Indigenous students.</p>	<p>Change in scope: A reorganization prioritized Indigenous student support, reallocating the additional recruitment time to student success objectives.</p>
	<p>Partner with TWG to have an increased recruitment presence in the GTA throughout the year to encourage and support students thinking about studying at Sault College.</p>	<p>Continue to partner with TWG and build connections with the GTA students.</p>
	<p>The following marketing activities will be undertaken:</p> <ul style="list-style-type: none"> • Re-write all program overview content to be more search engine friendly to help with search result rankings • Create new website with a new experience for prospective students • Increase digital and media spends to push in Southern Ontario Markets • Create new language specific pages for targeted countries for fall recruitment season • Greater highlights to our pathway opportunities • Create integration of new touchpoints with students into our CRM to allow for better nurturing of leads. 	<p>All program descriptions have been rewritten.</p> <p>New website launch is now achieved.</p> <p>Increased spends for 2020-21 digital campaigns achieved successfully.</p> <p>Created new pathway website section and created interlinking with programs offering pathway opportunities. www.saultcollege.ca/pathways</p> <p>Working with international on language/agent specific pages.</p> <p>All marketing campaigns now integrated into CRM using Pardot email automation and salesforce logic.</p>



Sault College will strive to diversify international enrolment and expand partnerships into multiple countries.	Use application country specific campaigns, reserving seats in specific areas of studies.	Achieved and ongoing. Created new and revised content within saultcollege.ca/international.
	Prioritizing country-specific applications based on new countries entered as part of the international recruitment plan.	Achieved and ongoing. Averaging a 24-48 hour application to offer turnaround in new international markets.
	Create new language specific pages for targeted countries for fall recruitment season.	Achieved and ongoing.
	Create marketing materials for international recruiters that are specific for each location.	Achieved and ongoing.

Financial Sustainability

Achieved metrics prescribed by Ministry

System-Wide Metrics	Benchmark	Actual
Annual Surplus (Deficit)	>0	3,869,011
Accumulated Surplus (Deficit)	>0	33,690,076
Net Income to Revenue Ratio	>1.5%	4.87%
Net Assets to Expense Ratio	>60%	126.79%
Quick Ratio	>1	3.66
Debt Servicing Ratio	<3%	0.81%
Total Debt to Assets Ratio	<35%	13.15%

HIGHLIGHTS FROM 2020-21

Sault College Soars High on Student Satisfaction

The important voices of our students have spoken loudly once again! We are extremely proud and excited about our amazing student satisfaction results for the 2020-21 year!

These results support and complement our collective goal of providing a quality education and superior student experience:

- Student Satisfaction (measuring overall student satisfaction)
- 83.3% satisfaction and just shy of last years' score of 83.9%
- Quality of Knowledge and Skills (measuring that a program is giving learners knowledge and skills that will be useful in their future career)
- 93.5% satisfaction and the College's highest score ever matched only in 2015
- Quality of Learning Experiences (measuring the overall quality of the learning experiences in a program)
- 89.6% satisfaction and the College's second highest score ever

This year's student satisfaction survey was gathered by an independent research firm on behalf of Sault College. Although no longer collected at the provincial level, this survey continues to offer tremendous value for our College. These results help to inform our decision making, allow for continuous improvements and reflection and ensure that we provide an educational experience that encompasses all of the amazing our organization has to offer.

Sault College and Humber College Join Together to Offer Unique Engineering Degree

Sault College and Humber College have partnered to offer an innovative opportunity for post-secondary learners. Beginning September 2021, the Colleges will co-deliver the Bachelor of Engineering - Mechatronics, allowing students to study the entire program at either Sault College - Sault Ste. Marie Campus or Humber's North Campus in Etobicoke. This collaboration strengthens opportunities for learners, particularly those in the North, to study in exciting and emerging fields while living closer to home.

A Humber degree, the Bachelor of Engineering - Mechatronics will provide students with hands-on experience with industry-standard advanced technology and practical co-operative work placements. Through their studies, learners will gain knowledge and skills in mechanical, electrical and computer engineering. Graduates will be prepared for highly skilled careers in fields such as advanced manufacturing, energy, health care, and pharmaceuticals.

This partnership builds on the Ministry of Colleges and Universities' October 2019 announcement enabling Ontario's publicly assisted colleges to offer new post-secondary programs more easily.

This collaboration provides students with access to expanded engineering education, along with the convenience and flexibility of completing studies at either college. For Sault College, this is an important step in offering new innovative educational



programming while supporting local industries and partners. It further complements Minister Romano's Home to Stay initiative by growing local opportunities for learners to stay in their home community while studying in emerging areas.

During their four years, students will engage in a collaborative learning experience. The program will be delivered through a blend of in-person, classroom and laboratory learning combined with videoconferencing, supported by an online Learning Management System. Students at both colleges will have access to professors, program coordinators, student success services and technical support.

Humber's Bachelor of Engineering –Mechatronics is designed to meet the Canadian Engineering Accreditation Board's (CEAB) requirements. For more program information, visit www.saultcollege.ca/EngineeringDegree.

Sault College Launches Micro-credential Online Platform

Sault College has launched a successful micro-credential online platform. Training.saultcollege.ca offers learners with flexible education. Benefits of this platform include:

- Learning at your own pace, with up to 90 days to complete each course.
- No application process.
- You can enroll and begin in the same day!
- Successfully completion results in a digital badge and certification which can be shared on over 20 social media platforms.

Courses are geared towards individuals looking to upskill their knowledge or learn about something new. Some courses are bundled together to create a package.

Fully online Early Childhood Education Program Now Available

Sault College understands the value of offering versatility in its programming while balancing the needs of every kind of learner. To complement this, Sault College and Contact North began offering a fully online Early Childhood Education diploma program. Students can join us from anywhere in Ontario and complete your studies remotely.

This full-time, 18-month, fully online program is designed to prepare students for a position in the Early Childhood Education/Early Years field and give them the tools to have a meaningful and successful career in this critical area of early education. Studies are delivered via Contact North (virtual classroom, online live), and run for four consecutive semesters



ending December 2021. Associated placement opportunities will aim to be achieved in the student's home community. Placements will occur in accordance with public health guidelines.

Sault College Celebrates National Indigenous Peoples Day

On June 21, 2020, in keeping with COVID-19 restrictions, a small group gathered at Sault College for a flag raising ceremony in honour of National Indigenous Peoples' Day. Through traditional prayer and inspirational speeches, the group commemorated this important day and the outstanding contributions of the First Nations, Inuit and Métis peoples of Canada.

Indigenous People's Day was first celebrated in 1996, after it was proclaimed that year by then Governor General of Canada Roméo LeBlanc. This day was selected for many reasons, including its cultural significance as the Summer solstice and it is a day on which many Indigenous groups traditionally celebrate their heritage.

Sault College is proud to foster and encourage an understanding and appreciation of the histories, culture and traditions of Indigenous peoples. The College's commitment to advancing Indigenous education is strong and is embedded into the fabric of our College values and overarching goals. The College continues its important work in this area and remains committed to moving forward in a spirit of trust, collaboration and reconciliation.



India's Independence Day

On August 15, 2020, the Sault College Students' Union (SCSU) hosted an Independence Day Celebration for International students from India. During the event, the national anthem for India played while the India Flag was hoisted to be displayed for the day at Sault College. Due to COVID-19 restrictions, the event welcomed a limited number of students while being streamed on Facebook Live to give all students the opportunity to enjoy the celebration together. SCSU hopes to have more events in the future to show its tremendous support to the student demographic represents.

Independence Day is celebrated annually on August 15th, as a national holiday in India commemorating the nation's independence from the United Kingdom on 15 August 1947, the UK Parliament passed the Indian Independence Act 1947 transferring legislative sovereignty to the Indian Constituent Assembly.

SCSU Food Bank Initiative

The effects of the COVID-19 pandemic have been vast, and we know that many students have faced difficulties. The College followed up with action by establishing various student-centred initiatives in collaboration with the Sault College Students' Union (SCSU) including the re-opening of the student food bank.

With the help of many staff members and our SCSU team, the student food bank assisted 915 students, who have accessed and used the foodbank 2,858 times. The United Way's Harvest Algoma was a huge supporter of the student bank, supplying both fresh fruits and vegetables as well as non-perishable goods.

Sault College Alumni Department Plants Seeds for the Future

The Sault College Alumni Johnson Insurance Community Garden was built in the spring of 2020. The garden was one of the ways the Alumni





department supported Sault College students by providing fresh produce for the Sault College Students' Union Student Food Bank.

Through the generosity of Johnson Insurance, Thayer Lumber and Lemieux Composting, ten raised garden beds were built providing over 200 square feet of cultivatable space. Various plants continue to thrive in the garden, including: onions, radishes, beets, peas, kale, green and yellow beans, cucumbers and zucchini all to be harvested and provided to our students in need.

This community garden provided much needed fresh produce to the Students' Union's food bank, supplementing the non-perishable goods they are receiving from United Way's Harvest Algoma, who has been a terrific resource in this uncertain time.

Rural & Northern Immigration Pilot Project (RNIP)

The Rural and Northern Immigration Pilot is a community-driven program that's designed to spread the benefits of economic immigration to smaller communities by creating a path to permanent residence for skilled foreign workers who want to work and live in one of the participating communities. 2020 marked the successful completion of the first year of the Rural & Northern Immigration Pilot Project (RNIP). Of the 44 post-secondary students in the program, 39 graduated from Sault College. These students were recommended for permanent residency to the Immigration, Refugees and Citizenship Canada (IRCC).

Sault College and Seven Generations' Hairstyling programs partner

On March 29th, 2021, the Sault College Hairstyling program and The Seven Generations Hairstyling program collaborated in a project to help with consultation, hair analysis, product knowledge and retail skills.

Seven Generations and Sault College faculty met prior to the class to coordinate the assignment and documents were shared with the students during the class.

Students were paired through MTeams and asked to consult with their partner to identify the product or services that would be beneficial for their needs. Students were given a consultation guide to ensure each step of the service was experienced as if they were in the salon. They needed to collect information on lifestyle, hair types, maintenance routines and goals. Through their consultations they identified a solution of professional products that each class previously researched and learned. They identified why they chose the product and explained the benefits of the ingredients to address a solution identified by their consultation. It was a successful way to use our learning outcomes and resources to provide a real-life experience to students who are currently only working on mannequins.



E Sports

It was an exciting season for the Cougars who competed in the inaugural season of the Ontario Post-Secondary Esports (OPSE) league. After tryouts were conducted in September, the team competed in Rocket League, which is a game described as "soccer, but with rocket-powered cars". The roster consisted of four players, three in the starting lineup and one substitute, and the team competed weekly against other Colleges and Universities.

After a very successful regular season (8W-4L) in the OPSE league, the Cougars secured their spot in the playoffs ranked 5th overall. In the quarter-finals, the Cougars dominated the series against the Ryerson Rams 4-1 in the best of seven series and went on to face the number one ranked Waterloo Warriors. In both of their regular season match-ups against the Warriors, the Cougars had lost 3-1 and they were ready for the playoff challenge. The winner would go to the Finals to compete for the first ever OPSE league Championship title.

The Cougars entered into the finals as the underdogs lead by team captain, and leading scorer, Lucas "Duck" Duckstein. That did not stop the Cougars, as they controlled the playing field and set the tempo of the series to sweep the Warriors to a commanding 4-0 upset. Lucas, Matthew "Capy" Capisciolto, and Mitchel "Xtra" Meyers entered the finals in an exciting match up against the second ranked University of Ottawa Gee-Gees. The Gee-Gees came out strong in game one, but the Cougars came back in game two to force overtime. The Gee-Gees won in OT to take the commanding 2-0 lead in the series. The Cougars battled strong to win the third game, but ultimately were defeated 4-2 in the finals to finish the season as Finalists.



FINANCIAL RESULTS

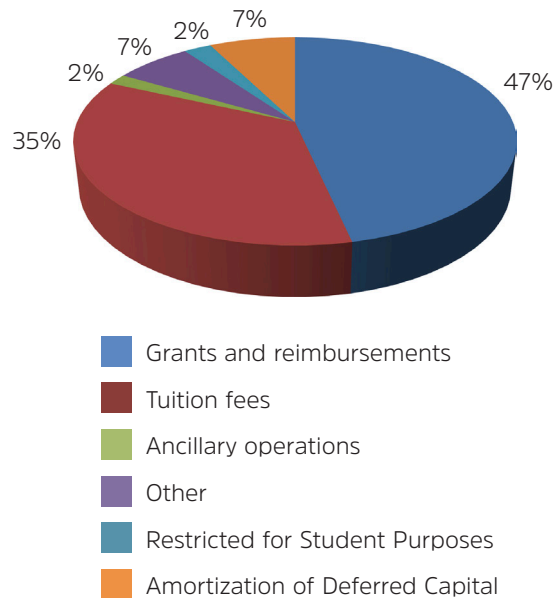
The Sault College Board of Governors approved the 2021-22 operating budget as presented at the April 22, 2021 meeting of the Board of Governors. The College operates within its financial means and it continues to reinvest in infrastructure, equipment and programs to remain a viable community educational institution into the future. A comprehensive hard copy of the audited financial statements for the year ended March 31, 2021 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, 2021

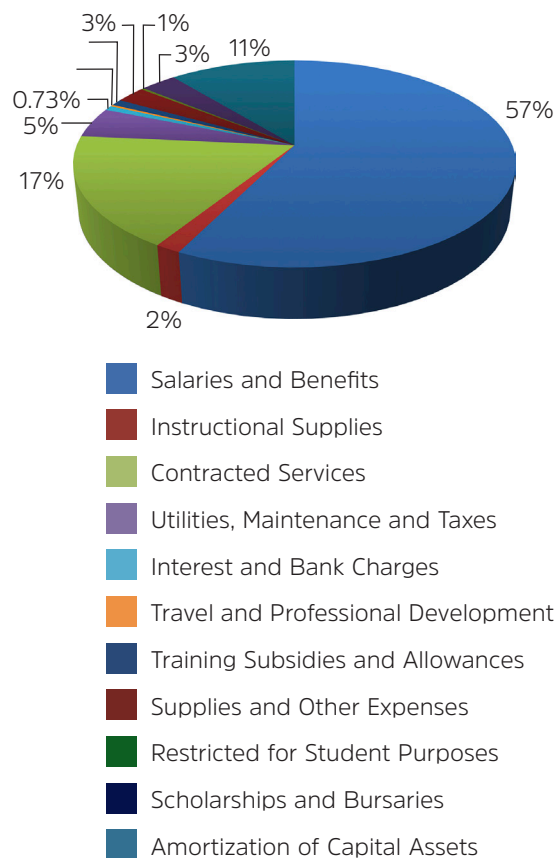
(in thousands of dollars)



Revenue

Grants and Reimbursements	\$36,961
Tuition Fees	\$27,974
Ancillary Operations	\$1,320
Other	\$5,292
Restricted for Student Purposes	\$1,902
Amortization of Deferred Capital	\$5,951

Total Revenues **\$79,400**



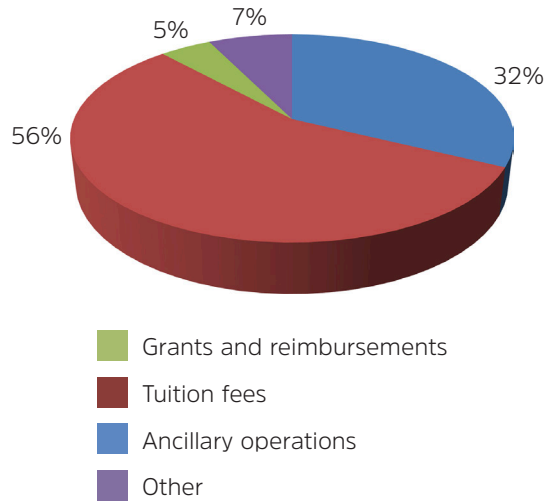
Expenses

Salaries and Benefits	\$43,313
Instructional Supplies	\$1,219
Contracted Services	\$13,224
Utilities, Maintenance and Taxes	\$3,554
Interest and Bank Charges	\$549
Travel and Professional Development	\$207
Training Subsidies and Allowances	\$727
Supplies and Other Expenses	\$1,929
Restricted for Student Purposes	\$199
Scholarships and Bursaries	\$2,355
Amortization of Capital Assets	\$8,254

Total Expenses **\$75,530**

2021-22 Cash Based Operating Budget

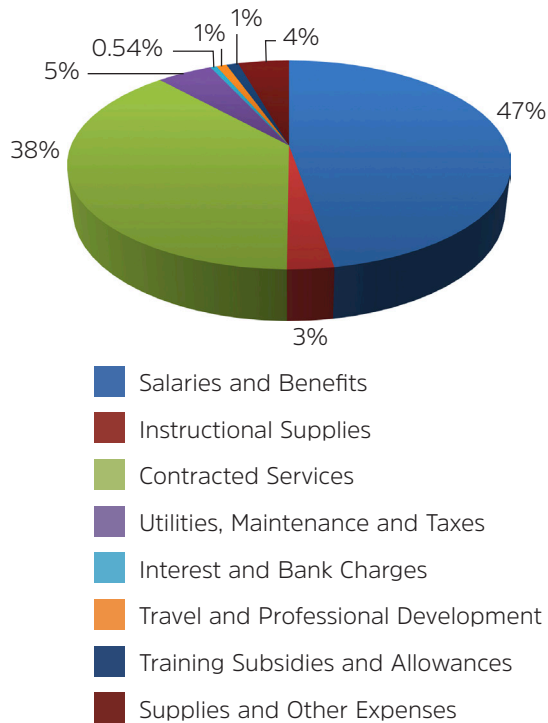
(in thousands of dollars)



Revenue

Grants and Reimbursements	\$33,262
Tuition Fees	\$57,641
Ancillary Operations	\$4,624
Other	\$7,531

Total Revenues **\$103,058**



Expenses

Salaries and Benefits	\$48,725
Instructional Supplies	\$2,993
Contracted Services	\$39,269
Utilities, Maintenance and Taxes	\$4,998
Interest and Bank Charges	\$560
Travel and Professional Development	\$923
Training Subsidies and Allowances	\$1,068
Supplies and Other Expenses	\$4,582

Total Expenses **\$103,058**

Attachment 1:
Audited Financial Statements for the year ended March 31, 2021

Financial Statements of

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

Year ended March 31, 2021

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Index to Financial Statements

Year ended March 31, 2021

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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, 2021
- 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 gains 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, 2021, 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.



Page 3

- 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

May 27, 2021

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Financial Position

March 31, 2021, with comparative information for 2020

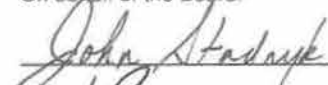
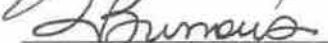
	2021	2020
Assets		
Current assets:		
Cash	\$ 33,146,064	\$ 26,105,613
Temporary investments (note 3)	42,546,705	33,892,726
Accounts receivable (note 2)	2,760,557	2,186,253
Grants and reimbursements receivable	4,403,170	4,857,166
Current portion of loan receivable (note 4)	191,523	185,286
Inventory	23,832	5,569
Prepaid expenses	615,381	622,437
	<u>83,687,232</u>	<u>67,855,050</u>
Loan receivable (note 4)	1,783,426	1,974,949
Capital assets (note 5)	72,386,538	76,826,075
	<u>\$ 157,857,196</u>	<u>\$ 146,656,074</u>

Liabilities, Deferred Contributions and Net Assets

Current liabilities:		
Accounts payable and accrued liabilities	\$ 8,348,210	\$ 8,880,209
Accrued vacation pay	3,774,424	4,137,920
Deferred tuition fees	3,994,587	3,222,229
Deferred contributions for expenses of future periods (note 6)	32,809,689	21,958,142
Payable to Government Agency	302,885	382,232
Current portion of long-term debt (note 7)	445,670	431,663
	<u>49,675,465</u>	<u>39,012,395</u>
Long-term debt (note 7)	5,428,632	5,874,302
Deferred capital contributions (note 8)	62,077,323	65,189,264
Post-employment benefits and compensated absences (note 9)	1,780,000	1,784,000
	<u>118,961,420</u>	<u>111,859,961</u>
Net assets:		
Unrestricted	21,652,732	19,252,863
Invested in capital assets (note 11)	11,890,305	11,244,179
Internally restricted (note 12)	147,040	151,542
Restricted for student purposes and endowments	4,378,272	3,550,753
	<u>38,068,349</u>	<u>34,199,337</u>
Accumulated rereasurement gains	827,427	596,776
	<u>38,895,776</u>	<u>34,796,113</u>
Commitments and contingencies (note 14)		
	<u>\$ 157,857,196</u>	<u>\$ 146,656,074</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, 2021, with comparative information for 2020

	2021	2020
Revenue (Schedule):		
Grants and reimbursements	\$ 36,961,201	\$ 37,836,013
Tuition fees	27,973,573	24,762,088
Ancillary operations	1,319,769	3,870,269
Other	5,292,090	5,669,507
Restricted for student purposes	1,901,914	1,796,925
Amortization of deferred capital contributions (note 8)	5,951,127	5,843,375
	<u>79,399,674</u>	<u>79,778,177</u>
Expenses:		
Salaries and benefits	43,313,080	45,734,484
Instructional supplies	1,218,644	2,087,462
Contracted services	13,224,469	7,648,613
Utilities, maintenance and taxes	3,554,278	3,752,884
Interest and bank charges	549,090	502,992
Travel and professional development	206,887	1,144,275
Training subsidies and allowances	727,362	1,088,406
Supplies and other expenses	1,928,912	2,475,390
Restricted for student purposes	199,238	416,625
Scholarships and bursaries	2,354,884	1,413,847
Amortization of capital assets	8,253,817	8,111,792
	<u>75,530,662</u>	<u>74,376,770</u>
Excess of revenue over expenses	\$ 3,869,012	\$ 5,401,407

See accompanying notes to financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Net Assets

Year ended March 31, 2021, with comparative information for 2020

	Unrestricted	Capital Assets	Invested in Internally Restricted	Restricted for Student Purposes and Endowments	2021 Total	2020 Total
Balance, beginning of year,	\$ 19,252,863	11,244,179	151,542	3,550,753	\$ 34,199,337	\$ 28,797,930
Excess (deficiency) of revenue over expenses	5,348,685	(2,302,690)	(4,502)	827,519	3,869,012	5,401,407
Invested in capital assets (note 11)	(2,948,816)	2,948,816	-	-	-	-
Balance, end of year	\$ 21,652,732	11,890,305	147,040	4,378,272	\$ 38,068,349	\$ 34,199,337

See accompanying notes to financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Cash Flows

Year ended March 31, 2021, with comparative information for 2020

	2021	2020
Cash provided by (used in):		
Operations:		
Excess of revenue over expenses	\$ 3,869,012	\$ 5,401,407
Adjustments for:		
Amortization of deferred capital contributions	(5,951,127)	(5,843,375)
Amortization of capital assets	8,253,817	8,111,792
Net remeasurement gains for the year	230,651	113,890
	<u>6,402,353</u>	<u>7,783,714</u>
Changes in non-cash working capital:		
Accounts receivable	(574,304)	1,107,974
Grants and reimbursement receivable	453,996	2,553,491
Inventory	(18,263)	323
Prepaid expenses	7,056	(211,295)
Accounts payable and accrued liabilities	(532,000)	1,244,072
Accrual for vacation pay	(363,496)	308,740
Payable to Government Agency	(79,347)	334,144
Deferred tuition fees	772,358	1,188,225
Deferred contributions related to expenses of future periods	10,851,547	9,966,242
Accrual for employee future benefits	(4,000)	(96,000)
	<u>16,915,900</u>	<u>24,179,630</u>
Financing activities:		
Receipt of loan receivable	185,286	179,253
Repayment of long-term debt	(431,663)	(832,341)
	<u>(246,377)</u>	<u>(653,088)</u>
Capital activities:		
Purchase of capital assets	(3,814,279)	(5,193,534)
Receipt of deferred capital contributions	2,839,186	2,428,842
	<u>(975,093)</u>	<u>(2,764,692)</u>
Net increase in cash and temporary investments	15,694,430	20,761,850
Cash and temporary investments, beginning of year	59,998,339	39,236,489
Cash and temporary investments, end of year	<u>\$ 75,692,769</u>	<u>\$ 59,998,339</u>

See accompanying notes to financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Remeasurement Gains

Year ended March 31, 2021, with comparative information for 2020

	2021	2020
Accumulated remeasurement gains, beginning of year	\$ 596,776	\$ 482,886
Unrealized gains attributable to:		
Temporary investments	200,663	110,997
Realized gain reclassified to the statement of operations:		
Temporary investments:		
Designated fair value	29,988	2,893
Net remeasurement gains for the year	230,651	113,890
Accumulated remeasurement gains, end of year	\$ 827,427	\$ 596,776

See accompanying notes to financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2021

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 Financial Statements

Year ended March 31, 2021

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 Financial Statements

Year ended March 31, 2021

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 Financial Statements

Year ended March 31, 2021

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:

	2021	2020
Accounts receivable	\$ 3,247,979	\$ 2,524,470
Less allowance for doubtful accounts	(487,422)	(338,217)
	\$ 2,760,557	\$ 2,186,253

3. Temporary investments:

	Level	2021	2020
Assets at designated fair value			
Fixed income	1	\$ 39,587,696	\$ 33,169,322
Cash		2,959,009	723,404
		\$ 42,546,705	\$ 33,892,726

There were no transfers between Level 1 and Level 2 for the year ended March 31, 2021. There were also no transfers in or out of Level 3.

Fixed income investments have interest rates from 0.5% to 10.75% (2020 - 1.60% to 6.50%) and mature between 2021 and 2048.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2021

4. Loan receivable:

	2021	2020
Health and Wellness building – Sault College Student Union receivable	\$ 1,974,949	\$ 2,160,235
Current portion of long-term receivable	(191,523)	(185,286)
	\$ 1,783,426	\$ 1,974,949

Aggregate maturities of long-term receivable for each of the five years subsequent to March 31, 2021, are as follows; 2022 - \$191,523, 2023 - \$197,969, 2024 - \$204,632, 2025 - \$211,520 and 2026 - \$218,639

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:

2021	Cost	Accumulated amortization	Net book value
Land	\$ 1,020,817	\$ –	\$ 1,020,817
Buildings	83,752,520	41,064,479	42,688,041
Site improvements	35,895,110	14,323,122	21,571,988
Equipment	17,433,793	14,858,578	2,575,215
Vehicles	525,108	467,567	57,541
Furniture and fixtures	2,542,657	1,967,332	575,325
Computer equipment	22,727,855	20,175,709	2,552,146
Aircraft	4,714,398	3,368,933	1,345,465
	\$ 168,612,258	\$ 96,225,720	\$ 72,386,538

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2021

5. Capital assets (continued):

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>

6. Deferred contributions for expenses of future periods:

Deferred contribution consists of the following:

	2021	2020
Balance, beginning of year	\$ 21,958,142	\$ 11,991,900
Additional contributions received	34,897,452	22,452,873
Amounts taken into revenue	(24,045,905)	(12,486,631)
Balance, end of year	<u>\$ 32,809,689</u>	<u>\$ 21,958,142</u>

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2021

7. Long-term debt:

	2021	2020
3.338% term loan to Ontario Financing Authority, unsecured, payable \$127,931 semi-annually including interest, due October 31, 2029	\$ 1,974,950	\$ 2,160,236
3.420% term loan to Ontario Financing Authority, unsecured, payable \$192,934 semi-annually including interest, due April 18, 2033	3,899,352	4,145,729
	5,874,302	6,305,965
Current portion of long-term debt	(445,670)	(431,663)
	\$ 5,428,632	\$ 5,874,302

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

2022	\$ 445,670
2023	461,918
2024	477,647
2025	493,630
2026	510,466
Thereafter	3,484,971
	\$ 5,874,302

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2021

8. Deferred capital contributions:

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

	2021	2020
Unamortized capital contributions used to purchase assets	\$ 60,496,233	\$ 64,931,896
Unspent contributions	1,581,090	289,768
Allowance for doubtful accounts capital pledges	–	(32,400)
	<u>\$ 62,077,323</u>	<u>\$ 65,189,264</u>

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.

	2021	2020
Balance, beginning of year	\$ 65,189,264	\$ 68,636,197
Additional contributions received	2,839,186	2,428,842
Less amounts amortized to revenue	(5,951,127)	(5,843,375)
Less allowance for doubtful account capital pledge	–	(32,400)
Balance, end of year	<u>\$ 62,077,323</u>	<u>\$ 65,189,264</u>

9. Employee future benefits:

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

	2021	2020
Post-employment benefits	\$ 470,000	\$ 489,000
Non-vesting sick leave	1,296,000	1,252,000
Vesting sick leave	14,000	43,000
	<u>\$ 1,780,000</u>	<u>\$ 1,784,000</u>

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Notes to Financial Statements

Year ended March 31, 2021

9. Employee future benefits (continued):

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

	2021	2020
Accrued benefit obligation	\$ 1,988,000	\$ 2,066,000
Fair value of plan assets	(105,000)	(105,000)
Funded status – plan deficit	1,883,000	1,961,000
Unamortized actuarial loss	(103,000)	(177,000)
Employee future benefit liability	\$ 1,780,000	\$ 1,784,000
Current service cost	\$ 152,000	\$ 81,000
Interest on accrued benefit obligation	26,000	32,000
Experienced gains (losses)	(13,000)	–
Benefit payments	(195,000)	(179,000)
Amortization of actuarial losses (gains)	26,000	(30,000)
Employee future benefit recovery	\$ (4,000)	\$ (96,000)

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, 2021.

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

(i) Discount rate:

The present value as at March 31, 2021 of the future benefits was determined using a discount rate of 1.70% (2020 – 1.60%).

(ii) Drug costs:

Drug costs were assumed to increase at a rate of 6.42% for 2021 (2020 – 7.60%) and decrease proportionately thereafter to an ultimate rate of 4.0% in 2040.

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Year ended March 31, 2021

9. 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 2021 (2020 - 4.0%).

Medical premium increases were assumed to increase at 6.42% per annum in 2021 (2020 - 6.55%) 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 2021 (2020 - 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, 2021.

(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, 2021.

10. Pension plan:

Substantially, all of the employees of the College are members of the Colleges of Applied Arts and Technology ("CAAT") Pension Plan (the "Plan"), which is a multi-employer jointly-sponsored 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. Since the plan is a multi-employer plan the College's contribution are accounted for as if the Plan were a defined contribution plan with the College's contributions being expensed in the period they come due.

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.

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Notes to Financial Statements

Year ended March 31, 2021

10. 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, 2021 indicated an actuarial surplus of \$3.3 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 \$3,500,522 (2020 - \$3,529,808).

11. Investment in capital assets:

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

	2021	2020
Capital assets	\$ 72,386,538	\$ 76,826,075
Amounts financed by:		
Unamortized capital contributions used to purchase assets	(60,496,233)	(64,931,896)
Write-off of uncollectible pledge	–	(650,000)
	\$ 11,890,305	\$ 11,244,179

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

	2021	2020
Excess of revenues over expenses:		
Amortization of deferred capital contributions	\$ 5,951,127	\$ 5,843,375
Amortization of capital assets	(8,253,817)	(8,111,792)
	\$ (2,302,690)	\$ (2,268,417)
Net change in investment in capital assets:		
Purchase of capital assets	\$ 3,814,279	\$ 5,193,534
Repayment of long-term debt (net of student receivable)	–	414,915
Amounts funded by:		
Deferred capital contributions	(865,463)	(2,644,996)
	\$ 2,948,816	\$ 2,963,453

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Notes to Financial Statements

Year ended March 31, 2021

12. Internally restricted net assets:

By resolution of the Board of Governors, accumulated appropriations from unrestricted net assets balance at March 31, 2021 have been made to the Joint Employment Stability Reserve Fund in the amount of \$147,040 (2020 - \$151,542).

13. Externally restricted net assets:

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

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

14. 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.

15. 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, 2021 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, 2021 is \$487,422 (2020 - \$338,217).

As at March 31, 2021, \$142,973 (2020 - \$78,613) 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 2020.

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Notes to Financial Statements

Year ended March 31, 2021

15. 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 2020.

(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 2020.

(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 2020.

(d) Other risk:

The College's main source of revenue is tuition and government operating grants. In March 2020, the COVID-19 outbreak was declared a pandemic by the World Health Organization. This resulted in the Canadian and Provincial governments enacting emergency measures to combat the spread of the virus. The College halted all in-person activity and closed its facilities to staff and students and moved to online education format in March 2020 based on recommendations from Public Health Ontario.

In response to the adverse impact the pandemic has caused to the College's 2020-2021 revenue streams and corresponding cash flow, the College has undertaken certain cost saving measures.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2021

15. Risk management (continued):

(d) Other risk (continued):

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 duration of COVID-19, including the potential of additional waves of the pandemic, and could be affected by other factors that are currently not known at this time.

16. 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	2021 Total	2020 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	2021 Total	2020 Total
Balance, beginning of year	\$ 509,169	\$ 76,095	\$ 707,050	\$ 1,292,314	\$ 1,059,501
Investment income net, of expenses	16,121	18,395	113,564	148,080	408,112
Bursaries awarded	(55,550)	(11,000)	(83,200)	(149,750)	(175,299)
Balance, end of year	\$ 469,740	\$ 83,490	\$ 737,414	\$ 1,290,644	\$ 1,292,314
Bursaries awarded #	55	9	106	170	259

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Schedule of Revenue

Year ended March 31, 2021, with comparative information for 2020

	2021	2020
Grants and reimbursements:		
Operating grant:		
General purpose	\$ 11,520,130	\$ 16,134,812
Special purpose	18,937,086	13,852,754
Apprentice training	1,093,300	1,409,319
Ontario training strategies	5,164,364	5,650,420
Other	246,321	788,708
	<u>36,961,201</u>	<u>37,836,013</u>
Tuition fees:		
Full-time post-secondary	27,108,843	23,575,206
Other	864,730	1,186,882
	<u>27,973,573</u>	<u>24,762,088</u>
Ancillary operations	1,319,769	3,870,269
Other:		
Contract educational services	561,369	490,547
Sale of course products and services	103,980	208,236
Investment Income	1,004,864	923,167
Recoveries	2,489,332	1,439,224
Miscellaneous	1,132,545	2,608,333
	<u>5,292,090</u>	<u>5,669,507</u>
Restricted for student purposes	1,901,914	1,796,925
Amortization of deferred contributions	5,951,127	5,843,375
	<u>\$ 79,399,674</u>	<u>\$ 79,778,177</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:

Jo-Anne Brooks

Lou Buffone

Christopher Czop

Brad Delorenzi

Ali Hassan

Sandra Hollingsworth

Don Mitchell

David Oraziatti

Orlando Rosa

Matthew Scott

Kay Vallee

Jon Whittington

Marnie Yourchuk