



**SAULT COLLEGE**

**ANNUAL REPORT**

**2017-2018 FISCAL YEAR**



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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 2017/2018 fiscal year.

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

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

The College has transformed into a first-rate, provincial leader in post-secondary education. The College was just recently rated second out of 24 publicly-funded Ontario colleges in student satisfaction key performance indicators. This is the sixth year in a row that the College has either been first or second in Ontario!

The College continues to make improvements in its infrastructure and in its operations, and the annual report highlights these advancements.

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



David Zuccato

Chair, Sault College Board of Governors



## MESSAGE FROM THE PRESIDENT

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

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

Our 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. The College's commitment to advancing Indigenous Education is prevalent. In recognition of this, Sault College was honoured by Colleges and Institutes Canada (CICan) as the Gold recipient of the Indigenous Education Excellence Award.

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

I would like to thank the Board of Governors and our Program Advisory Committees for their leadership and guidance this past year. Finally, I cannot thank enough the entire team of staff at the College for their commitment to students, both in and out of the classroom. Our KPI results demonstrate their commitment to transforming our students' lives and their work has been instrumental in positioning our College as a leader in post-secondary education. We are grateful for the work of our staff and each staff member deserves our praise and thanks.

Sault College continues to foster an exemplary learning environment that embraces both our invitational practices and desire for excellence. Nothing speaks more powerfully than the students' opinion of their experience and we know that their feedback highlights and supports our aspiration of being the pre-eminent student-centred college in Ontario.



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

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

# ACHIEVEMENT OF 2017-18 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 at March 31, 2018 is captured in this section of the report.

## STUDENT EXPERIENCE

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

Goal	Initiatives	Progress at March 31, 2018
Remain in top 5 in the province for the following Key Performance Indicators: - Overall Student Satisfaction - Overall Quality of Facilities - Overall Quality of Services	<b>Strive for Excellence and Innovation in Teaching and Learning</b>  <ul style="list-style-type: none"> <li>Prepare for the adoption of the 7-1-7 semester system beginning in fall 2018 to enhance the student experience, increase retention rates for students at risk, and improve student mental health well-being (i.e. homesickness)</li> </ul>	<ul style="list-style-type: none"> <li>The KPI process was delayed across the entire college system and the results are not available.</li> <li>7-1-7 semester system is on hold.</li> <li>Introduced and promoted the I.M. Well App which provides access to campus and community services as well as 24 hour counselling.</li> <li>Adapted mid-semester supports and events due to the strike and implemented additional academic supports post-strike and throughout the winter.</li> </ul>
	<ul style="list-style-type: none"> <li>Work with community partners to foster relationships with community members, which also benefits students by giving them an opportunity to do real work within the community</li> </ul>	Completed. Examples included: <ul style="list-style-type: none"> <li>Created Indigenous Traditional Knowledge Keeper summer student intern position in partnership with Walpole Island First Nation to assist in the development of the Indigenous Studies traditional medicine garden by ensuring landscaping surrounding Enji Maawnjiding was reflective and respectful of Indigenous culture and traditions.</li> <li>Public Relations and Event Management program worked with numerous community partners and in doing so the students raised thousands of dollars for charities while providing real work and learning experiences.</li> <li>The Culinary Management program added a field placement component where students rotate through varying community-based restaurants to undergo real work experiences.</li> <li>Justice Studies' students continue to partner with Crime Stoppers.</li> <li>Algoma Public Health (APH) teamed up with third year BScN students for project-based placements. The feedback from APH after the first year was very positive.</li> </ul>



Goal	Initiatives	Progress at March 31, 2018
Remain in top 5 in the province for the following Key Performance Indicators: - Overall Student Satisfaction - Overall Quality of Facilities - Overall Quality of Services	<ul style="list-style-type: none"> <li>• Provide field trips in programs to enhance experiential learning opportunities.</li> </ul>	Completed. Examples included: <ul style="list-style-type: none"> <li>• Students in the SSW-NS program were provided with the opportunity to participate in a medicine walk on Whitefish Island where they harvested medicinal plants for replanting in the Indigenous Studies traditional medicine garden.</li> <li>• The Natural Environment programs offered approximately 250 field trips per semester for students to engage in experiential learning opportunities.</li> </ul>
	<ul style="list-style-type: none"> <li>• Through various programs provide humanitarian learning opportunities</li> </ul>	Completed. Examples included: <ul style="list-style-type: none"> <li>• BScN students went to Nicaragua in May 2017, India in Feb. 2017 and Tanzania in May 2018.</li> <li>• In 2018, the Child and Youth Care Program did their annual walk and fundraising activities to benefit the Pediatric area of ARCH.</li> <li>• Hairstyling staff and students held their annual "Hairs To You" event.</li> <li>• Residence has implemented educational sanctions to students to give a minimum of 4 hours of service to the community both on and off campus (approximately 310 hours completed).</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop Indigenous learning outcomes and teaching/learning methods for inclusion in all Sault College programs</li> </ul>	In progress. <ul style="list-style-type: none"> <li>• Memorandum of Understanding signed with Confederation College that provides for planning and support of Indigenous Learning Outcomes (ILO) for application and use at Sault College.</li> <li>• The Indigenous Studies Department in conjunction with the Quality Assurance Office, developed a four year draft plan for ILO implementation and delivery.</li> <li>• The Natural Environment programs have implemented traditional Indigenous knowledge into the curriculum of selected courses such as in flora and fauna.</li> <li>• The Culinary programs have enhanced course content to include Indigenous cultural food.</li> </ul>
	<b>Invest Strategically in Campus Maintenance, Renewal and Expansion</b>  <ul style="list-style-type: none"> <li>• Early Childhood Education Centre.</li> </ul>	In progress. <ul style="list-style-type: none"> <li>• Construction underway on schedule and on budget. Substantial completion set for June 28, 2018.</li> </ul>
	<ul style="list-style-type: none"> <li>• iE3 – Institute for Environment Education and Entrepreneurship.</li> </ul>	In progress. <ul style="list-style-type: none"> <li>• Construction underway on schedule and on budget. Substantial completion set for July 31, 2018.</li> </ul>
	<ul style="list-style-type: none"> <li>• Waterfront and Tennis Centre.</li> </ul>	In progress. <ul style="list-style-type: none"> <li>• Extensive engineering and design work completed to come up with a cost-effective project. Substantial completion set for November 30, 2018.</li> </ul>

Goal	Initiatives	Progress at March 31, 2018
<p>Remain in top 5 in the province for the following Key Performance Indicators:</p> <ul style="list-style-type: none"> <li>- Overall Student Satisfaction</li> <li>- Overall Quality of Facilities</li> <li>- Overall Quality of Services</li> </ul>	<ul style="list-style-type: none"> <li>• Sault College’s School of Indigenous Studies is committed to establishing a progressive and inclusive learning environment for Indigenous learners through the creation of safe and inspiring spaces that effectively address barriers to education, encourage new ways of learning and create opportunities for cross cultural engagement. The following are examples of Indigenous initiatives that will be undertaken:</li> <li>◦ Strategic allocation of physical spaces: Enji Maawnjiding, Sacred Fire Arbour, Sweat Lodge, dedicated study hall “Little Enji”, sacred medicine garden</li> </ul>	<p>Completed. Dedicated spaces and improvements include:</p> <ul style="list-style-type: none"> <li>• Enji Maawnjiding – Indigenous Student Centre (HVAC)</li> <li>• “Little Enji” – student study/resource room</li> <li>• Elders Office</li> <li>• Indigenous Student Union Office</li> <li>• Traditional Medicine Garden</li> <li>• Sacred Fire Arbour</li> <li>• Anishnaabemowin language class.</li> </ul>
	<ul style="list-style-type: none"> <li>◦ Designated daycare spots for Indigenous students</li> </ul>	<p>Completed.</p> <ul style="list-style-type: none"> <li>• Thirty-one (31) dedicated daycare spots currently allocated for Indigenous students attending Sault College.</li> </ul>
	<ul style="list-style-type: none"> <li>◦ Indigenous Student Services – Indigenous Counselling, recruitment, frontline services, Indigenous specific bursaries and awards</li> </ul>	<p>On-going. Examples included:</p> <ul style="list-style-type: none"> <li>• Indigenous-specific support services for 2017/2018 included: academic advising, accessibility services, advocacy, career guidance, scholarship clinics, crisis intervention, financial counselling, housing assistance, meal programs, in-community program support visits, orientation, pre-orientation presentations and workshops, safety planning, skills workshops, skills assessment and tutoring. Counselling supports resulted in over 2000 direct contacts made and over 1500 direct contacts accessing front line supports over the course of the academic year.</li> <li>• Indigenous Student Recruitment: Sault College is an active participant of the Indigenous Post-Secondary Information Program. Throughout the year, the Indigenous Student Recruitment Officer visited First Nation communities and organizations throughout the province and engaged with over 8,000 contacts and made over 45 First Nation and community site visits.</li> </ul>

Goal	Initiatives	Progress at March 31, 2018
Remain in top 5 in the province for the following Key Performance Indicators: - Overall Student Satisfaction - Overall Quality of Facilities - Overall Quality of Services	<ul style="list-style-type: none"> <li>◦ Elders in Residence: Contributing to the overall mental health of both Indigenous and non-Indigenous students</li> </ul>	On-going. <ul style="list-style-type: none"> <li>• The Sault College Elders in Residence program continued to be a key service/resource to the College, contributing to the overall mental health of both Indigenous and non-Indigenous students. Activities included the facilitation of cultural ceremonies, social activities, one-on-one contact with students, classroom presentations and consultations with Sault College faculty and staff resulting in over 600 direct contacts with students and faculty.</li> </ul>
	<ul style="list-style-type: none"> <li>◦ Indigenous Youth Engagement: Urban Indigenous youth for change, Indigenous Trades and Tech Day, NSC President voting member of the NETC ensuring student/youth voice as part of decision making processes.</li> <li>◦ Provide strong student supports to ensure the success of all Sault College learners</li> </ul>	On-going. Examples included: <ul style="list-style-type: none"> <li>• Created Indigenous Studies and Academic Upgrading summer student Intern position responsible for assisting in the organization and planning of student and community engagement initiatives, student focused marketing development and assisting the Indigenous Student Union in the identification of priorities, potential joint departmental activities and fundraising events.</li> <li>• In response to stories of suicide, racism, bullying, cultural identity loss and other historic trauma impacts faced by Indigenous youth, Indigenous Studies partnered with the SSM Indigenous Friendship Centre to organize a Project ALLY (Aboriginal Leaders in Liberating Youth) event in which local Indigenous youth were connected with Indigenous mentors.</li> <li>• Hosted a traditional sweat lodge ceremony for students enrolled in White Pines Secondary School Outdoor Recreation program and facilitated traditional dance presentation for students.</li> <li>• Hosted Skills Ontario Indigenous Mentoring Event and Skills and Trades Day for Indigenous youth.</li> <li>• Worked in partnership with Superior Heights Secondary School students and staff to assist in the planning and facilitation of their first annual traditional Pow Wow.</li> <li>• Member of the SSM Urban Indigenous Youth for Change Advisory Council.</li> <li>• Worked in partnership with Youth Odeno to facilitate Indigenous youth group community workshops.</li> </ul>
	<ul style="list-style-type: none"> <li>• Counselling and Accessibility will deliver services that promote student success and retention by using a blended model of service provision and case management</li> </ul>	Completed. Examples included: <ul style="list-style-type: none"> <li>• Counsellors used the blended model of service delivery, which supported the retention of students with disabilities. Retention of students with disabilities from first to second semester increased from 72% to 76%.</li> </ul>

Goal	Initiatives	Progress at March 31, 2018
<p>Remain in top 5 in the province for the following Key Performance Indicators:</p> <ul style="list-style-type: none"> <li>- Overall Student Satisfaction</li> <li>- Overall Quality of Facilities</li> <li>- Overall Quality of Services</li> </ul>	<ul style="list-style-type: none"> <li>• Counselling and Accessibility Services will provide Mental Health First Aid and SafeTALK training as well as mental health awareness initiatives to staff and students annually</li> </ul>	<p>Completed. Examples included:</p> <ul style="list-style-type: none"> <li>• Mental Health First Aid was provided to Residence Advisors.</li> <li>• Mental Health First Aid and SafeTALK training were provided to Residence and Athletics staff and students.</li> <li>• TalkToday Suicide Prevention training for our Athletes was completed for the second year with one of our home game weekends promoting the importance of the training.</li> <li>• The Mental Health Educator ran hallway displays, events, and provided training to staff and students on various mental health topics.</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop an International Student Centre</li> </ul>	<p>In progress and to be completed with iE3 construction project. The space has been designed and allocated.</p>
	<ul style="list-style-type: none"> <li>• Promote the Peer Tutoring program to all students</li> <li>• Offer a Wide Range of Student Life Options</li> </ul>	<p>Completed. Examples included:</p> <ul style="list-style-type: none"> <li>• Peer Tutoring was promoted through increased classroom visits, all student club events on campus, cram jam study nights and all library instruction. Cram Jam and the exam study night had 142 students in attendance which is an increase of 36% over 2016-17.</li> <li>• Residence and Peer Tutoring partnered to promote the tutoring services within Ray Lawson Hall.</li> <li>• Student Success staff developed and delivered campus programming which included diversity and inclusion education, study blitz, international student days, stress less weeks, Holiday Surprises, Bell Let's Talk, sexual health, safe break, Autism Awareness and Motivation Mondays.</li> </ul>
	<ul style="list-style-type: none"> <li>• The Student Success and Job Centre will facilitate a wide variety of student life activities on and off campus that enhance the student experience resulting in student success.</li> </ul>	<ul style="list-style-type: none"> <li>• Motivational Mondays saw 591 student participants</li> <li>• Awareness weeks reached 900 students</li> <li>• Over 1200 students and community members attended the student job fair</li> <li>• Student life programming saw an increase of 1200 more students in attendance at events and awareness/ educational displays.</li> </ul>
	<ul style="list-style-type: none"> <li>• Sport – Increase the number of institutional sport offerings</li> </ul>	<p>Completed. Examples included:</p> <ul style="list-style-type: none"> <li>• Men's hockey completed their first year of American Collegiate Hockey Association (ACHA) division 3.</li> <li>• ESports programming was introduced during the past year.</li> <li>• Competitive Cheer and Cricket models were developed for future implementation.</li> </ul>

Goal	Initiatives	Progress at March 31, 2018
<p>Percentage of students who find Counselling services important to maintaining academic performance (obtained via annual survey): target 80%</p> <ul style="list-style-type: none"> <li>Percentage of students who find contact with student support services important to remaining in college (retention): target 80%</li> </ul>	<p>Destination college:</p> <ul style="list-style-type: none"> <li>Actively promote and encourage our students to fully participate in their education and more.</li> <li>Provide access to year-round outdoor recreational activities such as skiing, snowboarding, tennis, hiking and water sports</li> </ul>	<p>Completed. Examples included:</p> <ul style="list-style-type: none"> <li>Residence, Athletics and SCSU partnered to deliver student programming which enabled students to attend off campus events such as Greyhound games, Sault College hockey games, Searchmont skiing, Hub Trail activities and more.</li> </ul>
	<ul style="list-style-type: none"> <li>Improve visibility, awareness and access to student supports and services, including library services and the student success and job centre</li> </ul>	<ul style="list-style-type: none"> <li>Surpassed target with 92% of students who reported in the Counselling and Accessibility survey that they found counselling services important to maintaining their academic performance.</li> <li>Surpassed target with 83% of students who reported in the Counselling and Accessibility Services survey that they found contact with student support services important to their remaining in college.</li> </ul>
	<ul style="list-style-type: none"> <li>Enhance diversity and inclusion supports for marginalized groups, including LGBTQ+</li> </ul>	<p>Completed. Examples included:</p> <ul style="list-style-type: none"> <li>The Student Success and Job Centre hired a Diversity and Campus Standards intern who promoted inclusion, addressed barriers with events and initiatives, worked with Student Services and SCSU on Awareness Weeks, provided sexual assault education and Upstander training, and provided an additional safe space for students to voice their concerns or seek help.</li> <li>The Library added more research materials, documentary/feature films and general information related to LGBTQ+ current issues, history and related subject areas.</li> <li>The Queer Straight Alliance (QSA) club on campus was reformed and will be launched in the fall of 2018.</li> <li>Multiple awareness weeks for diversity, inclusion and LGBTQ+ were held.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify and promote designated Counsellor for students requiring support in LGBTQ+ issues</li> </ul>	<p>Completed.</p> <ul style="list-style-type: none"> <li>Several students accessed this Counsellor for support throughout the year.</li> </ul>
	<ul style="list-style-type: none"> <li>Introduce new technology to improve access and increase student/alumni use of the student job centre</li> </ul>	<p>Completed.</p> <ul style="list-style-type: none"> <li>The Student Job Centre purchased interview stream software, utilized hallway displays and scheduled classroom presentations were done to promote this new service. Positive feedback has been received.</li> </ul>

Goal	Initiatives	Progress at March 31, 2018
<p>Percentage of students who find Counselling services important to maintaining academic performance (obtained via annual survey): target 80%</p> <ul style="list-style-type: none"> <li>Percentage of students who find contact with student support services important to remaining in college (retention): target 80%</li> </ul>	<ul style="list-style-type: none"> <li>Identify and implement Counselling and Accessibility services specific to International students</li> </ul>	<p>Completed.</p> <ul style="list-style-type: none"> <li>One Counsellor was identified and introduced to international students during orientation.</li> <li>I.M. Well app was purchased and promoted, which offers supports in 180 different languages where students can access counseling and other mental health related resources.</li> </ul>
	<ul style="list-style-type: none"> <li>Develop strong communication with faculty to facilitate the best tutoring delivery possible for each program and establish and maintain effective communication between library peer tutoring staff and student peer tutors</li> </ul>	<p>Completed.</p> <ul style="list-style-type: none"> <li>Peer Tutoring staff made good progress to develop strong, open communication with the faculty thus resulting in a 27% increase in weekly group drop in sessions compared to 2016-17.</li> </ul>
	<ul style="list-style-type: none"> <li>Train students and staff in sexual assault prevention strategies including Upstander training and scenario training during orientation</li> </ul>	<p>Completed.</p> <ul style="list-style-type: none"> <li>Upstander training was delivered to all RA's, and students residing in Ray Lawson Hall at the beginning of the academic year which provided facts, and scenario (video) training.</li> <li>Residence Advisors visited the sexual assault centre at Sault Area Hospital to understand more about sexual assault, and the process if a student should come forward to report.</li> <li>The Diversity and Campus Standards Intern delivered Upstander Training to students and staff on multiple occasions.</li> </ul>



## INNOVATION IN TEACHING AND LEARNING

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

Goal	Initiatives	Progress at March 31, 2018
<p>Strive to be in the top 5 in the province for the following Key Performance Indicator:</p> <ul style="list-style-type: none"> <li>◦ Overall satisfaction with knowledge and skills</li> </ul> <p>Remain in top 5 in the province for the following Key Performance Indicator:</p> <ul style="list-style-type: none"> <li>◦ Overall quality of learning experience</li> </ul> <p>Increase percentage of courses which incorporate experiential learning (incl. simulation) to 40%</p>	<ul style="list-style-type: none"> <li>• Facilitate increased experiential opportunities to enhance learning</li> <li>• Use on-campus workplace simulation in advanced state of the art labs (robotics, aviation, nursing, motive power)</li> </ul>	<p>The KPI process was delayed across the entire college system and the results are not yet available.</p> <p>Initiatives completed. Examples included:</p> <ul style="list-style-type: none"> <li>• Video Game Art has added Augmented Reality opportunities for students to enhance learning.</li> <li>• The Culinary Management program has added a new work placement component to the program that gives students varied experience in the community working in differing restaurant kitchens.</li> <li>• New simulation equipment in Justice Studies has expanded the experiential learning (EL) for this program.</li> <li>• The Career Ready Fund has increased the EL for many programs through the purchase of industry level software packages for students to learn and practice on, eg. Lab Volt and Solid Works.</li> </ul>
	<ul style="list-style-type: none"> <li>• Operate a Physiotherapy Clinic and Fitness Program for the public run by faculty and students (OTA/PTA &amp; FHP)</li> </ul>	<p>Completed. Examples included:</p> <ul style="list-style-type: none"> <li>• The Physiotherapy Clinic is a placement for the students and services the college community, both staff and students.</li> <li>• The Fitness and Health Promotion Program provides sessions for the students, staff and the general public.</li> </ul>
	<ul style="list-style-type: none"> <li>• Enable connections with industry for students in Natural Environment programs.</li> </ul>	<p>In progress.</p> <ul style="list-style-type: none"> <li>• Work has begun on solidifying partnerships with industry connections by way of revisiting MOUs and invitations to meet with program staff.</li> </ul>

Goal	Initiatives	Progress at March 31, 2018
<p>Strive to be in the top 5 in the province for the following Key Performance Indicator:</p> <ul style="list-style-type: none"> <li>◦ Overall satisfaction with knowledge and skills</li> </ul> <p>Remain in top 5 in the province for the following Key Performance Indicator:</p> <ul style="list-style-type: none"> <li>◦ Overall quality of learning experience</li> </ul> <p>Increase percentage of courses which incorporate experiential learning (incl. simulation) to 40%</p>	<ul style="list-style-type: none"> <li>◦ Develop new collaborations with colleges, universities and Indigenous institutes to create transfers, articulations and pathways for Indigenous learners</li> </ul>	<p>Completed and on-going. Examples included:</p> <ul style="list-style-type: none"> <li>• Sault College signed a Memorandum of Understanding (MOU) with Confederation College to provide for planning and support of Indigenous Learning Outcomes developed by Confederation College for application and use at Sault College. Planning and support has been provided to allow for Sault College's Anishinaabemowin Certificate to be used at Confederation College.</li> <li>• A new five year MOU was signed with Kenjgewin Teg for new community-based program delivery.</li> <li>• A new five year MOU was signed with Oshki-Pimanche-O-Win The Wenjack Institute for the delivery of Sault College's Social Service Worker – Native Specialization Program.</li> <li>• A new three year MOU was signed with Seven Generations Education Institute for delivery of the following Sault College programs: Anishinaabemowin, Early Childhood Education, Esthetician, Forestry Technician – Conservation, Hairstyling, Natural Environment Technician – Conservation and Management, Video Game Art and Welding.</li> <li>• A MOU with the Ontario Native Education Counselling Association (ONECA) was signed for the development and delivery of a MAESD approved post diploma certificate credential and delivery of ONECA's current Native Counsellor Training Program.</li> </ul>
	<ul style="list-style-type: none"> <li>◦ Establish on-going Indigenous-specific professional development opportunities for all staff throughout the year based on identified priorities and requests</li> </ul>	<p>Completed. Examples included:</p> <ul style="list-style-type: none"> <li>• Indigenous specific professional development sessions were held during the spring PD period (e.g. KAIROS Blanket Exercise).</li> <li>• The library hired a Library Technician to focus partially on promoting and embedding Indigenous learning at Sault College. <ul style="list-style-type: none"> <li>◦ This Library Technician started a reading circle with staff, studying the acclaimed book Seven Fallen Feathers. This program was a great success and has helped with the reconciliation and healing process at Sault College.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>◦ Foster institutional Indigenous hiring practices and strategies</li> </ul>	<p>Completed. Examples included:</p> <ul style="list-style-type: none"> <li>• The Indigenous Studies and Human Resources departments jointly identified and implemented a number of strategies to foster Indigenous hiring practices, including but not limited to: increased advertising in Indigenous specific media and inclusion of a traditional territory acknowledgement on all job postings.</li> </ul>



Goal	Initiatives	Progress at March 31, 2018
<p>Strive to be in the top 5 in the province for the following Key Performance Indicator:</p> <ul style="list-style-type: none"> <li>◦ Overall satisfaction with knowledge and skills</li> </ul> <p>Remain in top 5 in the province for the following Key Performance Indicator:</p> <ul style="list-style-type: none"> <li>◦ Overall quality of learning experience</li> </ul>	<ul style="list-style-type: none"> <li>◦ Improve Indigenous learner access to post-secondary education through the creation of E-Learning opportunities and continued community based program delivery</li> </ul>	<p>In progress and on-going. Examples included:</p> <ul style="list-style-type: none"> <li>• In partnership with Seven Generations Education Institute, delivered Sault College's Welding, Esthetician and Hairstyling programs.</li> <li>• In partnership with Oshki-Pimanche-O-Win The Wenjack Institute, delivered Sault College's Social Service Worker – Native Specialization program.</li> <li>• Three courses from Sault College's Fetal Alcohol Syndrome Disorder – Post-Diploma Certificate program are ready to be put into online format.</li> </ul>
<p>Increase percentage of courses which incorporate experiential learning (incl. simulation) to 40%</p>	<ul style="list-style-type: none"> <li>◦ Begin the process of infusing Indigenous learning-approaches and diverse cultural contexts into pedagogical approaches and across the curriculum for the benefit of all learners in consultation with Indigenous partners</li> </ul>	<p>In progress. A four year draft implementation plan was created.</p> <ul style="list-style-type: none"> <li>• Phase One: Eastern Doorway – New Beginnings <ul style="list-style-type: none"> <li>◦ Focus on initial knowledge building and engagement in order to develop a critical understanding of the concept and process of institutional decolonization and the collaborative ethics and principles in the understanding, interpretation and implementation of the Indigenous Learning Outcomes.</li> </ul> </li> <li>• Phase Two -Southern Doorway – Growth and Sustenance <ul style="list-style-type: none"> <li>◦ Implementation of Indigenous Learning Outcomes (ILOs) into specific identified programs with goal of embedding into content across core courses in programs</li> <li>◦ Faculty engagement through the implementation of professional development sessions/workshops in addition to cultivating the necessary resources including the development of and Indigenous resource repository on the College's Learning Management System.</li> </ul> </li> <li>• Phase Three - Western Doorway – Reflection and Evaluation <ul style="list-style-type: none"> <li>◦ Development of rubrics to measure effective implementation of ILO's with a focus on garnering participant feedback on the identification of challenges, barriers, opportunities and experiences of ILO implementation.</li> </ul> </li> <li>• Phase Four - Northern Doorway – Wise Practices <ul style="list-style-type: none"> <li>◦ Community of practice for Indigenous pedagogical approaches developed and full implementation of ILO's across the institution begins.</li> </ul> </li> </ul>

Goal	Initiatives	Progress at March 31, 2018
<p>Strive to be in the top 5 in the province for the following Key Performance Indicator:</p> <ul style="list-style-type: none"> <li>◦ Overall satisfaction with knowledge and skills</li> </ul> <p>Remain in top 5 in the province for the following Key Performance Indicator:</p> <ul style="list-style-type: none"> <li>◦ Overall quality of learning experience</li> </ul> <p>Increase percentage of courses which incorporate experiential learning (incl. simulation) to 40%</p>	<ul style="list-style-type: none"> <li>• Develop a Teaching and Learning Centre to support full and part-time faculty in skill development, knowledge building and knowledge transfer grounded in quality assurance practices, outcomes based education and evidence based teaching practice, scholarship of teaching and learning</li> <li>• Develop and implement a college faculty development program to support and ensure excellence in teaching and learning</li> </ul>	<p>In progress.</p> <ul style="list-style-type: none"> <li>• Faculty identified to engage in further e-learning opportunities to share with colleagues.</li> <li>• The Curriculum and Faculty Enrichment D2L site has been established for full and part-time faculty support.</li> </ul>
<ul style="list-style-type: none"> <li>• Improve Retention rate: <ul style="list-style-type: none"> <li>◦ Overall: &gt;79%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develop reports containing data that will facilitate retention analytics.</li> <li>• Implement cross-college initiatives focused on student retention based on data analysis</li> <li>• Create an International working group to develop a plan for international student success</li> <li>• Continue to improve orientation and pre-orientation activities that are designed to impact retention</li> <li>• Increase student awareness of financial assistance</li> <li>• Use the learning management system for early detection of potential student academic issues</li> </ul>	<p>Completed. Examples included:</p> <ul style="list-style-type: none"> <li>• Student Services collects and compares year to year retention data to determine the results of a variety of retention strategies.</li> <li>• The Learning Management early academic issue system is used by Faculty to report students at risk to the Student Success Officer each semester.</li> <li>• Implementation of OCAS International online application system included collection of data pertaining to international applicants.</li> <li>• The International Office and Faculty meet regularly to collaborate on initiatives for international student success.</li> <li>• Improvements to international student orientation included lunch with faculty and staff, and a session with a Registered Immigration consultant.</li> </ul>

## ACCESS AND EQUITY

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

Goal	Initiatives	Progress at March 31, 2018
<ul style="list-style-type: none"> <li>• Strive to increase the number of SCWI learners enrolled in post-secondary programming: &gt; 30%</li> <li>• Maintain success rate for Dual Credits and SCWI: &gt;75%</li> </ul>	<ul style="list-style-type: none"> <li>• Expand the number of dual credits available to secondary school students</li> </ul>	Completed. <ul style="list-style-type: none"> <li>• The percentage of SCWI learners who enrolled in post-secondary programming was 32%, slightly above the target of 30%.</li> <li>• The success rate for Dual Credits and SCWI was 92% which surpassed the target of 75%.</li> </ul>
	<ul style="list-style-type: none"> <li>• Meet the requirements and standards set out by AODA, OBC, Municipal, and adopt a barrier free design for new construction or major redevelopment of our facilities and grounds</li> </ul>	Completed.



Goal	Initiatives	Progress at March 31, 2018
<ul style="list-style-type: none"> <li>• Strive to increase the number of SCWI learners enrolled in post-secondary programming: &gt; 30%</li> <li>• Maintain success rate for Dual Credits and SCWI: &gt;75%</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver on campus mental health services (depending on funding) in partnership with community agencies for students requiring temporary or permanent mental health accommodations and supports.</li> </ul>	<p>Completed.</p> <ul style="list-style-type: none"> <li>• Sault College has a continued partnership agreement with CMHA Algoma to provide mental health education and training on campus.</li> <li>• Counsellors continued to support students with mental health problems/mental illness by providing accommodations and therapeutic services.</li> <li>• Over the 2017/18 year, students attended 1,534 counselling appointments.</li> </ul>
	<ul style="list-style-type: none"> <li>• Provide culturally-specific services for Indigenous students at the college experiencing difficulty with learning, mental health, and/or requiring accessibility. Services will be provided by Indigenous Counselors, Indigenous Elders in Residence, and Traditional Knowledge Keeper through ceremonies and events.</li> </ul>	<p>Completed and on-going. Examples included:</p> <ul style="list-style-type: none"> <li>• 75% of Indigenous students accessing Accessibility Services and/or Counselling utilized the services of our Indigenous Student Counsellors. Feedback from the students indicated they felt comfortable and welcomed when attending the office for an appointment or an event.</li> <li>• Campus events involving our Indigenous Elders had an increase in attendance of 46% over the previous year.</li> <li>• Social and cultural events offered through Indigenous Studies help to promote an environment of social inclusion which celebrates and honours Indigenous culture and traditions and encourages and fosters cross-cultural awareness. <ul style="list-style-type: none"> <li>◦ For 2017 – 2018 Indigenous Studies hosted over 112 events, partnered on 26 community based initiatives, engaging over 3200 students and community members.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Allocate “Designated Seats” for Indigenous learners in all programs (visible minorities – the college could capitalize for example on our Indigenous student population and facilities in collaboration with other departments; similarly women for example in aviation and other visible minorities/international students)</li> </ul>	<p>In progress.</p> <ul style="list-style-type: none"> <li>• This initiative is 'in-progress' and designated seats for Indigenous learners are now available in some programs and over-subscribed programs.</li> </ul>

Goal	Initiatives	Progress at March 31, 2018
<ul style="list-style-type: none"> <li>• Strive to increase the number of SCWI learners enrolled in post-secondary programming: &gt; 30%</li> <li>• Maintain success rate for Dual Credits and SCWI: &gt;75%</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively to increase access and mobility through pathways for Indigenous learners (Pathways Project – ONCAT)</li> </ul>	<p>Completed and on-going. Examples of pathways for Indigenous learners:</p> <p>Algoma University</p> <p>Social Service Worker – Native Specialization (SC) to Bachelor of Social Work (AU): Diploma to Degree/ Degree to diploma/ Joint Admissions.</p> <p>Canadore College</p> <p>Indigenous Wellness Addiction Program (CC) to Fetal Alcohol Syndrome Disorder (SC): Diploma to Post-Diploma Certificate – condensed delivery.</p> <p>Social Service Worker – Native Specialization (SC) to Community Diabetes Worker Program (CC): Diploma to Post-Diploma Certificate – condensed delivery</p> <p>Confederation College</p> <p>Social Service Worker – Native Specialization (SC) to Native Child and Family Worker (CC): Diploma to Diploma/dual diploma.</p> <p>Anishinaabemowin Immersion (SC) to Native Child and Family Worker (CC): Certificate to Diploma, Diploma to Certificate – Concurrent delivery.</p> <p>Anishinaabemowin Immersion (SC) to Aboriginal Community Advocacy (CC): Certificate to Diploma, Diploma to Certificate.</p> <p>Laurentian University/University of Sudbury</p> <p>Early Childhood Education (SC) to Bachelor of Arts – Folklore et ethnologie (L/UofS): Diploma to Degree.</p>
	<ul style="list-style-type: none"> <li>• Sault College has been a strong partner in the development and implementation of Phase 1 of the NCCP (Northern Colleges Collaboration Project) and will continue to work with the team through Phase 2.</li> </ul>	<p>In progress.</p> <ul style="list-style-type: none"> <li>• Sault College introduced Business Fundamentals through NCCP in the fall of 2017.</li> <li>• Sault College is fully engaged in working groups with the goal of launching additional programs.</li> </ul>

# APPLIED RESEARCH EXCELLENCE AND IMPACT

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

Goal	Initiatives	Progress at March 31, 2018
<ul style="list-style-type: none"> <li>• Expand and strengthen applied research capacity through increasing collaborative projects               <ul style="list-style-type: none"> <li>◦ 3 – 5 projects per year</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide the opportunity for faculty and students to participate in applied research projects and work together with professionals from industry and government to solve problems, develop new products, services, and processes</li> </ul>	<p>Completed. Examples of projects included:</p> <ul style="list-style-type: none"> <li>• Natural Environment program staff are working on research projects with bees and elk. Both projects are in partnership with industry partners.</li> <li>• Two projects were completed in Robotics. One proof of concept project with Heliene Inc., involved the automation through the vision guided placement of photovoltaic cells for their assembly process. Another project with Atlas Copco focused on the development of a robotic process for the manufacturing of their drilling products.</li> </ul>
	<ul style="list-style-type: none"> <li>• Promote iE3 as a platform for industry-led applied research, experiential learning and entrepreneurial skills development               <ul style="list-style-type: none"> <li>◦ Accommodate private sector partners in iE3 who wish to locate directly on campus and collaborate with the College.</li> </ul> </li> </ul>	<p>Completed.</p> <ul style="list-style-type: none"> <li>• Promoted the vision and capabilities of the iE3 to multiple community organizations, highlighting its anticipated capabilities and the potential for co-location on campus for suitable organizations who wish to partner with the College.</li> <li>◦ Createch has signed an MOU with Sault College with the intention of locating in the iE3 in early 2019.</li> </ul>
	<ul style="list-style-type: none"> <li>• Promote the newly built world-class Robotics Lab as the ideal platform for collaborative applied research, industry training, and teaching.</li> </ul>	<p>Completed.</p> <ul style="list-style-type: none"> <li>• Engaged in a promotional campaign and contacted approximately 20 regional companies, who were selected as high priority candidates for automation projects.</li> </ul>
	<ul style="list-style-type: none"> <li>• Launch a Robotics Graduate Certificate program</li> </ul>	<p>Completed. Program launched September 2017.</p>

# INNOVATION, ECONOMIC DEVELOPMENT AND COMMUNITY ENGAGEMENT

The direct economic impact of Sault College on the local economy is approximately \$150MCAD annually. Sault College is currently the 5th largest employer in the community with a full time workforce of over 450 employees. More importantly, the College provides affordable access to post-secondary education which produces graduates with the diverse skills needed by the local economy in a variety of areas such as health care, social services and technology. The College will play an increasingly key role in the development of the region as it transitions itself into a knowledge based economy.

Goal	Initiatives	Progress at March 31, 2018
<p>Continue to be a leader in Employment Services:</p> <ul style="list-style-type: none"> <li>• Training subsidies expended within 95% of allocations</li> <li>• 90% intake in all programs</li> <li>• Employed outcomes above 69%</li> <li>• 113 Youth Job Connection (YJC) Intake in Sault Ste. Marie (SSM)</li> <li>• 39 YJC Intake in Blind River</li> <li>• 33 Youth Job Link placements in SSM</li> <li>• 13 Youth Job Link placements in Blind River</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver the following programs to meet the needs of employers and our community:               <ul style="list-style-type: none"> <li>◦ Employment Service</li> <li>◦ Youth Job Connection Summer</li> <li>◦ Canada Ontario Job Grant</li> </ul> </li> <li>• Demonstrated involvement on community committees as a senior Sault College representative</li> <li>• Create strategic alliances with organizations throughout the community to deliver services</li> <li>• Employment Solutions will continue to maximize funding by delivering top notch programs to the community of Sault Ste. Marie and throughout the North Shore.</li> <li>• Successfully launch Youth Job Link and Youth Connection programs</li> <li>• Youth Job Connection to work with Indigenous Education staff to work with community partners Information Technology by 10%</li> </ul>	<p>Completed. Examples included:</p> <ul style="list-style-type: none"> <li>• Achieved all Ministry targets and 2017-18 goals resulting in funding increases for next fiscal year.</li> <li>• Additional achievements included:               <ul style="list-style-type: none"> <li>◦ With customer satisfaction rating of 97% and successful placement of youth and adult job-seekers, additional funding has been secured to improve job retention.</li> <li>◦ Over \$180,000 accessed by employers to support staff training through Canada Ontario Job Grant Program (added funds received due to increased interest from employers).</li> <li>◦ Service Canada Graduate Education Program provided \$295,000 to employers across Algoma to support the hiring of recent graduates / highly skilled youth.</li> </ul> </li> </ul>

# APPRENTICESHIPS

A reliable supply of skilled workers is needed and is of strategic importance to northern Ontario. Sault College has been a leader in apprentice and skills based training since its inception. Sault College does not view apprentice training as a silo activity, rather it is supported and integrated as a priority in the day-to-day operations of the institution.

Goal	Initiatives	Progress at March 31, 2018
<ul style="list-style-type: none"> <li>Strive to remain at least 10% above the provincial average for overall apprenticeship program student satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>Manage the capacity for in-school apprentice training according to need, expanding in areas of high demand</li> <li>Expand pathways for learners that will enhance mobility between post-secondary programs and apprenticeship training and between apprenticeship training and post-secondary programs</li> <li>Increase the use of simulation in apprenticeship training programs</li> <li>Invest in facilities and equipment that enhance the ability of the College in the area of apprentice training</li> <li>Increase opportunities for apprentices to study from remote locations</li> </ul>	<ul style="list-style-type: none"> <li>The KPI results for 2017-18 have not been released to date.</li> <li>Initiatives completed. Examples included:</li> <li>MAESD approved Sault College as a training delivery agent for the Brick &amp; Stone Mason trade.</li> <li>An application was made to MAESD to become a training delivery agent for the General Machinist trade and we are awaiting a response.</li> <li>Investment in facilities and equipment:               <ul style="list-style-type: none"> <li>Network Infrastructure improvements were made to support video streaming and wireless technology in the Motive Power shops.</li> <li>Late model vehicles and hydraulic trainers were purchased to provide apprentices with hands-on training with latest technology used in the industry.</li> <li>Boilers were purchased to deliver hands-on training for Steamfitter and Plumber apprentices.</li> </ul> </li> <li>Increased opportunities for apprentices to study from remote areas:               <ul style="list-style-type: none"> <li>The Parts Technician trade was offered in an on-line format and 80 apprentices from all over Ontario participated.</li> </ul> </li> </ul>



## ENROLMENT STRATEGY

The direct economic impact of Sault College on the local economy is approximately \$150MCAD annually. Sault College is currently the 5th largest employer in the community with a full time workforce of over 450 employees. More importantly, the College provides affordable access to post-secondary education which produces graduates with the diverse skills needed by the local economy in a variety of areas such as health care, social services and technology. The College will play an increasingly key role in the development of the region as it transitions itself into a knowledge based economy.

Goal	Initiatives	Progress at March 31, 2018
<ul style="list-style-type: none"> <li>• Domestic enrolment target: <b>2,468</b></li> <li>• Conversion target: <b>29%</b></li> </ul>	<ul style="list-style-type: none"> <li>• Increase the use of social media as a means of outreach to applicants</li> <li>• Utilize the new 'Real' brand</li> <li>• Develop a targeted marketing plan to attract applicants from outside the Algoma region</li> <li>• Use access to year round recreational activities such as skiing, snowboarding, tennis and boating to promote Sault College as a "destination college"</li> </ul>	<ul style="list-style-type: none"> <li>• Domestic enrolment was impacted by the strike with 227 full-time students withdrawing.</li> <li>• The conversion rate target was surpassed at 29.6%.</li> <li>• Recruitment/Marketing strategies included:               <ul style="list-style-type: none"> <li>◦ Invested in paid social media and organic posts of great stories that achieved great engagement.</li> <li>◦ Successfully launched and carried out our new brand positioning.</li> <li>◦ Used demographic and analytical data coupled with digital insights to launch an integrated campaign using digital and traditional media targeting students outside of the Algoma Region.</li> <li>◦ The Searchmont Ski Pass was used as a tool to attract students to our area.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Increase international enrolment target (at a measured pace (10%) to ensure that students are supported successfully): 130</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a comprehensive strategy for international recruitment including a multi-market network of agents and partnerships for international recruitment</li> <li>• Develop cultural awareness among faculty and staff</li> <li>• Develop new international college partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2017 international enrolment was impacted by the strike and was 114 post-strike.</li> <li>• Winter 2018 enrolment was 260 students, which surpassed our target and was the highest international enrolment to date at Sault College .</li> <li>• The international recruitment strategy focused on a manageable number of new countries. One new country representative has been added to the recruitment team to manage agents in a new market.</li> <li>• The International office provided cultural awareness training to faculty and staff.</li> <li>• One new partnership agreement was signed with an international partner institution.</li> </ul>

Goal	Initiatives	Progress at March 31, 2018
<ul style="list-style-type: none"> <li>• Increase Indigenous enrolment by 5% over two (2) years</li> </ul>	<ul style="list-style-type: none"> <li>• Infuse Indigenous culture throughout the organization</li> <li>• Implement institutional Indigenous hiring practices and strategies</li> <li>• Employ Indigenous student Counsellors to assist potential students with the application process and provide funding/financing options</li> <li>• Provide Indigenous students with a variety of on-campus social/ cultural activities</li> <li>• Secure the hosting and permanent site status for the Annual Ontario Aboriginal Sport and Wellness Council (OASWC) Aboriginal Volleyball Championships</li> <li>• Engage Indigenous Alumni and promote success stories</li> </ul>	<p>Completed.</p> <ul style="list-style-type: none"> <li>• Indigenous student enrolment: 2015-16: 429 self-identified students 2016-17: 502 self-identified students 2017-18: post-strike: 501 self-identified students.</li> <li>• Indigenous hiring practices and strategies were implemented.</li> <li>• Indigenous Counsellors continued to support students with both the application process and exploring funding opportunities</li> <li>• Sault College hosted the OASWC basketball and volleyball tournaments during the fiscal year.</li> </ul>

## ENTERPRISE SYSTEM

Goal	Progress at March 31, 2018
Implementation of a new Enterprise Resource Planning system.	PeopleSoft Human Resources and Financial Systems implemented.

## FINANCIAL SUSTAINABILITY

Goal	Progress at March 31, 2018
Annual Surplus/Deficit > 0	Exceeded target - \$2,216,844
Accumulated Surplus/Deficit: >0	Exceeded target - \$14,280,070
Net Income to Revenue Ratio: >1.5%	Exceeded target - 3.77%
Net Assets to Expense Ratio: > 60%	Exceeded target - 146.53%
Quick Ratio > 1	Exceeded target - 2.85:1
Debt Servicing Ratio < 3%	Exceeded target - 1.21%
Total Debt to Assets Ratio < 35%	Exceeded target - 20.47%



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## HIGHLIGHTS FROM 2017-18

### **iE3 (Institute for the Environment, Education and Entrepreneurship)**

Sault College secured funding from programs of Federal, Provincial, and Municipal governments to enable the development and construction of iE3 (Institute of Environment, Education and Entrepreneurship). Our new \$19M iE3 is presently under construction and will be home to the ICT, GIS and Environmental programs. In addition to promoting cross-disciplinary activities, this technologically advanced facility will provide an ideal flexible collaboration platform, which will foster innovation, experiential learning and cultivate entrepreneurship in our students.

### **Early Childhood Education Centre:**

The Early Childhood Education Centre is currently under construction with an anticipated completion date of June 28, 2018. This Centre will provide a learning environment for the Early Childhood Education program at the College while providing daycare services for the children of students at the College and to the Sault College community.

### **Waterfront and Tennis Centre:**

Funding and a fundraising campaign have successfully secured the funds required to revitalize the facilities at the Waterfront and Tennis Centre. During the past year, Sault College proudly accepted a generous donation from the Prouse family in support of this exciting project that will not only benefit our College, its programs and students, but also the community as a whole. In recognition of their generosity, the Waterfront and Tennis Centre building will be named The Franklin Prouse Centre.

This Centre will provide Sault College students and the Sault Ste. Marie community with seasonal access to tennis, and it will support programming at the college, specifically the NEOS programs. The Centre will provide access to facilities that will enhance learning experiences for students in these programs.



### **Athletics Achievements / Highlights**

- 13 Athletes were recognized for their high academic achievements.
- Sault College Athletics hosted OCAA Golf Championships with our Men's team taking home a silver in the D2 division.
- Sault College Athletics hosted OCAA Curling Championships with our Men's team winning Silver and our Mixed team winning Gold. The silver for the Men earned them a place at the Curling Nationals in Leduc, Alberta where they had a strong finish.
- Men's and Women's Indoor Soccer competed hard in 3 tournaments and the local Sault Amateur Soccer Association league. The Men's team won their first tournament at Georgian College's invitational.
- Cross Country was able to develop some strong building blocks for the future as they competed in 5 races in Ontario and the U.S.
- Men's and Women's basketball teams persevered to the end of the season with limited benches due to injuries and other challenges.
- Women's hockey finished a strong exhibition season without a full time goalie. The team was able to pick up a significant exhibition win against one of the top ranked ACHA Division 2 teams.
- Men's hockey team finished the season with a record of 12-1-0-2, and they are now being recognized as an extremely competitive club for the upcoming season.

### **Colleges and Institutes Canada's (CiCan) Indigenous Education Excellence Award**

Sault College received national recognition for its ongoing, strong commitment to Indigenous education as the gold recipient of Colleges and Institutes Canada's (CiCan) Indigenous Education Excellence Award.

CiCan's Indigenous Education Excellence Award recognizes a college or institute that has demonstrated commitment to Indigenous education through innovative approaches and dedicated structures, curriculum, holistic support services and community partnerships that contribute to learner success, as well as socio-economic development and reconciliation within communities.

With more than 30 years of experience, Sault College continues to be passionate about and dedicated to the advancement of Indigenous education in Ontario. Offering a post-secondary environment that is inviting and open, Sault College supports its Indigenous learners' post-secondary aspirations and fosters an understanding and appreciation of the histories, culture and traditions of Indigenous peoples.

### **Chamber of Commerce Diversity Award**

Sault College was awarded the 2018 Chamber of Commerce Outstanding Business Achievement Award for Diversity. The Diversity Award recognizes a business or organization that embraces, celebrates and applies holistic inclusion and participation of a diverse people, making the workplace a better environment in which to work, and the community a better place in which to live, work and raise a family. This accomplishment is particularly meaningful because our College prides itself on creating a campus and workplace that respects, embraces, and values diversity. We each play a role in achieving this within our College and the dedication and attention to this important goal of staff was instrumental in this amazing achievement.

### **Student Cooks Up Bronze Medal in Ontario Skills Competition**

Sault College student, Lydia Rodgers, found her love of cooking while studying in the Culinary Management program at the College – a passion that led her to third place in the Culinary Arts scope of the 2017 Ontario skills competition – post-secondary. The event is Canada’s largest skilled trade and technology competition!

A graduate of the Culinary Management program and recent graduate of the Business Management program at Sault College, she applied to compete in the competition. Lydia was selected by the Ministry of Advanced Education and Skills Development to represent the North for the post-secondary culinary competition, which allowed her to demonstrate her skills and passion for cooking.

The intense competition saw Lydia and her competitors complete each dish within a set amount of time in addition to the five minutes allotted for plating each dish. The competitors and their dishes were then judged based on several criteria including: sanitation, presentation, taste test, time efficiency, and an interview component.

The entire Sault College community congratulates Lydia on this outstanding accomplishment and wish her well in all of her future endeavours!

### **Strategic Partnerships**

#### **Sault College and Laurentian University Ink 2 plus 2 Agreement**

Sault College and Laurentian University signed a milestone agreement that offers business students a unique opportunity to complete their diploma and degree in four years. This new partnership further strengthens each institution’s commitment to providing quality education. Under the agreement, Laurentian University will recognize applications from

Sault College students who have completed the first two years of study in the College’s Business Program. The College’s two year business diploma will be eligible for transfer and admission into year three of Laurentian University’s four-year Bachelor of Business Administration (BBA) degree program.

This new pathway agreement is great for students who want to further develop and enhance the business skills obtained through Sault College at an exceptional university.

#### **Jazz adds Sault College Flight Instructors to its Professional Pilot Career Pathway Program**

Jazz Aviation LP (“Jazz”) were pleased to announce a further commitment to Canada’s current and future flight instructors with an enhanced agreement between the airline’s Jazz Aviation Pathway Program (“Jazz APP”) and Sault College of Applied Arts and Technology (“Sault College”).

“To support quality flight training in Canada, airlines need to continue to develop pathways that encourage new pilots to become instructors, without affecting their opportunity to become an airline pilot if they wish. Through this new agreement, the Jazz APP will provide an opportunity for top instructors at Sault College to further their professional pilot careers,” said Steve Linthwaite, Vice President, Flight Operations, Jazz. “We are proud to be fully engaged with Sault College’s program as we continue to cultivate strong futures for pilots in the Canadian aviation industry.”

Jazz and Sault College have a strong history dating back to the inception of the Jazz APP in 2007 and are pleased to now extend the Jazz APP opportunity to top Sault College flight instructors. In order for these top flight instructors to have an opportunity for employment as a professional pilot with Jazz, they must be recommended by Sault College and meet comprehensive experience criteria.



### Sault College and Oshki-Pimache-O-Win Education and Training Institute Celebrate Partnership Renewal

During the past year Sault College proudly renewed its partnership with the Oshki-Pimache-O-Win Education and Training Institute in Thunder Bay for an additional five year term. Sault College has partnered with Oshki-Pimache-O-Win Education and Training Institute since April 2010.

The partnership renewal ceremony saw the signing of the agreement between the two institutions, which will allow for the continued offering of the Social Service Worker – Native Specialization program at Oshki-Pimache-O-Win Education and Training Institute.

This agreement continues to promote excellence and quality in the development and delivery of certificate, post-secondary education and training courses through detailed, program-specific arrangements. It is also another important step in demonstrating Sault College's commitment to advancing Indigenous education.

Oshki-Pimache-O-Win Education and Training Institute is a leader in the design and delivery of culturally appropriate and academically rigorous postsecondary and training programs which meet the holistic educational needs of Nishnawbe Aski Nation, and other learners, in a safe, inclusive, supportive and culturally enriching learning environment.

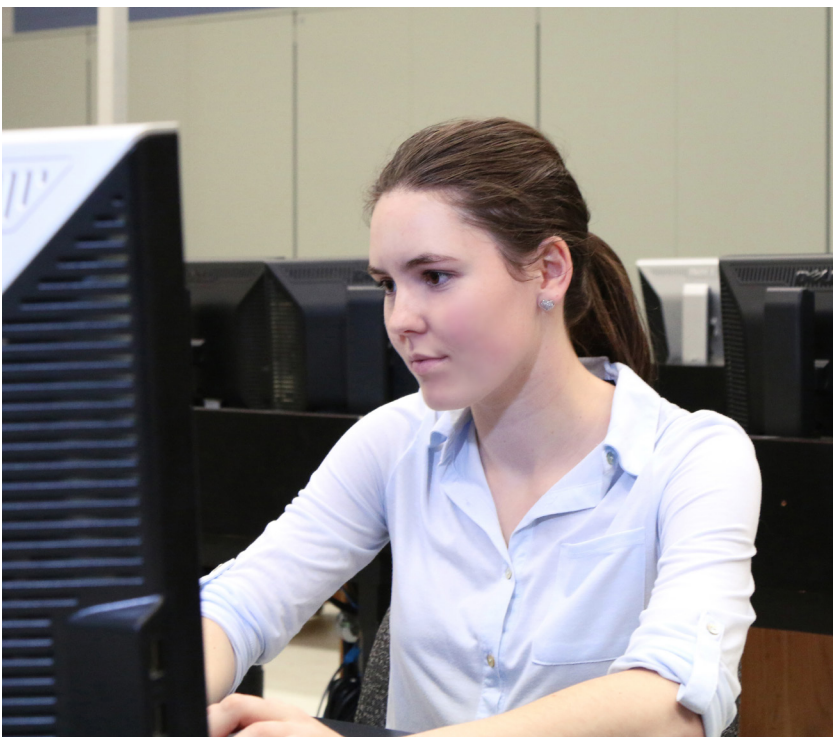


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Top from left to right: Carolyn Hepburn, Dean Indigenous Studies and Academic Upgrading, Sault College, Dr. Ron Common, President, Sault College, Rosie Mosquito, Executive Director Oshki-Pimache-O-Win Education and Training Institute, Fabian Batise Governing Council Chair, Oshki-Pimache-O-Win Education and Training Institute

Middle from left to right Rebecca Charles recipient of The Jazz Aviation Pathway Award for Professionalism and Diversity, Greg Mapp, Chair, Aviation Technology (Flight), and Tristan Fisher recipient of The Jazz Aviation Pathway Award for Professionalism.

Bottom from left to right: Stephen Havlovic (Dean, Faculty of Management, Laurentian University), and Colin Kirkwood Vice President Academic & Research, Sault College, signing the 2 plus 2 business degree agreement.



### **Sault College and Air Georgian Finalize Instructor Pathway with SOAR Partnership**

Air Georgian and Sault College announced an exciting partnership. Sault College is now a proud partner of Air Georgian's SOAR program. The partnership provides a career pathway for instructors of Sault College to join Air Georgian as First Officers, giving them an entry point into the Air Canada network.

"Sault College is honoured to partner with Air Georgian Limited and become a member of its SOAR program," said Greg Mapp, Chief Flight Instructor and Chair at Sault College. "This partnership has incredible benefits for our college, it provides our graduates a pathway into the industry while simultaneously assisting our instructor recruitment and retention efforts."

### **CREATECH365 Moves to Sault Ste. Marie**

The Createch Group, headquartered in Montreal, Quebec, founded a new office in Sault Ste. Marie, Ontario, in March of 2017. This office named CREATECH365 offers new services for Microsoft Dynamics software support and development. It was established through a unique partnership between Createch, Microsoft, Sault Ste. Marie Innovation Centre, Sault College of Applied Arts and Technology and other community stakeholders. The affiliation of these organizations stands to create tremendous benefit through leading-edge educational instruction, software extension development, consulting, and sales for the cloud-based Microsoft Dynamics 365 Business Edition, an advanced technology solution for Small to Medium Sized Business (SMB).

As of June 2017, Sault College was chosen to be a Microsoft Dynamics Academic Alliance Premier Member, a designation that is the first of its kind in Canada. With this membership, Sault College students will have opportunities to work on applied research projects for CREATECH365 during work term placements and upon graduation.

"The partnership with the Createch Group and Microsoft creates exciting opportunities for our students and grads who wish to pursue a career in IT. The project builds on the College's tradition of providing educational programming that is closely aligned with employer needs and also supports our strategy to broaden and integrate experiential learning opportunities for our students," stated Colin Kirkwood, Sault College, V.P. Academic and Research.

A new \$19 million iE3 wing (Institute for Environment, Education and Entrepreneurship) will provide a new home for a variety of spaces supporting learning in the field of information technology as well as the new offices for CREATECH365. Createch will move its Sault operation into the iE3 building upon its completion, which is slated for summer 2018. This partnership will provide an ideal opportunity for Sault College students from Business and Information Technology programs to collaborate with faculty and Createch staff on applied research projects that will involve developing code, testing functionality and designing user experience aspects for new, customized Microsoft Dynamics software extensions.

Sault College is committed to expanding its Information Technology and Business program capacity to meet the needs of Createch and other businesses currently in the community or planning to locate in Sault Ste. Marie. This strategy is strongly supported within the community and is aligned with the overall need to creating an ICT talent pool in Sault Ste. Marie. This commitment will advance the diversification of the local economy from traditional heavy industrial manufacturing to technology.

Right: International students with Professor Marcia Jones in a Canadian politics and Public Administration Course (PFP211) posing after their group presentation where they gained the experience of creating their own political party and platform. An election was held during the final class.



Below: Ron Chartrand and Pwani faculty and students. The progressive partnerships between Sault College, Pwani RVTS and ATC are sponsored by a three year grant from Global Affairs Canada. The projects are made possible through the Improved Skills Training for Employment Program, which is managed by Colleges and Institutes Canada (CICan).



### **International Partnerships in Tanzania**

Sault College has continued its work on two unique international projects in Tanzania. Through the hard-work and dedication of Sault College staff and students, the project has reached many impressive milestones.

In April 2016, Sault College teamed up with Parkland College from Saskatchewan to assist Arusha Technical College (ATC) with the development of a “Pre-technology program” that will enable their students to transition from Vocational schools to Technical college programs. This program – which allows Tanzanian students to access higher levels of education –will be piloted by ATC in May 2018.

Sault College has also partnered with Pwani Regional Vocational Training and Service Centre (Pwani RVTSC) to develop a three year Process Automation and Instrumentation Technologist program to enhance technical training and skills for residents of Tanzania. This program will help to better prepare their students for employment in the growing industrial sector.

In February 2018, two of Sault College’s Digital Media students Patrick Tucker and Danial O’Brien, had the incredible opportunity of traveling to Tanzania to assist on these projects. The duo visited both project sites, completing over 50 short interviews with students and faculty and filmed material for over 25 individual programs. Together Patrick and Dan developed a short video promoting the Pre-Technology program at ATC and a second video that is specifically designed to encourage women to enrol in the Technical training programs. Both videos will be used for marketing purposes throughout Tanzania.

In addition to the amazing work done by Patrick and Danial, several other Sault College employees have been instrumental in these partnerships. In August 2017, Sault College’s Electrical Engineering professors Ron Chartrand and Mark Allemang, along with Project Manager Jane Sippell, travelled to Tanzania to establish a much needed computer lab at Pwani RVTSC. “This up to date computer lab is instrumental in providing a strong foundation on which to deliver their new Process Automation and Instrumentation Technologist program,” said Allemang.

Ron and Jane returned to Tanzania in February 2018, to assist in the establishment of a Program Advisory

committee for Pwani RVTSC. Having a number of Tanzanian Industry Leaders involved in an advisory capacity will assist Pwani RVTSC to ensure the curriculum is addressing the needs of local industry.

Sault College is extremely proud of these partnerships and the remarkable work of our staff and students in various aspects of these projects. The benefits are far-reaching and will not only assist Tanzanians to reach their National goal of becoming an industrial country by the year 2025, but also offer tremendous opportunities for personal and professional growth of all involved.

### **International Student Growth**

Sault College experienced a 110.5% increase in the number of international students on campus from 2016-2017. For the first time, a cohort of international students began a full-time post-graduate program in May 2018.

Resources in international admissions and support have expanded to service this increase. An online application system was implemented to streamline the application process and improve data collection potential.

The International Office held events to commemorate the day for the Elimination of Racism and Discrimination as well as International Students Day, and the team supported student leaders in the creation of a Pookalam to celebrate the Onam festival.

Staff and Faculty from several departments continue to increase their collaborative efforts to improve supports for international students. International student participation in academic support services such as the Write Place and Peer Tutoring increased, as did the number of International student recipients of Scholarships, Bursaries and Awards.

This past year’s recruitment efforts added focus on the Philippines and China. Three new partnership agreements were signed with Chinese institutions. Currently, 17 countries are represented in the international student body and Sault College continues to work toward cultural diversification on campus.

Sault College was the recipient of the 2018 Chamber of Commerce Diversity Award for providing a campus and workplace that respects, embraces and values diversity.

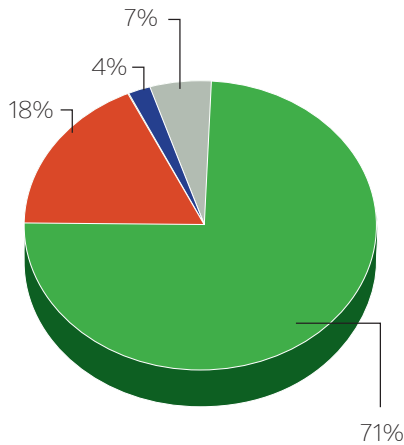
# FINANCIAL RESULTS

The College operates within its financial means to remain a viable community educational institution into the future. The College's operating results and financial position continue to facilitate reinvestment in infrastructure, equipment and programs. A comprehensive hard copy of the audited financial statements for the year ended March 31, 2018 is available online at [www.saultcollege.ca](http://www.saultcollege.ca).



# FINANCIAL RESULTS FOR THE YEAR ENDED MARCH 31, 2018

(IN THOUSANDS OF DOLLARS)



- Grants and reimbursements
- Tuition fees
- Ancillary operations
- Other

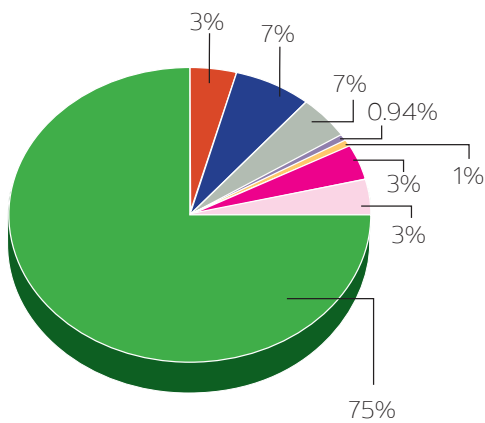
## Revenue

Grants and Reimbursements	\$38,217
Tuition Fees	9,960
Ancillary Operations	2,091
Other	3,568
Restricted for Student Purposes	1,742
Amortization of Deferred Capital	3,212

---

**Total Revenues** **\$58,790**

---



- Salaries and benefits
- Instructional supplies
- Contracted services
- Utilities, maintenance and taxes
- Interest and bank charges
- Travel and professional development
- Training subsidies and allowances
- Supplies and other expenses

## Expenses

Salaries and Benefits	\$37,005
Instructional Supplies	1,419
Contracted Services	3,475
Utilities, Maintenance and Taxes	3,371
Interest and Bank Charges	465
Travel and Professional Development	562
Training Subsidies and Allowances	1,442
Supplies and Other Expenses	1,695
Restricted for Student Purposes	207
Scholarships and Bursaries	1,434
Amortization of Capital Assets	5,498

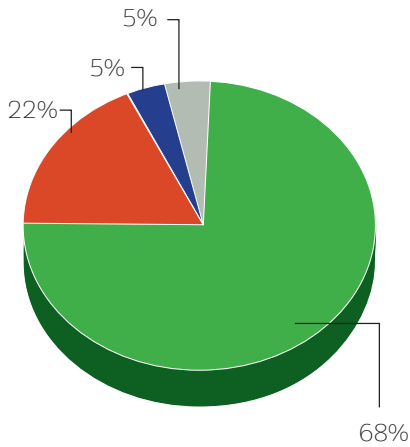
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**Total Expenses** **\$56,573**

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# 2018/2019 CASH BASED OPERATING BUDGET

(IN THOUSANDS OF DOLLARS)



- Grants and reimbursements
- Tuition fees
- Ancillary operations
- Other

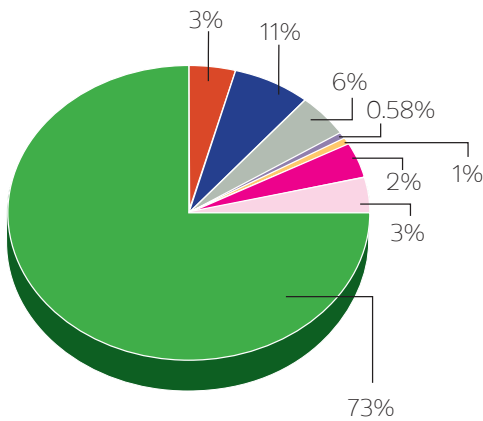
## Revenue

Grants and Reimbursements	\$44,854
Tuition Fees	14,790
Ancillary Operations	3,025
Other	3,295

---

**Total Revenues** **\$65,964**

---



- Salaries and benefits
- Instructional supplies
- Contracted services
- Utilities, maintenance and taxes
- Interest and bank charges
- Travel and professional development
- Training subsidies and allowances
- Supplies and other expenses

## Expenses

Salaries and Benefits	\$47,381
Instructional Supplies	1,909
Contracted Services	7,173
Utilities, Maintenance and Taxes	4,187
Interest and Bank Charges	377
Travel and Professional Development	902
Training Subsidies and Allowances	1,091
Supplies and Other Expenses	2,005

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**Total Expenses** **\$65,025**

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**Attachment 1:**

**Audited Financial Statements for the year ended March 31, 2018**

Financial Statements of

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

Year ended March 31, 2018

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Index to Financial Statements

Year ended March 31, 2018

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Independent Auditors' Report	
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Statement of Cash Flows	4
Statement of Remeasurement Gains and Losses	5
Notes to Financial Statements	6 - 20
Schedule of Revenue	21



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

## INDEPENDENT AUDITORS' REPORT

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

We have audited the accompanying financial statements of The Sault College of Applied Arts and Technology, which comprise the statement of financial position as at March 31, 2018, the statements of operations, changes in net assets, cash flows and remeasurement gains and losses for the year then ended, and notes, comprising a summary of significant accounting policies and other explanatory information.

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

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

### *Auditors' Responsibility*

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

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

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



*Opinion*

In our opinion, the financial statements present fairly, in all material respects, the financial position of The Sault College of Applied Arts and Technology as at March 31, 2018, its results of operations, changes in net assets, cash flows and remeasurement gains and losses for the year then ended in accordance with Canadian public sector accounting standards.

*KPMG LLP*

---

Chartered Professional Accountants, Licensed Public Accountants

Sault Ste. Marie, Canada

May 31, 2018

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Statement of Financial Position

March 31, 2018, with comparative information for 2017

	2018	2017
<b>Assets</b>		
Current assets:		
Cash	\$ 21,932,582	\$ 17,238,434
Temporary investments (note 3)	8,383,408	8,291,207
Accounts receivable (note 2)	2,042,521	1,854,671
Grants and reimbursements receivable	5,149,141	3,308,810
Current portion of loan receivable (note 4)	173,416	167,769
Current portion of pledges receivable (note 7)	37,400	121,151
Inventory	5,128	5,408
Prepaid expenses	275,288	647,953
	<u>37,998,884</u>	<u>31,635,403</u>
Loan receivable (note 4)	2,339,488	2,512,904
Capital assets (note 5)	73,933,169	64,630,163
Pledges receivable (note 7)	-	237
	<u>\$ 114,271,541</u>	<u>\$ 98,778,707</u>

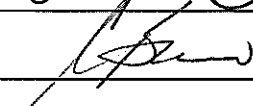
## Liabilities, Deferred Contributions and Net Assets

Current liabilities:		
Accounts payable and accrued liabilities	\$ 8,949,501	\$ 5,498,032
Accrued vacation pay	3,747,459	3,478,129
Deferred tuition fees	1,881,443	1,058,591
Deferred contributions for expenses of future periods (note 6)	2,676,335	1,676,123
Payable to the Ministry of Advanced Education and Skills Development	171,420	59,927
Current portion of long-term debt (note 8)	696,834	567,632
	<u>18,122,992</u>	<u>12,338,434</u>
Long-term debt (note 8)	7,138,304	3,335,138
Deferred capital contributions (note 9)	68,619,542	64,838,963
Post-employment benefits and compensated absences (note 10)	1,939,000	1,883,000
	<u>95,819,838</u>	<u>82,395,535</u>
Net assets:		
Unrestricted	2,938,709	1,581,665
Invested in capital assets (note 12)	11,186,923	10,410,629
Internally restricted (note 13)	154,438	159,674
Restricted for student purposes and endowments	4,610,907	4,522,165
	<u>18,890,977</u>	<u>16,674,133</u>
Accumulated remeasurement gains (losses)	(439,274)	(290,961)
	<u>18,451,703</u>	<u>16,383,172</u>
Commitments and contingencies (note 15)		
	<u>\$ 114,271,541</u>	<u>\$ 98,778,707</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, 2018, with comparative information for 2017

	2018	2017
Revenue (Schedule):		
Grants and reimbursements	\$ 38,217,626	\$ 37,140,760
Tuition fees	9,960,042	10,304,647
Ancillary operations	2,090,861	1,881,156
Miscellaneous	3,567,858	3,256,634
Restricted for student purposes	1,741,960	2,018,239
Amortization of deferred capital contributions (note 9)	3,211,825	2,995,499
	58,790,172	57,596,935
Expenses:		
Salaries and benefits	37,004,981	37,639,423
Instructional supplies	1,418,442	1,683,000
Contracted services	3,475,352	4,169,128
Utilities, maintenance and taxes	3,370,560	3,317,483
Interest and bank charges	464,688	231,285
Travel and professional development	562,350	570,049
Training subsidies and allowances	1,442,190	1,506,795
Supplies and other expenses	1,695,132	1,862,675
Restricted for student purposes	207,296	201,626
Scholarships and bursaries	1,434,187	1,651,910
Amortization of capital assets	5,498,150	4,168,115
	56,573,328	57,001,489
Excess of revenue over expenses	\$ 2,216,844	\$ 595,446

See accompanying notes to financial statements.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Statement of Changes in Net Assets

Year ended March 31, 2018, with comparative information for 2017

	Unrestricted	Capital Assets	Invested in Internally Restricted	Restricted for Student Purposes and Endowments	2018 Total	2017 Total
Balance, beginning of year	\$ 1,581,665	10,410,629	159,674	4,522,165	\$ 16,674,133	\$ 16,078,687
Excess (deficiency) of revenue over expenses	4,407,930	(2,286,325)	(5,236)	100,475	2,216,844	595,446
Invested in capital assets (note 12)	(3,050,886)	3,062,619	-	(11,733)	-	-
Balance, end of year	\$ 2,938,709	11,186,923	154,438	4,610,907	\$ 18,890,977	\$ 16,674,133

See accompanying notes to financial statements.



# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Statement of Cash Flows

Year ended March 31, 2018, with comparative information for 2017

	2018	2017
Cash provided by (used in):		
Operations:		
Excess of revenue over expenses	\$ 2,216,844	\$ 595,446
Adjustments for:		
Amortization of deferred capital contributions	(3,211,825)	(2,995,499)
Amortization of capital assets	5,498,150	4,168,115
Unrealized loss on investments	(148,313)	(282,707)
	4,354,856	1,485,355
Changes in non-cash working capital:		
Accounts receivable	(187,850)	(672,914)
Grants and reimbursement receivable	(1,840,331)	197,357
Inventory	280	580
Prepaid expenses	372,665	(300,425)
Accounts payable and accrued liabilities	3,451,468	323,880
Accrual for vacation pay	269,330	(15,294)
Payable to Ministry of Advanced Education and Skills Development	111,493	25,196
Deferred tuition fees	822,852	(61,142)
Deferred contributions related to expenses of future periods	1,000,212	(27,431)
Accrual for employee future benefits	56,000	(137,000)
	8,410,975	818,162
Financing activities:		
Receipt of pledges receivable	83,988	57,349
Receipt of loan receivable	167,769	162,306
Proceeds on term loan	4,500,000	-
Repayment of long-term debt	(567,632)	(554,850)
	4,184,125	(335,195)
Capital activities:		
Purchase of capital assets	(14,801,155)	(7,965,698)
Receipt of deferred capital contributions	6,992,404	17,213,197
	(7,808,751)	9,247,499
Net increase in cash and temporary investments	4,786,349	9,730,466
Cash and temporary investments, beginning of year	25,529,641	15,799,175
Cash and temporary investments, end of year	\$ 30,315,990	\$ 25,529,641

See accompanying notes to financial statements.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Statement of Remeasurement Gains and Losses

Year ended March 31, 2018, with comparative information for 2017

	2018	2017
Accumulated remeasurement gains (losses), beginning of year	\$ (290,961)	\$ (8,254)
Unrealized gains (losses) attributable to:		
Temporary investments	(439,274)	(290,961)
Realized gains (losses), reclassified to the statement of operations:		
Temporary investments:		
Designated fair value	290,961	8,254
Net remeasurement losses for the year	(148,313)	(282,707)
Accumulated remeasurement gains (losses), end of year	\$ (439,274)	\$ (290,961)

See accompanying notes to financial statements.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Financial Statements

Year ended March 31, 2018

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

### 1. Significant accounting policies:

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

#### (a) Revenue recognition:

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

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

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

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

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

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

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

#### (b) Inventory:

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

#### (c) Vacation pay:

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

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2018

## 1. Significant accounting policies (continued):

### (d) Capital assets:

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

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

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

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

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

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

The College also provides defined retirement and other post-employment benefits and compensated absences to certain employee groups. These benefits include health and dental, vesting sick leave and non-vesting sick leave. The actuarial determination of the accrued benefit obligations for pensions and other retirement benefits uses the projected benefit method pro-rated on service. The most recent actuarial valuation of the benefit plans for funding purposes was as of January 31, 2017 for the health and dental, January 1, 2017 for the vesting sick leave and August 31, 2016 for non-vesting sick leave. The College has adopted the following policies with respect to accounting for these employee benefits:

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

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2018

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## 1. Significant accounting policies (continued):

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

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

(f) Financial instruments:

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

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

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

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

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

Long-term debt is recorded at cost.

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

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

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2018

## 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:

	2018	2017
Student tuition fees	\$ 714,809	\$ 610,712
Federal other	702,438	579,187
Other	1,004,572	1,011,607
	2,421,819	2,201,506
Less allowance for doubtful accounts	379,298	346,835
	\$ 2,042,521	\$ 1,854,671

## 3. Temporary investments:

	Level	2018	2017
Assets at designated fair value			
Government bonds	2	\$ 2,516,186	\$ 1,980,352
Equity instruments, quoted in an active market			
Shares	1	4,842,306	5,626,460
Mutual funds	1	43,969	—
Cash		980,947	684,395
		\$ 8,383,408	\$ 8,291,207

There were no transfers between Level 1 and Level 2 for the years ended March 31, 2018 and 2017. There were also no transfers in or out of Level 3.

Government Bonds have interest rates from 1.90% to 5.70% (2017 - 1.35% to 9.375%) and mature between 2019 and 2048.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2018

#### 4. Loan receivable:

	2018	2017
Health and Wellness building – Sault College Student Union receivable	\$ 2,512,904	\$ 2,680,673
Current portion of long-term receivable	(173,416)	(167,769)
	<u>\$ 2,339,488</u>	<u>\$ 2,512,904</u>

Aggregate maturities of long-term receivable for each of the five years subsequent to March 31, 2018, are as follows; 2019 - \$173,416; 2020 - \$179,253; 2021 - \$185,286; 2022 - \$191,523, 2023 - \$197,969

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:

2018	Cost	Accumulated amortization	Net book value
Land	\$ 1,020,817	\$ –	\$ 1,020,817
Buildings	83,752,520	35,398,063	48,354,457
Site improvements	9,676,148	4,534,261	5,141,887
Equipment	14,977,131	13,051,716	1,925,415
Vehicles	438,720	391,246	47,474
Furniture and fixtures	1,271,671	1,257,843	13,828
Computer equipment	21,003,010	15,035,136	5,967,874
Aircraft	3,206,869	3,013,730	193,139
Work-in-Progress	11,268,278	–	11,268,278
	<u>\$ 146,615,164</u>	<u>\$ 72,681,995</u>	<u>\$ 73,933,169</u>

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2018

## 5. Capital assets (continued):

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

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

Deferred contribution consists of the following:

	2018	2017
Balance, beginning of year	\$ 1,676,123	\$ 1,703,554
Additional contributions received	2,603,770	1,226,909
Amounts taken into revenue	(1,603,558)	(1,254,340)
Balance, end of year	\$ 2,676,335	\$ 1,676,123

## 7. Pledges receivable:

	2018	2017
Inspiring Growth Capital Campaign pledges	\$ 687,400	\$ 771,388
Allowance for doubtful account	(650,000)	(650,000)
Current portion of pledges receivable	(37,400)	(121,151)
Non-current portion of pledges receivable	\$ —	\$ 237

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



# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to the Financial Statements

Year ended March 31, 2018

### 8. Long-term debt:

	2018	2017
3.338% term loan to Ontario Financing Authority, unsecured, payable \$127,931 semi-annually including interest, due October 31, 2029	\$ 2,512,904	\$ 2,680,673
1.856% term loan to Ontario Financing Authority, unsecured, payable \$210,349 semi-annually including interest, due October 31, 2019	822,234	1,222,097
3.420% term loan to Ontario Financing Authority, unsecured, payable \$192,934 semi-annually including interest, due April 18, 2033	4,500,000	—
	7,835,138	3,902,770
Current portion of long-term debt	(696,834)	(567,632)
	\$ 7,138,304	\$ 3,335,138

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

2019	\$ 696,834
2020	832,341
2021	431,663
2022	445,670
2023	461,918
Thereafter	4,966,712
	\$ 7,835,138

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2018

## 9. Deferred capital contributions:

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

	2018	2017
Unamortized capital contributions used to purchase assets	\$ 61,924,012	\$ 52,997,437
Unspent contributions	7,345,530	12,491,526
Allowance for doubtful accounts capital pledges	(650,000)	(650,000)
	\$ 68,619,542	\$ 64,838,963

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.

	2018	2017
Balance, beginning of year	\$ 64,838,963	\$ 50,621,266
Additional contributions received	6,992,404	17,213,196
Less amounts amortized to revenue	(3,211,825)	(2,995,499)
Balance, end of year	\$ 68,619,542	\$ 64,838,963

## 10. Employee future benefits:

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

	2018	2017
Post-employment benefits	\$ 470,000	\$ 524,000
Non-vesting sick leave	1,272,000	1,290,000
Vesting sick leave	197,000	69,000
	\$ 1,939,000	\$ 1,883,000

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2018

## 10. Employee future benefits (continued):

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

	2018	2017
Accrued benefit obligation	\$ 2,006,000	\$ 2,124,000
Fair value of plan assets	(95,000)	(63,000)
Funded status – plan deficit	1,911,000	2,061,000
Unamortized actuarial gain (loss)	28,000	(178,000)
<b>Employee future benefit liability</b>	<b>\$ 1,939,000</b>	<b>\$ 1,883,000</b>
Current service cost	\$ 112,000	\$ 213,000
Interest on accrued benefit obligation	33,000	60,000
Experienced gains (losses)	(62,000)	(59,000)
Benefit payments	(126,000)	(537,000)
Amortization of actuarial losses (gains)	99,000	186,000
<b>Employee future benefit expense (recovery)</b>	<b>\$ 56,000</b>	<b>\$ (137,000)</b>

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, 2018.

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

(i) Discount rate:

The present value as at March 31, 2018 of the future benefits was determined using a discount rate of 2.60% (2017 – 2.00%).

(ii) Drug costs:

Drug costs were assumed to increase at a rate of 8.00% for 2018 (2017 – 8.25%) and decrease proportionately thereafter to an ultimate rate of 4.0% in 2034.

(iii) Hospital and other medical:

Hospital and other medical costs were assumed to increase at 4.0% per annum in 2018 (2017 – 4.0%).

Medical premium increases were assumed to increase at 6.80% per annum in 2018 (2017 – 6.98%) and decrease proportionately thereafter to an ultimate rate of 4.0% in 2034.

(iv) Dental costs:

Dental costs were assumed to increase at 4.0% per annum in 2018 (2017 – 4.0%).

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2018

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## 10. Employee future benefits (continued):

### Compensated Absences

#### (i) Vesting Sick Leave:

The College has provided for vesting sick leave benefits during the year. Eligible employees, after 10 years of service, are entitled to receive 50% of their accumulated sick leave credit on termination or retirement to a maximum of 6 months' salary. The program to accumulate sick leave credits ceased for employees hired after March 31, 1991. The related benefit liability was determined by an actuarial valuation study on behalf of the Ontario College systems as a whole as at March 31, 2018.

#### (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, 2018.

## 11. Pension Plan:

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

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

Any pension surplus or deficit is a joint responsibility of the members and employers and may affect future contribution rates. The College does not recognize any share of the Plan's pension surplus or deficit as insufficient information is available to identify the College's share of the underlying pension asset and liabilities. The most recent actuarial valuation filed with pension regulators as at January 1, 2018 indicated an actuarial surplus of \$2.3 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 \$3,172,793 (2017 - \$3,286,735).

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2018

## 12. Investment in capital assets:

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

	2018	2017
Capital assets	\$ 73,933,169	\$ 64,630,163
Amounts financed by:		
Unamortized capital contributions used to purchase assets	(61,924,012)	(52,997,437)
Long-term debt (net of student receivable)	(822,234)	(1,222,097)
	\$ 11,186,923	\$ 10,410,629

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

	2018	2017
Excess of revenues over expenses:		
Amortization of deferred capital contributions	\$ 3,211,825	\$ 2,995,499
Amortization of capital assets	(5,498,150)	(4,168,115)
	\$ (2,286,325)	\$ (1,172,616)
Net change in investment in capital assets:		
Purchase of capital assets	\$ 14,801,155	\$ 7,965,698
Repayment of long-term debt (net of student receivable)	399,864	392,544
Amounts funded by:		
Deferred capital contributions	(12,138,400)	(4,874,075)
Deferred capital campaign contributions	-	-
	\$ 3,062,619	\$ 3,484,167

## 13. Internally restricted net assets:

By resolution of the Board of Governors, accumulated appropriations from unrestricted net assets balance at March 31, 2018 have been made to the Joint Employment Stability Reserve Fund in the amount of \$154,438 (2017 - \$159,674).

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2018

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## 14. Externally restricted net assets:

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

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

## 15. Commitments and contingencies:

- (a) The College has entered into an agreement for renovations and construction to create the Institute for Environment Education and Entrepreneurship (iE3) on campus. Demolition work started in January 2017 and the expected completion date for the project is August 2018. The expected cost is \$19.2 million, funded by the following: \$15.6 million from Strategic Investment Fund of the Ontario and Federal governments and \$3.6 million from other sources. Project costs of \$10,346,246 incurred to March 31, 2018 have been capitalized as Work in Progress.
- (b) The College has entered into an agreement for renovations and construction to create Early Childhood Education Centre on campus. Renovation work started in January 2018 and the expected completion date for the project is July 2018. The expected cost is \$1.8 million, funded by the following: \$0.7 million from Ontario government and \$1.1 million from other sources. Project costs of \$711,885 incurred to March 31, 2018 have been capitalized as Work in Progress.
- (c) The College is involved with pending litigation and claims which arise in the normal course of operations. In the opinion of the administration, a liability that may arise from such contingencies would not have a significant adverse effect on the financial statements of the College. Losses, if any, arising from these matters will be accounted for in the year in which they are resolved.

## 16. Comparative amounts:

Certain 2017 comparative amounts have been reclassified to comply with the financial statement presentation adopted for 2018.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2018

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## 17. Financial instrument risk management:

### (a) Credit risk:

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

The College assesses, on a continuous basis, accounts receivable and provides for any amounts that are not collectible in the allowance for doubtful accounts. The maximum exposure to credit risk of the College at March 31, 2018 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, 2018 is \$379,298 (2017 - \$346,835).

As at March 31, 2018, \$212,514 (2017 - \$43,198) of trade accounts receivable were past due greater than 90 days, but not impaired.

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

There have been no significant changes to the credit risk exposure from 2017.

### (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 2017.

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2018

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## 17. Financial instrument risk management (continued):

### (c) Market risk:

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

#### (i) Foreign exchange risk:

The College is exposed to financial risks as a result of exchange rate fluctuations and the volatility of these rates. In the normal course of business, the College makes purchases denominated in U.S. dollars. The College does not currently enter into forward contracts to mitigate this risk. The College does not have any material transactions during the year or financial instruments denominated in foreign currencies at year end.

There have been no significant changes to the foreign exchange risk exposure from 2017.

#### (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 2017.



# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2018

## 18. 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	2018 Total	2017 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	2018 Total	2017 Total
Balance, beginning of year	\$ 311,009	\$ 19,067	\$ (4,575)	\$ 325,501	\$ 88,342
Investment income net, of expenses	126,795	11,207	291,049	429,051	288,791
Bursaries awarded	(43,350)	(8,000)	(70,168)	(121,518)	(51,632)
Balance, end of year	\$ 394,454	\$ 22,274	\$ 216,306	\$ 633,034	\$ 325,501
Bursaries awarded #	107	11	154	272	124

# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Schedule of Revenue

Year ended March 31, 2018, with comparative information for 2017

	2018	2017
Grants and reimbursements:		
Operating grants	\$ 17,271,909	\$ 14,212,958
Special purpose grants	14,659,471	15,319,330
Apprentice training	1,189,282	1,343,035
Ontario training strategies	4,141,395	4,891,280
Other	955,569	1,374,157
	<u>38,217,626</u>	<u>37,140,760</u>
Tuition fees:		
Full-time post-secondary	8,604,824	8,651,137
Other	1,355,218	1,653,510
	<u>9,960,042</u>	<u>10,304,647</u>
Ancillary operations	2,090,861	1,881,156
Miscellaneous:		
Contract educational services	441,022	459,723
Sale of course products and services	242,545	253,430
Other	2,884,291	2,543,481
	<u>3,567,858</u>	<u>3,256,634</u>
Restricted for student purposes	1,741,960	2,018,239
Amortization of deferred capital contributions	3,211,825	2,995,499
	<u>\$ 58,790,172</u>	<u>\$ 57,596,935</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**, David Zuccato

**1st Vice Chair**, Jason Naccarato

**2nd Vice Chair**, John Stadnyk

### **Governors:**

Thomas Ambeault

Jeff Barnes

Lou Buffone

James Caicco

Christine Coccimiglio

Christopher Czop

Lyne Gagnon

Peter Hewgill

Marilyn King

Kevin Martin

Jonathan Nolan

Matthew Shoemaker

Bob Wilding

Marnie Yourchuk