



SAULT COLLEGE

ANNUAL REPORT

2018-2019 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 2018/2019 fiscal year.

Sault College has a strong presence in our community and across Northern Ontario. As the community's fifth largest employer, Sault College's economic impact to the Algoma Region is estimated at approximately \$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 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 very 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.

As a compliment to our exceptional, ongoing work, 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.

I would like to thank the Board of Governors, the Indigenous Circle on Education and our Program Advisory Committees for their leadership and guidance this past year.

Finally, I cannot thank enough the entire team of staff at the College for their commitment to students, both in and out of the classroom. We are grateful for the work of our staff and each 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.

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

Dr. Ron Common
President, Sault College



VISION AND MISSION

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

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

With this impressive Mission and Vision, we are driven to 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 postsecondary 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 postsecondary 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 2018-2019 GOALS AND OBJECTIVES

In accordance with our Strategic Plan and Strategic Mandate Agreement governance documents, the following measurable operational initiatives were identified to be undertaken over the past year. Progress as of March 31, 2019 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 | Target | Departmental Initiatives | Progress at March 31, 2019 |
|--|-----------|---|---|
| Strive to maintain a strong overall Student Satisfaction Rate. | 84% - 89% | Establish a progressive and inclusive learning environment for all students including Indigenous and international students. | Key Performance Indicators (KPI) results have not been received. |
| Improve overall Student Satisfaction with Services. | 76% - 81% | | Implemented annual staff training and smudging ceremony in Registrar's Office/ Financial Services. Created gym booking and programming opportunities for international students to participate in sports they are familiar with. Actively recruited international and Indigenous students for varsity sport teams. |
| | | Increase institutional awareness of the unique needs, challenges and barriers experienced by Indigenous learners within a postsecondary setting. Expand awareness and understanding of Indigenous culture through internal staff engagement and provision of training opportunities. | Ongoing. Sault College's May/June Professional Development Series included: <ul style="list-style-type: none"> • Sweat Lodge Teaching and Ceremony: This session shared the origin of the sweat lodge, associated protocols as well as providing participants the opportunity to take part in a sweat lodge ceremony. • Traditional Medicine Walk: Staff were taken to a local conservation area for a four hour experiential learning experience facilitated by traditional knowledge keeper. • Supporting Friends and Family Members Connected to Murdered and Missing Indigenous Women: The Ontario Native Women's Association (ONWA) presented on the topic of Missing and Murdered Indigenous Women (MMIW). • Staff were provided with the opportunity to attend Ontario Native Education Counselling Association annual conference and Colleges and Institutes Canada annual national Indigenous Education Symposium. • Lunch and Learn: A one hour session entitled "Indigenous Knowledge 101" was facilitated by Indigenous Studies with the intent of increasing participant knowledge and understanding of Indigenous worldviews. |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|------|--------|--------------------------|---|
| | | | <p>Community Workshops were facilitated:</p> <ul style="list-style-type: none"> • Traditional Tobacco Planting • Moccasin and Mitt Making • Building Allies • Plant Based Medicines. <p>Traditional Teachings and Ceremonies:</p> <p>Wampum Belt, Sweat Lodge and Sacred Fire teachings, Jiibay Wiikongewin (Ghost Feast), Welcome Feast, Bear Feast, Winter Gathering, Full Moon ceremonies were held for the Sault College community.</p> <p>Indigenous Book Club:</p> <p>In partnership with Library Services, the book club expanded this year and facilitated two groups – one for staff and one for students. Participants read Indian Horse by Richard Wagamese and All Our Relations: Finding the Path Forward by Tanya Talaga). Discussion topics for both book clubs included: family, culture, current events, connection and belonging, treaty rights, residential school, truth and reconciliation, and Indigenous knowledge sharing within the academic setting.</p> <p>IE3 Welcome Centre:</p> <p>To ensure a strong Indigenous presence in the College's new J-Wing Welcome Centre, Indigenous Studies worked in partnership with the School of Natural Environment and Outdoor Studies to develop a plan that incorporated and highlighted both Indigenous and natural environment elements within the space. Initial community consultations have been completed with Indigenous community members. The final design and installation will be completed during Summer 2019.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|------|--------|--|--|
| | | <p>Support faculty in the incorporation of Indigenous content within program curriculum and best practices for teaching Indigenous learners.</p> <p>Increase organizational capacity to effectively meet the needs of Indigenous learners.</p> | <p>Ongoing.</p> <p>The Elders in Residence program continued to expand at Sault College, contributing to the overall mental health of both Indigenous and non-Indigenous learners. Activities included: the facilitation of cultural ceremonies, social activities, classroom presentations and faculty/staff consultations in the areas of Early Childhood Education, SSW-Indigenous Specialization, General Arts and Science and Natural Environment and Outdoor Studies programs.</p> <p>The Four Seasons of Reconciliation is a teaching unit that promotes a renewed relationship between Indigenous Peoples and Canadians, through transformative learning incorporating in-class learning with multi-media, along with useful online components. The teaching unit has been incorporated as part of Sault College's Bachelor of Science in Nursing (BScN) program curriculum.</p> <p>Sault College took the lead role in the planning and facilitation of Ontario's 3rd College system Truth and Reconciliation Gathering held at Mohawk College February 2019 which focused on faculty engagement in the areas of Indigenous curriculum development.</p> <p>A new Library and Indigenous Resources Technician has added a great deal of new content to the college collection (books, databases, films) to help incorporate Indigenous content into the curriculum). This position also worked directly with faculty.</p> <p>A college book club has resulted in many faculty attending and becoming more engaged in embedding Indigenous teachings, culture and history into their courses.</p> |
| | | <p>Indigenous Student Counsellors will provide additional support for students, including assistance with the application to college process as well as guidance on funding applications.</p> | <p>Ongoing.</p> <p>Indigenous Student Counsellors provided 20 students with support to apply to College for the Fall 2019 semester between October and March. Approximately 50 students were supported in applying for scholarships and bursaries.</p> <p>Indigenous recruitment was increased to nine weeks in the fall, more career planning focus and realization of college as an option of focus.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|------|--------|--|---|
| | | <p>The Registrar's Office will amend admission letter to include Indigenous language and / or college accomplishment highlights.</p> | <p>Completed.</p> <p>Communication improvements have highlighted college accolades, including our Indigenous Education Excellence Award.</p> |
| | | <p>The new Student Support Centre will include the presence of Indigenous art and other environmental and service features to ensure a welcoming environment.</p> <p>The new Student Support Centre will strive to replicate an intentionally inviting atmosphere in Indigenous Studies Education Department with Indigenous and international students.</p> | <p>Completed.</p> <p>Indigenous art has been added to the main lobby of the Student Support Centre. Additional display options are being considered.</p> <p>Staff are mindful of creating a comfortable and relaxing atmosphere for students. They become familiar with students on a first name basis and regularly engage in casual discussions to ensure students feel welcome and connected to the staff in the Student Support Centre.</p> <p>Indigenous Education staff and Student Support Centre staff regularly worked as a team on initiatives supporting students.</p> |
| | | <p>Building on our initial Indigenous Learning circles for staff in 2018-2019, the library and Indigenous Studies plan to offer more learning circles to staff and open the program to students.</p> | <p>Completed.</p> <p>Library Services and Indigenous Studies book club held two successful programs this academic year.</p> <p>During the Winter 2019 semester, the student book club partnered with Dr. Florencia Carlino's literature class to read Indian Horse by Richard Wagamese. Students attended from programs such as: business, health sciences, and general arts. Students read the book together aloud followed by a rich discussion concentrating on the political, societal, economic and historical aspects of this story. Afterwards there was a feast and the students watched the 2018 Canadian film adaptation of the book.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|------|--------|---|---|
| | | <p>The Natural Environment course will continue to work towards decolonizing curriculum to provide a more inclusive learning environment for Indigenous students, i.e. Dendrology courses will include lessons on traditional uses of trees and plants.</p> | <p>In progress.</p> <p>Faculty in the School of the Natural Environment completed PD sessions to gain the skills and understanding to advance this initiative. The NET152 – Ecological Knowledge course within the Natural Environment Technician and Natural Environment Technologist programs has undergone an extensive review to include greater connection and increased content to Indigenous Traditional Ecological Knowledge. For example, curriculum now includes experiential learning opportunities with College Elders.</p> |
| | | <p>Establish an Internationalization Mobilization Group (IMG) consisting of Sault College staff to develop a cross-institution internationalization strategy for supporting students, staff and faculty and for alignment with community economic development strategies.</p> | <p>In progress.</p> <p>UN (United Nations) task force has been established and the Internationalization strategy is to be developed.</p> <p>The International department has been Involved with LIP (Local Immigration Partnership), FutureSSM and Sault Community Career Centre for community level integration on the following: Personal Support Worker recruitment strategy, LIP Forum, and plans for community-wide welcome event (Fall 2019).</p> |
| | | <p>Natural Environment, Business, Media and Design and Culinary program areas will continue to work diligently on ensuring a more inclusive environment for international students. For example, culinary courses are considering international flavours and foods in course content.</p> | <p>In progress.</p> <p>The Culinary staff completed professional development sessions in international cuisine including Indigenous foods. A course specific to these areas begins in September 2019.</p> |
| | | <p>The International Office will share space in the Student Support Centre within the new iE3 building to provide an integrated staffing model to support a variety of Indigenous and international student needs and will:</p> <ul style="list-style-type: none"> • Actively engage with international students in the new space to increase comfort and be accessible to counselling services. | <p>Completed.</p> <p>The International Office has moved into the iE3 space and provides immediate service to international students during business hours.</p> <p>International students access the International office and are often referred to counsellors, student success or the Job Centre within the Student Support Centre.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|------|--------|---|--|
| | | <p>The International and Recruitment teams will organize three social activities throughout the year with the goal of fostering intercultural learning amongst student groups.</p> | <p>Completed.</p> |
| | | <p>The Athletics department will:</p> <ul style="list-style-type: none"> • Develop campus recreation initiatives that integrate healthy lifestyle options within a fun environment which appeal to a wide variety of interests and athletic abilities. • Establish an Athletic Council to support student athletic initiatives on campus. | <p>Completed.</p> <p>Campus recreation activities delivered included, badminton, volleyball, basketball, indoor soccer and cheer.</p> <p>A plan with resources was created to further expand campus recreation opportunities with the completion of the Waterfront Adventure Centre, opening June 2019.</p> <p>In place of an Athletic Council, Sault College Students' Union (SCSU) and Athletics met on a bi-weekly basis to plan campus recreation events and respond to student inquiries.</p> |
| | | <p>The Alumni department will:</p> <ul style="list-style-type: none"> • Create an Alumni-Student-Recent Grad mentorship program. International, Indigenous and Student Success offices to be included. | <p>In progress.</p> |
| | | <p>The Human Resources department will:</p> <ul style="list-style-type: none"> • Assist managers in identifying positions that should have Indigenous or international incumbents. • Identify training gaps and provide learning opportunities to expand staff understanding on cross cultural competencies. | <p>In progress.</p> |
| | | <p>The Registrar's Office will strengthen its service satisfaction by implementing a revised customer service strategy related to telephone and email inquiries.</p> | <p>Completed.</p> <p>An International Admissions Officer has occupied the second desk at the front counter to provide improved customer service to our growing international student body, which allows the Enrolment Services Officer to support our increasing phone and email inquiries.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|------|--------|--|---|
| | | <p>The Student Services department will:</p> <ul style="list-style-type: none"> • Actively promote services during orientation and throughout the year to ensure students are fully aware of available services and can access them when needed. • Strive to ensure students are able to access services within one business day from their initial inquiry through a variety of service methods designed to improve access. • Promote the current services available in the Job Centre and increase student awareness and use of interview stream software. • Partner Project LIVE with WUSC to enhance our social justice focus. | <p>Completed and ongoing.</p> <p>Residence provided direct referrals to student supports throughout the year and promoted service awareness during events and through social media.</p> <p>Student Success staff provided interactive hallway displays one to two times monthly.</p> <p>Motivational Mondays: monthly hallway events that include Student Success, Library, International, Indigenous, Athletics, Therapy Dogs, interactive displays and support information. These compliment monthly relevant themes (homesick, stress, healthy habits, exam prep) and reach between 70 and 150 students each month. Counsellors supported hallway displays of services weekly and at 'Motivation Monday' monthly events.</p> <p>New Student Support Centre brochures were created and an open house was held for staff and students.</p> <p>Student support scenario training was delivered to all first year classes where support services available on campus were taught in a workshop format (reached over 1,000 students).</p> <p>The Student Success and Job Centre created departmental email accounts and phone extensions that are monitored by the team and responded to within one business day.</p> <p>Student Success staff were involved in the development of a new leadership group with International and Indigenous Education departments.</p> <p>Counselling and Accessibility 'drop-in' appointment times offered daily ensured timely service delivery. 200 appointments took place during designated drop-in times.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|--|------------------------|---|--|
| <p>Increase international experiences for domestic students.</p> | <p>Increase by 10%</p> | <p>Cultural awareness events will be coordinated during orientation and throughout the year.</p> <p>Increase programming in Residence around international students through cultural based activities (learning other cultures, the Canadian culture). Cultural programming for international students, both on and off campus, will be planned in partnership with multiple departments of the College. This will assist our domestic students in learning and understanding other cultures.</p> | <p>Completed.</p> <p>International Students Day and ERAD (elimination of racism and discrimination) focused on highlighting cultures on campus and providing opportunities for international students to share aspects of their cultures.</p> <p>Domestic students became involved in international orientation days as volunteers and cultural events, such as Diwali and Spring Festival, were held on campus and were attended by domestic students and community members on campus.</p> <p>The Elders led a smudge for all new students during fall 2018 orientation with over 850 in attendance.</p> <p>A group of Digital Film Production students had an opportunity to work on a film to highlight the partnership between Sault College and Seven Generations Educational Institute as their final project. Two videos were created and shared with SGEI for their use.</p> <p>A cricket demonstration was organized during orientation in September 2018.</p> <p>Orientation food provided better cultural variety than previous years.</p> <p>The Residence programmer in conjunction with SCSU held a diversity/respect event which promoted diversity, respect, unity and love with 37 students attending.</p> <p>Residence promoted February 4, 2019, Spring Festival – Lunar New Year event that was held on campus, which included our international Chinese students who performed their cultural dance.</p> <p>A multi-culture party was held on campus in Odeno, which included performances by different cultures.</p> <p>The newly created Equity Room was opened and promotes a safe space for diversity, individuality, and equality for all.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|------|--------|---|--|
| | | <p>The Library will enhance purchases of online databases and films (streamed and DVD) on both world issues and documentary/feature films from around the world to help enrich our students' knowledge and appreciation of the world.</p> | <p>Completed.</p> <p>The Library purchased Press Reader, a unique international newspaper and magazine database that displays material like the printed page, gives today's content from around the world and translates from many languages (to or from English, ie English to Hindi). There are 7,000 titles in this system. Another resource is Transparent Languages, an interactive language database that teaches students to learn over 100 different languages.</p> <p>Finally, the library added new films (streaming and DVD) from China, Tanzania, South Africa, France, India, Argentina, Finland, Iran, Saudia Arabia, to name a few.</p> |
| | | <p>The Nursing faculty will be planning a service learning trip to Nicaragua for 2019.</p> | <p>The service learning trip for 2019 was postponed due to unrest in Nicaragua.</p> |
| | | <p>The Child and Youth Care program will be starting a peer support club for international students on campus.</p> | <p>Ongoing.</p> <p>The first year Child and Youth Care International students hosted a Diwali celebration for students and staff connected to the program. The event included a presentation of what Diwali is and why it is celebrated, several samples of authentic Indian foods, music, activities for students to engage in such as creating their own Diyas, and involvement in the making of Rangoli's.</p> |
| | | <p>The Personal and Academic Success Strategies (PASS) course will introduce new options for domestic students to pair with international students.</p> | <p>Ongoing.</p> <p>Exciting group events in HDG107 (Cross Cultural Issues) which saw students organized in multicultural groups. All events were free and open to the entire Sault College community. (Food, movie nights, music celebrations were some of the activities)</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|--|-----------|--|---|
| <p>Enhance the student experience through campus maintenance, renewal and expansion:</p> <p>Capital projects:</p> <p>iE3</p> <p>Early Learning Centre</p> <p>Waterfront Adventure Centre</p> <p>Explore housing/residence options for international students</p> <p>Improve Overall Satisfaction with Facilities</p> | 85% - 90% | <p>iE3, the Institute for Environment, Education and Entrepreneurship, will improve/enhance learning and collaboration space for students and for community partners thereby creating opportunities for students to engage in real work environments and research projects.</p> <ul style="list-style-type: none"> • Support and plan the successful relocation of the Computer Aided Design (CAD) lab, Civil lab and Physics lab to the new iE3 building | <p>In progress.</p> <p>The iE3, Institute for Environment, Education, and Entrepreneurship, was open for the 2018-2019 academic year. The project included major renovations in our E and J Wings and provided flexible space to support enhanced learning and collaboration for students and community partners.</p> <p>The space included a new CAD lab, 3D Printing lab, Civil & Physics labs, specialized computer labs, collaboration space, and increased capacity for computer studies.</p> <p>The project included the replacement of the mechanical and electrical infrastructure, enhanced the building envelope and addressed accessibility needs. Deferred maintenance was reduced by \$10.5 M.</p> <p>Aviation, Trades and Technology, and Natural Environment program areas have secured a partnership with Terresky. The department purchased drones from this company and organized staff training so that curriculum can be adapted to include the latest training technologies.</p> |
| | | <p>The new Student Support Centre will provide one-stop access for a wide variety of student needs in the centre of campus.</p> | <p>Completed.</p> <p>The Student Support Centre opened in November 2018, providing support in one location for student retention, student conduct/appeals, Accessibility Services, International Student Services, Counselling, Testing and Student Job Centre. The location of the centre offers better visibility and accessibility designed to reach more students.</p> |
| | | <p>Sault College is home to one of the largest postsecondary entomology collections in Canada.</p> <ul style="list-style-type: none"> • Create a permanent space for this collection. | <p>In progress.</p> <p>A new, temporary location has been set up for the entomology collection. Consideration for humidity and temperature have been factored into the selection of the space. As new areas are renovated and designed, a more permanent home for the extensive collection is being sought.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|------|--------|--|--|
| | | <p>The Early Learning Centre will be hybrid space for both educational facilities to facilitate experiential learning and childcare.</p> <p>Create a multi-faceted early childhood educational research and training institute that will support experiential learning for a number of programs.</p> | <p>Completed.</p> <p>The Early Learning Centre was constructed during the past year and opened in August 2018. The 5,700 sq. ft. centre provides a state-of-the-art learning environment for the Early Childhood Education (ECE) program while also providing daycare services for the children of students at the College and to the Sault College community.</p> |
| | | <p>The Waterfront Adventure Centre will provide a waterfront laboratory for Sault College students as well as facilities for tennis and other recreational activities for students.</p> | <p>In progress.</p> <p>The 5,000 sq. ft. facility has been named the Waterfront Adventure Centre and began final preparations to open the facility to the public in June 2019. The Centre will offer all recreational activities free to Sault College students.</p> |
| | | <p>A number of improvements will be completed in the Indigenous Studies area, including but not limited to: carpet removal and flooring replacement, ceiling and lighting upgrades and window blinds.</p> | <p>Completed.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|------|--------|--|--|
| | | <p>Explore housing/residence options to support international students and thereby enhance their learning environment within the college community</p> | <p>Completed.</p> <p>Launch of iCent app created a forum for international students to share accommodations information, and access online listings.</p> <p>The International office set up a booth to provide just-in-time accommodation support services at new intake times.</p> <p>The International office conducted a housing survey to learn more about the housing preferences of international students.</p> <p>A partnership was established with CanAsian to offer custodianship services when required as well as homestay and student housing options for international students.</p> <p>The International office in conjunction with Residence hosted a landlord event to create awareness and inform local landlords of the College's needs and the increase of incoming international students.</p> <p>The Residence staff worked directly with international students staying in residence to ensure their needs were met. Cleaning and laundry washing demonstrations were provided to ensure health and safety within Residence. International students made great use of the kitchens, and shared their cultural foods with other students.</p> <p>During the holiday break closure, support was provided to international students by ensuring they have a safe place to stay over the holiday break.</p> |
| | | <p>Residence will continue to plan building improvements to meet the needs of international students.</p> | <p>Ongoing.</p> <p>Residence continued with building improvements, such as: new washing machines, fridges, painting, and new flooring in some areas of the building.</p> <p>Residence pricing, meal plan options and room assignments are reviewed annually to determine how we can accommodate more international students.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|---|------------------|---|--|
| | | <p>Housing staff will work closely with the international department to determine the needs of international students and how it can be met in housing (surveys, communication, options in Residence).</p> | <p>Completed.</p> <p>Surveys have been completed and online housing options are provided through international applications.</p> <p>Residence continually works with the International department to ensure the needs of international students are met. Residence works with the International department for support, feedback and ways to enhance their experience.</p> |
| | | <p>Sault College will actively promote the Health and Wellness Centre which provides students with a state-of-the-art gym, fitness centre and indoor track to encourage healthy living options for students.</p> | <p>Ongoing.</p> <p>The Health and Wellness Centre has been featured prominently on our new Athletics website (www.saultcougars.ca) and in printed literature going out to students and recruits.</p> <p>The digital signage around the school promote the events and activities going on in the fitness centre and gym.</p> <p>Presentations have been prepared for international students regarding fitness centre and programming.</p> |
| <p>Percentage of students who find counselling services important to maintaining academic performance (obtained via annual survey).</p> | <p>80% - 95%</p> | <p>The Counsellors and support staff will increase the promotion of services on campus through social media, events, posters, orientation sessions, etc., to ensure students are fully aware of the supports available.</p> | <p>Successfully met target: 95% of students found counselling services important to maintaining academic performance.</p> <p>Counsellors and support staff participate in three international orientation sessions per year. Hallway displays were set up weekly to inform students of services and encourage access.</p> <p>Counsellors deliver presentations to Apprenticeship programs to ensure students are aware of services while at the college.</p> <p>Training provided for staff and students in the Inquiring Mind, Mental Health First Aid, and Safetalk sessions include service information for on-campus supports.</p> <p>A new pamphlet was created for the Student Support Centre with information on all available services within the Centre.</p> <p>I.M Well App was promoted in Residence to support Mental Health.</p> <p>Residence promoted campus services actively through conversations and posters.</p> <p>Upstander training was delivered twice a year for sexual assault awareness. A 28% increase in the number of students who completed the training was achieved.</p> <p>A Women Empowered workshop on Self-Defense Training that addresses sexual assault was delivered to eight students.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|------|--------|--|---|
| | | Strive for improved access to meet with a Counsellor through an enhanced appointment or drop-in based service model. | <p>Completed.</p> <p>Each Counsellor provided daily drop-in sessions for two hours during the academic year. The total number of drop-in appointments was 200 between the five Counsellors.</p> <p>Counselling services were offered for extended hours on Thursday evenings to accommodate students unable to attend day appointment times.</p> |
| | | Increase student outreach during the semester to ensure students who do not attend regular appointments are succeeding and feeling supported in their academics. | <p>Ongoing.</p> <p>A combined effort between the Student Success Officer and Counselling has streamlined responses to the 'student-at-risk list' ensuring timely outreach to students who are struggling.</p> <p>Counsellors implemented email check-ins for students who have not been attending appointments.</p> |
| | | Indigenous Studies will work collaboratively with the Student Services Department to implement innovative counselling support services and initiatives that meet the needs of Indigenous learners. | <p>Ongoing</p> <p>Utilizing a model that supports Indigenous worldview and ways of being, Sault College's Indigenous Student Counsellors made over 1300 direct contacts supporting Indigenous learners in the areas of academic counselling, disability services, finance, career and transition and study skills.</p> <p>Indigenous Student Counsellors were supported to travel to community-based program sites to provide additional supports to learners enrolled in Sault College programs.</p> <p>One Indigenous Counsellor attended to our partner site of Seven Generations Educational Institute to share information of services and bursaries. This site visit allowed for access to services for these students.</p> <p>One Indigenous Counsellor attended Sandy Lake First Nation in collaboration with the Continuing Education – Corporate Training representative to celebrate graduates of the Continuing Education program – Building Maintenance and Construction. By having a counsellor in attendance, information of programming that students could access to continue their studies as well as information on services for those wishing to come to campus to study, was shared.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
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| <p>Percentage of students who find contact with student support services important for them to be able to remain in college.</p> | <p>80% - 90%</p> | <p>Counsellors will provide students with therapeutic and supportive strategies to help them maintain the best mental health they can in order to continue in their program and reach their goals.</p> | <p>Successfully met target: 88% of students found contact with students support services important for them to be able to remain in college.</p> <p>Counsellors incorporated strategies from the Mental Health Commission of Canada's (MHCC) The Inquiring Mind into 42 individual Counselling appointments.</p> <p>Canadian Mental Health Association (CMHA) provided students with the opportunity to participate in a Cognitive Behavioural Therapy (CBT) skills-based group, and Living Life to the Full for free and on-campus.</p> <p>Counsellors attended professional development to better inform their support for Indigenous students, LGBTTTQ2+ students, and victims of trauma.</p> |
| | | <p>Peer tutoring staff will focus on building relationships with faculty and staff to improve delivery and attendance of tutoring for the following groups: students in the technology and trades programs, international students, and student athletes.</p> | <p>Completed.</p> <p>In 2018-2019 Peer Tutoring staff consulted with faculty in the technology and trades programs to bring awareness about the peer tutoring service. As a result, Peer Tutors were established in Motive Power, Automotive and Mechanical Engineering. This was very helpful for diploma and apprenticeship students.</p> <p>Peer tutoring staff continued to build relationships with the International office staff and talk about the needs of international students. This resulted in the addition of peer tutoring sessions for Project Management in the fall semester and Health Care Administration in the winter semester.</p> <p>Peer Tutoring worked closely with the Athletic department to ensure that peer tutoring sessions were made available to athletes, working around practice/ game schedules. The captain of the men's hockey team was one of the peer tutors this past year. This allowed us to provide tutoring for the athletes while they were travelling for games and the National Hockey Championship. Also for the National Championship, in Dallas, Texas, we set up digital tutoring for the athletes during the week and study times to ensure that the athletes had the time and resources to focus on their school work.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|------|--------|---|---|
| | | Peer tutoring staff will review and adjust tutoring for aviation students to improve access to tutoring and attendance at sessions. | <p>Completed.</p> <p>Aviation peer tutoring sessions were divided into three types of sessions to allow students to better focus their tutoring time (Aviation – all classes, Aviation – math and physics, Aviation – mechanics).</p> <p>Tutoring sessions for aviation students were also increased to six days per week and the number of tutors was increased to between eight and ten.</p> <p>During the fall and winter semesters peer tutoring staff worked with key Aviation Professors to arrange for class visits to introduce some of the peer tutors and to provide information about the program.</p> |
| | | Student Services will better utilize the incoming student survey to outreach and work with students at-risk. | Completed. |
| | | The hours and availability of The Write Place in Little Enji will be increased to provide greater access to this service which is connected directly to student success in their individual programs. | <p>Completed.</p> <p>Evening hours were added and a new permanent location will open in Fall 2019.</p> |
| | | The International department will liaise with Counsellors to ease cross-cultural barriers. | <p>Completed.</p> <p>Liaison between the two departments has increased. The two offices are now co-located within the new Student Support Centre. Intercultural support is provided on a case-by-case basis and learning initiatives were provided by the International office to the entire college.</p> <p>An identified Counsellor was placed in the International department on a weekly basis to develop relationships with students and increase the comfort level for those needing support.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
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| | | The Human Resources department will work with the academic leadership group to identify training and competency needs. | Ongoing. |
| | | An online course to assist students in their knowledge of Wildlife Identification will be created and made available to students in the Natural Environment program. | In progress. All course materials are with the new E-Learning department for further advancement. |
| | | A program review of Personal Support Worker will be conducted for potential online or hybrid delivery. | Completed. This program has been made fully available in an online format, on a full-time basis which allows for OSAP eligibility. There were 31 students that began this program in January 2019. |
| | | The Community Services program area will offer a mandatory General Education course in an online version. | Completed. GEN100, Global Citizenship, has been made available in online format. Further to work to enhance this offering is continuing. |
| Increase the percentage of students enrolled in an experiential learning program. | 85% - 90% | <p>Experiential learning (EL) opportunities will be increased across programming at Sault College through a variety of initiatives, such as:</p> <ul style="list-style-type: none"> • Adding clinical hours to the first semester of the Practical Nursing Program • Offering Pre-Health and General Arts and Science Students opportunities to explore different careers by observing labs in the various Health Programs • Students will be able to gain added credentials such as Non-Violent Crisis Intervention training • The possibility of community placement opportunities for BScN students to contribute to mental health awareness/initiatives on campus will be explored <p>The Game-Art program will be implemented and delivered using Augmented Reality equipment and software for 2018-2019 as part of expanded and enhanced learning opportunities.</p> | <p>Completed and ongoing.</p> <p>Experiential Learning (EL) opportunities have been increased in a number of programs across Sault College.</p> <p>20 hours have been added to the Practical Nursing program to provide experiential learning in the first semester.</p> <p>Six faculty members have been trained to provide Non-Violent Crisis Intervention training (certified by CPI-Institute). This certified training has been offered to the following programs during the 2018-2019 academic year: Nursing, SSW, and Justice Studies. This same training is also being offered to staff during the Spring 2019 Professional Development session. Training will also be offered to other program areas over time.</p> <p>BScN students hold health fairs within the College and bring awareness to mental health issues. They offer information on a variety self-help options.</p> <p>In progress.</p> <p>Augmented Reality equipment and software was used in the program in 2018-2019. In Summer 2019, faculty will work to adjust curriculum to embed this technology into specific courses for more advanced use.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|--------------------------------|------------------|---|--|
| | | <p>In the Culinary Arts program area, students will have enhanced experience through a co-op work term, an in-house experiential learning opportunity in two semesters as well as a field placement in the community.</p> | <p>Completed and ongoing. Community businesses are providing positive feedback to student's involvement in field placement.</p> |
| | | <p>Solid Works software to be purchased through the experiential learning fund for Robotics, Electrical and Mechanical programs.</p> | <p>Completed. Solid Works software was purchased and a new Solid Works course was added to the Robotics program. The software was integrated into the Advanced 3D course in Mechanical program.</p> |
| | | <p>The Motive Power program will be implementing a one day per week field placement with local businesses.</p> | <p>Completed. Motive Power students participated in field placement one day per week.</p> |
| | | <p>With the support of the IT department, the College will continue with an initiative to improve the data collection on experiential learning across Sault College.</p> | <p>Completed. An experiential learning section has been added to the new course outline database to track activity and report on it.</p> |
| <p>Improve graduation rate</p> | <p>63% - 68%</p> | <p>Student engagement initiatives from Athletics and Student Success staff will be implemented throughout the year to develop a strong connection between the student and the campus.</p> | <p>KPI results have not been received. Initiatives completed. Campus recreation programs, such as: badminton, volleyball, soccer, cheer and basketball were offered for students. Drop-in time activities reflected student's interests and activities. Home varsity hockey and basketball games were promoted and well attended which showed an increase in student support and interest from previous years. With feedback from students, Student Success staff offered exam giveaways (pens, pencils etc), stress less kits, holiday surprise week, a greyhound game, snowshoe experience, and the opening of the Equity Room. Awareness weeks, monthly Motivational Mondays and general hallway engagement activities reached 1890 students.</p> |
| | | <p>Academic Assistants will be reviewing cross college initiatives to develop best practices and a consistent approach with the goal of improving the overall graduation rate.</p> | <p>Ongoing. Quarterly meeting with all Chairs established to identify goals and initiatives.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|---|------------------|---|---|
| | | <p>Identifying and gathering of baseline data pertaining to current Indigenous student enrolment and success rates to support improvements in program development and service delivery.</p> | <p>In progress.</p> |
| <p>Improve retention rates (Year 1 to Year 2)</p> | <p>75% - 80%</p> | <p>Contribute to a culturally-safe learning environment through the ongoing provision of effective relevant academic supports, services and initiatives that meet the needs of Indigenous learners.</p> <p>Increase student success plan creation/learning strategy appointments through continued outreach initiatives.</p> <p>Increase the number of students reported at-risk during each semester in order to implement supports.</p> <p>Student Success staff and program faculty/staff work in partnership to improve returning student retention rates.</p> <p>Refine data collection processes to effectively make informed policy and funding decisions, measure program effectiveness and identify promising practices in Indigenous student retention.</p> | <p>Actual retention rate: 74%.</p> <p>Indigenous Studies strived to provide timely, culturally appropriate service to students which fosters an environment of inclusion, equitable treatment and mutual respect. As an interconnected community, the department consults/partners with First Nations, community organizations, and Indigenous student government to ensure services provided are best meeting the needs of students. This relationship assures we are providing the best service possible and further supports our students' success. This includes access to Indigenous Student Counsellors, Elders in Residence program and ongoing social and cultural events throughout the year.</p> <p>Self-identification processes and procedures refined and improved through the utilization of OCAS data.</p> <p>The Equity Room was created and opened during the 2018-2019 academic year to provide a comfortable inviting atmosphere for students within the LGBTTTQ2+ community to relax and socialize in a space that is friendly to their needs.</p> <p>Student Success staff created study support packages given to students at success planning appointments. We realized a 40% increase of appointments from the previous year.</p> <p>At-risk students were reported to the Student Success staff (110% increase from last year). As compared to the previous year, 95% more faculty reported at-risk students. Student Success staff improved their reporting template for faculty to report students-at-risk which resulted in easier, more accurate data being reported.</p> <p>Tracking of student progress through the BScN program is done to ensure all courses and processes are completed as per the regulations of Laurentian University. Students who are at risk have an academic plan mapped to complete the program.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|---|------------------|--|---|
| <p>Improve retention rates (Year 2 to Year 3)</p> | <p>85% - 90%</p> | <p>Student Success team outreach initiatives will be continued for upper year students based on student needs and faculty reporting.</p> <p>Student Success staff and program faculty/staff will work in partnership to improve returning student retention rates.</p> <p>Student Services will offer academic support workshops (learning conference around Cram Jam mid-term).</p> <p>Create a focus group of Aviation students to assess and improve retention.</p> | <p>Actual retention rate: 85%.</p> <p>Many reported 'at-risk' students who continued to need support were in upper years.</p> <p>Student Support staff worked with Recruitment to provide Ontario College Application System (OCAS) voucher codes to help students who were unsuccessful to start a new program, or to stay for a second diploma/certificate.</p> <p>Student Success staff worked with Counsellors and Academic Assistants to reach out to students not indicating an intent to return.</p> <p>Two "Cram Jam" events were organized just prior to exams to engage students and relieve stress while preparing for their exams.</p> <p>Student Success staff worked with the Alumni department to deliver 'Prep for Success' week-long series for graduates.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|---|-----------------------------------|--|---|
| <p>Improve student satisfaction with knowledge and skills.</p> <p>Improve student satisfaction with learning experience</p> | <p>90% - 95%</p> <p>87% - 92%</p> | <p>Update digital infrastructure, including simulators and software through the following initiatives.</p> <ul style="list-style-type: none"> • The Library will enhance the discovery layer system making it easier for faculty and students to search almost all of the material at once. • Increase hands-on databases (ie: Statista) and articles access via mobile devices (Flipster). • Expand the availability of teaching and learning resources for faculty. • In the Natural Environment, Office Administration, Business and Graphic Design program areas software enhancements will continue to be made to ensure students are experiencing the most cutting edge technology. • Wireless technology will be added to Motive Power lab to enhance teaching and learning. • Two new flight simulators will be sought for the \$2 million Aviation expansion project to support student training. • A cutting edge simulator will be installed for the Justice Studies program which allows for real-life scenarios to be enacted. This new technology will be integrated into the programs during the 2018-2019 academic year. • Updated hydraulics software will be procured for use in Mechanical, Electrical and Aviation programs. | <p>The KPI data is not yet available; however the initiatives have been successfully completed.</p> <p>In the Natural Environment program area, faculty underwent training in drone usage to enhance and progressively advance programming.</p> <p>Graphic Design programs have updated one of two computer labs with new computers and hardware, as well as updated all software in both labs to industry standard.</p> <p>Wireless technology was added to Motive Power Lab and is being used by instructors to enhance teaching in the lab.</p> <p>Automation Software is in the process of being purchased for use in Electrical and Mechanical. The software includes Hydraulics component.</p> <p>State-of-art 'Use of Force' simulator installed and integrated into the Justice Studies and Police Foundations programs. The Justice Studies faculty have collaborated with those in BScN to run an inter-professional simulation for their students.</p> <p>In the Library, the Discovery Layer EDS (electronic discovery service), which searches all of our online material (catalogue, streaming video, ebooks and millions of articles) has been streamlined with new features added (i.e. embedding user guides and search tips geared to our students).</p> <p>The Library has seen a 40% increase in use since its launch in 2016. Additionally, Flipster is a new library computer and app enabled database of specific trade journals/ magazines that is integrated with our discovery layer (EDS).</p> |
| | | <p>Provide international faculty experiences, for example:</p> <ul style="list-style-type: none"> • Sault College faculty will continue to travel to Tanzania to develop curriculum and work with institutions on training materials. • Sault College will work with educational institutions in China providing curriculum for the delivery of the Motive Power Advance Repair Program. | <p>Ongoing.</p> <p>Two faculty members travelled to China to work with JVTC on curriculum development in the Motive Power program. They shared their transformational experiences in a presentation at the VPA meeting and a Board of Governors meeting.</p> <p>Sault College faculty travelled to Tanzania in Summer 2018 and Winter 2019, and worked with Tanzanian faculty to develop learning and teaching strategies in automated technologies. Teachers from Tanzania are planning to come to Sault College for train-the-trainer sessions in the Spring</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
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| | | <p>Implement specific teaching approaches that respond to the Truth and Reconciliation Report calls to action and infuse Indigenous learning outcomes (ILO's) into program specific courses.</p> <ul style="list-style-type: none"> Indigenous Studies will engage internal stakeholders to develop a critical understanding of the concept and process of institutional decolonization. Indigenous Studies will engage internal stakeholders to develop collaborative ethics and principles in the understanding, interpretation and implementation of ILO's. An elective course for the BScN program will be developed to focus on Indigenous health from the perspective of nursing and related interventions. This course may include a service learning opportunity. The BScN program will pilot the "Four Seasons of Reconciliation" curriculum which teaches about the Truth and Reconciliation Report and Calls to Action. The BScN program will explore opportunities to partner with a First Nations community, i.e., Manitoulin for an experiential learning service trip for BScN students. | <p>In progress.</p> <p>Meetings held with key internal stakeholders. Based on feedback, a new direction for the implementation of ILO's has been identified. Work is ongoing in this area and will include faculty as key informants to the process.</p> <p>A national elective has been developed within the BScN collaborative partners. Faculty at Sault College are now arranging an opportunity to teach this course with a service learning placement in an Indigenous community in northern Ontario. Faculty have just returned from a visit to Manitoulin Island to discuss the potential of this project. Faculty are planning to teach the elective during the Winter of 2020, then travel with the students to Manitoulin Island to carry out a health related project near the end of the semester.</p> <p>Faculty in Year 3 of the BScN program successfully piloted the addition of the "Four Seasons of Reconciliation" into the curriculum. These learning activities teach about the Truth and Reconciliation Report, as well as the associated Calls to Action.</p> |
| Retention rates for students with Psychological Disabilities | 76% - 81% | <p>Student Services staff will work with students accessing supports to develop strategies with their support team to maintain their academic progress and remain in college.</p> <p>Increase awareness of and encourage these students to join 'Psychotherapy Matters', which provides tele-psychiatry services to our students.</p> | <p>Exceeded target.</p> <p>Counsellors continued to utilize the Student Support Officer for student outreach and academic success planning.</p> <p>Students with psychological disabilities utilized Counselling and Accessibility supports and as a result, the retention rate for these students was 89%.</p> <p>These services were not needed due to a collaborative relationship between the Counsellors, Psychologist, and Physician on campus.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
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| | | Increase awareness of the financial supports available to students with disabilities that qualify for a reduced course load. | Completed. Counsellors collaborated with the Student Financial Assistance Office to ensure students with disabilities who qualify for a reduced load are aware of all financial supports available to them. |
| Improve retention rates for 'high-risk' students | 75% - 80% | Students with 'high-risk' needs have access to supports on and off campus and are provided regular supports by Counsellors or other mental health professionals. | Exceeded target. Counsellors and the Psychologist served students who are identified as 'high-risk'. The retention rate of these students is 81%. COMMS course curriculum was expanded from three to four hours/week for international students struggling with English. Northland EAP services were accessed to assist a small international group in strengthening English skills to successfully complete their respective College program. |
| | | Decrease financial barriers for current and former Sault College students changing programs as a result of a change in career focus. | Ongoing. OCAS (Ontario College Application System) voucher codes were provided to students changing programs to reduce financial barriers. |
| Increase number of graduate certificate programs | Increase to 10 | Sault College will work with our international agents to develop graduate certificate programs desired by International students. | Exceeded target. The following new graduate certificate programs were introduced: <ul style="list-style-type: none"> • Supply Chain Management • Hospitality and Tourism Management • Network Architecture and Security Analytics • Mobile Application Design. |

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 postsecondary 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 | Target | Departmental Initiatives | Progress at March 31, 2019 |
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| Increase the number of students that move from preparatory programming to college programs. | Greater than 85 students | Student Success staff and Counsellors will work with staff in preparatory programs to provide support to students prior to entering college programs. | Completed. (Actual: 89 students) Counsellors provided support to a total of 41 students in School College Work Initiative (SCWI) and Academic Upgrading programs. Transition to college and get connected programs were delivered. This included 48 students targeted and supported through the Ontario Postsecondary Access & Inclusion Program (OPAIP) program. |
| | | Maintain a 90% customer satisfaction rate in Academic Upgrading through the provision of high quality programming and services. | Exceeded target. Identified customer target satisfaction rate exceeded resulting in a 100% customer satisfaction rate for programming and services. |
| | | Increase marketing and promotion of Literacy and Basic Skills (LBS) programming to the general public with a focus on pathways to postsecondary education and wrap around support services at Sault College. | Completed. Identified, reviewed and increased LBS marketing and promotion initiatives based on program target markets, cost effectiveness and return on investment including piloting streamed advertising as part of LBS promotion and recruitment outreach to the general public. Current print materials were reviewed and updated to ensure they were reflective of current LBS program offerings and services. Engaged and consulted with key internal stakeholders to promote awareness and benefits of LBS programming and ensure knowledge of LBS program policies and procedures including referral processes. |

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| <p>Increase the percentage of School College Work Initiative (SCWI) learners enrolled in postsecondary programming.</p> <p>Maintain success rate for dual credits and SCWI.</p> | Greater than 25% | Increase awareness of the SCWI initiative additional promotion at local schools. | The data is not yet available for the 2018-2019 fiscal year. Initiatives have been completed. |
| | 80% - 90% | Assess in partnership with local school boards which program areas may be able to be included in SCWI programming. | Completed. |
| | | The Natural Environment, Culinary, Mathematics and Business program areas will participate in the SCWI – Dual Credit initiative. | Exceeded target with a success rate of 94%. Continuing Education continued to participate in SCWI with offering four dual credit courses in the fall semester and an additional four in the winter semester. |
| <p>Increase partnerships with Indigenous institutes and corresponding number of programs offered in-community.</p> | 6 – 8 programs | Identify Indigenous community training needs and priorities through ongoing community engagement and consultation. | <p>Completed.</p> <p>The following programs were offered for community based delivery beginning September 2018:</p> <p>Seven Generations Educational Institute:</p> <ul style="list-style-type: none"> • Welding – Full-time • Hairstyling – Full-time • Esthetician – Full-time • Early Childhood Education (two cohorts in two locations) – Full-time <p>Kenjgewin Teg:</p> <ul style="list-style-type: none"> • Business – Full-time <p>Anishinabek Educational Institute:</p> <ul style="list-style-type: none"> • Fetal Alcohol Syndrome Disorder – Full-time <p>Consultation with Indigenous Education Institute community partners has indicated potential new program areas for Fall 2020 delivery including (but not limited to): Fetal Alcohol Syndrome Disorder (FASD), Business Fundamentals, Human Resource Practices, Personal Support Worker, Practical Nursing and SSW-Indigenous Specialization</p> <p>Community engagement with Sandy Lake First Nation occurred to recognize the need for training in entry level trades within construction. The Building Maintenance and Construction certificate program ran in Sandy Lake First Nation with ten participants starting the program and six participants successfully completing the program.</p> |

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| | <p>Ensure equitable access to postsecondary educational opportunities for Indigenous learners through ongoing partnership collaboration, sharing of resources and capacity building initiatives.</p> | <p>Completed and ongoing.</p> <p>Indigenous Education Institute partners are now formal participating members of applicable Sault College Program Advisory Committees.</p> <p>In partnership with Ontario Aboriginal Housing Association, Sault College is developing a Property Maintenance Certificate to address identified local and provincial skill-shortages.</p> <p>Looking to expand to SSM, the Professional Aboriginal Testing Organization (PLATO) provides outsourced testing solutions to clients throughout North America. Working in partnership with Sault College, PLATO is facilitating four months of training on-campus followed by a two-month paid internship with a full-time job offer to students at PLATO Testing in SSM upon successful completion of the program. The company hopes to create 57 jobs over three years in Sault Ste. Marie</p> <p>Sault College successfully hosted ONECA's Native Counsellors Training program Summer 2018. Plans currently in development to host the organization again for Summer 2019.</p> <p>The partnership with Seven Generations Educational Institute continues to grow with seven programs running for this academic year. Indigenous Studies, Continuing Education and the faculty Coordinator of ECE made a site visit to SGEI in the fall of 2018. Continued dialogue between the faculty Coordinator of ECE at the Sault College campus and the ECE faculty at SGEI continues to occur. There is also participation in the PAC's on site via teleconference for the Indigenous partners.</p> |
| | <p>The Natural Environment programs and Game-Art will work with the School of Indigenous Studies in partnership with Seven Generations to deliver programming on-site.</p> | <p>Completed.</p> <p>Game-Art began at Seven Generations Educational Institute in the winter of 2019. Semester two of the program will begin in the fall of 2019.</p> |

APPLIED RESEARCH

Sault College fully recognizes the importance of collaborative applied research and its potential to enrich the experiential learning components of students' 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 | Target | Departmental Initiatives | Progress at March 31, 2019 |
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| Number of externally funded applied research projects. | 3 – 5 | Conduct 2 applied research projects in Robotics (with 2 local companies) and begin a 2-year applied research project with Createch. | Completed a collaborative proof of concept project with Soo Mill Truss Plant, targeted at automating material handling in their cutting operation. |
| Number of partnerships / collaborations with community / industry firms. | 3 – 5 | | Other robotics projects currently in development. Attained funding approval from OCE for \$150,000 for Createch applied research project to develop new ERP software for the Canadian manufacturing industry. Project is currently deferred by Createch. |

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 postsecondary 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 | Target | Departmental Initiatives | Progress at March 31, 2019 |
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| <p>Increase collaboration with local stakeholders, including employers, local government, Algoma University, and Indigenous groups to ensure alignment with economic development strategies.</p> | <p>Increase by 10%</p> | <p>Partner with local school boards, Algoma University, Indigenous communities and others to provide an outreach program to connect with potential students who may not be considering college.</p> | <p>Completed.</p> <p>As part of the OPAIP (Ontario Postsecondary Access & Inclusion program), focused outreach was conducted in seven area Indigenous communities.</p> <p>ADSB (Algoma District School Board) and HSCDSB (Huron Superior Catholic District School Board) assisted in connecting us to their students who have not applied to college or university so we can work with them to explore and consider Sault College.</p> <p>Sault College Varsity coaches created partnerships with the coaches at Algoma University to jointly promote our 2 plus 2 pathway for all students but in particular the student athlete.</p> <p>Motive Power collaborated with Algoma District School Board to host an Automotive Service Technician Competition for high school students.</p> <p>Technology and Skilled Trades programs worked collaboratively with Algoma District School Board to host a Trades Awareness Event for high school students and parents.</p> |
| | | <p>Partner with local school boards and Algoma University in the development of a co-recruitment strategy for shared international marketing, cross-cultural training sessions, etc.</p> | <p>Completed.</p> <p>Intercultural training sessions delivered at Sault College and Algoma University by the International office.</p> <p>Establishment of PRISSM committee (PSW Recruitment Initiative Sault Ste. Marie) involving Sault College, FJ Davey Home, Sault Community Career Centre, Local Health Integration Network, and Algoma Workforce Investment Corporation. A MOU was signed between Sault College, FJ Davey Home and Sault Community Career Centre.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|------|--------|---|--|
| | | <p>Actively work with Algoma University to develop new 2 plus 2 pathways for students in several program areas, including: computer science, business, justice studies and social work.</p> | <p>Completed and ongoing.</p> <p>Sault College and Algoma University have collaborated and signed 2 plus 2 academic agreements in the following program areas:</p> <ul style="list-style-type: none"> • Business • Business Accounting • Adventure Recreation and Parks Technician • Fish and Wildlife Conservation Technician • Forestry Technician • Natural Environment Technician • Police Foundations/Justice Studies <p>These pathway agreements align with the college's strategic priorities and more specifically give students the education that they want and more.</p> |
| | | <p>Work to expand the computer science program in partnership with Createch, Bell and Microsoft. Efforts include the co-ordination of computer science curriculum to meet industry needs. This will also help to expand employment opportunities for our graduates.</p> | <p>Ongoing.</p> |
| | | <p>The School of Business will continue to work with partners from Bell and Createch to provide training for students in the Microsoft Dynamics software.</p> | <p>Ongoing.</p> |
| | | <p>Collaborate with Algoma/Tenaris to develop and deliver programs that meet employer needs. eg. Brick and stone mason program / machinist program.</p> | <p>Ongoing.</p> <p>Brick and Stone Mason curriculum was delivered.</p> <p>Level 1 of the Machinist apprenticeship was delivered.</p> <p>Additional Level 1 Millwright class was added to accommodate Algoma Steel during the past fall.</p> |
| | | <p>The Natural Environment program areas are looking to intentionally increase and enhance industry collaboration with the opening of the new iE3 building meeting rooms and spaces.</p> | <p>Ongoing.</p> <p>At this time, industry partners including, the Ministry of Natural Resources and Forestry, have used the Industry Collaboration space to deliver cross-Algoma training to employees. Other not-for-profit stakeholders have used the space for regular meetings.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
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| | | <p>The Police Foundations program areas will work with the City Police Department to advance simulator training use.</p> | <p>In progress.</p> <p>Partnership continue to be explored with the City and OPP. Faculty are learning how to integrate the use of the simulator within the program areas and will then be able to invite other users to optimize the simulator for advanced training opportunities with surrounding police departments.</p> |
| | | <p>Maintain and advance the Native Education and Training Council's working relationship with Sault College Senior Administration and the Board of Governors through joint consultation and engagement processes.</p> | <p>Completed.</p> <p>Formerly known as the Native Education and Training Council (NETC), the Indigenous Council on Education (ICE) identified the need to have all the First Nation programs/ departments represented at Sault College and to strengthen Council influence within the College. Several discussions occurred during 2018 with College Senior Administration and Board of Governors Chair to look at ways this could be achieved. The College also recognized that it needs the voices of the Indigenous postsecondary institutes with whom it has articulation agreements with at the table. The Sault College President and the Council Chair consulted with local First Nations to gain input and approval for the revised Terms of Reference, forming ICE.</p> <p>ICE Chair is a member of the Sault College Board of Governors.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|------|--------|--|---|
| | | <p>Maintain consistent and ongoing Indigenous community engagement and consultation through active participation on local, regional, provincial and national Indigenous committees and working groups.</p> | <p>Ongoing.</p> <p>Sault College is an Indigenous representative and active participant on the following committees and working groups:</p> <ul style="list-style-type: none"> • Colleges and Institutes Canada: Indigenous Education Advisory Committee • Colleges Ontario: Indigenous People's Education Circle • Colleges Ontario: TRC Reporting Framework Committee • Colleges Ontario: TRC Joint Meeting Working Group • City of SSM: Mayor's Bawating Advisory Circle • City of SSM: Indigenous Advisory Committee • Sault Ste. Marie: Indigenous Employment Roundtable • Sault Ste. Marie Poverty Roundtable • Sault Ste. Marie Workforce Entry Sub-Committee • Algoma District School Board: Indigenous Education Advisory Committee • Huron Superior Catholic District School Board: Indigenous Education Advisory Committee • Indigenous Friendship Centre: Urban Homelessness Partnership Community Advisory Board • Nordik: Urban Indigenous Youth for Change <p>Community Conversations</p> <p>Indigenous Studies began a project that aims to engage local Indigenous communities through the facilitation of community conversations. The purpose of this initiative is to gain a better understanding of Indigenous community member aspirations with the intent of identifying and prioritizing themes that arise from these conversations. This data will then be utilized to identify areas of priority and focus for local community stakeholders.</p> <p>Working in conjunction with Colleges and Institutes Canada, Sault College participated in consultations to provide the Standing Committee on Industry, Science and Technology recommendations related to the review of the Copyright Act as it related to sharing and protecting Indigenous knowledge.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|--|---|--|--|
| | | The HR Department will encourage internal staff to join local boards, agencies and explore opportunities to provide staff with time and space to blend both work and partnerships. | Ongoing. The International office has staff on the following community boards/committees: Refugee 705, CEFA (Centre of Education for Adult Learners), FutureSSM Economic Diversification Committee. |
| Maintain the current range of active Program Advisory Committees (PACs) | 27 – 32 PACs | Continue to enhance ongoing consultation and engagement with the Anishnaabemowin Advisory Committee to ensure program currency and relevancy to Indigenous communities, industry and business. | Completed. Program Advisory Committee members identified and initial Ad Hoc committee meeting held to review current program status and to determine future program needs and priorities. |
| Increase the number of employers engaged in PACs | 145 employers | Alumni department will incorporate employer outreach into planned employer site visits. PAC information package to be created for distribution. | Completed. In addition, the Athletics department has undertaken a partnership with Freedom 55 Financial for the recruitment of student athletes post graduation. |
| | | The Esthetician program will reactivate a PAC and work with local business partners to enhance programming. | Program Advisory Committee has been reactivated for the Esthetician program and a spring meeting is planned. |
| Improve the following for graduates of Sault College: Graduate employment rate Proportion of Graduates employed full-time Proportion of Graduates employed full-time in a related | 80% – 85% 65% – 75% 60% – 70% | Student Job Centre and Employment Solutions partner to provide 2 job fairs on campus annually. <ul style="list-style-type: none"> • Students/Graduates have access to Interview stream technology to enhance interview skills/abilities. • Partner with employers to recruit graduates on campus. • All support services within the Student Job Centre enhance the employability of graduates. | KPI results have not been received. Initiatives completed. Employment Solutions and Student Job Centre partnered on an extremely successful community job fair attended by approximately 60 employers and 1300 job seekers. This provided current as well as potential students a direct connection to local employers. Employment Solutions partnered with Alumni on campus to deliver the Prep for Success event targeting graduates and employers. The Student Job Centre: <ul style="list-style-type: none"> • hosted 11 employers on campus this year to present to upper year students • presented job search and labour market information to 17 classrooms totalling 288 students. |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|---|------------|--|---|
| Employer satisfaction rates | 85% – 95% | <p>Employment Solutions operation will continue to strive for excellence in customer service through maximizing the delivery of a variety of community employment programs to support employers with their hiring needs and job seekers with their employment needs.</p> <p>Through the Canada Ontario Job Grant Training Partnership program, Employment Solutions will support employers engaging in employee training, enhancing the competitiveness of area employers and the skills of our labour force.</p> <p>The recently announced Employing Young Talent Initiative will require Employment Solutions to actively work with employers and newly hired youth to increase job retention across Algoma.</p> | <p>Exceeded targets.</p> <p>Both Employment Solutions sites achieved 100% satisfaction rates in the placement services delivered to employers.</p> <p>The Canada Ontario Job Grant program was delivered in SSM and Blind River with the successful approval of 18 applications and nine applications respectively. These applications directly support local labour market needs and upskilling of our workforce. Some this training is delivered by the Contract Training department of the College.</p> <p>Sault College Continuing Education/ Corporate Training worked with employers to connect them to the Canada Ontario Job Grant. Example: partnership with Algoma Manor in Thessalon to address the shortage of PSW's. Algoma Manor worked with Employment Solutions – Blind River for access to funding. Continuing Education created the opportunity for the PSW program to run on-site at Algoma Manor. This program began with 17 students in which 14 successfully completed the program.</p> |
| Employment Services program delivery customer satisfaction to exceed the provincial standard of 90% | 95% – 99% | Employment Services will increase lab hours at Employment Solutions which will allow job-seeking clients more access to one-on-one employment readiness support. | <p>Target successfully achieved.</p> <p>The Sault Ste. Marie Employment Solutions site achieved 95% in customer satisfaction while the Blind River office reached 97%.</p> |
| Expend a minimum of 95% of employer incentive funding | 95% – 100% | Employment Solutions will be increasing outreach to employers with supportive efforts to promote retention of new hires. | <p>Target successfully achieved.</p> <p>Employment Solutions was able to expend all employer incentive funding in the Employment Services and Youth Job Connection programs.</p> |

ENROLMENT

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|---|--------|---|--|
| <p>Remain within the top quartile in applications (year to year).</p> <p>Per Scorecard:</p> <ul style="list-style-type: none"> Total enrolment | 2198 | <p>Promote postsecondary education at Sault College as a viable option to potential learners.</p> <p>Increase and strengthen local secondary school engagement to support effective transitions for Indigenous learners to postsecondary education and training opportunities at Sault College.</p> | <p>Exceeded targets.</p> <p>Total full-time postsecondary – 2,439</p> <p>Worked closely with Indigenous re-engagement and school support leads at ADSB and HSCDSB to meet with students both at their school and on our campus to assist with transition to college.</p> <p>Welcomed small groups of Indigenous students to tour and get familiar with the college (Pikangikum, Whitefish, Sagamok, local high schools).</p> <p>Indigenous Studies hosted an ADSB Indigenous Youth Leadership Forum to support local Indigenous secondary school youth in leadership activities.</p> <p>Indigenous Studies became an active member of Nordik’s Urban Indigenous Youth for Change Advisory which provides an opportunity to teach and learn from Indigenous youth on how to incorporate cultural and land-based learning with different types of entrepreneurship education.</p> <p>Indigenous Studies undertook ongoing outreach and engagement activities with White Pines Secondary School and was an active participant in their After School Cultural program.</p> <p>In partnership with Skills Ontario and the North Shore Tribal Council, Indigenous Studies hosted a Trades Day for Indigenous youth which highlighted various trade programs offered at Sault College.</p> <p>In partnership with Skills Ontario, Indigenous Studies hosted and supported and Indigenous Youth Day Camp and an Indigenous Women in Trades event</p> <p>18F enrolment exceeded both the domestic and international targets by 115 and 126, respectfully.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|------|--------|--|--|
| | | <p>Ensure College marketing, promotional and recruitment activities are reflective and inclusive of the Indigenous community.</p> | <p>Completed.</p> <p>Support and feedback was provided from the Indigenous Studies department on all marketing materials to ensure photos and information is inclusive and welcoming.</p> <p>Sault College is an active member of the Aboriginal Postsecondary Information Program which is dedicated to empowering and improving access opportunities for Indigenous learners to pursue postsecondary education in Ontario</p> <p>Ongoing consultation throughout the year with Sault College's Marketing department to ensure appropriate Indigenous messaging and that an Indigenous presence is reflective in Sault College print and web marketing/promotional materials.</p> |
| | | <p>The recruiters will increase their core recruitment efforts to 18 weeks of fall recruitment and nine additional Indigenous specific weeks</p> | <p>Recruiters completed 20 full weeks of travel across Ontario (includes five weeks of CIP)</p> <ul style="list-style-type: none"> • nine weeks of APSIP (Aboriginal Postsecondary Information Program) • Participated in Ontario Sportsman Show, Ontario College Dialogues, Skills Ontario Competition as well as local community events. |
| | | <p>Develop a comprehensive international recruitment strategy to meet targets and diversify the international student population, including:</p> <ul style="list-style-type: none"> • Enter two new country markets for international recruitment • Ongoing collaboration with Ontario College's International Application System team to adapt the system as per needs • Increase the use of interactive media to support international student recruitment • Improve documentation of admissions requirements for international applicants on the Sault College website. | <p>In progress.</p> <p>The Sault College international webpage clearly identifies international admission requirements, including English proficiency, age restrictions, and country-specific requirements.</p> <p>New country markets have been established: Vietnam, Philippines, Kenya, Uganda:</p> <ul style="list-style-type: none"> • Reps hired in Philippines and China • Ongoing efforts to build partnerships with Toronto ESL feeder institutions • Ongoing collaborations with OCAS to adapt system as Sault College strategy evolves • Introduced use of Facebook for recruitment purposes • Ongoing creation of video content for recruitment purposes • Established a bi-weekly agent update practice • Improvements made to website re: international admissions • Ongoing development of EAP program which aims to diversify the student body |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|------|--------|--|---|
| | | <p>Enhance our conversion strategy by improving our touchpoints with applicants throughout the admission and registration cycle.</p> | <p>Ongoing.</p> <p>Improvements made to email communications with prospective students through the conversion period to increase student confirmations and provide guidance to those missing admissions requirements.</p> <p>A sample of approximately 100 applicants received a swag item with their Letter of Offer package.</p> |
| | | <p>Assess and implement improvements/modifications to the international admissions strategy to support our projected growth and applicant diversification goals.</p> | <p>Completed.</p> <p>The 'Application to Offer' timeline improved significantly with the implementation of the OCAS International Application Service, a tiered program opening model, and an improved staffing structure. Application processing time was reduced by 50 percent in comparison to the 2017-2018 admission cycle.</p> |
| | | <p>Increase enrolment at and from international college partners:</p> <ul style="list-style-type: none"> • Support Jiujiang Vocational and Technical College VTC and Beijing Information Technology College schools in China. | <p>Ongoing.</p> <p>Jiujiang Vocational and Technical College (JVTC) enrolled students in China and Beijing Information Technology College (BITC) sent fifteen (15) students to Sault College.</p> <p>SXI partnership includes the establishment of the LEAP (Learn English for Academic Purposes) program for Chinese students on campus.</p> |
| | | <p>Participate in NCCP (Northern Colleges Collaboration Project).</p> <p>Participate in expanding access for students to the mechanical program by providing 3rd year curriculum for Mechanical Technology students in Northern Ontario.</p> | <p>Completed.</p> <p>Sault College Mechanical students participated in 3rd year Mechanical through NCCP. Sault College faculty taught three courses in the program.</p> |
| | | <p>Lead the SNI Phase II (Study North Initiative) collaborative recruitment project for northern Ontario colleges.</p> | <p>Completed.</p> |

FINANCIAL SUSTAINABILITY

| Metric | Target | Actual |
|-------------------------------|--------|--------------|
| Accumulated Surplus (Deficit) | >0 | \$25,296,029 |
| Net Income to Revenue Ratio | >1.5% | 13.83% |
| Net Assets to Expense Ratio | >60% | 140.37% |
| Quick Ratio | >1 | 4.12 |
| Debt Servicing Ratio | <3% | 1.26% |
| Total Debt to Assets Ratio | <35% | 15.98% |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|-----------------------------|-----------------|--|---|
| Increase non-grant revenue. | Increase by 10% | <p>Athletics will develop an annual fundraising plan for varsity and club sport programs.</p> | <p>Completed.</p> <p>The plan was developed prior to new Athletic Manager starting in December 2018 which allowed immediate implementation.</p> <ul style="list-style-type: none"> • Completed a hotel agreement with local hotel for \$8-\$15k annually for the next three year in both rooms and sponsorship dollars • Brought onboard Freedom 55 as sponsor for a Scholarship breakfast • Created a season ticket promotion • Building online payment system for Athletic donations • Building plan with hockey to work with the Rankin Arena to sell advertising and sponsorship for our hockey programs |
| | | <p>Student Services will offer Mental Health First Aid and Safetalk delivery to generate revenue and offset costs.</p> | <p>Completed.</p> <p>Mental Health First Aid and Safetalk workshop delivery generated an increase of 21% in revenue over the previous year.</p> |
| | | <p>Increase the number of summer conferencing/guests in Residence, connect with companies and agencies who are having students work during the summer or on internships.</p> <p>Advertise summer long-term stays via social media to maximize guests in Residence.</p> | <p>Residence staff conducted outreach to:</p> <ul style="list-style-type: none"> • 28 local businesses, past conferences, city tourism, companies, agencies to promote Residence as a summer accommodation • current students to promote summer residency resulted in quadrupling the number of students from summer 2018 to 2019. <p>Residence information was advertised on Sault Ste. Marie Tourism as an option for accommodation.</p> <p>Information regarding summer room availability was advertised on the Residence website.</p> |
| | | <p>Alumni to generate revenue through various initiatives:</p> <ul style="list-style-type: none"> • Diploma frame sales • Branded clothing and accessories • Sponsorship at Golf Tournament and other events | <p>Completed and ongoing.</p> |
| | | <p>Develop programs and collaborate with community partners to realize revenues from the Health and Wellness Centre</p> | <p>Athletics increased gym revenue through partnerships with Steel City Slam gym rentals. Host site for the OBA's (Ontario Basketball Association) in the summer. High school Basketball Cougar classic.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|------|--------|--|--|
| | | <p>Realize savings through facility enhancements that reduce energy costs.</p> | <p>Completed.</p> <p>Greenhouse Gas Project: Central boiler plant pumping and control upgrade was completed on March 31, 2019. Estimated annual savings of \$50,000.</p> <p>The Waterfront Adventure Centre was designed to exceed current standards of thermal design and has been enabled to be equipped in the future with solar panels to be able to meet net-zero or neutral energy standards.</p> <p>It was designed with very much improved thermal efficiency of the exterior building envelope. All floors are reinforced concrete slabs, over high density insulation to create additional thermal mass.</p> <p>The exterior glass is a high performance type with double thermally broken frames and especially high reflective coating to reduce heat gain in the summer.</p> <p>Mechanically, we have incorporated a newly designed air to air heat exchanger for energy capture, plus the ability to naturally ventilate the space, or modulate temperature, without the use of additional energy. Electrically, the building uses all LED lighting to reduce energy usage, plus due to shading techniques, we are able to capture an abundance of natural light without the associated glare.</p> |
| | | <p>Maximize apprenticeship seat purchase revenues.</p> | <p>Apprenticeship revenue maximized. Launched new Machinist apprenticeship in January 2019.</p> |

| Goal | Target | Departmental Initiatives | Progress at March 31, 2019 |
|------|--------|---|--|
| | | <p>Maximize contract training, i.e., China project – Motive Power, third party contracts.</p> | <p>Automotive Service Technician Program offered in China.</p> <p>Discussions to offer Electrical Engineering Technician Program in China in process.</p> <p>Beijing Information Technology College (BITC) participated in a Corporate Training initiative for Teacher Training. Whereas representatives from BITC attending Sault College for two weeks to discuss lesson planning, assessments, teaching techniques and application of knowledge in a lab setting. This initiative was highly successful with the group from BITC agreeing to further partnerships.</p> <p>Corporate Training maintained the Building Maintenance and Construction program with the District of Sault Ste. Marie Administrative Board and the Bushplane Heritage Museum. This contract ran five intakes of the 12-week program which had ten students in each intake. The students also had an opportunity to work with Habitat for Humanity on a house build that was occurring within the community.</p> <p>Corporate Training was also able to maximize this program through DSSAB's network to run this program for the Sandy Lake First Nation Ontario Works office with one intake in that community. Another opportunity grew out of this with the Michipicoten First Nation whereas components of the Building Maintenance and Construction program were run on-site in that community in two separate sessions.</p> <p>Corporate Training contracts also ran with local employers to suit their needs. For example, Pino's Get Fresh conducted training to prepare their staff for the new grocery centre.</p> <p>Summer Camps were sold out for the summer of 2018 with campers participating in either Junior Chef or Junior Scientist. Junior Scientist is in partnership with Entomica.</p> <p>Sault College Continuing Education in partnership with the Chair of Trades received funding to run a pre-apprenticeship training program for the Parts Technician program. Twenty students began this program and it was an online initiative.</p> |

HIGHLIGHTS FROM 2018-2019

INVESTING STRATEGICALLY IN CAMPUS RENEWAL AND EXPANSION

iE3 (Institute for the Environment, Education and Entrepreneurship)

The new Sault College Institute for Environment, Education and Entrepreneurship (iE3) is a 65,000 sq. ft. facility, comprising specialized training spaces and shared work areas for cross program student-faculty collaboration and features dedicated spaces that support industry partnerships. This new \$19M facility is home to the ICT (Information, Communication and

Technology), GIS (Geographic Information System) 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 Learning Centre

The new Sault College Early Learning Centre commenced operations in August 2018 in the new, refreshed space to continue its long history of offering welcoming, respectful, and stimulating early learning and care to numerous community families and an



amazing practical learning environment for the College's Early Childhood Education (ECE) students.

The new location has positioned the Centre to increase the amount of childcare spaces further reinforcing the College's commitment to its students and community members. Now accommodating 80 children, ten new infant spots and eight new preschool spots were added. The Centre now has a total of 10 infant (0-18 months), 30 toddler (18 -30 months) and 40 preschool spots (31 months – 5 years old), and also runs the before and after school care programs at St. Paul's School for children 4-12 years.

The Centre also serves as the LAB for the ECE program. The staff work collaboratively with the faculty of the program to provide onsite learning opportunities for ECE students enrolled at Sault College. These experiential learning opportunities have been critical in helping our students grow and thrive in their chosen field of study. This hands-on learning is paramount in the education of our students and positions them well to successfully

transition into a workforce that is in high demand both locally and provincially.

Waterfront Adventure Centre

Construction of the new Waterfront Adventure Centre was completed during the past fiscal year and it is anticipated the facility will be operational in summer 2019. This Centre will provide Sault College students, the Sault Ste. Marie community and tourists with seasonal access to waterfront activities, tennis and pickleball.

The Waterfront Adventure Centre will contribute to economic growth and diversification of Sault Ste. Marie. By assisting our city efforts to become a vibrant community, we help to shift our economy away from a single income source toward multiple sources from a growing range of sectors and markets by attracting businesses and talented employees to a city that is vital and active. We are striving to make the Waterfront Adventure Centre a vital and active focal point in the community.





Sault College Nominee Wins Prestigious Premier's Award

Each year, Sault College proudly nominates remarkable Sault College alumni for the prestigious Premier's Award in the categories of: Apprenticeship, Business, Community Services, Creative Arts and Design, Health Sciences, Recent Graduate, and Technology. We are proud and excited to announce that one of Sault College's nominees – Colleen Hele-Cardinal – was the recipient of the Premier's Award in the Community Services category! Colleen shared this win with Elder Little Brown Bear/Ernest Matton a nominee from Canadore College.

Colleen Hele-Cardinal graduated from the College's Native Community Worker – Addictions Counsellor program in 2002. She is a human rights champion, author, producer and internationally recognized advocate for Canada's Indigenous Peoples. Colleen is the daughter of a residential school survivor, a 60s scoop adoptee, MMIWG Missing and Murdered Indigenous Women and Girls family member and social justice activist organizer. Colleen is also the co-founder of the National Indigenous Survivors of Child Welfare Network and has successfully organized three national Indigenous Adoptee Gatherings. She is also collaborating with Dr. Raven Sinclair Pekiwevin Project to create an innovative and interactive GIS Mapping to map the displacement of Indigenous 60s scoop survivors as a result of child welfare policies.

Sault College Students Shine at Special Olympics

Sault College had some of its very own students participate in the recent 2019 Special Olympics Ontario Provincial Winter Games! Community Integration Through Cooperative Education (CICE) students Vincent Coccimiglio and Brandon Fortin competed in the games in curling and snowshoeing respectively, and Kelsey Barss was a flag bearer at the opening ceremonies. Vincent took home a bronze medal, while Brandon brought home both gold and bronze! Kelsey also wowed spectators during her figure skating performance at a recent greyhound game!

"We are tremendously proud of the accomplishments of each of these students," said Velma Simon, Learning Specialist, Team Lead, CICE Program, Sault College. "The incredible amount of determination and hard work surrounding these achievements truly showcases their amazing potential and talents. We are honoured to work with them and support them along their journey. On behalf of Sault College and our CICE team, I offer our sincere congratulations."





**Sault College Cougars
ACHA DIII National Champions
2018-2019**

Athletics Achievements/Highlights

CURLING

- OCAA 1st Team All-Stars – Gavin Bell, Aaron Soulliere & Nick Servant
- OCAA 2nd Team All-Stars – Cassidy Spence & Taylor Longo
- CCAA 2nd Team All-Star – Jake Reid
- CCAA Sportsmanship Award – Aaron Soulliere
- OCAA Coach of the Year – Dan Lemieux (second year in a row)

WOMEN'S BASKETBALL

- OCAA Athlete of the Week – Mercedes Ryan

MEN'S HOCKEY

- ACHA 1st Team Selects All-North Region – Ryan Vendramin & Andrew Barbeau
- ACHA North Region MVP – Ryan Vendramin
- ACHA 2nd Team Selects All-North Region – Drew Gregory
- ACHA 3rd Team Selects All-North Region – Kaelan O'Flynn & Max Khull
- National Championship Tournament 1st Team All-Stars – Ryan Vendramin, Bryceton Lalonde & Andrew Barbeau
- National Championship Tournament 2nd Team All-Star – Max Khull
- National Championship Tournament MVP (playoff leading scorer as well) – Ryan Vendramin
- ACHA Men's Division 3 Player of the Year – Ryan Vendramin
- ACHA 1st Team All-American – Ryan Vendramin
- ACHA 2nd Team All-American – Andrew Barbeau
- Ranked #1 ACHA M3 North Region
- ACHA M3 National Championships
- Ryan Vendramin (team captain) was chosen to represent American Collegiate Hockey Association as a member of the ACHA Division 3 Selects in Russia in the Student Hockey Challenge (September 2018)

OCAA

- 19 Student-Athlete Recipients of the OCAA All Academic Award (selected to a 1st or 2nd team All-Star Team while maintaining a 3.75 GPA)

Sault College Achieves Major Safety Milestone with 1 Million + Hours Without a Lost Time Injury

Sault College is extremely proud of its achievement this year of more than one million hours worked without a lost time injury! This milestone, which took approximately 14 months to reach, further reinforces the College's priority and commitment of establishing and maintaining a safe and healthy work environment for all workers.

"Education, dedication and hard work set the foundation for achieving this milestone," said Matt Casola, Manager, Health, Safety and Security. "The College has been incredibly successful in creating an organizational culture that views safety as a top priority and one that empowers workers to take an active role in their safety."

"I am tremendously proud of this achievement and the collaborative effort that underlines it," said Dr. Ron Common, President, Sault College. "This accomplishment would not have been possible without the commitment of our employees. Each employee played an important role by making safety a priority and an integral part of our everyday business. On behalf of Sault College, I would like to congratulate staff and thank them for their contributions to this important aspect of workplace life."

Members of Sault College's Joint Health and Safety Committee, which serves to maintain and improve the College's health and safety program, were also instrumental in achieving this milestone. This committee is a collaboration between workers representing OPSEU Local 613 (faculty union) and Local 612 (support union) and members from the management team.



Sault College Opens Its Welcoming and Inclusive Equity Room

In February 2019, Sault College opened the Equity Room, a welcoming and inclusive room, whose name was chosen by Sault College students through an online poll. This space is for youth who identify somewhere on the rainbow to collaborate ideas, sit with friends, have meetings, brainstorm, study, chat, get inspiration or merely relax.

Sault College is fiercely committed to fostering a campus that celebrates diversity and individuality and promotes equity, inclusion and respect for all. From the staff to students, the Equity Room has incredible significance to many and will be an essential part of the College's future and LGBTQ2SA+ community.

STRATEGIC PARTNERSHIPS

Sault College and Algoma University Sign 2 plus 2 Pathway Agreements

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

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

This new partnership strengthens each institution’s commitment to providing quality education and aims to put students first. Under the agreement, Algoma will recognize applications from Sault College students who have completed the first two years of study in the Sault College programs listed below.

These pathway agreements align with the College’s strategic priorities, specifically to give students the education that they want and more!

For more information on these pathways please visit <https://www.saultcollege.ca/TwoplusTwo>.

| Sault College Diploma Program | Algoma University Degree Program |
|---|--|
| Business Business – Accounting | Bachelor of Business Administration |
| Adventure Recreation and Parks Technician Fish and Wildlife Conservation Technician Forestry Technician Natural Environment Technician | Bachelor of Science in Environmental Science |
| Police Foundations | Bachelor of Arts in Law and Justice |



Students from Sandy Lake First Nation Build on their Skills in the Building Maintenance and Construction Program

During the summer of 2018, students from Sandy Lake First Nation – who were enrolled in Sault College’s Building Maintenance and Construction Certificate program – put their learning and tools to the test to successfully build a house showcasing their training and talents! The students used their learning to work on various aspects of the home including: laying foundation, framing, doors, windows, siding and roofing!

The Building Maintenance and Construction program has been running consecutively for three years as a collaborative partnership between Sault College, District of Sault Ste. Marie Social Services Administration Board – Ontario Works Office, the Bushplane Heritage Museum and Habitat for Humanity.

The success of this program was shared with the Sandy Lake Ontario Works Office, which laid the

foundation for offering the program in Sandy Lake this past summer. The program was customized to fit the needs of the Sandy Lake Ontario Works office while still ensuring all the learning objectives and outcomes of the program were met.

Seven students graduated from this unique, competency-based program that saw participants acquire a wide variety of work related knowledge, skills and experiences. After completing Health and Safety training and becoming certified in First Aid/CPR – Level C, WHMIS and Working at Heights, students moved on to begin the hands-on build.

Throughout the program, students successfully learned to work effectively and safely using a wide variety of tools and equipment, acquired skills in sketching and print reading, construction materials and their application, basic construction, and renovation techniques all while fostering collaboration in an effort to reach their common goal.



Sault College Welcomes the Pan-Northern Mining Research Alliance to Campus

In November 2018, Sault College proudly welcomed the Pan-Northern Mining Research Alliance to campus to showcase its state-of-the-art process automation lab, robotics research lab and instrumentation lab. The tour kicked off the Alliance's fall meeting taking place in Sault Ste. Marie, which saw leaders from the participating eleven colleges and universities, government and the mining sector come together in support of the Alliance's mandate.

The Pan-Northern Mining Research Alliance is a collaborative network between: Sault College, Laurentian University, Lakehead University, Algoma University, Nipissing University, Université de Hearst, Collège Boréal, Cambrian College, Canadore College,

Confederation College, and Northern College. The mission of the Alliance is to support research on a global scale and enhance Northern Ontario's research strengths in mining-related areas for all postsecondary institutions. The Alliance also strives to enhance engagement, support and collaboration through targeted research opportunities and actively seeks government and funding partner investments in support of these research opportunities.

Moving forward the Alliance will continue to work together to champion government and industry priorities including: partnerships and collaboration, health and safety – worker and community, diversity and leadership – Indigenous participation rates to double, women in mining, immigration inclusion, climate change and the environment, and technology – support for the Canadian Mining Innovation Supercluster.



International Student Growth

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



Sault College E-Learning Development

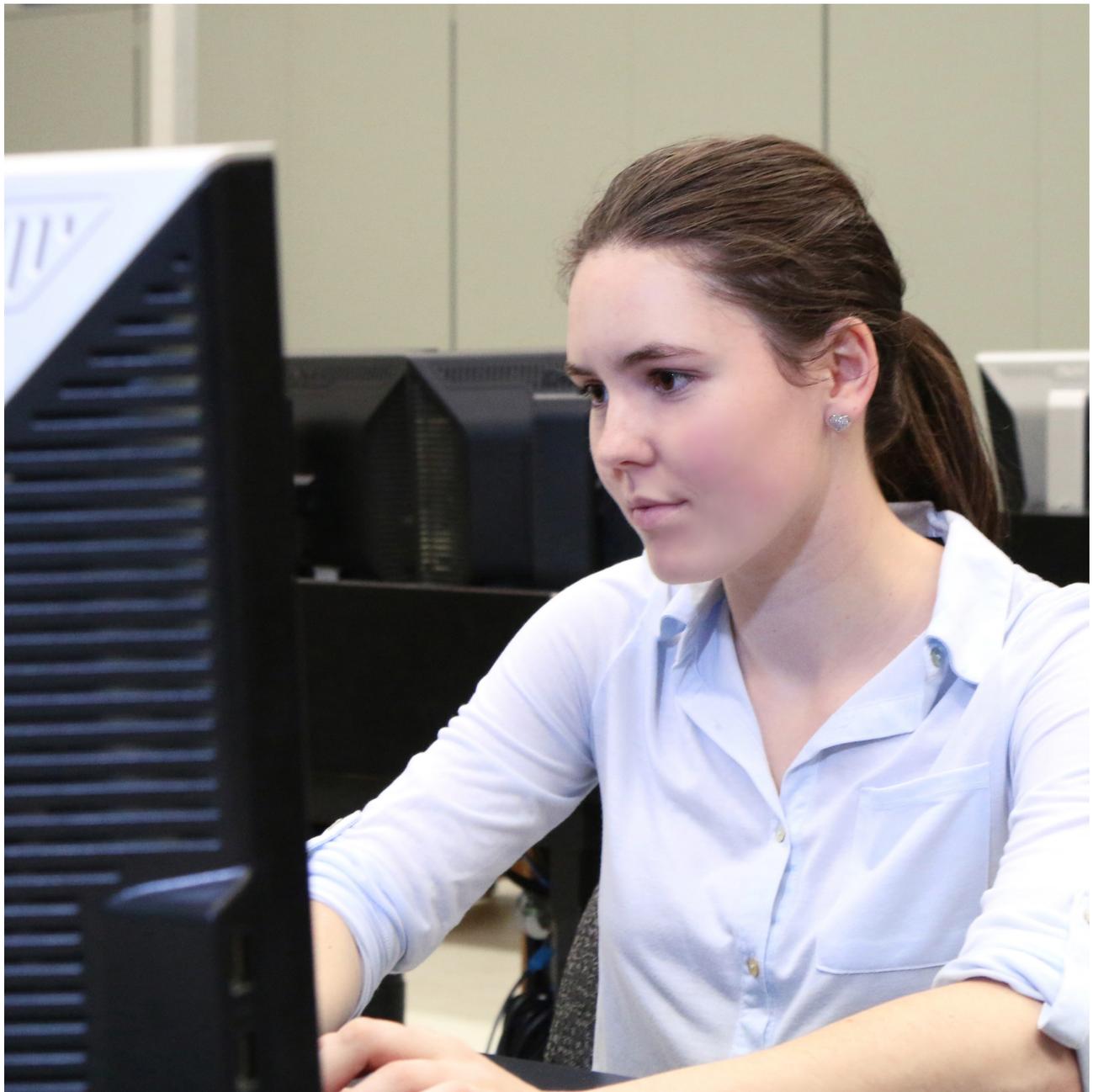
To remain relevant in the marketplace and to increase access to education for students who may not be able to attend on-campus courses due to work or personal commitments, the College is growing online course and program offerings. Sault College has a history of E-Learning opportunities through our partnership with OntarioLearn – a consortium of all 24 colleges in Ontario. As of December 2018, there were 24 certificates available in an E-Learning format through OntarioLearn at Sault College. In addition to these certificates, the Personal Support Worker program was delivered through the Contact North platform and the apprenticeship program, Parts Technician, was delivered through Sault College's LMS platform.

The College is committed to strategically grow online courses and programs that complement existing Sault College programs and ensure current online offerings are relevant and up-to-date. Since December, Sault College has liaised with E-Learning departments at a number of postsecondary institutions across the country to hear about lessons learned at other institutions and researched best practices in online course and program development to ensure Sault College is using appropriate tools, templates and processes to develop high-quality online programs. Since the commencement of this new role, five new certificate programs have been approved utilizing the OntarioLearn partnership model and the Parts Technician apprenticeship program has been updated and modernized.

It is anticipated that in this upcoming fiscal year, we will seek Board approval for between ten and fourteen new online certificate offerings using the OntarioLearn platform, including one Ontario College Graduate Certificate. The Early Childhood Education Diploma will be made available on the Contact North network beginning in January 2020, the Personal Support Worker program will also be made available again. As well, discussions have begun in building partnerships with organizations and external partners to develop courses and programs that are relevant, up-to-date and high quality to suit both the needs of their employees and members as well as students of Sault College.

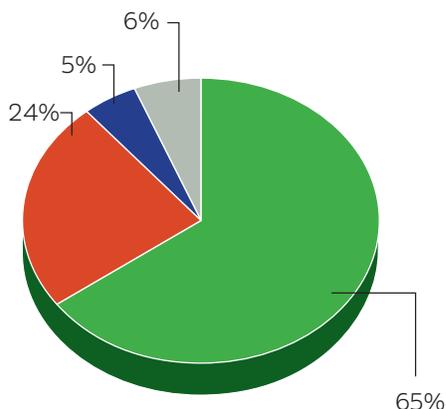
FINANCIAL RESULTS

The Sault College Board of Governors approved the 2019-2020 operating budget as presented at the June 20, 2019 meeting of the Board of Governors. The College operates within its financial means and it continues to reinvest in infrastructure, equipment and programs to remain a viable community educational institution into the future. A comprehensive hard copy of the audited financial statements for the year ended March 31, 2019 is available upon request from the College's Communications department 705-759-2554, ext. 2694. The financial statements and this Annual Report are also available online at www.saultcollege.ca.



FINANCIAL RESULTS FOR THE YEAR ENDED MARCH 31, 2019

(in thousands of dollars)

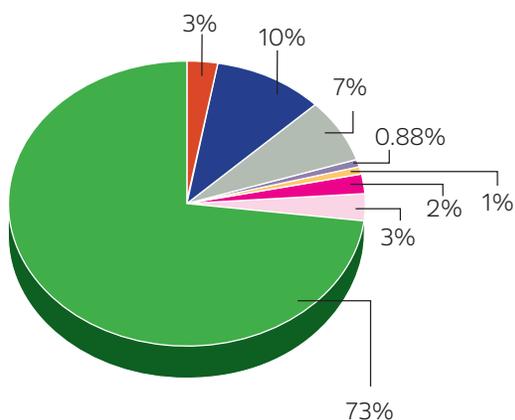


- Grants and reimbursements
- Tuition fees
- Ancillary operations
- Other

Revenue

| | |
|----------------------------------|----------|
| Grants and Reimbursements | \$45,886 |
| Tuition Fees | 16,828 |
| Ancillary Operations | 3,192 |
| Other | 4,496 |
| Restricted for Student Purposes | 1,486 |
| Amortization of Deferred Capital | 5,768 |

Total Revenues \$77,656



- 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

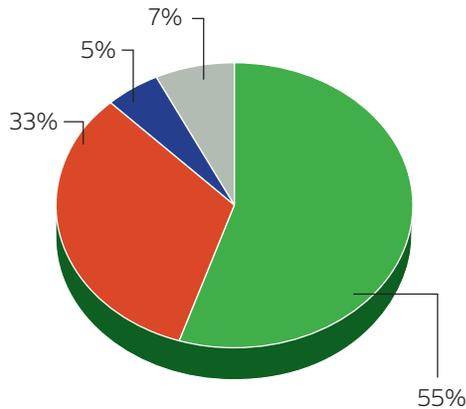
Expenses

| | |
|-------------------------------------|----------|
| Salaries and Benefits | \$41,810 |
| Instructional Supplies | 1,752 |
| Contracted Services | 5,482 |
| Utilities, Maintenance and Taxes | 3,860 |
| Interest and Bank Charges | 507 |
| Travel and Professional Development | 819 |
| Training Subsidies and Allowances | 1,167 |
| Supplies and Other Expenses | 2,027 |
| Restricted for Student Purposes | 212 |
| Scholarships and Bursaries | 1,534 |
| Amortization of Capital Assets | 7,745 |

Total Expenses \$66,915

2019-2020 CASH BASED OPERATING BUDGET

(in thousands of dollars)

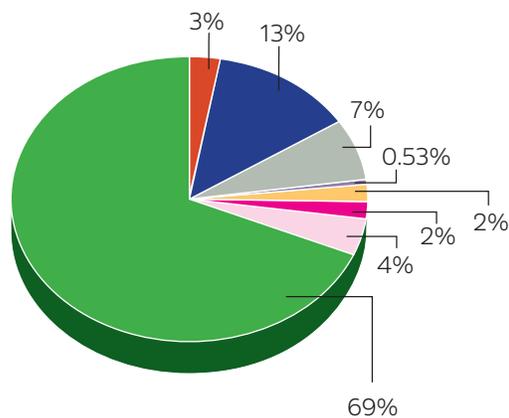


- Grants and reimbursements
- Tuition fees
- Ancillary operations
- Other

Revenue

| | |
|---------------------------|----------|
| Grants and Reimbursements | \$36,094 |
| Tuition Fees | 21,580 |
| Ancillary Operations | 3,783 |
| Other | 4,451 |

Total Revenues \$65,908



- 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 | \$45,763 |
| Instructional Supplies | 2,154 |
| Contracted Services | 8,654 |
| Utilities, Maintenance and Taxes | 4,430 |
| Interest and Bank Charges | 355 |
| Travel and Professional Development | 1,035 |
| Training Subsidies and Allowances | 1,563 |
| Supplies and Other Expenses | 2,494 |

Total Expenses \$66,448

Attachment 1:
Audited Financial Statements for the year ended March 31, 2019

Financial Statements of

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

Year ended March 31, 2019

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Index to Financial Statements

Year ended March 31, 2019

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| Statement of Operations | 2 |
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INDEPENDENT AUDITORS' REPORT

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

Opinion

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

- the statement of financial position as at March 31, 2019
- the statement of operations for the year then ended
- the statement of changes in net assets for the year then ended
- the statement of cash flows for the year then ended
- the statement of remeasurement losses for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

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

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the College as at March 31, 2019, and its results of operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

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

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

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



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

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

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

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

Auditors' Responsibilities for the Audit of the Financial Statements

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

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

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

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

We also:

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

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

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.



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

KPMG LLP

Chartered Professional Accountants, Licensed Public Accountants

Sault Ste. Marie, Canada

May 30, 2019

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Financial Position

March 31, 2019, with comparative information for 2018

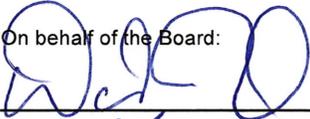
| | 2019 | 2018 |
|---|-----------------------|-----------------------|
| Assets | | |
| Current assets: | | |
| Cash | \$ 25,543,820 | \$ 21,932,582 |
| Temporary investments (note 3) | 13,692,669 | 8,383,408 |
| Accounts receivable (note 2) | 3,294,226 | 2,042,521 |
| Grants and reimbursements receivable | 7,410,657 | 5,149,141 |
| Current portion of loan receivable (note 4) | 179,253 | 173,416 |
| Pledges receivable (note 7) | 32,400 | 37,400 |
| Inventory | 5,892 | 5,128 |
| Prepaid expenses | 411,142 | 275,288 |
| | <u>50,570,059</u> | <u>37,998,884</u> |
| Loan receivable (note 4) | 2,160,235 | 2,339,488 |
| Capital assets (note 5) | 79,744,334 | 73,933,169 |
| | <u>\$ 132,474,628</u> | <u>\$ 114,271,541</u> |

Liabilities, Deferred Contributions and Net Assets

| | | |
|---|-----------------------|-----------------------|
| Current liabilities: | | |
| Accounts payable and accrued liabilities | \$ 7,636,137 | \$ 8,949,501 |
| Accrued vacation pay | 3,829,180 | 3,747,459 |
| Deferred tuition fees | 2,034,004 | 1,881,443 |
| Deferred contributions for expenses of future periods (note 6) | 11,991,900 | 2,676,335 |
| Payable to the Ministry of Training , Colleges and Universities | 48,088 | 171,420 |
| Current portion of long-term debt (note 8) | 832,341 | 696,834 |
| | <u>26,371,650</u> | <u>18,122,992</u> |
| Long-term debt (note 8) | 6,305,965 | 7,138,304 |
| Deferred capital contributions (note 9) | 68,636,197 | 68,619,542 |
| Post-employment benefits and compensated absences (note 10) | 1,880,000 | 1,939,000 |
| | <u>103,193,812</u> | <u>95,819,838</u> |
| Net assets: | | |
| Unrestricted | 14,598,736 | 2,938,709 |
| Invested in capital assets (note 12) | 10,549,145 | 11,186,923 |
| Internally restricted (note 13) | 148,148 | 154,438 |
| Restricted for student purposes and endowments | 4,335,604 | 4,610,907 |
| | <u>29,631,633</u> | <u>18,890,977</u> |
| Accumulated remeasurement losses | (350,817) | (439,274) |
| | <u>29,280,816</u> | <u>18,451,703</u> |
| Commitments and contingencies (note 15) | | |
| | <u>\$ 132,474,628</u> | <u>\$ 114,271,541</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, 2019, with comparative information for 2018

| | 2019 | 2018 |
|---|-------------------|-------------------|
| Revenue (Schedule): | | |
| Grants and reimbursements | \$ 45,885,468 | \$ 38,217,626 |
| Tuition fees | 16,828,290 | 9,960,042 |
| Ancillary operations | 3,191,441 | 2,090,861 |
| Other | 4,496,204 | 3,567,858 |
| Restricted for student purposes | 1,486,239 | 1,741,960 |
| Amortization of deferred capital contributions (note 9) | 5,768,253 | 3,211,825 |
| | <u>77,655,895</u> | <u>58,790,172</u> |
| Expenses: | | |
| Salaries and benefits | 41,810,437 | 37,004,981 |
| Instructional supplies | 1,752,412 | 1,418,442 |
| Contracted services | 5,482,415 | 3,475,352 |
| Utilities, maintenance and taxes | 3,860,511 | 3,370,560 |
| Interest and bank charges | 506,878 | 464,688 |
| Travel and professional development | 818,766 | 562,350 |
| Training subsidies and allowances | 1,166,817 | 1,442,190 |
| Supplies and other expenses | 2,026,638 | 1,695,132 |
| Restricted for student purposes | 211,768 | 207,296 |
| Scholarships and bursaries | 1,533,919 | 1,434,187 |
| Amortization of capital assets | 7,744,678 | 5,498,150 |
| | <u>66,915,239</u> | <u>56,573,328</u> |
| Excess of revenue over expenses | \$ 10,740,656 | \$ 2,216,844 |

See accompanying notes to financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Changes in Net Assets

Year ended March 31, 2019, with comparative information for 2018

| | Unrestricted | Capital Assets | Invested in Internally Restricted | Restricted for Student Purposes and Endowments | 2019 Total | 2018 Total |
|--|---------------|----------------|-----------------------------------|--|---------------|---------------|
| Balance, beginning of year | \$ 2,938,709 | 11,186,923 | 154,438 | 4,610,907 | \$ 18,890,977 | \$ 16,674,133 |
| Excess (deficiency) of revenue over expenses | 12,982,821 | (1,976,426) | (6,290) | (259,449) | 10,740,656 | 2,216,844 |
| Invested in capital assets (note 12) | (1,322,794) | 1,338,648 | - | (15,854) | - | - |
| Balance, end of year | \$ 14,598,736 | 10,549,145 | 148,148 | 4,335,604 | \$ 29,631,633 | \$ 18,890,977 |

See accompanying notes to financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Cash Flows

Year ended March 31, 2019, with comparative information for 2018

| | 2019 | 2018 |
|--|---------------|---------------|
| Cash provided by (used in): | | |
| Operations: | | |
| Excess of revenue over expenses | \$ 10,740,656 | \$ 2,216,844 |
| Adjustments for: | | |
| Amortization of deferred capital contributions | (5,768,253) | (3,211,825) |
| Amortization of capital assets | 7,744,678 | 5,498,150 |
| Net remeasurement gains (losses) for the year | 88,457 | (148,313) |
| | 12,805,538 | 4,354,856 |
| Changes in non-cash working capital: | | |
| Accounts receivable | (1,251,705) | (187,850) |
| Grants and reimbursement receivable | (2,261,516) | (1,840,331) |
| Inventory | (764) | 280 |
| Prepaid expenses | (135,854) | 372,665 |
| Accounts payable and accrued liabilities | (1,313,361) | 3,451,468 |
| Accrual for vacation pay | 81,721 | 269,330 |
| Payable to Ministry of Training, Colleges and Universities | (123,332) | 111,493 |
| Deferred tuition fees | 152,561 | 822,852 |
| Deferred contributions related to expenses of future periods | 9,315,565 | 1,000,212 |
| Accrual for employee future benefits | (59,000) | 56,000 |
| | 17,209,852 | 8,410,975 |
| Financing activities: | | |
| Receipt of pledges receivable | 5,000 | 83,988 |
| Receipt of loan receivable | 173,416 | 167,769 |
| Proceeds on term loan | - | 4,500,000 |
| Repayment of long-term debt | (696,834) | (567,632) |
| | (518,418) | 4,184,125 |
| Capital activities: | | |
| Purchase of capital assets | (13,555,843) | (14,801,155) |
| Repayment of deferred capital contributions | (411,853) | |
| Receipt of deferred capital contributions | 6,196,761 | 6,992,404 |
| | (7,770,935) | (7,808,751) |
| Net increase in cash and temporary investments | 8,920,499 | 4,786,349 |
| Cash and temporary investments, beginning of year | 30,315,990 | 25,529,641 |
| Cash and temporary investments, end of year | \$ 39,236,489 | \$ 30,315,990 |

See accompanying notes to financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Remeasurement Losses

Year ended March 31, 2019, with comparative information for 2018

| | 2019 | 2018 |
|---|--------------|--------------|
| Accumulated remeasurement losses, beginning of year | \$ (439,274) | \$ (290,961) |
| Unrealized gains (losses) attributable to: | | |
| Temporary investments | (350,817) | (439,274) |
| Realized gains (losses), reclassified to the statement of operations: | | |
| Temporary investments: | | |
| Designated fair value | 439,274 | 290,961 |
| Net remeasurement gains (losses) for the year | 88,457 | (148,313) |
| Accumulated remeasurement losses, end of year | \$ (350,817) | \$ (439,274) |

See accompanying notes to financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2019

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, 2019

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, 2019

1. Significant accounting policies (continued):

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

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

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

(f) Financial instruments:

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

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

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

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

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

Long-term debt is recorded at cost.

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

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

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2019

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:

| | 2019 | 2018 |
|--------------------------------------|--------------|--------------|
| Student tuition fees | \$ 777,699 | \$ 714,809 |
| Federal other | 1,746,368 | 702,438 |
| Other | 1,177,833 | 1,004,572 |
| | 3,701,900 | 2,421,819 |
| Less allowance for doubtful accounts | 407,674 | 379,298 |
| | \$ 3,294,226 | \$ 2,042,521 |

3. Temporary investments:

| | Level | 2019 | 2018 |
|--|-------|---------------|--------------|
| Assets at designated fair value | | | |
| Government bonds | 2 | \$ 4,018,680 | \$ 2,516,186 |
| Equity instruments, quoted in an active market | | | |
| Shares | 1 | 3,942,252 | 4,842,306 |
| Mutual funds | 1 | – | 43,969 |
| Cash | | 5,731,737 | 980,947 |
| | | \$ 13,692,669 | \$ 8,383,408 |

There were no transfers between Level 1 and Level 2 for the year ended March 31, 2019. There were also no transfers in or out of Level 3.

Government Bonds have interest rates from 1.88% to 5.90% (2018 - 1.90% to 5.70%) and mature between 2019 and 2048.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2019

4. Loan receivable:

| | 2019 | 2018 |
|---|---------------------|---------------------|
| Health and Wellness building – Sault College Student Union receivable | \$ 2,339,488 | \$ 2,512,904 |
| Current portion of long-term receivable | (179,253) | (173,416) |
| | <u>\$ 2,160,235</u> | <u>\$ 2,339,488</u> |

Aggregate maturities of long-term receivable for each of the five years subsequent to March 31, 2019, are as follows; 2020 - \$179,253; 2021 - \$185,286; 2022 - \$191,523, 2023 - \$197,969, 2024 - \$204,632.

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:

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

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2019

5. Capital assets (continued):

| 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> |

6. Deferred contributions for expenses of future periods:

Deferred contribution consists of the following:

| | 2019 | 2018 |
|-----------------------------------|----------------------|---------------------|
| Balance, beginning of year | \$ 2,676,335 | \$ 1,676,123 |
| Additional contributions received | 12,587,510 | 2,603,770 |
| Amounts taken into revenue | (3,271,945) | (1,603,558) |
| Balance, end of year | <u>\$ 11,991,900</u> | <u>\$ 2,676,335</u> |

7. Pledges receivable

| | 2019 | 2018 |
|---|------------------|------------------|
| Inspiring Growth Capital Campaign pledges | \$ 682,400 | \$ 687,400 |
| Allowance for doubtful account | (650,000) | (650,000) |
| | <u>\$ 32,400</u> | <u>\$ 37,400</u> |

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, 2019

8. Long-term debt:

| | 2019 | 2018 |
|--|--------------|--------------|
| 3.338% term loan to Ontario Financing Authority, unsecured, payable \$127,931 semi-annually including interest, due October 31, 2029 | \$ 2,339,489 | \$ 2,512,904 |
| 1.856% term loan to Ontario Financing Authority, unsecured, payable \$210,349 semi-annually including interest, due October 31, 2019 | 414,915 | 822,234 |
| 3.420% term loan to Ontario Financing Authority, unsecured, payable \$192,934 semi-annually including interest, due April 18, 2033 | 4,383,902 | 4,500,000 |
| | 7,138,306 | 7,835,138 |
| Current portion of long-term debt | (832,341) | (696,834) |
| | \$ 6,305,965 | \$ 7,138,304 |

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

| | |
|------------|--------------|
| 2020 | \$ 832,341 |
| 2021 | 431,663 |
| 2022 | 445,670 |
| 2023 | 461,918 |
| 2024 | 477,647 |
| Thereafter | 4,489,066 |
| | \$ 7,138,306 |

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Notes to the Financial Statements

Year ended March 31, 2019

9. Deferred capital contributions:

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

| | 2019 | 2018 |
|---|---------------|---------------|
| Unamortized capital contributions used to purchase assets | \$ 68,780,274 | \$ 61,924,012 |
| Unspent contributions | 505,923 | 7,345,530 |
| Allowance for doubtful accounts capital pledges | (650,000) | (650,000) |
| | \$ 68,636,197 | \$ 68,619,542 |

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.

| | 2019 | 2018 |
|-----------------------------------|---------------|---------------|
| Balance, beginning of year | \$ 68,619,542 | \$ 64,838,963 |
| Additional contributions received | 6,196,761 | 6,992,404 |
| Contributions repaid to MTCU | (411,853) | – |
| Less amounts amortized to revenue | (5,768,253) | (3,211,825) |
| Balance, end of year | \$ 68,636,197 | \$ 68,619,542 |

10. Employee future benefits:

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

| | 2019 | 2018 |
|--------------------------|--------------|--------------|
| Post-employment benefits | \$ 496,000 | \$ 470,000 |
| Non-vesting sick leave | 1,260,000 | 1,272,000 |
| Vesting sick leave | 124,000 | 197,000 |
| | \$ 1,880,000 | \$ 1,939,000 |

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2019

10. Employee future benefits (continued):

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

| | 2019 | 2018 |
|---|---------------------|---------------------|
| Accrued benefit obligation | \$ 1,960,000 | \$ 2,006,000 |
| Fair value of plan assets | (82,000) | (95,000) |
| Funded status – plan deficit | 1,878,000 | 1,911,000 |
| Unamortized actuarial gain | 2,000 | 28,000 |
| Employee future benefit liability | \$ 1,880,000 | \$ 1,939,000 |
| Current service cost | \$ 77,000 | \$ 112,000 |
| Interest on accrued benefit obligation | 42,000 | 33,000 |
| Experienced gains (losses) | 31,000 | (62,000) |
| Benefit payments | (201,000) | (126,000) |
| Amortization of actuarial losses (gains) | (8,000) | 99,000 |
| Employee future benefit expense (recovery) | \$ (59,000) | \$ 56,000 |

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

Post-employment benefits

The College extends the opportunity to acquire post-employment life insurance, health and dental benefits to certain employee groups subsequent to their retirement. The College recognizes these benefits as they are earned during the employees' tenure of service. The related benefit liability was determined by an actuarial valuation study on behalf of the Ontario College systems as a whole as at March 31, 2019.

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

(i) Discount rate:

The present value as at March 31, 2019 of the future benefits was determined using a discount rate of 2.20% (2018 – 2.60%).

(ii) Drug costs:

Drug costs were assumed to increase at a rate of 7.80% for 2019 (2018 – 8.00%) and decrease proportionately thereafter to an ultimate rate of 4.0% in 2040.

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Notes to the Financial Statements

Year ended March 31, 2019

10. Employee future benefits (continued):

Post-employment benefits (continued):

(iii) Hospital and other medical:

Hospital and other medical costs were assumed to increase at 4.0% per annum in 2019 (2018 - 4.0%).

Medical premium increases were assumed to increase at 6.67% per annum in 2019 (2018 – 6.80%) and decrease proportionately thereafter to an ultimate rate of 4.0% in 2040.

(iv) Dental costs:

Dental costs were assumed to increase at 4.0% per annum in 2019 (2018 – 4.0%).

Compensated Absences

(i) Vesting Sick Leave:

The College has provided for vesting sick leave benefits during the year. Eligible employees, after 10 years of service, are entitled to receive 50% of their accumulated sick leave credit on termination or retirement to a maximum of 6 months' salary. The program to accumulate sick leave credits ceased for employees hired after March 31, 1991. The related benefit liability was determined by an actuarial valuation study on behalf of the Ontario College systems as a whole as at March 31, 2019.

(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, 2019.

11. Pension plan:

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

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

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2019

11. Pension plan (continued):

Any pension surplus or deficit is a joint responsibility of the members and employers and may affect future contribution rates. The College does not recognize any share of the Plan's pension surplus or deficit as insufficient information is available to identify the College's share of the underlying pension asset and liabilities. The most recent actuarial valuation filed with pension regulators as at January 1, 2019 indicated an actuarial surplus of \$2.6 billion.

Under these arrangements, the College makes contributions equal to those of the employees. Contributions made by the College during the year amounted to approximately \$3,348,586 (2018 - \$3,172,793).

12. Investment in capital assets:

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

| | 2019 | 2018 |
|---|---------------|---------------|
| Capital assets | \$ 79,744,334 | \$ 73,933,169 |
| Amounts financed by: | | |
| Unamortized capital contributions used to purchase assets | (68,780,274) | (61,924,012) |
| Long-term debt (net of student receivable) | (414,915) | (822,234) |
| | \$ 10,549,145 | \$ 11,186,923 |

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

| | 2019 | 2018 |
|---|----------------|----------------|
| Excess of revenues over expenses: | | |
| Amortization of deferred capital contributions | \$ 5,768,252 | \$ 3,211,825 |
| Amortization of capital assets | (7,744,678) | (5,498,150) |
| | \$ (1,976,426) | \$ (2,286,325) |
| Net change in investment in capital assets: | | |
| Purchase of capital assets | \$ 13,555,843 | \$ 14,801,155 |
| Repayment of long-term debt (net of student receivable) | 407,320 | 399,864 |
| Amounts funded by: | | |
| Deferred capital contributions | (12,624,515) | (12,138,400) |
| | \$ 1,338,648 | \$ 3,062,619 |

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2019

13. Internally restricted net assets:

By resolution of the Board of Governors, accumulated appropriations from unrestricted net assets balance at March 31, 2019 have been made to the Joint Employment Stability Reserve Fund in the amount of \$148,148 (2018 - \$154,438).

14. Externally restricted net assets:

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

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

15. Commitments and contingencies:

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

16. Financial instrument risk management:

(a) Credit risk:

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

The College assesses, on a continuous basis, accounts receivable and provides for any amounts that are not collectible in the allowance for doubtful accounts. The maximum exposure to credit risk of the College at March 31, 2019 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, 2019 is \$407,674 (2018 - \$379,298).

As at March 31, 2019, \$153,310 (2018 - \$212,514) of trade accounts receivable were past due greater than 90 days, but not impaired.

There have been no significant changes to the credit risk exposure from 2018.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2019

16. Financial instrument risk management (continued):

(b) Liquidity risk:

Liquidity risk is the risk that the College will be unable to fulfill its obligations on a timely basis or at a reasonable cost. The College manages its liquidity risk by monitoring its operating requirements. The College prepares budget and cash forecasts to ensure it has sufficient funds to fulfill its obligations.

Accounts payable and accrued liabilities are generally due within 30 days of receipt of an invoice.

There have been no significant changes to the liquidity risk exposure from 2018.

(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 2018.

(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 2018.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2019

17. Endowment funds:

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

Schedule of changes in Endowment Fund balances

Year ended March 31

| | OSOTF I | OSOTF II | OTSS | 2019 Total | 2018 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 | 2019 Total | 2018 Total |
|------------------------------------|------------|-----------|------------|---------------|---------------|
| Balance, beginning of year | \$ 394,454 | \$ 22,274 | \$ 216,306 | \$ 633,034 | \$ 325,501 |
| Investment income net, of expenses | 164,049 | 29,417 | 356,801 | 550,267 | 429,051 |
| Bursaries awarded | (50,400) | (7,750) | (65,650) | (123,800) | (121,518) |
| Balance, end of year | \$ 508,103 | \$ 43,941 | \$ 507,457 | \$ 1,059,501 | \$ 633,034 |
| Bursaries awarded # | 134 | 9 | 157 | 300 | 272 |

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Schedule of Revenue

Year ended March 31, 2019, with comparative information for 2018

| | 2019 | 2018 |
|--|---------------|---------------|
| Grants and reimbursements: | | |
| Operating grants | \$ 16,598,052 | \$ 17,271,909 |
| Special purpose grants | 21,977,300 | 14,659,471 |
| Apprentice training | 1,409,732 | 1,189,282 |
| Ontario training strategies | 4,930,642 | 4,141,395 |
| Other | 969,742 | 955,569 |
| | <hr/> | <hr/> |
| | 45,885,468 | 38,217,626 |
| Tuition fees: | | |
| Full-time post-secondary | 15,350,545 | 8,604,824 |
| Other | 1,477,745 | 1,355,218 |
| | <hr/> | <hr/> |
| | 16,828,290 | 9,960,042 |
| Ancillary operations | 3,191,441 | 2,090,861 |
| Other: | | |
| Contract educational services | 550,993 | 441,022 |
| Sale of course products and services | 226,787 | 242,545 |
| Investment Income | 677,680 | 453,795 |
| Recoveries | 664,090 | 618,356 |
| Miscellaneous | 2,376,655 | 1,812,140 |
| | <hr/> | <hr/> |
| | 4,496,205 | 3,567,858 |
| Restricted for student purposes | 1,486,239 | 1,741,960 |
| Amortization of deferred capital contributions | 5,768,253 | 3,211,825 |
| | <hr/> | <hr/> |
| | \$ 77,655,895 | \$ 58,790,172 |

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

Christopher Czop

Brad Delorenzi

Lyne Gagnon

Peter Hewgill

Shauna Hynna

David Nanang

Jonathan Nolan

David Oraziatti

Matthew Shoemaker

Marnie Yourchuk