



SAULT COLLEGE

ANNUAL REPORT 2015-2016



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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 year 2015/2016.

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

As you read through this report, you will see that we continue to keep Sault College's vision top of mind, as it speaks to what we are all about: to make society a better place

by providing a transformative life experience through empowering those who study with us to think and learn in progressive, innovative ways, including those we have not yet imagined. The College has transformed into a first-rate, provincial leader in post-secondary education. The College was just recently rated second out of 24 publicly-funded Ontario colleges in student satisfaction key performance indicators. This is the fifth year in a row that the College has either been first or second in Ontario!

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

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



Peter Berlingieri
Chair, Sault College Board of Governors



ATHLETICS

Message From The President

SAULT COLLEGE REMAINS IN THE TOP ECHELON IN ONTARIO

Sault College celebrated another memorable result in the provincial key performance indicators. Sault College remains in the top echelon in Ontario. It should be noted that in the last five years our College has either been first or second in student satisfaction out of 24 Colleges. Incredible! One of our key strategic priorities is to provide students with the education they want and more and our team has delivered on that promise.

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

We will also focus our attention on implementing our Indigenous Education Protocol and adopting recommendations from the Truth and Reconciliation Report. Our College will

continue to signify our commitment to both Aboriginal students and communities.

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

their commitment to transforming our students' lives and each staff member deserves our praise and thanks.

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



Dr. Ron Common
President, Sault College

About Sault College

The past year 2015-2016 marked the final year of the College's 5-year strategic plan Journey to Greatness. Sault College is tremendously proud of becoming the premier student-centred post secondary institution in the province. In doing so, we know we have transformed lives for the better.

Sault College continues to foster a top-tier learning environment that embraces both our invitational practices and penchant for excellence. It is in large part due to the efforts of our employees that we have consistently shown best in class results for the province, and we are grateful for their work. Nothing speaks more eloquently than the students' opinion of their experience and we know that their opinion feedback shows that we have indeed reached our aspiration of being the pre-eminent student-centred college in Ontario.

The completion of our last five year plan means turning the page to look forward to the next five years.

Over the past year, the college engaged in a process of developing a new strategic plan which included a Board of Governors retreat, a community survey, and stakeholder consultations which included faculty, staff, industry partners and community leaders. Through an extensive process our new strategic plan, Leading the Way was launched in January 2016. We recognize that our future depends on our ability to keep students as our number one focus. We will lead the way as the college of choice for connecting people, education and industry through leadership and innovation. With a student-centred approach, we will focus our strategic priorities under six Ps:

1. People
2. Programs
3. Pedagogy
4. Partnerships
5. Place
6. enterPrise

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

IN DEVELOPING STUDENTS, SAULT COLLEGE FOLLOWS FOUR STATEMENTS REFLECTING THE OUTCOMES WE SEEK IN OUR 5-YEAR STRATEGIC PLAN. BECAUSE THE SUCCESS OF OUR LEARNERS IS FUNDAMENTAL TO OUR EXISTENCE, WE WANT OUR STUDENTS TO SAY THE FOLLOWING ABOUT OUR COLLEGE:

“I GET THE EDUCATION I WANT AND MORE.”

“THE PEOPLE ARE GREAT.”

“IT WAS WORTH IT FOR ME TO COME HERE.”

“THE EXPERIENCE CHANGED MY LIFE.”

students the tools to reach their goals, and in doing so, be a cornerstone of the communities we serve. With this impressive mission and vision, we are driven to provide an increasing number of relevant and impactful learning opportunities that lead to strong career paths to support an economy in need of highly skilled and trained workers. Sault College transforms the lives of students through providing innovative post-secondary education and training, granting Ontario College certificates, diplomas, advanced diplomas, graduate certificates, and degrees to those who study here.

This annual report reflects our accomplishments in our last year of the previous plan and therefore includes examples of accomplishments under the four pillars of our last strategic plan:

- People;
- Programs;
- Partners;
- Place (facilities).

Sault College is pleased to report that we continue to maintain our provincial lead in delivering a post-secondary education of the highest academic quality so that students, their families,

our partners, employers, and the community know that the people, programs, value and overall experience of Sault College are exemplary, leading to a continuing cycle of positive transformation, both of individual lives and the larger society as a whole.

Key Performance Indicators

As a college that strives to be known as student centred, we value student feedback. Our KPIs tell us that our efforts are appreciated by our students who rated our organization very highly on key components of our organization.

Overall, results show that Sault College remains one of the top two colleges in Ontario in student satisfaction. For the past five years, Sault College has either been first or second overall in comparison to 24 other colleges. We are very proud of this major accomplishment.

When students research where to get a post-secondary education we know that KPIs are considered, and we are confident that students from across Canada and around the world will know that saying yes to Sault College means #yes to the best.

HIGHLIGHTS OF 2015-16 KPI RESULTS:

EMPLOYER SATISFACTION
***INCREASED 5.9%
TO 95.5%***

OVERALL STUDENT SATISFACTION
RANKED IN TOP TWO FOR THE PAST 5 YEARS

FACILITIES
#1 IN THE PROVINCE FOR 3 CONSECUTIVE YEARS

APPRENTICESHIP SATISFACTION
***INCREASED 8.7%
TO 85.9%***

STUDENT SERVICES
#1 IN THE PROVINCE FOR:

- TUTORING SERVICES
- PERSONAL COUNSELLING
- SERVICES FOR STUDENTS WITH DISABILITIES
- LIBRARY SERVICES AND FACILITIES



ADIDAS
CORREAS

10
tentree planting co.

Our People

INVESTING IN OUR STUDENTS

Our core mission as a student-centred organization is to lead us to the highest level of excellence. Sault College has made the learning and experiences of students a priority. Students are the reason we exist. The following section of this report will outline the ways in which we have supported our purpose – the transformational education of our students – over the past year.

STUDENT ORIENTATION IMPROVEMENTS

The “Get connected” orientation program was updated and integrated into the existing transition program and newly developed mental health pre-orientation activities. First year orientation was redesigned into a three week format with weekly themes. Feedback from students and faculty was extremely positive and 100% of the participants felt more prepared for the year as a direct result of participating in the program.

MENTAL HEALTH INITIATIVES

Since the inception of the funding from the Ministry of Training Colleges and

Universities Mental Health Innovation Fund, Sault College has implemented a multi-faceted approach to goals and tasks geared to improve the connections and supports for students with mental health issues on campus. Throughout the past year, the Mental Health Hub continued to provide mental health related programming and training for students and staff. Students had ongoing access to culturally competent mental health services that address crisis, diagnosis, treatment and prevention/health promotion in a working model that is transferable to other institutions and in an environment that is familiar to them. Direct support services that provided students’ access to Elders, mental health counselors, physicians and psychologists resulted in many of

them being successful in reaching their academic goals.

The Elders were involved in 62 cultural events with a total of 1,628 students and community members participating.

CUSTOM COOKIES MADE FOR BELL LET’S TALK EVENT





PAINT NIGHT HELD IN SUPPORT OF MENTAL HEALTH INITIATIVES

Their support on campus is astounding with 706 direct student- and 522 staff-contacts occurring throughout the 2015-16 year. The retention rate for students with psychological disabilities continued to improve for the second straight year by another 6%.

In addition to providing training and workshops for staff, faculty and students, the Mental Health Hub was busy around campus working to increase student mental health and decrease stigma by offering different awareness days/weeks, and St. John's Ambulance therapy dogs to help with the healing and stress-relief of students.

Members of the Sault College community also participated in the

Bell's Let's Talk Day which saw clients of the Canadian Mental Health Association speak openly along with staff, students and community members about their stories and struggles in dealing with mental health to help build awareness and reduce stigma around mental health.

Mental health initiatives were also integrated into the Aviation program for the first time this past year. Aviation students received information about the importance of maintaining good mental health both as students in a highly competitive program and as pilots in high-stress jobs. The students were provided with support options available to them at the College.

ATHLETICS

The Athletics department continues to enhance student and college life in the areas of fitness, recreation, facilities and sport, servicing hundreds of students on a daily basis. The new state of the art fitness centre continues to be a focal part of student life with additional group fitness classes being added each year.

With the addition of the new Student Health and Wellness facility on campus, the Athletics department worked on increasing the awareness and recognition of the Sault College Cougars' brand image and its activities over the past year.

INTERNATIONAL STUDENT TAKE IN THE SIGHTS ALONG OUR CITY'S BOARDWALK



2015 PROVINCIAL CROSS COUNTRY CHAMPIONSHIPS HOSTED BY SAULT COLLEGE AT CRIMSON RIDGE GOLF COURSE



CORBY GREETS A YOUNG SKIER AT THE SAULT COLLEGE ALUMNI EVENT AT SEARCHMONT RESORT

The Cross Country team competed in many meets this year and successfully hosted the 2015 OCAA Provincial Championships at Crimson Ridge on October 31, 2015; preceded by a pre-Provincial meet held in September. In the fall of 2016, the College will host the National Championships in Cross Country (CCAA) at Crimson Ridge.

The following is a summary of our amazing athletic achievements over the past year:

CURLING:

- OCAA Silver- Men's Curling
- OCAA Silver- Mixed Curling
- CCAA Silver- Men's Curling

CROSS COUNTRY:

- 5th in Ontario - Women's Cross Country
- 6th in Ontario- Men's Cross Country
- OCAA Bronze Medalist- Anna Greve
- 5th in Ontario- Luke Groulx
- 9th in Canada- Luke Groulx

WOMEN'S HOCKEY:

- OCCCR Challenge Cup Champions

WOMEN'S INDOOR SOCCER

- Silver Medalists George Brown Tournament

MEN'S BASKETBALL

- Consolation Finalists George Brown Tournament

CHEERLEADING:

- Cheer Evolution Canadian College Champions Cheerleading

CREATING THE ULTIMATE STUDENT EXPERIENCE

Extra-curricular activities complement the learning experience at Sault College to develop a well-rounded, socially

skilled and healthier student. Sault Ste. Marie is the gateway to world-class outdoor spaces with great adventure recreation options.

Another unique partnership that continued over the past year to enhance programming and student life was with Searchmont Ski Association Inc. (SSAI). This past year Sault College provided season passes to all full-time students giving them access to the highest downhill ski slopes and snowboard mountain elevations in the province.

In keeping with the vision of Sault College to provide a transformative life experience through empowering those who study with us, the Sault College Waterfront and Tennis Centre, formerly known as RYTAC, located on the beautiful St. Mary's River in Sault Ste. Marie, has become an exciting new addition to the Sault College campus. Funding applications have been submitted to both provincial and federal governments and a capital campaign was launched in order to provide funds for the construction of the new Centre.

Sault College's Natural Environment and Outdoor Studies programs, like all those offered to the students who study with us, place dual emphasis on academics as well as applied experiential learning. With the acquisition of the Sault College Waterfront Centre, new learning opportunities for students will include teaching concepts such as adventure, innovation, entrepreneurship, transformation, and integration with the natural environment. The new Waterfront and Tennis Centre will also provide college students with

meaningful learning experiences and help them develop critical skills and capacities that are conducive to leadership and growth.

INTERNATIONAL RECRUITMENT

Sault College's international profile demonstrates the success and growth of the College's international recruitment efforts over the past year:

- 94% increase in international applications over last year's applications
- 90% increase in international enrolment over last year's enrolment to exceed the 2015-16 goal of 60 international students on Sault College campus
- First-ever familiarization tour took place in May 2015 and we have continued our establishment of a strong and reputable agent network
- International department established to support the growing number of students at the College
- For the fourth year, Sault College has partnered with the World University Service Canada (WUSC) to bring a refugee to Sault Ste. Marie and Sault College to study this year. Fundraising activities are ongoing to ensure the long standing success of this program.

In 2015-16 Sault College was ranked #2 of 24 Ontario Colleges in the Key Performance Indicators for International Student office support.

STUDENT FINANCIAL AWARDS

Since students are the central focus of our college, we are always looking at

ways to help them succeed. Financial support to attending post-secondary education is central to student success. This year marked the fourth annual President's Academic Excellence Scholarship Awards Night in celebration of the top first-year students who achieved an overall grade point average of 4.0 and applied for the award. College representatives presented the awards and were able to congratulate the recipients personally. Many students and their families expressed how grateful they were to have the College honour them in this way.

Another way in which Sault College recognized students who worked hard to succeed at school and in our community was through the 43rd annual Sault College Scholarship, Bursaries and Awards (SBA) event held in March 2016. The annual event brought more than 100 donors, students and their families together in a celebration that also recognized donors for their ongoing support. During the 2015-2016 academic year, \$1.65 million was distributed to approximately 1,700 students.

In 2015-16, the following new awards were established to assist in the success of our students:

- Joe Cerasuolo Memorial Award
- The Jazz Aviation Pathway Award for Professionalism
- The Jazz Aviation Pathway Award for Professionalism and Diversity
- David McNutt Memorial Award
- MHI Canada Aerospace Fling into the Future Award
- Moyra and Edward O'Pallie Award
- Sault College Alumni Relations Scholarship.

STUDENT EXPERIENCE EVENTS

The Student Life Office goals for the year were to enhance our Project LIVE (Leadership Initiatives and Volunteer Experience) program by adding a leadership workshop series, responding to student feedback, revitalizing our off-campus programming support network, and increasing sexual assault awareness and intervention training to equip students with the tools they need to intervene safely:

- Project LIVE Leadership Series – Four workshops were created and implemented. Feedback suggests that students want more workshops and opportunities to grow their experiences and resumes in a complementary way to their classroom curriculum.
- Mid-Day Programming – Wellness Wednesdays were created and became a popular monthly hallway initiative providing students with health and wellness activities and giveaways, so as to learn about the support services available on campus, and enjoy their time between classes. These events were very successful; attracting 150-250 students each month with feedback such as, "this is the best day ever!"
- Sexual Assault Awareness – With the launch of our new Sexual Assault and Sexual Violence Policy and Protocol, we increased awareness by providing all first year students with smart phone wallet cards with policy information, supports, and reporting process. Upstander Training, a workshop designed to help students identify risky situations related to sexual assault intervention strategies was introduced and provided to 246 students and 15

staff, with 40 additional staff trained in a modified version. We also had poster campaigns and partners on campus in recognition of the National Day of Remembrance and Action on Violence against Women on December 6th.

The Student Life Office also held a number of larger-scale programs, some in partnership with SCSU, including a semi-formal dance, Colour-Blast run, and exam study events to provide students with a well-rounded student experience.

CONVOCATION

Families and guests of Sault College's newest graduates came together to celebrate convocation in the Student Health and Wellness Centre in three highly engaging and inspirational ceremonies over the past year. The first ceremony was held on Thursday, May 21, 2015, conferring students in the School of Health, Wellness and Continuing Education. The remaining two ceremonies took place on Friday, May 22, 2015, with a ceremony for graduates from the School of Community Services and Interdisciplinary Studies in a morning ceremony and the School of Environment Technology and Business in an afternoon ceremony. In total, there were 1,091 candidates for graduation from Sault College in 2015.

The keynote speaker on Thursday afternoon's ceremony was the CEO and Founder of Ten Thousand Coffees, Dave Wilkin. Dave is a social entrepreneur who is on a mission to unlock the possibilities of the next generation. Wilkin is a multi-award winning entrepreneur and leader – helping



SAULT COLLEGE CONVOCATION IN MAY 2015

youth around the world have coffee conversations to share ideas, unlock insights, and access opportunities.

The keynote speaker on Friday morning's ceremony was Thanh Campbell, Orphan 32 Author and motivational speaker. Campbell was born in Vietnam and came over to Canada as part of the last flight out of Saigon in 1976 with 56 other orphan children. He spoke about his experience of being one of the children airlifted out and reuniting with them 32 years later and he invites his audience to live a life of purpose.

Chief Joe Hare, M'Chigeeng First Nation is the longest standing Chief of his community. Under his leadership M'Chigeeng became the first Ontario First Nation member to create a locally-controlled band-operated school, which became a model for all band

office schools that followed. Chief Hare received an honorary diploma in Social Service Worker – Native Specialization from Sault College at Friday morning's convocation ceremony, recognizing his leadership and commitment to equity and social justice to the First Nations'.

The keynote speaker and honorary diploma recipient for Digital Film Production, for Friday afternoon's ceremony was Warren P. Sonoda, filmmaker. Warrant has become one of Canada's most prolific and accomplished filmmakers having directed 10 feature films in 10 years including Sault Ste. Marie- based productions "Swarnet" and "The Masked Saint". He is Chair of the Board of Directors for the Canadian Film Fest and received the Diamond Jubilee Medal from Queen Elizabeth II for his outstanding contributions to Canadian film.

Five months after the spring ceremonies, friends and family came together once again to celebrate and recognize the academic achievements of Sault College graduates at a fall convocation ceremony on October 16, 2015 held in the new Student Health and Wellness Centre auditorium on main campus. There were a total of 100 candidates for the fall graduation that conferred graduates in the Office Administration - Executive program, Esthetician, Hairstylist-Hairdressing, Personal Support Worker, Pre-Health, Practical Nursing, Fetal Alcohol Spectrum Disorder, Adventure Recreation and Parks Technician, Fish and Wildlife Conservation Technician, and Welding techniques, as well as graduates in a variety of Continuing Education and Apprenticeship programs.

INVESTING IN OUR STAFF

Students say that our people are great because they are. Our faculty and staff teach our students and create and deliver critical student services. As such, each employee is a valuable contributor to the learning experience we provide to our students at the College. Through harnessing the engagement, enthusiasm and commitment of our staff, we create a culture of life-long learning and growth for all learners, including our staff.

OUR LEARNING ORGANIZATION

As a means of investing in our employees and to expand and enhanced learning options for employees, Human Resources successfully presented the annual Spring Professional Development Series for staff. Based on suggestions from staff, the exciting line-up of seminars and training sessions was designed with topics aimed at engaging everyone.

HEALTH, SAFETY AND WELLNESS

Sault College has been commended by the Ministry of Labour for our commitment to embracing changes in the health and safety culture, having led by example. In doing so, the Joint Health and Safety Committee (JHSC) of Sault College continued to meet monthly over the past year to address issues relating to keeping the College a safe place for everyone. Employees from across the organization who are on this committee also do regular monthly workplace inspections in

worker-management pairs to identify risks or hazards and prevent injuries to workers. The committee holds monthly meetings with engaging discussions on how to best work together and be proactive in the areas of health and safety for the organization.

The Health Support and First Aid Centre of the College was successful in securing a doctor on site one day a week during the academic year to provide medical services to students. The College also has a massage therapy clinic once a week on a fee-for-service basis for anyone interested, including staff and students. Massages are conducted on-site in the relaxing and private spa rooms in the Esthetician area.

RECOGNIZING OUR PEOPLE

To celebrate the employees who have dedicated years of service to the College, and to recognize important contributions given by each employee, the annual Service and Retiree luncheon, held in the second week of June 2015, honours those who have

given of their time and expertise to help better the College. Retirees in attendance are welcomed and new retirees who will be joining them are also celebrated. The Northern Lights Employee Excellence awards are also given out at the event to those employees who have gone above and beyond in their service to the College and our students.

Staff and their family were invited to attend the annual Children's Christmas Party in December. The party included refreshments, activities for children and even a visit from Santa who had a special gift for every child. As well, the Holiday Social held in December invited current and former employees to the College for fellowship and good wishes.

In all of the ways above, Sault College supports and encourages the staff without whom, the strategic priorities and mission of the College could not be reached. These individuals have helped our organization embody greatness, and we recognize and celebrate their achievements and are grateful to them for inspiring us to be our best.

COLLEGE STAFF ARE RECOGNIZED FOR THEIR YEARS-OF-SERVICE
AT THE 2015 SERVICE AND RETIREE LUNCHEON



CELEBRATING OUR ALUMNI

The Alumni Relations department was re-established in July 2015 with the hiring a Manager of Alumni Relations and Events. The key responsibility of Alumni Relations is to establish and maintain relationships with Sault College graduates in order to foster goodwill and for Sault College programs, people and place. This year’s activities saw the introduction of the Alumni Scholarship with its first recipient - Effie Patterson, Digital Film Production. As well, the department participated in convocation ceremonies

by distributing welcome packages to the new alumni.

This year’s nominees for the Colleges Ontario Premier’s Awards event were:

- Kevin Parker – Technology
- Marie Gold – Health
- John Filipetti – Business
- Jessica MacAleese – Creative Arts
- Indrani Bhattacharjee – Recent Graduate
- Anna Hagerty – Community Services

Creation of Alumni Mentorship/ Career Development Program:

- Creation of Ten Thousand Coffees Professional Networking / Mentorship Hub

- Successful Launch with 47 Alumni Users enrolled
- Establishment of on-campus Ten Thousand Coffees coffee corner in Odeno Restaurant

AFFINITY PROGRAM DEVELOPMENT:

- Signed and established 5 year Affinity Partnership with Johnson Insurance
- Secured annual contributions of \$7500 in revenue + \$2500 in in-kind support

Our Programs

ENHANCING OUR PROGRAMS

Sault College delivers over 70 exceptional programs and is the largest deliverer of apprenticeship training in Northern Ontario. The College strives to maintain a relevant program portfolio that fills distinctive educational niches, fosters creativity and innovation, and reflects our regional uniqueness. Doing so creates learners who can respond to and embrace both the challenges and opportunities that an evolving job market and increasingly global workplace offer.

ABORIGINAL EDUCATION AT SAULT COLLEGE

Sault College continues to be an educational destination for Aboriginal students because we are dedicated to providing Aboriginal students with support from the time they consider applying until the time they graduate and beyond.

A wide range of educational programs are offered in an inclusive and culturally competent environment at Sault College for Aboriginal learners. Sault College has one of the largest populations of post-secondary Native

students in the province (20%) and continues to seek out partnerships with First Nations, Metis, and Inuit communities, so we can make education and training a reality for many.

Aboriginal support services such as counseling, accessibility services and advocacy, retention supports have included transitional programming, study skill workshops, scholarship clinics and tutoring in the Aboriginal Education and Training area.

The Native Student Council and the Native Education Department at

Sault College host a variety of events including the ever-popular soup days each Wednesday providing hundreds of students with free soup and nurturing this year. To further establish the College as a well-regarded and trusted educational destination for Aboriginal students from around the province, Sault College and our Native Education and Training Department came together over the past year to host a celebration Anishinaabe style with the hosting of our annual Pow Wow on campus.

Sault College was a member of CICan's (Colleges and Institutes Canada) National Indigenous Education



Committee and was directly involved in the planning and implementation of CICan's annual Aboriginal Education Symposium this past year.

As a member of the Committee, Sault College also provided direct input on CICan's pre-budget consultation submission to the House of Commons Standing Committee on Finance. Sault College was also directly involved in developing and transitioning the Indigenous Education Committee to a formal CICan Indigenous Education Advisory Committee and the College's Director of Native Education holds the position of Vice-Chair to the Committee.

Sault College's Anishinaabemowin Immersion Program delivered in partnership with Kenjgewin Teg Educational Institute was featured on Maclean's website December 2015. Speaking to the author's personal language journey, the article provided national exposure for both the College and Native Education.

At the provincial level, Sault College was directly involved in the development of the new provincial implementation plan for the Aboriginal Postsecondary Education and Training (APSET) Framework which was introduced in 2011. This implementation plan looks to advance the goals of the APSET Policy Framework for 2015 – 2018.

Reporting through Colleges Ontario, IPEC's (Indigenous Postsecondary Education Council) mandate is to articulate the needs and interest of Indigenous students within the Ontario college system. With representation from all 24 Colleges, Sault College

is an active participant of IPEC and remains part of the Executive as Vice-Chair. Over the past year, IPEC has focused on items of provincial concern and has provided a number of recommendations to the Coordinating Committee of Vice Presidents Academic including Aboriginal Education Council engagement, Indigenous student self-identification, and the Truth and Reconciliation – Calls to Action.

COLLABORATIVE PROJECTS: BEST PRACTICES AMONG NORTHERN ONTARIO COLLEGES

Completed March 31, 2016, this collaborative initiative between the six Northern Colleges in Ontario focused on the collection, documenting, and sharing of established best practices in the area of Indigenous education with the goal of "benchmarking" these identified best practices to set standards that will be adopted by Colleges, beyond the north, to support the academic success of Indigenous learners. Utilizing Native Education's "Discover Your Spirit" program these best practices have now been documented in a handbook that will serve as a resource for all Colleges.

A partner in the successful submission to the Ministry's Targeted Initiative Fund, this three year project between the six Northern Colleges aims to develop an indigenous based quality assurances framework in post-secondary programming, services and community outreach with the goal of ensuring that this framework is in place for Colleges when incorporating IK (Indigenous knowledges) and pedagogy into academic programming.

ACCREDITATION OF HEALTH PROGRAMS

In the 2015-16 academic year, the Occupational Therapy Assistant and Physiotherapy Assistant program and the Pharmacy Technician program were involved in accreditation processes.

The Pharmacy Technician program, under the processes of the Canadian Council for Accreditation of Pharmacy Technician Programs, completed the majority of their accreditation process in the 2015 year. On July 1, 2015, they were granted full accreditation for three years. The Occupational Therapy Assistant and Physiotherapy Assistant program underwent the full accreditation process during the 2015-16 academic year and we are awaiting the final results. This process was guided and evaluated by the Occupational Therapy Assistant and Physiotherapy Assistant Accreditation Program. The process mirrored the Pharmacy Technician program process with results pending in December 2016.

ROBOTS UNVEILED

On October 30, 2015, Sault College hosted the grand opening of its new Tenaris Robotics lab. The well-attended event included dignitaries from all levels of government, senior Tenaris personnel, several of the College's local industry partners, representatives from our funding partners, College Board members, students and staff.

Two free robotics workshops were held in November to allow participants a closer look at the technology and learn how robotics are used globally by leading organizations to maximize efficiency and quality in their products



GRAND OPENING OF THE COLLEGE'S
ROBOTICS LAB



TROY BENNETT, OCCUPATIONAL THERAPIST
ASSISTANT AND PHYSIOTHERAPIST
ASSISTANT STUDENT

and processes. Attendees had the opportunity to learn specifically how this facility and the supporting programs could benefit their organizations. Sault College is currently developing two applied research projects in robotics that will help local companies to improve efficiencies through automation and expand their

market share, leading to new job opportunities for our area.

To support the anticipated need for highly skilled personnel in this expanding field, Sault College has begun to incorporate robotics content in the post-secondary curriculum and plans to provide more advanced programming in the future.

AVIATION PROGRAM PARTNERSHIP WITH JAZZ AVIATION

During the past year Sault College was extremely excited to announce yet another commitment to Canada's future professional pilots with an agreement between the College and Jazz Aviation LP. The airline's Jazz Aviation Pathway Program ("Jazz APP") and Sault College's School of Aviation (Sault College) have collaborated and

GREG MAPP, DIRECTOR, AVIATION TECHNOLOGY - FLIGHT, PRESENTS THE JAZZ AVIATION PATHWAY AWARD FOR PROFESSIONALISM AND DIVERSITY TO REBECCA CHARLES



signed an agreement that benefits students.

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

WILLOW TEACHING RESTAURANT AND GOURMET2GO LEARNING ENTERPRISES

The teaching and learning environment for the culinary management and chef training programs at Sault College has had a second year of unprecedented growth and success including revenue generation and increased engagement and hands-on learning for culinary management students. Willow Teaching Restaurant fully opened to the public this past year. During this time, Willow established itself in Sault Ste. Marie as an exceptional fine dining experience. We have been rated on Trip Advisor with a five-star rating from patrons and we have cultivated a clientele of community members,

partners and external stakeholders from industry and business.

In the 2015-16 academic year, the Chef Training certificate program, the Culinary Management diploma program and the 2nd year of Hospitality Management diploma program provided high impact and experiential hands-on teaching and learning opportunities for students to gain invaluable skills and experience working on an interdisciplinary team in an elevated restaurant fine dining atmosphere.

The development and establishment of Gourmet2Go, a gourmet deli lunch learning enterprise, has had continued success for the students and the program. Gourmet2Go has become a part of the college culture and has profiled the presence of the Chef Training and Culinary Management programs both within the college and in the surrounding community. Working in G2G, students have the opportunity to learn from faculty and staff to develop professional interpersonal business and sales skills in a hands-on working environment.

CURRICULUM AND FACULTY ENRICHMENT (CAFÉ)

Curriculum and Faculty Enrichment (CAFÉ) is a corporate initiative designed to create and sustain a culture of teaching and learning excellence

through curriculum development, program renewal and professional development of our academic staff.

The CAFÉ has developed a two year implementation plan and at the end of fiscal 2015/16 was involved in the following:

- Development of a New Faculty Orientation (NFO) teacher training program
- Development of Library resources dedicated to best practices in teaching and learning
- Development of a 'Community of Practice', a faculty forum for teaching and learning knowledge exchange and knowledge building
- Implementation of Universal Instructional Design in all college programming
- Continuation of Professional Development focused on Learning Outcomes Assessment and Constructive Alignment.

PROGRAM PRIORITIZATION

The College has adopted an extensive program prioritization process through which programs are examined for relevancy, efficiency, quality and impact. This review is intended to prioritize programs for investment and ensure that the service and operational needs of the college are supported. In addition, opportunities for revitalization and improvement are considered.

Our Partners

CONNECTING WITH COMMUNITY PARTNERS

EMPLOYMENT SOLUTIONS
STAFF MEMBERS RECEIVE THE
SAULT STE. MARIE CHAMBER
OF COMMERCE CUSTOMER
SERVICE AWARD

EMPLOYMENT SOLUTIONS

Employment Solutions provides a variety of employment and work experience programs throughout the district of Algoma. Operating two offices, one in downtown Sault Ste. Marie and one in Blind River, these services provide valuable career related resources and advice through a variety of contractual relationships including MTCU and the Ministry of Children and Youth Services. The department has contacts with hundreds of employers throughout the area and is considered a leader in program delivery by our funders, clients and employers. Sault College Employment Solutions is extremely proud to be recognized for outstanding customer service and received the Sault Ste. Marie Chamber of Commerce Customer Service award!

This past year Employment Solutions provided services to the job seeking public as well as to specialty target groups such as youth, older workers, students and crown wards. Wage subsidies and training initiatives delivered directly to employers throughout the communities we serve are in the range of \$700,000 to \$900,000 annually. For fiscal 2015/16, we successfully achieved or exceeded our intake and employment targets for all Employment Ontario programs including Targeted Initiative for Older Workers, Youth Employment Fund, Canada Ontario Job Grant, Summer Jobs Services, as well as the Ministry of Children and Youth Services (MCYS) Jobs for Youth and Youth in Transition Worker Program for crown wards. Employment Solutions successfully delivered its first full year of Canada Ontario Job Grant programming with

incentives to employers being 95% spent in both sites and over 300 services provided.

During fiscal 2015/16, Sault College Employment Solutions delivered over 1.6 million dollars in training and wage incentives throughout Sault Ste. Marie and the North Shore.

In July 2015, the Graduate Employment Program proposal was approved for delivery in Sault Ste. Marie allowing for further incentives to be delivered to employers and to help post-secondary graduates find meaningful employment. In August 2015, Employment Solutions was selected to be the only deliverer of the Youth Job Connection programs in Sault Ste. Marie and Blind River/ Elliot Lake. This program, designed for individuals with disadvantaged backgrounds, started in October 2015 and the targeted intake of 124 participants was successfully exceeded.



EMPOWERING PARTNERSHIPS

STUDY NORTH – A NORTHERN COLLABORATION

To further maximize emerging opportunities and to contribute to the development of the North while realizing the objectives of a new vision for post-secondary education, Sault College has been working in collaboration with all Northern Colleges to develop strategic advertising and promotion outreach to southern Ontario markets and bring students to the North to study via all media formats. The overall outcome of the “Study North” initiative is that students will study and stay in the north.

Sault College is proud to be a leader in this undertaking and a driving force behind efforts to recruit Southern Ontario students to Northern Ontario colleges. Study North is currently in year two of a three commitment slated to conclude in June 2017. To date, the Study North Initiative has surpassed projected targets and continues to achieve significant success in developing brand awareness for the Study North Initiative and all six Northern Ontario colleges.

NORTHERN COLLEGES COLLABORATIVE PROGRAMMING PROJECT (NCCP)

Sault College has also established ongoing collaborative relationships to explore new opportunities and

innovative partnerships to address unique labour market and educational needs in the North. Northern Ontario colleges share similar socio-economic characteristics. Six northern colleges are working together to expand access to in-demand programs and improve student access to education in the North through the Northern Colleges Collaborative Programming Project (NCCP). The NCCP aims to help the northern colleges streamline resources to ensure long-term financial stability. In addition, the colleges use their proven experience in technology-enabled learning to provide more students with access to post-secondary education and improve the quality and efficiency of administrative and service delivery such as IT, program scheduling, curriculum generation and registration functions.

INTERNATIONAL PARTNERSHIPS

In January 2016, Sault College signed exciting International partnerships with Arusha Technical College (ATC) in Northern Africa and Pwani Regional Vocational Training and Service Centre (Pwani RVTC) near Dar Es Salaam in central Tanzania.

The progressive partnership for the ATC will be a program designed to transition unskilled labourers to technical programs and occupations referred to as pre-technology programs. For Pwani RVTC, instrumentation and process control programs will be developed.

The experience and expertise Sault College has gained over the last several years in these areas will greatly assist the two institutes. Sault College has created a recognizable brand as a premier institution for trades and technology based on high key performance indicators in student and employer satisfaction, quality of facilities and quality of instruction that adds credibility to our organization.

During the first week of February 2016, a team of Sault College professors and administrative leaders visited

the two institutes in Tanzania to develop a detailed project plan with implementation scheduled for April 2016.

The progressive partnership between Sault College, ATC and Pwani RVTC is a project that Global Affairs Canada is sponsoring over three years. The project is made possible through the Improved Skills Training for Employment Program which is managed by Colleges and Institutes Canada.

As the College realizes the tremendous importance of community outreach and the exponential impact possible as a result of such connections, all Sault College programs are infused with a community-based project to develop the students' commitment to society. Expanded partnerships and enhanced engagements establish possibilities for students to use critical thought and engage in deep learning through work and "living lab" experiences with our industry partners. Examples of student



DR. COMMON VISITS TANZANIA TO DEVELOP INTERNATIONAL PARTNERSHIPS

community outreach and volunteer projects included the following initiatives:

- School of Business Food Drive for Sault College students
- Public Relations – Event Management Program –
- Skate for ARCH fundraising event raising \$4500 for ARCH Hospice
- Huron Superior Catholic District School Board Gala fundraising event raising \$8000 for their new theatre
- Graphic Design students volunteered to create a logo and graphic standards manual for the Algoma Fetal Alcohol Spectrum Disorder Committee and one of our students project was selected as the winning bid.
- Aviation students hosted a fundraiser for an injured Aviation Technologist raising \$2500.
- MNRF Deer Check at St. Joseph’s Island
- Algoma Highlands Conservancy/ Kensington Conservancy
- Algoma District School Board and Huron Superior Catholic District School Board – Envirothon
- Hiawatha Snow Fest
- Voyageur Trail Maintenance
- Birds Canada – Nocturnal Own Surveys
- Sault Naturalist Christmas Bird Count
- Canadian Nursing Student Association (CNSA) National Conference was held at Sault College – PN & BScN; 350-400 participants
- BScN Nursing Students went to Ecuador in February to work with

the Me to We & Save the Children organizations

- BScN students continue to raise money to support a nursing student in Nicaragua
- Charitable proceeds from the conference went to the Northern Ontario Families of Children with Cancer
- BScN students currently serve on the Board of Directors for the Canadian Nursing Student Association (CNSA)
- Fitness & Health Promotion students run the Sault College Relay for Life to raise money and awareness for the Canadian Cancer Society
- The graduating class of Child and Youth Worker raised over \$5300 for ARCH’s Pediatric Program
- CICE students hosted an on campus silent auction raising \$1300 for the Sault College food bank and local charities.
- Justice Studies students were involved in the safety patrols with Crime Stoppers in the downtown area and helping to reduce crime by 75 percent over the last four years. Katie Dupuis, a graduate of the 2016 class, received the Crime Stoppers Community Service Award.
- Culinary students participated in the Art Noir Dinner which raised funds for the therapeutic garden at Sault Area Hospital.
- Social Service worker students partnered with Chartwells to host an Alzheimer’s Coffee Break and won the Golden Coffee Cup Trophy.
- Early Childhood Education students hosted professional development

events that included presenting to the Ontario College of Early Childhood Educators on being a registered member of the College of ECE and professional practice and an advocacy workshop with the Ontario Coalitions for Better Child Care to discuss the “Decent Work for Decent Pay” campaign.

- Social Service Worker Native Specialization students hosted the third annual Project ALLY event matching youth with adult mentors for an evening of culture and fun.
- Peace and Conflict students organized Restorative Justice Training workshops for the John Howard Society, collaborated with the Police Service to mobilize grassroots leadership in a community neighbourhood and participated in International Women’s Day.
- Global Citizenship students from all programs across the college:
- Partnered with the Youth Advisory Committee at Children’s Rehab Algoma and ran a very successful toy drive
- Removed old shelves and built new shelving units for the Soup Kitchen
- One class alone collected 4224 batteries reducing toxic waste in our landfill and aiding more than 24 000 children in developing nations as the zinc in batteries is an essential micronutrient needed for healthy growth and brain development
- Worked with the local Voyageur Trail Association to provide upkeep to the trails
- Raised funds for the Canadian Tire

Jumpstart program for youth in sports and collected donations for the local Humane Society.

There are also a number of activities where the students serve the community while learning:

OTA & PTA STUDENTS:

- On campus physiotherapy clinic
- Concussion awareness program
- Fitness & Health Promotion
- Fitness classes for Sault College community

BSCN:

- Leave the Pack Behind – a provincial College and University program to support students who wish to stop smoking.

These are just a few of examples of the many ways our students have participated in events that helped others and themselves in their ability to make a difference.

OUTREACH THROUGH PARTNERSHIP

Sault College worked cross-functionally on contact and recruitment strategies with high school students and elementary students over the past year to provide seamless outreach. Some examples of the ways this was done include:

Sault College partnered with the Algoma District School Board and the Huron Superior District School Board in the School College Work Initiative (SCWI) project. Each year the three partners organize a number of

activities for primary and secondary school students that intended such as College tours, staff forums and dual credit courses all intended to increase awareness of the opportunities a College education can create and to assist students with their transition from secondary to post-secondary school.

For Inspiration and Recognition of Science and Technology (FIRST™), an organization founded by inventor Dean Kamen to inspire young people's interest and participation in science and technology brought its annual FIRST® LEGO® League (FLL) "World Class" Challenge to Sault College again this year. More teams than ever programmed their LEGO MINDSTORMS® robots to solve a set of missions on an obstacle course set on a thematic playing surface.

In addition, middle school and high school students throughout the Algoma District participated in the second annual Northern Ontario Vex Robotics Competition VRC Regional Qualifying Event at Sault College. Twenty teams from 6 schools came together for a non-stop, action-packed day of competition, where they battled against each other using robots created from the VEX Robotics Design System.

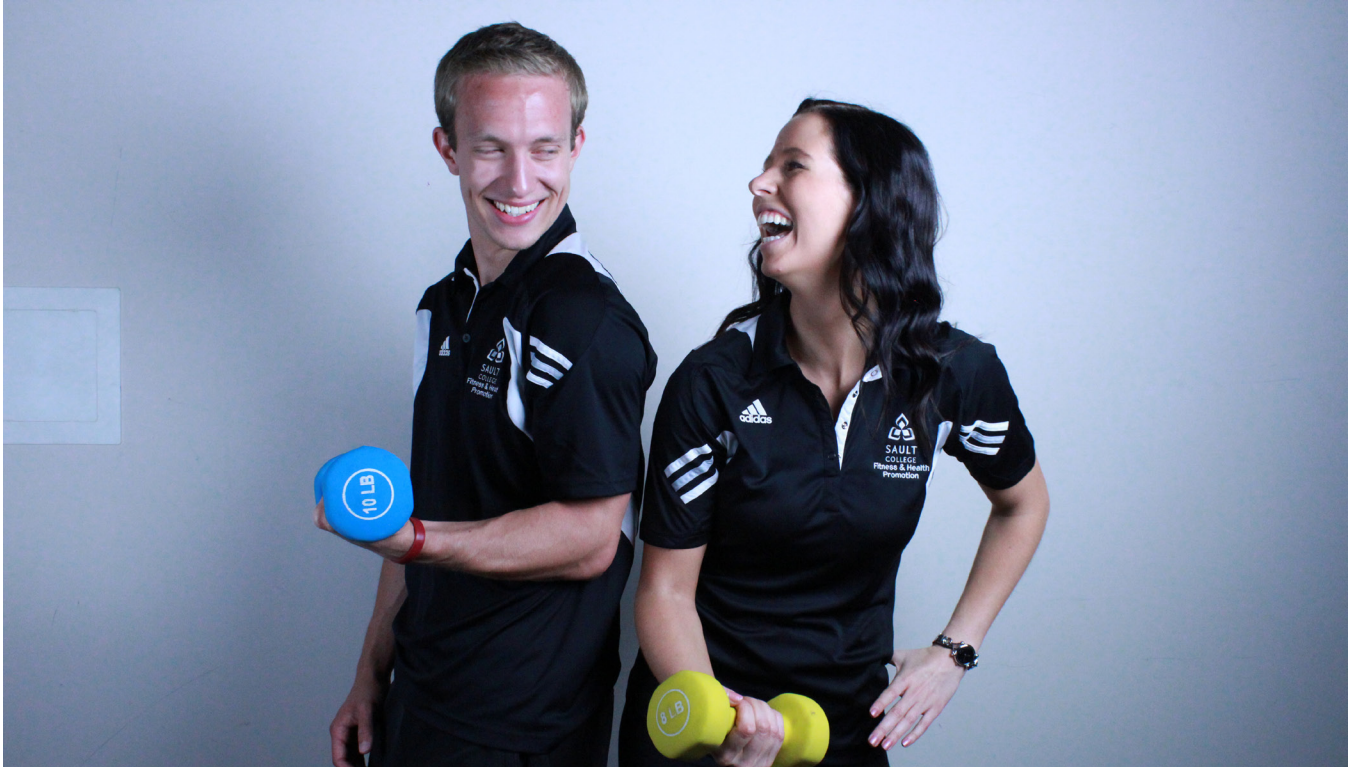
Sault College also delivered the ever-popular 26th Annual Bridge Building competition this year. Bridge building is a fun way of introducing youth to the world of civil engineering. Celebrating

a quarter of a century of success, the event was held in partnership with a large number of local, provincial, and international organizations, including the Sault International Bridge Administration, the Ontario Association of Architects (OAA), Professional Engineers Ontario – Algoma Chapter (PEO), Rotary Club North, and OACETT – Ontario Association of Certified Engineering Technicians and Technologists, as well as the School College Work Initiative (SCWI).

Skills Ontario, Sault College and North Shore Tribal Council held the second annual Trades and Tech Day at Sault College. This Aboriginal focused event provided grade 7-10 students an opportunity to explore careers in the skilled trades and technologies in a fun and interactive environment. Approximately 100 students attended representing the North Shore Tribal communities of Garden River, Batchewana, Sagamok, Mississauga, Thessalon, Serpent River and Atikameksheng.

Many local schools have incorporated the annual contest into their bridges and structures curriculum. Winning students were treated to a special visit at their school by Corby the Sault College Cougar. As in previous years, the popularity of the event has continued to grow, with the Mayor present to launch this year's competition.

SAULT COLLEGE'S FITNESS & HEALTH PROMOTION STUDENTS AND FACULTY PROVIDE HEALTH AND WELLNESS ACTIVITIES FOR THE COLLEGE COMMUNITY



JONATHAN BOYER, NATIVE STUDENT COUNCIL PRESIDENT (L) AND MELVIN PELTIER, ABORIGINAL RECRUITMENT OFFICER (R) PRESENTING AT A CAREER FAIR IN MISSISSAUGA FIRST NATION



CHIEF REG NIGANOBE, MISSISSAUGA FIRST NATION, MELVIN PELTIER, ABORIGINAL RECRUITMENT OFFICER, ASHLEY PSZENICZNY, ABORIGINAL LIAISON OFFICER AND MARNIE YOURCHUK, NATIVE EDUCATION AND TRAINING COUNCIL CHAIR AND BOARD OF GOVERNOR

Place

ENHANCING OUR COLLEGE (PLACE)

SAULT COLLEGE HEALTH
AND WELLNESS CENTRE



OUTDOOR EXPERIENCES WITH CHILDREN AT THE COLLEGE'S CHILDCARE CENTRE

CHILD AND FAMILY CENTRE

Sault College presently delivers child care to toddlers and preschoolers out of two temporary locations on our campus. Sault College has requested support from the Provincial and Federal Governments to build a Centre for Early Learning and Care that would allow expansion of services, supports and opportunities for students with families. This will have a positive impact on student retention for those who have children while obtaining their post-secondary studies.

The College recently received subsidy for child care spaces for Aboriginal children and is working with our communities to strengthen our cultural components and competency. For many Aboriginal students, childcare can be the deciding factor as to whether or not they are successful in education.



ENTERPRISE RESOURCE PLANNING (ERP) PROJECT

Sault College's campus modernization includes the implementation of a new Enterprise Resource Planning System that will better meet the needs of students and improve operational efficiencies. The ERP project was successfully launched during the past year and the following outcomes were achieved:

- A working agreement has been established between Sault and Niagara.
- A RFP for an implementation consultant was issued and submissions received IT staff were trained on PeopleSoft Administration courses
- A student portal framework was determined in partnership with Ontario College Portal Consortium utilizing an established governance model.
- The new scheduling system,

Infosilem project launched and is near completion.

- The production system has been deployed and will be used to generate the Fall 2016 schedules.
- A new timetabling policy has been created and communicated to users

HIGHLIGHTS OF CAMPUS ENHANCEMENTS

As we celebrate the success of being ranked #1 in quality of facilities for the third year in a row, we would like to highlight some of the campus improvements we made over the past year.

Sault College continues to improve our facilities to enhance the learning environment for students and to address deferred maintenance.

- Phase II of the Robotics project entailed the renovations of existing automation.

Six additional training robots were installed that will allow applied research and hands-on training activities

- Renovations at the Hangar and the relocation of one of our aviation simulators
- As well, the underground fuel storage tank at the Sault College hangar was removed and replaced with an above ground storage solution – a more environmentally friendly solution.
- During the summer of 2015, the main heating plant was replaced in our Residence. This project included the replacement of obsolete boilers, pumps, and controls with new high efficiency equipment that improved comfort levels for students and provided maintenance personnel access through the college building automation system to monitor and adjust climate conditions and troubleshoot equipment.

- Enhancements to infrastructure efficiencies continued with the replacement of H-Wing roof, and two entrance vestibules which saw energy efficient improvements to our building envelope. As well, the upgrade to the HVAC system servicing one of our main server rooms saw the replacement of one (1) aging and unreliable AC unit with two (2) new units that provide redundancy, control enhancements, and efficiency improvements.

Through the Apprenticeship Enhancement Fund, funding was received from the Ministry and work has commenced on the following projects:

- Construction & Maintenance and Industrial Electrician Lab Equipment Purchase: The project included

the purchase of workstations, oscilloscopes, controllers, drives, computers, and other equipment to support an increase to the number of apprentices in the province, meet curriculum and industry expectations, and enhance learning for apprentices.

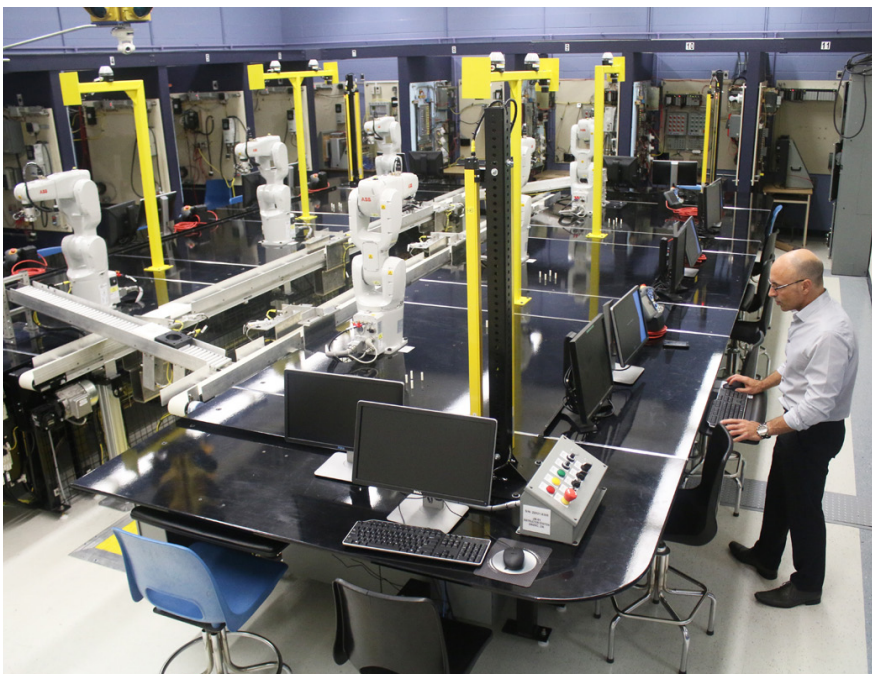
- Motive Power Re-Design and Renovation of Workshop and Classroom Spaces: Sault College has re-designed and is renovating the Motive Power labs to increase efficiency in the delivery of program, and classroom spaces will be enlarged and renovated to provide apprentices additional and enhanced learning experiences.
- Plumber/Steamfitter Lab Equipment Purchase and Renovation: The Plumber and Steamfitter lab is

being renovated to accommodate additional apprentices, and industry standard equipment will be purchased to enhance the learning of apprentices at Sault College.

In addition, with the annual Apprenticeship Enhancement Fund allocation, aging equipment was replaced in:

- Cook Trade,
- Hairstylist Trade,
- Truck & Coach Technician/Heavy Duty Equipment Technician Trades,
- Automotive Service Technician Trade,
- Plumber/Steamfitter Trade.

A material storage facility was replaced for the Ironworker Trade program. This enabled the programs to expand their functionality and improve efficiency of hands-on training for students. Equipment was also purchased for the Utility Arborist Trade program to better meet curriculum standards and thereby improve student learning experience.



JOHN COCCIMIGLIO, APPLIED RESEARCH & INNOVATION MANAGER, DEMONSTRATES FEATURES OF THE COLLEGE'S STATE-OF-THE-ART ROBOTICS LAB

Embracing Our Future

As year five of Sault College's 2010-2015 strategic plan concludes, we can report that the tireless efforts of our staff have moved the college closer to our strategic destiny. We celebrate our many successes and prepare to undertake many new initiatives with the momentum we have built. Going forward we will further increase the opportunities for our students and graduates, as well as the local, regional, and global community.

Sault College's ability to respond to the needs of our learners and the demands of industry have allowed us to lead the way provincially. This, along with our strength partnering and working collaboratively both within and outside of our organization, has increased our capacity for adapting to

and thriving in a landscape that is continually shifting and changing all around us.

We thank all those who have helped us reach this point. Your support has been meaningful and empowering. It is a privilege to work with you and for you.

We know from our partners the growing impact of Sault College on the lives of learners in the north and throughout the province of Ontario. This reality brings with it the responsibility to continually strive to improve the ways we prepare learners for a new world shaped by many variables.

As we transform lives for the better, we know that there is always more to do. We will not rest on past achievements but instead, be fuelled by the inspiration of creating a better future for our students and our communities.

We are excited about the future and know that Sault College has taken its place on the provincial, national and international stage given our continued passion for post-secondary excellence. Because of this, the possibilities that await us in many different fields of study and research truly are endless.

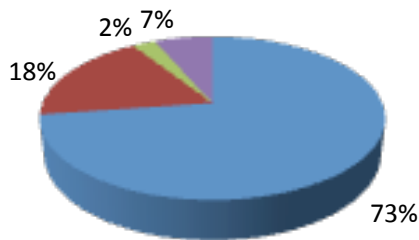


ANALYSIS OF COLLEGE'S

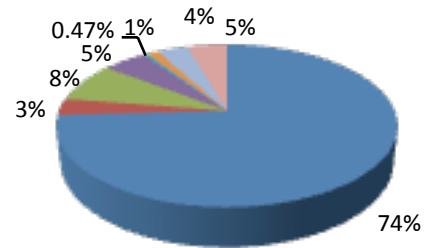
Financial Performance

The Sault College Board of Governors approved the 2016/17 operating budget as presented at the May 26, 2016 meeting of the Board of Governors. The College operates within its financial means to remain a viable community educational institution into the future. The College's operating results and financial position continue to facilitate reinvestment in infrastructure, equipment and programs. A comprehensive hard copy of the audited financial statements 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, 2014 (in thousands of dollars)



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



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

REVENUE

Grants and Reimbursements	38,639
Tuition Fees	9,635
Ancillary Operations	1,354
Other	3,486
<hr/>	
Restricted for Student Purposes	1,386
Amortization of Deferred Capital	2,920

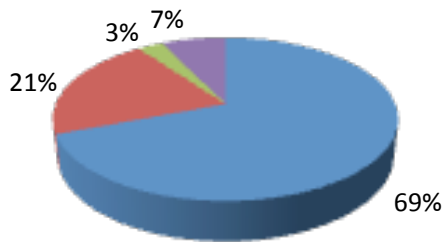
TOTAL REVENUES **57,420**

EXPENSES

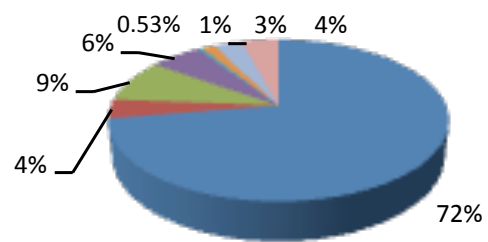
Contracted Services	4,162
Utilities, Maintenance and Taxes	2,597
Interest and Bank Charges	248
Travel and Professional Development	650
Training Subsidies and Allowances	1,866
Supplies and Other Expenses	2,364
Restricted for Student Purposes	126
Scholarships and Bursaries	932
Provision for (recovery of) Post-Employment Benefits and Compensated Absences	(205)
Amortization of Capital Assets	4,111

TOTAL EXPENSES **57,748**

2014/2015 Cash Based Operating Plan (in thousands of dollars)



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



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

REVENUE

Grants and Reimbursements	36,986
Tuition Fees	11,126
Ancillary Operations	1,520
Other	3,837

TOTAL REVENUES 53,469

EXPENSES

Salaries and Benefits	39,416
Instructional Supplies	2,079
Contracted Services	4,656
Utilities, Maintenance & Taxes	3,170
Interest and Bank Charges	287
Travel and Professional Development	787
Training Subsidies and Allowances	1,749
Supplies and Other Expenses	2,288

TOTAL EXPENSES 54,432

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Sault Ste. Marie ON Canada
P6B 4J3
1 (800) 461-2260

WWW.SAULTCOLLEGE.CA



REPFW130 - PSED Accountability Report - SMA College Verification Report

Organization : Sault College

Submission Period : SMA - Strategic Mandate Agreement College Annual Report 2014-2015

STRATEGIC MANDATE AGREEMENT (SMA) - COLLEGE

2014-2015 Report Back

Introduction

The 2014-2015 Strategic Mandate Agreement (SMA) Report Back begins the transition to a new phase of college and university accountability reporting under the SMAs.

The SMAs between individual colleges and the Ministry of Training, Colleges and Universities (the ministry) outline the role that each college currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

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

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

In general, the metrics in the 2014-2015 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

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

The annual SMA Report Back provides the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions in supporting student success, while continuing to build a high-quality and sustainable postsecondary education system.

1. Jobs, Innovation & Economic Development (JIED)

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

In 2015, the ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

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

1a. Graduate Employment

Per the KPI results reported in 2014-2015:

Percentage
85.40

The employment rate for 2014-2015 graduates, 6 months after graduation, at Sault College was:

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Sault College used in 2014-2015 to measure graduate employment rate.

Program Coordinators are often in touch with their graduates and keep informal records related to their areas of expertise.

1b. Employer Satisfaction Rate

Per the KPI results reported in 2014-2015:

Percentage
89.60

The Employer Satisfaction rate for 2014-2015 graduates, 6 months after graduation, at Sault College was:

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Sault College used in 2014-2015 to measure Employer Satisfaction rate.

Employment outcomes and satisfaction are regular agenda items at advisory committee meetings.

Industry and community members sit on program advisory committees. Many of these industry partners hire Sault College graduates. As a regular standing item on meeting agendas, advisory committee members discuss the quality of program graduates and their readiness for work in the industry. Meeting minutes are submitted to the Board of Governors and are include in an internal program review package to inform continuous improvement.

1c. Employment in a Related Job

Per the results reported in the 2014-2015 Employment Profile for 2013-2014 graduates:

Percentage
45.80

The number of graduates that were employed full-time in a related job at Sault College was:

Additional Information

Please indicate any methods, in addition to the Employment Profile for 2014-2015, that Sault College used in 2014-2015, to measure the number of graduates employed in a full-time related job.

Program faculty communicate to their graduating students the importance of providing the college with up-to-date contact information. Contact cards are distributed and collected through the faculty for students to input information. Faculty explain that in order for the academic programs to continue to provide opportunities that prepare students for their career, we need to stay connected with alumni.

Informally, alumni stay in contact with program faculty. Faculty in many programs keep lists of current workplaces of their graduates.

Program advisory committee members are also a link with graduates working in related fields.

Highlights

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

During 14/15 Sault College was a deliverer of Employment Ontario Employment Services, Targeted Initiative for Older Worker, Youth Employment Fund, Canada Ontario Job Grant, Summer Jobs Service as well as the MCYS Jobs for Youth and Youth in Transition Worker program. These programs delivered services to employer (support services and/or wage incentives) and job seekers (including students) throughout the region. These offices work very closely with community partners such as Ontario Works, Children's Aid Society, Training Board, Economic Development as well as other training providers to ensure the needs of our local communities are met. In addition to these specific programs, staff are on numerous community committees and board including Destiny Sault Ste. Marie, the Economic Development Corporation, Chambers of Commerce, etc.

Our college delivers an annual community job fair which had approximately 70 employers who were seeking employees and we also provide numerous smaller job fairs for employers throughout the year. All employers are surveyed and indicated very high levels of satisfaction.

2a. Teaching and Learning - Student Satisfaction

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

2a. Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2014-2015, the student satisfaction rate at Sault College for KPI question #13

93.50

Percentage

"Overall, your program is giving you knowledge and skills that will be useful in your future career"

Per the KPI results reported in 2014-2015, the student satisfaction rate at Sault College for KPI question #24 "The overall quality of the learning experiences in this program"

90.80

Per the KPI results reported in 2014-2015, the student satisfaction rate at Sault College for KPI question #39 "The overall quality of the services in the college"

81.30

Per the KPI results reported in 2014-2015, the student satisfaction rate at Sault College for KPI question #49 "The overall quality of the facilities/resources in the college"

88.70

Additional Information

Personal information is confidential and must be protected

Please indicate any methods, in addition to the KPI survey results, that Sault College used in 2014-2015 to measure student satisfaction.

Course evaluations were administered in November of the Fall semester in all postsecondary classes. In this Student Feedback Questionnaire, students provide feedback on the effectiveness of individual instructors and on the value of course content. These course evaluations measure quality at the course level while the KPI measures quality at the program level.

Highlights

Please provide highlights of Sault College's activity in 2014-2015 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Sault College has achieved the highest KPI rating for Student Satisfaction across the college system over the past ten years.

Students' high level of satisfaction with Sault College is the result of a holistic approach to education and student success. Sault College focuses on the principles of invitational education. These principles ensure all members of the college community feel welcome and accepted. Students note being treated respectfully by staff, feeling comfortable in the physical environment, being supported by the policies in place, and having opportunities outside of the classroom with thanks to community partnerships.

Some examples of initiatives established in the 2015-2015 academic year follow.

In the 2014-15 year, the college received funding to invest further in the Mental Health Hub to extend services to support students. In collaboration with other key local partners, the Mental Health Hub now includes resources from the Sault Area Hospital, the Canadian Mental Health Association, Algoma District School Board, the Huron Superior Catholic District School Board and St. John's Ambulance. In addition to providing training and workshops for staff, faculty and students, the Hub was busy around campus working to increase student mental health and decrease stigma.

Sault College introduced and Elder in Residence Program as well as a Traditional Healer and we signed that National Indigenous Education Protocol reinforcing our commitment to Aboriginal Education.

The Natural Sciences and Engineering Research Council of Canada (NSERC) awarded Sault College with a nationally competitive grant under its Applied Research Tools and Instruments program (ARTI) to support the establishment of an advanced Robotics Lab at the College. The College was able to acquire two initial robots and simulation software for our new Robotics Lab.

Health and wellness activities were expanded in our new state of the art Health & Wellness Centre.

Further supporting Sault College's connection to the natural environment of the north, students were provided heavily discounted ski passes through a partnership with Searchmont Ski Association.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates

Per the KPI results reported in 2014 , the graduation rate at Sault College is

Percentage

64.10

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Sault College used in 2014-2015 to measure graduation rate.

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

Highlights

Please provide highlights of Sault College's activity in 2014-2015 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Curriculum for the 14/15 year was re-mapped for the Community Integration Through Cooperative Education program and timetables customized over a three-year period to allow students who struggle with a full course load to have more time to complete. This proven strategy, also implemented in other Sault College programs, has seen graduation rates improve.

In order to keep Aboriginal students engaged and supported in their academic goals, first-year students as part of their Capacity Building for Communities course participated in Project ALLY (Aboriginal Leaders Liberating Youth). This connected Aboriginal youth with Aboriginal adult mentors to experience a sustainable, supportive relationship and promote a foundation for trust, self-worth, cultural identity, and confidence. These students were more likely to stay in school, thus raising the graduation rate in their programs of choice. The 'Discover your Spirit' program was introduced which is an initiative that addresses the need to heal the spirit of Aboriginal learners as an essential first step in building a supportive, nurturing post-secondary environment. This program specifically targets Aboriginal youth and adults with identified barriers and gaps in education and skills development that presently prevent them from entering post-secondary education.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

The table below has been pre-populated with the results from Sault College's 2013-2014 Report Back. Please identify Sault College's achieved results for 2014-2015 using the following methodology:

Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs in which enrolment is reported at minimum twice). Please include in your calculations all students who were on work/coop placements during the specified retention periods.

1st to 2nd Year : 2014 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 0 ÷ 2012 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = X x 100 = X%

2nd to 3rd Year : 2014 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 0 ÷ 2012 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = X x

100 = X%

3rd to 4th Year : 2014 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 ÷ 2012 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = X x 100 = X%

Entering Cohort

Retention Rate Achieved 2013- Retention Rate Achieved 2014-

	2014	2015
1st to 2nd Year	75.10	76.30
2nd to 3rd Year	86.90	88.60
3rd to 4th Year	95.30	95.90

***NOTE: Institutions use a variety of student enrolment cluster groups in their student retention rate calculations. As such, comparison between prior year student retention rates and the 2014-2015 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with institutions to refine the student retention rate indicator for future SMA Report Backs.**

Additional Information

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

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

Highlights

Please provide highlights of Sault College's activity in 2014-2015 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

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

*VPA/Coordinator forums where new initiatives and supports are introduced

*Professional development sessions on the topics of Mental Health First Aid, safe TALK Suicide Alertness, Queering the College.

*Mental Health Hub

*Elder on Campus (second Elder hired in 2013)

*Out-of-class Testing.

The concept of "invitational education" also continues to be emphasized in all of the college's decisions, strategy, and policies and is a component of the college's strategic plan.

Student Services staff continues to recognize elevated stress and anxiety levels among the student population and several measures continue to be taken in order to mitigate or alleviate this student risk:

*distribution of 'exam stress kits' to the student population

*workshops given by counsellors sharing techniques for meditation and personal reflection

*First Generation initiative which provides support to students who are the first in their family to attend post secondary school.

Such outreach was well-received and assisted a large proportion of the student population.

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

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

***DEFINITIONS:**

Work-Integrated Learning (WIL) is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. Usually the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, <http://www.cafce.ca/coop-defined.html>, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study

Based on the definitions provided above, please provide WIL data for Sault College in 2014-2015:

Co-operative Education Program Type	Number of programs at Sault College with a Co-op Stream	Number of students at Sault College enrolled in a Co-op program
Certificate		
Diploma	7	297
Advanced Diploma	1	33
Graduate Certificate		
Applied Degree		

Highlights

Please provide highlights of Sault College's activity in 2014-2015 that contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples may include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

In 2014-2015, Sault College continued to offer co-op, internships, field experience, applied research projects and other work-integrated learning opportunities in most programs.

Sault College offers a co-op stream in five Natural Environment programs where students are regularly placed in jobs outside of the Algoma district. Many students find co-op placements in fly-in fishing / hunting operations, provincial and national parks across Canada, and forestry operations in remote and urban locations. Natural Environment staff have been working with industry partners to determine opportunities for co-op placements in the forestry industry and applied research projects in Brazil.

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

In 2014-2015, Sault College has continued work to create an entrepreneurial incubator for graduates. The incubator will assist students wanting to start their own enterprise in any industry but giving them access to services as well as to students in other program areas such as graphic design, photography and business.

In the Natural Environment program as well as other programs such as Construction Carpentry students regularly engage in experiences in the field. Construction Carpentry students continue a "day of caring" where students work on houses and yards of community residents in need of assistance. These students complete various tasks such as minor repairs, winterization of windows and doors, yard work and other activities related to the program outcomes. The students in Natural Environment programs regularly take field trips in various areas of Ontario. They participate in a deer check, owl and elk inventory and various fish counts.

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

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

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. Sault College is asked to provide information on e-learning courses, programs and registrations in 2014-2015.

Fully Online Learning* and Synchronous Conferencing*

***DEFINITIONS:**

Courses:

A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

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

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

e-Learning Course, Program and Registration Data

Based on the definitions provided above, provide Sault College's eLearning data for 2014-2015:

Course Data	Ontario College Credential	Other Credential
Number of ministry-funded courses offered through fully online learning	15	92
Number of ministry-funded courses offered through synchronous conferencing	9	3
Total Number of ministry-funded, for-credit courses offered in e-Learning format	24	95
Program Data	Ontario College Credential	Other Credential
Number of ministry-funded programs offered through fully online learning	9	56
Number of ministry-funded programs offered through synchronous conferencing	1	
Total Number of ministry-funded, for-credit programs offered in e-Learning format	10	56
Program Registrations	Ontario College Credential	Other Credential
Number of registrations in ministry-funded programs offered through fully online learning	189	528
Number of registrations in ministry-funded programs offered through synchronous conferencing	146	60
Total Number of Registrations in ministry-funded, for-credit programs offered in e-Learning format	335	588

Additional Information

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

Ministry-funded courses offered through fully online learning figures (OntarioLearn) represents total courses offered over three semesters including monthly intake courses.

Hybrid Learning*

A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats, however the online component is typically 50-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over 50% of the course delivery should be online.

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

Additional Information

Please highlight one example of Sault College's use of Hybrid Learning courses and/or programs.

Partnership for hybrid learning - Durham College in Oshawa established a partnership with Sault College to deliver the Industrial Mechanic (Millwright) (IMM) apprenticeship program to northern and remote communities. A hybrid model was developed in which Durham provides the theoretical content online and Sault provides the face-to-face shop experience.

A hybrid course is currently running in the Occupational Therapist Assistant and Physiotherapist Assistant program. The Professional Topics in Rehabilitation course enhances awareness and develops professionalism to prepare the student for competent entry in the field of rehabilitation. The course is 70% online with reduced face-to-face time.

Highlights

Please provide highlights of Sault College's activity in 2014-2015 that capture the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

There are over 10,000 operators working in water and wastewater facilities who are mandated to fulfill Director Approved Hours (Continuing Education Requirement Per 3 Year Certificate Life Cycle). Sault College has created online courses to satisfy this need. Online courses will be director-approved by the Ministry of the Environment.

3a. Student Population - Under-Represented Students

This component highlights Sault College's contributions to improve access and success for underrepresented groups (Aboriginal, first generation, students with disabilities and French-language students).

Full-Time Students

The total Full-Time Headcount Enrolment* at Sault College in 2014-2015:

of Students
1998

*Please refer to Section 4 (Program Offerings) for the definition of Full-Time Headcount Enrollment.

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

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

Students with Disabilities

*DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of Sault College's annual report to the Ministry for the Accessibility Fund for Students with Disabilities (AFSD).

Students With Disabilities	# of Students	Percentage
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The total number of Full-Time Students with Disabilities at Sault College who registered with the Office for

Students with Disabilities and received support services in 2014-2015: 490

The total indicated above as a comparative % of Sault College's 2014-2015 Full-Time Enrollment

Headcount:

24.52

First Generation Students

*DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.

- Parents/guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.
- Postsecondary Attendance: have attended (but have not necessarily obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential. e.g., degree, diploma, certificate).

First Generation Students

The total number of Full-Time First Generation Students enrolled at Sault College in 2014-2015:

of Students 631

Percentage

The total indicated above as a comparative % of Sault College's 2014-2015 Full-Time Enrollment

31.58

Headcount:

The total number of Part-Time First Generation Students enrolled at Sault College in 2014-2015: 29

Aboriginal Students

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

Aboriginal Students

The total number of Full-Time Aboriginal Students enrolled at Sault College in 2014-2015:

of Students 500

Percentage

The total indicated above as a comparative % of Sault College's 2014-2015 Full-Time Enrollment

25.03

Headcount:

The total number of Part-Time Aboriginal Students enrolled at Sault College in 2014-2015:

French-Language Students

* *DEFINITION: A student is considered a French-language student if he or she meets at least one of the following criteria -*

- 1) *His/her mother tongue is, or includes French (the student is a francophone);*
- 2) *His/her language of correspondence with the institution is French;*
- 3) *He/she was previously enrolled in a French-language education institution; or*
- 4) *He/she was enrolled in a postsecondary program delivered at least partially in French.*

French-Language Students

The total number of Full-Time French-Language Students enrolled at Sault College in 2014-2015:

22

The total indicated above as a comparative % of Sault College's 2014-2015 Full-Time Enrollment

1.10

Headcount:

The total number of Part-Time Francophone Students enrolled at Sault College in 2014-2015:

Additional Information

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

Students with disabilities self-identify with the Accessibility Services Office (ASO). All full-time students accessing services to accommodate their disability are included in the statistic above. Statistics are recorded by Counsellors upon verification of the student's disability and need for accommodations. Within the last two years, students accessing services with mental health disabilities has increased by 65%.

First Generation students can self-identify when applying to college, and also self-identify through a survey administered at the beginning of their first semester. The number of First Generation students who access support services are also tracked, along with at-risk data, graduation rates, and employment. In 2014-15, 83% of First Generation students were likely to recommend support services to others, 86% felt they were better prepared to complete the academic year as a result of the services provided, and 90% of participants want to continue using First Generation services.

Aboriginal Self-Identification

Voluntary self-identification data is collected annually on the College's student portal "mysaultcollege" under the heading "Myself". The portal is accessible by all students enrolled at Sault College (including full-time, part-time and continuing education students) and is accessed by a unique login name and passwords. To encourage students to enter their information, a contest is held each semester in addition to internal marketing campaigns.

In addition to the MySelf identification program available on-line, the Native Education department has created self-identification cards that are utilized throughout the year in attempt to capture those students who may not access departmental services or who may not have been aware of the MySelf self-identification option. Information booths are set up in high-traffic areas within the College throughout the year to encourage students to complete the self-identification cards. All students (Aboriginal and non-Aboriginal) are encouraged to complete this information.

Information provided from the Registrar's Office regarding First Nation sponsored students is also cross-referenced with data collected through the student portal and Self-Id

cards to ensure accuracy and prevent duplication in reporting.

Student Population - Students with Disabilities, First Generation, Aboriginal and French-Language Students Highlights

Please provide highlights of Sault College's activity in 2014-2015 that capture contributions to improve access, and success for underrepresented groups - Aboriginal, first generation, students with disabilities and French-language students (up to 600 words approx.).

The Accessibility Services Office (ASO) continues to work very hard to promote the valuable services provided to students with disabilities and we have created an inviting environment for students to feel comfortable accessing the accommodations they need to be successful. Additional funding for the Sault College Mental Health Hub will continue until the end of the 2017 fiscal year thanks to the Mental Health Innovation Fund. Students continue to access mental health supports within the Mental Health Hub service model which also includes a strong mental health education presence on campus. The Transition to College program offered during the last week of August continues to be a very successful program based on student feedback and engagement. During the 2014-15 academic year, the Sault College ASO was rated #1 in the province in student satisfaction.

The First Generation Project continues to provide FG students with great resources to support their academic and personal goals. A highlight over the past year was launching a new initiative, Project LIVE (Leadership Initiatives and Volunteer Experience). Through this program, students were encouraged to participate in workshops and volunteer activities to expand their out-of-class development through engagement and networking opportunities. Peer supports were increased as a result of this program whereby students were trained to become peer mentors. Over one third of the peer mentors were FG students.

Indigenous Education Protocol

Sault College continues to be an education destination for Aboriginal students from around the province and we have identified Aboriginal education as a key priority for the institution with a strong focus and mandate for Aboriginal student success and inclusion. On March 13, 2015, Sault College became the 8th signatory in Ontario to CiCAN's National Indigenous Education Protocol. By signing the document Sault College further underscores the importance of structures and approaches required to address Aboriginal peoples' learning needs and support self-determination and socio-economic development of Aboriginal communities. The signing of this document helps to ensure that Sault College continues to develop relationships and works in partnership with all Aboriginal peoples in the province to better their skills and improve their participation in Ontario's labour market and economy.

Aboriginal Community Based Programming

As we continue to graduate Aboriginal students from Sault College, community based programming remains a priority for us. With four formal partnerships in place with various Aboriginal Education Institutes, we have experienced great success with our community partnerships and has made programming more accessible and increasingly responsive to the needs of Aboriginal learners throughout Northern Ontario. This past year, of the five programs with the highest Aboriginal graduates, three were delivered in partnership with Aboriginal Education Institutes.

Graduate Testimonial - Community Based Program

"In the Treaty #3 territory, we are very fortunate to have elders and individuals who practice the cultural ways and speak the language.... When the Anishinaabemowin Immersion Program was advertised, I saw this as an opportunity to learn even more about my own identity. As an intergenerational individual of the Indian Resident School

System, I understood a fair amount of the language, but always spoke back in English. This program was my encouragement to begin the process of incorporating the language into the cultural ways that I was taught. The program had many excellent resources to draw from. It has been a very worthwhile experience where the respect and sharing was highly evident and the learning was fun. I would encourage others to come into the program open minded and know that this knowledge and experience can be passed on through the generations"

3b. Student Population - International Students **International Students**

**DEFINITION: International Enrolment is the headcount of full-time international students who are a non-Canadian citizen or non-permanent resident (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) studying as of November 2014 at Sault College, including students who are ineligible for funding consideration.*

International Students	# of Students	Percentage
Sault College reported to the ministry Full-time International Enrolment* in 2014-2015:	51	

The total indicated above as a comparative % of Sault College's 2014-2015 Full-Time Enrolment
Headcount: 2.55

Sault College's 2014-2015 Part-time International Enrolment is 1

Additional Information

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

International student enrolments are tracked through our Student Information System coded by their citizenship status.

In addition, the College is using a homegrown prospective international student database to track inquiries and applicants.

In fall 2015 Sault College will commence a pilot project with OCAS for the customized international application service.

Highlights

Please provide highlights of Sault College's activity in 2014-2015 that contributed to maintaining or improving the international student experience at Sault College. This could include a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Sault College was an active recipient of students from Brazil through the Science without Borders scholarship program and also actively participated in outreach events in India. Sault College has begun diversifying market outreach through multiple activities including use of agents, participation in fairs, and other activities.

Sault College has developed partnerships for student and faculty exchanges with five Brazilian colleges. Travel to China has occurred and relationships are being established with several institutions.

The Sault College President is the Canadian representative on the President's International Network (PIN).

2015 international applications have increased 127% in comparison to 2014, and 790% as compared to 2012.

Sault College's three year international plan, 2014 - 2017, outlines a holistic approach to diversifying source markets for students as well as activities. Enrolment remains a priority, but extending programming opportunities to engage domestic students in international activities has also been an important component of campus efforts. The College aims to have well over 100 international students by fall 2017 with low attrition and transfer out rates based on sufficient support. Sault College is taking a mindful and moderate growth and investment approach to international to ensure quality and community support

Continued efforts to expand institutional partnerships for programming and recruitment as well as supporting staff, faculty and current students throughout internationalization remain a priority.

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

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

Proportion of an institution's enrolment that receives OSAP

Sault College's 2014-2015 proportion of an institution's enrolment that receives OSAP is

# of Students	Percentage
1313	58.80

Additional Information

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

Sault College continues to support and assist students through the Student Financial Assistance office succeed in the educational study.

4. Program Offerings

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

- a. Concentration of full-time enrolment headcount* at colleges by occupational cluster and by credential
- b. Institution's system share of full-time enrolment headcount by occupational cluster and by credential

**DEFINITION: Headcount is the un-audited 2014-2015 full-time funding eligible enrolment count submitted on November 1, 2014 by Ontario publicly funded colleges to the ministry's College Statistical Enrolment Report (CSER). Headcount does not include part-time, funding ineligible, nursing, Second Career, apprentice or international students.*

of students in a program as a Sault College's share of

Occupational Cluster (Credential Level)	% of total # of students across system-wide enrollment in each all programs at Sault College	PROGRAM
Applied Arts - Advertising And Design (Advanced Diploma)	1.60	0.88
Applied Arts - Child/Youth Worker (Advanced Diploma)	4.10	1.64
Applied Arts - Developmental Services Worker (Diploma)	1.95	2.45
Applied Arts - Education (Diploma)	3.45	0.94
Applied Arts - Fashion (Diploma)	1.95	1.82
Applied Arts - Human Services (Diploma)	4.80	1.45
Applied Arts - Law And Security (Diploma)	5.16	1.01
Applied Arts - Law And Security (Post Diploma)	0.85	6.44
Applied Arts - Media (Diploma)	4.55	1.80
Applied Arts - Preparatory/Upgrading (Certificate)	7.11	1.24
Applied Arts - Preparatory/Upgrading (Diploma)	0.75	0.77
Applied Arts - Public Relations (Post Diploma)	0.35	1.54
Applied Arts - Recreation/Fitness (Diploma)	1.50	0.77
Business - Accounting/Finance (Diploma)	1.35	0.87
Business - Computer (Diploma)	1.50	1.83
Business - Computer (Advanced Diploma)	0.35	0.47
Business - Culinary Arts (Certificate)	0.25	0.60
Business - Culinary Arts (Diploma)	1.30	1.03
Business - Hospitality Management (Certificate)	0.05	0.35
Business - Hospitality Management (Diploma)	0.70	0.65
Business - Management (Diploma)	2.65	1.62
Business - Management (Post Diploma)	0.15	0.52
Business - Office Administration (Diploma)	1.55	3.53
Health - Health Technology (Diploma)	3.85	3.65
Health - Nursing Related (Certificate)	2.60	3.24
Health - Nursing Related (Diploma)	6.01	1.73
Technology - Automotive (Certificate)	0.85	3.49
Technology - Automotive (Diploma)	1.95	4.00
Technology - Aviation (Flight) (Advanced Diploma)	8.46	64.50
Technology - Aviation (Maintenance) (Certificate)	1.20	33.33
Technology - Civil (Certificate)	0.45	1.28
Technology - Civil (Diploma)	2.75	3.71

Technology - Civil (Post Diploma)	0.15	1.67
Technology - Electronics (Diploma)	5.01	2.62
Technology - Electronics (Advanced Diploma)	0.75	0.27
Technology - Mechanical (Certificate)	0.20	0.39
Technology - Mechanical (Diploma)	2.20	1.87
Technology - Resources (Diploma)	10.76	11.02
Technology - Resources (Advanced Diploma)	1.55	6.39
Technology - Welding (Certificate)	0.80	2.45
Technology - Welding (Diploma)	2.45	15.22

c. Number of apprentices, pass/fail rate and annual funding in each trade

	Number of Apprentices	Pass/Fail Rate	Annual Funding
Exam Prep Initiative	80	98.00	26940.00
Parts Technician	60	85.00	138440.00
Plumber	57	100.00	112177.00
Steamfitter	10	100.00	22940.00
Electrician - Construction and Maintenance	82	95.00	181053.00
Automotive Service Technician	61	100.00	138766.00
Truck and Coach Technician	37	100.00	92960.00
Hairstylist	9	100.00	20646.00
Cook	18	76.00	65644.00
Ironworker - Structural and Ornamental	63	97.00	126973.00
Heavy Duty Equipment Technician	18	100.00	22711.00
Small Engine Technician	5	100.00	11470.00
Marine Engine Technician	2	100.00	2523.00
Industrial Electrician	7	100.00	30175.00
Utility Arborist	13	100.00	32059.00
Total	522		1025477.00

Highlights

Please provide highlights of Sault College's activity in 2014-2015 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by Sault College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

During the 2014-2015 fiscal year, the college saw two new programs met with board approval: General Arts & Science - Environmental Health and General Arts & Science - University Preparation. These new variations of the General Arts & Science program will improve the college's programming from the standpoint of providing additional options

to those students interested in furthering their studies at the college or university level. Also, the GAS - Environmental Health program responds to a growing and important field of study, and equips students to pursue more in-depth studies in that field.

5. Student Mobility

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

The ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete.

In future years, the ministry will be expecting more complete data that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

ONCAT is leading the development of Student Mobility indicators for use in future SMA Report Backs.

Transfer applicants and registrants

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

Year	Total # of Sault College graduates who participated in Graduate Survey (A)		% of Sault College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)		Total # of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (C)		% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)	
	Total # of Sault College graduates who participated in Graduate Survey (A)	# of Sault College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of Sault College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)		
2010-2011	530	33	6.23	50622	3355	6.63		
2011-2012	654	33	5.05	57701	3463	6.00		
2012-2013	621	45	7.25	57462	3424	5.96		
2013-2014	517	28	5.42	54467	3003	5.51		
2014-2015	527	24	4.55	52039	2465	4.74		

Per the College Graduate Outcomes @ 6 Months data reported in 2014-2015 (based on 2013-2014 graduates),

The percentage of Sault College students who were satisfied or very satisfied with academic preparation for university was

89.50

Percentage

The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was

79.60

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

Highlights

Please provide highlights of Sault College's activity in 2014-2015 that contributed to ensuring that students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by Sault College to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

Sault College has actively participated in ONCAT projects and initiatives to support transfer opportunities for students. In addition, Sault College has also worked closely with partner institutions to explore additional transfer pathway opportunities. Completion of the Sault College Transfer Credit database in 2014-15 was a significant achievement to enable easier processing for students seeking to receive transfer credit.

6. Financial Sustainability

1. Annual Surplus/(Deficit) - (revenue - expenses)

Annual Surplus/(Deficit)

Amount

-1810378.00

2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets)

Accumulated Surplus/(Deficit)

Amount

12080785.00

3. Quick Ratio (current assets) / (current liabilities)

Current Assets/Current Liabilities

Amount

2.36

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

Debt/Assets

Percentage

19.35

5. Debt Servicing Ratio (interest expense + principal payments) / (revenue)

Total Debt Serviced/Revenue

Percentage

0.10

6. Net Assets to Expense Ratio (net assets) / (expenses)

Net Assets/Expenses

Percentage

111.67

7. Net Income to Revenue Ratio (revenue - expenses) / (revenue)

Net Income to Revenue

Percentage

-3.23

Highlights

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

The College has initiated a program review and Topsy analysis that includes all programs and services to identify areas for comprehensive analysis where financial sustainability is at issue. As well, the College is in an ERP initiative with the objective of realizing efficiencies in the FIS, HRIS and SIS processes.

7. Attestation

By submitting this report to the ministry:

Sault College confirms that all information being submitted to the ministry as part of the 2014-2015 SMA Report Back is accurate and has received approval from Sault College's Executive Head.

Checkbox

For additional information regarding Sault College's 2014-2015 SMA Report Back please contact

Information

Name:

Telephone:

Email:

Financial Statements of

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

Year ended March 31, 2016

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Financial Statements

Year ended March 31, 2016

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INDEPENDENT AUDITORS' REPORT

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

We have audited the accompanying financial statements of The Sault College of Applied Arts and Technology, which comprise the statement of financial position as at March 31, 2016, the statements of operations, changes in net assets, cash flows and remeasurement gains and losses for the year then ended, and notes, comprising a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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



Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of The Sault College of Applied Arts and Technology as at March 31, 2016, its results of operations, changes in net assets, cash flows and remeasurement gains and losses for the year then ended in accordance with Canadian public sector accounting standards.

KPMG LLP

Chartered Professional Accountants, Licensed Public Accountants

May 26, 2016

Sault Ste. Marie, Canada

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Financial Position

March 31, 2016, with comparative information for 2015

	2016	2015
Assets		
Current assets:		
Cash	\$ 5,611,443	\$ 6,836,973
Temporary investments (note 3)	10,187,732	10,212,183
Accounts receivable (note 2)	1,181,758	1,341,209
Grants and reimbursements receivable	3,506,167	3,498,137
Current portion of loan receivable (note 4)	162,306	157,021
Current portion of pledges receivable (note 7)	164,729	460,963
Inventory	5,988	5,517
Prepaid expenses	347,528	342,584
	<u>21,167,651</u>	<u>22,854,587</u>
Loan receivable (note 4)	2,680,673	2,842,979
Capital assets (note 5)	60,832,580	61,882,029
Pledges receivable (note 7)	14,008	506,389
	<u>\$ 84,694,912</u>	<u>\$ 88,085,984</u>

Liabilities, Deferred Contributions and Net Assets

Current liabilities:		
Accounts payable and accrued liabilities	\$ 5,174,152	\$ 5,255,527
Accrued vacation	3,493,423	3,601,823
Deferred tuition fees	1,119,733	857,232
Deferred contributions for expenses of future periods (note 6)	1,703,554	1,870,551
Payable to the Ministry of Training, Colleges and Universities	34,731	201,609
Current portion of long-term debt (note 8)	554,850	542,380
	<u>12,080,443</u>	<u>12,329,122</u>
Long-term debt (note 8)	3,902,770	4,457,620
Deferred capital contributions (note 9)	50,621,266	52,604,493
Post-employment benefits and compensated absences (note 10)	2,020,000	2,117,000
	<u>68,624,479</u>	<u>71,508,235</u>
Net assets:		
Unrestricted	3,332,870	4,239,885
Invested in capital assets (note 12)	8,099,078	7,684,233
Internally restricted (note 13)	160,056	156,667
Restricted for student purposes and endowments	4,486,683	4,322,746
	<u>16,078,687</u>	<u>16,403,531</u>
Accumulated remeasurement gains (losses)	(8,254)	174,218
	<u>16,070,433</u>	<u>16,577,749</u>
Commitments and contingencies (note 15)		
	<u>\$ 84,694,912</u>	<u>\$ 88,085,984</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, 2016, with comparative information for 2015

	2016	2015
Revenue: (Schedule)		
Grants and reimbursements	\$ 38,639,017	\$ 37,866,821
Tuition fees	9,634,891	9,462,579
Ancillary operations	1,353,528	1,341,238
Other	3,486,154	3,496,301
Restricted for student purposes	1,386,518	1,149,117
Amortization of deferred capital contributions (note 9)	2,920,062	2,798,282
	<u>57,420,170</u>	<u>56,114,338</u>
Expenses:		
Salaries and benefits	39,123,183	39,115,901
Instructional supplies	1,774,372	1,824,247
Contracted services	4,161,975	4,293,394
Utilities, maintenance and taxes	2,597,352	2,897,982
Interest and bank charges	248,597	164,907
Travel and professional development	649,765	623,990
Training subsidies and allowances	1,865,809	1,944,959
Supplies and other expenses	2,363,996	2,107,241
Restricted for student purposes	125,970	98,326
Scholarships and bursaries	931,782	918,879
Provision for (recovery of) post-employment benefits and compensated absences	(205,400)	79,255
Amortization of capital assets	4,111,533	3,857,483
	<u>57,748,934</u>	<u>57,926,564</u>
Deficiency of revenue over expenses before the undernoted item	(328,764)	(1,812,226)
Gain on sale of capital assets	3,920	1,848
Deficiency of revenue over expenses	<u>\$ (324,844)</u>	<u>\$ (1,810,378)</u>

See accompanying notes to financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Changes in Net Assets

Year ended March 31, 2016, with comparative information for 2015

2016	Capital assets	Invested in internally restricted	Restricted for student purposes and endowments	Unrestricted	Total
Balance, beginning of year	\$ 7,684,233	\$ 156,667	\$ 4,322,746	\$ 4,239,885	\$ 16,403,531
Excess (deficiency) of revenue over expenses	(1,191,471)	3,389	328,766	534,472	(324,844)
Invested in capital assets (note 12)	1,606,316	-	(164,829)	(1,441,487)	-
Balance, end of year	\$ 8,099,078	\$ 160,056	\$ 4,486,683	\$ 3,332,870	\$ 16,078,687

2015	Capital assets	Invested in internally restricted	Restricted for student purposes and endowments	Unrestricted	Total
Balance, beginning of year	\$ 9,752,595	\$ 158,249	\$ 4,249,987	\$ 4,053,078	\$ 18,213,909
Excess (deficiency) of revenue over expenses	(1,059,201)	(1,582)	131,912	(881,507)	(1,810,378)
Invested in capital assets (note 12)	990,839	-	(59,153)	(931,686)	-
Loan transfer to operations	(2,000,000)	-	-	2,000,000	-
Balance, end of year	\$ 7,684,233	\$ 156,667	\$ 4,322,746	\$ 4,239,885	\$ 16,403,531

See accompanying notes to financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Statement of Cash Flows

Years ended March 31, 2016, with comparative information for 2015

	2016	2015
Cash provided by (used in):		
Operating activities:		
Deficiency of revenue over expenses	\$ (324,844)	\$ (1,810,378)
Items not involving cash:		
Amortization of capital assets	4,111,533	3,857,483
Amortization of deferred capital contribution	(2,920,062)	(2,798,282)
Gain on sale of capital assets	(3,920)	(1,848)
Realized gain (loss) on investments	(182,472)	247,545
	680,235	(505,480)
Change in non-cash operating working capital:		
Accounts receivable	159,451	(179,834)
Grants and reimbursement receivable	(8,030)	(905,143)
Inventory	(471)	(1,668)
Prepaid expenses	(4,944)	299,699
Accounts payable and accrued liabilities	(81,375)	693,137
Accrual for vacation pay	(108,400)	175,256
Payable to Ministry of Training Colleges and Universities	(166,878)	61,890
Deferred tuition fees	262,501	(14,186)
Deferred contributions related to expenses of future periods	(166,997)	(28,377)
Accrual for employee future benefits	(97,000)	(96,000)
	468,092	(500,706)
Capital activities:		
Purchase of capital assets	(3,062,084)	(2,595,635)
Receipt of deferred capital contributions	1,586,835	1,241,715
Proceeds on disposal of capital assets	3,920	1,848
	(1,471,329)	(1,352,072)
Financing activities:		
Pledges receivable	138,615	553,512
Loan receivable	157,021	-
Proceeds from long-term borrowings	-	5,000,000
Repayment of long-term debt	(542,380)	-
	(246,744)	5,553,512
Net increase (decrease) in cash and temporary investments	(1,249,981)	3,700,734
Cash and temporary investments, beginning of year	17,049,156	13,348,422
Cash and temporary investments, end of year	\$ 15,799,175	\$ 17,049,156

See accompanying notes to financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
 Statement of Remeasurement Gains and Losses

Year ended March 31, 2016, with comparative information for 2015

	2016	2015
Accumulated remeasurement gains (losses), beginning of the year	\$ 174,218	\$ (73,327)
Unrealized gains (losses) attributable to:		
Temporary investments	(8,254)	174,218
Realized gains, reclassified to the statement of operations:		
Temporary investments	(174,218)	73,327
Designated fair value		
Net remeasurement gains (losses) for the year	(182,472)	247,545
Accumulated remeasurement gains (losses), end of the year	\$ (8,254)	\$ 174,218

See accompanying notes to financial statements.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Financial Statements

Year ended March 31, 2016

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, 2016

1. Significant accounting policies (continued):

(d) Capital assets:

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

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

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

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

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

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

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

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

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2016

1. Significant accounting policies (continued):

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

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

(f) Financial instruments:

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

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

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

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

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

Long-term debt is recorded at cost.

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

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

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2016

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:

	2016	2015
Student tuition fees	\$ 499,473	\$ 352,203
Federal other	257,402	330,285
Other	746,428	799,745
	1,503,303	1,482,233
Less allowance for doubtful accounts	321,545	141,024
	\$ 1,181,758	\$ 1,341,209

3. Temporary investments:

	Level	2016	2015
Assets at designated fair value			
Government bonds	2	\$ 1,768,959	\$ 1,634,859
Equity instruments, quoted in an active market			
Shares	1	5,733,964	6,680,860
Mutual funds	1	1,974,697	1,611,696
Cash		710,112	284,768
		\$ 10,187,732	\$ 10,212,183

There were no transfers between Level 1 and Level 2 for the years ended March 31, 2016 and 2015. There were also no transfers in or out of Level 3.

Government Bonds have interest rates from 1.90% to 9.375% (2015 - 1.370% to 9.375%) and mature between 2017 and 2037.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2016

4. Loan receivable:

	2016	2015
Health and Wellness building – Sault College Student Union receivable	\$ 2,842,979	\$ 3,000,000
Current portion of long-term receivable	162,306	157,021
	\$ 2,680,673	\$ 2,842,979

Aggregate maturities of long-term receivables for each of the five years subsequent to March 31, 2016, are as follows: 2017 - \$162,306; 2018 - \$167,769; 2019 - \$173,416, 2020 - \$179,253 and 2021 - \$185,286

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 College has loaned the remaining \$3,000,000 relating to this commitment. 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:

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

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2016

5. Capital assets (continued):

2015	Cost	Accumulated amortization	Net book value
Land	\$ 1,020,817	\$ —	\$ 1,020,817
Buildings	83,656,994	29,583,859	54,073,135
Site improvements	5,239,513	2,316,536	2,922,977
Equipment	13,036,917	10,542,510	2,494,407
Vehicles	432,369	352,811	79,558
Furniture and fixtures	1,251,167	1,040,794	210,373
Computer equipment	13,330,954	12,635,140	695,814
Aircraft	3,650,422	3,265,474	384,948
	\$ 121,619,153	\$ 59,737,124	\$ 61,882,029

6. Deferred contributions for expenses of future periods:

Deferred contribution consists of the following:

	2016	2015
Balance, beginning of year	\$ 1,870,551	\$ 1,898,928
Additional contributions received	3,580,259	4,387,026
Amounts taken into revenue	(3,747,256)	(4,415,403)
Balance, end of year	\$ 1,703,554	\$ 1,870,551

7. Pledges receivable:

	2016	2015
Inspiring Growth Capital Campaign pledges	\$ 828,737	\$ 967,352
Allowance for doubtful account	(650,000)	—
Current portion of pledges receivable	(164,729)	(460,963)
Non-current portion of pledges receivable	\$ 14,008	\$ 506,389

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, 2016

8. Long-term debt:

	2016	2015
3.338% term loan to Ontario Financing Authority, unsecured, payable \$127,931 semi-annually including interest, due October 31, 2029	\$ 2,842,979	\$ 3,000,000
1.856% term loan to Ontario Financing Authority, unsecured, payable \$210,349 semi-annually including interest, due October 31, 2019	1,614,641	2,000,000
	4,457,620	5,000,000
Current portion of long-term debt	(554,850)	(542,380)
	\$ 3,902,770	\$ 4,457,620

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

2017	\$ 554,850
2018	567,633
2019	580,735
2020	594,167
2021	185,286
Thereafter	1,974,949
	\$ 4,457,620

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2016

9. Deferred capital contributions:

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

	2016	2015
Unamortized capital contributions used to purchase assets	\$ 51,118,862	\$ 52,197,796
Unspent contributions	152,404	406,697
Allowance for doubtful accounts capital pledges	(650,000)	-
	<u>\$ 50,621,266</u>	<u>\$ 52,604,493</u>

Deferred capital contributions represent the unamortized amount and unspent amount of donations and grants received for the purchase of capital assets. The amortization of capital contributions is recorded as revenue in the statement of operations.

	2016	2015
Balance, beginning of year	\$ 52,604,493	\$ 54,161,060
Additional contributions received	1,584,153	1,237,270
Inspiring Growth Capital Campaign	2,682	4,445
Less amounts amortized to revenue	(2,920,062)	(2,798,282)
Less allowance for doubtful account capital pledge	(650,000)	-
Balance, end of year	<u>\$ 50,621,266</u>	<u>\$ 52,604,493</u>

10. Employee future benefits:

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

	2016	2015
Post-employment benefits	\$ 556,000	\$ 583,000
Non-vesting sick leave	1,288,000	1,331,000
Vesting sick leave	176,000	203,000
	<u>\$ 2,020,000</u>	<u>\$ 2,117,000</u>

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2016

10. Employee future benefits (continued):

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

	2016	2015
Accrued benefit obligation	\$ 2,180,000	\$ 2,287,000
Fair value of plan assets	(87,000)	(89,000)
Funded status – plan deficit	2,093,000	2,198,000
Unamortized actuarial gain (loss)	(73,000)	(81,000)
Employee future benefit liability	\$ 2,020,000	\$ 2,117,000
Current service cost	\$ 92,000	\$ 119,000
Interest on accrued benefit obligation	29,000	48,000
Experienced gains (losses)	1,000	(2,000)
Benefit payments	(216,000)	(246,000)
Amortization of actuarial loss	(3,000)	(15,000)
Employee future benefit expense (recovery)	\$ (97,000)	\$ (96,000)

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

Post-employment benefits

The College extends the opportunity to acquire post-employment life insurance, health and dental benefits to certain employee groups subsequent to their retirement. The College recognizes these benefits as they are earned during the employees' tenure of service. The related benefit liability was determined by an actuarial valuation study commissioned by the College Employer Council.

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

(i) Discount rate:

The present value as at March 31, 2016 of the future benefits was determined using a discount rate of 1.70% (2015 - 1.60%).

(ii) Drug costs:

Drug costs were assumed to increase at a rate of 8.50% for 2016 (2015 – 8.75%) and decrease proportionately thereafter to an ultimate rate of 4.0% in 2034.

(iii) Hospital and other medical:

Hospital and other medical costs were assumed to increase at 4.0% per annum in 2016 (2015 - 4.0%).

Medical premium increases were assumed to increase at 7.150% per annum in 2016 (2015 - 7.325%) and decrease proportionately thereafter to an ultimate rate of 4.0% in 2034.

(iv) Dental costs:

Dental costs were assumed to increase at 4.0% per annum in 2016 (2015 – 4.0%).

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2016

10. Employee future benefits (continued):

Compensated Absences

(i) Vesting Sick Leave:

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

(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 commissioned by the College Employer Council.

11. Pension Plan:

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

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

Any pension surplus or deficit is a joint responsibility of the members and employers and may affect future contribution rates. The College does not recognize any share of the Plan's pension surplus or deficit as insufficient information is available to identify the College's share of the underlying pension asset and liabilities. The most recent actuarial valuation filed with pension regulators as at January 1, 2016 indicated an actuarial surplus of \$1,179.1 million.

Under these arrangements, the College makes contributions equal to those of the employees. Contributions made by the College during the year amounted to approximately \$3,396,179 (2015 - \$3,360,793).

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2016

12. Investment in capital assets:

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

	2016	2015
Capital assets	\$ 60,832,580	\$ 61,882,029
Amounts financed by:		
Unamortized capital contributions used to purchase assets	(51,118,861)	(52,197,796)
Long-term debt (net of student receivable)	(1,614,641)	(2,000,000)
	\$ 8,099,078	\$ 7,684,233

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

	2016	2015
Excess of revenues over expenses:		
Amortization of deferred capital contributions	\$ 2,920,062	\$ 2,798,282
Amortization of capital assets	(4,111,533)	(3,857,483)
	\$ (1,191,471)	\$ (1,059,201)
Net change in investment in capital assets:		
Purchase of capital assets	\$ 3,062,084	\$ 2,595,635
Repayment of long-term debt (net of student receivable)	385,359	-
Amounts funded by:		
Deferred capital contributions	(1,838,445)	(1,600,351)
Deferred capital campaign contributions	(2,682)	(4,445)
	\$ 1,606,316	\$ 990,839

13. Internally restricted net assets:

By resolution of the Board of Governors, accumulated appropriations from unrestricted net assets balance at March 31, 2016 have been made to the Joint Employment Stability Reserve Fund in the amount of \$160,056 (2015 - \$156,667).

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2016

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, 2016 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, 2016 is \$321,545 (2015 - \$141,024).

As at March 31, 2016, \$187,392 (2015 - \$94,422) of trade accounts receivable were past due greater than 90 days, but not impaired.

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

There have been no significant changes to the credit risk exposure from 2015.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2016

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 2015.

(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. There has been no change to the risk exposure from 2015. 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 2015.

(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 2015.

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to the Financial Statements

Year ended March 31, 2016

17. Endowment funds:

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

Schedule of changes in Endowment Fund balances Year ended March 31

	OSOTF I	OSOTF II	OTSS	2016 Total	2015 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	2016 Total	2015 Total
Balance, beginning of year	\$ 267,618	\$ 25,693	\$ (110,893)	\$ 182,418	\$ 142,751
Investment income (loss), net of expenses	46,524	1,198	(86,354)	(38,632)	155,142
Bursaries awarded	(42,194)	(13,250)	-	(55,444)	(115,475)
Balance, end of year	\$ 271,948	\$ 13,641	\$ (197,247)	\$ 88,342	\$ 182,418
Bursaries awarded #	113	22	-	135	282

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Schedule of Revenue

Year ended March 31, 2016, with comparative information for 2015

	2016	2015
Grants and reimbursements:		
Operating grants	\$ 14,212,957	\$ 14,210,088
Special purpose grants	15,628,034	15,598,939
Apprentice training	1,355,052	1,213,818
Ontario training strategies	4,618,457	4,338,058
Other	2,824,517	2,505,918
	<u>38,639,017</u>	<u>37,866,821</u>
Tuition fees:		
Full-time post-secondary	7,064,587	7,254,860
Other	2,570,304	2,207,719
	<u>9,634,891</u>	<u>9,462,579</u>
Ancillary operations	1,353,528	1,341,238
Miscellaneous:		
Contract educational services	470,571	542,883
Sale of course products and services	399,922	441,500
Other	2,615,661	2,511,918
	<u>3,486,154</u>	<u>3,496,301</u>
Restricted for student purposes	1,386,518	1,149,117
Amortization of deferred capital contributions	2,920,062	2,798,282
	<u>\$ 57,420,170</u>	<u>\$ 56,114,338</u>



**SAULT
COLLEGE**

2015-2016 Sault College Performance Indicators

Program Name	APS Code	Student Loan Default Rate			Graduate Employment Rate			*Graduation Rate		
		# of Loans Issued	# of Loans in Default	Default Rate	# in Labour Force	# Working	%	# of Entrants to the Program	# of Grads	%
Adventure Recreation and Parks Technician	01112	15	4	26.7%	5	4	80%	32	22	69%
Aircraft Structural Repair Technician	01114	19	1	5.3%	9	8	89%	29	19	66%
Aviation Technology-Flight	01002	33	1	3.0%	15	13	87%	47	25	53%
Business	01007	4	0	0.0%	4	3	75%	18	8	44%
Business -Accounting	01005	8	2	25.0%	4	4	100%	19	6	32%
Business Management	01144	*	*	*	2	1	50%	4	4	100%
Child and Youth Worker	01047	16	3	18.8%	5	5	100%	38	24	63%
Civil Engineering Technician	01011	*	*	*	1	0	0%	19	13	68%
Community Integration Through Cooperative Education	01107	7	1	14.3%	4	2	50%	n/a	n/a	n/a
Computer Network Technician	01130	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Computer Network Technology	01128	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Computer Programmer	01053	5	3	60.0%	0	0	0%	21	13	62%
Computer Programmer Analyst	01054	*	*	*	3	2	67%	14	12	86%
Construction Carpentry Techniques	01164	8	1	12.5%	1	0	0%	15	8	53%
Culinary Management	01172	*	*	*	2	2	100%	10	3	30%
Culinary Skills-Chef Training	01009	*	*	*	2	1	50%	10	5	50%
Digital Photography	01192	12	1	8.3%	3	3	100%	20	12	60%
Early Childhood Education	01016	20	5	25.0%	11	11	100%	32	12	38%
Electrical Engineering Technician - Power Generation	01167	*	*	*	0	0	0%	9	5	56%
Electrical Engineering Technician - Process Automation	01017	6	0	0.0%	3	2	67%	29	22	76%
Electrical Engineering Technician - Trades	01179	12	2	16.7%	1	1	100%	20	9	45%
Electrical Engineering Technician - Process Automation	01018	10	2	20.0%	3	2	67%	20	19	95%
Environmental Technician - Water	01088	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Esthetician	01164	13	3	23.1%	8	7	88%	22	14	64%
Fetal Alcohol Spectrum Disorder	01205	n/a	n/a	n/a	2	2	100%	19	17	89%
Fish and Wildlife Conservation Technician	01109	21	4	19.0%	5	5	100%	53	30	57%
Fitness and Health Promotion	01180	*	*	*	0	0	0%	13	8	62%
Forest Conservation Technician	01021	5	1	20.0%	5	4	80%	13	7	54%
General Arts and Science - Liberal Studies	01024	5	3	60.0%	3	3	100%	11	7	64%
General Arts and Science - One Year	01153	5	2	40.0%	1	1	100%	n/a	n/a	n/a
Geographic Information Systems-Applications Spec.	01131	8	0	0.0%	1	0	0%	10	9	90%
Graphic Design	01000	9	3	33.3%	4	3	75%	20	9	45%
Hairstyling	00017	17	3	17.6%	4	3	75%	n/a	n/a	n/a
Home Inspection Technician	01195	7	3	42.9%	7	6	86%	32	20	63%
Hospitality Management - Hotel and Resort	01153	*	*	*	3	3	100%	9	8	89%
Hospitality Operations - Food and Beverage	01173	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Law and Security Administration	01084	8	1	12.5%	n/a	n/a	n/a	n/a	n/a	n/a
Marine and Small Engine Powered Equipment	00029	3	1	33.3%	n/a	n/a	n/a	12	5	42%
Mechanical Engineering Technician - Manufacturing	01027	9	3	33.3%	10	10	100%	22	15	68%
Mechanical Engineering Technology	01188	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Mechanical Techniques - Industrial Maintenance	01145	*	*	*	0	0	0%	9	8	89%
Metal Fabrication Technician	01187	11	5	45.5%	6	4	67%	17	11	65%
Motive Power Fundamentals - Automotive	01136	*	*	*	1	1	100%	5	5	100%
Motive Power Fundamentals - Heavy Equipment & Truck Repair	01184	*	*	*	4	4	100%	11	4	36%
Motive Power Technician - Advanced Repair	01183	7	2	28.6%	6	5	83%	15	10	67%
Natural Environment Technician - Conservation	01181	*	0	0.0%	9	6	67%	13	11	85%
Natural Environment Technologist - Conservation	01182	8	3	37.5%	5	1	20%	11	2	18%
Natural Resource Environmental Law	01202	n/a	n/a	n/a	3	3	100%	16	15	94%
Occupational Therapist Assistant/Physiotherapist Assistant	01160	*	*	*	3	3	100%	31	23	74%
Office Administration-Executive	01034	16	3	18.8%	14	11	79%	27	20	74%
Peace and Conflict Studies	01194	9	4	44.4%	2	1	50%	16	7	44%
Personal Support Worker	01135	19	4	21.1%	30	26	87%	102	81	79%
Pharmacy Technician	01197	*	*	*	7	7	100%	24	21	88%
Police Foundations	01134	24	3	12.5%	2	2	100%	65	39	60%
Practical Nursing	01157	19	2	10.5%	20	16	80%	60	42	70%
Pre-Health Sciences	01158	13	3	23.1%	4	2	50%	n/a	n/a	n/a
Pre-Trades and Technology	01173	7	5	71.4%	3	3	100%	n/a	n/a	n/a
Protection, Security and Investigation	01084	n/a	n/a	n/a	2	2	100%	27	19	70%
Public Relations and Event Management	01196	9	0	0.0%	2	2	100%	14	12	86%
Renewable Energy and Green Construction	01191	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Social Services Worker	01148	19	4	21.1%	7	7	100%	28	17	61%
Social Services Worker - Native Specialization	01162	*	*	*	0	0	0%	17	7	41%
Video Game Art	01190	*	*	*	2	2	100%	16	7	44%
Welding Techniques	01186	5	3	60.0%	2	2	100%	9	8	89%

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

Important Notes Regarding Above Data

Student Loan Default Rates

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

Graduate Employment Rates

Graduate employment rate data is collected by a telephone survey. The methodology has some inherent weaknesses in that all graduates must have a valid phone number and the college must have access to the number in order for the survey company to contact graduates. Some graduates who are working may not have updated this information.

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

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

Attachment 4: Summary of Advertising and Marketing Complaints Received

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

Attachment 5: Board of Governors

Chair, Peter Berlingieri
1st Vice Chair, Lyne Gagnon
2nd Vice Chair, David Zuccato

Governors:
Jeff Barnes
Bob Boston
Marnie Yourchuk
Kevin Martin
Lou Buffone
Marilyn King
James Caicco
Matthew Shoemaker
Paul Christian
Bob Wilding
Allison Golding
Jason Naccarato
Peter Hewgill
Christine Coccimiglio
Theresa Mudge