Situation Analysis for Confederation College

2023-24

A situation analysis offers a thorough understanding of the current state of enrolment management within an educational institution. It involves gathering data and information about numerous factors influencing enrolment, such as population demographics, market trends, competition, and institutional resources. This analysis helps identify opportunities and challenges that must be addressed in both the Strategic Enrolment Management Plan and the Academic Operation Plan. This document summarizes a situation analysis for the College, with data organized by internal and external factors.

Internal

The internal analysis involved a review of institutional data, including applications, enrolment, student demographics, and student success outcomes. This review also considered factors impacting retention and graduation, such as academic interventions, probation, and grade distributions across common courses.

Enrolment History

The figure below provides a summary of enrolment by student group at the College, along with a year-over-year growth trend line. As illustrated, while the number of students enrolled at the College has remained consistent over the past ten years, while there has been a noticeable shift in the demographics of the student body.
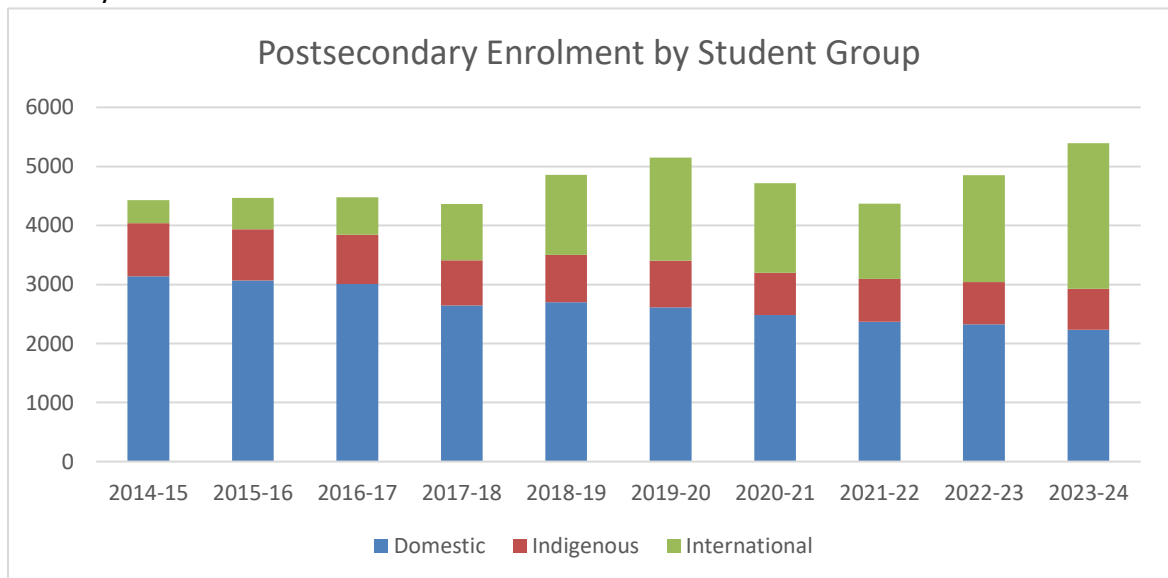

Figure 1: Fulltime postsecondary enrolment by student group, 2014/15-2023/24

Firstly, the domestic population has decreased by over a third in the past ten years. While an aging and shrinking population contributes to this decline, the market share of domestic enrolment of non-direct students in Thunder Bay has decreased by 3% over the past decade. This trend is observed across most other Ontario colleges as well. More noticeably, the domestic market share for direct and non-direct students in the region has steadily decreased in ten years, by 19% and 11%, respectively, as illustrated in the figure below. This, coupled with the declining college aged population in the region has led to a decrease in domestic enrolment overall. Refer to the figure below for a summary of domestic market share of enrolment over the past ten years, and tables one a two for a summary of the program with the highest and lowest decline in enrolment.

Domestic Market Share of First Semester Enrolment

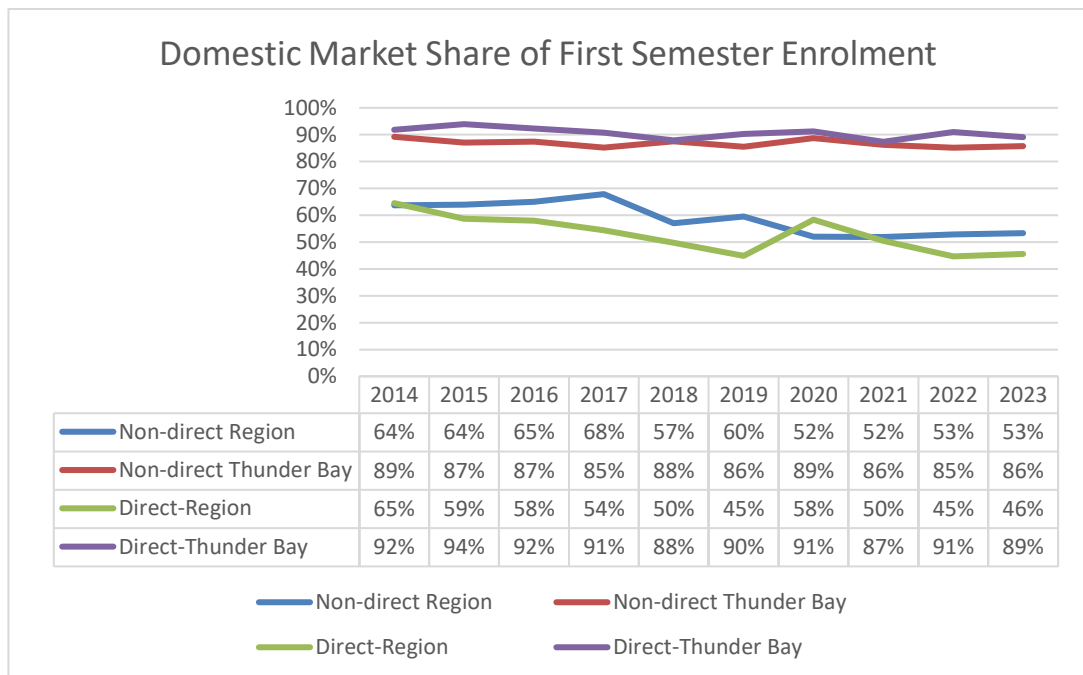|	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Non-direct Region	64%	64%	65%	68%	57%	60%	52%	52%	53%	53%
Non-direct Thunder Bay	89%	87%	87%	85%	88%	86%	89%	86%	85%	86%
Direct-Region	65%	59%	58%	54%	50%	45%	58%	50%	45%	46%
Direct-Thunder Bay	92%	94%	92%	91%	88%	90%	91%	87%	91%	89%

Figure 2: Domestic market share of first semester enrolment by campus and direct and non-direct status

Table 1: Highest average decline in the number of students over 10 years by program for first semester enrolment

Program Description	2013-2023 YOY AVG Decline
Pre-Health -Adv. Dip. & Degree	-10.2
Mechanical Techniques	-9.1
Pre-Health - Cert. & Diplomas	-8.4
Police Foundations	-8.4
Personal Support Worker	-6.6
Welding Techniques	-6.2
Developmental Services Worker	-6
Aviation Tech -Aircraft Maintenance	-5.2
Environmental Technician	-5
Business-Human Resources	-4.9

Table 2: Lowest average decline in the number of students by program for first semester enrolment

Program Description	2013-2023 YOY AVG % Decline
Medical Radiation Technology	-0.5
Pre-Technology - Electrical	-0.8
Social Service Worker-Accelerated	-0.9
Dental Hygiene	-1.4
Community Integrated Coop Ed	-1.5
Carpentry & Reno Techniques	-1.6
Paramedic	-1.8
Film Production	-1.8
Aboriginal Community Advocacy	-2
Motive Power Tech-Heavy Equip	-2

In response to the decline in domestic enrolment, the College has worked to diversify its student body. Specifically, the international student market has increased by 93% from 2012 to 2019, and international students now make up 45% of the total student population. The number of nationalities represented has grown to over 50 (up from 46 in 2023), with most students coming from India (67%). Additionally, international students are enrolled in more than forty programs across the College, with more than twenty programs having high international student enrolment (one-third or more of total enrolment).

Table 3: List of top countries of origin for international student enrolment.

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
India	336	460	794	1170	1516	1253	934	1320	1227
Philippines	0	0	3	4	14	23	64	129	138
Nepal	0	0	1	11	16	19	50	100	189
Viet Nam	1	5	14	25	36	43	54	42	29
Nigeria	10	11	10	10	11	15	28	37	61
Ghana	2	2	2	1	5	11	12	23	42
China	45	63	50	44	37	21	12	17	18
South Korea	36	18	16	14	21	30	27	14	7
Colombia	1	1	1	1	3	4	7	13	21
Sri Lanka	1	1	0	1	3	4	5	9	10

Table 4: List of the top MCU approved programs with the highest first year international student enrolment for Fall 2023.

Program	Total	International	Proportion
Recreation Therapy-Accelerated	5	5	100%
Developmental Services Worker Accelerated	5	5	100%
Digital Marketing Analytics	34	34	100%
International Business Management	36	36	100%
Health Informatics	39	38	97%
Health Admin & Leadership	69	66	96%
Human Resources Management Post Dip	45	43	96%
Dental Assist-Level I and II	31	24	77%
Developmental Services Worker	36	27	75%
Recreation Therapy	40	29	73%
Personal Support Worker	37	25	68%
Business-Human Resources	15	10	67%
Aerospace Manufacturing Engineering Technician	17	11	65%
Computer Programming	62	40	65%
Business	29	17	59%
Electronics Eng Tech - Comp	9	5	56%
Culinary Management	35	17	49%
Business-Marketing	27	13	48%
Instrumentation Eng Tech-Pro Auto Ctrl	19	8	42%
Business-Accounting	27	11	41%
Mechanical Engineering Tech	18	7	39%
Aviation Tech -Aircraft Maintenance	36	13	36%
Dental Hygiene	23	8	35%
General Arts and Science Dip	19	6	32%
Environmental Technician	20	6	30%
Pre-Health - Cert. & Diplomas	14	4	29%
Business Fundamentals	7	2	29%
Mechanical Techniques	7	2	29%
Film Production	50	14	28%
Medical Laboratory Assistant	26	7	27%
Practical Nursing	72	19	26%
Civil Engineering Technician	19	5	26%
Early Childhood Education	59	13	22%
General Arts and Science Cert	24	4	17%
Pre-Technology Program	12	2	17%
Forestry Tech: Ecosystem Management	24	4	17%
Welding Techniques	46	4	9%
Pre-Health -Advanced Dip. & Degree	35	3	9%
Carpentry & Renovation Techniques	33	2	6%

Bachelor of Science in Nursing	54	3	6%
Onajigawin Indigenous Services	23	1	4%
Pre-Tech Program Tech/Aviation	31	1	3%
Electrical Engineering Technol	35	1	3%

Table 5: First Semester International Student Enrolment in International Programs

Program	2023/24 First Semester International Student Enrolment
Digital Marketing and Marketing Analytics	74
Embedded Systems	23
Engineering Business and Safety Management	86
Health Administration and Leadership	144
Health Informatics	71
Human Resource Management	78
Industrial Manufacturing Processes	64
Information Communication Technology Solutions for Business	54

Indigenous students also make up a sizable proportion of the student body, representing 15% of the population, with Indigenous students registered in more than sixty programs. Although Indigenous enrolment has remained consistent, the proportion of Indigenous students has decreased by over 20% since 2014/15. This presents an opportunity for the College to enhance its recruitment of Indigenous students, thereby improving its market share within the growing college-aged Indigenous demographic in the region.

Lastly, enrolment in programs offered through Distance Education has been steadily increasing since 2015. Specifically, since 2015, Distance Education enrolment has increased by 83%, due to the impact of COVID-19 and the introduction of new program offerings. The College typically offers over twenty-five programs across its seven regional locations and through Distance Education, with Distance Education students making up 11% of total enrolment. While enrolment in Distance Education has increased, enrolment at regional campuses has steadily decreased by 44% since 2012. Although, 2024 saw a slight increase with the enrolment of international students across four programs and three campuses. Figure three below shows the trend in enrolment over ten years.

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Dryden*	69	60	77	78	75	66	82	85	72	74	47	46
Fort Frances*	102	125	101	102	88	77	94	85	58	52	39	54
Geraldton	28	10	13	11	9	5	9	10	7	13	8	3
Kenora*	112	114	100	90	80	78	68	63	55	53	33	52
Marathon	16	17	19	13	13	9	14	16	16	16	21	30
Red Lake	9	15	18	5	6	7	10	8	5	5	5	7
Sioux Lookout*	39	27	33	32	29	24	24	30	36	29	18	15
Region Total**	375	368	361	331	300	266	301	297	249	242	171	207
Distance Education	77	100	190	184	221	268	310	306	452	541	522	499

*Regional campuses with international student enrolment
**Regional enrolment data will vary each year as it is impacted by alternate intakes for programs offered in the region

Figure 3: Regional campus and distance education enrolment from 2012-2023

International Enrolment in the Region and Distance Education

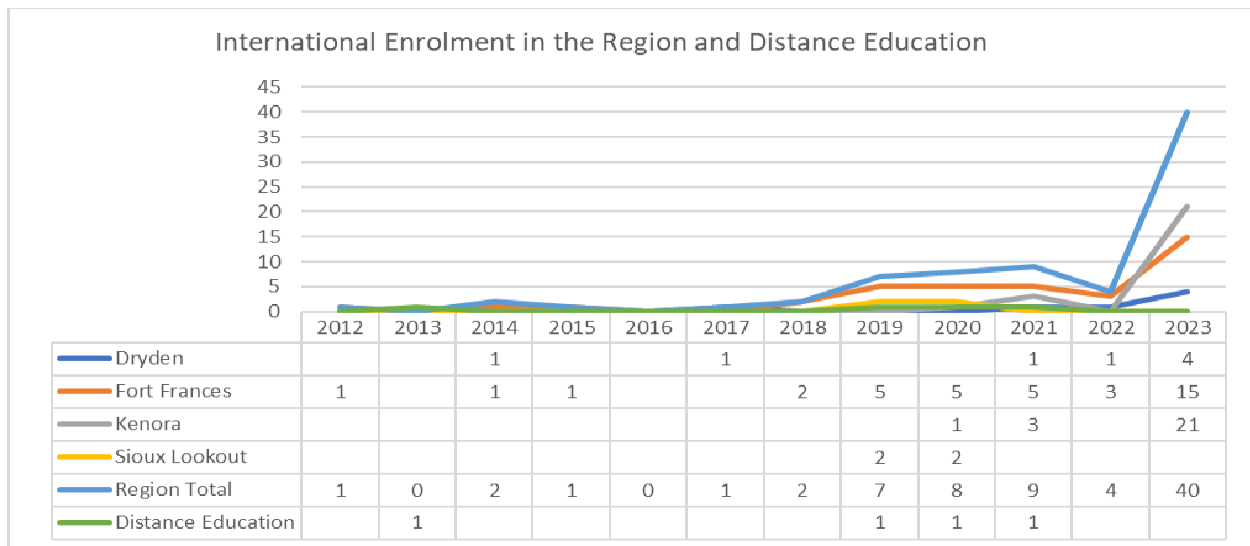|	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Dryden			1			1				1	1	4
Fort Frances	1		1	1			2	5	5	5	3	15
Kenora										1	3	21
Sioux Lookout								2	2			
Region Total	1	0	2	1	0	1	2	7	8	9	4	40
Distance Education		1							1	1	1	

Figure 4: International student enrolment at regional campuses and distance education from 2012-2023

Figure 5: Indigenous student enrolment at regional campuses and distance education from 2012-2023

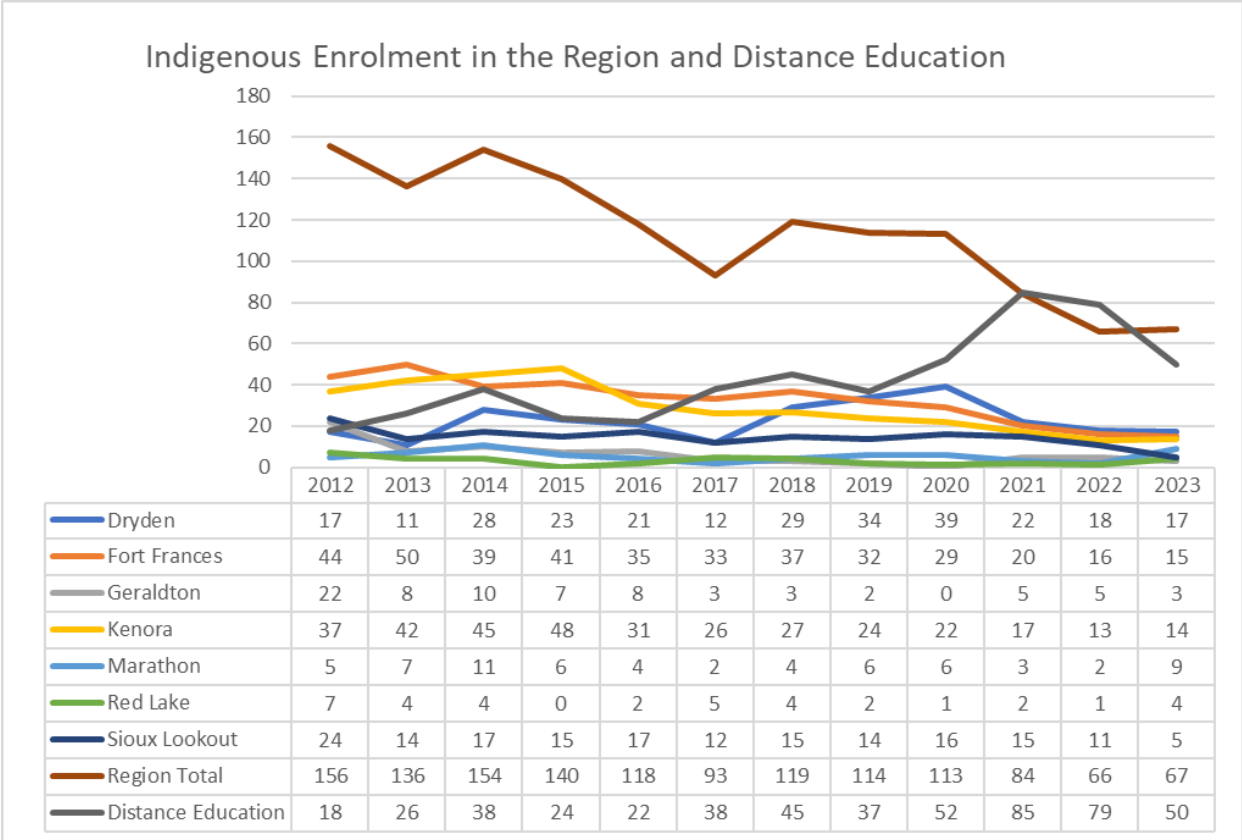|	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Dryden	17	11	28	23	21	12	29	34	39	22	18	17
Fort Frances	44	50	39	41	35	33	37	32	29	20	16	15
Geraldton	22	8	10	7	8	3	3	2	0	5	5	3
Kenora	37	42	45	48	31	26	27	24	22	17	13	14
Marathon	5	7	11	6	4	2	4	6	6	3	2	9
Red Lake	7	4	4	0	2	5	4	2	1	2	1	4
Sioux Lookout	24	14	17	15	17	12	15	14	16	15	11	5
Region Total	156	136	154	140	118	93	119	114	113	84	66	67
Distance Education	18	26	38	24	22	38	45	37	52	85	79	50

Enrolment Trends: Diversity, Equity, and Inclusion

The College is committed to supporting the diversity, equity, and inclusion of its student population through relationship-building and targeted recruitment initiatives with prospective students and local, Indigenous, and global communities. In addition to the trends discussed above, the data presented in the tables below highlight several notable trends:

- Mature students have increased by over 100% since 2012, due to the increase in mature international students enrolled in graduate certificates, which has grown by over 1000% since 2012.
- Non-direct students have decreased by 36%, with a greater decrease of non-direct students entering regional campuses.
- Highschool direct students have decreased by 46% since 2015, although it has increased by 17% since 2023.
- Study North students have increased by 187%.
- Students in the region have decreased by 39%.
- First-generation students have decreased by 63% since 2012.

Year	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Trendline
Gender												
Female	2460	2377	2449	2418	2315	2476	2534	2521	2439	2611	2791	
Male	1778	1861	1891	1926	1926	2253	2478	2102	1846	2168	2536	
Unknown	83	188	137	130	118	123	133	95	83	70	66	
Age												
<20	1009	1075	1031	1009	896	972	922	728	702	666	699	
20-24	1931	1918	2065	2001	1972	2213	2379	2029	1731	1806	2032	
25-30	710	756	755	813	876	1016	1182	1246	1097	1379	1567	
>30	649	660	625	650	615	651	662	714	838	998	1093	
Unknown	22	17	3	3	2	3	6	1	1		3	
Status												
Indigenous	752	901	868	832	763	802	790	717	727	715	697	
First Generation	1604	1413	1174	1031	874	862	860	801	710	668	599	
International	363	388	545	634	951	1353	1748	1520	1273	1808	2466	
Disability	214	221	273	313	403	479	507	474	411	251	143	
Entry												
High School Direct	1105	1144	1148	1006	789	777	775	626	579	522	611	
Mature Learner	1272	1327	1272	1349	1399	1581	1765	1896	1882	2321	2594	
Non-Direct	1390	1357	1309	1316	1159	1221	1113	1018	946	902	889	
Unknown	554	598	750	805	1014	1276	1498	1178	962	1104	1300	
Region												
Thunder Bay	2643	2748	2739	2880	2763	2956	3198	2939	2638	3103	3640	
In Region	997	1018	964	913	787	792	837	704	665	632	611	
Out of Region	366	424	401	420	460	566	601	614	627	582	526	
Study North	57	64	69	74	92	117	96	105	111	148	164	
Out of Province	91	78	57	79	100	138	146	147	124	124	122	
Other	162	89	246	109	158	153	88	59	121	211	297	

Figure 6: First semester postsecondary enrolment by student demographics from 2013-2023

Student Success Outcomes

Retention

Overall, the College faces an average attrition rate of 17% from the first to the second semester and 25% from program start to the final semester. Several programs experience consistently high attrition rates,

with diploma and advanced diploma programs experiencing the greatest loss of students from semester to semester. The figures below illustrate retention trends from 2012 to 2023.
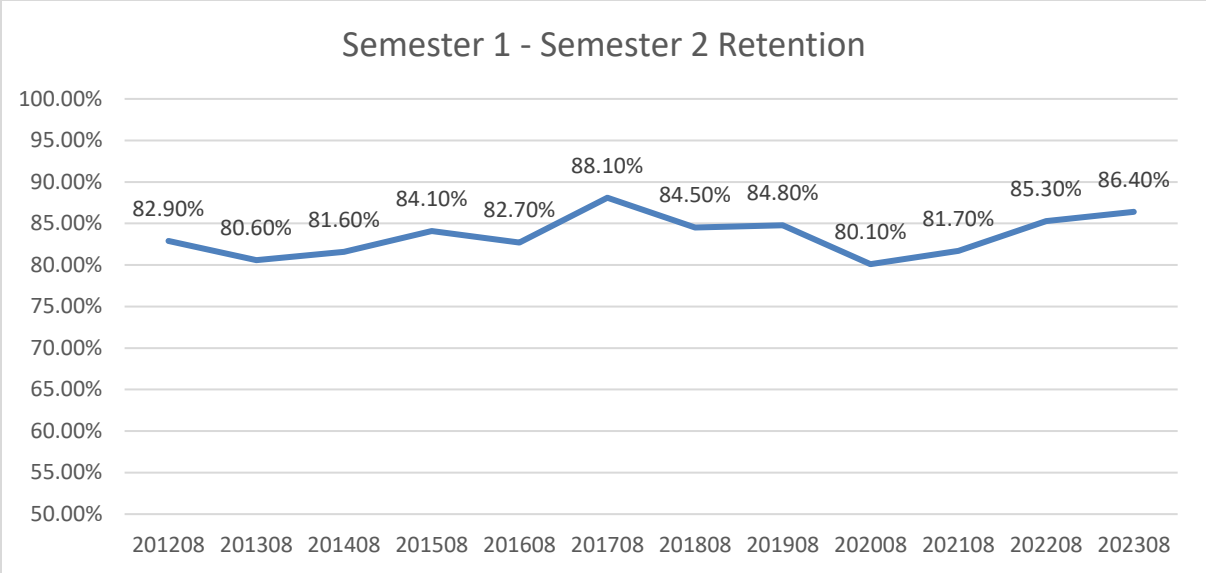
Figure 7: First semester to second semester retention for postsecondary programs at the Thunder Bay campus. The slight spike seen in 201708 is an impact of the strike and the initiatives put in place to mitigate impact. The dip seen in 201908 to 202008 is an impact Covid-19.
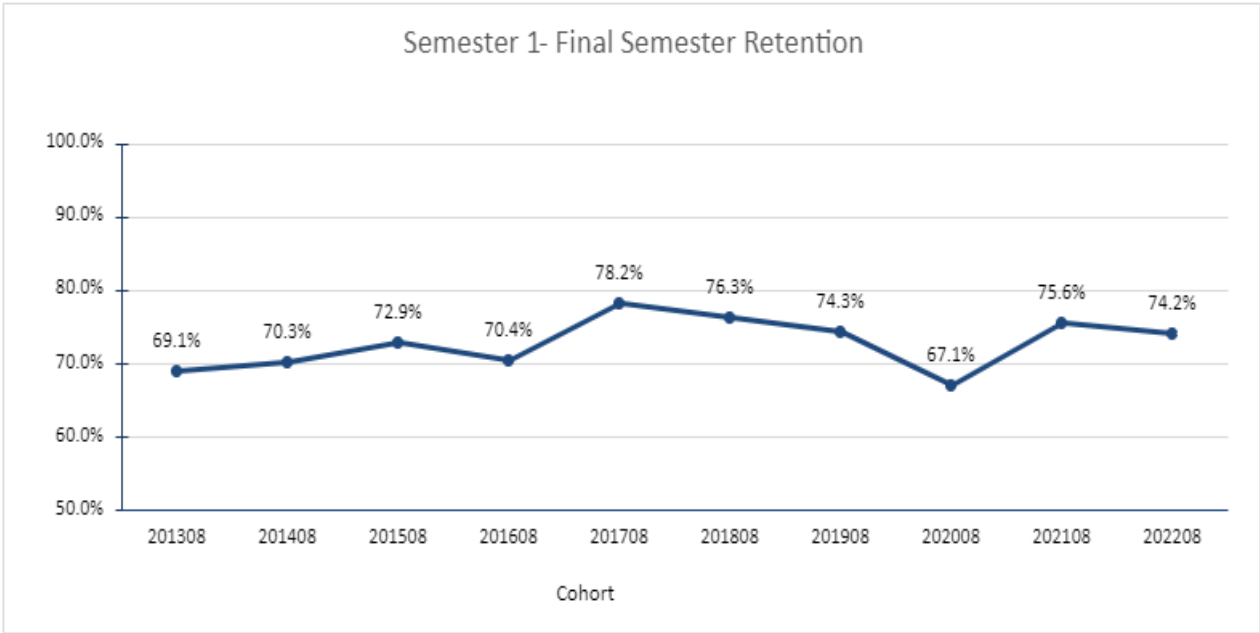

Figure 8: First semester to final semester (of the program) retention for all postsecondary programs at the Thunder Bay campus. See note in figure 7 on spikes and dips.

Table 6: Semester 1 – Semester 2 Retention by Program, all students

Program Title	Fall 2023	5 Year Average
Aboriginal Community Adv - Accelerated	100%	85%
Aboriginal Community Advocacy	na	67%
Advanced Care Paramedic	100%	100%
Aerospace Manufacturing Engineering Technology	100%	96%
Aerospace Manufacturing Engineering Technician	100%	95%
Aviation Technician -Aircraft Maintenance	67%	77%
Aviation-Flight Management	87%	83%
Business	79%	71%
Business Administration-Accounting	80%	78%
Business Administration-Human Resources	100%	89%
Business Fundamentals	43%	59%
Business-Accounting	89%	85%
Business-Human Resources	100%	98%
Business-Marketing	92%	87%
Carpentry & Renovation Techniques	77%	80%
Civil Engineering Technician	89%	91%
College Access	78%	71%
Community Integrated Coop Education	100%	95%
Computer Programming	90%	84%
Culinary Management	85%	83%
Dental Assist-Level I and II	87%	93%
Dental Hygiene	78%	81%
Developmental Services Worker Accelerated	100%	100%
Developmental Services Worker	97%	87%
Digital Marketing Analytics	100%	100%
Early Childhood Education	88%	79%
Electrical Engineering Technol	62%	67%
Electronics Eng Tech - Computers	100%	84%
Embedded Systems	70%	73%
Engineering Business & Safety Management	98%	97%
Environmental Technician	90%	77%
Film Production	80%	85%
Forestry Tech: Ecosystem Management	88%	80%
General Arts and Science Certificates	63%	73%
General Arts and Science Diploma	105%	126%

Health Admin & Leadership	99%	94%
Health Informatics	100%	99%
Human Resources Management Post Diploma	100%	95%
ICT Solutions for Business	100%	97%
Industrial Manuf. Processes	100%	94%
Instrumentation Eng Tech-Pro Auto Ctrl	95%	92%
Interactive Media Development	96%	70%
International Business Management	100%	99%
Mechanical Engineering Technology	100%	93%
Mechanical Engineering Technician	83%	88%
Mechanical Techniques	100%	84%
Medical Laboratory Assistant	92%	88%
Medical Radiation Technology	89%	91%
Motive Power Techniques-Heavy Equipment	72%	81%
Motive Power Techniques- Auto	78%	88%
Onajigawin Indigenous Services	81%	80%
Paramedic	83%	67%
Personal Support Worker	74%	80%
Police Foundations	100%	79%
Practical Nursing	87%	81%
Pre-Service Firefighter Education and Training	100%	94%
Pre-Health - Cert. & Diplomas	75%	78%
Pre-Health -Advanced Diploma & Degree	69%	74%
Pre-Technology Program Tech/Aviation	81%	76%
Recreation Therapy	90%	94%
Recreation Therapy-Accelerated	100%	100%
Social Service Worker	93%	85%
Social Service Worker-Accelerated	100%	97%
Welding Techniques	87%	87%

Further investigation into the recurring low retention and graduation rates will be conducted for the identified programs as part of the Academic Operational Plan. This investigation will include a review of grade distributions, student satisfaction, student support services, and semester-by-semester retention rates. Additionally, data on course failure rates across the College have been reviewed to identify courses where students commonly struggle. The top programs for academic probations and withdrawals have also been identified. This information is presented in the tables below.

Table 7: Average course failure rates for courses with the highest failure rates from 2016-2024.

Course Code	Program	Average Enrolment by Academic Year	# of times in bottom ten for highest failure rate 2016-2024	Average Fail Rate
CS 050	College Writing	793	5	26%
MA 133	Mathematics I	176	7	24%
AC 111	Intro to Financial Accounting	134	9	24%
SY 125	Introduction to Sociology	101	6	22%
CS 007	Persuasive Writing	1085	5	20%
GB 110	Introduction to Business	140	5	18%
MK 114	Introduction to Marketing	137	6	16%

Table 8: Average passing rates for courses with the highest passing rates from 2016-2023.

Course Code	Program	Average Enrolment by Academic Year	# of times in top ten for highest passing rate 2016-2024	Average Pass Rate
CS 106	Inter Business Communications	175	7	99%
GB 501	Project Management	160	7	99%
CS 219	Communications for Technology	200	8	97%
SY 066	Sociology of Community Indigenous Communities	175	8	97%
MC 165	Microsoft Office	175	7	89%

Table 9: Top programs with the highest academic probations.

Top 10 Programs with the Highest Academic Probations						
Program Description	2024	2023	2022	2021	2020	Weighted Score
Electrical Engineering Technology	25	18	9	16	19	23.1
Pre-Technology - Technology/Aviation	18	10	8	9	7	16.9
Social Service Worker	19	16	13	14	1	16.2
Onajigawin Indigenous Services	15	13	19	18	17	15.2
Business	15	14	19	13	8	14.7
Practical Nursing	16	20	8	12	6	14.6
Interactive Media Development	15	14	9	9	10	14.3
Forestry Technician: Ecosystem Management	14	19	11	14	16	14.2
Police Foundations: Investigations and Community Security	11	8	8	21	25	12.5
Film Production	13	9	13	10	3	11.8
Note: GAS programs not included						
Included in the Top 10 for both Probations and Withdrawals						
The Top Ten were selected using the Relative Weighting System, which considers the variability of the data and adjusts the weights accordingly for a balanced analysis of historical consistency and recent changes. This ensures that extreme values do not dominate the analysis.						

Table 10: Top programs with the highest withdrawals.

Top 10 Programs with the Highest Withdrawals						
Program Description	2024	2023	2022	2021	2020	Weighted Score
Electrical Engineering Technol	10	5	20	30	24	13.11
Practical Nursing	10	28	29	11	13	12.98
Pre-Health -Adv. Dip. & Degree	8	4	21	16	17	9.98
Forestry Tech: Ecosystem Management	7	10	11	12	17	7.97
Early Childhood Education	5	14	22	4	15	7.78
Police Foundations: Investigations and Community Security	4	11	17	28	18	7.60
Culinary Management	4	12	7	7	22	6.70
Aviation-Flight Management	4	16	14	7	21	6.70
Social Service Worker	4	24	24	16	17	6.55
Interactive Media Development	6	12	13	14	12	6.41

Notes: Students who did not registered or withdrew before the start of semester 1 are not included
GAS programs not included
2nd and 3rd Year Option programs not included

Included in the Top 10 for both Probations and Withdrawals

The Top Ten were selected using the Relative Weighting System, which considers the variability of the data and adjusts the weights accordingly for a balanced analysis of historical consistency and recent changes. This ensures that extreme values do not dominate the analysis.

Graduation

The College's graduation rate has only reached or surpassed the provincial average in two of the past ten years. These rates are crucial indicators of student success, closely monitored by the Ministry of Colleges and Universities (MCU (Ministry of Colleges and Universities)). The total graduation rate plays a significant role in the College's Performance Funding, as it is one of the ten performance metrics. For a detailed overview of the trends in graduation rate over the past 5 years and other key performance indicators monitored by the MCU, refer to the figure below. Several programs, including asynchronous online programs, have consistently low graduation rates, which contribute to the overall decline, and are detailed in Table 11.
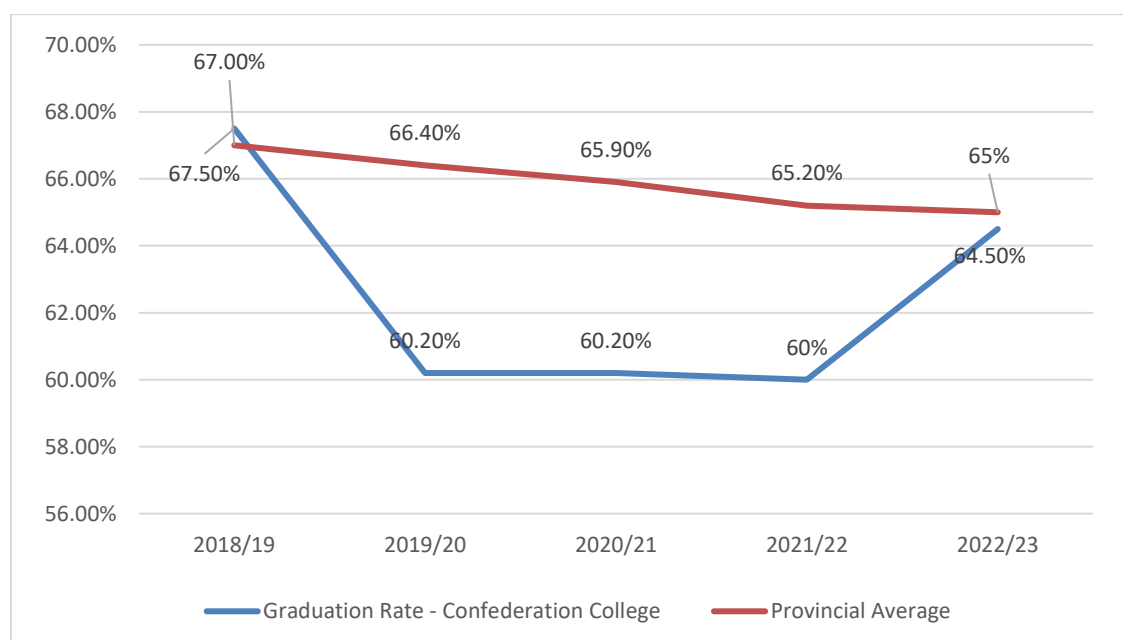
Figure 9: Graduation rates for the College and province 2018/19-2022/23

Table 11: Graduation rates by student group and program.

Program Name	Domestic Grad Rate	International Grad Rate	3-year average
Aboriginal Community Advocacy	31%		44%
Aerospace Manufacturing Engineering Technician	80%	94%	70%
Aerospace Manufacturing Engineering Technology	100%	100%	72%
Aviation - Flight Management	75%		70%
Aviation Tech - Aircraft Maintenance	47%	93%	48%
Business	44%		41%
Business - Accounting	42%	83%	39%
Business Admin - Human Resources	100%		86%
Business Admin-Accounting	100%		89%

Business Fundamentals	23%	100%	34%
Business -Human Resources	61%	85%	53%
Business-Marketing	41%	78%	50%
Carpentry and Renovation Techniques	67%		78%
Child and Youth Care	39%		32%
Civil Engineering Technician	68%	50%	64%
Computer Programming	45%	47%	54%
Culinary Management	57%	100%	40%
Dental Assist Level 1 and 2	75%	100%	83%
Dental Hygiene	85%	92%	89%
Development Services Worker	70%	100%	63%
Early Childhood Education	77%		73%
Electrical Engineering Technology	41%	33%	42%
Electronics Engineering Tech- Comp	70%	89%	45%
Environmental Technician	33%	75%	43%
Film Production	57%	80%	63%
Forestry Tech: Ecosystem Management	50%	0%	53%
Human Resource Management Post Diploma	70%	100%	78%
Instrumentation Engineering Tech-Pro Auto Control	60%	89%	55%
Interactive Media Development	43%	100%	59%
International Business Management		100%	90%
Mechanical Engineering Technician	76%	86%	70%
Mechanical Engineering Technology	89%		88%
Mechanical Techniques	70%		80%
Medical Laboratory Assistant	80%	100%	87%
Medical Radiation Technology	93%		95%
Motive Power - Auto	89%	50%	93%
Motive Power - Heavy Equipment	76%	100%	84%
Native Child and Family Services	83%		83%
Office Admin - General Online	57%		71%
Paramedic	69%		68%
Personal Support Worker	65%	96%	65%
Police Foundations	64%		50%
Practical Nursing	86%	100%	75%
Pre-Service Firefighter	41%		52%
Recreation Therapy	93%	100%	78%
Social Service Worker	73%		74%
Welding Techniques	85%	100%	90%

External

Economic Trends

It is important to highlight that one in twelve jobs in northwestern Ontario is associated with Confederation College, which contributes $700.6 million to the region's economy. This includes $14.6 million from international students. Further, one in every thirteen jobs is associated with the activities of Confederation College.

Due to slow population growth across northwestern Ontario, there is a pressing need to attract talent in various fields. Labour market data shows growth in sectors such as healthcare, social assistance, trades, business, and natural resources development. The figures below illustrate the fastest-growing industries and occupations in the region, including Thunder Bay, Kenora, and Rainy River. This information covers the period from 2017-2027, using data from Lightcast's Canadian data set, which aggregates information from several Canadian labour market sources. Additionally, a study by the Northern Policy Institute, involving interviews with key community leaders in northwestern Ontario's labour market, identified ongoing demand in childcare, construction, healthcare, and mining.

Overall, labour market trends indicate a growing demand for workers in health, community services, food services, transportation, natural resources, and education. Graduates from programs supporting skill development in these fields will be in high demand across northwestern Ontario. There are opportunities to align new program development and expand existing programs to meet this demand.

Fastest Growing Industries

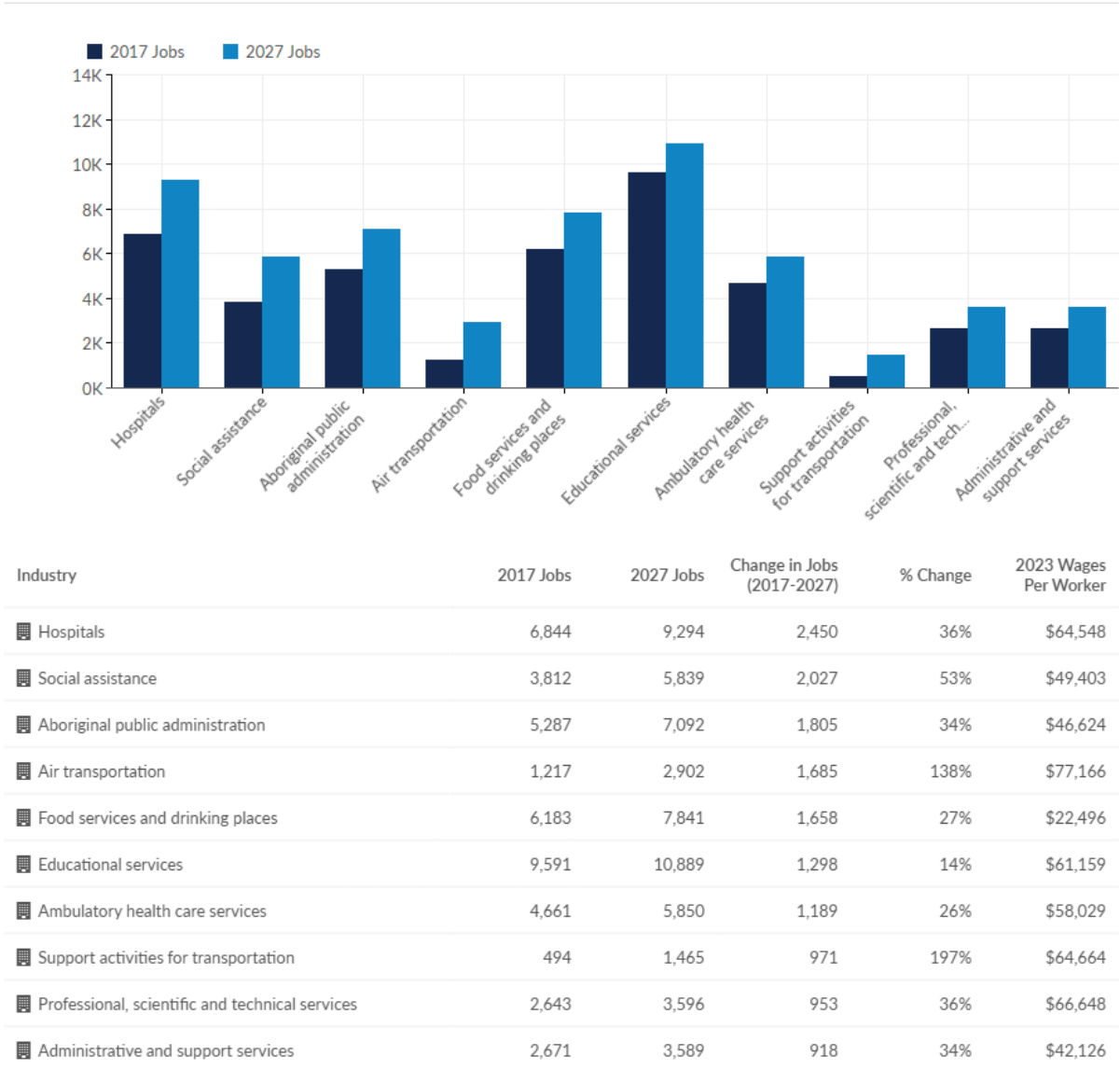| Industry	2017 Jobs	2027 Jobs	Change in Jobs (2017-2027)	% Change	2023 Wages Per Worker
Hospitals	6,844	9,294	2,450	36%	$64,548
Social assistance	3,812	5,839	2,027	53%	$49,403
Aboriginal public administration	5,287	7,092	1,805	34%	$46,624
Air transportation	1,217	2,902	1,685	138%	$77,166
Food services and drinking places	6,183	7,841	1,658	27%	$22,496
Educational services	9,591	10,889	1,298	14%	$61,159
Ambulatory health care services	4,661	5,850	1,189	26%	$58,029
Support activities for transportation	494	1,465	971	197%	$64,664
Professional, scientific and technical services	2,643	3,596	953	36%	$66,648
Administrative and support services	2,671	3,589	918	34%	$42,126

Figure 10: Fastest growing industries across Thunder Bay, Kenora and Rainy Rive census divisions 2017-2027.

Fastest Growing Occupations

Occupation	2017 Jobs	2027 Jobs	Change in Jobs (2017-2027)	% Change	2023 Median Hourly Wages
Health occupations	9,448	14,333	4,885	52%	$35.45
Trades, transport and equipment operators and related occupations	18,699	23,511	4,812	26%	$32.36
Occupations in education, law and social, community and government services	16,413	19,651	3,238	20%	$37.56
Business, finance and administration occupations	14,657	16,555	1,898	13%	$29.09
Natural and applied sciences and related occupations	5,082	6,504	1,422	28%	$36.49
Sales and service occupations	27,236	28,353	1,117	4%	$19.01
Natural resources, agriculture and related production occupations	2,564	3,389	825	32%	$32.01
Legislative and senior management occupations	451	667	216	48%	$72.51
Occupations in manufacturing and utilities	3,626	3,838	212	6%	$37.29
Unclassified occupation	1,967	2,083	116	6%	$0.00

Figure 11: Fastest growing occupations across Thunder Bay, Kenora and Rainy Rive census divisions 2017-2027.
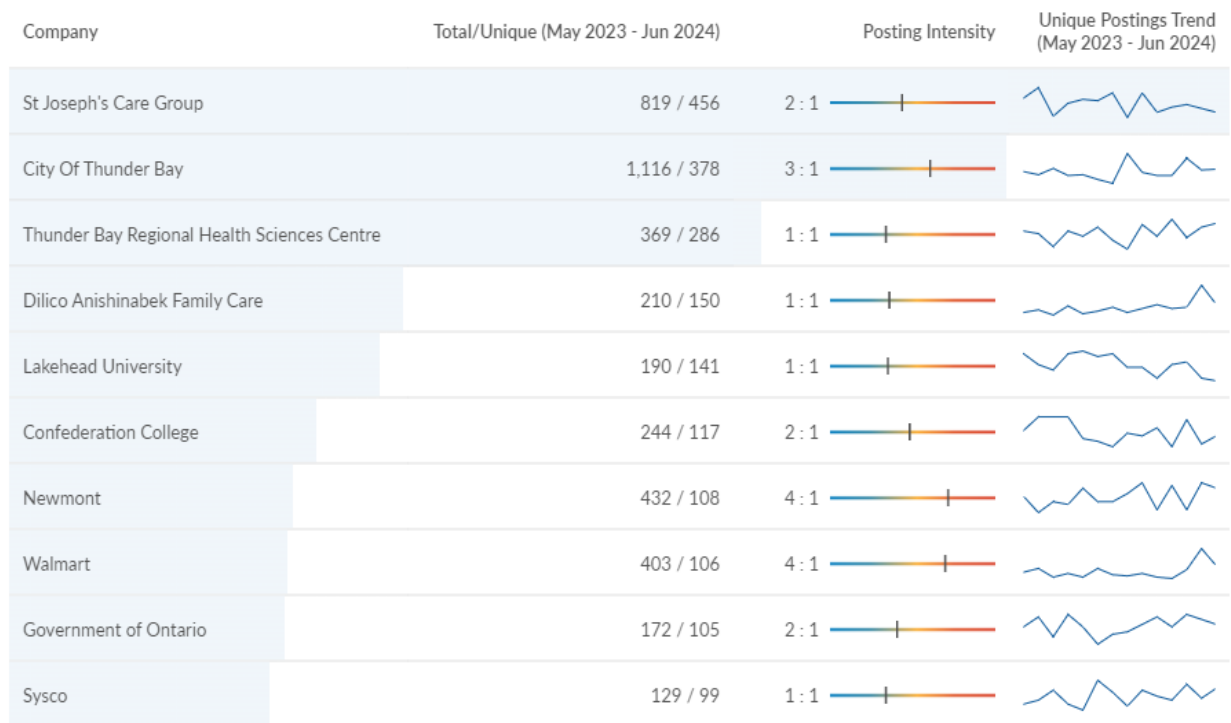
Top Companies Posting

Company	Total/Unique (May 2023 - Jun 2024)	Posting Intensity	Unique Postings Trend (May 2023 - Jun 2024)
St Joseph's Care Group	819 / 456	2 : 1	
City Of Thunder Bay	1,116 / 378	3 : 1	
Thunder Bay Regional Health Sciences Centre	369 / 286	1 : 1	
Dilico Anishinabek Family Care	210 / 150	1 : 1	
Lakehead University	190 / 141	1 : 1	
Confederation College	244 / 117	2 : 1	
Newmont	432 / 108	4 : 1	
Walmart	403 / 106	4 : 1	
Government of Ontario	172 / 105	2 : 1	
Sysco	129 / 99	1 : 1	

Figure 12: Top companies for job postings across the Thunder Bay district.

Top Companies Posting

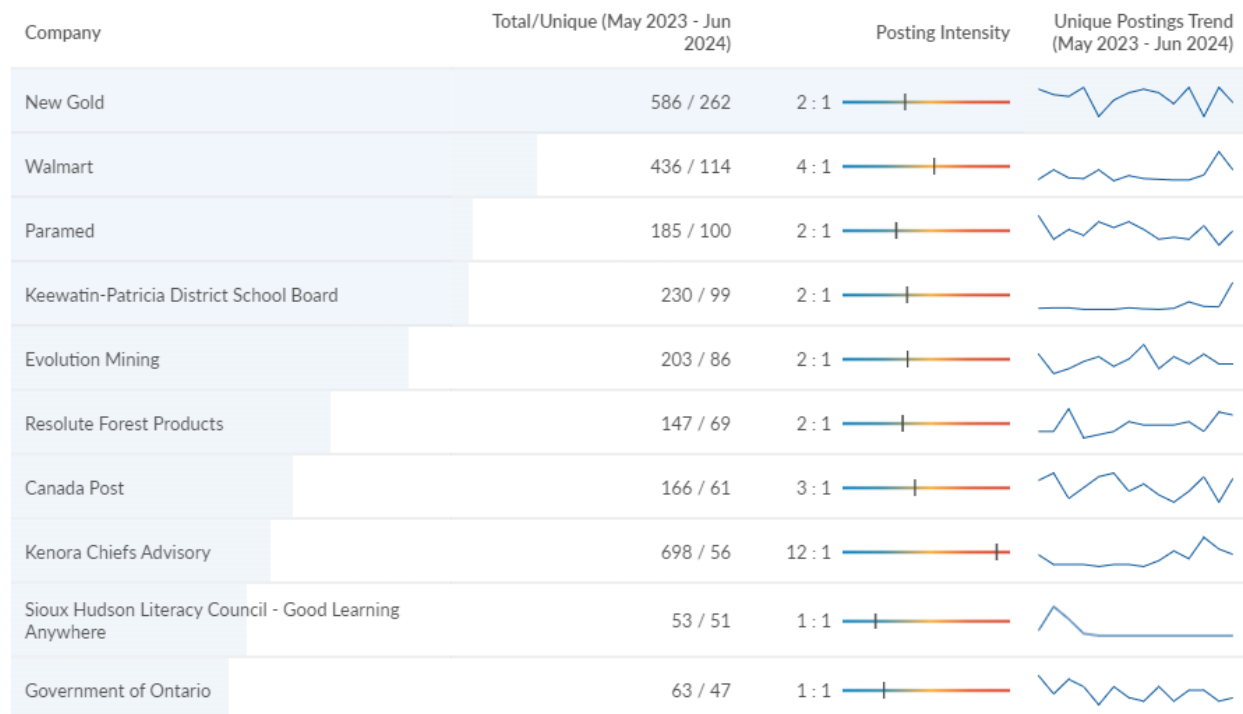| Company	Total/Unique (May 2023 - Jun 2024)	Posting Intensity	Unique Postings Trend (May 2023 - Jun 2024)
New Gold	586 / 262	2 : 1	
Walmart	436 / 114	4 : 1	
Paramed	185 / 100	2 : 1	
Keewatin-Patricia District School Board	230 / 99	2 : 1	
Evolution Mining	203 / 86	2 : 1	
Resolute Forest Products	147 / 69	2 : 1	
Canada Post	166 / 61	3 : 1	
Kenora Chiefs Advisory	698 / 56	12 : 1	
Sioux Hudson Literacy Council - Good Learning Anywhere	53 / 51	1 : 1	
Government of Ontario	63 / 47	1 : 1	

Figure 13: Top companies for job posting across the Rainy River and Kenora districts.

Community and Regional Demographics

Overall, the 2021 census data indicates a slight population growth of 1.3% for the district of Thunder Bay since 2016, though this is the third lowest growth rate among Canada's census regions. Not all communities in Northwestern Ontario experienced growth. Dryden (-4.7%), Fort Frances (-3.5%), Marathon (-4.1%), and Kenora (-0.8%) saw declining populations. Additionally, the population of "college-aged" individuals (15-29) has decreased in all three census divisions: Thunder Bay (-1.4%), Kenora (-6%), and Rainy River (-6%) (Statistics Canada, 2022). Factors such as an aging population and out-migration continue to impact labour market growth in Northwestern Ontario.
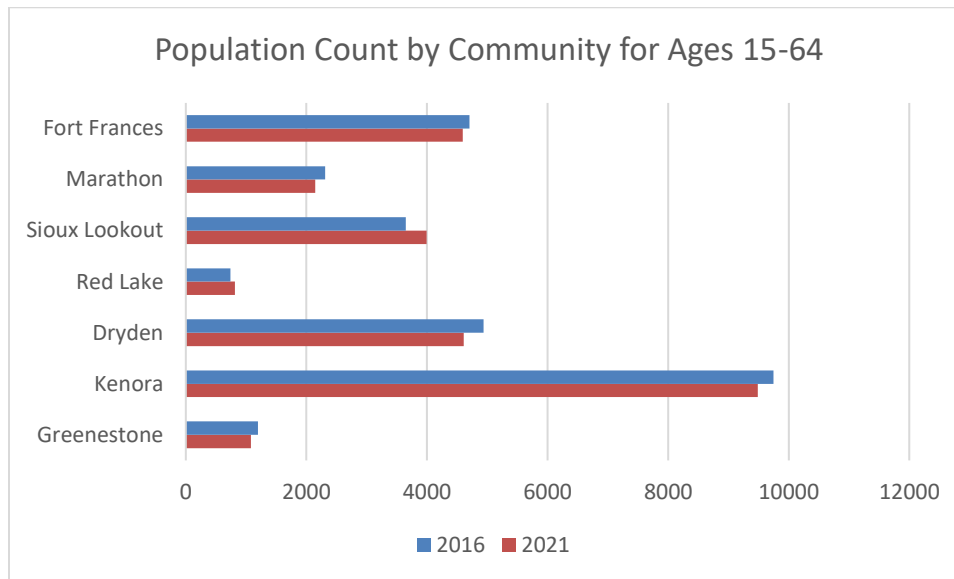
Figure 14: Population counts for regional campus communities from the 2016 and 2021 census divisions for ages 15 – 64
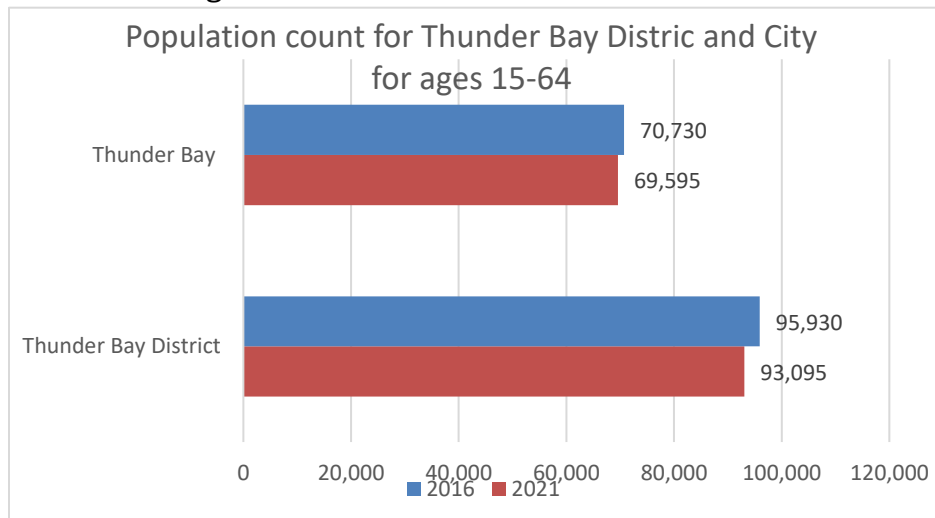

Figure 15: Population counts for Thunder Bay District and City from the 2016 and 2021 census divisions for ages 15-64

Government Considerations

The domestic tuition reduction and freeze implemented in 2019 by the Ontario government continues to affect the College. Additionally, the implementation of the Strategic Mandate Agreement 3 (SMA3) has shifted funding from a corridor model to performance-based metrics. SMA3 introduced ten metrics that Ontario colleges are required to report on annually. Several of these metrics relate to academic programming, including enrolment in areas of strength, experiential learning, apprenticeship programs, and skills and competencies.

There are four Key Performance Indicators that the College must share publicly each year: Graduation Rate, Graduate Satisfaction Rate, Graduate Employment Rate, and Employer Satisfaction Rate. Results over the past five years are illustrated in Figure 16.

As the College continues to grow and diversify its student population, particularly with international students, it is important to continually review geopolitical factors that might affect enrolment. The College is currently monitoring the regional housing crisis and supporting accommodation for students coming to Thunder Bay and across the region. Additionally, the College is monitoring the impacts of recent legislation on international students in Canada, which has affected the number of students the College can extend offers to, the program students can take and their work permit eligibility.

Confederation College KPI 5 Year Trend

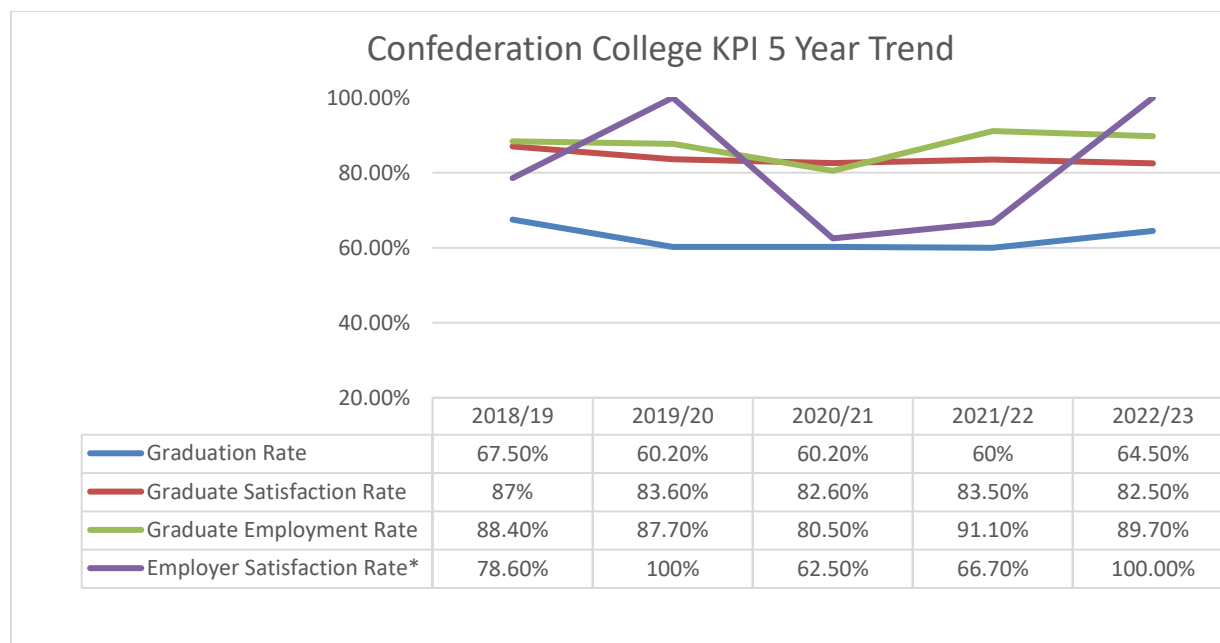|	2018/19	2019/20	2020/21	2021/22	2022/23
Graduation Rate	67.50%	60.20%	60.20%	60%	64.50%
Graduate Satisfaction Rate	87%	83.60%	82.60%	83.50%	82.50%
Graduate Employment Rate	88.40%	87.70%	80.50%	91.10%	89.70%
Employer Satisfaction Rate*	78.60%	100%	62.50%	66.70%	100.00%

Figure 16: Key performance indicators for Confederation College from 2018-2023. It is important to note that Employer satisfaction rate experiences a continual low response rate (e.g., n=4) and is therefore an unreliable measure.

Competitors

Overall, there are nine Indigenous institutes in Ontario, with two located within Confederation College's

catchment area: Oshki-Wenjack and Seven Generations Education Institute (SGEI). The College currently has a strong working relationship with Oshki-Wenjack Educational Institute, and many sponsored students from SGEI attend Confederation College. Additionally, Lakehead University is located within the College's catchment area, and the College has many pathway agreements and credit transfer opportunities with this local university.

The College also faces competition from other colleges in the province, losing potential students from its catchment area to programs both offered and not offered by Confederation College. This may be due to the geographic location of the student (e.g., within the Thunder Bay district but closer to Sault Ste. Marie) or fully enrolled programs. Refer to the tables below for a summary of lost catchment data for programs offered and not offered by the College. Early Childhood Education, Social Service Worker, and Police Foundations are consistently the top three programs where students choose other colleges despite these programs being offered by Confederation College. Additionally, Mental Health Worker, Fish and Wildlife Technician, and Esthetician are the top programs for lost catchment for programs not offered by the College.

Table 12: Top programs for lost catchment where students from the College's catchment area enroll at another Ontario college for a program offered by Confederation College.
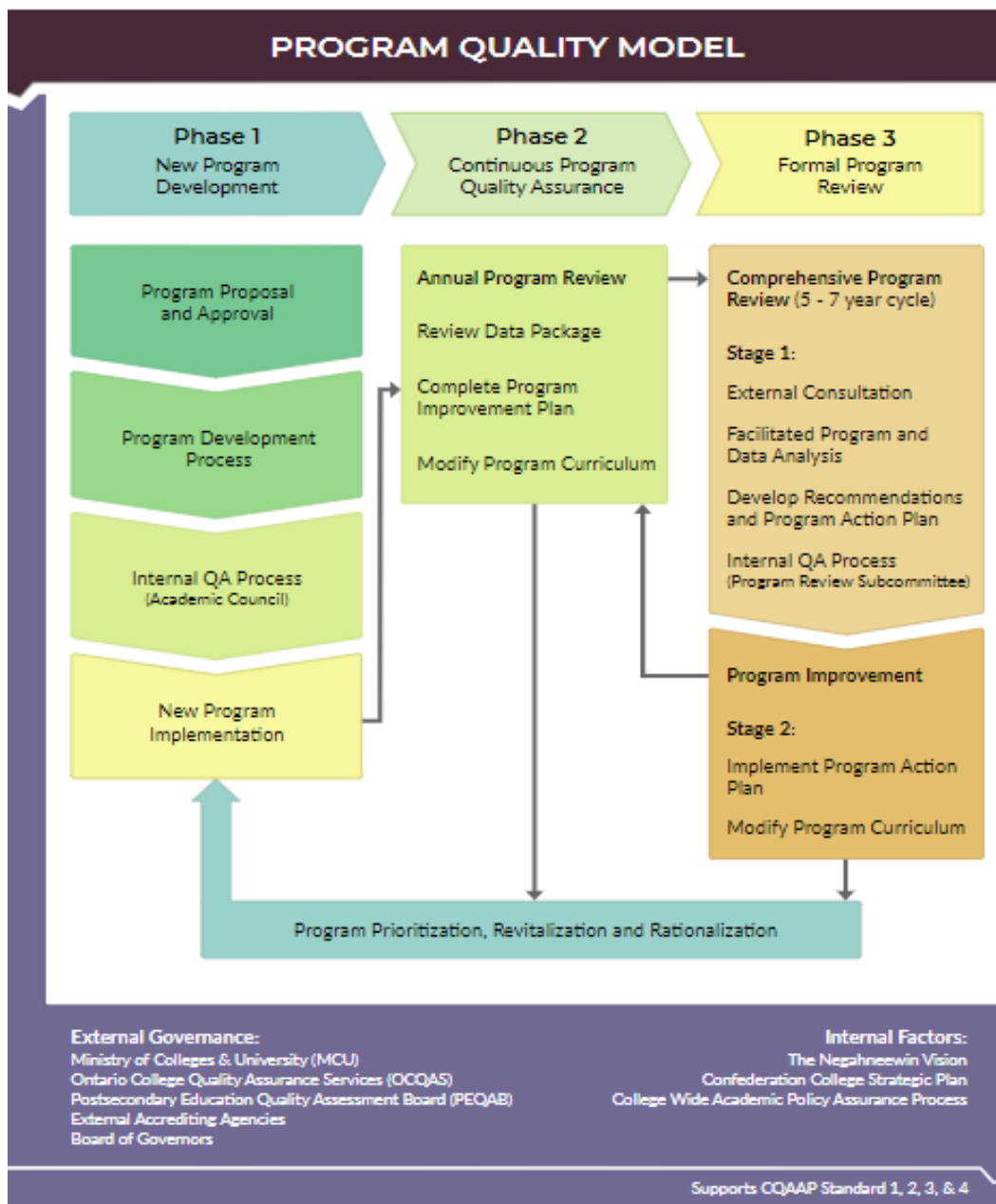
MCU Title	Students	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Total
Early Childhood Education	Indigenous	9	18	6	13	13	22	18	14	18	16	147
	All	32	38	17	39	55	45	47	31	66	36	406
Social Service Worker	Indigenous	10	11	12	20	27	26	20	24	22	23	195
	All	24	24	22	38	33	60	31	55	35	39	361
Police Foundations	Indigenous	6	4	9	8	25	14	19	7	15	14	121
	All	31	15	22	15	41	27	32	15	29	24	251
Business	Indigenous	0	2	2	0	2	1	9	8	2	11	37
	All	4	7	9	5	14	4	13	19	68	31	174
General Arts and Science - 1 Year	Indigenous	6	5	14	11	11	7	5	10	3	5	77
	All	26	19	21	24	17	9	6	12	6	5	145
Practical Nursing	Indigenous	0	3	1	3	4	4	3	7	6	8	39
	All	4	7	5	17	19	18	4	22	12	23	131
Human Resources Management	Indigenous	1	0	1	0	0	0	0	0	0	0	2
	All	5	3	1	1	1	4	2	1	62	25	105
Welding Techniques	Indigenous	0	0	5	2	4	5	5	9	7	4	41
	All	3	2	14	9	12	13	9	12	11	5	90
Personal Support Worker	Indigenous	1	2	2	2	0	3	3	0	2	4	19
	All	3	3	4	3	3	7	19	2	32	13	89
Computer Programmer	Indigenous	0	1	1	0	0	1	0	0	0	0	3
	All	1	2	4	1	1	4	3	3	6	57	82

Table 13: Top programs for lost catchment students from our region that are moving out of the region to enroll in a program that is not offered by the College.

MCU Title	Students	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Total
Program	**Students**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**Total**
Mental Health Worker	**Indigenous**	2	1	6	4	6	3	3	2	6	2	35
Project Management	**All**	7	1	21	15	23	4	20	2	17	3	113
	Indigenous	0	0	0	0	0	0	0	0	0	0	0
Fish and Wildlife Technician	**All**	1	0	0	0	1	0	1	1	37	67	108
	Indigenous	1	3	2	2	3	1	1	1	2	3	19
Esthetician	**All**	7	12	11	8	10	11	2	6	8	10	85
	Indigenous	1	0	4	3	2	10	6	8	9	1	44
Correctional Worker	**All**	3	3	9	7	10	12	7	9	11	6	77
	Indigenous	0	5	1	4	0	2	0	2	1	2	17
Chef Training	**All**	1	29	2	13	0	12	2	11	2	5	77
	Indigenous	1	3	0	3	1	2	0	2	1	1	14
Logistics	**All**	7	16	12	4	1	4	0	6	10	7	67
	Indigenous	0	0	0	0	0	0	0	0	0	0	0

Academic Quality Processes

The College relies on several processes to support and strengthen program quality, student success and experience, and community needs. These processes include new program development, program reviews, Academic Program Prioritization, Revitalization and Rationalization, and financial viability reviews. This next section provides an overview of the activities that took place throughout the 2023/24 academic year and decision-making cycle, including the results of the annual program review and Program Health Check (PHC). It also summarizes work on upcoming program reviews, new program development, and decisions on program suspensions.

PROGRAM QUALITY MODEL

Phase 1 New Program Development	Phase 2 Continuous Program Quality Assurance	Phase 3 Formal Program Review
Program Proposal and Approval	Annual Program Review Review Data Package Complete Program Improvement Plan Modify Program Curriculum	Comprehensive Program Review (5 - 7 year cycle) Stage 1: External Consultation Facilitated Program and Data Analysis Develop Recommendations and Program Action Plan Internal QA Process (Program Review Subcommittee)
Program Development Process		
Internal QA Process (Academic Council)		Program Improvement Stage 2: Implement Program Action Plan Modify Program Curriculum
New Program Implementation		

Program Prioritization, Revitalization and Rationalization

External Governance:
Ministry of Colleges & University (MCU)
Ontario College Quality Assurance Services (OCQAS)
Postsecondary Education Quality Assessment Board (PEQAB)
External Accrediting Agencies
Board of Governors

Internal Factors:
The Negahneewin Vision
Confederation College Strategic Plan
College Wide Academic Policy Assurance Process

Supports CQAAP Standard 1, 2, 3, & 4

New Program Development

The new program development process aims to respond to regional labor market trends and needs. Additionally, programs may be developed to meet the needs of international students seeking specialized post-graduate programs. The new program development for 2023/24 is outlined in the table below.

Table 14: List of new program development activity over 2023/24

Program Title	Status
Pharmacy Technician	September 2024 Launch
Office Administration – Executive, Legal and Medical through Ontario Learn	September 2024 Launch
Green Energy Micro-Credentials	In development
EEI Cluster Electrical Engineering Technician (2-year diploma)	In development

Annual Program Review and Program Health

Overall, in 2022/23, 100% of Annual Program Review (APR) data packages were completed and distributed, with 100% of Program Improvement Plans (PIPs) submitted back to Institutional Research. Each November, Institutional Research submits Action Plan Status Reports to provide updates on the action plans outlined in the PIPs. During this month, a report on key themes emerging across all PIPs will also be completed.

Table 15: Top Performing Programs on the Program Health Scorecard for 2023/24

Program Title	Score (out of 5)
Recreation Therapy	4.87
Medical Radiation Technology	4.62
Dental Hygiene	4.58
Human Resources Management	4.56
Health Informatics	4.52
International Business Management	4.43
Health and Administration Leadership	4.34
ICT Solutions for Small Business	4.28
Engineering Business & Safety Management	4.27
Digital Marketing and Marketing Analytics	4.22

Table 16: Bottom Performing Programs for 2023/24

Program Title	Score (out of 5)
Aboriginal Community Advocacy	1.67
Carpentry & Renovation Techniques	1.72
Business Fundamentals	1.89
Mechanical Techniques	2.00
Pre-Service Firefighter Education and Training	2.05
Police Foundations	2.06
Aviation Technician - Aircraft Maintenance	2.25
Forestry Technician - Ecosystem Management	2.30
Paramedic	2.3
Aviation - Flight Management	2.35

Comprehensive Program Review

In 2023/24, all Comprehensive Program Reviews (CPRs) were successfully completed. Additionally, several programs are scheduled for review in 2024/25. The table below lists these programs, including the date of their last review and the number of Institutional Learning Outcomes (ILOs) implemented in each, as outlined in their Program Improvement Plans.

Table 17: List program in phase one of CPR for 2024/25

Program Title	Date of Last Review	Number of ILO
Motive Power- Automotive	2005/6	3
Motive Power-Heavy Equipment	2005/6	3
Educational Support	2011/12	7
Carpentry and Renovation Techniques	2004/05	3
Environmental Technician	2013/14	7

Financial Viability Review

Financial health contribution is another crucial factor in assessing a program's viability. Each year, the College evaluates the financial data of each program through the Annual Program Review. This process identifies the lowest-performing programs, which are then recommended for a Financial Viability Review. The table below lists the bottom-performing programs for 2023/24. Programs highlighted in orange are those that also received low overall health scores.

Table 18: Bottom Performing Programs Based on Total Contributions

Program Title	Full Contribution / Student	Direct Contribution / Student
Paramedic	$(5,524)	$(5,774)
Mechanical Techniques	$(24,511)	$(20,271)
Instrumentation Engineering Technician	$(6,176)	$(1,778)
Electronics Engineering Technician - Computers	$(6,120)	$(1,489)
Culinary Management	$(6,888)	$(3,279)
Community Integrated Coop Education	$(8,247)	$(5,599)
General Arts and Science Diploma	$(2,011)	$(326)
Pre-Health - Certificates & Diplomas	$(4,705)	$(3,543)
Aviation Tech -Aircraft Maintenance	$(9,626)	$(5,069)
Aviation-Flight Management	$(18,469)	$(17,425)

Orange indicates programs in the bottom ten for performance on the program health scorecard.

Results of the CQAAP 2022 Audit and Academica Review

RECOMMENDATION #1
Requirement 1.5 – The academic audit panel recommends that an automated process be established to assist with review and monitoring of quality assurance recommendations, to ensure that they are followed through and implemented consistently.

RECOMMENDATION #2
Requirement 3.2 – The academic audit panel recommends that documentation/training be developed to ensure programs can further articulate their alignment with the requirements of the provincial credential validation framework (e.g., clarity around breadth, and required versus elective courses, to meet general education requirements).

RECOMMENDATION #3
Requirement 4.4 – The academic audit panel recommends that documentation/training be developed to ensure programs can further articulate the alignment of PVLOs to the Work Integrated Learning (WIL) component(s) of the program and the means to assess these holistic, integrated, culminating activities.

RECOMMENDATION #4
Requirement 5.3 – The academic audit panel recommends that a standalone academic policy be established for admission, in alignment with the established admission processes including criteria to ensure consistent implementation in a transparent manner.

RECOMMENDATION #5
Requirement 5.4 – The academic audit panel recommends that a standalone academic policy be established for progression, in alignment with the established progression processes including the criteria to ensure consistent implementation in a transparent manner.

RECOMMENDATION #6
Requirement 6.1 – The academic audit panel recommends the college implements faculty performance appraisals beyond the probationary requirements in support continuous professional development planning.

RECOMMENDATION #7
Requirement 6.4 – The academic audit panel recommends the college implement support services performance appraisals beyond the probationary requirements to further enhance staff development and identification of professional development needs.

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Service de l'assurance de la qualité des collèges de l'Ontario

RECOMMENDATION #8
Requirement 6.6 – The academic audit panel recommends that in support of the college-wide budgeting process, that a method of communicating decision-making be established when requests for support/resources are made.

Academica Key Findings

1. CONFEDERATION COLLEGE IS WELL POSITIONED TO BE SUCCESSFUL WITH PROGRAM EVALUATION
2. THE STRATEGIC FRAME FOR PROGRAM EVALUATION CAN BE STRENGTHENED
3. DATA USE SHOULD BE RECONSIDERED
4. POLICY AND PROCESSES FOR PROGRAM EVALUATION CAN BE BETTER ARTICULATED