

## 2016-2017 ANNUAL REPORT

### **Mission**

Confederation College inspires learners to succeed in their lives and careers in northwestern Ontario and beyond.

### **Vision**

Confederation College will enrich lives through learning.

# 2016-2017 ANNUAL REPORT

## Table of Contents

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<b>Section 1</b>	<b>3</b>
Message from Board Chair	
<b>Section 2</b>	<b>4</b>
Message from President	
<b>Section 3</b>	<b>6</b>
Strategic Plan	
<b>Section 4</b>	<b>10</b>
Ends Monitoring Report	
<b>Section 5</b>	<b>13</b>
Analysis of Operational Performance	
<b>Section 6</b>	<b>20</b>
International Activities Report	
<b>Section 7</b>	<b>21</b>
Fundraising Report	
<b>Appendix A</b>	<b>22</b>
Audited Financial Statements	
<b>Appendix B</b>	<b>51</b>
KPI Release	
<b>Appendix C</b>	<b>56</b>
Summary of Advertising and Marketing Complaints Received	
<b>Appendix D</b>	<b>57</b>
List of Board of Governors	

## 2016-2017 ANNUAL REPORT

### **Message from the Chair of the Board**

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This year has been a time to reflect on past successes and to start new beginnings. Confederation College is celebrating its history with a milestone event, its 50th Anniversary year, and has just completed the first year of our new Strategic Plan, Wiicitaakewin: The Path to 2020.

The Board of Governors held its inaugural meeting in November of 1966 and set the path in motion for Confederation College of Applied Arts and Technology to be established not long after in 1967. First led by Dr. A.W.H. Challis, the Board of Governors has had 22 Chairpersons across our 50-year history. It has been my honour to serve as Chairperson during this 50th Anniversary year.

Together with my fellow Governors and with the support of our employees, students, partners and communities, we are now earnestly implementing our latest Strategic Plan. Our Plan will guide us to lay the foundation for another successful 50 years through the strategic pillars of access and success for learners, community prosperity and institutional excellence.

My involvement on the Board of Governors and my time as Chairperson this past year, has given me the opportunity to see progressive curriculum changes taking place in the College. These changes address urgent and important needs in our region, including the integration of Indigenous education and volunteerism into many of our programs and courses. I have also seen more emphasis on supporting the personal development of our employees. Of particular note is a focus on the importance of the Truth and Reconciliation Commission report, its Calls to Action, and the willingness of the College community to make a meaningful impact.

On behalf of the Board of Governors, I would like to thank all those involved in improving the educational landscape that will ensure Confederation College can achieve additional milestones as it continues to grow. It is our honour to be a part of the Confederation College team as we move into the second year of Wiicitaakewin: The Path to 2020.

**Don Campbell**  
Chairperson

## 2016-2017 ANNUAL REPORT

### Message from the President

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As the demographics of our region and the needs of our industries and learners change, so does Confederation College. We pride ourselves on our ability to adapt and evolve to meet those ever-changing needs and are revolutionizing the way we define and deliver education to do just that.

Our Strategic Plan, *Wiicitaakewin: The Path to 2020*, plays a key role in guiding and focusing our efforts on the areas in which we can have the greatest impact for our communities.

We are excited to be piloting the 'Living Classroom' learning model at our Lake of the Woods Campus in Kenora in support of our strategic direction of providing Access and Success for Learners. Partnering with the District of Kenora Home for the Aged, the model combines classroom and real-life experiences to support students in completing the Personal Support Worker certificate program, while also helping to address the shortage of PSWs in the community.

Advancing our work within the Community Prosperity strategic direction, we are pleased to be building a Technology, Education and Collaboration (TEC) Hub. This past academic year saw the College receive \$9 million dollars from the Government of Canada and \$500,000 from the Thunder Bay CEDC to help fund the facility. These commitments were added to the previous contributions from the Government of Ontario and the Northern Ontario Heritage Fund Corporation, enabling Confederation to begin construction on the 45,000 square foot facility, which will contribute to the development of a skilled, employment-ready technology and trades workforce for northwestern Ontario. It will also host vibrant research, incubation and technology transfer services to support the region's advanced manufacturing, technology and resource sectors. The TEC Hub is expected to open in the fall of 2018.

Under the strategic direction of Institutional Excellence, Confederation College grew its Indigenous Awareness Week to a full month, placing emphasis on the importance of reconciliation and the Calls to Action from the Truth and Reconciliation Commission report. Raising awareness about and engaging the College community in Indigenous cultures and history, the month included a variety of activities designed to further educate students, employees and visitors, spark much needed conversation, and offer opportunities to participate in cultural events.

These are just three examples of the many ways in which we are moving forward in our three-year Strategic Plan. Some additional highlights from the 2016-17 academic year include:

- Renewed our commitment to sustainability by launching a new Campus Sustainability Plan
- Hosted our first Sexual Assault/Sexual Violence Awareness and Prevention Week
- Named the SUCCI Wellness Centre, "Minowaadiziwin" in honour of our Student Union's unprecedented financial contribution and our commitment to Indigenous education
- Welcomed Chef Steven Khor during our Partners' Evening
- Celebrated 10 years of the "It's About Respect" initiative being on campus

**Continued on following page**

## 2016-2017 ANNUAL REPORT

Of particular significance this year, is the fact that 2017 is our 50th Anniversary. Starting with a launch event in January, we have hosted travelling birthday parties with our alumni, sent out birthday-in-a-bag kits for people to host their own parties, and added a 50th flair to all of our annual events. We are in the final stages of preparing for our cornerstone event during the year of celebrations; our Homecoming Weekend presented by Tbaytel taking place in September. We will also be celebrating at each of our regional campuses with Homecoming events throughout the month of October. We look forward to connecting with our communities to reflect on our past successes and gain input as to where our future should take us.

None of these incredible successes would be possible without the support of our students, employees, partners, supporters and communities. We thank you for doing your part to build an admirable legacy for education in northwestern Ontario.

**Jim Madder**  
President

## 2016-2017 ANNUAL REPORT

### Strategic Plan

The strategic plan incorporates the 'Negahneewin Vision' which was developed in 2012 by the Indigenous Education Council known as Negahneewin Council. This Vision provides the long term view of supporting all learners to understand Indigenous ways of knowing. Through the strategic plan, Confederation College delivers non-postsecondary access programming, workforce development and postsecondary programming to improve the socioeconomic conditions of communities in northwestern Ontario. The College is committed to working with community members as true partners in community development through shared leadership.



# The Path to 2020

Confederation College: 2017-2020 Strategic Plan

To deliver its Mission and Vision, Confederation College commits to fostering Access and Success, Community Prosperity and Institutional Excellence encompassing the following 10 goals.

**The College aspires to be an institution that supports:**

#### Access and Success

1. Provides access to a broad range of programs, pathways and learning opportunities.
2. Cultivates a flexible and supportive learning environment that helps learners meet and achieve their career and life goals.
3. Builds relationships through reconciliation<sup>1</sup> that inform learners' success.
4. Fosters an environment for all learners to experience the Negahneewin Council Vision.

#### Community Prosperity

5. Is responsive to the training and development needs of communities and employers.
6. Enriches the quality of life, prosperity and sustainability of its diverse communities.
7. Leads and supports innovation and entrepreneurship through partnerships with business and industry.

#### Institutional Excellence

8. Manages its human, financial and physical resources responsibly and sustainably in order to exceed College and sector indicators of quality and success.
9. Is an employer of choice.
10. Is recognized as a leader in Indigenous learning in Canada.

<sup>1</sup>"Reconciliation" is an ongoing journey to engage all Canadians in dialogue that revitalizes and promotes a mutually respectful relationship between Aboriginal and non-Aboriginal peoples in order to build vibrant, resilient and sustainable communities in reference to the Truth and Reconciliation Commission of Canada: Calls to Action Report.

# 2016-2017 ANNUAL REPORT

## ACCESS and SUCCESS



## The Path to 2020

### Confederation College excels in attracting, supporting and graduating a diverse<sup>2</sup> range of learners.

The demographics of northwestern Ontario are **changing**. For the first time in over four decades, Confederation is **re-inventing** its student population and reaching out beyond its traditional catchment base to attract new and different groups of students. In order to better recruit students, support their success and respond to the demand for skilled graduates, the College will **increase its focus on the attraction, support and retention of Indigenous youth as well as students from southern Ontario and other countries**. Helping students access programs of their choice and, at the same time, building awareness of market trends, will help to ensure that programs are both reachable and relevant. **Aligning the College's facilities, infrastructure and technology with diverse preferences that support a balanced lifestyle** will be central to engaging with students and helping them succeed. The process of reconciliation will frame the College's priorities for learner success. Confederation aspires to be a leader in advancing Indigenous learning and culture; in turn, these aspects will be integrated into a flexible and supportive learning environment for all.

#### Goal 1 - Provides access to a broad range of programs, pathways and learning opportunities (E 1.1)

- 1.1 Continue to implement a variety of flexible learning solutions that increase access to a broad range of learning pathways.
- 1.2 Increase awareness of pathways and prepare learners for success in their chosen career paths.
- 1.3 Expand partnerships with K-16 education providers and other agencies to support the success of all learners in their transition to post-secondary education.
- 1.4 Continue to enhance and review program relevance, mix and delivery to support engagement of a diverse group of prospective learners.

#### Goal 2 – Cultivates a flexible and supportive learning environment that helps learners meet and achieve their career and life goals (E 1.1)

- 2.1 Implement a cross-college, collaborative approach for student success.
- 2.2 Celebrate the cultural diversity on campus.
- 2.3 Support the unique needs of international students in reaching their personal, academic and career goals.

#### Goal 3 – Builds relationships through reconciliation<sup>1</sup> that inform learners' success. (E 1.2)

- 3.1 Implement comprehensive Indigenous language and cultural programming.
- 3.2 Engage in active Canadian reconciliation through implementation of the Truth and Reconciliation Commission (TRC) of Canada's Calls to Action in the education sector.
- 3.3 Create and sustain a professional development program to support employees in their understanding of historic/contemporary challenges in education for Indigenous students thereby supporting the development of an inclusive curriculum.

#### Goal 4 – Fosters an environment for all learners to experience the Negahneewin Council Vision. (E 2.2)

- 4.1 Respectfully reflect culture, language, knowledge and history in the classroom through Indigenous Learning Outcomes.
- 4.2 Integrate Indigenous knowledge and pedagogy in the classroom.
- 4.3 Create and sustain space that respects Indigenous peoples as integral to the future of Confederation College.

<sup>1</sup>"Reconciliation" is an ongoing journey to engage all Canadians in dialogue that revitalizes and promotes a mutually respectful relationship between Aboriginal and non-Aboriginal peoples in order to build vibrant, resilient and sustainable communities in reference to the Truth and Reconciliation Commission of Canada: Calls to Action Report.

<sup>2</sup>"Diverse Learners" are defined as learners with a range of dimensions that includes but is not necessarily limited to: learning skills, socio-economic background, race and cultural heritage, physical and mental ability, gender and sexual orientation, religious and political beliefs, as well as geographic origin.

# 2016-2017 ANNUAL REPORT

## COMMUNITY PROSPERITY



### The Path to 2020

**Confederation College fosters economic and social development in Northwestern Ontario and beyond.**

As a result of its dedication to the surrounding area over many years, the College has developed a **strong network** of well-established relationships and continues to commit to **building collaborative partnerships** that not only enhance students' success and learning outcomes, but also **address northern realities** and respond to the **changing needs** of the regional economy. Strong relationships with communities, employers and industry allow the College to be responsive to emerging opportunities. Understanding the challenges and unique needs facing northwestern Ontario's diverse communities will help the College **engage with employers** to advance training opportunities that meet evolving needs. **Innovation and entrepreneurship** will be pathways to further support economic development. In these ways, the College will **ensure its graduates have the skills, knowledge and abilities** to perform in a rapidly changing labour market.

#### Goal 5 – Is responsive to the training and development needs of communities and employers. (E 2.1)

- 5.1 Continue to foster effective community, employer and industry connections to remain responsive to emerging opportunities and training needs.
- 5.2 Advocate for responsive contract training funding.
- 5.3 Implement a collaborative approach to placements, co-ops, career services, Advisory Committees and community outreach that strive to support a holistic approach for career development.
- 5.4 In partnership with stakeholders, investigate and advocate for new models for apprenticeship delivery across the north.

#### Goal 6 - Enriches the quality of life, prosperity and sustainability of its diverse communities. (E 2.2)

- 6.1 Support social innovation as a means to address the challenges faced by learners, employers and communities.
- 6.2 Increase our understanding of the unique challenges and needs facing northwestern Ontario's communities in order to align programs and delivery options to facilitate access and success.
- 6.3 Employ a holistic approach to learning that is responsive to diverse learning styles as well as the needs of communities in northwestern Ontario.

#### Goal 7 - Leads and supports innovation and entrepreneurship through partnerships with business and industry. (E 2.3)

- 7.1 Foster a culture that enhances opportunities for, and aligns resources with, innovation and entrepreneurship across the College.
- 7.2 Continue to develop partnerships that increase students' opportunities to explore innovation and entrepreneurship.
- 7.3 Showcase the College's efforts to advance innovation and entrepreneurship initiatives that help to grow economies in northwestern Ontario.



# 2016-2017 ANNUAL REPORT

## INSTITUTIONAL EXCELLENCE



## The Path to 2020

**Confederation College is recognized as an excellent and progressive organization.**

Confederation College has a proven track record in performing **above provincial averages**: graduate and employer satisfaction are areas where the College performs above the norm. Continuing to offer **best-in-class opportunities** for students and building pathways to develop **meaningful and sustainable** careers that meet the needs of the north are areas where the College will maintain its focus and further strive to exceed expectations. Formalizing a **performance measurement framework** will help the College assess and communicate its progress toward exceeding benchmarks and achieving its **strategic goals**. By investing in its human and physical resources, the College will contribute to a **positive learning and work environment**, creating a sustainable foundation from which to grow and be recognized.

### Goal 8 - Manages its human, financial and physical resources responsibly and sustainably in order to exceed College and sector indicators of quality and success. (E 3.1, 3.2)

- 8.1 Effectively align resources with the College's annual Business Plan to support quality outcomes of students and to achieve strategic goals.
- 8.2 Develop and implement a performance measurement framework that reflects the goals of the College's strategic plan and that positions Confederation to exceed College and sector indicators of quality and success.
- 8.3 Invest in buildings and centres that contribute to a positive learning and work environment and that convey the uniqueness of Confederation College.
- 8.4 Refresh and renew the College's infrastructure and reporting structure in order to improve efficiencies during program and service delivery.

### Goal 9 - Is an employer of choice. (E 3.3)

- 9.1 Attract and retain employees who have the knowledge, skills and experience to meet the mission and values of the College.
- 9.2 Continue to create a supportive environment and increase opportunities for employees to be engaged and contribute to the College community.
- 9.3 Create an employee recruitment strategy to ensure a qualified and diverse pool of applicants for part-time and temporary positions.

### Goal 10 - Is recognized as a leader in Indigenous learning in Canada. (E 3.4)

- 10.1 Expand Indigenous programming to meet the needs of northwestern Ontario and beyond.
- 10.2 Actively engage in dialogue on how to advance and support Indigenous learning at Confederation College.
- 10.3 Determine Indigenous education strategies through research and policy development in collaboration with partners across Canadian and International environments.

# 2016-2017 ANNUAL REPORT

## Ends Monitoring

The following report represents a metric summary related to activity connected to the three ends policies associated with our Strategic Plan. For each metric below a three year history is presented.

Metrics for the 2016 - 2019 Strategic Plan:		2014/15	2015/16	2016/17
NOTE - All information in this report is consistent with records from May 10, 2017. Numbers and percentages will vary when compared to other ministry reports.				
<b>Ends Policy One – Access and Success</b>				
<b>Strategic Direction One – Confederation College excels in attracting, supporting and graduating a diverse range of learners.</b>				
a	Number of postsecondary and non-postsecondary learners	7846	7605	7297
	• Total number of postsecondary learners	4431 (56%)	4466 (59%)	4476 (61%)
b	Under-represented postsecondary learners	2391 (54%)	2366 (53%)	2353 (53%)
	• First Generation	1417 (32%)	1174 (26%)	1029 (23%)
	• Indigenous	896 (20%)	868 (19%)	824 (18%)
	• International	389 (9%)	532 (12%)	634 (14%)
	• Second Career	77 (2%)	69 (2%)	54 (1%)
	• WSIB	4 (<1%)	5 (<1%)	11 (<1%)
	• Identified disabilities	464 (11%)	505 (11%)	571 (13%)
c	Academic upgrading learners who ladder into full-time: i. Postsecondary ii. Apprenticeship Studies	i. 106 (7%) ii. 2 (<1%)	i. 121 (7%) ii. 3 (<1%)	i. 141 (9%) ii. 5 (<1%)
d	Number of School College Work Initiative learners in 2016/17	982	1095	1060
e	School College Work Initiative learners who ladder into full-time: i. Postsecondary ii. Apprenticeship Studies	i. 278 (7.9%) ii. 17 (4.6%)	i. 354 (9.9%) ii. 38 (11.1%)	i. 403 (11.4%) ii. 46 (13.7%)
f	Confederation Bound i. Total number of high school students to enter Confederation Bound ii. Total number of Confederation Bound participants to apply to a postsecondary program iii. Total number of participants to enrol in a postsecondary program	i. 36 ii. 33 iii. 27	i. 48 ii. 35 iii. 24	i. 45 ii. 36 iii. N/A
g	Number of Learners participating in the MTCU Credit Transfer System transferring into Confederation College	313	358	402
h	Male/female ratio of postsecondary learners	44/56	44/56	44/56
i	Postsecondary learners completing flexible courses	972 (22%)	994 (22%)	1027 (23%)
j	Postsecondary learners accessing programming through the Virtual College	1286 (29%)	1271 (29%)	1481 (33%)
k	Learners in collaborative, multi-institutional programs (Collaborative or community based BScN, Mining diploma, Medical Laboratory Assistant diploma, etc.)	469 (6%)	459 (6%)	452 (6%)
<b>International Learners:</b>				
l	International postsecondary learners	389 (9%)	532 (12%)	634 (14%)
m	International postsecondary graduates	191 (11%)	268 (16%)	338 (19%)
n	International non-postsecondary learners	77 (4%)	62 (4%)	26 (2%)
<b>Regional Learners:</b>				
o	Number of postsecondary programs delivered in regional locations	20	29	24
p	Postsecondary learners in regional locations	560 (13%)	528 (12%)	535 (12%)
	Apprenticeship learners in regional locations	6 (<1%)	3 (<1%)	5 (1%)
q	Upgrading learners in regional locations	153 (29%)	126 (20%)	128 (19%)
r	Contract training learners in regional locations	599 (35%)	601 (37%)	406 (28%)
<b>Southern Ontario Learners:</b>				
s	Learners outside of northwestern Ontario accessing programming through the Virtual college	365 (14%)	295 (12%)	317 (13%)
t	Learners relocating to northwestern Ontario from southern Ontario for their studies	495 (6%)	571 (8%)	523 (7%)
<b>Graduates:</b>				
u	Graduation Rate from postsecondary programming. 2017 Provincial KPI Average = 66.6%	65.9%	64.8%	65.5%
v	Graduate Employment Rate. 2017 Provincial KPI Average = 83.0%	89%	84.6%	82.8%
w	Graduate Satisfaction Rate. 2017 Provincial KPI Average = 78.8%	83.6%	86.9%	86.6%
x	Employer Satisfaction Rate. 2017 Provincial KPI Average = 91.2%	88.4%	92.6%	89.5%

# 2016-2017 ANNUAL REPORT

Metrics for the 2016 - 2019 Strategic Plan:		2014/15	2015/16	2016/17
NOTE - All information in this report is consistent with records from May 10, 2017. Numbers and percentages will vary when compared to other ministry reports.				
<b>Ends Policy Two – Community Prosperity</b>				
<b>Strategic Direction Two – Confederation College fosters economic and social development in northwestern Ontario and beyond.</b>				
a	Number of postsecondary and non-postsecondary Indigenous Learners	1224	1295	1356
b	Indigenous postsecondary learners	895 (20%)	868 (19%)	824 (18%)
	• Indigenous apprenticeship learners	7 (2%)	17 (5%)	23 (7%)
	• Indigenous upgrading learners	85 (16%)	197 (32%)	184 (28%)
	• Indigenous contract training learners	169 (10%)	203 (13%)	313 (23%)
c	Indigenous postsecondary graduates	270 (16%)	294 (17%)	327 (18%)
d	Indigenous apprenticeship graduates	N/A	N/A	N/A
e	Indigenous upgrading graduates	31 (35%)	100 (85%)	60 (79%)
f	Indigenous School College Work Initiative learners laddering into postsecondary programming	48 (7%)	72 (13%)	80 (16%)
g	Postsecondary programming with Indigenous learning outcomes	33 (58%)	53 (95%)	58 (100%)
<b>Training Initiatives:</b>				
h	Number of northwestern Ontario businesses receiving training	31	39	52
i	Number of training agreements with northwestern Ontario communities and number of communities served through these agreements	50	49	64
<b>Integrated Employment Services:</b>				
j	Number of employment clients served	4048	3450	4356
k	Percentage of employment clients placed	66%	61%	78%
<b>Applied Research/ Entrepreneurism:</b>				
l	Number of applied research projects in partnership with government, community or business organizations	22	21	22
m	Learners participating in experiential learning opportunities	1454 (33%)	1985 (44%)	1832 (41%)
n	Learners participating in applied research projects	86 (2%)	112 (3%)	158 (4%)
o	Learners participating in entrepreneurship activities	63 (4%)	318 (7%)	726 (16%)

# 2016-2017 ANNUAL REPORT

Metrics for the 2016 - 2019 Strategic Plan:		2014/15	2015/16	2016/17
NOTE - All information in this report is consistent with records from May 10, 2017. Numbers and percentages will vary when compared to other ministry reports.				
<b>Ends Policy Three – Institutional Excellence</b> <b>Strategic Direction Three – Confederation College is recognized as an excellent and progressive organization.</b>				
a	Number of postsecondary and non-postsecondary learners served:	7846	7605	7297
	• i. Postsecondary learners (includes full and part-time)	4431 (56%)	4466 (59%)	4476 (61%)
	• ii. Apprenticeship learners	369 (5%)	341 (4%)	335 (5%)
	• iii. Upgrading learners	523 (7%)	619 (8%)	657 (9%)
	• iv. Contract training learners (activity not funded by MTCU)	1709 (22%)	1610 (21%)	1425 (20%)
	• v. General interest learners	814 (11%)	566 (7%)	404 (6%)
b	Number of postsecondary full-time equivalent (FTE) learners (2015/16)	3165	3135	3050
c	Learners leaving northwestern Ontario to attend programs at other Ontario Colleges	437	568	611
d	Postsecondary Student Satisfaction with the overall quality of their learning experience in their program. 2017 Provincial KPI Average = 79.5%	85.5%	85.1%	83.3%
e	Postsecondary Student Satisfaction with the concern of people at the college for their success. 2017 Provincial KPI Average = 63%	68%	69%	68%
f	Postsecondary Student Satisfaction with the overall quality of the services in the college. 2017 Provincial KPI Average = 64.6%	63.1%	66.1%	64.5%
g	Postsecondary Student Satisfaction with their overall college experience. 2017 Provincial KPI Average = 72%	77%	76%	76%

The Executive Limitations reports provided throughout the year provide data that relates to the Ends.  
This Ends report minimizes the duplication of data previously stated in the Executive Limitation reports.

# 2016-2017 ANNUAL REPORT

## Analysis of Operational Performance

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### **The following narrative outlines the 2016/17 annual initiatives that move the Wiicitaakewin strategic plan forward.**

#### **Strategic Direction #1 - Access and Success**

##### **Goal 1. Provides access to a broad range of programs, pathways and learning opportunities.**

- 1.1) The Academic Plan has been developed and approved by Academic Council within the context of Wiicitaakewin. The Academic Plan provides a framework within which the academic initiatives are developed.

We continue to implement the recommendations from the College Quality Assurance Accreditation Process that was completed in June of 2016. All recommendations will be implemented by December 2017.

The Northern College Collaboration Project (NCCP) has been successful in the implementation of the first pilot cohort in the School of Business in the winter 2017 semester. Full delivery of business programming across the five English speaking northern colleges will commence in the fall of 2017. With the success of the initial pilot, the Ministry of Advanced Education and Skills Development has funded an extension of the project (NCCP2) for three years. The funding includes \$2.1M for operations and \$2.0M (\$330K/College) for IT infrastructure.

To provide access to the Community Based BScN program funding, a submission has been provided to MAESD and an answer is expected by August 2017. As we work towards a renewal of the Community Based programs, we have entered into negotiations regarding the delivery of the Collaborative BScN programs with Lakehead University (LU).

- 1.2) Building on an already strong pathway for career development, we have successfully launched our mobile friendly website which includes a career development portal, Career Coach. Career Coach links labour market data to job prospects in a user-friendly way which gives future and current students, as well as graduates and community member's access to regional job trends, average salaries, career assessments and resume building tools. This activity continues to create and strengthen pathways between education, training and employment.
- 1.3) We continue to expand support of successful transition programs from high school to College through the School College Work Initiative, expansion of Confederation Bound with northern Ontario school boards and implementation of the Four Directions Project with Keewatin Patricia District School Board.

We continue to provide opportunities for Confederation graduates through new and increased partnerships and pathways to Algoma University (joint acceptance of applicants to both institutions) and Lakehead University (General Arts and Sciences to Bachelor of Arts; Recreation Therapy to Bachelor of Outdoor Recreation; Addictions & Mental Health with Bachelor of Psychology).

- 1.4) Rooted in improving the socio-economic well-being of Indigenous peoples, communities and businesses, we have received development funds from the Ministry of Northern Development (MND) to create a post diploma program in Indigenous Governance. We have commenced delivery through a successful pilot in the winter semester of 2017. This program provides learners access to the knowledge, skills and attitudes required to prepare them for future leadership and policy making roles within an Indigenous context. In this capacity, students will learn how to build, manage and sustain effective governance involving Indigenous communities, organizations, business, industry and educational institutions.

# 2016-2017 ANNUAL REPORT

In order to revitalize the College's program mix, the Strategic Enrolment Management (SEM) committee has completed an analysis of the College's 58 postsecondary programs. This analysis focuses on financial contribution, applications and enrolment, and retention trends over the last five years. This analysis has led to the creation of a draft action plan indicating programs which may:

- undergo minor modification
- suspend intake pending improved application numbers
- suspend intake with the intention of major modification or cancellation
- expand

Further research has begun to determine alignment with our local and regional labour market including the analysis of multi-year occupation and industry trends for each program which also includes the identification of new program opportunities for the College with or without postsecondary partners.

## **Goal 2. Cultivates a flexible and supportive learning environment that helps learners meet and achieve their career and life goals.**

- 2.1) A cross-college collaborative retention strategy has been developed by the SEM committee with full implementation commencing in June 2017. This strategy supports student success by identifying barriers, implementing solutions and monitoring progress towards the improvement of semester by semester retention rates as well as overall program graduation rates. The strategy is rooted in improving systems for early identification of at-risk students and subsequently is providing support tailored to the unique needs of each student.

Integral to the work completed by SEM the academic portfolio is focusing on the formalization of credential pacing options that include: accelerated, decelerated and credit recovery streams. Concurrently, alternative options for financial support for these streams are being developed. In addition, the academic portfolio has begun an assessment and re-evaluation of student policies on student behavioral contracts, academic success plans and academic appeals.

- 2.2) As our demographics continue to diversify with greater percentages of Indigenous and International learners, we continue to cultivate supportive environments by celebrating cultural diversity across the College. Through Apiwin, SUCCI and the International Education Centre (IEC) we offer a multitude of events and assistance to create a close-knit community of diverse learners including: specialized orientation activities, International, Indigenous and local based menu's and feasts, seasonal celebrations including a variety of New Year celebrations, International and Indigenous vendors markets, movie marathons with many cultural themes, prayer rooms, smudging, guest speakers and much more.
- 2.3) The College currently has approximately 630 International students from 18 countries. It is challenging to support students with such significant cultural diversity. This challenge is attained through the work of multiple College departments with leadership and coordination through the Learning Resources Division and the International Education Centre. We continue to refine communications, events and academic supports as well as short and long-term employment counselling and professional development of faculty and staff in support of success. We have developed partnerships with community partners that include LU, the Thunder Bay Multi Cultural Association and the City of Thunder Bay to support International student success and employment.

## **Goal 3. Builds relationships through reconciliation that inform learners' success.**

- 3.1) The Truth and Reconciliation Commission (TRC) Calls to Action for education include the need to support Indigenous language in many contexts. We are currently exploring the introduction of Anishnawbemowin – an Indigenous language certificate delivered in collaboration with Sault College.
- 3.2) The TRC also calls for increased focus on Indigenous ways of knowing or "Indigenous Knowledge"

## 2016-2017 ANNUAL REPORT

within postsecondary programming. The work of the Centre for Policy and Research in Indigenous Learning (CPRIL) is supportive of these goals with a focus on:

- increasing the support for full implementation of Indigenous Learning Outcomes (ILOs)
  - increasing postsecondary pathways for Indigenous learners
  - data analysis that leads increased Indigenous student success
  - community leadership development in collaboration with the Ontario Native Women's Association and the Bora Laskin Faculty of Law at Lakehead University as funded by the Social Sciences and Humanities Research Council
  - development of the framework for the Colleges Ontario consultation on the TRC Calls to Action
- 3.3) Through the work of CPRIL, the Teaching and Learning Centre, the Learning Resources Division and a number of academic departments, professional development opportunities are now provided to: increase the understanding of Indigenous Peoples' history; understand the TRC Calls to Action with a specific focus on those relating to education; support the further development of the ILOs; provide cultural diversity awareness and understanding of contemporary Indigenous issues through all venues possible.

### **Goal 4. Fosters an environment for all learners to experience the Negahneewin Council Vision.**

- 4.1) 4.2) The College has implemented ILOs across all 58 postsecondary programs with at least one ILO per program per year of study. The College will expand Indigenous content and pedagogy to increase the number of ILOs per program so that programs will have all seven evident within the curriculum. Inclusion of Indigenous knowledge beyond the ILOs exists in many programs that have an Indigenous focus. This work is supported by extensive professional development activity as outlined in 3.3.
- 4.3) The College continues to create indoor and outdoor space that respects and reflects Indigenous ways of being. This includes but is not limited to Apiwin; the SUCCI Wellness Centre (Minowaadiziwin), smudging space, the TEC-Hub atrium and spine as well as the new Sioux Lookout Campus. Specific Indigenous outdoor spaces include the tipi and fire circle adjacent to the McIntyre River.

## **Strategic Direction #2 - Community Prosperity**

### **Goal 5. Is responsive to the training and development needs of communities and employers;**

- 5.1) We are currently integrating career services functions into North West Employment Works by leveraging existing resources to expand services to all students and campuses throughout northwestern Ontario. This initiative works individually with students to determine their career paths as well as with employers to make the job connections. This model acts as a facilitator between education, training and employment to strengthen employer relations and secure jobs for learners and graduates.

Cross college investment towards innovative labour market software has enabled the academic schools, Northwest Employment Works and Workforce Development to access labour market trends across all occupations and industries as quickly as possible. This data increases our understanding of northwestern Ontario communities and enables us to align programs, training and services with the unique needs of the region. By coupling this body of data with strong involvement from local employers through Program Advisory Committees the College becomes ever more prepared to understand and respond to the training and development needs of today while anticipating the needs of the future.

- 5.2) Through CICAN, Colleges Ontario and as an individual College we continue to advocate the federal government for improved training programs that focus on improvement of skills. The demand for

## 2016-2017 ANNUAL REPORT

these programs far exceeds the funding available, although as indicated in 6.2/6.3 we anticipate funding to flow to support this need in 2017.

- 5.3) In order to create efficiencies, leverage opportunities and increase access to experiential learning for learners across the College community, we have commenced hosting meetings of Program Advisory Committees (PAC) chairs to share best practices, discuss opportunities for improvement and future collaboration on experiential learning. The PAC chairs have agreed that these discussions are meaningful and should continue.
- 5.4) The College is working with the Thunder Bay Chamber of Commerce to support a renewed approach to delivering apprenticeship programming to low numbers of students widely dispersed in northwestern Ontario. The Ministry of Advanced Education and Skills Development has implemented a process to review the delivery of apprenticeship programming across the province. This will include the use of technology to support delivery in northern locations.

### **Goal 6. Enriches the quality of life, prosperity and sustainability of its diverse communities;**

- 6.1) The College has partnered to deliver upgrading programming within the DSAB facilities in southern Thunder Bay. This pilot has been very successful in engaging DSAB clients who would not typically travel to the Campus to take upgrading. DSAB has significantly increased the space that they provide for this social innovation project. A number of clients have developed the skills and confidence to transition to the Thunder Bay Campus. This pilot has become the basis of an expanded social innovation project that is currently under consideration by the Ministry of Community and Social Services.
- 6.2) 6.3) Proposals have been submitted to the Skills Partnership Fund (SPF) of HRSDC in July 2016. They are currently in detailed budget analysis leading to final contract approval. This initiative is aimed at skills development focusing on the training of Indigenous workers for long-term meaningful employment throughout northwestern Ontario. Indigenous organizations are eligible to apply under SPF; Confederation College is the full training partner and was the lead developer for the following three projects:
  - Providing \$7.2M over 4 years, the 'Water Authority Training and Education Program' (WATEP) for Indigenous Communities aims to develop a "First Nations Water Authority". Led by Mishkeegogamang First Nations, and partnering with six other First Nation communities, which can ultimately be a First Nations owned business entity overseeing the delivery of water and waste water treatment services across Indigenous communities. Training is for Water Treatment Operators and business development for the 'Water Authority' business model with a projected start date of June 2017.
  - In partnership with the Anishinabek Employment and Training Services (AETS) Confederation looks to advance employment and innovation across Indigenous communities. The project leverages \$10M for a Training to Employment Stream and an additional \$10M for an Innovation Stream. Both the innovation and training development stream includes training for flight, aircraft maintenance, Personal Support Worker, millwright and heavy equipment operators with a projected start date of June 2017.
  - The Sioux Lookout Area Aboriginal Management Board (SLAAMB) project provides a medical interpreter program to regional communities with a start date of June 2017.

In addition to the above, the following proposals are also pending approval from the federal government:

The Nishnawbe Education and Training (NEAT) Project (ROFATA 2) leverages \$8M over 3 years. The project involves the training of 294 people from the nine Matawa member communities, with programming in 12 different areas of foundation, semi-skilled and skilled trades. Project start date June 2017.

The Oshkineeg Skills Link Project with Kiikenomaga Kikenjigewen Employment & Training Services (KKETS) leverages \$3M over 3 years. The project involves workplace training interventions for 144 unemployed and hard-reach youth from the nine Matawa member communities, based on 48 participants per year, with two intakes per community. The project involves a six-week Group



## 2016-2017 ANNUAL REPORT

Based Employability Skills training program and a 26-week work experience program.

In partnership with KKETS, through the ESDC office of literacy and essential skills Confederation leverages \$3.6M over 3 years for a Pre-Literacy and essential skills project. The project involves the production of a pre-literacy and essential skills training program for delivery within Matawa's nine member communities focused on youth who have a very low level of awareness and understanding about literacy, basic skills and essentials skills (LBS).

### **Goal 7. Leads and supports innovation and entrepreneurship through partnerships with business and industry.**

- 7.1) The Partners in Innovation and Entrepreneurship (PIE) have continued to grow presence and impact in northwestern Ontario. This innovative approach is a collaborative partnership between Lakehead University, Northwestern Ontario Innovation Centre and Confederation College. It has reached 1,234 youth across 11 events, 470 students across 10 contests and 1,200 students across 32 workshops focused on the promotion of entrepreneurship. It is estimated that approximately 620 College students have engaged in these workshops and events.
- 7.2) The development of the Technology, Education and Collaboration (TEC) Hub will facilitate greater opportunities for the private sector to work with students to produce new innovative products and services. It will expand postsecondary programming and facilitate further opportunities for innovation by faculty and staff in the delivery of programming with K-12.
- 7.3) The innovation and entrepreneurship at the College have been highlighted regionally and nationally through presentations and workshops at the following events:
  - CICAN national conference 2016 in Winnipeg regarding ILOs
  - CICAN national conference 2017 in Ottawa regarding NCCP
  - CICAN, Leadership Development Institute 2016 for Deans and Directors regarding the TRC calls to action in Barrie, Ontario
  - The Pearson Centre for Public Policy with Justice Murray Sinclair and J.P. Gladu in Ottawa June 2016 regarding the College response to the TRC Calls to Action

## **Strategic Direction #3 - Institutional Excellence**

### **Goal 8. Manages its human, financial and physical resources responsibly and sustainably in order to exceed College and sector indicators of quality and success.**

- 8.1) 8.2) The College has integrated and aligned the goals, resources and measures, and of the Wiicitaakewin Strategic Plan, Negahneewin Vision, Strategic Mandate Agreement and Academic Plan. These documents provide the context for the Annual Business Plan including the Budget and the Institutional Quality Assurance Audit. By providing coordination and performance monitoring through the Office of Institutional Research and Strategic Planning, the College is better positioned towards efficiently and effectively achieving desired outcomes across various levels of the organization. By using data-driven decisions to align resources and adjust efforts as barriers/ challenges are identified, the College will continuously improve indicators of quality and success. The current performance metrics continue to be refined to better reflect strategic directions and specific institutional goals.
- 8.3) The College is currently renewing its aging facilities to provide more appropriate, flexible and adaptable facilities that reduce deferred maintenance, are more energy efficient and reduce GHG production. The projects include:
  - The SUCCI Wellness Centre, Minowaadiziwin will open in the fall of 2017 and replace the Bubble and Neebing Building, facilities that are energy inefficient and not adequately supporting the recreational and wellness needs of the campus community
  - The new Sioux Lookout Campus will replace a facility that is more than 50 years of age with

## 2016-2017 ANNUAL REPORT

more appropriate energy efficient space that is a wing of the new Sioux North High School that will open in the fall of 2018

- The new TEC-Hub will support the expansion of the Aerospace Manufacturing programs, the introduction of new manufacturing programming and develop synergies with related programming in the McIntyre Building; additional resources for the private sector to partner with the NOIC and the College to produce new products and services; and for Skills programming to be delivered to Indigenous communities. It will also provide additional resources for renewed programming in the McIntyre Building as well as reduce energy and GHG production. The facility will open for academic delivery in the fall of 2018.
- SUCCI has also partnered with the College to increase the functionality of the SUCCI REACH atrium through the installation of new and more flexible work stations and furniture for students.

An analysis of fundraising opportunities for the College has been conducted by Ketchum Inc. The funds raised would be levered to increase resources from NOHFC for new innovative equipment for the TEC-Hub and other academic departments. The analysis indicates that a fundraising goal of \$3M is possible.

- 8.4) The new VP Academic was hired in July 2016. The VPA working with the Senior Team developed and implemented a new reporting structure for the Academic Division. This restructuring has created four Academic Schools with clear program and academic support responsibilities. Through a multiyear succession planning process, the leaders of each School have been developed from within the College. Professional development and mentoring focused on management and leadership will continue with the goal of developing senior leaders. A matrix approach at the Senior Team level is used to support the Negahneewin Vision; Strategic Enrolment Management; as well as Upgrading and Workforce Development in Regional Campuses.

The dependency upon Information Technology (IT) and the need for renewed IT infrastructure continues to grow. The framework for a renewal plan has been developed with the implementation of a full multiyear IT Strategic plan to commence in 2017/18.

### Goal 9. Is an employer of choice.

- 9.1) 9.2) The ability to attract and retain high-quality employees is a foundation to the success of the College. By investing in our employees the long-term viability and sustainability of the College is strengthened. This plan includes:
- Increased effective communications with employees. To this end, the frequency of Managers' Meetings was increased to bi-monthly and then to monthly in 2016-17. These meetings focus on information sharing and professional development for managers and follow principles outlined in the Communications Charter. The effects of this initiative were evident in the 2016 Employee Engagement Survey results.
    - Employee perception of the accessibility of the Senior Team increased in 2016 for both full and part-time employees
    - Communication from direct managers increased for both full and part-time employees
    - All managers have a professional development plan and are now working with their employees to develop the same
    - All employees reported an increase in the frequency and quality of performance feedback

We have reassigned additional resources to internal communication in support of portal-based communication that complements and supports increased communication from inline managers.

- The implementation of active professional development plans for all full-time employees. Managers have developed active plans that will be followed by active plans for staff and faculty.

## 2016-2017 ANNUAL REPORT

- The development of a comprehensive onboarding process for each employee group including online employee orientation and ongoing staff training.
  - A wellness program for full-time employees will be implemented with the opening of the SUCCI Wellness Centre (Minowaadiziwin)
  - Year-long time tabling and scheduling has been implemented for the fall and winter 2017/18 enabling better planning for students and all employees. This is particularly important for students planning to integrate part-time employment and studies as well as full and part-time faculty to know what and when they will be teaching.
  - Due to a significant gap between revenues and expenses we have restructured a number of departments resulting in a reduction in full-time positions. Part-time positions have also been reduced. Our financial liability stemming from the release of employees will come to an end in 2017. We are currently reviewing our staffing levels carefully and making determinations of the most appropriate classification of employees for various roles. While I anticipate an increase in our number of full-time positions as a result of these determinations, our numbers of part-time employees will continue to decrease as we work to ensure the highest level of efficiency.
- 9.3) We are currently developing a comprehensive strategy to support part-time employee attraction, engagement and professional development.

### **Goal 10. Is recognized as a leader in Indigenous learning in Canada.**

- 10.1) We continue to expand Indigenous programming to meet the needs of northwestern Ontario through the implementation of the Indigenous Governance and Public Administration post graduate certificate, the renewal and delivery of the Aboriginal Canadian Relations Certificate through Technology Enabled Learning (TEL), the renewal of the Aboriginal Community Advocacy program and development of a comprehensive strategy for Indigenous language.
- As outlined in 3) and 4) the College provides ongoing professional development to support multiple facets of Indigenous learning including guest speakers in the Wiicitaakewin Speaker Series and Bawaajigan workshops to stimulate discussion regarding Indigenous issues.
- 10.2) 10.3) The College will host the national CICAN Indigenous Education Symposium in October 2017. This will provide a forum to showcase Indigenous Learning at the College and to explore how to best move Indigenous learning forward for all colleges. Events and presentations that will increase the profile of the College on a national and International basis include:
- CICAN presidents workshop Mt Tremblant Quebec, July 2017
  - CICAN Leadership Development Institute for Deans and Directors, Oak Island, Nova Scotia
  - NISOD International Conference on Teaching and Leadership Excellence. Confederation College Presentation - Leading the Way: How Indigenous Community Leadership can Transform Colleges. May 27-30, 2017

## 2016-2017 ANNUAL REPORT

### **International Activities Report**

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International students now represent 14% of the student body at Confederation College. Exhibiting a high level of commitment and a strong work ethic, the retention rate among international students is very high; this is evidenced by their high graduation rate, representing 19% of graduating students in 2016/17.

The majority of international students continue to enter post graduate programs, primarily in the engineering and health care fields. However this past year, we noted an increase in the number of international students registering into programs directly from secondary school.

With the growing number of international students on campus, there has been a notable increase in the participation by international students in both college and community events. This past year saw many international students energetically run for positions with our student union, and now, for the first time, the majority of directors of the student union are international students. We also noted a higher level of volunteer activity with community service organizations, and active participation in community events such as "Disrupt IT", a community entrepreneurship event where teams work to solve IT problems within a 54 hour period. Not only did several international students participate but one was on the winning team.

The positive contribution that international students make to our college and our community is a source of pride for Confederation, and one which several community partners have noted.

## 2016-2017 ANNUAL REPORT

### **Fundraising Report**

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Through its 2016-17 fundraising efforts, Confederation College raised over \$565,000 in support of excellence in education from charitable donations.

With the support of both individual and corporate donors in our community, we are able to fund student awards and bursaries as well as contribute to program development and the purchase of state-of the art equipment.

This past year, donors contributed a total of over \$200,000 towards in-program and entrance awards. Many of these supporters chose to honour or remember a loved one through the establishment of a named award. Additionally, a number of events were held over the past year that generated income for student awards. These included, but were not limited to, the annual Scholarship Golf Tournament (\$28,000 raised) as well as the annual Community Partner's evening (\$24,500 raised) both of which were dedicated to raising funds towards entrance awards.

Some of the capital contributions that have been made to the College over the past year through fundraising efforts include:

- Equipment purchased and technology upgraded in our Simulation Labs in REACH
- Security cameras for the exterior of Dorion and Sibley buildings
- Furnishing of the Atrium in the Shuniah building to provide work stations for students
- Replacement of classroom desks and chairs at Kenora and Dryden campuses

Confederation College employees also contributed over \$55,000 to both our College and the community through our Internal Giving Campaign in partnership with SUCCI and the United Way.

The Advancement Department of Confederation College continues to partner with our community to raise funds that support the students, programs and the goals of the College as we "change lives through learning".



## Independent Auditor's Report

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To the Board of Governors of  
The Confederation College of Applied Arts and Technology

We have audited the accompanying financial statements of The Confederation College of Applied Arts and Technology, which comprise the statement of financial position as at March 31, 2017, and the statements of operations, changes in net assets and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

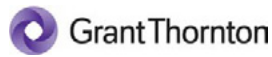
### **Management's responsibility for the financial statements**

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.

### **Auditor's 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 the auditor's 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, the auditor considers 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 Confederation College of Applied Arts and Technology as at March 31, 2017, and the results of its operations, changes in net assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

*Grant Thornton LLP*

Thunder Bay, Canada  
June 8, 2017


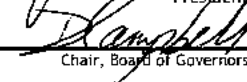
Chartered Professional Accountants  
Licensed Chartered Accountants

# 2016-2017 ANNUAL REPORT

## Appendix A: Audited Financial Statements

As at	March 31, 2017	March 31, 2016
<b>The Confederation College of Applied Arts and Technology</b>		
<b>Statement of Financial Position</b>		
<b>Assets</b>		
<b>Current</b>		
Cash	\$ 13,764,463	\$ 13,712,322
Accounts receivable (Note 3)	4,712,961	3,726,974
Inventory	641,246	673,848
Current portion of notes and long-term receivable	14,540	19,687
Grants receivable	1,190,034	787,852
Prepaid expenses	526,844	637,329
	<u>20,850,088</u>	<u>19,558,012</u>
Investment portfolio - endowments restricted (Note 4)	8,920,129	8,118,258
Notes and long-term receivable	41,094	48,687
Construction in progress (Note 5)	9,803,198	6,451,032
Capital assets (Note 6)	40,209,157	36,187,884
	<u>\$ 79,823,666</u>	<u>\$ 70,363,873</u>
<b>Liabilities</b>		
<b>Current</b>		
Accounts payable and accrued liabilities (Note 7)	\$ 6,419,917	\$ 7,707,085
Deferred revenue (Note 8)	3,888,495	3,664,047
Vacation pay	3,011,721	3,088,398
Current portion of long-term debt (Note 9)	364,399	359,014
	<u>13,684,532</u>	<u>14,818,544</u>
Post-employment benefits and compensated absences (Note 10)	2,497,000	2,546,000
Deferred capital contributions (Note 11)	36,538,036	32,052,236
Deferred capital contributions - construction in progress (Note 11)	5,650,890	6,451,032
Long-term debt (Note 9)	6,484,893	1,230,986
	<u>64,855,351</u>	<u>57,098,798</u>
<b>Net Assets</b>		
<b>Unrestricted</b>		
Operating	\$ 6,789,084	\$ 5,342,759
Post-employment benefits and compensated absences	(2,497,000)	(2,546,000)
Vacation Pay	(3,011,721)	(3,088,398)
	<u>1,280,363</u>	<u>(291,639)</u>
Invested in capital assets (Note 12)	1,288,114	2,859,624
Internally and externally restricted (Note 13)	3,650,293	2,713,640
Endowments restricted (Note 14)	8,749,545	7,983,450
	<u>13,687,952</u>	<u>13,556,714</u>
	<u>14,968,315</u>	<u>13,265,075</u>
	<u>\$ 79,823,666</u>	<u>\$ 70,363,873</u>

On behalf of the Board:

  
 President  
  
 Chair, Board of Governors

The accompanying notes are an integral part of these financial statements.



# 2016-2017 ANNUAL REPORT

## Appendix A: Audited Financial Statements

2		
<b>The Confederation College of Applied Arts and Technology Statement of Operations</b>		
For the year ended March 31	2017	2016
<b>Revenue</b>		
Post Secondary Grants	\$ 31,183,754	\$ 30,779,379
Other Provincial Grants	12,443,368	12,764,221
Tuition Fees - Domestic	9,331,739	9,486,509
Other Student Fees	2,923,167	2,725,349
Tuition Fees - International	7,328,408	6,430,175
Contracts and Programs	4,706,031	4,605,637
Ancillary Operations	3,232,944	3,456,420
Amortization of deferred capital contributions (Note 11)	2,421,186	2,876,140
Other Revenue	2,286,638	1,999,152
	<b>75,857,235</b>	<b>75,122,981</b>
<b>Expenses</b>		
Full-time Salaries and Benefits	\$ 38,609,055	\$ 38,585,782
Part-Time Salaries and Benefits	9,635,199	9,122,972
Restructuring Costs	175,043	1,065,369
Plant and Property Maintenance	4,455,679	3,189,192
Contract Services	7,130,275	7,645,094
Furniture & Equipment	447,002	393,281
Miscellaneous	1,138,605	1,003,155
Office and Instructional Supplies	5,820,682	5,136,014
Professional Dues & Audit Fees	916,711	762,891
Scholarships and Tuition Set-Aside	895,723	1,013,693
Telecommunications & Software	1,270,329	1,135,160
Travel and Professional Development	1,266,482	1,332,903
Depreciation	3,181,655	3,756,215
	<b>74,942,440</b>	<b>74,141,721</b>
<b>Excess of revenue over expenses</b>	<b>\$ 914,795</b>	<b>\$ 981,260</b>

The accompanying notes are an integral part of these financial statements.

3

**The Confederation College of  
Applied Arts and Technology  
Statement of Changes in Net Assets**

**For the year ended March 31** **2017**      **2016**

	Unrestricted	Capital	Internally and Externally Restricted	Endowments Restricted	Total	Total
Balance, beginning of year	\$ (291,639)	\$ 2,859,624	\$ 2,713,640	\$ 7,983,450	\$ 13,265,075	\$ 12,205,270
Change in endowments during the year (Note 14)	-	-	-	766,095	766,095	(284,477)
Change in internally and externally restricted net assets (Note 13)	-	-	22,350	-	22,350	387,701
Excess of revenue over expenses	914,795	-	-	-	914,795	981,260
Transfer from unrestricted to internally restricted	(1,000,000)	-	1,000,000	-	-	-
Transfer from internally restricted to unrestricted	85,697	-	(85,697)	-	-	-
Investment in capital assets (Note 12)	1,571,510	(1,571,510)	-	-	-	(24,679)
<b>Balance, end of year</b>	<b>\$ 1,280,363</b>	<b>\$ 1,288,114</b>	<b>\$ 3,650,293</b>	<b>\$ 8,749,545</b>	<b>\$ 14,968,315</b>	<b>\$ 13,265,075</b>

The accompanying notes are an integral part of these financial statements.

4

**The Confederation College of Applied Arts  
and Technology  
Statement of Cash Flows**

For the year ended March 31	2017	2016
<b>Net inflow (outflow) of cash related to the following</b>		
<b>Operating</b>		
Excess of revenue over expenses	\$ 914,795	\$ 981,260
Items not involving cash:		
Amortization of deferred capital contributions	(2,421,186)	(2,876,140)
Amortization of capital assets	3,181,655	3,756,215
Change in employee future benefits	(38,000)	(34,000)
Change in accrued sick leave liability	(11,000)	(69,000)
	<u>1,626,264</u>	<u>1,758,334</u>
Change in non-cash working capital balances (Note 17)	(2,384,479)	3,688,452
	<u>(758,215)</u>	<u>5,446,786</u>
<b>Financing</b>		
Long-term debt advances	5,615,000	245,062
Repayment of long-term debt	(355,707)	(506,383)
	<u>5,259,293</u>	<u>(261,321)</u>
<b>Capital</b>		
Deferred capital contributions	6,106,844	516,763
Construction in progress	(3,352,166)	(398,548)
Purchase of capital assets	(7,202,929)	(638,610)
	<u>(4,448,251)</u>	<u>(520,395)</u>
<b>Investing</b>		
(Increase) decrease in notes and long-term loans receivable	12,740	(11,110)
(Increase) decrease in investment portfolio - Endowment Rest.	(801,871)	153,192
Increase in restricted assets	22,350	339,532
Decrease in temporary investments	-	5,005,014
(Decrease) Increase in endowments, net awards	766,095	(284,477)
	<u>(686)</u>	<u>5,202,151</u>
<b>Net cash inflow for the year</b>	<b>52,141</b>	<b>9,867,222</b>
Cash, Beginning of year	13,712,322	3,845,100
<b>Cash, End of year</b>	<b>13,764,463</b>	<b>13,712,322</b>

The accompanying notes are an integral part of these financial statements.

**The Confederation College of Applied Arts  
and Technology**  
**Notes to Financial Statements**

**March 31, 2017**

**1. Significant Accounting Policies**

<b>Description of Organization</b>	<p>The Confederation College of Applied Arts and Technology, established in 1967, is an Ontario college of applied arts and technology duly established pursuant to Ontario regulation 34/03 made under the Ontario Colleges of Applied Arts and Technology Act, 2002. The College is an agency of the Crown and offers a full range of programs and educational services including full-time post-secondary programs, part-time credit and non-credit courses, specialty programs for business and industry, pre-employment and skills training programs, apprenticeship and cooperative/workplace training programs.</p> <p>The College is a not-for-profit organization and, as such, is exempt from income taxes under Section 149 of the Income Tax Act (Canada).</p>
<b>Basis of Presentation</b>	<p>The financial statements of the College have been prepared in accordance with Canadian public sector accounting standards for government not-for-profit organizations, including the 4200 series of standards, as issued by the Public Sector Accounting Board ("PSAB for Government NPOs").</p>
<b>Revenue Recognition</b>	<p>The College follows the deferral method of accounting for contributions, which include donations and government grants.</p> <p>Tuition fees and contract training revenues are recognized as income to the extent that the related courses and services are provided within the fiscal year of the College.</p> <p>Operating grants from the Ministry of Advanced Education and Skills Development and other government agencies are recorded as revenue in the year to which they relate. Grants approved but not received at the end of the fiscal year are accrued. Where a portion of a grant relates to a future year it is deferred and recognized in the subsequent year.</p> <p>Ancillary revenues including parking, bookstore, residence and other sundry revenue are recognized when products are delivered or services are provided to the student or client, the sales price is fixed and determinable, and collection is reasonably assured.</p> <p>Unrestricted contributions are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.</p> <p>Externally restricted contributions and restricted investment income are recognized as revenue in the year in which the related expenses are incurred.</p> <p>Capital grants and restricted contributions for the purchase of capital assets are deferred and amortized into revenue at a rate corresponding with the amortization rate for the related capital assets.</p> <p>Endowment contributions and investment earnings are recognized as direct increases in endowed net assets.</p>

**The Confederation College of Applied Arts  
and Technology**  
**Notes to Financial Statements**

**March 31, 2017**

**1. Significant Accounting Policies (cont'd)**

**Cash and Cash Equivalents**      Cash is defined as cash and short-term investments with maturity dates of less than 90 days.

**Inventory**      Inventory is valued at the lower of cost and net realizable value. Cost is determined on the first-in, first-out basis.

**Capital Assets**      Purchased capital assets are recorded at cost less accumulated amortization. Contributed capital assets are recorded at fair value at the date of contribution. Repairs and maintenance costs are charged to expense. Betterments that extend the estimated life of an asset are capitalized. When a capital asset no longer contributes to the College's ability to provide services or the value of future economic benefits associated with the capital asset is less than book value, the carrying value of the capital asset is reduced to reflect the decline in the asset's value.

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

Buildings	-	40 years
Major equipment	-	10 years
Leasehold improvements	-	10 years
Site improvements	-	5 years
Furniture and equipment	-	5 years
Library books	-	5 years

Construction in progress relates to capital projects that are incomplete and not in service as at March 31, 2017. Amortization will commence upon substantial completion at the applicable rates noted above.

**Retirement and Post-Employment Benefits and Compensated Benefits** - The College provides defined retirement and post employment benefits and compensated absences to certain employee groups. These benefits include pension, health and dental, vesting sick leave and non-vesting sick leave. The College has adopted the following policies with respect to accounting for these employee benefits:

- (i) The cost of post-employment future benefits are actuarially determined using management's best estimate of health care costs, disability recovery rates and discount 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.

**The Confederation College of Applied Arts  
and Technology**  
**Notes to Financial Statements**

**March 31, 2017**

**1. Significant Accounting Policies (cont'd)**

**Retirement and Post-Employment Benefits and Compensated Benefits (Cont'd)**

- (ii) The costs of the multi-employer defined benefit pension are the employer's contributions due to the plan in the period.
- (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 rate used in the determination of the above-mentioned liabilities is equal to the College's internal rate of borrowing.

**Financial Instruments**

The College classifies its financial instruments at either fair value or amortized cost. The College's accounting policy for each category is as follows:

**Fair Value**

This category includes cash and equity instruments quoted in an active market. The College has designated its bond portfolio that would otherwise be classified into the amortized cost category at fair value as the College manages and reports performance of it on a fair value basis.

Equity instruments and bonds are initially recognized at cost and subsequently carried at fair value. Unrealized changes in fair value for unrestricted investments are recognized in the statement of remeasurement gains and losses until they are realized, when they are transferred to the statement of operations. Changes in fair value on restricted investments are recognized as increases/decreases in the endowments restricted fund.

Transaction costs related to financial instruments in the fair value category are expensed as incurred.

Where a decline in fair value is determined to be other than temporary, the amount of the loss is removed from accumulated remeasurement gains and losses and recognized in the statement of operations. On sale, the amount held in accumulated remeasurement gains and losses associated with that instrument is removed from net assets and recognized in the statement of operations.

**The Confederation College of Applied Arts  
and Technology**  
**Notes to Financial Statements**

**March 31, 2017**

**1. Significant Accounting Policies (cont'd)**

**Amortized Costs**

This category includes accounts receivable, notes and long-term receivable, grants receivable, accounts payable and accrued liabilities and long-term debt. They are initially recognized at cost and subsequently carried at amortized cost using the effective interest rate method, less any impairment losses on financial assets.

Transaction costs related to financial instruments in the amortized cost category are added to the carrying value of the instrument.

Writedowns on financial assets in the amortized cost category are recognized when the amount of a loss is known with sufficient precision and there is no realistic prospect of recovery. Financial assets are then written down to net recoverable value with the writedown being recognized in the statement of operations.

**Liability for  
Contaminated Sites**

A contaminated site is a site at which substances occur in concentrations that exceed the maximum acceptable amounts under an environmental standard. Sites that are currently in productive use are only considered a contaminated site if an unexpected event results in contamination. A liability for remediation of contaminated sites is recognized when the College is directly responsible or accepts responsibility; it is expected that future economic benefits will be given up; and a reasonable estimate of the amount can be made. The liability includes all costs directly attributable to remediation activities including post remediation operations, maintenance and monitoring. The liability is recorded net of any expected recoveries.

**Management  
Estimates**

The preparation of financial statements in conformity with PSAB for Government NPOs requires management to make estimates and assumptions that affect the reported amount of assets and liabilities, the disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenue and expenses during the period. Actual results could differ from these estimates. Areas of key estimation include determination of fair value for long-term investments, allowance for doubtful accounts, amortization of capital assets and actuarial estimation of post-employment benefits and compensated absences liabilities.

**The Confederation College of Applied Arts  
and Technology**  
**Notes to Financial Statements**

**March 31, 2017**

**2. Financial Instrument Classification**

The following table provides cost and fair value information of financial instruments by category. The maximum exposure to credit risk would be the carrying value as shown below.

	2017		
	Fair Value	Amortized Cost	Total
Cash	\$ 13,764,463	\$ -	\$ 13,764,463
Accounts receivable	-	4,712,962	4,712,962
Investment portfolio	8,920,129	-	8,920,129
Notes and long-term receivable	-	55,634	55,634
Accounts payable and accrued liabilities	-	6,419,917	6,419,917
Long-term debt	-	6,849,292	6,849,292
	<b>\$ 22,684,592</b>	<b>\$ 18,037,805</b>	<b>\$ 40,722,397</b>

	2016		
	Fair Value	Amortized Cost	Total
Cash	\$ 13,712,322	\$ -	\$ 13,712,322
Accounts receivable	-	3,726,974	3,726,974
Investment portfolio	8,118,258	-	8,118,258
Notes and long-term receivable	-	68,374	68,374
Accounts payable and accrued liabilities	-	7,707,085	7,707,085
Long-term debt	-	1,590,000	1,590,000
	<b>\$ 21,830,580</b>	<b>\$ 13,092,433</b>	<b>\$ 34,923,013</b>

The College's bank accounts are held at one chartered bank and as a result are exposed to the credit risk arising from this concentration to the extent that the account balances exceed the federally insured limits. The bank accounts earn interest at prime less 1.75%.

The College's credit facilities include an approved operating line of credit with the Royal Bank of \$1,500,000 with interest at bank prime less 0.6% (2.10% at March 31, 2017). At year end the outstanding balance under this credit facility agreement was \$nil (2016 - \$nil).

In addition, the College, has an approved revolving credit facility with the Royal Bank in the amount of \$1,650,000. Of this amount, \$477,124 (2016 - \$592,273) was outstanding with respect to the Royal Bank loans described in Note 9.

The College also has total approved financing with the Ontario Financing Authority in the amount of \$13,335,844. Of this amount, \$6,372,168 (2016 - \$997,727) was outstanding as described in Note 9. Of the approved amount, \$7.7 million is repayable by SUCCI (Student Union of Confederation College Inc.).



10

**The Confederation College of Applied Arts  
and Technology**  
**Notes to Financial Statements**

**March 31, 2017**

**2. Financial Instrument Classification ( cont'd)**

Included in the investment portfolio are Canadian Bonds with a maturity profile as indicated below.

	2017				
	Within 1 year	2 to 5 years	6 to 10 years	Over 10 years	Total
Carrying Value: Bonds	752,615	2,199,411	326,312		3,278,338
Total	\$ 752,615	\$ 2,199,411	\$ 326,312	\$ -	\$ 3,278,338
Percent of total	23%	67%	10%	0%	

	2016				
	Within 1 year	2 to 5 years	6 to 10 years	Over 10 years	Total
Carrying Value: Bonds	689,606	2,679,523	211,898	-	3,581,027
Total	\$ 689,606	\$ 2,679,523	\$ 211,898	\$ -	\$ 3,581,027
Percent of total	19%	75%	6%	0%	

The following table provides an analysis of financial instruments that are measured at fair value subsequent to initial recognition, grouped into Levels 1 to 3 based on the degree to which the fair value is observable:

- Level 1 fair value measurements are those derived from quoted prices (unadjusted) in active markets for identical assets or liabilities using the last bid price;
- Level 2 fair value measurements are those derived from inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly (i.e. as prices) or indirectly (i.e. derived from prices); and
- Level 3 fair value measurements are those derived from valuation techniques that include inputs for the asset or liability that are not based on observable market data (unobservable inputs).

11

**The Confederation College of Applied Arts  
and Technology  
Notes to Financial Statements**

March 31, 2017

**2. Financial Instrument Classification ( cont'd)**

	2017			
	Level 1	Level 2	Level 3	Total
Cash	\$ 13,764,463	\$ -	\$ -	\$ 13,764,463
Investment portfolio	5,641,791	3,278,338		8,920,129
	\$ 19,406,254	\$ 3,278,338	\$ -	\$ 22,684,592

	2016			
	Level 1	Level 2	Level 3	Total
Cash	\$ 13,712,322	\$ -	\$ -	\$ 13,712,322
Investment portfolio	4,537,231	3,581,027		8,118,258
	\$ 18,249,553	\$ 3,581,027	\$ -	\$ 21,830,580

There were no transfers between Level 1 and Level 2 for the years ended March 31, 2017 and 2016. There were also no transfers in or out of Level 3.

12

**The Confederation College of Applied Arts  
and Technology**  
**Notes to Financial Statements**

March 31, 2017

**3. Accounts Receivable**

Accounts receivable are comprised of balances receivable from students, Sponsoring agencies and Corporate clients for contract training. Credit risk is mitigated to some extent by requiring that payment be received before a student is allowed to register, unless they have certain pre-qualified conditions, such as funding through the Ontario Student Assistance Program, sponsorship funding, or split-fee tuition fee option.

	2017		2016	
Students and sponsors	\$	863,823	\$	1,426,803
General		3,849,138		2,300,171
	\$	4,712,961	\$	3,726,974

**4. Investment Portfolio - Endowments Restricted**

The College's investment portfolio is comprised of a number of different securities carrying a variety of terms and conditions. Investments consist of the following:

	2017		2016	
	Market	Cost	Market	Cost
Endowed				
Canadian equities	\$ 2,497,112	\$ 1,887,702	\$ 2,910,204	\$ 2,909,652
Canadian bonds	4,605,908	4,686,241	3,581,027	3,537,526
Foreign equities	1,517,457	1,127,569	1,287,586	1,073,770
Foreign fixed income	240,448	247,512	184,151	243,340
Cash and equivalents account	59,204	59,204	155,290	155,290
	\$ 8,920,129	\$ 8,008,228	\$ 8,118,258	\$ 7,919,578

The cash and equivalents account does not earn interest. Canadian and foreign bonds are comprised of a number of different bonds, with maturity dates ranging from 2017 to 2025, and yield an average of 2.92% (2016 - 3.04%) over the term of the investments.

The Confederation College of Applied Arts  
and Technology

Notes to Financial Statements

March 31, 2017

5. Construction in Progress

	2017	2016
BioEnergy	\$ -	\$ 6,451,032
Wellness Centre	8,676,059	-
TEC Hub	453,522	-
Sioux Lookout Campus	265,341	-
Flight Simulator	408,276	-
	<b>\$ 9,803,198</b>	<b>\$ 6,451,032</b>

6. Capital Assets

	2017		2016	
	Cost	Accumulated Amortization	Cost	Accumulated Amortization
Land	\$ 295,057	\$ -	\$ 295,057	\$ -
Site improvements	2,014,986	2,014,986	2,014,986	2,014,986
Buildings	77,132,710	41,256,393	73,780,198	39,641,862
Leasehold improvements	333,188	333,188	333,188	333,188
Furniture and equipment	78,911,727	74,882,679	75,071,462	73,363,033
Library books	20,000	20,000	20,000	20,000
Major equipment	5,134,844	5,126,109	5,246,515	5,200,453
	<b>\$ 163,842,512</b>	<b>\$ 123,633,355</b>	<b>\$ 156,761,406</b>	<b>\$ 120,573,522</b>
Capital Assets Net book value	<b>\$ 40,209,157</b>		<b>\$ 36,187,884</b>	

14

**The Confederation College of Applied Arts  
and Technology**  
**Notes to Financial Statements**

March 31, 2017

**7. Accounts Payable and Accrued Liabilities**

	2017	2016
Trade	\$ 4,676,214	\$ 4,148,592
Accrued liabilities	334,734	284,709
Accrued salaries and employees' deductions	1,408,969	3,273,784
	<b>\$ 6,419,917</b>	<b>\$ 7,707,085</b>

**8. Deferred Revenue**

	2017	2016
Ontario Ministry of Training, Colleges and Universities		
Aboriginal Educational and Training Strategy	\$ 49,728	\$ 39,390
Apprentice training	82,655	97,655
Campus safety	2,430	2,953
Capital BioEnergy Project	146,148	207,947
College Equipment Renewal Fund (CERF)	-	4,562
Collaborative nursing	562,886	643,523
Employment programs	90,645	270,010
Other MAESD	3,507	15,827
Ontario MAESD bursaries	143,313	47,206
Second career	478,680	302,505
Special needs and tutoring	-	1,605
CODE SCWI	437,766	518,339
College service fee	164,412	135,265
Contract training	27,500	26,700
IT residence infrastructure	14,189	25,129
Miscellaneous contracts and projects	783,781	688,285
Resource Development Fee (SUCCI)	671,265	501,383
Student IT fee	118,972	65,926
Student tech fee	110,618	69,837
	<b>\$ 3,888,495</b>	<b>\$ 3,664,047</b>

15

**The Confederation College of Applied Arts  
and Technology**

**Notes to Financial Statements**

**March 31, 2017**

**9. Long-term Debt**

	2017	2016
Royal Bank Loan for Ryan Hall renovations, repayable at \$5,786 plus interest at Prime -1% monthly (1.7% at year-end), due 2021	\$ 277,769	\$ 347,211
Ontario Financing Authority loan for Residence retrofit repayable at \$131,559 semi-annually including interest at 2.405%, due 2020	757,168	997,727
Royal Bank loan for site improvements, repayable at \$1,701 monthly plus interest at Prime - 1% (1.70% at year-end) due 2021	115,364	143,000
Royal Bank loan for website development, repayable at \$2,383.34 monthly plus interest at Prime - 1% (1.70% at year-end) due 2021	83,991	102,062
Ontario Financing Authority loan for Wellness Centre & Sioux Lookout Highschool, interest only repayment at 0.875% until substantial completion of the associated construction projects	5,615,000	-
<b>Total</b>	<b>6,849,292</b>	<b>1,590,000</b>
Current portion	364,399	359,014
	<b>\$ 6,484,893</b>	<b>\$ 1,230,986</b>

The scheduled principal amounts repayable within the next four years and thereafter are as follows:

Date	Amount
2018	\$ 364,399
2019	371,194
2020	378,144
2021	120,555
Thereafter	5,615,000
	<b>\$ 6,849,292</b>

16

### The Confederation College of Applied Arts and Technology

#### Notes to Financial Statements

March 31, 2017

#### 10. Post-employment Benefits and Compensated Absences Liability

The following tables outline the components of the College's post-employment benefits and compensated absences liabilities and the related expenses.

	2017			
	Post-employee Benefits	Non-vesting sick leave	Vesting sick leave	Total liability
Accrued employee future benefits obligations	\$ 571,000	\$ 1,561,000	\$ 260,000	\$ 2,392,000
Value of plan assets	(81,000)	-	-	(81,000)
Unamortized actuarial gains	83,000	51,000	52,000	186,000
	<u>\$ 573,000</u>	<u>\$ 1,612,000</u>	<u>\$ 312,000</u>	<u>\$ 2,497,000</u>

	2016			
	Post-employee Benefits	Non-vesting sick leave	Vesting sick leave	Total liability
Accrued employee future benefits obligations	\$ 643,000	\$ 1,493,000	\$ 210,000	\$ 2,346,000
Value of plan assets	(112,000)	-	-	(112,000)
Unamortized actuarial gain	80,000	115,000	117,000	312,000
	<u>\$ 611,000</u>	<u>\$ 1,608,000</u>	<u>\$ 327,000</u>	<u>\$ 2,546,000</u>

	2017			
	Post-employee Benefits	Non-vesting sick leave	Vesting sick leave	Total expense
Current year benefit cost	\$ (27,000)	\$ 84,000	\$ 16,000	\$ 73,000
Interest on accrued benefit obligation	1,000	22,000	6,000	29,000
Amortized actuarial (losses) gains	(6,000)	(28,000)	30,000	(4,000)
	<u>\$ (32,000)</u>	<u>\$ 78,000</u>	<u>\$ 52,000</u>	<u>\$ 98,000</u>

	2016			
	Post-employee Benefits	Non-vesting sick leave	Vesting sick leave	Total expense
Current year benefit cost	\$ (21,000)	\$ 98,000	\$ 9,000	\$ 86,000
Interest on accrued benefit obligation	1,000	25,000	4,000	30,000
Amortized actuarial gain	(5,000)	(32,000)	16,000	(21,000)
	<u>\$ (25,000)</u>	<u>\$ 91,000</u>	<u>\$ 29,000</u>	<u>\$ 95,000</u>

Above amounts exclude pension contributions to the Colleges of Applied Arts and Technology pension plan, a multi-employer plan, described below.

**The Confederation College of Applied Arts  
and Technology**

**Notes to Financial Statements**

March 31, 2017

**10. Post-Employment Benefits and Compensated Absences Liability (cont'd.)**

**Retirement Benefits**

CAAT Pension Plan

Full-time employees of the College are members of the Colleges of Applied Arts and Technology Pension Plan (the "Plan"), which is a multi-employer jointly-sponsored defined benefit plan for eligible employees of public colleges and other employers in Ontario. Other than regular full-time employees may elect to join the Plan on or any time after their date of hire. 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. 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. The most recent actuarial valuation filed with pension regulators as at January 1, 2017 indicated an actuarial surplus of \$1.6 billion. The College made contributions to the Plan and its associated retirement compensation arrangement of \$4,344,514 in 2017 (\$ 4,181,803 in 2016), which has been included in the statement of operations.

Post-Employment Benefits

The College extends 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:

a) Discount rate

The present value as at March 31, 2017 of the future benefits was determined using a discount rate of 2.00% (2016 - 1.70%)

b) Drug costs

Drug costs were assumed to increase at a 8.25% rate for 2017 (2016 - 8.5%) and decrease proportionately thereafter to an ultimate rate of 4.0% in 2034 (2017 - 4.0% in 2034).

c) Hospital and other medical

Hospital and other medical costs were assumed to increase at 4.0% per annum (2016 - 4.0%). Medical premium increases were assumed to increase at 6.98% per annum in 2017 (2016 - 7.15%) and decrease proportionately thereafter to an ultimate rate of 4.0% in 2034 (2017 - 4.0% in 2034).



The Confederation College of Applied Arts  
and Technology

Notes to Financial Statements

March 31, 2017

10. Post-Employment Benefits and Compensated Absences Liability (Cont'd.)

Post-Employment Benefits (Cont'd)

d) Dental costs

Dental costs were assumed to increase at 4.0% per annum (2016 - 4.0%).

Compensated Absences

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 payment for their accumulated sick days at 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.

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.

The assumptions used in the valuation of vesting and non-vesting sick leave are the College's best estimates of expected rates of:

	2017	2016
Wage and salary escalation		
Academic	1.50%	1.80%
Support	0.50%	0.50%
Discount rate	2.00%	1.70%

The probability that the employee will use more sick days than the annual accrual and the excess number of sick days used are within ranges of 0% to 23.7% and 0 to 10.5 days respectively for age groups ranging from 20 and under to 65 and over in bands of 5 years.

**The Confederation College of Applied Arts  
and Technology  
Notes to Financial Statements**

March 31, 2017

**11. Deferred Capital Contributions**

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 and is calculated on the same basis as the amortization expense related to the acquired/constructed capital assets. The changes in the deferred capital contributions balances are as follows:

	2017	2016
Balance, beginning of year	\$ 38,503,268	\$ 40,862,645
Add contributions for capital purposes	6,106,844	516,763
Less amortization of deferred capital contributions	(2,421,186)	(2,876,140)
Balance, end of year	42,188,926	38,503,268
Deferred capital contributions relating to construction in progress, end of year	5,650,890	6,451,032
Deferred capital contributions balance, end of year	\$ 36,538,036	\$ 32,052,236

**12. Net Assets - Investment in Capital Assets**

	2017	2016
Capital assets, net book value	\$ 50,012,355	\$ 42,638,916
Less amounts financed by:		
Working capital	313,978	-
Long-term debt (Note 9)	(6,849,293)	(1,276,024)
Deferred capital contributions (Note 11)	(42,188,926)	(38,503,268)
Invested in capital assets, end of year	\$ 1,288,114	\$ 2,859,624

**The Confederation College of Applied Arts  
and Technology**

**Notes to Financial Statements**

**March 31, 2017**

**13. Net Assets - Internally and Externally Restricted**

Internally restricted net assets represents money set aside by College senior management for various strategic initiatives and committed for specific purposes as identified below.

	2017	2016
Tuition set aside for student assistance	\$ 785,869	\$ 705,890
Scholarships and bursaries	259,205	211,518
Contributions for capital expenditures	346,337	377,164
Donations	309,946	384,435
Applied Research	5,307	5,307
Special Projects	1,000,000	500,000
Student Village	200,000	200,000
Parking Lot Development	50,000	50,000
Critical IT Infrastructure Upgrade	600,000	100,000
Employee professional development	93,629	93,629
Phase 2: Bio-Energy research project	-	85,697
	<b>\$ 3,650,293</b>	<b>\$ 2,713,640</b>

The Ministry of Advanced Education and Skills Development requires a certain portion of the additional tuition fee revenue generated by announced fee increases to be set aside for student assistance.

**14. Net Assets - Endowments Restricted**

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.

**The Confederation College of Applied Arts  
and Technology**

**Notes to Financial Statements**

**March 31, 2017**

**14. Net Assets - Endowments Restricted (Cont'd)**

Externally restricted endowment funds include grants provided by the Government of Ontario from the Ontario Student Opportunity Trust Fund ("OSOTF") Phase I and II, and the Ontario Trust for Student Support ("OTSS") programs and other such restricted contributions that were not matched. Under these government programs, the government matches funds raised by the College. The purpose of the programs is to assist academically qualified individuals who, for financial reasons, would not otherwise be able to attend College. The investment income generated from endowments must be used in accordance with the OSOTF and the OTSS guidelines.

The College has recorded the following amounts under the programs:

**OSOTF I**

	2017	2016
<b>Schedule of changes in Endowment Fund Balance</b>		
Fund balance, beginning of year	\$ 3,673,535	\$ 3,663,819
Unrealized gain (unrealized loss)	-	-
Cash donations received	80	9,716
Fund balance, end of year	<u>3,673,615</u>	<u>3,673,535</u>
<b>Schedule of changes in Expendable Funds Available for Awards</b>		
Fund balance, beginning of year	445,534	643,901
Realized gain	-	-
Unrealized investment gain (loss) net of direct investment-related expenses and preservation of capital contributions	483,280	(79,817)
Bursaries awarded (2017 = 237, 2016 = 258)	(122,308)	(118,550)
Expendable fund balance, end of year	<u>806,506</u>	<u>445,534</u>
Total endowment fund balance, end of year	\$ 4,480,121	\$ 4,119,069
Market value of fund, end of year	<u>\$ 4,480,121</u>	<u>\$ 4,119,069</u>

The Confederation College of Applied Arts  
and Technology  
Notes to Financial Statements

March 31, 2017

14. Net Assets - Endowments Restricted (Cont'd)

OSOTF II Second Phase

	2017	2016
<b>Schedule of changes in Endowment Fund Balance</b>		
Fund balance, beginning of year	\$ 252,078	\$ 252,078
Eligible cash donations received	-	-
	<u>252,078</u>	<u>252,078</u>
<b>Schedule of changes in Expendable Funds Available for Awards</b>		
Fund balance, beginning of year	93,787	100,591
Realized gain	-	-
Unrealized investment gain (loss) net of direct investment- related expenses and preservation of capital contributions	40,579	(6,534)
Bursaries awarded (2017 = 4, 2016 = 2)	(520)	(270)
	<u>133,846</u>	<u>93,787</u>
Expendable fund balance, end of year	133,846	93,787
Total endowment fund balance, end of year	\$ 385,924	\$ 345,865
Market value of fund, end of year	\$ 385,924	\$ 345,865

OTSS

	2017	2016
<b>Schedule of changes in Endowment Fund Balance</b>		
Fund balance, beginning of year	\$ 3,256,266	\$ 3,223,301
Eligible cash donations received	20,260	32,965
Gift in kind	-	-
	<u>3,276,526</u>	<u>3,256,266</u>
<b>Schedule of changes in Expendable Funds Available for Awards</b>		
Fund balance, beginning of year	262,250	384,237
Realized gain	-	-
Unrealized investment gain (loss) net of direct investment- related expenses and preservation of capital contributions	412,819	(66,842)
Bursaries awarded (2017 = 99, 2016 = 76)	(68,095)	(55,145)
	<u>606,974</u>	<u>262,250</u>
Expendable fund balance, end of year	606,974	262,250
Total endowment fund balance, end of year	\$ 3,883,500	\$ 3,518,516
Market value of fund, end of year	\$ 3,883,500	\$ 3,518,516

**The Confederation College of Applied Arts  
and Technology**  
**Notes to Financial Statements**

**March 31, 2017**

**14. Net Assets - Endowments Restricted (Cont'd)**

Reports of OTSS awards issued for the period of April 1, 2016 to March 31, 2017:

Status of Recipients	OSAP Number	Recipients Amount	Non-OSAP Number	Recipients Amount	Number	Total Amount
Full-time	257	\$ 116,800	121	\$ 57,095	378	\$ 173,895
Part-time	n/a	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>257</b>	<b>\$ 116,800</b>	<b>121</b>	<b>\$ 57,095</b>	<b>378</b>	<b>\$ 173,895</b>

	2017	2016
Grand total of endowment funds, end of year	\$ 8,749,545	\$ 7,983,450

**15. Commitments**

The College has leased realty for the Aviation Centre of Excellence at an annual rental of approximately \$81,212, with annual increases of 2.5%, and an expiry date of 2053.

**16. Contingencies**

In the normal course of operations, the College is involved in a number of grievances and disputes. As of the date of this financial statement preparation, the likelihood and impact of these matters on the College's financial statements is unknown. Should any costs be incurred as a result of these matters, they will be expensed in the year of settlement.

**The Confederation College of Applied Arts  
and Technology**

**Notes to Financial Statements**

**March 31, 2017**

**17. Statement of Cash Flows**

The change in non-cash working capital balances consists of the following:

	2017	2016
Grants receivable	\$ (402,182)	\$ (548,630)
Accounts receivable	(985,987)	2,826,276
Inventory	32,602	(87,879)
Prepaid expenses	110,485	82,380
Accounts payable and accrued liabilities	(1,287,168)	2,182,806
Vacation pay	(76,677)	(200,458)
Deferred revenue	224,448	(566,044)
	<b>\$ (2,384,479)</b>	<b>\$ 3,688,452</b>

**18. Capital Disclosures**

The College considers its capital to be the balance retained in net assets, which is generally the difference between its assets and liabilities as reported on the statement of financial position and includes unrestricted net assets, internally restricted net assets, investment in capital assets and restricted endowment net assets. The College receives funding from the provincial government for the delivery of its programs. These funds are maintained and disbursed under the terms of the funding agreements and management is responsible for adhering to the provisions of these agreements.

The College's objectives when managing capital are to safeguard its ability to continue as a going concern so that it can continue to provide delivery of its programs to the public. Colleges are required, under the current Ministry guidelines, to balance their budgets each year through a combination of managing expenses and utilizing reserves. Any in-year deficit not covered by reserves (accumulated deficits) must be recovered within two successive years under the Ministry's deficit recovery procedures.

Management maintains its capital by ensuring that annual operating and capital budgets are developed and approved by the Board of Governors based on both known and estimated sources of funding and financing available each year. These budgets are shared with all management to ensure that the capital of the College is maintained and are also published on the College's website or distributed to the public in hard copy upon request.

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**The Confederation College of Applied Arts  
and Technology**

**Notes to Financial Statements**

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**March 31, 2017**

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**19. Financial Instrument Risk Management**

**Credit Risk**

Credit risk is the risk of financial loss to the College if a debtor fails to make payments of interest and principal when due. The College is exposed to this risk relating to its cash, debt holdings in its investment portfolio, notes and long-term receivable and accounts receivable. The College holds its cash accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation. In the event of default, the College's cash accounts are insured up to \$300,000 (2016 - \$300,000).

The College's investment policy operates within the constraints of the investment guidelines issued by the MAESD and puts limits on the bond portfolio including portfolio composition limits, issuer type limits, bond quality limits, aggregate issuer limits, corporate sector limits and general guidelines for geographic exposure. All fixed income portfolios are measured for performance on a quarterly basis and monitored by management on a monthly basis. The guidelines permit the College's funds to be invested in bonds issued by the Government of Canada, a Canadian province or a Canadian municipality having a rating of A or better, or corporate investments having a rating of A (R-1) or better.

The maximum exposure to investment credit risk is outlined in Note 2.

Accounts receivable are ultimately due from students, sponsors or corporate agencies. Credit risk is mitigated by financial approval processes before a student is enrolled and the highly diversified nature of the student population, and other internal controls built into the registration process.

**Market Risk**

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate as a result of market factors. Market factors include three types of risk: currency risk, interest rate risk, and equity risk.

The College's investment policy operates within the constraints of the investment guidelines issued by the MAESD. The policy's application is monitored by management, the investment managers and the Board of Governors. Diversification techniques are utilized to minimize risk. The Policy limits the investment in any one corporate issuer to a maximum of 10% of the College's total fixed income bonds.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.



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**The Confederation College of Applied Arts  
and Technology**

**Notes to Financial Statements**

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**March 31, 2017**

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**19. Financial Instrument Risk Management (Cont'd)**

**Currency risk**

Currency risk relates to the College operating in different currencies and converting non-Canadian earnings at different points in time at different foreign College levels when adverse changes in foreign currency College rates occur.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

**Interest rate risk**

Interest rate risk is the potential for financial loss caused by fluctuations in fair value or future cash flows of financial instruments because of changes in market interest rates.

The College is exposed to this risk through its interest bearing investments (see note 4) and long-term debt (see note 9).

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk

**Equity risk**

Equity risk is the uncertainty associated with the valuation of assets arising from changes in equity markets. The College is exposed to this risk through its equity holdings within its investment portfolio. At March 31, 2017, a 10% movement in the stock markets with all other variables held constant would have an estimated effect on the fair values of the College's equities of \$150,000. Equities represent approximately 58% of the fair value of the College's endowed investments, which is held for long-term investment gains, which mitigates the impact to market fluctuations on the value of the equities.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

**The Confederation College of Applied Arts  
and Technology**

**Notes to Financial Statements**

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**March 31, 2017**

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**19. Financial Instrument Risk Management (Cont'd)**

**Liquidity risk**

Liquidity risk is the risk that the College will not be able to meet all cash outflow obligations as they come due. The College mitigates this risk by monitoring cash activities and expected outflows through extensive budgeting and maintaining guaranteed investment certificate investments that may be converted to cash in the near-term if unexpected cash outflows arise.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

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**20. Comparative Figures**

Certain comparative figures have been reclassified to conform to the current year's presentation.

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# 2016-2017 ANNUAL REPORT

Appendix B:  
Key Performance Indicators -  
Released April 20, 2016

## Graduate Employment Rate

Survey of 2015-16 graduates six months after graduation	Employed %
Algonquin	84.1
Boréal	82.1
Cambrian	82.0
Canadore	82.8
Centennial	77.0
Conestoga	86.4
Confederation	82.8
Durham	84.2
Fanshawe	87.0
Fleming	82.7
George Brown	81.2
Georgian	87.3
Humber	83.4
La Cité	83.9
Lambton	82.7
Loyalist	86.0
Mohawk	86.0
Niagara	82.3
Northern	84.8
St. Clair	84.0
St. Lawrence	86.5
Sault	80.4
Seneca	75.6
Sheridan	82.8
<b>Province</b>	<b>83.0</b>

## Graduate Satisfaction Rate

Survey of 2015-16 graduates six months after graduation	Very Satisfied / Satisfied %	Neither Satisfied / Nor Dissatisfied %	Very Dissatisfied / Dissatisfied %
Algonquin	80.0	12.1	7.9
Boréal	87.8	7.8	4.4
Cambrian	79.9	12.1	7.9
Canadore	81.0	11.0	8.0
Centennial	78.5	12.5	8.9
Conestoga	81.7	11.4	6.9
Confederation	86.6	7.0	6.5
Durham	76.2	14.5	9.2
Fanshawe	79.0	14.4	6.5
Fleming	81.1	11.9	7.0
George Brown	77.7	13.9	8.4
Georgian	78.3	12.4	9.3
Humber	75.0	14.2	10.8
La Cité	83.0	9.3	7.7
Lambton	76.8	12.8	10.4
Loyalist	81.4	12.2	6.3
Mohawk	78.3	13.5	8.2
Niagara	78.0	14.7	7.3
Northern	73.1	16.6	10.4
St. Clair	81.3	12.0	6.7
St. Lawrence	84.5	10.0	5.5
Sault	80.7	11.5	7.8
Seneca	76.4	14.5	9.1
Sheridan	78.5	15.4	6.2
<b>Province</b>	<b>78.8</b>	<b>13.1</b>	<b>8.1</b>

PLEASE NOTE: College-to-college comparisons (ranking) could produce misleading results, because of college size, local employment conditions, program mix and graduate demographics. The data from each college should be considered on its own.

# 2016-2017 ANNUAL REPORT

## Appendix B: Key Performance Indicators - Released April 20, 2016

### Employer Satisfaction Rate

Survey of employers who have hired 2015-16 college graduates	Very Satisfied / Satisfied %	Neither Satisfied / Nor Dissatisfied %	Very Dissatisfied / Dissatisfied %
Algonquin	90.2	6.3	3.5
Boréal	96.0	4.0	0.0
Cambrian	85.4	7.3	7.3
Canadore	87.0	8.7	4.3
Centennial	94.1	2.0	4.0
Conestoga	94.4	2.1	3.5
Confederation	89.5	5.3	5.3
Durham	93.8	3.7	2.5
Fanshawe	90.6	7.9	1.6
Fleming	92.0	6.8	1.1
George Brown	92.3	4.9	2.8
Georgian	90.2	8.9	0.8
Humber	90.6	6.7	2.8
La Cité	88.4	7.0	4.7
Lambton	100.0	0.0	0.0
Loyalist	88.9	11.1	0.0
Mohawk	84.3	7.8	7.8
Niagara	88.9	7.9	3.2
Northern	89.5	5.3	5.3
St. Clair	88.7	8.1	3.2
St. Lawrence	100.0	0.0	0.0
Sault	88.9	5.6	5.6
Seneca	91.0	6.3	2.7
Sheridan	94.0	2.4	3.6
<b>Province</b>	<b>91.2</b>	<b>5.8</b>	<b>3.0</b>

### Student Satisfaction Rate \*

Student Satisfaction Survey, June 2016, November 2016 and February 2017	Very Satisfied / Satisfied %	Neither Satisfied / Nor Dissatisfied %	Very Dissatisfied / Dissatisfied %
Algonquin	77.4	16.8	5.7
Boréal	86.6	11.1	2.3
Cambrian	78.4	16.3	5.2
Canadore	79.3	16.7	4.1
Centennial	76.5	16.6	6.9
Conestoga	75.6	19.1	5.3
Confederation	77.0	17.5	5.5
Durham	75.3	19.3	5.4
Fanshawe	77.7	17.4	4.9
Fleming	78.6	16.4	4.9
George Brown	74.5	18.9	6.6
Georgian	79.0	15.5	5.5
Humber	72.6	20.5	7.0
La Cité	85.9	8.4	5.7
Lambton	78.2	14.9	6.9
Loyalist	79.5	15.2	5.3
Mohawk	77.0	17.8	5.2
Niagara	80.7	14.7	4.6
Northern	74.2	19.2	6.7
St. Clair	80.2	15.4	4.5
St. Lawrence	80.0	15.7	4.3
Sault	86.0	9.9	4.1
Seneca	72.5	20.9	6.6
Sheridan	73.4	19.9	6.7
<b>Province</b>	<b>76.5</b>	<b>17.7</b>	<b>5.8</b>

\* This represents the average of the four capstone questions (13, 24, 39 and 49). The results are provided in the following tables.

PLEASE NOTE: College-to-college comparisons (ranking) could produce misleading results, because of college size, local employment conditions, program mix and graduate demographics. The data from each college should be considered on its own.

# 2016-2017 ANNUAL REPORT

Appendix B:  
Key Performance Indicators -  
Released April 20, 2016

## Capstone Question 13

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

Student Satisfaction Survey, June 2016, November 2016 and February 2017	Very Satisfied / Satisfied %	Neither Satisfied / Nor Dissatisfied %	Very Dissatisfied / Dissatisfied %
Algonquin	88.3	8.3	3.5
Boréal	93.5	4.6	1.8
Cambrian	88.6	7.9	3.5
Canadore	91.4	6.9	1.7
Centennial	85.8	9.7	4.5
Conestoga	87.1	9.4	3.5
Confederation	89.0	7.8	3.2
Durham	86.2	9.7	4.1
Fanshawe	88.1	8.5	3.4
Fleming	87.0	8.6	4.3
George Brown	84.4	11.1	4.6
Georgian	87.1	8.6	4.2
Humber	84.4	10.9	4.7
La Cité	92.3	3.7	4.0
Lambton	87.4	7.7	4.9
Loyalist	89.6	6.9	3.6
Mohawk	87.3	9.0	3.7
Niagara	89.0	7.3	3.7
Northern	85.2	10.1	4.8
St. Clair	89.7	7.2	3.1
St. Lawrence	89.8	7.4	2.8
Sault	92.3	5.7	2.0
Seneca	84.3	11.6	4.1
Sheridan	85.4	10.8	3.7
Province	86.9	9.2	3.9

## Capstone Question 24

*The overall quality of the learning experiences in this program*

Student Satisfaction Survey, June 2016, November 2016 and February 2017	Very Satisfied / Satisfied %	Neither Satisfied / Nor Dissatisfied %	Very Dissatisfied / Dissatisfied %
Algonquin	79.2	14.7	6.0
Boréal	87.0	11.0	2.1
Cambrian	81.8	12.7	5.5
Canadore	84.3	12.1	3.6
Centennial	79.0	14.8	6.2
Conestoga	78.9	15.9	5.1
Confederation	83.3	11.5	5.2
Durham	77.6	16.4	6.0
Fanshawe	80.5	14.5	5.0
Fleming	80.8	13.8	5.4
George Brown	76.2	16.8	6.9
Georgian	80.5	13.5	6.0
Humber	76.9	16.3	6.8
La Cité	87.1	7.2	5.8
Lambton	80.4	11.7	7.9
Loyalist	82.6	11.1	6.3
Mohawk	78.2	15.8	6.0
Niagara	82.3	12.8	4.8
Northern	78.5	14.5	7.1
St. Clair	83.0	12.5	4.5
St. Lawrence	83.0	12.5	4.5
Sault	88.2	8.1	3.7
Seneca	76.9	17.6	5.5
Sheridan	79.1	15.6	5.3
Province	79.5	14.8	5.7

PLEASE NOTE: College-to-college comparisons (ranking) could produce misleading results, because of college size, local employment conditions, program mix and graduate demographics. The data from each college should be considered on its own.

# 2016-2017 ANNUAL REPORT

## Appendix B: Key Performance Indicators - Released April 20, 2016

Capstone Question 39			
<i>The overall quality of the services in the college</i>			
Student Satisfaction Survey, June 2016, November 2016 and February 2017	Very Satisfied / Satisfied %	Neither Satisfied / Nor Dissatisfied %	Very Dissatisfied / Dissatisfied %
Algonquin	67.5	25.4	7.1
Boréal	84.4	12.6	3.0
Cambrian	68.2	25.1	6.7
Canadore	68.7	25.8	5.5
Centennial	65.7	24.1	10.2
Conestoga	60.5	31.7	7.8
Confederation	64.5	28.1	7.4
Durham	63.2	29.8	7.0
Fanshawe	67.1	26.6	6.3
Fleming	67.1	26.3	6.7
George Brown	62.8	28.6	8.5
Georgian	68.6	24.2	7.2
Humber	56.9	32.9	10.2
La Cité	79.1	11.3	9.6
Lambton	69.0	21.8	9.2
Loyalist	70.3	23.6	6.1
Mohawk	65.4	28.0	6.6
Niagara	71.3	22.8	5.9
Northern	62.3	30.2	7.6
St. Clair	70.5	23.6	5.9
St. Lawrence	69.6	24.4	5.9
Sault	78.3	15.4	6.4
Seneca	57.2	32.2	10.6
Sheridan	58.2	31.5	10.3
<b>Province</b>	<b>64.6</b>	<b>27.4</b>	<b>8.1</b>

Capstone Question 49			
<i>The overall quality of the facilities / resources in the college</i>			
Student Satisfaction Survey, June 2016, November 2016 and February 2017	Very Satisfied / Satisfied %	Neither Satisfied / Nor Dissatisfied %	Very Dissatisfied / Dissatisfied %
Algonquin	74.8	18.9	6.3
Boréal	81.4	16.3	2.3
Cambrian	75.0	19.7	5.3
Canadore	72.6	21.9	5.5
Centennial	75.7	17.8	6.6
Conestoga	75.8	19.3	4.9
Confederation	71.1	22.8	6.1
Durham	74.1	21.1	4.7
Fanshawe	75.2	19.9	4.9
Fleming	79.7	17.0	3.3
George Brown	74.7	18.9	6.3
Georgian	79.7	15.8	4.5
Humber	72.0	21.8	6.2
La Cité	85.2	11.3	3.5
Lambton	76.1	18.4	5.6
Loyalist	75.5	19.3	5.2
Mohawk	77.3	18.3	4.4
Niagara	80.1	15.8	4.1
Northern	70.7	22.0	7.2
St. Clair	77.5	18.0	4.4
St. Lawrence	77.5	18.3	4.2
Sault	85.2	10.4	4.5
Seneca	71.7	22.2	6.0
Sheridan	70.8	21.7	7.5
<b>Province</b>	<b>75.3</b>	<b>19.2</b>	<b>5.5</b>

PLEASE NOTE: College-to-college comparisons (ranking) could produce misleading results, because of college size, local employment conditions, program mix and graduate demographics. The data from each college should be considered on its own.

# 2016-2017 ANNUAL REPORT

Appendix B:  
Key Performance Indicators -  
Released April 20, 2016

Graduation Rate *	
2016-17 KPI (2015-16 Graduates)	
Algonquin	66.0%
Boréal	75.4%
Cambrian	64.2%
Canadore	72.9%
Centennial	62.3%
Conestoga	71.3%
Confederation	65.5%
Durham	68.0%
Fanshawe	70.4%
Fleming	68.8%
George Brown	67.1%
Georgian	63.3%
Humber	62.8%
La Cité	68.4%
Lambton	69.8%
Loyalist	67.1%
Mohawk	65.0%
Niagara	65.6%
Northern	65.9%
St. Clair	68.7%
St. Lawrence	73.9%
Sault	63.6%
Seneca	60.4%
Sheridan	69.2%
<b>Province</b>	<b>66.6%</b>

PLEASE NOTE: College-to-college comparisons (ranking) could produce misleading results, because of college size, local employment conditions, program mix and graduate demographics. The data from each college should be considered on its own.

## 2016-2017 ANNUAL REPORT

Appendix C:  
Summary of Advertising and Marketing  
Complaints Received

There have been no advertising or marketing complaints in 2016-2017.



