

2015-2016 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.

2015-2016 ANNUAL REPORT

Table of Contents

Section 1	3
Message from Board Chair	
Section 2	4
Message from President	
Section 3	6
Strategic Plan	
Section 4	10
Ends Monitoring Report	
Section 5	13
Analysis of Operational Performance	
Section 6	20
International Activities Report	
Section 7	23
Fundraising Report	
Appendix A	24
Audited Financial Statements	
Appendix B	53
KPI Release	
Appendix C	58
Summary of Advertising and Marketing Complaints Received	
Appendix D	59
List of Board of Governors	

2015-2016 ANNUAL REPORT

Message from the Chair of the Board

The Board of Governors is proud to have provided guidance and support throughout the past year; a year of incredible achievement as Confederation College completed the last stage of the 2013-16 Strategic Plan.

We made important progress during the 2015-16 academic year in terms of infrastructure development, specifically on our Thunder Bay campus. The fall of 2015 welcomed the first students into our new student accommodations, Spruce and Cedar Houses, which created 128 new beds. We also began construction on our new Student Wellness Centre, another element of our Student Village which will be completed in the fall of 2017. This followed an announcement of a significant contribution from our Student Union. SUCCI has committed an impressive \$8.5 million towards the project. The province of Ontario also committed funds and in addition, contributed to the colocation of our Sioux Lookout campus with the new Sioux Lookout High School. Finally, the provincial budget announcements included an incredible \$7 million towards the establishment of a Technology Education and Collaboration (TEC) Hub. Though there is more work to do in reaching the target, we have great confidence that the Confederation College team will make this vision a reality.

We celebrated the 20th Anniversary of Partners' Evening, the College's signature fundraising event, by welcoming special guest Chef Michael Smith in partnership with Sodexo. Our culinary students were also treated to a second special guest when they hosted the first ever Indigenous Celebration fundraising dinner in collaboration with celebrity Chef Rich Francis.

A new recruitment-focused website was launched alongside an update to the College's employee portal. Both will provide a more user-friendly experience and the new website will contribute to more future students being connected to the right people, getting enrolled in the right program, and finding the right supports and services throughout their educational journey.

Through consultations with stakeholders including students, employees, partners and members of our communities, the Board helped to lead the College in the establishment of a new strategic plan, *The Path to 2020*. This plan builds on the successes of the last strategic plan and will help ensure Confederation College continues to excel at *inspiring learners to success in their lives and careers in northwestern Ontario and beyond*. The new plan will see the College focus on three strategic directions encompassing 10 goals:

- Access and success for learners – providing access to a broad range of programs, pathways and learning opportunities; cultivating a flexible and supportive learning environment; building relationships through reconciliation; and fostering an environment for all learners to experience the Negahneewin Council Vision
- Community prosperity – responding to the training and development needs of communities and employers; enriching the quality of life, prosperity and sustainability of its diverse communities; and leading and supporting innovation and entrepreneurship through partnerships
- Institutional excellence – managing human financial and physical resources responsibly and sustainability in order to exceed College and sector indicators of quality and success; being an employer of choice; and being recognized as a leader in Indigenous learning in Canada

It is our honour to continue offering direction and guidance to President Madder and Confederation College as we pursue *Wiicitaakewin: The Path to 2020*. We also look forward to celebrating an historical year of celebrations as Confederation College turns 50 in 2017 and hope you will join us in doing so.

Chris Fralick

Chair

2015-2016 ANNUAL REPORT

Message from the President

The 2015-16 academic year was truly a culmination of incredible commitment and a great deal of hard work to see many milestone projects and events come to fruition.

We introduced the first dedicated *Aboriginal Awareness Week* to celebrate the cultures of our Indigenous students with our entire college community. Another important event was led by our Student Union, which hosted the Ontario Colleges Athletic Association Provincial Curling Championship and cheered on our bronze-winning women's team at the national competition that followed.

We were thrilled to secure a \$7 million commitment from the province of Ontario towards the development of a Technology Education and Collaboration (TEC) Hub. The new space will support the expansion of training opportunities and the creation of an employment-ready technology and trades workforce for northern Ontario.

Our Centre for Policy in Aboriginal Learning (CPAL) presented the We Are Here: Indigenous Learners in Post-Secondary Education conference in March. The conference was designed to examine the nature of self-identification and how it should be addressed in post-secondary education. The spring also marked the conclusion of several of CPAL's research projects including: *Best Practices in Aboriginal Learning Among Ontario's Northern Colleges*; *Pathways for Aboriginal Learners: Collaborating Across Aboriginal Institutes, Colleges and Universities*; *Aboriginal Self-Identification: 'We Are Here';* and *The Tree of Research Ethics for Indigenous Education: An Indigenous Research Framework*.

We welcomed three very special guests to campus including Chef Michael Smith, Chef Rich Francis and most notably, Premier Kathleen Wynne. Premier Wynne helped make a significant announcement about the province's financial support of our new Student Wellness Centre to be opened in the fall of 2017. She also announced funding for our Sioux Lookout campus relocation project.

Through our continued partnership with Study North, we invited prospective students and their accompanying guests from southern Ontario to join our recruitment team on campus for our first Familiarization Tour. Guests stayed in our new residences, toured campus and our city, saw program-specific facilities and equipment that were of interest to them, and interacted with program faculty to help them decide if Confederation College was the right choice. This pilot program has proven to be a great success as a number of those students have accepted their offers for the 2016-17 academic year.

We were proud to witness over 1400 students earn their diplomas, certificates and advanced diplomas during our Convocation ceremonies across the region, including the first graduating class from the Hydro One Pre-Technology (Electrical) program.

Beyond our collective accomplishments, I would like to offer my heartfelt congratulations to three individual members of the Confederation College family, who were recipients of provincial or national recognition this year:

Continued on following page

2015-2016 ANNUAL REPORT

Message from the President

- Jim Lees, Coordinator/Counsellor (now retired) – Lifetime Achievement Award presented by Ontario College Counsellors
- Gail Murdock, Vice President, Academic (now retired) – Doug Light Lifetime Achievement Award presented by the Ontario College Administrative Staff Association
- Chris Cartwright, President of the Student Union (now Past President) – Bronze Student Leadership Excellence Award presented by Colleges and Institutes Canada

This year, we reached the end of our 2013-16 strategic plan. Our Board of Governors and our team of dedicated employees led us to some impressive achievements in addition to those already mentioned. Here are just a few more from our final year:

- Welcomed 532 international students
- Saw 571 learners relocate from southern Ontario to attend Confederation
- Supported 1295 Indigenous learners in post-secondary and non-post-secondary environments
- Delivered 23 post-secondary programs at our regional campuses
- Earned an Employer Satisfaction rate of 92.6 per cent (survey of employers who have hired 2014-15 graduates)

In looking back, it is also important to look forward. And we have much to look forward to in the coming year. We will be celebrating our 50th Anniversary in 2017 and invite members of our communities to participate in our celebration by attending our events and sharing their memories and College memorabilia with us. We will also begin *Wiicitaakewin: The Path to 2020* with our new strategic plan which will continue to focus on access and success for our learners, and will renew focus on both community prosperity and institutional excellence.

In closing, I would like to take this opportunity to thank our students, employees, partners, supporters and communities for everything they do to help us continue to achieve our vision of enriching lives through learning.

Jim Madder
President

2015-2016 ANNUAL REPORT

Strategic Plan



The Path to 2020

Confederation College: 2017-2020 Strategic Plan

Using the Negahneewin Vision as a foundation to deliver our mission and vision, Confederation College commits to fostering Access and Success, Community Prosperity and Institutional Excellence through the following 10 goals.

The College aspires to be an institution that:

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 reconciliation¹ 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; and,
10. Is recognized as a leader in Indigenous learning in Canada;

¹Reconciliation" 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.

2015-2016 ANNUAL REPORT

ACCESS and SUCCESS



The Path to 2020

Confederation College excels in attracting, supporting and graduating a diverse² 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 Aboriginal 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-12 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 reconciliation¹ that inform learners' success. (E1.2)

- 3.1 Investigate the development of comprehensive Indigenous language and cultural programming.
- 3.2 Advance the process of Canadian reconciliation through advocacy of the Truth and Reconciliation Commission of Canada's Call to Action for 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 teaching methods in the classroom.
- 4.3 Create and sustain space that is reflective of the Confederation brand and the Indigenous peoples within the College.

¹"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.

²"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.

2015-2016 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 the northwest

Goal 7 - Leads and supports innovation and entrepreneurship through partnerships with business and industry. (E2.3)

- 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 the northwest.

2015-2016 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 (technology, facilities and services) 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 Provide employees with professional development opportunities that support professional success as well as health and wellness.
- 9.3 Continue to create a supportive environment and increase opportunities for employees to be engaged and contribute to the College community.
- 9.4 Investigate, develop and implement a strategy to support the sustainable recruitment of part-time/sessional faculty and support staff.

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 Continue to actively engage in championing an internal dialogue on how to advance and support Indigenous learning at Confederation College.
- 10.3 Through CPAL, influence the development of policy for advancement of Indigenous learning across a variety of Canadian and international environments.

2015-2016 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.

Proposed metrics for the 2013-2016 Strategic Plan Ends:		2013/14	2014/15	2015/16
NOTE - All information in this report is consistent with records from May 16, 2016. Numbers and percentages will vary when compared to other ministry reports.				
Ends Policy One – Diverse learners acquire knowledge, skills and attitudes for success.				
Strategic Direction One – Improve Access to Learning and Support the Success of Learners				
a	Number of learners (post-secondary, apprenticeship, upgrading, contract training, general interest)	7813	7846	7605
	i. Post-secondary learners (includes full and part time)	4218 (54%)	4431 (56%)	4466 (59%)
b	Under-represented post-secondary learners	2465 (58%)	2391 (54%)	2366 (53%)
	First Generation	1601 (38%)	1417 (32%)	1174 (26%)
	Aboriginal	739 (18%)	896 (20%)	868 (19%)
	International	274 (6%)	389 (9%)	532 (12%)
	Second Career	77 (2%)	77 (2%)	69 (2%)
	WSIB	20 (<1%)	4(<1%)	5 (<1%)
	Identified disabilities	469 (11%)	464 (11%)	505 (11%)
c	Academic upgrading learners who ladder into full-time: i. Post-secondary ii. Apprenticeship Studies*	i. 102 (8%) ii. 1 (<1%)	i. 106 (7%) ii. 2 (<1%)	i. 121 (7%) ii. 3 (<1%)
d	Number of School College Work Initiative learners in 2015/16*	910	982	1095
e	School College Work Initiative learners who ladder into full-time: i. Post-secondary ii. Apprenticeship Studies*	i. 230 (7%) ii. 6 (2%)	i. 278 (7.9%) ii. 17 (4.6%)	i. 354 (9.9%) ii. 38 (11.1%)
f	Number of Learners participating in the MTCU Credit Transfer System i. In to Confederation College ii. Out of Confederation College	i. 297 ii. N/A	i. 313 ii. N/A	i. 358 ii. N/A
g	Male/female ratio of post-secondary learners	43/57	44/56	44/56
h	Post-secondary learners completing flexible courses	959 (23%)	972 (22%)	994 (22%)
i	Post-secondary learners accessing programming through the Virtual College	1280 (30%)	1286 (29%)	1271 (29%)
j	Learners in collaborative, multi-institutional programs (Collaborative or community based BScN, Mining diploma, Medical Laboratory Assistant diploma, etc.)	391 (5%)	469 (6%)	459 (6%)
International Learners:				
k	International post-secondary learners	274 (6%)	389 (9%)	532 (12%)
l	International post-secondary graduates	133 (9%)	191 (11%)	268 (16%)
m	International non post-secondary learners	71 (4%)	77 (4%)	62 (4%)
Regional Learners:				
n	Number of Post-secondary programs delivered in regional locations	19	20	23
o	Post-secondary learners in regional locations	473 (11%)	560 (13%)	528 (12%)
p	Apprenticeship and upgrading learners in regional locations	1 (<1%)	6 (<1%)	3 (<1%)
q	Contract training learners in regional locations	143 (27%)	153 (29%)	126 (20%)
		485 (29%)	599 (35%)	601 (37%)
Southern Ontario Learners:				
r	Learners outside of northwestern Ontario accessing programming through the Virtual college	266 (10%)	365 (14%)	295 (12%)
s	Learners relocating to northwestern Ontario from southern Ontario for their studies	439 (6%)	495 (6%)	571 (8%)
Graduates:				
t	Graduation rate from post-secondary programming exceeds the provincial average (KPI) = 66.7%	58%	65.9%	64.8%
u	Employed graduates exceeds the provincial average (KPI) = 83.6%	89%	89%	84.6%
v	Graduates indicating satisfaction with their College experience exceeds the provincial average (KPI) = 80.3%*	84%	83.6%	86.9%
w	Employers indicating that they are satisfied with the skills of their college graduate employee (KPI)=91.4%	92%	88.4%	92.6%

2015-2016 ANNUAL REPORT

Proposed metrics for the 2013-2016 Strategic Plan Ends:		2013/14	2014/15	2015/16
Ends Policy Two – Aboriginal learners experience success in their learning journeys Strategic Direction Two – Support and Advance Aboriginal Learning				
a	Aboriginal post-secondary learners	739 (18%)	895 (20%)	868 (19%)
b	Aboriginal apprenticeship learners	7 (2%)	7 (2%)	17 (5%)
c	Aboriginal upgrading learners	149 (28%)	85 (16%)	197 (32%)
d	Aboriginal contract training learners	153 (9%)	169 (10%)	203 (13%)
e	Aboriginal post-secondary graduates	245 (16%)	270 (16%)	294 (17%)
f	Aboriginal apprenticeship graduates	N/A	N/A	N/A
g	Aboriginal upgrading graduates	76 (63%)	31 (35%)	100 (85%)
h	Aboriginal School College Work Initiative learners laddering into post-secondary programming	40 (5%)	48 (7%)	72 (13%)
i	Courses in post-secondary programming with Aboriginal learning outcomes	21 (37.5%)	33 (58%)	53 (95%)

2015-2016 ANNUAL REPORT

Proposed metrics for the 2013-2016 Strategic Plan Ends:		2013/14	2014/15	2015/16
Ends Policy Three – Diverse communities have access to a skilled and knowledgeable workforce Strategic Direction Three – Serve Northwestern Ontario				
a	Number of learners served:	7813	7846	7605
	i. Post-secondary learners (includes full and part time)	4218 (54%)	4431 (56%)	4466 (59%)
	ii. Apprenticeship learners	357 (5%)	369 (5%)	341 (4%)
	iii. Upgrading learners	538 (7%)	523 (7%)	619 (8%)
	iv. Contract training learners (activity not funded by MTCU)	1659 (21%)	1709 (22%)	1610 (21%)
	v. General interest learners	1041 (13%)	814 (11%)	566 (7%)
b	Number of post-secondary full-time equivalent (FTE) learners (represents one year lag in reporting)	3121	3165	3135
c	Post-secondary learners indicating that the "overall quality of their learning experience in their program" exceeds the provincial average (KPI) = 80%	86%	85.5%	85.1%
d	Post-secondary learners indicating that the "concern of people at this College for their success" exceeds the provincial average (KPI) = 63%	70%	68%	69%
e	Post-secondary learners indicating that the "quality of services at this College exceeds the provincial average (KPI) = 64.6%	65%	63.1%	66.1%
f	Post-secondary learners the indicate that their satisfaction with their "overall college experience" exceeds the provincial average (KPI) = 73%	79%	77%	76%
g	Learners leaving northwestern Ontario to attend programs at other Ontario Colleges	512 (20%)	437 (18%)	568 (23%)
h	Number of northwestern Ontario businesses and industries receiving training	39	31	39
i	Number of training agreements with northwestern Ontario communities and number of communities served through these agreements	67	50	49
Integrated Employment Services				
j	Number of employment clients served*	2107	4048	3450
k	Percentage of employment clients placed*	67%	66%	61%
Applied Research/Entrepreneurism				
l	Number of applied research projects in partnership with government, community or business organizations*	18	22	21
m	Learners participating in experiential learning opportunities*	1429 (34%)	1454 (33%)	1985 (44%)
n	Learners participating in applied research projects	33 (<1%)	86 (2%)	112 (3%)
o	Learners participating in entrepreneurship activities*	48 (<1%)	63 (4%)	318 (7%)

* Indicates the metric is also reported in the 2014 - 17 Strategic Mandate Agreement

2015-2016 ANNUAL REPORT

Analysis of Operational Performance

Below you will find a sampling of initiatives that have been completed in the past year as part of the implementation of the 2015/16 Annual Business Plan.

Strategic Direction #1-Access and Success

Ends Policy 1-Diverse learners acquire knowledge, skills and attitudes for success.

1.1 Learners access pathways that are supportive, flexible and meet their individual learning needs.

- ✓ We continue to look at programs and program delivery with an eye to meeting the needs of students by either accelerating teaching or managing workloads at a different pace. There is a consistent emphasis to remind students that they can personalize their pace through a credential. Notably forestry and environmental programs have created a culture around this principle and thus have improved retention rates accordingly.
- ✓ Along with online or blended programs we have also introduced the first year of the Computer Programmer program to the three western campuses with the appropriate bandwidth capability, notably Fort Frances, Dryden and Kenora. With limited enrolment in the second year (3) but with a high demand marketplace in mind, we have instituted some teaching of the program from Kenora through distance education. This included teaching the students currently enrolled in the program in Thunder Bay.
- ✓ The Hydro One partnership was also a stand-alone special project that allowed for pre tech programming to be taken over three semesters and has proven successful and finally as part of a push to increase part-time offerings we have seen a 6.8% increase in this activity. (directly as a result of additional online options)
- ✓ A new website has been introduced that provides for ease of use in all platforms including mobile and that is also compliant in relation to accessibility and assisted devices.

Ends Policy 1.2-Graduates exceed recognized performance indicators of knowledge, skills and attitudes.

KPI Graduate employment 84.6 Student Satisfaction 79.3 Graduation rate 64.8

1.1 Implement the Confederation College Student Village, with learner success as a major theme and enhanced support for Aboriginal learners.

- ✓ The Student Village has taken significant shape in the past year with the opening of the two new housing complexes and the first stage of design and construction of the new Wellness Centre. This facility is the second stage in the development of a comprehensive village concept that will provide for education, accommodation, recreation, and health and wellness to our diverse College community. The Wellness Centre design allows for the expansion and/or construction of an Indigenous focussed learning and meeting place. Pursuit of funding for this addition is currently underway.

1.2 Implement the Virtual College including Technology Enabled Learning to expand access to programming and services throughout northwestern Ontario and beyond.

- ✓ The six northern colleges have agreed to collaborate in the delivery of some of their program clusters (beginning with business winter January 2017) and in the related academic administration and administrative infrastructure. Collaborative programming provides a common curriculum and a single course outline for each course at all colleges delivered across a shared platform and shared faculty.
- ✓ Four new blended courses have been developed and launched in the fall/winter of 2015/16.

2015-2016 ANNUAL REPORT

They are Professional Writing, Technical Communication, Professional Practice and Jurisprudence and ACE Chemistry. In addition, we have been working on four new diabetes courses for the Diabetes Education certificate program (launching fall/winter 2016/17) that is delivered through Ontario Learn. Applied Math for Technology through online access is planning to be launched this coming fall. The Concurrent Disorders program will be completely online in the near future. Currently we have a total of 21 asynchronous and blended courses running. (15 and 6 respectively)

- ✓ Confederation College is collaborating with Lakehead University on the implementation of a telepresence network housed in our Kenora campus.

1.3 Develop and improve supportive learner resources through Flexible Learning.

- ✓ Bridging the Distance (BTO), that was introduced recently, includes dedicated high quality video conference spaces for counseling at all campus sites in a welcoming environment with secure connections. In this past year there were 106 first year student contacts and 122 contacts in second year connected through BTD. The use of video has significantly increased the usage and a research paper currently being completed shows students do not differentiate significantly between being supported by video versus in person.

1.4 Expand support to employees and learners to facilitate learner success.

- ✓ After two years of extensive consultation, Confederation College proudly launched its Student Mental Health and Well-Being Strategy in May 2015; the first of its kind among Ontario colleges. The Strategy responds to, among other things, the statistic that one in four students will experience a mental health or addiction issue during their post-secondary education. It also addresses the 49.8 percent of Confederation College students surveyed who indicated that within the last 12 months, their academics was traumatic or very difficult to handle and 36 per cent indicated they have felt depressed and it was difficult to function. Jim Lees, a 29 year employee and Councillor within our organization was instrumental in the development of this province-wide program. He has just received the Ontario/Canadian College Councillors Lifetime Achievement Award for his contributions to the national College community and for the innovation he provides in the support of students.

We also continue to train staff using SafeTalk, a workshop on how to recognize individuals who may be having thoughts of suicide and connecting them with help. Since June of 2014, 137 persons have been trained in this program with an additional three new instructors trained to deliver it. In addition, Confederation introduced the LGBTQ Safer and Accepting Campuses workshop that has seen 64 staff through the training thus far. (Began in 2015)

- ✓ Confederation College is also entering the 10th year of the Respect program with a look to rebranding and revisiting with staff. Many community agencies including the City of Thunder Bay have adopted Respect as a model of their treatment of each other in the workplace.
- ✓ A faculty PD selection committee meets regularly and has approved over \$20,000 to ten faculty from an applicant pool of 22, to attend PD. One support staff employee and two faculty members took a College funded PD leave in the past year. PD spending from personal PD accounts was \$62,385.92. 16 employees accessed the tuition reimbursement practice. 94 employees have attended at least one session of the Facilitating Student Success Certificate. To date we have 33 graduates.
- ✓ Over 60 employees participated in at least one of the Baawajigan Series of workshops. Presently there are 11 who are poised to graduate from the certificate this year with approximately 10 more who may graduate pending their final report submission.

1.5 Implement Study North to recruit learners to Confederation College.

- ✓ In its second year, Study North leveraged the first year gain in awareness among target markets and supported this through repeat visits to fairs and schools that showed higher

2015-2016 ANNUAL REPORT

interest and potential application. In addition, Study North initiated a travel incentive and an entrance bursary for applicants. Due to distance, the travel incentive proved to be insufficient to recover 100% of a traveler's cost to Confederation, therefore a familiarization tour (FAM) was organized and hosted by the recruitment team with 8 of 10 students hosted confirming their offer of admission. Since the inception of Study North and the College's own 905 strategy, we have seen a steady increase in the number of students by approximately 100 over the last three years who are attending Confederation College from southern Ontario. This past year we can account for 46 students who have an association with Study North. If we reduce this number by the number of students who would traditionally come for flight and/or film, our number of southern Ontario students associated with Study North is 30 for this year spread out in a variety of programs.

1.1 Expand International Education

- ✓ Confederation College welcomed a total of 532 international students on campus. This number includes those registered in post-secondary programs and courses as well as students registered in language programs, on short-term scholarships or on exchange programs. Students on campus come from 26 countries. As part of its efforts to diversify and expand recruitment markets, Confederation was one of four colleges invited to participate in an exploratory exercise of marketing Vietnam in March 2015.
- ✓ Confederation College continues to work with our community, supporting activities and initiatives that build partnerships with local residents. Most recently Confederation established a working group with school boards and Lakehead University to attract international students. An MOU has also been signed with the Board(s) to facilitate ease of transfer for international students from one institution to another.
- ✓ We have also implemented a one year post grad certificate for healthcare professionals (Leadership for Healthcare Professionals) and have successfully established several postgraduate pathway options for international students. Other programs developed include the Industrial Manufacturing Processes 2 year Certificate, Engineering Business and Safety Management 2 year certificate and the one year Critical Care Nursing certificate. The International Business Management program is in great demand and is the most sought after of all within the scholarship selection in Chile. We continue to receive over 15 students each year through the Chilean scholarship program.
- ✓ Confederation signed an MoU with Universidad of Veracruz to provide exchange opportunities for both staff and faculty at both institutions. Recently the Native Child and Family Services program was featured during a recent visit. We have welcomed two students from the institution to study Media Arts and look forward to welcoming two more in September.
- ✓ We have completed most of our contracts within China. LNC College in Lianyungang is the last and will end this coming June.

Strategic Direction #2 Aboriginal Learning

E2.1 Aboriginal Learners increase their participation in Confederation College education and training and achieve increased program completion.

2.1. Realize the Negahneewin Vision for Learners

- ✓ Confederation College continues to work with a wide range of public and private Aboriginal organizations in providing relevant post-secondary programming and integrating Aboriginal learning outcomes, currently in 95% of our programs. The continued success of these partnerships has been foundational to the achievements within Confederation's strategic initiative around Aboriginal Learning.

2015-2016 ANNUAL REPORT

2.2 Further align the learners support and programming of Negahneewin throughout Confederation College.

- ✓ The Negahneewin (Leading the Way) Aboriginal Student Services team works with students, schools, communities and Program Coordinators to engage and support learners as early as possible. This strategy provides a welcoming environment and allows for the students to build trust and consistency with staff, along with gaining a sense of community within the College. Specific to the large Indigenous population of students, APIWIN (meaning a place to sit) student lounge plays a large part in this welcoming and inviting strategy for those of FNMI descent. Aboriginal Student Navigators focus on supporting students with their transition into post-secondary education and provide advisement as required. These same Navigators carry three distinct portfolios to ensure the success of Aboriginal students: disability services, recruitment, and cultural engagement.

2.3 Implement the Centre for Policy in Aboriginal Learning. (CPAL)

- ✓ The Centre for Policy in Aboriginal Learning was realized in 2014 with allocation of high visibility office space and supporting services. In the past year, CPAL has applied and received approval for projects totalling an estimated \$1.3 million. These include collaborations with northern colleges in the development of “Best Practices in Aboriginal Learning Among Ontario’s Northern Colleges”, ONCAT Pathways for Aboriginal Learners: Collaborating across Aboriginal Institutes, Colleges and Universities in collaboration with the First Nation Technical Institute and Trent University and the initiation of a model “We Are Here” for FNMI learners to become partners in a process of voluntary self-identification, to name a few.
- ✓ CPAL also acts as the Secretariat for IPEC, implements the Baawajigan certificate and supported the development of an Aboriginal education protocol with Colleges and Institutes Canada (CICAN).

2.4 Expand partnerships with K-12 education providers to support the success of high school learners and their transition to College, with a particular emphasis on the success and transition of Aboriginal Learners.

- ✓ Confederation Bound is a program with the objective of establishing a process whereby graduates from local partner high-schools receive early acceptance. Annually partner high schools refer Grade 11 students to full time post-secondary programs at Confederation. Since inception, 128 students have accepted early entrance (over three years) through the Confederation Bound program. Of those currently eligible (in the first co-hort of 37) 30 or 81% have started a post-secondary program.
- ✓ Of the 1095 total number of students enrolled in the School College Work Initiative (SCWI), 354 laddered to post-secondary. SCWI has seen a significant growth rate among Aboriginal youth and in fact, self-identified Aboriginal students who participated has increased to 72 in this past year. (From 40 and 48 for the previous two years) Dennis Franklin Cromarty and Pelican Falls High Schools also participated this past year.
- ✓ The Kenora Patricia District School Board has also agreed to share their new high school space in Sioux Lookout with Confederation College. As the school is being built, Confederation College is also developing adjacent space for current and new students and will house our Sioux Lookout campus.

2015-2016 ANNUAL REPORT

Strategic Direction #3 Serve Northwestern Ontario

Ends Policy 3 Diverse communities have access to a skilled and knowledgeable workforce

KPI Employer Satisfaction 92.6 Graduate employment 84.6

E3.1 Education and training meets the identified employment needs of northwestern Ontario communities and beyond.

- ✓ The Interactive Media Development students had the pleasure to work with 8 local small businesses during a collaborate effort with our Applied Research team. In doing so students were assigned to teams and produced a report that demonstrates how each participating company can become more competitive in an e-business environment. Some recommendations included strategies to increase online sales or how to more strategically market their business to certain client demographics. The initiative was a great success for both the students and employers participating. Confederation College is planning to use this model and increase the number of local businesses receiving student support through Co-Op / WIL by 20% in the next year in partnership with the Ontario Centers of Excellence. This learning opportunity aligned components of the programs curriculum to an industry specific, client oriented project.
- ✓ Currently we have expanded partnerships with LU in the area of water resources, Natural Resource Management and an integrated degree in Water Resources Management (2 year diploma/4 year degree). There are an extensive number of articulation agreements with universities in place that support continuous learning and address community demand.
- ✓ We have been responsive to both short and long term training needs of businesses and industries within the northwest. Through contract training alone, 600 learners were accommodated in the past year. 39 northwestern Ontario businesses contracted with Confederation College for specific training.
- ✓ Most recently Confederation College underwent a College Quality Assurance Audit Process. (CQAAP) Although final results are not yet published, we achieved provincial accreditation.

E3.2 Learners and communities benefit from Applied Research

3.1 Review, renew and revise program mix in relation to the needs of northwestern Ontario and resources available; expand programming through partnerships with colleges and universities.

- ✓ Entrepreneurism combined with community / industry partnerships have been a significant focus for Confederation College as we continue to positively impact the social and economic development of the region. As an example, a partnership has been formed between Confederation College, Lakehead University and the Northwestern Ontario Innovation Centre aimed at supporting students as well as the community, engaging and promoting entrepreneurship development. This initiative, which included a relocation to the Confederation College campus, aims to help prospective entrepreneurs develop a business plan, find potential funding pathways and build strong partnerships.

3.2 Support community development through implementation of an integrated employment services/training network.

- ✓ Through a partnership with Hydro One, Confederation College initiated and hosted the first cohort of Pre-Technology Electrical students targeted to rural and remote Aboriginal youth and exceeded the maximum targeted enrollment. These students are currently being supported as they work through semesters 2 and 3. Recruiting has begun for the second cohort this fall. 50% of the students were from Treaty 3, 17% from Treaty 9 and significant others from regional communities.

2015-2016 ANNUAL REPORT

3.3 Support community-based innovation through implementation of Innovation and Entrepreneurism Hubs and infusion of entrepreneurship opportunities within programming.

- ✓ In collaboration with the Ontario Centres of Excellence, Lakehead University, Northwestern Ontario Innovation Centre, we created Partners in Innovation and Entrepreneurship (PIE) and hired a Coordinator in April of 2015. Since that date there have been initiatives associated with the College fall and winter Orientation, Pitch It Event, Build your own success (Nishnawbe Ashki Development Fund), Start Up weekend, Media Talk with an Entrepreneur to name a few. Confederation also hosted the Enterprise Olympics this year with 117 students from the city and region attending.
- ✓ In partnership with the NOIC and Mi-Zone, Confederation College has taken a lead role in promoting the opportunities on site and collaborated with the NOIC in the internal promotion and exposure to the College community.
- ✓ The new TECH hub will contribute to the development of a skilled, employment-ready technology and trades workforce and host vibrant research, incubation and tech transfer services.

3.4 Develop applied research activity within a context of experiential learning with a focus on natural resources, green energy, wellness and Aboriginal Learning.

- ✓ We have initiated 23 research projects this year, incorporating 132 participants who are students in associated programs. These include a partnership with Sachigo Lake First Nation, Lakehead University and Lac Seul First Nation, among others, on the project of Biomass Heat as a Catalyst for Community Development in the Boreal Forest; the Ontario Ministries of Environment, Natural Resources Canada among others in the Development of an Interim Guideline for Small Wood Combustors (Bio Heat); Air Quality/Emissions testing for Combustion of Wood Pellets and Wood chips with Honeywell as well as other public and private partnerships and Fednor, along with the northern Ontario Innovation Centre, FP Innovations etc. on Manufacturing Opportunities in Northwestern Ontario-A feasibility study. Start-Up Weekend, powered by Google, was co-hosted by the Thunder Bay Public Library was conducted in January of 2016 and the Voucher for E-Business and Technology Adoption was completed in April of 2016. These are just a sample of the projects within applied research and as a result, students who participate in experiential learning have increased to 1985.

2015-2016 ANNUAL REPORT

Strategic Direction #4 Sustainability

4.1 Complete implementation of the College risk management strategy.

- ✓ We have completed an analysis and process for continuous risk management and reporting to the Board.

4.2 Continue to diversify contract training and post-secondary student markets.

- ✓ We continue to market within southern Ontario through a collaboration with Study North as well as our own 905 project. Our international markets are continuing to expand beyond traditional historical markets.

4.3 Operationalize the new College structure and downsized College departments.

- ✓ We have been able to operationalize the workload within the reduced staffing structure and provided a balanced budget for 2015/16.

4.4 Work with Colleges Ontario to advocate for northern colleges within a renewed MTCU college funding formula.

- ✓ MTCU has begun a review of College and University funding formulas. Both the President and VP Corporate Services are participants in the review.

4.5 Seek funding from non-traditional sources for strategic initiatives.

- ✓ We continue to pursue alternate funding sources that include provincial and federal dollar allotments (i.e. Tech Hub and Wellness Centre) as well as through MNDM and NOHFC funding for projects. In addition we have been successful in attracting private sector partners as well as First Nation communities within the areas of research and finally in aligning public donor support with strategic initiatives and improvements to infrastructure, equipment and programming.
- ✓ The Department of Advancement raised \$662,740.00 through events, personal and corporate donations and secured an additional \$95,815.00 in gift-in-kind donations. (heavy machinery, aviation equipment) This totals \$758,555 in donations and is a 4% increase in revenue generation when compared to the previous fiscal year. These results are on target with our goal of providing more funding support to students. Endowment funds showed good increases in the past two years as investments performed well. This year, with a slowdown in the market, we anticipate no new net gain or loss.

2015-2016 ANNUAL REPORT

International Activities Report

Confederation College has experienced considerable growth in its international student population in recent years. In 2009, fifteen students were enrolled in post-secondary education at the college; by 2015/2016 this number had grown to over 500 students, representing 12% of the student body.

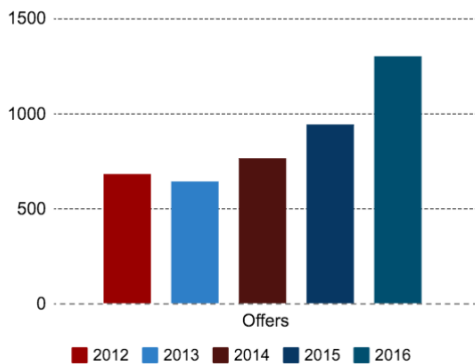
International students register in programs in all three of Confederation's academic schools, with programs in Aviation, Engineering and Health Care being the most popular.

While the majority of our international students come from India, more than 30 countries are represented in our international student body. It is interesting to note that the average age of our international students is similar to that of our domestic students (24 years), although there is a higher percentage of males among international students, in contrast to domestic students, where we have a higher percentage of females.

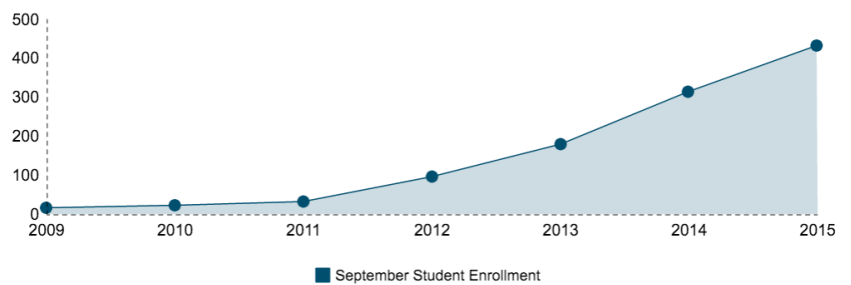
The growth of international students at Confederation has had a far reaching impact on the College community, increasing cultural diversity and understanding on campus. Confederation will continue its efforts to maintain the current level of international registrants, in an environment that is increasingly competitive. Some of the initiatives proposed for the coming year include growing our international representation abroad to include Vietnam and Ukraine, and pursuing new initiatives in India and China. Confederation will also move from a manual international admissions process to an electronic format, which will be warmly welcomed by staff, students and international partners.

IEC Update, June 2016

Offers Issued

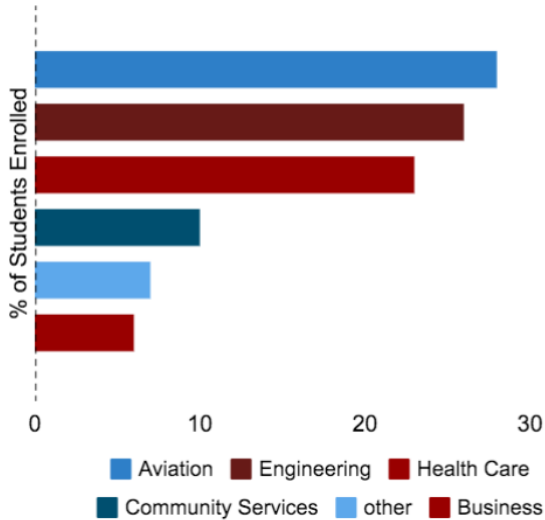


Growth in Enrollment

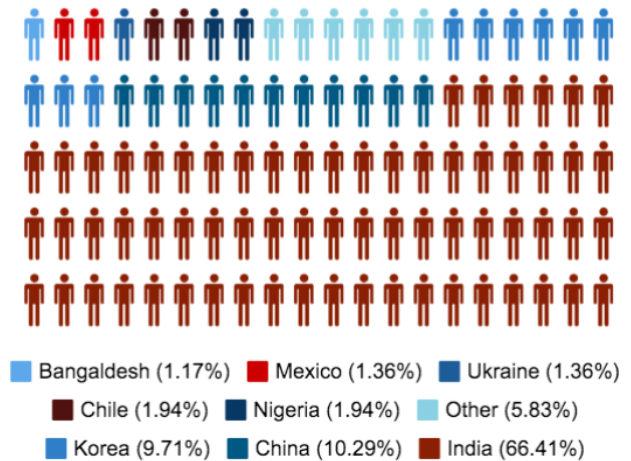


2015-2016 ANNUAL REPORT

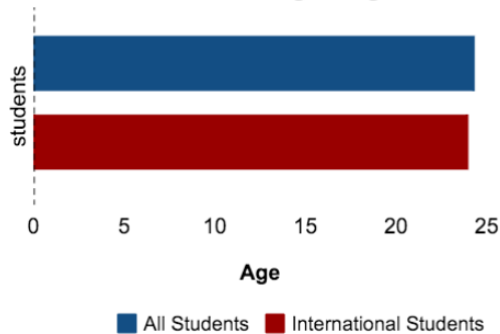
Area of Study



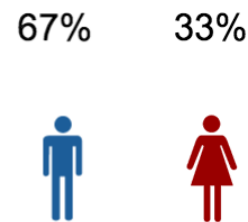
Country of Origin



Average Age



Gender Split



Highlights of the Past Year

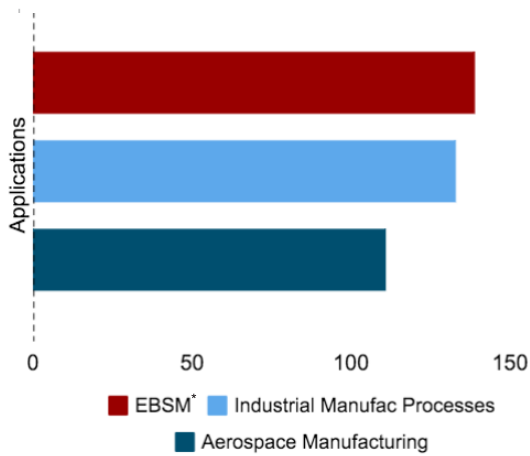
- ✓ Collaboration with Lakehead University & Lakehead Public Schools International
- ✓ 251 international students graduated in June '16
- ✓ 90%+ graduation rate.
- ✓ International representation in: India, China, Korea, Mexico.
- ✓ RISIA certified student advisor

Looking Forward

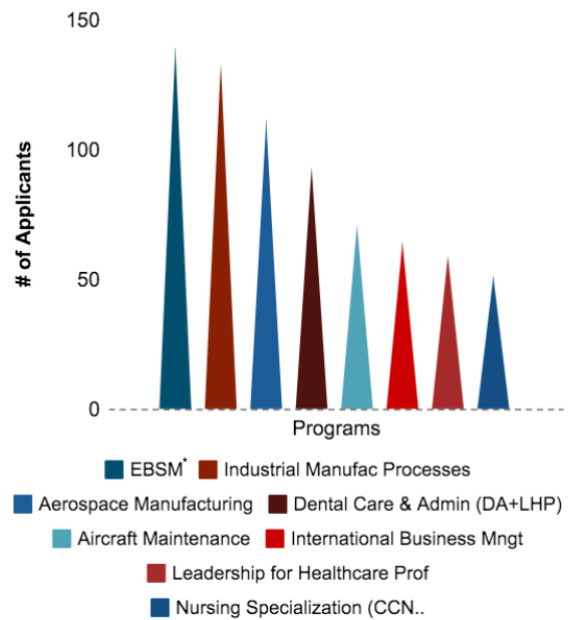
- 🔍 Online application system through OCAS
- 🔍 Fostering new relationships in China and India
- 🔍 Initiatives to support specific program needs (eg Technical English at ACE)
- 🔍 Exploring representation in Vietnam & Ukraine

2015-2016 ANNUAL REPORT

Three Programs Account for 32% of Applications



Most Popular Programs



A few key points...

- ✓ Diversity on campus
- ✓ Relentless competition
- ✓ Changing landscapes/ changing interests
- ✓ Immigration bound
- ✓ Growing quantity of testimonials about positive support and experience with faculty

*EBSM = Engineering Business and Safety Management

2015-2016 ANNUAL REPORT

Fundraising Report

Through its 2015-2016 fundraising efforts, Confederation College raised over \$758,000 in support of excellence in education.

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 \$260,000 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 (\$25,590 raised) as well as the annual Community Partner's evening (\$29,300 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 for our Dental Labs including mannequin heads and tools
- Purchase of patient transfer stretchers for both the Paramedic and RMT programs
- Digital analogue server for the Electrical Engineering Technologist program

Confederation College employees contributed over \$50,000 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

Grant Thornton LLP
Suite 300
979 Alloy Drive
Thunder Bay, ON
P7B 5Z8
T +1 807 345 6571
F +1 807 345 0032
www.GrantThornton.ca

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, 2016, 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.

Audit • Tax • Advisory
Grant Thornton LLP, A Canadian Member of Grant Thornton International Ltd



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, 2016, 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.

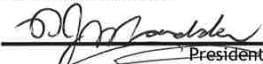

Grant Thornton LLP

Thunder Bay, Canada
June 2, 2016

Chartered Professional Accountants
Licensed Chartered Accountants

2015-2016 ANNUAL REPORT

Appendix A: Audited Financial Statements

1		
The Confederation College of Applied Arts and Technology		
Statement of Financial Position		
As at	March 31, 2016	March 31, 2015
Assets		
Current		
Cash	\$ 13,712,322	\$ 3,845,100
Accounts receivable (Note 3)	3,726,974	6,553,250
Temporary investments (Note 2)	-	5,005,014
Inventory	673,848	585,969
Current portion of notes and long-term receivable	19,687	34,912
Grants receivable	787,852	239,222
Prepaid expenses	637,329	719,709
	<u>19,558,012</u>	<u>16,983,176</u>
Investment portfolio - endowments restricted (Note 4)	8,118,258	8,271,450
Notes and long-term receivable	48,687	22,351
Construction in progress (Note 5)	6,451,032	6,052,483
Capital assets (Note 6)	36,187,884	39,307,023
	<u>\$ 70,363,873</u>	<u>\$ 70,636,483</u>
Liabilities		
Current		
Accounts payable and accrued liabilities (Note 7)	\$ 7,707,085	\$ 5,549,299
Deferred revenue (Note 8)	3,664,047	4,230,091
Vacation pay	3,088,398	3,288,856
Current portion of long-term debt (Note 9)	359,014	506,385
	<u>14,818,544</u>	<u>13,574,631</u>
Post-employment benefits and compensated absences (Note 10)	2,546,000	2,649,000
Deferred capital contributions (Note 11)	32,052,236	34,810,162
Deferred capital contributions - construction in progress (Note 11)	6,451,032	6,052,483
Long-term debt (Note 9)	1,230,986	1,344,937
	<u>57,098,798</u>	<u>58,431,213</u>
Net Assets		
Unrestricted		
Operating	\$ 5,342,759	\$ 5,695,407
Post-employment benefits and compensated absences	(2,546,000)	(2,649,000)
Vacation Pay	(3,088,398)	(3,288,856)
	<u>(291,639)</u>	<u>(242,449)</u>
Invested in capital assets (Note 12)	2,859,624	2,703,853
Internally and externally restricted (Note 13)	2,713,640	1,475,939
Endowments restricted (Note 14)	7,983,450	8,267,927
	<u>13,556,714</u>	<u>12,447,719</u>
	<u>13,265,075</u>	<u>12,205,270</u>
	<u>\$ 70,363,873</u>	<u>\$ 70,636,483</u>
On behalf of the Board:		
	 President	
	 Chair, Board of Governors	

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

2		
The Confederation College of Applied Arts and Technology Statement of Operations		
For the year ended March 31	2016	2015
Revenue		
Post Secondary Grants	\$ 30,779,378	\$ 30,802,786
Other Provincial Grants	12,764,221	13,715,725
Tuition Fees - Domestic	9,486,509	9,424,411
Other Student Fees	2,725,349	3,026,595
Tuition Fees - International	6,430,175	4,783,669
Contracts and Programs	4,605,637	4,812,940
Ancillary Operations	3,456,420	3,591,804
Amortization of deferred capital contributions (Note 11)	2,876,140	3,134,801
Other Revenue	1,999,152	2,514,491
	75,122,981	75,807,222
Expenses		
Full-time Salaries and Benefits	\$ 38,585,782	\$ 40,116,713
Part-Time Salaries and Benefits	9,122,972	9,911,434
Restructuring Costs	1,065,369	364,316
Plant and Property Maintenance	3,189,192	3,370,940
Contract Services	7,645,094	8,146,433
Furniture & Equipment	393,281	438,684
Miscellaneous	1,003,155	1,440,419
Office and Instructional Supplies	5,136,014	5,243,176
Professional Dues & Audit Fees	762,891	704,438
Scholarships and Tuition Set-Aside	1,013,693	806,552
Telecommunications & Software	1,135,160	1,136,465
Travel and Professional Development	1,332,903	1,271,132
Depreciation	3,756,215	4,140,014
	74,141,721	77,090,716
Excess (Deficiency) of revenue over expenses	\$ 981,260	\$ (1,283,494)

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

2015-2016 ANNUAL REPORT

Appendix A: Audited Financial Statements

3							
The Confederation College of Applied Arts and Technology							
Statement of Changes in Net Assets							
For the year ended March 31						2016	2015
	Unrestricted	Capital	Internally and Externally Restricted	Endowments Restricted	Total	Total	
Balance, beginning of year	\$ (242,449)	\$ 2,703,853	\$ 1,475,939	\$ 8,267,927	\$ 12,205,270	\$ 12,807,451	
Change in endowments during the year (Note 14)	-	-	-	(284,477)	(284,477)	703,588	
Change in internally restricted net assets (Note 13)		-	387,701	-	387,701	-	
Excess (deficiency) of revenue over expenses	981,260	-	-	-	981,260	(1,283,494)	
Transfer from unrestricted to internally restricted	(850,000)		850,000				
Investment in capital assets (Note 12)	(180,450)	155,771	-	-	(24,679)	(22,275)	
Balance, end of year	\$ (291,639)	\$ 2,859,624	\$ 2,713,640	\$ 7,983,450	\$ 13,265,075	\$ 12,205,270	

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

2015-2016 ANNUAL REPORT

Appendix A: Audited Financial Statements

4

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

For the year ended March 31	2016	2015
Net inflow (outflow) of cash related to the following		
Operating		
Excess (deficiency) of revenue over expenses	\$ 981,260	\$ (1,283,494)
Items not involving cash:		
Amortization of deferred capital contributions	(2,876,140)	(3,134,801)
Amortization of capital assets	3,756,215	4,140,014
Change in employee future benefits	(34,000)	27,000
Change in accrued sick leave liability	(69,000)	(93,000)
	<u>1,758,334</u>	<u>(344,281)</u>
Change in non-cash working capital balances (Note 17)	3,688,452	189,802
	<u>5,446,786</u>	<u>(154,479)</u>
Financing		
Long-term debt advances	245,062	202,065
Repayment of long-term debt	(506,383)	(498,173)
	<u>(261,321)</u>	<u>(296,108)</u>
Capital		
Deferred capital contributions	516,763	709,982
Construction in progress	(398,548)	(300,943)
Purchase of capital assets	(638,610)	(736,386)
	<u>(520,395)</u>	<u>(327,347)</u>
Investing		
(Increase) decrease in notes and long-term loans receivable	(11,110)	(17,372)
Increase in investment portfolio - Endowment Restricted	153,192	(669,010)
Increase in restricted assets	339,532	
Decrease in temporary investments	5,005,014	94,235
Increase in endowments, net awards	(284,477)	703,588
	<u>5,202,151</u>	<u>111,441</u>
Net cash inflow (outflow) for the year	<u>9,867,222</u>	<u>(666,493)</u>
Cash, Beginning of year	3,845,100	4,511,593
Cash, End of year	<u>13,712,322</u>	<u>3,845,100</u>

5	
The Confederation College of Applied Arts and Technology	
Notes to Financial Statements	
March 31, 2016	
1. Significant Accounting Policies	
Description of Organization	<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>
Basis of Presentation	<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>
Revenue Recognition	<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 Training, Colleges and Universities 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>

6																			
The Confederation College of Applied Arts and Technology																			
Notes to Financial Statements																			
March 31, 2016																			
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	<p>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.</p> <p>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:</p> <table style="margin-left: 40px;"> <tr> <td>Buildings</td> <td style="text-align: right;">-</td> <td style="text-align: right;">40 years</td> </tr> <tr> <td>Major equipment</td> <td style="text-align: right;">-</td> <td style="text-align: right;">10 years</td> </tr> <tr> <td>Leasehold improvements</td> <td style="text-align: right;">-</td> <td style="text-align: right;">10 years</td> </tr> <tr> <td>Site improvements</td> <td style="text-align: right;">-</td> <td style="text-align: right;">5 years</td> </tr> <tr> <td>Furniture and equipment</td> <td style="text-align: right;">-</td> <td style="text-align: right;">5 years</td> </tr> <tr> <td>Library books</td> <td style="text-align: right;">-</td> <td style="text-align: right;">5 years</td> </tr> </table> <p>Construction in progress relates to capital projects that are incomplete and not in service as at March 31, 2016. Amortization will commence upon substantial completion at the applicable rates noted above.</p>	Buildings	-	40 years	Major equipment	-	10 years	Leasehold improvements	-	10 years	Site improvements	-	5 years	Furniture and equipment	-	5 years	Library books	-	5 years
Buildings	-	40 years																	
Major equipment	-	10 years																	
Leasehold improvements	-	10 years																	
Site improvements	-	5 years																	
Furniture and equipment	-	5 years																	
Library books	-	5 years																	
Retirement and Post-Employment Benefits and Compensated Benefits	<p>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:</p> <ul style="list-style-type: none"> (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. 																		

7	
The Confederation College of Applied Arts and Technology	
Notes to Financial Statements	
March 31, 2016	
1. Significant Accounting Policies (cont'd)	
Retirement and Post-Employment Benefits and Compensated Benefits (Cont'd)	<ul style="list-style-type: none"> (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	<p>The College classifies its financial instruments at either fair value or amortized cost. The College's accounting policy for each category is as follows:</p> <p>Fair Value</p> <p>This category includes cash, temporary investments 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.</p> <p>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.</p> <p>Transaction costs related to financial instruments in the fair value category are expensed as incurred.</p> <p>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.</p>

8	
The Confederation College of Applied Arts and Technology	
Notes to Financial Statements	
March 31, 2016	
1. Significant Accounting Policies (cont'd)	
Amortized Costs	
	This category includes accounts receivable, notes and long-term receivables, 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, 2016

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.

	2016		
	Fair Value	Amortized Cost	Total
Cash	\$ 13,712,322	\$ -	\$ 13,712,322
Accounts receivable	-	3,726,974	3,726,974
Temporary investments	-	-	-
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
	\$ 21,830,580	\$ 11,502,433	\$ 34,923,013

	2015		
	Fair Value	Amortized Cost	Total
Cash	\$ 3,845,100	\$ -	\$ 3,845,100
Accounts receivable	-	6,553,250	6,553,250
Temporary investments	5,005,014	-	5,005,014
Investment portfolio	8,271,450	-	8,271,450
Notes and long-term receivable	-	57,263	57,263
Accounts payable and accrued liabilities	-	5,549,299	5,549,299
Long-term debt	-	1,851,322	1,851,322
	\$ 17,121,564	\$ 12,159,812	\$ 31,132,698

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% (2.25% at March 31, 2016). At year end the outstanding balance under this credit facility agreement was \$nil (2015 - \$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, \$592,273 (2015 - \$618,718) was outstanding with respect to the Royal Bank loans described in Note 9.

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

March 31, 2016

2. Financial Instrument Classification (cont'd)

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

	2016				
	Within 1 year	2 to 5 years	6 to 10 years	Over 10 years	Total
Carrying Value: GIC	\$ -	\$ -	\$ -	\$ -	\$ -
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%	

	2015				
	Within 1 year	2 to 5 years	6 to 10 years	Over 10 years	Total
Carrying Value: GIC	\$ 5,005,014	\$ -	\$ -	\$ -	\$ 5,005,014
Carrying Value: Bonds	495,664	2,572,778	639,868	-	3,708,310
Total	\$ 5,500,678	\$ 2,572,778	\$ 639,868	\$ -	\$ 8,713,324
Percent of total	63%	30%	7%	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, 2016					
2. Financial Instrument Classification (cont'd)					
					2016
	Level 1	Level 2	Level 3	Total	
Cash	\$ 13,712,322	\$ -	\$ -	\$ 13,712,322	
Temporary investments	-	-	-	-	
Investment portfolio	4,537,231	3,581,027	-	8,118,258	
	\$ 18,249,553	\$ 3,581,027	\$ -	\$ 21,830,580	
					2015
	Level 1	Level 2	Level 3	Total	
Cash	\$ 3,845,100	\$ -	\$ -	\$ 3,845,100	
Temporary investments	5,005,014	-	-	5,005,014	
Investment portfolio	4,563,140	3,708,310	-	8,271,450	
	\$ 13,413,254	\$ 3,708,310	\$ -	\$ 17,121,564	

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

		12	
		The Confederation College of Applied Arts and Technology	
		Notes to Financial Statements	
March 31, 2016			
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.			
		2016	2015
Students and sponsors	\$	1,426,803	\$ 2,270,039
General		2,300,171	4,283,211
	\$	3,726,974	\$ 6,553,250
<hr/>			
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:			
		2016	2015
		Market	Cost
Endowed			
Canadian equities	\$ 2,910,204	\$ 2,909,652	\$ 3,062,014
Canadian bonds	3,581,027	3,537,526	3,708,310
Foreign equities	1,287,586	1,073,770	1,202,209
Foreign fixed income	184,151	243,340	210,324
Cash and equivalents account	155,290	155,290	88,593
	\$ 8,118,258	\$ 7,919,578	\$ 8,271,450
		8,271,450	\$ 7,620,661
<hr/>			
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 2016 to 2023, and yield an average of 3.04% (2015 - 1.58%) over the term of the investments.			

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

Notes to Financial Statements

March 31, 2016

5. Construction in Progress

Construction in progress represents costs incurred to date on the construction of a renewable energy solution project, the Bio-Energy Learning and Research Centre Project, on which \$6,451,032 (2015 - \$6,052,483) has been spent to date. This \$6,451,032 project has been undertaken to design and install a biomass wood waste burning heat system combined with the use of other green technologies, such as, thermal energy capture and a green roof. This project, funded by various federal and provincial grants, donations and financing is scheduled for completion and commissioning in the next fiscal year.

6. Capital Assets

	2016		2015	
	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	73,780,198	39,641,862	73,780,198	38,104,734
Leasehold improvements	333,188	333,188	333,188	333,188
Furniture and equipment	75,071,462	73,363,033	74,432,852	71,226,832
Library books	20,000	20,000	20,000	20,000
Major equipment	5,246,515	5,200,453	5,246,515	5,116,033
	\$ 156,761,406	\$ 120,573,522	\$ 156,122,796	\$ 116,815,773
Capital Assets Net book value	\$ 36,187,884		\$ 39,307,023	

		14	
The Confederation College of Applied Arts and Technology			
Notes to Financial Statements			
March 31, 2016			
7. Accounts Payable and Accrued Liabilities			
	2016		2015
	\$		\$
Trade	4,148,592		2,467,332
Accrued liabilities	284,709		413,782
Accrued salaries and employees' deductions	3,273,784		2,668,185
	\$		\$
	7,707,085		5,549,299
8. Deferred Revenue			
	2016		2015
	\$		\$
Ontario Ministry of Training, Colleges and Universities			
Aboriginal Educational and Training Strategy	39,390		171,871
Apprentice training	97,655		154,077
Campus safety	2,953		16,354
Capital BioEnergy Project	207,947		316,345
College Equipment Renewal Fund (CERF)	4,562		
Collaborative nursing	643,523		749,188
Employment programs	270,010		226,478
Other MTCU	15,827		4,547
Ontario MTCU bursaries	47,206		82,993
Second career	302,505		290,515
Special needs and tutoring	1,605		25,717
CODE SCWI	518,339		507,912
College service fee	135,265		73,855
Contract training	26,700		1,500
IT residence infrastructure	25,129		72,754
Miscellaneous contracts and projects	688,285		1,049,082
Resource Development Fee (SUCCI)	501,383		330,073
Student IT fee	65,926		71,996
Student tech fee	69,837		84,834
	\$		\$
	3,664,047		4,230,091

		15	
The Confederation College of Applied Arts and Technology			
Notes to Financial Statements			
March 31, 2016			
9. Long-term Debt			
		<u>2016</u>	<u>2015</u>
Royal Bank Loan for Ryan Hall renovations, repayable at \$5,786 + Prime -1% monthly (2% at year-end), due 2021	\$	347,211	\$ 416,653
Ontario Financing Authority loan for Residence retrofit repayable at \$131,559 semi-annually at 2.405%, due 2020		997,727	1,232,604
Royal Bank loan for site improvements, repayable at \$1,701.03 monthly plus interest at Prime - 1% (1.70% at year-end) due 2021		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		102,062	-
Royal Bank loan for aircraft, fuel tank and camera repaid in year			100,028
Royal Bank loan for website development, repayable repaid in year			102,037
		<u>1,590,000</u>	<u>1,851,322</u>
Total		359,014	506,385
Current portion			
	\$	<u>1,230,986</u>	\$ <u>1,344,937</u>
The scheduled principal amounts repayable within the next five years and thereafter are as follows:			
Date		Amount	
2017	\$	359,014	
2018		364,835	
2019		370,796	
2020		376,901	
2021		118,454	
	\$	<u>1,590,000</u>	

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

Notes to Financial Statements

March 31, 2016

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.

	2016			
	Post-employee		Total liability	
	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 gains	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>

	2015			
	Post-employee		Total liability	
	Benefits	Non-vesting sick leave	Vesting sick leave	Total liability
Accrued employee future benefits obligations	\$ 676,000	\$ 1,529,000	\$ 241,000	\$ 2,446,000
Value of plan assets	(116,000)	-	-	(116,000)
Unamortized actuarial gain	85,000	134,000	100,000	319,000
	<u>\$ 645,000</u>	<u>\$ 1,663,000</u>	<u>\$ 341,000</u>	<u>\$ 2,649,000</u>

	2016			
	Post-employee		Total expense	
	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 losses	(5,000)	(32,000)	16,000	(21,000)
	<u>\$ (25,000)</u>	<u>\$ 91,000</u>	<u>\$ 29,000</u>	<u>\$ 95,000</u>

	2015			
	Post-employee		Total expense	
	Benefits	Non-vesting sick leave	Vesting sick leave	Total expense
Current year benefit cost	\$ 43,000	\$ 87,000	\$ 8,000	\$ 138,000
Interest on accrued benefit obligation	2,000	39,000	7,000	48,000
Amortized actuarial gain	(6,000)	(43,000)	15,000	(34,000)
	<u>\$ 39,000</u>	<u>\$ 83,000</u>	<u>\$ 30,000</u>	<u>\$ 152,000</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, 2016

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

Retirement Benefits

CAAT Pension Plan

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 public colleges and related employers in Ontario. 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 as insufficient information is available to identify the College's share of the underlying pension assets and liabilities. The most recent actuarial valuation filed with pension regulators as at January 1, 2016 indicated an actuarial surplus of \$1,179 million. The College made contributions to the Plan and its associated retirement compensation arrangement of \$4,181,803 in 2016 (\$4,207,389 in 2015), 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, 2016 of the future benefits was determined using a discount rate of 1.70% (2015 - 1.60%)

b) Drug costs

Drug costs were assumed to increase at a 8.5% rate for 2016 (2015 - 9.0%) and decrease proportionately thereafter to an ultimate rate of 4.0% in 2034 (2015 - 4.0% in 2034).

c) Hospital and other medical

Hospital and other medical costs were assumed to increase at 4.0% per annum (2015 - 4.0%). Medical premium increases were assumed to increase at 7.15% per annum in 2016 (2015 - 7.5%) and decrease proportionately thereafter to an ultimate rate of 4.0% in 2034 (2015 - 4.0% in 2034).

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

Notes to Financial Statements

March 31, 2016

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 (2015 - 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:

	2016	2015
Wage and salary escalation		
Academic	1.80%	1.50%
Support	0.50%	1.00%
Discount rate	1.70%	1.60%

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 24.0% and 0 to 8.8 days respectively for age groups ranging from 20 and under to 65 and over in bands of 5 years.

		19	
The Confederation College of Applied Arts and Technology			
Notes to Financial Statements			
March 31, 2016			
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:			
		<u>2016</u>	<u>2015</u>
Balance, beginning of year	\$	40,862,645	\$ 43,287,464
Add contributions for capital purposes		516,763	709,982
Less amortization of deferred capital contributions		(2,876,140)	(3,134,801)
Balance, end of year		<u>38,503,268</u>	40,862,645
Deferred capital contributions relating to construction in progress, end of year		6,451,032	6,052,483
Deferred capital contributions balance, end of year	\$	<u>32,052,236</u>	\$ 34,810,162
12. Net Assets - Investment in Capital Assets			
		<u>2016</u>	<u>2015</u>
Capital assets, net book value	\$	42,638,916	\$ 45,359,507
Less amounts financed by:			
Working capital		-	58,313
Long-term debt (Note 9)		(1,276,024)	(1,851,322)
Deferred capital contributions (Note 11)		(38,503,268)	(40,862,645)
Invested in capital assets, end of year	\$	<u>2,859,624</u>	\$ 2,703,853

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

Notes to Financial Statements

March 31, 2016

13. Net Assets - Internally 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.

	2016	2015
Tuition set aside for student assistance	\$ 705,890	\$ 365,100
Scholarships and bursaries	211,518	212,775
Contributions for capital expenditures	377,164	356,781
Donations	384,435	333,868
Applied Research	5,307	5,307
One-Time Funding	500,000	-
Student Village	200,000	-
Parking Lot Development	50,000	-
Critical IT Infrastructure Upgrade	100,000	-
Employee professional development	93,629	116,411
Phase 2: Bio-Energy research project	85,697	85,697
	<u>\$ 2,713,640</u>	<u>\$ 1,475,939</u>

The Ministry of Training, Colleges and Universities 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, 2016

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

	2016	2015
Schedule of changes in Endowment Fund Balance		
Fund balance, beginning of year	\$ 3,663,819	\$ 3,663,155
Unrealized gain (unrealized loss)	-	-
Cash donations received	9,716	664
Fund balance, end of year	3,673,535	3,663,819
Schedule of changes in Expendable Funds Available for Awards		
Fund balance, beginning of year	643,901	412,889
Realized gain	-	-
Unrealized investment gain (loss) net of direct investment-related expenses and preservation of capital contributions	(79,817)	360,497
Bursaries awarded (2016 = 258, 2015 = 366)	(118,550)	(129,485)
Expendable fund balance, end of year	445,534	643,901
Total endowment fund balance, end of year	\$ 4,119,069	\$ 4,307,720
Market value of fund, end of year	\$ 4,119,069	\$ 4,307,720

		22	
The Confederation College of Applied Arts and Technology			
Notes to Financial Statements			
March 31, 2016			
14. Net Assets - Endowments Restricted (Cont'd)			
OSOTF II Second Phase			
	<u>2016</u>		<u>2015</u>
Schedule of changes in Endowment Fund Balance			
Fund balance, beginning of year	\$ 252,078	\$	252,078
Eligible cash donations received	-		-
	<u>252,078</u>		<u>252,078</u>
Schedule of changes in Expendable Funds Available for Awards			
Fund balance, beginning of year	100,591		74,048
Realized gain	-		-
Unrealized investment gain (loss) net of direct investment-related expenses and preservation of capital contributions	(6,534)		28,843
Bursaries awarded (2016 = 2, 2015 = 8)	(270)		(2,300)
Expendable fund balance, end of year	<u>93,787</u>		<u>100,591</u>
Total endowment fund balance, end of year	\$ 345,865	\$	352,669
Market value of fund, end of year	<u>\$ 345,865</u>	<u>\$</u>	<u>352,669</u>
OTSS			
	<u>2016</u>		<u>2015</u>
Schedule of changes in Endowment Fund Balance			
Fund balance, beginning of year	\$ 3,223,301	\$	2,928,877
Eligible cash donations received	32,965		210,598
Gift in kind			83,826
	<u>3,256,266</u>		<u>3,223,301</u>
Schedule of changes in Expendable Funds Available for Awards			
Fund balance, beginning of year	384,237		233,292
Realized gain	-		-
Unrealized investment gain (loss) net of direct investment-related expenses and preservation of capital contributions	(66,842)		195,845
Bursaries awarded (2016 = 76, 2015 = 74)	(55,145)		(44,900)
Expendable fund balance, end of year	<u>262,250</u>		<u>384,237</u>
Total endowment fund balance, end of year	\$ 3,518,516	\$	3,607,538
Market value of fund, end of year	<u>\$ 3,518,516</u>	<u>\$</u>	<u>3,607,538</u>

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

March 31, 2016

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

Reports of OTSS awards issued for the period of April 1, 2015 to March 31, 2016:

Status of Recipients	OSAP Number	Recipients Amount	Non-OSAP Number	Recipients Amount	Number	Total Amount
Full-time	171	\$ 72,145	149	\$ 63,240	320	\$ 135,385
Part-time	n/a	n/a	n/a	n/a	n/a	n/a
Total	171	\$ 72,145	149	\$ 63,240	320	\$ 135,385

	2016	2015
Grand total of endowment funds, end of year	\$ 7,983,450	\$ 8,267,927

15. Commitments

The College has leased realty for the Aviation Centre of Excellence at an annual rental of approximately \$79,231, 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, 2016

17. Statement of Cash Flows

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

	2016	2015
Grants receivable	\$ (548,630)	\$ 517,023
Accounts receivable	2,826,276	(470,726)
Inventory	(87,879)	141,209
Prepaid expenses	82,380	(349,684)
Accounts payable and accrued liabilities	2,182,806	(930,385)
Vacation pay	(200,458)	151,218
Deferred revenue	(566,044)	1,131,147
	\$ 3,688,452	\$ 189,802

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.

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

Notes to Financial Statements

March 31, 2016

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 (2015 - \$300,000).

The College's investment policy operates within the constraints of the investment guidelines issued by the MTCU 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 MTCU. 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.

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

Notes to Financial Statements

March 31, 2016

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, 2016, 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

March 31, 2016

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.

20. Comparative Figures

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

2015-2016 ANNUAL REPORT

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

Graduate Employment Rate

Survey of 2014-15 graduates six months after graduation	Employed %
Algonquin	84.8
Boréal	89.4
Cambrian	81.7
Canadore	83.6
Centennial	71.4
Conestoga	86.9
Confederation	84.6
Durham	83.2
Fanshawe	87.6
Fleming	84.5
George Brown	85.0
Georgian	87.8
Humber	82.4
La Cité	83.5
Lambton	85.8
Loyalist	87.4
Mohawk	85.5
Niagara	84.4
Northern	87.1
St. Clair	85.8
St. Lawrence	87.2
Sault	82.6
Seneca	78.8
Sheridan	80.8
Province	83.6

Graduate Satisfaction Rate

Survey of 2014-15 graduates six months after graduation	Very Satisfied / Satisfied %	Neither Satisfied / Nor Dissatisfied %	Very Dissatisfied / Dissatisfied %
Algonquin	78.9	12.8	8.3
Boréal	89.8	5.3	4.9
Cambrian	83.1	9.5	7.4
Canadore	79.2	13.3	7.5
Centennial	77.8	12.5	9.7
Conestoga	81.4	10.4	8.2
Confederation	86.9	7.7	5.4
Durham	77.9	13.6	8.5
Fanshawe	83.9	9.5	6.6
Fleming	81.7	11.2	7.1
George Brown	81.0	11.9	7.1
Georgian	80.5	10.8	8.6
Humber	77.2	13.7	9.1
La Cité	83.7	8.8	7.5
Lambton	80.8	12.0	7.2
Loyalist	81.6	10.9	7.5
Mohawk	81.3	11.8	6.9
Niagara	80.4	11.4	8.1
Northern	84.3	10.0	5.7
St. Clair	81.8	10.4	7.8
St. Lawrence	84.6	8.9	6.4
Sault	86.4	7.9	5.7
Seneca	76.7	14.8	8.5
Sheridan	77.9	14.5	7.6
Province	80.3	11.9	7.9

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.

2015-2016 ANNUAL REPORT

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

Employer Satisfaction Rate

Survey of employers who have hired 2014-15 college graduates	Very Satisfied / Satisfied %	Neither Satisfied / Nor Dissatisfied %	Very Dissatisfied / Dissatisfied %
Algonquin	92.0	4.0	4.0
Boréal	93.8	6.3	0.0
Cambrian	100.0	0.0	0.0
Canadore	93.8	3.1	3.1
Centennial	94.8	3.4	1.7
Conestoga	90.8	6.1	3.1
Confederation	92.6	7.4	0.0
Durham	92.2	6.2	1.6
Fanshawe	96.0	2.3	1.7
Fleming	94.3	1.9	3.8
George Brown	88.6	8.5	2.8
Georgian	90.5	7.3	2.2
Humber	88.2	6.1	5.7
La Cité	87.5	3.1	9.4
Lambton	92.0	8.0	0.0
Loyalist	92.2	3.9	3.9
Mohawk	88.4	8.7	2.9
Niagara	94.3	5.7	0.0
Northern	91.3	8.7	0.0
St. Clair	92.2	3.9	3.9
St. Lawrence	91.6	4.2	4.2
Sault	95.5	2.3	2.3
Seneca	92.1	7.1	0.8
Sheridan	84.3	9.6	6.1
Province	91.4	5.6	3.0

Student Satisfaction Rate *

Student Satisfaction Survey, June 2015, November 2015 and February 2016	Very Satisfied / Satisfied %	Neither Satisfied / Nor Dissatisfied %	Very Dissatisfied / Dissatisfied %
Algonquin	80.4	14.7	4.9
Boréal	87.4	10.2	2.4
Cambrian	76.7	17.6	5.7
Canadore	78.6	17.6	3.8
Centennial	77.0	16.4	6.6
Conestoga	74.1	20.4	5.5
Confederation	79.3	16.7	4.0
Durham	75.2	19.7	5.1
Fanshawe	78.8	16.9	4.4
Fleming	77.6	16.7	5.7
George Brown	72.3	21.1	6.6
Georgian	79.1	15.8	5.1
Humber	74.2	19.7	6.1
La Cité	85.3	9.0	5.7
Lambton	77.7	16.3	6.0
Loyalist	79.4	16.2	4.4
Mohawk	77.4	17.3	5.2
Niagara	81.1	14.1	4.8
Northern	75.4	18.4	6.2
St. Clair	80.5	15.5	4.0
St. Lawrence	82.3	14.2	3.5
Sault	85.4	9.8	4.7
Seneca	70.1	21.9	8.0
Sheridan	75.1	18.9	6.0
Province	76.8	17.6	5.6

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.

2015-2016 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 2015, November 2015 and February 2016	Very Satisfied / Satisfied %	Neither Satisfied / Nor Dissatisfied %	Very Dissatisfied / Dissatisfied %
Algonquin	88.5	7.7	3.8
Boréal	93.6	3.9	2.5
Cambrian	87.2	9.0	3.9
Canadore	90.0	7.2	2.8
Centennial	86.6	9.0	4.4
Conestoga	87.4	9.1	3.5
Confederation	90.1	7.5	2.4
Durham	86.4	10.2	3.4
Fanshawe	88.6	8.7	2.8
Fleming	85.8	8.7	5.5
George Brown	84.0	11.7	4.2
Georgian	87.3	8.7	4.0
Humber	85.4	10.5	4.1
La Cité	92.2	4.2	3.6
Lambton	87.1	8.9	3.9
Loyalist	90.9	6.9	2.2
Mohawk	86.8	9.3	3.9
Niagara	87.8	8.1	4.1
Northern	86.8	8.6	4.6
St. Clair	90.5	6.8	2.8
St. Lawrence	91.5	6.2	2.3
Sault	90.1	6.0	3.9
Seneca	83.5	12.1	4.4
Sheridan	86.6	10.0	3.5
Province	87.0	9.2	3.8

Capstone Question 24

The overall quality of the learning experiences in this program

Student Satisfaction Survey, June 2015, November 2015 and February 2016	Very Satisfied / Satisfied %	Neither Satisfied / Nor Dissatisfied %	Very Dissatisfied / Dissatisfied %
Algonquin	81.7	12.9	5.5
Boréal	88.5	9.1	2.5
Cambrian	80.3	14.2	5.5
Canadore	83.3	12.6	4.0
Centennial	79.6	14.4	6.0
Conestoga	78.3	16.5	5.1
Confederation	85.1	11.9	3.0
Durham	78.0	16.3	5.7
Fanshawe	81.9	13.5	4.6
Fleming	80.1	13.5	6.5
George Brown	75.3	18.3	6.4
Georgian	81.2	13.5	5.3
Humber	78.4	16.0	5.6
La Cité	87.0	6.9	6.1
Lambton	81.9	12.4	5.6
Loyalist	84.1	11.8	4.1
Mohawk	78.0	16.0	6.0
Niagara	81.6	12.9	5.5
Northern	80.6	13.6	5.7
St. Clair	84.5	12.1	3.5
St. Lawrence	85.6	11.3	3.2
Sault	87.5	7.2	5.3
Seneca	75.6	18.4	5.9
Sheridan	80.4	14.8	4.8
Province	80.0	14.6	5.4

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.

2015-2016 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 2015, November 2015 and February 2016	Very Satisfied / Satisfied %	Neither Satisfied / Nor Dissatisfied %	Very Dissatisfied / Dissatisfied %
Algonquin	72.2	22.0	5.8
Boréal	84.5	12.3	3.2
Cambrian	65.7	26.5	7.8
Canadore	68.4	27.2	4.4
Centennial	65.6	24.9	9.5
Conestoga	58.0	34.1	7.9
Confederation	66.1	27.7	6.1
Durham	62.4	30.6	7.0
Fanshawe	68.5	26.1	5.5
Fleming	65.5	27.3	7.2
George Brown	59.4	31.8	8.8
Georgian	68.1	24.8	7.2
Humber	58.4	32.3	9.3
La Cité	78.1	13.3	8.6
Lambton	66.3	24.4	9.4
Loyalist	70.1	24.2	5.7
Mohawk	66.1	26.9	7.1
Niagara	72.2	21.9	5.9
Northern	62.1	29.7	8.2
St. Clair	69.7	24.4	5.9
St. Lawrence	72.2	23.0	4.7
Sault	76.7	16.9	6.4
Seneca	52.7	33.8	13.5
Sheridan	61.2	29.9	8.9
Province	64.6	27.5	7.9

Capstone Question 49			
<i>The overall quality of the facilities / resources in the college</i>			
Student Satisfaction Survey, June 2015, November 2015 and February 2016	Very Satisfied / Satisfied %	Neither Satisfied / Nor Dissatisfied %	Very Dissatisfied / Dissatisfied %
Algonquin	79.3	16.3	4.5
Boréal	82.9	15.5	1.5
Cambrian	73.8	20.6	5.7
Canadore	72.6	23.4	4.0
Centennial	76.4	17.2	6.4
Conestoga	72.6	22.0	5.3
Confederation	75.8	19.6	4.6
Durham	73.8	21.8	4.3
Fanshawe	76.0	19.2	4.8
Fleming	79.2	17.2	3.6
George Brown	70.6	22.4	7.0
Georgian	79.9	16.3	3.8
Humber	74.5	20.2	5.3
La Cité	83.9	11.7	4.4
Lambton	75.5	19.4	5.1
Loyalist	72.6	21.7	5.7
Mohawk	79.0	17.1	3.9
Niagara	82.9	13.5	3.6
Northern	72.0	21.8	6.2
St. Clair	77.4	18.7	3.9
St. Lawrence	80.0	16.1	3.9
Sault	87.5	9.2	3.3
Seneca	68.5	23.5	8.0
Sheridan	72.1	21.0	6.9
Province	75.6	19.1	5.3

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.

2015-2016 ANNUAL REPORT

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

Graduation Rate *	
2015-16 KPI (2014-15 Graduates)	
Algonquin	65.9%
Boréal	75.3%
Cambrian	62.2%
Canadore	72.4%
Centennial	63.5%
Conestoga	71.7%
Confederation	64.8%
Durham	69.0%
Fanshawe	71.4%
Fleming	66.9%
George Brown	67.6%
Georgian	64.5%
Humber	63.9%
La Cité	67.2%
Lambton	68.7%
Loyalist	66.7%
Mohawk	65.0%
Niagara	66.3%
Northern	67.4%
St. Clair	67.7%
St. Lawrence	73.0%
Sault	64.5%
Seneca	60.3%
Sheridan	69.3%
Province	66.7%

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.

2015-2016 ANNUAL REPORT

Appendix C:
Summary of Advertising and Marketing
Complaints Received

There have been no advertising or marketing complaints in 2015-2016.

CURRENT GOVERNORS

Boards of Governors 2015 - 2016

Chair Chris Fralick	Thunder Bay
Vice Chair Don Campbell	Thunder Bay
Vice Chair Eric Rutherford	Thunder Bay
Member-at-Large George Patterson	Thunder Bay
Peter T. Bishop	Kenora/Red Lake
Riley Burton (Administrative Staff Appointee)	Thunder Bay
Darlene Furlong	Dryden/Sioux Lookout
Laurie S. Hayes	Thunder Bay
Peter Kuzyk (Academic Staff Representative)	Thunder Bay
Wendy Landry	Thunder Bay
J.P. Levesque	Thunder Bay
D. James (Jim) Madder (President)	Thunder Bay
Georjann Morriseau	Thunder Bay
George C. Patterson	Thunder Bay
Doris Rossi	Thunder Bay
Eric Rutherford	Geraldton/Marathon/Wawa
Ed Schmidtke	Thunder Bay
Owen Smith (Support Staff Appointee)	Thunder Bay
Jordan Vezeau (Student Appointee)	Thunder Bay