PSED Accountability Reports

REPFW130 - PSED Accountability Report - SMA College Verification Report

Organization :   **Confederation College**

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

STRATEGIC MANDATE AGREEMENT (SMA) - COLLEGE

2014-2015 Report Back

Introduction

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

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

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

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

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

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

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

1. Jobs, Innovation & Economic Development (JIED)

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

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

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

1a. Graduate Employment

Per the KPI results reported in 2014-2015:	Percentage
The employment rate for 2014-2015 graduates, 6 months after graduation, at Confederation College was:	89.00

Additional Information

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

1b. Employer Satisfaction Rate

Per the KPI results reported in 2014-2015:	Percentage
The Employer Satisfaction rate for 2014-2015 graduates, 6 months after graduation, at Confederation College was:	88.40

Additional Information

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

1c. Employment in a Related Job

Per the results reported in the 2014-2015 Employment Profile for 2013-2014 graduates:	Percentage
The number of graduates that were employed full-time in a related job at Confederation College was:	52.60

Additional Information

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

Highlights

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

A positive economic climate is identified within the North Superior Workforce Planning Board's Local Labour Market Plan for 2015-2017 where an analysis of Thunder Bay's employment rate shows promising trends. It identified that Thunder Bay has seen an annual increase in employment since 2009. In the same period, the unemployment rate declined to 6% and the employment rate reached a 5-year high at 60.2% with forestry and mining identified as primary industries. It is anticipated that Thunder Bay's employment will continue at this annual growth rate which is both exciting and challenging for Confederation College.

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. Over the past year, this program has seen the addition of an Entrepreneurship Coordinator and has hosted a series of events and workshops focused at business development and expansion.

An additional example and 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. Confederation College continues to work with a wide range of public and private organizations, including Aboriginal Organizations providing relevant post-secondary programming and integrating Aboriginal learning outcomes in 58% of programs. The continued success of these partnerships has been foundational to the achievements within Confederation's strategic initiatives.

2a. Teaching and Learning - Student Satisfaction

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

2a. Student Satisfaction	Percentage
Per the Key Performance Indicator (KPI) results reported in 2014-2015, the student satisfaction rate at Confederation College for KPI question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career"	90.40
Per the KPI results reported in 2014-2015, the student satisfaction rate at Confederation College for KPI question #24 "The overall quality of the learning experiences in this program"	85.50
Per the KPI results reported in 2014-2015, the student satisfaction rate at Confederation College for KPI question #39 "The overall quality of the services in the college"	63.10
Per the KPI results reported in 2014-2015, the student satisfaction rate at Confederation College for KPI question #49 "The overall quality of the facilities/resources in the college"	73.50

Additional Information

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

Highlights

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

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 confidence with staff, along with gaining a sense of community within the College. Specific to the large Indigenous student population, APIWIN (meaning a place to sit) Student Lounge plays a large part in this strategy. 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 support the success of Aboriginal students: disability services, recruitment, and cultural engagement.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2014 , the graduation rate at Confederation College is	65.70

Additional Information

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

Highlights

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

Confederation College has noted a significant increase in graduation rate moving from 58.2% to 65.9%, (above the provincial average of 65.7%) for the first time in over five years. We attribute this success to the ongoing focus and effort in support of student success. Our student success program is based on learner's individual needs and belief's and is built on the foundation of relationship building, community and unity. All departments work collaboratively to meet the needs of students and their academic and personal goals. At the center of this model is the Learning Resource Division (LRD) which consists of the Student Success Centre, Negahneewin Aboriginal Student Services, the Paterson Learning Commons and the Teaching and Learning Centre. Each area within the LRD is strategically staffed to meet the unique needs of the student body as well as providing best practice education and training for faculty and staff. Confederation College also takes pride in the new Mental Health Strategy including the delivery of training and workshops to faculty and various college personnel so they may recognize students in distress. By engaging a holistic, comprehensive approach to student success, the staff of Confederation College can better support students throughout their academic and personal journeys.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

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

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

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

2nd to 3rd Year : 2014 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 0 ÷ 2012 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = X x 100 = X%

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

Entering Cohort	Retention Rate Achieved 2013-2014	Retention Rate Achieved 2014-2015
1st to 2nd Year	66.30	71.77
2nd to 3rd Year	74.80	95.69
3rd to 4th Year		

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

Additional Information

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

At Confederation College the majority of our programs are one and two years in length. Only a handful of programs have a mandatory third year. In the calculation above, we only include the programs that have a mandatory 3rd year otherwise the rate would be significantly skewed by students who have no desire to enter their optional 3rd year. We have experienced a significant increase in retention between 2nd to 3rd year programs. Although this percentage increase seems overtly significant, it is actually due to a low volume of students being represented in this area (around 100 total). Therefore, minimal fluctuation in student activity can be represented as large percentage changes over time for our 2nd to 3rd year retention activity.

Highlights

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

Improving student retention at Confederation is a cross-college, collaborate effort by all departments. A specific example that has helped improve student retention revolves around a new delivery model for our Student Success Advisors (SSA's). SSA's provide daily academic advisement and appropriate referrals to assist students obtain the tools and resources necessary to be successful at college. SSA's now attend faculty and coordinator meetings, have a strong collaboration with our residence facility and

fully accommodate to regional students via bridging the distance technology and Centra / SABA. Centra / SABA is an online/virtual classroom solution that connects users synchronously across vast geographic landscapes. In addition to specific student supports improving student retention, Confederation College has repositioned its Strategic Enrollment Management (SEM) team to become more refined in proactively planning for recruitment, admissions and retention initiatives. Through this reform and focus we have expanded and centralized our planning and research capacity through the allocation of resources. This focus will ensure various stakeholders have access to higher quality data in a more time sensitive manner creating an environment where administration is more adaptive to constantly evolving community and student needs and decisions are based on data driven information.

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

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

*DEFINITIONS:

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

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

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

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

Co-operative Education Program Type	Number of programs at Confederation College with a Co-op Stream	Number of students at Confederation College enrolled in a Co-op program
Certificate	1	11
Diploma	11	96
Advanced Diploma	5	44
Graduate Certificate	1	5

Applied Degree

Highlights

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

In 2014-2015 our Interactive Media Development students worked with 8 local small businesses in a collaborate effort with the Applied Research Team and the Ontario Centers of Excellence. This learning opportunity applied components of the program's curriculum to an industry specific, client-oriented project. In doing so, students were assigned to teams who then produced a report that demonstrates how each participating company could become more competitive in an e-business environment. Recommendations included strategies to increase online sales or how to more strategically market their business to a specific client demographic. This initiative was a great success for both the participating students and the small businesses. Confederation College is planning to continue to use this model and increase the number of local businesses receiving student support through Co-op / WIL by 20% in the next year

2e. Teaching and Learning - E-Learning

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

Fully Online Learning* and Synchronous Conferencing*

***DEFINITIONS:**

Courses:

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

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

Programs:

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

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

e-Learning Course, Program and Registration Data

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

Course Data	Ontario College Credential	Other Credential
Number of ministry-funded courses offered through fully online learning	780	
Number of ministry-funded courses offered through synchronous conferencing	330	
Total Number of ministry-funded, for-credit courses offered in e-Learning format	1110	

Program Data	Ontario College Credential	Other Credential
Number of ministry-funded programs offered through fully online learning	6	12
Number of ministry-funded programs offered through synchronous conferencing	21	
Total Number of ministry-funded, for-credit programs offered in e-Learning format	27	12

Program Registrations	Ontario College Credential	Other Credential
Number of registrations in ministry-funded programs offered through fully online learning	40	51
Number of registrations in ministry-funded programs offered through synchronous conferencing	487	
Total Number of Registrations in ministry-funded, for-credit programs offered in e-Learning format	527	51

Additional Information

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

The numbers captured above are monitored through a variety of different mechanisms and program delivery types that are primarily rooted in registration data. As a student registers for a specific program / course they are coded with a specific campus code. The majority of Confederation Colleges' synchronous conferencing courses and programs are delivered throughout our "Regional" and "Distance Education" platforms. The fully online numbers are captured through a variety of different mechanisms including Ontario Learn and Confederation Online activity.

Hybrid Learning*

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

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

Additional Information

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

Over the past year Confederation College has dedicated resources towards revamping one of our communication courses into a hybrid learning format. In the past, a communication course was dedicated to students in specific programs. The evolution of the course to a hybrid learning format creates flexible delivery options to meet the needs of students from a variety of programs. This course is designed to allow for students enrolled in different programs to work through portions of the material at their own pace. This arrangement brings a multi disciplinary approach to communication course content and research is being undertaken over the next year to determine if students enrolling in this course have a higher level of success than compared to equivalent, non-hybrid communication course options.

Highlights

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

A strategy Confederation College views as an innovative practice is the delivery of our Diabetes Education program linking niche industry demands to classroom learning outcomes. The Diabetes Education Program provides graduates with a firm foundation in current clinical approaches to diabetes education. It is designed for Registered Practical Nurses, Registered Nurses and Registered Dieticians who want to specialize in the field of diabetes education. The two fieldwork courses will allow students to practice skills learned throughout theory courses. This is an excellent preparatory program for those looking to write the Certified Diabetes Educators (CDE) exam.

Confederation College has been re-designing this program as a fully online option for allied health professionals, seeking flexibility towards when and how they engage content. This re-design has already not only increased accessibility to the program, but has also increased a positive student experience by adding an element of interactivity to the curriculum. We have a much improved interactive platform where students can engage higher quality curriculum, graphics and videos leading to higher quality learning experiences. These changes allow students to bridge the gap between theory and practice by implementing lessons learned through interactive examples.

3a. Student Population - Under-Represented Students

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

Full-Time Students	**# of Students**
The total Full-Time Headcount Enrolment* at Confederation College in 2014-2015:	2993

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

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

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

Students with Disabilities

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

Students With Disabilities

	# of Students	Percentage
The total number of Full-Time Students with Disabilities at Confederation College who registered with the Office for Students with Disabilities and received support services in 2014-2015:	618	
The total indicated above as a comparative % of Confederation College's 2014-2015 Full-Time Enrolment Headcount:		20.65

First Generation Students

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

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

First Generation Students

	# of Students	Percentage
The total number of Full-Time First Generation Students enrolled at Confederation College in 2014-2015:	1112	
The total indicated above as a comparative % of Confederation College's 2014-2015 Full-Time Enrolment Headcount:		37.15
The total number of Part-Time First Generation Students enrolled at Confederation College in 2014-2015:	171	

Aboriginal Students

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

Aboriginal Students

	# of Students	Percentage
The total number of Full-Time Aboriginal Students enrolled at Confederation College in 2014-2015:	759	
The total indicated above as a comparative % of Confederation College's 2014-2015 Full-Time Enrolment Headcount:		25.36
The total number of Part-Time Aboriginal Students enrolled at Confederation College in 2014-2015:	161	

French-Language Students

DEFINITION: A student is considered a French-language student if he or she meets at least one of the following criteria -
1) His/her mother tongue is, or includes French (the student is a francophone);
2) His/her language of correspondence with the institution is French;
3) He/she was previously enrolled in a French-language education institution; or
4) He/she was enrolled in a postsecondary program delivered at least partially in French.

French-Language Students	# of Students	Percentage
The total number of Full-Time French-Language Students enrolled at Confederation College in 2014-2015:	20	
The total indicated above as a comparative % of Confederation College's 2014-2015 Full-Time Enrolment Headcount:		0.67
The total number of Part-Time Francophone Students enrolled at Confederation College in 2014-2015:		

Additional Information

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

Data is not collected on Part-Time Francophone Students at Confederation College. At this point there is not high enough volume of students in this demographic to formally collect the data.

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

Highlights

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

As part of the larger strategy to promote student success, Confederation College implemented an Aboriginal "Sit and Share" strategy to better assist the unique needs of our Aboriginal learners.

This initiative took the form of a speaker series. The intention was to offer opportunities for students to meet and interact with Aboriginal mentors in the community. We looked to bring in people with different backgrounds, education, and work experience. Speakers gave a brief discussion and were then available for a question/answer period. It is our hope to develop mentorship opportunities, community connections, and an opportunity for students to be exposed to different options for career and community development options in the future. Throughout the 2014-2015 academic year we were able to host: Grand Chief Gordon Peters, Association of Iroquois and Allied Indians; Alayne Bigwin, Director of Aboriginal Education, Ministry of Training, Colleges and Universities; Chiefs of Ontario Regional Chief Stan Beardy; as well as Jordan Sturgeon and Arthur Oshkineegish, CSSIP System Administrator and IT Technicians. It is important for existing learners to see the accomplishments of these Aboriginal role models in our community; noting that many of them have various stories to tell based on their successes and challenges while attending a wide variety of different studies.

3b. Student Population - International Students

International Students

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

International Students	# of Students	Percentage
Confederation College reported to the ministry Full-time International Enrolment* in 2014-2015:	276	

The total indicated above as a comparative % of Confederation College's 2014-2015 Full-Time Enrolment Headcount: 9.22

Confederation College's 2014-2015 Part-time International Enrolment is

Additional Information

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

All international students at Confederation College are full-time apart from a very small number (less than 5) who fail to graduate within the scheduled time frame and need to make up a class or two.

Highlights

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

Confederation College welcomed a total of 466 international students on campus over this reporting period. Of these, 389 were registered in post-secondary programs and courses, and the remainder comprised students registered in language programs, on short-term scholarships or on exchange programs. Students on campus come from 26 countries including: Bangladesh, Brazil, Chile, China, Egypt, Ghana, India, Italy, Korea, Mexico, Moldova, Nigeria, Philippines, Saudi Arabia, Ukraine and Vietnam. In November 2015, Confederation hosted the Emerging Leaders in the Americas Program (ELAP) Collaboration Mission. The Mission is an annual event; this year the 21 delegates came from post-secondary institutions in Central America, Pacific Alliance and CARICOM countries. The Collaboration Mission serves as a tool for developing stronger ties between education actors in Canada and abroad; it helps foster partnerships between Canadian, Caribbean and Latin American institutions that lead to increased bilateral student mobility, and other joint initiatives. As a result of the Mission's visit to Confederation College, we identified several partnership opportunities, which we are now pursuing. As part of its efforts to diversify and expand recruitment markets, Confederation was one of four colleges invited to participate in an exploratory marketing mission to Vietnam in March 2015. This was organized by Colleges and Institutes Canada and partly funded by the Department of Foreign Affairs, Trade and Development's (DFATD) Global Opportunities for Associations (GOA). The resulting action plan and recommendations should assist in addressing some of the key challenges faced by Canadian colleges in recruiting students from this vibrant country. Confederation College continues to work with our community, supporting activities and initiatives that build partnerships with local residents. One program that has had a huge impact on both international students and local community members is our ESL program, specifically a conversational English group with older adults in Thunder Bay. Over forty international students and a dozen older adult volunteers met bi-weekly over several sessions to practice oral language skills and learn about each other's cultures. While invaluable for our students Confederation College recognizes growing the partnership between Lakehead Public District School Board, Lakehead Catholic District School Board and ourselves in support of international students and students support services.

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

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

Proportion of an institution's enrolment that receives OSAP	# of Students	Percentage

Confederation College's 2014-2015 proportion of an institution's enrolment that receives OSAP is	1414	47.20

Additional Information

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

Our OSAP dependent students are lower than other colleges partially due to the high numbers of Aboriginal band sponsored students, many who do not require additional OSAP funding. With one of the highest percentages of aboriginal students in the Ontario CAAT system, our proportionate OSAP usage is significantly decreased.

4. Program Offerings

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

    a. Concentration of full-time enrolment headcount* at colleges by occupational cluster and by credential

    b. Institution's system share of full-time enrolment headcount by occupational cluster and by credential

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

Occupational Cluster (Credential Level)	# of students in a program as a % of total # of students across all programs at Confederation College	Confederation College's share of system-wide enrolment in each PROGRAM
Applied Arts - Child/Youth Worker (Advanced Diploma)	3.07	1.84
Applied Arts - Developmental Services Worker (Diploma)	2.51	4.71
Applied Arts - Education (Diploma)	3.84	1.56
Applied Arts - Human Services (Diploma)	4.94	2.23
Applied Arts - Human Services (Post Diploma)	0.87	3.20
Applied Arts - Law And Security (Diploma)	3.31	0.98
Applied Arts - Library (Diploma)	0.07	0.91
Applied Arts - Media (Diploma)	3.88	2.29
Applied Arts - Media (Advanced Diploma)	3.01	2.47
Applied Arts - Native Community Worker (Diploma)	1.84	47.01
Applied Arts - Preparatory/Upgrading (Certificate)	13.87	3.62

Applied Arts - Preparatory/Upgrading (Diploma)	3.94	6.07
Applied Arts - Recreation/Fitness (Diploma)	2.00	1.53
Business - Accounting/Finance (Diploma)	2.81	2.69
Business - Accounting/Finance (Advanced Diploma)	0.50	0.32
Business - Computer (Diploma)	1.60	2.92
Business - Culinary Arts (Diploma)	1.77	2.10
Business - Human Resources/Industrial Relations (Diploma)	2.47	16.59
Business - Human Resources/Industrial Relations (Advanced Diploma)	0.77	1.30
Business - Human Resources/Industrial Relations (Post Diploma)	0.47	1.49
Business - Management (Certificate)	0.53	4.79
Business - Management (Post Diploma)	0.03	0.17
Business - Marketing/Retail Sales (Diploma)	1.34	1.68
Business - Marketing/Retail Sales (Advanced Diploma)	0.47	0.76
Business - Office Administration (Certificate)	1.34	6.45
Business - Travel/Tourism (Diploma)	1.70	2.30
Health - Health Technology (Certificate)	1.57	6.36
Health - Health Technology (Diploma)	1.37	1.94
Health - Health Technology (Advanced Diploma)	1.27	1.02
Health - Miscellaneous (Diploma)	2.34	4.28
Health - Nursing Related (Certificate)	1.70	3.18
Health - Nursing Related (Diploma)	5.48	2.36
Technology - Automotive (Certificate)	1.44	8.83
Technology - Aviation (Flight) (Advanced Diploma)	3.11	35.50
Technology - Aviation (Maintenance) (Diploma)	2.17	8.61
Technology - Aviation (Maintenance) (Advanced Diploma)	0.23	35.00
Technology - Civil (Certificate)	0.84	3.55
Technology - Civil (Advanced Diploma)	2.61	2.59
Technology - Electronics (Diploma)	0.70	0.55
Technology - Electronics (Advanced Diploma)	2.71	1.46
Technology - Geology/Mining (Certificate)	0.43	50.00
Technology - Instrumentation (Diploma)	0.60	16.22
Technology - Mechanical (Certificate)	1.30	3.77
Technology - Mechanical (Diploma)	0.33	0.42
Technology - Miscellaneous (Certificate)	0.27	1.20

Technology - Power (Diploma)	1.10	20.12
Technology - Resources (Diploma)	3.17	4.87
Technology - Welding (Certificate)	2.31	10.57

c. Number of apprentices, pass/fail rate and annual funding in each trade	Number of Apprentices	Pass/Fail Rate	Annual Funding
Exam Prep Initiative	108	100.00	36369.00
Electrician - Construction and Maintenance	93	93.00	243738.00
Automotive Service Technician	49	94.00	94339.00
Truck and Coach Technician	43	100.00	99042.00
General Carpenter	100	99.00	203019.00
Cook	5	0.00	16321.00
Heavy Duty Equipment Technician	22	100.00	40139.00
Industrial Mechanic Millwright	17	100.00	38998.00
Industrial Electrician	1	100.00	2868.00
Roofer	17	88.00	38998.00
Welder	20	100.00	25075.00
Total	475		838906.00

Highlights

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

The six northern colleges have agreed to collaborate in the delivery of eight of their program clusters and in the related academic administration and administrative infrastructure known as the Northern Collaboration. 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. Course delivery combines and includes students that have scheduled lessons in the same classroom as the professor, students in a classroom remote from the professor and/or studying from a location away from any classroom but with connection to the internet. The students at this variety of physical locations will all participate and contribute to the class. The program will leverage existing faculty strengths, skills, knowledge, experiences, diversity and points of view to build shared course content and delivery. While students attending synchronized class will achieve the best learning experience, the sessions will be recorded and available for later review. Asynchronous study, using the same course information may be enabled when demand is evident or in special circumstances. For students the benefits of Collaborative Learning are the greatest: • More pathways to learning that students want, need and deserve • Broader, richer course offerings • Access to specialized faculty by more students • A broader range of skills and backgrounds in teachers • Interaction with a broader range of fellow students • Improved quality for future employers • Simplified transfer among colleges

5. Student Mobility

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

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

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

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

Transfer applicants and registrants

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

Year	Total # of Confederation College graduates who participated in Graduate Survey (A)	# of Confederation College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of Confederation College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2010-2011	812	52	6.40	50622	3355	6.63
2011-2012	896	47	5.25	57701	3463	6.00
2012-2013	822	46	5.60	57462	3424	5.96
2013-2014	566	35	6.18	54467	3003	5.51
2014-2015	413	32	7.75	52039	2465	4.74

Per the College Graduate Outcomes @ 6 Months data reported in 2014-2015 (based on 2013-2014 graduates),	Percentage
The percentage of Confederation College students who were satisfied or very satisfied with academic preparation for university was	82.80
The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was	79.60

NOTE: The ministry recognizes that this is a census survey in which the response rate is approximately 66%. The ministry also recognizes that this only captures college

graduates who have transferred within 6 months of graduation and is not the complete picture of college-university transfer students.

Highlights

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

Confederation College utilizes multiple programs and services to aid with student mobility internally and externally between both College's and Universities. These include Prior Learning Assessment and Recognition (PLAR) strategies, partnerships with the Ontario Council on Articulation and Transfer (ONCAT) and multiple ongoing and developing articulation agreements/specific transfer pathway agreements with various College's and Universities.

One example of an innovative strategy which increases student mobility is the Northern College Collaboration and the efficiencies created through the development of a curriculum consortium and shared student support services. This collaboration creates smooth transition throughout all points of a students educational path while engaging with multiple institutions. In addition to the creation of a curriculum consortium, the Northern College Collaboration implements a student support system that is accessible to all students regardless of their institutional affiliation or physical location. These collaborative efforts help decrease institutional barriers students face at various points of their academic journey creating systems which are far easier for students to navigate.

6. Financial Sustainability

1. Annual Surplus/(Deficit) - (revenue - expenses)	**Amount**
Annual Surplus/(Deficit)	-1283494.00

2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets)	**Amount**
Accumulated Surplus/(Deficit)	3937343.00

3. Quick Ratio (current assets) / (current liabilities)	**Amount**
Current Assets/Current Liabilities	1.82

4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)]	**Percentage**
Debt/Assets	21.39

5. Debt Servicing Ratio (interest expense + principal payments) / (revenue)	**Percentage**
Total Debt Serviced/Revenue	0.72

6. Net Assets to Expense Ratio (net assets) / (expenses)	**Percentage**
Net Assets/Expenses	58.11

7. Net Income to Revenue Ratio (revenue - expenses) / (revenue)	**Percentage**
Net Income to Revenue	-1.69

Highlights

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

During 2014-15 Confederation College performed better than the benchmark in 5 of the 7 metrics for assessing financial health and sustainability. In response to declining revenues, the College implemented a restructuring program to reduce salaries by approximately $1.2M in order to balance the 2015-16 operating budget. A new internal report has been developed for the Senior Team to monitor year to date and projected year-end variances in order to ensure compliance with the Board approved balanced budget. Financial sustainability and expanding our fiscal capacity are key priorities for the College.

7. Attestation

By submitting this report to the ministry: **Checkbox**

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

For additional information regarding Confederation College's 2014-2015 SMA Report Back please contact   **Information**

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