

SMA - Strategic Mandate Agreement College Annual Report 2015-2016

Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual colleges and the Ministry of Advanced Education and Skills Development (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 2015-2016 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.

2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development
 - a. Graduate Employment Rates
 - b. Employer Satisfaction Rates
 - c. Number of graduates employed full-time in a related or partially-related field
2. Teaching and Learning
 - a. Student Satisfaction
 - b. Graduation Rates
 - c. Retention Rates
 - d. Number of students enrolled in a co-op, clinical placement, field/work placement program, and mandatory college baccalaureate degree WIL at institution
 - e. Number of registrants, programs and courses offered in e-Learning format at institution
3. Student Population
 - a. Number and proportion of
 1. Students with Disabilities
 2. First Generation Students
 3. Indigenous Students
 4. French-language students
 - b. Number and proportion of international students
 - c. Proportion of an institution's enrolment that receives OSAP
4. Program Offerings
 - a. Concentration of enrolment at colleges by occupational cluster and by credential
 - b. Institution's system share of enrolment by occupational cluster and by credential
 - c. Number of apprentices, pass/fail rate and annual funding in each trade
5. Institutional Collaboration to Support Student Mobility
 - a. Transfer applicants and registrants
6. Financial Sustainability

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, establishes the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

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 2015-2016:	Percentage
The Graduate Employment Rate for 2015-2016 graduates, 6 months after graduation, at Confederation College was:	84.6

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that Confederation College used in 2015-2016 to measure graduate employment rate.

1b. Employer Satisfaction Rate

Per the KPI results reported in 2015-2016:	Percentage
The Employer Satisfaction rate for 2015-2016 graduates, 6 months after graduation, at Confederation College was:	92.6

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that Confederation College used in 2015-2016 to measure Employer Satisfaction rate.

1c. Employment in a Related or Partially-Related Field

Per the results reported in the Employment Profile for 2015-2016 graduates:	Percentage
The number of graduates from Confederation College that were employed full-time in a related or partially-related field were:	49.8

Additional Information

Please indicate any methods, in addition to the employment profile for 2015-2016, that Confederation College used in 2015-2016, to

measure the number of graduates employed a full-time in a related or partially related field.

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.).

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. In addition 39 northwestern Ontario businesses contracted Confederation College for specific training. Both of these initiatives help foster social and economic development in Northwestern Ontario.

In addition we are working towards the opening of our Tech Hub building for spring 2018. The Tech Hub will be an innovative addition to our campus housing multiple services and programs allowing community partners, business and industry to leverage students to respond to various opportunities.

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 2015-2016, the student satisfaction rate at Confederation College for capstone question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career"	90.1
Per the KPI results reported in 2015-2016, the student satisfaction rate at Confederation College for capstone question #24 "The overall quality of the learning experiences in this program"	85.1
Per the KPI results reported in 2015-2016, the student satisfaction rate at Confederation College for capstone question #39 "The overall quality of the services in the college"	66.1
Per the KPI results reported in 2015-2016, the student satisfaction rate at Confederation College for capstone question #49 "The overall quality of the facilities/resources in the college"	75.8

Additional Information

Please indicate any methods, in addition to the KPI survey results, that Confederation College used in 2015-2016 to measure student satisfaction.

Each November we distribute a First Year Student Experience Survey to students in their first semester. The survey collects qualitative and quantitative feedback in regards to the students satisfaction towards a variety of services and experiences.

Highlights

Please provide highlights of Confederation College's activity in 2015-2016 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.).

A new website has been introduced that provides ease of use in all platforms including mobile. The website is also compliant in relation to accessibility and assisted devices. This tool acts as both a strategy and an initiative that has created a better virtual experience for our students.

In addition to the website, 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.

Another aspect we attribute to our students satisfaction is how we break down barriers of geography by moving student supports to the location of the students courses. We have staffed Student Success Advisors in each of our programs main buildings so students do not need to travel to our primary building to access these unique student supports. A number of these activities exist to support the unique needs of our Indigenous, international and first generation students. All of these services are available to all students regardless of their demographic.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015, the graduation rate at Confederation College is	64.8

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that Confederation College used in 2015-2016 to measure graduation rate.

Highlights

Please provide highlights of Confederation College's activity in 2015-2016 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.).

Bridging the Distance (BTD), 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. We have been referring to this initiative as the red couch initiative and are quite satisfied with the utilization of this service as well as the success it has enabled.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

The table below has been pre-populated with the results from Confederation College's 2014-2015 Report Back. Please identify Confederation College's achieved results for 2015-2016 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/co-op placements during the specified retention periods.

1st to 2nd Year : 2015 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 0 ÷ 2014 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = X x 100 = X%

2nd to 3rd Year : 2015 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 0 ÷ 2014 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = X x 100 = X%

3rd to 4th Year : 2015 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 ÷ 2014 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = X x 100 = X%

Entering Cohort	Retention Rate Achieved 2014-2015	Retention Rate Achieved 2015-2016
1st to 2nd Year	71.77	72.10
2nd to 3rd Year	95.69	84.56
3rd to 4th Year	0.00	0.00

*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 2015-2016 student retention rate is not recommended. The Ministry of Advanced Education and Skills Development 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 related to Student Retention Rate (up to 600 words approx.).

Our 1st to 2nd year percentage represents a headcount of around 1000 students. Our 2nd to 3rd year percentage represents slightly over 100 students. Marginal variance in the headcount for 2nd to 3rd year students will result in significant fluctuation of our overall percentages. Ex/ The 10% decrease we note in 2nd to 3rd year can be realized as 10 students may represent close to 10%.

Highlights

Please provide highlights of Confederation College's activity in 2015-2016 that contributed to maintaining or improving 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.).

An increased focus towards our Strategic Enrollment Management (SEM) efforts has created new internal structures to better improve retention. These include the formation of a SEM committee with a retention sub-group that will focus on revitalized strategies to better aid the institution at dealing with student attrition challenges. Some of these strategies include better use of existing information systems, implementation of exit interviews and the strategic utilization of our current student support systems.

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:

According to HEQCO 2012, in general, work-integrated learning (WIL) is an umbrella term used to describe a range of educational activities that integrate learning within an academic institution with practical application in a workplace setting relevant to each student's program of study or career goals. WIL takes many forms, with varying degrees of integration and a multitude of characteristics.

The terminology and definitions used to describe a given WIL experience vary greatly from user to user. The WIL categories used for SMA reporting correspond to the same categories used on the program funding application's Program Delivery Information (PDI) table.

It should be noted that this report collects WIL experiences that are an integral part of the program and are available to all students in the program. The WIL experiences are required in order to complete the program, with the exception of optional co-op placements.

Co-op work placement: Education at Work Ontario (www.ewo.ca), a regional association of the Canadian Association for Co-Operative Education, defines a co-op program as follows: "A Co-operative Education Program is one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria:

- 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 Co-operative 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 thirty percent of the time spent in academic study.

Clinical placement: Scheduled hours of activities intended to give students hands-on experience in a hospital or health care setting. This instructional setting is characterized by:

- activities that are an integral component of the curriculum of the program and necessary for the successful completion of the program, and
- activities in which students are continually supervised directly by college staff or individuals working on behalf of the college.

Fieldwork: (Part of the laboratory/workshop/fieldwork category on the PDI table) Scheduled hours of activities intended to give students hands-on experience. This instructional setting is characterized by:

- activities in which students are provided with instruction and are directly supervised by college staff, and
- settings outside college facilities in which individual students are required to use instructional equipment and/or supplies.

These settings do not include situations in which microcomputer labs are used for instruction of standard word processing, spreadsheet and database software packages or situations in which laboratories and workshops are used for convenience.

Field placement/work placement: Scheduled hours of activities intended to give students hands-on experience in the workplace and for which the students do not typically receive a regular salary or wage from the employer. Field placement/work placement is characterized by:

- activities that are an integral component of the curriculum of the program and are necessary for the completion of the program, and
- activities in which college staff do not directly supervise students and for which college staff undertake one or more of the following activities:
 - make periodic site visits,
 - ensure that assignments given to students and the work being done by students are suitable for the program,
 - monitor the students' progress in the placement activity,
 - help address problems encountered by students in the field or work placement activity, or

- o evaluate students' performance in the field or work placement activity.

Mandatory college baccalaureate degree WIL: A co-operative education work placement in all respects except that it is shorter than 30% of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for Confederation College in 2015-2016:

Co-operative Education Program Type (Mandatory)	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	35
Diploma	1	63
Advanced Diploma	3	92
Graduate Certificate	1	19
Degree in Applied Area of Study	N/A	N/A

Co-operative Education Program Type (Optional)	Number of programs at Confederation College with a Co-op Stream	Number of students at Confederation College enrolled in a Co-op program
Certificate	0	0
Diploma	10	520
Advanced Diploma	2	178
Graduate Certificate	N/A	N/A
Degree in Applied Area of Study	N/A	N/A

Clinical Placement Program Type	Number of programs at Confederation College with clinical placements	Number of students at Confederation College enrolled in a program with clinical placements
Certificate	1	83
Diploma	1	181
Advanced Diploma	2	122
Graduate Certificate	N/A	N/A
Degree in Applied Area of Study	N/A	N/A

Field Placement/Work Placement Program Type	Number of programs at Confederation College with field placements/work placements	Number of students at Confederation College enrolled in a program with field placements/work placements
Certificate	0	0

Diploma	2	103
Advanced Diploma	4	105
Graduate Certificate	1	13
Degree in Applied Area of Study	N/A	N/A

Fieldwork Program Type	Number of programs at Confederation College with fieldwork	Number of students at Confederation College enrolled in a program with fieldwork
Certificate	4	153
Diploma	10	352
Advanced Diploma	4	245
Graduate Certificate	1	14
Degree in Applied Area of Study	N/A	N/A

Mandatory College Baccalaureate Degree Work Placement Program Type	Number of programs at Confederation College with mandatory college baccalaureate degree work placements	Number of students at Confederation College enrolled in a program with mandatory college baccalaureate degree work placements
Degree in Applied Area of Study	N/A	N/A

Highlights

Please provide highlights of Confederation College's activity in 2015-2016 that contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples may include 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.).

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.

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 2015-2016.

Through the development of metrics under the SMAs, the ministry will be developing long-term indicators and updated definitions for online and technology-enabled learning in consultation with the sector. Indicators developed are intended for use in future SMA Report Backs.

In future years, the ministry anticipates collecting more comprehensive data that will profile a broader range of online and technology-enabled learning indicators to ensure students have access to high-quality flexible learning opportunities across the system.

eCampusOntario will be leading the development of eLearning indicators in collaboration with the sector.

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 2015-2016:

Course Data	Ontario College Credential	Other Credential
Number of ministry-funded courses offered through fully online learning	570	N/A
Number of ministry-funded courses offered through synchronous conferencing	339	N/A
Total Number of ministry-funded, for-credit courses offered in e-Learning format	909	0

Program Data	Ontario College Credential	Other Credential
Number of ministry-funded programs offered through fully online learning	6	15

Number of ministry-funded programs offered through synchronous conferencing	28	N/A
Total Number of ministry-funded, for-credit programs offered in e-Learning format	34	15

Program Registrations	Ontario College Credential	Other Credential
Number of registrations in ministry-funded programs offered through fully online learning	2,311	169
Number of registrations in ministry-funded programs offered through synchronous conferencing	508	N/A
Total Number of registrations in ministry-funded, for-credit programs offered in e-Learning format	2,819	169

Additional Information

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

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

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

Highlights

Please provide highlights of Confederation College's activity in 2015-2016 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.)

Four new blended courses have been developed and launched in the fall/winter of 2015/16.

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.

3. Student Population

This component highlights Confederation College's contributions to improve access and success for underrepresented groups (Students with disabilities, First Generation, Indigenous, and French-language students).

Full-Time Students	# of Students
The total full-time headcount enrolment* at Confederation College in 2015-2016:	3,399

Headcount

*DEFINITION: Headcount is the actual enrolment for Fall 2015 as of November 1, 2015 including full-time students, both **eligible and ineligible for ministry funding**, as reported to the ministry for the 2015-2016 fiscal year (enrolment reported in 2015-2016 remains subject to audit and/or correction).

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

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

Students with disabilities

*DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with disabilities and reported in Table 1 of 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 2015-2016:	251	
The total indicated above as a comparative % of Confederation College's 2015-2016 full-time enrolment headcount:		7.38
The total number of part-time students with disabilities enrolled at Confederation College in 2015-2016:	5	

Highlights

Please provide highlights of Confederation College's activity in 2015-2016 that capture contributions to improve access, and success for students with disabilities (up to 600 words approx.)

Confederation College accessibility services offers a variety of unique supports for this student population. This includes accommodation planning and individualized supports based on the specific needs of the students utilizing the service. Some of these supports include a testing center and specialized tutoring.

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.

First Generation Students

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

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

First Generation Students	# of Students	Percentage
The total number of full-time First Generation students enrolled at Confederation College in 2015-2016:	958	
The total indicated above as a comparative % of Confederation College's 2015-2016 full-time enrolment headcount:		28.18
The total number of part-time First Generation students enrolled at Confederation College in 2015-2016:	90	

Highlights

Please provide highlights of Confederation College's activity in 2015-2016 that capture contributions to improve access, and success for First Generation students (up to 600 words approx.).

Our Student Success Center utilizes a Freshman Intake survey to identify First Generation students who did not self-identify on their OCAS application. These students are also asked questions which include the number of hours a student works, how many dependants they have and what their confidence is that they will complete their program of study. The various scores are ranked and a list of all First Generation students are provided to our Student Success Advisors for follow up. Student Success Advisors help the students navigate their academic journeys and connect them with the appropriate student supports based on their unique needs. These include but are not limited to financial aid, academic advising, counselling, tutoring etc.

Indigenous Students

* **DEFINITION:** *Indigenous* 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.

Indigenous Students	# of Students	Percentage
The total number of full-time Indigenous students enrolled at Confederation College in 2015-2016:	742	
The total indicated above as a comparative % of Confederation College's 2015-2016 full-time enrolment headcount:		21.83
The total number of part-time Indigenous students enrolled at Confederation College in 2015-2016:	50	

Highlights

Please provide highlights of Confederation College's activity in 2015-2016 that capture contributions to improve access, and success for Indigenous students (up to 600 words approx.).

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 100% of our programs. The continued success of these partnerships has been foundational to the achievements within Confederation's strategic initiative around Aboriginal Learning.

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.

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).

French-Language Students

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

- 1) The student's mother tongue is, or includes French (the student is a Francophone);
- 2) the student's language of correspondence with the institution is French;
- 3) the student was previously enrolled in a French-language education institution; or
- 4) the student 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 2015-2016:	12	
The total indicated above as a comparative % of Confederation College's 2015-2016 full-time enrolment headcount:		0.35
The total number of part-time French-Language students enrolled at Confederation College in 2015-2016:	2	

Highlights

Please provide highlights of Confederation College's activity in 2015-2016 that capture contributions to improve access, and success for French-Language students (up to 600 words approx.).

Confederation College has very small portions of French-Language students and does not implement stand alone services for this sub-group population.

Additional Information

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

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 2015 at Confederation College.

International Students	# of Students	Percentage
Confederation College reported to the ministry full-time international enrolment* in 2015-2016:	362	
The total indicated above as a comparative % of Confederation College's 2015-2016 full-time enrolment headcount:		10.65
Confederation College's 2015-2016 part-time international enrolment is	14	

Additional Information

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

Internal records show full time international as of the first week in November 2015 has an enrollment count of 417 students. The difference between the pre-populated number of 362 could be attributed to variance in the interpretation of the definition.

Highlights

Please provide highlights of Confederation College's activity in 2015-2016 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 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.

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 2015-2016 proportion of an institution's enrolment that receives OSAP is	1,286	43.70

Additional Information

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

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 2015-2016 full-time funding eligible enrolment count submitted on November 1, 2015 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
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Refer to complete list below:

Applied Arts - Child/Youth Worker (Advanced Diploma)	2.86	1.73
Applied Arts - Developmental Services Worker (Diploma)	2.76	5.15
Applied Arts - Education (Diploma)	4.42	1.77
Applied Arts - Law and Security (Diploma)	2.65	0.78
Applied Arts - Library (Diploma)	0.44	5.18
Applied Arts - Media (Advanced Diploma)	3.03	2.40
Applied Arts - Media (Diploma)	3.23	2.01
Applied Arts - Native Community Worker (Diploma)	2.55	63.56
Applied Arts - Preparatory/Upgrading (Certificate)	13.30	3.60
Applied Arts - Preparatory/Upgrading (Diploma)	3.74	5.38
Applied Arts - Recreation/Fitness (Diploma)	2.21	1.63
Applied Arts - Social Services (Diploma)	4.93	2.19
Applied Arts - Social Services (Post-Diploma Certificate)	0.54	1.83
Business - Accounting/Finance (Advanced Diploma)	0.61	0.42
Business - Accounting/Finance (Diploma)	3.23	3.10
Business - Business Computer (Diploma)	1.50	2.59
Business - Business Management (Certificate)	1.09	10.88
Business - Business Management (Post-Diploma Certificate)	0.07	0.31
Business - Culinary Arts (Diploma)	1.56	1.95
Business - Human Resources/Industrial Relations (Advanced Diploma)	0.71	1.25
Business - Human Resources/Industrial Relations (Diploma)	2.76	14.59
Business - Human Resources/Industrial Relations (Post-Diploma Certificate)	0.54	1.70
Business - Marketing/Retail Sales (Advanced Diploma)	0.24	0.42

Business - Marketing/Retail Sales (Diploma)	1.63	2.01
Business - Office Administration (Certificate)	0.95	4.22
Business - Travel/Tourism (Diploma)	2.01	2.78
Health - Health - Miscellaneous (Diploma)	2.11	3.72
Health - Health Technology (Advanced Diploma)	2.45	1.94
Health - Health Technology (Certificate)	1.29	4.82
Health - Nursing Related (Certificate)	1.70	2.82
Health - Nursing Related (Diploma)	5.65	2.34
Technology - Automotive (Certificate)	1.60	9.11
Technology - Aviation (Flight) (Advanced Diploma)	2.69	30.74
Technology - Aviation (Maintenance) (Advanced Diploma)	0.20	11.32
Technology - Aviation (Maintenance) (Diploma)	1.90	9.27
Technology - Civil (Advanced Diploma)	2.62	2.57
Technology - Civil (Certificate)	0.82	3.29
Technology - Electronics (Advanced Diploma)	3.33	1.67
Technology - Electronics (Diploma)	0.48	0.35
Technology - Instrumentation (Diploma)	0.51	17.44
Technology - Mechanical (Certificate)	0.48	1.27
Technology - Mechanical (Diploma)	1.39	1.71
Technology - Power (Diploma)	0.71	15.56
Technology - Resources (Diploma)	3.37	5.21
Technology - Technology Miscellaneous (Certificate)	0.61	2.55
Technology - Welding (Certificate)	2.52	12.96
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
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Trade - Refer to complete list below:

Exam Prep	96	51.00	\$34,252.80
Electrician - Construction and Maintenance	76	100.00	\$191,197.76
Automotive Service Technician	58	100.00	\$127,628.80
Truck and Coach Technician	53	100.00	\$115,356.80
General Carpenter	86	100.00	\$182,730.08
Cook	4	50.00	\$13,744.64
Heavy Duty Equipment Technician	20	100.00	\$49,088.00
Industrial Mechanic Millwright	20	100.00	\$49,088.00
Roofer	12	92.00	\$29,452.80

Welder	10	100.00	\$24,544.00
Total	435		\$817,083.68

Highlights

Please provide highlights of Confederation College's activity in 2015-2016 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.).

With focused efforts from our Strategic Enrollment Management (SEM) committee we have been evaluating the alignment of our current program mix in relation to the demands of our regional workforce. While we experience a decreasing domestic population, a rise in our international student body, and a continued demand for a regional workforce, we offer new programs to create synergies between each of these groups

We have 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.

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 through the Credit Transfer Accountability Framework.

As part of this work, a new Credit Transfer Student Flag was introduced into 2015-16 enrolment reporting for colleges and universities. The ministry will work with the sector throughout 2016-17 on any refinements to the metric with a view to integrate this new information into the SMA report back beginning in 2017-18.

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, as well as metrics related to transfer student satisfaction or outcomes.

Development of these metrics will be done in partnership with the sector and ONCAT.

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)
2011-2012	896	47	5.25	57,701	3,463	6.00
2012-2013	822	46	5.60	57,462	3,424	5.96
2013-2014	566	35	6.18	54,467	3,003	5.51
2014-2015	413	32	7.75	52,039	2,465	4.74
2015-2016	352	20	5.68	46,244	2,047	4.43

Per the College Graduate Outcomes @ 6 Months data reported in 2015-2016 (based on 2014-2015 graduates),	Percentage
The percentage of Confederation College students who were satisfied or very satisfied with academic preparation for university was	77.8
The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was	72.2

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 2015-2016 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 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.

6. Financial Sustainability

1. Annual Surplus/(Deficit) - (revenue - expenses)	Amount	Benchmark	
Annual Surplus/(Deficit)	981,260	0	
2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets)	Amount	Benchmark	
Accumulated Surplus/(Deficit)	5,281,625	0	
3. Quick Ratio (current assets) / (current liabilities)	Amount	Benchmark	
Current Assets/Current Liabilities	1.76	1.00	
4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)]	Percentage	Benchmark	
Debt/Assets	23.94	35.00	
5. Debt Servicing Ratio (interest expense + principal payments) / (revenue)	Percentage	Benchmark	
Total Debt Serviced/Revenue	0.72	3.00	
6. Net Assets to Expense Ratio (net assets) / (expenses)	Percentage	Benchmark	
Net Assets/Expenses	59.06	60.00	
7. Net Income to Revenue Ratio (revenue - expenses) / (revenue)	Percentage	Benchmark	
Net Income to Revenue	1.31	1.50	

Highlights

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

Confederation College has met 5 of the 7 financial sustainability metrics while aggressively managing expenditures and seeking additional revenues mostly through increased international enrolment. For the remaining two ratios that fall below the benchmark, significant improvement of +3% in the Net Income to Revenue Ratio is noted which increased from a -1.69% to a +1.31%. As well, it is noted that the Net Assets to Expense Ratio is only 0.94% below the benchmark (59.06% vs 60.00%), which we anticipate will meet the benchmark by fiscal year end 2016/17.

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 2015-2016 SMA Report Back is accurate and has received approval from Confederation College's Executive Head.	<input checked="" type="checkbox"/>

For additional information regarding Confederation College's 2015-2016 SMA Report Back please contact	Information
Name:	Jim Madder
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Please indicate the address on Confederation College's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry	Information
Website:	http://www.confederationcollege.ca/college-services/financial-business-reports