

Confederation College of Applied Arts & Technology

2020/21 Program Mix Report

Monday, March 15th, 2021

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1.0 INTRODUCTION

This report provides an overview and analysis of Confederation College's current program mix, relying on institutional, local, and regional data, internal decision-making procedures and cycles, and program review processes. Additionally, this report summarizes work that has taken place since the College's last program mix report, including regular program review activity, new program development, and an expansion of online learning opportunities. This program mix report also provides information on current and upcoming program reviews, developments and decisions leading into 2021-22.

Confederation College's program mix is defined as its current roster of programs available to students and it aims to meet the training needs of Northwestern Ontario and the diverse communities it serves. Overall, the College currently offers approximately 70 programs across its four schools: Access and Success; Business, Hospitality and Media Arts; Engineering, Technology, Trades and Aviation; and Health, Negahneewin and Community Services.

Since the last program mix report, the College launched its new strategic plan, Kaa-anokaatekan (Work that is now carried), 2020-2025. This plan offers a number of new unique features including an Indigenous Learning pillar and refreshed institutional values of Courage, Equity, and Relationships. In launching this plan, the College continues to build meaningful relationships across the region to ensure that it delivers timely programming and training.

Overall, the regular review and analysis of factors influencing the program mix is critical to ensuring the College has a strong, relevant and sustainable program mix. This annual report provides this regular review, while highlighting key activities, initiatives and directives.

2.0 SERVING NORTHWESTERN ONTARIO

There are a number of local, regional and institutional factors to consider when striving to meet the needs of the communities and the diverse student body the College serves, which are explored in this next section.

2.1 Demographics of Northwestern Ontario (NWO)

Projections suggest that the population in Northwestern Ontario will decrease by 7.4% by 2041 for the typical “college age” groups of 5-19 and 20-24 as illustrated in the figure below.

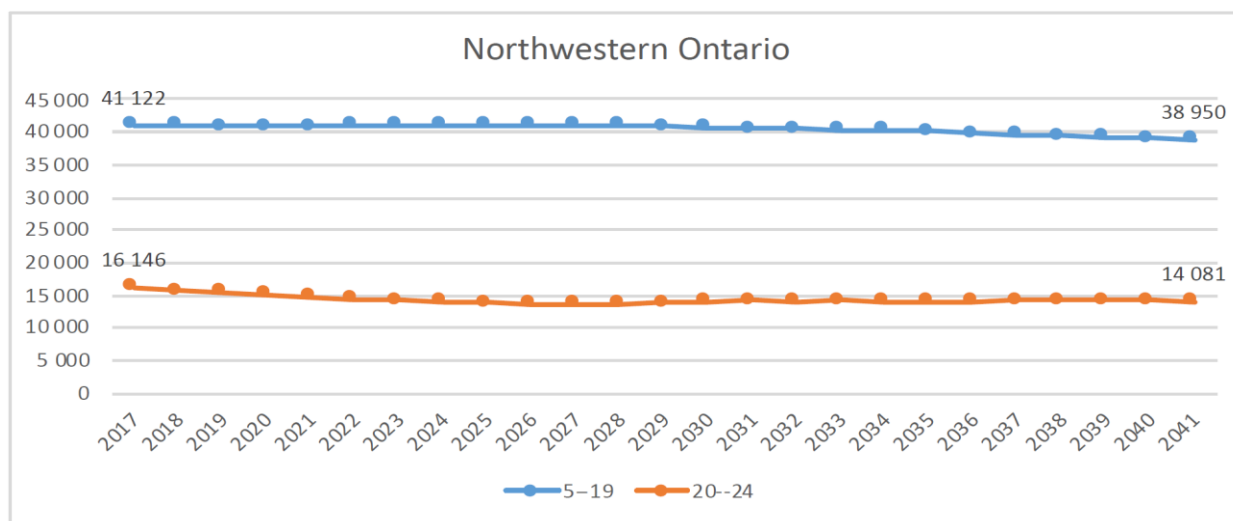


Figure 1: Northwestern Ontario’s population projection by age category ¹

Source: Northern Policy Institute: Northern Projections Thunder Bay District Human Capital Series

While the general population is projected to decrease across NWO, it is important to note that within this population, Indigenous populations have increased in every district in the region with the largest proportion of residents falling into the age range of 15-64 (66.4%), and specifically 18.6% for the age range of 15-24 in the Thunder Bay District. This does not change the overall projection of a population decline, but indicates the need to be more responsive to Indigenous populations in future programming and to attract youth that will be college age.

2.2 NWO Labour Market Information

Overall, demographic data illustrates labour market needs are anticipated to grow across the Thunder Bay district and NWO resulting from a number of factors including an aging population and out-migration. Refer to table one for a summary of the largest growing industries and occupations across the region. Here, NWO includes three districts including Thunder Bay, Kenora and Rainy River. The reporting period for this information was for 2019-2020 and the data set used was EMSI’s Canadian data set, which aggregates information from labour market data from a number of Canadian data sources.

¹ (Moazzami, Northern Projections Human Capital Series – THUNDER BAY District July 2019)

Table 1: Highest Growth Industries and Occupations across Northwestern Ontario for 2019/2020

Highest Growth Industries (Largest Industries)	Growth
Ambulatory health care services	+254(5%)
Hospitals	+138 (2%)
Aboriginal public administration	+102 (2%)
Educational services	+ 56 (1%)
Professional, scientific and technical Services	+45(1%)
Specialty trade contractors	+17 (1%)
Food and beverage stores	+18(<1%)
Food services and drinking places	+13 (<1%)
Social assistance	+2 (<1%)
Highest Growth Occupations (Largest Occupations)	Growth
Social and community service workers	+96 (4%)
Food counter attendants, kitchen helpers, related support occupations	+58 (2%)
Nurse aides, orderlies and patient services associates	+47 (2%)
Registered nurses and registered psychiatric nurses	+42(2%)
Light duty cleaners	+37 (2%)
Secondary and elementary school teachers and educational counsellors	+36 (2%)
Transport truck drivers	+23 (1%)
Cashiers	+11(<1%)
Retail salespersons	+11(<1%)

As illustrated in the table above, labour market trends indicate a growing demand for health, community service and Indigenous related programs in the region as well as potential opportunities for the growth and expansion of programming in these fields.

2.3 Confederation College Students

Confederation College continues to grow and diversify its student population while playing an important role in increasing access to and supporting success in postsecondary education. In 2019/20 the College saw a total number of 5154 postsecondary students (7745 total, including non-postsecondary), with regional students making up 12% (610) of postsecondary enrollment. The College also saw a high percentage of underrepresented students, including first generation, Indigenous, international, second career, WSIB and students with identified disabilities, who comprised 65% of postsecondary student enrolment.

The College also continued to see consistent numbers in student enrollment into programs that offer pathways into postsecondary such as Academic Upgrading and the School College Work Initiative (SCWI), which saw 125 and 475 student's ladder into the College, respectively. Additionally, the College welcomed 353 students who transferred with prior Ministry of Colleges and Universities postsecondary education. Responding to the success of these streams, there may be opportunity to grow pathway programs into the College, specifically for successful initiatives like the SCWI.

Refer to the figure below for an illustration of the College's historic enrolment by its three main student groups (domestic, Indigenous and international).

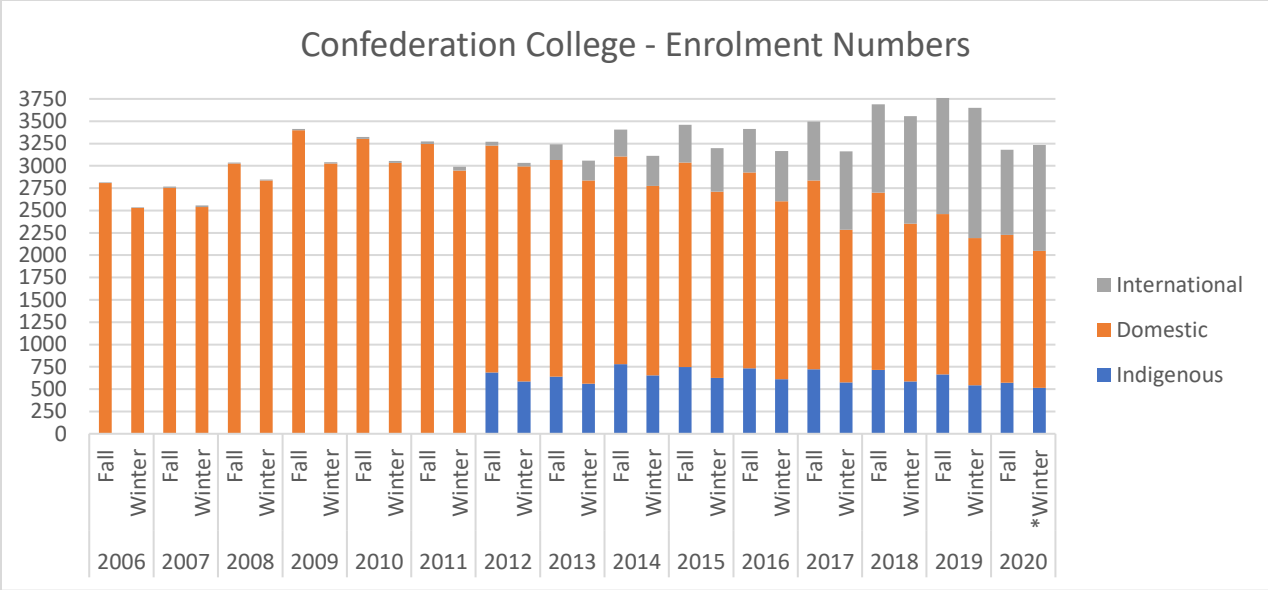


Figure 2: Student enrollment at Confederation College from 2006 – 2020. Prior to 2012, the College had limited data available on Indigenous student enrolment.

*Winter enrolment as of February 10th, 2021 (not audited enrolment)

As highlighted in the figure above, the College has diversified its student population over time with a growth in the enrolment of international students and support for the enrolment of Indigenous students. Overall, this has offset a dependence on the enrolment of domestic students, which is a projected shrinking demographic in the region. The sections below summarize initiatives, planned and underway, that support the enrolment of Indigenous, international, regional, distance education and online learning students.

2.4 Indigenous Enrolment

Indigenous students continue to represent a large proportion of the College’s student population. Specifically, in 2019/20 Indigenous students represented approximately 15% (791) of postsecondary student enrolment, with students registered in more than 60 programs at the College. In addition to external Indigenous identification sources such as OCAS, the College has an internal Indigenous Self-ID strategy to ensure that it captures accurate information about programs and to support Indigenous students in accessing student services and resources that are available to them.

In supporting the strategic directions of its new Indigenous Learning Pillar, it is important to highlight the College is working towards implementing all seven of the Indigenous Learning Outcomes (ILO) into all of its postsecondary programs. Additionally, in January 2021 the College announced the creation of a new position, Dean of Indigenous Studies and Student Services, which will help to further advance ILO implementation and initiatives around Indigenous learning.

More recently, the province has formally recognized Indigenous institutes as a third pillar of postsecondary education in Ontario, alongside colleges and universities. Overall, there are nine Indigenous institutes in Ontario, with two in Confederation College’s catchment area including Oshki-Wenjack and Seven Generations Education Institute. Currently, the College has a strong working relationship with Oshki-Wenjack Institute Education Institute.

2.5 International Enrolment

The 2019/20 academic year also brought forth another record number of international students who represented 34% (1748) of the College's student population. Overall, there were 29 nationalities represented by the international student population, with the majority of students coming from India (87%), followed by Vietnam, China, and South Korea. Considering this, the College has an opportunity to strategize ways to diversify its international student enrolment or to increase the proportion of students coming from other countries.

The College offers seven post-graduate programs specifically targeted to international student markets, listed in the table below. However, international students are enrolled into a range of programs across the College with a number of college programs relying on their enrolment to meet annual seat targets. Refer to table three for a list of postsecondary programs with the highest first year international student enrolment for fall 2020 semester. Refer to Appendix A for the full list of first year international student enrolment into College programs for Fall 2020.

Table 2: List of specially developed programs to meet the needs of international students

International Programs
<ul style="list-style-type: none"> • Engineering Business and Safety Management (2014/15) • Leadership for Healthcare Professionals (2015/16) • Industrial Manufacturing Processes (2016/17) • Embedded Systems (2017/18) • Information Communication Technology Solutions for Business (2019/20) • Digital Marketing and Marketing Analytics (2019/20) • Health Informatics (2020/21)

Table 3: List of the top postsecondary programs with the highest first year international student enrolment for Fall 2020. The proportion of international student enrolment is also provided

Program	Total Enrolment	International Enrolment	% of International
Human Resources Management Post Diploma	21	19	90.48%
Dental Assist-Level I and II	38	18	47.37%
Recreation Therapy	36	16	44.44%
Developmental Services Worker	24	11	45.83%
Culinary Management	24	9	37.50%
Dental Hygiene	23	6	26.09%
Developmental Services Worker Accelerated	6	5	83.33%
Business-Human Resources	18	5	27.78%
Early Childhood Education	42	5	11.90%
Business Fundamentals	14	4	28.57%

International recruitment and enrollment has been an important strategy for stabilizing enrolment across the institution. While the impact of Covid-19 has presented challenges to the recruitment of international students for the 2020/21 academic year, many of these challenges have been offset, in part, by strategies such as providing international students with opportunities to learn online from their

home countries. However, the uncertain and frequently changing landscape for international students, specifically relating to policies on travel restrictions, quarantine requirements and visa processing, will continue to negatively impact international student recruitment in the short term and the proportion of students who move to Thunder Bay for their postsecondary studies. It has already resulted in a 27% decrease in the year over year enrolment for the past fall term.

After much consideration, the College has decided not to partner with a private institution in the greater Toronto area, as a way to increase international enrolment. Recruitment efforts will continue to focus on recruitment for our home institution and regional campuses, where the positive, direct and indirect benefits of international enrolment will be fully experienced.

On a positive note, it is important to highlight the city of Thunder Bay is participating in the Rural and Northern Immigration Pilot, which will help the College in attracting and retaining international students into the future and to support their transition into employment and permanent residency in the city.

2.6 Regional Integrated Plan

Regional students include students who are enrolled in programs across the eight regional campuses or through Distance Education. The Regional Integrated Plan is a multi-year plan that includes both regional programming and Distance Education and it is designed to meet the needs of these students. Each winter, the Regional Directors work with the Deans, Associate Deans and Coordinators to confirm the roster programs that will be offered for the following academic year.

Distance Education programs offered through the Regional Integrated Plan are offered synchronously (online live), and students can attend these classes at Contact North sites or from their home. Overall, the integrated plan has expanded over the past few years by joining synchronously with programming in Thunder Bay. Furthermore, new programs planned for the coming year include Health Informatics, International Business Management, Developmental Service Worker-Accelerated, Child and Youth Care – Indigenous Specialization, and Medical Laboratory Assistant.

2.7 Online Learning

The College also offers a number of online programs through Ontario Learn. Many of these programs are offered asynchronously (online anytime), providing flexibility for students, since programs are not scheduled at a specific day or time. Overall, institutional data demonstrates an increase in enrolment into programs offered through both Distance Education and Online Learning since 2015. Specifically, there was a notable increase in enrolment for the 2020/21 academic year, which was likely a result of the impact of Covid-19 as well as new program offerings. Refer to Figure 3 for a summary of the combined enrolment for Distance Education and Online Learning for fall intakes over the past five years.

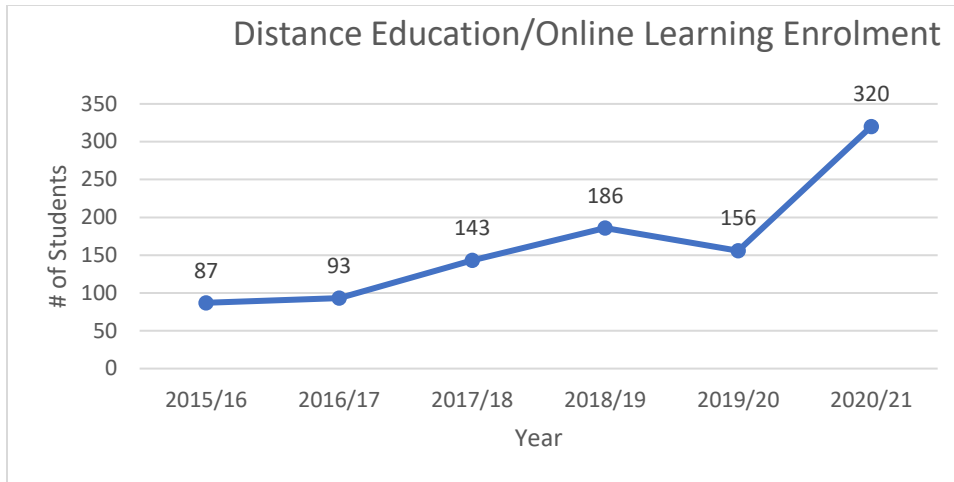


Figure 3: Summary of Distance Education and Online Learning enrolment for fall intakes from 2015-2020

It is anticipated that both Online Learning and Distance Education will continue to grow in the coming years. In response to the increasing trend in Online Learning enrolment specifically, the College has increased its programming through Ontario Learn by adding the following programs to its roster: Office Administration Executive, Legal, Health Services fields, Accommodations and Human Rights Management, Personal Support Worker Online, and Fitness and Health Promotion. See table four for a list of the College’s current roster of online programming.

Table 4: List of Confederation College’s Online Programs

Confederation College Online Programs
<ul style="list-style-type: none"> • Addictions and Mental Health • Autism and Behavioural Sciences • Business Fundamentals • Human Resources Management • Library and Information Technician • Office Administration - General

Overall, in response to the institutional, local, and regional information presented in this section the College has several opportunities relating to its program mix, outlined in the table below:

Table 5: Opportunities and next steps in response to local, regional and international trends

Opportunities and Next Steps
<ul style="list-style-type: none"> • Continue to invest and expand our digital marketing efforts in international markets, with customized content and focus by specific geographic area • Expand Distance Education programming • Build partnerships to support the expansion and accessibility of College programming (e.g. with Oshki-Wenjack) • Continue to strengthen credit transfer, articulation agreements and partnerships that support access to programming and pathways into the College

Opportunities and Next Steps

- **Collaborate with Contact North Northwest Region on a co-branding pilot in four rural, remote, First Nation communities (Sandy Lake First Nation, North Caribou First Nation, Cat Lake First Nation, and Pikangikum First Nation)**
- **Explore recruitment on large FN communities by employing someone on reserve to lead this**
- **Continue to look for opportunities to diversify our international student body, and focus efforts to regain the enrolment levels lost because of COVID. This may include the development of additional post-graduate programs that meet the specific needs and interests of international students**
- **Work with Lakehead University to explore ways to support student pathways and create strategies to keep students in Northwestern Ontario**
- **Continue to invest in the marketing and recruitment activities within Northwestern Ontario and in specific areas of Southern Ontario to grow our domestic enrolment**

3.0 DECISION-MAKING: CYCLES AND PROCEDURES

Responding to institutional, local, regional and international trends, Confederation College relies on several internal and external cycles, policies, and procedures each year to guide decision-making on its program mix, summarized in this next section.

3.1 Academic Decision Making Cycle

Each year, the College is guided by an annual academic decision-making cycle, as outlined in the table below. Dates shown reflect the sample year (2019-2020) and a ‘typical academic year’ (e.g. FALL 2020 intake scenario). It is important to note that multiple intakes occur each year (e.g. winter and spring) that have unique timelines.

Table 6: Academic Decision-Making Timeline (Sample Year 2019-20)

MILESTONE	DATE
Review of application numbers for possible fall intake suspensions (Winter and Spring intakes are reviewed consistently for the same purpose)	Prior To February 1
All program changes are submitted to the Registrar’s Office through the course/program master change forms. These are changes to the structure of the program and the addition/removal/placement of courses.	March 15
Program Health Scores are reviewed by VPA and Registrar to identify programs for rationalization or revitalization for Sr. Team decision	May
Annual Program Review packages distributed to programs through Deans	May
Annual Program Reviews and Program Improvement Plans are to be signed off by the Coordinator and Dean and returned to the Registrar’s Office by June 30.	May - June
Course outlines approved	June
Programs identified for Revitalization (Comprehensive Review) and Financial Viability reviews will establish a review plan or the Fall term	June
Program suspensions announcements for next academic year	September-October
The program review team(s) undertake a comprehensive program review, or a program financial viability review, and then develops the analysis and findings for the revitalization plan and the plan and recommendations for addressing the financial viability of the identified programs.	September - December
The program review (revitalization) plan and the financial viability final report(s) with recommendations are presented to the Program Mix committee by the Dean/Associate Dean/Program Coordinator. Recommendation(s) are incorporated through the program review process or finance department for Financial Viability reviews.	December – January
Implementation of any review approved recommendations and the financial viability approved recommendations is undertaken. Implementation is completed in time for the September intake.	January - June

3.2 Financial Decision-Making Cycle

The College’s fiscal year is another important timeline to highlight, running from April 1st to March 31st. From a financial decision making perspective, it also follows key decision-making milestones, including the following:

- Year-end requirements and financial auditing process are completed April-June, for the year ending in March 31st
- Annual Program Costing for the completed academic year is finalized in June/July after all year-end requirements are complete. For example, the 2019-20 program costing data are available in late June 2020
- The budget process begins in October with enrolment forecasts by the Deans, budgets are then reviewed for additional requirements (e.g. programs, staffing, program supplies, equipment, capital, and contractual increases)

3.3 Strategic Mandate Agreement 3

In addition to internal procedures and policies, the College’s Strategic Mandate Agreement (SMA3) with the Ministry of Colleges and Universities also influences decision-making and priorities regarding the program mix. Specifically, the new SMA3 introduces ten metrics that Ontario Colleges are required to report on each year. A number of these metrics are directly related to academic programming, including enrolment into program areas of strength, experiential learning, apprenticeship related programs, and skills and competencies. Entering into SMA3, the College continues to identify strategies that will support meeting targets tied to these metrics and to address impacts that may result from Covid-19.

In addition to SMA3, financial changes by the Ontario government also continue to affect the College. Specifically, the domestic tuition reduction and tuition freeze introduced in 2019 has created longstanding financial implications. Overall, the 10% tuition reduction and subsequent tuition freeze has had a 19.3% negative impact on domestic tuition (compounded impact for the 3 years, based on previous allowance of a 3% increase annually). The College will also have to continue to strategize ways to offset these impacts and to support a sustainable program mix from a financial perspective.

Overall, there are several critical high-level cycles, procedures and policies the College relies on each year to guide processes and decision-making on its program mix. Leading into 2021/22 there are additional opportunities that the College can consider outlined in the table below.

Table 7: Opportunities and next steps in response to College policies and decision making

Opportunities and next steps
<ul style="list-style-type: none"> • Implement a strategy to address the financial viability for programs identified at-risk to support the sustainability of the overall program mix through a financial planning process with these programs • Establish a plan to support and/or mitigate adverse impacts to SMA3 metrics that are connected to programming

4.0 PROGRAM REVIEW PROCESSES AND POLICIES

Connected to the high-level decision-making cycles and procedures, the College relies on several processes to support and strengthen program quality and its overall program mix including program reviews, Academic Program Prioritization, Revitalization and Rationalization, and financial viability. These processes and policies are summarized in this next section.

4.1 Annual Program Review (APR)

Firstly, the APR is a cyclical process that occurs annually and aims to support continuous program improvement. It also provides evidence for accreditation and audit purposes conducted by the Ontario College Quality Assurance Service. Specifically, the APR process is initiated each May with the assembly and distribution of data packages for each College program. Each package includes data on program statistics, key performance indicators, labour market data, and program finances, reflecting information from the current academic year (i.e., in May-June 2020, programs will reflect on the 2019-20 academic year).

Using the APR package, each program has an opportunity to analyze, discuss, identify and record specific program findings, such as changes made to a program, interventions in areas where data shows areas of concern, successful strategies, and areas of need. This information is submitted in a Program Improvement Plan Package (PIP) that is signed of by the school Dean and submitted back to the Institutional Research Office.

Embedded in the Annual Program Review package is the Program Health Checklist (PHC). It provides programs with a comprehensive assessment of their health and viability. Specifically, it provides a summary score for how programs performed across 23 indicators. Refer to Table eight for a summary of the metrics and their weightings. Results of this year’s APR and PHC are explored in section 5.1.

Table 8: The Program Health Checklist Key Quality Indicators and Weightings (2019/20)

Key Indicator	Weighting	Key Indicator	Weighting
Application Demand	5%	Five Year Financial Trend	10%
Enrollment Demand	5%	Capital Requirements of Program	3%
Enrollment Trend	5%	Faculty To Student Ratio	2%
Labour Market Information	5%	Contribution Per Student	5%
Graduation Rate Year 1 of Program	9%	Program Availability	5%
Graduation Rate Year 2 of Program	9%	Program Delivery Model	5%
Graduation Rate Year 3 of Program	9%	Course Outlines	2%
Program Retention Rate	3%	Course Level Learning Outcomes	5%
Learning Experience Satisfaction (KPI)	2%	Indigenous Learning Outcomes	5%
Student Satisfaction (KPI)	2%	Assessment Aligns with Outcomes	2%
Graduate Satisfaction (KPI)	2%	Facility	5%
Employer Engagement	5%	Learning Management System	3%
Current Financial Viability	5%	Total	100%

4.2 Comprehensive Program Review (CPR)

The CPR is another cyclical process that occurs every five to seven years and aims to provide a thorough and rigorous assessment of a program, ultimately leading to recommendations for program improvement. Each year in June, programs that are to undergo a CPR are determined following the review of the APR packages and/or if there is a need for changes to Ministry Vocational outcomes. Specifically, low performing programs are identified and opportunities for improvement or revitalization are identified including the potential for the completion a CPR or a financial viability review. As a part of the CPR process, programs also have the opportunity to map and implement all seven ILO across their courses. Programs planned to undergo CPR for 2021/22 are outlined in the section five; furthermore, the CPR cycle from 2018-2026 is summarized in Appendix E.

4.3 Program Prioritization, Rationalization and Revitalization

Academic Program Prioritization, Revitalization and Rationalization also aims to maintain and enhance academic program quality, operational efficiency, and institutional priorities, while considering program needs and demands. Careful attention to on-going program assessment, enhancement and revitalization is necessary. The suspension or cancellation of inefficient programs must also be considered as part of the effort to maintain relevant and strong academic programming. In part, the APR, PIP and PHC are used to assess and revitalize programs annually. Specifically, the Dean, in conjunction with the Associate Dean and Program Coordinator, faculty and program staff, review programs that are not meeting performance indicators prior to the start of the application cycle and make recommendations as to their suspension/cancellation to the VPA for the coming academic year. The VPA confirms the recommendation and brings the decision to Senior Team for approval. From there it proceeds to the College's Board of Governors, either as information (suspension) or a decision (cancellation). Refer to section 5.4 for summary of programs that have been suspended over 2018-2021.

4.4 Financial Viability Review

Lastly, programs with repeated negative contributions will require a more detailed financial review and projection plan. A template using current program costing methodology and PHC indicators will be available for this with support from the Finance team, and will be implemented this year (2021/22). In the first year, the College will review programs that have been in the bottom ten for negative contribution in repeated years. Refer to Appendix B for the current draft of this template.

Overall, refer to table nine for a summary of opportunities and next steps relating to the College's process and policies that support program quality.

Table 9: Opportunities and next steps in response to College program review policies and processes

Opportunities and Next Steps
<ul style="list-style-type: none">• Update review policies and processes (currently underway)• Roll out the financial viability reviews for 2021/22• Enhance the communication across the College on how review processes and policies are connected and their roles in supporting the College's program mix

5.0 PROGRAM REVIEW, DEVELOPMENT, AND DECISION-MAKING FOR 2019/20

This next section provides an overview of the activity that took place throughout the 2019/20 academic year and decision-making cycle, including results of the annual program review and PHC. It also summarizes work on program reviews, new program development, as well as decisions on program suspensions.

5.1 2019/2020 Program Health Checklist Results

The PHC provides programs with a summary health score based on how they performed across 23 indicators that vary in weighting. Refer to the table below for the top ten and bottom ten programs for 2019/20 based on their overall program health scores. Refer to Appendix C for the full summary of program ranking.

Table 10: Top and Bottom Ten programs based on summary program health scores (2019/2020)

Top Ten Programs	Bottom Ten Programs
Medical Radiation Technology*	Police Foundations
Personal Support Worker	Business Marketing*
Leadership for Healthcare Professionals*	Aviation Technician - Aircraft Maintenance*
Recreation Therapy*	Carpentry and Renovation Techniques
Human Resources Management	Culinary Management*
Dental Hygiene*	Motive Power - Equipment Systems/ Automotive
Business Administration Human Resources	Office Administration - General*
Business - Human Resources	Welding Techniques
Developmental Services Worker*	Business Administration - Marketing*
Engineering Business & Safety Management*	Mechanical Engineering Technician

*Programs that were in both the top and bottom programs for the 2019/20 PHC and the 2018/19 Scorecard

5.2 Program Health

Poor performance on any indicator will lower a program's health score. For the bottom ten programs, indicators that programs scored either a rating of "1" or "0" were identified and trends in low performance were highlighted (see Table 11). Overall, analysis of the bottom ten programs indicates similarities in low performance across several key indicators including financial indicators (five-year financial trends, current financial viability, and net contribution per student), graduation rate, and enrolment demand and trends. This next section provides a summary of these trends.

It is also important to highlight the impact missing data and in some cases, indicator limitations, have on health scores. Specifically, in cases where programs have data missing for many indicators, it is not possible to produce a score that reflects the reality of a program. For these programs an overall PHC score is not provided (as illustrated in Appendix C). It is also important to identify cases where there are limitations. Specifically, in a few cases an indicator may not reflect the reality or needs of a program (e.g., "program availability" and regional needs for core Ontario College programs); however, indicators such as these have lower weightings (e.g. 2%-3%). Moving forward, there is opportunity to find ways to improve challenges around missing data for programs and to address data limitations through the APR process and PIP. Further, refer to Appendix D for a program health improvement plan template for low performing programs.

Table 11: A summary of the bottom ten programs and the impacts to their program health scores. “Impacts” include indicators that received a rating of either “1” or “0”.

Program Title	PHC Score	Impacts to PH Score	Updates
Police Foundations	54	Enrollment trend, Labour Market Information, Graduation Rate, Current Financial Viability, Five Year Financial Trend, Net Contribution per Student, Program Availability, Program Delivery Model	Scheduled to be in CPR in 2024-25 Graduation Rate and 5-year financial trend had a greater impact of program score compared to 2018/19 scorecard
Business Marketing	53	Enrolment Trend, Graduation Rate, Grad KPI, Program Availability	Limited Program Review was completed in 2019/20
Aviation Technician - Aircraft Maintenance	51	Enrolment Demand; Enrolment Trend; Labour Market Information; Graduation Rate; Grad KPI; Current Financial Viability; Five Year Financial Trend; Faculty to Student Ratio; Net Contribution Per Student; Program Delivery Model; ILO	Scheduled to be in CPR in 2022-23
Carpentry and Renovation Techniques	50	Graduation Rate; Grad KPI; Five Year Financial Trend; Net contribution per student; Program Availability; Program Delivery Model	Scheduled to be in CPR in 2025/26 Graduation Rate and 5-year financial trend had a greater impact of program score compared to 2018/19 scorecard
Culinary Management	48	Graduation Rate; Current Financial Viability; Five Year Financial Trend; Faculty to Student Ratio; Net Contribution Per Student; Program Availability; Program Delivery Model	Scheduled to be in CPR in 2023/24, Recent expansion of the culinary lab to increase section sizes after financial review
Motive Power - Equipment Systems/ Automotive	47	Enrolment Trend; Graduation Rate; Current Financial Viability; Five Year Financial Trend; Faculty to Student Ratio; Net contribution per student; Program delivery model	Scheduled to be in CPR for 2021/22; Graduation Rate and 5-year financial trend had a greater impact of program score compared to 2018/19 scorecard
Office Administration - General	46	Enrollment Trend; Graduation Rate; Program Retention Rate; Current Financial Viability; Five Year Financial Trend; Net Contribution Per Student; Program Availability	Decision was made to suspend Face-to-face offering and move to online, Currently in CPR, and online expansion is in development

Program Title	PHC Score	Impacts to PH Score	Updates
Welding Techniques	46	Graduation Rate; Current Financial Viability; Five Year Financial Trend; Net Contribution Per Student; Program Availability; Program Delivery Model	Scheduled to be in CPR in 2022/23; Graduation Rate and 5-year financial trend had a greater impact of program score compared to 2018/19 scorecard
Business Administration - Marketing	43	Application Demand; Enrolment Trend; Student Satisfaction KPI; Learning Experience Satisfaction KPI; Enrollment Demand; Graduation Rate	Limited Program Review completed in 2019/20; Suspended intake (2021/22)
Mechanical Engineering Technician	42	Graduation Rate, Learning Experience Satisfaction KPI, Grad KPI, Current Financial Viability, Five Year Financial Trend, Faulty to Student Ratio, Net Contribution per Student, Program Availability, Program Delivery Model	Scheduled to be in CPR for 2021/22; Graduation Rate and 5-year financial trend had a greater impact of program score compared to 2018/19 scorecard

Financial Indicators

The majority of programs in the “bottom 10” rated low on the financial related indicators. Overall, the five year trend of the net contribution of a program has the largest indicator weighting, influencing 10% of a programs overall score. Additionally, current financial viability and net contribution per student also account for a combined 10%. Specifically, programs scored a rating of “1” for each of these indicators if they had a net contribution loss in each of the last five years, if they had net contribution loss of greater than \$50k in the current year, and if net contribution per student has not met per/student cost over the last five years, respectively. Furthermore, Table 12 provides a summary of the bottom ten program for greatest negative contribution for 2019/20. A number of these programs have had repeated negative contribution over the past five years as well. Overall, the College’s Senior Team will review low performing programs and confirm a list of programs that are to undergo a financial viability review for 2021/22.

Table 12: The bottom ten program for net contribution (or greatest net loss) for 2019/20.

Internal Program Title	Net Contribution 2019/20
Motive Power - Equipment Systems/ Automotive	-131,557.25
Aviation Flight Management	-132,479.11
Civil Engineering Technology	-150,771.78
Practical Nursing	-157,708.69
Pre-Health Sciences	-168,636.48
Paramedic	-180,307.60
Pre-Technology	- 212,341.64
Aviation Technician - Aircraft Maintenance	-222,956.87
Culinary Management	-236,213.62
Child & Youth Worker	-408,679.57

5.3 Upcoming CPRs and New Program Development

There are number of programs that are planned to go through the CPR process over 2021/22. Refer to Table 13 for a list of these programs, the date of their last program review, as well as the number of ILO implemented into the program as of August 31st, 2020. Bottom 10 programs from the 2019/20 PHC scores are also highlighted in red. Refer to Appendix E for historic a proposed plan for program reviews from 2018-2026 (subject to change).

Table 13: A list of programs scheduled to participate in a Comprehensive Program Review for 2021/22. The number of ILO implemented in each program as of August 31st, 2020 is also listed.

2021-2022	Date of last PR	# of ILO
Primary Care Paramedic (New Standard)	2007-2008	4
Personal Support Worker (New Standard)	2016-2017	5
Child and Youth Care (New Standards)	2014-2015	7
Business - Accounting	2011-2012	4
Business Administration - Accounting	2011-2012	4
Interactive Media Development	2013-2014	2
Aerospace Manufacturing Engineering Technician and Technology	2004-2005	4
Aerospace Manufacturing Engineering Technician and Technology	2004-2005	4
Engineering Business and Safety Management	NPD 2015	7

NPD – New Program Development

In addition to the APR process and CPR activity, a lot has been accomplished for new program development. There is also new program development currently underway and planned for 2021/22, in response to regional data trends and needs, such as the growing demand for health, community service and Indigenous related programming (see table one). Refer to the table below for a summary of the new program development.

Table 14: Current and planned new program development for Confederation College

New Program Developments 2018 - 2021
<ul style="list-style-type: none"> Digital Media Productions (2018/19 – formerly Broadcasting) Civil Engineering Technician (2019/20 – formerly a 3-year Technology program) Addictions and Mental Health (2020/21 – redeveloped through Ontario Learn; formally offered Concurrent Disorders)
New Program Developments Underway
<ul style="list-style-type: none"> Health Informatics (Approved for MCU funding) Accommodations and Human Rights Management (2021/22 – through NCCP and OntarioLearn) Fitness and Health Promotions (2021/22 – through Ontario Learn, waiting approval) Anishinaabemowin Immersion Program (2021/22) Advanced Care Paramedic (2022/23) Leadership for Health Care Professionals (preparing for submission for MCU Funding approval)
Upcoming New Program Developments (2021 – onward)
<ul style="list-style-type: none"> Medical Laboratory Assistant (Region expansion, MLT pathway) Massage Therapy (Partnership Opportunities) Pharmacy Techniques Office Administration (Executive, Legal, Medical through Ontario Learn)

Upcoming New Program Developments (2021 – onward)

- Indigenous Governance and Public Administration (redevelop as a potential certificate program)
- Degree in Indigenous Studies (partnership opportunity)
- Personal Support Worker (Asynchronous, accelerated and micro-credential)
- PN to BScN program

Finally, additional programming may be developed to meet the needs of international students seeking specialised post-graduate programs. Specific program possibilities will be investigated this coming year, with a view to presenting recommendations to Senior Team by the end of this fiscal.

5.4 Program Suspensions, Cancellations and Revitalisations

Lastly, in addition to new program development and program review activity, a number of decisions have been made regarding program suspensions over the past three years. Refer to table 15 for a summary of these programs.

Table 15: Summary of program suspensions and revitalisations from 2018 - 2022

Suspended Programs
<ul style="list-style-type: none">• Power Engineering Technician (2018/19)• Child & Youth Worker (2018/19, now offered as 1 year accelerated)• Concurrent Disorders (2018/19, now Online as Addictions and Mental Health through Ontario Learn)• Civil Engineering Technology (2018/19, redeveloped as to a two-year technician program)• Office Administration (2019/20, now online through Ontario Learn)• Digital Media Production (2020/21)• Tourism - Travel and Eco-Adventure (2020/21)• Aviation Flight Management (2020/21, planned to run again in 2021/22, COVID related)• Aerospace Manufacturing Technician (2020/21, planned to run again in Winter 2021/22, COVID related)• Business Administration – 3rd year Marketing (2021/22)

Overall, the annual review of program health and factors influencing program mix that are explored in this report supports the College in delivering strong, sustainable and relevant programming. It also provides evidence for decision-making and strategic directives for the upcoming year. Opportunities and next steps for supporting the regular review, development and decision-making on the College's programming are outlined in the table 16.

Table 16: Opportunities and next steps in response program review, development and decision making

Opportunities and Next Steps
<ul style="list-style-type: none">• Further evaluate programs with low program health scores and/or low financial contributions and identify opportunities for strengthening (e.g. CPR or financial viability review) or decision-making (e.g. revitalization or suspension) (See Appendix D for Program Health Improvement Plan template)• Review of metrics and targets within the Program Health Checklist to support decision-making• Develop a tool for assessing the health of preparatory or pre programs• Continue to research and investigate opportunities for new program development for domestic and international students based on the business case (see table 14)• Investigate the opportunities for partnership and delivery of wholly on-line programs in international markets• Examine course section sizes and courses with high failure rates• Investigate opportunities for the development of micro-credentials in response to the provincial investment into a micro-credential strategy• Undertake financial viability reviews for each of the bottom 10 programs that had repeated financial loss• Resource and execute the 2021/22 CPRs and new program development plan through the alignment of Institutional Research and Quality Assurance areas within the Registrar's Office• Launch process for the CQAAP audit planned for 2021/22, which will review all of the College's quality assurance processes related to program development, review and delivery process

6.0 APPENDIX

Appendix A: First year international student enrolment in postsecondary programs for the fall 2020 semester (excluding international programs)

Program	2020 Fall	Fall INTL	%
Human Resources Mgmt Post Dip	21	19	90.48%
Developmental Services Worker Accelerated	6	5	83.33%
Personal Support Worker	41	28	68.29%
General Arts Cert - Winter	2	1	50.00%
Dental Assist-Level I and II	38	18	47.37%
Developmental Services Worker	24	11	45.83%
Recreation Therapy	36	16	44.44%
Culinary Management	24	9	37.50%
Electronics Eng Tech - Comp	9	3	33.33%
Business Fundamentals	14	4	28.57%
Recreation Therapy-Accelerated	7	2	28.57%
Business-Human Resources	18	5	27.78%
Dental Hygiene	23	6	26.09%
Business-Marketing	8	2	25.00%
Medical Laboratory Assistant	23	3	13.04%
Aviation Tech -Aircraft Maint	16	2	12.50%
Early Childhood Education	42	5	11.90%
Motive Power Tech-Heavy Equip	19	2	10.53%
Film Production	42	4	9.52%
Motive Power Techniques Auto	22	2	9.09%
Instrum Eng Tech-Pro Auto Ctrl	11	1	9.09%
Business-Accounting	23	2	8.70%
Mechanical Techniques	12	1	8.33%
Computer Programming	25	2	8.00%
General Arts and Science Cert	25	2	8.00%
Mechanical Engineering Tech	13	1	7.69%
Business	29	2	6.90%
General Arts and Science Dip	19	1	5.26%
Pre-Health -Adv. Dip. & Degree	60	3	5.00%
Environmental Technician	22	1	4.55%
Pre-Health - Cert. & Diplomas	31	1	3.23%
Native Child and Fam Services	35	1	2.86%
Welding Techniques	49	1	2.04%

Appendix B: Program Financial Viability Report Card Template

Program Costing (blank copy)	Program Weight	Program Funding Unit	Program Product = Fu*Wt.
0	2017/2018	2018/2019	2019/2020
Enrolment			
Summer			
Fall			
Winter			
International			
Total			
Avg # Students per semester (all years)			
Prorated Students(Students per semester per year)			
Weighted Funding Units (Prorated Stud * prg product)			
# of Semesters			
Break Even Enrolment (students per semester)			
Break Even Enrolment (students per semester per year)			
International Tuition Revenue			
Domestic Tuition Revenue			
Domestic Grant Revenue			
Total Revenue			
Revenue per Student			
School Average			
College Average	-	-	-
Total Costs(Direct, Dean's & Indirect PS Overhead)			
Direct Instructional Costs			
Service Subject Costs			
Net Contribution Covering Direct Costs	\$ -	\$ -	\$ -
Dean's Overhead			
Net Contrib Covering Direct and Dean's Overhead	\$ -	\$ -	\$ -
Indirect Overhead Allocated Costs			
International Overhead			
Net Contribution	\$ -	\$ -	\$ -
Total Costs	\$ -	\$ -	\$ -
Net Contribution	\$ -	\$ -	\$ -
Cost per Student			
School Average			
College Average	\$ -	\$ -	\$ -
Net Contribution per Student (Avg)	\$ -	\$ -	\$ -
Contribution Ranking			
Total Number of Programs Ranked	-	-	-
* 2017/18 Year Changed Overhead Allocation Method			

Appendix C: Full Program Ranking based on the 2019/20 Program Health Scores

Program Name	PHC Score	Program Name	PHC Score
Medical Radiation Technology	87	Aviation Flight Management	57
Personal Support Worker	79	Environmental Technician	56
Leadership for Healthcare Professionals	79	Pre Service Firefighter	56
Recreation Therapy	79	Aboriginal Community Advocacy	56
Human Resources Management	78	Computer Programmer Analyst	56
Dental Hygiene	77	Forestry Technician	55
Business Admin Human Resources	75	Mechanical Techniques - Multiskilling	55
Business - Human Resources	73	Police Foundations	54
Developmental Services Worker	71	Business Marketing	53
EBSM	70	Aviation Techn - Aircraft Maintenance	51
Film Production	69	Carpentry and Renovation Techniques	50
Dental Assistant Level 1&2	69	Culinary Management	48
Motive Power - Heavy Equipment	69	Motive Power - Equipment Systems/ Automotive	47
Tourism & Travel - Adventure & Eco.	67	Office Administration - General	46
General Arts and Science - Certificate	67	Welding Techniques	46
Business Fundamentals	67	Business Administration - Marketing	43
Industrial Manufacturing Process	67	Mechanical Engineering Technician	42
Electrical Eng Techny - Comp/Cont	66	Child & Youth Worker	N/A
Electronics Eng Techn - Computers	66	Educational Support	N/A
Aerospace Manufacturing Eng Technology	66	Autism and Behavioural Sciences	N/A
Business Administration - Accounting	65	Concurrent Disorders	N/A
Community Integrated Coop Ed	65	Library and Information Technician	N/A
Aerospace Manufacturing Eng Technician	65	Addictions and Mental Health	N/A
Multimedia Production	64	Mechanical Engineering Technology	N/A
Business Accounting	63	Civil Engineering Technician	N/A
Native Child & Family Worker	62	Health Informatics	N/A
Paramedic	61	ICT Solutions	N/A
Medical Lab Technician Assistant	60	Embedded Systems	N/A
International Business	60	Pre-Health Sciences	N/A
College Access	59	General Arts & Science - diploma	N/A
Early Childhood Education	58	Pre-Technology	N/A
Social Service Worker	58	Business	ID
Instrumentation Engineering Tech	58	Digital Media Productions	ID
Practical Nursing	57		

A number of programs were missing data for the bottom six indicators listed on the Program Health Checklist. For these programs, a rating of "2" was provided as an average score and to minimize the impact to a programs overall health score.

N/A – A PHC score is not available

ID- Insufficient Data- not enough data available to produce a PHC score

Appendix D: Program Health Improvement Plan Template

Key Quality Indicators	Probing Questions	Potential Solutions	Timeline to implement	Resource Requirements	Student Impact	Faculty Impact
Application Demand						
Enrollment Demand						
Enrollment Trend						
Labour Market Information						
Graduation Rate						
Program Retention Rate						
Learning Experience Satisfaction						
Student Satisfaction						
Graduate Satisfaction						
Employer Engagement						
Current Financial Viability						
Five Year Financial Trend						
Capital Requirements Of Program						
Faculty To Student Ratio						
Contribution Per Student						
Program Availability						
Program Delivery Model						
Course Outlines						
Course Level Learning Outcomes						
Indigenous Learning Outcomes						
Assessment Aligns with Outcomes						
Facility						
Learning Management System						

Appendix E: Summary of Historic and Planned Program Reviews over 2018 -2026

2022-2023	Date of last PR	# of ILO
Dental Assisting - Level I and II	2005-2006	2
Child and Youth Care	2014-2015	7
College Access Program	2006-2007	6
Developmental Services Worker	2012-2013	6
Educational Support	2011-2012	7
Business - Human Resources	2003- 2004	3
Business Administration - Human Resources	2003-2004	3
Business Human Resources Management	2003-2004	2
General Arts and Science	2004-2005	0
General Arts and Science	2004-2005	0
Aviation Technician - Aircraft Maintenance	2008-2009	0
Pre-Technology (Trades Stream / Technology & Aviation Stream)	2004-2005	0
Welding Techniques	2011-2012	0
2023-2024	Date of last PR	# of ILO
Medical Radiation Technology	2008-2009	3
Practical Nursing	2012-2013	7
Addiction and Mental Health	NPD 2018	3
Culinary Management	2016-2017	5
Film Production	2011-2012	5
Industrial Manufacturing Processes	NPD 2016-2017	3
2024-2025	Date of last PR	# of ILO
Dental Hygiene	2016-2017	5
Police Foundations	2011-2012	7
Pre-Service Firefighter Education and Training	NPR 2010	0
Business Fundamentals	2013-2014	4
Business	2013-2014	5
International Business Management	2013-2014	7
Embedded Systems	NPD 2016-2017	0
Environmental Technician	2013-2014	6
2025-2026	Date of last PR	# of ILO
Pre-Health Sciences - University	2016-2017	7
Pre-Health Sciences	2016-2017	7
Civil Engineering Technician	NPD 2018-2019	0
Electronics Engineering Technician - Computers	2014-2015	1
Electrical Engineering Technology	2014-2015	1
ICT Solutions for Businesses	NPD 2017	1
Instrumentation Engineering Technician	2014-2015	1
Forestry Technician: Ecosystem Management	2015-2016	3
Carpentry and Renovation Techniques	2015-2016	1

NPD – New Program Development

2018 – 2021 Program Review Schedule	Date of last PR	# of ILO
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Paramedic	2020/21	4
Aboriginal Canadian Relations	2019-21	7
Aboriginal Community Advocacy	2019-21	7
Native Child and Family Services	2019/20	7
Community Integration Through Co-operative Education	2019/20	7
Early Childhood Education (LPR)	2019/20	7
Social Service Worker (LPR)	2019/20	7
Business – Marketing (LPR)	2019/20	6
Business Administration – Marketing (LPR)	2019/20	6
Office Administration - General	2020/21	1
Computer Programming	NPD 2019/20	7

NPD – New Program Development