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 Conestoga 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 Conestoga College was:	86.9

Additional Information

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

Conestoga does not systematically undertake any additional processes to measure graduate employment rates. Our Alumni and Development office maintains contact with Conestoga alumni and tracks employment details for developmental purposes. Programs undergoing the Major Program Review process that occurs every five years may undertake surveys of graduates to gather up-to-date employment information and in-depth, program-related feedback.

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 Conestoga College was:	90.8

Additional Information

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

Conestoga does not systematically undertake any additional processes to measure employer satisfaction rates. All programs gather employer feedback through their Program Advisory Committees. In addition, programs undergoing the Major Program Review process may undertake surveys of graduates' employers to gather more in-depth, program-related feedback.

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 Conestoga 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 Conestoga College used in 2015-2016, to

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

Conestoga does not systematically undertake any additional processes to measure the number of graduates employed full-time in a related or partially related field.

Highlights

Please provide highlights of Conestoga 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.).

Conestoga continues to support economic development across our region by supporting the research and development needs of local employers through applied research, upskilling the local labour force through Continuing Education and Corporate Training, and preparing the workforce of tomorrow through the provision of quality, active learning environments.

A) Conestoga now receives funding for applied research from all three tri-council agencies: Social Sciences and Humanities Research Council (SSHRC), Natural Sciences and Engineering Research Council of Canada (NSERC), and the Canadian Institutes of Health Research (CIHR).

B) In 2015-16, Conestoga continued to focus research activities through its centres of innovation and excellence. The Centre for Advancing Healthy Communities was launched to serve as a catalyst for workforce, industry and community development. The Centre for Smart Manufacturing (CSM) continued to provide support for projects involving high performance manufacturing and ICT-enabled manufacturing processes.

C) Over the past year, Conestoga was awarded more than $1.5M in new applied research grants to foster local economic development by supporting research in a variety of areas, including food innovation and technology as well as community services. Several projects were also funded by the Ontario Centres of Excellence (OCE).

D) Conestoga's Centre for Entrepreneurship received renewed funding from Ontario's On Campus Entrepreneurship Activities initiative which supports the Advanced Manufacturing Technology Catalyst Program and Entrepreneurship@Conestoga. More than 1,000 students engaged in entrepreneurial learning initiatives in 2015-16: new activities included the launch of the Rising Stars program that develops future culinary and hospitality entrepreneurs.

E) In 2015-16, more than 130 faculty and almost 1,500 students were engaged in applied research activities including capstone, in-class and independent projects.

F) The support of organizations, foundations and individuals resulted in donations of cash, pledges and gifts-in-kind valued at more than $9M in 2015-16. Donor funding supported numerous college initiatives, including the development of the Motz Pre-Hospital Care Laboratory and the Living Classroom at the Schlegel Centre of Excellence for Innovation in Aging.

G) The Motz Pre-hospital Care Laboratory opened at the Doon campus provides students in paramedic, firefighter and policing programs with the opportunity to carry out realistic training scenarios that simulate the conditions they will face when they complete their studies and launch their professional careers.

H) The Living Classroom opened at the Schlegel Centre for Excellence in Innovation in Aging at University Gates in Waterloo provides a leading edge environment for the education and training of Personal Support Workers and Practical Nurses and supports inter-professional simulation learning.

I) The Linamar Corporation provided support for six students entering Conestoga's Mechanical Technician - General Machinist two-year diploma program through Industrial Skilled Trades Scholarships that cover half the costs for the program. Six additional scholarships will be awarded to qualified applicants each year. Recipients will be offered co-op term employment with Linamar during their program as well as full-time employment upon successful completion.

J) Recognizing a looming shortage in power engineers, Toyota Motor Manufacturing Canada Inc. (TMMC) donated staff time and money to support Conestoga's development of a fully certified Power Plant training facility. Current and retired TMMC Power Engineers serve on the Program Advisory Committee, teach in program and help with curriculum development.

K) Local media partners supported Conestoga's efforts to engage with the community by matching the college's advertising investments, resulting in increased exposure for our messaging.

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture Conestoga 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 Conestoga College for capstone question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career"	87.4
Per the KPI results reported in 2015-2016, the student satisfaction rate at Conestoga College for capstone question #24 "The overall quality of the learning experiences in this program"	78.3
Per the KPI results reported in 2015-2016, the student satisfaction rate at Conestoga College for capstone question #39 "The overall quality of the services in the college"	58.0
Per the KPI results reported in 2015-2016, the student satisfaction rate at Conestoga College for capstone question #49 "The overall quality of the facilities/resources in the college"	72.6

Additional Information

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

In March 2016, Conestoga conducted its fifth Annual Student Feedback Survey. This year's survey contained questions related to facilities and services including Information Technology, the Learning Resource Centre, Accessibility Services, Student Financial Services, Student Life, and Online Learning. Results identified improvements over previous years in key areas related to IT, the library, and various online learning options.

Programs undergoing the Major Program Review process may undertake additional surveys and/or focus groups with current students to gather in-depth, program-related feedback.

Highlights

Please provide highlights of Conestoga College's activity in 2015-2016 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by Conestoga College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

During 2015-16, a number of development and renewal projects were undertaken and/or completed to ensure a quality learning environment for students. Highlights include:

A) Opening of the newly renovated $21.0M Student Recreation Centre at Doon supported recreational programming for more than 2,500 students and employees and 175 varsity athletes while also employing more than 50 students in a wide range of roles.

B) The newly renovated Library Resource Centre at Conestoga's Doon campus includes 27,000 square feet of research and learning space, including individual quiet study areas, interactive meeting rooms for students working on collaborative projects, expanded seating and an abundance of technology access.

C) More than 150 workshops were hosted at Conestoga in 2015-16 to provide faculty with opportunities to share innovative teaching methods, develop technology-related skills, and engage in discussion on a wide range of academic topics. Teaching and learning consultants provided program teams with customized support through team facilitation and planning, observations, individualized coaching and workshops. Classroom observations were completed for 40 new full-time faculty.

D) Conestoga is committed to remodeling traditional classrooms to accommodate enhanced technology access and utilization as well as to optimize flexibility. Two classroom conversions were completed in 2015-16, with 11 more scheduled for 2016-17.

E) Improvements at Conestoga's student residence included the completion of open-concept renovations, changes to move-in and orientation procedures to support higher levels of student satisfaction, and on-site delivery of Connect Leadership programming in collaboration with Student Life.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015, the graduation rate at Conestoga College is	71.7

Additional Information

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

Conestoga continues to use reports based on the Ministry graduation rate process and OCAS retention reports to identify low-performing programs and establish credential-level and school-level benchmarks for comparison purposes.

Highlights

Please provide highlights of Conestoga 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 Conestoga College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

As outlined in the next section, initiatives undertaken at Conestoga to support student success and maintain or improve retention rates can also be expected to maintain or improve graduation rates.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

The table below has been pre-populated with the results from Conestoga College's 2014-2015 Report Back. Please identify Conestoga 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	80.70	84.50
2nd to 3rd Year	86.40	91.50
3rd to 4th Year	112.20	98.80

*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.).

It is important to note that the third to fourth year retention figures include students who have transferred into a degree program for fourth year.

Highlights

Please provide highlights of Conestoga College's activity in 2015-2016 that contributed to maintaining or improving retention rate. This could include a strategy, initiative or program viewed by Conestoga College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Conestoga continued to augment and refine academic and support services to enable student success and retention in 2015-16. Highlights include:

A) An 18 per cent increase over 2014-15 in the number of students served by Conestoga's Learning Commons. More than 100 workshops for students provided opportunities for skills development in areas such as time management, group work and presentations, study skills and academic writing. Expanded drop-in services and the introduction of a new Virtual Learning Commons in 2015-16 provided enhanced access to academic support and allowed for the implementation of an early alert online referral process for faculty and staff to help students connect with support services quickly.

B) Accessibility Services intake processes were reviewed and improved to minimize wait times and maximize effective and timely response to requests.

C) Counselling Services accommodated an increased demand for services, meeting with approximately 1,100 students through more than 4,000 counselling appointments in the Fall and Winter semesters. Counsellors facilitated 28 safeTALK: Suicide Prevention training workshops, providing 615 students, faculty and staff with the skills and knowledge to identify persons with thoughts of suicide and connect them directly to trained helpers.

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.

In 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

○ 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 Conestoga College in 2015-2016:

Co-operative Education Program Type (Mandatory)	Number of programs at Conestoga College with a Co-op Stream	Number of students at Conestoga College enrolled in a Co-op program
Certificate	2	148
Diploma	14	733
Advanced Diploma	20	1,102
Graduate Certificate	7	488
Degree in Applied Area of Study	9	1,331

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

Clinical Placement Program Type	Number of programs at Conestoga College with clinical placements	Number of students at Conestoga College enrolled in a program with clinical placements
Certificate	1	271
Diploma	1	743
Advanced Diploma	N/A	N/A
Graduate Certificate	1	28
Degree in Applied Area of Study	2	483

Field Placement/Work Placement Program Type	Number of programs at Conestoga College with field placements/work placements	Number of students at Conestoga College enrolled in a program with field placements/work placements
Certificate	4	358
Diploma	23	2,740

	2	191
Advanced Diploma	2	191
Graduate Certificate	7	228
Degree in Applied Area of Study	5	808

Fieldwork Program Type	Number of programs at Conestoga College with fieldwork	Number of students at Conestoga College enrolled in a program with fieldwork
Certificate	6	272
Diploma	12	902
Advanced Diploma	13	1,252
Graduate Certificate	11	471
Degree in Applied Area of Study	9	1,490

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

Highlights

Please provide highlights of Conestoga 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 Conestoga College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

In 2015-16, Conestoga examined and re-categorized work-integrated learning opportunities for each program based on instructional settings and definitions provided by MAESD. This initiative demonstrated that 70 per cent of Conestoga's full-time programs have a co-op stream or include formal work-integrated learning opportunities, including field experience, field placement, clinical placement and/or co-op placement.

New practices were implemented in 2015-16 to ensure that unpaid education placements for Conestoga students conform to revised provincial employment standards. A network of placement officers was formalized across the School of Health and Life Sciences and Community Services to support program growth and improve support for the 2,850 students who participate in unpaid education placements each year.

The Co-Curricular Record (CCR) initiative first launched in 2014 continued to provide students with additional experiential learning opportunities outside the classroom this year. CCR opportunities attracted more than 6,500 student participants in 2015-16, a dramatic increase from the 2,100 student participants involved in the initial year of implementation.

Methodological Note: Programs that include more than one type of WIL are counted in each relevant area and as such, program and student counts are not additive. Programs and students in a co-op stream of a program are counted in the mandatory co-op category; once students enter this stream in second semester, their co-op participation is mandatory. This approach provides the most accurate reflection of the actual number of students involved in co-op. The Bachelor of Science in Nursing (BScN) and the Diploma Registered Practical Nurse to BScN degree programs have been included.

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. Conestoga 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 Conestoga College's eLearning data for 2015-2016:

Course Data	Ontario College Credential	Other Credential
Number of ministry-funded courses offered through fully online learning	242	211
Number of ministry-funded courses offered through synchronous conferencing	0	0
Total Number of ministry-funded, for-credit courses offered in e-Learning format	242	211

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

	Ontario College Credential	Other Credential
Number of ministry-funded programs offered through synchronous conferencing	0	0
Total Number of ministry-funded, for-credit programs offered in e-Learning format	1	0

Program Registrations	Ontario College Credential	Other Credential
Number of registrations in ministry-funded programs offered through fully online learning	47	0
Number of registrations in ministry-funded programs offered through synchronous conferencing	0	0
Total Number of registrations in ministry-funded, for-credit programs offered in e-Learning format	47	0

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.).

The one fully online program mentioned above is delivered on a full-time basis. Conestoga also offers many online programs on a part-time basis (16 programs that receive an Ontario College Credential and 27 programs that receive an Other Credential).

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.)

Numbers for Hybrid learning have not been requested above. Conestoga does, however, offer 97 courses using a hybrid delivery model; 57 of these courses are for Ontario College credentials and 40 are for Other Credentials.

Highlights

Please provide highlights of Conestoga 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 Conestoga College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.)

2015-16 highlights include:

A) The Conestoga Online Learning Centre (OLC) developed an extensive quality assurance procedure based on internationally recognized standards to support the development and production of online courses.

B) New tools and templates were developed to assist faculty in gathering and structuring content for online course development. Approximately 60 faculty training sessions were conducted to support enhanced understanding and application of required course standards, instructional plans and eConestoga (D2L) tools.

C) In addition to formalized faculty development sessions, bi-weekly consultations held at the Doon, Waterloo, Cambridge and Guelph campuses provided individual assistance for 224 faculty.

D) Thirty-eight online course projects were completed in 2015-16 with support from an external course development partner. A new

service model implemented this year pairs an instructional designer with faculty members to provide assistance with content development to ensure an effective online experience.

3. Student Population

This component highlights Conestoga 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 Conestoga College in 2015-2016:	11,492

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 Conestoga 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 Conestoga College who registered with the Office for Students with disabilities and received support services in 2015-2016:	1,397	
The total indicated above as a comparative % of Conestoga College's 2015-2016 full-time enrolment headcount:		12.16
The total number of part-time students with disabilities enrolled at Conestoga College in 2015-2016:	0	

Highlights

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

In 2015-16, Accessibility Services has improved access and success for students with disabilities through the following initiatives:

A) Intake processes have been reviewed and improved to minimize wait times, maximize effective and timely responses to requests, and reduce paperwork for all involved.

B) Accommodation teams have been created for students with complex accommodation needs.

C) Accommodation improvements have been realized for blind and low vision students who are now immediately referred to an Accessibility Advisor who links them with community and college resources to support access and student success.

D) A volunteer student notetaker program was introduced to provide additional support for students who need classroom notes as an accommodation.

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 Conestoga College in 2015-2016:	3,491	
The total indicated above as a comparative % of Conestoga College's 2015-2016 full-time enrolment headcount:		30.38
The total number of part-time First Generation students enrolled at Conestoga College in 2015-2016:	44	

Highlights

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

Conestoga continues to provide dedicated supports and services to support the success of First Generation (FG) students, those who are among the first generation in their families to participate in post-secondary education. In 2015-16, 882 new students self-identified as FG students (up 12 per cent from last year), bringing the total number of currently enrolled self-identified FG students to 2,362. During 2015-16, 24 per cent of FG students graduated, and another 64 per cent continued with their studies. In addition, a total of 102 Conestoga students received financial support through the Ontario First Generation bursary.

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 Conestoga College in 2015-2016:	472	
The total indicated above as a comparative % of Conestoga College's 2015-2016 full-time enrolment headcount:		4.11
The total number of part-time Indigenous students enrolled at Conestoga College in 2015-2016:	16	

Highlights

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

Enrolment of Indigenous students at Conestoga has doubled since 2010, thanks in part to the college's emphasis on creating an environment that supports the beliefs, needs and values of Indigenous learners. The Aboriginal Student Centre established at the Doon campus in 2010 provides resources, cultural and academic support to help Indigenous students overcome barriers and achieve success.

In 2015-16, annual events including the Youth and Elders conference and the traditional Pow Wow continued to attract substantial participation from across the broader community, supporting efforts to build greater awareness and understanding of Indigenous culture.

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 Conestoga		

College in 2015-2016:		
The total indicated above as a comparative % of Conestoga College's 2015-2016 full-time enrolment headcount:		0.19
The total number of part-time French-Language students enrolled at Conestoga College in 2015-2016:	0	

Highlights

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

Conestoga does not undertake activities specifically directed towards French-language students.

Additional Information

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

Data related to the number of First-Generation students is extrapolated from the result to question 80 on the 2015-16 KPI Student Satisfaction Survey.

Data related to the number of Indigenous students is extrapolated from the result to question 82b on the 2015-16 KPI Student Satisfaction Survey.

Data related to the number of French-language students is taken from the KPI Student Satisfaction Student Profile Data for 2015-16.

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 Conestoga College.

International Students	# of Students	Percentage
Conestoga College reported to the ministry full-time international enrolment* in 2015-2016:	933	
The total indicated above as a comparative % of Conestoga College's 2015-2016 full-time enrolment headcount:		8.12
Conestoga College's 2015-2016 part-time international enrolment is	0	

Additional Information

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

Source of part-time number: OCAS Enrolment Cube with following parameters: 2015, November-Fall, International, Attendance Type.

Highlights

Please provide highlights of Conestoga College's activity in 2015-2016 that contributed to maintaining or improving the international student experience at Conestoga College. This could include a strategy, initiative or program viewed by Conestoga College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Conestoga has undertaken the following activities to support the international student experience:

A) Added an additional International Student Advisor to service our growing number of students with their Immigration, Refugee and Citizenship Canada requirements. With the addition of a second advisor, we provide one-on-one student advising support at multiple campuses.

B) Created and implemented a *Jobs on Campus* program that porvides opportunities for international students to work part-time on campus, giving them valuable Canadian work experience.

C) Increased funding for scholarships specifically for international students and created a General Bursary Application through Financial Services to streamline the scholarship application process.

D) In partnership with Organizational Development, developed and delivered a *Helping International Students Succeed* workshop for faculty and staff.

E) Implemented a Career Management in Canada course for international students unable to secure a formal co-op position. The course provides an opportunity to learn about the Canadian workplace and build career management and job search skills.

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 Conestoga 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
Conestoga College's 2015-2016 proportion of an institution's enrolment that receives OSAP is	6,410	69.70

Additional Information

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

The number provided above by the Ministry accurately reflects the level of activity undertaken by Conestoga.

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: <u>Headcount</u> 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 Conestoga College	Conestoga College's share of system-wide enrolment in each PROGRAM
Refer to complete list below:		
Applied Arts - Advertising and Design (Advanced Diploma)	0.95	2.53
Applied Arts - Advertising and Design (Applied Degree)	1.05	8.06
Applied Arts - Advertising and Design (Diploma)	1.81	8.84
Applied Arts - Art (Certificate)	0.76	6.55
Applied Arts - Developmental Services Worker (Diploma)	0.25	1.46
Applied Arts - Education (Applied Degree)	0.43	10.81
Applied Arts - Education (Diploma)	3.47	4.35
Applied Arts - Education (Post-Diploma Certificate)	0.08	6.42
Applied Arts - Law and Security (Applied Degree)	1.65	17.18
Applied Arts - Law and Security (Diploma)	4.21	3.87
Applied Arts - Law and Security (Post-Diploma Certificate)	0.24	7.19
Applied Arts - Media (Certificate)	0.24	4.00
Applied Arts - Media (Diploma)	2.78	5.42
Applied Arts - Preparatory/Upgrading (Certificate)	4.67	3.96
Applied Arts - Preparatory/Upgrading (Diploma)	2.56	11.55
Applied Arts - Public Relations (Applied Degree)	1.01	27.76
Applied Arts - Public Relations (Diploma)	0.78	23.00
Applied Arts - Public Relations (Post-Diploma Certificate)	0.16	3.60
Applied Arts - Recreation/Fitness (Diploma)	2.55	5.89
Applied Arts - Social Services (Diploma)	1.20	1.66
Applied Arts - Social Services (Post-Diploma Certificate)	0.32	3.33
Business - Accounting/Finance (Advanced Diploma)	3.92	8.36
Business - Accounting/Finance (Applied Degree)	2.41	16.16
Business - Accounting/Finance (Certificate)	0.26	55.81

Business - Accounting/Finance (Diploma)	0.59	1.76
Business - Accounting/Finance (Post-Diploma Certificate)	0.11	6.33
Business - Business Computer (Advanced Diploma)	1.54	8.98
Business - Business Computer (Diploma)	0.87	4.71
Business - Business Computer (Post-Diploma Certificate)	0.15	14.43
Business - Business Legal (Post-Diploma Certificate)	0.41	14.79
Business - Business Management (Advanced Diploma)	1.59	4.45
Business - Business Management (Applied Degree)	1.50	15.49
Business - Business Management (Certificate)	0.63	19.73
Business - Business Management (Diploma)	1.79	4.77
Business - Business Management (Post-Diploma Certificate)	0.30	4.39
Business - Culinary Arts (Certificate)	0.22	2.42
Business - Culinary Arts (Diploma)	0.58	2.25
Business - Government/Real Estate (Diploma)	0.16	100.00
Business - Government/Real Estate (Post-Diploma Certificate)	0.14	14.44
Business - Hospitality Management (Certificate)	0.32	11.20
Business - Hospitality Management (Diploma)	0.76	3.74
Business - Human Resources/Industrial Relations (Post-Diploma Certificate)	1.03	10.11
Business - Marketing/Retail Sales (Advanced Diploma)	1.72	9.53
Business - Marketing/Retail Sales (Diploma)	1.16	4.48
Business - Materials Management (Advanced Diploma)	1.38	39.20
Business - Materials Management (Diploma)	0.28	30.95
Business - Office Administration (Certificate)	0.37	5.12
Business - Office Administration (Diploma)	1.01	11.54
Business - Office Administration - Health (Applied Degree)	0.95	100.00
Business - Office Administration - Health (Certificate)	0.08	6.36
Business - Office Administration - Health (Diploma)	1.38	6.93
Business - Office Administration - Legal (Diploma)	0.65	16.30
Business - Small Business (Post-Diploma Certificate)	0.16	34.88
Business - Travel/Tourism (Post-Diploma Certificate)	0.36	13.15
Health - Health - Miscellaneous (Diploma)	0.75	4.14
Health - Health Technology (Advanced Diploma)	1.09	2.69
Health - Health Technology (Diploma)	1.47	6.25
Health - Nursing Related (Certificate)	1.45	7.50
Health - Nursing Related (Diploma)	5.42	7.04
Technology - Automotive (Certificate)	1.56	27.91
Technology - Automotive (Diploma)	1.20	9.88

Technology - Chemical/Biological (Diploma)	1.09	14.08
Technology - Chemical/Biological (Post-Diploma Certificate)	0.10	4.81
Technology - Civil (Advanced Diploma)	3.52	10.80
Technology - Civil (Applied Degree)	0.93	15.28
Technology - Civil (Certificate)	1.24	15.64
Technology - Electronics (Advanced Diploma)	4.59	7.17
Technology - Electronics (Applied Degree)	0.63	18.65
Technology - Electronics (Certificate)	0.21	1.83
Technology - Electronics (Diploma)	2.93	6.76
Technology - Electronics (Post-Diploma Certificate)	0.02	7.69
Technology - Furniture/Wood Products (Advanced Diploma)	0.71	24.25
Technology - Furniture/Wood Products (Diploma)	1.41	18.44
Technology - Industrial (Post-Diploma Certificate)	0.03	100.00
Technology - Machining (Diploma)	0.43	10.53
Technology - Mechanical (Advanced Diploma)	3.29	10.90
Technology - Mechanical (Applied Degree)	0.66	100.00
Technology - Mechanical (Certificate)	1.24	10.32
Technology - Mechanical (Diploma)	1.01	3.87
Technology - Power (Certificate)	0.22	10.36
Technology - Resources (Post-Diploma Certificate)	0.33	15.23
Technology - Technology Miscellaneous (Certificate)	0.98	12.77
Technology - Technology Miscellaneous (Diploma)	0.14	9.77
Technology - Welding (Advanced Diploma)	0.47	100.00
Technology - Welding (Certificate)	0.37	5.95
Technology - Welding (Diploma)	0.55	14.37

c. Number of apprentices, pass/fail rate and annual funding in each trade	Number of Apprentices	Pass/Fail Rate	Annual Funding

Trade - Refer to complete list below:

	Number of Apprentices	Pass/Fail Rate	Annual Funding
Exam Prep	425	100.00	$145,574.40
Process Operator - Food Manufacturing	77	100.00	$87,145.04
Plumber	162	100.00	$354,724.48
Residential (Low-Rise) Sheet Metal Installer	8	100.00	$19,578.88
Electrician - Construction and Maintenance	547	98.00	$1,455,645.76
Motorcycle Technician	6	100.00	$20,435.20
Automotive Service Technician	290	97.00	$602,323.68
Truck and Coach Technician	235	77.00	$493,589.04
Refrigeration and Air Conditioning Systems Mechanic	33	97.00	$70,870.80

Brick and Stone Mason	64	100.00	$128,850.56
General Carpenter	95	100.00	$169,660.40
Heavy Duty Equipment Technician	16	100.00	$39,270.40
General Machinist	94	88.00	$184,570.88
Tool and Die Maker	25	96.00	$52,156.00
Machine Tool Builder and Integrator	8	100.00	$16,689.92
Industrial Mechanic Millwright	280	99.00	$576,722.64
Metal Fabricator (Fitter)	53	64.00	$101,244.00
Cabinetmaker	48	100.00	$104,066.56
Industrial Electrician	53	98.00	$122,965.44
Roofer	33	100.00	$61,666.80
Welder	7	100.00	$14,104.16
Child Development Practitioner	750	98.00	$240,183.40
Developmental Services Worker	113	86.00	$41,095.28
Heavy Equipment Operator - Dozer	42	100.00	$144,664.38
Total	3,464		$5,247,798.10

Highlights

Please provide highlights of Conestoga College's activity in 2015-2016 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by Conestoga College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

In 2015-16, Conestoga launched almost a dozen new full-time and continuing education programs, including:

A) Bachelor of Environmental Public Health

B) Operations Leadership in Food Manufacturing Graduate Certificate

C) Environmental Building Science Graduate Certificate

D) IT Network Security Graduate Certificate

E) Wireless Network Infrastructure Graduate Certificate

F) Computer Application Security Graduate Certificate

G) Packaging Engineering Technician Diploma

H) Educational Support Diploma

I) Electrical Techniques Certificate

J) IT Data Analytics Certificate

K) Children's Mental Health Certificate

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 Conestoga College graduates who participated in Graduate Survey (A)	# of Conestoga 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 Conestoga 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	2,805	120	4.28	57,701	3,463	6.00
2012-2013	2,764	121	4.38	57,462	3,424	5.96
2013-2014	2,667	94	3.52	54,467	3,003	5.51
2014-2015	2,817	106	3.76	52,039	2,465	4.74
2015-2016	2,421	72	2.97	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 Conestoga College students who were satisfied or very satisfied with academic preparation for university was	89.1
The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was	76.6

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 Conestoga 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 Conestoga College to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

Building capacity through diploma to degree pathways is a key strategic priority for Conestoga. Every newly proposed degree at Conestoga incorporates the development of degree completion pathways. Additionally, Conestoga continues to develop pathways for existing degree programs. In 2015, Conestoga completed two diploma-to-degree pathway projects funded by the Ontario Council on Articulation and Transfer (ONCAT). These projects provide the opportunity to develop pathways that facilitate student mobility across the Ontario college system.

Conestoga signed new collaborative academic agreements, including, but not limited to articulation agreements, linkage agreements, and student exchange agreements in 2015 -16 with:

A) Thompson Rivers University, British Columbia, Canada

B) Limerick Institute of Technology, Limerick, Ireland

C) Institute of Technology Carlow, Carlow, Ireland

D) University of Sudbury, Ontario, Canada

E) Laurentian University, Ontario, Canada

F) University of Waterloo, Ontario, Canada

G) Beijing Polytechnic, Beijing, China

H) Georgian College, Ontario, Canada

I) St. Clair College, Ontario, Canada

J) Humber College, Ontario, Canada

K) L'Universite d'Angers, France

L) Chuzhou University, China

M) Dalian Jiotong University, China

N) Universidad Pedagogica Y Technologica De Colombia, Colombia

O) CIIS Education Services Society, India

P) Luis E. Valcarcel, Peru

Conestoga continues to explore pathway development opportunities with leading post-secondary institutions from across Canada and around the world. Conestoga's Credit Transfer office handled approximately 4,200 student requests for recognition of prior learning.

6. Financial Sustainability

1. Annual Surplus/(Deficit) - (revenue - expenses)	Amount	Benchmark	
Annual Surplus/(Deficit)	3,981,833	0	

2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets)	Amount	Benchmark	
Accumulated Surplus/(Deficit)	32,239,012	0	

3. Quick Ratio (current assets) / (current liabilities)	Amount	Benchmark	
Current Assets/Current Liabilities	1.02	1.00	

4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)]	Percentage	Benchmark	
Debt/Assets	19.44	35.00	

5. Debt Servicing Ratio (interest expense + principal payments) / (revenue)	Percentage	Benchmark	
Total Debt Serviced/Revenue	1.05	3.00	

6. Net Assets to Expense Ratio (net assets) / (expenses)	Percentage	Benchmark	
Net Assets/Expenses	84.76	60.00	

7. Net Income to Revenue Ratio (revenue - expenses) / (revenue)	Percentage	Benchmark	
Net Income to Revenue	1.98	1.50	

Highlights

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

The 2015-16 fiscal year results again confirmed Conestoga's ability to overcome a projected deficit while achieving strategic plan objectives. Conestoga's governance structure, under the direction of the President and Academic Coordinating Committee (ACC), continued to provide an efficient platform for planning and operations. The ACC provides a forum for effective monitoring and reporting of capital, human resource and facility plans in relation to all operations, and a useful interface with college committees, departments and offices for consultation and timely action.

Full roll-out of Infosilem, a central booking system, was completed by Winter 2016. The system improves scheduling workflow and produces business intelligence and metrics to support further improvements to student timetables and room utilization.

Purchasing policies have been updated and posted online for easy access by all employees. Upgrades to Great Plains finance software have added new features and efficiencies, as well as staying current with Microsoft product support. Implementation of an online requisitioning module was initiated in 2015-16 and will provide increased efficiency when complete.

7. Attestation

By submitting this report to the ministry:	Checkbox
Conestoga 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 Conestoga College's Executive Head.	☑

For additional information regarding Conestoga College's 2015-2016 SMA Report Back please contact	Information
Name:	Brenda Cassidy
Telephone:	519-748-5220 ext. 3336
Email:	bcassidy@conestogac.on.ca

Please indicate the address on Conestoga 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:	https://myconestoga.ca/c/document_library/get_file?uuid=afbe7c2a-29bb-41ea-afdd-654835538d58&groupId