



ANNUAL REPORT 2016-17

Conestoga College Institute of Technology and Advanced Learning

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Message from the President

The year 2016-17 marked significant progress for Conestoga as we completed the final year of our 2014-2017 Strategic Plan focused on the priorities of increased capacity, quality education and services, and sustainability through fiscal responsibility. Through these activities, we have achieved substantial progress towards the achievement of our vision for leadership in polytechnic education to meet the needs of learners, industry and the communities we serve.

Enrolment in full-time programs continued to grow in 2016-17, reaching almost 11,860 as of the November 1 count date: that total represents enrolment growth of 49 per cent in the last nine years, more than twice the provincial average of 20 per cent. Our continued growth, despite declining secondary school enrolments in our community and across the province, can be attributed to several factors, including our broad credential mix that attracts a diverse group of learners, an increased number of students seeking career-focused education after completing university programs, and enhanced international recruitment efforts. International student enrolment increased significantly in 2016-17 over the previous year, attracting 2,300 students from 80 countries.

In 2016-17, Conestoga continued to expand opportunities and facilitate access to programming for all prospective students, with a particular focus on international students, new Canadians, and those from underrepresented or at-risk populations. Language training and upgrading programs, the establishment of additional pathways between programs, and enhanced services to support student success provided new opportunities for individuals from diverse backgrounds to access programming and achieve their potential.

Almost a dozen new full and part-time programs were launched in 2016-17 to meet the changing needs of students and our community. Included in this total were a number of new graduate certificate programs that address the needs of a growing number of domestic and international post-secondary graduates seeking career-focused training to prepare them for success in the labour market.

Despite rapid growth, Conestoga continues to be a leader among Ontario's colleges for the quality of our programs and graduates. Our graduation rate, graduate employment rate and graduate satisfaction remain well above the provincial average, and higher than those of colleges in the Greater Toronto and Hamilton area. In 2016-17, Conestoga's Bachelor of Engineering – Electrical Systems Engineering degree received re-accreditation from the Canadian Engineering Accreditation Board (CEAB), and the Bachelor of Business Administration in International Business Management received accreditation from both the Canadian Institute of Management and the Society for Human Resource Management. Based on successful assessments conducted by Ontario's Postsecondary Education Quality Assessment Board, Conestoga also received consent from the Ministry of Advanced Education and Skills Development (MAESD) to offer a new engineering degree in Building Systems Engineering and to renew offerings of the Bachelor of Public Relations degree.

Applied research activities continued to grow in 2016-17, supporting the needs of industry and community partners while providing students with opportunities to build real-world skills and connect with future employers. More than 165 faculty members and 2,100 students were engaged in applied research through capstone, curriculum-based and independent research projects over the past year.

Conestoga finished 2016-17 with a financial surplus of \$6.1M by controlling operating expenditures and increasing revenue opportunities.

As we celebrate the 50th anniversary of the establishment of Conestoga and the Ontario college system in 2017, we're looking to the future and the increasingly important role of career-focused, accessible education in aligning workforce skills and labour market needs for our rapidly changing world. We're exploring new, more flexible course options and harnessing technology to extend and enhance the learning experience. With the support of government and community partners, we have embarked on a major renovation and expansion project at our Waterloo campus that will support innovation, future growth and prosperity across the communities we serve.

The successes achieved in 2016-17 have positioned Conestoga exceptionally well as we move into the next phase of our development. The 2017-2020 Strategic Plan will build on our past success as we prepare to address the opportunities and challenges ahead to serve the diverse needs of our dynamic community and achieve Conestoga's vision for excellence in polytechnic education.

John Tibbits
President

Vision/Mission/Values

What We Stand For and Where We Want To Go

Vision

Recognition for excellence in polytechnic education

Mission

To **CHAMPION** innovation and excellence in career-focused education, training and applied research.

To **SERVE** the ever-changing needs of our diverse and growing community.

To **INSPIRE** students and employees to strive towards their highest potential.

Values

Access - We provide education and training opportunities for a broad range of individuals across the communities we serve.

Respect - We cultivate a welcoming environment that promotes fairness and supports the rights and dignity of everyone.

Quality - We are dedicated to excellence in the design and delivery of programs and services.

Innovation - We are committed to finding creative solutions to meet the current and emerging needs of our students, our partners and our community.

Community – We serve our community as a responsible employer, active partner and engaged corporate citizen.

Strategic Priorities:

Building **CAPACITY** to support prosperous communities

Ensuring **QUALITY** in education and services

Promoting **SUSTAINABILITY** through fiscal responsibility

Please refer to Conestoga's [2014 – 2017 Strategic Plan](#)

Achievement of Strategic Plan Goals and 2016-17 Business Plan Objectives

Building CAPACITY to Support Prosperous Communities

Between 2014 and 2017, Conestoga will support innovation and economic development by building on our existing areas of strength and creating strategic centres of excellence to meet the needs of our community and Canada’s changing workplace.

Goal	2016-17 Achievements
<p><i>Provide additional access to education and training through a comprehensive range of programs with established pathways for student success</i></p>	<p>Conestoga continues to increase the breadth and depth of local and regional programming to meet changing student and workforce needs.</p> <p>In 2016-17, Conestoga introduced almost a dozen new full-time funded and non-funded programs, including:</p> <ul style="list-style-type: none"> • Power Engineering 3rd Class certificate • Animation diploma • Business – Finance diploma • Nutrition and Food Services Management diploma • Applied Network Infrastructure and System Administration graduate certificate • Autism and Behavioural Science graduate certificate • Interactive Media Management - Interaction Design graduate certificate • Occupational Health Safety and Wellness graduate certificate • Structural Packaging Design and Management graduate certificate • Supply Chain Management - Global graduate certificate • Web Development & Responsive Site Design graduate certificate <p>In addition, Conestoga’s Continuing Education and Corporate Training division developed more than ten certificates of achievement that provide new opportunities for graduates and working professionals to upgrade their skills.</p> <p>Pathways/collaborations:</p> <ul style="list-style-type: none"> • Continued collaboration with Wilfrid Laurier University (WLU) in 2016-17 resulted in additional opportunities for students to earn Conestoga and WLU credentials simultaneously. • The Ontario Council on Articulation and Transfer confirmed funding for a pathway project that will enhance access to Conestoga degrees for graduates from diploma and advanced diploma programs across the Ontario college system.

Goal	2016-17 Achievements
	<ul style="list-style-type: none"> • Conestoga’s Credit Transfer office handled approximately 4,600 student requests for recognition of prior learning (an increase of 11 per cent from 2015-16). • Conestoga secured \$1.9M in funding through an eCampus Ontario initiative for a provincial college partnership to develop online programs and courses. • The Ministry of the Status of Women extended funding through its Women in Information Technology Training initiative to allow Conestoga to offer two additional intakes of the IT Business Analysis graduate certificate program.
<p><i>Increase opportunities for international students, new Canadians, underrepresented and at-risk populations</i></p>	<p>In 2016-17, Conestoga continued to expand opportunities and facilitate access to programming for all prospective students with particular focus on international students, new Canadians, and those from underrepresented or at-risk populations.</p> <p>The Welcome Centre at Conestoga’s Doon campus, a one-stop service and information centre for current and prospective students and clients, addressed almost 78,000 inquiries in 2016-17. Community workshop offerings introduced in 2015-16 were expanded to include degree information night, labour market sessions, mature student sessions, and school preparation sessions for students. Attendee feedback regarding the usefulness of these sessions has been extremely positive. Discussions are underway to offer similar programming at the Guelph and Waterloo campuses.</p> <p>International/New Canadians</p> <p>New opportunities for international students through graduate certificate programming in high-demand areas, increased cohort offerings and expanded international capacities in programs across all schools resulted in significant international enrolment growth. International student enrolment of 2,300 in Winter 2017 represented 20.1 per cent of total full-time enrolment and included students from 80 countries.</p> <p>Agreements underway or in development with CIIS in India, Institut Paul Bocuse in France and Qingdao Electronics School in China will provide enhanced learning opportunities for students in programs such as Culinary Management and Supply Chain and Operations Management.</p> <p>Conestoga’s Language Instruction for Newcomers to Canada (LINC) program and specialized language training for internationally trained professionals supported the successful transition of more than 900 new Canadians in 2016-17. Coordination of services with the college’s Career Centre provided additional support for Enhanced Language Training program participants; for example, financial incentives available through</p>

Goal	2016-17 Achievements
	<p>Employment Ontario Employment Services were used to maximize employment outcomes.</p> <p>Career Centre locations delivered services to almost 450 internationally trained immigrants in 2016-17 and provided 87 placements or employment through the Immigrant Internship program.</p> <p>The articulation agreement through which Conestoga delivers English language programming to University of Waterloo (UW) students was renewed through 2019. Conestoga will partner with the university to enhance orientation activities for these students.</p> <p>Underrepresented/At-Risk</p> <p>Enrolment of Aboriginal students at Conestoga has doubled since 2010, thanks in part to the college’s commitment to creating an environment that supports the beliefs, needs and values of Aboriginal learners. The Aboriginal Student Centre established at the college’s Doon campus in 2010 continues to provide resources, cultural and academic supports to help Aboriginal students overcome barriers and achieve success.</p> <p>In 2016-17, events including the annual Pow Wow and the Truth and Reconciliation conference attracted substantial participation from across the broader community, supporting efforts to build greater awareness and understanding of Aboriginal culture. <i>Indigenizing Post-secondary Education</i>, a new video developed by Conestoga through sponsorship received from Toyota Motor Manufacturing Canada, was launched in 2016-17 and made available for all Ontario colleges to use for employee training. The video is available on YouTube and has collected more than 1,300 views since its launch in March 2017.</p> <p>The School-College Work Initiative continued to provide opportunities for Conestoga to support the success of at-risk students through dual-credit course offerings in partnership with ten local school boards. More than 900 students were involved in dual-credit courses during 2016-17, a growth of 11.3 per cent over the previous year. New offerings included Culinary and Crime Scene Investigation courses in Brantford. Explore Your Future days for grade 8 students featured hands-on activities for students to explore pathway opportunities in the trades.</p> <p>Conestoga continued to provide dedicated supports and services for First Generation (FG) students, those who are among the first generation in their families to participate in post-secondary education. In 2016-17, more than 1,280 new students self-identified as FG students (up 45 per cent from the previous year), bringing the total number of currently enrolled FG students to 2,908.</p>

Goal	2016-17 Achievements
	<p>More than 1,100 students participated in academic upgrading activities in 2016-17: 88 per cent of those who continued on to post-secondary programs after completing upgrading were successful in completing their first semester of studies.</p> <p>Employment Ontario Employment Service programs delivered through Conestoga's School of Career & Academic Access supported 2,286 clients in their efforts to complete training plans in 2016-17. Job search support, training and work placements for individuals over 55 years of age through the Targeted Initiative for Older Workers program yielded positive results for the 71 participants: 90 per cent demonstrated improved employability and 69 per cent were employed within three months of completing the program.</p>
<p><i>Become a destination of choice for career-focused degrees</i></p>	<p>Conestoga continued to build degree programming in 2016-17 in accordance with our Strategic Mandate Agreement with the Government of Ontario.</p> <p>New degree programs currently in development or awaiting ministry approval include Power Systems Engineering, Computer Science and Cybersecurity Intelligence.</p> <p>The Bachelor of Building Systems Engineering received Ministry of Advanced Education and Skills Development (MAESD) approval in December 2016 with funding approved in March 2017. The program will launch in Fall 2018.</p> <p>The Bachelor of Interior Design submitted degree renewal documentation to the Postsecondary Education Quality Assessment Board (PEQAB) along with a request for accreditation from the Council for Interior Design Accreditation (CIDA). Both CIDA and PEQAB will conduct site visits in Spring 2017.</p> <p>Work was undertaken to complete the environmental scan, self-study and redesign of the International Business Management Degree in preparation for the program resubmission in July 2017.</p>
<p><i>Expand applied research activities and impact to meet real-world needs and drive</i></p>	<p>Conestoga's research strengths include the Centre for Smart Manufacturing, with a focus on information and communication technology-enabled manufacturing, robotics and automation, computer vision and machine learning.</p> <p>This past fiscal year, Conestoga was successful in securing the National Sciences and Engineering Research Council (NSERC)/Greentec Industrial</p>

Goal	2016-17 Achievements
<p><i>productivity, innovation and prosperity</i></p>	<p>Research Chair for Colleges in Advanced Recycling of Waste Electrical and Electronics Equipment. Funding was also received from the Canadian Foundation for Innovation and the Ontario Research Fund to support Food Processing Technology research.</p> <p>Grants provided through the Social Sciences and Humanities Research Council and the Hallman Foundation, each for a term of three years, provided new opportunities for research in the areas of mental health and health initiatives.</p> <p>Arrangements were completed for the launch of a new Schlegel Centre for Advancing Seniors Care at the Doon campus. The new Centre, to be opened in Spring 2017, will work in collaboration with Schlegel Villages and the Schlegel-University of Waterloo Research Institute for Aging to develop innovative education, improve workforce development and strengthen care practices to support care for seniors and their families across Canada. Support for the new Centre was also provided by the Natural Sciences Engineering Research Council of Canada and the Canadian Institutes of Health Research.</p> <p>Over the past year, more than 165 faculty and approximately 2,100 students were engaged in applied research activities including capstone, in-class and independent projects.</p> <p>More than 1,000 students were engaged in entrepreneurial learning initiatives in 2016-17. The Rising Stars culinary entrepreneurship showcase in partnership with the Kitchener Market first introduced in 2015-16 celebrated a second successful offering. The Centre for Entrepreneurship also worked in collaboration with the Waterloo Small Business Centre to expand the international business advisor role with a focus on programs geared towards newcomers to Canada.</p>

Ensuring QUALITY in Education and Services

Between 2014 and 2017, Conestoga will demonstrate excellence and continuous improvement in the design and delivery of programs and services, providing a rich and supportive environment that promotes student and client success and satisfaction.

Objective	2016-17 Achievements
<p><i>Deliver a comprehensive range of quality programs, including apprenticeships, certificates, diplomas and degrees that are relevant to current and emerging labour force needs</i></p>	<p>Conestoga’s Continuous Quality Initiative continued to engage stakeholders from across the college community in 2016-17. The quality management framework includes annual accountability checkpoints as well as an established process for the completion of Major Program Reviews every five to seven years.</p> <p>Support for the continued delivery of Conestoga’s program quality assurance processes was provided in 2016-17 through ongoing consultation with chairs, program managers and faculty leads for all programs involved in Annual Program Reflections (APR) and Major Program Reviews (MPR). APR and MPR processes were streamlined based on best practices and internal stakeholder feedback. APRs were completed and submitted for all programs within the 2015-16 cycle: completions for 2016-17 are on track for this year as well.</p> <p>Continuing Education programs also operated within the program quality framework by utilizing the same online Student Appraisal of Teaching process employed by regular full-time programs. In addition, students in full-time non-funded programs were invited to complete an internal online version of the Student Satisfaction KPI survey.</p> <p>Conestoga’s Curriculum and Operations Planning office provided nearly 30 training sessions geared towards course outlines, course outcomes design and development as well as curriculum and program mapping. Curriculum consultants supported faculty in the development and review of more than 50 degree level courses.</p> <p>Conestoga’s efforts to ensure program quality in 2016-17 resulted in numerous successes, including:</p> <ul style="list-style-type: none"> • Successful visits from the Postsecondary Education Quality Assessment Board resulting in: <ul style="list-style-type: none"> ○ Ministerial consent to offer a new Bachelor of Engineering – Building Systems Engineering degree ○ Ministerial renewal of consent to offer the Bachelor of Public Relations (Honours) program • Accreditation of the Bachelor of Business Administration (Honours) – International Business Management program by

Objective	2016-17 Achievements
	<p>both the Canadian Institute of Management and the Society for Human Resource Management</p> <ul style="list-style-type: none"> • Re-accreditation of the Bachelor of Engineering – Electronic Systems Engineering degree by the Canadian Engineering Accreditation Board • Positive external review of the Bachelor of Applied Health Information Science (Honours) self-study • Redesign of the Human Resource Management program to align with the new competency model of the Human Resources Professionals Association
<p><i>Engage and empower learners through innovative teaching, work-integrated and technology-enabled learning, and flexible delivery methods</i></p>	<p>A number of initiatives were undertaken in 2016-17 to engage and empower learners through innovative teaching, work-integrated and technology-enabled learning and flexible delivery options.</p> <p>More than 250 workshops were hosted at Conestoga in 2016-17 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 50 faculty.</p> <p>The College Educator Development Program (CEDP), a collaborative initiative developed and delivered by a consortium of Ontario’s six western region colleges, is attended by all new, full-time faculty hires. After more than three years of comprehensive work, a full iteration of all three phases of the new CEDP format was launched in 2017. Feedback on the new format has been very positive and a multi-year research project evaluating the impact is now underway.</p> <p>Conestoga’s mandatory New Faculty Development Program, launched in 2015 for all part-time and full-time college faculty, was significantly revised in 2016-17 to include five core workshops that will be delivered multiple times prior to the start of each semester.</p> <p>School-level development initiatives included a collaboration between the Schools of Business & Hospitality and Media & Design and the college’s Organizational Development team for the creation of a custom professional development workshop entitled <i>Engaging the Students of 2020</i>.</p> <p>A group of eight faculty members participated in a pilot program to improve teaching and learning through the creative use of the Surface Pro Tablet PC. The group developed ways to use the device to improve</p>

Objective	2016-17 Achievements
	<p>feedback to students and better support student achievement: their findings were shared with other faculty members.</p> <p>In 2016-17, Conestoga created an Online Learning Technology Policy to support the college’s strategic priorities through the use of a learning management system and standards related to online learning delivery. A quality assurance professional was recruited to lead the Online Learning Centre’s (OLC) quality assurance best practices and to conduct quality reviews of all online courses released by the OLC.</p> <p>The OLC offered 74 training and 136 drop-in consultation sessions covering various online learning topics in 2016-17; 246 faculty were supported during these sessions. An Online Teaching and Learning series of 10 online courses and four in-class workshops was successfully created and piloted with 50 faculty registrants.</p> <p>The School of Business & Hospitality successfully launched Bring Your Own Device (BYOD) in four programs and implemented e-texts into all business courses in Year 1 of the International Business Management degree program.</p> <p>Flexible program delivery was further advanced in 2016-17 through the development of the FAST initiative (Flexible, Accessible, Stackable Training). Marketing materials, including a dedicated webpage, have been created. Three programs will be delivered this upcoming year, with another two programs under development. New approaches for short programs and micro-credentials are being investigated as viable learning alternatives for potential students.</p> <p>This year, Conestoga began the process of integrating co-op and other work integrated learning services, including student placements. In 2016-17, 1,500 students contributed 850,000 hours to support the needs of more than 1,000 employers. Similarly, nearly 4,300 students participated in unpaid placements that contributed approximately one million hours to approximately 1,500 employers.</p> <p>Work-integrated learning at Conestoga is augmented through additional opportunities provided for students through hands-on, practical learning undertaken in simulation labs and through case study/independent curriculum projects. More than 1,400 students participated in independent or curriculum projects in 2016-17.</p> <p>The Co-Curricular Record (CCR) initiative, launched in 2014, continued to provide students with additional experiential learning opportunities outside the classroom. During the 2016-17 academic year, CCR options included over 400 events that resulted in more than 7,000</p>

Objective	2016-17 Achievements
	<p>student participations. Conestoga’s Student Engagement team has taken on a national leadership role for the development of CCRs in post-secondary education.</p>
<p><i>Enable student success and satisfaction through a continuum of academic and support services</i></p>	<p>Conestoga continued to augment and refine academic and support services to enhance student success and satisfaction in 2016-17. Highlights include:</p> <ul style="list-style-type: none"> • Student Success Services was reorganized to facilitate a holistic and integrated approach to supporting student learning, well-being and success. A new case management model supported further integration of services to better meet student needs. More than 12,000 Learning Commons appointments were provided to students: substantial increases in demand were experienced by Accessibility Services, Health Services and Counselling Services. • The Library worked with faculty to integrate open access materials and the Learning Commons to create a Tech Tutor program. • Student Life services rebranded as Student Engagement and developed a Conestoga orientation module to assist with student transition to the college. • Learning Management System (eConestoga) helpdesk support was outsourced to accommodate a 24/7/365 support model and build capacity for current helpdesk services. This collaboration provided opportunities for the introduction of new support features, such as online chat, for students and faculty. In total, 6,314 support requests were handled within the last year. • The newly renovated Student Recreation Centre has allowed for a significant improvement in the competitive nature of our athletic program. Approximately 82,000 students accessed the fitness centre between September 1, 2016 and April 30, 2017. • The final phase of a \$2.5M renovation to the double rooms in Residence has been completed. • The <i>ASK Me</i> Continuing Education (CE) customer service initiative continued to thrive in 2016-17. This initiative, run during the first three weeks of each semester, involves extra staffing to provide CE learners with information during non-traditional college hours. • Almost 70 per cent of students who attend Conestoga qualify for financial aid. In 2016-17, Conestoga provided more than \$859,000 through 1,211 financial awards to offset students’ educational costs.

Objective	2016-17 Achievements
	Sixteen new support staff positions were established in 2016-2017 to provide enhanced services to meet the needs of Conestoga students.
<p><i>Provide a quality learning environment through the development and renewal of facilities to address evolving needs</i></p>	<p>Conestoga received funding from the federal government through the Post-Secondary Institutions Strategic Investment Fund (SIF) to support the major expansion and revitalization of the college’s Waterloo campus. This project includes a 155,000 square-foot addition and an 18,000 square-foot renovation that will increase capacity for the Culinary and Information Technology programs and provide additional access to programming and services for a broad range of students and clients.</p> <p>During 2016-17, a lead architect was chosen through a competitive process and the building design was completed as well as the tendering and award to a general contractor. A pre-works contract was also completed to ready the site for the general contractor.</p> <p>More than 50 other development and renewal projects were also undertaken or completed during 2016-17 to ensure a quality learning environment for students. Highlights include:</p> <ul style="list-style-type: none"> • The remodeling of ten traditional classrooms into active classrooms that accommodate enhanced technology access and utilization as well as optimize flexibility of learning activities • AODA initiatives such as the addition of strobe lights to the warning systems in several areas and the addition of 60 barrier-free desks as per the multi-year plan, as well as the creation of an accessible/safe crosswalk outside of Entrance 1 at Doon • Development of space at the Cambridge campus to accommodate improved/expanded apprenticeship training and the relocation of the Electronics program from the Doon campus • Initial work for the development of the B wing hallway at Doon as a Service Hub for ONE Card, Security, Parking, Access Control and Walk Safe services, including the collection of quotes and design options • Installation of a new digital sign at entrance of the Doon campus to increase visibility and enhance the college brand

Promoting SUSTAINABILITY through Fiscal Responsibility

Between 2014 and 2017, Conestoga will optimize the use of resources and explore opportunities for additional revenue generation to support our institutional goals and contribute to our sustainability.

Objective	2016-17 Achievements
<p><i>Improve the efficiency and effectiveness of the design and delivery of programs, courses and services</i></p>	<p>Conestoga’s program quality management framework ensures the effectiveness and efficiency of program design and delivery remains a top priority for program areas.</p> <p>Initiatives to support effective program and service delivery in 2016-17 included:</p> <ul style="list-style-type: none"> • Standardization of Communications courses - The common Level 1 communications course introduced in 2014-15 continues to be delivered across all schools and all diploma programs, with almost 250 sections delivered in all three semesters of 2016-17. The textbook has been replaced with online resources and further refinement of readings and assignments have been undertaken to more closely align to program-related topics. • Enhanced development of online courses – the Online Learning Centre (OLC) established partnerships with third-party course development and multimedia vendors who assisted with the 34 online courses completed in 2016-17. Relationships with these partners will be maintained in order to allow for a 25 per cent increase in course production over the next fiscal year. The OLC also created a library of 25 fully accessible, interactive online activities that can be customized by eLearning developers for use in a variety of courses. • Specialized training - expanded training among members of the Finance area allowed the college’s budget cycle to be advanced by two months to provide opportunities for improved decision making among senior leaders. • Implementation of the Fall Student Success Week – All Business, Media & Design and Liberal Studies programs implemented a Fall Student Success Week following the 7-1-7 model (7 weeks of class, 1 week break, 7 weeks of class). A student feedback survey indicated that 70 per cent of students felt they had less school-related stress because of the break, a finding that was consistent across all demographic groups. The Schools of Language & Communication Studies and Health & Life Sciences and Community Services completed the work necessary to launch this model of program delivery in Fall 2017.

Objective	2016-17 Achievements
<p><i>Invest in an engaged and productive workforce through employee recruitment, retention and development</i></p>	<p>Human Resources oversaw the hiring of 38 new positions in 2016-17 to enhance the talent pool at Conestoga and accommodate the college’s continued growth.</p> <p>The third annual Scholarship Forum in June 2016 provided opportunities for 35 faculty and administrators to learn more about Conestoga’s Professional Currency and Scholarship framework.</p> <p>Professional development opportunities for employees in 2016-17 included:</p> <ul style="list-style-type: none"> • Employees for Excellence in Education (E3), Conestoga’s annual employee conference - 637 registrations in 44 workshops led primarily by Conestoga faculty, administrators and staff. An additional 336 people registered for the opening and closing keynote speakers; the opening keynote was live-streamed with 134 viewings on the day of the event • College Educator Development Program (CEDP) – 81 full-time faculty members participated in the three CEDP phases offered in 2016 • Conestoga Faculty Development Program – 1,011 new faculty registered in one of 39 Conestoga Faculty Development Program workshops offered in May, August and December • Workshops – 250 workshop sessions were provided for faculty, administrators and support staff • Teaching and Learning Centre Consultants – more than 50 classroom observations of faculty as well as program-specific observations were conducted • Associate Faculty Resource Management – numerous initiatives were undertaken to support Continuing Education faculty including the development of a virtual community hosted on eConestoga, access to the safety orientation video and creation of a safety sign-off form, and access to professional development workshops for faculty teaching in full-time programming • Leadership Development opportunities in 2016-17 included a wide range of initiatives including Chairs Meetings, HR Roundtables and Learning Circles • Chair Role Review - during the year, an extensive review of the Chair role at Conestoga resulted in the creation of a new framework for Chairs meetings, as well as a new job description for Chairs.
<p><i>Increase revenue through the expansion of partnership and</i></p>	<p>Conestoga’s strong entrepreneurial culture and commitment to collaboration continued to support college sustainability efforts in 2016-17.</p>

Objective	2016-17 Achievements
<p><i>development opportunities and the securing of alternative revenue sources through such initiatives as increased international enrolment, IELTS testing, corporate training and continuing education</i></p>	<p>For Winter 2017, international enrolment as a percentage of total enrolment reached 20.1 per cent, up from 16.7 per cent in Winter 2016. The top five source countries for international students included India, China, South Korea, Nigeria and Brazil. Growth was achieved through diversified markets, expanded capacities across many programs, increased recruitment and the expansion of graduate certificate programming strategically targeted at international markets. Several new partnership initiatives were developed with post-secondary institutions in India and China.</p> <p>The Conestoga IELTS Centre delivered the IELTS test to more than 19,100 candidates during 2016-17. A new partnership with IDP: IELTS Australia started in September 2016, and Conestoga was the first IELTS centre in North America to implement on-screen marking for result processing and management. This partnership will contribute to Conestoga’s growth in IELTS, international recruitment and business development in 2017-18.</p> <p>Corporate Training revenue generation remained strong as new clients were secured this past year. Continuing Education and online learning remained strong, with new products and contract training offerings in such areas as workforce effectiveness for seniors care and mental health, specialized nursing capabilities, health and wellness, public safety and business analysis. Corporate Training developed a successful relationship with Conestoga Career Centres and other Employment Ontario providers that resulted in above-average applications and approvals for the Canada Ontario Job Grant. Academic Upgrading, Corporate Training and the Four-County Labour Market Planning Board in Perth partnered to develop and begin the delivery of a SkillsAdvance program. A collaborative project between Corporate Training and the School of Health & Life Sciences and Community Services led to a new training initiative for supportive care workers: the program was successfully piloted in Stratford and has since seen a high level of interest from the health-care community for future deliveries.</p> <p>Three projects funded by the Apprenticeship Enhancement Fund to purchase equipment and upgrade teaching spaces for apprentices were completed successfully in 2016-17 with further funds approved for 2017-18.</p> <p>Renewed funding was received from the Ontario Centres of Excellence under the Region of Waterloo Campus Linked Accelerator in 2016-17 as Conestoga worked to establish cybersecurity and the recycling of waste electrical and electronics equipment as strategic areas for future research activity. Plans for a new applied research hub at Grand Innovations were developed in collaboration with the City of Cambridge and other stakeholders. Food processing research was undertaken by the</p>

Objective	2016-17 Achievements
	<p>Institute for Food Processing Technology in alignment with the Centre for Smart Manufacturing to enable an integrated approach to research and funding. Efforts to secure provincial funding and expand private sector contributions continue.</p>
<p><i>Achieve cost-efficiencies through evidence-based planning and decision-making</i></p>	<p>The 2016-17 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, as well as a useful interface with college committees, departments and offices for consultation and timely action.</p> <p>Expanded capability in the finance area has allowed for Primary Performance Indicator and Contribution Margin reports to be produced earlier than in past years. In addition, school-level scorecard processes were improved to include longitudinal results for key metrics to better identify programs that may need extra attention or review.</p> <p>Five new Academic Planners/Scheduling Assistants joined the Scheduling Office to support growth in program activity for Guelph, Cambridge and Health Sciences. Enterprise manuals, by user type, have been developed to document scheduling operations to support the Enterprise product (Conestoga’s central space booking system). The Academic Scheduling and Timetabling regulation (implemented in February 2017) provides a framework for the scheduling of academic space. The regulation establishes principles, priorities and responsibilities that support effective student timetables, efficient scheduling of academic space, and the optimization of facilities usage. Reports to senior management on space utilization are generated three times annually or upon request.</p>

Analysis of Conestoga's Operational Performance

Conestoga's operational performance in relation to the goals outlined in the Strategic Plan and 2016-17 Business Plan has been thoroughly discussed in the preceding sections. Conestoga's operational performance in relation to financial outcomes is discussed in this section.

Analysis of Conestoga's Financial Performance

INITIAL CHALLENGES AND POSITION AT START OF 2016-17 FISCAL YEAR

- Conestoga had ambitious student enrolment growth goals in a provincial college system expecting limited growth for domestic students.
- The Provincial Operating Grant mechanism uses historic audited enrolment levels to determine the grant entitlements of colleges. The 2016-17 budgeted and 2015-16 actual enrolment levels do not influence the 2016-17 grant entitlement. As a result of this lag in the recognition of enrolment growth in the grant calculation, actual expenditures to deliver the education and services consumed by new student activity occur two years before the activity is reflected in grant revenue.
- The base funding unit value is currently \$4,277, which is lower than the \$4,358 set in 2008-09, when the new grant distribution methodology came into effect. The Consumer Price Index during this period has risen by approximately 13 per cent. Ontario's colleges continue to have a per student revenue (provincial grants and tuition) that is significantly lower than any other province.

IN-YEAR SIGNIFICANT ACTIVITY/ENVIRONMENT CHANGES

- Conestoga's November enrolment data showed continuing enrolment growth in full-time operating grant funded programs:
 - Conestoga's cumulative 9-year growth was 49 per cent compared to 20 per cent for the college system.
 - All program years domestic enrolment growth for 2016-17 was -2.9 per cent compared to our initial budget of 1.1 per cent and the Ontario college system average of -2.6 per cent.
- Increased international student tuition revenue positively impacted net financial results.
 - All program years international student enrolment growth for 2016-17 was 35.7 per cent compared to our initial budget of 14.2 per cent and the Ontario college system average of 20.3 per cent.
- In addition to the revenue improvements noted above, Conestoga successfully implemented further efficiencies to offset the potential deficit.

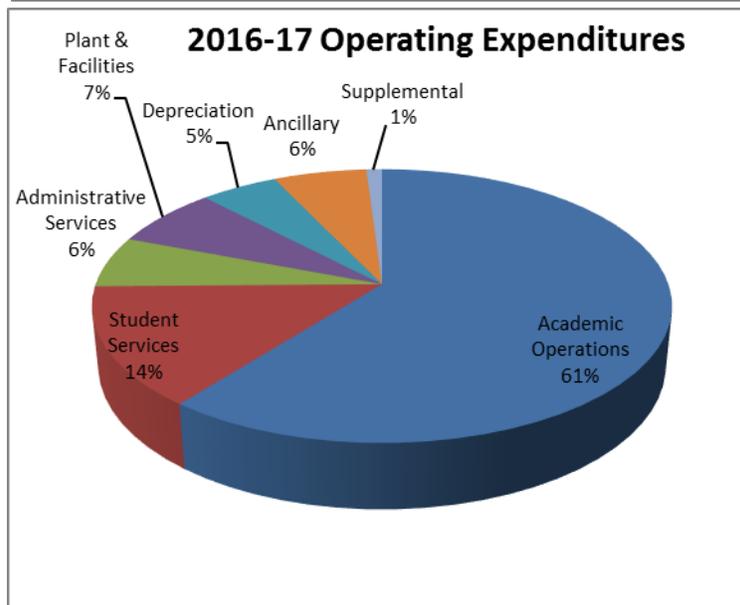
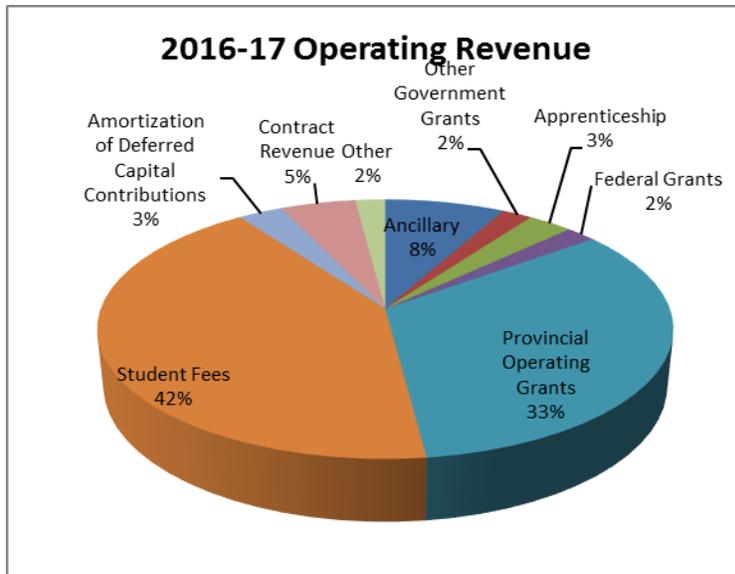
YEAR-END FISCAL POSITION

The 2016-17 fiscal year results again confirmed Conestoga’s ability to continue to achieve its strategic plan objectives (i.e., enrolment and program growth to meet community and labour market needs and further improve quality in academic and service delivery) in a financially constrained environment.

The table below summarizes the actual 2016-17 fiscal results as compared to the budget projections as of Fall 2016. High-level achievements included:

- An excess of revenue over expenditure of \$6.1 million was achieved (2.8 per cent of gross revenue).
- Operating revenue was over budget projections by approximately \$4.4 million or 2.1 per cent of budget, primarily as a result of increased international enrolment.
- Operating expenses were \$2.0 million or 1.0 per cent below budget resulting from cost reduction/avoidance strategies.

	Actual		Budget Projection		% of Budget
	Fiscal Year Results		Fall 2016		
Non-Capital Related Expenditures					
Revenue		211,454,207		207,014,930	102.14%
Expenditure		199,545,782		201,562,460	99.00%
Operating Surplus		\$11,908,425		\$5,452,469	
Capital Contributions/Depreciation					
Capital Contribution Amortization	6,569,100		6,648,015		98.81%
Depreciation	12,331,725		12,580,060		98.03%
Net Capital Amortization Expenditure		(\$5,762,625)		(\$5,932,045)	
NET SURPLUS FOR FISCAL YEAR		\$6,145,800		(\$479,576)	



Revenue and expenditure patterns were similar to prior years. Further details are provided in Appendix B.

Subsidiaries and Foundations

The operation of Conestoga’s campus radio station, CJIQ, is fully integrated into the Broadcast Radio program and, as such, all financial aspects are incorporated within Conestoga’s overall financial statements found in Appendix B.

Appendix A

Strategic Mandate Agreement Report Back

The 2016-17 SMA Report Back will be submitted to MAESD via the SMA portal by the deadline of September 30, 2017.

Appendix B

Audited Financial Statements

The audited [2016-17 Financial Statements](#) are available on Conestoga's website.

Appendix C KPI Performance Report

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Conestoga	Ontario Colleges								
	%	%	%	%	%	%	%	%		
Post-Secondary Graduation Rates	65.3	64.8	67.5	65.4	69.3	65.7	71.7	67.0	71.3	66.6
KPI Provincial Survey:										
Employment Rate	88.9	83.6	87.6	83.4	88.5	84.0	86.9	83.6	86.4	83.0
Employer Satisfaction	92.1	93.4	92.1	92.2	87.0	88.1	90.8	91.4	94.4	91.2
Graduate Satisfaction	83.0	80.0	82.4	80.1	81.7	80.0	81.4	80.3	81.7	78.8
Student Satisfaction	76.7	77.1	73.5	76.3	74.4	76.0	74.1	76.8	75.6	76.5
Overall KPI	85.2	83.5	83.9	83.0	82.9	82.1	83.3	83.0	84.5	82.4

In 2016-17, Conestoga again compared well to the provincial averages with details provided below:

- Conestoga’s **graduation rate** has remained consistently strong over the last three years and is well above the provincial average.
- While **student satisfaction** dipped slightly in 2013-14, it has continued to rebound and is now on par with the provincial average.
- **Graduate employment rate**, measured at six months after graduation, is 86.4 per cent – 3.4 percentage points above the provincial average. Despite a challenging job market, Conestoga’s rate has consistently exceeded the graduate employment rate of our regional competitors and colleges in the Greater Toronto and Hamilton Area (GTHA).
- **Graduate satisfaction** has also remained strong over the last four years and continues to be above the provincial average and the highest among the same group of GTHA colleges. Close to 82 per cent of Conestoga graduates indicated their college experience was useful in achieving their goals after graduation.
- **Employer satisfaction** has steadily increased over the last three years: 94 per cent of employers indicated they were satisfied with the preparation of their recently hired Conestoga graduates in 2016-17.

Ongoing review and development of Conestoga’s facilities and services is guided in part by student input provided through focus groups and the Annual Student Feedback survey.

Appendix D

Summary of Advertising and Marketing Complaints Received

Conestoga has received no Advertising or Marketing complaints.

Appendix E

Institutes of Technology and Advanced Learning Reports

REPORTING ITEM: RANGE OF PROGRAMMING

The college will describe how it continues to deliver a comprehensive range of programming of degrees, other post-secondary programming and non-post-secondary programming consistent with the college system mandate to meet the needs of high school graduates and adult learners. As part of this description, the college will provide enrolment data for the different program areas.

2016-17 Achievements

The primary emphasis related to offering a comprehensive range of programming over the past year has been on developing new programs at all levels (certificate, diploma, degree and graduate certificate), developing new pathways for entry into degree programs, and refining a stringent review and revision process to ensure program currency and relevancy. Total full-time post-secondary program enrolment as per the November 1 count date for all programs increased by 2.4 per cent is outlined below:

	2012-13*	2013-14*	2014-15*	2015-16*	2016-17*
Engineering & IT and Trades	2,542	2,941	3,151	3,505	3,861
Business & Hospitality	2,635	2,780	2,774	2,709	2,765
Media & Design	879	851	869	862	800
Communications & Liberal Studies	649	713	563	598	534
Health & Life Sciences and Community Services	3,441	3,639	3,705	3,903	3,897
Total	10,146	10,924	11,062	11,577	11,857

Full-time post-secondary program enrolment by credential (OCAS: November 1):

	2012-13*	2013-14*	2014-15*	2015-16*	2016-17*
Certificate	16%	13%	14%	14%	15%
Diploma	41%	42%	41%	39%	38%
Advanced Diploma	24%	24%	24%	23%	22%
Graduate Certificate	6%	6%	6%	7%	10%
Degree	13%	14%	16%	16%	15%

*These numbers do not include co-op students or Continuing Education registrations.

REPORTING ITEM: APPRENTICESHIPS

The college will describe how it is doing its part to build up the apprenticeship system in Ontario to increase the skilled labour market supply through in-school training, expanding the range of apprenticeship programming, developing learning pathways for apprentices who wish to ladder into diploma programs and vice versa. As part of this description, the college will provide enrolment data for the apprenticeship programs it offers.

2016-17 Achievements

Conestoga offered a comprehensive array of apprenticeship in-school training programs related to 31 different apprenticeships in 2016-17. The college continues to work with MAESD to maximize seat-purchase funding by working closely with the local apprenticeship office to ensure classes are filled or delivery plans changed to provide training where required. These efforts resulted in an above-average utilization of seat purchase funds in 2016-17, over the provincial average and close to 100 per cent.

This year, Conestoga was awarded three pre-apprenticeship programs: Truck and Coach/Heavy Duty Equipment Technician (lead), Welding (lead) and Pre-Apprenticeship Food Processing/Millwright for Women (partner). In addition, Conestoga was awarded funding through the Ontario Ministry for the Status of Women to run the Women in Skilled Trades (WIST) General Carpenter Pre-Apprenticeship program.

Conestoga also offers a wide range of post-secondary trades programs (both certificate and diploma programs) that provide excellent pathway opportunities for graduates to enter full-time employment, often as apprentices in a skilled trade. In some cases these programs are directly articulated to one or more levels of apprenticeship curriculum, offering advanced standing for graduates who enter an apprenticeship. These pathways are now recognized for 20 of our post-secondary programs in the new Ministry PLAR document (up from 14 last year).

The School College Work Initiative (SCWI) continued to offer the Level 1 Auto Service Technician apprenticeship program to high school students enrolled in the Ontario Youth Apprenticeship Program. Students in grades 8 to 12 students participated in *Explore Your Future* and *Trades and Technology (TnT)* days, attending multiple campuses for hands-on workshops. These workshops provided opportunities for students to explore different sectors in trades and apprenticeship. In May 2016, SCWI and Conestoga ran a third annual “Jill of All Trades” event, providing opportunities for more than 200 young women in grades nine through 12 to develop a better understanding of the potential of skilled trades careers through 11 hands-on workshops. More than 150 industry and donor-sponsored awards, valued at \$144,000, were presented to students at Conestoga’s seventh annual Trades & Apprenticeship Awards event.

Enrolment data:

	2012-13	2013-14	2014-15	2015-16	2016-17
Block	72,947 hours or	70,488 hours or	72,210 hours or	63,167 hours or	59,564 hours or
Release	12,158 days	11,748 days	12,035 days	10,528 days	9,927 days
Day	32,628 hours or	35,029 hours or	37,089 hours or	36,621 hours or	34,536 hours or
Release	5,438 days	5,838 days	6,182 days	6,104 days	5,756 days

REPORTING ITEM: ITAL KPI OUTCOMES

ITALs are expected to maintain KPIs above the system average. The college will describe how it is tracking on its KPI and where improvements are being made, if needed.

2016-17 Achievements

Both Conestoga's graduation rate and graduate employment rate are ranked fourth-highest in the province. Conestoga's student satisfaction rate is not significantly different from the provincial average and the rates for both graduate satisfaction and employer satisfaction are well above provincial averages. While the college's rapid growth has been essential to meet community and local labour force needs, Conestoga continues to seek enhancements to services and facilities to support the learning experiences of students. Significant improvements have been made to virtual services offered by the Library and the Learning Commons to improve service access across all campuses. Ongoing review and development of Conestoga's facilities and services is guided in part by student input provided through focus groups and the Annual Student Feedback survey.

REPORTING ITEM: DIPLOMA TO DEGREE PATHWAYS

The college will describe how it is ensuring that college diploma graduates have access to degree programs, and how many graduates access degree education.

2016-17 Achievements

In the 2014-2017 Strategic Plan, Conestoga committed to demonstrating leadership in career-focused degree programming through nine additional degree programs/program streams, as well as to providing a diverse range of learners with access to education and training through comprehensive programming that includes established pathways for student success.

Building capacity through diploma-to-degree pathways is a key strategic priority for Conestoga. All newly proposed degree programs incorporate the development of degree completion pathways, and work continues on the development of pathways for existing degree programs. In 2017, the Ontario Council on Articulation and Transfer confirmed funding for a pathway project that will enhance access to Conestoga degrees for graduates from diplomas and advanced diploma programs across the Ontario college system. Such projects provide additional opportunities to develop pathways that will facilitate student mobility.

Conestoga continues to explore pathway development opportunities with leading post-secondary institutions from across Canada and around the world. Our established partnership with Wilfrid Laurier University includes advanced standing pathways to and from degree programs, integrated credentials, and co-operation to offer programming in Brantford as well as at a new campus to be developed in Milton.

To support students in accessing pathways, Conestoga's Credit Transfer Office continues to facilitate the credit transfer processes through the development and maintenance of a credit transfer database, dedicated processing of credit transfer requests, evaluation and updates to promotional material, and enhanced front-line communications and student advising. The introduction of an electronic data management system has increased capacity to track the progress and success of transfer students and enhanced efficiency for the review and approval processes of all credit requests. The Credit Transfer office processed 4,625 approved transfers during the 2016-17 academic year.

REPORTING ITEM: APPLIED RESEARCH IMPACT

The college will describe how its applied research activity supports its mission as a differentiated institution.

2016-17 Achievements

Conestoga's commitment to the inclusion of applied research within our academic programs benefits students and faculty as well as local industry and community partners. Applied research activities provide experiential opportunities for students, professional currency opportunities for faculty, and support for our project-based learning model. They also strengthen the links between our graduates and future employers across many sectors. Applied research initiatives provide solutions to real-world industry challenges, supporting local businesses, organizations and institutions in their efforts to innovate and improve their products and processes.

Conestoga's Applied Research and Innovation team has collaborated with schools across the college to access funding through the National Sciences and Engineering Research Council (NSERC), Canadian Institutes of Health Research (CIHR), Social Sciences and Humanities Research Council (SSHRC), Canada Foundation for Innovation (CFI), Ontario Research Fund and Ontario Centres of Excellence as well as other research partners.

Research strengths include the Centre for Smart Manufacturing, with a focus on information and communications technology-enabled manufacturing, robotics and automation, computer vision and machine learning.

This past fiscal year, Conestoga was successful in securing the National Sciences and Engineering Research Council (NSERC)/Greentec Industrial Research Chair for Colleges in Advanced Recycling of Waste Electrical and Electronics Equipment. Funding was also received from the Canadian Foundation for Innovation and the Ontario Research Fund to support Food Processing Technology research.

Grants provided through the Social Sciences and Humanities Research Council and the Hallman Foundation, each for a term of three years, provided new opportunities for research in the areas of mental health and health initiatives.

Arrangements were completed for the launch of a new Schlegel Centre for Advancing Seniors Care at the Doon campus. The new Centre, to be opened in Spring 2017, will work in collaboration with Schlegel Villages and the Schlegel-University of Waterloo Research Institute for Aging to develop innovative education, improve workforce development and strengthen care practices to support care for seniors and their families across Canada. Support for the new Centre was also provided by the Natural Sciences Engineering Research Council of Canada and the Canadian Institutes of Health Research.

Over the past year, substantial increased investment in applied research at Conestoga has resulted from grants awarded by external funding agencies as well as a strong commitment from our faculty and our industry, academic and community partners. In 2016-17, there were 1,266 applied research projects that engaged and benefitted a total of 2,100 students. Of this total, 1,404 students took part in 885 curriculum-based or independently funded projects and 696 students were involved in 381 capstone projects supported by 166 faculty.

Year	Faculty/Staff Engaged and Benefitting	Students Engaged & Benefitting			Number of Projects (Active or Completed)		
		Independent or Curriculum Projects	Capstone Applied Research Projects	Total Number of Students Involved	Independent or Curriculum Projects	Capstone Applied Research Projects	Total Number of Applied Research Projects
2008-09	5	33	-		6	-	
2009-10	11	82	-		23	-	
2010-11	23	76	-		20	-	
2011-12	27	95	616		19	285	
2012-13	54	40	968		12	379	
2013-14	82	16	935		11	441	
2014-15	87	73	927		29	476	

*Note: data collection method revised for 2015-16 – results should not be compared to previous years

2015-16	131	643	809	1,452	165	467	632
2016-17	166	1,404	696	2,100	885	381	1,266

Appendix F

2016-17 Board of Governors

Governors

- Peter Benninger, Chair
- Lydia Chudleigh, Vice Chair
- Mike Collins, Vice Chair
- Bernadette Behm
- Jane Black
- Rachel Caldwell
- Ian Cook
- Kendra Drohan
- Paul Dyck
- Pegah Ensafi
- Rene Gatien
- Stephen Hummel
- Jennifer Knapp
- Larry Ryan
- Steve Sachs
- Robin Todd

Ex Officio

- John Tibbits, President

Appointed Officer

- Rusty McLay, Secretary-Treasurer