

## **Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back**

|                          |                      |
|--------------------------|----------------------|
| <b>Institution Name:</b> | <b>Confederation</b> |
|--------------------------|----------------------|

### **OVERVIEW**

Through the 2008-09 MYAA Report-Back process, Confederation was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. Confederation was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of Confederation's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that Confederation is on track for meeting its commitments or has an improvement plan in place, and is approved by the Ministry.

### **PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE**

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. Enrolment, Student Access Guarantee) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

### **DEADLINE FOR SUBMISSION TO THE MINISTRY**

The deadline for Confederation to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on Confederation's website. Please ensure Confederation's completed 2009-10 Report Back is posted at the same location on Confederation's website as its MYAA.

### **CONTACT**

For any questions regarding this Report Back template, please email Perry Gordon, Senior Policy Advisor, Colleges Unit at [Perry.Gordon@ontario.ca](mailto:Perry.Gordon@ontario.ca) or telephone (416) 325-4026.

## **PART 1: 2009-10 SYSTEM WIDE INDICATORS**

- The 2009-10 Report Back has been changed from previous years' format to collect information only on system-wide indicators and will reflect and report on progress on Confederation's commitments regarding access, quality and accountability as outlined in the original accountability agreements.
- The 2009-10 Report Back is also requesting data on credit transfer, online learning and international students. This is in keeping with the government's strategic priorities and as per discussions with Colleges Ontario and Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on *Reaching Higher* objectives. The data collected from the 2009-10 Report Back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.
- System Wide Indicators for 2009-10:
  - 1) Enrolment – Headcount
  - 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
  - 3) Compliance with the Student Access Guarantee (SAG) in 2009-10
  - 4) The Student Access Guarantee (SAG) for 2010-11
  - 5) Participation in the Credit Transfer System
  - 6) Class Size
  - 7) Online Learning
  - 8) International
  - 9) Supply Chain Compliance
  - 10) Space Utilization
  - 11) College Student Satisfaction
  - 12) Graduation Rate
  - 13) Graduate Employment Rate
  - 14) Student Retention Rates
  - 15) Quality of the Learning Environment

Final : September 28, 2010

### **1) Enrolment – Headcount\***

*\*DEFINITION: Headcount is the un-audited enrolment forecast for 2009-10 (full-time funded students only: does not include Second Career, Apprentice or International students).*

- Confederation reported to TCU the total Headcount enrolment in 2009-10 = **3,187**
- Please indicate the **number of students aged 18-24** from the total Headcount enrolment reported by Confederation to the Ministry for 2009-10 = **2,129**
- Please indicate the **number of students aged 25+** from the total Headcount enrolment reported by Confederation to the Ministry for 2009-10 = **933**

*Note the ages do not balance to the totals because 125 students were 17 years old or younger. Ministry advises this section is not supposed to balance.*

Final : September 28, 2010

- Please provide one or more example in the space provided below of a promising practice that Confederation used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Utilization of Talisma technology (CRM proprietary software) supported enrolment efforts by providing a platform for the delivery of relevant and segmented direct communication to individuals as they progressed through the enrolment stages from a prospect to a registrant. This information proved invaluable to assess return on investment of activities.

Targeted support such as a counsellor and professional tutoring for our Second Career learners ensured that this group was successful in their studies. Recognizing that the reintroduction to a structured learning environment is often fraught with challenges, the additional support services were implemented to ease the transition and to make certain that personal, academic and career guidance were readily available.

The implementation of a Strategic Enrolment Management Plan provided the opportunity to approach enrolment in a more deliberate manner. A newly integrated admissions / liaison team, working collaboratively with academic schools, ensured enrolment targets were achieved by managing prospects as they progressed through the critical enrolment stages. This expert and dedicated team translated their knowledge of prospect needs into a comprehensive plan for outreach and communication which included use of social media tools such as Facebook and Twitter and promotion on YouTube.

**2) Under-Represented Students: Students with Disabilities\*, First Generation\* and Aboriginal\***

*\*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 the institutions' annual report to the Ministry for the Accessibility Fund for Students with Disabilities Fund (AFSD).*

*\*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 not necessarily having 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).*

*\*DEFINITION: Aboriginal 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, language, cultural practices and spiritual beliefs.*

- For the following, please include full-time and part-time, but not Second Career, Apprentice or International students.

| Students With Disabilities  | First Generation Students   | Aboriginal Students   |
|---|---|---|
| <p>Please indicate the total number of <i>students with disabilities</i> at Confederation who registered with the Office for Students with Disabilities and received support services in 2009-10= <b><u>446</u></b></p> <p>Please indicate the number of <i>students with disabilities</i> at Confederation who registered with the Office of Students for Disabilities and received support services as a percentage of the total Confederation student population in 2009-10 who were:</p> <p><b>Full-time = <u>446</u></b></p> <p><b>Part-time = _____</b></p> <p><b>Total (Full-Time + Part-time) = <u>446</u></b></p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) <b><u>446</u></b><br/> <math>\div 3,187</math> (Enrolment Headcount from Page 3) <math>\times 100 = \mathbf{14.0\%}</math></p> | <p>Please indicate the total number of <i>First Generation students</i> enrolled at Confederation in 2009-10= <b><u>950</u></b></p> <p>Please indicate the number of <i>First Generation students</i> enrolled at Confederation as a percentage of the total Confederation student population in 2009-10 who were:</p> <p><b>Full-time = <u>950</u></b></p> <p><b>Part-time = _____</b></p> <p><b>Total (Full-Time + Part-time) = <u>950</u></b></p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) <b><u>950</u></b><br/> <math>\div 3,187</math> (Enrolment Headcount from Page 3) <math>\times 100 = \mathbf{29.8\%}</math></p> | <p>Please indicate the total number of <i>Aboriginal students</i> enrolled at Confederation in 2009-10= <b><u>889</u></b></p> <p>Please indicate the number of <i>Aboriginal students</i> enrolled at Confederation as a percentage of the total Confederation student population in 2009-10 who were:</p> <p><b>Full-time = <u>889</u></b></p> <p><b>Part-time = _____</b></p> <p><b>Total (Full-Time + Part-time) = <u>889</u></b></p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) <b><u>889</u></b><br/> <math>\div 3,187</math> (Enrolment Headcount from Page 3) <math>\times 100 = \mathbf{27.9\%}</math></p> |

| Students With Disabilities   | First Generation Students   | Aboriginal Students  |
|--|---|--|
| <p>In the space below, please provide examples of promising practices that Confederation used in 2009-10 to develop and maintain results for <i>students with disabilities</i>.</p> <div data-bbox="191 475 743 1403" style="border: 1px solid black; padding: 5px;"> <p>The Learning Centre implemented a multi-faceted pre-orientation program by delivering a variety of different services intent on making a successful integration into the college classroom and culture. In partnership with Lakehead University, recent high school graduates and their parents attended a Summer Transition Program and garnered information on assistive technology, learning strategies, and navigating the college system. With the appreciation that a seamless transition requires support from the secondary schools, we also co-hosted a workshop for Special Education Facilitators and Guidance Counsellors.</p> </div> | <p>In the space below, please provide examples of promising practices that Confederation used in 2009-10 to develop and maintain results for <i>First Generation students</i>.</p> <div data-bbox="770 475 1320 1403" style="border: 1px solid black; padding: 5px;"> <p>Our MTCU funded First Generation Project established the framework necessary to increase applications from these learners through proactive outreach, program exploration and individual advising. The project was based on a 'learner-centered' approach to entry advisement consistent with the philosophy of an 'access college'. We worked to remove access barriers, assess the needs of prospective students, and offered approachable 'one-stop shopping' advisement services. The end result was a 584% increase in the number of applications from First Generation learners which carried through to registration and culminated in graduation.</p> </div> | <p>In the space below, please provide examples of promising practices that Confederation used in 2009-10 to develop and maintain results for <i>Aboriginal students</i>.</p> <div data-bbox="1354 461 1864 1403" style="border: 1px solid black; padding: 5px;"> <p>Situated in our socially and economically diverse downtown community, The Learning Café drop-in centre enabled more Aboriginal students to prepare for college. This off-campus site delivered "Hitting the Ground Running" which comprised of mini personal career development programs.</p> <p>Relationship building with the School of Health and Community Services helped all students with aboriginal specific course content and enriched classroom experience.</p> <p>The corporate realignment of portfolios provided an opportunity for focused efforts in access and success for Aboriginal learners. Increased advising, peer mentoring and tutoring contributed to enhanced retention results.</p> </div> |

Final : September 28, 2010

**3) Compliance with the Student Access Guarantee (SAG) in 2009-10**

Through its signed MYAA, Confederation committed to participate in the SAG. For 2009-10, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 SAG Guidelines.

| <b>2009-10 TUITION / BOOK SHORTFALL AID:</b>      | <b>TOTAL \$</b> | <b># ACCOUNTS</b> |
|---|-----------------|-------------------|
| <b>Expenditures for Tuition / Book SAG Amount</b> | 90,598          | 124               |
| <b>Other SAG Expenditure to Supplement OSAP</b>   | 4,751           | 6                 |
| <b>TOTAL</b>                                      | 95,349          | 130               |

**Data as of July 6th, 2010**

- Did Confederation meet students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **YES**

**According to 2009/10 MTCU OSAP download, the total outstanding SAG obligation = \$0.**

**4) The Student Access Guarantee (SAG) for 2010-11**

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2010-11 Student Access Guarantee Guidelines.

|   |   |
|---|---|
| <p>For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.</p> <p>Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.</p> | <p>Strategy will be broken down into two phases – phase one for implementation in 2010-11 academic year and phase two implementation in 2011-12.</p> <p>Phase 1: SAG download information will be imported into Student information System, reports will be generated to assist in communicating with SAG recipients and finalization of payout. An internal review will be conducted on current practice to pay in 2 instalments. Students Aid is applied against outstanding tuition and any residual is paid by cheque.</p> <p>Phase 2: SAG and bursary information will be available at the time of loan release so students can be better informed of their financial picture.</p> |
| <p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs in 2010-11. If so:</p> <p>a) Identify the programs by name and by OSAP cost code;</p> <p>b) Describe how you determine how much loan aid to provide</p>   | <p><i>N/A as “second entry” programs are defined as being both post diploma and high demand. We have no programs that are both.</i></p>   |

**5) Participation in the Credit Transfer System**

- The following data is per the *College Graduate Outcomes Survey*:

| Survey Years | Total # of Confederation graduates who participated in Graduate Survey<br><b>(A)</b> | # of Confederation graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation<br><b>(B)</b> | % of Confederation graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation<br><b>(B ÷ A x 100)</b> | Total # of all college graduates who participated in Graduate Survey<br><b>(C)</b> | # 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<br><b>(D)</b> | % 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<br><b>(D ÷ C x 100)</b> |
|--------------|--|--|--|--|--|--|
| 2005-2006    | 898  | 55   | 6.1%   | 42,333   | 2,716  | 6.4%   |
| 2006-2007    | 825  | 56   | 6.8%   | 44,309   | 3,449  | 7.8%   |
| 2007-2008    | 790  | 50   | 6.3%   | 44,622   | 3,510  | 7.9%   |
| 2008-2009    | 645  | 41   | 6.4%   | 43,086   | 3,145  | 7.3%   |
| 2009-2010    | 587  | 36   | 6.1%   | 40,388   | 2,725  | 6.7%   |

- Per the College Graduate Outcomes Survey for 2008-2009 and 2009-2010 (based on 2007-08 and 2008-09 graduates), the *percentage* of Confederation students who were satisfied or very satisfied with academic preparation for university was **87.6%**.

Final : September 28, 2010

- Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the *percentage* of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.
- Please provide any additional comments regarding transition experience either from college to university or college to college.

Most articulation agreements require face to face interaction. Creating new ones has always been relationship based to date (with established contacts). Given that most northern and rural colleges like Confederation are geographically remote, forming new relationships and new articulation agreements with other colleges and universities out of town requires much time, travel and expense. Targeted funding would help overcome these barriers and directly assist in forming even more articulation (credit transfer) agreements for small northern and rural colleges. More direction from MTCU to universities would assist the process and outcomes.

*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. The Ministry anticipates that as data collection systems in institutions evolve, this data will become more complete. The Ministry is developing long-term indicators for credit transfer in consultation with the sector.*

- Please provide one or more example in the space provided below of a promising practice that Confederation used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Final : September 28, 2010

In addition, Confederation may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

Confederation College has utilized a double pronged approach to enhance credit transfer this past year.

- 1) We have completed eight program renewals this past year with the intent of increased credit transfer ability. An example is the university stream of Pre-health that creates direct pathways into University BScN nursing and HBK Kinesiology programs for our students.
- 2) We have created new articulation agreements and partnerships. We have partnered with Northern and Cambrian Colleges on the Mining Techniques program and with Cambrian College on the Medical Laboratory Assistant program. We have established “block PLAR” for our GAS and upgrading programs that provides advanced standing at Lakehead University. In addition, Lakehead University and Confederation College have partnered to offer an “applied” Environmental Water Management stream to the University’s existing Water Resource Science program. Effective September 2010.

## **6) Class Size**

Final : September 28, 2010

- Please provide the number and percentage of all first-year classes (all programs) at Confederation in 2009-10 that were:

| <b>Class Size</b>     | <b>Number of Classes</b> | <b>Percentage of Total Classes</b> |
|-----------------------|--------------------------|------------------------------------|
| Less than 30 students | <b>3,105</b>             | <b>92.8%</b>                       |
| 30 to 60 students     | <b>241</b>               | <b>7.2%</b>                        |
| 61 to 100 students    |                          |                                    |
| 101 to 250 students   |                          |                                    |
| 251 or more students  |                          |                                    |
| Total                 |                          |                                    |

- Please provide one or more example in the space provided below of a promising practice that Confederation used during 2009-10 regarding class size. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

When Confederation College has increases in enrolment, in most cases we are able to create new sections for a program. In some cases larger class sizes are not possible due to physical limitations. It is also a result of our program mix that has a disproportionate amount of “high tech” /high cost programs with a higher program weights than the provincial average. For instance our “implicit weight” from the most recently published Ministry’s annual “Black Binder” reports that Confederation College has the 2<sup>nd</sup> highest implicit weight in the province at 1.46 (the provincial average is 1.24).

Our higher weighted program like Aviation, Engineering and Medical Radiation Technology require a lower student teacher ratio due to lab sizes, aircraft availability, placements, etc., all that requires Confederation to keep class size smaller.

## **7) Online Learning**

- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.
- To complement this work, please provide one or more example in the space provided below of a promising practice that Confederation used during 2009-10 to develop and enhance online learning. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Confederation College also delivers a significant number of online courses and programs utilizing synchronous audio/video conferencing formats including our latest innovation, "Virtual College". This unique form of delivery uses software to allow students to attend classes in real time from the comforts of their own homes...the last word in convenience for those who cannot physically attend classes on campus but still need the structure and live interaction that synchronous classes provide. This past year we had 248 flexible delivery Post Secondary credential graduates (151 in 2009). We also had an increase in flexible delivery courses from 6,123 (2009) to 6,782 this past year.

However, our biggest success story is the double digit increase of our eLearning offerings. ELearning courses and programs are the asynchronous learning opportunities such as those commonly provided by the OntarioLearn Consortium of Ontario Colleges. This 21st century learning technology responds to today's digital world of connectivity and provides students with ultimate flexibility. Confederation's membership in the OntarioLearn consortium has allowed us as to have instant access to hundreds of asynchronous courses literally, overnight...a cost prohibitive initiative for most smaller colleges. Learner response has been excellent to the point Confederation ranks 13<sup>th</sup> out of 22 participating colleges in total registration volume according to OntarioLearn statistics for the past year. This is quite an accomplishment for a small northern college.

As a pilot project around General Electives, full-time students were given a choice to opt for traditionally delivered, classroom General Electives that were time and place specific or opt for more flexibility by selecting one of 10 specially chosen eLearning courses selected from the OntarioLearn database of courses. All of the 200 seats made available were filled within two days of registration launch!

## **8) I**

*\*DEFINITION: International enrolment\* is the headcount of full-time international students at the institution including students who are both eligible and ineligible for funding consideration.*

Final : September 28, 2010

- Confederation reported to TCU that International Enrolment\* in 2009-10 = **14**
- In 2009-10, Confederation reported to TCU the following top 3 source countries for international students:
  1. **Korea**
  2. **China**
  3. **Mexico**
- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences Confederation had in 2009-10:
  - Outbound students = **21**
  - Inbound students = **21**
- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at Confederation in 2009-10 = **256,000**
- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that Confederation had outside of Canada in 2009-10 = **127,000**
- Please list in the table below all For Credit, Stand-Alone campuses Confederation operated **abroad** in 2009-10, including city, country and total enrolment for each campus:

| <b>Campus Name</b> | <b>City/Municipality</b> | <b>Country</b> | <b>Total Enrolment</b> |
|--------------------|--------------------------|----------------|------------------------|
|                    |                          |                |                        |
|                    |                          |                |                        |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
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|  |  |  |  |

- Please provide one or more example in the space provided below of a promising practice that Confederation used during 2009-10 to develop and maintain results for international activities. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Confederation completed a comprehensive marketing plan which analysed market potential in more than twenty-seven countries. A short list was then developed which identified the top five markets which would be the focus of our international activities. Nine additional countries were identified as potential secondary markets. This activity was very beneficial in helping to focus marketing efforts.

Confederation has devoted considerable efforts to strengthen and develop our international partnerships. Five partners in China are delivering six post-secondary programs, under a joint-diploma model. This has helped solidify these relationships, establish a comprehensive system for quality assurance and engage Chinese faculty and students. A direct benefit of these efforts is an increase in student registration in September 2010.

Confederation decided to actively participate in the Student Partners Program (SPP) in India and China this past year. This resulted in a considerable increase in inquiries, applications and agent agreements. It also helped in attracting students from these markets (especially India) to Confederation.

### **9) Supply Chain Compliance**

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including colleges, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU) are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the college that are consistent with the principles outlined within the Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

- Please confirm that in 2009-10 Confederation adopted the Government of Ontario's Supply Chain Code of Ethics: **YES**
- Please confirm that in 2009-10 Confederation adopted or is in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **YES**
- In 2009-10 did Confederation participate in the Ontario Education Collaborative Marketplace (OECM)?: **YES**
- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: **\$5,000**

*This is a result of a few new copier contracts with the OECM 's new pricing with Xerox.*

- Please provide one or more example in the space provided below of a promising practice that Confederation used during 2009-10 related to supply chain management. A promising practice could be a strategy, initiative or program viewed by the institution to

be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

We are active on a local purchasing consortium (Lakehead Purchasing Consortium) that provides economy of scale for both the Tenders and RFP's as well as lower cost products and services. Members include the city, university, school of medicine, school boards, hospitals, library and health unit.

This past year we sat on a panel at a local Chamber of Commerce "Prosperity Northwest" trade show. This allowed us to discuss "doing business" with Confederation College with a room full of vendors to help them understand our new purchasing polices and how to participate in our competitive purchasing processes.

**10) Space Utilization**

Final : September 28, 2010

In 2009-10, did Confederation have a Space Utilization planning process in place to assess and optimize academic space utilization? **YES**

If yes, please indicate in the space below the methodology used to inform Confederation's academic space utilization planning process:

We hired a consultant to complete a campus master plan. This assisted us in determining the location the REACH facility. We used Infosilem software to schedule courses, faculty and rooms as well as gather data and statistics.

If yes, please provide one or more example in the space provided below of a promising practice that Confederation used during 2009-10 to assess and optimize academic space utilization. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

We continue to use centralized class, classroom and meeting room scheduling to improve and maximize utilization. We researched policies/procedures and the structure of the space utilization committee with the intent of improvements and the management of our space.

**11) Student Satisfaction**

- Per the KPI results reported in 2009-10 the student satisfaction rate at Confederation for *KPI Question #14* “Overall, your program is giving you knowledge and skills that will be useful in your future career” = **89.7%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at Confederation for *KPI Question #26* “The overall quality of the learning experiences in this program” = **84.4%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at Confederation for *KPI Question #44* “The overall quality of the facilities/resources in the college” = **69.6%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at Confederation for *KPI Question #45* “The overall quality of the services in the college” = **67.4%**

- Please provide one or more example in the space provided below of a promising practice that Confederation used during 2009-10 to increase student satisfaction. A promising practice could be a strategy, initiative or program viewed by the institution to be an

innovative practice, success story and/or key accomplishment that the institution would like to highlight.

We enhanced our security measures through the introduction of a new emergency protocol reinforced the college's commitment to working cooperatively with police services. Supporting this system was the development of a *Police/College Protocol* document which outlined procedures for responding to threats to college safety and supported a safe learning environment.

Technological advancements in the Dorion Building provided learners with the opportunity to acquire technical skills enhanced by the knowledge of innovative products and sustainable practices

The Broadcasting program, synonymous with student satisfaction, developed the technical and communication skills in a high energy, demanding, and creative manner by developing connections to business and industry. An example of this was profiled during the 2010 Vancouver Olympics as five Confederation College Broadcast Television Production students applied their skills with Aboriginal People Television Network (APTN).

Student Services partnered with the regional campuses to utilize Centra technology to complement the traditional delivery methods of counselling and learning services. Learners responded positively to the alternate approach as it was more responsive to their needs and permitted more contact between visits. While the primary motive was to reduce travel expenses the secondary intention of improved student satisfaction was achieved through enhancement of retention efforts at these campuses allowing learners to complete their studies successfully in their own community.

**12) Graduation Rate**

- Per the KPI results reported in 2009-10 the graduation rate at Confederation = **59.9%**
- Please provide one or more example in the space provided below of a promising practice that Confederation used during 2009-10 related to the achievement of the graduation rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Campus Employment Services provided part time on campus employment opportunities to full time students who contributed to the successful operations of the college. While the learners benefited from this valuable work experience they were also better informed, more engaged and more likely to utilize support services. This level of engagement resulted in an increased retention rate among those participating in campus employment opportunities.

The Access Advisor and counsellors addressed the unique needs of mature learners who did not meet traditional admissions requirements and provided support during the critical enrolment stages from engagement to registration and throughout the year. With the opportunity to provide one-on-one support and guidance during the critical recruitment, application and admissions stages we found that this position had a profound impact on many learners. This support and ongoing counselling helps support and graduate more non-traditional learners.

Targeted support services based on the unique needs of Second Career learners enabled a record number of these students in preparatory one year pre-health and pre-technology programs the opportunity to be successful. Their graduation from these programs (*38 students*) provided them with the foundation necessary to further their studies and careers.

### **13) Graduate Employment Rate**

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at Confederation = **84.7%**
- Please provide one or more example in the space provided below of a promising practice that Confederation used during 2009-10 related to the achievement of the graduate employment rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

As a high quality educator preparing individuals for technical careers within the Armed Forces, we continued to strengthen our partnership with the Canadian Forces by preparing approximately a dozen students from Northwestern Ontario for career opportunities. The “Non-Commissioned Member Subsidized Education Plan” provided qualified learners with a salary while completing their education and prepared them for guaranteed career opportunities. This initiative arrangement was part of a strategic plan to provide technically qualified personnel for a modern Canadian Military.

Mining exploration north of Lake Superior is offering a way out of economic stagnation for many communities but will also provide an economic and social impact that is far-reaching creating a multitude of employment opportunities. The College positioned itself so its learners could benefit from the Ring of Fire initiatives by devising a planning process to help meet the immediate and future needs of the regional mining industry thus ensuring the employability of graduates for years to come.

We have updated programs like accounting (based on specific program like accounting advisory committee’s recommendations) into ones that have a final semester placement. This practical experience coupled with our applied curriculum results in a higher employment rate in fields like Human Resources (where local firms have told us they would always hire a Confederation Graduate over a University graduate all others things being equal).

**14) Student Retention Rates**

The table below has been pre-populated with the proposed results set for 2008-09 in Confederation’s approved Multi-Year Action Plan. Referring to these proposed results, please identify Confederation’s achieved results for 2009-10.

|   | <b>Proposed Result for 2008-09<br/>From Action Plan</b> | <b>Retention Rate Achieved<br/>For 2008-09</b> | <b>Retention Rate Achieved<br/>For 2009-10</b> |
|---|---|--|--|
| 1 <sup>st</sup> to 2 <sup>nd</sup> Year | <b>63.7%</b>  | <b>72.7%</b>                                   | <b>75.5%</b>                                   |
| 2 <sup>nd</sup> to 3 <sup>rd</sup> Year | <b>84.4%</b>  | <b>88.3%</b>                                   | <b>85.0%</b>                                   |
| 3 <sup>rd</sup> to 4 <sup>th</sup> Year | <b>n/a</b>  | <b>n/a</b>                                     | <b>n/a</b>                                     |

- Please indicate in the space below the methodology used by Confederation to calculate the retention rates indicated above:

For a 2-year program: the methodology is: taking the number of students on November 1st (on the year previous to the year we are reporting on) who were in the first year of a 2 year program compared to the number of students in the 2nd year of a 2 year program on the reporting year’s fall audit date.

Same with a 3-year program.

Final : September 28, 2010

- Please provide one or more example in the space provided below of a promising practice that Confederation used during 2009-10 related to student retention. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The School-College-Work Initiative (SCWI) provided a seamless transition for students from secondary school to college as a way of encouraging participation in post-secondary education. One program that was particularly successful in delivering on this transitional model was the Dual Credit Program offered in co-operation with local and area high schools which provided 160 students from high school the ability to enrol in college level courses, receiving a dual credit for both their high school diploma and future college education. SCWI programs also served 1100 Grade 7 and 8 students through the 'Student Connection Program' and 200 teachers in the 'Connection Teachers' activities. Our welding program put in an additional section due to student demand largely based on the students from the SCWI. In fact, over 60% of this year's students enrolled in the Welding Techniques program completed the SCWI advanced standing welding last year.

The staff of Sibley Hall committed to mentoring and engaging the 230 learners living in our residence community. Over 130 activities provided everyone an opportunity to become involved and develop a healthy balance between social and academic demands. Access to academic support, regularly scheduled educational programming and information sessions on a variety of topics offered throughout the academic year encouraged self-improvement and the maturity of a social conscience. Working collaboratively across the college, the staff connected learners to campus services and demonstrated how best to provide learners with the support necessary to positively impact retention.

This past spring, Confederation College demonstrated commitment to learner retention by supporting a team of 16 faculty and staff to attend the two-day conference entitled *Student Retention: A College-Wide Imperative* hosted by Colleges Ontario. The opportunity to converse and learn from experts such as Jim Black and Ross Finnie proved to be an invaluable experience and translated to strategies that will be implemented in the upcoming year. Our commitment to learner retention was reinforced by this professional development opportunity which enhanced our cultural understanding and appreciation for retention and allowed us to begin to develop an institutional framework.

### **15) Quality of the Learning Environment**

- Please provide information in the space provided below of what Confederation did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

*Academic Programming:* Program renewal was completed on 8 programs with another 4 just beginning. In addition we completed program developments for 3 new programs. The BScN Collaborative Nursing program received accreditation.

*Student Engagement and Satisfaction:* was enhanced with a new survey tool launched in September 2009 called College Student Success Survey in which we had 2,561 respondents (previous years it was only the first year that was surveyed).

*Student Services & Supports* was at its all time high with emphasis on increased access and support for our students. Confederation completed a four-year First Generation Access Routes Project which provided practical research and application of such access strategies as awareness, guidance, mentoring, aptitude testing and career exploration. In addition, our new access advisor addressed the unique needs of mature learners (many who are First Generation, Second Career and Aboriginal students).

*Teaching Classroom Enhancements:* Educational technology was enhanced with the one-time \$1.0 million college equipment renewal program. This included such things as a new much needed airplane and e-classrooms in our Fort Frances and Kenora campuses that all helped update academic equipment in order to provide state of the art technology to improve program quality. Black board use at Confederation College continues to grow and all fulltime and part time faculty now use it. In addition we spent almost \$6.3 million of the Trades and Technology project that renewed 40 year old infrastructure, instructional equipment and learning spaces in our McIntyre trades building.

*Operations:* Staff development was maximized with almost \$.2 million spent on staff and faculty development despite a year in which we had over \$1.3 million in cuts. This included PD leaves and a staff orientation day with inspirational keynote speaker MICHAEL "pinball" CLEMONS. Construction/academic equipment purchase for the new Reach KIP funded building totalled \$2.2 million. This multiyear projects will be fully completed in 2010/11 and will provide not only expanded capacity for 300 students but also state of the art educational equipment.

**PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES**

• **Increased Participation of Under-Represented Students — Programs/Strategies**

As part of its 2008-09 Report Back, Confederation was asked to provide 3 to 5 examples of how its strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

| <b>Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)</b>  | <b>Achieved Results of the Transition Year Strategies for 2009-10</b>   |
|--|---|
| <p>Aboriginal Access: The main strategy is a cohesive focus on partnerships with Negahneewin College and its Council, postsecondary and distance programming, the Innovation and Skills Development division, and managers of the regional campuses to work with small, remote and aboriginal communities providing the opportunities for aboriginal students across the catchment area to success in accessing education for personal development and employment.</p> | <p>We had 762 aboriginal applicants to post secondary programs with 889 aboriginal students enrolled this year. Through Negahneewin College, we deliver on campus and regionally through Distance Learning. In the past year Negahneewin have been working with Innovation and Skills Development to offer preparatory skills (Academic Upgrading). This is a regional and Aboriginal specific focused delivery with the community based partnerships developed by Innovation and Skills Development.</p> |
| <p>Students with Disabilities: The continuing success of the Learning Centre and Student Supports will ensure that the maximum number of students can access timely learning accommodation assistance. Our student assistance employs the most up to date strategies and tools to facilitate student success.</p>  | <p>Targeted transition workshops, an orientation manual for faculty, a staff customer service guide and the acquisition of mind mapping software assisted in supporting the needs of 446 students with disabilities (an increase from the previous year 428).</p>   |
| <p>First Generation/ "At Risk" /Mature Students: Reports for the "First Generation" and "Foundations for Success" Projects will form the foundation along with the "Strategic Enrolment Plan" of strategies to enhance enrolment and retention of these three student cohorts.</p>   | <p>Implementation of specific strategies allowed us to impact the lives of the 950 First Generation learners (an increase from 352) and their families, and has left a legacy of understanding, appreciation and best practices for serving First Generation learners.</p>  |

- **Small, Northern and Rural (SNR)**

As part of its 2008-09 Report Back Confederation was asked to describe how it would continue to build on its existing SNR strategy in 2009-10. Please identify the achieved results of these strategies for 2009-10.

| Description of Transition Year SNR Strategy for 2009-10 (per the information provided in your 2008-09 Report-Back)  | Achieved Results of the Transition Year Strategies for 2009-10  |
|---|---|
| <p>Postsecondary: an Integrated Plan, which encompasses our 6 regional campuses and distance education will determine a multi-year plan for postsecondary delivery to be responsive to community needs. Delivered using a range of alternate delivery modes, which allows for smaller numbers of students in various communities to participate in more locations to build a full cohort.</p> <p>Training and Community development: focus will continue on the strategies outlined in the preferred trainer, transition to a knowledge-based economy and community development as noted above.</p> | <p>Through the delivery of the Postsecondary Integrated Plan which includes the 6 regional campuses in conjunction with Distance Education record enrolment of 511 students was achieved at the fall audit. We offered a wide range of programs which included offerings from Health, Business and Community Services. This included such offerings as flexible delivery (video conferencing/Centra) of Practical Nursing in Geraldton, Marathon and Atikokan; to meet community demand.</p> <p>Overall activity in training and development approximately \$10 million in gross revenue. We are experiencing an increased demand in the mining and resource based sectors.</p> |

- **Quality of the Learning Environment**

As part of its 2008-09 Report Back Confederation was asked to provide 3 to 5 examples of how its quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

| <b>Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)</b>  | <b>Achieved Results of the Transition Year Strategies for 2009-10</b>  |
|--|--|
| <p>RESPECT Project: targets students, faculty and the college community at large integrating a number of programs and strategies meant to raise awareness of how people should treat one another. Confederation draws on the skills of a presentation team of fifteen (staff, faculty and student leaders) to present to every classroom, service sector and college department.</p> | <p>In response to the college specific KPI question Did the Respect campaign create a positive learning environment at Confederation College, 59% of the respondents confirmed that our efforts were beneficial. This past year Respect took on a new meaning from what we do to who we are. It became infused into our learning environment and adopted as a part of our corporate culture. Respect also steered our college-wide inclusion project and created the framework for moving forward.</p> |
| <p>Educational Technology: more access to individual computers for students, smart classrooms and the use of Blackboard.</p>   | <p>We have refreshed computer labs this year, completed installing smart classrooms in every classroom and have rolled out blackboard training so that 100% of all courses at the college have a blackboard presence.</p>  |
| <p>Alternate Delivery: The present strategies to expand quality programming for student accessing College programming both part-time and full-time by remote access and connectivity will continue.</p>  | <p>We had an increase of 11% in courses available through flexible delivery.</p>   |