

2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Confederation College
--------------------------	------------------------------

OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the un-audited enrolment forecast for 2010-2011 reported to the Ministry on November 1, 2010 (Full-Time funded students only: does not include Second Career, Apprentice or International students).*

Confederation College reported to the Ministry the total Headcount enrolment in 2010-2011 = **3,035**.

Please indicate the number of students aged 18-24 (age as of November 1, 2010) from the total Headcount enrolment reported by **Confederation College** to the Ministry for 2010-2011 = **2,148**.

Please indicate the number of students aged 25+ (age as of November 1, 2010) from the total Headcount enrolment reported by **Confederation College** to the Ministry for 2010-2011 = **819**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2010) enrolled at **Confederation College** in 2010-2011= **68**.

*The space below is provided for **Confederation College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment - Headcount

Numbers do not balance to the final audit of 3,061, as the 3,035 coded on this MYAA was only the unaudited enrolment forecast; so we reduced the 18-24 group to balance to the 3,035 above.

Please provide one or more examples, in the space provide below, of highlights from **Confederation College's** Enrolment Management Plan that **Confederation College** used during 2010-2011 to manage enrolment.

A concerted effort was made in outreach initiatives to blend high tech and high touch strategies to ensure that applicants were assisted as they progressed from a prospect to a registrant. The use of social media and electronic campaigns were supplemented by personal phone calls and additional high school visits to assist applicants at each stage of the enrolment cycle. The ongoing utilization of Talisma technology (CRM proprietary software) allowed for segmented communication as well as in-depth tracking and analysis. This information proved invaluable to assess return on investment of activities.

Data was an integral part of our enrolment efforts. The addition of an Institutional Researcher and the support of internal (IT, TLC) and external partners (OCAS, MofE) provided us with the opportunity to convert data into valuable information and to begin developing approaches such as predictive modelling. OCAS spent considerable time developing our repertoire of reports and reporting capability in a cross-college manner. We have established the foundation from which to move forward with more sophisticated, proactive enrolment tactics – keeping SEM at the core of all our efforts.

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 institution's 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 Full-Time <i>Students with Disabilities</i> at Confederation College who registered with the Office for Students with Disabilities and received support services in 2010-2011= 481</p> <p>Full-Time Students with Disabilities as a percentage of Full-Time Enrolment at Confederation College in 2010-2011 was: (calculation based on the total number of Full-Time Students with Disabilities (481) provided above by Confederation College, divided by Confederation Colleges 2010-2011 Full-Time Enrolment Headcount (3,035)) = 15.8%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Confederation College who registered with the Office for Students with Disabilities and received support services in 2010-2011 = 0</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Confederation College in 2010-2011= 1,378</p> <p>Full-Time First Generation Students as a percentage of Full-Time Enrolment at Confederation College in 2010-2011 was: (calculation based on the total number of Full-Time First Generation Students (1,378) provided above by Confederation College, divided by Confederation Colleges 2010-2011 Full-Time Enrolment Headcount (3,035)) = 45.4%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Confederation College in 2010-2011 = 0</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Confederation College in 2010-2011= 631</p> <p>Full-Time Aboriginal Students as a percentage of Full-Time Enrolment at Confederation College in 2010-2011 was: (calculation based on the total number of Full-Time Aboriginal Students (631) provided above by Confederation College, divided by Confederation Colleges 2010-2011 Full-Time Enrolment Headcount (3,035)) = 20.8%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Confederation College in 2010-2011 = 36</p>

* The space below is provided for **Confederation College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students -

The desire to self-declare changes throughout the enrolment cycle, therefore, Aboriginal and First Generation learners were provided with three opportunities to indicate if they were the first in their family to attend a post-secondary institution or if they were of Aboriginal descent: OCAS Application, Student Success Survey, Stand Up and Be Counted Self-Declaration Survey. The additional internal survey and campaign for self-declaration have improved our ability to identify and provide appropriate services for our students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Confederation College's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Confederation College's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Confederation College's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>
<p>This year two blind students completed the College's basic computing course MC 155. Because the course is highly visual, and hands on, a creative approach was needed for the two students to be successful. They were registered in the course delivered via Centra, an online learning tool. This allowed them to access archived online recordings of each class whenever they wanted. The College was able to access the Bursary for Students with Disabilities to hire the Professor, who was teaching the class, to work with the two students together two hours a week in order to provide them with the level of direct instruction they needed to be successful.</p> <p>In addition to delivering our regular Summer Transition Program for high school students transitioning to the College a successful WSIB Transition Program was delivered for new students funded through WSIB. Twenty five WSIB clients received information on study skills, Disability Services procedures and the other student services available at the College.</p>	<p>Retention efforts targeted at our First Generation learners have been enhanced with FG funding from MTCU. Our staffing reflected the change in focus from outreach to retention. Student advisors replaced recruiters as the cornerstone of this program and worked in a proactive manner reaching out to the increasing population of FG learners. Each advisor is connected to an academic program and serves as the initial point of contact and a referral source for new learners. They have become a vital part of our team implementing many programs and strategies to impact retention. One such initiative was a coffee campaign piloted during the spring with great success. Students were invited to receive a free coffee coupon by just stopping by the Student Success office and meeting with their advisor. This awareness campaign was a successful way of attracting students into the office and familiarizing them with the area and the services offered to support them during their studies. Even better, it made them aware of and connected them to their individual advisor. As a part of the First Generation program, all participants were tracked and final success will be determined at the duration of their program.</p>	<p>The Learning Cafe is a community-based project that Confederation College's Negahneewin College of Academic and Community Development has developed and nurtured. "Our focus is providing access to learning for all people. Regardless of your age, experience and life story. The Learning Cafe believes that learning opportunities belong to everyone". This drop in center is located in Thunder Bay's socially and economically diverse downtown community. The Learning Cafe has enabled more Aboriginal students to prepare for college due to location, awareness, assessment, mentoring and programs.</p>

3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, **Confederation College** committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

**NOTE: SAG data as of June 9, 2011*

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$75,847	99
Other SAG Expenditure to Supplement OSAP	\$152,024	53
TOTAL	\$227,871	152

Did **Confederation College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?

Yes

4) Participation in the Credit Transfer System

The following data is per the College Graduate Outcomes Survey:

Survey Years	Total # of Confederation College graduates who participated in Graduate Survey (A)	# of Confederation College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of Confederation College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
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%
2010-2011	812	52	6.4%	50,622	3,355	6.6%

Per the College Graduate Outcomes Survey for 2009-2010 and 2010-2011 (based on 2008-2009 and 2009-2010 graduates), the percentage of **Confederation College** students who were satisfied or very satisfied with academic preparation for university was **87%**.

Per the College Graduate Outcomes Survey for 2010-2011 (based on 2009-2010 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **79.2%**.

NOTE: The Ministry recognizes that this is a census survey in which the response rate is approximately 66%. The Ministry also recognizes that this only captures college graduates who have transferred within 6 months of graduation and is not the complete picture of college-university transfer students. 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 highlights, in the space provided below, of an activity that **Confederation College** used during 2010-2011, and which contributed to maintaining or improving **Confederation College's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), changes to student supports or program viewed by the institution to be an innovative practice, a success story and/or a key accomplishment. In addition, **Confederation College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

1) Expanding Transfer Pathways, excluding collaborative degree programs without a transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, pathway projects to support college to college or college to university transfer, etc.) :

- Investigate and begin to develop the Northern College's Collaborative Credit Transfer agreement. The Northern Colleges have begun discussions amongst each other (and with fellow Northern Universities) to create improved pathways for our graduates and current learners, Meetings were held at our campus and other college/university campuses, these discussions have been positive and are ongoing.
- Development and renewal of programs/courses to ensure our current credit transfers/articulations are maintained (new course development to match the changing outcome requirements of our university partners). Faculty members were released in order to create courses that will help our students transfer seamlessly to university. This has been an issue for many of our Business students in the past and this will help to eliminate current bridging courses in many of our current credit transfer opportunities.
- Started talks for a Nipissing University formal partnership that provides graduates from Confederation's 3-year Business Administration program the opportunity to earn a Bachelor of Commerce degree from the university in one year. The program will be offered as a hybrid delivery. Students will complete course-work online and attend course tutorials facilitated by business coaches on the Confederation College campus.
- Lakehead University and Confederation College have partnered to offer an "applied" Environmental Water Management stream to the University's existing Water Resource Science program. This new program element will provide students with a more comprehensive and hands-on learning experience, which representatives from both institutions fully expect will create enhanced career opportunities for those who complete the four-year degree. Upon successful completion of this program, students receive an Honours Bachelor's degree in Water Resource Science from Lakehead University, an Environmental Technician Diploma from Confederation College, and can write exams to be eligible for their Water and Wastewater Operator-in-Training and Entry-Level Drinking Water Operator certifications from the Province.
- Have worked with Lakehead University, Ryerson University, Nipissing University, Laurentian University, University of Windsor, Throneloe University, George Brown College, Cambrian College, and others on formal partnerships, MOUs, and articulations over this past year due to some increased ministry funding.

2) Providing Support Services for Transfer Students (including student transition experience/activities and supports to promote student success):

Working to ensure our articulation information is available, current, easily accessible, and communicated. This assists students with having easily accessible information to help transition them in/out of our college from/to other post secondary institutions

3) Improving Transparency and Access to Information about Credit Transfer and Transfer Pathways:

One of our significant new strategies during this time: Students having achieved a certificate, diploma or degree from an accredited college or university shall receive one General Education credit and one entry level Communications credit upon admission into Confederation College.

5) Class Size*

**DEFINITION: Class size is the number of students per class in a section. A section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom. Each section should only be counted once. Students who withdrew part way through should be included in the count. Labs and tutorials are considered and sub-sections and should be excluded from the count. One-on-one independent study and/or practicum should also be excluded.*

Please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **Confederation College** in 2010-2011 using the calculation indicated above:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	373	64.9%
30 to 60 students	195	33.9%
61 to 100 students	7	1.2%
101 to 250 students	0	0%
251 or more students	0	0%
Total	575	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	190	69.1%
30 to 60 students	83	30.2%
61 to 100 students	2	0.7%
101 to 250 students	0	0%
251 or more students	0	0%
Total	275	100%



3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	49	84.5%
30 to 60 students	9	15.5%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	58	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4 th Year Sections
Fewer than 30 students		
30 to 60 students		
61 to 100 students		
101 to 250 students		
251 or more students		
Total		

*The space below is provided for **Confederation College** to describe methodology, caveats and other information regarding the numbers reported above re: Class Size.

These counts are much lower than last year, as this years report is only including class sections that are part of a program.



Please provide one or more highlights, in the space provided below, of a **Confederation College** activity in 2010-2011, which contributed to maintaining or improving **Confederation College's** class size initiatives. This 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 has continued to maintain small class sizes with increased enrolment pressures. New sections were added in high demand programs that we could accommodate. Our Regional Integrated Plan ensures that we are able to offer programs and courses across our many communities even with small enrolment at individual campuses or locations.



6) eLearning

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the Government of Ontario announced the creation of a new Ontario Online Institute (OOI). In spring 2010, the Ministry conducted a survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Online Ontario Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

A Fully Online Learning (asynchronous) program describes a program, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.

A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.

Please indicate in the table below the number of Ministry-funded courses, programs **Confederation College** offered in 2010-2011 and corresponding registration information -

*An Ontario College Credential includes: Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate (or the French-language equivalent).

* Other Credential includes: local board certificates, non-credit courses and other similar course/program offerings.

COURSES	Ontario College Credential*	Other Credential*
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	36	2,154
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	184	16
Total # of Ministry-funded courses offered through the above eLearning formats	220	2,170
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	4	56
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	36	116
Total # of Ministry-funded programs offered in the above eLearning formats	40	172
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	0	55
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	146	26
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	146	81

*The space below is provided for **Confederation College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

Generally speaking, Continuing Education registrations are course driven rather than program driven. To that end most students working towards an "Other Credential" document prefer not to identify their intention until they complete most or all of the required courses (assuming no specific program entrance requirements). In addition, the Centre for Continuing Education caters to hundreds of full-time, campus students who take advantage of the flexibility that Online offers by substituting Online courses for structured classroom deliveries that appear on individual timetables (for those offerings that have been granted equivalency status by the Program Coordinator and Academic School Dean). Consequently, the numbers indicated above only reflect a portion of the activity in this rapidly growing area of the department. These numbers represent total programs offered and students who have completed an entire program and have been granted their credential. Overall activity in this area is better reflected by the individual course registrations that totaled 1,726 for the same fiscal period. At this time, there is no readily accessible way to determine how many of these students intend to register for and/or complete an entire program.

Hybrid Learning****DEFINITIONS:**

*A **Hybrid Learning course** is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.*

*A **Hybrid Learning program** is a program in which 80% or more of its courses are hybrid learning courses.*

In the space provided below, please highlight one or more examples of **Confederation College's** use of Hybrid Learning courses and/or programs in 2010-2011.

No Hybrid Learning courses/programs in 2010/11

Please provide one or more highlights, in the space provided below, of a **Confederation College** activity in 2010-2011, which contributed to maintaining or improving **Confederation College's** eLearning initiatives. This 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.

Online or eLearning courses continue to be popular choices for Confederation College students. These 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. As noted in last year's report, the popularity of these offerings coupled with the immediate availability of hundreds of courses in a variety of disciplines prompted Confederation to propose that full-time local and regional students be given a unique scheduling option in the fall of 2010. As a pilot project around General Electives, students were given a choice to add flexibility to their timetables by substituting an Online GE offering in lieu of a classroom delivered one. The results were amazing...all available Online seats in this pilot were filled in record time. The Fall 2010 and Winter 2011 pilot project demonstrated the tremendous demand for Online courses...no doubt because of the flexibility that these asynchronous offerings provide. As a result, we've embarked on a college-wide series of conversions that will see a number of Online alternatives to traditional classroom deliveries. The initial plan will be to convert courses that are common to most programs first. Consequently, conversions for General Electives and first semester, English/Communication will commence spring 2011 and continue throughout the summer with a goal of having 5 to 10 Online alternatives ready for timetable selection by fall 2011.

7) International

7.1 Initiatives

Please identify emerging markets for International Students (i.e. countries who are not represented in **Confederation College's** current top five source countries for International Students, as shown in International Enrolment section below) in which **Confederation College** actively engaged in recruitment activities in 2010-2011:

China
Saudi Arabia
Brazil

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Confederation College** had in 2010-2011:

- Outbound students* = 15
*DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.
- Inbound students* = 12
*DEFINITION: Inbound students are international students registered at an Ontario college/university to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Confederation College** in 2010-2011 = **\$250,083**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Confederation College** had outside of Canada in 2010-2011 = **\$165,000**

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which **Confederation College** delivers courses and/or programs **abroad (outside of Canada)** in 2010-2011, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the campus in 2010-2011	Provide 2010-2011 total enrolment in each program offered listed in this table
Jiangyin Polytechnic Coll	Jiangyin / China	Business Accounting	94
Shandong Vocational Coll	Weifang / China	Mechanical Engineering	14
Lianyungang coll	Lianyungang / China	Multimedia	10
Lianyungang coll	Lianyungang / China	ECE	125
Zaozhuang University	Zaozhuang / China	Business Marketing	34
Qingdao Coll Hotel Mgmt	Qingdao / China	Hospitality Mgmt	84

7.2 Enrolment

In 2010-2011, **Confederation College** reported to the Ministry the following top 5 source countries for international students:

	Source Country	Number of Full-Time International Students from Source Country	International Students from Source Country as a Percentage of Confederation College Total Full-Time International Student Enrolment
1.	India	7	35%
2.	Korea	2	10%
3.	Mexico	2	10%
4.	Vietnam	2	10%
5.	United States	2	10%

Confederation College reported to the Ministry that International Enrolment* in 2010-2011 = 20

**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, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.*

*The space below is provided for **Confederation College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment.

Full-Time International Enrolment as a comparative percentage of Full-Time Enrolment at **Confederation College** in 2010-2011 was:
(calculation based on the total number of Full-Time International Enrolment (20), divided by **Confederation College's** 2010-2011 Full-Time Enrolment Headcount (3,035)) 0.66 %

Please provide **Confederation College's** 2010-2011 Part-Time International Student Enrolment = 0



7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **Confederation College** in 2010-2011 = 12

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Confederation College** used in 2010-2011 to create pathways for *International students* from **Confederation College's** ESL programming to postsecondary studies.

Graduates of our EAP program meet Confederation's English proficiency requirements for most post-secondary programs. They do not have to provide an IELTS score. Program coordinators make presentations to EAP students regarding specific program highlights.

Please provide one or more highlights, in the space provided below of a **Confederation College** activity in 2010-2011, which contributed to maintaining or improving **Confederation College's** international initiatives. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.

Confederation College engaged representatives in key markets such as India and China, to activate a regional agent network and to work directly with students, assisting them in the application process. This approach increased Confederation's visibility in the market, improved the quality and support of local agents and raised the overall quality of student applicants.



8) Supply Chain Compliance / Broader Public Sector Accountability Act

SUPPLY CHAIN COMPLIANCE

Effective April 1, 2010, Broader Public Sector 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 Government of Ontario's 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.

Confederation College confirmed in its 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, **Confederation College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Confederation College confirmed in its 2009-2010 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2010-2011, **Confederation College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Confederation College confirmed in its 2009-2010 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **Confederation College** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Confederation College's** OECM purchases in 2010-2011: 57,302

Please provide one or more highlights, in the space provided below, of a **Confederation College** activity in 2010-2011, which contributed to maintaining or improving **Confederation College's** supply chain initiatives. This 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 members of the Lakehead purchasing consortium that has membership across the local public sector including the school board, hospital, university and City of Thunder Bay. This consortium provides group tendering/contracts for such supplies as supplies, paper, corporate travel and courier services. The purchasing group also regularly meets to discuss supply chain initiatives.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All colleges were to be in compliance with the *Broader Public Sector Accountability Act, 2010*, proclaimed on April 1, 2011. The *Act*, through two new directives (procurement and expenses), establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act, 2010* provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including colleges, to establish rules on perquisites.

BPS Procurement Directive

The new BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

- i. formally adopt the supply chain code of ethics in accordance with their governance processes; and
- ii. comply with the mandatory requirements of the Directive.

Given the proclamation date of April 1, 2011, **Confederation College** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Confederation College** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Confederation College** adopted in 2010-2011 to prepare for compliance.

The college Purchasing Officer and Director attended the March 28th BPS supply chain training in Toronto. We subsequently revised our internal practices on spending authorization limits, procurement and consultants which was approved by our board in April 2011.

The purchasing department also made presentations to the management team and are conducting training to college departments.



BPS Expenses Directive

The new BPS Expenses Directive improves accountability and transparency for BPS organizations by:

- i. requiring designated BPS organization to establish expense rules, and
- ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

Given the proclamation date of April 1, 2011, **Confederation College** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Confederation College** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Confederation College** adopted in 2010-2011 to prepare for compliance.

The travel and hospitality practice was revised and approved by our board in April 2011.

The finance department also made presentations to the management team and are conducting training to college departments.

BPS Perquisites Directive

The new BPS Perquisites Directive requires BPS organizations, including colleges, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the college including appointees, board members, elected officials and employees.

Given that the effective date for compliance is August 2, 2011, **Confederation College** is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require **Confederation College** to attest that it is in compliance with this Directive.



9) Space Utilization

Confederation College indicated in its 2009-2010 MYAA Report Back that it had a Space Utilization planning process in place to assess and optimize academic space utilization.

Please provide one or more highlights, in the space provided below, of a **Confederation College** activity in 2010-2011, which contributed to maintaining or improving **Confederation College's** space utilization initiatives. This 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 continues to use a centralized classroom and meeting room scheduling system to ensure adequate and optimized academic space utilization.



10) Student Satisfaction

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Confederation College** for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **89.8%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Confederation College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **84.9%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Confederation College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **70.7%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Confederation College** for KPI Question #45 "The overall quality of the services in the college" = **69%**

Please provide one or more highlights, in the space provided below, of a **Confederation College** activity in 2010-2011, which contributed to maintaining or improving **Confederation College's** student satisfaction initiatives. This 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.

In an effort to address the satisfaction and overall retention of regional learners, a Regional Student Advisor was introduced to the western campuses. This individual worked with learners from a prospect stage through to gradation engaging, referring and liaising on their behalf. Use of early alert tools provided the mechanism necessary to indentify those most likely to withdrawal. Proactive outreach and retention strategies were implemented to ensure success for all learners. Appropriate referrals and linkages to other college and community resources were essential to the success of many.

This past year was a pivotal point for It's About Respect. What started as a campaign meant to raise awareness of how people should treat one another, It's About Respect evolved in both its direction and mandate to allow us to meet "the need of the day" while continuing to educate, mentor and create awareness within our students, staff, and faculty. This initiative, meant to raise public awareness, to make civility a topic of discussion, and to raise the bar in terms of our expectations when it comes to behavior, has become ingrained into our everyday operations at our college.

11) Graduation Rate

Per the KPI results reported in 2010-2011, the graduation rate* at **Confederation College** = 61.2%

Please provide one or more highlights, in the space provided below, of a **Confederation College** activity in 2010-2011, which contributed to maintaining or improving **Confederation College's** graduation rate initiatives. This 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 full utilization of a Student Success early alert survey provided the ability to identify and proactively intervene with learners who are most likely to leave their studies prematurely. This 15 question survey administered at the time of registration had a 78.9% response rate. Integrating Banner SIS data and the survey results, IT developed a risk analysis and series of reports at both college and program levels. Coordinators and student services staff received reports of learners who may be at risk in four key areas: academic, career, financial, personal. Various targeted and proactive cross-college intervenes ensued including risk awareness appointments, specific workshops, and referrals.



12) Graduate Employment Rate

Per the KPI results reported in 2010-2011, the graduate employment rate, 6 months upon graduation, at **Confederation College** = **85.8%**

Please provide one or more highlights, in the space provided below, of a **Confederation College** activity in 2010-2011, which contributed to maintaining or improving **Confederation College's** graduate employment initiatives. This 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.

Several Confederation College programs were approved for eligibility in the Canadian Forces Non-commissioned Member –Subsidized Education Program (NCM-SEP) offered by the Armed Forces. This Canadian Forces initiative, in partnership with Confederation College, was part of a strategic plan to provide technically qualified personnel for a modern Canadian Military. This program enabled our learners to complete our programs which also fulfilled all or most of the initial occupation training requirements for an occupation in both Army and Navy trades in the Regular Force. Under the NCM-SEP, their education was subsidized for up to two years; their tuition, books and academic equipment were funded; and they received a salary while attending school. Additionally, they had summer employment in-between their academic years, and were guaranteed job at the end of your program. In exchange for this subsidization, our learners will serve a period of time with the Armed Forces while they continue to enhance their skills. This program served as a wonderful way for our learners to gain relevant employment and develop the skills necessary to be successful in their chosen trade.

13) Student Retention

The table below has been pre-populated with the results from **Confederation College's** 2009-2010 MYAA Report Backs. Please identify **Confederation College's** achieved results for 2010-2011 using the following methodology :

Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs on which enrolment is reported at minimum twice).

	Retention Rate Achieved for 2009-2010	Retention Rate Achieved for 2010-2011
1st to 2nd Year	<u>75.5%</u>	2010 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>975</u> \div 2009 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>1,359</u> $\times 100 = \underline{71.7\%}$
2nd to 3rd Year	<u>85%</u>	2010 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>125</u> \div 2009 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>135</u> $\times 100 = \underline{92.6\%}$
3rd to 4th Year	<u>N/A</u>	2010 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>0</u> \div 2009 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>0</u> $\times 100 = \underline{0\%}$

*The space below is provided for **Confederation College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Student Retention.

These numbers are calculated using the post secondary enrolment changes from previous year's first and second year enrolment to this year's second and third year's enrolment. Any transferred in students or students taking a year off between years may skew reported results.



Please provide one or more highlights, in the space provided below, of a **Confederation College** activity in 2010-2011, which contributed to maintaining or improving **Confederation College's** retention initiatives. This 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.

In response to the significant number of learners who withdrew because of inappropriate program choice or reported devoting little time to career selection, a more robust career advising / counselling approach was adopted by Student Services. Counsellors, advisors and recruiters were provided with the tools and training necessary to implement a tiered strategy that targets learners at all stages of the enrolment cycle. Strong Inventory, Career Cruising and Type Focus inventories were a few of the tools that provided learners with clear and accurate feedback on career choices and relevant programming. Learners who benefitted from this enhanced service will be tracked throughout the duration of the studies to determine the impact of this service.

Student Services and the School – College – Work Initiative (SCWI) developed an innovative and interactive video designed to address the gap between expectation and reality – an ongoing concern for many learners who are the first to attend college or who lack the knowledge necessary to ensure a seamless transition from high school to college. Targeted at high school students who may be defined as 'at-risk', this video captured the attention of this specific demographic and introduced college support services in a relevant and authentic manner.



14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **Confederation College** used in 2010-2011 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality for the three quality measure categories indicated below -

1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)

The Teaching and Learning Centre (TLC) was established in August, 2010, with a mandate to support both professional development (PD) for faculty as well as the program review and development processes for Confederation College. A faculty professional development program was developed and codified; it has become a key component of faculty PD, encouraging professors to contribute to the college's model of continuous quality improvement by way of an enhanced teaching and learning environment. The TLC established a website that now boasts content and hyperlinks to resources related to a broad cross-section of subjects, in support of new and existing college professors. There were 445 individual registrations for faculty professional development sessions between August, 2010, and March, 2011. The 445 registrations involved 97 different faculty members. A full 100% of attendees said they would recommend future TLC sessions to their colleagues.

2) ENGAGEMENT (Examples may include new student orientation, work-learning opportunities, etc.)

Sibley Hall Residence provides 230 learners with more than just a room – it affords them the opportunity of academic success through community building and engagement fostering both educational and social development. With well over one hundred activities and events, Sibley Hall residents have the opportunity to develop an appropriate work / life balance while being supported by peers and college staff. These opportunities for engagement are critical to the overall academic success of many learners as they contribute to an overall sense of belonging.

The Student Union of Confederation College Inc. (SUCCI) is the student government body that represented and served the learners of Confederation College. While many student unions stopped at the role of representation and advocacy, SUCCI embraced the opportunity to impact learner engagement. With a \$2 million budget, 6 professional staff, and 20 board members, SUCCI provided a wide variety of services to enhance a student's overall College experience including special events, a food bank, campus recreation and wellness and diversity programming. Approximately 300 learners participated in the campus employment services supported by SUCCI and benefited from part time employment opportunities across the college. Through pro-active leadership and representation, SUCCI advocated for the best interest of the student body and provided many student services which complemented student life, fostered personal growth and development, and enhanced the formal education process.

3) SUPPORT (Examples may include personal and academic supports to students, etc.)

Building on the foundation that Negahneewin College of Academic and Community Development (NCACD) operates as a college within a college, Confederation College Student Services enveloped NCACD Aboriginal Student Services to provide integrated support of all learners. Recruiters, advisors, counsellors and learning assistance staff worked in a parallel manner while simultaneously acknowledging the unique needs of each demographic. While specific NCACD staff were designated to assist Aboriginal learners, the close physical proximity of the other staff allowed for the sharing of workload and knowledge. All learners benefitted from the additional staff, resources and updated physical space that resulted from this merger.

As part of a continued relationship with the Canadian Forces, Confederation College joined "Project Hero". Designed and launched by Rick Hillier, former Chief of Defense Staff and current Chancellor of Memorial University, this scholarship program offered free tuition to dependants of fallen Canadian Forces servicemen and women who were in active duty since 2002. This partnership with the Canadian Forces will supported the college's continued efforts to position our learners for success in their careers and in their lives. Eligible recipients must be: a dependant of a member of the Canadian Forces who lost his/her life as a result of being deployed on an international operation, under the age of 26, accepted as a regular student in a publicly-funded post-secondary institution.

15) Ten Percent Reduction in Executive Office Costs for 2011-2012

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of **Confederation College's** Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is **Confederation College's** 2010-2011 budget for their executive offices.



Confederation College confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.

Attestation:



Confederation College confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from **Confederation College's** Executive Head or Board of Governors.

Contact:

Please provide the contact information for the representative at **Confederation College** to whom public inquiries can be directed regarding **Confederation College's** 2010-2011 MYAA Report Back:

- Name: Bob Backstrom
- Telephone: 807-475-6173
- Email: backstro@confederationc.on.ca

Please indicate the address on **Confederation College's** website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

- <http://http://www.confederationc.on.ca/corporate/finances>