

2011-2012 Multi-Year Accountability Agreement (MYAA) Report Back

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| Institution Name: | Confederation College |
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OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Backs 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.

Consistent with the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 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.

Where possible, to help streamline the 2011-2012 MYAA Report Back process, the Ministry pre-populated **Confederation College's** 2011-2012 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators), data sources (e.g. Full-Time Enrolment Headcount) and pre-populated data from previous Report Backs (e.g. 2009-2010). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Confederation College's** 2011-2012 MYAA Report Back is denoted with the symbol ⁽⁺⁾.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the un-audited 2011-2012 enrolment count on November 1, 2011 in the Ontario College Application System(OCAS) (Full-Time funded students only: does not include Nursing, Second Career, Apprentice or International students).*

Confederation College's the total Headcount enrolment count in 2011-2012 = **3,048**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2011) from the total Headcount enrolment at **Confederation College** in 2011-2012 = **2,109**.

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment at **Confederation College** in 2011-2012 = **938**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2011) enrolled at **Confederation College** in 2011-2012= **1**.

* 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.

The above headcount does not match our audited enrolment which was 3,070. We used the audit detail to determine the ages and then reduced the 18-24 category by 22 so the totals match to the headcount provided.

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 2011-2012 to manage enrolment.

A concerted effort and emphasis on targeted and segmented programs and audiences continues to support a consistent presence in the marketplace. With a thorough review of demographic data, combined with an analysis of skills and workplace demand, in the short and long-term, Strategic Enrolment Management (SEM) committee members were provided with the information that built and continues to build, the basis for a successful enrolment strategy. OCAS data continues to act as an evaluation tool and planning guide.

Talisma (CRM), direct and non-direct outreach to schools and agencies, internal marketing of post-secondary programs, tactics such as Open House, campus tours and web chats, an increase in entrance scholarship opportunities, are all tools we continue to refine on a result-based plan of action.

Expansion of dual credit programming allowing high school students to earn high school credits to graduate along with achieving a college credit. This allows for student familiarization with the college environment, ability to jump start post-secondary education and engagemeny in vocational training opportunities.

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 **Confederation College's annual report to the Ministry for the Accessibility Fund for Students with Disabilities (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.*

*NOTE: Please do not include International students, Second Career students or Apprentices in the calculations below.

| 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 2011-2012= 484</p> <p>Please calculate the total indicated above as a comparative % of Confederation College's 2011-2012 Enrolment Headcount: (Insert Total From Above) 484 ÷ 3,048⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = 15.9%</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 2011-2012 = 70</p> | <p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Confederation College in 2011-2012= 1,740</p> <p>Please calculate the total indicated above as a comparative % of Confederation College's 2011-2012 Enrolment Headcount: (Insert Total From Above) 1,740 ÷ 3,048⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = 57.1%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Confederation College in 2011-2012 = 0</p> | <p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Confederation College in 2011-2012= 729</p> <p>Please calculate the total indicated above as a comparative % of Confederation College's 2011-2012 Enrolment Headcount: (Insert Total From Above) 729 ÷ 3,048⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = 23.9%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Confederation College in 2011-2012 = 55</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.

Information gathered by a Confederation College's "Stand up and be Counted" voluntary self-identification survey designed to track First Gen and Aboriginal Student enrolment, had 1,353 responses representing a response rate of 31%.

Confederation College also participated in Phase II of the Self Identification Data Pilot Project, which was designed to standardize and consistently report Aboriginal Students in Colleges. Questions were crafted to increase the accuracy of data collected from voluntary self-identification surveys.

| Students With Disabilities | First Generation Students | Aboriginal Students |
|--|---|---|
| <p>In the space below, please provide one or more highlights of an activity in 2011-2012, 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 Confederation College 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 2011-2012, 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 Confederation College 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 2011-2012, 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 Confederation College to be an innovative practice, success story and/or key accomplishment.</p> |
| <p>This past year saw a major commitment to improve accessibility to the main campus and area campus computer labs. Adjustable workstations and large screen monitors were installed and site licenses for Kurzweil and ZoomText were purchased as well as a text magnifier, with a voice option, for the Library. The Academic Support Centre has continued to expand its lending library of laptops and assistive technology.</p> <p>The need for a new Program called the Community Integration Through Cooperative Education Program was identified and approved for the 2012-2013 budget. This Program will serve students with intellectual disabilities. A new Online Transition Tutorial was developed to assist students with the transition to Post Secondary. This Tutorial has a heavy emphasis on assisting Students with Disabilities. A second Online Transition Tutorial has been developed for our Apprenticeship Students with Disabilities using Student Apprentices with Disabilities Funding.</p> | <p>Fiscal 2011-2012 was pivotal in continuing our strategy of leveraging First Generation funds to maximize our Advisement services. Our focus this year was to assign an individual Advisement person to each Academic School. This strategy was instrumental in building strong relationships with both the Advisor's respective coordinators as well as with students. We also took a step forward in expanding our outreach activities by proactively contacting Program Coordinators to schedule classroom visits. These visits allowed us to build rapport with the Coordinator and students. We highlighted services and personally invited students to visit the Student Success area anytime they felt that Advisement or Student Services might assist them in their academic learning journeys. The classroom presentation approach was an excellent way to maximize student reach while at the same time, reinforcing the Advisement and other services available. It also provided an opportunity to connect with Coordinators who are key allies in terms of referrals and/or encouraging students to connect with their designated Advisor.</p> <p>Regrettably, the fall Support Staff work stoppage did impact the momentum that we had gained in the spring but we recovered lost ground when the labour dispute ended.</p> <p>The continuation of funding for the First Generation project has not been confirmed and the college planning is</p> | <p>Confederation College is proud of our innovative "Aboriginal Learning Outcomes" project that is designed to infuse aboriginal learning in all of our programs through course outline updates, Faculty Professional Development Seminars, and program curriculum updates.</p> <p>The college also created an Aboriginal Student drop in center called "Apiwin". This lounge in our main Shuniah building in Thunder Bay, is designed to be a gathering place for Aboriginal students and Aboriginal student support staff to informally meet, talk and connect.</p> |

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| | <p>proceeding accordingly for all alternatives. Additionally the college is being impacted by secondary school student demographics resulting in declining enrolments in northern Ontario communities and corresponding financial pressures.</p> | |
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3) Compliance with the Student Access Guarantee (SAG) in 2011-2012

Through its signed MYAA, **Confederation College** committed to participate in the Student Access Guarantee (SAG). For 2011-2012, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines.

NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **Confederation College as of July 5, 2012.*

| 2011-2012 TUITION / BOOK SHORTFALL AID: | TOTAL \$ | # of STUDENT ACCOUNTS |
|--|--------------|-----------------------|
| SAG Expenditures towards Tuition/Book Shortfalls | \$141,532(+) | 148(+) |
| Other SAG Expenditures (towards other assessed shortfalls) | \$225,888(+) | 154(+) |
| Total SAG Expenditures Reported by <i>Confederation College</i> | \$367,420(+) | 302(+) |

Did **Confederation College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines?

Yes

*The space below is provided for **Confederation College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2011-2012.

The college has complied with the Student Access Guarantee. The most significant change was that the College flowed money to SAG students much earlier (fall semester as compared to winter).

4) Participation in the Credit Transfer System

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways, and amount of credit granted.

The Ministry is using the following data from the College Graduate Outcome Survey to inform the latest trends in college to university student transfers:

| 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) |
|--------------|---|---|---|---|---|---|
| 2007-2008 | 790 ⁽⁺⁾ | 50 ⁽⁺⁾ | 6.3% ⁽⁺⁾ | 44622 ⁽⁺⁾ | 3510 ⁽⁺⁾ | 7.9% ⁽⁺⁾ |
| 2008-2009 | 645 ⁽⁺⁾ | 41 ⁽⁺⁾ | 6.4% ⁽⁺⁾ | 43086 ⁽⁺⁾ | 3145 ⁽⁺⁾ | 7.3% ⁽⁺⁾ |
| 2009-2010 | 587 ⁽⁺⁾ | 36 ⁽⁺⁾ | 6.1% ⁽⁺⁾ | 40388 ⁽⁺⁾ | 2725 ⁽⁺⁾ | 6.7% ⁽⁺⁾ |
| 2010-2011 | 812 ⁽⁺⁾ | 52 ⁽⁺⁾ | 6.4% ⁽⁺⁾ | 50622 ⁽⁺⁾ | 3355 ⁽⁺⁾ | 6.6% ⁽⁺⁾ |
| 2011-2012 | 896 ⁽⁺⁾ | 47 ⁽⁺⁾ | 5.2% ⁽⁺⁾ | 57701 ⁽⁺⁾ | 3463 ⁽⁺⁾ | 6% ⁽⁺⁾ |

Per the College Graduate Outcomes Survey for 2010-2011 and 2011-2012 (based on 2009-2010 and 2010-2011 graduates), the percentage of **Confederation College** students who were satisfied or very satisfied with academic preparation for university was **88.6%⁽⁺⁾**.

Per the College Graduate Outcomes Survey for 2011-2012 (based on 2010-2011 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.3%⁽⁺⁾**.

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.

Please provide one or more highlights, in the space provided below, of an activity that **Confederation College** used during 2011-2012, 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 **Confederation College** 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.):

Our Institutional Research department researched program outcomes and possible new articulation opportunities for programs through our program review practice. This will assist programs in the development of new credit transfer opportunities. We are reviewing potential opportunities with Avionics, Broadcasting, Accounting, Film Production, Computer Programmer Analyst, Mechanical Engineering, Multimedia Production, Power Engineering, and Welding Techniques.

We continue to develop the northern colleges' 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. Formal signing of agreements is scheduled for early November, 2012.

Nipissing University's formal partnership with the College provides Confederation's graduates from the 3-year Business Administration program an 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.

The College has worked with Lakehead University, Algoma University, Ryerson University, Nipissing University, Laurentian University, University of Windsor, UOIT, George Brown College, Cambrian College, Northern College, Fleming College, Canadore College, Sault College and others on formal partnerships, MOUs, and articulations over this past year.

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

The creation of a Credit Transfer Officer position in our Admissions office supports the college and students in credit transfer activities. Activities for this position include: create and identify new seamless credit transfer activities through the admissions process in Banner (ERP); creation of web-based resources for students, faculty and staff; ensure that all articulations for our graduating students are accurate and available; identify potential new articulations; and, proactively support students through the process of credit transfer and articulation.

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

Our Information Technology Department continues to develop and incur infrastructure costs for the reporting of credit transfer students/records.

IT is automating the credit transfers from other institutions through our Banner ERP. Our new reporting solution is to be implemented next year after the reporting requirements have been specified to meet our needs. By automating the process, students will not be required to submit transcripts; transcripts submitted during the normal application process will be used to process student credit transfer requests

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.*

Class Size Calculation Example:

FIRST YEAR - COURSES

GSSC1109 *Life Span Development*

Course Option #1: Offered Tues - 35 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 35**)

Course Option #2: Offered Wed - 25 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 25**)

COMP1082 *Computer Skills*

Course Option #1: Offered Mon - 98 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 98**)

SWRK1026 *Canadian Social Welfare*

Course Option #1: Offered Mon & Thurs - 10 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 10**)

Course Option #2: Offered Wed & Fri - 10 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 10**)

Course Option #3: Offered Tues & Thurs - 40 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 40**)

SWRK 1041 *Preparation for the Field*

Course Option #1: Offered Tues - 30 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 30**)

Course Option #2: Offered Wed - 30 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 30**)

SWRK1043 *Group Dynamics*

Course Option #1: Offered Mon - 60 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 60**)

COMM1007 *College English* (*If this is a cross-listed course with another faculty, count only once)*

Course Option #1: Offered Mon & Thurs - 100 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 100**)

Course Option #2: Offered Wed & Fri - 101 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 101**)

Course Option #3: Offered Tues & Thurs - 76 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 76**)

Each of these course offerings should be counted once in the table below, in the appropriate class size section. For the 2011-2012 MYAA Report Back, using the information above, the class size data would be recorded as follows -

| Class Size | Number of Sections | As a Percentage of All 1 st Year Sections |
|------------------------|--------------------|--|
| Fewer than 30 students | 3 | 3/12 = 25.0% |
| 30 to 60 students | 5 | 5/12 = 41.7% |
| 61 to 100 students | 3 | 3/12 = 25.0% |
| 101 to 250 students | 1 | 1/12 = 8.3% |
| 251 or more students | 0 | 0/0 = 0.0% |
| Total | 12 | 12/12 = 100.0% |

Using the class size calculation example above, please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **Confederation College** in 2011-2012:

1ST YEAR CLASSES:

| Class Size | Number of Sections | As a Percentage of All 1 st Year Sections |
|------------------------|--------------------|--|
| Fewer than 30 students | 597 | 78.7% |
| 30 to 60 students | 158 | 20.8% |
| 61 to 100 students | 4 | 0.5% |
| 101 to 250 students | 0 | 0% |
| 251 or more students | 0 | 0% |
| Total | 759 | 100% |

2ND YEAR CLASSES:

| Class Size | Number of Sections | As a Percentage of All 2 nd Year Sections |
|------------------------|--------------------|--|
| Fewer than 30 students | 221 | 76.2% |
| 30 to 60 students | 64 | 22.1% |
| 61 to 100 students | 5 | 1.7% |
| 101 to 250 students | 0 | 0% |
| 251 or more students | 0 | 0% |
| Total | 290 | 100% |

3RD YEAR CLASSES:

| Class Size | Number of Sections | As a Percentage of All 3 rd Year Sections |
|------------------------|--------------------|--|
| Fewer than 30 students | 34 | 77.3% |
| 30 to 60 students | 10 | 22.7% |
| 61 to 100 students | 0 | 0% |
| 101 to 250 students | 0 | 0% |
| 251 or more students | 0 | 0% |
| Total | 44 | 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, survey tools, caveats and other information regarding the numbers reported above re: Class Size.

Programmer runs a custom report to calculate.

Please provide one or more highlights, in the space provided below, of an activity that **Confederation College** used during 2011-2012, which contributed to maintaining or improving **Confederation College's** class size initiatives. This could be a strategy, initiative or program viewed by **Confederation College** to be an innovative practice, success story and/or key accomplishment that **Confederation College** would like to highlight.

We have capped the number of students in Communications classes at 28 and detached the course from the program blocks. This has resulted in mixed cohorts of students which has improved the student social integration and also improved the academic experience. Students in programs with a more applied focus generally have lower academic attainment. Pure cohorts of students in these programs has not historically allowed for the peer effect to enhance student learning. In mixed cohorts the peer effect is a factor.

In order to improve access, the College reviewed class size maximums and the number of sections in programs that had wait lists and/or high demand.

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

The Government of Ontario, in the recently released discussion paper, *Strengthening Ontario's Centres of Creativity, Innovation and Knowledge*, included a section regarding online learning as a potential method to increase access for all learners, particularly those who are prevented from attending in-class education as a result of barriers that may be financial, geographic, physical, family-related, or work-related.

In spring 2010, the Ministry conducted a postsecondary 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 taking place across Ontario.

In its 2010-2011 MYAA Report Back, **Confederation College** provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, **Confederation College** is asked to provide information on eLearning courses, programs and registrations in 2011-2012.

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 2011-2012 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> | 56 | 2,170 |
| # of Ministry-funded courses offered through <i>Synchronous Conferencing*</i> | 198 | 4 |
| Total # of Ministry-funded courses offered through the above eLearning formats | 254 | 2,174 |
| PROGRAMS | Ontario College Credential* | Other Credential* |
| # of Ministry-funded programs offered through <i>Fully Online Learning*</i> | 8 | 40 |
| # of Ministry-funded programs offered through <i>Synchronous Conferencing*</i> | 18 | 16 |
| Total # of Ministry-funded programs offered in the above eLearning formats | 26 | 56 |
| REGISTRATIONS | Ontario College Credential* | Other Credential* |
| # registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i> | 62 | 823 |
| # registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i> | 615 | 100 |
| Total # of registrations in Ministry-funded programs offered in the above eLearning formats | 677 | 923 |



*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.

N/A

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 of 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 2011-2012.

Launched the first Confederation College asynchronous delivery of courses. Over 250 FT students successfully completed Confederation College General Education and Communication courses.

As one of 5 Northern Ontario colleges, our specialty is connecting rural and remote learners to live (synchronous) delivery of Ontario College Credential courses and programs. In collaboration with our 8 Regional Campuses, Confederation has developed and perfected a unique structure for delivering full-time, post-secondary programs using video conferencing, CENTRA, and other computer technologies. Dubbed the "Integrated Plan," the strategy allows us to connect a variety of small learners located throughout Northwestern Ontario into financially feasible cohort groups with the benefit of allowing rural and remote learners to connect to post-secondary education without the inconvenience and expense of leaving their home communities.

Please provide one or more highlights, in the space provided below, of an activity that **Confederation College** used during 2011-2012, which contributed to maintaining or improving **Confederation College's** eLearning initiatives. This could be a strategy, initiative or program viewed by **Confederation College** to be an innovative practice, success story and/or key accomplishment that **Confederation College** would like to highlight.

The College is following up on the unprecedented success of an internal, online course pilot last year, which allowed students to add the flexibility of Online courses to their traditional timetables. Confederation established "Confederation Online", a joint initiative of the School of Business, Hospitality, and Media Arts and the newly established, Learning Resources Division. Our focus was two-fold: a) to develop and deliver "Confederation-branded", MTCU Certificate and Diploma Programs from courses readily available through the OntarioLearn Online Consortium, and b) to identify and develop those courses not readily available through existing sources that would allow us to launch a variety of asynchronous program offerings.

Initial success was realized with the transition of the Diabetes Education Post-Graduate Certificate Program from a face-to-face delivery to an entirely online format. To date, this program has been our most popular asynchronous program offering. Registration activity for this program has moved well beyond our traditional catchment area and now includes learners in Southern and Eastern Ontario as well as various Canadian provinces. This initial success was followed by the launch of a one-year MTCU Certificate Program, Office Administration. A traditional Confederation College Program that we were able to successfully secure Academic School course equivalencies for from existing OntarioLearn sources.

7) International

7.1 Initiatives

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 2011-2012:

- Outbound students* = 29

**DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.*

- Inbound students* = 14

**DEFINITION: Inbound students are international students at an Ontario college/university participating in student exchanges/study abroad/internships/international experiences to receive academic credit.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Confederation College** in 2011-2012 = **\$465,382**

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 2011-2012 = **\$219,797**

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Confederation College** delivers courses and/or programs **abroad (outside of Canada)** in 2011-2012, 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, Partner Campus or Partnership in 2011-2012 | Provide 2011-2012 total enrolment in each program offered listed in this table |
|---------------------------|----------------------------------|--|---|
| Qingdao Hotel Management | Qingdao / China | Hospitality Management | 92 |
| Zaozhaung University | Zaozhuang / China | Business – Marketing | 65 |
| Lianyungang Teachers Coll | Lianyungang / China | Early Childhood Education | 186 |
| Lianyungang Teachers Coll | Lianyungang / China | Multimedia Production | 10 |
| Jiangyin Polytechnic Coll | Jiangyin / China | Business – Accounting | 80 |

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

Many of the Confederation College students who study abroad (outbound students), receive scholarships such as the Global Edge Scholarship and the Ontario International Education Opportunity Scholarship.

7.2 Enrolment

In 2011-2012, the following were the top 5 source countries for international students at **Confederation College**:

| | 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 ⁽⁺⁾ | 6 ⁽⁺⁾ | 14% ⁽⁺⁾ |
| 2. | Vietnam ⁽⁺⁾ | 2 ⁽⁺⁾ | 4.7% ⁽⁺⁾ |
| 3. | Jamaica ⁽⁺⁾ | 1 ⁽⁺⁾ | 2.3% ⁽⁺⁾ |
| 4. | Saudi Arabia ⁽⁺⁾ | 1 ⁽⁺⁾ | 2.3% ⁽⁺⁾ |
| 5. | Mexico ⁽⁺⁾ | 1 ⁽⁺⁾ | 2.3% ⁽⁺⁾ |

Confederation College reported to the Ministry that International Enrolment* in 2011-2012 = **43⁽⁺⁾**.

DEFINITION: International Enrolment is the headcount of Full-Time international students who are a non-Canadian citizen or non-permanent resident (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) studying as of September 2011 at **Confederation College, 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.

We use the SCT Banner ERP system to register, track and report international (and all) students.

Full-Time International Enrolment as a comparative percentage* of Full-Time Enrolment at **Confederation College** in 2011-2012 was: **1.41%**⁽⁺⁾

*Comparative percentage calculation based on **Confederation College's** 2011-2012 Full-Time International Enrolment (**43**⁽⁺⁾), divided by **Confederation College's** 2011-2012 Fulltime Enrolment Headcount (**3,048**⁽⁺⁾)

Please provide **Confederation College's** 2011-2012 Part-Time International Student Enrolment = 20

Please provide one or more highlights, in the space provided below, of an activity that **Confederation College** used during 2011-2012, 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 established representatives in India and China.

Significant efforts were made to establish Confederation's brand recognition in key international markets, with multiple visits to meet with agents, partners and interested students. The format and curriculum of our English as a Second Language programs were also reviewed and updated and a system established to provide ongoing teacher training, professional development, class room support and evaluation.



7.3 English or French as a Second Language

Please provide the total number of *International students* who were enrolled in either an English as a Second Language (ESL) course or program or a French as a Second Language (FSL) course or program at **Confederation College** in 2011-2012 = 23

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Confederation College** used in 2011-2012 to create pathways for *International students* from **Confederation College's** ESL or FSL programming to postsecondary studies.

We signed an agreement with Lakehead University, to provide a clear pathway for successful International students from our EAP-U (English for Academic Purposes – University Stream) program to meet the university entry requirements to graduate studies programs.

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

N/A

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 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 2010-2011 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2011-2012, **Confederation College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Confederation College confirmed in its 2010-2011 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 2011-2012, **Confederation College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Confederation College confirmed in its 2010-2011 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2011-2012, **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 2011-2012: 83,803

Please provide one or more highlights, in the space provided below, of an activity that **Confederation College** used during 2011-2012, 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 active in a local purchasing consortium (Lakehead Purchasing Consortium) that provides economy of scale for both significant 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.



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 three new directives (procurement, expenses and perquisites), established new expense, procurement and perquisite practices for large broader public sector (BPS) organizations and adds accountability measures.

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.



Confederation College confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of April 1, 2011.

Please provide one or more highlights, in the space provided below, of an activity that **Confederation College** used during 2011-2012, which contributed to **Confederation College's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **Confederation College** to be an innovative practice, success story and/or key accomplishment.

We re-inforced Broader Public Sector Directives and related college policies through follow-up, one-on-one and group training to ensure all employees are aware and complying with the Directive.

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.



Confederation College confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements as of April 1, 2011.

Please indicate the address on **Confederation College's** website where a copy of **Confederation College's** publicly available Expenses Directive can be found:

<http://http://www.confederationc.on.ca/policiesandprocedures>

Please provide one or more highlights, in the space provided below, of an activity that **Confederation College** used during 2011-2012, which contributed to **Confederation College's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **Confederation College** to be an innovative practice, success story and/or key accomplishment.

We continue to use one-on-one and group training to ensure all employees are aware and complying with the Directive.

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.



Confederation College confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

Please provide one or more highlights in the space provided below, of an activity that **Confederation College** used during 2011-2012, which contributed to comply with the BPS Perquisites Directive in the 2011-2012. A highlight could be a strategy, initiative or program viewed by **Confederation College** to be an innovative practice, success story and/or key accomplishment.

N/A

9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2011-2012 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

***DEFINITIONS:**

Work-Integrated Learning is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for **Confederation College** in 2011-2012:

| | <u>Certificate</u> | <u>Diploma</u> | <u>Advanced Diploma</u> | <u>Graduate Certificate</u> | <u>Applied Degree</u> |
|--|--------------------|----------------|-------------------------|-----------------------------|-----------------------|
| Number of programs at Confederation College with a Co-op Stream | 0 | 13 | 0 | 0 | 0 |
| Number of students at Confederation College enrolled in a Co-op program | 0 | 202 | 0 | 0 | 0 |

Please provide one or more highlights, in the space provided below, of an activity that **Confederation College** used during 2011-2012, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **Confederation College** to be an innovative practice, success story and/or key accomplishment.

We have 13 diploma programs that have co-op. (mandatory and optional combined) and 202 students were registered for co-op. Some programs are supported by internship opportunities provided by agencies such as NOHFC.

10) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2011-2012, 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" = 91.4%⁽⁺⁾

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Confederation College** for KPI Question #26 "The overall quality of the learning experiences in this program" = 86.9%⁽⁺⁾

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Confederation College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = 72%⁽⁺⁾

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Confederation College** for KPI Question #45 "The overall quality of the services in the college" = 70.1%⁽⁺⁾

Please indicate the methods, in addition to the KPI survey results reported in 2011-2012, that **Confederation College** used in 2011-2012 to measure student satisfaction.

n/a

Please provide one or more highlights, in the space provided below, of an activity that **Confederation College** used during 2011-2012, which contributed to maintaining or improving **Confederation College's** student satisfaction initiatives. This could be a strategy, initiative or program viewed by **Confederation College** to be an innovative practice, success story and/or key accomplishment that **Confederation College** would like to highlight.

Our new Regional Educational Alliance for Community Health (REACH) facility is a leading centre of health and community education and training using stateofthe art technologies. This site allows students, staff, and community members to access a variety of health and community services in an integrated multiprofessional environment. REACH builds on the collective expertise of Confederation College, health sector and community service partners, and Aboriginal organizations to meet the programming needs throughout northwestern Ontario. REACH has allowed for the expansion of over 130 new seats in Community and Health Services programs to support regional program delivery by a significant investment in technology. Centre for Advanced Media Production (CAMP), culinary and Trades and Technology capital infrastructure investments have improved the learning environments. Air quality handling systems in the trades building have enhanced air quality. The "Living Wall" in the McIntyre building along with the design concepts of the learning commons area have provided a relaxed and comfortable area for students to study and socialize.



11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate at **Confederation College** = 63.9%⁽⁺⁾

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Confederation College** used in 2011-2012 to measure graduation rate.

N/A

Please provide one or more highlights, in the space provided below, of an activity that **Confederation College** used during 2011-2012, which contributed to maintaining or improving **Confederation College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Confederation College** to be an innovative practice, success story and/or key accomplishment that **Confederation College** would like to highlight.

The Academic Success Committee, a sub-committee of Academic Council, has been established to develop and facilitate strategies and processes that foster student academic success.

12) Graduate Employment Rate

Per the KPI results reported in 2011-2012 the graduate employment rate, 6 months upon graduation, at **Confederation College** = **90.3%⁽⁺⁾**

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Confederation College** used in 2011-2012 to measure graduate employment rate.

n/a

Please provide one or more highlights, in the space provided below, of an activity that **Confederation College** used during 2011-2012, which contributed to maintaining or improving **Confederation College's** graduate employment rate. This could be a strategy, initiative or program viewed by **Confederation College** to be an innovative practice, success story and/or key accomplishment that **Confederation College** would like to highlight.

Confederation College was number one in Ontario in 2011/12 KPI results. Our expansion of Co-operative Education opportunities has provided students with a lead in to industry specific job opportunities.

13) Student Retention

The table below has been pre-populated with the results from **Confederation College's** 2010-2011 MYAA Report Backs. Please identify **Confederation College's** achieved results for 2011-2012 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). Please include in your calculations all students who were on work/co-op placements during the specified retention periods.

| | Retention Rate Achieved for 2010-2011 | Retention Rate Achieved for 2011-2012 |
|-----------------|---------------------------------------|---|
| 1st to 2nd Year | <u>71.7%</u> ⁽⁺⁾ | 2011 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>827</u> \div 2010 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>1,270</u> $\times 100 = 65.1\%$ |
| 2nd to 3rd Year | <u>92.6%</u> ⁽⁺⁾ | 2011 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>125</u> \div 2010 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>135</u> $\times 100 = 92.6\%$ |
| 3rd to 4th Year | <u>0%</u> ⁽⁺⁾ | 2011 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>0</u> \div 2010 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>0</u> $\times 100 = 0\%$ |

*NOTE: Institutions used a variety of student enrolment cluster groups in their 2010-2011 MYAA Report Back student retention rate calculations. As such, comparison between the 2010-2011 student retention rate and the 2011-2012 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with stakeholders to refine the student retention rate indicator for future MYAA Report Backs.

*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.

n/a



Please provide one or more highlights, in the space provided below, of an activity that **Confederation College** used during 2011-2012, which contributed to maintaining or improving **Confederation College's** retention initiatives. This could be a strategy, initiative or program viewed by **Confederation College** to be an innovative practice, success story and/or key accomplishment that **Confederation College** 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. 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 interventions ensued including risk awareness appointments, specific workshops, and referrals.



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 2011-2012 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) introduced the first-ever Academic Showcase, a one-day event in June, 2011, where faculty and staff from across the college community gathered and showcased their contributions to academic excellence. Participants set-up booths, displays and made presentations. The event's slogan was Re-think - Academic Showcase - Research, Renewal and Innovation; it was an open celebration of the vast amount of exciting and innovative work taking place, in a variety of departments, in support of academic excellence at Confederation College.

In terms of professional development (PD), the TLC supported the faculty community in furthering its skills through the delivery of 75 (PD) sessions to more than 200 professors, instructors and staff members. Topics ranged from classroom management to writing across the curriculum to advanced classroom technology.

Our new REACH facility opened in the fall of 2011 and the use of simulation has transformed student learning in nursing, paramedic, personal support worker, dental and other programs. We have a simulation coordinator for the school who supports the integration of simulation in programs. We have a 9 beds in simulation lab and 4 simulation suites that allow students to practice scenarios they will encounter in their clinical placements. Students are recorded and able to view and debrief regarding their learning experiences in a safe environment. Our mock apartment is being used by multiple programs as well to simulate services provided in home in the community. Paramedic students are able to practice removing people from small spaces, such as bathrooms.

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

We had our first intake of the Pre-Service Fire Fighter program. The partnership with the local training centre is highlighted as a best practice in terms of a community partnership. Our students access the latest equipment and facilities at the Regional Protective and Emergency Services Training Centre. Eight (or half) of our 16 graduates found employment with the local Fire Service.

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



The Paterson Library Commons introduced new electronic databases, an integrated search engine of library resources, e-readers, online library instruction tutorials, new and expanded LibGuides for all college programs, and a variety of new digital equipment for student use.

We launched a new model for our Student Health Centre. We contract with the Lakehead Nurse Practitioner-Led Clinic and have a full-time nurse practitioner providing service to our students. The Health Centre is now located in the new REACH space on our main campus.

Attestation:



Confederation College confirms that all information being submitted to the Ministry as part of the 2011-2012 MYAA Report Back is accurate and has received approval from **Confederation College's** Executive Head or Board of Governors.

Contact:

For additional information regarding **Confederation College's** 2011-2012 MYAA Report Back please contact -

- 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 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report Back has been approved):

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