

2012-2013 Multi-Year Accountability Agreement (MYAA) Report Back

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 previous MYAA Report Backs, the 2012-2013 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2012-2013 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 2012-2013 MYAA Report Back process, the Ministry pre-populated **Confederation College's** 2012-2013 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. 2011-2012). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Confederation College's** 2012-2013 MYAA Report Back is denoted with the symbol ⁽⁺⁾.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the un-audited 2012-2013 enrolment count on November 1, 2012 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 total Headcount enrolment count in 2012-2013 = **2,972**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment at **Confederation College** in 2012-2013 = **2,107**.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment at **Confederation College** in 2012-2013 = **738**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2012) enrolled at **Confederation College** in 2012-2013= **127**.

* 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.

A concerted effort and emphasis on targeted and segmented programs and audiences continues to support a consistent presence in the marketplace.
Continued emphases was placed on awarding dual credits to high school students. Recruitment efforts were targeted at high school students studying on campus.
During the 2012-13 recruitment cycle, a greater emphasis was place on conversion strategies. Additional entrance awards were available to those who confirmed by May 1st. Entrance award recipients were confirmed and advised prior to registration. Registration opened 3 weeks earlier.
Using our CRM (Talisma), improvements were made with respect to our applicant communication plan and, in particular, to provide applicants with options to finance their education.

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 2012-2013 to manage enrolment.

With an influx of international students in some program areas, we attached an English professor as an additional resource to support the core content professors. This support enabled the professors to maintain "normal" class sizes while supporting students with language challenges. Although not required by our Ministry guidelines, we also implemented a Communications course in our International Business and Trade graduate certificate to further support this initiative. This approach is continuing in 2013-14.

Our PSW compressed program is a SEM(Strategic Enrolment Management) initiative and provides students with the option to complete the program in 6 months. Because we have a January intake, it is also a retention tool for students from the fall intake (non-compressed). If they are unsuccessful they can take the compressed program in January.

Another SEM initiative is the Native Child and Family program. It is offered right across the province using Contact North.

Our Communications project initiated in 2011-12 which capped classes at 28 students and detached Communications from the program block, thus creating mixed cohorts of students, has been adopted as standard practice due to the positive feedback from both students and professors.

The method of General Education class scheduling was reviewed and adjusted. Limited sections were scheduled and as sections filled additional sections were opened. This maximized the class size and improved the experience of students who may typically have found themselves in very small classes without the benefit of rich classroom dialogue.

We also expanded our winter intakes of students. These programs which also had a summer semester led to greatly improved class sizes in our third semester of the programs. This has been very effective in both our Electronics and Aerospace Manufacturing programs.

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 2012-2013= 479</p> <p>Please calculate the total indicated above as a comparative % of Confederation College's 2012-2013 Enrolment Headcount: (Insert Total From Above) 479 ÷ 2,972⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 16.1%</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 2012-2013 = 74</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Confederation College in 2012-2013= 1,578</p> <p>Please calculate the total indicated above as a comparative % of Confederation College's 2012-2013 Enrolment Headcount: (Insert Total From Above) 1,578 ÷ 2,972⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 53.1%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Confederation College in 2012-2013 = 23</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Confederation College in 2012-2013= 769</p> <p>Please calculate the total indicated above as a comparative % of Confederation College's 2012-2013 Enrolment Headcount: (Insert Total From Above) 769 ÷ 2,972⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 25.9%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Confederation College in 2012-2013 = 48</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.

As in previous years, Aboriginal students had three ways to self-identify...their OCAS application, the Student Success Survey administered at time of registration and finally, the "Stand Up & Be Counted" voluntary self-identification survey. Invitations promoting this final survey were sent to all registered students once the fall semester was in progress.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2012-2013, 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 2012-2013, 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 2012-2013, 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>The Academic Support Centre played a key role in the centralization of study skills and tutoring assistance into the Library Learning Commons. This model utilizes Drop-in Tutoring and Study skills sessions that are scheduled throughout the day and allow Students to get the help they need when they need it. The Academic Support Centre also successfully piloted a smaller Learning Commons Model with Apprenticeship Students by utilizing SAWD Funds. The College continued to make strides with respect to supporting Students with disabilities who are studying at an area campus or at a distance. CENTRA is one of the tools that is being utilized which allows Students to communicate with a Tutor, or Learning Strategist in Thunder Bay. Confederation College has continued to invest in assistive technology which can be loaned to Students with disabilities.</p>	<p>An additional year of First Generation funding for fiscal 2012 13 was a welcome surprise. The strategy was to test the effectiveness of a new model of Advisement and Support. With an eye to the ever increasing demand for Counselling Services we decided to pilot a different process for Academic Advisement and Career/Personal Counselling services. Through a collaborative agreement with the Academic Schools the plan was to shift first level academic advisement support to Program Coordinators freeing up the Counselling staff to concentrate on demand for career and personal counselling issues.</p> <p>We were convinced that this model would positively impact our retention efforts. It was reasoned that the Program Coordinators would be in the best position to identify students at risk and provide outreach services because of their on-going connection to their own students. The Student Success department assisted their efforts by providing each Program Coordinator a summary of potential students at risk as determined by their responses to a voluntary Student Success Survey at time of registration. The department also provided Coordinator support by assisting with some outreach initiatives and special situations.</p> <p>This 2012 13 pilot project was communicated to all Program Coordinators during our annual college-wide Coordinator meeting prior to</p>	<ul style="list-style-type: none"> • The “Transitions to Success” pilot project was further developed into its second year of implementation which enabled Transition Advisors to be assigned to specific programs at Confederation College. In collaborating with Program Coordinators each Transition Advisor was able to support learners which resulted in a slight increase in overall student retention towards graduation. This has been documented to serve as a base line for ongoing transition support programming at Confederation College. • In December 2012 Confederation College hosted the National Truth and Reconciliation Commission Hearings in Thunder Bay. This marked the first time that a College in Ontario hosted this national process enabling students, elder, faculty, staff and administration to participate in a significant event focused on healing for former Residential School students. This encouraged increased understanding of the negative experiences that Aboriginal peoples endured during the Residential School period in Canadian history. <p>The Aboriginal Transition Advisor team through the Transitions to Success project had enabled the College to reach out to new First Nations, Metis and Inuit learners in a direct way. Through the first year of college the Aboriginal Transition Advisors were assigned to specific program to collaborate with the program coordinators to engage with learners immediately. This has contributed to an</p>

	<p>summer break and again at individual “Welcome Back” faculty meetings hosted by each Academic School. Staff in Student Success also advised the School Deans that they were available to attend any and all regular Coordinators meetings should Coordinators have questions or wish to discuss specific scenarios.</p>	<p>environment that focuses on welcoming the first year Aboriginal learner to College in a new way. Through the Transition to Success Project, the College has determined that a targeted program of access to services such as counselling, academic advising, and tutoring along with social and cultural activities makes a difference to learners.</p> <p>Confederation works with the inner city neighbourhood known as the Evergreen community where The Learning Café is situated. This has contributed to a sense of belonging for Aboriginal people in the south core of the City of Thunder Bay and a close relationships with the Aboriginal Liaison Office for the City of Thunder Bay. This space allows for linkages with social service community agencies that students access such as the Multicultural Youth Association, Lakehead Social Planning Council, Thunder Bay Regional Food Distribution Centre, Seven Generations Education Institute and the Metis Nation of Ontario.</p>
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3) Student Access Guarantee

Through its signed MYAA, **Confederation College** committed to participate in the Student Access Guarantee (SAG). For 2012-2013, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 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 9, 2013.*

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$117,291(+)	116(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$137,465(+)	89(+)
Total SAG Expenditures Reported by <i>Confederation College</i>	\$254,756(+)	205(+)

Did **Confederation College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 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 2012-2013.

The College has complied with the Student Access Guarantee. In 2011-12, SAG payouts were completed in the fall semester. Prior to this, the payments had been made in winter. In 2012-13, the pay outs were again completed in fall (mid November). Programming changes were also implemented to speed up the internal process.

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:

Reporting 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)
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% ⁽⁺⁾
2012-2013	822 ⁽⁺⁾	46 ⁽⁺⁾	5.6% ⁽⁺⁾	57462 ⁽⁺⁾	3424 ⁽⁺⁾	6% ⁽⁺⁾

Per the College Graduate Outcomes data reported in 2012-2013 (based on 2011-2012 graduates), the percentage of **Confederation College** students who were satisfied or very satisfied with academic preparation for university was **88.1%⁽⁺⁾**.

Per the College Graduate Outcomes data reported in 2012-2013 (based on 2011-2012 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **84.9%⁽⁺⁾**.

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 2012-2013, 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.

4.1) 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 Academic Quality Assurance area researched program outcomes and possible new articulation opportunities for programs through our program review practice to assist programs in the development of new credit transfer opportunities. Programs in 2012/13 have included potential opportunities with Computer Programmer, Multimedia Production, Practical Nursing, Aviation Flight Management and Culinary/Tourism/Travel/Hospitality.

Continue development of 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. Signed agreement media release: <http://www.confederationc.on.ca/node/10091> and <http://www.confederationc.on.ca/node/9661>. This past fall we had our first intake of student into the 2nd year of Mining Technician from Northern College on our campus.

The College has worked with Lakehead University, University of Windsor, University of Waterloo, 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.

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

The ongoing support of a Credit Transfer Officer position in our Admissions office to further the college's efforts in credit transfer activities. Activities for this position included - creating and identifying new seamless credit transfer activities through the admissions process in Banner (ERP), creation of web-based resources for students, faculty and staff, ensuring 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.

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

All of the Credit Transfer policies and forms were revised this year to ensure consistency. Developed a course based database of "automatic" credit transfer approvals to expedite student application decisions. The Credit Transfer Officer proactively communicated with students who had previous education to ensure they were aware of Credit Transfer and the process. All "automatic" decisions are communicated to the student.

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 2012-2013 MYAA Report Back = 35**)

Course Option #2: Offered Wed - 25 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 25**)

COMP1082 *Computer Skills*

Course Option #1: Offered Mon - 98 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 98**)

SWRK1026 *Canadian Social Welfare*

Course Option #1: Offered Mon & Thurs - 10 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 10**)

Course Option #2: Offered Wed & Fri - 10 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 10**)

Course Option #3: Offered Tues & Thurs - 40 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 40**)

SWRK 1041 *Preparation for the Field*

Course Option #1: Offered Tues - 30 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 30**)

Course Option #2: Offered Wed - 30 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 30**)

SWRK1043 *Group Dynamics*

Course Option #1: Offered Mon - 60 students enrolled (**Class Size Reported in 2012-2013 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 2012-2013 MYAA Report Back = 100**)

Course Option #2: Offered Wed & Fri - 101 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 101**)

Course Option #3: Offered Tues & Thurs - 76 students enrolled (**Class Size Reported in 2012-2013 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 2012-2013 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 2012-2013:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	442	71.5%
30 to 60 students	172	27.8%
61 to 100 students	4	0.6%
101 to 250 students	0	0%
251 or more students	0	0%
Total	618	100%

2ND YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	198	78.3%
30 to 60 students	55	21.7%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	253	100%

3RD YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	29	76.3%
30 to 60 students	9	23.7%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	38	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 2012-2013, 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.

With an influx of international students in some program areas, we attached an English professor as an additional resource to support the core content professors. This support enabled the professors to maintain "normal" class sizes while supporting students with language challenges. Although not required by our Ministry guidelines, we also implemented a Communications course in our International Business and Trade graduate certificate to further support this initiative. This approach is continuing in 2013-14.

Our Communications project initiated in 2011-12 which capped classes at 28 students and detached Communications from the program block, thus creating mixed cohorts of students, has been adopted as standard practice due to the positive feedback from both students and professors.

The method of General Education class scheduling was reviewed and adjusted. Limited sections were scheduled and as sections filled additional sections were opened. This maximized the class size and improved the experience of students who may typically have found themselves in very small classes without the benefit of rich classroom dialogue.

We also expanded our winter intakes of students. These programs which also had a summer semester then led to greatly improved class sizes in our third semester of the programs. This has been very effective in both our Electronics and Aerospace Manufacturing programs.

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 2011-2012 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 2012-2013.

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 2012-2013 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>	115	2,200
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	176	4
Total # of Ministry-funded courses offered through the above eLearning formats	291	2,204
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	15	57
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	16	16
Total # of Ministry-funded programs offered in the above eLearning formats	31	73
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	48	768
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	685	100
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	733	868

*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.

Synchronous Conferencing

As a Northern Ontario College serving a catchment area approximately the size of France, Confederation College continues to lead the way in synchronous, Distance Education offerings. Each year we endeavour to offer the most comprehensive list of synchronous program offerings in the province. Utilizing some of the resources from our connection partner, Contact North, the collaborative effort of Confederation's 9 campuses utilize a combination of video conferencing, CENTRA (Webinar-type software) and related technologies to bring the benefit of live access to post-secondary education to rural and remote learners throughout the north. Dubbed the "Integrated Plan", this unique form of delivery is being discovered and welcomed by learners throughout the province as increasing numbers of learners are realizing that they still need the discipline of structured classes yet personal circumstances, lifestyle and/or financial situations prohibit them from attending traditional classes on campus. Unlike the fully online asynchronous model that seems to be the highlight in other parts of the province, our system of live delivery brings the traditional classroom experience to rural and remote learners throughout the province. The benefit is simple...Integrating small numbers into financially feasible cohorts while benefitting the learner by eliminating the inconvenience and expense of leaving their home communities. It's truly a "win-win".

Fully Online

The Confederation Online initiative launched last year has significantly increased participation of Confederation College learners to this asynchronous form of delivery. Following the unprecedented success of an internal, online course pilot a couple of years ago, demand for this form of delivery continues to increase in popularity for those seeking flexibility from structured classes. During the 2012-13 year, Confederation realized a 122% increase in activity for our internally developed/converted online courses with registrations topping out at 556 compared to just over 250 two years ago.

Having the ability to both convert our existing courses while adopting readily available offerings from sister colleges throughout the province has supported our efforts to add to the list of entire program offerings available entirely Online. Last year, we added two new additions to the roster....

- Library Information Technician Diploma Program
- Human Resources Management Post-graduate Program,

These two additions join our previously launched Office Administration Certificate Program and the Diabetes Education Post-Graduate Certificate Program which continues to be popular throughout the province. In addition, work is nearing completion on a local Board of Governors Certificate Program – Aboriginal Canadian Relations which we believe will find demand from a wide variety of learners both within Ontario and throughout the country.

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 2012-2013.

Preparatory work was initiated in 2012 13 with the purpose of launching a fully Hybrid Program in 2013 14 using the asynchronous features of our Online Learning platform of choice, "Blackboard" along with the elements of a special Blackboard plug-in called "Collaborate". Extensive training for veteran faculty along with the collaboration of resources from both the synchronous and asynchronous sides of the house were mobilized in preparation for a unique hybrid rollout to be piloted during the 2013 14 academic year. Outcomes of the special hybrid program pilot, Tourism – Travel & Eco Adventure, will be detailed in next year's report

Please provide one or more highlights, in the space provided below, of an activity that **Confederation College** used during 2012-2013, 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's internal Online Course Development/Conversion Group was expanded to include additional Instructional Design and Technical Support resources. In addition, the department was christened with a new name with the idea of differentiating it from the 3rd party providers associated with OntarioLearn that most were familiar with. "Confederation Online" was communicated to staff and students alike with the message that students could now add a degree of flexibility to their traditional timetables by substituting an internally converted Communications or Elective Online course without issue or compromise. This option was added to the registration process so that students could freely select from a variety of online course offerings, in lieu of traditional classroom deliveries, as part of their timetable selections prior to the start of classes...no long line ups at the Registrar's Office, no complicated substitution process and no additional tuition charges provided that maximum class load was not exceeded.

Another "win-win" situation...students had received more of the online options that they had been calling for (in fact, an increase of 122% in Confederation Online course registrations compared to the previous year) with the college benefitting from the partial easing of room booking and multiple section "creep" of Electives that are always a concern at start-up.

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 2012-2013:

- Outbound students* = 2

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

- Inbound students* = 11

**DEFINITION: Inbound students are international students participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Confederation College** in 2012-2013 = **\$1,360,670**

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 2012-2013 = **\$116,039**

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 2012-2013, 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 2012-2013	2012-2013 Total Enrolment by Program
Lianyungang Teachers Col	Lianyungang / China	Early Childhood Education	154

*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.

Confederation College students who complete work placement abroad continue to receive Ontario Global Edge scholarships to assist with the expenses



7.2) Enrolment

In 2012-2013, 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's Total Full-Time International Student Enrolment⁽⁺⁾
1.	India ⁽⁺⁾	67 ⁽⁺⁾	72% ⁽⁺⁾
2.	Bangladesh ⁽⁺⁾	5 ⁽⁺⁾	5.4% ⁽⁺⁾
3.	Nigeria ⁽⁺⁾	5 ⁽⁺⁾	5.4% ⁽⁺⁾
4.	China ⁽⁺⁾	4 ⁽⁺⁾	4.3% ⁽⁺⁾
5.	South Korea ⁽⁺⁾	2 ⁽⁺⁾	2.2% ⁽⁺⁾

Confederation College reported to the Ministry that International Enrolment* in 2012-2013 = **93⁽⁺⁾**.

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 2012 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.

Enrolment for Sep 2012 was 93 students. In December 2012, 11 international students graduated and in January 2013 we accepted 65 new students. Therefore; in 2012-13 there were a total of 147 international students.

Full-Time International Enrolment as a percentage* of Full-Time Enrolment at **Confederation College** in 2012-2013 was:
3.03%⁽⁺⁾

*Percentage calculation based on **Confederation College's** 2012-2013 Full-Time International Enrolment, divided by **Confederation College's** 2012-2013 Fulltime Enrolment Headcount plus **Confederation College's** 2012-2013 Full-Time International Enrolment.

Please provide **Confederation College's** 2012-2013 Part-Time International Student Enrolment = 3

Please provide one or more highlights, in the space provided below, of an activity that **Confederation College** used during 2012-2013, 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.

In 2012-13, Confederation devoted considerable efforts to updating and improving its web presence, its marketing material and its social media activity. Several short promotional videos were produced and a lively Facebook presence established. Confederation also explored new markets in Eastern Europe and South America.

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in an English as a Second Language (ESL) course or program at **Confederation College** in 2012-2013 = 44

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Confederation College** used in 2012-2013 to create pathways for *International students* from **Confederation College's** ESL programming to postsecondary studies.

Confederation College also hosted 10 students from Korea for a specialized 8-week ESL program in February 2013.

7.4 French as a Second Language

Please provide the total number of *International students* who were enrolled in an French as a Second Language (FSL) course or program at **Confederation College** in 2012-2013 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Confederation College** used in 2012-2013 to create pathways for *International students* from **Confederation College's** FSL programming to postsecondary studies.

N/A

*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 2011-2012 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2012-2013, **Confederation College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Confederation College confirmed in its 2011-2012 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 2012-2013, **Confederation College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Confederation College confirmed in its 2011-2012 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2012-2013, **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 2012-2013: 501,811

Please provide one or more highlights, in the space provided below, of an activity that **Confederation College** used during 2012-2013, 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 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.



By checking this box, **Confederation College** confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of March 31, 2013.

Please provide one or more highlights, in the space provided below, of an activity that **Confederation College** used during 2012-2013, 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 continue re-inforce 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 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.



By checking this box, **Confederation College** confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements.

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

<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 2012-2013, 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. We also do spot audits of purchases.



BPS Perquisites Directive

The 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.



By checking this box, **Confederation College** confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements.

Please provide one or more highlights in the space provided below, of an activity that **Confederation College** used during 2012-2013, which contributed to comply with the BPS Perquisites Directive in the 2012-2013. 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, 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 2012-2013 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 2012-2013:

	<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	11	1	0	0
Number of students at Confederation College enrolled in a Co-op program	0	193	0	0	0

Please provide one or more highlights, in the space provided below, of an activity that **Confederation College** used during 2012-2013, 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.

Corporate succession planning within the power industry, municipal services, manufacturing environments and the forestry sector is evident from the recruitment and work term participation within the past year. The telecommunications sector continues to expand as technology advancements as well as demands increase across the region. Exploration within the mining sector is emerging as a potentially strong employer base for our co-op students across the region.

Confederation College is pleased to continue collaborative partnership with MTCU and the Ontario College of Trades in the delivery of two Co-op Diploma Apprenticeship Programs:

I) Culinary Management - Cook 415A
 II) Instrumentation Engineering Technician - Instrumentation and Control Technician 447A

Additional review for the development of a Mechanical Engineering Technician CODA program is currently in progress.

10) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2012-2013, 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" = 90.6%⁽⁺⁾

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Confederation College** for KPI Question #26 "The overall quality of the learning experiences in this program" = 84.6%⁽⁺⁾

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Confederation College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = 71.9%⁽⁺⁾

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Confederation College** for KPI Question #45 "The overall quality of the services in the college" = 70.4%⁽⁺⁾

Please indicate the methods, in addition to the KPI survey results reported in 2012-2013, that **Confederation College** used in 2012-2013 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 2012-2013, 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.

Partnerships have enabled us to start discussions on improving student access through shared delivery of programs from other colleges, providing job-ready training programs to Aboriginal people, and helping students connect with career services.

In January 2013, we signed a pan-northern memorandum of understanding (MOU) with five other colleges in northern Ontario. The agreement reinforces a collaborative approach for increasing student access to programming and services. Under this agreement, Northern College's highly reputable Haileybury School of Mines Mining Engineering Technician program will be delivered at our Thunder Bay campus commencing in the fall of 2013. We also created a partnership with three other northern colleges to collaborate on the delivery of programs in the environmental and natural resources fields. By combining our resources, we can provide a broader range of options for students pursuing a career in these fields.

We have renewed the technology-enabled learning equipment at our smaller campuses to support the growth of our health care programming.

11) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at **Confederation College** = 58%⁽⁺⁾

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Confederation College** used in 2012-2013 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 2012-2013, 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 continued use of our Student Success survey provided us with the ability to identify and proactively intervene with learners who are deemed to be "at risk" based on our interpretation of their responses. This Confederation College survey is administered at the time of registration and its' results are tabulated and distributed to Program Coordinators and Student Support staff by the first full week of classes in September.

The summary report highlights potential risk in four categories: academic, career, financial and personal. As a result, a variety of targeted and proactive cross-college interventions ensued including risk awareness appointments with Advisors and/or Counselors, specific workshops and/or referrals to appropriate support services.

This past year a pilot was initiated to expand assessment and outreach activities to Confederation students studying at a distance. Included were rural and remote learners studying via Distance Education technology or those studying at one of our eight regional campuses. By employing "CENTRA", the same webinar-type software that we use to deliver our full-time programs at a distance, Confederation was able to provide an opportunity for these off-campus learners to access tutoring and study skills assistance from the services available to students at our main campus.

Encouraging results and positive feedback from this pilot prompted us to consider the next step in the "virtual" student support evolution. A decision to expand virtual tutoring to all students whether on or off campus was confirmed. Ultimately the goal will be to have tutoring support readily available via computer, tablet, or smart phone. The first phase of the expanded pilot christened "Tutor Talk" is scheduled for launch fall, 2013.

12) Graduate Employment Rate

Per the KPI results reported in 2012-2013 the graduate employment rate, 6 months upon graduation, at **Confederation College** = **88.9%⁽⁺⁾**

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Confederation College** used in 2012-2013 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 2012-2013, 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.

At our career fair in February, we launched an interactive job bank for our students, made possible through a major private/public sector partnership between the college and Workbay. Through Workbay, students can track employment opportunities and access educational modules to earn courses to enhance their skillset.

There was much national and international interest in an alliance we formed with Matawa First Nations Management's Kiikenomaga Kikenjigewen Employment and Training Services (KKETS) and Noront Resources Ltd. The Ring of Fire Aboriginal Training Alliance (RoFATA) was announced at the Prospectors and Developers Association of Canada Annual Convention in March 2013. The alliance is committed to work together to develop a highly-skilled Aboriginal workforce for mining activity associated with Noront's Eagles Nest project in the Ring of Fire. As the education partner, we look forward to developing and delivering the training programs to meet the needs of Matawa First Nations member and the industry commencing the fall of 2013.

13) Student Retention

The table below has been pre-populated with the results from **Confederation College's** 2011-2012 MYAA Report Backs. Please identify **Confederation College's** achieved results for 2012-2013 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 2011-2012	Retention Rate Achieved for 2012-2013
1st to 2nd Year	<u>65.1%</u>⁽⁺⁾	2012 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>829</u> \div 2011 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>1,200</u> $\times 100 = 69.1\%$
2nd to 3rd Year	<u>92.6%</u>⁽⁺⁾	2012 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>104</u> \div 2011 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>121</u> $\times 100 = 86\%$
3rd to 4th Year	<u>0%</u>⁽⁺⁾	2012 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>0</u> \div 2011 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 2011-2012 MYAA Report Back student retention rate calculations. As such, comparison between prior year student retention rates and the 2012-2013 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.

As in previous years, Aboriginal students had three ways to self-identify...their OCAS application, the Student Success Survey administered at time of registration and finally, the "Stand Up & Be Counted" voluntary self-identification survey. Invitations promoting this final survey were sent to all registered students once the fall semester was in progress.

Please provide one or more highlights, in the space provided below, of an activity that **Confederation College** used during 2012-2013, 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.

Orientation Activities

A new, cross-college Orientation Committee was formed to review and recommend processes for fall and winter student orientation activities. One of the key findings was a recommendation to extend and/or make available student support information throughout the semester. Reflecting on the recent popularity of online courses, a special series of stand-alone online, asynchronous modules were developed that covered a variety of topics targeted to first year, post-secondary students. Well over 500 students completed these voluntary modules on topics ranging from Time Management to Money Management. The popularity of this flexible delivery format prompted the Committee to recommend expansion of these stand-alone offerings and transform them to a full General Elective credit course ready for launch during the Fall 2013 intake.

Aboriginal Student Supports

Transitioning from rural and remote First Nations communities to a larger metropolitan centre can be an especially challenging experience for Aboriginal students. For many, it can be their first time away from their traditional homes and the support of family, friends and way of life. Often, traditional retention supports are of limited value to counteract the high attrition rate associated with this demographic. To that end, the college initiated a special support system that focussed on the special challenges for this group of learners. In addition to a dedicated Aboriginal Counsellor, a special Student Navigator and three Aboriginal Transition Advisors were added to increase the compliment of supports for this specific student group. The group worked as a team to address the variety of issues from transitional and funding support challenges to "homesick" issues and personal counselling. Results seemed to indicate that continuing this team approach could aid retention efforts with our Aboriginal learners. Initial follow up discussions centred on tweaking the model for 2013 14 to determine if this Aboriginal-specific team approach will result in increased retention by the end of the 2013 14 academic year.

Writing Support

"Writing Across the Curriculum" was the moniker for a unique collaboration project aimed at improving overall writing skills for Business students. For some time, various faculty were noticing a lack of writing skills among many of their registered students. They felt that students would be less frustrated and more inclined to succeed in their programs if they had better writing skills. To that end, it would be advantageous if Business faculty had Communication/Writing faculty support who could offer professional development and support opportunities to their colleagues in the School of Business who then, in turn, could relay tips, tricks, and information to the students in their respective classes who required the most help. Consequently a Communication faculty was asked to work hand in hand with their faculty colleagues in an effort to improve overall student scores. The pilot was quite successful. Student survey results at yearend indicated that students felt that they had benefitted from the collaboration. Many indicated that their writing skills had, in fact, improved and they were more confident pursuing their program to completion. This was especially evident within a targeted group of International students.

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 2012-2013 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 -

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

In terms of professional development (PD), the TLC supported the faculty community in furthering its skills through the delivery of 59 (PD) sessions to more than 211 professors, instructors and staff members. Topics ranged from classroom management to writing across the curriculum to advanced classroom technology. We had an additional 29 professors complete the Instructional Skills Workshop (8 learning modules) credential in 2012/13.

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

Although one of the latter colleges to adopt the flexibility of fully online courses, Confederation soon realized that these asynchronous alternatives are just as popular at this campus as they are in other parts of the province. In fact, the popularity of online learning is a worldwide phenomenon. In 2010 11 an initial pilot was launched offering limited seats in specified General Elective courses. The uptake was overwhelming. All available 200 seats offered in the semester were full with hours of registration opening. Fuelled with that success, the pilot was expanded in 2012 13. A first semester Communications course was introduced during the fall intake accompanied by additional elective options. Again we were pleasantly surprised with the reaction from our students. Within a day of registration opening, all available seats were taken. These two pilots proved without a shadow of a doubt that students wanted the flexibility to customize their timetables by opting for asynchronous options. Finally the students had a way to learn on their schedule, not on that of the college. Semester end results were especially pleasing. Both the success rate and dropout rate in Online, asynchronous courses were equal to or better than traditionally delivered face to face courses. Armed with those results, a plan to continue expansion to include a greater selection of individual courses and complete programs fully online during the 2013 14 academic year was confirmed.

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

“APIWIN” is an Ojibwe word that means “a place to sit”. It seemed like the perfect term to name and describe a special Aboriginal student support centre at Confederation College. The concept was articulated a number of years ago culminating in the official launch of our new APIWIN Aboriginal Student Centre during the 2012 13 year. The Centre was located in a quiet, unassuming room that featured student spaces, comfortable seating and a relaxing, central fireplace. Aboriginal students now had a special “drop-in” space they could call their own. The space was multi-functional...learners could use it to study, enjoy a relaxing cup of coffee, or just “hang-out” with friends. The space also served as great meeting place for Aboriginal Advisors to connect with students, market special services, or promote targeted events. Apiwin proved to be a popular venue...so much so that in an effort to increase utilization, a decision to relocate the space to a more centrally located space was initiated for fall 2013 intake. The plan was to provide opportunities for Aboriginal students to have more convenient access to a greater variety of services including Academic Advisement, Counselling, Student Association and Elder support. The strategy also included inviting other students to join their Aboriginal counterparts and participate in special events, feasts and/or other activities to assist the entire student body learn more about Aboriginal Culture and Heritage. The Centre has become a popular venue for a



variety of learners but seems to be especially favoured by the mature student group.

Attestation:



By checking this box, **Confederation College** confirms that all information being submitted to the Ministry as part of the 2012-2013 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** 2012-2013 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 2012-2013 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2012-2013 MYAA Report Back has been approved):

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