Appendix B: Multi-Year Action Plan for Colleges

The Ministry recognizes and appreciates that each institution has its own unique mission and objectives in the postsecondary education system.

The purpose of this Multi-Year Action Plan (Action Plan) is to provide an outline of how each institution will use its total operating budget, including multi-year funding allocations from the government and increased tuition revenues, to develop and strengthen its unique mission and objectives while contributing to the achievement of the Reaching Higher goals and results for access, quality and accountability identified in Appendix A of the MYA.

This Action Plan will set out your institution specific commitments for multi-year strategies, performance indicators and results designed to achieve the system-wide goals and results for access, quality and accountability, developed in consultation with faculty, staff and students.

The release of the full amount of your 2006-07 funding is conditional on the ministry approving your completed Multi-Year Action Plan. Thereafter, the ministry will review your Action Plan annually to discuss progress made on the commitments outlined in your Action Plan.

The release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on your institution confirming that it is on track for meeting its commitments, or the approval of an improvement plan by the ministry.

This annual review will also allow for revisions needed to accommodate the input and advice of institutions and the Higher Education Quality Council of Ontario (HEQCO) with respect to the best way to measure performance and ensure the accountability of colleges and universities.

College Specific Mission and Objectives

Your college's mission or objectives are identified in your strategic and business plans. Please confirm that these are still current or note any modifications in the box provided. This may relate to your programming priorities, institutional culture, or student profile:

Confederation's Strategic Directions- 2006 to 2009, while building on many themes in the last strategic plan, focus more clearly on access (pathways in, through, and beyond), quality (responsive, targeted student success supports) and accountability (a "metrics"-based accountability strategy)**.** The College will achieve its goals through:
1. The development and implementation of its new three year academic plan and college-wide access strategy
2. The development of an evidence-based plan for strategic and sustainable enrolment management
3. The review and renewal of academic programs, and
4. Expanded opportunities for articulated programming.

As the Ojibwe word "Negahneewin" suggests, the College continues to serve small, remote Northern and Aboriginal communities through its six regional campuses, distance education programs and distributed-learning initiatives. This plan also reflects Confederation's essential role in community and economic development (e.g. tackling population decline, the shift from resource based to a more diverse knowledge/service economy) and its role in sustaining a breadth of learning opportunities for both young people and our adults in transition. Confederation will "Lead the Way" in building common ground and dialogue with Indigenous peoples. Our plan supports the Province's "Reaching Higher" plan for a prosperous, well educated, and skilled work force in Northwestern Ontario (attached plan as Appendix 1). Moving from our stated objectives to measurable results depends on widespread support including adequate funding.

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1. ACCESS

Increased Enrolment

As outlined in Section 2.1 of the MYA, your institution will report on institutional enrolment growth in keeping with established protocols or as required by the ministry thereby contributing to the sector targets established by government. The ministry will use these reports to ensure that the system is on track to meet its commitment to increase college and university full-time enrolment.

Increased Participation of Under-Represented Students

The ministry is committed to working with institutions and HEQCO to develop a system measure that will track the participation of mature and under-represented students in a manner that is sensitive to privacy concerns. This Multi-Year Action Plan will be revised to incorporate this measure and the accountability mechanisms which will be used to ensure that the system is increasing the participation of under-represented students and is affordable and accessible across Ontario including northern and remote, rural and urban areas.

To inform this process, please provide any measurement methodologies your institution currently uses to track the participation of these students, and in particular, any measures to find and track those who are the first in their family to attend postsecondary education (including "at risk" and low income students):

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1. **First Generation Students:** The Freshman Integrated Tracking System (FITS) provides students early in first semester the opportunity to self-identify as First Generation students attending post secondary education. More than 50% of students at Confederation identified themselves in this group during the past five years. (2005 stats show that 52% of mothers and 56% of fathers had no post-secondary experience). This survey will likely be replaced with the new Ontario College Student Engagement Survey, as there is significant redundancy. For a number of years the rate of survey completion has been 75%. This past year with a switch to online completion the rate dropped to 50%. This is of concern as the new Ontario College Student Engagement Survey will use the same online protocol. We are developing strategies to increase the response rate.

2. **"At Risk" Students**: The FITS survey also allows students to self-identify academic, personal and financial needs that may potentially place them in the "at risk" group. Students receive a personal report that identifies student resources and services that might benefit them and provides the program faculty with the information necessary to initiate mentoring or assist with referral.

3. **Students with Disabilities:** Students requesting special services and accommodations, self identify with the staff in the Learning Centre collects data; tracks and reports statistics on contacts, services provided and the identified types and numbers of accommodations and reports to both MTCU and the College Disabilities Committee. Alternate sources of funding are constantly sought to provide a high level of response. (numbers served: 2004-05- 306, 2005-06 – 360)

4. **Aboriginal Students**: In the 2005-2006 academic year, 518 students are enrolled at the College as "Band sponsored students" at registration, This number does not include Aboriginal or Metis students who enrolled with OSAP or receive other Post-secondary education funding. Increasingly, our Aboriginal learners are enrolling in mainstream rather than aboriginal specific programs. Negahneewin College of Academic and Community Development, a "college within and through the Confederation College," is the primary point of identification for many aboriginal students. The Oshki Anishnawbeg Student Association represents aboriginal student interests and works in partnership with the student Union of Confederation College. Other funding sources for students such as OSAP, undergraduate award programs and the Ontario Student Bursary Program have optional Aboriginal self-declaration.

Confederation College, along with the other 23 community colleges, participate in the Ontario College Student Engagement Survey. All the under represented groups mentioned above including mature students will have the ability to self identify in this survey.

A newly funded position, Institutional Research, will give Confederation College the ability to track targeted

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student groups, define more clearly retention and student success, and assist with establishing access targets and creating data bases for College improvement measurement.

Please provide a description of your institution's strategies and programs that will support the increased participation of aboriginal, first generation, and students with disabilities, as appropriate to your institution's unique focus. Colleges should use this box to input any strategies and programs that they may have with respect to mature students:

CURRENT ACTIVITIES AND PROGRAMS

Aboriginal Students/ Rural and Remote Community Students:
1. **Aboriginal Community Liaison:** the role of this position assists the College and Aboriginal communities and students in particular to identify their learning interests and to help them pursue their interests at college. Marketing programs and liaison with Community Partners such as education authorities and First Nations Bands is part of the role of our liaison officers. This is a development role which enables both the College and communities to build their relationship through direct communications
2. **Aboriginal Transition Program:** this one year certificate program provides Aboriginal learners with the opportunity to improve their academic skills for future success in apprenticeship and post-secondary programs.
3. **Ontario Student Bursary Program**: funding through this program enables the College to offer programs in non traditional "off campus" locations, particularly regional and aboriginal communities.
4. **Negahneewin College of Academic and Community Development** is a unique model designed to meet the needs of Aboriginal students in all aspects of college life. The Aboriginal Student Counsellor works through our Student Success Centre to provide specific academic and cultural support for learners.
5. **Distance Education, Virtual College and Regional Campus** programs provide programming and learner supports for small, rural and aboriginal communities. In 2005-2006, 346 full time students registered and completed studies using distance and distributed learning technologies and through our regional campuses.
6. **Literacy and Basic Skills (LBS) and Personal Career Development (PCD) Programs** offer a "new opportunity" for learners to acquire essential basic skills for post-secondary success and retention.
7. **The College Advisor and Accuplacer** Post Admission Testing Programs assist under prepared students to make choices that will contribute to success through learning at appropriate levels. Eight programs took part in a pilot program with 153 of 265 students being assessed for literacy skills. This project is being expanded with the intent to test all incoming students.
8. **Career Services** supports a variety of students in their quest for employment and placement opportunities. Underrepresented students will benefit from services including job fairs and preparation seminars as well as resume development.
9. **School Board/College Bridge** Programs such as College Link, Senior Bridges and Single Adolescent Mothers (SAM) and Mothers In Search of Learning (MISOL) bring mature students into the College milieu with a smooth transition from secondary to post secondary studies increasing participation rates and access. This year 31 students in the College Link program and 71 SAM/MISOL students studied full time on the College campus.
10. **Extended Orientation and Pre-Enrolment Orientation Programs** build awareness of College requirements for success aiding retention. More than 70% of incoming first-year students report that the assistance of these programs is critical to their success.
11. **Prior Learning Assessment Recognition (PLAR)** is one of the critical strategies for mature students contemplating access to college. Recognition of knowledge and work skills can mean the difference to adults who must work and maintain families while accessing college credentials.
12. The College has recently hired a **Diversity Research Assistant** to collect information and assess present programs, look at best practices and will start a Student Diversity Committee to complement the College Committee for Disabled Students.

First Generation/Under Prepared("At Risk")/Mature Students
(This also includes Aboriginal Students)

Our College addresses a demographic population which largely encompasses First Generation and Aboriginal Students. Many of these students also present as Mature and many are Under Prepared. Although some of these services and programs were designed to address the needs to specific populations they are offered to and utilized by all underrepresented groups.

FIRST GENERATION STUDENTS:
1. **Literacy and Basic Skills (LBS) and Personal Career Development (PCD) Programs** offer a "new opportunity" for learners to acquire essential basic skills for post-secondary success and retention.
2. **English as a Second Language** programs provide English language improvement for first generations and immigrant students. Recruiting international students is difficult without provincial assistance.
3. **The College Advisor and Accuplacer** Post Admission Testing Programs assist under prepared students to make choices that will contribute to success through learning at appropriate levels. Eight programs took part in a pilot program with 153 of 265 students being assessed for literacy skills. This project is being expanded with the intent to test all incoming students.
4. **Counselling Services** provides students with academic advisement, crisis and decision making, and academic dispute resolution as well as career exploration. Community referrals are made for personal counselling and mental health screening.
5. **Career Services** supports a variety of students in their quest for employment and placement opportunities. Underrepresented students will benefit from services including job fairs and preparation seminars as well as resume development.
6. **Extended Orientation and Pre-Enrolment Orientation Programs** build awareness of College requirements for success aiding retention. More than 70% of incoming first-year students report that the assistance of these programs is critical to their success.
7. **The School/College/Work Initiative** (SCWI) has provided partnership funding and created the strong links with school boards that are needed to promote access for both the first generation and under prepared groups. The Northern education sector has devoted tremendous energy and staff time to ensure that funding has come to this area, particularly as college to college partnerships and remote community partnerships are so difficult, given the great distances. New funding of $70,000 will allow Grade 7 and 8 teachers across the region to participate in professional development aimed to assist students with future access to College.
8. **Prior Learning Assessment Recognition (PLAR)** is one of the critical strategies for mature students contemplating access to college. Recognition of knowledge and work skills can mean the difference to adults who must work and maintain families while accessing college credentials.
9. The College has recently hired a **Diversity Research Assistant** to collect information and assess present programs, look at best practices and will start a Student Diversity Committee to complement the College Committee for Disabled Students.

UNDER-PREPARED "AT RISK" STUDENTS
1. **Peer Mentoring** supports students in academic and social adjustment to the college setting.
2. **Peer Tutoring** supports students with academic problems by providing peer tutoring. The College provides instruction to strengthen the leadership and academic skills of the mentors and provides a small financial compensation to the mentor participant. This past year 99 matches were made and 75 mentors trained.
3. **Literacy and Basic Skills (LBS) and Personal Career Development (PCD) Programs** offer a "new opportunity" for learners to acquire essential basic skills for post-secondary success and retention.
4. **The College Advisor and Accuplacer** Post Admission Testing Programs assist under prepared students to make choices that will contribute to success through learning at appropriate levels. Eight programs took part in a pilot program with 153 of 265 students being assessed for literacy skills. This project is being expanded with the intent to test all incoming students.
5. **Counselling Services** provides students with academic advisement, crisis and decision making, and academic dispute resolution as well as career exploration. Community referrals are made for personal counselling and mental health screening.
6. **Career Services** supports a variety of students in their quest for employment and placement

opportunities. Underrepresented students will benefit from services including job fairs and preparation seminars as well as resume development.

7. **School Board/College Bridge** Programs such as College Link, Senior Bridges and Single Adolescent Mothers (SAM) and Mothers In Search of Learning (MISOL) bring mature students into the College milieu with a smooth transition from secondary to post secondary studies increasing participation rates and access. This year 31 students in the College Link program and 71 SAM/MISOL students studied full time on the College campus.

8. More than 50% of students self identified their need for study skills, test taking skills and /essay/report assignment preparation to be successful in their programs.

9. **Extended Orientation and Pre-Enrolment Orientation Programs** build awareness of College requirements for success aiding retention. More than 70% of incoming first-year students report that the assistance of these programs is critical to their success.

10. **Dual Credits**, college/secondary school, into targeted program such as hospitality create early success and enhance access. The first offering of this opportunity saw 23 students enrolled, and 9 new dual credit courses are under development to partner with all of the regional school boards in Northwestern Ontario.

STUDENTS WITH DISABILITIES

1. **Career Services** supports a variety of students in their quest for employment and placement opportunities. Underrepresented students will benefit from services including job fairs and preparation seminars as well as resume development.

2. **School Board/College Bridge** Programs such as College Link, Senior Bridges and Single Adolescent Mothers (SAM) and Mothers In Search of Learning (MISOL) bring mature students into the College milieu with a smooth transition from secondary to post secondary studies increasing participation rates and access. This year 31 students in the College Link program and 71 SAM/MISOL students studied full time on the College campus.

3. **Extended Orientation and Pre-Enrolment Orientation Programs** build awareness of College requirements for success aiding retention. More than 70% of incoming first-year students report that the assistance of these programs is critical to their success.

4. **Dual Credits**, college/secondary school, into targeted program such as hospitality create early success and enhance access. The first offering of this opportunity saw 23 students enrolled, and 9 new dual credit courses are under development to partner with all of the regional school boards in Northwestern Ontario.

5. **The Disability Transition Program** is a special summer program that gives disabled students a "head start" thus strengthening retention and encouraging greater utilization of services for accommodation and special assistance. This first pilot saw 23 students and 23 parents participate.

6. **The College Disability Counsellor** works with College Counsellors/Advisors, the Learning Strategists and Assistive Technologists to identify specialized adaptive technologies and software and liaise with faculty to develop supportive strategies to improve learning and increase retention.

7. The College has recently hired a **Diversity Research Assistant** to collect information and assess present programs, look at best practices and will start a Student Diversity Committee to complement the College Committee for Disabled Students.

8. **The Learning Centre** is the place where students with disabilities begin their college experience. In the past five years, there has been a 50% increase in the number of students accessing accommodations. In addition, the complexity of the disabilities has increase along with the number of hours per week each student needs to spend with the Learning Strategist.

New Initiatives to Improve Access and Quality
The newly funded Institutional Research position will allow us to establish baseline data for these programs and services. This will provide us with a data driven approach to enhancing existing programs or adding additional ones. Funding provided in Year 1 of the agreement, supplemented by special access and Aboriginal funding opportunities, will allow a continuance of support for these targeted programs.

Increased Funding:
Increased funding would strengthen these initiatives and allow for enhanced marketing and enrolment and retention for all groups. No new programs or initiatives are planned, although identified needs and opportunities exist particularly in the Aboriginal communities which have the highest growing population of youth 18 to 24.

In the table below, identify the institution specific performance indicators you have developed to confirm that these strategies and programs will achieve their intended objectives. This may include the indicator(s) you have identified above. Please provide at least one indicator per strategy / program.

Performance Indicators

Strategy / Program	Indicator
Students with Disabilities: Disability Services and Programs	a) Number of students served by program/service b) Retention and graduation rate
First Generation/"At Risk"/Mature Students: Targeted Enrolment and Support Services	a) Enrolment numbers b) Graduate rate
Aboriginal Students: targeted enrolment, bridge programs, support programs and services	a) Enrolment numbers b) Retention rate c) Graduate rate d) Negahneewin College and Negahneewin Council assessment
Rural and Remote Communities: Targeted programs and delivery strategies	a) Number of programs offered to regional communities b) Enrolment numbers c) Distance Education participation rate with Contact North d) Virtual College enrolment e) Retention/program /course completion rate f) Graduation Rate

Pursuant to these indicators, please outline your institution specific quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

Confederation College recognizes the importance of setting measurable results based on the indicators below. Our College is at the initial stage of institutional research. Before we can establish results we need to have a college wide definition of retention and graduation. We also need to equip ourselves with the tools necessary to identify the various underrepresented groups of students. Our commitment to fulfilling these needs is evident in our newly hired Institutional Researcher who will assist in defining the terms of reference. This researcher will also work with data from our participation in the Ontario College Student Engagement Survey and our Banner Student System to identify and track students. In our next annual review we will have defined our indicators, have baseline data and be prepared to offer targets for future years.

Multi-Year Results

Year	Indicator	Result
2006-07	Aboriginal students: a) enrolment numbers b) retention rate c) graduate rate	• Maintain present enrolment and set targets for higher participation • Establish criteria for retention data collection and set targets for

	d) Negahneewin College assessment tools	improvement • Negahneewin to set criteria for assessment of aboriginal student participation and support
	Students with Disabilities: c) Number of students served by program/service d) Retention and graduation rate	• % of self identified students accessing services is maintained or increased • Create tracking and data collection and set targets from base study
	First Generation/"At Risk"/ Mature Students a) Enrolment numbers b) Retention and graduation rate	• Continue to collect information and maintain % of total college enrolment. Set future targets for increased participation • Set targets for increased retention • Set targets for increased graduation rate
2007-08	Aboriginal students: e) enrolment numbers f) retention rate g) graduate rate h) Negahneewin College and Negahneewin Council criterion	• Maintain or increase participation rate as established in the Enrolment Management Plan • Achieve targets set in 2006-07 s • Achieve targets set in 2006-07 • Implement Negahneewin Council Recommendations
	Students with Disabilities: e) Number of students served by program/service f) Retention and graduation rate	• % of students accessing services is maintained or increased • Achieve targets set in 2006-07
	First Generation/"At Risk"/ Mature Students c) Enrolment numbers d) Retention and graduation rate	• Maintain or increase % of students enrolled • Achieve targets set in 2006-07
2008-09	Aboriginal students: i) enrolment numbers j) retention rate k) graduate rate l) Negahneewin College assessment	• We will monitor the grant projections for Year three. Increased funding will allow us to maintain existing programs and services as above
	Students with Disabilities: g) Number of students served by program/service h) Retention and graduation rate	
	First Generation/"At Risk"/ Mature Students e) Enrolment numbers f) Retention and graduation rate	

*Targets will be set once base line data is gathered.

In addition to developing a system-measure that will track the participation of under-represented students, the ministry is also committed to working with institutions and HEQCO to develop a system measure that will track the participation of mature students.

Official Languages Education Program

French-language and bilingual institutions will report on their strategies for supporting the access to programs for francophone students, and their expected outcomes, as part of the reporting requirements established for the 2005-09 Canada-Ontario Agreement on Minority-Language Education and Second-Language Instruction and the Canada-Ontario Agreement Relative to the Complementary Funds for Minority-Language Education at the Postsecondary Level (2005-06 to 2006-07) under the Official Languages in Education program (OLE).

French Language College – La Cité and Boréal – Collaboration (this section applies to La Cité and Boréal only)

The two French language colleges - La Cité and Boréal – are to work collaboratively to develop a joint strategy to deliver pilot project programs across geographic areas and to evaluate the effectiveness of the collaboration. For 2006-07, please provide a description of the process and timelines of the strategy. The actual plan will be submitted in your annual report.

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College Small, Northern and Rural

If your institution receives funding through the Small, Northern and Rural Grant, please provide a description of your institution's access plan to protect and enhance northern and rural Ontarians' access to quality college services, as appropriate to your institution's unique focus:

> Confederation College, with its largest campus in Thunder Bay (population 113,000), maintains six regional campuses in Kenora, Fort Frances, Dryden, Sioux Lookout, Geraldton and Marathon providing educational services from the Manitoba border to Wawa and north to Hudson Bay. Serving communities, particularly small remote Aboriginal ones that are not accessible by roads, makes for communication and delivery challenges not faced by urban colleges. Our unique integrated multi-campus community learning partnerships along with the latest learning technologies, allow students to access full time, part time and skills training while remaining in their rural and remote home communities. Confederation, the largest user of the Contact North network, delivers programming to over 100 diverse communities. Using broadband technologies, we also operate our Virtual College, linking students and faculty across the north. As recognized in our Small, Northern and Rural Grant, it is very expensive to maintain facilities given the cost of utilities and the great distances between sites. Our extensive community partnerships and generous sharing of resources have made our outreach possible. The high cost of electricity and increased transportation expenses present real challenges. The "campus factor" in the northern section of the grant allows us to maintain (and slightly enhance) our six regional campuses.
>
> The small (scale) factor allows us to offer a much greater breadth of programming – (60 programs vs. 40 approximately, without the factor) The Northern factor including distance, allows us to support our regional campus delivery from Thunder Bay and to take programming into the communities themselves. Without this factor, we would not be able to take the Personal Career Development and Apprenticeship programs out to the remote community sites.
>
> Confederation remains committed to providing access to learning and quality programs for all citizens of Northwestern Ontario through our regional campuses, distance education and distributed learning strategies. Our Strategic Directions 2006 to 2009 support this goal. Given the extreme economic challenges facing our region at this time, supporting and enhancing economic development through education and training is essential.

Please identify the specific multi-year results your institution will achieve from this access plan in the table below. Results could include inputs, outputs or outcomes:

College Small, Northern and Rural

Results for 2006-07 **Integration of the access strategy into the pathways in, through and beyond of our new academic plan.**	• A comprehensive, integrated and college-wide access strategy which builds on existing "pathways in and establishes new pathways • Review and refinement of academic programs to ensure "pathways through" clearly articulate and facilitate movement among them • Evidence-based plan for Strategic and sustainable enrolment management • Revised College Graduate Profile responding to the culturally diverse communities of Northwestern Ontario • A comprehensive Corporate Services Strategic Plan • "Preferred Trainer" response for communities across the region • Transition to a knowledge based economy across major clusters: Environment & Resource Management, Manufacturing, health • Community Development Initiatives Plan across all communities • "Lead the Way" in building common ground and dialogue between Indigenous peoples and Canadians	• Set targets for increased participation in access programming at all campuses and within Aboriginal communities • "Composite Access Index' to set targets for increased participation rates of targeted populations • Set targets for number of programs in renewal • Set targets for number of new programs developed • Increased intra/inter college program targets • Set targets for programs to incorporate diversity, citizenship, ethical and entrepreneurial related outcomes • Set targets for number of general education courses with diversity content • Set targets for increase in KPI performance related to facilities services • Develop base-line data and set targets to improve results for leadership in non-post secondary training initiatives, number of companies purchasing services, special projects and contracts
Results for 2007-08 **Integration of the access strategy into the pathways in, through and beyond of our new academic plan.**	• A comprehensive, integrated and college-wide access strategy which builds on existing "pathways in and establishes new pathways • Review and refinement of academic programs to ensure "pathways through" clearly articulate and facilitate movement among them • Evidence-based plan for Strategic and sustainable enrolment management • Revised College Graduate Profile responding to the culturally diverse communities of Northwestern Ontario • A comprehensive Corporate Services Strategic Plan • "Preferred Trainer" response for communities across the region • Transition to a knowledge based economy across major clusters: Environment &	• Participation in access programming at all campuses and within aboriginal communities • Participation rates of targeted populations • Number of programs in renewal meet 2006-07 target • Increased intra/inter college program transfers • Target met for number of general education courses with diversity • Increase in KPI performance related to facilities services to exceed provincial average • Increased enrolment in non-post secondary training initiatives, number of companies purchasing services, special projects and contracts

	Resource Management, Manufacturing, health	
	• Community Development Initiatives Plan across all communities	
	• "Lead the Way" in building common ground and dialogue between Indigenous peoples and Canadians	
Results for 2008-09	• A comprehensive, integrated and college-wide access strategy which builds on existing "pathways in and establishes new pathways	• We will monitor the grant projections for Year three. Increased funding will allow us to maintain existing programs and services as above
	• Review and refinement of academic programs to ensure "pathways through" clearly articulate and facilitate movement among them	
	• Evidence-based plan for Strategic and sustainable enrolment management	
	• Revised College Graduate Profile responding to the culturally diverse communities of Northwestern Ontario	
	• A comprehensive Corporate Services Strategic Plan	
	• "Preferred Trainer" response for communities across the region	
	• Transition to a knowledge based economy across major clusters: Environment & Resource Management, Manufacturing, health	
	• Community Development Initiatives Plan across all communities	
	• "Lead the Way" in building common ground and dialogue between Indigenous peoples and Canadians	

Student Access Guarantee

Pursuant to Section 2.1 of the Multi-Year Agreements, your institution will participate in the Student Access Guarantee, including a new website to allow Ontario students to identify costs and sources of financial aid.

Please indicate the strategies and programs that your institution will use in 2006-07 to support access for qualified Ontario students who face financial barriers, in accordance with the principle expressed through the Student Access Guarantee:

Current Activities:
Confederation College currently offers the following programs to support student access:
   a) Bursary, Scholarship and Awards Programs: Confederation's bursary scholarship and awards program generates $250,000 in interest that directly assists students with financial need.
   b) Work Study programs: The Ontario Work Study Program provides $665,000 to allow students in financial need to work on campus part time during the academic year.

c) Deferred Payment Program: Tuition deferrals are offered by our institution to allow F/T students who are not able to pay their fees by the normal due date to maintain their seat in their programs by deferring payment until the start of the school year. The College offers $1,875,000 in bridge funding to allow students access to their studies.
d) Individual Advising: Advising programs include OSAP applications procedures, OSAP repayment processes, budgeting, orientation to financial services and how to access them, on campus employment, bursaries/awards, OSAP appeals and loan adjustment processes.
e) College Website/ Student newspapers/flyers:
f) Endowment Funds exceed $4 million in principal –interest to bursaries
g) Students with Disabilities Assistance: Services help students with special needs to access the special program within the Ontario Student Loan program and other community and specifically funded grants.
h) Tuition Set-Aside is used significantly to provide students with summer employment opportunities and student bursaries. Campus employment opportunities provide students with much needed income and this type of engagement is also linked directly to retention. The bursaries ensure that students facing an emergency financial crisis have their immediate needs met to assist with success in post-secondary education.
i) **The College will take applicants' tuition/book shortfalls into consideration in allocating needs-based assistance to students who apply for institutional financial assistance.**

Increased Funding:
Confederation supports the Student Access Guarantee. Increases in Multi year Funding in years 2 & 3 will increase our ability to reach out to targeted access students particularly in rural and remote communities which are among the lowest in family income in Ontario. Developing a specific strategy to assist Aboriginal students and presentations across the regional campuses and distance education sites would be more possible considering the cost of travel to distant communities. Tracking and correlating results and impacts would be done.

For 2007-08, the ministry will consult with institutions on how to improve the co-ordination and communication of financial aid from government and institutional sources and, based on these consultations, revisions to this section of your Action Plan may be required in future years.

As noted in Section 1.1 of the MYA, the ministry is committed to working with institutions and HEQCO to develop an approach for tracking results of the Student Access Guarantee, also to be reflected in 2007-08 revisions.

B. QUALITY

Quality of the Learning Environment

Pursuant to the consultation process on the Multi-Year Agreements, there is stakeholder consensus that a quality postsecondary education system is one that achieves high standards in the quality of the learning environment.

Please provide a description of your strategies that will support the quality of your learning environment as appropriate to your institution's unique focus. In particular, the ministry is seeking information on strategies and programs designed to improve student/ faculty engagement and learning quality. Examples include but are not limited to: academic and student advising, student-centred learning models, first-year seminars, enhanced computers and technology access, learning commons, and library expansions and enhancements:

Current Activities:
During the period of the Multi-year accountability agreement, the College will be developing and implementing a three-year academic plan (2005-8) which will establish "Pathways In" (a comprehensive

strategy for enhancing access), "Pathways Through" (a comprehensive strategy for enhancing quality) and "Pathways Beyond" (a comprehensive strategy for enhancing the readiness of our graduates for multiple roles in the workplace and society. For each of the pathways, we are developing, testing and implementing composite indices which will allow us to measure our success in each pathway.

Access, which we define as the measure of our ability to recognize the diversity of our potential learners—differences, which include but are not limited to, age, sex, gender, culture, geography, socio-economic status, academic preparedness, learning style and/or challenges—and respond to their educational needs, will be measured by a Composite Access Index. This index will include a variety of weighted factors such as increased participation of first generation, aboriginal learners, learners with disabilities, and existing access-related KPIs.

Quality, which we define as the measure of the ability of our academic programming—widely defined to include curriculum, delivery, student services, faculty, and staff—to assist learners in meeting their education goals, will be measured with a Composite Quality Index. This index will include a variety of weighted factors, including such indicators of program quality as class size, academic qualifications of teaching staff, status and rank of teaching staff, and existing KPIs.

Readiness, which we define as the measure of learners' abilities to acquire the knowledge, skills, and attitudes that will be required of them as they take on various roles both within in the workforce and in broader society, will be measured with a Composite Readiness Index. This index will include a variety of weighted factors including such indicators as increased transfers to university, and existing KPIs .

Our use of Banner, our Enrolment Management software, will also move forward with the completion of the planned additions to the student information and online support system. Funding has also made it possible to hire an Institutional Researcher. With this position, the College can move forward with collecting and interpreting data and information from our KPI and Student Engagement Surveys and assist our academic schools in developing a strategic enrolment management plan designed to enhance program quality and student satisfaction.

Confederation has just completed a Provincial Program Quality Assurance Audit and successfully met all five of its criteria. The audit recognized that the College has introduced consultative and collegial decision making (e.g. the Academic Council), formal Quality Assurance policies (especially in program renewal) and support for Quality Assurance in the form to the Centre for Learning and Teaching. Confederation College has succeeded in developing a Quality Assurance Process that is essential, valuable and core to the College's success. Minor suggestions focus on the need for more funds to free up faculty to engage in program renewal and curriculum renewal.

Program Renewal: Confederation has a well developed process in place for curriculum development, program development and program renewal. The process includes all stakeholder groups including external representation and consultation with employers, past graduates, professional experts and groups and program advisory committees. It is well placed for the Credential Validation Services policies and review.

The College has a collaborative academic decision-making model led by Academic Council and supported by the Centre for Learning and Teaching with representation from faculty of all academic schools, and academic administration and student services. The Academic Council is the primary quality assurance body for curriculum and program development and program renewal and rationalization. The College Planning Committee, chaired by the College President, includes the presidents of the faculty and support staff unions, the president of OCASA, the presidents of Oshki Anishnawbeg Student Association and the Student Union of Confederation College, and the Vice Presidents of Academic and Student Services and Corporate Services, the Chair of the Academic Council and The Director of Marketing and Communications.

The Centre for Learning and Teaching promotes excellence in learning and teaching. The Centre supports program renewal and curriculum development, provides professional development for faculty and staff development, provides orientation and coaching services for new faculty, supports faculty in researching new program development, and leads and monitors the Quality Assurance for curriculum development.

Educational Technology Plan: Targets have been set to increase the number of full service electronic classrooms, an annual capital investment in learning technology including open computer lab stations, the Blackboard learning platform and alternate delivery courses.

Student Commons: This integrated center for student success, registration and student services support staff, counselling, financial aid, Learning Centre and student liaison services has created a "one stop" service that is more responsive to student needs and has greater flexibility and capacity to meet students needs.

The funding increase for Year one of the Multi-Year Agreement has allowed Confederation College to move forward with the 3rd Year of the Aerospace Manufacturing Technician program and a new Radio Foundations 3 semester program which is targeted to small rural communities and Aboriginal communications organizations.

New initiatives for year one include the Access Partnership and the Virtual College projects. This funding has been critical to the Aviation Flight program with the cost of fuel and maintenance of equipment. All programs have benefited with funding available to adequately meet their needs for supplies and part time staff that are essential to maintain program quality

New capital funding in year one was approved to meet the program and administrative "urgent needs" to ensure quality learning and services. Aviation acquired rapid prototyping capacity to support Aerospace Manufacturing and Health and Community Services acquired patient simulators to support Practical Nursing and the Collaborative degree in Nursing

New Initiatives in teaching and learning in year one include Confederation's investment in 6 new program development initiatives that focus on our unique niche in Northwestern Ontario, funding for a strategic expansion of the Virtual College/ Alternate Delivery, the hiring of a consultant to develop an integrated plan for recruitment, and a new Institutional Researcher position.

Library Services: The Library Services Strategy Plan includes access and quality performance targets. Data collected includes the number of visits to the library, inter library loans, use of electronic resources, electronic searches, new resources added and study spaces available.

Research Protocol: the College has developed a plan to promote a sustainable applied research culture and achievable research goals.

Increased Funding:
A planned surplus in from Year 1 of the MYA will mean that the $500K anticipated shortfall in funding for 2007-2008 will be avoided. No serious retrenchment or program cancellations should be required for a balanced budget. Additional Funding would allow: capital equipment for classroom learning; improving our library holdings; improved funding for the Centre for Learning and Teaching, professional development for faculty and orientation for staff. Funding for 2006-07 and 2007-08 has allowed the college to maintain current faculty part-time /full-time ratios and complement. Increased funding in 2007-08 will avoid reductions in these ratios. It will also allow us to: Meet the Ministry's Reaching Higher Plan for increased faculty/student engagement and smaller class sizes; Meet the Pathway targets set for improvement in access, quality and readiness; and, maintain programs, and funding for program and curriculum renewal.

In the table below, identify the performance indicators developed by your institution to confirm that these strategies and programs will achieve their intended objectives. Please provide at least one indicator per strategy / program. For student/ faculty engagement, institutions may use net new full-time faculty, support staff, student services and administrative staff hires as one their indicators. Colleges are expected to provide their staff data to the College Compensation and Appointments Council which will post it on the Council website, as per the current practice.

Performance Indicators

Strategy / Program	Indicator
Pathways In **- Our access strategy**	Composite Access index
Pathways Through **- Our quality strategy**	Composite Quality index
Pathways Beyond **- Our readiness strategy**	Composite Readiness index
Program Renewal	a. Number of programs designated for review b. Number of reviews brought through curriculum revision
	a. Capital approved in the budget
New Initiatives: capital funding	
Library Services: The Library Services Strategy Plan	a. number of visits to the Library b. Number of electronic searches c. Total new resources added d. Total study spaces available
Centre for Learning and Teaching	a. Number of professional development activities b. Orientation sessions planned and conducted c. Number of faculty accessing services d. Budget approved for the centre e. Staff and Faculty satisfaction
Educational Technology Plan	a. Number of full service electronic classrooms b. Number of open computer stations c. Increase in Alternate delivery courses d. Increase in usage of Blackboard e. Annual investment in learning Technologies
Student Commons:	a. Student satisfaction b. Student and faculty feedback c. Usage data d. Retention
New Initiatives: capital funding	a. Annual investment in academic program capital b. Annual investment in facilities and services capital

Pursuant to these indicators, please outline the quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

Multi-Year Results

Year	Indicator	Result
2006-07	**Program Renewal** Number of programs designated for review Number of reviews brought through curriculum revision **New Initiatives: capital funding** Capital approved in the budget **Library Services: The Library Services**	• Set targets for # of programs • Set targets for # of programs • Set targets for yearly capital allocation

	Strategy Plan number of visits to the Library Number of electronic searches Total new resources added Total study spaces available		• 312,000 est. • 120,000 est. • 1600 est. • 130 est.
	Centre for Learning and Teaching Number of professional development activities Orientation sessions planned and conducted Number of faculty accessing services Budget approved for the centre Staff and Faculty satisfaction		• Establish base level • Establish present usage
	Educational Technology Number of full service electronic classrooms Number of open computer stations Increase in Alternate delivery courses Increase in usage of Blackboard Annual investment in learning Technologies		• Set targets for access • Set base $ per year • Track and target satisfaction rate • Set targets for increased numbers • Set targets for # of stations • Set targets for # of courses and students • Set base $ for investment yearly
	Student Commons: Student satisfaction Student and faculty feedback Usage data Retention		• Track and set targets for improvement • Survey satisfaction • Track data and set targets • Set retention targets
	New Initiatives: capital funding Annual investment in academic program capital Annual investment in facilities and services capital		• Set base $ for yearly budget • Set base $ for yearly budget
2007-08	**Program Renewal** Number of programs designated for review Number of reviews brought through curriculum revision		• Meet target for # of programs • Meet targets for # of programs
	New Initiatives: capital funding Capital approved in the budget		• Target for yearly capital allocation
	Library Services: The Library Services Strategy Plan number of visits to the Library Number of electronic searches Total new resources added Total study spaces available		• 315,000 est. • 125,000 est. • 1650 est. • 150 est.
	Centre for Learning and Teaching Number of professional development activities Orientation sessions planned and conducted Number of faculty accessing services Budget approved for the centre Staff and Faculty satisfaction		• Meet base level • Increase over present usage
	Educational Technology Number of full service electronic classrooms		• Meet targets for access • Meet base $'s per year

		Number of open computer stations Increase in Alternate delivery courses Increase in usage of Blackboard Annual investment in learning Technologies **Student Commons:** Student satisfaction Student and faculty feedback Usage data Retention **New Initiatives: capital funding** Annual investment in academic program capital Annual investment in facilities and services capital	• Achieve targeted satisfaction rate • Meet targets for increased numbers • Meet targets for # of stations • Meet targets for # of courses and students • Meet base $ for investment yearly • Meet target for improvement • Survey satisfaction • Track data and meet targets • Meet retention targets • Meet base $ for yearly budget • Meet base $ for yearly budget
	2008-09	**Program Renewal** Number of programs designated for review Number of reviews brought through curriculum revision **New Initiatives: capital funding** Capital approved in the budget **Library Services: The Library Services Strategy Plan** number of visits to the Library Number of electronic searches Total new resources added Total study spaces available **Centre for Learning and Teaching** Number of professional development activities Orientation sessions planned and conducted Number of faculty accessing services Budget approved for the centre Staff and Faculty satisfaction **Educational Technology** Number of full service electronic classrooms Number of open computer stations Increase in Alternate delivery courses Increase in usage of Blackboard Annual investment in learning Technologies **Student Commons:** Student satisfaction Student and faculty feedback Usage data Retention **New Initiatives: capital funding** Annual investment in academic program capital	• We will monitor the grant projections for Year three. Increased funding will allow us to maintain existing programs and services as above

	Annual investment in facilities and services capital	

Student Engagement and Satisfaction

Pursuant to Section 2.2 of the MYA, your institution will participate in the Ontario KPI initiative and in the Ontario College Student Engagement Survey and submit results from these surveys to MTCU.

As experience with the Ontario College Student Engagement Survey grows, subject to advice from HEQCO, this Action Plan may be revised in future years to incorporate institutional and/or sector-wide targets designed to improve student engagement and satisfaction scores. In the meantime, institutions may wish to use their Key Performance Indicators (KPI) and Ontario College Student Engagement Survey results as their indicators of quality in the section above.

Student Success
Retention

Pursuant to Section 2.2 of the MYA, your institution will identify specific targets for retention. Please insert targets for student retention rates in the following table, using the institution specific definitions and methodologies for measuring retention outlined in your 2005-06 Interim Accountability Agreements or if you have developed new definitions and/or methodologies, please specify what they are:

Student Retention Rates

	2006-07	2007-08	2008-09
1st to 2nd Year	+ 2%*	+2%	+2%
2nd to 3rd Year	+0.2%*	+0.4%	+0.4%
3rd to 4th Year*			

1st to 2nd year
*The percentage increase of 1st year students that we intend to retain through to the 2nd year of the program (i.e. If we take in 100 students into program A in the Fall of 2005 and have 75 of those students still in their program in the Fall of 2006, then our goal is to return 2 more students from the 100 student intake in the Fall of 2006).
 2nd to 3rd year
* The percentage increase of 2nd year students that we intend to retain through the 3rd year of the program (i.e. the total number of students proceeding to the third year of our programs in 2006 will increase by 2% for the cohort proceeding into year three in 2007).

It is our goal in establishing a strategic enrolment management plan, supported by he increased analytical capacity provided by our Institutional Researcher, to refine our institutional approach to retention.
The funding provided in year one will allow us to develop the following retention components of our strategic enrolment management plan: specifically,

1) to begin longitudinal tracking of program-specific retention rates;
2) to identify program specific-retention targets;
3) to develop and implement selection instruments, curricula, and student services designed to increase program specific retention;
4) to assess the effectiveness of any specific retention strategies implemented.

Our ability to implement components 3 and 4 will be possible through increased funding to support these retention strategies in years two and three of the Multi-year accountability agreement.

Pursuant to Section 2.1 of the MYA, your college will continue to participate in the Key Performance Indicator initiative.

The ministry will use the graduation data to determine whether the graduation rate (2005-06 reporting year) of 60 percent for the college sector is being maintained or improved, pursuant to the "Reaching Higher" Measurement and Results Schematic located in Appendix A of the MYA.

C. ACCOUNTABILITY

Multi-Year Action Plan
Please provide details on how the institution consulted with faculty, support staff, administrative staff and students on the content of this Action Plan:

The College Planning Committee which includes all stakeholder groups in the college was consulted on this submission from early draft to the final completion. In addition, the Dean, Negahneewin College of Academic & Community Development, the VP Academic and Student Services and the VP Corporate Services consulted fully with staff in the setting of the Strategic Directions which guided this submission and worked with all departments, centres and academic groups in the compilation of the information included in this document. All stakeholder groups have had the opportunity through the College Planning Committee to respond and offer recommendation for revision. The Multi-Year Agreement Action Plan was presented to our Board of Governors on October 28, 2006.

As previously noted, the Ministry will review your Action Plan annually to discuss progress being made on the commitments outlined in your plan.

Based on this review, you may be required to submit an improvement plan to the ministry, developed in consultation with faculty, staff and students.

The release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on the successful completion of the annual review of the Multi-Year Action Plan.