Ministry of Training, Colleges and Universities

2013-2014 Report Back

Institution Name:	Confederation College

OVERVIEW

The annual Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

Where possible, to help streamline the 2013-2014 Report Back process, the Ministry pre-populated **Confederation College's** 2013-2014 Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2012-2013 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Confederation College's** 2013-2014 Report Back is denoted with the symbol [+].

1) Enrolment - Headcount*

DEFINITION: Headcount is the un-audited 2013-2014 enrolment count on November 1, 2013 in the Ontario College Application System(OCAS) (Full-Time funded students only: does not include Nursing, Second Career, Apprentice or International students).

Confederation College reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = **2,944**[(+)].

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment at **Confederation College** in 2013-2014 = **2,101**.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment at **Confederation College** in 2013-2014 = **710**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2013) enrolled at **Confederation College** in 2013-2014= **133**.

* 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 closer look at 2013/2014 enrollment activity show a spectrum of unique programming contributing to our total. These include making our services accessible through programs such as the School College Work Initiative, the MTCU credit transfer system, our virtual college, Collaborative multi institutional programs, "Confederation Bound" early acceptance program, International programming and Regional programming.

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 2013-2014 to manage enrolment.

> Thorough monitoring and analysis of our student demographic data forms the basis of our Strategic Enrolment Management (SEM) process. We combine this with labour market analysis to track skill and workplace demand in our region. In doing so we are able to offer relevant and current high quality programming that will have a positive impact on our catchment area.
>
> From a recruitment standpoint we have been noticing a slight decline of local students but have been offsetting this decline with positive additions to our international student body allowing us to remain relatively stable. From a retention standpoint we monitor at risk students by program and academic school. We have initiatives in place for early detection and referral to our student support systems and are hoping that over time this will have a positive impact on our overall enrollment numbers.

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

*DEFINITION: <u>Students with disabilities</u> 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: <u>First Generation</u> 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: <u>Aboriginal</u> 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, languages, 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
Please indicate the total number of Full-Time *Students with Disabilities* at **Confederation College** who registered with the Office for Students with Disabilities and received support services in 2013-2014= **464** The total indicated above as a comparative % of **Confederation College's** 2013-2014 Enrolment Headcount: (Insert Total From Above) **464** ÷ **2,944**[+] (2013-2014 Enrolment Headcount) x 100 = **15.8**%	Please indicate the total number of Full-Time *First Generation Students* enrolled at **Confederation College** in 2013-2014= **1,425** The total indicated above as a comparative % of **Confederation College's** 2013-2014 Enrolment Headcount: (Insert Total From Above) **1,425** ÷ **2,944** [+] (2013-2014 Enrolment Headcount) x 100 = **48.4**% Please also indicate the total number of Part-Time *First Generation Students* enrolled at **Confederation College** in 2013-2014 = **179**	Please indicate the total number of Full-Time *Aboriginal Students* enrolled at **Confederation College** in 2013-2014= **663** The total indicated above as a comparative % of **Confederation College's** 2013-2014 Enrolment Headcount: (Insert Total From Above) **663** ÷ **2,944**[+] (2013-2014 Enrolment Headcount) x 100 = **22.5**% Please also indicate the total number of Part-Time *Aboriginal Students* enrolled at **Confederation College** in 2013-2014 = **89**

* 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.

Similar to previous years Aboriginal students have three ways to self-identify:

1) OCAS Application;
2) Student Success Survey administered at the time of registration; and
3) the Stand up and Be Count voluntary self-identification survey

Students With Disabilities	First Generation Students	Aboriginal Students
Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving *Confederation College's* initiatives for *Students with Disabilities.* A highlight could be a strategy, initiative or program viewed by ***Confederation College*** to be an innovative practice, success story and/or key accomplishment.	Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving *Confederation College's* initiatives for *First Generation Students.* A highlight could be a strategy, initiative or program viewed by ***Confederation College*** to be an innovative practice, success story and/or key accomplishment.	Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving *Confederation College's* initiatives for *Aboriginal Students.* A highlight could be a strategy, initiative or program viewed by ***Confederation College*** to be an innovative practice, success story and/or key accomplishment.
A positive contributor to the numbers above were due to the creation of full time positions in our aboriginal commons Center called APIWIN that is aligned with the Student Accessibility Services Department (Disability Services). We share our processes in order to leverage expertise related to assisting Students with disabilities and as a result we are witnessing many more Aboriginal Students with disabilities receiving support. APIWIN has three Aboriginal Navigators who assist Aboriginal Students with transition issues. Each of the Navigators has a specialization and for one of them that is providing learning strategies for students with disabilities. It is quite clear that Aboriginal Students are more comfortable receiving their supports/accommodations from someone based out of APIWIN who has already developed a relationship with the student. Last year was also the first year that Disability Services (Student Accessibility Services) was combined into a common unit with Counselling and the Health Centre. This arrangement has lead to increased efficiencies and supported many Students who are in distress.	A new initiative for First Generation students at Confederation College for 2013-2014 was the creation of Student Life Coach positions. These positions were created with the intent of increasing retention rates by taking a holistic approach to advisement. Many students are challenged by academic and non-academic issues. Students need advice and support from an individual who can help them seek out answers to keep them engaged in school until graduation. Student Life Coaches achieve this by working closely with faculty and coordinators to identify students who may be at risk and provide the necessary support and/or referrals. With one Student Life Coach being assigned to each academic school this provided us with an opportunity to meet the needs of students by staying up to date with program specific information and working within close proximity to both the students and faculty. By working in close proximity this allowed staff to build strong working relationships and an enhanced comfort level amongst students so they feel comfortable asking for help.	In addition to assisting Aboriginal Students with transition issues the Navigators in APIWIN look for ways to engage Aboriginal Learners. This staffing addition has been effective at retaining at risk students while continuing to positively impact the quality of services received by these students. With the highest percentage of aboriginal students (22.5%) compared to all other Ontario Colleges, Confederation believes that integrating Aboriginal Learning Outcomes (ALO) into our curriculum is of extreme value for both the students and the community. In 2013/2014 38% of Confederation's programs met our ALO standards and we have set a target of having 100% of eligible programs meeting this standard by the Fall 2016 semester. In addition to the positive achievements of our ALO integration, the Negahneewin Education Circle hosted a 2 day conference "Supporting and Advancing Aboriginal Learning". 330 registrants participated.

3) 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)
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%[(+)]
2013-2014	566[(+)]	35[(+)]	6.2%[(+)]	54467[(+)]	3003[(+)]	5.5%[(+)]

Per the College Graduate Outcomes data reported in 2013-2014 (based on 2012-2013 graduates), the percentage of **Confederation College** students who were satisfied or very satisfied with academic preparation for university was **80%[(+)]**.

Per the College Graduate Outcomes data reported in 2013-2014 (based on 2012-2013 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **85.1%[(+)]**.

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 2013-2014, 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.

In 2013/14 we have added the development and collection of Credit transfer opportunities to the our Annual Program Review process. A new webpage has been launched re: Recognized Prior Learning (RPL) and have developed a formal RPL Committee. We have worked on stronger processes for Block Transfers for students to ensure they are based on program outcomes and not course based when large numbers of courses are being transferred. We have signed the ACCC Transfer Principles and are aligning our processes, policies and agreements with that document.

4) 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 2013-2014 Report Back = 35)**
Course Option #2: Offered Wed - 25 students enrolled **(Class Size Reported in 2013-2014 Report Back = 25)**

COMP1082 *Computer Skills*
Course Option #1: Offered Mon - 98 students enrolled **(Class Size Reported in 2013-2014 Report Back = 98)**

SWRK1026 *Canadian Social Welfare*
Course Option #1: Offered Mon & Thurs - 10 students enrolled **(Class Size Reported in 2013-2014 Report Back = 10)**
Course Option #2: Offered Wed & Fri - 10 students enrolled **(Class Size Reported in 2013-2014 Report Back = 10)**
Course Option #3: Offered Tues & Thurs - 40 students enrolled **(Class Size Reported in 2013-2014 Report Back = 40)**

SWRK 1041 *Preparation for the Field*
Course Option #1: Offered Tues - 30 students enrolled **(Class Size Reported in 2013-2014 Report Back = 30)**
Course Option #2: Offered Wed - 30 students enrolled **(Class Size Reported in 2013-2014 Report Back = 30)**

SWRK1043 *Group Dynamics*
Course Option #1: Offered Mon - 60 students enrolled **(Class Size Reported in 2013-2014 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 2013-2014 Report Back = 100)**
Course Option #2: Offered Wed & Fri - 101 students enrolled **(Class Size Reported in 2013-2014 Report Back = 101**)
Course Option #3: Offered Tues & Thurs - 76 students enrolled **(Class Size Reported in 2013-2014 Report Back = 76)**

Each of these course offerings should be counted once in the table below, in the appropriate class size section.

For the 2013-2014 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 1st 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 2013-2014:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1st Year Sections
Fewer than 30 students	422	68.2%
30 to 60 students	185	29.9%
61 to 100 students	11	1.8%
101 to 250 students	1	0.2%
251 or more students	0	0%
Total	619	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2nd Year Sections
Fewer than 30 students	170	71.4%
30 to 60 students	63	26.5%
61 to 100 students	5	2.1%
101 to 250 students	0	0%
251 or more students	0	0%
Total	238	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3rd Year Sections
Fewer than 30 students	37	80.4%
30 to 60 students	9	19.6%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	46	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4th 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.

Class size has been calculated using a custom report from our programmers.

Please provide one or more highlights, in the space provided below, of an activity that **Confederation College** used during 2013-2014, 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 the continued increase in International student numbers, strategies have been adopted to maintain International student numbers. In the Electronic/Electrical/Instrumentation program cluster, for example, International students come to the program to experience the full Canadian integrated experience. Therefore, International students are integrated into existing class sections with other domestic students instead of being separated out as a specific International cohort. This strategy encourages engagement, relationship building, and integration of all students. Additionally, lab sections are purposely kept to a maximum of 20 students to ensure not only ease of integration but also to maintain a low Faculty to Student ratio thereby maintaining appropriate class sizes and student success.

The Community Integration Through Cooperative Education (CICE) program is a newer program (into its third year) which provides basic educational and work experience skills to individuals with intellectual challenges. The students are each assigned an "Integration Facilitator", or personal tutor/supporter, who accompany the students to their classes, modify the curriculum, integrate the knowledge, and assist in the practical application of the knowledge for the students. This highly and supportive level of assistance and extremely low 1:3 ratio of Facilitator to students has resulted in an extremely high level of student retention and success in this program.

The General Arts and Science (GAS) Certificate and Diploma programs have a January and February intake respectively. This option allows students who have been unsuccessful in another program or who have not completed all of the courses in the previous semester's program, to transfer into the GAS program thereby enabling them to continue in the College. The February intake also allows newly graduated high school students a chance to enter into a College program instead of having to wait until September. This not only helps to ensures fuller class sizes in the GAS programs, but it also enables students who would not have been eligible to continue in their original program the opportunity to continue at college and possibly re-enter back into

their original program after some experienced successes or course remediation

5) eLearning

As part of the government's PSE Transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario, including fully online, synchronous and hybrid learning.

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.*

Course, Program and Registration Data:

Please indicate in the table below the number of Ministry-funded courses, programs **Confederation College** offered in 2013-2014 and corresponding registration information

An <u>Ontario College Credential</u> includes: Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate (or the French-language equivalent).
* <u>Other Credential</u> 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 *Fully Online Learning**	239	2,215
# of Ministry-funded courses offered through *Synchronous Conferencing**	155	60
Total # of Ministry-funded courses offered through the above eLearning formats	394	2,275
PROGRAMS	**Ontario College Credential**[*]	**Other Credential**[*]
# of Ministry-funded programs offered through *Fully Online Learning**	18	57
# of Ministry-funded programs offered through *Synchronous Conferencing**	24	16
Total # of Ministry-funded programs offered in the above eLearning formats	42	73
REGISTRATIONS	**Ontario College Credential**[*]	**Other Credential**[*]
# registrations in Ministry-funded programs offered through *Fully Online Learning**	61	750
# registrations in Ministry-funded programs offered through *Synchronous Conferencing**	825	85
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	886	835

*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.

eLearning has been calculated using a custom report from our programmers.

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 2013-2014.

In 2013/14 we developed a second level communication course that was built to span 3 different areas (Health, Community Services and Business) to build a course that could be taught through synchronous video as well as supplemented by content developed through our Confederation Online Development team. This was built through our Teaching and Learning Centre with our full-time Communications faculty and was piloted in Winter 2014 very successfully.

Please provide one or more highlights, in the space provided below, of an activity that **Confederation College** used during 2013-2014, 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.

Our new Strategic Plan contains these two themes related to flexible delivery and committees have been created to implement:

1) Implement the Virtual College including technology enabled learning to expand access to programming and services throughout northwestern Ontario and beyond; and

2) Develop and improve supportive learner resources through flexible learning. In 2013/14 our number of students enrolled in online courses grew by 46% (to 1867).

We have continued to invest in the development of pedagogically sound and technologically engaging courses as well the as the training for faculty to teach with these new tools and formats.

6) International 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 2013-2014:

- Outbound students* = 1

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

- Inbound students* = 7

  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 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 2013-2014, 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 2013-2014	2013-2014 Total Enrolment by Program
Lianyungang Normal Colleg	Lianyungang / China	Early Childhood Education	86
Qingdao College of Hospit	Qingdao / China	Hotel Management	2
Jiangyin Polytecnic Colle	Jiangyin / China	Business Accounting	14

*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 uses a wide variety of tools to both promote its programs to Canadian and international students, and to follow up on their experiences. This includes face-to-face meetings, social media campaigns, fair participation, extensive student follow-up, partnership visits, focus groups etc. No one method or approach is adequate and a multi-pronged approach is necessary tailored to the specific market or student group identified.

Please provide one or more highlights, in the space provided below, of an activity that *Confederation College* used during 2013-2014, which contributed to maintaining or improving *Confederation College's* international initiatives. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.

Confederation embarked on a new community partnership this year with its ESL students. Every two weeks, students would take a trip to a local senior centre to practice their conversational English skills with seniors. Learning from each other's backgrounds and life stories, both students and seniors also expanded their knowledge of the various cultures involved, and the students enjoyed learning about the history of Thunder Bay and surrounding region. The partnership has grown to include other activities such as outings to local landmarks and a winter coat drive. Plans are now underway for a special Christmas celebration. Students and seniors are very happy with how this partnership has evolved and many new friendships have been established. This initiative is an example of best practices in student retention and academic enhancement, contributing to Confederation's reputation abroad as a provider of quality education, and as a strong community partner in its local community.

7) 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.

*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 2013-2014:

	Certificate	Diploma	Advanced Diploma	Graduate Certificate	Applied Degree
Number of programs at **Confederation College** with a Co-op Stream	0	11	0	0	0
Number of students at **Confederation College** enrolled in a Co-op program	0	84	0	0	0

Please provide one or more highlights, in the space provided below, of an activity that **Confederation College** used during 2013-2014, 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.

Positive experiences with our WIL students have been noted by local business. We believe that providing rich on the job training through WIL opportunities contributes to making our graduates successful at securing employment post graduation. Without the on the job exposure our students would be much less competitive in those job markets.

8) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2013-2014, the student satisfaction rate at **Confederation College** for KPI Question #13 "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 2013-2014, the student satisfaction rate at **Confederation College** for KPI Question #24 "The overall quality of the learning experiences in this program" = **86.1%[(+)]**

Per the KPI results reported in 2013-2014, the student satisfaction rate at **Confederation College** for KPI Question #39 "The overall quality of the services in the college" = **65.3%[(+)]**

Per the KPI results reported in 2013-2014, the student satisfaction rate at **Confederation College** for KPI Question #49 "The overall quality of the facilities/resources in the college" = **75.3%[(+)]**

Please indicate the methods, in addition to the KPI survey results reported in 2013-2014, that **Confederation College** used in 2013-2014 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 2013-2014, 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.

Increasing accessibility of our services through initiates such as our virtual college, the School College Work Initiative and our Integrated Employment Services / Training Network allow successful applicants to start their experience at the College on a positive note by gaining access to our programming through a variety of pathways.

Once enrolled with Confederation, students have access to a variety of "in person" and "virtual" student supports from counseling to tutoring. Confederation's student union (SUCCI) has an active role in engaging and interacting with students throughout their time at our school through a variety of educational workshops and initiatives.

Our program review process monitors relevancy and quality of program content in order to make sure we offer the highest quality programming while meeting and exceeding program standards.

With a rapid increase in our Aboriginal student body, the adoption of Aboriginal Learning Outcomes make course content more applicable and appealing to the growing student body.

9) Graduation Rate

Per the KPI results reported in 2013, the graduation rate at **Confederation College** = **58.2%**[+]

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **Confederation College** used in 2013-2014 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 2013-2014, 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.

With a strong regional economy Thunder Bay has averaged between the lowest to one of the lowest unemployment rates in Ontario over the past few years. With such a strong labour market students often leave their studies to pursuit meaningful work; thereby lowering our graduation rate.

Continued efforts have been focused on the development of "virtual" student supports to assist with the expansion of our virtual classrooms. Virtual tutoring and counseling have been implement with great success and are continuing to be effective additions to our student support systems.

Our efforts towards early identification of at risk students through our Student Success Survey continue. The four categories of academic, career, financial and personal remain the focus of the risk identification process. Analysis of multi-year data has shown that student confidence has been linked with graduation rate.

Closer analysis of our graduation rate has mapped out a "lost student" map split by program and school. This is used to provide more targeted initiatives towards these students in an attempt to retain them and thus increase our graduation rate.

10) Graduate Employment Rate

Per the KPI results reported in 2013-2014 the graduate employment rate, 6 months upon graduation, at *Confederation College* = **89.1%**[(+)]

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **Confederation College** used in 2013-2014 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 2013-2014, which contributed to maintaining or improving **Confederation College's** graduate employment rate. This could be a strategy, initiative or program viewed by **Confederation College** to be an innovative practice, success story and/or key accomplishment that **Confederation College** would like to highlight.

> Confederation graduates continue to see high graduate employment rates. This is due to low unemployment rates in the region, the quality of education received at Confederation College and a high demand for the skill sets of our graduates. As documented through the Employment and Social Development Canada website, Thunder Bay fluctuated between the lowest and one of the lowest unemployment rates in Ontario during 2013/2014.
>
> Continued advancements with The Ring of Fire Aboriginal Training Alliance (RoFATA) have been made. During 2013-2014 it was announced that RoFATA is receiving over $5.9-million from the Government of Canada's Skills and Partnership Fund to provide training for employment in the mining sector for the people of Matawa First Nations. Confederation College is a primary partner in RoFATA and will be organizing and delivering the training programs. Nine specialized training and six pre-trade courses have been made available to Matawa First Nations members. Some of the courses are delivered in their First Nation communities and others are delivered in Thunder Bay.

11) Student Retention

The table below has been pre-populated with the results from **Confederation College's** 2012-2013 MYAA Report Back. Please identify **Confederation College's** achieved results for 2013-2014 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 2012-2013	Retention Rate Achieved for 2013-2014
1st to 2nd Year	**69.1%**[(+)]	2013 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 738 ÷ 2012 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = 1,113 x 100 = 66.3%
2nd to 3rd Year	**86%**[(+)]	2013 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 104 ÷ 2012 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 139 x 100 = 74.8%
3rd to 4th Year	**0%**[(+)]	2013 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 ÷ 2012 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 x 100 = 0%

*NOTE: Institutions used a variety of student enrolment cluster groups in their 2012-2013 MYAA Report Back student retention rate calculations. As such, comparison between prior year student retention rates and the 2013-2014 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 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.

> Calculations were made through a custom report by our programmers. The report has been consistent with the 2012-2013 method so the years are comparable.

Please provide one or more highlights, in the space provided below, of an activity that ***Confederation College*** used during 2013-2014, 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.

> Our SEM committee has been putting more focus towards the identification of at risk students as well as the early detection of these students. We have a monitoring system in place to identify what programs and academic schools we are failing to hold students within and specific initiatives are targeted towards these issues. Solutions lie within early identification of at risk students through monitoring of attendance, grades, confidence in feedback surveys etc. and follow up referrals to our student support systems.
>
> In addition, Confederation College's "First Generation" project, funded by MTCU, funds research and provides addition supports to facilitate increased retention.

12) Productivity and Innovation Fund (PIF)

Productivity and Innovation Fund (PIF) records indicate that **Confederation College** participated in the following institutional or multi-institutional PIF projects. Please indicate one or more examples of ongoing initiatives that resulted from the project that will continue in 2014-2015, such as knowledge sharing, expanded scope or expanded number of partner institutions.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Community-Based Delivery: A Bridge for Blended Learning in Rural and Remote Communities(+)	CONF-CPR2-I(+)		The Maternal Care Worker (MCW) Program, was developed as an asynchronous and synchronous Confederation College certificate program in partnership with Meno Ya Win Hospital, Sioux Lookout Area Aboriginal Management Board, Engage Learning Systems, Workbay and Confederation College. The MCW program will be deployed across 32 First Nations throughout the Sioux Lookout Region spanning over 385,000 square kilometers, 32 communities and approximately 30,000 people.
Banner Ontario Leadership Team (BOLT) Common Government Reporting Solution(+)	CONF-ASDT1-M(+)	Evaluation of the cost savings/avoidance will be based on the application of the reusable framework.	The project is the evaluation process of aggregating reporting and data element implementations currently developed individually by Banner Colleges into a single, vendor supported and maintained implementation. The consultant's final report was circulated among the participating Colleges, and presented at the spring meeting of BOLT and the OCCCIO conference in June. After consideration of the report, Colleges will prioritize possible next projects at the fall BOLT meeting (Oct). Next steps will be discussed at the fall OCCCIO meeting (Nov).

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
THE UNIFIED ONLINE SERVICE DELIVERY SOLUTION: A Multi-Institutional Platform for Innovative and Collaborative Service Delivery(+)	GEOR-ASDT3-M(+)	Cost avoidance will begin in 2015 by transforming the student service delivery model.	Georgian is actively fundraising to acquire the resources necessary for the implementation of the solution during the next fiscal period. In addition, Georgian is working to expand the consortium of colleges to develop a multi-institutional platform that will leverage knowledge and resources across the sector. Loyalist has developed a sharepoint portal, and the documentation and code will be shared with all consortium members.
College System Software Inventory and Licence Collaboration(+)	HUMB-ASDT1-M(+)	Evaluation of cost savings/avoidance will be based on the application of the reusable framework.	The key project deliverable was a reusable framework for collaborative software licensing including a project plan for a pilot of the framework. The pilot of the framework is being applied to the negotiation of a software license for Ontario Colleges for two separate agreements. The agreements were selected based on the audit conducted during the project. An evaluation of the framework and value is planned upon the conclusion of the first application of the framework.
Development of an Integrated Risk Management Toolkit for Ontario Post Secondary Institutions(+)	HUMB-ASDT2-M(+)		The college has worked with our audit committee of the Board and MNP (the identified College sector vendor), and identified significant elements of risk foci that have been Incorporated into the Executive Limitations(EL) reports to the Board of Governors.
Emergency Management and Business Continuity Program Framework for Ontario's College Sector(+)	NIAG-PP4-M(+)		Confederation College has implemented a robust Emergency Management Program and Business Continuity framework, including lockdown procedures, training and public address systems, emergency polices and procedures, business continuity programs including IT systems offsite backup and hardware redundancies; along with a senior team emergency communications and delegation protocol.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Building Capacity for Hybrid and Remote Delivery in Partnership with Confederation and Northern Colleges[(+)]	SSFL-CPR1-M[(+)]		Confederation has entered into two unique partnerships being implemented in 2014-2015: #1:The collaboration in the delivery of the Post-Graduate Geographic Information Systems (GIS) Program, with Northern College, Confederation College and Sir Sandford Fleming College. #2: Northern Colleges Collaborative Programming project (NCCP). The NCCP project is an initiative launched under the umbrella of a Memorandum of Understanding for Collaboration, which was signed by the Presidents of the six northern colleges in 2012. The purpose of the MOU is to provide a broader range of learning opportunities and supports to residents and communities of Northern Ontario through the development of an integrated and synergistic training and education strategy. Specifically, developing collaborative opportunities between the six colleges that will serve the needs of the residents of Northern Ontario while respecting the autonomy of each institution and its Board of Governors.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
IT Disaster Recovery Envrionental Scan and Collaborative Tools Development[+]	SSFL-ASDT3-M[+]		The opportunity was to develop an IT Disaster Recovery framework which applies system wide, and to create working relationships which lead to a common process and nomenclature for risk identification, risk assessment and risk mitigation at partner colleges. Thus the processes and deliverables were created once instead of 24 times (cost avoidance). Specific follow up activities after March 31st included: 1) Two provincial ¬wide virtual town halls were delivered to the Provincial CIO groups on April 16th, 2014 to review the Environmental Scan findings and introduce the deliverables to every college. 2) The Deliverables including: The Procurement and Contract IT Disaster Recovery Readiness Assessment Framework Tool, including Content, a User Workbook and an Assessment Tool, A CAAT-specific Threat Listing and The Federal Harmonized Threat Risk Assessment Methodology was modified for CAAT use, yielding a User Guide and TRA Tool supporting the development of a ranked Risk Assessment listing were presented at the Annual OCCCIO Conference held¬ June 18th to the 20th, 2014 at Mohawk College. 3) All materials were made available through the Provincial OCCCIO Portal to all colleges. 4) The Provincial OCCCIO Group will review progress to date on IT Disaster Recovery Planning at its November 2014 meeting and plan further next steps as required.

DEFINITION: Cost Savings/Cost Avoidance is as reported in the Productivity and Innovation Final Report, June 30, 2014.

Note: The cost savings/cost avoidance for multi-institutional projects has not been pre-populated as this information was provided to the Ministry at the project level, not by institution.

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

The cost savings/cost avoidance will only be realized once the multi-college initiatives are fully implemented.

Attestation:

☑ By checking this box, *Confederation College* confirms that all information being submitted to the Ministry as part of the 2013-2014 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* 2013-2014 Report Back please contact -

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Please indicate the address on *Confederation College's* website where a PDF copy of this 2013-2014 Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2013-2014 Report Back has been approved):

- http://http://www.confederationc.on.ca/financialservices/reports