



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

Institution Name:	Conestoga College
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OVERVIEW

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

1) Enrolment - Headcount*

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

Conestoga College reported to the Ministry the total Headcount enrolment in 2010-2011 = **7,560**.

Please indicate the number of students aged 18-24 (age as of November 1, 2010) from the total Headcount enrolment reported by **Conestoga College** to the Ministry for 2010-2011 = **5,899**.

Please indicate the number of students aged 25+ (age as of November 1, 2010) from the total Headcount enrolment reported by **Conestoga College** to the Ministry for 2010-2011 = **1,657**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2010) enrolled at **Conestoga College** in 2010-2011= **4**.

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

Results were determined using OCAS RPT0026G and are based upon the age ranges available in this report (less than 18, 18-23, and 24+).

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

Conestoga has in place an Enrolment Management Committee with members from the academic, recruitment, registration and planning functions to advise on enrolment issues and provide leadership when emerging deviations from plans are identified. The creation of an Institutional Research office during 2010-11 will increase our knowledge of our current and potential students and allow for better informed processes and decisions.

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

**DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of the institution's annual report to the Ministry for the Accessibility Fund for Students with Disabilities Fund (AFSD).*

***DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.*

Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.

Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate).

****DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs.*

For the following, please include Full-Time and Part-Time, but not Second Career, Apprentice or International students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Conestoga College who registered with the Office for Students with Disabilities and received support services in 2010-2011= 615</p> <p>Full-Time Students with Disabilities as a percentage of Full-Time Enrolment at Conestoga College in 2010-2011 was: (calculation based on the total number of Full-Time Students with Disabilities (615) provided above by Conestoga College, divided by Conestoga Colleges 2010-2011 Full-Time Enrolment Headcount (7,560)) = 8.1%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Conestoga College who registered with the Office for Students with Disabilities and received support services in 2010-2011 = 115</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Conestoga College in 2010-2011= 1,845</p> <p>Full-Time First Generation Students as a percentage of Full-Time Enrolment at Conestoga College in 2010-2011 was: (calculation based on the total number of Full-Time First Generation Students (1,845) provided above by Conestoga College, divided by Conestoga Colleges 2010-2011 Full-Time Enrolment Headcount (7,560)) = 24.4%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Conestoga College in 2010-2011 = 33</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Conestoga College in 2010-2011= 124</p> <p>Full-Time Aboriginal Students as a percentage of Full-Time Enrolment at Conestoga College in 2010-2011 was: (calculation based on the total number of Full-Time Aboriginal Students (124) provided above by Conestoga College, divided by Conestoga Colleges 2010-2011 Full-Time Enrolment Headcount (7,560)) = 1.6%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Conestoga College in 2010-2011 = 19</p>

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

Upon admission to the college, each student is sent a Disability Advisement form, inviting any student with a certified disability to contact Disability Services or students may decide to enroll with Disability Services anytime through the academic year. A student may register with Disability Services when they meet with a Disability Counsellor and provide adequate disability-related documentation from a certified health professional, according to guidelines outlined on the Disability website. Criteria were formulated in a collaborative process with other colleges through the province-wide College Committee on Disability Issues in partnership with MTCU. As students enter the service area for intake appointments, their names and information are entered into the ClockWork database, which is used to create our final statistical reports for each year.

First-Generation - using the information contained in our Student Information System, a query was created to pull the number of full- and part-time FG students. Parameters for this query include: cohort students only with an "isRegistered" status, apprenticeship students are excluded as are students who are marked as "Second Career" or who paid international fees, for at least one session during the academic year. Student were counted as part-time only if they were registered as part-time for all three academic semesters.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Conestoga College's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Conestoga College's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Conestoga College's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>
<p>1-Online Test Booking: Students registered with Disability Services may be accommodated in test taking, with various supports that must be preapproved by a counsellor and must adhere to academic standards for the college. Disability Services has made significant changes and improvements in the area of test booking in this last year. Changes included the implementation of a new online test booking system using the ClockWork database. ClockWork was launched on October 17th, 2010, allowing students and faculty the opportunity to book and confirm tests online, replacing, in part, a paper-based test booking system. The online test booking system also provided an opportunity to better resource student's technology and software needs for exams, since the system will automatically seat students according to the parameter we set up.</p> <p>2-Disability Resource Coordinator: The Disability Resource Coordinator (a position created in 2009-10), made significant progress this year in better defining roles and providing supports for students with diverse needs. The Educational Assistant role was divided into two separate roles: Classroom Assistants and ASD Coach, in order to better serve the specific needs of students. This move away from the high school EA role has made a significant difference in better promoting student independence and dignity in a postsecondary environment. It has also brought about a change in how</p>	<p>All First Generation Students who picked up FG bursary application forms were offered 'help' sessions. These sessions served several functions: 1) provided students with assistance in accurately completing the application, 2) introduced the FG advisor who outlined services for FG students, and 3) increased FG database and outreach potential (131 students attended).</p> <p>A First Generation Student Advisory Council was established: the council worked with the First Generation Project Manager to provide feedback regarding direction, promotions and outreach related to the FG initiative at the College.</p> <p>SMART START College Readiness program-46 FG newly accepted students accessed post acceptance summer support for math and computer assistance as well as start-up transitional support.</p>	<p>Partnerships were struck with Thames Valley District School Board, Waterloo Region district school board, and Essex County Board that resulted in ceremonies and school visits designed to encourage self-identification, reinforce culture, and postsecondary as an option.</p> <p>Conestoga held its 1st annual Pow-Wow in February 2011: 200 students, 300 community members, and 100 dancers attended.</p> <p>A partnership was established with the Ministry of Natural Resources. The goal of this initiative is to steer aboriginal youth to careers related to the environment. Conestoga offered an Environmental elective course to Six Nations' youth (14/16 students successfully completed the course).</p> <p>Focus groups were conducted with Aboriginal students and a comprehensive report was developed to provide the College with insight into the perception of the following three areas: how we can continue to 'build awareness at the College', how Aboriginal Services assist students in 'finding a place of connection' and the importance of further growth and development of comprehensive Aboriginal Services at the College.</p>



<p>students understand the breadth of the role and in procuring the exact supports they need. The Coach role has proven to be highly effective in serving the needs of ASD students. Specialized Classroom Assistant and Coach manuals and training are presently being developed. The Resource Coordinator is now present at all intake sessions for students with complex needs and has streamlined the resourcing of interpreters, creating a system for setting up contracts, scheduling, researching best practices within the College, substituting, invoicing and setting up team interpretation. Students who receive these support services are now asked to complete feedback forms to ensure services are well received.</p> <p>3-Bridges Peer Mentoring Program: This is the first year the Bridges Mentoring Program has been run. The goal of the Bridges program is to provide meaningful social support to students whose disabilities impact their social integration. Approximately 15 Bridges volunteers were given special training this year to work one on one with students who have a broad range of disabilities.</p>		
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3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

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

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

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$257,336	284
Other SAG Expenditure to Supplement OSAP	\$15,655	4
TOTAL	\$272,991	288

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

Yes

4) Participation in the Credit Transfer System

The following data is per the College Graduate Outcomes Survey:

Survey Years	Total # of Conestoga College graduates who participated in Graduate Survey (A)	# of Conestoga 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 Conestoga College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2006-2007	1,567	74	4.7%	44,309	3,449	7.8%
2007-2008	1,546	81	5.2%	44,622	3,510	7.9%
2008-2009	1,600	68	4.3%	43,086	3,145	7.3%
2009-2010	1,725	92	5.3%	40,388	2,725	6.7%
2010-2011	2,189	96	4.4%	50,622	3,355	6.6%

Per the College Graduate Outcomes Survey for 2009-2010 and 2010-2011 (based on 2008-2009 and 2009-2010 graduates), the percentage of **Conestoga College** students who were satisfied or very satisfied with academic preparation for university was **82.3%**.

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

NOTE: The Ministry recognizes that this is a census survey in which the response rate is approximately 66%. The Ministry also recognizes that this only captures college graduates who have transferred within 6 months of graduation and is not the complete picture of college-university transfer students. The Ministry anticipates that, as data collection systems in institutions evolve, this data will become more complete. The Ministry is developing long-term indicators for credit transfer in consultation with the sector.



Please provide one or more highlights, in the space provided below, of an activity that **Conestoga College** used during 2010-2011, and which contributed to maintaining or improving **Conestoga College's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), changes to student supports or program viewed by the institution to be an innovative practice, a success story and/or a key accomplishment. In addition, **Conestoga College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

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

Pathways into Conestoga's degree programs have been created as a result of the OCUTG initiative, i.e., into Bachelors of Public Relations, Community and Criminal Justice, and Architecture-Project and Facility Management. New pathways have been developed with the University of Guelph and Wilfrid Laurier University for student transfers between institutions, and we are creating a range of joint initiatives with the local universities including Laurier Brantford.

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

While plans are under development, Conestoga College does not, as yet, have services targetting specifically to credit transfer students. However, transfer students do have access to the full range of student support services that are available to all students (e.g.,counselling, learning commons, orientation, etc.)

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

Conestoga's website has been improved. "Turn Diplomas into Degrees" (<http://www.conestogac.on.ca/degrees/diplomatodegree.jsp>) provides information for applicants wishing to turn their diplomas into degrees, to look into advanced standing opportunities, to receive recognition of prior learning, or to research articulation agreements with other postsecondary institutions. The website for articulation agreements has been updated, showing over 300 agreements with 26 post-secondary institutions world-wide (<http://www3.conestogac.on.ca/degreecompletion/>). A University Visit Schedule is provided as well. The Advanced Standing and Credit Transfer policy and procedure have been developed and will be available on the Conestoga website <http://www.conestogac.on.ca/about/policies/academics.jsp>

5) Class Size*

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

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

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	936	83.6%
30 to 60 students	173	15.4%
61 to 100 students	11	1%
101 to 250 students	0	0%
251 or more students	0	0%
Total	1,120	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	218	79%
30 to 60 students	56	20.3%
61 to 100 students	1	0.4%
101 to 250 students	1	0.4%
251 or more students	0	0%
Total	276	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	144	85.2%
30 to 60 students	25	14.8%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	169	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4 th Year Sections
Fewer than 30 students	46	85.2%
30 to 60 students	8	14.8%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	54	100%

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

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

Conestoga ensures that class sizes provide a quality learning environment. As enrolment continues to grow, Conestoga has hired 22 new full-time faculty members during the 2010-11 academic year. Comparing year-over-year class size results reveals that the proportion of Conestoga classes with less than 30 students has actually increased from 72.9% in 2009-10 to 83.0% in 2010-11.



6) eLearning

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

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

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

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

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

Programs:

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

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

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

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

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

COURSES	Ontario College Credential*	Other Credential*
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	253	358
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded courses offered through the above eLearning formats	253	358
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	9	0
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded programs offered in the above eLearning formats	9	0
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	484	0
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	484	0

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

Courses: includes all the courses and their associated Program Certificate Group with following criteria:

- The course has at least one section with “Distance” delivery mode in 2010-2011 academic year
- Sections with “Go” statuses are considered
- Only “Ministry Funded” courses are considered (IsAudited = 1)
- Courses that are offered through programs with any of the following certifications are marked as “Ontario College Credential” and the rest as “Other Credential”: Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, Ontario College Graduate Certificate, Bachelor of Applied Technology, Degree, Bachelor of Business Administration, Bachelor of Applied Health Sciences, Bachelor of Applied Human Services, Bachelor of Community and Criminal Justice, Bachelor of Public Relations, Bachelor of Interior Design, Bachelor of Engineering.

Programs: includes all Programs and their registration counts with following criteria:

- Only “Cohort” programs are considered
- The program has at least one cohort with “Distance” or “Mixed” delivery mode in 2010-2011 academic year
- Only “Ministry Funded” programs are considered (IsAudited = 1)
- Programs with any of the following certifications are marked as “Ontario College Credential” and the rest as “Other Credential”: Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, Ontario College Graduate Certificate, Bachelor of Applied Technology, Degree, Bachelor of Business Administration, Bachelor of Applied Health Sciences, Bachelor of Applied Human Services, Bachelor of Community and Criminal Justice, Bachelor of Public Relations, Bachelor of Interior Design, Bachelor of Engineering,
- Students with “IsRegistered” statuses are counted.
- Student distinct headcount for each program through academic year is provided
- A Student has been counted twice if he/she has moved from one program to another. This can be the case for headcounts in 0965 and 0965C programs.



Hybrid Learning*

*DEFINITIONS:

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

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

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

Dietetic Technician Program – Hybrid Model

This two-year Ontario College Diploma program was redesigned for hybrid delivery. The project was initiated in 2007 and was completed in 2011. The courses in this program follow a consistent layout in which each unit of learning provides the student with an introduction, links to the unit outcomes (as shown in the course outline) and a number of activities as well as a summary section that ties the learning concepts together and lays the path to the next unit. The activities include discussions, research on the web, teamwork and completion of assignments. Powerpoints used in the classroom delivery were visually enhanced and converted into flash objects, and include audio recordings (or lectures) that provide context to the slides. The students are also provided with a pdf of powerpoints so that they can take notes while “listening” to their instructors’ presentations. The classes are 2 hours online – 1 hour in the classroom.

Sociology SOC1030 – Hybrid Course

This course was initially developed to run fully online. In 2010-11, CET (Curriculum and Educational Technology) worked with an instructor to revise the content for hybrid delivery. The format for this course follows closely the format used for courses in the Dietetic Program (above). The main difference is that the discussions and teamwork will take place in the classroom, while the research, projects and other activities will be done online, outside of the classroom.

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



One of the main contributing factors to the success of our online development projects is the merger of our Curriculum Development unit with Educational Technology (Ed Tech). We have created a workflow model that has proven successful and has improved the quality of the online courses we now offer. The curriculum staff oversees the course outline development and works directly with subject matter experts to ensure that outcomes are being met and are fairly and accurately evaluated. The Ed Tech staff provides the team with expertise on quality design to ensure that online courses function properly and make sense to students with all levels of computing background. The two areas work closely with subject matter experts to help guide and build the online courses. Creation and support of our Departmental Practice for Online Course Development (http://www.conestogac.on.ca/elearning/procedures_for_online_course_development.pdf) has been crucial to moving forward in promoting team collaboration in online course development.

Creation of a Teaching and Learning Centre website has also been a great step forward to sharing our knowledge and expectations with the College faculty and others involved in online development projects (<https://myconestoga.ca/web/tlc/welcome>). Also, CET's provision of ongoing and upgraded training (both technical and pedagogical) has been very beneficial to new and existing faculty involved in online learning.

7) International

7.1 Initiatives

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

Nigeria
Ghana
Russia
Caribbean

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

- Outbound students* = 4
 *DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.
- Inbound students* = 5
 *DEFINITION: Inbound students are international students registered at an Ontario college/university to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Conestoga College** in 2010-2011 = **\$5,789,961**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Conestoga College** had outside of Canada in 2010-2011 = **\$0**

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

7.2 Enrolment

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

	Source Country	Number of Full-Time International Students from Source Country	International Students from Source Country as a Percentage of Conestoga College Total Full-Time International Student Enrolment
1.	China	221	43.5%
2.	India	59	11.6%
3.	South Korea	15	3%
4.	Saudi Arabia	10	2%
5.	Vietnam	7	1.4%

Conestoga College reported to the Ministry that International Enrolment* in 2010-2011 = **508**

**DEFINITION: International Enrolment is the headcount of Full-Time international students at the institution, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.*

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

Full-Time International Enrolment as a comparative percentage of Full-Time Enrolment at **Conestoga College** in 2010-2011 was: (calculation based on the total number of Full-Time International Enrolment (**508**), divided by **Conestoga College's** 2010-2011 Full-Time Enrolment Headcount (**7,560**)) 6.72 %

Please provide **Conestoga College's** 2010-2011 Part-Time International Student Enrolment = **13**

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **Conestoga College** in 2010-2011 = 450

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

- 1) Students enrolled in English Language Program take a Canadian Perspectives course as part of the program. Within this course students explore educational pathways, with a specific focus on post secondary programming at Conestoga. As part of this assignment, students interview program coordinators.
- 2) The Conestoga International Department visits ESL classes with a focus on Conestoga post secondary programs of interest to students.
- 3) English Language students have the opportunity to be matched with a conversational partners who are students in post secondary programs. This informal activity gives our ESL students contact with local students. It provides an informal bridge to post secondary programming.
- 4) Since 1992, Conestoga has worked in partnership with the University of Waterloo Math Faculty to deliver the ELAS (English Language for Academic Studies) program at the Waterloo Campus of Conestoga. The program is designed for promising math students who require additional help with their English language skills before being admitted full time into a Math or Computer Science degree program at the University. Students in the ELAS program are enrolled at both U of W and Conestoga and take one math course at U of W while taking one semester at Conestoga developing their reading, writing, listening, and speaking skills; 288 students participated in this program in 2010-2011.

Please provide one or more highlights, in the space provided below of a **Conestoga College** activity in 2010-2011, which contributed to maintaining or improving **Conestoga 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.

A new partnership with Hanze University located in Groningen, Netherlands provides international exchange opportunities for students from Conestoga's Architecture-Project & Facility Management degree program. The partnership between Conestoga and Hanze University was formalized in March, 2011 and will be open to students in the third and fourth years of the program.



8) Supply Chain Compliance / Broader Public Sector Accountability Act

SUPPLY CHAIN COMPLIANCE

Effective April 1, 2010, Broader Public Sector organizations, including colleges that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the college that are consistent with the principles outlined within the Government of Ontario's Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

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

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

Conestoga College confirmed in its 2009-2010 MYAA Report Back that it **had not** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **Conestoga College** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Conestoga College's** OECM purchases in 2010-2011: 75,000

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

Ongoing improvement and innovation toward supply chain best practices is important to Conestoga. To that end, during the 2010-2011 year Conestoga has developed a web site on the Conestoga internet site to post competitive procurement documents and competitive procurement procedures. All tender documents over \$100,000 are now posted on the Conestoga web site in addition to Merx and/or Biddingo. Conestoga has substantially increased the number of competitive procurement documents issued this past year and will continue to do so to ensure best value for the organization through competition.

Also during the 2010-2011 year, Conestoga has initiated a commercial card program. This program, now in effect, will provide employees with an efficient and cost effective means to acquire low value goods and services and reduce the costs associated with the paperwork required to purchase and pay for low value goods and services. This will allow purchasing staff to concentrate efforts on high value contracts.

Conestoga has historically practiced centralized procurement, but as we expand facilities it is recognized that decentralization is required to efficiently run operations. To this end, Conestoga has enlisted a printer that offers web-based online ordering systems. M&T Printing Group has a web-based ordering system that has taken the ordering of business cards, letterhead and envelopes out of the purchasing office.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

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

BPS Procurement Directive

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

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

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

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

Conestoga has written all new policies, procedures, and competitive documents to both comply with ministry requirements and to ensure accountability, transparency fairness in practices. All policies and procedures are posted online to ensure that documents are available to both internal and external clients. In addition, the policies and procedures have been presented to senior management and all new managers that require orientation in Purchasing Services.



BPS Expenses Directive

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

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

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

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

Conestoga has a Travel and Business Policy in place and is available on the College web site at <http://www.conestogac.on.ca/about/policies/finance/travelproc.pdf>

BPS Perquisites Directive

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

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

9) Space Utilization

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

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

During 2010-11 Conestoga undertook a comprehensive RFP process for the next phase of the Doon Campus Master Plan. Among other deliverables, the Doon Campus Master Plan, which was awarded late in 2010-11, included the following:

- A space allocation review of current space on campus with assistance in developing space standards;
- Outline of long-term space requirements;
- Recommendation for optimal use of space by programs including that which will be relocated to the new Cambridge campus in the future and;
- Recommended optimal use and clustering of existing programs and services within existing facilities.
- Space planning standards
- Provide comparison of Doon campus space utilization and allocation to the available standards for comparable institutions;

The master plan assignment, to be completed in 2011-12, will be a significant report to both assess the effective use of space but also to assist in the setting of informed space standards for Conestoga.

During 2011, with Kevin Mullan as a Colleges Ontario delegate, Conestoga was an active participant in the ongoing Colleges Ontario/MTCU Asset Management & Space Standards for Colleges meetings. This group is exploring the potential for creating standardized processes and metrics for a system wide approach to deferred maintenance costs, building condition assessments and space utilization.



10) Student Satisfaction

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Conestoga College** for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **87.7%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Conestoga College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **79.7%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Conestoga College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **70.4%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Conestoga College** for KPI Question #45 "The overall quality of the services in the college" = **68.7%**

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

All staff members of the Registrar's Office and the International Education Office participated in an 3-hour afternoon customer service webinar.



11) Graduation Rate

Per the KPI results reported in 2010-2011, the graduation rate* at **Conestoga College** = 68.2%

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

Achievement of the graduation rate has been positively impacted by the activities described in section 13 (student retention) and 14 (Quality of the Learning Environment).

12) Graduate Employment Rate

Per the KPI results reported in 2010-2011, the graduate employment rate, 6 months upon graduation, at **Conestoga College** = **86.6%**

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

In 2010-2011, an additional Employer Relations Consultant was hired to help increase the number of employers connected to Conestoga and to develop jobs for both co-op and graduating students. All Conestoga alumni have access to view positions posted on MyCareer, the College's co-op and career services web-based system. In addition, marketing of multiple job search workshops and resume clinics is being targeted to students in their final academic semester. Finally, graduates are encouraged to take advantage of the opportunity to book a personal appointment with a Conestoga career advisor within the first year after graduation.

13) Student Retention

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

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

	Retention Rate Achieved for 2009-2010	Retention Rate Achieved for 2010-2011
1st to 2nd Year	<u>83%</u>	2010 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>2,722</u> \div 2009 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>3,244</u> x 100 = <u>83.9%</u>
2nd to 3rd Year	<u>90%</u>	2010 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>817</u> \div 2009 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>938</u> x 100 = <u>87.1%</u>
3rd to 4th Year	<u>94%</u>	2010 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>78</u> \div 2009 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>80</u> x 100 = <u>97.5%</u>

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

As some programs start in Fall and some in Winter, the retention rate for 1st to 2nd year is calculated by taking the enrolment as in term 3 divided by term 1. Similarly, 2nd to 3rd year retention is calculated using term 5 divided by term 3, and 3rd to 4th year retention is calculated using term 7 divided by term 5.



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

Respect Campaign – this college-wide campaign involves all Conestoga campuses. Key components include: College-wide integrated messages about respect (website, key College documents, orientation speeches); Respect video and facilitated discussions (over 60% of all post-secondary students at Conestoga receive this in-class presentation and a facilitated discussion). The video contains our students telling their stories with superimposed Colleges Ontario demographic data displayed. Students represent various demographics including high risk groups: First generation, Aboriginal, single parents and mature students, students with low incomes, new Canadians, students with physical, learning and mental health disabilities etc.; Respect poster campaign with same students. A similar video is used during the compulsory orientation for all new faculty.

SMART START - a post admission/pre-orientation academic preparedness program for accepted students who would like to be assessed in math skills and provided math tutoring to address gaps; tutors also assist with Computer Literacy.

14) Quality of the Learning Environment

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

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

The annual E3 (Employees for Excellence in Education) Conference was held June 22 to 25, 2010; 824 staff and faculty participated in over 40 workshops led primarily by Conestoga faculty, administrators and staff.

Conestoga also offered a workshop (held June 2010) that provided 65 faculty members with theoretical training and practical tools for fostering engaging and inviting learning environments by focusing on "Civility in the Classroom".

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

Campus Service Learning provides students with an opportunity to engage in experiential learning initiatives on campus by delivering programming for specific themed areas. In 2010-11, this initiative was expanded at Waterloo and Doon and piloted at the Guelph Campus. Approximately 1,100 students participated in campus service learning across 4 Schools. There has been a significant increase in students applying for volunteer opportunities at the College with many citing their Campus Service Learning experience as their reason for wanting to get more involved.

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

"Orientation to Services" videos were completed at all 4 campuses with post-secondary programming. Within the first 4 weeks of their program, all students received this presentation; student evaluations indicate the videos increase awareness of services and the likelihood of visiting a service area.



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

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

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



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

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

Attestation:



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

Contact:

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

- Name: Brenda Cassidy
- Telephone: (519) 748-5220 ext: 3336
- Email: bcassidy@conestogac.on.ca

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

- <http://http://www.conestogac.on.ca/about/reports/multipleyearagreement.pdf>