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

Institution Name: Northern College

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).

Northern College reported to the Ministry the total Headcount enrolment in 2010-2011 = 1,192.

Please indicate the number of students aged 16-24 (age as of November 1, 2010) from the total Headcount enrolment reported by Northern College to the Ministry for 2010-2011 = 800.

Please indicate the number of students aged 25+ (age as of November 1, 2010) from the total Headcount enrolment reported by Northern College to the Ministry for 2010-2011 = 391.

Please indicate (if applicable) the number of students under the age of 18 (age as of November 1, 2010) enrolled at Northern College in 2010-2011 = 41.

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

To advance the progress that the College has made to date in the marketing and communications area to the next level, Northern College is currently recruiting a Manager of Marketing Services. A new direction will help provide a new audience of potential college students with the information they require to make informed postsecondary choices. The Department will be well equipped to create, enhance and promote the College image, brand and market positioning regionally, provincially, nationally and internationally.

Northern offers unique programs in the Health & Human Services, Veterinary sectors and trades in a newly expanded Trades and Technology Centre.

Multi delivery programs and community based programs allows the students to study in their own community.
Please provide one or more examples, in the space provide below, of highlights from Northern College’s Enrolment Management Plan that Northern College used during 2010-2011 to manage enrolment.

Northern College is currently developing an Enrolment Plan college wide. In addition, a campus specific plan is being developed for the Kirkland Lake Campus as part of a revitalization initiative focusing on increasing enrolment at that campus. The College has increased access to programs between campuses making more programs easily accessible to more students through a variety of delivery methods.
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.

<table>
<thead>
<tr>
<th>Students With Disabilities</th>
<th>First Generation Students</th>
<th>Aboriginal Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate the total number of Full-Time Students with Disabilities at Northern College who registered with the Office for Students with Disabilities and received support services in 2010-2011 = 394</td>
<td>Please indicate the total number of Full-Time First Generation Students enrolled at Northern College in 2010-2011 = 285</td>
<td>Please indicate the total number of Full-Time Aboriginal Students enrolled at Northern College in 2010-2011 = 140</td>
</tr>
<tr>
<td>Full-Time Students with Disabilities as a percentage of Full-Time Enrolment at Northern College in 2010-2011 was: (calculation based on the total number of Full-Time Students with Disabilities (394) provided above by Northern College, divided by Northern Colleges 2010-2011 Full-Time Enrolment Headcount (1,192)) = 33.4%</td>
<td>Full-Time First Generation Students as a percentage of Full-Time Enrolment at Northern College in 2010-2011 was: (calculation based on the total number of Full-Time First Generation Students (285) provided above by Northern College, divided by Northern Colleges 2010-2011 Full-Time Enrolment Headcount (1,192)) = 23.9%</td>
<td>Full-Time Aboriginal Students as a percentage of Full-Time Enrolment at Northern College in 2010-2011 was: (calculation based on the total number of Full-Time Aboriginal Students (140) provided above by Northern College, divided by Northern Colleges 2010-2011 Full-Time Enrolment Headcount (1,192)) = 11.7%</td>
</tr>
<tr>
<td>Please also indicate the total number of Part-Time Students with Disabilities at Northern College who registered with the Office for Students with Disabilities and received support services in 2010-2011 = 9</td>
<td>Please also indicate the total number of Part-Time First Generation Students enrolled at Northern College in 2010-2011 = 17</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Please also indicate the total number of Part-Time Aboriginal Students enrolled at Northern College in 2010-2011 = 9</td>
</tr>
</tbody>
</table>

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

The November 1st student demographic data (First Generation and Aboriginal data) from the Student Records system is filtered from the required Multi-Year Accountability Agreement parameters and is presented accordingly.

A self identification form included in the Student Registration package as well as throughout the College is a survey tool used for First Generation and Aboriginal data. Ontario College Application Service data is also downloaded into our Student Records System and used for demographic reports.

Students with disabilities annual counts are provided by Northern's Centre for Students with disABILITIES.
<table>
<thead>
<tr>
<th>Students With Disabilities</th>
<th>First Generation Students</th>
<th>Aboriginal Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Northern College’s initiatives for Students with Disabilities. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</td>
<td>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Northern College’s initiatives for First Generation Students. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</td>
<td>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Northern College’s initiatives for Aboriginal Students. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</td>
</tr>
</tbody>
</table>

Northern College hosted their annual summer orientation program for students with learning disabilities and ADHD at the 3 main campuses with approximately 40 students in attendance. This program allows students to familiarize themselves with the college environment and meet with the Staff and Faculty prior to starting the semester. This initiative has greatly assisted the students with a successful transition to college life. The annual Awareness Day was held in February 2011 at the Porcupine and Haileybury campuses focusing on Attention Deficit Hyperactivity Disorder. The awareness day is also a fundraiser to support the purchases of assistive devices for the lending library. The annual Wheel Chair Rally was held with a total of 60 - 4 member teams participating, raising awareness of various impairments. The Centres for Students with disabilities Staff attended a one day CCDI seminar with workshops supporting students with learning disabilities.

The challenges that First Generation Learners face when attending a postsecondary school can be numerous and overwhelming. The First Year Experience Program at Northern College has designed supports and services that enhance the student’s college experience and help students be successful. One strategy involved a First Generation Learner who is also a mature student returning to school after 20 years in the workforce via the Second Career Program, facing multiple barriers right from day one which included: academic, personal and financial. On the first day of registration at Student Services, the FYE Advisor attended to the student and inquired if any assistance was needed. The FYE Advisor quickly guided the student in the right direction and advised that the First Year Experience Office was there to assist students. Within 2 weeks, the student visited the First Year Experience Advisor’s office questioning whether they were in the right program as there was never any vocational assessment completed prior to enrolling in the program “thought” would suit the student’s needs and not having any real comprehension as to what the program entailed or what kind of job would be secured once graduated. After intensive review of the student’s personality, skills and consultation with Program Coordinators and the Second Career Specialist, the student switched programs. Because of

Promoting pathways to postsecondary education by offering CARISM a career exploration tool which is “holistic” in the approach used in training programs. C-Choosing A-Acquiring skills R-Researching job options I-Integrating the job market S-Satisfying career aspirations M-Maintaining skills

Continued to offer the summer orientation program to Aboriginal students prior to their start of a full-time college program.

Developed additional partnerships with First Nations secondary schools to offer additional dual credit programs

Increased access to academic upgrading programs to students residing in coastal communities.

Developed partnerships and offered training courses and Employment Readiness programs to prepare students to get ready for employment with training courses in First Aid/CPR, WHMIS and Health & Safety.

From the developed list of Elders, Aboriginal Student Advisors invited Elders to activities such as workshops, healing circles, traditional teachings and other cultural activities they are needed for.

An Aboriginal website portal was launched live and linked on the
The student’s disposition, could not have endured this process on their own. Being able to utilize a one-stop shop to walk students through the process allowed them not to miss an abundance of classes in the new program. The First Year Experience Advisor also works with students and Program Coordinators to ensure students do not fall behind. Throughout the first semester, students can attend workshops designed to enhance their learning ability. Workshops include: How to Prepare for Tests and Exams, How to Balance School and Home Life, Note Taking and Study Skills. Individual emails are sent to all first generation learners advising them of when these workshops are to be held and the incentives that are available if attended. After the first semester, if identified that students are on academic probation, the FYE Advisor immediately contacts the student and devise a lesson plan to guide them through the second semester and keep on track with assignments. Throughout the second semester continued access of FYE services include workshops and advising. The FYE Experience Advisor sets up study groups and encourages assistance with a peer tutor to further assist with studies. It is the personalized service and ability to track potential at-risk students that makes them succeed. Let them know they don’t have to do it alone. The First Year Experience office is always there to help.

| College Ontario website with information on programs and services available to Aboriginal students. Information on the web pages is updated on an on-going basis using a Content Management System (CMS) created by the developing consultant. The first issue of the Aboriginal newsletter/communiqué with 5,000 copies distributed to Northern College Aboriginal Council on Education members, each College Campus, Adult Learning Centres, Education Authorities, First Nations Band offices, Friendship Centres, Miseway Health Centre, De Beers Victor Mine, Thunder Air and the Aboriginal Student Lounges. The newsletter will be issued two times a year. Northern College has provided a Faculty member a professional development opportunity to work on embedding Aboriginal content in the curriculum. This PD opportunity is to have awareness, promote tolerance, acceptance and to ensure retention of Aboriginal students. Various activities that have been undertaken include meetings with Faculty and an Enrichment Day with Aboriginal panel experts that received positive feedback from Faculty who attended. Visits to other colleges to investigate best practices were undertaken and this too has proven to be a successful investment of time. A series of blogs have been posted on the Aboriginal portal and Faculty have been provided with examples of how they can incorporate Aboriginal awareness into their courses. Other workshops and Aboriginal cultural activities will be planned for Faculty to participate in. |
3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, Northern 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

<table>
<thead>
<tr>
<th>2010-2011 TUITION / BOOK SHORTFALL AID:</th>
<th>TOTAL $</th>
<th># ACCOUNTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures for Tuition / Book SAG Amount</td>
<td>$58,915</td>
<td>61</td>
</tr>
<tr>
<td>Other SAG Expenditure to Supplement OSAP</td>
<td>$100,985</td>
<td>160</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$159,900</td>
<td>221</td>
</tr>
</tbody>
</table>

Did Northern 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:

<table>
<thead>
<tr>
<th>Survey Years</th>
<th>Total # of Northern College graduates who participated in Graduate Survey</th>
<th># of Northern College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation</th>
<th>% of Northern College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation</th>
<th>Total # of all college graduates who participated in Graduate Survey</th>
<th># 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</th>
<th>% 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</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>421</td>
<td>11</td>
<td>2.6%</td>
<td>44,309</td>
<td>3,449</td>
<td>7.8%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>379</td>
<td>12</td>
<td>3.2%</td>
<td>44,622</td>
<td>3,510</td>
<td>7.9%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>363</td>
<td>8</td>
<td>2.2%</td>
<td>43,086</td>
<td>3,145</td>
<td>7.3%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>360</td>
<td>7</td>
<td>1.9%</td>
<td>40,388</td>
<td>2,725</td>
<td>6.7%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>400</td>
<td>9</td>
<td>2.3%</td>
<td>50,622</td>
<td>3,355</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

Per the College Graduate Outcomes Survey for 2009-2010 and 2010-2011 (based on 2008-2009 and 2009-2010 graduates), the percentage of **Northern College** students who were satisfied or very satisfied with academic preparation for university was **83.3%**.

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 Northern College used during 2010-2011, and which contributed to maintaining or improving Northern 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, Northern 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.)

Students are now able to earn a Bachelor of Arts Degree or a Bachelor of Social Work Degree at Northern College as a result of a partnership with Algoma University.

College graduates with an interest can earn a university degree while working full-time and looking for a university credential to expand career and professional development opportunities.

All programs are available for full- or part-time study.

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

Agreements between colleges allow students to take courses in their community and receive recognition of credits at another college.

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

Information is posted on the Northern College and collaborative websites and Intranet sites.

Information is available during Northern's Open House and CIP Tours. An open house is also held at Northern for public information sessions.
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 withdraw 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 Northern College in 2010-2011 using the calculation indicated above:

### 1st YEAR CLASSES:

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Number of Sections</th>
<th>As a Percentage of All 1st Year Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 30 students</td>
<td>1,950</td>
<td>99%</td>
</tr>
<tr>
<td>30 to 60 students</td>
<td>20</td>
<td>1%</td>
</tr>
<tr>
<td>61 to 100 students</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>101 to 250 students</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>251 or more students</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>1,970</td>
<td>100%</td>
</tr>
</tbody>
</table>

### 2nd YEAR CLASSES:

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Number of Sections</th>
<th>As a Percentage of All 2nd Year Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 30 students</td>
<td>954</td>
<td>98.1%</td>
</tr>
<tr>
<td>30 to 60 students</td>
<td>18</td>
<td>1.0%</td>
</tr>
<tr>
<td>61 to 100 students</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>101 to 250 students</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>251 or more students</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>972</td>
<td>100%</td>
</tr>
</tbody>
</table>
### 3rd YEAR CLASSES:

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Number of Sections</th>
<th>As a Percentage of All 3rd Year Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 30 students</td>
<td>146</td>
<td>94.8%</td>
</tr>
<tr>
<td>30 to 60 students</td>
<td>8</td>
<td>5.2%</td>
</tr>
<tr>
<td>61 to 100 students</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>101 to 250 students</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>251 or more students</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>154</td>
<td>100%</td>
</tr>
</tbody>
</table>

### 4th YEAR CLASSES (if applicable):

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Number of Sections</th>
<th>As a Percentage of All 4th Year Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 30 students</td>
<td>35</td>
<td>100%</td>
</tr>
<tr>
<td>30 to 60 students</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>61 to 100 students</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>101 to 250 students</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>251 or more students</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

Due to the complexity of the class size data request, our Student Records System is not able to provide the level of detail requested. The above results are over-stated and reflect a very detailed count of the number of class sections - separated by campus, program and/or semester. Many classes are combined and consist of students from different programs, campuses and semesters. A class with such diversity of students will be counted multiple times with small enrolment totals. For example, Principles of Human Resources has 21 separate lines, detailing the separation of 50 first year students from 19 different programs and 4 different campuses.
Please provide one or more highlights, in the space provided below, of a Northern College activity in 2010-2011, which contributed to maintaining or improving Northern 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.

Offering intra-college programs ultimately increases class size between campuses via distance learning.
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 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 **Northern 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.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>Ontario College Credential*</th>
<th>Other Credential*</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Ministry-funded courses offered through <em>Fully Online Learning</em></td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td># of Ministry-funded courses offered through <em>Synchronous Conferencing</em></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total # of Ministry-funded courses offered through the above eLearning formats</strong></td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROGRAMS</th>
<th>Ontario College Credential*</th>
<th>Other Credential*</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Ministry-funded programs offered through <em>Fully Online Learning</em></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td># of Ministry-funded programs offered through <em>Synchronous Conferencing</em></td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total # of Ministry-funded programs offered in the above eLearning formats</strong></td>
<td>8</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REGISTRATIONS</th>
<th>Ontario College Credential*</th>
<th>Other Credential*</th>
</tr>
</thead>
<tbody>
<tr>
<td># registrations in Ministry-funded programs offered through <em>Fully Online Learning</em></td>
<td>39</td>
<td></td>
</tr>
<tr>
<td># registrations in Ministry-funded programs offered through <em>Synchronous Conferencing</em></td>
<td>238</td>
<td></td>
</tr>
<tr>
<td><strong>Total # of registrations in Ministry-funded programs offered in the above eLearning formats</strong></td>
<td>277</td>
<td></td>
</tr>
</tbody>
</table>
Northern College is exploring the feasibility of embedding this level of information to our Student Record System. Business practices would have to be established first along with a certain level of assumptions.
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 Northern College’s use of Hybrid Learning courses and/or programs in 2010-2011.

Northern College offers a Mining Engineering Technician Program at the Haileybury Campus and also offers this program in a modernized format through distance education.

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

This broad-based program is also offered in a modular format allowing students to maintain their employment, as well as undertake studies in mining technology. Distance education is coupled with Field School components to create a flexible, yet complete, learning experience.
7) International

7.1 Initiatives

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

India

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

- Outbound students* = 0
  *DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.

- Inbound students* = 0
  *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 Northern College in 2010-2011 = $0

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that Northern 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 Northern College delivers courses and/or programs abroad (outside of Canada) in 2010-2011, including city, country, programs offered, and total enrollment in each program offered at each campus:
7.2 Enrolment

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

<table>
<thead>
<tr>
<th>Source Country</th>
<th>Number of Full-Time International Students from Source Country</th>
<th>International Students from Source Country as a Percentage of Northern College Total Full-Time International Student Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. China</td>
<td>38</td>
<td>90.5%</td>
</tr>
<tr>
<td>2. Mexico</td>
<td>1</td>
<td>2.4%</td>
</tr>
<tr>
<td>3. Jamaica</td>
<td>1</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

*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 Northern College to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment.

A joint venture agreement between Northern College and Yangzhou College of Environment and Resources was signed for 40 students to participate in the College's Environmental Technician Water and Wastewater Systems Operations program starting this fall. Through the joint venture agreement, Northern College will license the curriculum of three of its programs for instruction (Environmental Technician - Water and Wastewater Systems Operations, Computer Engineering Technician and Business Administration - Accounting) at its partner college in China. Chinese students will be registered as students of Northern College and pay tuition fees to Northern. In the final year of study, Chinese students have the option of attending one of Northern's campuses to complete the requirements for graduation, or remain in China to complete. At graduation, they will have met the same required learning outcomes as Ontario graduates and will therefore graduate with a Northern College diploma.

Full-Time International Enrolment as a comparative percentage of Full-Time Enrolment at Northern College in 2010-2011 was: (calculation based on the total number of Full-Time International Enrolment (2), divided by Northern College's 2010-2011 Full-Time Enrolment Headcount (1,132)) 0.17 %

Please provide Northern College's 2010-2011 Part-Time International Student Enrolment = 0
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 Northern College in 2010-2011 = 0

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

Not applicable

Please provide one or more highlights, in the space provided below of a Northern College activity in 2010-2011, which contributed to maintaining or improving Northern College’s international initiatives. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.

In January, 2011 we entered into an agreement with Centennial College whereby Centennial’s international department staff (as part of their global citizenship strategy) would assist us in identifying reputable agents there that would have an interest in sending students to Northern. Centennial’s relationship with many reputable agents served to catalyze our relationship building with these agents and form agreements with them. Centennial’s recommendation of Northern College to these agents has virtually eliminated the time necessary to nurture these relationships as Centennial has assured the agents of Northern’s reputation as a quality educational institution. We are also part of the Student Partner Program (SPP) in India which eases the process for students in India to receive their bank loans and study visas. In partnership with Centennial and Confederation College as part of our agreement, Northern College and Confederation College share an individual recruiter who is situated in Centennial’s Bangalore, India office and we hope that by having someone on the ground in India will assist with our international recruitment efforts there. Northern College is actively participating through our staff there in agent education fairs throughout India. We will have a better idea of how many students will attend Northern College by the end of August, 2011 when they should be arriving for their September program start.
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.


Northern 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, Northern College adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: Yes

Northern College confirmed in its 2009-2010 MYAA Report Back that it had participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, Northern College participated in the Ontario Education Collaborative Marketplace (OECM): No
Please provide one or more highlights, in the space provided below, of a Northern College activity in 2010-2011, which contributed to maintaining or improving Northern 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.

- A fulltime Purchasing Officer was hired
- A new Purchasing Policy and Operations Procedure was drafted that contains the 25 Directives set by the BPS.
- The College’s Purchasing Officer ensures that all requisitions to purchase meet the requirements from the BPS prior to releasing of orders.
- Northern College changed the purchasing process from a deregulated system(by campus) to regulated system (entire College), by means of Vendor of Records (VOR’s)
- A system to track and analyze the following spends were implemented:
  1. Controlled spend, (by issue of Purchase Order) vs. non-controlled spend (no issue of Purchase Order)
  2. Spend of vendors, for the purpose of negotiating discounts and ensuring Vendor of Record’s are in place.
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, Northern College is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require Northern 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 Northern College adopted in 2010-2011 to prepare for compliance.

• Northern College's Purchasing Officer participated in the BPS Procurement Directive Training,
• Northern College's Purchasing Officer revised, and created new templates for the purchasing of goods and services, to ensure compliance of new Directives,
• Northern College's Purchasing Officer ensures that all requisition's to purchase meet the requirements from the BPS prior to releasing of orders.
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, Northern College is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require Northern 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 Northern College adopted in 2010-2011 to prepare for compliance.

1. The Travel & Hospitality Policy and Procedures were revised to comply with directives.
2. A college wide memorandum was issued by the Vice President of Finance advising all employees with regards to the Travel & Hospitality Policy and Procedures.
3. The Travel & Hospitality Policy and Procedures were made available electronically on the College Intranet site.
4. Personnel were trained on the approval protocol.
5. Personnel were trained on the payment disbursement of expenses.

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. Northern College is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require Northern College to attest that it is in compliance with this Directive.
9) Space Utilization

*Northern 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 *Northern College* activity in 2010-2011, which contributed to maintaining or improving *Northern 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.

Educational Consulting Services Corp. (ECS) was commissioned to develop a master plan for the Porcupine Campus and space plans for the Halleybury and Kirkland Lake Campuses. The report includes plans that are intended to serve as a management tool to guide infrastructure development and utilization and used as a roadmap for the development of campus facilities leading to the enhancement of student learning, student life and work environments. The plans will be used as a reference for the validation of capital projects and campus development initiatives that contribute to the realization of the College’s strategic goals, academic plans and operational objective. Also as a resource that describes space needs and promotes a response to these needs for the benefit of the campus community and external groups.
10) Student Satisfaction

Per the KPI results reported in 2010-2011, the student satisfaction rate at Northern College for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = 87.1%

Per the KPI results reported in 2010-2011, the student satisfaction rate at Northern College for KPI Question #26 "The overall quality of the learning experiences in this program" = 76.2%

Per the KPI results reported in 2010-2011, the student satisfaction rate at Northern College for KPI Question #44 "The overall quality of the facilities/resources in the college" = 58.8%

Per the KPI results reported in 2010-2011, the student satisfaction rate at Northern College for KPI Question #45 "The overall quality of the services in the college" = 60.8%

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

The new Trade and Technology Centre at the Porcupine Campus and the installation of new technology will help ensure Northern College students learn and train on state of the art equipment, which includes robotic welding equipment for its Welding Engineering Technology program in Kirkland Lake, digital imaging equipment for its Veterinary Technology programs in Halleybury, and carpentry equipment for the Carpentry Apprenticeship program at Porcupine. This has raised the level of the students' experience at Northern.

The equipment will enable students to obtain first-hand knowledge and experience in the use of state of the art technology, some of which is only now making its way into use in industry. Equipping the shops, labs and classrooms with the latest technology is important to maintaining the currency of the skills our students develop relative to the needs and expectations of industry.

Northern College has partnered with Sandstone Management Inc. to offer quality accommodations to students beginning in September 2011.

Sandstone Management has acquired property in Kirkland Lake and will convert it into a residence to house 27 students specifically for Northern College students. Expansion to the other wings of the building will occur as the need increases.

A new vendor has been selected to provide cafeteria services at the Kirkland Campus who will offer healthier choices at comparative prices.
11) Graduation Rate

Per the KPI results reported in 2010-2011, the graduation rate* at Northern College = 65%.

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

When approached by the community of Chapleau for help in solving their problem of retaining a complement of Registered Practical Nurses in their community, a partnership was quickly established. Working with the community and the Services de santé de Chapleau Health Services, an integrated healthcare provider that includes the Chapleau General Hospital, the Bignucolo Residence, Turning Point, Cedar Groves Apartments, Foleyet Nursing Station and the Between Friends Shop, Northern College delivered a two-year Practical Nursing Program in the community. Hospital staff taught in the program and provided support to the students. Residents were provided with the education needed to meet the immediate employment needs of the community. Not only did ten of the 2,354 residents of the community graduate from the program, all ten graduates also passed the Canadian National exam and are ready to go to work as Registered Practical Nurses.
**12) Graduate Employment Rate**

Per the KPI results reported in 2010-2011, the graduate employment rate, 6 months upon graduation, for Northern College = 86.4%

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

Northern College hosts job fairs/career fairs for focused concentrated groups. Employers come to the campuses and set up display booths with information/material on job prospects that are high in demand because of economic development or in jobs that are of interest to students in a specific program of study.
13) Student Retention

The table below has been pre-populated with the results from *Northern College*’s 2009-2010 MYAA Report Backs. Please identify *Northern 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).

<table>
<thead>
<tr>
<th>Year Range</th>
<th>Retention Rate Achieved for 2009-2010</th>
<th>Retention Rate Achieved for 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st to 2nd Year</td>
<td>80%</td>
<td>2010 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 534 + 2009 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = 716 x 100 = 74.6%</td>
</tr>
<tr>
<td>2nd to 3rd Year</td>
<td>93%</td>
<td>2010 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 34 + 2009 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 34 x 100 = 100%</td>
</tr>
<tr>
<td>3rd to 4th Year</td>
<td>66%</td>
<td>2010 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 20 + 2009 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = 24 x 100 = 83.3%</td>
</tr>
</tbody>
</table>

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

The student record system OCI.503 report November 1st, year over year, Full-time students only (Cat. 10, 11)  
NOTE: Retention rate for 3rd to 4th year is reflective of only one program.
Please provide one or more highlights, in the space provided below, of a **Northern College** activity in 2010-2011, which contributed to maintaining or improving **Northern 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.

Northern College is offering compressed programs allowing students to complete their program in a shorter period of time with a reduction of expenses and cost to the student and they are able to get into the workforce faster.

The First Year Experience Office offers boot camps and workshops during the academic year to ensure student retention and success.

Northern has approved a Professional Development opportunity for a Faculty member to research and develop methods to embed Aboriginal content into the curriculum. Embedding Aboriginal content will ensure Aboriginal student retention and provides Faculty Aboriginal awareness on issues/concerns.

The retention strategy at the Kirkland Lake Campus, referred to as “Student Plan 8.27-42”, helps to identify students having attendance problems, as well as academic problems, as shown by their poor results of assignments, projects, tests etc. Students, who have self-identified as needing help by seeking peer tutoring assistance, are also included and considered. On “Day 27” of the semester each faculty member provides his/her program coordinator with names of students with poor attendance and those who are having academic difficulties. By the end of the week, each coordinator will have contacted and met with these individuals to discuss our concerns, give feedback, offer encouragement and give positive direction. The follow-up is to ask each faculty member involved to keep monitoring these troubled students as well as offer any assistance deemed necessary.
14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that Northern 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.)

Every year Northern College performs "Course Feedback survey". The results are fed back to the professors for improvement in class management and pedagogy. The results of the Course Feedback Survey forms part of our annual formative review of every program offered at the College. Instructors/Professors both full and part-time are evaluated annually. The College has formed a Learning Excellence and Innovation Department (LEID) to provide ongoing Faculty training and to promote superior teaching skills and evaluation techniques. The LEID department has issued a "Survival Skills for the College Professor (Strategies for Teachers) which covers Instructional Planning, Instructional Delivery and Instructional Evaluations, as well the text provides its' Faculty with access to Learning Technologists (who are also Faculty). Northern can provide its Faculty with access to Learning Technologists (who are also Faculty members) to help them integrate technology into Instructional delivery.

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

Northern offers a Student Orientation week which is an introduction to all College services. The orientation sessions welcomes students, orients them to the program, provides student manuals, timetables and booklists. The students meet with their Program Coordinator and receive assistance with registration issues, record of amendment forms, etc. The College hosts math, computers and communications in boot camps to assist new students with program readiness. Workshops are offered throughout the year in notetaking, study habits and math tutorials to enhance student learning.

The College hosts a Summer Orientation for First Generation Learners.

Northern has initiated a Student Mentor program. We hire student mentors, provide them with leadership skills and match them with other students.

The College provides Academic Advising for students at risk (from Orientation on).

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

Northern offers Learning and disabilities services. Students with disabilities are expected to meet the "core competencies" of their programs. To help them achieve this, the Learning and Disabilities department assists with accommodations to minimize all disadvantages. These accommodations can include: Note taking, access to alternate format materials, access to a word processor, extended time for tests, scribes/readers for tests and exams, etc. The Learning and Disabilities office also provides access to a Learning Strategist to teach effective learning and study strategies according to individual learning styles. Northern also has Assistive Technologists to provide training on assistive technology software programs and devices because Northern College is committed to being responsive to the choices and directions of Aboriginal people, we have Aboriginal Advisors to provide Native student orientation, childcare, housing information, bursary and awards information and information on Aboriginal Community resources.

Any Advisor in the College can assist students with pre-Admission testing, general information on programs, can mediate on student academic issues and on student Code of Conduct issues. They can also provide guidance to the Student Administration Council and act as liaison between the Council and Administration.
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 Northern 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 Northern College’s 2010-2011 budget for their executive offices.

Northern 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:

Northern 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 Northern College's Executive Head or Board of Governors.

Contact:

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

- Name: Loran Charbonneau
- Telephone: 705-235-3211 ext. 7122
- Email: charbonneau@northern.on.ca

Please indicate the address on Northern 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.northern.on.ca/about/