

2011-2012 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Northern College
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OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Backs continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

Consistent with the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

Where possible, to help streamline the 2011-2012 MYAA Report Back process, the Ministry pre-populated **Northern College's** 2011-2012 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators), data sources (e.g. Full-Time Enrolment Headcount) and pre-populated data from previous Report Backs (e.g. 2009-2010). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Northern College's** 2011-2012 MYAA Report Back is denoted with the symbol ⁽⁺⁾.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the un-audited 2011-2012 enrolment count on November 1, 2011 in the Ontario College Application System(OCAS) (Full-Time funded students only: does not include Nursing, Second Career, Apprentice or International students).*

Northern College's the total Headcount enrolment count in 2011-2012 = **1,122**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2011) from the total Headcount enrolment at **Northern College** in 2011-2012 = **773**.

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment at **Northern College** in 2011-2012 = **316**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2011) enrolled at **Northern College** in 2011-2012= **33**.

* 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.

Age data is filtered from the November 1st Program Enrolment report from our Student Record System. Age data from Ontario College Application Service is downloaded to our Student Record System.

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 2011-2012 to manage enrolment.

As Northern College develops a formalized Enrolment Management Plan, the college continues to assume both leadership and partnership roles in its efforts to provide the widest possible range of regional postsecondary education opportunities. For example, it has forged partnerships with Contact North/Contact Nord to expand distance-learning offerings. The college has worked extensively with First Nations organizations to establish community-based training programs. It has negotiated agreements with both Laurentian and Algoma Universities to offer Bachelor's degree programs in Nursing, Social Work, and Community and Economic Development. And it continues to work with institutions across the province to increase access to programs 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 **Northern College's annual report to the Ministry for the Accessibility Fund for Students with Disabilities (AFSD).*

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

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

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

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

*NOTE: Please do not include International students, Second Career students or Apprentices in the calculations below.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Northern College who registered with the Office for Students with Disabilities and received support services in 2011-2012= <u>567</u></p> <p>Please calculate the total indicated above as a comparative % of Northern College's 2011-2012 Enrolment Headcount: (Insert Total From Above) <u>567</u> ÷ <u>1,122</u>⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = <u>50.5%</u></p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Northern College who registered with the Office for Students with Disabilities and received support services in 2011-2012 = <u>0</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Northern College in 2011-2012= <u>449</u></p> <p>Please calculate the total indicated above as a comparative % of Northern College's 2011-2012 Enrolment Headcount: (Insert Total From Above) <u>449</u> ÷ <u>1,122</u>⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = <u>40%</u></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Northern College in 2011-2012 = <u>28</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Northern College in 2011-2012= <u>151</u></p> <p>Please calculate the total indicated above as a comparative % of Northern College's 2011-2012 Enrolment Headcount: (Insert Total From Above) <u>151</u> ÷ <u>1,122</u>⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = <u>13.5%</u></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Northern College in 2011-2012 = <u>11</u></p>

* 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 Record 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 to further collect First Generation and Aboriginal data. Ontario College Application Service data is also downloaded into the Student Record System and used for demographic reports. Students with disabilities annual counts are provided by Northern's Centre for Students with disABILITIES.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving Northern College's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by Northern College to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving Northern College's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by Northern College to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving Northern College's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by Northern College to be an innovative practice, success story and/or key accomplishment.</p>
<p>This year the Annual Awareness Day focused on Asperger's Syndrome, part of a group of diagnoses called "autistic spectrum disorders" as we have found that there is a major influx of students coming to the College from high school with the behaviours linked to this disorder. Because the numbers who register with disAbility Services continues to rise, it became evident that the existing facilities at our campuses were not meeting the needs of our students as well as they should. Planning was undertaken to bring the entire advising team together – First Year Experience, Student Life Advisors, Native Student Advisors, disAbility Services – in one location, at each of our four campuses, so that the students could receive all the assistance they require in one location and the time of our staff could be better utilized. We continue to offer a summer orientation program for students with learning disabilities and ADHD at 3 of our campuses as this has been found to be of great assistance as they begin their studies.</p>	<p>Established a Peer Mentoring Program to assist first year students as they transition to college life. First year students are paired with second, third or possibly fourth year students, from a variety of programs throughout the College. Volunteer mentors help connect the first year students to academic and service areas within the College, provide general advice about balancing school-work-home life, give advice on scheduling study time and provide updates on events taking place throughout the College. The Peer Mentoring Program extends to students who are studying at the College by distance. Provided a variety of workshops and luncheons to make opportunities for support systems to be available to the students.</p>	<p>Northern College has been steadfast in maintaining a strong Aboriginal focus and to supporting First Nations communities along the James Bay Coast through expanded programs and services. Over the last year, the College continued to incorporate Aboriginal content into curriculum, develop self-directed materials to educate the College community about Aboriginal culture and perspectives, and establish partnerships to deliver programs and training in First Nations communities, specifically community-based and health-related programming and corporate training. This, along with many other initiatives, supports Northern College's vision of success for all through learning and partnerships.</p>

3) Compliance with the Student Access Guarantee (SAG) in 2011-2012

Through its signed MYAA, **Northern College** committed to participate in the Student Access Guarantee (SAG). For 2011-2012, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines.

NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **Northern College as of July 5, 2012.*

2011-2012 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$61,746(+)	82(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$45,371(+)	75(+)
Total SAG Expenditures Reported by <i>Northern College</i>	\$107,117(+)	157(+)

Did **Northern College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines?

Yes

*The space below is provided for **Northern College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2011-2012.

Not applicable.

4) Participation in the Credit Transfer System

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways, and amount of credit granted.

The Ministry is using the following data from the College Graduate Outcome Survey to inform the latest trends in college to university student transfers:

Survey Years	Total # of Northern College graduates who participated in Graduate Survey (A)	# 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 (B)	% 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 (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)
2007-2008	379(+)	12(+)	3.2%(+)	44622(+)	3510(+)	7.9%(+)
2008-2009	363(+)	8(+)	2.2%(+)	43086(+)	3145(+)	7.3%(+)
2009-2010	360(+)	7(+)	1.9%(+)	40388(+)	2725(+)	6.7%(+)
2010-2011	400(+)	9(+)	2.3%(+)	50622(+)	3355(+)	6.6%(+)
2011-2012	542(+)	13(+)	2.4%(+)	57701(+)	3463(+)	6%(+)

Per the College Graduate Outcomes Survey for 2010-2011 and 2011-2012 (based on 2009-2010 and 2010-2011 graduates), the percentage of **Northern College** students who were satisfied or very satisfied with academic preparation for university was **81.8%(+)**.

Per the College Graduate Outcomes Survey for 2011-2012 (based on 2010-2011 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.3%(+)**.

NOTE: The Ministry recognizes that this is a census survey in which the response rate is approximately 66%. The Ministry also recognizes that this only captures college graduates who have transferred within 6 months of graduation and is not the complete picture of college-university transfer students.

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2011-2012, 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 **Northern College** 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.):

Northern College has developed partnerships with a number of Ontario universities in order to present students with the opportunity of furthering their education and credentials within a variety of sectors. Currently in place are agreements with both Laurentian and Algoma Universities, offering Bachelor's undergraduate degree programs in Nursing, Social Work, and Community and Economic Development onsite at Northern College's Porcupine campus. We are very encouraged by the discussion of policy development that would enable Ontario colleges to establish three year degree programs, especially given our expertise and history of excellence in signature programs and the absence of a brick and mortar university in our catchment area. It would be our desire to capitalize on this potential change in policy in the area of technology programs and health sciences. Northern College's interest in 3-year degrees is to be seen as complementary to a recent resolution passed by City of Timmins municipal council and inquiries made to MTCU by the Timmins Economic Development Corporation to seek one of three new university campuses.

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

Student Services staff at Northern College are trained to put the student experience first and handle student transfers in a manner that removes any barriers and facilitates ease of transfer for each student. Faculty and Program Coordinators play a role and do an excellent job of guiding the students through the process.

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

Northern College has a dynamic new web site that provides information that is easily found on credit transfer and transfer pathways in a clear and concise manner. For further ease of access, this information can also be found on the front page of the Northern College Student Portal. This information also form part of the Student Handbook, provided to all Northern College students.

5) Class Size

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

Class Size Calculation Example:

FIRST YEAR - COURSES

GSSC1109 *Life Span Development*

Course Option #1: Offered Tues - 35 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 35**)

Course Option #2: Offered Wed - 25 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 25**)

COMP1082 *Computer Skills*

Course Option #1: Offered Mon - 98 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 98**)

SWRK1026 *Canadian Social Welfare*

Course Option #1: Offered Mon & Thurs - 10 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 10**)

Course Option #2: Offered Wed & Fri - 10 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 10**)

Course Option #3: Offered Tues & Thurs - 40 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 40**)

SWRK 1041 *Preparation for the Field*

Course Option #1: Offered Tues - 30 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 30**)

Course Option #2: Offered Wed - 30 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 30**)

SWRK1043 *Group Dynamics*

Course Option #1: Offered Mon - 60 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 60**)

COMM1007 *College English* (*If this is a cross-listed course with another faculty, count only once)*

Course Option #1: Offered Mon & Thurs - 100 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 100**)

Course Option #2: Offered Wed & Fri - 101 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 101**)

Course Option #3: Offered Tues & Thurs - 76 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 76**)

Each of these course offerings should be counted once in the table below, in the appropriate class size section. For the 2011-2012 MYAA Report Back, using the information above, the class size data would be recorded as follows -

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	3	3/12 = 25.0%
30 to 60 students	5	5/12 = 41.7%
61 to 100 students	3	3/12 = 25.0%
101 to 250 students	1	1/12 = 8.3%
251 or more students	0	0/0 = 0.0%
Total	12	12/12 = 100.0%

Using the class size calculation example above, please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **Northern College** in 2011-2012:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	1,833	99.7%
30 to 60 students	4	0.2%
61 to 100 students	1	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	1,838	100%

2ND YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	832	99.9%
30 to 60 students	1	0.1%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	833	100%

3RD YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	105	99.1%
30 to 60 students	1	0.9%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	106	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4 th Year Sections
Fewer than 30 students	21	100%
30 to 60 students	0	0%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	21	100%

*The space below is provided for **Northern College** to describe methodology, survey tools, 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 data requested. The above results are taken from the OCI502 Enrolment Audit Report database. Results may be 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.

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2011-2012, which contributed to maintaining or improving **Northern College's** class size initiatives. This could be a strategy, initiative or program viewed by **Northern College** to be an innovative practice, success story and/or key accomplishment that **Northern College** would like to highlight.

Northern College serves a comprehensive mandate which is the expressed desire of our communities and as befits a sparse, regionally dispersed population with few major centres. Northern College's flexibility was born of necessity due to our location and in reaction to the socio-economic realities of our communities. We have become a nimble and responsive organization with close ties to the community and industry. For example, our health sciences cluster of programs reaches students in communities throughout the north through a combination of onsite and distance learning. A blended delivery format provides access to both diploma and degree nursing programs for students in several rural and remote communities. Together with our community and regional health facilities, Northern College insures sufficient nursing graduates are available to adequately staff our health care agencies, providing approximately 50% of nurses in our catchment area.

6) eLearning

The Government of Ontario, in the recently released discussion paper, *Strengthening Ontario's Centres of Creativity, Innovation and Knowledge*, included a section regarding online learning as a potential method to increase access for all learners, particularly those who are prevented from attending in-class education as a result of barriers that may be financial, geographic, physical, family-related, or work-related.

In spring 2010, the Ministry conducted a postsecondary survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity taking place across Ontario.

In its 2010-2011 MYAA Report Back, **Northern College** provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, **Northern College** is asked to provide information on eLearning courses, programs and registrations in 2011-2012.

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 **Northern College** offered in 2011-2012 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>	40	13
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	130	0
Total # of Ministry-funded courses offered through the above eLearning formats	170	13
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	2	1
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	8	0
Total # of Ministry-funded programs offered in the above eLearning formats	10	1
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	83	248
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	273	0
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	356	248



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

Northern College continues to explore the feasibility of embedding this level of information to our Student Records System. Business practices would have to be established first, along with a certain level of assumptions. It should be noted that last year Northern College inadvertently reported on the number of "programs" (2) as opposed to the number of "courses" 40; hence, such a large increase over last years reporting.

Hybrid Learning****DEFINITIONS:**

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

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

In the space provided below, please highlight one or more examples of **Northern College's** use of Hybrid Learning courses and/or programs in 2011-2012.

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

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2011-2012, which contributed to maintaining or improving **Northern College's** eLearning initiatives. This could be a strategy, initiative or program viewed by **Northern College** to be an innovative practice, success story and/or key accomplishment that **Northern College** would like to highlight.

Perhaps the area that most impacts the success of interactive distance learning is an organization's willingness and commitment to train those who will use the technology for teaching. Providing initial and follow-up training for personnel is imperative, but Northern College understands that the success of its hybrid learning programs is dependant on the fact that the adoption of this technology relies on our educators' skill and interest. To date, forty of Northern's 80 full-time faculty members have participated in advanced training to optimize the use of video communication technology in the classroom. This training provided Northern's faculty with the knowledge and skills necessary for successfully implementing a distance learning program and was led by an expert in the field. The remainder of the faculty are being trained through train the trainer type opportunities.

7) International

7.1 Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Northern College** had in 2011-2012:

- 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* = 83

**DEFINITION: Inbound students are international students at an Ontario college/university participating in student exchanges/study abroad/internships/international experiences to receive academic credit.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Northern College** in 2011-2012 = **\$84,821**

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 2011-2012 = **\$47,000**

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Northern College** delivers courses and/or programs **abroad (outside of Canada)** in 2011-2012, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2011-2012	Provide 2011-2012 total enrolment in each program offered listed in this table
Yangzhou College	Yangzhous City / China	Environmental Technician	83

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

Agreements with host country e.g. China that allows students to study in China – Northern College curriculum India – post graduate programs have served to be the best draw for International students at Northern College – also having a recruitment partnership between Confederation/Centennial and Northern – and staff member right in Bangalore has been an important factor in recruiting these students to Northern College.

7.2 Enrolment

In 2011-2012, the following were the top 5 source countries for international students at **Northern College**:

Northern College reported to the Ministry that International Enrolment* in 2011-2012 = 7(+).

DEFINITION: International Enrolment is the headcount of Full-Time international students who are a non-Canadian citizen or non-permanent resident (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) studying as of September 2011 at **Northern College, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a full-time basis.*

NOTE: The Full-Time International Enrolment and Top 5 Source Countries were updated November 15, 2012 by MTCU. Comments in this section may be based on the enrolment data displayed prior to this update.

*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.

Not applicable.

Full-Time International Enrolment as a comparative percentage* of Full-Time Enrolment at **Northern College** in 2011-2012 was:
0.62%⁽⁺⁾

*Comparative percentage calculation based on **Northern College's** 2011-2012 Full-Time International Enrolment (**7⁽⁺⁾**), divided by **Northern College's** 2011-2012 Fulltime Enrolment Headcount (**1,122⁽⁺⁾**)

Please provide **Northern College's** 2011-2012 Part-Time International Student Enrolment = **0**

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2011-2012, 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.

Our key program areas for international recruitment have been Addictions Counsellor (post graduate program) and the Environmental Technician – Water & Waste Water Systems Operation (co-op option) program. We believe the success of these two programs is that the Addictions Counsellor is a unique post graduate program in the Province and that the Environmental program at Northern College has a co-op and focuses on Waste Water Systems Operation which is attractive to international students.



7.3 English or French as a Second Language

Please provide the total number of *International students* who were enrolled in either an English as a Second Language (ESL) course or program or a French as a Second Language (FSL) course or program at **Northern College** in 2011-2012 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Northern College** used in 2011-2012 to create pathways for *International students* from **Northern College's** ESL or FSL programming to postsecondary studies.

Not applicable.

*The space below is provided for **Northern College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment in ESL or FSL by International Students.

Not applicable.

8) Supply Chain Compliance / Broader Public Sector Accountability Act**SUPPLY CHAIN COMPLIANCE**

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

Northern College confirmed in its 2010-2011 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2011-2012, **Northern College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Northern College confirmed in its 2010-2011 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 2011-2012, **Northern College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Northern College confirmed in its 2010-2011 MYAA Report Back that it **had not** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2011-2012, **Northern College** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Northern College's** OECM purchases in 2011-2012: 41,301

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2011-2012, 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.

The College developed a comprehensive Purchasing Policy and Procedures Manual that provides one-stop shopping for everything you need to know to comply with the 25 Directives set by the BPS. The manual ties each requirement back to a specific Directive so that our employees not only comply with the requirements, they understand why they are doing so.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All colleges were to be in compliance with the *Broader Public Sector Accountability Act, 2010*, proclaimed on April 1, 2011. The *Act*, through three new directives (procurement, expenses and perquisites), established new expense, procurement and perquisite practices for large broader public sector (BPS) organizations and adds accountability measures.

BPS Procurement Directive

The 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.



Northern College confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of April 1, 2011.

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2011-2012, which contributed to **Northern College's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **Northern College** to be an innovative practice, success story and/or key accomplishment.

The College's Purchasing Officer developed training materials and visited the various campus locations several times to provide in depth training to employees of the College on the use of the new Purchasing Policy and Procedures Manual. The Purchasing Agent is always available to assist and the policy manual is conveniently placed front and centre on the College's intranet.

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.



Northern College confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements as of April 1, 2011.

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

<http://www.northernc.on.ca/docs/financials/THPolicy2011.pdf>

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2011-2012, which contributed to **Northern College's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **Northern College** to be an innovative practice, success story and/or key accomplishment.

The College Travel and Hospitality Policy and Procedures were the topic of many staff meetings throughout the College. Employees were not only advised of the correct procedures, but also informed as to why the College was particular.

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.



Northern College confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

Please provide one or more highlights in the space provided below, of an activity that **Northern College** used during 2011-2012, which contributed to comply with the BPS Perquisites Directive in the 2011-2012. A highlight could be a strategy, initiative or program viewed by **Northern College** to be an innovative practice, success story and/or key accomplishment.

While the College always complied with the BPS Perquisites Directive, a formal administrative policy was developed to outline the rules.

9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2011-2012 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

***DEFINITIONS:**

Work-Integrated Learning is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for **Northern College** in 2011-2012:

	<u>Certificate</u>	<u>Diploma</u>	<u>Advanced Diploma</u>	<u>Graduate Certificate</u>	<u>Applied Degree</u>
Number of programs at Northern College with a Co-op Stream	0	2	1	0	0
Number of students at Northern College enrolled in a Co-op program	0	17	4	0	0

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2011-2012, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **Northern College** to be an innovative practice, success story and/or key accomplishment.

Providing students with real-world work experiences has always been a strength of Northern College and the College continues to build and grow opportunities for our students. Authentic learning opportunities developed for 2011-2012 included an applied research collaboration with Nipissing University on a research TeleHealth project; Porcupine Canvas, a Next of Kin project and a project with Hydro One. Northern's faculty and staff are continually on the look out for opportunities for the students.

10) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2011-2012, 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" = 87.3%⁽⁺⁾

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Northern College** for KPI Question #26 "The overall quality of the learning experiences in this program" = 76.4%⁽⁺⁾

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Northern College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = 54.1%⁽⁺⁾

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Northern College** for KPI Question #45 "The overall quality of the services in the college" = 59.1%⁽⁺⁾

Please indicate the methods, in addition to the KPI survey results reported in 2011-2012, that **Northern College** used in 2011-2012 to measure student satisfaction.

A survey of Aboriginal students was conducted and the results were used to improve services to these students. In addition, course surveys are completed by the students. This data is analyzed and focus groups held to better understand the data in order to implement strategies to better meet the needs of the students.

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2011-2012, which contributed to maintaining or improving **Northern College's** student satisfaction initiatives. This could be a strategy, initiative or program viewed by **Northern College** to be an innovative practice, success story and/or key accomplishment that **Northern College** would like to highlight.

In order to improve Northern College's student satisfaction initiatives, the College has begun work to establish a Student Success Policy that will increase student satisfaction and retention by ensuring that innovative student success initiatives are communicated to students, faculty and staff, and the process to access supports are delivered in a timely, efficient, consistent and effective manner. Ensuring the students know of and how to access the great services Northern College provides will be reflected in an increased satisfaction rate next year. Upgrades to our facilities, equipment and technology included increasing the number of videoconference classrooms from 7 to 17, all with investment in new video technology to provide a high quality learning experience featuring virtual classrooms, video streaming and recording for asynchronous delivery of courses. New learning spaces at all campuses was accomplished by transforming existing, low usage space into modern learning environments.



11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate at **Northern College** = 64.3%⁽⁺⁾

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Northern College** used in 2011-2012 to measure graduation rate.

Not applicable.

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2011-2012, which contributed to maintaining or improving **Northern College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Northern College** to be an innovative practice, success story and/or key accomplishment that **Northern College** would like to highlight.

The College has begun preliminary work on establishing The Northern Experience, the goal of which is to help learners achieve their full potential by providing unique academic, social and real-world experiences in an environment that embraces continuous improvement and ongoing quality management. We look forward to reporting more on this initiative next year.



12) Graduate Employment Rate

Per the KPI results reported in 2011-2012 the graduate employment rate, 6 months upon graduation, at **Northern College** = **89.1%(+)**

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Northern College** used in 2011-2012 to measure graduate employment rate.

Northern College has leading edge curricula, a range of work placement opportunities, and small class sizes. This means that the professors know their students and although informal, many know where they are working. The faculty have a vested interest in the success of their students and through close ties with industry, are of great assistance to students in their job search.

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2011-2012, which contributed to maintaining or improving **Northern College's** graduate employment rate. This could be a strategy, initiative or program viewed by **Northern College** to be an innovative practice, success story and/or key accomplishment that **Northern College** would like to highlight.

In serving small communities, Northern College is able to establish relationships with leaders of industries in the area who contact the College when they are looking for skill sets that they know they can find at Northern. Our program advisory committees are very active and do what they can to not only find employment for students, but recruit them to the industries that they represent.

13) Student Retention

The table below has been pre-populated with the results from **Northern College's** 2010-2011 MYAA Report Backs. Please identify **Northern College's** achieved results for 2011-2012 using the following methodology:

Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs on which enrolment is reported at minimum twice). Please include in your calculations all students who were on work/co-op placements during the specified retention periods.

	Retention Rate Achieved for 2010-2011	Retention Rate Achieved for 2011-2012
1st to 2nd Year	<u>74.6%</u> ⁽⁺⁾	2011 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>468</u> \div 2010 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>639</u> $\times 100 = 73.2\%$
2nd to 3rd Year	<u>100%</u> ⁽⁺⁾	2011 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>39</u> \div 2010 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>46</u> $\times 100 = 84.8\%$
3rd to 4th Year	<u>83.3%</u> ⁽⁺⁾	2011 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>32</u> \div 2010 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>35</u> $\times 100 = 91.4\%$

*NOTE: Institutions used a variety of student enrolment cluster groups in their 2010-2011 MYAA Report Back student retention rate calculations. As such, comparison between the 2010-2011 student retention rate and the 2011-2012 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with stakeholders to refine the student retention rate indicator for future MYAA Report Backs.

*The space below is provided for **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 qst, year over year, full-time students only. 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 an activity that **Northern College** used during 2011-2012, which contributed to maintaining or improving **Northern College's** retention initiatives. This could be a strategy, initiative or program viewed by **Northern College** to be an innovative practice, success story and/or key accomplishment that **Northern College** would like to highlight.

We have heard the following echoed by other students. "I personally would not have made it without First Year Experience Services. The workshops that were provided, the encouraging words, the snacks during exam week, working space, and having friendly people to talk to. I look forward to taking more workshops this semester and next year too."



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 2011-2012 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.)

To ensure our staff members are continuously growing their professional skillset, Northern College has implemented the Learning Excellence Innovation Department (LEID), which includes an online interactive professional development resource. The primary goal of this department is to foster relationships and provide tools that empower all employees to create richer learning environments. Northern College strives to incorporate the most relevant, pedagogically-sound tools for both faculty and students to help build understanding, enrich the learning experience, and support our goal of providing accessible education for all our communities.

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

Student engagement within the college and community makes a critical contribution to academic satisfaction and success. For example, just as Northern College's world renowned Haileybury School of Mines celebrated its centennial, a milestone for the Surface Diamond Driller Assistant Common Core program was marked. One of the distinguishing elements of this training program is the work placement. Trainees are interviewed by top drilling companies, selected, and placed on operating drills to train as helpers with a driller/helper team for one week near the end of the program. This provides the trainees with experience working in an authentic drilling environment, while evaluating both their strengths and skills in need of improvement. This year, students were placed on drills near Kirkland Lake and Timmins with companies including Cabo Drilling (Ontario) Corp, Boart Longyear, and Major Drilling. The training program is based on the modularized common core training standards and guidelines developed by the Ministry of Training, Colleges and Universities (MTCU). As part of the program, students are also evaluated by an independent auditor to ensure they have met the government and industry training standards. Canadian Driller Training performs an objective student audit to ensure that they graduate with the necessary knowledge and skills required. The next Surface Diamond Driller Assistant Common Core program begins October 1, 2012 with another two intakes planned for 2013 in Kirkland Lake. Another two intakes of the program will be offered in partnership with the Hamlet of Arviat in Nunavut starting this fall.

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



Northern College endeavours to make the College a welcoming place for all its students. Support is provided in a myriad of ways, from DisAbility Services, Native Student Advisors, peer tutors, student orientation, math, computer and communications boot camps, workshops on such subjects as notetaking and study habits, Aboriginal Student Lounges, student mentor programs, academic advising for students at risk, learning technologists, support to students studying at a distance, etc.

Attestation:



Northern College confirms that all information being submitted to the Ministry as part of the 2011-2012 MYAA Report Back is accurate and has received approval from **Northern College's** Executive Head or Board of Governors.

Contact:

For additional information regarding **Northern College's** 2011-2012 MYAA Report Back please contact -

- Name: Kathy Gagain
- Telephone: 705-235-7208
- Email: gagaink@northern.on.ca

Please indicate the address on **Northern College's** website where a PDF copy of this 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report Back has been approved):

- <http://www.northernc.on.ca/documents>