

REPFW130 - PSED Accountability Report - SMA College Verification Report

Organization : Northern College

Submission Period : SMA - Strategic Mandate Agreement College Annual Report 2014-2015

STRATEGIC MANDATE AGREEMENT (SMA) - COLLEGE

2014-2015 Report Back

Introduction

The 2014-2015 Strategic Mandate Agreement (SMA) Report Back begins the transition to a new phase of college and university accountability reporting under the SMAs.

The SMAs between individual colleges and the Ministry of Training, Colleges and Universities (the ministry) outline the role that each college currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the college are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2014-2015 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

The annual SMA Report Back provides the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions in supporting student success, while continuing to build a high-quality and sustainable postsecondary education system.

1. Jobs, Innovation & Economic Development (JIED)

This component highlights Northern College's collaborative work with employers, community partners and regions, or at a global level, to establish the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

In 2015, the ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

1a. Graduate Employment

Per the KPI results reported in 2014-2015:

The employment rate for 2014-2015 graduates, 6 months after graduation, at Northern College was:

Percentage
86.00

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Northern College used in 2014-2015 to measure graduate employment rate.

Not applicable.

1b. Employer Satisfaction Rate

Per the KPI results reported in 2014-2015:

The Employer Satisfaction rate for 2014-2015 graduates, 6 months after graduation, at Northern College was:

Percentage
85.00

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Northern College used in 2014-2015 to measure Employer Satisfaction rate.

In addition to the KPI survey, informal discussions with program advisory committees result in anecdotal data that is captured in the meeting minutes.

1c. Employment in a Related Job

Per the results reported in the 2014-2015 Employment Profile for 2013-2014 graduates:

The number of graduates that were employed full-time in a related job at Northern College was:

Percentage
41.70

Additional Information

Please indicate any methods, in addition to the Employment Profile for 2014-2015, that Northern College used in 2014-2015, to measure the number of graduates employed in a full-time related job.

The members of our Advisory Committees informally let us know how many graduates that they have hired in a full-time related job.

Highlights

Please provide highlights of Northern College's collaborative work with employers, community partners and regions, or at a global level, to establish the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market (up to 600 words approx.).

Northern College is committed to the economic success and well being of Northeastern communities by maximizing educational access, providing relevant signature programs and supporting learner engagement, retention, choices and success. This is accomplished through innovative technology, enhanced delivery methods and complimented by student supports, applied learning opportunities, as well as integrated Indigenous perspectives.

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture Northern College's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

2a. Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2014-2015, the student satisfaction rate at Northern College for KPI question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career"

Percentage
87.20

Per the KPI results reported in 2014-2015, the student satisfaction rate at Northern College for KPI question #24 "The overall quality of the learning experiences in this program"

77.10

Per the KPI results reported in 2014-2015, the student satisfaction rate at Northern College for KPI question #39 "The overall quality of the services in the college"

62.60

Per the KPI results reported in 2014-2015, the student satisfaction rate at Northern College for KPI question #49 "The overall quality of the facilities/resources in the college"

71.80

Additional Information

Please indicate any methods, in addition to the KPI survey results, that Northern College used in 2014-2015 to measure student satisfaction.

To ensure that Northern College had a more formal student feedback protocol for courses, we have tied our faculty evaluations back to the student evaluation. They have been linked to provide greater student satisfaction. Students at Northern College have a formal venue to be heard and we are acting upon what we hear. While student satisfaction was up slightly from last year, we expect continued improvement going forward. We are accountable to the students for their learning.

Highlights

Please provide highlights of Northern College's activity in 2014-2015 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by Northern College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Through the quality review process, we heard that the students in our Police Foundations program felt that their program was too community-based. To ensure that the students had the best experience possible at Northern College, we reorganized our program clusters and categorized the Police Foundations Program within the School of Health Sciences and Emergency Services. Feedback on this change has been extremely positive.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates

Per the KPI results reported in 2014, the graduation rate at Northern College is

Percentage

66.00

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Northern College used in 2014-2015 to measure graduation rate.

We are now tracking individual students in our system. Therefore, our graduation rates are of individuals, not just programs.

Highlights

Please provide highlights of Northern College's activity in 2014-2015 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by Northern College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Northern College is still reaping the benefits from Ministry of Training Colleges and Universities' Mental Health and Addictions Strategy, that allowed Northern and three other colleges to develop "Bridging the Distance", a program to promote mental health and well-being across the north and the northern colleges. Improved access to counselling services and student services at all of our campuses and the increased use of technology allows us to better serve our students. The program was so successful and so well received. The increased support and open dialogue around mental health issues has resulted in better rounded graduates.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

The table below has been pre-populated with the results from Northern College's 2013-2014 Report Back. Please identify Northern College's achieved results for 2014-2015 using the following methodology:

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

1st to 2nd Year : 2014 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 0 ÷ 2012 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = X x 100 = X%

2nd to 3rd Year : 2014 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 0 ÷ 2012 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = X x 100 = X%

3rd to 4th Year : 2014 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 ÷ 2012 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = X x 100 = X%

Entering Cohort

Retention Rate Achieved 2013- 2014 **Retention Rate Achieved 2014- 2015**

1st to 2nd Year
2nd to 3rd Year
3rd to 4th Year

79.30
64.30

***NOTE: Institutions use a variety of student enrolment cluster groups in their student retention rate calculations. As such, comparison between prior year student retention rates and the 2014-2015 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with institutions to refine the student retention rate indicator for future SMA Report Backs.**

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above re: Student Retention Rate (up to 600 words approx.).

At Northern College, we have found it useful to not only look at the pure numbers, but rather to examine student persistence. While the Bachelor of Science in Nursing Program may have lost a student, we have found that our Practical Nursing Program gained that student. We were able to steer the student into another, more suitable program where success could be achieved. This is an example of how our use of individual student data better reflects our retention at Northern College.

Highlights

Please provide highlights of Northern College's activity in 2014-2015 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by Northern College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

We are in year two of our revised Student Success Policy which is aiding student success by ensuring that innovative student retention initiatives are communicated to students, faculty and staff and that the process to access supports is delivered in a timely, efficient and effective manner. For example, our experienced faculty have produced a "red flag" document for our part-time faculty so that they know the first indicators for students in difficulty and can provide assistance early on. Our student advisors receive notice of students at risk earlier and are able to take positive, pre-emptive and proactive measures to help the students achieve success. We are evaluating this policy for efficiency and to see how we can improve.

2d. Teaching and Learning - Work-Integrated Learning*

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

*DEFINITIONS:

Work-Integrated Learning (WIL) 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. Usually the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, <http://www.cafce.ca/coop-defined.html>, 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 2014-2015:

Co-operative Education Program Type	Number of programs at Northern College with a Co-op Stream	Number of students at Northern College enrolled in a Co-op program
Certificate		
Diploma	2	29
Advanced Diploma	1	2
Graduate Certificate		
Applied Degree		

Highlights

Please provide highlights of Northern College's activity in 2014-2015 that contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples may 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 (up to 600 words approx.).

The launch of our Entrepreneurship Centre provided a vehicle for promoting entrepreneurship within the college community, by delivering basic entrepreneurship awareness and training to all of the college's post-secondary and apprenticeship students. The Centre works collaboratively with our extensive list of local and provincial partners to provide interested students with resources they can tap into to successfully launch new businesses.

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. Northern College is asked to provide information on e-learning courses, programs and registrations in 2014-2015.

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 that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A Synchronous Conferencing program describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

e-Learning Course, Program and Registration Data

Based on the definitions provided above, provide Northern College's eLearning data for 2014-2015:

Course Data	Ontario College Credential	Other Credential
Number of ministry-funded courses offered through fully online learning	119	
Number of ministry-funded courses offered through synchronous conferencing	300	
Total Number of ministry-funded, for-credit courses offered in e-Learning format	419	
Program Data	Ontario College Credential	Other Credential
Number of ministry-funded programs offered through fully online learning	14	4
Number of ministry-funded programs offered through synchronous conferencing	26	
Total Number of ministry-funded, for-credit programs offered in e-Learning format	40	4
Program Registrations	Ontario College Credential	Other Credential
Number of registrations in ministry-funded programs offered through fully online learning	356	4
Number of registrations in ministry-funded programs offered through synchronous conferencing	245	
Total Number of Registrations in ministry-funded, for-credit programs offered in e-Learning format	601	4

Additional Information

Describe methodology, survey tools, caveats and other information regarding the numbers reported above re: e-Learning Course, Program and Registration Data (up to 600 words approx.).

The number of Ministry-funded courses offered through Synchronous Conferencing represents courses counted individually as offered in all synchronous conferencing delivery programs. Some of these courses are identified as part of multiple program synopses. The number of Ministry-funded programs offered through Synchronous Conferencing represents all multiple intakes of any program offered outside the regular fall semester intake (i.e. January intakes, etc.)

Hybrid Learning*

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 50% of the course delivery should be online.

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

Additional Information

Please highlight one example of Northern College's use of Hybrid Learning courses and/or programs.

Northern College's Mining Engineering Technician program is one example of a hybrid learning program. Students take approximately 85% of their courses online in an asynchronous format, but are required to come onsite for two, one-week field camps in which they partake in learning the hands-on, and experimental components of their trade.

Highlights

Please provide highlights of Northern College's activity in 2014-2015 that capture the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by Northern College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Shared Online Course (ShOC) funding, which supports the development of digital technology applied to courses delivered in a blended environment through Ontario Learn, has enabled Northern College to develop one online course (Indigenous and Traditional Ecological Knowledge) and three modules (Indigenous Culture in Canada, Math Upgrading in Cree and an APA/MLA Citation Module). The Indigenous Culture in Canada module uses Virtual Reality Enabled Learning; Northern College is using technology to provide the ultimate experience for students studying online. This is another way to build capacity at Northern College.

3a. Student Population - Under-Represented Students

This component highlights Northern College's contributions to improve access and success for underrepresented groups (Aboriginal, first generation, students with disabilities and French-language students).

Full-Time Students

The total Full-Time Headcount Enrolment* at Northern College in 2014-2015:

of Students
995

*Please refer to Section 4 (Program Offerings) for the definition of Full-Time Headcount Enrolment.

3a. Under-Represented Students: Students with Disabilities*, First Generation*, Aboriginal and French-Language* Students

*Note: Please do not include International Students in the calculations below.

Students with Disabilities

*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).

Students With Disabilities

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 2014-2015:

# of Students	Percentage
559	

The total indicated above as a comparative % of Northern College's 2014-2015 Full-Time Enrolment Headcount:

56.18

First Generation Students

*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 have not necessarily 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).

First Generation Students

The total number of Full-Time First Generation Students enrolled at Northern College in 2014-2015:

# of Students	Percentage
227	

The total indicated above as a comparative % of Northern College's 2014-2015 Full-Time Enrolment Headcount:

22.81

The total number of Part-Time First Generation Students enrolled at Northern College in 2014-2015: 54

Aboriginal Students

* **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, languages, cultural practices and spiritual beliefs.

Aboriginal Students

	# of Students	Percentage
The total number of Full-Time Aboriginal Students enrolled at Northern College in 2014-2015:	103	
The total indicated above as a comparative % of Northern College's 2014-2015 Full-Time Enrolment Headcount:		10.35
The total number of Part-Time Aboriginal Students enrolled at Northern College in 2014-2015:	17	

French-Language Students

* **DEFINITION:** *A student is considered a French-language student if he or she meets at least one of the following criteria -*

- 1) *His/her mother tongue is, or includes French (the student is a francophone);*
- 2) *His/her language of correspondence with the institution is French;*
- 3) *He/she was previously enrolled in a French-language education institution; or*
- 4) *He/she was enrolled in a postsecondary program delivered at least partially in French.*

French-Language Students

	# of Students	Percentage
The total number of Full-Time French-Language Students enrolled at Northern College in 2014-2015:		
The total indicated above as a comparative % of Northern College's 2014-2015 Full-Time Enrolment Headcount:		
The total number of Part-Time Francophone Students enrolled at Northern College in 2014-2015:		

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above. (up to 600 words approx.)

Northern College does not gather statistics with regard to French-Language students.

Student Population - Students with Disabilities, First Generation, Aboriginal and French-Language Students

Highlights

Please provide highlights of Northern College's activity in 2014-2015 that capture contributions to improve access, and success for underrepresented groups - Aboriginal, first generation, students with disabilities and French-language students (up to 600 words approx.).

Students with Disabilities

In addition to our annual awareness days, the Accessibility Services team hosts a week long summer orientation prior to the start of the first semester for students with learning disabilities or with attention deficit disorder. The event is well attended and greatly assists students with their transition to college and setting them up for success. All staff in Accessibility Services has received training in Mental Health First Aid.

Northern College has developed a test bank that allows faculty to upload tests as soon as they have them designed so that the Accessibility staff have immediate access. This Test Bank is a central, highly secured tool available at all campuses. Coupled with this, an online Test Accommodation form has been developed that is available to the students through their MyNorthern.ca portal. This allows students to book tests the moment the professor alerts them and helps to preserve the dignity of the student by not having to chase after the professor to sign off on the test particulars and bring the sheet to the Accessibility Centre. When the student submits the form via the "done" button,

the professor, Accessibility Centre staff and the student booking the test all get an email copy of the test accommodation form letting everyone know when the test is and who will be writing outside the classroom.

First Generation

Enhanced supports were provided to First Generation students; assistance from various departments throughout the college have made the Summer Orientation and workshops that are held throughout the year more comprehensive. Indigenous Services, Financial Aid Officers, Student Councils and the International Department, to name a few, all contributed to making these opportunities for our First Generation students all-encompassing. In addition, a close working relationship with faculty has resulted in faculty identifying needs of the students so that workshops are tailored to meet those needs. Peer to peer mentoring has been helpful in student success. First year students are paired with second year students who are available to provide guidance and support.

Aboriginal

Northern College, with the support and guidance of the Northern College Indigenous Council on Education, remains steadfast in working towards our aspiration of becoming the college of choice for Indigenous (First Nation, Métis and Inuit) people of Northeastern Ontario. Northern has been working actively to create curriculum that respect Indigenous values and cultures. We respect and recognize that Indigenous education emanates from the intellectual and cultural traditions of Indigenous peoples in Canada. In order to reaffirm the importance of Indigenous education, Northern College is preparing to formalize our commitment by signing the Indigenous Education Protocol developed by Colleges and Institutes Canada, in consultation with its members and partners in indigenous communities. Northern once again hosted Lightning Trail, an innovative camp where Indigenous youth from throughout northeastern Ontario spent a week at the college, learning about trades and technology and educational opportunities and their own culture. The camp was established through a partnership between the College, Hydro One and District School Board Ontario Northeast. A successful Indigenous Cultural Awareness Week was held where students, staff, high school students and members of the community had the opportunity to learn about Indigenous cultural and issues and celebrate the culture. The event serves to instill pride in our Indigenous students about their culture. Students enrolled in the Laurentian University Collaborative Bachelor of Science in Nursing (BScN) program at Northern College gained valuable clinical and cultural experience during a week-long clinical placement in Moosonee and Moose Factory. The placement was part of a new course offering entitled Northern Rural and Remote Nursing Experience.

3b. Student Population - International Students

International Students

**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 November 2014 at Northern College, including students who are ineligible for funding consideration.*

International Students

Northern College reported to the ministry Full-time International Enrolment* in 2014-2015:

of Students

12

Percentage

The total indicated above as a comparative % of Northern College's 2014-2015 Full-Time Enrolment Headcount:

1.21

Northern College's 2014-2015 Part-time International Enrolment is

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

not applicable

Highlights

Please provide highlights of Northern College's activity in 2014-2015 that contributed to maintaining or improving the international student experience at Northern College. This could include a strategy, initiative or program viewed by Northern College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

One of our international students came from India to Northern College in January 2012 to the Kirkland Lake Campus in the Environmental Technician – Water and Waste

Water Systems Operations. The student did three co-op's at the Town of Kirkland Lake during his academic journey at Northern. He graduated from the program with honours in May 2014, and since then, has been employed at the Town of Kirkland as a Design Engineer / Environmental Compliance Coordinator. He has become a big part of the Kirkland Lake community and supports new International students coming to Northern College.

3c. Student Population - Proportion of an institution's enrolment that receives OSAP*

*Definition: Receives OSAP is the number of OSAP awards, including any student at Northern College who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.

Proportion of an institution's enrolment that receives OSAP

Northern College's 2014-2015 proportion of an institution's enrolment that receives OSAP is

of Students

719

Percentage

63.10

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

These numbers came pre-populated from the Ministry of Training, Colleges and Universities.

4. Program Offerings

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally-oriented mandates.

- a. Concentration of full-time enrolment headcount* at colleges by occupational cluster and by credential
- b. Institution's system share of full-time enrolment headcount by occupational cluster and by credential

*DEFINITION: Headcount is the un-audited 2014-2015 full-time funding eligible enrolment count submitted on November 1, 2014 by Ontario publicly funded colleges to the ministry's College Statistical Enrolment Report (CSER). Headcount does not include part-time, funding ineligible, nursing, Second Career, apprentice or international students.

Occupational Cluster (Credential Level)	# of students in a program as a % of total # of students across all programs at Northern College	Northern College's share of system-wide enrolment in each PROGRAM
Applied Arts - Child/Youth Worker (Advanced Diploma)	0.10	0.02
Applied Arts - Developmental Services Worker (Diploma)	1.21	0.75
Applied Arts - Education (Diploma)	2.41	0.33
Applied Arts - Human Services (Diploma)	11.36	1.70
Applied Arts - Human Services (Post Diploma)	0.20	0.25
Applied Arts - Law And Security (Diploma)	3.12	0.31
Applied Arts - Preparatory/Upgrading (Certificate)	7.24	0.63
Business - Accounting/Finance (Diploma)	1.71	0.55
Business - Accounting/Finance (Advanced Diploma)	0.50	0.11
Business - Computer (Advanced Diploma)	0.10	0.07
Business - Human Resources/Industrial Relations (Advanced Diploma)	0.90	0.51
Business - Legal (Diploma)	2.01	0.64

Business - Management (Certificate)	3.12	9.28
Business - Management (Diploma)	0.10	0.03
Business - Office Administration (Certificate)	1.71	2.74
Business - Office Administration (Diploma)	0.90	1.03
Health - Animal Care (Certificate)	4.42	15.22
Health - Animal Care (Diploma)	11.66	14.91
Health - Animal Care (Advanced Diploma)	2.61	17.11
Health - Animal Care (Post Diploma)	1.61	100.00
Health - Health Technology (Certificate)	1.31	1.76
Health - Health Technology (Advanced Diploma)	0.10	0.03
Health - Miscellaneous (Diploma)	5.43	3.30
Health - Nursing Related (Certificate)	2.71	1.68
Health - Nursing Related (Diploma)	6.83	0.98
Technology - Automotive (Certificate)	1.01	2.05
Technology - Automotive (Diploma)	0.40	0.41
Technology - Civil (Diploma)	1.11	0.74
Technology - Civil (Advanced Diploma)	2.31	0.76
Technology - Electronics (Diploma)	7.24	1.89
Technology - Electronics (Advanced Diploma)	0.70	0.13
Technology - Geology/Mining (Diploma)	3.92	23.21
Technology - Instrumentation (Diploma)	4.12	36.94
Technology - Machining (Diploma)	1.81	5.25
Technology - Mechanical (Certificate)	0.20	0.19
Technology - Mechanical (Diploma)	0.50	0.21
Technology - Miscellaneous (Certificate)	0.80	1.20
Technology - Welding (Diploma)	2.51	7.76

c. Number of apprentices, pass/fail rate and annual funding in each trade

	Number of Apprentices	Pass/Fail Rate	Annual Funding
Exam Prep Initiative	36	0.00	12123.00
Electrician - Construction and Maintenance	120	99.00	279709.00
General Carpenter	36	90.00	54218.00
Heavy Duty Equipment Technician	18	0.00	26840.00
Industrial Mechanic Millwright	35	100.00	80930.00
Welder	14	92.00	26873.00
Total	259		480693.00

Highlights

Please provide highlights of Northern College's activity in 2014-2015 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by Northern College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Some examples of innovative programming include the use of gaming technology in delivery of our survey program. This interactive simulation allows students to practice surveying virtually in a variety of environments, locations and experiences. This was made available in the 2014-2015 teaching year. Another example of innovative

programming, is the Business Marketing program demonstration of marketing principles by hosting a delegation from India to our community. Students worked with the delegation, the local Chamber of Commerce, and the local economic development corporation to design, develop, promote and deliver the Indian Delegations trip to Timmins. This was a two day event, that required activity at several locations in the Timmins community.

5. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be 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 that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

ONCAT is leading the development of Student Mobility indicators for use in future SMA Report Backs.

Transfer applicants and registrants

The ministry is using the following data from the College Graduate Outcome Survey @ 6 Months to inform the latest trends in college to university student transfers

Year	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)
2010-2011	400	9	2.25	50622	3355	6.63
2011-2012	542	13	2.40	57701	3463	6.00
2012-2013	466	10	2.15	57462	3424	5.96
2013-2014	436	17	3.90	54467	3003	5.51
2014-2015	347	7	2.02	52039	2465	4.74

Per the College Graduate Outcomes @ 6 Months data reported in 2014-2015 (based on 2013-2014 graduates),

The percentage of Northern College students who were satisfied or very satisfied with academic preparation for university was

Percentage

83.30

The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was

79.60

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.

Highlights

Please provide highlights of Northern College's activity in 2014-2015 that contributed to ensuring that students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by Northern College to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

Northern initiated a research project that involved 8 small colleges in the Ontario college system. The project addressed the following research questions: What is the cost (both direct and indirect) of the student transfer process for small colleges? What are the results for learners who engage in this process? What is the formula to determine return on investment specific to the transfer process in a small college? This study is important to assist Northern College and all small institutions in developing effective pathways.

We are putting measures in place to implement a streamlined and centralized credit transfer process for Northern College. A Student Pathways and Credit Transfer support position will be hired to assist students with credit transfer applications, and faculty with assessment and procedure. The position will also assist with coordination of transfer, articulation and advanced standing processes between the Student Services and the Academic divisions. In addition, duties will include data tracking and reporting, as well as maintenance of the Northern College information contained on various external databases such as the ONCAT course equivalency site and eCampus Ontario.

6. Financial Sustainability

1. Annual Surplus/(Deficit) - (revenue - expenses)

Annual Surplus/(Deficit)	Amount -99766.00
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2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets)

Accumulated Surplus/(Deficit)	Amount 4335172.00
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3. Quick Ratio (current assets) / (current liabilities)

Current Assets/Current Liabilities	Amount 2.40
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4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)]

Debt/Assets	Percentage 18.16
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5. Debt Servicing Ratio (interest expense + principal payments) / (revenue)

Total Debt Serviced/Revenue	Percentage
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6. Net Assets to Expense Ratio (net assets) / (expenses)

Net Assets/Expenses	Percentage 63.11
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7. Net Income to Revenue Ratio (revenue - expenses) / (revenue)

Net Income to Revenue	Percentage -0.24
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Highlights

Please provide one or more highlights that demonstrate Northern College's commitment to continued financial sustainability.

Post-Secondary enrollment is flat and Provincial funding formulas are also flat or are declining. This downward pressure on traditional revenue sources and upward pressure on expenses due to inflation, applies increasing pressure on College sustainability.

Northern College continues to strategically pursue international studies and has developed new relationships that are resulting in increased enrollment and increased revenues. Last year, for the first time, the increase in international tuition fees offset the decline in domestic tuition fees. New international partnerships are being pursued for the coming years.

As well, Northern continues to pursue additional and stronger relationships in our local communities and with Indigenous groups by expanding agreements and partnerships in both post-secondary and Training Division offerings.

Other areas being pursued by Northern in the area of revenue growth include developments in the Applied Research and Entrepreneurship venues. Northern College continues its collaborations as part of the 6 colleges located in northern Ontario. The focus of the Study North Initiative (SNI) is to increase enrollment by providing potential students in southern Ontario with the northern option because of delays they might be experiencing in accessing programs in their area. The focus of the Northern Colleges Collaboration Project, (NCCP) is to increase operational efficiencies by combining instructional access through-out the 6 colleges in northern Ontario for smaller enrollment programs.

As well, Northern continues a rigorous budgeting and expense control program, making decisions based on value and impact on Student Success.

7. Attestation

By submitting this report to the ministry:

Northern College confirms that all information being submitted to the ministry as part of the 2014-2015 SMA Report Back is accurate and has received approval from Northern College's Executive Head.

Checkbox



For additional information regarding Northern College's 2014-2015 SMA Report Back please contact

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