

# SMA - Strategic Mandate Agreement College Annual Report 2015-2016

## Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual colleges and the Ministry of Advanced Education and Skills Development (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 2015-2016 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.

# 2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development
  - a. Graduate Employment Rates
  - b. Employer Satisfaction Rates
  - c. Number of graduates employed full-time in a related or partially-related field
2. Teaching and Learning
  - a. Student Satisfaction
  - b. Graduation Rates
  - c. Retention Rates
  - d. Number of students enrolled in a co-op, clinical placement, field/work placement program, and mandatory college baccalaureate degree WIL at institution
  - e. Number of registrants, programs and courses offered in e-Learning format at institution
3. Student Population
  - a. Number and proportion of
    1. Students with Disabilities
    2. First Generation Students
    3. Indigenous Students
    4. French-language students
  - b. Number and proportion of international students
  - c. Proportion of an institution's enrolment that receives OSAP
4. Program Offerings
  - a. Concentration of enrolment at colleges by occupational cluster and by credential
  - b. Institution's system share of enrolment by occupational cluster and by credential
  - c. Number of apprentices, pass/fail rate and annual funding in each trade
5. Institutional Collaboration to Support Student Mobility
  - a. Transfer applicants and registrants
6. Financial Sustainability

# 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, establishes the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

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 2015-2016:	Percentage
The Graduate Employment Rate for 2015-2016 graduates, 6 months after graduation, at Northern College was:	87.1

### Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that Northern College used in 2015-2016 to measure graduate employment rate.

We use KPI Graduate survey data to produce internal Graduate Satisfaction reports by program for planning and review.

## 1b. Employer Satisfaction Rate

Per the KPI results reported in 2015-2016:	Percentage
The Employer Satisfaction rate for 2015-2016 graduates, 6 months after graduation, at Northern College was:	91.3

### Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that Northern College used in 2015-2016 to measure Employer Satisfaction rate.

We use KPI Employer survey data to produce internal Employer Satisfaction reports by program for planning and review.

Feedback is also solicited through a Community Climate Survey conducted every two years. Employers have the opportunity to let the college know about their experiences with our graduates.

## 1c. Employment in a Related or Partially-Related Field

Per the results reported in the Employment Profile for 2015-2016 graduates:	Percentage
The number of graduates from Northern College that were employed full-time in a related or partially-related field were:	49.2

### Additional Information

Please indicate any methods, in addition to the employment profile for 2015-2016, that Northern College used in 2015-2016, to measure

the number of graduates employed a full-time in a related or partially related field.

We use KPI Graduate survey data to produce internal Graduate satisfaction reports by program for planning and review.

## 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.).

In October of 2016, Northern College hosted a Program Advisory Committee Conference: The New Normal; Northern College in the 21st Century. This conference included all program advisory committees, regional industry partners and provincial representatives to identify the forces shaping post-secondary education in the 21st century. A plenary session within the conference provided an opportunity for participants to outline the needs for labour force development, economic growth and how Northern can best fill the needs of students. The conference hosted a panel discussion on fostering Indigenous social development as an institution. Particular emphasis was on the need to build partnerships and collaborations in programming which increases access and opportunity for students, between colleges, as well as colleges and universities. Collaboration in and of itself can be considered an economic driver. Industry partners identified new ways we could form collaborations between the college and the private sector that would enrich student learning through better equipment, work integrated learning experiences and shared learning spaces. A discussion of technology drivers, student mobility and quality assurance brought forward information to consider when considering social and economic development within programming. Overall, this conference met its objective to create a higher level of awareness within our program advisory committees about the link between the college's role and social and economic development.

The College has worked directly with the mining industry to develop a new program in Mining Exploration Development. This collaboration has resulted as a direct response to the need for economic development in Northern's catchment area, which relies heavily on mining as a major industry employer. From concept through development and on to potential equipment support, this program has been a joint effort in direct response to industry needs for labour force development.

## 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	Percentage
Per the Key Performance Indicator (KPI) results reported in 2015-2016, the student satisfaction rate at Northern College for capstone question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career"	86.8
Per the KPI results reported in 2015-2016, the student satisfaction rate at Northern College for capstone question #24 "The overall quality of the learning experiences in this program"	80.6
Per the KPI results reported in 2015-2016, the student satisfaction rate at Northern College for capstone question #39 "The overall quality of the services in the college"	62.1
Per the KPI results reported in 2015-2016, the student satisfaction rate at Northern College for capstone question #49 "The overall quality of the facilities/resources in the college"	72.0

### Additional Information

Please indicate any methods, in addition to the KPI survey results, that Northern College used in 2015-2016 to measure student satisfaction.

We use the KPI Student Satisfaction data to produce internal Student Satisfaction results by program, school, program group for planning and review.

### Highlights

Please provide highlights of Northern College's activity in 2015-2016 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.).

Northern College delivers the vast majority of its programs through distance learning, online and hybrid options. In our student feedback from 2014-2015, distance learners expressed dissatisfaction with advising services. In 2015-2016, as part of our business plan, we evaluated the accessibility of our advising services for distance learners, including utilization of services, repeat utilization, and feedback on services. This evaluation resulted in improving access for distance learners to Advising Services by increasing our communications about the Advising Services and simplifying the process to access these services. This has resulted in a significant increase in student satisfaction amongst our distance learners.

In 2015-2016, the College implemented a Bring Your Own Device (BYOD) initiative. This initiative allows students to access material anytime, anywhere and promotes student mobility in terms of where and how they attend class. The BYOD project is now part of routine business at Northern and has been an innovative success.

Faced with declining demographics and questions about program survival, in 2015-2016, Northern College worked directly with the five other Northern colleges to develop common curriculum in our 9 business streams to assure access for learners. With this common curriculum in place, even one student can be serviced in a business program at Northern, as the collaboration provides a pool of learners to assure program sustainability. This access is a key factor in student success.

## 2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015, the graduation rate at Northern College is	67.4

### Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that Northern College used in 2015-2016 to measure graduation rate.

No other methods to measure graduation rates have been used at this time.

### Highlights

Please provide highlights of Northern College's activity in 2015-2016 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.).

Our Bachelor of Science Nursing (BScN) program is one of our most popular programs. Students in this program must write a national exam to be qualified for licensure. This national exam is a significant stressor to students and often a deterrent to program completion. The faculty integrated exam simulations using the same self-assessment technology as the national exam. As a result, we have achieved 100% retention rate in our 3rd and 4th year BScN program, and have the highest provincial success rate on the national exam.

At Northern, we continue to reap the benefits of our mental health and well-being student success strategy. Not only are the services readily accessible at all campuses and via distance, a sensitivity to student stress and mental health has become part of the culture of Northern College. The level of awareness with administrators, faculty and staff is the highest it has ever been.

## 2c. Teaching and Learning - Student Retention

### 2c. Retention Rates

The table below has been pre-populated with the results from Northern College's 2014-2015 Report Back. Please identify Northern College's achieved results for 2015-2016 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/co-op placements during the specified retention periods.

**1st to 2nd Year** : 2015 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 0 ÷ 2014 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = X x 100 = X%

**2nd to 3rd Year** : 2015 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 0 ÷ 2014 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = X x 100 = X%

**3rd to 4th Year** : 2015 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 ÷ 2014 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = X x 100 = X%

Entering Cohort	Retention Rate Achieved 2014-2015	Retention Rate Achieved 2015-2016
1st to 2nd Year	0.00	83.00
2nd to 3rd Year	0.00	88.00
3rd to 4th Year	0.00	100.00

\*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 2015-2016 student retention rate is not recommended. The Ministry of Advanced Education and Skills Development 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 related to Student Retention Rate (up to 600 words approx.).

We use our Student Record System reports for November 1st, year over year, full-time students only. Program offerings vary from year to year, so enrolment counts may differ slightly. NOTE: Retention rate for 3rd to 4th year is reflective of two program offerings.

### Highlights

Please provide highlights of Northern College's activity in 2015-2016 that contributed to maintaining or improving 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.).

In the Northern College 2015-2016 Business Plan, retention was specifically addressed in response to our Strategic Enrolment Management plan. Monitoring retention and identifying gaps was the priority. Within this business plan initiative, data on our retention semester-to-semester, and year-to-year was studied for the past five years, allowing us to identify areas of need. A retention issue was identified with students transitioning from 2nd to 3rd year, in three year programs. Knowing the point of risk to loose students allowed us to assess what was happening with these students. The failure to return was the attraction to the job market rather than completing their third year of study. Knowing this, we have been active in personally connecting with each of our 2nd year students to help them understand the long term benefits for diploma completion. We set a 3% increase in retention for the high risk areas and have achieved that goal in our 2015-2016 Business Plan.

In August of 2016 we held a college and campus wide in-service sessions for faculty on new changes to the Ministry directives on student advising/assessment. The key to retention for students who need accommodations is to create a climate of understanding and collaboration between faculty, student advisors and students, particularly where increased needs for accommodations is apparent. Currently, Northern has a very high percentage of learners who need accommodations compared to colleges in the system. This in-service allowed faculty to become current with the new approaches in accommodations while offering the opportunity for exchanges between Advising and faculty outside of the stressful academic year.



## 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:

According to HEQCO 2012, in general, work-integrated learning (WIL) is an umbrella term used to describe a range of educational activities that integrate learning within an academic institution with practical application in a workplace setting relevant to each student's program of study or career goals. WIL takes many forms, with varying degrees of integration and a multitude of characteristics.

The terminology and definitions used to describe a given WIL experience vary greatly from user to user. The WIL categories used for SMA reporting correspond to the same categories used on the program funding application's Program Delivery Information (PDI) table.

It should be noted that this report collects WIL experiences that are an integral part of the program and are available to all students in the program. The WIL experiences are required in order to complete the program, with the exception of optional co-op placements.

**Co-op work placement:** Education at Work Ontario ([www.ewo.ca](http://www.ewo.ca)), a regional association of the Canadian Association for Co-Operative Education, defines a co-op program as follows: "A Co-operative Education Program is 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:

- 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 Co-operative 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 thirty percent of the time spent in academic study.

**Clinical placement:** Scheduled hours of activities intended to give students hands-on experience in a hospital or health care setting. This instructional setting is characterized by:

- activities that are an integral component of the curriculum of the program and necessary for the successful completion of the program, and
- activities in which students are continually supervised directly by college staff or individuals working on behalf of the college.

**Fieldwork:** (Part of the laboratory/workshop/fieldwork category on the PDI table) Scheduled hours of activities intended to give students hands-on experience. This instructional setting is characterized by:

- activities in which students are provided with instruction and are directly supervised by college staff, and
- settings outside college facilities in which individual students are required to use instructional equipment and/or supplies.

These settings do not include situations in which microcomputer labs are used for instruction of standard word processing, spreadsheet and database software packages or situations in which laboratories and workshops are used for convenience.

**Field placement/work placement:** Scheduled hours of activities intended to give students hands-on experience in the workplace and for which the students do not typically receive a regular salary or wage from the employer. Field placement/work placement is characterized by:

- activities that are an integral component of the curriculum of the program and are necessary for the completion of the program, and
- activities in which college staff do not directly supervise students and for which college staff undertake one or more of the following activities:
  - make periodic site visits,
  - ensure that assignments given to students and the work being done by students are suitable for the program,
  - monitor the students' progress in the placement activity,
  - help address problems encountered by students in the field or work placement activity, or

- o evaluate students' performance in the field or work placement activity.

**Mandatory college baccalaureate degree WIL:** A co-operative education work placement in all respects except that it is shorter than 30% of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for Northern College in 2015-2016:

<b>Co-operative Education Program Type (Mandatory)</b>	<b>Number of programs at Northern College with a Co-op Stream</b>	<b>Number of students at Northern College enrolled in a Co-op program</b>
Certificate	N/A	N/A
Diploma	2	40
Advanced Diploma	1	3
Graduate Certificate	N/A	N/A
Degree in Applied Area of Study	N/A	N/A

<b>Co-operative Education Program Type (Optional)</b>	<b>Number of programs at Northern College with a Co-op Stream</b>	<b>Number of students at Northern College enrolled in a Co-op program</b>
Certificate	N/A	N/A
Diploma	N/A	N/A
Advanced Diploma	N/A	N/A
Graduate Certificate	N/A	N/A
Degree in Applied Area of Study	N/A	N/A

<b>Clinical Placement Program Type</b>	<b>Number of programs at Northern College with clinical placements</b>	<b>Number of students at Northern College enrolled in a program with clinical placements</b>
Certificate	1	35
Diploma	1	67
Advanced Diploma	1	159
Graduate Certificate	N/A	N/A
Degree in Applied Area of Study	N/A	N/A

<b>Field Placement/Work Placement Program Type</b>	<b>Number of programs at Northern College with a Co-op Stream</b>	<b>Number of students at Northern College enrolled in a Co-op program</b>
Certificate	2	36
Diploma	10	437
Advanced Diploma	4	16

Graduate Certificate	N/A	N/A
Degree in Applied Area of Study	N/A	N/A

<b>Fieldwork Program Type</b>	<b>Number of programs at Northern College with a Co-op Stream</b>	<b>Number of students at Northern College enrolled in a Co-op program</b>
Certificate	1	2
Diploma	1	6
Advanced Diploma	N/A	N/A
Graduate Certificate	N/A	N/A
Degree in Applied Area of Study	N/A	N/A

<b>Mandatory College Baccalaureate Degree Work Placement Program Type</b>	<b>Number of programs at Northern College with a Co-op Stream</b>	<b>Number of students at Northern College enrolled in a Co-op program</b>
Degree in Applied Area of Study	N/A	N/A

### Highlights

Please provide highlights of Northern College's activity in 2015-2016 that contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples may include 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.).

Northern College has established a 'Creative Outlet' at all of our campuses. This Creative Outlet allows students to work with innovation concepts that can be brought back to classes for projects, or can be used as ideas for business startups. Already we have two students and one faculty member who have created a product that is marketable, and the start up has begun. We host 'pitch' competitions where students can pitch their ideas to angel investors, thus helping prepare students for creating their own employment through starting a business.

## 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 2015-2016.

Through the development of metrics under the SMAs, the ministry will be developing long-term indicators and updated definitions for online and technology-enabled learning in consultation with the sector. Indicators developed are intended for use in future SMA Report Backs.

In future years, the ministry anticipates collecting more comprehensive data that will profile a broader range of online and technology-enabled learning indicators to ensure students have access to high-quality flexible learning opportunities across the system.

eCampusOntario will be leading the development of eLearning indicators in collaboration with the sector.

### 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 2015-2016:

Course Data	Ontario College Credential	Other Credential
Number of ministry-funded courses offered through fully online learning	42	0
Number of ministry-funded courses offered through synchronous conferencing	503	0
<b>Total Number of ministry-funded, for-credit courses offered in e-Learning format</b>	545	0

Program Data	Ontario College Credential	Other Credential
Number of ministry-funded programs offered through fully online learning	8	0

Number of ministry-funded programs offered through synchronous conferencing	22	0
<b>Total Number of ministry-funded, for-credit programs offered in e-Learning format</b>	30	0

<b>Program Registrations</b>	<b>Ontario College Credential</b>	<b>Other Credential</b>
Number of registrations in ministry-funded programs offered through fully online learning	146	0
Number of registrations in ministry-funded programs offered through synchronous conferencing	194	0
<b>Total Number of registrations in ministry-funded, for-credit programs offered in e-Learning format</b>	340	0

#### **Additional Information**

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

In 2015-16, we added Delivery Method (internal) and Distance Education fields (CSER mandated) to our Student Records Systems. Academic and Distance Education leaders reviewed each course and program to identify Delivery Method and Distance Education. Reporting E-Learning fields has become more consistent and accurate.

## 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**

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

We have added a Hybrid option to the Program and Course Delivery Method fields in our Student Record Systems for the 2016-17 academic year. Next year, our Delivery method reports will also be able to identify Hybrid programs/courses.

#### **Highlights**

Please provide highlights of Northern College's activity in 2015-2016 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.).

Northern College has adopted the Quality Matters rubric as the standard for Quality Assurance (QA) in online course development. We have trained two faculty who are in turn training other faculty in applying QA to online development.

Northern College has advanced its work in simulation education through the development of course and modular training using virtual reality (VR) scenarios and equipment. The VR experience has been a tremendous engagement tool for learners. We are not yet able to offer VR in all of our programs but plan to expand in this simulation area where it makes the most sense from a cost effective and/or safety perspective.

We implemented our Bring Your Own Device (BYOD) strategy in 2015-2016 and have drafted an overarching digital strategy to address e-learning options and experiences.

### 3. Student Population

This component highlights Northern College's contributions to improve access and success for underrepresented groups (Students with disabilities, First Generation, Indigenous, and French-language students).

Full-Time Students	# of Students
The total full-time headcount enrolment* at Northern College in 2015-2016:	1,227

#### Headcount

\*DEFINITION: Headcount is the actual enrolment for Fall 2015 as of November 1, 2015 including full-time students, both **eligible and ineligible for ministry funding**, as reported to the ministry for the 2015-2016 fiscal year (enrolment reported in 2015-2016 remains subject to audit and/or correction).

### 3a. Under-Represented Students: Students with disabilities\*, First Generation\*, Indigenous 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	# of Students	Percentage
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 2015-2016:	509	
The total indicated above as a comparative % of Northern College's 2015-2016 full-time enrolment headcount:		41.48
The total number of part-time students with disabilities enrolled at Northern College in 2015-2016:	0	

#### Highlights

Please provide highlights of Northern College's activity in 2015-2016 that capture contributions to improve access, and success for students with disabilities (up to 600 words approx.)

We are extremely pleased to report that Northern College has finalized changes to all of our Accessibility Services documents to accurately reflect changes to the Medical Documentation Guidelines. Northern College's Accessibility Services staff have also produced a document "Post-Secondary Students with Mental Health Disabilities" with the goal of providing a guide to academic accommodations and managing mental health on campus. These changes will allow for a better understanding and access to services regarding retroactive accommodations for students with Mental Health Issues.

#### 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	# of Students	Percentage
The total number of full-time First Generation students enrolled at Northern College in 2015-2016:	316	
The total indicated above as a comparative % of Northern College's 2015-2016 full-time enrolment headcount:		25.75
The total number of part-time First Generation students enrolled at Northern College in 2015-2016:	54	

### Highlights

Please provide highlights of Northern College's activity in 2015-2016 that capture contributions to improve access, and success for First Generation students (up to 600 words approx.).

The past year has seen many improvements of services for the First Generation students. Northern College incorporated an outreach program that begins at the time a student is accepted into a program. The First Generation (FG) Advisors will make contact by way of an email identifying themselves as a support for any questions they have regarding services or courses. The FG Advisors begin their relationship with the students at this time and remain as a support for these students through to graduation. This outreach service applies to all distance students as well.

### Indigenous Students

\* **DEFINITION:** *Indigenous* 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.

Indigenous Students	# of Students	Percentage
The total number of full-time Indigenous students enrolled at Northern College in 2015-2016:	171	
The total indicated above as a comparative % of Northern College's 2015-2016 full-time enrolment headcount:		13.94
The total number of part-time Indigenous students enrolled at Northern College in 2015-2016:	16	

### Highlights

Please provide highlights of Northern College's activity in 2015-2016 that capture contributions to improve access, and success for Indigenous students (up to 600 words approx.).

Northern College has worked to assure the environment at Northern reflects the Indigenous culture. During the 2015-2016 Academic year, Northern hosted the 25th Annual Great Moon Gathering in February. Students and faculty were able to participate in traditional Indigenous activities. This was in addition to the traditional Pow Wow hosted by Northern in April. Northern continues to host its annual Indigenous Cultural Awareness Week at each of its four campuses in September.

Northern partnered with the Northern Policy Institute to explore how to become the 'college of choice' for Indigenous peoples. The project involved the Indigenous education agencies in the catchment area, as well as youth who attended our Lightning Trail (Indigenous Youth Summer Retreat) in August. This project focused on those areas of culture and awareness that required improvement. Four key areas (themes) were identified, and recommendations are being developed.

### French-Language Students

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

- 1) *The student's mother tongue is, or includes French (the student is a Francophone);*
- 2) *the student's language of correspondence with the institution is French;*
- 3) *the student was previously enrolled in a French-language education institution; or*
- 4) *the student 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 2015-2016:	89	
The total indicated above as a comparative % of Northern College's 2015-2016 full-time enrolment headcount:		7.25

The total number of part-time French-Language students enrolled at Northern College in 2015-2016:	0	
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### Highlights

Please provide highlights of Northern College's activity in 2015-2016 that capture contributions to improve access, and success for French-Language students (up to 600 words approx.).

No data to report.

### Additional Information

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

French Language and Indigenous counts are reported in CSER, November 1st report. First Generation is reported in our Student Record System. Students with Disabilities counts are obtained from our Accessibilities Office AFSD report.

## 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 2015 at Northern College.*

International Students	# of Students	Percentage
Northern College reported to the ministry full-time international enrolment* in 2015-2016:	24	
The total indicated above as a comparative % of Northern College's 2015-2016 full-time enrolment headcount:		1.96
Northern College's 2015-2016 part-time international enrolment is	0	

### Additional Information

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

International student data is recorded in our Student Record System and reported to CSER.

### Highlights

Please provide highlights of Northern College's activity in 2015-2016 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.).

Northern College has placed a greater emphasis on the International student. We are creating a nucleus of international students and have established more activities directly related to their cultural expectations. The celebration of Dwali at Northern, along with the community, is one example of support for our students from India. We have faculty who have taken on support for these students for after hours social events and ongoing mentoring.

### 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	# of Students	Percentage
Northern College's 2015-2016 proportion of an institution's enrolment that receives OSAP is	726	65.10

#### Additional Information

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

At this time, OSAP counts are pre-populated. We are currently working to validate our OSAP fields in our Student Records System to ensure we are ready to report OSAP counts in our Grad reports for 2017-18.

## 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 2015-2016 full-time funding eligible enrolment count submitted on November 1, 2015 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
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Refer to complete list below:

Applied Arts - Developmental Services Worker (Diploma)	0.52	0.32
Applied Arts - Education (Diploma)	2.62	0.34
Applied Arts - Law and Security (Diploma)	3.14	0.30
Applied Arts - Preparatory/Upgrading (Certificate)	5.96	0.52
Applied Arts - Social Services (Diploma)	11.40	1.64
Applied Arts - Social Services (Post-Diploma Certificate)	0.63	0.69
Business - Accounting/Finance (Advanced Diploma)	0.84	0.19
Business - Accounting/Finance (Diploma)	1.67	0.52
Business - Business Computer (Advanced Diploma)	0.21	0.13
Business - Business Legal (Diploma)	2.72	0.79
Business - Business Management (Advanced Diploma)	0.10	0.03
Business - Business Management (Certificate)	3.24	10.54
Business - Business Management (Diploma)	0.42	0.12
Business - Human Resources/Industrial Relations (Advanced Diploma)	0.52	0.30
Business - Marketing/Retail Sales (Diploma)	0.21	0.08
Business - Office Administration (Certificate)	2.41	3.46
Business - Office Administration (Diploma)	0.52	0.62
Health - Animal Care (Advanced Diploma)	1.46	9.66
Health - Animal Care (Certificate)	4.92	16.97
Health - Animal Care (Diploma)	13.49	15.39
Health - Animal Care (Post-Diploma Certificate)	1.26	100.00
Health - Health - Miscellaneous (Diploma)	6.69	3.84
Health - Health Technology (Certificate)	1.15	1.39
Health - Nursing Related (Certificate)	2.93	1.58

Health - Nursing Related (Diploma)	6.49	0.88
Technology - Automotive (Certificate)	0.42	0.78
Technology - Automotive (Diploma)	0.73	0.63
Technology - Civil (Advanced Diploma)	1.78	0.57
Technology - Civil (Diploma)	0.84	0.56
Technology - Electronics (Advanced Diploma)	1.46	0.24
Technology - Electronics (Diploma)	8.58	2.05
Technology - Geology/Mining (Diploma)	2.30	16.79
Technology - Instrumentation (Diploma)	3.03	33.72
Technology - Machining (Diploma)	0.73	1.84
Technology - Mechanical (Diploma)	0.10	0.04
Technology - Resources (Diploma)	1.05	0.53
Technology - Technology Miscellaneous (Certificate)	1.15	1.56
Technology - Welding (Diploma)	2.30	6.20
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
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**Trade - Refer to complete list below:**

Exam Prep	31	48.00	\$11,060.80
Electrician - Construction and Maintenance	108	97.00	\$262,068.56
Automotive Service Technician	32	50.00	\$44,038.40
General Carpenter	36	89.00	\$76,216.48
Industrial Mechanic Millwright	39	100.00	\$72,713.92
Welder	12	0.00	\$19,838.08
<b>Total</b>	<b>258</b>		<b>\$485,936.24</b>

**Highlights**

Please provide highlights of Northern College's activity in 2015-2016 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.).

Northern College has established a strong program review cycle that is reviewed by the Board of Governors as part of the Quality Assurance (QA). Establishing QA to be directly tied to the Vice President Academic's office has resulted in more emphasis on program improvement. Programming improvement has resulted through this QA process as recommendations are tracked and implemented. Tying the QA cycle to the business planning process has assured budget requirements are met in response to identified program needs.

New programming has been identified at the graduate level with three new graduate certificates approved through Ontario College Quality Assurance Service (OCQAS) credentials validation service (CVS) in this academic year.

The introduction of simulation training into a number of our programs has resulted in significantly improved programming by offering virtual experiences which were too costly and/or unsafe for students in the real world. One example is our virtual mining simulation which allows students to practice drill methods without fear of harm. This is a dangerous skill to learn in the real world.

## 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 through the Credit Transfer Accountability Framework.

As part of this work, a new Credit Transfer Student Flag was introduced into 2015-16 enrolment reporting for colleges and universities. The ministry will work with the sector throughout 2016-17 on any refinements to the metric with a view to integrate this new information into the SMA report back beginning in 2017-18.

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, as well as metrics related to transfer student satisfaction or outcomes.

Development of these metrics will be done in partnership with the sector and ONCAT.

### 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 ( $B \div A \times 100$ )	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 ( $D \div C \times 100$ )
2011-2012	542	13	2.40	57,701	3,463	6.00
2012-2013	466	10	2.15	57,462	3,424	5.96
2013-2014	436	17	3.90	54,467	3,003	5.51
2014-2015	347	7	2.02	52,039	2,465	4.74
2015-2016	286	10	3.50	46,244	2,047	4.43

Per the College Graduate Outcomes @ 6 Months data reported in 2015-2016 (based on 2014-2015 graduates),	Percentage
The percentage of Northern College students who were satisfied or very satisfied with academic preparation for university was	100.0
The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was	88.9

**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 2015-2016 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.).

Through the Northern College Collaborative Programming (NCCP) project, Northern College is able to offer access in business programs where programming was not previously available or where small numbers made the program offer unsustainable. 2015-2016 was the developmental work in curriculum to make this happen. The collaborative programming was jointly delivered in the fall of 2016.

Northern has worked hard to assure continuous learning through articulation agreements and development of pathways. In the 2014-2015 Academic year we had 221 articulation and pathways, this has increased to 271 in the 2015-2016 academic year.

## 6. Financial Sustainability

<b>1. Annual Surplus/(Deficit) - (revenue - expenses)</b>	<b>Amount</b>	<b>Benchmark</b>	
Annual Surplus/(Deficit)	337,394	0	
<b>2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets)</b>	<b>Amount</b>	<b>Benchmark</b>	
Accumulated Surplus/(Deficit)	4,426,150	0	
<b>3. Quick Ratio (current assets) / (current liabilities)</b>	<b>Amount</b>	<b>Benchmark</b>	
Current Assets/Current Liabilities	2.51	1.00	
<b>4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)]</b>	<b>Percentage</b>	<b>Benchmark</b>	
Debt/Assets	18.85	35.00	
<b>5. Debt Servicing Ratio (interest expense + principal payments) / (revenue)</b>	<b>Percentage</b>	<b>Benchmark</b>	
Total Debt Serviced/Revenue	0.00	3.00	
<b>6. Net Assets to Expense Ratio (net assets) / (expenses)</b>	<b>Percentage</b>	<b>Benchmark</b>	
Net Assets/Expenses	63.20	60.00	
<b>7. Net Income to Revenue Ratio (revenue - expenses) / (revenue)</b>	<b>Percentage</b>	<b>Benchmark</b>	
Net Income to Revenue	0.83	1.50	

### Highlights

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

Post-Secondary enrolment continues to be flat and provincial funding formulas also continue to be flat or 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 tuition fees to offset the decline in domestic tuition fees. New international partnerships are being pursued for the coming years.

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.

## 7. Attestation

By submitting this report to the ministry:	Checkbox
Northern College confirms that all information being submitted to the ministry as part of the 2015-2016 SMA Report Back is accurate and has received approval from Northern College's Executive Head.	<input checked="" type="checkbox"/>

For additional information regarding Northern College's 2015-2016 SMA Report Back please contact	Information
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Please indicate the address on Northern College's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry	Information
Website:	<a href="http://www.northern.on.ca/documents-and-reports/">http://www.northern.on.ca/documents-and-reports/</a>