

Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back

Institution Name:	Northern College
--------------------------	-------------------------

OVERVIEW

Through the 2008-09 MYAA Report-Back process, **Northern College** was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. **Northern College** was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of Northern College's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that **Northern College** is on track for meeting its commitments or has an improvement plan in place, and is approved by the Ministry.

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. Enrolment, Student Access Guarantee) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

DEADLINE FOR SUBMISSION TO THE MINISTRY

The deadline for **Northern College** to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on **Northern College's** website. Please ensure **Northern College's** completed 2009-10 Report Back is posted at the same location on **Northern College's** website as its Multi-Year Action Plan.

CONTACT

For any questions regarding this Report Back template, please email Perry Gordon, Senior Policy Advisor, Colleges Unit at Perry.Gordon@ontario.ca or telephone (416) 325-4026.

PART 1: 2009-10 SYSTEM WIDE INDICATORS

- The 2009-10 Report Back has been changed from previous years' format to collect information only on system-wide indicators and will reflect and report on progress on Northern College's commitments regarding access, quality and accountability as outlined in the original accountability agreements.

- The 2009-10 Report Back is also requesting data on credit transfer, online learning and international students. This is in keeping with the governments strategic priorities and as per discussions with Colleges Ontario and Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives. The data collected from the 2009-10 Report Back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.

- System Wide Indicators for 2009-10:

- 1) Enrolment - Headcount
- 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
- 3) Compliance with the Student Access Guarantee (SAG) in 2009-10
- 4) The Student Access Guarantee (SAG) for 2010-11
- 5) Participation in the Credit Transfer System
- 6) Class Size
- 7) Online Learning
- 8) International
- 9) Supply Chain Compliance
- 10) Space Utilization
- 11) College Student Satisfaction
- 12) Graduation Rate
- 13) Graduate Employment Rate
- 14) Student Retention Rates
- 15) Quality of the Learning Environment



1) Enrolment - Headcount*

*DEFINITION: Headcount is the un-audited enrolment forecast for 2009-10 (full-time funded students only: does not include Second Career, Apprentice or International students).

- **Northern College** reported to TCU the total Headcount enrolment in 2009-10 = 1,223
- Please indicate the number of students aged 18-24 from the total Headcount enrolment reported by **Northern College** to the Ministry for 2009-10 = 697
- Please indicate the number of students aged 25+ from the total Headcount enrolment reported by **Northern College** to the Ministry for 2009-10 = 477
- Please provide one or more examples in the space provided below of a promising practice that **Northern College** used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Northern College has an excellent marketing recruiting team with innovative initiatives - including province-wide student recruitment tours. Northern offers unique programs in the Health and Veterinarian sectors that are very well received. Northern has quality programs with excellent faculty.

The smaller class sizes at Northern College tend to attract students that are comfortable in this style of study environment.

Northern offers a Law Clerk program that is delivered in two formats, on-line or in a classroom setting and is popular and well subscribed.

Northern College recruitment staff makes extensive use of the CARISM Career Planning package especially in the James Bay coastal communities. This mapping guide is used to provide high school graduates and those interested with tools to assist them in identifying career paths and the post secondary education required to achieve their goals.

Cochrane District Social Services Administrative Board has an arrangement with Northern College to refer clients with less than grade 12 education. The individuals become full-time students giving them the opportunity to upgrade to the entrance prerequisites needed for their chosen post secondary program. As a full-time registered student they are able to access all available supports and services for them to successfully obtain a post secondary education. In 2009-2010, seven students took advantage of this opportunity.



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

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

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

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

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

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

- For the following, please include full-time and part-time, but not international students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of <i>students with disabilities</i> at Northern College who registered with the Office for Students with Disabilities and received support services in 2009-10= <u>253</u></p> <p>Please indicate the number of <i>students with disabilities</i> at Northern College who registered with the Office of Students for Disabilities and received support services in 2009-10 who were: Full-time: <u>253</u> Part-time: <u>0</u> Total (Full-Time + Part-time): <u>253</u></p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) <u>253</u> $\div 1,223$ (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <u>20.7%</u></p>	<p>Please indicate the total number of <i>First Generation students</i> enrolled at Northern College in 2009-10= <u>476</u></p> <p>Please indicate the number of <i>First Generation students</i> enrolled at Northern College in 2009-10 who were: Full-time: <u>476</u> Part-time: <u>0</u> Total (Full-Time + Part-time): <u>476</u></p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) <u>476</u> $\div 1,223$ (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <u>38.9%</u></p>	<p>Please indicate the total number of <i>Aboriginal students</i> enrolled at Northern College in 2009-10= <u>147</u></p> <p>Please indicate the number of <i>Aboriginal students</i> enrolled at Northern College in 2009-10 who were: Full-time: <u>147</u> Part-time: <u>0</u> Total (Full-Time + Part-time): <u>147</u></p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) <u>147</u> $\div 1,223$ (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <u>12%</u></p>

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more examples of promising practices that Northern College used in 2009-10 to develop and maintain results for students with disabilities.</p>	<p>In the space below, please provide one or more examples of a promising practice that Northern College used in 2009-10 to develop and maintain results for First Generation students.</p>	<p>In the space below, please provide one or more examples of a promising practice that Northern College used in 2009-10 to develop and maintain results for Aboriginal students.</p>
<p>Northern College hosted their annual summer orientation for students with Learning Disabilities and ADHD. This event was held at the 3 main campuses and it allowed the approximately 40 students in attendance to get to know the staff and familiarize themselves with the college environment prior to school start up. This program has resulted in many students being successful.</p> <p>In February of 2010 Northern College's Porcupine and Kirkland Lake Campuses hosted their 21st annual Awareness Day with a focus on mobility impairments. The event at Porcupine Campus included a fundraiser in which approximately \$12,000.00 was raised to support the disability services lending library for students who do not have access to a bursary to purchase assistive technology.</p> <p>Porcupine and Kirkland Lake Campuses also held a 21st annual Wheel Chair Rally which had a total of 60-4 member teams participate between the two sites.</p> <p>The staff in the Centres for Students with Disabilities attended the CCDI annual conference. The conference introduces them to new and innovative ways of supporting students with disabilities.</p>	<p>Northern College focuses on learners who realize the quality and value of an education and who provide a positive contribution to their communities.</p> <p>A First Year Experience Office (FYEO) was set up to assist First Generation students acquire guidance, advice and encouragement to be successful in their studies at Northern College. With additional funding, the FYEO will continue to operate and plans to build on this initiative will be implemented with the collection of student specific data.</p>	<p>Northern College draws upon the wisdom of First Nations peoples and communities to create an environment that inspires and supports our personal and collective endeavors to respond to their choices and directions.</p> <p>Northern College is progressing at embedding Aboriginal cultural components in all Northern College programs.</p> <p>The hiring of a Native Student Coordinator and 3 Advisors to carry out recruiting, testing and relationship building strategies has resulted in a 10% increase in the College Prep and Health Science Programs. The Advisors have continual daily contact with First Nations students to provide support, assistance and encouragement with their educational/career goals. To raise awareness of Aboriginal peoples the Advisors have also coordinated workshops and sharing circles inviting all students and College staff.</p> <p>The Coordinator and Advisors work closely with Aboriginal Organizations and First Nation Education Authorities to share student progress and concerns and information on Northern College Programs and Services.</p> <p>A Viewbook was created and produced in both English and Cree with the main theme being life long learning and the "paths" to take to increase academic levels and credentials. This information package is now in continual use along the James Bay coast and other First Nation communities to encourage and outline the benefits of education.</p>

		<p>Northern College hosted Aboriginal Awareness workshops throughout the academic year, topics included residential schools, an oral history of First Nations people, and medicine wheel teachings. These workshops were intended to create awareness with students and staff.</p> <p>The Aboriginal Summer Orientation program was well attended by local Aboriginal students and the James Bay area Aboriginal students. The students were introduced to staff and the college environment at the Porcupine Campus. In addition, they were able to become familiar with the City of Timmins and the local organizations. Feedback was positive from the students regarding the orientation program.</p> <p>Northern College hosts a traditional annual PowWow and is looking forward to celebrating its tenth. This event is family orientated and is promoted to the community and college students. The intent of the annual PowWow is to strengthen Aboriginal identities and community bonds.</p>
--	--	---

3) Compliance with the Student Access Guarantee (SAG) in 2009-10

Through its signed MYAA, **Northern College** committed to participate in the Student Access Guarantee. For 2009-10, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines.

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$39,957	58
Other SAG Expenditure to Supplement OSAP	\$53,540	80
TOTAL	\$93,497	138

Data as of July 06, 2010

- Did **Northern College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **Yes**

4) The Student Access Guarantee (SAG) for 2010-11

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2010-11 Student Access Guarantee Guidelines.

<p>For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.</p> <p>Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.</p>	<p>Northern College strategy for implementing SAG is to provide financial support from the Tuition Set-Aside funds for students who have applied to OSAP and have a financial need with tuition/textbook/supplies.</p> <p>Student support is provided in a few ways:</p> <ol style="list-style-type: none"> 1. Through employment opportunities offered by Northern College. 2. Integral support is given to all students at Northern College through scholarships and bursaries throughout their studies, emergency loans, needy student programs and initiatives. <p>Aid is provided as listed:</p> <ol style="list-style-type: none"> 1. At beginning of their academic year and throughout their studies. 2. Employment opportunities begin in September. 3. The majority of bursaries and scholarships are issued the first week of November (first semester). 4. Emergency situations are reviewed on an “as needed” basis. <p>Aid is applied against the student’s outstanding tuition first with the remaining balance issued directly to the student by cheque. Recipients receive written notification of this action.</p>
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so:</p> <ol style="list-style-type: none"> a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide. 	<p>Northern College plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls. The loan aid will be determined by the OSAP Unmet Need report that identifies the shortfall amount.</p>

5) Participation in the Credit Transfer System

- The following data is per the College Graduate Outcomes Survey:

Survey Years	Total # of Northern College graduates who participated in Graduate Survey (A)	# of Northern College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of Northern College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2005-2006	477	11	2.3%	42,333	2,716	6.4%
2006-2007	421	11	2.6%	44,309	3,449	7.8%
2007-2008	379	12	3.2%	44,622	3,510	7.9%
2008-2009	363	8	2.2%	43,086	3,145	7.3%
2009-2010	360	7	1.9%	40,388	2,725	6.7%

- Per the College Graduate Outcomes Survey for 2008-2009 and 2009-2010 (based on 2007-2008 and 2008-09 graduates), the percentage of **Northern College** students who were satisfied or very satisfied with academic preparation for university was **87.5%**.

- Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.

- Please provide any additional comments regarding transition experience either from college to university or college to college.

Northern College currently does not have a data collection system to monitor college-university transfer students and are unable to comment in this area.

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



- Please provide one or more examples in the space provided below of a promising practice that **Northern College** used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight. In addition, **Northern College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

In 2009-10, Northern College is credited with signing many new articulation agreements with a number of colleges and universities.

Northern College has collaborated with Algoma University to offer courses towards a full Bachelor of Social Work program in Timmins. Many of the prospective students are in fact graduates of Northern College's two-year Social Services Worker program.

Northern College has worked with local School Boards to implement 'school-college' initiatives such as a college accelerated program whereby students can take first semester college courses and receive credit for both high school and college.



6) Class Size

- Please provide the number and percentage of all first-year classes (all programs) at **Northern College** in 2009-10 that were:

Class Size	Number of Classes	Percentage of Total Classes
Less than 30 students	1,044	78%
30 to 60 students	264	20%
61 to 100 students	22	2%
101 to 250 students	1	0%
251 or more students	0	0%
Total	1,342	100%



- Please provide one or more examples in the space provided below of a promising practice that **Northern College** used during 2009-10 regarding class size. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Northern College hosts many distance delivery options as a result, there are large virtual class sizes however, students are dispersed across Northern Ontario. The physical numbers on our campuses are generally small.



7) Online Learning

- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.

- To complement this work, please provide one or more examples in the space provided below of a promising practice that **Northern College** used during 2009-10 to develop and enhance online learning. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

A mandate of Northern College is to expand quality learning opportunities to ease the transition into college programs through the creation of new entry points and a variety of modes of curriculum delivery.

Northern College offers professional development for its professors who teach via distance mode. A new Learning Excellence and Innovation Department (LEID) has been created to serve as a resource and repository for faculty to access support and training. New faculty hires are referred to the LEID to have their skills assessed and a development plan put together to ensure they have the tools and knowledge to be successful and are able to adapt to the various learning styles.

All Northern College students in post secondary programs with GEN ED requirements are given options to increase their exposure to different modes of delivery through OntarioLearn web-based learning. In 2009-10, 40% of the programs offered at Northern College practiced this process and the intent is to increase it to all programs.

8) International

**DEFINITION: International Enrolment* is the headcount of full-time international students at the institution including students who are both eligible and ineligible for funding consideration.*

- **Northern College** reported to TCU that International Enrolment in 2009-10 = **N/A**.

- In 2009-10, **Northern College** reported to TCU the following top 3 source countries for international students:
 - Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences **Northern College** had in 2009-10:
 - Outbound students = **0**
 - Inbound students = **0**

 - Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at **Northern College** in 2009-10 = **\$0**

 - Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that **Northern College** had outside of Canada in 2009-10 = **\$0**



- Please list in the table below all For Credit, Stand-Alone campuses **Northern College** operated abroad in 2009-10, including city, country and total enrolment for each campus:

- Please provide one or more examples in the space provided below of a promising practice that **Northern College** used during 2009-10 to develop and maintain results for international activities. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Northern College is beginning to venture into the international arena and is in the process of developing strategies and initiatives with the expectation that they will meet or exceed the Ministry goal of increasing international student enrolment by 50% over the next five years.



9) Supply Chain Compliance

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including colleges, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU) are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the college that are consistent with the principles outlined within the Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

- Please confirm that in 2009-10 **Northern College** adopted the Government of Ontario's Supply Chain Code of Ethics: **No**
- Please confirm that in 2009-10 **Northern College** adopted or is in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**
- In 2009-10 did **Northern College** participate in the Ontario Education Collaborative Marketplace (OECM)? **Yes**
- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: **0**
- Please provide one or more examples in the space provided below of a promising practice that **Northern College** used during 2009-10 related to supply chain management. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Northern College's initiative for the current fiscal year was to hire a Purchasing Officer. The position of Purchasing Officer was filled in September 2010. This initiative was implemented to help the College gain efficiencies in our purchasing power and to implement and maintain the Government of Ontario's Supply Chain Procurement Policies and Procedures effectively.

10) Space Utilization

- In 2009-10, did **Northern College** have a Space Utilization planning process in place to assess and optimize academic space utilization? **Yes**

- If yes, please indicate in the space below the methodology used to inform **Northern College's** academic space utilization planning process:

Northern College's intent is to increase quality and performance capacity through continuous improvement and renewal. The design process for the new Trades Centre used Space Utilization Planning to ensure maximization of vacant shops and space by the best means possible.

- Please provide one or more examples in the space provided below of a promising practice that **Northern College** used during 2009-10 to assess and optimize academic space utilization. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

To assist Northern College in developing a process, Educational Consulting Services (ECS) has been contracted to develop a Master Space Utilization Plan.

11) Student Satisfaction

- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **90.1%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #26 "The overall quality of the learning experiences in this program" = **82.5%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #44 "The overall quality of the facilities/resources in the college" = **64.4%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #45 "The overall quality of the services in the college" = **63.9%**
- Please provide one or more examples in the space provided below of a promising practice that **Northern College** used during 2009-10 to increase student satisfaction. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Northern College initiated a First Year Experience Office to provide students with early intervention strategies, encouragement to resolve academic and non-academic, financial and emotional issues. Workshops are offered in math, grammar, writing to assist those student having difficulties.

Northern employs additional staff for the September fall start up to assist in the registration process in order to reduce and/or eliminate wait times.

Our Veterinarian Programs are serviced by a modern, state-of-the-art lab.

Student surveys indicate that the greatest strength of Northern College is its faculty.



12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at your institution = **60.8%**

- Please provide one or more examples in the space provided below of a promising practice that **Northern College** used during 2009-10 related to the achievement of the graduation rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Northern has developed and incorporated a new course, "College Success" into many of our programs. The course provides students with the opportunity to explore and understand the importance of a post secondary education while developing required learning skills and personal management techniques to be successful in an educational environment and the workplace. A strong emphasis is placed on understanding individual learning styles and resolving conflict. The course provides students with aids for studying, notetaking, coping mechanisms, and advice on how to write essays and exams.

The Right Start Program is offered to all first year students. The event provides students with the motivation to persist and gives them a strong foundation for success based on high performance skills, educational vision and building key support systems and relationships.

Mandatory post admissions assessment is conducted within the first and second weeks of start up. The purpose of the assessment is solely to determine the support services students would require related to reading, grammar, arithmetic and/or technical math in order for them to be successful and graduate.



13) Graduate Employment Rate

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at your institution = **81.6%**

- Please provide one or more examples in the space provided below of a promising practice that **Northern College** used during 2009-10 related to the achievement of the graduate employment rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Northern College's Health Sciences and Human Services host targetted Job Fairs in the spring of the academic year with community agencies, employers and partners participating. The aim is to introduce potential graduates to the job market and an employer base.

Northern College offers programs with semestered co-op options that helps lead students to employment by providing work experience directly related to their program of studies.

14) Student Retention Rates

The table below has been pre-populated with the proposed results set for 2008-09 in **Northern College's** approved Multi-Year Action Plan. Referring to these proposed results, please identify **Northern College's** achieved results for 2009-10.

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1st to 2nd Year	77%	73%	80
2nd to 3rd Year	88%	93%	93
3rd to 4th Year	92%	93%	68

- Please indicate in the space below the methodology used by **Northern College** to calculate the retention rates indicated above

Student Record System OCI503 report November 1, year over year, full-time, post secondary students only.

Note: The retention rate for the 3rd to 4th year is reflective of only one program.



- Please provide one or more examples in the space provided below of a promising practice that **Northern College** used during 2009-10 related to student retention. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Northern College's Student Success Centres (SSCs) are committed to student success. Their mandate is to provide the skills and supports necessary for students to realize their fullest academic potential and are available throughout all semesters. The SSCs are a bright, pleasant, quiet environment for studying, peer tutoring and faculty mentoring.

Services include:

Specific course assistance

General student success strategies (eg; test taking, time management)

Access to professors 22 hours a week (faculty are assigned hours)

Access to student tutors in all courses and programs of study

Peer and community workshops

Summer Orientation

Northern College students have the option to take an equivalent web-based course through OntarioLearn to make up for any missed courses.

A gap was identified as far as students accessing Blackboard and other technological components. Northern College secured the services of a company to provide technical support 24/7 via a toll free line.

The Northern College website has a Blackboard link available for both faculty and students. Through Blackboard students are able to view course documents, assignments, grades, communicate with other students and faculty, and participate in online discussions, provided that they have access to an internet connection and an internet browser. Students unable to attend classes are able to keep current with their studies by accessing information regarding assignments, tests, reviews, quizzes, and surveys.

Northern College's Kirkland Lake campus has implemented a Student Retention Plan to monitor student attendance and academic progress. Day 10 of the plan identifies students having attendance problems that could interfere with their success. Preventive measures are taken by coordinators and faculty to aid students to minimize difficulties. On day 27, students with both attendance and academic problems are met and further preventive measures are reviewed and assistance offered. On day 42 faculty provide positive possible options to students who have severe academic difficulties and are in jeopardy of not completing their program.



15) Quality of the Learning Environment

- Please provide information in the space provided below of what **Northern College** did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

Northern College has a newly formed Learning Excellence and Innovation Department (LEID) that ensures staff and faculty at all campuses are able to provide quality educational delivery through ongoing expert training and resources. New hires will be referred to the LEID for skills assessment and development. Follow-up sessions and evaluations for faculty are conducted throughout the year.

Northern College has created a condensed, interactive, visual live version of "Survival Skills for the College Professor" - a Blackboard workshop. This online training session provides faculty with additional teaching skills and is mandatory for all faculty.

PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES

• **Increased Participation of Under-Represented Students - Programs/Strategies**

As part of its 2008-09 Report Back, your institution was asked to provide 3 to 5 examples of how its strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>Summer Transition Program Summer Transition Program: for Northern students with learning disabilities/ADHD. It offers a five-day crash course on the essential skills you need to survive in College, how to focus on the things that are important when you're enrolled in college and it will connect students with people who can help during their College life.</p>	<p>The summer transition program was attended by 37 students and they were all able to familiarize themselves with the college and their support systems which were put in place before they started classes.</p>
<p>First Generation Learners: initiatives being shifted to support increased participation of underrepresented students (prior learning assessment and recognition, healing circles and retreats, first year experience office, mobile units, mentoring groups, support groups).</p>	<p>The establishment of a framework for Prior Learning Assessment Review with enhancements to this service to take into consideration the needs of the First Generation Aboriginal learner has been put in place. Students applying for the 2010 fall semester will be able to use the renewed and innovative PLAR assessment system. Marketing initiatives included in the spring registration packages and in the student calendar will encourage FG learners to access PLAR for college credits. Northern College has in place PLAR advisors at all four campuses to address the needs of all students.</p> <p>A First Year Experience Office was created for First Generation (FG) students to receive guidance and advice on how to navigate the College system. The Office provided many services including Peer Tutoring, Writing Assistance and Orientation. Over 400 FG students accessed these services. As a result further funding was acquired and the First Year Experience Office will not only continue but will be expanded to the other campuses of Northern College this fall.</p> <p>A partnership was formed with DeBeers Canada and five of the coastal First Nations to provide mentoring/job shadowing for participants and DeBeers employees. The program attracted 26 participants with 12 having the acceptable requirements to take part in the initiative. Participants worked along side employees and were exposed to mining areas such as Heavy Equipment Operations, Warehousing, Office Administration, Maintenance, Process Plant Operator and Millwright. On completion of the placement participants completed Individual Development Plans outlining concrete goals to further their careers. As a result, 35% of the participants have plans to return to school.</p> <p>The primary goal of the Aboriginal Educational Support Groups is to encourage retention and success of First Generation (FG) students. The learning experience for FG</p>

	<p>students was enhanced with the support of elders, peers and the advising team. The students were consulted on the type of supports they would like to have. Presentations and workshops were planned based on this feedback using professional Aboriginal therapeutic consultants and traditional healers. More than 180 students and College staff attended the sessions/presentations. As a result, Native Student Advisors (NSAs) have begun support groups for the students and will continue holding similar workshops in the future.</p> <p>Support Groups were offered to all Aboriginal students and non-Aboriginal students. Topics ranged from Medicine Wheel teachings to self worth. More specifically students were encouraged to reflect on their lives and understand the impacts of residential schools; learning their own culture and expressing their teachings. Also, individuals were given the opportunity to meet privately with an elder to share personal struggles and issues facing them. This gave the students a venue to express and release stressors.</p>
<p>Aboriginal Action Plan Aboriginal Action Plan: under the guidance of its Aboriginal Council for Education, the College works with community stakeholders, students and a wide range of public and private sector partners to develop programs that meet community and individual needs.</p>	<p>A long term vision of Northern College is to respond to the choices and directions of Aboriginal peoples drawing upon the wisdom of First Nations people and communities to create an organizational culture that inspires and supports our personal and collective endeavors. Under the guidance of the Northern College Aboriginal Council on Education an extensive Training Action Plan was produced identifying 39 initiatives to be delivered over three years. As at the completion of the 2009-2010 Academic Year, 22 of these projects were in progress or successfully completed.</p> <p>The Northern College Aboriginal Council on Education is a supportive body, taking an active role in identifying traditional ways and means to aid in Aboriginal student retention and success.</p>
<p>Aboriginal Summer Orientation Program Aboriginal Summer Orientation Program: gives Aboriginal students from the James Bay Coast an opportunity to familiarize themselves with the College and Community prior to classes starting in the fall. The program runs from June to August with an anticipated 26 students participating.</p>	<p>Northern College launched the Aboriginal Summer Orientation Program with participating students from the coastal area. The students were very pleased with the orientation and are continuing on with their studies at the College.</p>
<p>Literacy Access Points: Another model for access is demonstrated in our partnership with the Aboriginal Communities on the James Bay Coast whereby the College along with the high school offers a variety of College preparation and short courses as well as specific workforce training for the residents of the community.</p>	<p>Northern College is working closely with our Aboriginal Communities to offer dual credit courses in partnership with First Nations high schools in Moose Factory and Fort Albany under the provincial School Work College Initiative. In addition, Northern College is working closely with the high schools on the James Bay Coast to recognize prior learning which may lead to OSSD for community residents.</p>

- **Small, Northern and Rural (SNR)**

As part of its 2008-09 Report Back, your institution was asked to describe how it would continue to build on its existing SNR strategy in 2009-10. Please identify the achieved results of these strategies for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>Northern College has chosen to provide for authority on a community-basis, rather than in a traditional academic form/structure. The College has expanded access to more than 20 new communities while maintaining all of its campus operations under this structure. They have also expanded access to aboriginal communities on the James Bay Coast in partnership with the Mushkegowuk Tribal Council, government and industry.</p>	<p>Under the direct leadership of Mushkegowuk Tribal Council, who directed the James Bay Fiber Optic Line project which installed the infrastructure and technology to bring high speed access to First Nation communities on the James Bay Coast, Northern College has invested extensively in videoconference equipment to increase access to post secondary education and work related training for these communities.</p>

- **Quality of the Learning Environment**

As part of its 2008-09 Report-Back, your institution was asked to provide 3 to 5 examples of how its quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>Program Review: Northern College has implemented a review of Curriculum Rollover, curriculum by program faculty, and program cluster.</p>	<p>As part of Northern College's focus on learners, a strategic review of curriculum and programs has taken place to ensure our courses are aligned with Ministry standards and meet highest standards of quality. All programs now have Program Learning Objectives, and all have been "mapped". Northern is undertaking to review and cluster courses available through OntarioLearn.com into Northern College certificate and diploma programs.</p>
<p>Academic Plan: this implementation strategy is currently being developed collaboratively and will be supported by strategic policies and investments and will be backed by our vision/mission and our Operating Plan.</p>	<p>The draft of the program evaluation process has been completed. All academic programs will go through a summative review to prove that we are concerned with the quality of the learning environment.</p>
<p>Academic Policies: The College has implemented an Academic Working Group to provide strategic direction to academic process and initiatives. This group will review academic policies and search for continuous improvements to teaching and learning methods.</p>	<p>A new Learning (Excellence and Innovation Department (LEID) has been formed to work with staff on teaching methodologies and for faculty to improve their IT (Information Technology) Skills.</p>
<p>Student Success: The College has formed a new Student Success & Retention Group to ensure student success for all students, especially students at risk. As part of their mandate, this group will also identify measurement tools for retention and make suggestions for implementation.</p>	<p>The Aboriginal Advisor and the Disability Services Advisor along with 16 other members of the Northern College staff attended a conference on student retention hosted by Colleges Ontario in May. From this conference it was agreed that all staff and faculty would engage more with students and create a mentoring process for students that are struggling. A Request For Proposal (RFP) was completed and Northern College campuses received funds to start up First Year Experience Offices with a Coordinator, 3 full time Advisors, a Part time Advisor and a clerk. The intent is to meet with all</p>



	<p>first year students to ensure they are aware of services and supports available. The objective is to raise the awareness of students of the existence of the First Year Experience Offices should they experience difficulties in the college environment.</p>
--	---