

2012-2013 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Northern College
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OVERVIEW

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

Consistent with previous MYAA Report Backs, the 2012-2013 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2012-2013 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

Where possible, to help streamline the 2012-2013 MYAA Report Back process, the Ministry pre-populated **Northern College's** 2012-2013 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators), data sources (e.g. Full-Time Enrolment Headcount) and pre-populated data from previous Report Backs (e.g. 2011-2012). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Northern College's** 2012-2013 MYAA Report Back is denoted with the symbol ⁽⁺⁾.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the un-audited 2012-2013 enrolment count on November 1, 2012 in the Ontario College Application System(OCAS) (Full-Time funded students only: does not include Nursing, Second Career, Apprentice or International students).*

Northern College's total Headcount enrolment count in 2012-2013 = **990⁽⁺⁾**.

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment at **Northern College** in 2012-2013 = **702**.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment at **Northern College** in 2012-2013 = **288**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2012) enrolled at **Northern College** in 2012-2013= **0**.

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

Enrolment data is cross referenced with the OCAS enrolment headcounts. Age data reports are run using the OCAS Data Warehouse. Age data is downloaded to our Student Record System.

Please provide one or more examples, in the space provide below, of highlights from **Northern College's** Enrolment Management Plan that **Northern College** used during 2012-2013 to manage enrolment.

The College continues to work extensively with First Nations organizations to establish community-based training programs. It continues to work with institutions across the province to increase access to programs through a variety of delivery methods. The priority of the College is to provide transfer opportunities for students to ease their pathway in education. Northern College implemented a new Student Success Policy with a goal of improving students' success and retention by providing systematic supports and services to extend opportunities and encouragement to achieve academic success in their respective programs.

Northern believes that current programming will help to attract students and to that end it has developed a plan that will see new programs (that meet community needs) introduced on a regular basis. Also, to ensure accessibility and to manage enrolment we offer a number of programs on an intra-college basis, for example, during 2012-2013 we offered one Mining Engineering Technician program at three of our campuses. Northern has a Program Review process to ensure that our programs remain current and attractive to students.

Our new Strategic Plan indicates that we are building a reputation as a world class provider of selected programs that leverage the strengths, partnerships and assets of each campus while continuing to respond to the specific education and training needs of our Northern communities. These selected programs are "signature programs" and Northern has developed a Marketing and Recruitment Plan to promote them.

An important part of our Enrolment Management Plan is not simply attracting students but is also directed at supporting and retaining students, to this end, Northern has developed a Student Success and Retention Plan.

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

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

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

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

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

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

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

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Northern College who registered with the Office for Students with Disabilities and received support services in 2012-2013= 516</p> <p>Please calculate the total indicated above as a comparative % of Northern College's 2012-2013 Enrolment Headcount: (Insert Total From Above) 516 $\div 990^{(+)}$ (2012-2013 Enrolment Headcount) x 100 = 52.1%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Northern College who registered with the Office for Students with Disabilities and received support services in 2012-2013 = 0</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Northern College in 2012-2013= 410</p> <p>Please calculate the total indicated above as a comparative % of Northern College's 2012-2013 Enrolment Headcount: (Insert Total From Above) 410 $\div 990^{(+)}$ (2012-2013 Enrolment Headcount) x 100 = 41.4%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Northern College in 2012-2013 = 55</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Northern College in 2012-2013= 123</p> <p>Please calculate the total indicated above as a comparative % of Northern College's 2012-2013 Enrolment Headcount: (Insert Total From Above) 123 $\div 990^{(+)}$ (2012-2013 Enrolment Headcount) x 100 = 12.4%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Northern College in 2012-2013 = 9</p>

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

The November 1st student demographic data (First Generation and Aboriginal data) from the Student Record System is filtered from the required Multi-Year Accountability Agreement parameters and is presented accordingly. Ontario College Application Service data is downloaded into the Student Record System and used for demographic reports. A Self-Identification Form included in the Student Registration package as well as throughout the College is an additional survey tool used to further collect First Generation and Aboriginal data and added to the Student Records. Students with disabilities annual counts are provided by Northern College's Accessibility Services.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving Northern College's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by Northern College to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving Northern College's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by Northern College to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving Northern College's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by Northern College to be an innovative practice, success story and/or key accomplishment.</p>
<p>The newly renovated Advising Services department has allowed the Centre for students with Disabilities (newly named Accessibility Centre) to be co-located with the First Year Experience, Student Life Advising, and Aboriginal Advising Services at the Timmins Campus. This move has created a one-stop-shop and allows better access for all students who are seeking support for learning disabilities, academic concerns or personal matters. Students have expressed the ease in which they can access service and their approval on the welcoming environment. Northern College has received stabilized funding to better support students in short apprenticeship programs. A part-time Learning Strategist has been hired to provide necessary accommodations and to assist in promoting this service. As well we have arranged with NOARC (our psychometric testing provider), to expedite testing for persons in these short, career programs. All campuses hosted the annual Summer Transition program to provide students with Learning Disabilities the opportunity to become accustomed to the college environment and the support services prior to the commencement of the academic year. The funding for this program has also been stabilized and it is no longer necessary to make application on an annual basis.</p>	<p>First Generation Learner (FGL) Orientation was held in August 2012. This one-day event provided FGL with the following opportunity: meet key staff and learn about the various services that the College offers to help students succeed including: computer workshop; accessing NC network; learning strategies and study tips; reviewed Student Handbook and Campus tours. This event also provided the students with a chance to get their student ID, textbooks and lockers giving them a head start on their academic year! The mentoring program began in September 2012 with the primary goal to match up a first year student with a 2nd year student to offer support and guidance. A variety of workshops were hosted college-wide for First Year students and those studying from a distance. These workshops have proven very successful and include: APA formatting; bursary information; time-management and study habits.</p>	<p>Northern College's 11th Annual Traditional Powwow held during April 2012 was a successful initiative for cultural awareness. Over 1000 spectators came through the doors throughout the 2 day powwow with television and newspaper coverage. In September of 2012, the Elder program began with use of the Elder in the Social Service Worker program First Nations class. The Elder was invited to consult with the School of Community Services and the Health Sciences & Emergency Services. The Elder assisted all students with guidance, support, mentoring & traditional teachings, and shared Aboriginal culture with the whole college community. Throughout the 2012 academic year, various workshops happened with local Aboriginal resource people who came in and taught Aboriginal topics of awareness to the students and staff of Northern College. The Timmins Campus saw the opening of the permanent Tipi and is pleased to report that it has been used on many occasions to host celebrations and provides students a place to grieve, to pray and to celebrate the Aboriginal culture.</p>

3) Student Access Guarantee

Through its signed MYAA, **Northern College** committed to participate in the Student Access Guarantee (SAG). For 2012-2013, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines.

NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **Northern College as of July 9, 2013.*

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$42,779(+)	80(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$44,248(+)	50(+)
Total SAG Expenditures Reported by <i>Northern College</i>	\$87,027(+)	130(+)

Did **Northern College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines?

Yes

*The space below is provided for **Northern College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2012-2013.

Northern College is following the same practices and procedures that were indicated in the April 22, 2010 Survey for Student Access Guarantee which was sent to Elizabeth Stayer.

4) Participation in the Credit Transfer System

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

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

Reporting 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)
2008-2009	363 ⁽⁺⁾	8 ⁽⁺⁾	2.2% ⁽⁺⁾	43086 ⁽⁺⁾	3145 ⁽⁺⁾	7.3% ⁽⁺⁾
2009-2010	360 ⁽⁺⁾	7 ⁽⁺⁾	1.9% ⁽⁺⁾	40388 ⁽⁺⁾	2725 ⁽⁺⁾	6.7% ⁽⁺⁾
2010-2011	400 ⁽⁺⁾	9 ⁽⁺⁾	2.3% ⁽⁺⁾	50622 ⁽⁺⁾	3355 ⁽⁺⁾	6.6% ⁽⁺⁾
2011-2012	542 ⁽⁺⁾	13 ⁽⁺⁾	2.4% ⁽⁺⁾	57701 ⁽⁺⁾	3463 ⁽⁺⁾	6% ⁽⁺⁾
2012-2013	466 ⁽⁺⁾	10 ⁽⁺⁾	2.1% ⁽⁺⁾	57462 ⁽⁺⁾	3424 ⁽⁺⁾	6% ⁽⁺⁾

Per the College Graduate Outcomes data reported in 2012-2013 (based on 2011-2012 graduates), the percentage of **Northern College** students who were satisfied or very satisfied with academic preparation for university was **71.4%⁽⁺⁾**.

Per the College Graduate Outcomes data reported in 2012-2013 (based on 2011-2012 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **84.9%⁽⁺⁾**.

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.



Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2012-2013, and which contributed to maintaining or improving **Northern College's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), changes to student supports or program viewed by **Northern College** to be an innovative practice, a success story and/or a key accomplishment. In addition, **Northern College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

4.1) Expanding Transfer Pathways, excluding collaborative degree programs without a transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, pathway projects to support college to college or college to university transfer, etc.):

Northern continues to work with universities and is involved in a new initiative with Fredericton University in New Brunswick to expand the transfer pathway for Police Foundations students to further their education through an additional year of learning in order to obtain a Bachelors in Criminal Justice. Northern is working with Queen's University, Kingston to establish a new mining degree. The College is also engaged in aligning the Business Programs with all Colleges in Northern Ontario for ease of transfer credits.

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

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

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

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

5) Class Size

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

Class Size Calculation Example:

FIRST YEAR - COURSES

GSSC1109 *Life Span Development*

Course Option #1: Offered Tues - 35 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 35**)

Course Option #2: Offered Wed - 25 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 25**)

COMP1082 *Computer Skills*

Course Option #1: Offered Mon - 98 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 98**)

SWRK1026 *Canadian Social Welfare*

Course Option #1: Offered Mon & Thurs - 10 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 10**)

Course Option #2: Offered Wed & Fri - 10 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 10**)

Course Option #3: Offered Tues & Thurs - 40 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 40**)

SWRK 1041 *Preparation for the Field*

Course Option #1: Offered Tues - 30 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 30**)

Course Option #2: Offered Wed - 30 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 30**)

SWRK1043 *Group Dynamics*

Course Option #1: Offered Mon - 60 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 60**)

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

Course Option #1: Offered Mon & Thurs - 100 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 100**)

Course Option #2: Offered Wed & Fri - 101 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 101**)

Course Option #3: Offered Tues & Thurs - 76 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 76**)

Each of these course offerings should be counted once in the table below, in the appropriate class size section. For the 2012-2013 MYAA Report Back, using the information above, the class size data would be recorded as follows -

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

Using the class size calculation example above, please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **Northern College** in 2012-2013:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	1,790	99.7%
30 to 60 students	6	0.3%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	1,796	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	1,161	100%
30 to 60 students	0	0%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	1,161	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	142	100%
30 to 60 students	0	0%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	142	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4 th Year Sections
Fewer than 30 students	25	100%
30 to 60 students	0	0%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	25	100%

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

Due to the complexity of the class size data request, our Student Records System is not able to provide the level of data requested. The above results are taken from the OCI502 Enrolment Audit Report database. Results may be over-stated and reflect a very detailed count of the number of class sections - separated by campus, program and/or semester. Many classes are combined and consist of students from different programs, campuses and semesters. A class with such diversity of students will be counted multiple times with small enrolment totals.

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2012-2013, which contributed to maintaining or improving **Northern College's** class size initiatives. This could be a strategy, initiative or program viewed by **Northern College** to be an innovative practice, success story and/or key accomplishment that **Northern College** would like to highlight.

Northern College serves a comprehensive mandate which is the expressed desire of our communities and as befits a sparse, regionally dispersed population with few major centres. Northern College's flexibility was born of necessity due to our location and in reaction to the socio-economic realities of our communities. We have become a proficient and responsive organization with close ties to the community and industry.

For example, our health sciences cluster of programs reaches students in communities throughout the north through a combination of onsite and distance learning. A blended delivery format provides access to both diploma and degree nursing programs for students in several rural and remote communities. Together with our community and regional health facilities, Northern College ensures sufficient nursing graduates are available to adequately staff our health care agencies, providing approximately 50% of nurses in our catchment area.

6) eLearning

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

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

In its 2011-2012 MYAA Report Back, **Northern College** provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, **Northern College** is asked to provide information on eLearning courses, programs and registrations in 2012-2013.

Fully Online Learning* and Synchronous Conferencing*

*DEFINITIONS:

Courses:

A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

A Fully Online Learning (asynchronous) program describes a program, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.

A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.



Please indicate in the table below the number of Ministry-funded courses, programs **Northern College** offered in 2012-2013 and corresponding registration information -

*An Ontario College Credential includes: Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate (or the French-language equivalent).

* Other Credential includes: local board certificates, non-credit courses and other similar course/program offerings.

COURSES	Ontario College Credential*	Other Credential*
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	59	13
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	658	0
Total # of Ministry-funded courses offered through the above eLearning formats	717	13
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	2	1
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	84	0
Total # of Ministry-funded programs offered in the above eLearning formats	86	1
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	98	14
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	720	0
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	818	14

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

The number of Ministry-funded courses offered through Synchronous Conferencing represents courses counted individually as offered in all synchronous conferencing delivery programs. Some of these courses are identified as part of multiple program synopses thereby accounting for the increase over last year's reporting.

The number of Ministry-funded programs offered through Synchronous Conferencing represents all multiple intakes of any program offered outside the regular fall semester intake and therefore also accounts for the increase over last year's reporting.

Hybrid Learning****DEFINITIONS:**

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

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

In the space provided below, please highlight one or more examples of **Northern College's** use of Hybrid Learning courses and/or programs in 2012-2013.

Northern College offers a Mining Engineering Technician program that employs a hybrid delivery model whereby students complete all theory components online, asynchronously, and attend face-to-face field school sessions for practical applications and hands-on requirements.

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2012-2013, which contributed to maintaining or improving **Northern College's** eLearning initiatives. This could be a strategy, initiative or program viewed by **Northern College** to be an innovative practice, success story and/or key accomplishment that **Northern College** would like to highlight.

Northern College employs a number of strategies and tools to enhance the eLearning initiatives and education. To date, faculty members teaching in distance programs have adopted the use of e-classroom technology whereby students and faculty can collaborate online in real time to provide support, tutoring, and other synchronous needs to assist in overall student success and satisfaction. Additionally, students can now access 24/7/365 online proctoring and invigilation services for all tests/exams/assessments required in a distance mode of delivery. Most recently, Northern College has also expanded its services to offer 24/7/365 online tutoring in the areas of Math, Business, Sciences, and Writing.

7) International

7.1) Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Northern College** had in 2012-2013:

- Outbound students* = 0

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

- Inbound students* = 0

*DEFINITION: Inbound students are international students participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Northern College** in 2012-2013 = \$0

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Northern College** had outside of Canada in 2012-2013 = \$60,500

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Northern College** delivers courses and/or programs abroad (outside of Canada) in 2012-2013, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2012-2013	2012-2013 Total Enrolment by Program
Yangzhou College	Yangzhou City / China	Early Childhood Education	58
Yangzhou College	Yangzhou City / China	Environmental Technician	47
Yangzhou College	Yangzhou City / China	Constr. Eng. Technician	16

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

Agreements with host country e.g. China that allows students to study in China – Northern College curriculum. The Environmental Technician program has proven to be a good draw from India as the program is co-op. Additional strategies are being put in place to provide advanced standing of a full year of study for those students from India who have high education and qualify. We hope that this will help in the conversion of Study Visa's issued as this has been a challenge for our college. Applications are plentiful for our small college, however conversion rates with respect to study visa's issued has been a challenge. We hope that our new strategy for our college will translate into increased conversion rates. Our recruitment partnership with Centennial/Confederation has allowed us to bring our recruiter to Canada so that he could help describe the experience and quality programs and state of the art equipment the students will be exposed to in Northern Ontario – a true Canadian experience. We expect to see more students arriving to study at our college in September, 2014 through a partnership with Grok China and Confederation College.



7.2) Enrolment

In 2012-2013, the following were the top 5 source countries for international students at **Northern College**:

	Source Country	Number of Full-Time International Students from Source Country	International Students from Source Country as a Percentage of Northern College's Total Full-Time International Student Enrolment⁽⁺⁾
1.	India ⁽⁺⁾	6 ⁽⁺⁾	66.7% ⁽⁺⁾
2.	United States ⁽⁺⁾	1 ⁽⁺⁾	11.1% ⁽⁺⁾
3.	Chile ⁽⁺⁾	1 ⁽⁺⁾	11.1% ⁽⁺⁾
4.	Africa ⁽⁺⁾	1 ⁽⁺⁾	11.1% ⁽⁺⁾

Northern College reported to the Ministry that International Enrolment* in 2012-2013 = **9⁽⁺⁾**.

DEFINITION: **International Enrolment is the headcount of Full-Time international students who are a non-Canadian citizen or non-permanent resident (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) studying as of September 2012 at **Northern College**, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a full-time basis.*

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

Northern College is beginning to experience international students from other countries and we expect that this will continue and that numbers will increase due to the creation of an advanced standing model for various program areas. Through consultation with Grok China and our recruiter in China and India a strategy was reached to work more closely with smaller communities in their host countries where specific program areas that we offer are being sought out by the respective communities.

Full-Time International Enrolment as a percentage* of Full-Time Enrolment at **Northern College** in 2012-2013 was: **0.9%⁽⁺⁾**

*Percentage calculation based on **Northern College's** 2012-2013 Full-Time International Enrolment, divided by **Northern College's** 2012-2013 Fulltime Enrolment Headcount plus **Northern College's** 2012-2013 Full-Time International Enrolment.

Please provide **Northern College's** 2012-2013 Part-Time International Student Enrolment = 0

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2012-2013, which contributed to maintaining or improving **Northern College's** international initiatives. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.

Students from our Environmental Technician Co-op program were so pleased with their experience in the program as well as their co-op experience that they were solicited to provide testimonials and their own experience to help recruit additional students. They also will be actively participating in Skype/Facebook opportunities that will help connect students from India to Canada. We will also be arranging for Skype sessions with parents who have interested students wanting to travel to Canada to invest in furthering their education and Canadian experience.



7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in an English as a Second Language (ESL) course or program at **Northern College** in 2012-2013 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Northern College** used in 2012-2013 to create pathways for *International students* from **Northern College's** ESL programming to postsecondary studies.

Not applicable

7.4 French as a Second Language

Please provide the total number of *International students* who were enrolled in an French as a Second Language (FSL) course or program at **Northern College** in 2012-2013 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Northern College** used in 2012-2013 to create pathways for *International students* from **Northern College's** FSL programming to postsecondary studies.

Not Applicable

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

Not applicable

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

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

Northern College confirmed in its 2011-2012 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2012-2013, **Northern College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Northern College confirmed in its 2011-2012 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2012-2013, **Northern College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Northern College confirmed in its 2011-2012 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2012-2013, **Northern College** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Northern College's** OECM purchases in 2012-2013: 196,300

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2012-2013, which contributed to maintaining or improving **Northern College's** supply chain initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Monthly expenditure reports are reviewed by the College's Purchasing Officer to confirm compliance with the College's Purchasing Policies and Procedures and the BPS directives. Training is provided when areas of non compliance are not adhered to.

Supply chain spend was defined by commodity to determine if there was a need for tendering a specific product or service. This allowed an overview of total spend by product/service and the areas/departments originating the requests.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

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

BPS Procurement Directive

The BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

- i. formally adopt the supply chain code of ethics in accordance with their governance processes; and
- ii. comply with the mandatory requirements of the Directive.



By checking this box, **Northern College** confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of March 31, 2013.

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2012-2013, which contributed to **Northern College's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **Northern College** to be an innovative practice, success story and/or key accomplishment.

Northern College created a how to document "How to do business with Northern College," explaining the processes and procedures to be adhered to when conducting business with the College. This document was unveiled at a local community event "Meet the Purchaser," where the local community business had a chance to meet the Purchasers from various companies. Based on the success of this event, the document will now be added to the College website.

The College has seen a reduction in non compliant purchasing by internal clients/trainers since the implementation of the purchasing procedure, and training that was provided in the 2011 -2012 year. Furthermore, all new hires are given initial training on the College's Purchasing Policies and Procedures.

BPS Expenses Directive

The BPS Expenses Directive improves accountability and transparency for BPS organizations by:

- i. requiring designated BPS organization to establish expense rules, and
- ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.



By checking this box, **Northern College** confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements.

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

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

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2012-2013, which contributed to **Northern College's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **Northern College** to be an innovative practice, success story and/or key accomplishment.

The College initiated a process to analyze the cost and purpose of vehicle rentals in order to reduce expenses. A travel calendar has been developed. The intent is to have all intercampus travel recorded in one calendar for employees to access and coordinate same travel destinations with one another as a way of reducing expenses. The calendar will be made available at the start of the 2013-2014 academic year.

BPS Perquisites Directive

The BPS Perquisites Directive requires BPS organizations, including colleges, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the college including appointees, board members, elected officials and employees.



By checking this box, **Northern College** confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements.

Please provide one or more highlights in the space provided below, of an activity that **Northern College** used during 2012-2013, which contributed to comply with the BPS Perquisites Directive in the 2012-2013. A highlight could be a strategy, initiative or program viewed by **Northern College** to be an innovative practice, success story and/or key accomplishment.

Not applicable.

9) Work Integrated Learning*

As part of the Government's PSE 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.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2012-2013 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

***DEFINITIONS:**

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

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

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

Based on the definitions provided above, please provide WIL data for **Northern College** in 2012-2013:

	<u>Certificate</u>	<u>Diploma</u>	<u>Advanced Diploma</u>	<u>Graduate Certificate</u>	<u>Applied Degree</u>
Number of programs at Northern College with a Co-op Stream	0	2	1	0	0
Number of students at Northern College enrolled in a Co-op program	0	17	3	0	0

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2012-2013, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **Northern College** to be an innovative practice, success story and/or key accomplishment.

The School of Veterinary Sciences is a shining example of combining applied research with one of Northern College's signature program areas, drawing students from all over Ontario and throughout Canada. This collection of varied credential programs has achieved a reputation for excellence, attracting companies such as MediTech, who are currently undertaking applied research projects designed to improve animal health while also ultimately adding innovative skilled jobs to Ontario's economy.

Institutional consortium applied research work, which includes industry and other educational institutions, in our Electrical signature program cluster highlights Northern's emphasis on building strategic partnerships that boost innovation and productivity for the partners and allied organizations involved, while providing innovative learning opportunities for our students.

Our partnership with the Materials Joining and Innovation Center (MaJIC) at our Kirkland Lake campus highlights the value to our Welding signature program cluster students and to growing companies unable to carry out innovative projects on their own. Several projects, both current and in the early stages of development, are directly or indirectly linked to the Mining sector and to the 100-year-old Haileybury School of Mines and Northern College's celebrated signature Mining Engineering Technician program.

The newly formed and funded Productivity and Innovation Center, led by the Timmins Economic Development Corporation, along with parent organization NEONet, is now located at the Timmins campus of Northern College. This co-location with our own NOARI, the Northern Office of Applied Research and Innovation, will create synergies and provide greater opportunities for future research work of particular benefit to small and medium sized companies who lack the resources to carry out these projects on their own.

With just three years of substantial research project work funded by NSERC, CONII and others to our credit (and still growing), NOARI is proving to be a valued contributor to the applied research landscape in Northeastern Ontario and beyond, while Northern College is graduating students who have the productivity and innovation skills so necessary for the growth of our economy.

10) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2012-2013, the student satisfaction rate at **Northern College** for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **85.9%⁽⁺⁾**

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Northern College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **77.1%⁽⁺⁾**

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Northern College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **56.6%⁽⁺⁾**

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Northern College** for KPI Question #45 "The overall quality of the services in the college" = **61.2%⁽⁺⁾**

Please indicate the methods, in addition to the KPI survey results reported in 2012-2013, that **Northern College** used in 2012-2013 to measure student satisfaction.

Northern College has instituted the practice of evaluating courses in each program based on subject matter, instructor knowledge and teaching methods as well as equipment used, quality of the facilities and identification of other training needs. The results are compiled, strengths and weaknesses are reviewed by administrative staff and results are shared as appropriate.

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2012-2013, which contributed to maintaining or improving **Northern College's** student satisfaction initiatives. This could be a strategy, initiative or program viewed by **Northern College** to be an innovative practice, success story and/or key accomplishment that **Northern College** would like to highlight.

Student focus groups were held at all campuses this past year to better understand the KPI student satisfaction results. Five key areas were targetted: Bookstore, Cafeteria, Computer labs, LRC, and Student Services. Based on feedback received, the college implemented improvements in these areas and developed an internal communications campaign informing students of the enhancements.

11) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at **Northern College** = 69.5%⁽⁺⁾

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Northern College** used in 2012-2013 to measure graduation rate.

Not Applicable.

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2012-2013, which contributed to maintaining or improving **Northern College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Northern College** to be an innovative practice, success story and/or key accomplishment that **Northern College** would like to highlight.

The new Student Success Policy was implemented with a goal to identify students who are struggling in their studies earlier on in the semester. Innovative student retention initiatives are communicated to students, faculty and staff, and the process to access supports is delivered in a timely, efficient, consistent and effective manner. At the first sign that a student is experiencing difficulties, the initial responder/observer sets a process in motion to ensure assistance is provided.

12) Graduate Employment Rate

Per the KPI results reported in 2012-2013 the graduate employment rate, 6 months upon graduation, at **Northern College** = **87.5%(+)**

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Northern College** used in 2012-2013 to measure graduate employment rate.

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

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2012-2013, which contributed to maintaining or improving **Northern College's** graduate employment rate. This could be a strategy, initiative or program viewed by **Northern College** to be an innovative practice, success story and/or key accomplishment that **Northern College** would like to highlight.

Northern College organizes and participates in job fairs that are regularly scheduled throughout the academic year both on- and off- campus.

The College has very active Advisory Committees with representatives from business and industry who ensure the students in programs they represent are aware of job opportunities in their economic sectors. Instructors/professors keep current on the happenings in business and industry and are able to direct students to appropriate job opportunities.

Northern has connections with Hydro One for co-op hiring opportunities. Two co-op programs have an employment rate of approximately 100% upon completion.

Employment display boards are located throughout the College sites. Also, an electronic database at www.mynorthern.ca/jobs was designed for students off site or at any campus to access job opportunities. This is a self managed web site where employers obtain a secure ID and are able to sign in and post their individual job openings.

Employment Options offers a range of services and supports to respond to the career and employment needs of students and the skilled labour needs of employers. The Employment Options consultants are available as presenters/guest speakers in most of NC Programs providing information to students on how to build a personal skills inventory, things to remember when talking to an employer, typical interview questions, cover letters, resume preparation and printing. Mock interviews with representatives from business and industry are a common occurrence in Northern College programs.

Employers around the globe contact our Alumni office frequently to enquire about graduates from specific programs. Registered alumnus can increase their prospects for employment by tapping into the unadvertised job market through our employment opportunity e-blasts and postings on our Facebook link. Through Alumni events a personal connection is made with the graduates that enables referrals to specific employers or job postings by way of direct contact or email.

13) Student Retention

The table below has been pre-populated with the results from **Northern College's** 2011-2012 MYAA Report Backs. Please identify **Northern College's** achieved results for 2012-2013 using the following methodology:

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

	Retention Rate Achieved for 2011-2012	Retention Rate Achieved for 2012-2013
1st to 2nd Year	<u>73.2%</u> ⁽⁺⁾	2012 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>460</u> \div 2011 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>622</u> x 100 = <u>74%</u>
2nd to 3rd Year	<u>84.8%</u> ⁽⁺⁾	2012 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>37</u> \div 2011 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>56</u> x 100 = <u>66.1%</u>
3rd to 4th Year	<u>91.4%</u> ⁽⁺⁾	2012 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>32</u> \div 2011 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>32</u> x 100 = <u>100%</u>

*NOTE: Institutions used a variety of student enrolment cluster groups in their 2011-2012 MYAA Report Back student retention rate calculations. As such, comparison between prior year student retention rates and the 2012-2013 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with stakeholders to refine the student retention rate indicator for future MYAA Report Backs.

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

The Student Record System OCI.503 report November 1st, year over year, full-time students only. Program offerings vary from year to year, so enrolment counts from the previous year's MYAA may differ slightly. NOTE: Retention rate for 3rd to 4th year is reflective of only one program.



Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2012-2013, which contributed to maintaining or improving **Northern College's** retention initiatives. This could be a strategy, initiative or program viewed by **Northern College** to be an innovative practice, success story and/or key accomplishment that **Northern College** would like to highlight.

The College has been focusing its efforts on early identification strategies to enable student success and retention. To provide support for students studying at a distance as well as students requiring support in evenings and on weekends, Northern now provides 24/7 online tutoring in the areas of Math, Business, Sciences and Writing. This online service also provides support to our International student body.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used in 2012-2013 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality for the three quality measure categories indicated below -

14.1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)

Northern College has a Learning Excellence and Innovation department and website that provides orientations, training, and support materials for course development, design, and delivery. These online resources are enhanced with faculty orientation at the beginning of each semester and reinforced with in-service workshops throughout the academic year. Most recently, the college has hired a Curriculum Integration Support Officer who works directly with faculty to enhance and assist with the integration of educational technology and resources both for on-site and distance courses. Distance students are further supported through the Distance Learning Department where students are assigned to a DL officer to provide information, assist with registration and general support inquiries.

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

As an outreach initiative and to engage students early into the semester, Northern College is piloting program called Vocantis, an interactive voice response system, to contact students to see if they require assistance and to provide information about the various services and supports available at the college. The Advising Services team follows up to ensure student needs are met.

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

A number of new initiatives have been implemented at Northern College to assist in the personal and academic success of students. Student Advising and First Year Experience offices provide support by way of counselling, workshops, and mentoring to all students wishing to use the service. Orientation sessions, workshops, peer tutoring and other information opportunities are made available to distance and off-campus students by way of video- and web-conferencing technologies.

Most recently Northern College has launched a 24/7/365 online tutoring service that supports a variety of subjects. This service is offered to all students both on and off-campus.

Students can also connect with faculty and staff through live chat functions both through the Learning Resource Centres and the Distance Learning Offices.

Attestation:



By checking this box, **Northern College** confirms that all information being submitted to the Ministry as part of the 2012-2013 MYAA Report Back is accurate and has received approval from **Northern College's** Executive Head or Board of Governors.

Contact:

For additional information regarding **Northern College's** 2012-2013 MYAA Report Back please contact -

- Name: Loran Charbonneau
- Telephone: 705-235-7122
- Email: charbonneaul@northern.on.ca

Please indicate the address on **Northern College's** website where a PDF copy of this 2012-2013 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2012-2013 MYAA Report Back has been approved):

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