2013-2014 Report Back

Institution Name:	Northern College

OVERVIEW

The annual Report Back 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.

Where possible, to help streamline the 2013-2014 Report Back process, the Ministry pre-populated **Northern College's** 2013-2014 Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2012-2013 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Northern College's** 2013-2014 Report Back is denoted with the symbol [+].

1) Enrolment - Headcount*

DEFINITION: Headcount is the un-audited 2013-2014 enrolment count on November 1, 2013 in the Ontario College Application System(OCAS) (Full-Time funded students only: does not include Nursing, Second Career, Apprentice or International students).

Northern College reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = **1,035**[(+)].

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment at **Northern College** in 2013-2014 = **759**.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment at **Northern College** in 2013-2014 = **276**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2013) enrolled at **Northern College** in 2013-2014= **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 confirmed with the OCAS enrolment headcounts. Age data reports are run using the OCAS Data Warehouse cubes. 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 2013-2014 to manage enrolment.

> Northern undertook the development of a Strategic Enrolment Management Plan (SEM Plan) that is based on a core set of Strategic Enrolment Management principles that guide organizational activities in areas such as marketing, recruitment, financial support, advising, classroom curriculum, co-curricular initiatives and alumni programs.
>
> Developed in response to fiscal and enrolment challenges and in consideration of the needs of students, it was determined that one of the tenants of the process would be that a comprehensive consultation take place. The input from key stakeholders and Aboriginal rights holders included faculty, staff, students, prospective students, high school representataives, local agencies and communities members.
>
> The plan is seamlessly integrated with the strategic and business plans, as well as the student success continuum in order to facilitate continuity, understanding and clarity for Northern College employees, project teams, senior management, the Northern College Aboriginal Council on Education and the Board of Governors.
>
> The specific, measurable, achieveable, relevant and time-based student enrolemnt goals established for each strategic direction served us well in ensuring that we provide quality accessible education for the benefit our our northern communities.

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, languages, 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
Please indicate the total number of Full-Time *Students with Disabilities* at **Northern College** who registered with the Office for Students with Disabilities and received support services in 2013-2014= **495** The total indicated above as a comparative % of **Northern College's** 2013-2014 Enrolment Headcount: (Insert Total From Above) **495** ÷ **1,035**[+] (2013-2014 Enrolment Headcount) x 100 = **47.8**%	Please indicate the total number of Full-Time *First Generation Students* enrolled at **Northern College** in 2013-2014= **240** The total indicated above as a comparative % of **Northern College's** 2013-2014 Enrolment Headcount: (Insert Total From Above) **240** ÷ **1,035** [+] (2013-2014 Enrolment Headcount) x 100 = **23.2**% Please also indicate the total number of Part-Time *First Generation Students* enrolled at **Northern College** in 2013-2014 = **45**	Please indicate the total number of Full-Time *Aboriginal Students* enrolled at **Northern College** in 2013-2014= **118** The total indicated above as a comparative % of **Northern College's** 2013-2014 Enrolment Headcount: (Insert Total From Above) **118** ÷ **1,035**[+] (2013-2014 Enrolment Headcount) x 100 = **11.4**% Please also indicate the total number of Part-Time *Aboriginal Students* enrolled at **Northern College** in 2013-2014 = **9**

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

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

Students With Disabilities	First Generation Students	Aboriginal Students
Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving **Northern College's** initiatives for *Students with Disabilities*. A highlight could be a strategy, initiative or program viewed by **Northern College** to be an innovative practice, success story and/or key accomplishment.	Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving **Northern College's** initiatives for *First Generation Students*. A highlight could be a strategy, initiative or program viewed by **Northern College** to be an innovative practice, success story and/or key accomplishment.	Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving **Northern College's** initiatives for *Aboriginal Students*. A highlight could be a strategy, initiative or program viewed by **Northern College** to be an innovative practice, success story and/or key accomplishment.
Motivational speaker Lesley Andrew addressed faculty, staff, students and members of the general public as part of the 25th Annual Awareness day and effectively related her story on the life long positive effect that one teacher, who took the time to listen to her, had on her life. The annual wheelchair rally provided the opportunity for the many participants to experience what life is like with a disability. The staff in the Advising Department attained certification in Mental Health First Aid to help address the mental health issues on campus and to have trained persons availalbe for quick response and support. Further, the College has an arrangement with a Counselling Services provider that allows us to refer students in need of quick support; the provider fast tracks appointments and students are able to meet with counsellors in a timely manner. Talks with a local school board are underway to develop a transition planning process that allows the College to meet with exceptional students who have Individual Education Plans before they complete high school. This will provide an opportunity for the students to learn of the services available to them at the College and to register to access these services even before they begin their college education. The students also receive an invitation to attend the Summer Orientation program, which allows the	Enhanced supports were provided to First Generation students; assistance from various departments throughout the college have made the Summer Orientation and workshops that are held during the school year more comprehensive. Aboriginal Services, Financial Aid Officers, Student Councils and the International Department, to name a few, all contributed to making these opportunities for our First Generation students all-encompassing. In addition, a close working relationship with faculty has resulted in faculty identifying needs of the students so that workshops are tailored to meet those needs. In addition to the suite of services that the College provides to our First Generation students, we have looked to the community and have established partnerships with the Canadian Mental Health Association and Aboriginal Cultural Centres to provide even more support and training to provide an equitable system of supports. The number of First Generation mentors was increased; second year students are paired with first year students who receive guidance and support from their mentors.	Northern College, with the support and guidance of the Northern College Aboriginal Council on Education, remains steadfast in working towards our aspiration of becoming the college of choice for Aboriginal (First Nation, Metis and Inuit) people of Northeastern Ontario. Northern hosted two all-new annual events that support our work with our Aboriginal communities. The first, Lightning Trail, was an innovative camp where Aboriginal youth from throughout northeastern Ontario spent a week at the college, learning about trades and technology education opportunities and their own culture. The camp was established through a partnership between the College, Hydro One and District School Board Ontario North East. The second, Aboriginal Cultural Awareness Week, was an opportunity for all college students, staff, and members of our community to learn about Aboriginal culture and issues. A historic Memorandum of Understanding with the Metis Nation of Ontario (MNO) to formalize and strengthen a long-standing, positive relationship. Key areas for collaboration and partnership, including increasing Metis participation in, and acess to, Northern College programs and services, engaging in joint Metis research initiatives, and promoting Metis content across the curriculum. Through a partnership with the Ontario

student to get to know the College and lays the foundation for academic success.		Association of Children's Aid and Payukotayno Child and Family Services, the College was able to offer a Child Protection Worker program and in collaboration with Attawapiskat Health Services, Home Care Aid and Personal Support Worker programs, requested by the communities and the students, were offered. We have reached the point where nearly 90 percent of our programs have Aboriginal content embedded into the curriculum. Our Elders on Campus student support program has been expended to all four campuses and boasts an 80 percent student satisfaction rate. As part of a professional development plan, college faculty and staff visited Moosonee and Moose Factory to better understand the communities, Aboriginal culture and traditions. Doing so resulted in a better understanding of the students served and provided the staff with knowledge to better support their success. The development of a campus plan for the Moosonee Campus has begune with consultations taking place in Moose Factory, Fort Albany, Kashechewan and Attawapiskat.

Ministry of Training, Colleges and Universities

3) 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)
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%[+]
2013-2014	436[+]	17[+]	3.9%[+]	54467[+]	3003[+]	5.5%[+]

Per the College Graduate Outcomes data reported in 2013-2014 (based on 2012-2013 graduates), the percentage of **Northern College** students who were satisfied or very satisfied with academic preparation for university was **84.6%**[+].

Per the College Graduate Outcomes data reported in 2013-2014 (based on 2012-2013 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **85.1%**[+].

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 2013-2014, 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.

Northern's list of transfer agreements continued to grow with an expanded pathway for Police Foundations students to further their education through an additional year of learning on line in order to obtain a Bachelors in Criminal Justice. The College's business programs have been aligned with those programs at both Cambrian and Confederation College with the aim to expand to all Northern Colleges for ease of transfer. Work has taken place to develop new processes that will be implemented in 2014/2015 that will allow ease of access to all the information a student requires to transfer the knowledge from their Northern College experience to Ontario's other 44 publicly funded postsecondary institutions.

Ontario
Ministry of Training, Colleges and Universities

4) 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 2013-2014 Report Back = 35)**
Course Option #2: Offered Wed - 25 students enrolled **(Class Size Reported in 2013-2014 Report Back = 25)**

COMP1082 *Computer Skills*
Course Option #1: Offered Mon - 98 students enrolled **(Class Size Reported in 2013-2014 Report Back = 98)**

SWRK1026 *Canadian Social Welfare*
Course Option #1: Offered Mon & Thurs - 10 students enrolled **(Class Size Reported in 2013-2014 Report Back = 10)**
Course Option #2: Offered Wed & Fri - 10 students enrolled **(Class Size Reported in 2013-2014 Report Back = 10)**
Course Option #3: Offered Tues & Thurs - 40 students enrolled **(Class Size Reported in 2013-2014 Report Back = 40)**

SWRK 1041 *Preparation for the Field*
Course Option #1: Offered Tues - 30 students enrolled **(Class Size Reported in 2013-2014 Report Back = 30)**
Course Option #2: Offered Wed - 30 students enrolled **(Class Size Reported in 2013-2014 Report Back = 30)**

SWRK1043 *Group Dynamics*
Course Option #1: Offered Mon - 60 students enrolled **(Class Size Reported in 2013-2014 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 2013-2014 Report Back = 100)**
Course Option #2: Offered Wed & Fri - 101 students enrolled **(Class Size Reported in 2013-2014 Report Back = 101)**
Course Option #3: Offered Tues & Thurs - 76 students enrolled **(Class Size Reported in 2013-2014 Report Back = 76)**

Each of these course offerings should be counted once in the table below, in the appropriate class size section.

For the 2013-2014 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 1st 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 2013-2014:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1st Year Sections
Fewer than 30 students	2,032	100%
30 to 60 students	1	0%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	2,033	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2nd Year Sections
Fewer than 30 students	1,018	99.4%
30 to 60 students	6	0.6%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	1,024	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3rd Year Sections
Fewer than 30 students	145	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	145	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4th 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 comlexity 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. We have implemented a new software program called Infosilem that we will explore this year for future Ministry of Training, Colleges and Universities report backs.

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2013-2014, 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.

Through numerous initiatives focused on enhancing access, we have identified programs in which delivery modification might impact learner success. By creating common first semester programming within some of the College's School of Engineering Technology and Trades programs, student mobility is enhanced and collective retention practices can be shared across the board. Three quarters of Northern's engineering technician and technology programs now have common courses covering over 50 per cent of their first-year curriculum. Positive spin offs - maximizing our resources,enhancing student pathways and reducing barriers for students. Similar work is now underway to create a common core of first year programming for trades programs.

5) eLearning

As part of the government's PSE Transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario, including fully online, synchronous and hybrid learning.

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.

Course, Program and Registration Data:

Please indicate in the table below the number of Ministry-funded courses, programs **Northern College** offered in 2013-2014 and corresponding registration information

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

* <u>Other Credential</u> 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 *Fully Online Learning**	86	12
# of Ministry-funded courses offered through *Synchronous Conferencing**	658	0
Total # of Ministry-funded courses offered through the above eLearning formats	744	12
PROGRAMS	**Ontario College Credential***	**Other Credential***
# of Ministry-funded programs offered through *Fully Online Learning**	2	1
# of Ministry-funded programs offered through *Synchronous Conferencing**	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 *Fully Online Learning**	111	20
# registrations in Ministry-funded programs offered through *Synchronous Conferencing**	793	0
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	904	20

*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. The number of Ministry-funded programs offered through Synchronous Conferencing represents all multiple intakes of any program offered outside the regular fall semester intake (i.e.: January intakes etc.)

Hybrid Learning*

*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 2013-2014.

Northern College offers a Law Clerk diploma program that is delivered using synchronous online platforms, however this course also provides an asnychronous in-semester option as all lectures/sessions are recorded and made available for playback on a regularly defined schedule.

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2013-2014, 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 has recently undertaken an upgrade project for all video and conferencing technologies employed for program deliver.

This project included core updates to accommodate our upcoming Bring Your Own Device program deployment in 2015. It also included changes to our high definition videoconferencing system that allows e-classes to be bridged directly to live, synchronous sessions providing students with a richer learning experience as well as enhanced collaboration capabilities.

These changes helped the college realize greater efficiencies when determining teaching assignments as well as ensuring students at all campuses and at a distance have access to greater programming diversity and subject matter experts.

6) International 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 2013-2014:

- 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 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 2013-2014, 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 2013-2014	2013-2014 Total Enrolment by Program
Taizhou University	Taizhou City / China	Early Childhood Education	59
Yangzhou Vocational	Yangzhou City / China	Construction Eng	15

*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.

> Note-the program would not allow any further campuses to be added to the list above. This information follows.
> Yangzhou Vocational/Yangzhou City/China/Environmental Technician Water and Waste Water Systems - 8 students
> Xinxiang University/Xinxiang City/China/Early Childhood Education - 20 students
> Xinxiang University/Xinxiang City/China/Construction Engineering Technician - 19 students
> Xinxiang University/Xinxiang City/China/Business-Accounting/39 students

Please provide one or more highlights, in the space provided below, of an activity that *Northern College* used during 2013-2014, 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.

> n/a

7) 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.

*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 2013-2014:

	Certificate	Diploma	Advanced Diploma	Graduate Certificate	Applied Degree
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	31	3	0	0

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2013-2014, 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 scope and breadth of Applied Research opportunities for our students continued to expand in 2013/2014. For example, Instrumentation Engineering Technician students gained valuable industry experience assisting a manufacturing firm with solving a problem related to automating a production line, due in part to a grant from NSERC. Our signature welding program cluster continued to see an expansion of projects, funded by both OCE and NSERC, in industries such as forestry, mining and manufacturing, with projects as varied as ones involving customizing robots to ones looking at resolving problems related to a highly specialized metals.

As the Northern Office of Applied Research and Innovation (NOARI) and our partners - such as the Materials Joining and Innovation Centre (MaJIC), Productivity and Innovation Centre (PIC) and other colleges - garner further respect in industry, larger, multi-phase projects involving students from multiple programs is becoming more the norm. For example, students in our signature Electrical program cluster, as part of an industry-colleges consortium, worked along side students from our Computer Engineering Science program and students from other colleges, to create a residential harmonic profile data base and resolve systems analysis issues, which helped lead to a successful outcome for the overall project, mirroring the challenges and realities these students will face once in the workforce.

Along with service learning opportunities in Community and Emergency Services programs, research projects in Health Sciences, and placement and co-op opportunities found in many of our programs, Northern College students are experiencing opportunities which will help them to become the creative and innovative thinkers necessary to build a strong and vibrant local, regional and national economy.

8) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2013-2014, the student satisfaction rate at **Northern College** for KPI Question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **87.3%**[+]

Per the KPI results reported in 2013-2014, the student satisfaction rate at **Northern College** for KPI Question #24 "The overall quality of the learning experiences in this program" = **78.7%**[+]

Per the KPI results reported in 2013-2014, the student satisfaction rate at **Northern College** for KPI Question #39 "The overall quality of the services in the college" = **59.7%**[+]

Per the KPI results reported in 2013-2014, the student satisfaction rate at **Northern College** for KPI Question #49 "The overall quality of the facilities/resources in the college" = **66.2%**[+]

Please indicate the methods, in addition to the KPI survey results reported in 2013-2014, that **Northern College** used in 2013-2014 to measure student satisfaction.

Northern College has continued and improved 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 and results shared as appropriate.

Please provide one or more highlights, in the space provided below, of an activity that **Northern College** used during 2013-2014, 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.

Continuing to respond to the needs of the students, the College implemented futher improvements to enhance the college experience and chances for academic success. However, due to the short student life cycle, not all students were aware of the changes so the College conducted an internal communications campaign letting the students know that their suggestions were heard and acted upon. The "You told us - we listened" campaign effectively let the students know what had been suggested and what had been implemented.

Student focus groups were established to help the College better understand the KPI results for student satisfaction, provided the opportunity for the students to advise what it meant to them and to tell us what we could do to improve.

9) Graduation Rate

Per the KPI results reported in 2013, the graduation rate at **Northern College** = **64.2%**[+]

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **Northern College** used in 2013-2014 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 2013-2014, 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.

Piloted in 2012-2013, tutor.com was launched at Northern College. Free online tutoring is available for Northern College students 24/7 that connects students one-to-one with a subject expert tutor the minute they need assistance. Students report that the tutoring service is easy to use and can be accessed from any internet-enabled computer or mobile device. Online tutoring is available in the following subject areas:
Math – Algebra, Algebra II, Basic Math, Calculus, Geometry, Statistics, Trigonometry
• Science – Basic, Biology, Chemistry, Physics, Earth Science
• Liberal Arts – Grammar, Literature, Social Studies
• Business – Accounting, Finance, Economics (3pm – midnight everyday)
• Real-time Writing Support

Additionally, the program also offers resources such as study tools, lessons, test prep materials, and instructional videos.

As part of Northern's aspiration to provide barrier-free learning, professional development on Universal Instructional Design and Engaging the Adult Learner were provided to all faculty. This valuable learning experience was recorde and is available on the College's Learning Excellence and Instructional Design web site for faculty and staff.

10) Graduate Employment Rate

Per the KPI results reported in 2013-2014 the graduate employment rate, 6 months upon graduation, at *Northern College* = **87.3%**[+]

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that *Northern College* used in 2013-2014 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 to providing references.

Please provide one or more highlights, in the space provided below, of an activity that *Northern College* used during 2013-2014, 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 sectors. Professors keep current on the happenings in business and industry and direct students to appropriate job opportunities. As a result of Northern's partnership with Hydro One for co-op hiring opportunities, two co-op programs have an employment rate of close to 100% upon completion.
>
> Display boards with job opportunities are located throughout college campus locations and an electronic database can be accessed by students off site or at any campus to access employment 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. The Employment Options Emploi team offers a range of services and supports to respond to the career and employment needs of students and skilled labour needs of employers. The Employment Options Emploi are available as presenters/guest speakers to provide 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 occurance in Northern College programs. Employers from around the world contact our Alumni office to enquire about graduates from specific programs. Registered alumnus can increase thier prospects for employment by tapping into the unadvertised job market through our employment opportunity e-blasts and postings on our Facebook page.

11) Student Retention

The table below has been pre-populated with the results from **Northern College's** 2012-2013 MYAA Report Back. Please identify **Northern College's** achieved results for 2013-2014 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 2012-2013	Retention Rate Achieved for 2013-2014
1st to 2nd Year	74%[+]	2013 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 329 ÷ 2012 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = 415 x 100 = 79.3%
2nd to 3rd Year	66.1%[+]	2013 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 27 ÷ 2012 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 42 x 100 = 64.3%
3rd to 4th Year	100%[+]	2013 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 34 ÷ 2012 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = 34 x 100 = 100%

*NOTE: Institutions used a variety of student enrolment cluster groups in their 2012-2013 MYAA Report Back student retention rate calculations. As such, comparison between prior year student retention rates and the 2013-2014 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 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 Report Back 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 2013-2014, 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.

Northern College has impleted the newly developed Student Success Policy to ensure that all students are provided with opportunities and encouragement to achieve academic success. The purpose of this policy is to increase student success by ensuring that innovative student retention initiatives are communicated to students, faculty and staff, and the process to access supports is delivered in a timely, efficient and effective manner. The College believes that reliable data is important when attempting to establish effective educational practices, particularly initiatives which are designed to improve student retention, support academic performance and increase graduation rates so that relative to these indicators, the college has set specific achievement goals in the annual business plan with a view to exceeding the provincial average within five (5) years.

12) Productivity and Innovation Fund (PIF)

Productivity and Innovation Fund (PIF) records indicate that **Northern College** participated in the following institutional or multi-institutional PIF projects. Please indicate one or more examples of ongoing initiatives that resulted from the project that will continue in 2014-2015, such as knowledge sharing, expanded scope or expanded number of partner institutions.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Online Ontario-Wide Delivery of Four Pre-Health Courses via OntarioLearn[(+)]	NORT-CPR1-I[(+)]	$204,000	4 pre-health courses offered online through Ontario Learn; development is in alignment with ONCAT directives for transferability
A Proposal to Improve Learning Outcomes and Quality by Implementing Universal Instructional Design Principles[(+)]	NORT-CPR2-I[(+)]	$183,600	Northern College has built in-house capacity by training 10 faculty to be ISW facilitators which allows us to offer complete ISW certification on-site to all new and part-time faculty without contracting external services.
College System Software Inventory and Licence Collaboration[(+)]	HUMB-ASDT1-M[(+)]		Provided data as requested by lead college
Development of an Integrated Risk Management Toolkit for Ontario Post Secondary Institutions[(+)]	HUMB-ASDT2-M[(+)]	Cost savings of $30,000 minimum to hire a consultant to develop a plan for the college	The project leveraged partnerships through collaboration by promoting the ongoing implementation of IRM across the sector by supporting a shared vision and process using the toolkit. The college continues to use this template to build an integrated plan. Results and best practices continue to be shared with the post secondary community through committee updates and future conferences
Emergency Management and Business Continuity Program Framework for Ontario's College Sector[(+)]	NIAG-PP4-M[(+)]	Cost savings of $25,000 minimum to hire a consultant to develop a plan for the college	Northern now has a EM&BC committee with key stakeholders representing various departments of the college. After reviewing the scope of the project, sub groups were formed targeting Governance and Structure; Risk Assessment; and Plans and Procedures. It is expected that the full framework will be in place in 2015/16.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Building Capacity for Hybrid and Remote Delivery in Partnership with Confederation and Northern Colleges[+]	SSFL-CPR1-M[+]	This will save the cost of one teaching assignment, approx. $80,000	Northern (and Confederation) College now have the availability of two Fleming GIS graduate certificate programs (GIS – Applications Specialist and GIS – Cartographic Specialist. These programs are currently being advertised for Sept 2015 intakes for our Timmins campus. Planning is underway for Northern to include delivery by Fleming of one introductory GIS course from Fleming to Northern's two engineering-related programs (Civil Engineering and Environment Technician – Water and Waste Water Technician) which each have one GIS course within them.
IT Disaster Recovery Envrionmental Scan and Collaborative Tools Development[+]	SSFL-ASDT3-M[+]	$38,000	Received IT DR Environmental Scan Report; developing DR plan based on supplied project workbook

DEFINITION: Cost Savings/Cost Avoidance is as reported in the Productivity and Innovation Final Report, June 30, 2014.

Note: The cost savings/cost avoidance for multi-institutional projects has not been pre-populated as this information was provided to the Ministry at the project level, not by institution.

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

Northern College has developed four ONCAT-compliant pre-health courses, offered through Ontario Learn, that eliminate the need for individual college development/hosting. These courses provided access necessary to complete a pre-health certificate entirely online for students anywhere. Course design includes advanced learning object integration and design not typically achievable without significant associated costs above and beyond development fees of subject matter experts. By offering it through the OntarioLearn Consortium, registering colleges incur nominal costs for delivery when compared to traditional contract or SWF equivalencies. UID/ISW training and facilitator development provides NC with in-house expertise to continue to provide training to all faculty as well as the ability to offer the same to the other Ontario colleges through the ISW Network. By providing a college perspective, training offered by NC will be a valuable tool and training option to the sector at large. Prior to our certification through the ISW, there were no registered college-based ISW associates.

Attestation:

☑ By checking this box, **Northern College** confirms that all information being submitted to the Ministry as part of the 2013-2014 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** 2013-2014 Report Back please contact -

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Please indicate the address on **Northern College's** website where a PDF copy of this 2013-2014 Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2013-2014 Report Back has been approved):

- http://www.northernc.on.ca