

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

Institution Name:	Canadore 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 **Canadore 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 **Canadore 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).*

Canadore College's total Headcount enrolment count in 2012-2013 = 2,358⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment at **Canadore College** in 2012-2013 = 1,739.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment at **Canadore College** in 2012-2013 = 539.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2012) enrolled at **Canadore College** in 2012-2013= 88.

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

Full-time enrolment is defined by the total number of hours and courses that students at Canadore College are attending. The figures provided are based on students who are fully registered, have made payments and who have been verified to be active, full-time participants on their program of study. Enrolment audit guidelines are defined by the Ministry of Training, Colleges and Universities and are adhered to when submitting our statistics.

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

Canadore employs enrolment management forecasting tools to ensure that we are proactively forecasting and managing enrolment. These include retention activities and intervention methods linked to Student Services, Financial Aid and the Academic sphere of the College. Other opportunities to grow and evolve enrolment involve program review processes, enrolment and trend analysis and adjusting the college program mix. The College's enrolment plan also saw an additional recruiter added to the team in 2012 which supported the growth of enrolment at the institution. International student activity and targeted outreach to Aboriginal communities is also a major component of the plan.

Program development tracking has been formalized to project the proposed launch dates and potential enrolment for new programs.

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 **Canadore 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 Canadore College who registered with the Office for Students with Disabilities and received support services in 2012-2013= 657</p> <p>Please calculate the total indicated above as a comparative % of Canadore College's 2012-2013 Enrolment Headcount: (Insert Total From Above) 657 ÷ 2,358⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 27.9%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Canadore 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 Canadore College in 2012-2013= 290</p> <p>Please calculate the total indicated above as a comparative % of Canadore College's 2012-2013 Enrolment Headcount: (Insert Total From Above) 290 ÷ 2,358⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 12.3%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Canadore College in 2012-2013 = 0</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Canadore College in 2012-2013= 419</p> <p>Please calculate the total indicated above as a comparative % of Canadore College's 2012-2013 Enrolment Headcount: (Insert Total From Above) 419 ÷ 2,358⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 17.8%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Canadore College in 2012-2013 = 267</p>

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

Aboriginal students are invited to and encouraged to self-identify at application, registration and while accessing any services at Canadore College. Through the First Peoples' Centre, Canadore outreaches to Aboriginal students to provide a variety of 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 Canadore College's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by Canadore 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 Canadore College's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by Canadore 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 Canadore College's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by Canadore College to be an innovative practice, success story and/or key accomplishment.</p>
<p>Transforming the model of service delivery for Student Success Services in September 2012, Canadore adopted a novel consultation model focusing upon accessibility, mental health, learning strategies, career guidance and student life services. The improved framework was designed to provide a seamless triage system enabling accessibility students to access support resources by putting learners in touch with local medical, educational and mental health professionals and resources. The hybrid service delivery marries Canadore College personnel with the health care providers from TRAC Group Inc., a multi-disciplinary company providing province-wide rehabilitation, and support including disability management.</p> <p>Additionally, the consultation model of service delivery has promoted timely appointments for all students & faculty including “in the moment” appointments for students with disabilities that are requiring additional support or distress/crisis triage.</p> <p>Consistent with the new model of service delivery, partnership is essential to our accessibility services. A marketing campaign and outreach program was developed with local high school teachers and guidance counselors highlighting our services and process in creating a seamless post-secondary transition. On-campus partnerships and shared services include First Peoples’ Centre, Health</p>	<p>The needs of First Generation (FG) students are broad in scope and involve personal, academic, and career-related issues. There are also a large number of FG students in our Access and Preparatory programs.</p> <p>A dedicated FG Centre was established for ease of accessibility. A higher profile was also established at our satellite campuses. An informal drop-in center atmosphere was created to support day-to-day inquiries in a comfortable, approachable setting without booking an appointment.</p> <p>Identified FG students were asked to complete a needs assessment which allowed us to identify areas of concern for those students. Services were then tailored to support those identified needs.</p> <p>The FG project has allowed Canadore to better serve and support our FG population in four significant ways:</p> <ul style="list-style-type: none"> • To identify FG students both in first-year and in other years of study; • To determine the specific needs of these students; • To provide targeted academic and personal supports based on those identified needs; and • To track the retention and graduation rates of FG students. <p>Using OCAS data, we identified first-year FG students in our full-time postsecondary programs. Students who were not in first-year were sent a brief</p>	<p>The First Peoples’ Centre established its 3-year strategic plan in 2011. Three priority areas were to 1) improve Aboriginal enrolment, retention and graduation rates; 2) establish a new Centre that was accessible and student centered; and 3) increase aboriginal programming. The First Peoples’ Centre celebrated the grand opening of its new Centre in September 2012. The Centre was made possible through partnerships with various organizations. Aboriginal student retention improved by 9% with a total graduation rate of 162 full-time Aboriginal learners from various schools. A total of 11 post-secondary programs were delivered through community-based partnerships in Aboriginal communities and Aboriginal Institutes.</p> <p>Canadore College is proud of the partnerships it has established over the years with Aboriginal institutes across Ontario to improve access to education and training for First Nations. Canadore College is proud of its partnerships with five Aboriginal education institutes in Ontario including: Anishinabek Educational Institute, Apitisawin Employment & Training, First Nations Technical Institute, Kenjgewen-Teg Education Institute and Seven Generations Education Institute.</p> <p>Northern Colleges Consortium – a collaborative undertaking involving six northern colleges including College Boreal, Cambrian, Sault, Confederation, Northern and Canadore College to</p>

<p>Services and Nipissing University Disability Services.</p> <p>Canadore's Summer Transition Program accommodates a variety of students that includes traditional high school graduates, mature students and first nations students. All new incoming 1st year students received information about the Summer Transition Program. The 3-day August orientation camp gave students the opportunity to meet with their Learning Strategist/Advisor on an individual basis. Students were also able to start planning their success by identifying barriers, resources, and strategies. Summer Transition included workshops on assistive technology, learning strategy tips, software solutions, self-esteem building, learning strategies, master notebook, and organizational skills. Residential living component of this program continues to be a priority. This is a key integration tool to encourage socialization, building friendships and creating confidence.</p>	<p>survey via their college email account, asking them to self-identify, if applicable. All of the identified FG students were then entered into a database for tracking purposes.</p> <p>The FG Centre was responsible for maintaining and updating its database to track their retention and graduation rates throughout the project.</p> <p>All faculty and service areas were provided with promotional material for FG students and asked to make this information available to all students early in the semester and throughout the year. FG students continued to self-identify.</p> <p>An electronic satisfaction survey was created to collect feedback from service departments on how to improve FG marketing to our student population.</p> <p>Marketing materials were created to increase the profile of FG services. Website design was created to fall in step with the college overall image.</p> <p>FG targeted support services included workshops addressing learning styles, time management, stress management, study skills and test-taking, and orientation to college services.</p> <p>FG advisor conducted individual advising related to academic, social and/or personal issues.</p> <p>Focus groups were conducted throughout the year to elicit feedback. Peer support in the form of tutoring services and mentorship opportunities were achieved with high participation rates.</p>	<p>documenting and collecting best-practices in Aboriginal learning with a view to benchmarking to set standards to support the academic success of Aboriginal learners in Ontario's northern colleges and beyond.</p> <p>The Indigenous Wellness and Addiction program revised the curriculum in collaboration with stakeholders from the community, in order position the diploma to be accredited with the First Nations Wellness/Addictions Counsellor Certification Board. The program received certification this summer, August 2013.</p>
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3) Student Access Guarantee

Through its signed MYAA, **Canadore 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 **Canadore College as of July 9, 2013.*

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$89,103(+)	149(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$253,435(+)	363(+)
Total SAG Expenditures Reported by <i>Canadore College</i>	\$342,538(+)	512(+)

Did **Canadore 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 **Canadore 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.

Canadore College administers its Student Access Guarantee initiatives through the Financial Aid Office and follows Ministry Guidelines on the establishment and disbursement of these funds. Students are met with on an individual basis and SAG expenditures are based on specific individual needs and issues. Students who are reported as receiving SAG are captured through the distribution process and only those who fully qualify for assistance receive it as per guidelines. Where appropriate, the college supplements SAG benefits to students with the use of food banks, text book loans, housing considerations and other interventions.

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 Canadore College graduates who participated in Graduate Survey (A)	# of Canadore 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 Canadore 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	633 ⁽⁺⁾	61 ⁽⁺⁾	9.6% ⁽⁺⁾	43086 ⁽⁺⁾	3145 ⁽⁺⁾	7.3% ⁽⁺⁾
2009-2010	642 ⁽⁺⁾	56 ⁽⁺⁾	8.7% ⁽⁺⁾	40388 ⁽⁺⁾	2725 ⁽⁺⁾	6.7% ⁽⁺⁾
2010-2011	785 ⁽⁺⁾	59 ⁽⁺⁾	7.5% ⁽⁺⁾	50622 ⁽⁺⁾	3355 ⁽⁺⁾	6.6% ⁽⁺⁾
2011-2012	942 ⁽⁺⁾	71 ⁽⁺⁾	7.5% ⁽⁺⁾	57701 ⁽⁺⁾	3463 ⁽⁺⁾	6% ⁽⁺⁾
2012-2013	755 ⁽⁺⁾	79 ⁽⁺⁾	10.5% ⁽⁺⁾	57462 ⁽⁺⁾	3424 ⁽⁺⁾	6% ⁽⁺⁾

Per the College Graduate Outcomes data reported in 2012-2013 (based on 2011-2012 graduates), the percentage of **Canadore College** students who were satisfied or very satisfied with academic preparation for university was **74.7%⁽⁺⁾**.

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 **Canadore College** used during 2012-2013, and which contributed to maintaining or improving **Canadore 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 **Canadore College** to be an innovative practice, a success story and/or a key accomplishment. In addition, **Canadore 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.):

Canadore has completed the following articulation agreements:

Nipissing University - OCD in Strength and Sport Conditioning, Recreation Therapy, Recreation and Leisure Services to BA Physical Health Education Program; Laurentian University - OCD Indigenous Wellness and Addictions Prevention OCD to BA Social Work in Native Human Services program; University of Waterloo - renewed articulation for Recreation programs.

To be signed: Multi-Program articulation with UOIT. ; In Progress: Nipissing University - Biotechnology OCAD pathway to BSc program ;Nipissing University - Occupational Therapy/Physical Therapy Assistant OCD to BA Physical Health Education Program

Practical Nursing Graduates from the Northern College Consortium (Cambrian, Sault Ste Marie, Northern, Confederation, Boreal, Canadore and Durham College) continue to have priority in a pathway to the Canadore Nipissing Collaborative BScN bridging program.

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

Canadore hired a Pathway Officer whose role is purposed to the support of student pathways, transfer credit, reporting and general communication around all pathway opportunities to students, staff and public. The development of a database to facilitate tracking, reporting and data transfer of current pathways, transfer assist modules and articulation agreement repository continues.

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

- Transfer Guide update,
- new Pathways Officer,
- posting of PLAR process,
- development of a solid Credit Transfer process and application form

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 **Canadore 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	653	77.5%
30 to 60 students	155	18.4%
61 to 100 students	35	4.2%
101 to 250 students	0	0%
251 or more students	0	0%
Total	843	100%

2ND YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	503	82.9%
30 to 60 students	96	15.8%
61 to 100 students	8	1.3%
101 to 250 students	0	0%
251 or more students	0	0%
Total	607	100%

3RD YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	158	90.8%
30 to 60 students	16	9.2%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	174	100%

4th YEAR CLASSES (if applicable):

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

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

Class size details were extracted from the student information system by course section.

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

The College created several large classrooms (up to 90 students) on each campus in North Bay. Furniture that would enable faculty to use collaborative teaching techniques and facilitate discussion among students was selected, i.e. round tables and chairs with wheels. This furniture has been further supplemented by more chairs and tables in different configuration to maximize room usage rates depending on the lesson/class structure.

Educational technologies to support learning in a large classroom, such as multiple screens and document cameras, was included in the installation. Students from across multiple programs were scheduled into courses shared across the curriculum to increase the section size of classes. A full inventory of space and seating was updated and documented.

Labs have also been renovated to add additional capacity and functionality to spaces that were not used to their maximum potential.

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, **Canadore 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, **Canadore 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 **Canadore 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>	224	405
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	42	0
Total # of Ministry-funded courses offered through the above eLearning formats	266	405
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	4	30
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	1	0
Total # of Ministry-funded programs offered in the above eLearning formats	5	30
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	4	918
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	54	0
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	58	918



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

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 **Canadore College's** use of Hybrid Learning courses and/or programs in 2012-2013.

Canadore College is not currently delivering courses using a hybrid model. Teachers are supporting their in class delivery with online resources using the Desire to Learn learning management system.

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

Canadore introduced online general education electives in 2011/2012. Students are able to choose from courses in each of the goal areas. Resources to support learning in an online environment were developed and made available on the College web site for students.



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 **Canadore College** had in 2012-2013:

- Outbound students* = 5

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

- Inbound students* = 10

**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 **Canadore College** in 2012-2013 = **\$1,257,425**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Canadore College** had outside of Canada in 2012-2013 = **\$0**

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Canadore 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
N/A	N/A	N/A	N/A

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

Canadore continues to expand the number of partners institution around the world. In evaluating potential partners we ensure that the exchange agreements incorporate the Guiding Principles noted below:

- provide a learning experience designed to inspire students to reach their career and personal goals
- provide access to opportunities for success for all students, faculty and staff
- provide ongoing professional development for faculty and staff
- ensure a welcoming environment for students, faculty and staff with diverse backgrounds
- provide appropriate supports and resources to students, faculty and staff

7.2) Enrolment

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

Canadore College reported to the Ministry that International Enrolment* in 2012-2013 = **118**(+).

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 **Canadore 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 **Canadore College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment.

To ensure that enrollment continues to increase Canadore has established strategies and goals to meet this objective:

- establish succinct and compelling rationale for participation in international activities
- clearly spell out the benefits that will accrue to the college, its students, staff and community
- enforce the principle of shared responsibility and accountability for the success of the strategies and goals
- establish clear goals that are achievable and set measurable targets
- places the regional focus on the world's major markets for international students, irrespective of distance or language challenges
- considers the scope of opportunities and their potential for sustainability and leverage as the dominant criteria in evaluating new activities
- establishes the principle that each international opportunity will be evaluated in consideration of its scope, sustainability and opportunity to be leveraged in order to achieve maximum benefit and efficient use of college resources.

The long term goal is to increase annual enrolment by a minimum of 3% each year for the next five years.

Full-Time International Enrolment as a percentage* of Full-Time Enrolment at **Canadore College** in 2012-2013 was: **4.77%**(+)

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

Please provide **Canadore College's** 2012-2013 Part-Time International Student Enrolment = 11

Please provide one or more highlights, in the space provided below, of an activity that **Canadore College** used during 2012-2013, which contributed to maintaining or improving **Canadore 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.

In 2012 Canadore sent five students and one support person over to Guizhou Normal College in Guizhou China for a six week cultural exchange. Students were involved in language training, community programs and prepared a video of their exchange.

In 2013 Canadore sent one professor and four students to Tobago Hospitality and Tourism Institute in Tobago for a one week cultural exchange. These students attended classes at the school and visit local schools and recreational facilities.

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 **Canadore College** in 2012-2013 = 5

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

In addition to the general ESL program, Canadore has developed an Aviation ESL program to complement the programs offered in the School of Aviation and is developing ESL programs for the Culinary and Hospitality programs to support an expected increase in International student enrolment in 2013/2014.

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 **Canadore College** in 2012-2013 = 0

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

n/a

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

Canadore College has been developing program specific ESL training and summer camps. Currently students wishing to enter the School of Aviation have the opportunity to obtain Aviation ESL training prior to entering the aviation program.

Canadore is developing program specific training for the culinary programs and has started ESL summer camps in an effort to improve the English language abilities of student prior to commencing their program of choice.

Canadore continues to improve its ESL program and is currently applying for Entry into Language Canada.

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.

Canadore 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, **Canadore College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Canadore 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, **Canadore College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Canadore 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, **Canadore College** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Canadore College's** OECM purchases in 2012-2013: 394,760



Please provide one or more highlights, in the space provided below, of an activity that **Canadore College** used during 2012-2013, which contributed to maintaining or improving **Canadore 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.

Notices continue to be sent to all new suppliers alerting them to our policies and procedures regarding supply chain activities. All orders from Canadore should only be filled if they are made by a Valid Purchase Order issued by Canadore Financial Services, or if made with a Canadore-issued Purchase Card.

We continue to communicate and enforce our policies and procedures regarding supply chain activities internally and externally.

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, **Canadore 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 **Canadore College** used during 2012-2013, which contributed to **Canadore College's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **Canadore College** to be an innovative practice, success story and/or key accomplishment.

Notices continue to be sent to all new suppliers alerting them to our policies and procedures regarding supply chain activities. All orders from Canadore should only be filled if they are made by a Valid Purchase Order issued by Canadore Financial Services, or if made with a Canadore-issued Purchase Card. All purchases are reviewed by Canadore College Financial Services staff to ensure the policies and procedures have been followed.

We continue to communicate and enforce our policies and procedures regarding supply chain activities internally and externally.

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, **Canadore College** confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements.

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

<http://http://www.canadorecollege.ca/about-us/corporate-policy-manual>

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

College-wide distribution of policies and procedures for meals, travel, and hospitality along with new forms for submitting expenses continue to be used. All expense reports are audited by Financial Services to ensure compliance prior to processing. Hospitality budget is managed in the Office of the President; pre-approval of expenditures is required to ensure compliance with this directive.

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, **Canadore 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 **Canadore 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 **Canadore College** to be an innovative practice, success story and/or key accomplishment.

Canadore College's policies and procedures have been established following the BPS Perquisites Directive. Financial Services audits all expenditures to ensure compliance with this directive.

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 **Canadore 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 Canadore College with a Co-op Stream	0	0	0	0	0
Number of students at Canadore College enrolled in a Co-op program	0	0	0	0	0

Please provide one or more highlights, in the space provided below, of an activity that **Canadore 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 **Canadore College** to be an innovative practice, success story and/or key accomplishment.

Learners at Canadore are provided with a variety of opportunities for Work Integrated Learning. The following are a sample of some of the unique and innovative approaches used.

All programs offered through the School of Health, Human Care and Wellness and the School of Law and Justice have practical workplace opportunities that may range from 2 to 7 weeks in their respective field of learning. This includes "Student Ride Alongs" with municipal, provincial or federal police; tours at municipal, provincial and or federal prisons, placements at mental health and addiction agencies, social service agencies, as well as Aboriginal agencies and facilities.

Students in the PN and PSW program participate in day long simulation opportunities where they are able to practice their skills with respect to seniors aging at home and palliative care.

Students across the School of Health, Human Care and Wellness and the School of Law and Justice hold a number of interprofessional activities that support the skills of communication, conflict mediation, role clarification and advocacy between their respective professions. Students participate in mock emergency situations, clinical case discussions, and simulations.

In the Motive Power Technician diploma program there is a two week work placement for the last two weeks of the program. This hands-on placement gives the student industry experience and allows them to make industry contacts.

The Office Administration diploma program offers a two week field placement to ensure that the students experience a well-rounded 'real' workplace experience.

The Environment Management graduate certificate program includes a six-week volunteer work placement that sees students engage in meaningful work with an environmental industry host.

The Environmental Technician program utilized field camp, field trips, community projects, guest speakers, a mining tour, a collaboration with the Walkerton Clean Water Centre, and inclusions of the Ministry of Environment's entry level drinking water course to bridge student learning activities with industry programs and work opportunities.

Business program students met with and interviewed with several companies to ultimately find the "right fit" between student and organization for their 7-week, 40 hour per week, unpaid placement in industry. Students also completed a marketing research plan for a client of their choice. Students met with clients for information need assessment and completed a marketing research plan in relationship to those needs. They also performed mystery shopping in various locations. The results of these mystery shopping events were then shared with the business manager or owner and determine if the results of the mystery shop blend with the managers/owners perception. These findings and recommendations were submitted in report format to the business owner.

Public Relations students provide marketing and public relations support for the CTV Lions Telethon here in North Bay. The



Broadcasting – Television students produce and shoot the live broadcast of this telethon.

Culinary students prepare and serve lunch and dinner in the College restaurant to the public.

10) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2012-2013, the student satisfaction rate at **Canadore College** for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = 86.3%⁽⁺⁾

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Canadore College** for KPI Question #26 "The overall quality of the learning experiences in this program" = 79.6%⁽⁺⁾

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Canadore College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = 60.8%⁽⁺⁾

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Canadore College** for KPI Question #45 "The overall quality of the services in the college" = 62%⁽⁺⁾

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

Canadore College uses a variety of tools to measure student satisfaction, in addition to the annual KPI survey. Student course surveys, a student survey on college engagement, residence life surveys, customer satisfaction surveys at the exit of services and feedback loops directly to the President are all employed to continually receive feedback between the annual survey. This year, Canadore also introduced social media feedback sessions and Q&A sessions for our incoming students. A feedback box has also been added to the Admissions Office and Health Centre.

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

Canadore College has introduced a variety of initiatives aimed at improving and maintain student satisfaction. These have included a comprehensive capital plan to renew facilities such as classrooms, residences and common spaces, program quality reviews, the installation of electronic resources in more classrooms, the introduction of new support services, renewal of organizational structures and the adoption of a full service scope at more campus locations.

This year, the college opened a brand new residence facility and Campus bookstore locations, a new simulation lab, a new chemistry lab and has implemented many other service area upgrades including a purpose built First Peoples Centre.

11) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at **Canadore College** = 71.8%⁽⁺⁾

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

Canadore College used Ministry guidelines to measure and submit the college graduation rate. Currently, this is the sole method used to measure successful completion of programs through to graduation.

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

Canadore College offers robust services to students at the college and is home to a population of students with disabilities, and aboriginal students who constitute 52% of our total enrolment. Advising, counselling, strong financial support programs, community outreach, community based delivery and enhanced residence programming. Canadore has a strong history of service and continues to evolve and lead provincially. Canadore also boasts one of the strongest residence life programs in Ontario and has adopted a whole health approach to serving our students, moving away from transactional support services to a developmental model.

12) Graduate Employment Rate

Per the KPI results reported in 2012-2013 the graduate employment rate, 6 months upon graduation, at **Canadore College** = **84.1%(+)**

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

The KPI survey tool is the primary source of data on grad employment at the college.

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

Canadore College has been evolving our services to link graduates to the work force and the workforce back to our graduates. These initiatives include:

- 2013 enhancement of Career Centre to host employer interviews right on campus
- Delivery of in-class workshops, mock interview software and resume and cover letter writing template software to build student confidence
- Maintenance of a job posting site where employers post directly to the site on the student portal
- Alumni and employer participation in marketing and recruiting has alerted college staff to opportunities which are relayed directly to students.

Posting of jobs vacancies directly to student portal, Facebook and to faculty offices.

13) Student Retention

The table below has been pre-populated with the results from **Canadore College's** 2011-2012 MYAA Report Backs. Please identify **Canadore 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>73.9%</u> ⁽⁺⁾	2012 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>731</u> \div 2011 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>933</u> $\times 100 = 78.3\%$
2nd to 3rd Year	<u>65.9%</u> ⁽⁺⁾	2012 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>112</u> \div 2011 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>110</u> $\times 100 = 101.8\%$
3rd to 4th Year	<u>0%</u> ⁽⁺⁾	2012 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>0</u> \div 2011 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>0</u> $\times 100 = 0\%$

*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 **Canadore College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Student Retention.

Canadore College views retention as fundamental to our core business. When calculating the retention rate, we look at enrolment year over year and include students who may have dropped from full-to-part-time study. This ensures that we reflect student achievement across their program choices and to reflect their life and academic circumstances. The retention rate for 3rd year to 4th year must be noted as declining due to program suspensions and the reality that the college no longer has students making that transition.



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

Canadore maintains student driven services to support the whole health of our students. These include:

- 24 hour help-desk at residence for our students;
- Community based partnerships to quickly and efficiently refer students to holistic supports;
- Expanded residence life programming to include living-learning communities;
- Redevelopment of college website to be more user friendly and AODO compliant; and
- Opening of new residence building and decommissioning of old units.

Canadore offers a September and January intake for Practical Nursing. This allows students who may be unsuccessful in a course to continue in the program by repeating the course in January or September with the other intake cohort.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **Canadore 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.)

A formal student course feedback system was introduced in the Winter 2013 semester affording all students the opportunity to provide input related to the learning environment both in a traditional classroom setting and an online learning environment. Policies and procedures to support this new process have been approved and operationalized.

A Competency Profile for an established professor was developed and validated by both College Administration and Faculty. The Competency Profile includes sections on creating engaging learning environments, teaching and learning strategies, use of technology, design and development of curriculum that supports student success, assisting students in the pursuit of academic goals and applied research.

A 9-course modular College Certificate titled Facilitating Learning in Higher Education was developed, approved and implemented. The first modules were made available to all full time and part time faculty. The Certificate aligns directly with the validated Competency Profile.

A formal Faculty Performance Review system was designed and implemented. This system aligns with the validated Competency Profile and is supported by professional development opportunities and the Facilitating Learning in Higher Education Certificate. This process along with the supporting policy and procedure were developed collaboratively with faculty.

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

Canadore has worked to improve student engagement in many ways including:

- Adoption of new programs in residence including living learning communities and service learning;
- Partnering with students to tell their stories, success and challenges to others in peer support groups;
- Asking students to provide written feedback at multiple points in the year and then responding to it;
- Improving student spaces and campus facilities;
- Adding mentorship and career preparation programs;
- Exiting some program areas, targeting our program mix and offering new and unique programs; and
- Rebuilding student government to a more collaborative, student driven and campus life based approach.

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

Canadore has added many additional supports again this year including:

- Additional hours for Elder in Residence in First Peoples' Centre to support student transitions;
- Participation in pan-northern Ontario initiative to create new mental health support resources;
- Addition of additional community based programs to allow learners to study postsecondary while accessing home and community support networks; and
- Additional staff training for 80 staff in suicide intervention and crisis assist training.

From an Information Technology perspective the following has taken place:

- Implementation of Web Registration for PS and CE students
- Upgrades to Oracle 11 / Banner / Touchnet to facilitate on-line payment capability
- Upgrades to network, storage, wireless, servers, firewall, etc infrastructure for more secure, reliable and accessible IT services
- Upgrades and creation of new labs and updated computer hardware / software in support of student learning
- Automation of processes (Bursary, Financial Aid, OSAP, D2L grades, etc) for improved service delivery to students
- Relocation Student Services, FPC, Marketing, etc in support of student service delivery
- Implementation of Chartwells network infrastructure (3 campuses) to enable cafeteria services
- PC evergreen, replacement of PC's to provide reliable robust desktop computers for classroom / lab use
- Upgrades to software (Infosilem, Banner, Argos, etc) for business operational enhancements

Attestation:



By checking this box, **Canadore 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 **Canadore College's** Executive Head or Board of Governors.

Contact:

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

- Name: Ginette Cazabon
- Telephone: 705-474-7600 x 5231
- Email: ginette.cazabon@canadorecollege.ca

Please indicate the address on **Canadore 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://www.canadorecollege.ca>