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 Niagara 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 Niagara 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).

Niagara College's total Headcount enrolment count in 2012-2013 = 7,311. 

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment at Niagara College in 2012-2013 = 5,940.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment at Niagara College in 2012-2013 = 1,232.

Please indicate (if applicable) the number of students under the age of 18 (age as of November 1, 2012) enrolled at Niagara College in 2012-2013 = 139.

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

The numbers reported above were extracted from Niagara Colleges's PFIS-CSER 2012-13 Fall Audit; they exclude International, Second Career, WSIB, Co-op Diploma/Apprentice and students on co-op.
The college’s program mix and delivery mix will be responsive, flexible, innovative, and current. Program planning will be flexible and responsive so as to enable the addition of programs for which there is high and sustained demand, and the suspension of programs for which demand is low and enrolment numbers cannot realistically be maintained at sustainable levels. Flexibility to add and offer programs that meet or create niche demand or enhance the marketability/reputation of the college will be demonstrated.

In 2012-13 enrolment increased steadily both domestically and internationally in large part to strategic updates to our program mix. Specifically in 12-13, Niagara delivered for the first time the 2nd year to 3 programs launched in 11-12, as well as launching 6 brand new programs (a mix of graduate certificates, college advanced diplomas, college diplomas, and college certificates).
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 Niagara 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.

<table>
<thead>
<tr>
<th>Students With Disabilities</th>
<th>First Generation Students</th>
<th>Aboriginal Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate the total number of Full-Time Students with Disabilities at Niagara College who registered with the Office for Students with Disabilities and received support services in 2012-2013 = <strong>1,009</strong></td>
<td>Please indicate the total number of Full-Time First Generation Students enrolled at Niagara College in 2012-2013 = <strong>2,236</strong></td>
<td>Please indicate the total number of Full-Time Aboriginal Students enrolled at Niagara College in 2012-2013 = <strong>156</strong></td>
</tr>
<tr>
<td>Please calculate the total indicated above as a comparative % of Niagara College’s 2012-2013 Enrolment Headcount: (Insert Total From Above) <strong>1,009</strong> ÷ <strong>7,311</strong> (2012-2013 Enrolment Headcount) x 100 = <strong>13.8%</strong></td>
<td>Please calculate the total indicated above as a comparative % of Niagara College’s 2012-2013 Enrolment Headcount: (Insert Total From Above) <strong>2,236</strong> ÷ <strong>7,311</strong> (2012-2013 Enrolment Headcount) x 100 = <strong>30.6%</strong></td>
<td>Please calculate the total indicated above as a comparative % of Niagara College’s 2012-2013 Enrolment Headcount: (Insert Total From Above) <strong>156</strong> ÷ <strong>7,311</strong> (2012-2013 Enrolment Headcount) x 100 = <strong>2.1%</strong></td>
</tr>
<tr>
<td>Please also indicate the total number of Part-Time Students with Disabilities at Niagara College who registered with the Office for Students with Disabilities and received support services in 2012-2013 = <strong>321</strong></td>
<td>Please also indicate the total number of Part-Time First Generation Students enrolled at Niagara College in 2012-2013 = <strong>153</strong></td>
<td>Please also indicate the total number of Part-Time Aboriginal Students enrolled at Niagara College in 2012-2013 = <strong>33</strong></td>
</tr>
</tbody>
</table>

* The space below is provided for Niagara 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 numbers reported above were extracted from Niagara College's PFIS-CSER (College Statistical and Enrolment Reporting) 2012-13 Fall Audit; they exclude International, Second Career, WSIB, Co-op Diploma/Apprentice and students on co-op.

The number of Aboriginal students reported above is higher than the OCAS count because not all Aboriginal students identified themselves when they applied through OCAS. Our numbers have been verified through our Student Services Division's records.
<table>
<thead>
<tr>
<th>Students With Disabilities</th>
<th>First Generation Students</th>
<th>Aboriginal Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving <strong>Niagara College's</strong> initiatives for Students with Disabilities. A highlight could be a strategy, initiative or program viewed by <strong>Niagara College</strong> to be an innovative practice, success story and/or key accomplishment.</td>
<td>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving <strong>Niagara College's</strong> initiatives for First Generation Students. A highlight could be a strategy, initiative or program viewed by <strong>Niagara College</strong> to be an innovative practice, success story and/or key accomplishment.</td>
<td>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving <strong>Niagara College's</strong> initiatives for Aboriginal Students. A highlight could be a strategy, initiative or program viewed by <strong>Niagara College</strong> to be an innovative practice, success story and/or key accomplishment.</td>
</tr>
</tbody>
</table>

Over 3,500 test accommodations were provided in 2012-13 to students with disabilities. The Centre for Students with Disabilities continues to provide assistive technology equipment/software to enhance students’ learning in the classroom.

A record number (552) of students identifying Learning Disability as their primary disability received services from the CSWD in 2012-13. In addition, the total number of disabilities presented as primary and secondary was 30% higher than previous years. In 2012-13 the total number of disabilities accommodated was 1,796 as compared to 1,273 disabilities accommodated in 2011-12.

- Twenty-seven hearing impaired students received service from CSWD in 2012-13 (Seven students received SLI services)
- KPIs for this service continue to be positive at 72% student satisfaction in 2012-13

In October 2012 the First Generation (FG) Project was moved into the newly launched Centre for Student Engagement and Leadership in a college-wide move to further increase the engagement and support of our students, specifically in this instance, the Niagara College FG student population. The First Generation Student Peer Mentoring program was piloted to assist First Gen students with their transition into post-secondary. The pilot program experienced great success pairing first year First Gen students with successful upper level First Gen’s. FG services were also incorporated into the mainstream Orientation Programming. Staff from the FG Project actively promoted services to new FG students. The First Generation Project continued to partner with First Year Experience to provide programming for FG students. As well, the First Gen students continued to be supported through academic and program support.

A variety of events and seminars were held such as the highly attended Etiquette Dinner, Money Management seminar, as well as several networking events. In partnership with Academic Upgrading, Information Sessions and College Preparation Workshops were held for January Start Students to properly welcome and acclimate them into the college environment.

Access and Participation Highlights: A record number of aboriginal learners enrolled in 2012-13 representing a 75% increase since 2008-09. Counselling services are key to identifying students-at-risk and developing support plans, crisis intervention, etc. and the Aboriginal counselor, as well as the Aboriginal Student Advisor, roles are infused within the college services across five campus locations (including Six Nations Polytechnic), partners, community and referring agents. The Student Advisor and Counsellor participated in ten Recruitment Events in 2012-13, a 40% increase over previous years.

In 2012, Niagara College signed a Memorandum of Understanding between Niagara College and the Metis Nation of Ontario.

Aboriginal learners participated in a wide range of Niagara College programs; students participated in forty-six different programs in 2012-13 compared to twenty-eight different programs in 2008. The number of Aboriginal Learners participating in competitive programs has also increased from a low of three in 2009 to a high of thirteen in 2011 and ten in 2012.

Community Engagement & Partnerships Highlights: Approval of the Niagara Post-Secondary Holistic Wellness Initiative in partnership with Brock University will
provide user friendly online information and culturally appropriate on campus mental health supports for Aboriginal students.

- Approximately forty workshops, events and on-campus visits by Elders
- Six Nations Polytechnic partnership offerings: Civil Engineering Technician; Early Childhood Education; Social Service Worker; and Personal Support Worker programs.
3) Student Access Guarantee

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

<table>
<thead>
<tr>
<th>2012-2013 TUITION / BOOK SHORTFALL AID:</th>
<th>TOTAL $</th>
<th># of STUDENT ACCOUNTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAG Expenditures towards Tuition/Book Shortfalls</td>
<td>$295,372(+)</td>
<td>232(+)</td>
</tr>
<tr>
<td>Other SAG Expenditures (towards other assessed shortfalls)</td>
<td>$532,335(+)</td>
<td>580(+)</td>
</tr>
<tr>
<td>Total SAG Expenditures Reported by Niagara College</td>
<td>$827,707(+)</td>
<td>812(+)</td>
</tr>
</tbody>
</table>

Did Niagara 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 Niagara 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.

Niagara College draws on the tuition set aside fund, OTSS and OSOTF programs to meet students' tuition/book shortfalls.

The Financial Aid Department uses the Ministry’s student tuition/book calculation in allocating the funds. In meeting the tuition/book shortfalls, the college will base the amount of aid provided on the remaining SAG obligation at the time the aid is adjudicated throughout the academic year.
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:

<table>
<thead>
<tr>
<th>Reporting Years</th>
<th>Total # of Niagara College graduates who participated in Graduate Survey (A)</th>
<th># of Niagara College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)</th>
<th>% of Niagara 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)</th>
<th>Total # of all college graduates who participated in Graduate Survey (C)</th>
<th># 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)</th>
<th>% 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)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>1576(+)</td>
<td>97(+)</td>
<td>6.2%(+)</td>
<td>43086(+)</td>
<td>3145(+)</td>
<td>7.3%(+)</td>
</tr>
<tr>
<td>2009-2010</td>
<td>1895(+)</td>
<td>105(+)</td>
<td>5.5%(+)</td>
<td>40388(+)</td>
<td>2725(+)</td>
<td>6.7%(+)</td>
</tr>
<tr>
<td>2010-2011</td>
<td>2122(+)</td>
<td>139(+)</td>
<td>6.6%(+)</td>
<td>50622(+)</td>
<td>3355(+)</td>
<td>6.6%(+)</td>
</tr>
<tr>
<td>2011-2012</td>
<td>2397(+)</td>
<td>131(+)</td>
<td>5.5%(+)</td>
<td>57701(+)</td>
<td>3463(+)</td>
<td>6%(+)</td>
</tr>
<tr>
<td>2012-2013</td>
<td>2461(+)</td>
<td>140(+)</td>
<td>5.7%(+)</td>
<td>57462(+)</td>
<td>3424(+)</td>
<td>6%(+)</td>
</tr>
</tbody>
</table>

Per the College Graduate Outcomes data reported in 2012-2013 (based on 2011-2012 graduates), the percentage of Niagara College students who were satisfied or very satisfied with academic preparation for university was 87.3%(+)

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

We are continuing to work with both colleges and universities in an effort to create degree completion pathways for all programs. Highlights include a multilateral agreement between 15 colleges and our Bachelor of Applied Business – Hospitality Management degree. This agreement allows graduates from a two year Hospitality diploma program to complete the degree in 5 additional semesters. The General Arts and Science degree transfer program is working with the University of Toronto – Mississauga, Carleton University, University of Waterloo and Lakehead University on Degree completion opportunities. These agreements are expected to be completed in the late spring, 2014.

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

In the fall, 2012, Niagara hired a contract Transfer Advisor. This advisor was responsible for advising all students looking to transfer from Niagara to another institution to complete a degree. This position also conducts outreach sessions in the hallways, and attends recruitment events to promote pathways. This position will continue in the fall and winter 2013/14.

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

We are ensuring students have access to the most up-to-date information by uploading all of our inbound agreements to the ONTransfer webpage, as well as updating and maintaining the Niagara College Articulation page. All program advisors and coordinators are updated on new and renewed agreements in an effort to ensure that pathways are communicated directly to students.
5) Class Size

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

Class Size Calculation Example:

**FIRST YEAR - COURSES**

GSSC1109 Life Span Development
Course Option #1: Offered Tues - 35 students enrolled *(Class Size Reported in 2012-2013 MYAA Report Back = 35)*
Course Option #2: Offered Wed - 25 students enrolled *(Class Size Reported in 2012-2013 MYAA Report Back = 25)*

COMP1082 Computer Skills
Course Option #1: Offered Mon - 98 students enrolled *(Class Size Reported in 2012-2013 MYAA Report Back = 98)*

SWRK1026 Canadian Social Welfare
Course Option #1: Offered Mon & Thurs - 10 students enrolled *(Class Size Reported in 2012-2013 MYAA Report Back = 10)*
Course Option #2: Offered Wed & Fri - 10 students enrolled *(Class Size Reported in 2012-2013 MYAA Report Back = 10)*
Course Option #3: Offered Tues & Thurs - 40 students enrolled *(Class Size Reported in 2012-2013 MYAA Report Back = 40)*

SWRK 1041 Preparation for the Field
Course Option #1: Offered Tues - 30 students enrolled *(Class Size Reported in 2012-2013 MYAA Report Back = 30)*
Course Option #2: Offered Wed - 30 students enrolled *(Class Size Reported in 2012-2013 MYAA Report Back = 30)*

SWRK1043 Group Dynamics
Course Option #1: Offered Mon - 60 students enrolled *(Class Size Reported in 2012-2013 MYAA Report Back = 60)*

COMM1007 College English* *("If this is a cross-listed course with another faculty, count only once)"
Course Option #1: Offered Mon & Thurs - 100 students enrolled *(Class Size Reported in 2012-2013 MYAA Report Back = 100)*
Course Option #2: Offered Wed & Fri - 101 students enrolled *(Class Size Reported in 2012-2013 MYAA Report Back = 101)*
Course Option #3: Offered Tues & Thurs - 76 students enrolled *(Class Size Reported in 2012-2013 MYAA Report Back = 76)*

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

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Number of Sections</th>
<th>As a Percentage of All 1st Year Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 30 students</td>
<td>3</td>
<td>3/12 = 25.0%</td>
</tr>
<tr>
<td>30 to 60 students</td>
<td>5</td>
<td>5/12 = 41.7%</td>
</tr>
<tr>
<td>61 to 100 students</td>
<td>3</td>
<td>3/12 = 25.0%</td>
</tr>
<tr>
<td>101 to 250 students</td>
<td>1</td>
<td>1/12 = 8.3%</td>
</tr>
<tr>
<td>251 or more students</td>
<td>0</td>
<td>0/0 = 0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>12/12 = 100.0%</td>
</tr>
</tbody>
</table>
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 *Niagara College* in 2012-2013:

1**ST** YEAR CLASSES:

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Number of Sections</th>
<th>As a Percentage of All 1<strong>st</strong> Year Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 30 students</td>
<td>163</td>
<td>26.4%</td>
</tr>
<tr>
<td>30 to 60 students</td>
<td>374</td>
<td>60.6%</td>
</tr>
<tr>
<td>61 to 100 students</td>
<td>53</td>
<td>8.6%</td>
</tr>
<tr>
<td>101 to 250 students</td>
<td>27</td>
<td>4.4%</td>
</tr>
<tr>
<td>251 or more students</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>617</td>
<td>100%</td>
</tr>
</tbody>
</table>

2**nd** YEAR CLASSES:

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Number of Sections</th>
<th>As a Percentage of All 2<strong>nd</strong> Year Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 30 students</td>
<td>160</td>
<td>44.2%</td>
</tr>
<tr>
<td>30 to 60 students</td>
<td>165</td>
<td>45.6%</td>
</tr>
<tr>
<td>61 to 100 students</td>
<td>23</td>
<td>6.4%</td>
</tr>
<tr>
<td>101 to 250 students</td>
<td>13</td>
<td>3.6%</td>
</tr>
<tr>
<td>251 or more students</td>
<td>1</td>
<td>0.3%</td>
</tr>
<tr>
<td>Total</td>
<td>362</td>
<td>100%</td>
</tr>
</tbody>
</table>

3**rd** YEAR CLASSES:

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Number of Sections</th>
<th>As a Percentage of All 3<strong>rd</strong> Year Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 30 students</td>
<td>49</td>
<td>68.1%</td>
</tr>
<tr>
<td>30 to 60 students</td>
<td>23</td>
<td>31.9%</td>
</tr>
<tr>
<td>61 to 100 students</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>101 to 250 students</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>251 or more students</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100%</td>
</tr>
</tbody>
</table>
4th YEAR CLASSES (if applicable):

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Number of Sections</th>
<th>As a Percentage of All 4th Year Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 30 students</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>30 to 60 students</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>61 to 100 students</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>101 to 250 students</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>251 or more students</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

Class size counts are based upon the Niagara College scheduling office’s (via TPHi/Timetabler) actual enrollment numbers for the Fall of 2012. The counts are composed of credit courses that have routine, on-campus, scheduled meeting times.

In course sections that are composed of multiple delivery modes (e.g. lectures, seminars, labs), only the primary delivery mode is counted, as defined by their core component. The delivery modes deemed to be secondary are considered sub-sections of the primary mode, and are excluded from the class size counts.

In order to determine class size composition, the following major phases were implemented:
- Extract the raw course data, composed of scheduled information for each course
- Identify common course section delivery
- Extract academic block to identify course levels and link to delivery components
- Extract raw data for enrolment
- Identify all common delivery to calculate total students/section
- Combine course and delivery component to establish a unique record and combine plan number and level, to identify year of study

Electives that have no specific year of study have been defaulted to 2nd Year Classes, as 2nd year students have historically represented the highest ratio of students enrolled in elective courses.

Online, independent study and work integrated learning delivery modes, such as co-ops, apprenticeships, applied research experiences, field placements, internships and learning enterprises are also excluded from the class size counts.

Please provide one or more highlights, in the space provided below, of an activity that Niagara College used during 2012-2013, which contributed to maintaining or improving Niagara College’s class size initiatives. This could be a strategy, initiative or program viewed by Niagara College to be an innovative practice, success story and/or key accomplishment that Niagara College would like to highlight.
Niagara College continued to strive for a strong student experience with break out and tutorial support outside the classroom. Alternate delivery options including traditional, hybrid and on-line were also made available.
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, Niagara 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, Niagara 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.
Ministry of Training, Colleges and Universities

Please indicate in the table below the number of Ministry-funded courses, programs Niagara 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.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>Ontario College Credential</th>
<th>Other Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Ministry-funded courses offered through <em>Fully Online Learning</em></td>
<td>10</td>
<td>408</td>
</tr>
<tr>
<td># of Ministry-funded courses offered through <em>Synchronous Conferencing</em></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total # of Ministry-funded courses offered through the above eLearning formats</td>
<td>10</td>
<td>408</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROGRAMS</th>
<th>Ontario College Credential</th>
<th>Other Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Ministry-funded programs offered through <em>Fully Online Learning</em></td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td># of Ministry-funded programs offered through <em>Synchronous Conferencing</em></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total # of Ministry-funded programs offered in the above eLearning formats</td>
<td>1</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REGISTRATIONS</th>
<th>Ontario College Credential</th>
<th>Other Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td># registrations in Ministry-funded programs offered through <em>Fully Online Learning</em></td>
<td>55</td>
<td>6,152</td>
</tr>
<tr>
<td># registrations in Ministry-funded programs offered through <em>Synchronous Conferencing</em></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total # of registrations in Ministry-funded programs offered in the above eLearning formats</td>
<td>55</td>
<td>6,152</td>
</tr>
</tbody>
</table>
Courses with an Ontario College Credential were determined by adding up courses in P590 POI (not counting electives). Other Credential was determined from our Go/no go Reg stat report.

In the Programs category, Other Credential was based upon the Fall 2012 CE calendar.

In the Registrations category, the Ontario College Credential was calculated from the total registrants in 10 courses from the POI. Other Credential from go/no go Reg details by funding category.
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 Niagara College's use of Hybrid Learning courses and/or programs in 2012-2013.

Niagara College is committed to integrating online learning with classroom learning through implementation of hybrid course delivery. Using various technologies, supported through the Blackboard Learning Management System, instructors use the hybrid model to redesign some lecture or lab content into new online learning activities that are interactive and collaborative. Face-to-face and online activities are complementary and integrated. Examples of hybrid learning strategies include;

- Weekly online discussion boards encouraging student-to-student, and instructor-to-student interactions.
- Online skills development and remediation activities implemented for computer application courses.
- Collaborative online group learning activities are facilitated using wikis and other freeware.
- Instructors video-record lectures allowing students more access to course content.
- E-portfolios are increasingly being used in courses to demonstrate student reflection and digital competencies.
- Online simulations in hybrid science and humanities courses are embedded as integral learning activities.
- Open-education resources are explored and integrated into courses where appropriate in supporting learning objectives.

Please provide one or more highlights, in the space provided below, of an activity that Niagara College used during 2012-2013, which contributed to maintaining or improving Niagara College's eLearning initiatives. This could be a strategy, initiative or program viewed by Niagara College to be an innovative practice, success story and/or key accomplishment that Niagara College would like to highlight.
Niagara College continues to deliver during the spring semester a 6 week Hybrid Course Development Program to college faculty to assist in course re-design. Over 30% of full-time faculty has participated in this program.

-32 workshops were offered throughout the academic year to introduce and support faculty using new technologies and online pedagogies. (267 staff attended)

-The number of course sections delivered in hybrid mode has increased from 67 in 2011-2012 to 100 in 2012-2013 (+49%).

-Niagara College was invited to present their faculty development model at the Ontario University Council on E-Learning (OUCEL) Summer Institute.

-Niagara College was an organizing partner for the Advancing Learning Online Conference sponsored by the Ontario Colleges’ Education Technology Committee (ETC). Faculty from a variety of disciplines participated in this event showcasing best practices and sharing resources.

-Niagara College’s Spotlight on Teaching and Learning event featured guest speaker Dr. Alec Couros whose keynote focused on “The Connected Teacher”. Participants explored how to harness the educational potential offered by the tools of connectivity.

-Niagara College’s web conferencing system has been introduced and deployed by many instructors to connect their students to guest speakers and other industry partners.

-An iPad Loan program (in collaboration with the Centre for Academic Excellence, Library and Information Services) is being implemented for both faculty and students interested in learning how to effectively use tablets in courses.

-A new hybrid and online course development model is being implemented which focuses on a strategic and interdisciplinary selection and development process.
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 Niagara College had in 2012-2013:

- Outbound students* = 4
  *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 Niagara College in 2012-2013 = $15,053,188

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that Niagara College had outside of Canada in 2012-2013 = $342,500

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which Niagara 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:

<table>
<thead>
<tr>
<th>Campus Name</th>
<th>City/Municipality/Country</th>
<th>List all programs offered at the Campus, Partner Campus or Partnership in 2012-2013</th>
<th>2012-2013 Total Enrolment by Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>King Faisal Hospital</td>
<td>Riyadh &amp; Jeddah / Saudi Arabia</td>
<td>Office Admin-Gen. &amp; Exec.</td>
<td>34</td>
</tr>
</tbody>
</table>

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

The Outbound and Inbound numbers cited above are based on our CSER (College Statistical and Enrolment Reporting) data, and verified with the International Department records, and relevant program records and participating faculty.

The revenue numbers were provided by the College’s Financial Services Department, as per the “2013-03-31 Niagara College Audited Financial Statements” and confirmed by the International Department.
7.2) Enrolment

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

<table>
<thead>
<tr>
<th>Source Country</th>
<th>Number of Full-Time International Students from Source Country</th>
<th>International Students from Source Country as a Percentage of Niagara College’s Total Full-Time International Student Enrolment(*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. India(*)</td>
<td>491(*)</td>
<td>40.2%(*)</td>
</tr>
<tr>
<td>2. China(*)</td>
<td>327(*)</td>
<td>26.8%(*)</td>
</tr>
<tr>
<td>3. Russia(*)</td>
<td>63(*)</td>
<td>5.2%(*)</td>
</tr>
<tr>
<td>4. South Korea(*)</td>
<td>35(*)</td>
<td>2.9%(*)</td>
</tr>
<tr>
<td>5. Nigeria(*)</td>
<td>34(*)</td>
<td>2.8%(*)</td>
</tr>
</tbody>
</table>

*Niagara College* reported to the Ministry that International Enrolment* in 2012-2013 = 1,222(*).

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

The numbers above are consistent with Niagara's audit numbers, with the exception of India; our count for India was 505. The 1,222 total from OCAS includes an additional 258 contract students from India.

Please note that the 2012-2013 Part-Time International student Enrolment number (of 73) includes 37 non contract plus 36 contract students.
Full-Time International Enrolment as a percentage* of Full-Time Enrolment at Niagara College in 2012-2013 was: 14.32% (+)


Please provide Niagara College’s 2012-2013 Part-Time International Student Enrolment = 73

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

Niagara College continues to expand its contract training and advanced standing / transfer credit opportunities for internationally trained individuals. We have also expanded our international exchange partnerships to increase the opportunities for our students to study abroad.
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 Niagara College in 2012-2013 = 852

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

Niagara College continues to expand its college and university partners around the world. These partners send us groups of students from ESL studies.

7.4 French as a Second Language

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

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

---

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

The ESL programs have eight intakes per year; the enrolment data is collected at each intake based on class lists of registered students.
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.


Niagara 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, Niagara College adhered to the Government of Ontario’s 25 mandatory requirements for Procurement Policies and Procedures: Yes

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

If YES, please provide the approximate total dollar value of Niagara College’s OECM purchases in 2012-2013: 886,290
Please provide one or more highlights, in the space provided below, of an activity that Niagara College used during 2012-2013, which contributed to maintaining or improving Niagara 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.

Niagara College’s supply chain initiatives were enhanced in 2012/2013 with a focus on multi-year tenders to minimize annual duplicate tendering processes year over year. This was supported with a multi-year transition to strategic procurement through the integration of data collection through the budget process to identify additional opportunities for savings across the college through competitive procurement. Niagara College continues to utilize collaborative spend initiatives through OECM and the Niagara Public Purchasing Committee (NPPC).
**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, **Niagara 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 **Niagara College** used during 2012-2013, which contributed to **Niagara College's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **Niagara College** to be an innovative practice, success story and/or key accomplishment.

In 2012/2013 Niagara College continued to monitor and enhance on-line tools and templates made available to the College community. This was supported through presentations and training sessions targeted to different divisions within the College to provide more awareness of the BPS Procurement Directives and the Niagara College Procurement practice. The sessions provided an opportunity for open dialogue resulting in increased participation in competitive procurement across the college.
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, **Niagara College** confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements.

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


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

In 2012/2013 Niagara College continued to monitor and enhance on-line tools and templates made available to the College community. This was supported through presentations and training sessions targeted to different divisions within the College to provide more awareness of the BPS Expense Directives and the Niagara College Travel and Expense practice.
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, Niagara 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 Niagara 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 Niagara College to be an innovative practice, success story and/or key accomplishment.

Niagara College has enhanced the Tuition Assistance practice providing access to all employees.
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 **Niagara College** in 2012-2013:

<table>
<thead>
<tr>
<th></th>
<th>Certificate</th>
<th>Diploma</th>
<th>Advanced Diploma</th>
<th>Graduate Certificate</th>
<th>Applied Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of programs at <strong>Niagara College</strong> with a Co-op Stream</td>
<td>0</td>
<td>11</td>
<td>10</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Number of students at <strong>Niagara College</strong> enrolled in a Co-op program</td>
<td>0</td>
<td>1,091</td>
<td>651</td>
<td>0</td>
<td>320</td>
</tr>
</tbody>
</table>

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

Niagara College offers a variety of opportunities for students to apply their learning via a spectrum of work-integrated learning methods. We strive to offer at least one form of WIL within every program at the College. Additionally, Niagara College actively seeks out funding opportunities to support WIL for our recent graduates. Currently, NC administers the FedDev Southern Ontario Graduate Enterprise Internship (GEI) program for STEM grads as well as the HRSDC funded Career Focus program for youth employed in high demand industry sectors. Niagara College also offers many robust applied research and service learning opportunities through our Niagara Research division.
10) **Student Satisfaction**

Per the Key Performance Indicator (KPI) results reported in 2012-2013, the student satisfaction rate at **Niagara College** for KPI Question #14 “Overall, your program is giving you knowledge and skills that will be useful in your future career” = 90.9%↑

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Niagara College** for KPI Question #26 “The overall quality of the learning experiences in this program” = 85.7%↑

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Niagara College** for KPI Question #44 “The overall quality of the facilities/resources in the college” = 83.3%↑

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Niagara College** for KPI Question #45 “The overall quality of the services in the college” = 81.8%↑

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

Course Feedback is an essential component of all courses offered for credit at Niagara College, and provides a systematic and consistent mechanism for gathering and responding to input from students. A Student Course Feedback survey for each course each term is used to measure students’ perceptions of the learning context. It assists in the identification of areas of strengths and areas needing improvement in college course offerings.

Curriculum Committees held annually with students provide more qualitative information. Faculty meet at least once each academic year with students in each program give them an opportunity to make recommendations regarding curriculum and course objectives. These meetings provide a forum for a joint discussion about curriculum and course objectives of the program, with the aim of continuous improvement in the quality and relevance of the program. Results from Curriculum Committees are incorporated into the program review process and recommendations for changes made as appropriate.

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

Student satisfaction is part of the culture at Niagara College. Our faculty and staff are committed to student success and in making every student’s experience at Niagara College the best it can be. Program and service areas utilize the satisfaction results to identify areas for improvement and develop strategies in our efforts for continuous improvement. For 2012/13 the Planning and Institutional Research office has provided additional levels of detail around KPI data which will allow the institution to focus service and program improvement strategies.

KPI results are vital to the program review process and are part of the College’s annual accountability measures to the Board of Governors with set standards for provincial KPI and College Performance Indicators. These are included in the College Goals and Annual Business Plan.
11) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at *Niagara College* = 65.8% (+)

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

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

Research suggests that career and program ambiguity are significant factors in a student’s decision to leave college prior to completion. Dedicated Academic Advisors have been imbedded into the various schools to assist Niagara College students from registration to graduation, connecting them to the many services and supports to provide appropriate resources for success.

Graduation rates are reported annually to the Board of Governors and are an integral part of the program review process. Retention strategies continue to work towards increasing the graduation rate for programs with historically lower graduation rates.
12) Graduate Employment Rate

Per the KPI results reported in 2012-2013 the graduate employment rate, 6 months upon graduation, at Niagara College = 85.2% (+).

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

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

We are the first Canadian institution selected to partner with HOSCO, a platform linking top international hospitality companies, schools and students.

In addition to our campus-wide career and post-graduate education fair All About Options, we also launched a joint initiative with Brock University called the Niagara Employment Crawl. This co-curricular event supports graduate employment success by partnering both local post-secondary institutions and employers who wanted to showcase exciting local employment opportunities for new graduates.

NC administers the FedDev Southern Ontario Graduate Enterprise Internship (GEI) program for STEM grads as well as the HRSDC funded Career Focus program for youth employed in high demand industry sectors. Both programs provide employer incentives to hire recent graduates in high demand industries and provides mentorship for the graduate interns. Niagara College will distribute over three million dollars to employers in support of new graduate hiring throughout the life of these two programs.
13) Student Retention

The table below has been pre-populated with the results from Niagara College’s 2011-2012 MYAA Report Backs. Please identify Niagara 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.

<table>
<thead>
<tr>
<th></th>
<th>Retention Rate Achieved for 2011-2012</th>
<th>Retention Rate Achieved for 2012-2013</th>
</tr>
</thead>
</table>
| 1st to 2nd Year      | 85.6% (+)                             | 2012 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 2,702  
                                          + 2011 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = 2,990 x 100 = 90.4% |
| 2nd to 3rd Year      | 76.9% (+)                             | 2012 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 431  
                                          + 2011 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 532 x 100 = 81% |
| 3rd to 4th Year      | 94% (+)                               | 2012 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 49  
                                          + 2011 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = 47 x 100 = 104.3% |

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

The numbers reported above are based upon the November 1st full-time enrolment data, using the OCAS ‘enrolment’ data cube, accessed September 19, 2013. Enrolment counts included all full-time funded and co-op students.
Please provide one or more highlights, in the space provided below, of an activity that **Niagara College** used during 2012-2013, which contributed to maintaining or improving **Niagara College’s** retention initiatives. This could be a strategy, initiative or program viewed by **Niagara College** to be an innovative practice, success story and/or key accomplishment that **Niagara College** would like to highlight.

| Two areas of focus aimed at enhancing student retention include; resources to support students, and student engagement. Resources for student success include; peer tutoring and mentoring, Academic Drop-In Sessions, Career Planning and Academic Advisement Counseling, disability services and learning strategists, testing services, First Generation programs, First Nations-Metis and Inuit Student services, International student counselling, advisement and support, web resources, and student success workshops. Student engagement is enhanced through a cohort based program delivery, community service learning within curriculum and a Co-Curricular Record capturing student engagement and leadership. |
14) Quality of the Learning Environment

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

Niagara College students continue to reap the benefits of our recent $90 million capital expansion and campus improvement. The College is continuing with renovations to teaching space to further enhance the learning experience. As part of our commitment to program quality, continuous improvement and innovation in teaching and learning, we have expanded the use of on-line and hybrid courses to improve the digital competency of students and to provide more opportunities for self-paced learning. This year we launched the Centre for Academic Excellence to focus on quality of programs, materials and faculty preparation.

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

New opportunities are being developed to engage our students and pro-actively encourage and increase student involvement and engagement on campus and in the community. In September 2012 Niagara College launched the Centre for Student Engagement and Leadership with the flagship program offering of the Get Involved - Co-curricular Record program.

The Niagara College Get Involved - Co-Curricular Record program was launched September 2012 to all current Niagara College students. The Co-Curricular Record is an officially validated record of student engagement and student leadership involvement while students are at NC. The CCR program provides students with a tool for recording, tracking, validating and reflecting on their co-curricular activities and initiatives. The Get Involved Co-curricular Record program provides students with an official Niagara College document to communicate and validate the various skills and competencies gained through co-curricular involvement to future employers, graduate school applications and for grants and bursaries.

In addition to their curricular programs, this is highly useful for students to build upon as they prepare to go out into the workforce. The Co-Curricular Record captures student’s experiences in six key areas; on campus involvement, community engagement, global citizenship, leadership experience, personal/professional development and accolades/awards. Students can include the CCR as a valuable addition and enhancement to their resumes and academic transcript, in order to highlight their involvement outside the classroom, when applying/interviewing for: jobs, internships, scholarships, awards, and further education or development experiences.

14.3) SUPPORT (Examples may include personal and academic supports to students, etc.)
A team of dedicated Academic Advisors was put in place during 2011-12. The Advisors assist students and applicants with their research of career and education options and they help with the development of customized education plans. Further, the classroom environment is supplemented with a suite of Academic Learning Support Services including: Peer Tutoring and Mentoring Services; Advisement and Counselling; Testing Services; Student Success Workshops; Accessibility and Accommodation Services; and Academic Support Drop-In Sessions.

The learning environment is further enhanced through Niagara College’s Co-Curricular Record which provides opportunities for, and formal recognition of, meaningful student engagement and leadership opportunities which occur outside the classroom.

In addition to the supports outlined above, regular meetings are conducted each term with Varsity athletes, Student Administrative Council members and First Nations students to offer student success supports if required and to receive feedback on how services might be improved upon.
Attestation:

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

Contact:

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

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Please indicate the address on Niagara 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.niagaracollege.ca/content/CorporateInformation/ReportsandPublications.aspx