

2011-2012 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Seneca 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 the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 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 2011-2012 MYAA Report Back process, the Ministry pre-populated **Seneca College's** 2011-2012 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. 2009-2010). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Seneca College's** 2011-2012 MYAA Report Back is denoted with the symbol ⁽⁺⁾.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the un-audited 2011-2012 enrolment count on November 1, 2011 in the Ontario College Application System(OCAS) (Full-Time funded students only: does not include Nursing, Second Career, Apprentice or International students).*

Seneca College's the total Headcount enrolment count in 2011-2012 = **15,680**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2011) from the total Headcount enrolment at **Seneca College** in 2011-2012 = **11,861**.

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment at **Seneca College** in 2011-2012 = **3,553**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2011) enrolled at **Seneca College** in 2011-2012= **258**.

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

The use of an enrolment figure incorporating the Fall, Winter and Summer Semesters (as opposed to only Fall), would serve as a more accurate reflection of full time activity at institutions, like Seneca, that have large Summer semester programming.

Please provide one or more examples, in the space provide below, of highlights from **Seneca College's** Enrolment Management Plan that **Seneca College** used during 2011-2012 to manage enrolment.

The Strategic Enrolment Management Group, established in 2010, works with individual faculties to identify programs within Seneca's Academic Clusters that should be expanded or contracted as per applicant demand and advice from our Program Advisory Committees.

In 2011-12, we continued to focus on increasing ECE diploma programming in response to the demand anticipated by the introduction of full-day kindergarten. We also saw growth in our Child Development degree; a direct pathway for those with ECE diplomas.

As part of our efforts to strengthen our Aviation and Flight Technology academic cluster, we continued to grow our new Aviation-related diploma programs, moving to three intakes annually.

In September 2011, we opened a new expansion at our Newnham Campus providing space for 2,700 students, including more study and lounge space, as well as collaborative teaching and learning areas. The project combined government funding for 1,100 new student spaces (Knowledge Infrastructure Program) and Seneca funding for the replacement of aging infrastructure for 1,600 additional students.

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 **Seneca 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 Seneca College who registered with the Office for Students with Disabilities and received support services in 2011-2012= 1,640</p> <p>Please calculate the total indicated above as a comparative % of Seneca College's 2011-2012 Enrolment Headcount: (Insert Total From Above) 1,640 ÷ 15,680⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = 10.5%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Seneca College who registered with the Office for Students with Disabilities and received support services in 2011-2012 = 385</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Seneca College in 2011-2012= 4,381</p> <p>Please calculate the total indicated above as a comparative % of Seneca College's 2011-2012 Enrolment Headcount: (Insert Total From Above) 4,381 ÷ 15,680⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = 27.9%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Seneca College in 2011-2012 = 244</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Seneca College in 2011-2012= 609</p> <p>Please calculate the total indicated above as a comparative % of Seneca College's 2011-2012 Enrolment Headcount: (Insert Total From Above) 609 ÷ 15,680⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = 3.9%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Seneca College in 2011-2012 = 18</p>

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

Within the Accessibility Fund for Students with Disabilities (ASFD) report for 2011-2012, we reported that we provided support services for 2,025 students. This number was calculated using the total number of appointments made with a counsellor to discuss accommodations. However, in order to meet Seneca’s AODA obligations, Seneca provides services to all students with disabilities regardless of their enrolment status (i.e. full-time, part-time, international etc.). As such, when this number is used to calculate the comparative percentage of Seneca students with a disability, the result is an overstatement of the proportion of the student body that has a disability.

Although we are not required to collect Part-time Disability figures within the ASFD report, we estimate that 18 to 20 per cent of students who registered with the Counselling and Disability Office in 2011-12 were part time students. When registering students we provide students with an opportunity to self-identify as part time.

Seneca uses a Background Data Survey to collect information from first semester students. The survey is conducted every semester (Winter, Summer and Fall). The number of First Generation Students provided is based on responses to “the highest level of education completed by mother/guardian and father/guardian” survey question. While the completion of the survey is voluntary, given its high response rate we are able to extract data from the results to more accurately determine the number of

first generation students as compared to other survey tools.

In past years, Seneca has used a college-specific question on the KPI-Student Satisfaction Survey as the source for its Aboriginal enrolment numbers. Seneca is moving to a different method of collecting this information and as such does not have complete data for 2011-12. For the 2012-13 MYAA Report-Back, we will be able to provide this data.

After consulting with MTCU's Aboriginal Education Office on how to best address this challenge, we have included a placeholder figure for 2011-12 that was derived from averaging the percentage reported in the past four years (2007/08-2010/11).

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving Seneca College's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by Seneca 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 2011-2012, which contributed to maintaining or improving Seneca College's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by Seneca 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 2011-2012, which contributed to maintaining or improving Seneca College's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by Seneca College to be an innovative practice, success story and/or key accomplishment.</p>

<p>Seneca implemented a number of programs and initiatives during the past fiscal year including:</p> <ul style="list-style-type: none"> - Providing training and professional development workshops to faculty on Accommodating Students with Disabilities, Universal Instructional Design, and Assistive Technologies; - Working with International Student Services to ensure the new Student Health Care provider included psychological services as part of the coverage package; - Working with the Dual Credit program to review and ensure appropriate accommodations where provided to students enrolled in these courses; - Working with York Region District School Board to ensure proper accommodation for students diagnosed with Aspergers; - Completing an environmental and research scan of best practices for the delivery of services for Disability Offices; - Introducing new software (Titanium) for data management and client service; and, - Reviewing the service offerings for students with mental health issues, exploring a mental health initiative and education campaign in order to better serve students with Psychiatric disorders. 	<p>During the 2011-2012 fiscal year, Seneca implemented a number of new supports for First Generation Students. First Generation Students at King Campus were a part of a pilot Student Connect program which used a software program developed by Starfish Retention Solutions. This program allowed faculty to “flag” students who they felt were at risk of not completing their semester. After a flag was raised, students were provided with a personalized email and follow up from the Student Services team offering them additional support with the overall objective of increasing retention. Examples of support may include counselling appointments, access to a student mentor, and workshops on topics such as financial literacy, academic and leadership skills.</p> <p>First Generation Students are also able to access the “Academic Zone” which is an online tutorial system that assists students with both English and Math skills and are encouraged to participate in Seneca’s highly successful student mentoring program SMILE.</p>	<p>First Peoples@Seneca has built many strong partnerships with community agencies and other postsecondary education institutions. Seneca is now represented on governance boards for three Toronto Aboriginal Community agencies and two Aboriginal Education councils. In addition, Seneca has worked with other postsecondary institutions by assisting with pow wows, dances and cultural events such as an ice fishing derby.</p> <p>Seneca has also developed a traditional resource person program that enables Aboriginal students to access a community member to talk about linguistic, cultural and spiritual issues. The traditional resource person also provides ceremonies and acts a resource for both staff and faculty in regards to community contacts and cultural protocols.</p> <p>The College has worked to create an environment for Aboriginal students by showcasing various styles of Aboriginal artwork which includes both traditional and contemporary local artists as well as student artwork.</p>
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3) Compliance with the Student Access Guarantee (SAG) in 2011-2012

Through its signed MYAA, **Seneca College** committed to participate in the Student Access Guarantee (SAG). For 2011-2012, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines.

NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **Seneca College as of July 5, 2012.*

2011-2012 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$1,451,024(+)	1,145(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$2,429,498(+)	2,948(+)
Total SAG Expenditures Reported by <i>Seneca College</i>	\$3,880,522(+)	4,093(+)

Did **Seneca College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines?

Yes

*The space below is provided for **Seneca College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2011-2012.

As part of our efforts to improve the student experience, Seneca downloaded the SAG obligation for each student and set it up as a Student Access Guarantee Award. As per MTCU guidelines, students did not have to apply to receive their SAG awards. Awards were first applied against any outstanding balances with cheques being issued to students for the remainder of the amount owed. Using an integrated approach with the College's payroll system, we were able to ensure all payments are appropriately captured for tax purposes and issuing of future T4s.

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:

Survey Years	Total # of Seneca College graduates who participated in Graduate Survey (A)	# of Seneca 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 Seneca 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)
2007-2008	3820 ⁽⁺⁾	428 ⁽⁺⁾	11.2% ⁽⁺⁾	44622 ⁽⁺⁾	3510 ⁽⁺⁾	7.9% ⁽⁺⁾
2008-2009	3793 ⁽⁺⁾	401 ⁽⁺⁾	10.6% ⁽⁺⁾	43086 ⁽⁺⁾	3145 ⁽⁺⁾	7.3% ⁽⁺⁾
2009-2010	3426 ⁽⁺⁾	360 ⁽⁺⁾	10.5% ⁽⁺⁾	40388 ⁽⁺⁾	2725 ⁽⁺⁾	6.7% ⁽⁺⁾
2010-2011	4147 ⁽⁺⁾	416 ⁽⁺⁾	10% ⁽⁺⁾	50622 ⁽⁺⁾	3355 ⁽⁺⁾	6.6% ⁽⁺⁾
2011-2012	4900 ⁽⁺⁾	437 ⁽⁺⁾	8.9% ⁽⁺⁾	57701 ⁽⁺⁾	3463 ⁽⁺⁾	6% ⁽⁺⁾

Per the College Graduate Outcomes Survey for 2010-2011 and 2011-2012 (based on 2009-2010 and 2010-2011 graduates), the percentage of **Seneca College** students who were satisfied or very satisfied with academic preparation for university was **85.6%⁽⁺⁾**.

Per the College Graduate Outcomes Survey for 2011-2012 (based on 2010-2011 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.3%⁽⁺⁾**.

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 **Seneca College** used during 2011-2012, and which contributed to maintaining or improving **Seneca 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 **Seneca College** to be an innovative practice, a success story and/or a key accomplishment. In addition, **Seneca College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

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.):

In 2011, Seneca College and the University of Toronto announced a unique postsecondary partnership that shortens the time it takes eligible Seneca students to earn a diploma and a degree at both institutions to four years. The Student Success Partnership Agreement gives students the opportunity to begin their studies at Seneca and complete them at U of T earning both a Liberal Arts diploma and a university Bachelor of Arts degree in four years. Students in the program spend their first two years at Seneca, while taking two or three U of T courses. They complete their studies with a third and fourth year entirely at U of T. Alternatively, after completing the first two years at Seneca, students have the option of continuing their studies at U of T as partial load or part-time students – allowing for more flexible learning.

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

Seneca was the first college in Ontario to open a dedicated Degree and Credit Transfer Office with the mission of providing comprehensive student advising, advocacy and assessment of quality pathways for students. More than 3,000 students are advised annually on degree pathways at over 50 partner institutions in Ontario and worldwide. In 2011-2012, Seneca hosted University and Degree Information Fair events at the Newnham, King and Seneca@York campuses, which included representation from more than 40 institutions from around the world.

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

Seneca maintains an interactive, searchable website specifically for degree transfer. Features of the website include links to the Ontario Transfer Guide, Tips for Success, Future Education Plans, Seneca Degrees, 'An Application to Acceptance' Information Guide and information on upcoming events such as the University and Degree Information Fair.

The College also annually produces a printed Degree Transfer Guide, which is distributed internally as well as at various public events and fairs.

As Seneca and other colleges continue to expand their degree and graduate certificate program offerings, the number of students enrolling in these programs upon graduation increases. These are important pathways that currently are not being captured in the Graduate Outcomes Survey. We would recommend MTCU amend the definition to include students who enrol in degree and graduate certificate programs offered by Ontario colleges to ensure that the number of students who enrol in these programs within six months of graduating is reported.

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 2011-2012 MYAA Report Back = 35**)

Course Option #2: Offered Wed - 25 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 25**)

COMP1082 *Computer Skills*

Course Option #1: Offered Mon - 98 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 98**)

SWRK1026 *Canadian Social Welfare*

Course Option #1: Offered Mon & Thurs - 10 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 10**)

Course Option #2: Offered Wed & Fri - 10 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 10**)

Course Option #3: Offered Tues & Thurs - 40 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 40**)

SWRK 1041 *Preparation for the Field*

Course Option #1: Offered Tues - 30 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 30**)

Course Option #2: Offered Wed - 30 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 30**)

SWRK1043 *Group Dynamics*

Course Option #1: Offered Mon - 60 students enrolled (**Class Size Reported in 2011-2012 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 2011-2012 MYAA Report Back = 100**)

Course Option #2: Offered Wed & Fri - 101 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 101**)

Course Option #3: Offered Tues & Thurs - 76 students enrolled (**Class Size Reported in 2011-2012 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 2011-2012 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 **Seneca College** in 2011-2012:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	2,529	49.1%
30 to 60 students	2,555	49.6%
61 to 100 students	64	1.2%
101 to 250 students	1	0%
251 or more students	0	0%
Total	5,149	100%

2ND YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	1,090	48.5%
30 to 60 students	1,124	50%
61 to 100 students	32	1.4%
101 to 250 students	2	0.1%
251 or more students	0	0%
Total	2,248	100%

3RD YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	300	60.6%
30 to 60 students	187	37.8%
61 to 100 students	7	1.4%
101 to 250 students	1	0.2%
251 or more students	0	0%
Total	495	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4 th Year Sections
Fewer than 30 students	55	71.4%
30 to 60 students	22	28.6%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	77	100%

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

Seneca's Student Information System captures all full time day courses and Faculty of Continuing Education courses. The courses are categorized as Professional or Special Interest and are also flagged by type (i.e. class or lab.). Regular reports are generated using this system.

Each course also has a field that records the number of students in each class. The Total Number of Students field was used for each course to summarize the course totals as per the requested categories.

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2011-2012, which contributed to maintaining or improving **Seneca College's** class size initiatives. This could be a strategy, initiative or program viewed by **Seneca College** to be an innovative practice, success story and/or key accomplishment that **Seneca College** would like to highlight.

In 2011, we completed campus master plans for three of our largest campuses (Newnham, King and Markham). As part of this initiative, we undertook an evaluation of our utilization rates as compared to other colleges. Within our existing infrastructure, we schedule our daytime classes over 55 hours a week compared to the 50-hour Monday-Friday window used by most Ontario colleges. This approach enables us to manage our class sizes to ensure that they are at the appropriate level for the subject being taught.

At Newnham, our largest campus, our classroom utilization rate is 96 per cent based on the traditional college model. This is significantly above the recommended rate and does not include our evening and weekend programming.

Offering courses concurrently in multiple formats is another mechanism we employ for managing class sizes. In some programs, students have the option of choosing their preferred delivery method (hybrid, online or in-class) each semester.

The new Knowledge Infrastructure Project building at the Newnham Campus was designed to include a variety of classroom sizes, as well as multi-purpose, dividable rooms. In 2011, Seneca worked to convert, where possible, all classrooms to electronic classrooms, which include a digital video projector and easy access to computer hardware and software.

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 2010-2011 MYAA Report Back, **Seneca 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, **Seneca College** is asked to provide information on eLearning courses, programs and registrations in 2011-2012.

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 **Seneca College** offered in 2011-2012 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>	188	137
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded courses offered through the above eLearning formats	188	137
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	27	22
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded programs offered in the above eLearning formats	27	22
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	11,535	2,066
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	11,535	2,066

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

Within the table above, Seneca has identified information related to all programs and courses delivered wholly online, whether they are part of a full-time program or offered through the Faculty of Continuing Education by using information collected through our student registration systems.

At the present time, Seneca does not offer any courses through Synchronous Conferencing, however we offer a number of hybrid courses. Please note that hybrid course activity is not captured in the above information.



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 **Seneca College's** use of Hybrid Learning courses and/or programs in 2011-2012.

The Hybrid Learning Initiative was developed for 2011-12. The Initiative builds on the work of the 2010-11 round of innovation projects and is a college wide effort led by the Centre for Academic Excellence to expand the learning opportunities for students. Collaborating with professors from a variety of academic schools, we focused on redesigning selected subjects to enhance student engagement, improve instructional effectiveness, and increase flexibility of subject offerings for both students and faculty. A Hybrid Model Development Guide was edited and piloted by faculty in the schools of English and Liberal Studies, Liberal Arts and Partnerships, and Biological Sciences and Applied Chemistry. Faculty involved in "test driving" the guide provided feedback to the project lead.

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2011-2012, which contributed to maintaining or improving **Seneca College's** eLearning initiatives. This could be a strategy, initiative or program viewed by **Seneca College** to be an innovative practice, success story and/or key accomplishment that **Seneca College** would like to highlight.

The SeneTECH Innovation project focused on the expansion and diversification of emodules for technical skills training. The 2011/2012 project saw the development of additional units within the areas of Biological Science and Chemistry as well as skills training modules for the Corporate Media Production, Veterinary Technician and Opticianry programs.

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 **Seneca College** had in 2011-2012:

- Outbound students* = 25
*DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.

- Inbound students* = 9
*DEFINITION: Inbound students are international students at an Ontario college/university participating in student exchanges/study abroad/internships/international experiences to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Seneca College** in 2011-2012 = **\$45,764,373**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Seneca College** had outside of Canada in 2011-2012 = **\$40,998**

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Seneca College** delivers courses and/or programs **abroad (outside of Canada)** in 2011-2012, 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 2011-2012	Provide 2011-2012 total enrolment in each program offered listed in this table
Daewon University College	Jecheon City, Chungbuk / South Korea	Travel and Tourism	27

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

The number of total students participating in outbound and inbound exchanges was collected through Seneca's internal data reporting systems.

7.2 Enrolment

In 2011-2012, the following were the top 5 source countries for international students at **Seneca College**:

	Source Country	Number of Full-Time International Students from Source Country	International Students from Source Country as a Percentage of Seneca College Total Full-Time International Student Enrolment⁽⁺⁾
1.	China ⁽⁺⁾	898 ⁽⁺⁾	34.7% ⁽⁺⁾
2.	India ⁽⁺⁾	574 ⁽⁺⁾	22.2% ⁽⁺⁾
3.	South Korea ⁽⁺⁾	312 ⁽⁺⁾	12.1% ⁽⁺⁾
4.	Russia ⁽⁺⁾	90 ⁽⁺⁾	3.5% ⁽⁺⁾
5.	Hong Kong ⁽⁺⁾	54 ⁽⁺⁾	2.1% ⁽⁺⁾

Seneca College reported to the Ministry that International Enrolment* in 2011-2012 = **2,589⁽⁺⁾**.

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 2011 at **Seneca 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.*

NOTE: The Full-Time International Enrolment and Top 5 Source Countries were updated November 15, 2012 by MTCU. Comments in this section may be based on the enrolment data displayed prior to this update.

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

In order to determine “Country of Citizenship” data Seneca relies on data collected by the Ontario College Application Service. Disclosure of this information is voluntary, and therefore may not capture 100 per cent of all international students.

It should be noted that the Full Time Enrolment Headcount number provided by the Ministry does not include international students, therefore the Full Time International Enrolment as a comparative percentage of Full Time Enrolment Headcount at Seneca is overstated.

Full-Time International Enrolment as a comparative percentage* of Full-Time Enrolment at **Seneca College** in 2011-2012 was: **16.51%^(*)**

*Comparative percentage calculation based on **Seneca College's** 2011-2012 Full-Time International Enrolment (**2,589^(*)**), divided by **Seneca College's** 2011-2012 Fulltime Enrolment Headcount (**15,680^(*)**)

Please provide **Seneca College's** 2011-2012 Part-Time International Student Enrolment = 269

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2011-2012, which contributed to maintaining or improving **Seneca 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.

Seneca has a long and proud history of welcoming students from all over the world. Historically, the focus of Seneca's international activities have been on student recruitment for programs offered across our four main academic campuses.

In addition to student recruitment activities, in 2011-12 Seneca hosted over 30 delegations of government and academic leaders from all over the world including, China, India, Saudi Arabia, Indonesia, Egypt, Vietnam, Denmark, France, Italy, Iceland, St. Lucia, South Korea, Barbados and Ethiopia.

Based on our 2011-12 activity, we are launching a review of our current international initiatives to assist in the development of a comprehensive strategy encompassing student recruitment, corporate training and work/study/volunteer abroad opportunities for Seneca employees and students.

7.3 English or French as a Second Language

Please provide the total number of *International students* who were enrolled in either an English as a Second Language (ESL) course or program or a French as a Second Language (FSL) course or program at **Seneca College** in 2011-2012 = 1,397

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Seneca College** used in 2011-2012 to create pathways for *International students* from **Seneca College's** ESL or FSL programming to postsecondary studies.

The English Language Institute (ELI) is an 8-level Intensive English Program (IEP) based on 25 hours of English per week and seven weeks per level. The ELI is also an English for Academic Purposes (EAP) program and its curriculum prepares students to be successful in their academic studies at the college level. The curriculum is structured to encourage cultural integration and a respect for diversity. There is a strong focus on developing critical and independent thinking, encouraging self-directed learning and integrating technology into the learning environment throughout the curriculum.

1) In 2011 – 2012, The ELI increased the number of post secondary subjects at the upper levels by two courses, giving students more options for their credit courses. This increased student satisfaction and investment in their studies.

A background on the upper levels of the ELI:

In the upper levels of the ELI, levels 6, 7 and 8, ESL class hours drop to 16 hours per week to allow students to take a College course for credit for 4 hours per week. Students continuing at Seneca will take courses from their first semester professional area (e.g. Accounting, Marketing, Computers, Business, etc.) or they will take a General Education course required by all program areas (e.g. Canadian Studies, Body and Nutrition, etc.). When students graduate from Level 8, they will have earned between 1 and 4 Seneca credits, depending on their path through the ELI. The credit courses are “sheltered” courses: the students study as an ESL cohort with one additional hour per week, and with a professor who has experience in teaching ESL students. The curriculum, outcomes, exams and textbooks are identical to the regular sections of the same course.

This approach is successful and positively impacts student motivation and retention:

- The gradual inclusion of post secondary courses at the upper levels makes the transition from full time ESL studies to full time post secondary studies smoother for the students;
- The extra hour and ESL cohort gives the students a better chance to succeed at their very first exposure to Canadian post secondary courses;
- The inclusion of post secondary courses for credit on the students' schedules helps them feel closer to their goal of being full time college students, especially if they have been studying in the ELI for 6 months or longer.

2) In April 2011, The ELI hired a full time remedial specialist to work with ESL students who are struggling to keep up in their studies. The specialist uses an array of tools and methods to individualize study plans and approaches for at risk students.

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

Courses through the ELI are offered over a seven week period with intakes offered six times per year. Depending on their language proficiency, students may be required to take one or several of these courses prior to entering a regular college program. On average 466 individual students per academic semester took ELI courses. To provide an annual estimate, we have multiplied that by three academic semesters.

Statistics kept by the ELI are used to plot and predict future enrolment. The following information is also tracked:

- Total new students enrolled
- Students tested but not enrolled
- Countries of origin
- Number of new students at each level
- Total seat count per level
- Gender
- Age



- Desired program at Seneca College
- How the student heard about Seneca College

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.

Seneca College confirmed in its 2010-2011 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2011-2012, **Seneca College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Seneca College confirmed in its 2010-2011 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 2011-2012, **Seneca College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**



Seneca College confirmed in its 2010-2011 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2011-2012, **Seneca College** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Seneca College's** OECM purchases in 2011-2012: 920,000



Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2011-2012, which contributed to maintaining or improving **Seneca 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.

Seneca has entered into agreements with the selected vendor of an OEMC competitive bid opportunity. As of March 31, 2011 Seneca had agreements with five different vendors of record with OEMC agreements.

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 new 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.



Seneca College confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of April 1, 2011.

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2011-2012, which contributed to **Seneca College's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **Seneca College** to be an innovative practice, success story and/or key accomplishment.

During the year ending March 31, 2011 the Purchasing Resources Department completed 27 public tenders (purchases totaling over \$100,000) and 39 RFP/RFQ's (purchases totaling under \$100,000). All competitive bid opportunities conformed to the 25 BPS procurement directives.

BPS Expenses Directive

The new 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.



Seneca College confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements as of April 1, 2011.

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

<http://senecacollege.ca/policies>

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2011-2012, which contributed to **Seneca College's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **Seneca College** to be an innovative practice, success story and/or key accomplishment.

The accounts payable department of Seneca provided control and consistency of the Colleges' compliance with the BPS Expenses Directive by reviewing all employee expense reports to confirm that they met the directives as described within the College's travel and expense policy.

BPS Perquisites Directive

The new 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.



Seneca College confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

Please provide one or more highlights in the space provided below, of an activity that **Seneca College** used during 2011-2012, which contributed to comply with the BPS Perquisites Directive in the 2011-2012. A highlight could be a strategy, initiative or program viewed by **Seneca College** to be an innovative practice, success story and/or key accomplishment.

The accounts payable department of Seneca provided control and consistency of the Colleges' compliance with the BPS Perquisites Directive by reviewing all employee expense reports to confirm that they met the directives as described within the College's travel and expense policy.

9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, 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 2011-2012 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 **Seneca College** in 2011-2012:

	<u>Certificate</u>	<u>Diploma</u>	<u>Advanced Diploma</u>	<u>Graduate Certificate</u>	<u>Applied Degree</u>
Number of programs at Seneca College with a Co-op Stream	0	12	17	9	7
Number of students at Seneca College enrolled in a Co-op program	0	107	351	240	214

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2011-2012, 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 **Seneca College** to be an innovative practice, success story and/or key accomplishment.

Seneca's Centre for Development of Open Technology (CDOT), funded by grants from NSERC, OCE, FedDev and others, regularly hires students both on a part-time basis and as co-op students to work on applied research projects in various aspect of open source technology, complementing their academic training with leading edge work experience.

In one recent instance, a student worked three full-time co-op work terms for CDOT, and worked part-time for CDOT during academic semesters. This work spanned various projects on open web technology with industry partner Mozilla, makers of the Firefox web browser. In the course of the development of such technologies as Processing.js, Popcorn.js and Popcorn Maker, Mozilla sent this student to special events in such places as London (UK), Boston and San Francisco to work with other web technology developers, helping to turn a motivated young student into a seasoned software development professional. After the student completed his diploma requirements in Spring 2012, Mozilla offered him a software development job.

In April 2011, two Seneca Early Childhood Practitioner Apprenticeship students joined a group of Early Childhood Education (ECE) professionals in touring ECE environments and providing professional development in Kingston, Jamaica. The group was led by Seneca alumni and faculty as project of Students Crossing Borders. The students provided interactive workshops that were very well-received, as part of an ECE conference for 250 Jamaican ECE professionals. Due to its success the conference has now become an annual connection for Zone Eight of the Early Childhood Commission of Jamaica. The third annual collaborative conference is now in the works with several Seneca Early Childhood alumni involved, providing another opportunity for more ECE students and graduates in international reciprocity.

10) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2011-2012, the student satisfaction rate at **Seneca College** for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **85.4%(+)**

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Seneca College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **77.7%(+)**

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Seneca College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **67.6%(+)**

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Seneca College** for KPI Question #45 "The overall quality of the services in the college" = **65.5%(+)**

Please indicate the methods, in addition to the KPI survey results reported in 2011-2012, that **Seneca College** used in 2011-2012 to measure student satisfaction.

In addition to the Student Satisfaction Survey, Seneca also administers a Student Feedback Questionnaire to all full-time students. The survey asks students a total of 21 questions about their overall classroom experience with a significant focus on their classroom and learning experience.

Class by class results are shared with professors and the Program Chair, while aggregate results are reviewed by the responsible Dean. A similar questionnaire is administered to students taking courses through the Faculty of Continuing Education.

Although not required by the Ministry, Seneca also reviews the data to determine the Student Satisfaction rate for international students.

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2011-2012, which contributed to maintaining or improving **Seneca College's** student satisfaction initiatives. This could be a strategy, initiative or program viewed by **Seneca College** to be an innovative practice, success story and/or key accomplishment that **Seneca College** would like to highlight.

The Knowledge Infrastructure Project building, completed for the Fall 2011 semester, incorporated student feedback in its design to provide increased space for student collaboration opportunities. The Key Performance Indicator student space question for the Newnham Campus subsequently resulted in a 33 per cent improvement.

The College developed and approved a new Academic IT Plan, identifying strategies focused on mobile computing, social networking and blended learning as well as providing students with more activity based, problem based and experiential based approaches.

11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate at **Seneca College** = 54.6%⁽⁺⁾

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Seneca College** used in 2011-2012 to measure graduation rate.

Although not required by the Ministry, Seneca also reviews the data to determine the graduation rate for international students.

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2011-2012, which contributed to maintaining or improving **Seneca College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Seneca College** to be an innovative practice, success story and/or key accomplishment that **Seneca College** would like to highlight.

Seneca has launched a project to develop a new Key Performance Indicator analytics tool, establishing data requirements and an analytical framework/routine based on promising practices.

Going forward, Seneca has launched eight task groups in accordance with the College's Academic Plan. This includes a Graduation and Retention Rate Task Group, which will be using the KPI data and analytical framework to identify impediments within college systems and practices to students' progression through their programs of study, and develop strategies to support the improvement of retention and rates of graduation.

The 2011 edition of the College Math Project, led by Seneca, again sought to analyze the mathematics achievement of first-semester college students, and then deliberate with members of both college and school communities about ways to increase student success by implementing lessons learned in applicable programs.

An Improving Quantitative Skills Task Group has also created, and will be examining primary student data from the College Math Project, amongst other sources, to identify and define issues affecting the quantitative skill development of students and develop strategies to support skills enhancement in this area.

The Expanding the Language (ELS) across the Curriculum Initiative was developed to give students more opportunity to improve their skills in reading and writing by adapting some of the assessment tools used in program areas. With an emphasis on collaboration between ELS and program faculty, language based assessment tools were developed for use throughout a subject, thereby demonstrating to students that written expression as well as content, matters.

The College's Communication Skills Enhancement Task Group will be examining data and research, including English assessment results, to identify factors contributing to students' communication skills deficits. The work of this group will then inform initiatives undertaken to achieve the Communication core literacies in the College's Academic Plan.



12) Graduate Employment Rate

Per the KPI results reported in 2011-2012 the graduate employment rate, 6 months upon graduation, at **Seneca College** = **77.1%(+)**

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Seneca College** used in 2011-2012 to measure graduate employment rate.

Within Seneca's Strategic Mandate Agreement submission, the College has recommended that the Ministry implement new data collection tools to better track graduate outcomes. One of these initiatives is to expand the KPI graduate survey to track employment rates two years after graduation, similar to the university sector.

In order to gain a better longer term understanding of employment outcomes and graduate success in the Bachelor of Aviation Technology (B.A.T.) program, Seneca's Office of Institutional Research and Planning conducted a survey of B.A.T. alumni from the 2008 to 2010 classes in January 2012.

Using contact information sourced from the Graduate Satisfaction Survey and Seneca's alumni database, Seneca was able to survey 59 of 81 graduates. Of those reached, 35 graduates completed responses to the survey – a response rate of 59.3 per cent. Of the 35 respondents, 33 graduates, or 94.3 per cent, held a job that is related to the B.A.T. program at the time of the survey.

Seneca's results further found that the majority of the 2010 class has been with their employer for less than one year. This means that for the majority who are in their first program-related job, their employment status at the time of the 2011 Employment Profile survey was not an accurate indicator of their eventual success in the labour market.

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2011-2012, which contributed to maintaining or improving **Seneca College's** graduate employment rate. This could be a strategy, initiative or program viewed by **Seneca College** to be an innovative practice, success story and/or key accomplishment that **Seneca College** would like to highlight.

Activities related to maintaining or improving the graduate employment rate includes:

- Providing students with more opportunities to gain work experience while studying by expanding experiential learning opportunities such as field placements and co-op into the curriculum; and,
- Strengthening the working relationship between Seneca's Career Services department and the local academic areas by better promoting existing services such as job fairs, career development and networking events. Both areas also work in collaboration to develop new industry and sector specific employment opportunities to students prior to graduation.

Moreover, a new collaboration between Career Services and Seneca Alumni provides online support to help graduates understand the current job market, update their resumes, search for employment and prepare for interviews.

These online resources include:

- Current labour market information;
- A guide to Canadian job search websites;
- Information on volunteering and networking; and
- Tips on improving resumes and cover letters and how to effectively prepare for the job interview.

Seneca Alumni established 'NetworkRED', an on-line mentoring matching solution that connects Seneca graduates to meaningful mentoring relationships. Graduates can connect as well through the Seneca Alumni Group and the Seneca Networking Group on LinkedIn. Graduates may also access the Alumni Business Directory allowing them to register and promote their enterprise to the 140,000-plus Seneca alumni community, creating a profile to post in various business categories, or sharing promotional material.

13) Student Retention

The table below has been pre-populated with the results from **Seneca College's** 2010-2011 MYAA Report Backs. Please identify **Seneca College's** achieved results for 2011-2012 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 2010-2011	Retention Rate Achieved for 2011-2012
1st to 2nd Year	<u>75.3%</u> ⁽⁺⁾	2011 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>5,070</u> \div 2010 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>6,839</u> x 100 = <u>74.1%</u>
2nd to 3rd Year	<u>85.9%</u> ⁽⁺⁾	2011 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>1,617</u> \div 2010 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>1,771</u> x 100 = <u>91.3%</u>
3rd to 4th Year	<u>90.4%</u> ⁽⁺⁾	2011 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>229</u> \div 2010 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>264</u> x 100 = <u>86.7%</u>

*NOTE: Institutions used a variety of student enrolment cluster groups in their 2010-2011 MYAA Report Back student retention rate calculations. As such, comparison between the 2010-2011 student retention rate and the 2011-2012 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 **Seneca College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Student Retention.

Below is the formula used by Seneca to calculate the year-over-year retention rate in multi-year programs:

- 1st to 2nd Year Retention Rate = (A/B)*100%
 where,
 A= Nov 1, 2011 2nd Year (Sem3 + Sem4) full-time enrolment headcount for all 2-, 3-and 4-year programs.
 B= Nov 1, 2010 1st Year (Sem1 + Sem2) full-time enrolment headcount for all 2-, 3-and 4-year programs.
- 2nd to 3rd Year Retention Rate = (C/D)*100%
 where,
 C= Nov 1, 2011 3rd Year (Sem5 + Sem6) full-time enrolment headcount for all 3- and 4-year programs
 D= Nov 1, 2010 2nd Year (Sem3 + Sem4) full-time enrolment headcount for all 3- and 4-year programs.
- 3rd to 4th Year Retention rate = (E/F)*100%
 where,



E= Nov 1, 2011 4th Year (Sem7 + Sem8) full-time enrolment headcount for all 4-year programs.
F= Nov 1, 2010 3rd Year (Sem5 + Sem6) full-time enrolment headcount for all 4-year programs.

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2011-2012, which contributed to maintaining or improving **Seneca College's** retention initiatives. This could be a strategy, initiative or program viewed by **Seneca College** to be an innovative practice, success story and/or key accomplishment that **Seneca College** would like to highlight.

One of these tools currently being piloted at our King Campus is an online early warning system developed by Starfish Retention Solutions (Starfish). At two points in a semester, faculty members are prompted to flag students who are struggling to succeed. Students who are identified receive an email alert from their professors and subsequently receive follow up communication from a member of Seneca's Academic Advisement Team. This communication contains personalized information about the type of services available and how they can access them. It also provides students with the option to directly book an appointment online with an on-campus service provider. The system incorporates findings from the Early Leavers Study, a Seneca-led report to ascertain the factors behind students leaving college before graduation.

Seneca also continues to expand its SMILE or "Student Mentoring In Life and Education" program. This program offers new students an opportunity to connect with a senior student mentor in their program area who can support them in their transition to the College. SMILE is now available to all full-time students in two, three and four year programs at Seneca@York, Newnham and Markham Campus and in select programs at King Campus.

In the School of Fire Protection, a student advisor provides a follow-up to college wide student orientation by meeting with first year, first semester students. Students are provided with additional information about specific services they are most likely to access during their first semester of study. Students are also given an opportunity to ask questions in a smaller class setting and are encouraged to contact their advisor if they require additional assistance.

Students who previously studied in programs offered at the Jane Campus who require a few credits to graduate are personally contacted by the program coordinator or chair and are encouraged to register for the missing courses and are provided with a custom timetable to meet their specific student needs.

The School of Creative Arts and Animation is piloting a program where students deemed at-risk of not graduating in a reasonable time frame are contacted by a Student Success Coordinator. The Student Success Coordinator provides specialized one-on-one advisement, including the development and tracking of an individualized academic plan.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used in 2011-2012 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 -

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

Seneca's Centre for Academic Excellence (CAE) provides vision, leadership and support to further the College's commitment to innovative, high quality teaching and learning. The focus of the CAE is on program development, program review, instructional design, innovative curriculum, hybrid learning and faculty support in educational technologies and pedagogy.

The CAE ensures that faculty are provided with access to expertise in exemplary teaching practice, program development and review, and hybrid learning to enrich the student experience at Seneca. Examples of work innovation projects done in collaboration with the academic faculties in the areas of in-class experience and engagement include:

A comprehensive 'Hybrid Model Development Guide' resource was completed for the Fall Semester. It was designed for faculty considering hybrid (or online) teaching for the first time, or to enhance existing online or hybrid subjects. Included are all of the steps and checklists necessary to successfully develop and design a hybrid (or online) subject with a focus on enhancing student engagement, improving instructional effectiveness, and increasing flexibility of subject offerings for both students and faculty.

The CAE regularly offers faculty professional development opportunities including a day-long program focused on teaching, learning and curriculum development as well as techniques on how to use technology in the classroom.

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

In 2011-12, Seneca began reviewing existing approaches to student engagement initiatives. Seneca realigned the delivery of supports offered through the on-campus learning centres to be the responsibility of the Associate Vice-President Academic, Educational Excellence with the objective of creating a greater connection to the individual faculties.

Seneca "Live" Building - The "Live" Building project allows students to access live sensor data from Seneca's KIP building for use in course work in a number of subjects. The concept of this project is to not only make this data available to the Seneca population at large, showcasing the efficiency of our new building, but also to provide a mechanism for introducing real-world, live data for case study and ongoing analysis into our green energy, building, control and data systems related programs at Seneca.

Seneca continued to build on the new student orientation model that was piloted during the previous year. This model invites employees from all departments and programs to get involved by helping introduce students to the Seneca community. Orientation events are now held all at main campuses in prior to the start of the fall and winter semester and at the Newnham and Seneca@York Campuses prior to the summer semester.

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

Seneca has developed a new centre to deliver “first stop shopping” for students, consisting of multiple student services located in a renovated space at the Newnham campus with the goal of providing more comprehensive supports for students and improving the user experience.

Seneca also improved access to the Seneca Library and Computer Commons areas by extending the hours of operation to 24 hours during critical times of the academic year.

In February 2012, Seneca launched the 'Campaign 4 Students' (C4S) fundraising campaign. Every dollar raised through campus events, and employee, alumni and donor contributions went directly towards establishing new student endowments. Contributions received before March 31, 2012 were matched at least dollar-for-dollar through the Ontario Trust for Student Support (OTSS).

The \$70,000 C4S internal fundraising goal was reached and passed with a total of \$100,115 raised. In addition, the \$700,000 fundraising goal for external, community-wide fundraising was also surpassed. In total, the College raised \$1,058,800 from external donors. Lastly, the Seneca Student Federation contributed to the campaign with an additional \$1,000,000 donation bringing the campaign total to \$3,317,830 including matching dollars received through the OTSS.

Attestation:



Seneca College confirms that all information being submitted to the Ministry as part of the 2011-2012 MYAA Report Back is accurate and has received approval from **Seneca College's** Executive Head or Board of Governors.

Contact:

For additional information regarding **Seneca College's** 2011-2012 MYAA Report Back please contact -

- Name: Ronan Wilson
- Telephone: 416 491 5050 x 26803
- Email: ronan.wilson@senecacollege.ca

Please indicate the address on **Seneca College's** website where a PDF copy of this 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report Back has been approved):

- <http://http://www.senecac.on.ca/about/reports/index.html>