

2012-2013 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 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 **Seneca 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 **Seneca 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).*

Seneca College's total Headcount enrolment count in 2012-2013 = **15,913**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment at **Seneca College** in 2012-2013 = **12,060**.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment at **Seneca College** in 2012-2013 = **3,569**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2012) enrolled at **Seneca College** in 2012-2013= **284**.

* 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 MTCU should consider incorporating reporting to show total headcount for not only the Fall semester but also the Winter and Summer Semesters. This would serve as a more accurate reflection of full time activity at institutions, like Seneca, that have large intakes in the Winter and Summer semesters.

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 2012-2013 to manage enrolment.

In 2011, Seneca 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.

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. Newly constructed classrooms are designed to accommodate a range of class sizes, as well as multi-purpose, dividable rooms. Where possible, all classrooms have been converted to electronic classrooms, which include a digital video projector and easy access to computer hardware and software.

In advance of the Fall 2012 semester, Seneca pursued three initiatives that resulted in a more strategic approach to enrolment management. The redirect strategy, a collaboration between the Registrar's Office and the Academic areas provided alternative offers to students in related programs where there still capacity maximizing our capital and human resources.

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 2012-2013= 2,510</p> <p>Please calculate the total indicated above as a comparative % of Seneca College's 2012-2013 Enrolment Headcount: (Insert Total From Above) 2,510 ÷ 15,913⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 15.8%</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 2012-2013 = 237</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Seneca College in 2012-2013= 3,367</p> <p>Please calculate the total indicated above as a comparative % of Seneca College's 2012-2013 Enrolment Headcount: (Insert Total From Above) 3,367 ÷ 15,913⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 21.2%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Seneca College in 2012-2013 = 355</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Seneca College in 2012-2013= 620</p> <p>Please calculate the total indicated above as a comparative % of Seneca College's 2012-2013 Enrolment Headcount: (Insert Total From Above) 620 ÷ 15,913⁽⁺⁾ (2012-2013 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 2012-2013 = 20</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 2012-2013, the College reported that it provided support services for 2,747 students. This number was calculated using the total number of appointments made with a counsellor to receive support for mental health conditions and/or to discuss academic accommodations for a range of other disabilities.

In order to comply with AODA legislation and regulations, Seneca is obligated to accommodate all students regardless of whether they are registered as full-time or part-time enrolment. A student with complex disabilities may need to make several appointments to have their needs completely met. 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 as the enrolment headcount number provided by the MTCU does not include all students. In addition, students requiring more than one appointment are counted multiple times.

Although we are not required to collect Part-time Disability figures within the ASFD report, based on self-report data we estimate that 9 to 13 per cent of students who registered with the Counselling and Disability Office in 2012-13 were part-time students.

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 calculated based on the responses to "the highest level of education completed by mother/guardian and father/guardian" survey question. While the completion of the survey is voluntary, it has a very high response rate; consequently, 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 Fall 2012.

In order to obtain an estimate for this past fiscal year, the question was included in Seneca Background Data Survey starting in Winter 2013. Approximately 3.9% of first semester students reported that they were aboriginal students at that time, therefore the total number of Aboriginal Students provided is an extrapolation of the Winter 2013 response rate to the total enrolment headcount of 15,913 in Fall 2012.

With the rollout of the revised Background Data Survey, the percentage and number of Aboriginal students in future MYAA reports will be based on the responses to this question on the voluntary survey.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving 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 2012-2013, 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 2012-2013, 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>Working in collaboration with International Student Services, Counseling and Disability Services provides timely assistance to those who are identified as students with disabilities. Some of the services provided include the following:</p> <ul style="list-style-type: none"> - assessment, intervention and facilitated linkages to the external community; - provision of group workshops to students in the areas of time management, and understanding of learning disabilities; and, - loaning of accessible equipment to students including CCTV for the Test Centre, accessible desks, ipads, computer tablets and Software upgrades including Kurzweil, Dragon Naturally Speaking and Pearnote. <p>In addition, the department also undertook a number of initiatives to improve service delivery. New initiatives undertaken over the past year include -</p> <ul style="list-style-type: none"> - upgrading software programs and digitizing records to increase accessibility of program by reducing the number of paper-based activities and wait times for service; - conducting consultations with other Seneca departments (e.g. financial aid, test centre, student services, student services federation, career services, student conduct, student services) to better understand the needs of students with disabilities in order to implement an integrated systems approach; - training an Assistive Technologist and Accessibility Counsellor to access electronic print material in order to avoid delays and thus better meet the needs of students with disabilities; - the development of a collaborative review of programming from an AODA perspective; - presentation of workshops to representatives from the York Region District School Boards on accommodations for postsecondary students; - the formation of a Student Health Advisory Committee with a mandate to create a mental health strategy for post- 	<p>Seneca supported several new initiatives for First Generation students during the 2012-2013 fiscal year. One goal was to expand use of new media in order to reach students where they live. Polling indicated that students respond best to anytime, anywhere content with the facility for interactive feedback. To that end, a YouTube channel was created and a series of short videos was produced and uploaded to it throughout the year. With a theme of Student Success, each video features a different department or service on campus and contains a success tip for students, presented in a contemporary way. The topics of the videos correspond to the academic calendar so that students receive pertinent tips at appropriate times during the semester. As a companion to the videos, tip sheets were developed which link to the channel from the First Generation website. This, along with the facility for students to comment on the videos and link to other services on campus, has greatly enhanced the ability to effectively communicate with them.</p> <p>First Generation Services also expanded its partnership with First Peoples@Seneca by providing dedicated English and math tutors for Aboriginal students. Piloted in January 2013, the initiative proved successful and will continue to expand over the coming academic year.</p> <p>An additional service expansion in conjunction with the SMiLE Mentoring program was also funded. Two First Generation Lead Mentors have been hired at the Seneca@York campus, and the intention is to expand this program to other campuses in the coming year.</p>	<p>Seneca has implemented a new training program to ensure that all newly hired full-time faculty members have a three-hour orientation session with a member of First Peoples@Seneca within their first two years at the College.</p> <p>This initiative promotes cultural knowledge transfer, Aboriginal student issue awareness and provides new faculty with the knowledge so they can better inform Aboriginal students about the specific services available to them.</p> <p>First Peoples@Seneca staff and our Aboriginal Education Council members speak to all first year Social Service Worker, Early Childhood Educator, Nursing and Police Foundation students. There are approximately 1,200 students enrolled in these programs who receive information about Aboriginal political issues and cultural knowledge. These workshops have resulted in students completing major research papers focusing on Aboriginal issues.</p> <p>Many of Seneca's Aboriginal and Metis students come to Seneca as urban Aboriginals - born and raised in the city. As a result, they have had little exposure to their culture. Their initial contact with First Peoples has given them the inspiration to learn more about their roots, culture and heritage and new programming has been developed provide urban Aboriginal students with information about their cultural heritage.</p>
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<p>secondary students with disabilities; and, - providing employees with a Mental Health First Aid program. This 5-day Train-the-Trainer Model educates people on the signs and symptoms of mental health.</p>		
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3) Student Access Guarantee

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

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$1,344,878(+)	1,292(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$2,789,089(+)	3,499(+)
Total SAG Expenditures Reported by <i>Seneca College</i>	\$4,133,967(+)	4,791(+)

Did **Seneca 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 **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 2012-2013.

As part of our ongoing efforts to provide a positive student experience, Seneca identified students eligible for SAG funding and set it up as a Student Access Guarantee Award. As per MTCU guidelines, students automatically received their SAG awards.

Awards were first applied against any outstanding account balances with cheques being issued to students for the remainder of the funding. 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:

Reporting 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)
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% ⁽⁺⁾
2012-2013	4922 ⁽⁺⁾	381 ⁽⁺⁾	7.7% ⁽⁺⁾	57462 ⁽⁺⁾	3424 ⁽⁺⁾	6% ⁽⁺⁾

Per the College Graduate Outcomes data reported in 2012-2013 (based on 2011-2012 graduates), the percentage of **Seneca College** students who were satisfied or very satisfied with academic preparation for university was **87.7%⁽⁺⁾**.

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

NOTE: The Ministry recognizes that this is a census survey in which the response rate is approximately 66%. The Ministry also recognizes that this only captures college graduates who have transferred within 6 months of graduation and is not the complete picture of college-university transfer students.

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2012-2013, 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.

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.):

In September 2012 a partnership agreement was signed between Seneca College and the University of Toronto Scarborough (UTSC) to allow qualified Seneca students to transfer into an honours degree program at UTSC. Under the pilot agreement, after two semesters of Seneca's Liberal Arts program, students will be allowed to take courses at UTSC as non-degree visiting students. Those credits can later count towards a University of Toronto (U of T) honours bachelor of arts degree allowing students to earn a Seneca diploma and U of T degree in four years.

Seneca co-led, along with McMaster University, an Ontario Council on Articulation and Transfer (ONCAT) project to develop course by course equivalencies between college arts and science courses and lower level university elective courses.

An articulation agreement was signed in December 2012 by Seneca and Algoma University to allow students from the Social Service Worker diploma program to receive credits towards a bachelor's degree at Algoma.

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

Seneca's Degree and Credit Transfer office continues to lead the province in providing comprehensive student advisement, advocacy and assessment of unique, quality pathways for students. Our pathways have evolved and we now offer degree options for students with over 60 partner institutions both locally and abroad. Not only are we advising over 3000 students annually on degree pathways but we continue to host a variety of events which assist students in preparing for the transition from College diploma programs to degrees. Our annual University and Degree Information Fairs connect students directly with more than 40 of our partners, our Fast Track events bring Admissions teams on campus to provide on the spot offers to students and our Campus Caravans transport groups of students to our partner schools so they can experience a 'Day in the Life' of a degree student.

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

Using funds from the Credit Transfer Institutional Grant, Seneca has purchased video conferencing equipment to increase student access between campuses to the Degree and Credit Transfer Office. As a leader in this area, Seneca has conducted presentations regarding about the office at the ONCAT and College Degree Operating Group conferences.

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.

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 2012-2013 MYAA Report Back = 35**)

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

COMP1082 *Computer Skills*

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

SWRK1026 *Canadian Social Welfare*

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

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

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

SWRK 1041 *Preparation for the Field*

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

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

SWRK1043 *Group Dynamics*

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

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

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

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

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

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

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

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

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	2,452	47.5%
30 to 60 students	2,629	51%
61 to 100 students	75	1.5%
101 to 250 students	3	0.1%
251 or more students	0	0%
Total	5,159	100%

2ND YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	1,153	50.1%
30 to 60 students	1,110	48.3%
61 to 100 students	35	1.5%
101 to 250 students	2	0.1%
251 or more students	0	0%
Total	2,300	100%

3RD YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	304	60.6%
30 to 60 students	192	38.2%
61 to 100 students	5	1%
101 to 250 students	1	0.2%
251 or more students	0	0%
Total	502	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4 th Year Sections
Fewer than 30 students	43	64.2%
30 to 60 students	24	35.8%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	67	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 2012-2013, 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.

Seneca has implemented a number of initiatives in order to be able to maintain smaller classes sizes while effectively managing its capital resources. One of these initiatives is to schedule full-time classes from 8 am to 7 pm and part-time classes from 7 pm to 10 pm and on evenings and weekends.

Seneca is also a leader in the delivery of full-time and continuing education courses year round. In the 2012 Summer semester, Seneca's full-time enrolment had its highest enrollment ever at over 7,600 students; an increase of over 33 per cent since the summer of 2008. Continuing education courses are offered seven days per week, 12 months of the year which has resulted in Seneca remaining as the largest provider of these courses with over 70,000 registrations annually.

The College's Academic Plan sets out a bold vision to equip Seneca students and graduates with the skills they need to be successful. A multi-year implementation plan involving the establishment of task groups focusing on specific areas is underway. Led by Deans and Associate Vice Presidents, the task groups have begun collecting and analyzing data and sharing their findings with the broader College community.

One area of focus will be to provide more delivery options to students, including the ability to take courses through lecture, hybrid lecture/lab format, hybrid lecture/online format and entirely online delivery modalities. We anticipate this initiative will maintain smaller in-person class sizes as implementation continues into the future.

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, **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 2012-2013.

Fully Online Learning* and Synchronous Conferencing*

*DEFINITIONS:

Courses:

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

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

Programs:

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

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



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

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

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

COURSES	Ontario College Credential*	Other Credential*
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	191	156
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded courses offered through the above eLearning formats	191	156
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	23	26
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded programs offered in the above eLearning formats	23	26
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	11,744	2,652
# 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	11,744	2,652



*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 2012-2013.

Following the development of Seneca's Hybrid Model Development Guide, the Centre for Academic Excellence has launched a series of workshops to acquaint faculty with hybrid course design and development, including mapping hybrid subject learning outcomes to content, activities, resources and assignments.

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2012-2013, 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.

In February 2013 the College held a 'Teaching and Learning with Technology Day.' The focus of the event was 'Using Technology to Strengthen Core Literacies' as outlined in the College's Academic Plan.

A 'Flexible Delivery' Task Group was established in Fall 2012 at Seneca to examine post-secondary models that enable both full and part-time students to study at a time and place that best suits their individual lifestyles and needs.

In January of 2013, Seneca launched "Senetech", an engaging online multimedia resource for technical skills training that complements and enhances classroom/laboratory instruction. Senetech promotes mastery of hands-on skills and equipment usage through a suite of experiential learning tools: high definition instructive videos, interactive virtual simulations, self-assessments and links to additional e-resources. The platform is AODA compliant, accessible on mobile devices and easily customizable to any college program that teaches practical skills. To date, the website has accumulated 98,000 visits from within the Seneca community and currently forms an integral part of pre-lab instruction for first year Biology courses.

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 2012-2013:

- Outbound students* = 38

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

- Inbound students* = 20

**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 **Seneca College** in 2012-2013 = **\$40,590,405**

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 2012-2013 = **\$0**

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 2012-2013, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2012-2013	2012-2013 Total Enrolment by Program
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. The final intake attending classes at Daewon University College graduated in February 2013. No revenue was reported for this activity as fees were paid prior to the beginning of the reporting period.



7.2) Enrolment

In 2012-2013, 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's Total Full-Time International Student Enrolment⁽⁺⁾
1.	China ⁽⁺⁾	861 ⁽⁺⁾	33.7% ⁽⁺⁾
2.	India ⁽⁺⁾	487 ⁽⁺⁾	19.1% ⁽⁺⁾
3.	South Korea ⁽⁺⁾	293 ⁽⁺⁾	11.5% ⁽⁺⁾
4.	Russia ⁽⁺⁾	125 ⁽⁺⁾	4.9% ⁽⁺⁾
5.	Pakistan ⁽⁺⁾	62 ⁽⁺⁾	2.4% ⁽⁺⁾

Seneca College reported to the Ministry that International Enrolment* in 2012-2013 = **2,553⁽⁺⁾**.

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 **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.*

*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.

Indication of Country of Citizenship is a requirement in the application process at Seneca.

Full-Time International Enrolment as a percentage* of Full-Time Enrolment at **Seneca College** in 2012-2013 was: **13.83%**^(*)

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

Please provide **Seneca College's** 2012-2013 Part-Time International Student Enrolment = 294

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2012-2013, 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 2012-2013, Seneca's Faculty of International Studies in association with the College's senior management team began the process to develop a new international education strategy to make sure Seneca maintains its leadership position as it builds strong academic and business partnerships around the world.

This comprehensive plan will serve as a roadmap for the College's global expansion in terms of student recruitment, partnerships, corporate training/contract activity, alumni development, student and faculty mobility, and applied research. Seneca's senior leaders also traveled to India, China, and Kingdom of Saudi Arabia to expand Seneca's international partnerships.

In addition to ongoing student recruitment activities, in 2012-13 Seneca hosted delegations of government and academic leaders from all over the world including, China, India, France, St. Lucia, Brazil, South Korea, and Thailand.

Seneca hosted a group of eighteen students from India in the Liberal Arts program. The group had a special interest in learning about research methodology used in the program. Seneca also hosted summer camps attended primarily by individuals from China.

Seneca hosted 12 scholarship students supported by Brazil's Science Without Borders program.

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 **Seneca College** in 2012-2013 = 1,375

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

The English Language Institute (ELI) offers an 8-level Intensive English Program (IEP) based on 25 hours of English per week (20 class and 5 lab). Each level is offered over a seven week period. 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.

In 2012 – 2013, degree-bound students were able to earn one postsecondary level credit while studying in the ELI. Previously, only diploma-bound students could earn these credits. Being able to earn a degree credit while in the ELI improves student motivation, satisfaction and retention.

7.4 French as a Second Language

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

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

N/A

*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 458 individual students per academic semester took ELI courses. To provide an annual estimate, we have multiplied this number 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

The ELI keeps statistics on new students and total students enrolled in each 7-week module. The statistics are used to plot and predict enrollment. In addition to actual student enrollment, the ELI also tracks the following data:

Potential and new students:

- Total new students enrolled compared to previous years
- Students tested but not enrolled
- Country of origin
- Number of new students enrolled at each level
- Gender
- Age
- Desired program of study upon completion of the ELI program
- How the student heard about Seneca College

All students:

- Total students enrolled and a comparison to previous years
- Total seat count per level

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

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

Seneca 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, **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 2012-2013: 3,133,890



Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2012-2013, 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 selected vendors as a result of OECM competitive bid opportunities. During the 2012 - 2013 reporting year, Seneca entered into agreements with eight different vendors of record through this process representing a total value of \$3,133,890.

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, **Seneca 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 **Seneca College** used during 2012-2013, 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 2012-2013 reporting period, the Procurement Services Department completed 36 public tenders (purchases over \$100,000) and 45 RFP/RFQ's (purchases under \$100,000). All competitive bid opportunities conformed to the 25 BPS procurement directives.

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

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

<http://www.senecacollege.ca/policies/>

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2012-2013, 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 ensured 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 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, **Seneca 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 **Seneca 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 **Seneca College** to be an innovative practice, success story and/or key accomplishment.

The accounts payable department ensured 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, 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 **Seneca College** in 2012-2013:

	<u>Certificate</u>	<u>Diploma</u>	<u>Advanced Diploma</u>	<u>Graduate Certificate</u>	<u>Applied Degree</u>
Number of programs at Seneca College with a Co-op Stream	0	11	19	11	11
Number of students at Seneca College enrolled in a Co-op program	0	97	623	234	249

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

Please note that although a significantly higher number of students are registered in the academic (classroom) training portion of co-op programs at Seneca, the number reported above reflect those who participated in a co-op work term during the reporting period.

Within Seneca's Strategic Plan (2012-2017) the College has committed to ensuring that every program will embed cross-disciplinary learning, experiential learning opportunities and flexible learning options that enable students to access courses offered in the day and evening, in person and online.

This past year, students from Seneca's Faculty of Communication, Art and Design participated in an Applied research project creating an augmented reality visitor experience for a new exhibition at Historic Fort York. Students were given specific assignments and monitored by faculty in creation of this exhibit, working with a client.

Students participated in a partnered production project embedded in the Animation Summer Institute program for Chris Landreth's film Subconscious Password. Students worked with the director, supported by a team of faculty, in the creation of the film, producing all of the film's animation and visual effects.

Students from the Tourism and Flight Services program complete a 150 hour field placement work placement to gain valuable experience in a tourism or hospitality business. Students are monitored closely by faculty who also go out to visit them while working in the industry. Students may choose to complete their field placement hours locally, or across Canada, or internationally.

Approximately sixty Tourism students per summer semester complete a six month paid externship placement. When students return to their third semester they have grown and add their experiences and knowledge to the classroom environment. All students are visited by their Professor, with students out of the country corresponding by video link.

In November 2012 Seneca, in partnership with Rogers Media, announced a new four-month internship entitled GenNOW, giving students the unique opportunity to gain real work experience as on-air radio announcers in Canada's most competitive radio market while simultaneously earning a course credit.



10) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2012-2013, 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" = **84.9%(+)**

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Seneca College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **77.6%(+)**

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Seneca College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **68.7%(+)**

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Seneca College** for KPI Question #45 "The overall quality of the services in the college" = **66.2%(+)**

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

Seneca's Leadership Program continued to grow in order to provide professional development opportunities to students in or considering leadership roles. The program offered approximately 906 students the opportunity to attend a wide variety of leadership related workshops (40 workshops) and over 313 students participated in two Leadership Institutes held over two study week periods. There are plans to further expand the program in 2013.

Building on the initial pilot program, Seneca continued to add features and increase the number of faculty and students at the King campus using Starfish Retention Solutions Student Connect program. This program allows faculty to "flag" students who they felt were at risk of not completing their semester. Flagged students are provided with a personalized email and follow up from the Student Services team offering them additional support which may include a career services or counselling appointment, access to a student mentor, and workshops on topics such as time management, study skills and financial literacy as well as academic and leadership skills. Plans are already underway to expand this program to other campuses beginning in Fall 2013.

In September 2012, Seneca launched the new Student Conduct Office. The Student Conduct Office was created to improve the process for dealing with student conduct and academic issues and to further support our shared values of honesty, integrity and mutual respect for safety, security and personal dignity as stated in Seneca's Student Code of Conduct.

The Conduct Office also serves as a dispute resolution service for students who have exhausted other avenues to answer a grievance or concern. The Conduct Office continues to work with students based on a service philosophy of resolving issues in an informal manner including offer students option of community service to resolve disputes. The potential for a conflict of interest has also be removed as issues involving employees are now handed through Seneca's Human Resources

department.

In 2012, under the leadership of the Vice President, Academic Seneca has created a number of working groups focused on the following areas -

- Improving Retention and Graduation Rate
- Enhancing Communication Skills
- Enhancing the Student Experience
- Improving Quantitative Literacy
- Expanding Experiential and Cross-disciplinary Learning
- Creating a Flexible Programming Model
- Expanding Academic Partnerships
- Enhancing Liberal Studies Options and General Education

In addition to the Vice President, Academic these working groups consist of individuals directly and indirectly involved in each functional area.

The Enhancing the Student Experience working group is in the process of refining its scope and priorities. These priorities include - enhancing the student orientation process, mapping the pathway of a student from potential candidate to an alumnus working in industry to improve processes, reviewing and revising the academic advising process, making better use of social media and other communication media and expanding the Starfish program to include other campuses.



11) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at **Seneca College** = 59.4%^(*)

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

During the reporting period, Seneca identified strategies to improve the graduation rate and began to implement some of the initial findings, which contributed directly to a year-over-year increase in graduation rate of 4.8%. As an example, Seneca academic staff reviewed transcripts of early leavers who were only a few credits short of graduation, and contacted them to discuss options to enable them to graduate.

This year, the College formed a Graduation and Retention Task Group. The Group is responsible for examining data and research that make clearer the factors that contribute to student academic success measured in terms of graduation rates. The Task Group will further 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.

12) Graduate Employment Rate

Per the KPI results reported in 2012-2013 the graduate employment rate, 6 months upon graduation, at **Seneca College** = **79%⁽⁺⁾**

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Seneca College** used in 2012-2013 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. From time-to-time, Seneca has conducted its own research to collect this information and has found a two-year time frame is a better representation of graduate success.

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2012-2013, 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.

Seneca continues to build on initiatives which began last year. Activities related to maintaining or improving the graduate employment rate include:

- Continuing to provide 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.

The college has also been supportive of initiatives to directly connect potential employers with students while they are still attending classes. For example, third-year students studying in Seneca's Aviation Degree program have the opportunity to interview with Jazz Aviation. Students who successfully complete Jazz's interview process and testing requirements are eligible to be entered into Jazz's hiring pool while studying in the fourth year of the program.

13) Student Retention

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

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

	Retention Rate Achieved for 2011-2012	Retention Rate Achieved for 2012-2013
1st to 2nd Year	<u>74.1%</u> ⁽⁺⁾	2012 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>4,996</u> \div 2011 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>6,724</u> x 100 = <u>74.3%</u>
2nd to 3rd Year	<u>91.3%</u> ⁽⁺⁾	2012 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>1,591</u> \div 2011 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>1,807</u> x 100 = <u>88%</u>
3rd to 4th Year	<u>86.7%</u> ⁽⁺⁾	2012 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>267</u> \div 2011 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>279</u> x 100 = <u>95.7%</u>

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

*The space below is provided for **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:

1. 1st to 2nd Year

Retention Rate = (A/B)*100% where,
 A= Nov 1, 2012 2nd Year (Sem3 + Sem4) full-time enrolment headcount for all 2-, 3-, and 4-year programs.
 B= Nov 1, 2011 1st Year (Sem1 + Sem2) full-time enrolment headcount for all 2-, 3-, and 4-year programs.

2. 2nd to 3rd Year Retention Rate = (C/D)*100% where,
 C= Nov 1, 2012 3rd Year (Sem5 + Sem6) full-time enrolment headcount for all 3- and 4-year programs
 D= Nov 1, 2011 2nd Year (Sem3 + Sem4) full-time enrolment headcount for all 3- and 4-year programs.

3. 3rd to 4th Year Retention rate = (E/F)*100% where,



E= Nov 1, 2012 4th Year (Sem7 + Sem8) full-time enrolment headcount for all 4-year programs.
F= Nov 1, 2011 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 2012-2013, 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.

Seneca continues to pilot the Starfish Retention Solution (Starfish, an early warning system which provides faculty members with the opportunity to flag students who may be at risk of dropping out. The College is considering expanding this program to all campuses and programs.

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 continues to be 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. The 2013 SMILE program included a new "Take Your Protégé to Class" initiative, whereby first semester students accompanied senior students to their classes for one week. This gave first year students an opportunity to meet a professor they may have in a future semester and find out more about what lies ahead for them in their area of study.

The College also created the Enhancing the Student Experience working group led by the Vice President, Academic. The mandate of this group is to look for innovative practices inside and outside of the college and to begin piloting these new initiatives.

The Learning Centre provides students with academic supports that consist of: tutoring, workshops, in-class tutoring and group tutoring services. From September 2012 to September 2013, the Learning Centre had over 60,000 tutoring appointments, and approximately 1 in 4 full-time Seneca students engaged in Learning Centre supports. All 4 Seneca Learning Centres have had an increase of over 100% in student appointments and the Newnham Learning Centre had over a 200% increase from September 2012-September 2013 when compared to September 2011-September 2012. The Learning Centre staff work collaboratively with faculty to design and implement course specific supports that students can access to ensure their ongoing success at Seneca.

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 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.)

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. Seneca's Academic Plan 2012-17 includes a Commitment to teaching excellence as a core principle.

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

In Fall 2012 a new 'Enhancing the Student Experience' Task Group was created at Seneca to review the student experience from the time potential students begin their relationship with Seneca to the end of first semester. A review of Seneca's Orientation practices and best practices at other institutions was undertaken, and structural revisions developed. The 'Experiential and Cross-Disciplinary Learning' Task Group was created to identify prospects to provide every Seneca student with an experiential learning opportunity and cross-disciplinary experience.

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

The Newnham Campus Learning Centre was opened in January 2013, offering on site program-specific tutoring to students in Seneca's School of Accounting and Financial Services in a dedicated study area.

Seneca rolled out Microsoft Office 365, enabling students to utilize online applications to store their work and access it from anywhere.

The 2013 "I'm Inspired" Campaign for Students (C4S) featured thirty five fundraising initiatives, raising more than \$246,000 for student endowments. Fundraising by students, employees, alumni and retirees was matched by a \$110,000 gift from the Seneca Student Federation.

The Minister of Training, Colleges and Universities, joined Seneca students and staff in June 2012 to celebrate a \$1.2 million donation from the Seneca Student Federation to support student bursaries. The new Seneca Student Federation Bursary Initiative will establish endowed bursaries of more than \$50,000 annually for domestic and international students. It will also provide emergency funds for



students in immediate financial need.

Attestation:



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

Contact:

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

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

- <http://http://www.senecacollege.ca/about/reports/past-reports.html>