

**2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back**

<b>Institution Name:</b>	<b>Seneca College</b>
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**OVERVIEW**

The annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 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.



## 1) Enrolment - Headcount\*

\**DEFINITION: Headcount is the un-audited enrolment forecast for 2010-2011 reported to the Ministry on November 1, 2010 (Full-Time funded students only: does not include Second Career, Apprentice or International students).*

**Seneca College** reported to the Ministry the total Headcount enrolment in 2010-2011 = 15,803.

Please indicate the number of students aged 18-24 (age as of November 1, 2010) from the total Headcount enrolment reported by **Seneca College** to the Ministry for 2010-2011 = 12,048.

Please indicate the number of students aged 25+ (age as of November 1, 2010) from the total Headcount enrolment reported by **Seneca College** to the Ministry for 2010-2011 = 3,592.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2010) enrolled at **Seneca College** in 2010-2011 = 228.

\*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

Audit Fall Total=15,868 (12,048 + 3,592 + 228)

The correct total head count enrolment in 2010-11 should be 15,868. This headcount is the full time funded students as of November 1, 2010 excluding second career, apprentice, international and Collaborative Nursing students. Our total PSE including full time and part time activities in November 2010 is 17,070. Full time head count for students taking 66% of the course load or 70% of the contact hours is 93% of our total PSE activities. Seneca has 1202 part-time PSE students taking less than 66% of the course load or 70% of the contact hours.

The use an enrolment figure incorporating the Fall, Winter and Summer semester numbers (as opposed to only Fall), would serve as a more accurate reflection of the utilization rate in those institutions running larger summer semester activities as part of their full-time PSE activity.



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 2010-2011 to manage enrolment.

In July, 2010 Seneca established an Enrolment Management Group, with broad representation including Registration, Marketing, Recruitment and Office of the VPA, to co-ordinate efforts to manage enrolment. This group meets regularly to monitor application and enrolment data, as well as activities to increase quality applications and to manage growth at the College.  
Seneca's Fall 2010 full-time enrolment of 20,945 was the highest in the College's 44-year history.

**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 the institution's annual report to the Ministry for the Accessibility Fund for Students with Disabilities Fund (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.*

For the following, please include Full-Time and Part-Time, but not Second Career, Apprentice or International students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at <b>Seneca College</b> who registered with the Office for Students with Disabilities and received support services in 2010-2011= <b><u>1,814</u></b></p> <p>Full-Time Students with Disabilities as a percentage of Full-Time Enrolment at <b>Seneca College</b> in 2010-2011 was: (calculation based on the total number of Full-Time Students with Disabilities (<b><u>1,814</u></b>) provided above by <b>Seneca College</b>, divided by <b>Seneca Colleges</b> 2010-2011 Full-Time Enrolment Headcount (<b><u>15,803</u></b>)) = <b><u>11.5%</u></b></p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at <b>Seneca College</b> who registered with the Office for Students with Disabilities and received support services in 2010-2011 = <b><u>85</u></b></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at <b>Seneca College</b> in 2010-2011= <b><u>4,620</u></b></p> <p>Full-Time First Generation Students as a percentage of Full-Time Enrolment at <b>Seneca College</b> in 2010-2011 was: (calculation based on the total number of Full-Time First Generation Students (<b><u>4,620</u></b>) provided above by <b>Seneca College</b>, divided by <b>Seneca Colleges</b> 2010-2011 Full-Time Enrolment Headcount (<b><u>15,803</u></b>)) = <b><u>29.2%</u></b></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at <b>Seneca College</b> in 2010-2011 = <b><u>471</u></b></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at <b>Seneca College</b> in 2010-2011= <b><u>804</u></b></p> <p>Full-Time Aboriginal Students as a percentage of Full-Time Enrolment at <b>Seneca College</b> in 2010-2011 was: (calculation based on the total number of Full-Time Aboriginal Students (<b><u>804</u></b>) provided above by <b>Seneca College</b>, divided by <b>Seneca Colleges</b> 2010-2011 Full-Time Enrolment Headcount (<b><u>15,803</u></b>)) = <b><u>5.1%</u></b></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at <b>Seneca College</b> in 2010-2011 = <b><u>12</u></b></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 -

Seneca's 2010-2011 Full-time Enrolment Headcount should be revised from 15,803 to 15,868 (as per Section 1. Enrolment).

FIRST GENERATION:Based on the Fall Background Data Questionnaire which is administered to 1st semester students. Derived from responses on 'the highest level of education completed by mother/guardian and father/guardian'.

ABORIGINAL(Self-report): Calculated based on KPI Student Satisfaction Survey [college-specific question].

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving <b>Seneca College's</b> initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by the institution 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 2010-2011, which contributed to maintaining or improving <b>Seneca College's</b> initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by the institution 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 2010-2011, which contributed to maintaining or improving <b>Seneca College's</b> initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>
<p>This year the Counseling and Disabilities office has worked in partnership with the Library Services at Seneca to increase the availability and enhanced quality of the selection of electronic books and alternate format tests for students with disabilities.</p>	<p>First Generation Services was established in December 2010 within Student Services, developing collaborative relationships with the following service areas: The Learning Center, Smile Mentorship program, Career Services, Student Services, The Leadership Program and Aboriginal Services. These partnerships resulted in enhanced services such as: Job Fair Prep Rooms, Financial Literacy Workshops, Faculty Led Group Tutoring and various Leadership workshops. Combined, these services identified 465 First Generation students in one quarter actively involved in these areas.</p> <p>Seneca college agreed to pilot the first joint venture between Starfish and Intelliworks Software. The intention behind this combination is to improve retention rates of students overall and increase access to essential services at the college.</p>	<p>Seneca College is proud to announce the establishment of a \$20,000 Metis student Bursary &amp; Scholarship. First Peoples@Seneca has developed a strong working relationship with the Metis Nation of Ontario, leading to financial initiatives for Metis students. Metis students can apply for the Metis Student Bursary Program (MSBP) at the Financial Aid Office.</p> <p>Gary Lipinski, President of the Metis Nation of Ontario and David Agnew opened the new office space of First Peoples@Seneca.</p>

**3) Compliance with the Student Access Guarantee (SAG) in 2010-2011**

Through its signed MYAA, **Seneca College** committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

*\*NOTE: SAG data as of June 9, 2011*

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
<b>Expenditures for Tuition / Book SAG Amount</b>	\$1,217,146	888
<b>Other SAG Expenditure to Supplement OSAP</b>	\$2,568,536	3,129
<b>TOTAL</b>	\$3,785,682	4,017

Did **Seneca College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?

**Yes**

#### 4) Participation in the Credit Transfer System

The following data is per the College Graduate Outcomes Survey:

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)
2006-2007	4,091	489	12%	44,309	3,449	7.8%
2007-2008	3,820	428	11.2%	44,622	3,510	7.9%
2008-2009	3,793	401	10.6%	43,086	3,145	7.3%
2009-2010	3,426	360	10.5%	40,388	2,725	6.7%
2010-2011	4,147	416	10%	50,622	3,355	6.6%

Per the College Graduate Outcomes Survey for 2009-2010 and 2010-2011 (based on 2008-2009 and 2009-2010 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 Survey for 2010-2011 (based on 2009-2010 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **79.2%**.

*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. The Ministry anticipates that, as data collection systems in institutions evolve, this data will become more complete. The Ministry is developing long-term indicators for credit transfer in consultation with the sector.*



Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2010-2011, 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 the institution 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.) :

The Degree and Credit Transfer Office focused on the development of partnerships and transfer pathways between new and existing partners both provincially and internationally. An articulation agreement was signed with the University of Toronto and our Liberal Arts Diploma program (LAT) which expanded to include negotiations between the School of Liberal Arts and the University of Toronto – Scarborough Campus. Further detailed preparations began to unfold surrounding an Agreement between York University's Bachelor of Education, concurrently with Seneca's Bachelor of Technology Degrees. Seneca also reviewed the organizational structure through which partnership development was being executed, and established a dedicated Chair position for Academic Partnerships, who sits as CollegeLead on the CUCC Innovation Fund Course by Course Transfer initiative on General Arts and Sciences Electives panel.

From 2006-2011, stronger pathways have led to an increasing number of students entering Seneca degrees after graduating from our own diploma programs, leading to a declining percentage enrolling in an Ontario university over this time period.

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

Seneca continues to provide support services to students by offering in-person, email and telephone e advisement at each of the four main campuses, liaising with partners and advocating for students and program areas. Transitional supports are also in place for students who pursue formalized agreements such as the UofT/LAT pathway, guiding students from admission, to acceptance and enrollment.

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

The Degree and Credit Transfer Office hosted University and Degree Information Fairs at three of Seneca's main campuses, with over 40 partner institutions in attendance promoting transfer pathways to current students. In order to continue to provide access to information, we also invited partners to set up information tables, and worked with them to coordinate information sessions. In addition, a Fast Track to York day was held at our main campus for students who had applied to York and had questions regarding their application, needed to submit documents or, if they met all eligibility criteria, were granted on the spot admission. This style of event was piloted for our own Diploma to Degree students. All formalized agreements are promoted both online and in a print version of our Annual Degree Transfer Guide. Dedicated staff have been selected to update all transfer pathways for the new ONTransfer site.

**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.*

Please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **Seneca College** in 2010-2011 using the calculation indicated above:

**1<sup>ST</sup> YEAR CLASSES:**

Class Size	Number of Sections	As a Percentage of All 1 <sup>st</sup> Year Sections
Fewer than 30 students	2,410	46.5%
30 to 60 students	2,720	52.4%
61 to 100 students	57	1.1%
101 to 250 students	0	0%
251 or more students	0	0%
Total	5,187	100%

**2<sup>nd</sup> YEAR CLASSES:**

Class Size	Number of Sections	As a Percentage of All 2 <sup>nd</sup> Year Sections
Fewer than 30 students	993	45.5%
30 to 60 students	1,145	52.5%
61 to 100 students	43	2%
101 to 250 students	2	0.1%
251 or more students	0	0%
Total	2,183	100%

**3<sup>rd</sup> YEAR CLASSES:**

Class Size	Number of Sections	As a Percentage of All 3 <sup>rd</sup> Year Sections
Fewer than 30 students	269	57.7%
30 to 60 students	190	40.8%
61 to 100 students	7	1.5%
101 to 250 students	0	0%
251 or more students	0	0%
Total	466	100%

**4<sup>th</sup> YEAR CLASSES (if applicable):**

Class Size	Number of Sections	As a Percentage of All 4 <sup>th</sup> Year Sections
Fewer than 30 students	51	68%
30 to 60 students	24	32%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	75	100%

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

Seneca's Student Information System includes full-time day courses and Faculty of Continuing Education courses. The courses are categorized as Professional or Special Interest and they are also flagged as Class or Lab. Each course also has a field that holds the total number of students in the class. The query used to generate the report selected Professional, Full-time Day courses that were categorized as Class for the specified academic year. The Total Number of Students field was used on each course on the database to summarize the course totals as per requested categories.

Please provide one or more highlights, in the space provided below, of a **Seneca College** activity in 2010-2011, which contributed to maintaining or improving **Seneca College's** class size 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 introduced Infosilem at the King Campus. This system had already been in place at Newnham to assist in managing classroom scheduling. This has allowed for best practices from the experience at Newnham to be utilized in order to ensure greater efficiency elsewhere at the College.

Seneca's new KIP building at the Newnham Campus provides increased flexibility for innovative scheduling through the creation of a new multi-purpose auditorium for 240 students that can be turned into a conference room or two 120 seat classrooms. The building also features several double-sized classrooms, and smaller breakout rooms.

Seneca's new Academic Plan is being developed with a commitment to increased support for hybrid learning and online technologies.



## **6) eLearning**

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the Government of Ontario announced the creation of a new Ontario Online Institute (OOI). In spring 2010, the Ministry conducted a 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 currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Online Ontario Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

### **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 2010-2011 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.*

<b>COURSES</b>	<b>Ontario College Credential*</b>	<b>Other Credential*</b>
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	157	97
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	0	0
<b>Total # of Ministry-funded courses offered through the above eLearning formats</b>	157	97
<b>PROGRAMS</b>	<b>Ontario College Credential*</b>	<b>Other Credential*</b>
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	10	22
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
<b>Total # of Ministry-funded programs offered in the above eLearning formats</b>	10	22
<b>REGISTRATIONS</b>	<b>Ontario College Credential*</b>	<b>Other Credential*</b>
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	10800	2061
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
<b>Total # of registrations in Ministry-funded programs offered in the above eLearning formats</b>	10800	2061

\*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.

Tables Used: TIMETABLES , CURRSUB

Step 1. Extraction based on the TIMETAB\_ROOM column in the TIMEABLES table. If the selected subject (for given year and semester) only contains TIMETAB\_ROOM = 'ONLINE'; this subject consider as an Online subject.

Step 2. If the selected subject contains more than one record (for given year and semester) and for column TIMETAB\_ROOM one record(s) contain value 'ONLINE' AND other record(s) contain value "Any room number " e.g. . B3044; this subject consider as a Hybrid subject.

Step 3. After getting those results from Step 1 and Step 2 we need to use the CURRSUB table to get number of register students

Note that hybrid course numbers were also gathered as part of these queries, for reference purposes, but not included in the MYAA Course, Program, Registration data as per the specifications.

**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 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 2010-2011.

The Hybrid Learning Initiative 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, it focuses on enhancing subjects currently being taught in a hybrid mode and redesigning selected subjects to enhance student engagement, improve instructional effectiveness, and increase flexibility of subject offerings for both students and faculty.

The hybrid model of teaching and learning is a deliberate and carefully considered regularly scheduled combination of in-class and online learning. The schedule, set before the start of the semester, attends to the learning outcomes, subject and learning needs, available technology tools and the abilities and competencies of both the professor and students.

A newly designed Hybrid Guide has been developed at Seneca in order to improve the development of new hybrid courses, as well as 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. Also, a Hybrid Teaching and Learning Community site has been created to facilitate the redesign and development process.

Please provide one or more highlights, in the space provided below, of a **Seneca College** activity in 2010-2011, which contributed to maintaining or improving **Seneca College's** eLearning 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's institutional capacity to deliver online programming was assessed as part of a recent, successful review for the Postsecondary Education Quality Assessment Board (PEQAB). The report from the Quality Assessment Panel indicated that Seneca met or exceeded each of the four PEQAB standards relative to Program Delivery, Capacity to Deliver, Academic Freedom and Integrity, and Student Protection.

Following the expiry of Seneca's eLearning Plan and Academic Plan, the College has committed to the development of one, consolidated Academic Plan, which integrates hybrid/online learning and the use of mobile technologies as a fundamental premise.



## **7) International**

### **7.1 Initiatives**

Please identify emerging markets for International Students (i.e. countries who are not represented in **Seneca College's** current top five source countries for International Students, as shown in International Enrolment section below) in which **Seneca College** actively engaged in recruitment activities in 2010-2011:

Vietnam
Turkey
Mexico

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 2010-2011:

- Outbound students\* = 59  
\*DEFINITION: *Outbound students* are students who pay tuition at an Ontario college/university for credit received for study/work abroad.
- Inbound students\* = 2  
\*DEFINITION: *Inbound students* are international students registered at an Ontario college/university to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Seneca College** in 2010-2011 = **\$36,951,474**

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 2010-2011 = **\$806,812**

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which **Seneca College** delivers courses and/or programs **abroad (outside of Canada)** in 2010-2011, including city, country, programs offered, and total enrolment in each program offered at each campus:

<b>Campus Name</b>	<b>City/Municipality/Country</b>	<b>List all programs offered at the campus in 2010-2011</b>	<b>Provide 2010-2011 total enrolment in each program offered listed in this table</b>
Ghangzhou Civil Aviation	Guangzhou / China	Network & Programming	6
Guangzhou Civil Aviation	Guangzhou / China	CET	6
Guangzhou Civil Aviation	Guangzhou / China	Tourism & Travel	10
Daewon	Korea / Korea	Tourism & Travel	59

## 7.2 Enrolment

In 2010-2011, **Seneca College** reported to the Ministry the following top 5 source countries for international students:

	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	976	38%
2.	India	533	20.7%
3.	South Korea	332	12.9%
4.	Russia	66	2.6%
5.	Japan	32	1.2%

**Seneca College** reported to the Ministry that International Enrolment\* in 2010-2011 = **2,569**

*\*DEFINITION: International Enrolment is the headcount of Full-Time international students at the institution, 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.

The number of full time international students from source country is from the "Country of Citizenship" data included in the OCAS upload files. This field is a self-identify field, i.e. Not validated. It should be noted that the Full Time Enrolment Headcount used to calculate Full Time International Enrolment as a comparative percentage includes only funded students. When adjusted to include full time international students in the denominator, the corrected calculation is as follows: Full-Time International Enrolment (2,569), divided by Seneca College's 2010-2011 FULL TIME ENROLMENT(18,372): 13.98%

Full-Time International Enrolment as a comparative percentage of Full-Time Enrolment at **Seneca College** in 2010-2011 was: (calculation based on the total number of Full-Time International Enrolment (**2,569**), divided by **Seneca College's** 2010-2011 Full-Time Enrolment Headcount (**15,803**)) 16.26 %

Please provide **Seneca College's** 2010-2011 Part-Time International Student Enrolment = 242

### 7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **Seneca College** in 2010-2011 = 1,386

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Seneca College** used in 2010-2011 to create pathways for *International students* from **Seneca College's** ESL programming to postsecondary studies.

The number above represents students enrolled in one of three institutional strategies designed to provide English as a Second Language support for international students. This three-pronged strategy includes English for Academic Purposes, the English Language Institute, as well as courses offered through the Faculty of Continuing Education.

The English Language Institute (ELI) is an 8-level Intensive English Program (IEP) based on 25 hours of English per week (20 class and 5 lab) and 7 weeks per level, with multiple intakes throughout the year. Based on a rolling average per semester for academic year 2010-11, the total annual student count is estimated at 1,317. 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.

ELI students are granted conditional admissions to many full time programs, based on successful completion of the ELI. In addition, in the upper levels of the ELI, levels 6, 7 and 8, ESL class hours drop to 16 hours per week to allow Diploma bound 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, or they will take a General Education course required by all program areas. When students graduate from Level 8, they will have earned between 1 and 4 Seneca College 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.

Finally, successful ELI students were previously only granted conditional admission to Diploma programs. They had to present TOEFL, IELTS or CAEL scores for Degree and Graduate Certificate programs. Our new pathways from ELI Level 8 include conditional admission with the following provisions:

- Diploma programs: pass = 60%
- Degree programs: pass = 70% and a pass ELI950 \*
- Graduate Certificate programs: pass = 80% and a pass in ELI950 \*

\* an advanced college skills class that includes observations in Degree and Graduate Certificate programs

Average ELI enrolment per semester, for academic year 2010 - 2011:

Summer 2010: 431

Fall 2010: 586

Winter 2011: 470

Our EAP curriculum provides an intensive delivery model (five or ten hours per week) for students (international or domestic) whose post-admissions placement results are at the ESL level. Students have the option of continuing in the EAP curriculum and exiting with an Ontario College Certificate, or continuing in a post-secondary program.

Students may also choose to access individual ESL courses through the Faculty of Continuing Education on a year-round basis, to supplement their full-time programming, to get a head start and/or for remedial purposes.

Please provide one or more highlights, in the space provided below of a **Seneca College** activity in 2010-2011, 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.

The ELI offers customized programming to groups both in Toronto, Canada and abroad. Recent programming has included government officials studying English and administration, business leaders studying business English, TESL workshops for ESL teachers, short programs for young adults combining ESL and Seneca class visits, and the Summer Institute which is a 4-week program combining Canadian culture and language studies with activities and trips.

**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 a 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 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, **Seneca College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

**Seneca College** confirmed in its 2009-2010 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 2010-2011, **Seneca College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

**Seneca College** confirmed in its 2009-2010 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **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 2010-2011: 717,122

Please provide one or more highlights, in the space provided below, of a **Seneca College** activity in 2010-2011, 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.

In the 2010-11 year, Seneca reviewed existing BPS Vendor of Record arrangements when considering the procurement of goods and services. The ability to lever existing arrangements leads to greater efficiencies in procurement.

**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 two new directives (procurement and expenses), establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act, 2010* provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including colleges, to establish rules on perquisites.

**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.

Given the proclamation date of April 1, 2011, **Seneca College** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Seneca College** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Seneca College** adopted in 2010-2011 to prepare for compliance.

Seneca formally adopted the supply chain code of ethics. This policy was presented and approved by the Board of Governors. The College adheres to these ethics when procuring goods and services.  
Seneca's procurement policy was reviewed against the mandatory requirements of the BPS Procurement Directive. The Policy was revised to ensure full compliance with revised provisions of the Directive.



**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.

Given the proclamation date of April 1, 2011, **Seneca College** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Seneca College** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Seneca College** adopted in 2010-2011 to prepare for compliance.

Seneca's Expense Policy Framework was reviewed and updated to incorporate provisions in the Directive. The mandatory requirements are incorporated into the revised 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.

Given that the effective date for compliance is August 2, 2011, **Seneca College** is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require **Seneca College** to attest that it is in compliance with this Directive.





## 9) Space Utilization

**Seneca College** indicated in its 2009-2010 MYAA Report Back that it had a Space Utilization planning process in place to assess and optimize academic space utilization.

Please provide one or more highlights, in the space provided below, of a **Seneca College** activity in 2010-2011, which contributed to maintaining or improving **Seneca College's** space utilization 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.

For the first time in its history, Seneca initiated the development of master plans for buildings, programs and natural environments at the Newnham, Markham and King campuses. The College retained the national design firm Dialog to facilitate the research, architectural planning, program review and interviews required for the master plans. Incorporating extensive consultation with Seneca's stakeholders, this is a timely project that has the capacity to render and deliver a vision for Seneca that will enhance how students, employees and visitors experience the College.

Seneca's summer enrolment continued to grow, reaching 7,635, maintaining the College's policy to increase enrolment in full-time post-secondary during the summer semester. Combined with continuing education enrolment, we believe that Seneca's utilization rate of classrooms and labs remains unmatched by any other major post-secondary institution. The standard usage of the Fall enrolment figure as a proxy for a College's enrolment serves to undervalue the utilization rate in those institutions running larger summer semester activities as part of their full-time PSE activity.

In addition, the summer semester is used for head start, catch up and remedial activities for students, as well as summer institutes in collaboration with industry partners.



**10) Student Satisfaction**

Per the KPI results reported in 2010-2011, 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" = **85.1%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Seneca College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **77%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Seneca College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **65.5%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Seneca College** for KPI Question #45 "The overall quality of the services in the college" = **65%**

Please provide one or more highlights, in the space provided below, of a **Seneca College** activity in 2010-2011, which contributed to maintaining or improving **Seneca College's** student satisfaction 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 created the Dean of Students position to ensure a focus on student success in all activities at the College. The Dean of Students leads a team of approximately 100 professionals at the college whose focus is working within and across departments of the college to create the conditions for student success. Ensuring that students have access to the information, tools and resources they need to achieve their personal and academic goals is a priority for the team, while also creating opportunities for students to engage in co-curricular activities and programs that enhance their development of knowledge and skills to transition into their careers of choice.



**11) Graduation Rate**

Per the KPI results reported in 2010-2011, the graduation rate\* at **Seneca College** = 54.6%

Please provide one or more highlights, in the space provided below, of a **Seneca College** activity in 2010-2011, which contributed to maintaining or improving **Seneca College's** graduation rate 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.

For the past several years, Seneca's Academic Plan has committed the College to developing increased pathways for students seeking higher credentials, and redirection opportunities for those who do not meet admissions criteria or are struggling with diploma curriculum.

For example, after considerable analysis of the student demographics in the Business Fundamentals program, a formal program modification was developed and approved by Seneca's Board of Governors and MTCU, resulting in the creation of our refocused Pre-Business program.

The Learning Centres, operated within the Centre for Academic Excellence, provide free tutoring services to Seneca students to help them in their academic studies. Located at our King, Markham, Newnham and Seneca@York campuses, they provide tutoring for students in English, mathematics and selected introductory and gateway subjects specific to programs offered at the College. The Learning Centres provide various approaches to tutoring, including one-on-one sessions, group tutoring, workshops and supplemental instruction by appointment on our web-based appointment booking system and drop-ins. To assist students in developing learning strategies and skills essential to success in their chosen program, individual and group sessions in study skills, time management, self-discipline, test taking, etc. are also offered.

## **12) Graduate Employment Rate**

Per the KPI results reported in 2010-2011, the graduate employment rate, 6 months upon graduation, at **Seneca College** = **78.1%**

Please provide one or more highlights, in the space provided below, of a **Seneca College** activity in 2010-2011, which contributed to maintaining or improving **Seneca College's** graduate employment 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.

Given the relationship between co-op and employment, Seneca has continued to expand these opportunities for students. Seneca's co-op database has grown to almost 3000 employers, with active recruiting in each academic semester leading to almost 1000 co-op students per year. Co-op employers are considered "partners in education" as they participate in on-campus activities and as speakers in class. A significant number of co-op employers are nominated by students for the Co-op Mentor of the Year award, presented to supervisors who go above and beyond in ensuring that co-op students' work term experiences are meaningful ones which will serve them well into their future careers.

### 13) Student Retention

The table below has been pre-populated with the results from **Seneca College's** 2009-2010 MYAA Report Backs. Please identify **Seneca College's** achieved results for 2010-2011 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).

	Retention Rate Achieved for 2009-2010	Retention Rate Achieved for 2010-2011
1st to 2nd Year	<b><u>67.3%</u></b>	2010 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>4,881</u> $\div$ 2009 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>6,478</u> x 100 = <u>75.3%</u>
2nd to 3rd Year	<b><u>82.4%</u></b>	2010 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>1,632</u> $\div$ 2009 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>1,900</u> x 100 = <u>85.9%</u>
3rd to 4th Year	<b><u>91.7%</u></b>	2010 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>236</u> $\div$ 2009 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>261</u> x 100 = <u>90.4%</u>

\*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.

1- 2010 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs= (B/A)\*100

where,

A= Nov 1, 2010 2nd Year (Sem3 + Sem4) full-time enrolment headcount for all 2-,3- and 4-year programs.

B= B= Nov 1, 2009 1st Year (Sem1 + Sem2) full-time enrolment headcount for all 2-,3- and 4-year programs.

2- 2010 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs= (D/C)\*100

where,

C= Nov 1, 2010 3rd Year (Sem5 + Sem6) full-time enrolment headcount for all 3- and 4-year programs

D= Nov 1, 2009 2nd Year (Sem3 + Sem4) full-time enrolment headcount for all 3- and 4-year programs.

3- 2010 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = (F/E)\*100= (F/E)\*100

where,

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

F= Nov 1, 2009 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 a **Seneca College** activity in 2010-2011, which contributed to maintaining or improving **Seneca College's** retention 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 continues to provide leadership in the College Math Project (CMP), a collaborative program to analyze the math achievements of first-year college students, and deliberate with members of college and school communities about ways to increase student success. CMP 2010 focused on the need for a broader forum of discussion, the need for increased collaboration between schools and colleges to align curriculum and instructional systems, and integrating foundational "learning skills" to better prepare students for higher levels of education.

Modeled on CMP, Seneca developed the College English Project (CEP) to analyze and address underachievement and barriers created by poor literacy skills. Combined with several literacy pilots sponsored by CAE, recommendations flowing from CEP will inform institutional strategies for the new Academic Plan.

Seneca played a leadership role in the Early Leavers Study to ascertain the factors behind students leaving college before graduation. Preliminary findings were presented to the Canadian Institutional Researchers and Planners Association.

#### **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 2010-2011 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.)**

In June, 2010 an academic reorganization at Seneca created the Centre for Academic Excellence (CAE), to focus on program planning, new program development, program review, instructional design, innovation in curriculum, eLearning leadership and faculty support in educational technologies and pedagogy. The Associate Vice President Academic - Educational Excellence position was created to provide senior leadership to the CAE, which is providing strategic opportunities for educational innovation, peer collaboration and support, and transformative teaching and learning strategies.

Seneca created the Dean of Applied Research and Scholarship position to ensure a viable future of applied research and scholarship within the College. The Dean acts as a resource to assist potential and active researchers at the College through all stages of the research process, as well as to foster applied research and scholarly activities in teaching and learning in order to facilitate the development and implementation of innovative policies and practices.

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

This year, a College-wide model for new student orientation was piloted, which integrated student services and student government initiatives with program-specific activities, faculty and staff start up meetings etc.

For the second consecutive year, strategic initiatives investment was provided to the faculties in response to outreach and quality enhancement proposals, including industry and alumni panels, career nights, student competitions sponsored by advisory committees, etc.

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

The College is continuing to provide central funds for Innovation Projects designed to support new modes of teaching and learning and innovation in the classroom. New models of tutoring, in addition to past successes with one on one delivery, are being introduced, including targeted workshops and seminars in high demand subjects. The College is developing models to facilitate improved tracking and data for student usage of these supports.



## 15) Ten Percent Reduction in Executive Office Costs for 2011-2012

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of **Seneca College's** Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is **Seneca College's** 2010-2011 budget for their executive offices.



**Seneca College** confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.



**Attestation:**



**Seneca College** confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from **Seneca College's** Executive Head or Board of Governors.

**Contact:**

Please provide the contact information for the representative at **Seneca College** to whom public inquiries can be directed regarding **Seneca College's** 2010-2011 MYAA Report Back:

- Name: Ronan
- Telephone: Wilson
- Email: [ronan.wilson@senecac.on.ca](mailto:ronan.wilson@senecac.on.ca)

Please indicate the address on **Seneca College's** website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

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