

Organization : Seneca College

Submission Period : SMA - Strategic Mandate Agreement College Annual Report 2014-2015

STRATEGIC MANDATE AGREEMENT (SMA) - COLLEGE

2014-2015 Report Back

Introduction

The 2014-2015 Strategic Mandate Agreement (SMA) Report Back begins the transition to a new phase of college and university accountability reporting under the SMAs.

The SMAs between individual colleges and the Ministry of Training, Colleges and Universities (the ministry) outline the role that each college currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the college are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2014-2015 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

The annual SMA Report Back provides the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions in supporting student success, while continuing to build a high-quality and sustainable postsecondary education system.

1. Jobs, Innovation & Economic Development (JIED)

This component highlights Seneca College's collaborative work with employers, community partners and regions, or at a global level, to establish the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

In 2015, the ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

1a. Graduate Employment

Per the KPI results reported in 2014-2015:

The employment rate for 2014-2015 graduates, 6 months after graduation, at Seneca College was:

Percentage

77.50

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Seneca College used in 2014-2015 to measure graduate employment rate.

Seneca's Strategic Mandate Agreement submission includes a recommendation that the ministry implement new data collection tools to better track graduate outcomes. One proposed initiative associated with this recommendation was the expansion of the KPI Graduate Satisfaction Survey to track employment rates two years after graduation.

In response to the need for better tracking of graduate outcomes, Seneca, along with five other colleges, participated in a pilot study to collect data two years following graduation. Preliminary analysis of this data was conducted and results were presented at a Canadian Institutional Research and Planning Association (CIRPA) conference in Fall 2014. The study findings suggested that data collected two years post-graduation provide a better representation of graduate success with more graduates employed, employment rates improved, and an increase in the number of graduates employed in fields related to their program of study.

Seneca commends the ministry for introducing the system-wide collection of data two years post-graduation.

It is also important to note that a number of Seneca programs emphasize self-employment and entrepreneurship. Graduates of these programs who are working in their fields might not necessarily report as being employed given their status at the time of the survey outreach (e.g. a graduate of our Acting for Camera and Voice program between acting jobs).

1b. Employer Satisfaction Rate

Per the KPI results reported in 2014-2015:

The Employer Satisfaction rate for 2014-2015 graduates, 6 months after graduation, at Seneca College was:

Percentage

88.60

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Seneca College used in 2014-2015 to measure Employer Satisfaction rate.

Seneca does not use any methods in addition to the KPI survey results to measure Employer Satisfaction rates.

1c. Employment in a Related Job

Per the results reported in the 2014-2015 Employment Profile for 2013-2014 graduates:

Percentage

The number of graduates that were employed full-time in a related job at Seneca College was:

42.40

Additional Information

Please indicate any methods, in addition to the Employment Profile for 2014-2015, that Seneca College used in 2014-2015, to measure the number of graduates employed in a full-time related job.

In 2014-15, Seneca completed a pilot study of graduate outcomes two years after graduation (Please see Question 1a – Additional Information).

Highlights

Please provide highlights of Seneca College's collaborative work with employers, community partners and regions, or at a global level, to establish the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market (up to 600 words approx.).

In 2014-15, Seneca demonstrated its commitment to collaborative work with employers and community partners both regionally and globally. Seneca fostered economic development and served the needs of the economy and labour market by advancing applied research with industry, supporting student entrepreneurship, and developing graduate certificates. Seneca also fostered social development and served the needs of students by forging new agreements with postsecondary institutions locally and globally.

In 2014-15, 108 faculty and 422 students participated in applied research activities along with 27 new industry partners. Seneca's Centre for Development of Open Technology (CDOT) participated in the Connected Health and Wellness Project -- a collaboration between 16 Ontario private sector, academic and not-for-profit research partners. CDOT leveraged Bluetooth technology to connect medical devices with mobile devices, allowing for results to be instantly loaded onto a patient's phone while the Faculty of Communication, Art and Design developed videos promoting healthy lifestyles. Faculty and students worked with Firefox on an applied research project to develop a tool to allow subtitles, translations and other text to display alongside online videos.

In September 2014, Seneca launched a youth entrepreneurship initiative that provided youth with the opportunity to develop their own business ventures related to personal health products or services. Health Entrepreneurship and Lifestyle Innovation Xchange (HELIX) gives students and youth the opportunity to develop entrepreneurial skills and take their business ideas to the next level with access to mentors, leading-edge incubator workspace and other start-up resources.

Seneca's SMA includes a commitment to developing graduate certificate programs that are responsive to industry needs and build on areas of institutional strength. 12 new graduate certificates were developed in a wide range of high-demand fields including Airline Pilot Flight Operations, Clinical Research, Coronary Care Nursing, Mental Health Intervention, and a suite of graduate programs in business analytics.

In 2014-15, Seneca partnered with York University to submit an application for a new York Region campus with joint and collaborative degree programs that will expand access to students in the region. Seneca forged new partnerships with institutions globally, including an agreement with an association of nursing schools in China to promote greater cooperation with Chinese faculty and students studying at Seneca. A new agreement was signed with Mangalam Group of Institutions in India to provide qualified computer applications students the opportunity to further their studies in Seneca's Bachelor of Technology - Software Development program. An MOU with EMPI Business School in India will pave the way for the development of a joint post-graduate program in social media and business while an agreement signed with the Indian Institutes of

Technology Alumni Canada will bolster entrepreneurship development activities and facilitate partnerships between Seneca and Indian educational institutions. Seneca and the Government of Saint Christopher (St. Kitts) and Nevis signed an MOU to provide the country's citizens with the skills and education to pursue careers in construction, technology, trade and tourism.

Seneca strengthened its relationship with industry partner Siemens and signed an MOU focused on Mechatronics programs to equip graduates with the skills to work with computer-controlled electromechanical systems across industries. Siemens and Seneca committed to establishing a framework of co-operation to enhance educational curriculum, training programs, and applied research at the College. The Siemens Mechatronic Systems Certification Program will offer a relevant industry skills certification to students enrolled in Seneca's electronics and mechanical programs and workers seeking skills enhancement.

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture Seneca College's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

2a. Student Satisfaction

	Percentage
Per the Key Performance Indicator (KPI) results reported in 2014-2015, the student satisfaction rate at Seneca College for KPI question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career"	83.90
Per the KPI results reported in 2014-2015, the student satisfaction rate at Seneca College for KPI question #24 "The overall quality of the learning experiences in this program"	75.80
Per the KPI results reported in 2014-2015, the student satisfaction rate at Seneca College for KPI question #39 "The overall quality of the services in the college"	57.40
Per the KPI results reported in 2014-2015, the student satisfaction rate at Seneca College for KPI question #49 "The overall quality of the facilities/resources in the college"	69.30

Additional Information

Please indicate any methods, in addition to the KPI survey results, that Seneca College used in 2014-2015 to measure student satisfaction.

In addition to the Student Satisfaction Survey, Seneca administered a Student Feedback Questionnaire to all full-time students. The survey asked students 21 questions about their overall classroom and learning experience. Class-by-class results were shared with faculty and program chairs, with aggregate results reviewed by the dean responsible for the area. A similar questionnaire was administered to students enrolled in courses through the Faculty of Continuing Education. Although not required by the ministry, Seneca also used the data to determine student satisfaction rates for international students.

Highlights

Please provide highlights of Seneca College's activity in 2014-2015 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by Seneca College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Seneca has committed to transforming its student experience by streamlining administrative processes and support services, enhancing communication with applicants and

students, and implementing an integrated student advising model by 2017. Initiatives undertaken in 2014-15 aimed to support students from the applicant stage through to graduation with an emphasis on increasing student satisfaction.

In 2013-14, a task group on Student Experience mapped the business processes of the front-end student experience and identified opportunities for further study, automation, streamlining and process integration. As a result of this review, a new student service model is in development with an emphasis on simplifying services and creating better student experiences.

Seneca committed to revamping the 'Experience Seneca' new student orientation program, to provide students with more support and information related to their program of study. As a result, a new Introduction to Seneca Studies course was developed and launched in three Faculty of Business programs in Fall 2014. A renewed Experience Seneca program was successfully launched college-wide, integrating programming to support the transition of thousands of new students to the College.

Expanding our programming in student services resulted in a 25% increase in student participation in services, including Foundations for Success workshops, Career Services offerings, Students Mentoring in Life and Education (SMILE) mentoring program and Success@Seneca. These programs focused on increasing student engagement, persistence and graduation rates by connecting students with peer mentors, providing tutoring and advisement, and helping students to make smooth transitions into post-secondary. A new, wrap around student advising model was developed that focused on increasing both student satisfaction and retention complements for these existing support programs.

Seneca students also benefited from an increased number of cross-cultural and international experiences. In 2014-15, Seneca worked with seven new partner institutions to offer study/volunteer abroad opportunities. During the reporting period, Seneca students participated in exchanges and co-op placements in Belgium, England, Japan, Singapore, Hong Kong, St. Lucia, India, and Pakistan.

Teaching and learning technology across Seneca's campuses was enhanced with audiovisual upgrades made to 132 e-classrooms across the College. Internet connection capacity across Seneca doubled and wireless coverage increased across campuses, significantly improving college-wide Internet access times. Upgrades to laboratories also contributed positively to student experiences on-campus.

In March 2015, Seneca launched its transformational i3 (Information, Integration and Innovation) Enterprise Resource Planning system which included three major components — Student, Human Resources and Finance. The new system significantly streamlined and improved the College's business processes. The Student system, in particular, represents a step forward for Seneca and how the College interacts with students. This has been aided by a new Constituent Relationship Management (CRM) tool. The CRM has enhanced the College's ability to communicate with prospective and current students and has enabled better tracking and more effective communication with donors, alumni, industry partners and other key stakeholders.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates

Per the KPI results reported in 2014 , the graduation rate at Seneca College is

Percentage

60.40

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Seneca College used in 2014-2015 to measure graduation rate.

Seneca prepared the interim and preliminary KPI graduation rate calculations both one year and two years prior to submission to the ministry. All transcripts of non-graduating students were reviewed for accuracy.

Highlights

Please provide highlights of Seneca College's activity in 2014-2015 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by Seneca College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Seneca's SMA highlights the College's increased focus on improving graduation and retention rates through the program review process and through enhancements to student services. Building on research completed by Seneca's Graduation and Retention Task Group in 2013, a "Retention Scorecard" was developed in Fall 2014 that outlined a program's graduation rate, its retention ranking relative to other Seneca programs, a four year retention rate analysis, the number of retained students required to meet Seneca's first year retention target, pass/fail rates for first and second semester courses, and select KPI student satisfaction survey results for the program.

A number of Seneca programs were selected to participate in an additional level of program review and to develop targeted action plans with strategies to increase retention and graduation rates. Strategies to increase retention and graduation rates included reviews of program hours to align with sector standards, the addition of summer courses to enable students to complete graduation requirements, increased professional development for first semester faculty, and curriculum revisions to increase flexibility for students and greater alignment with industry needs.

Planning for an innovative and proactive advising model also began in 2014-15. Aimed at increasing student satisfaction, retention, and graduation rates, this model paired first year students with a program-specific advisor who tracked the student's progress and made informed referrals to existing college support services.

An emphasis was also placed on increasing experiential learning opportunities through field placements and co-op work terms, and meeting the College's Strategic Plan commitment of ensuring every student has an experiential learning experience during the course of their program that enables them to apply what they learn in the classroom to real-world scenarios.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

The table below has been pre-populated with the results from Seneca College's 2013-2014 Report Back. Please identify Seneca College's achieved results for 2014-2015 using the following methodology:

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

1st to 2nd Year : 2014 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = $0 \div 2012$ 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = $X \times 100 = X\%$

2nd to 3rd Year : 2014 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = $0 \div 2012$ 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = $X \times 100 = X\%$

100 = X%

3rd to 4th Year : 2014 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 ÷ 2012 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = X x
100 = X%

Entering Cohort	Retention Rate Achieved 2013-	Retention Rate Achieved 2014-
	2014	2015
1st to 2nd Year	75.80	78.20
2nd to 3rd Year	89.50	86.00
3rd to 4th Year	96.80	92.10

***NOTE: Institutions use a variety of student enrolment cluster groups in their student retention rate calculations. As such, comparison between prior year student retention rates and the 2014-2015 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with institutions to refine the student retention rate indicator for future SMA Report Backs.**

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above re: Student Retention Rate (up to 600 words approx.).

1. 1st to 2nd Year Retention Rate = (A/B)*100% = 78.2% where,

A= Nov 1, 2014 2nd Year full-time enrolment headcount for all 4-, 5-, 6- and 8-semester programs = 5,213

B= Nov 1, 2013 1st Year full-time enrolment headcount for all 4-, 5-, 6- and 8-semester programs = 6,667

2. 2nd to 3rd Year Retention Rate = (C/D)*100% = 86.0% where,

C= Nov 1, 2014 3rd Year full-time enrolment headcount for all 5-, 6- and 8-semester programs = 1,817

D= Nov 1, 2013 2nd Year full-time enrolment headcount for all 5- (if students in 3rd semester, but not in 4th), 6- and 8-semester programs = 2,114

3. 3rd to 4th Year Retention rate = (E/F)*100% = 92.1% where,

E= Nov 1, 2014 4th Year full-time enrolment headcount for all 8-semester programs = 386

F= Nov 1, 2013 3rd Year full-time enrolment headcount for all 8-semester programs = 419

Highlights

Please provide highlights of Seneca College's activity in 2014-2015 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by Seneca College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Seneca has approached the issue of low retention and graduation rates in tandem and the strategies employed to increase the graduation rate outlined in Question 2b (Teaching and Learning - Graduation Rates) also apply to Seneca's retention work.

As noted above, for programs with the lowest graduation rates, Seneca developed targeted action plans with strategies to increase retention and graduation rates. For

example, in the Faculty of Applied Arts and Health Sciences, retention strategies for the lowest performing programs included assessing first semester course load, identifying high failure rate courses, and reviewing which faculty members were assigned to foundation courses. The planned interventions across all faculties span one to three terms and while some of these initiatives began in 2014-15, the bulk of the retention plan initiatives are underway in 2015-16.

Beginning in Summer 2016, all programs undergoing a program review will receive a retention scorecard and have a retention action plan incorporated into their review process that will focus on interventions to improve first semester retention. By 2017, the complete program review process will include a retention review of immediate interventions, a formative review of two-year goals, and a summative review of long-term strategies.

2d. Teaching and Learning - Work-Integrated Learning*

As part of the Ontario government's postsecondary education 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.

*DEFINITIONS:

Work-Integrated Learning (WIL) 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. Usually the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, <http://www.cafce.ca/coop-defined.html>, 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 2014-2015:

Co-operative Education Program Type	Number of programs at Seneca College with a Co-op Stream	Number of students at Seneca College enrolled in a Co-op program
Certificate		
Diploma	9	168
Advanced Diploma	19	603
Graduate Certificate	13	290

Highlights

Please provide highlights of Seneca College's activity in 2014-2015 that contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples may 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 (up to 600 words approx.).

Seneca's 2012-17 Academic Plan identifies "inspiring cross-disciplinary, networked learning" as a key priority for Seneca and outlines two related goals: that every Seneca student will be provided with an experiential learning opportunity and that every Seneca graduate will have participated in a cross-disciplinary learning experience. Seneca views Work Integrated Learning (WIL) as a critical component of this initiative that augments in-curriculum cross-disciplinary and experiential learning opportunities.

In 2014-15, Seneca continued to lead the Ontario college system with the largest number of programs with co-op components. Seneca's total number of co-op students participating in a work term increased by 28.6% from 2013-14 to 2014-15. In February 2015, Seneca's Career Services and the Co-operative Education teams launched SenecaWorks, a new job posting and career resource website that increases access for our students and alumni. For co-op students specifically, it enabled them to search and apply for placement opportunities and arrange interviews with employers.

The expansion of applied research initiatives that enrich and enhance the student learning experience at Seneca and contribute positively to the economic and social prosperity of the surrounding community was also a key driver for Seneca. In 2014-15, 108 faculty members and 422 students participated in applied research activities along with 27 new industry partners. With support from an NSERC CCI-IE grant, students and faculty at Seneca's School of Aviation engaged in an applied research project that led to the development of a much-needed web-based instructor evaluation training and calibration tool. To ensure that student-pilots met all the standards of flight safety, it was important that those evaluating the student-pilots were consistent in their grading and assessment of error. The tool developed at Seneca will help Canada's aviation industry to standardize and streamline assessment and evaluation in aviation training.

The launch of Seneca's on-campus entrepreneurship incubator, Health Entrepreneurship and Lifestyle Innovation Xchange (HELIX), also provided significant work integrated learning opportunities for students with dozens of experiential and cross-disciplinary initiatives. Fifteen youth-led businesses launched with significant interest from external investors.

All Seneca faculties invested in WIL opportunities for students in 2014-15 both inside and outside the classroom. This new, targeted model supported Seneca's commitment to WIL as a primary area of focus and new full-time positions have been created to ensure quality delivery. In the Faculty of Applied Science and Engineering Technology, the first cohort of students graduated from the Environmental Sampling and Monitoring diploma program that featured extensive field experience utilizing Seneca's 700-acre living laboratory on the provincially significant Oak Ridges Moraine. The property allowed for extensive monitoring and sampling activities (soil, air and water) that reflected real environmental projects and prepared students for the conditions they could expect in the field.

Building on Seneca's existing strength in the provision of WIL opportunities for students, in 2014-15 the College committed to the development of a new work-integrated learning model. This new model captures WIL opportunities across all programs, ensures that students and employers are aware of WIL opportunities beyond co-op, and provides additional options to employers interested in providing WIL opportunities to students.

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. Seneca College is asked to provide information on e-learning courses, programs and registrations in 2014-2015.

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 that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A Synchronous Conferencing program describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

e-Learning Course, Program and Registration Data

Based on the definitions provided above, provide Seneca College's eLearning data for 2014-2015:

Course Data	Ontario College Credential	Other Credential
Number of ministry-funded courses offered through fully online learning	140	192
Number of ministry-funded courses offered through synchronous conferencing		
Total Number of ministry-funded, for-credit courses offered in e-Learning format	140	192
Program Data	Ontario College Credential	Other Credential
Number of ministry-funded programs offered through fully online learning	10	33
Number of ministry-funded programs offered through synchronous conferencing		

Total Number of ministry-funded, for-credit programs offered in e-Learning format	10	33
Program Registrations	Ontario College Credential	Other Credential
Number of registrations in ministry-funded programs offered through fully online learning	7945	3159
Number of registrations in ministry-funded programs offered through synchronous conferencing		
Total Number of Registrations in ministry-funded, for-credit programs offered in e-Learning format	7945	3159

Additional Information

Describe methodology, survey tools, caveats and other information regarding the numbers reported above re: e-Learning Course, Program and Registration Data (up to 600 words approx.).

The tables above include all full-time and Continuing Education programs and courses delivered entirely online.

Hybrid Learning*

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 50% of the course delivery should be online.

A Hybrid Learning program is one in which 80% or more of its courses are hybrid learning courses.

Additional Information

Please highlight one example of Seneca College's use of Hybrid Learning courses and/or programs.

Utilizing the e-learning modules developed for pure online delivery, Seneca created a number of hybrid courses in business programs and offered early morning delivery. This allowed flexibility for students, in particular students who worked full time and preferred early morning to midday or evening options. The hybrid courses ran from 7 a.m. - 8:30 a.m., comprising half the typical hours of one class, with the remaining course hours completed through online activities.

Highlights

Please provide highlights of Seneca College's activity in 2014-2015 that capture the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by Seneca College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Flexible delivery options for Seneca's students were increased in 2014-15 with 11 online courses offered through the Ontario Online model, 50 new Continuing Education course offerings launched on web-based platforms, and eight courses re-designed for alternate delivery through iTunes University.

Seneca has focused its online development on courses that contribute to student flexibility. For example, courses in the Human Resource Graduate Certificate Program were developed for maximum flexibility in delivery to students. Utilizing the module development format, courses in this program were available fully online over the course of an

entire term, as fast track options that allowed completion in a seven week intense format, or as a hybrid option with early morning delivery.

3a. Student Population - Under-Represented Students

This component highlights Seneca College's contributions to improve access and success for underrepresented groups (Aboriginal, first generation, students with disabilities and French-language students).

Full-Time Students

The total Full-Time Headcount Enrolment* at Seneca College in 2014-2015:

of Students

16170

*Please refer to Section 4 (Program Offerings) for the definition of Full-Time Headcount Enrolment.

3a. Under-Represented Students: Students with Disabilities*, First Generation*, Aboriginal and French-Language* Students

*Note: Please do not include International Students in the calculations below.

Students with Disabilities

*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).

Students With Disabilities

The total number of Full-Time Students with Disabilities at Seneca College who registered with the Office for Students with Disabilities and received support services in 2014-2015:

of Students

2717

Percentage

The total indicated above as a comparative % of Seneca College's 2014-2015 Full-Time Enrolment Headcount:

16.80

First Generation Students

*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 have not necessarily 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).

First Generation Students

The total number of Full-Time First Generation Students enrolled at Seneca College in 2014-2015:

of Students

2664

Percentage

The total indicated above as a comparative % of Seneca College's 2014-2015 Full-Time Enrolment Headcount:

16.47

The total number of Part-Time First Generation Students enrolled at Seneca College in 2014-2015:

39

Aboriginal Students

* 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, languages, cultural practices and spiritual beliefs.

Aboriginal Students

	# of Students	Percentage
The total number of Full-Time Aboriginal Students enrolled at Seneca College in 2014-2015:	541	
The total indicated above as a comparative % of Seneca College's 2014-2015 Full-Time Enrolment Headcount:		3.35
The total number of Part-Time Aboriginal Students enrolled at Seneca College in 2014-2015:	5	

French-Language Students

* *DEFINITION: A student is considered a French-language student if he or she meets at least one of the following criteria -*

- 1) His/her mother tongue is, or includes French (the student is a francophone);*
- 2) His/her language of correspondence with the institution is French;*
- 3) He/she was previously enrolled in a French-language education institution; or*
- 4) He/she was enrolled in a postsecondary program delivered at least partially in French.*

French-Language Students

	# of Students	Percentage
The total number of Full-Time French-Language Students enrolled at Seneca College in 2014-2015:	162	
The total indicated above as a comparative % of Seneca College's 2014-2015 Full-Time Enrolment Headcount:		1.00
The total number of Part-Time Francophone Students enrolled at Seneca College in 2014-2015:	4	

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above. (up to 600 words approx.)

The methodology used to determine the number of students who are members of under-represented groups is as follows:

Students with Disabilities: Counselling and Accessibility Services tracks the number of students supported through the Accessibility Fund for Students with Disabilities. This number is based on the number of appointments made with a counsellor for academic accommodations or short-term personal counselling for a range of mental health conditions/disorders and other disabilities such as low vision/blindness, hearing loss/deafness and limited mobility. Students are able to make multiple appointments within an academic year so the reporting may overestimate the number of unique clients served by the department.

First Generation Students: Seneca uses a Student Background Data Survey (BDAT) to collect information from first semester students. The number of First Generation Students is calculated based on the responses to "the highest level of education completed by mother/guardian and father/guardian" survey question. While the survey is voluntary, its high response rate makes it a reasonably reliable measure of Seneca's First Generation student population.

Aboriginal Students: Prior to 2013, Seneca included a college-specific question as part of the KPI-Student Satisfaction Survey as the source for Aboriginal enrolment numbers.

Beginning in Winter 2013, Seneca started collecting data on Aboriginal status of first semester students through the BDAT. Given this relatively recent change, data available at this time is only for newly enrolled students: 9,892 out of 16,490 full-time enrolment headcount in Audit Fall 2014. Based on this new methodology, approximately 2.3% of the 9,892 students self-identified as Aboriginal. For the purpose of this report, Seneca calculated the total number of Aboriginal students by multiplying the Audit Fall 2014 headcount of 16,490 by 2.3%. With the full rollout of the revised BDAT survey, Aboriginal status information will be available for all Seneca students. The number of part-time Aboriginal students is calculated using Day 10 Partial Load Enrolment data.

French-Language Students: Seneca uses the KPI-Student Satisfaction Survey as the source for French-language student enrolment numbers. In 2014-15, 1.0% of the total 11,918 students who completed the survey reported their first language as French. The total number of French-language students is calculated by multiplying the Audit Fall 2014 headcount of 16,490 by 1.0%. Since first semester students are not included in the KPI Student Satisfaction Survey, Seneca uses the BDAT, which collects information from first semester students, to identify the first semester French-language student population. Approximately 1.2% of first semester students reported their first language as French, which is in alignment with KPI results.

Student Population - Students with Disabilities, First Generation, Aboriginal and French-Language Students

Highlights

Please provide highlights of Seneca College's activity in 2014-2015 that capture contributions to improve access, and success for underrepresented groups - Aboriginal, first generation, students with disabilities and French-language students (up to 600 words approx.).

Seneca is committed to expanding programming that helps students transition into college and successfully complete their studies. Seneca's SMA highlights three key initiatives that will be leveraged to improve access, retention, and success for underrepresented groups. These initiatives include the Students Mentoring in Life and Education (SMILE) program, First in Family (First Generation), and First Peoples@Seneca programming. These programs were expanded in 2014-15 along with the launch of a new initiative by the School of Workforce Skills Development to direct young adults to postsecondary education and the implementation of web-based academic accommodation system.

The SMILE program grew at Seneca's main campuses and the Peterborough Campus. This program offers new students the opportunity to connect with senior student mentors in their program who can support them in their transition to college. In 2014-15, 930 mentors worked with 1118 protégés across Seneca. Hundreds of SMILE mentors played a critical role in the "Experience Seneca" student orientation program where they engaged with incoming students, provided information about their programs, answered questions, and encouraged them to request a mentor.

In 2014-15, Seneca's First Generation program expanded partnerships with service areas and increased peer supports, guest speakers, one-on-one appointments, skill-building workshops, and extended hours of operation. The program expanded its roster of partners to include Seneca's Teaching and Learning Services, the Yorkgate Campus Breakfast Club, the Career Peer program, and the School of International Business Kickstart program. A First Generation Call Campaign was also piloted in January 2015 with the aim of using a peer-to-peer model to support students' transition to college. As the First Generation program increased supports and outreach, it also maintained a high rate of student satisfaction. The most recent user survey indicated that 85% of students would recommend First Generation services to others and 76% felt they were better prepared to successfully complete their academic year.

Seneca increased support for Indigenous students through the launch of a tutoring service and an initiative for LGBTQ2S students. The new tutoring program provided at-risk students with individualized academic and personal support in the First Peoples@Seneca space. The new LGBTQ2S supports included facilitated group dialogues about

gender, sexuality, and two-spirit teachings and included a community centre field trip. First Peoples@Seneca also strengthened community partnerships with organizations including Indspire, which provided bursaries, scholarships, and awards to Seneca's Indigenous students. Seneca's Indigenous art celebration -- "Thunderbird Nesting Indigenous Art" -- shared Indigenous Canadian art with students, employees and the wider college community.

As part of Seneca's efforts to increase access to postsecondary for underrepresented groups, the School of Workforce Skills Development launched "Youth to Postsecondary", an initiative aimed at young adults who are out of school, not working, and who live in northwest Toronto. In partnership with the TDSB, the initiative helped youth transition to postsecondary education by improving their math, English, self-direction, self-management and computer skills. Upon completion, students were eligible to advance to pre-apprenticeship or bridging programs including Seneca's College Opportunities initiative.

Seneca's Accessibility department took steps to increase access and support for students with disabilities through the implementation of an online academic accommodation system. The system provided students and staff with increased access to services and supports in real time while maximizing the department's ability to meet student need with existing resources and provided staff with sufficient time to address mental health concerns at first point of contact.

3b. Student Population - International Students

International Students

**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 November 2014 at Seneca College, including students who are ineligible for funding consideration.*

International Students	# of Students	Percentage
Seneca College reported to the ministry Full-time International Enrolment* in 2014-2015:	3801	
The total indicated above as a comparative % of Seneca College's 2014-2015 Full-Time Enrolment Headcount:		23.51
Seneca College's 2014-2015 Part-time International Enrolment is	341	

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

The total enrolment headcount is taken from the PFIS-CSER Term report for Fall 2014 (November 1st audit count date) and part-time PSE head count for students taking less than 66% of the course load or 70% contact hours.

Highlights

Please provide highlights of Seneca College's activity in 2014-2015 that contributed to maintaining or improving the international student experience at Seneca College. This could include a strategy, initiative or program viewed by Seneca College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

In 2014-15, Seneca expanded international opportunities for students by establishing seven new partnerships with institutions offering study/volunteer abroad opportunities

and renewed partnerships in China to offer two additional study abroad opportunities. Following the launch of a new international recruitment strategy, international student enrolment increased by 25% from Winter 2014 to Winter 2015. New partners for study and work abroad programming were explored in Asia, South America and Southern Africa. Virtual mobility was also explored through joint applied research initiatives with partner schools in other countries.

Seneca continued to invest in improving the experience of international students studying at Seneca. In addition to existing Seneca student services available to all domestic and international students, the Seneca International department provided international students with specialized services to meet the unique needs of students who were new to Canada. Services and supports for international students in 2014-15 included arranging complete medical insurance before arrival, airport pick-up upon arrival in Canada, assistance with finding appropriate student housing, a triage system to refer students with concerns to appropriate college services, and the organization of a variety of multicultural social events. In 2014-15, Seneca offered orientation sessions for newly arrived international students before the college-wide "Experience Seneca" orientation programming, which took place on the first day of each academic semester. These orientation sessions proved popular with international students who required information specific to their status. To further enhance the international student experience at Seneca, the mentorship program that pairs senior year international students with newly arrived students was expanded. The newly expanded program was offered in close cooperation with the student government.

3c. Student Population - Proportion of an institution's enrolment that receives OSAP*

**Definition: Receives OSAP is the number of OSAP awards, including any student at Seneca College who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.*

Proportion of an institution's enrolment that receives OSAP	# of Students	Percentage
Seneca College's 2014-2015 proportion of an institution's enrolment that receives OSAP is	11725	70.30

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

Seneca reviews and confirms enrolment for applicants and uses standard ministry policies and practices used by all Ontario colleges for confirming this enrolment.

4. Program Offerings

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally-oriented mandates.

- a. Concentration of full-time enrolment headcount* at colleges by occupational cluster and by credential
- b. Institution's system share of full-time enrolment headcount by occupational cluster and by credential

**DEFINITION: Headcount is the un-audited 2014-2015 full-time funding eligible enrolment count submitted on November 1, 2014 by Ontario publicly funded colleges to the ministry's College Statistical Enrolment Report (CSER). Headcount does not include part-time, funding ineligible, nursing, Second Career, apprentice or international students.*

Occupational Cluster (Credential Level)	# of students in a program as a % of total # of students across all programs at Seneca College	Seneca College's share of system-wide enrolment in each PROGRAM
Applied Arts - Advertising And Design (Diploma)	1.39	12.21
Applied Arts - Advertising And Design (Advanced Diploma)	1.63	7.20
Applied Arts - Art (Certificate)	0.66	9.76
Applied Arts - Child/Youth Worker (Advanced Diploma)	1.92	6.21
Applied Arts - Child/Youth Worker (Applied Degree)	2.13	57.60
Applied Arts - Education (Diploma)	3.79	8.31
Applied Arts - Fashion (Certificate)	0.16	100.00
Applied Arts - Fashion (Diploma)	0.93	7.02
Applied Arts - Fashion (Advanced Diploma)	1.06	67.19
Applied Arts - Human Services (Diploma)	6.24	15.22
Applied Arts - Human Services (Applied Degree)	0.11	6.98
Applied Arts - Landscape And Horticulture (Certificate)	0.11	17.14
Applied Arts - Law And Security (Diploma)	2.61	4.16
Applied Arts - Law And Security (Post Diploma)	0.16	9.85
Applied Arts - Library (Diploma)	0.62	45.66
Applied Arts - Media (Certificate)	0.47	12.77
Applied Arts - Media (Diploma)	3.12	9.96
Applied Arts - Media (Advanced Diploma)	0.79	3.52
Applied Arts - Media (Post Diploma)	0.36	9.28
Applied Arts - Performing Arts (Diploma)	0.45	10.58
Applied Arts - Preparatory/Upgrading (Certificate)	5.63	7.93
Applied Arts - Preparatory/Upgrading (Diploma)	2.37	19.71
Applied Arts - Public Relations (Post Diploma)	0.52	18.50
Applied Arts - Recreation/Fitness (Diploma)	0.96	3.98
Applied Arts - Recreation/Fitness (Applied Degree)	0.90	100.00
Business - Accounting/Finance (Certificate)	0.07	16.67
Business - Accounting/Finance (Diploma)	2.73	14.18
Business - Accounting/Finance (Advanced Diploma)	2.73	9.30
Business - Accounting/Finance (Post Diploma)	0.35	44.53
Business - Accounting/Finance (Applied Degree)	2.33	33.10

Business - Aviation Management (Diploma)	0.64	100.00
Business - Computer (Diploma)	1.67	16.44
Business - Computer (Advanced Diploma)	1.94	21.03
Business - Computer (Applied Degree)	1.06	54.78
Business - Government/Real Estate (Post Diploma)	0.14	25.00
Business - Hospitality Management (Certificate)	0.28	16.20
Business - Hospitality Management (Diploma)	0.68	5.11
Business - Human Resources/Industrial Relations (Advanced Diploma)	1.90	17.35
Business - Human Resources/Industrial Relations (Post Diploma)	0.61	10.57
Business - Human Resources/Industrial Relations (Applied Degree)	0.49	27.21
Business - Legal (Diploma)	3.55	18.36
Business - Management (Diploma)	3.30	16.29
Business - Management (Advanced Diploma)	4.51	21.76
Business - Management (Post Diploma)	0.53	14.68
Business - Management (Applied Degree)	1.80	33.07
Business - Marketing/Retail Sales (Diploma)	0.89	6.06
Business - Marketing/Retail Sales (Advanced Diploma)	1.31	11.57
Business - Marketing/Retail Sales (Post Diploma)	0.18	6.95
Business - Office Administration (Diploma)	0.36	6.61
Business - Office Administration (Health) (Diploma)	1.00	8.94
Business - Office Administration (Legal) (Diploma)	0.20	8.62
Business - Travel/Tourism (Certificate)	0.16	41.94
Business - Travel/Tourism (Diploma)	2.39	17.47
Business - Travel/Tourism (Post Diploma)	0.31	15.87
Health - Animal Care (Diploma)	1.00	20.69
Health - Health Technology (Diploma)	0.65	4.98
Health - Miscellaneous (Certificate)	0.22	22.58
Health - Nursing Related (Diploma)	2.71	6.31
Technology - Aviation (Flight) (Post Diploma)	0.01	100.00
Technology - Aviation (Flight) (Applied Degree)	1.60	100.00
Technology - Chemical/Biology (Diploma)	0.90	21.41
Technology - Chemical/Biology (Advanced Diploma)	2.47	20.86
Technology - Chemical/Biology (Post Diploma)	0.38	100.00
Technology - Civil (Diploma)	0.62	6.81

Technology - Civil (Advanced Diploma)	2.00	10.76
Technology - Electronics (Diploma)	0.27	1.13
Technology - Electronics (Advanced Diploma)	4.58	13.39
Technology - Electronics (Post Diploma)	0.14	52.27
Technology - Electronics (Applied Degree)	0.78	47.55
Technology - Mechanical (Certificate)	0.36	5.71
Technology - Mechanical (Diploma)	0.54	3.69
Technology - Mechanical (Advanced Diploma)	0.52	3.23
Technology - Mechanical (Post Diploma)	0.01	33.33
Technology - Miscellaneous (Certificate)	0.44	10.69
Technology - Miscellaneous (Diploma)	0.50	60.00
Technology - Miscellaneous (Advanced Diploma)	1.22	53.97
Technology - Resources (Diploma)	0.38	3.13
Technology - Resources (Advanced Diploma)	0.43	14.43
Technology - Resources (Post Diploma)	0.04	3.70

c. Number of apprentices, pass/fail rate and annual funding in each trade

	Number of Apprentices	Pass/Fail Rate	Annual Funding
Child Development Practitioner	3001	99.00	816444.00
Information Technology - Contact Centre Customer Service Agent	308	100.00	81867.00
Total	3309		898311.00

Highlights

Please provide highlights of Seneca College's activity in 2014-2015 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by Seneca College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Seneca's commitment to cross-disciplinary and experiential learning and to Core Literacies are key areas of differentiation that will improve programming and the student experience.

At Seneca, cross-disciplinary learning brings together students and faculty from different programs or schools to work on a real life, curriculum-based project or initiative. This provides students and faculty with an appreciation of the knowledge, practice and contribution of another discipline. In 2014-15, the majority of full-time programs (74%) provided cross-disciplinary opportunities. The Interactive Media diploma program, for example, used a team-teaching structure in which students were exposed to a range of media disciplines through courses in photography, web design, sound design, print, and animation. There is also work underway to bring students from different media programs together in one course to collaborate in a multi-disciplinary capstone project.

Other cross-disciplinary projects included collaboration among students and faculty in Nursing, Animation, Game Arts and Animation, 3D Animation, and Computer Studies

programs to create a nursing simulation mobile application and to support the launch of the Central Regional Cancer Program's Pap Ninjas initiative which saw nursing students educate 1350 Seneca students about HPV prevention.

Experiential learning at Seneca is defined as "learning by doing" and occurs when carefully chosen experiences are supported by reflection and critical analysis of these experiences takes place in the classroom. In 2014-15, almost all 153 full-time programs surveyed (97%) provided students with experiential learning opportunities. In the Faculty of Communication, Art and Design, experiential learning projects with partners including Umbra, Doctors without Borders, and Lake Simcoe Region Conservation Authority enriched student learning experiences.

Seneca's Core Literacies are 10 foundational attributes that prepare our graduates to be engaged citizens who are successful in their professional and personal lives. The Core Literacies are key to the achievement of Seneca's Academic Plan and include written and oral communication, quantitative, information and digital literacy, creative thinking, ethical reasoning, personal and social responsibility, inquiry and analysis, critical thinking and problem solving, and intercultural knowledge and global perspective. In 2014-15, Seneca laid the foundation for work that is now underway in eleven programs to map program curriculum for each of the 10 Core Literacies and yield exemplars of assessments that evaluate the Core Literacies.

Seneca's Digital Sandbox initiative targeted the core literacy of "digital literacy" with 20 sessions offered in Summer 2014 to more than 250 staff and students. Workshops and online resources equipped students and staff to develop digital media including videos, podcasts, infographics, and digital stories.

As part of Seneca's ongoing commitment to maintaining and enhancing programming, the internal program review process was also enhanced in 2014-15 to include metrics related to cross-disciplinary and experiential learning.

Seneca's SMA also includes plans to build on experience and expertise in the domains of Business, Information and Communications Technology, Design, and Health to establish a Centre for Big Data and Business Analytics. In 2014-15, Seneca began development of a Bachelor of Data Science degree that will equip graduates with the knowledge and skills they need to identify, analyze, and interpret large-scale data and communicate findings to support organizational objectives. Graduates of this program will possess a unique combination of cross-disciplinary skills that are in high demand and transferable across a range of domains that have been identified by Seneca's industry partners as key growth areas.

5. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be 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 that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

ONCAT is leading the development of Student Mobility indicators for use in future SMA Report Backs.

Transfer applicants and registrants

The ministry is using the following data from the College Graduate Outcome Survey @ 6 Months to inform the latest trends in college to university student transfers

Year	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)
2010-2011	4147	416	10.03	50622	3355	6.63
2011-2012	4900	437	8.92	57701	3463	6.00
2012-2013	4922	381	7.74	57462	3424	5.96
2013-2014	4656	342	7.35	54467	3003	5.51
2014-2015	4424	287	6.49	52039	2465	4.74

Per the College Graduate Outcomes @ 6 Months data reported in 2014-2015 (based on 2013-2014 graduates),

	Percentage
The percentage of Seneca College students who were satisfied or very satisfied with academic preparation for university was	84.50
The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was	79.60

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.

Highlights

Please provide highlights of Seneca College's activity in 2014-2015 that contributed to ensuring that students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by Seneca College to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

With more than 60 partner institutions in Ontario and worldwide, Seneca is Ontario's leader in credit transfer and college-university collaboration. In 2014-15, Seneca supported student access to a continuum of learning opportunities through the development of the Centre for Research in Student Mobility, an increase in bilateral pathways with Ontario universities, continued provincial leadership with ONCAT, and a dramatic expansion in services and supports offered by Seneca's Degree and Credit Transfer

Office.

In July 2014, Seneca established Ontario's first research centre focused on how and why students transfer between postsecondary institutions and programs. As proposed in Seneca's SMA, The Centre for Research in Student Mobility investigated student movement within postsecondary education provincially, nationally and internationally to help inform policy, program and pathway development, student support services and institutional partnerships. Since its launch, research projects have focused on the mobility and transfer patterns of various groups of students and findings have been presented within Seneca, provincially, nationally and in the United States. The Centre is also documenting overall in and out of province trends in transfer patterns and student experiences to inform government and institutional transfer policies.

The York University-Seneca partnership led to many new pathway opportunities in 2014-15. Two new pathway agreements allowed for a total of 18 new pathways in community service related fields and meant that Seneca graduates from three Social Service Worker diploma programs have pathways into Public Administration, Multicultural & Indigenous Studies and Human Rights & Equities Studies degree programs. Nine new pathways were established to provide York graduates from the above degree programs pathways into all three of Seneca's Social Service Worker diploma programs. A new agreement to enhance the Liberal Arts pathway was also established and increased the number of credits – from 48 to 60 -- that Seneca Liberal Arts graduates are able to accumulate towards their degree program before transferring to York University.

An Arts and Science – University Transfer program was established with the University of Toronto. This program is designed for those who wish to pursue a university education in the sciences, and allows students to complete a diploma and a Bachelor of Science degree at the University of Toronto- Scarborough in as little as four years.

Seneca continued to play a leadership role with ONCAT with a new funding proposal approved. A research project and four new funding proposals were submitted in 2014-15. Seneca also identified and uploaded 100 new course equivalencies to ONCAT's course-to-course database.

In 2014-15, Seneca's Degree and Credit Transfer Office implemented a new transfer credit module, launched a Graduate Studies Expo, and increased student communications and advisement services. The new credit transfer module facilitated the centralization of all transfer credit applications and is currently being used to build a robust database of acceptable transfer credits. The implementation of this module has contributed to Seneca's overall objective of streamlining the process for accepting and managing transfer credit applications. In addition to three University and Degree Information Fairs across three campuses, Seneca hosted the inaugural Graduate Studies Expo in 2014 with 10 institutions offering graduate studies options for Seneca students. Between Fall 2014 and Fall 2015, an additional 25 institutions visited Seneca to host information tables and/or information sessions for students. The Degree and Credit Transfer Office also provided in-depth advisement related to pathway opportunities to 600 students in 2014-15.

6. Financial Sustainability

1. Annual Surplus/(Deficit) - (revenue - expenses)

Annual Surplus/(Deficit)

Amount

18220181.00

2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets)

Accumulated Surplus/(Deficit)

Amount

159552620.00

3. Quick Ratio (current assets) / (current liabilities)

Current Assets/Current Liabilities

Amount

1.55

4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)]	Percentage
Debt/Assets	29.91
5. Debt Servicing Ratio (interest expense + principal payments) / (revenue)	Percentage
Total Debt Serviced/Revenue	1.81
6. Net Assets to Expense Ratio (net assets) / (expenses)	Percentage
Net Assets/Expenses	74.98
7. Net Income to Revenue Ratio (revenue - expenses) / (revenue)	Percentage
Net Income to Revenue	5.09

Highlights

Please provide one or more highlights that demonstrate Seneca College's commitment to continued financial sustainability.

Seneca’s commitment to continued financial sustainability is demonstrated by consistent financial surpluses for the last six years. Planned multiyear surpluses allow the College to fund enrolment growth and future capital projects. Seneca has reduced its LTD by \$14.8M million over the last five years and focused in 2014-15 on continuing to reduce its debt while exploring new revenue sources such as fundraising and providing educational services to international partners.

7. Attestation

By submitting this report to the ministry:

Seneca College confirms that all information being submitted to the ministry as part of the 2014-2015 SMA Report Back is accurate and has received approval from Seneca College's Executive Head.

Checkbox