

SMA - Strategic Mandate Agreement College Annual Report 2015-2016

Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual colleges and the Ministry of Advanced Education and Skills Development (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 2015-2016 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.

2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development
 - a. Graduate Employment Rates
 - b. Employer Satisfaction Rates
 - c. Number of graduates employed full-time in a related or partially-related field
2. Teaching and Learning
 - a. Student Satisfaction
 - b. Graduation Rates
 - c. Retention Rates
 - d. Number of students enrolled in a co-op, clinical placement, field/work placement program, and mandatory college baccalaureate degree WIL at institution
 - e. Number of registrants, programs and courses offered in e-Learning format at institution
3. Student Population
 - a. Number and proportion of
 1. Students with Disabilities
 2. First Generation Students
 3. Indigenous Students
 4. French-language students
 - b. Number and proportion of international students
 - c. Proportion of an institution's enrolment that receives OSAP
4. Program Offerings
 - a. Concentration of enrolment at colleges by occupational cluster and by credential
 - b. Institution's system share of enrolment by occupational cluster and by credential
 - c. Number of apprentices, pass/fail rate and annual funding in each trade
5. Institutional Collaboration to Support Student Mobility
 - a. Transfer applicants and registrants
6. Financial Sustainability

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, establishes the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

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 2015-2016:	Percentage
The Graduate Employment Rate for 2015-2016 graduates, 6 months after graduation, at Seneca College was:	78.8

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that Seneca College used in 2015-2016 to measure graduate employment rate.

Seneca does not use any methods in addition to the KPI survey results to measure the Graduate Employment Rate.

1b. Employer Satisfaction Rate

Per the KPI results reported in 2015-2016:	Percentage
The Employer Satisfaction rate for 2015-2016 graduates, 6 months after graduation, at Seneca College was:	92.1

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that Seneca College used in 2015-2016 to measure Employer Satisfaction rate.

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

1c. Employment in a Related or Partially-Related Field

Per the results reported in the Employment Profile for 2015-2016 graduates:	Percentage
The number of graduates from Seneca College that were employed full-time in a related or partially-related field were:	42.3

Additional Information

Please indicate any methods, in addition to the employment profile for 2015-2016, that Seneca College used in 2015-2016, to measure the number of graduates employed a full-time in a related or partially related field.

Seneca does not use any methods in addition to the KPI survey results to measure the Graduate Employment in a Related of Partially-Related Field Rate.

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.).

Seneca continues to work with industry and community partners to inform curriculum, provide students unique experiential learning opportunities and engage in collaborative projects in research and innovation. The following are some examples of this work from the past year:

In August, the federal and provincial governments announced a \$27.3 million investment for Seneca to build the Centre for Innovation, Technology and Entrepreneurship (CITE) at Newnham Campus. The evolution of the CITE concept occurred with the input and support of industry partners like Siemens, Husky and Festo, as well as with Southlake Hospital, VentureLABS and the City of Toronto.

CITE will be a hub for Seneca's innovation and entrepreneurial activities and will provide the space needed to expand the on-campus incubator, HELIX, and Seneca's Mechatronics Simulation and Demonstration Centre (MSDC), which opened in February - also in partnership with the provincial government and Siemens. MSDC houses workstations within an industry-customized teaching space with full simulation capability.

With the support of RBC Royal Bank, Seneca hosted York Region's first-ever mental health symposium in May. Nearly 300 participants from academia and community agencies met to discuss best practices and research on mental health care and the emotional well-being of children and adults.

From a global perspective, Seneca's partnership with the University of Central Asia (UCA) resulted in the development of the core curriculum for UCA's first-ever class of undergraduate students at its campus in Naryn, Kyrgyz Republic. Seneca provided curriculum for students' preparatory year, and courses were designed within a framework of construction alignment - an approach that encourages students to construct meaning from activities relevant to their local experiences, while also helping them develop a global awareness and perspective.

Seneca has also increased its roster of partner organization for study/volunteer abroad programs with new partnerships in South Africa, Brazil, China, Vietnam, Denmark and Germany.

Other Seneca collaborations included agreements with Cambrian College, to increase transfer credits and pathways between the two institutions, and with the Association of Certified Financial Crime Specialists to deliver financial crime training and certification to Seneca students, alumni and other professionals.

HELIX (Health Entrepreneurship and Lifestyle Xchange), Seneca's on-campus entrepreneurship incubator, signed a memorandum of understanding with Futurpreneur Canada that will provide young entrepreneurs immediate funding for their business ventures. This is the first agreement of its kind with a postsecondary institution. HELIX has also worked with industry advisors and mentors to engage nearly 200 youth in 21 experiential entrepreneurship- and innovation-related events.

With regard to applied research, Seneca continues to engage partners in projects ranging from welding to open source technology. A pilot initiative was developed for the School of Biological Sciences and Applied Chemistry to promote interest in applied research, with Seneca hosted the Colleges and Institutes (CICan) student research showcase in early November.

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 2015-2016, the student satisfaction rate at Seneca College for capstone question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career"	83.5
Per the KPI results reported in 2015-2016, the student satisfaction rate at Seneca College for capstone question #24 "The overall quality of the learning experiences in this program"	75.6
Per the KPI results reported in 2015-2016, the student satisfaction rate at Seneca College for capstone question #39 "The overall quality of the services in the college"	52.7
Per the KPI results reported in 2015-2016, the student satisfaction rate at Seneca College for capstone question #49 "The overall quality of the facilities/resources in the college"	68.5

Additional Information

Please indicate any methods, in addition to the KPI survey results, that Seneca College used in 2015-2016 to measure student satisfaction.

In addition to the KPI-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 respective deans.

A similar questionnaire was administered to students enrolled in courses through the Faculty of Continuing Education and Training. Although not required by the Ministry, Seneca also used this data to determine student satisfaction rates for international students.

Highlights

Please provide highlights of Seneca College's activity in 2015-2016 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 continues to focus activities and resources to improve student satisfaction. In 2014-2015, a pilot initiative on Academic Student Advising paid particular attention to 14 of Seneca's lowest retention programs. Results of the pilot identified that the increased attention and proactive reach-out to students not only supports their success and satisfaction, but also leads to better retention. Seneca's specific focus for 2015-2016 was to implement a comprehensive proactive student advising model across all full-time program areas. This model included the implementation of the Starfish/Student Connect software, a technological tool that facilitates communication between faculties, students, student advisors and support services to proactively mobilize resources that support student success. Six full-time student advisors were hired in addition to the existing 18, with 13 more to be hired in 2016-2017.

In May 2015, Seneca moved from a paper based post-admission English skills assessment to Accuplacer's WritePlacer (essay) software, resulting in a more streamlined process that increases ease of use for students. The new format allows for a more efficient and impartial scoring of the English assessment, expediting the creation of student timetables. The introduction of the software was accompanied by a new communication strategy that has improved student satisfaction, both pre- and post-testing.

To ensure all students have access to academic supports that help to maximize their success at Seneca, the Learning Centre expanded its programming to Seneca's Yorkgate Campus and began offering workshops at all campuses on time management and study skills. A pilot project was also developed to run a Supplemental Instruction program, *Supported Learning Groups (SLG)*, a well-known postsecondary retention initiative that allows for peer leaders to audit high-risk failure classes and facilitate study group sessions to improve success. Three learning support officers from the Learning Centre attended Supplemental Instruction training at the Canadian National Center for Supplemental Instruction at the University of Guelph in May 2016 and have since trained ten student peer leaders for the pilot. The program will be expanded throughout the 2016-2017 academic year. Finally, the Learning Centre created ten per cent more part-time employment opportunities for Seneca students, making 95 per cent of all available positions for students. The creation of these positions allows for an increase in work-study opportunities for students that provides them with professional experience and reinforces their subject knowledge through tutoring other students.

Seneca's Constituent Relationship Management (CRM) system was fully developed and rolled out to all areas in 2015-2016. This internal student communication system was adopted to regulate email communication to students and achieves this by ensuring that accurate information is delivered to the target audience in a timely manner. The system has also improved the early delivery of information to new students to assist them in navigating their transition into Seneca.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015, the graduation rate at Seneca College is	60.3

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that Seneca College used in 2015-2016 to measure graduation rate.

Seneca prepared the interim and preliminary KPI-Student Satisfaction Survey graduation rate calculations one 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 2015-2016 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 is continuously committed to fostering student success, and participated in several key initiatives throughout 2015-2016 that contributed to improving the graduation rate. Some of the most notable initiatives included the following:

Institutional Research conducted an in-depth analysis of all KPI-Student Satisfaction Survey questions, including a deeper analysis of factors that contribute to student satisfaction. Efforts were made to develop an improved data dissemination strategy across all departments and faculties. Institutional Research also analyzed in-depth retention rates across all Seneca programs; these results were distributed to senior management and deans. Also initiated, was a institution-wide data dashboard, intended to foster greater evidenced-based decision making amongst deans, chairs and program coordinators.

Seneca's Centre for Research in Student Mobility received an Ontario Human Capital Research and Innovation Fund (OHCRIF) grant from the Ministry of Advanced Education and Skills Development (MAESD) to study academic and labour outcomes as they relate to region of birth and language proficiency. Grades in students' required English courses, cumulative college grade point average (GPA) and graduation rate are used to obtain a measure of language proficiency and academic success. Controlling for a variety of academic, program, language and sociodemographic characteristics, it was discovered that region of birth had only a minimal effect. Students who entered college with lower English-language proficiency were less likely to graduate and more likely to obtain lower grades than those who entered college testing at a college level. As expected, having high grades and taking university preparatory courses in high school were quantitatively the largest predictor of student success in college. However, when controlling for academic background and program, lower-income students achieved lower grades, but were as likely to graduate as others; male students were also less likely to graduate and obtained lower grades.

The Centre also performed a study on the Liberals Arts Transfer (LAT) program, which has a KPI graduation rate of less than half of the college average. The results showed that ten percent of entrants who left Seneca without graduating had transferred to York University. The students who did not graduate or transfer often entered the program with lower English language skills and/or weak high school performance.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

The table below has been pre-populated with the results from Seneca College's 2014-2015 Report Back. Please identify Seneca College's achieved results for 2015-2016 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/co-op placements during the specified retention periods.

1st to 2nd Year : 2015 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 0 ÷ 2014 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = X x 100 = X%

2nd to 3rd Year : 2015 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 0 ÷ 2014 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = X x 100 = X%

3rd to 4th Year : 2015 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 ÷ 2014 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = X x 100 = X%

Entering Cohort	Retention Rate Achieved 2014-2015	Retention Rate Achieved 2015-2016
1st to 2nd Year	78.20	82.00
2nd to 3rd Year	86.00	87.20
3rd to 4th Year	92.10	93.60

*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 2015-2016 student retention rate is not recommended. The Ministry of Advanced Education and Skills Development 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 related to Student Retention Rate (up to 600 words approx.).

Seneca is using the Ministry's definition of retention for retention-related data analysis. Rates are derived from the Registrar's Office using Ministry reported data. The methodology is as follows:

1. 1st to 2nd Year Retention Rate = (A/B) x 100% = **82.0%**

where,

A = November 1, 2015 2nd Year full-time enrolment headcount for all 4-, 5-, 6- and 8- semester programs = 5,615

B = November 1, 2014 1st Year full-time enrolment headcount for all 4-, 5-, 6- and 8- semester programs = 6,847

2. 2nd to 3rd Year Retention Rate = (C/D) x 100% = **87.2%**

where,

C = November 1, 2015 3rd Year full-time enrolment headcount for all 6- and 8-semester programs = 1,775

D = November 1, 2014 2nd Year full-time enrolment headcount for all 6- and 8-semester programs = 2,036

3. 3rd to 4th Year Retention Rate = (E/F) x 100% = **93.6%**

where,

E = November 1, 2014 4th Year full-time enrolment headcount for all 8-semester programs = 411

F = November 1, 2013 3rd Year full-time enrolment headcount for all 8-semester programs = 43

Highlights

Please provide highlights of Seneca College's activity in 2015-2016 that contributed to maintaining or improving 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.).

Greater efforts have been made across Seneca to better understand student retention. For the second year in a row, retention scorecards and analysis have been developed for each program. This information was provided to senior management and deans for strategic planning activities. The data collected was intended to identify which areas are working well and which require more attention. Analysis of the data includes factors such as grades (pass/fail); student satisfaction; graduation rate over time; student mobility; retention rates and shortfalls from semester one to two and first to second year.

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:

According to HEQCO 2012, in general, work-integrated learning (WIL) is an umbrella term used to describe a range of educational activities that integrate learning within an academic institution with practical application in a workplace setting relevant to each student's program of study or career goals. WIL takes many forms, with varying degrees of integration and a multitude of characteristics.

The terminology and definitions used to describe a given WIL experience vary greatly from user to user. The WIL categories used for SMA reporting correspond to the same categories used on the program funding application's Program Delivery Information (PDI) table.

It should be noted that this report collects WIL experiences that are an integral part of the program and are available to all students in the program. The WIL experiences are required in order to complete the program, with the exception of optional co-op placements.

Co-op work placement: Education at Work Ontario (www.ewo.ca), a regional association of the Canadian Association for Co-Operative Education, defines a co-op program as follows: "A Co-operative Education Program is one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria:

- 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 Co-operative 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 thirty percent of the time spent in academic study.

Clinical placement: Scheduled hours of activities intended to give students hands-on experience in a hospital or health care setting. This instructional setting is characterized by:

- activities that are an integral component of the curriculum of the program and necessary for the successful completion of the program, and
- activities in which students are continually supervised directly by college staff or individuals working on behalf of the college.

Fieldwork: (Part of the laboratory/workshop/fieldwork category on the PDI table) Scheduled hours of activities intended to give students hands-on experience. This instructional setting is characterized by:

- activities in which students are provided with instruction and are directly supervised by college staff, and
- settings outside college facilities in which individual students are required to use instructional equipment and/or supplies.

These settings do not include situations in which microcomputer labs are used for instruction of standard word processing, spreadsheet and database software packages or situations in which laboratories and workshops are used for convenience.

Field placement/work placement: Scheduled hours of activities intended to give students hands-on experience in the workplace and for which the students do not typically receive a regular salary or wage from the employer. Field placement/work placement is characterized by:

- activities that are an integral component of the curriculum of the program and are necessary for the completion of the program, and
- activities in which college staff do not directly supervise students and for which college staff undertake one or more of the following activities:
 - make periodic site visits,
 - ensure that assignments given to students and the work being done by students are suitable for the program,
 - monitor the students' progress in the placement activity,
 - help address problems encountered by students in the field or work placement activity, or

- evaluate students' performance in the field or work placement activity.

Mandatory college baccalaureate degree WIL: A co-operative education work placement in all respects except that it is shorter than 30% of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for Seneca College in 2015-2016:

Co-operative Education Program Type (Mandatory)	Number of programs at Seneca College with a Co-op Stream	Number of students at Seneca College enrolled in a Co-op program
Certificate	0	0
Diploma	3	335
Advanced Diploma	0	0
Graduate Certificate	6	225
Degree in Applied Area of Study	0	0

Co-operative Education Program Type (Optional)	Number of programs at Seneca College with a Co-op Stream	Number of students at Seneca College enrolled in a Co-op program
Certificate	0	0
Diploma	6	74
Advanced Diploma	22	852
Graduate Certificate	10	231
Degree in Applied Area of Study	0	0

Clinical Placement Program Type	Number of programs at Seneca College with clinical placements	Number of students at Seneca College enrolled in a program with clinical placements
Certificate	0	0
Diploma	1	574
Advanced Diploma	0	0
Graduate Certificate	0	0
Degree in Applied Area of Study	1	663

Field Placement/Work Placement 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	2	53
Diploma	39	6,024
Advanced Diploma	6	1,165

Graduate Certificate	5	148
Degree in Applied Area of Study	1	355

Fieldwork 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	4	190
Diploma	3	481
Advanced Diploma	1	78
Graduate Certificate	3	109
Degree in Applied Area of Study	0	0

Mandatory College Baccalaureate Degree Work Placement 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
Degree in Applied Area of Study	10	2,145

Highlights

Please provide highlights of Seneca College's activity in 2015-2016 that contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples may include 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.).

In 2015-2016, Seneca continued to focus on the growth of its Work Integrated Learning (WIL) programming, with 124 programs offering at least one form of WIL as a graduation requirement and over 14,000 students participating. The approval of two Honours Baccalaureate degrees, the completion of Postsecondary Education Quality Assessment Board (PEQAB) site visits for an additional two Honours Baccalaureate degrees and the submission of a third proposal with a site visit on October 31, 2016 will continue to increase the WIL opportunities available to Seneca students. Two of the proposed degrees have a cross-disciplinary integrated curriculum to further enhance student experiences.

Seneca's Career Services and Co-operative Education teams continue to bring new program areas onto SenecaWorks, a job posting and career resource website that increases access for co-op students and enables them to search, apply to and arrange job interviews. The expansion of SenecaWorks allows related program areas to share employer databases to enhance opportunities for all students, while streamlining the WIL process for employers. Career services also shares the database, further supporting WIL opportunities; the Early Childhood Education and Community Services programs are examples of where this integration is found. The introduction of a business developer to support the Biological Sciences programs in 2015-2016 has resulted in 151 new industry contacts and 100 new co-op job postings.

Seneca's on-campus entrepreneurship incubator, HELIX (Health Entrepreneurship and Lifestyle Innovation Xchange), continues to have great success and provided significant WIL opportunities to 1,700 youth who participated in over 87 experiential and cross-disciplinary events throughout 2015-2016. To date, there are 58 youth led ventures accelerating at HELIX. Seneca was the only Canadian College invited to participate in the European Innovation Academy, with both HELIX participants placing in the top 15. One of the many innovations supported by HELIX, EMERGE, is now worth \$3.75 million.

All Seneca Faculties invested in WIL opportunities in 2015-2016, both inside and outside of the classroom. One notable example was in the Faculty of Applied Arts and Health Sciences, where the first cohort of students graduated from the recently launched Veterinary Assistant program. This program was developed to include several opportunities for students to engage in a variety of WIL and experiential learning activities. One opportunity was the creation of a pet grooming service for pets of Seneca employees, and was found to be extremely popular, while also providing students with the hands-on experience they required. The focus on experiential learning found in this program has resulted in strong enrolment. Other innovative opportunities created in 2015-2016 included the Office Administration Health Services program partnering with Seneca's Health Centre to provide a WIL experience that enhances students' understanding of medical office procedures. Within Seneca Business, the Honours Bachelor of Commerce - International Business and Management programs have integrated external partners into their capstone projects. These projects allow for small groups of students to work with small-to-medium size businesses and research a new market, help develop a plan to improve a business process or help to launch a new product as a way of providing actual, instead of hypothetical, projects.

Building on Seneca's existing strength in the provision of WIL opportunities for students, work in 2015-2016 continued on 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 2015-2016.

Through the development of metrics under the SMAs, the ministry will be developing long-term indicators and updated definitions for online and technology-enabled learning in consultation with the sector. Indicators developed are intended for use in future SMA Report Backs.

In future years, the ministry anticipates collecting more comprehensive data that will profile a broader range of online and technology-enabled learning indicators to ensure students have access to high-quality flexible learning opportunities across the system.

eCampusOntario will be leading the development of eLearning indicators in collaboration with the sector.

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 2015-2016:

Course Data	Ontario College Credential	Other Credential
Number of ministry-funded courses offered through fully online learning	150	194
Number of ministry-funded courses offered through synchronous conferencing	0	0
Total Number of ministry-funded, for-credit courses offered in e-Learning format	150	194

Program Data	Ontario College Credential	Other Credential
Number of ministry-funded programs offered through fully online learning	10	36

Number of ministry-funded programs offered through synchronous conferencing	0	0
Total Number of ministry-funded, for-credit programs offered in e-Learning format	10	36

Program Registrations	Ontario College Credential	Other Credential
Number of registrations in ministry-funded programs offered through fully online learning	7,984	3,499
Number of registrations in ministry-funded programs offered through synchronous conferencing	0	0
Total Number of registrations in ministry-funded, for-credit programs offered in e-Learning format	7,984	3,499

Additional Information

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

The above numbers are reflective of the changes to programming offered completely online. Several programs and courses were temporarily taken out of inventory in 2015-2016 while extensive curriculum revisions were undertaken, and new courses and programs were added. Overall, these changes represent an increase of about 3 per cent in student registrations in fully online courses and programs.

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

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

Seneca has continued to take advantage of the e-learning modules developed for online delivery to expand its inventory of hybrid courses. In 2015-2016, enrolment in these hybrid offerings grew by 31.7 per cent in the Faculty of Continuing Education and Training alone.

Highlights

Please provide highlights of Seneca College's activity in 2015-2016 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.).

In 2015-2016, a greater emphasis was placed on strategic planning, labour market evaluation, and collaboration with other postsecondary institutions to offer fully online programs with laddering opportunities into and out of various credentials. Planning for these programs included developing online opportunities that enable students to easily transfer from a credential at one institution into a credential at another institution, as well as course transfers within credentials.

3. Student Population

This component highlights Seneca College's contributions to improve access and success for underrepresented groups (Students with disabilities, First Generation, Indigenous, and French-language students).

Full-Time Students	# of Students
The total full-time headcount enrolment* at Seneca College in 2015-2016:	21,905

Headcount

*DEFINITION: Headcount is the actual enrolment for Fall 2015 as of November 1, 2015 including full-time students, both **eligible and ineligible for ministry funding**, as reported to the ministry for the 2015-2016 fiscal year (enrolment reported in 2015-2016 remains subject to audit and/or correction).

3a. Under-Represented Students: Students with disabilities*, First Generation*, Indigenous 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	# of Students	Percentage
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 2015-2016:	2,547	
The total indicated above as a comparative % of Seneca College's 2015-2016 full-time enrolment headcount:		11.63
The total number of part-time students with disabilities enrolled at Seneca College in 2015-2016:	369	

Highlights

Please provide highlights of Seneca College's activity in 2015-2016 that capture contributions to improve access, and success for students with disabilities (up to 600 words approx.)

The Counselling and Accessibility Services (CnAS) department continues to improve access for students by expanding its use of *Accommodate*, an electronic appointment scheduling and records-keeping system that manages the academic accommodation process. Kiosks are in place at Seneca's four main campuses to enable an efficient student check-in, and documentation is uploaded to *Accommodate* to enable counsellors and staff to work expeditiously with students to discuss academic accommodations.

Over 2015-2016, CnAS offered a number of innovative workshops and group training opportunities for students with disabilities, such as:

- Ready, Set, Success transition program (developed for students with disabilities starting college)
- Programs for the Education and Enrichment of Relationship Skills - Young Adult Program (a social skills program for students experiencing Autism Spectrum Disorder)
- Time Management
- Different Ways to Take Notes
- Winning Ways to Get A's (study skills)
- Memory Aid Workshop

- Mental Health First Aid (training for students)
- Mindfulness: A Technique for Managing School Stress
- Yoga: Mindful Movement for Managing School Stress

As a part of the continuous efforts being made for an accessible and positive learning environment for students with disabilities at Seneca, CnAS also offered a number of workshops for its college partners and participated in a number of awareness campaigns. Examples of the workshops and campaigns include:

- Mental Health First Aid (training for staff)
- Universal Design and Assistive Technology Training
- Tutor Training for the Learning Centre Staff - Anxiety and Mental Health
- Test Centre Training for Students with Accommodations
- Supporting Students in the Test Centre (workshop for Test Centre administrators)
- Assistive Technology for Accommodated Students for New Service Counter Information Technology (IT) Staff
- Teaching and Learning Faculty Forum
- Inclusive Teaching and Scholarly Practice
- World Mental Health Day
- Global Accessibility Awareness Day
- Bell Let's Talk Day

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	# of Students	Percentage
The total number of full-time First Generation students enrolled at Seneca College in 2015-2016:	3,924	
The total indicated above as a comparative % of Seneca College's 2015-2016 full-time enrolment headcount:		17.91
The total number of part-time First Generation students enrolled at Seneca College in 2015-2016:	38	

Highlights

Please provide highlights of Seneca College's activity in 2015-2016 that capture contributions to improve access, and success for First Generation students (up to 600 words approx.).

For Seneca's First Generation (FG) services, 2015-2016 was a year of successes, challenges and growth. The services and programs selected were specifically identified to increase FG student retention and success. Among those selected were a FG Call Campaign prior to Day 10 of classes, one-to-one and group tutoring, peer mentoring for first-semester students, skills-based workshops, networking opportunities and one-to-one advisement appointments with FG staff.

The Call Campaign involved upper semester FG students calling and connecting with all identified first-semester FG students prior to Day 10 and offering peer-to-peer assistance. One notable accomplishment from 2015-2016 was the integration of the Constituent Relationship Management (CRM) system with this initiative. The use of the of the CRM system provided student callers with access to detailed, accurate information that outlined students' academic program and history with Seneca. The callers indicated that they were able to more easily access students' relevant interactions with Seneca and/or any issues, resulting in more meaningful and rich

conversations. This year's campaign was also expanded to include an email follow-up to those students who callers did not reach, and a mid-year follow-up email to at-risk students.

The FG program overall developed targeted and intentional programming to build a community within the FG student population and offered networking and professional development opportunities that allowed them to connect with other FG students. These opportunities included multiple financial literacy workshops; "Connecting & Networking to Build a Strong Support System", a leadership workshop; and outreach during semester start-ups with FG meet and greets which consisted of upper-level FG students and staff providing an overview of recommended college supports and welcoming new students to Seneca to ease their transition.

Seneca noted increased numbers of students identifying as First Generation from previous years during orientation activities and throughout the year. Evaluations showed that 85 per cent of FG students surveyed reported they were likely to recommend the services to someone looking for similar services, while 76 per cent reported that as a result of the services provided, they felt they were better prepared.

Indigenous Students

* **DEFINITION:** *Indigenous* 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.

Indigenous Students	# of Students	Percentage
The total number of full-time Indigenous students enrolled at Seneca College in 2015-2016:	474	
The total indicated above as a comparative % of Seneca College's 2015-2016 full-time enrolment headcount:		2.16
The total number of part-time Indigenous students enrolled at Seneca College in 2015-2016:	4	

Highlights

Please provide highlights of Seneca College's activity in 2015-2016 that capture contributions to improve access, and success for Indigenous students (up to 600 words approx.).

The Indigenous Education Protocol for Colleges and Institutes was signed in 2016 at Seneca. The protocol signatory affirmed their responsibility and obligation to Indigenous education; recognized that Indigenous people include First Nations, Metis and Inuit people; and that they have distinct cultures, languages, histories and contemporary perspectives. The document notes that Indigenous education emanates from the intellectual and cultural traditions of Indigenous peoples in Canada, and that Indigenous education will strengthen Seneca's contribution to improving the lives of learners and communities.

A tipi was raised at Newnham Campus on October 4, 2015, with a welcoming ceremony held on October 15, 2015. Subsequent use of the tipi has enhanced the opportunity for traditional ceremonies and academic support programming in a safe cultural space. Faculty and staff are able to access the tipi for their class delivery. The tipi supports the promotion of Indigenous culture and creates opportunities for an engaging learning environment. Furthermore, it promotes possibilities for incorporating Indigenous knowledge into the curriculum for richer learning experiences.

The National Indigenous Education Protocol and the Truth and Reconciliation Commission's call to action for advancing Indigenous education is promoted through storytelling sessions in the tipi during which attendees learn Indigenous legends, share oral history and practice ceremony. Using the tipi to promote sharing, ceremony, language and other aspects of Indigenous knowledge supports the building of a strong Indigenous community on campus for Aboriginal learners.

Numerous workshops, ceremonies and activities are also offered throughout the year, including Healthy and Cultural Eats, Pow-Wow Workouts set to Indigenous music and dance, wellness and medicine bag making, Indigenous art exhibitions, speakers, drum circles and community discussions.

French-Language Students

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

- 1) *The student's mother tongue is, or includes French (the student is a Francophone);*
- 2) *the student's language of correspondence with the institution is French;*
- 3) *the student was previously enrolled in a French-language education institution; or*
- 4) *the student 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 2015-2016:	256	

The total indicated above as a comparative % of Seneca College's 2015-2016 full-time enrolment headcount:		1.17
The total number of part-time French-Language students enrolled at Seneca College in 2015-2016:	3	

Highlights

Please provide highlights of Seneca College's activity in 2015-2016 that capture contributions to improve access, and success for French-Language students (up to 600 words approx.).

Seneca has no specific recruitment strategies for French-Language students.

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:

First Generation Students

Seneca uses the Student Background Data Survey (BDAT) to collect information from first-semester students. The survey is conducted at the beginning of each semester (winter, summer and fall). 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 completion of the survey is voluntary, it has a very high response rate allowing for the extraction of data from the results to more accurately determine the number of First Generation students as compared to other survey tools.

Indigenous Students

Prior to 2013, Seneca included a college-specific question in the KPI-Student Satisfaction Survey that provided Indigenous enrolment numbers. Beginning in winter 2013, Seneca started to use the BDAT to collect data on the Indigenous status of first-semester students. Due to the recency of this change, data is currently only available for newly enrolled students; 10,416 of the 21,905 full-time enrolment headcount audited in fall 2015.

Based on this methodology, approximately 2.2 per cent of the 10,416 students self-identified as Indigenous. For the purpose of this report, the total number of Indigenous students was calculate by multiplying the audited fall 2015 headcount of 21,905 by 2.2 per cent. With the full roll-out of the revised BDAT survey, information on the Indigenous status of all Seneca students will be known.

French-Language Students

Seneca uses the KPI-Student Satisfaction Survey as the source for French-Language student enrolment numbers. The 2015-2016 survey found that 1.2 per cent of the 11,679 students who completed the survey reported their first language as French. The total number of French-Language students is calculated by multiplying the audited fall 2015 headcount of 21,905 by 1.2 per cent.

Given first-semester students are not included in the KPI-Student Satisfaction Survey, Seneca refers to the BDAT to identify the population of first-semester students whose first language is French. Through the BDAT it was determined that approximately one per cent of first-semester students reported their first lanugage as French, aligning with the KPI results.

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 2015 at Seneca College.

International Students	# of Students	Percentage
Seneca College reported to the ministry full-time international enrolment* in 2015-2016:	4,546	
The total indicated above as a comparative % of Seneca College's 2015-2016 full-time enrolment headcount:		20.75
Seneca College's 2015-2016 part-time international enrolment is	283	

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 Postsecondary Financial Information System - College Statistical Enrolment Reporting Term Report for fall 2014 (November 1 audit count date) and the part-time postsecondary education (PSE) headcount for students taking less than 66 per cent of the required course load, or 70 per cent contact hours.

The part-time international enrolment headcount was determined through a review of international students registered in at least one Faculty of Continuing Education and Training course who were not affiliated to a full-time program during 2015-2016.

Highlights

Please provide highlights of Seneca College's activity in 2015-2016 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 addition to the student support services and Seneca Student Federation (SSF) offerings available to all Seneca students, Seneca International offers several services to international students to support their practical and emotional needs. Practical support provided includes assisting students in the following tasks that domestic students are not burdened with:

- Renewal of student visas
- Work permit applications for co-op and field placements
- Work permit applications following graduation
- Health insurance applications and filing of medical and dental claims

Seneca International also provides services to support international students' emotional needs while studying at Seneca, including:

- Briefing students on study habits and academic policies
- Organization of social events such as Chinese New Year, Diwali, and other cultural events
- Stimulation for international student involvement in extra-curricular activities such as HELIX, Enactus, community volunteering and student leadership roles

Seneca International is working on stimulating international students to be active outside of the classroom, which stems from a lack of a social professional network for international students compared to that of domestic students. This lack of a professional network often leads to a loss of job opportunities. The efforts made by Seneca International has seen success, most notably an international Seneca Student Federation President and two international students elected as the Board of Governor student representative. International students at Seneca have also seen high academic success rates, with the group as a whole scoring a consistently higher GPA than domestic students.

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 2015-2016 proportion of an institution's enrolment that receives OSAP is	12,207	72.90

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 polices and practices used by all Ontario colleges for confirming this enrolment. The number of students who received OSAP in the 2015-2016 academic year is pulled from the Ministry of Advanced Education and Skills Development Year-to-Date OSAP download file. The number of students pulled is then compared to Seneca's enrolment count to arrive at a percentage.

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 2015-2016 full-time funding eligible enrolment count submitted on November 1, 2015 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
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Refer to complete list below:

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
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Trade - Refer to complete list below:

Child Development Practitioner	2,920	88.00	\$912,323.84
Total	2,920		\$912,323.84

Highlights

Please provide highlights of Seneca College's activity in 2015-2016 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 has a rigorous program review process that focuses on the maintenance of high-quality programming. This process includes formative and summative reviews and retention and graduation scorecards.

Formative Reviews

Formative review are performed biennially. A template for each program's formative review is pre-populated with program indicators from four areas: Program Growth, Program Quality, Program Alignment with Academic Plan and Program Advisory Committee Activity.

The formative review spreadsheet provides academic chairs with a colour-coded visual Program Health scorecard, comparing the current program indicators to the prior year, the five-year average, and comparator programs. Based on the information compiled in the formative review, academic chairs provide narratives for areas of concern and action plans to directly address them. Although action plans are customized to meet an individual program's specific needs, common themes emerge, including curriculum revisions such as review of student assessments, support for at-risk students and faculty supports.

Summative Reviews

Typically, summative reviews of individual programs take place in the same year following a formative review, and taking data and analysis from the formative review, as well as any recommended action plans. The Program Quality Unit organizes summative reviews and train faculty leads to facilitate the summative review process with the academic program. Faculty leads are external to the program, school and faculty to maximize objectivity. The summative review is usually completed by the academic chair and program coordinator, with the support of an external faculty lead. The summative review is a comprehensive process that provides academic programs with

greater analyses of key areas, such as industry trends; career and salary trends; feedback from stakeholders; curriculum; alignment with the Academic Plan and a detailed recommended action plan (RAP) with short-term, medium-term, and long-term objectives. The RAPs are customized to address the specific issues identified in individual programs, however, as with formative reviews, recurring themes have emerged. These themes include curriculum revisions and strengthened alignment to the Academic Plan; flexible delivery opportunities; enhanced student advising; a need for Faculty resources for new teaching activities; and improved timeliness and effectiveness of student feedback.

Graduation and Retention Scorecards

In addition to the scheduled cycle of formative and summative reviews, the Office of Institutional Research prepares a scorecard for program areas with graduation and retention data. The graduation and retention scorecards apply to programs with graduation rates less than 70 per cent. The scorecards show the graduation and retention rate over a five-year period in order for programs to analyze trends. The programs also commit to an action plan to increase the retention and/or graduation rate, and the efficacy of the action plan is assessed the following year when the graduation and retention scorecard is updated.

Program Highlights

Program highlights for 2015-2016 include the approval of three new Honours degree programs and two additional Honours degree programs that are awaiting ministry approval. Seneca also became the first and only college in Canada accredited to offer the Chartered Professional Accountants (CPA) Professional Education Program courses. As of fall 2017, qualified accounting degree graduates will be able to pursue the CPA designation at Seneca through completion of *Professional Accountancy*, a new college certificate at the graduate level.

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 through the Credit Transfer Accountability Framework.

As part of this work, a new Credit Transfer Student Flag was introduced into 2015-16 enrolment reporting for colleges and universities. The ministry will work with the sector throughout 2016-17 on any refinements to the metric with a view to integrate this new information into the SMA report back beginning in 2017-18.

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, as well as metrics related to transfer student satisfaction or outcomes.

Development of these metrics will be done in partnership with the sector and ONCAT.

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 ($B \div A \times 100$)	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 ($D \div C \times 100$)
2011-2012	4,900	437	8.92	57,701	3,463	6.00
2012-2013	4,922	381	7.74	57,462	3,424	5.96
2013-2014	4,656	342	7.35	54,467	3,003	5.51
2014-2015	4,424	287	6.49	52,039	2,465	4.74
2015-2016	3,643	194	5.33	46,244	2,047	4.43

Per the College Graduate Outcomes @ 6 Months data reported in 2015-2016 (based on 2014-2015 graduates),	Percentage
The percentage of Seneca College students who were satisfied or very satisfied with academic preparation for university was	85.6
The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was	79.9

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

Highlights

Please provide highlights of Seneca College's activity in 2015-2016 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.).

Since its establishment in 2014, Seneca's Centre for Research in Student Mobility (CRSM) has become a hub for ongoing research in student movement within the postsecondary education sector. CRSM investigates how and why students transfer between postsecondary institutions and programs, with a focus on student pathways from high school, college, university and the labour market. The research includes student movement within the sector provincially, nationally and internationally to help inform policy, program and pathway development, student advising, student support services and institutional partnerships. In just over two years, CRSM has made at least ten presentations provincially and nationally, at both academic and professional conferences (with an additional two upcoming) and completed six reports with funding provided externally through Credit Transfer Institutional Grants (CTIG) and competitive grants from the Ontario Council on Articulation and Transfer (ONCAT) and the Ontario Human Capital Research and Innovation Fund (OHCRI). Seneca's knowledge mobilization activities include discussions with policy makers for evidence-based decision making, posting presentations and publications on the Seneca website and engaging on Twitter.

Seneca's groundbreaking Degree and Credit Transfer Office (DCTO) expanded its responsibilities in 2015 (as noted in the 2014-2015 SMA Report Back) to include all transfer credit activity which was previously decentralized. This restructuring allowed for more consistent and cohesive communication and service to both students and faculty across the institution. The new transfer credit system has allowed for the building of rules which can be applied to both pathways and course-for-course transfer credit. To date, there are over 10,000 rules in the new system. The DCTO saw close to 3,500 students; a 96 per cent increase from 2014-2015. Likewise, over 3,700 transfer credit applications containing credits from both domestic and international institutions were processed. Seneca's degree transfer advisors spoke with 663 'unique' students, 15 per cent of which returned for advisement on follow-up pathways, with the office continuing to support students from degree programs wishing to pursue masters and post-graduate education. The DCTO is continuing to expand its activities and ensuring their work with students, academic areas, and partners is innovative and forward thinking.

Seneca continues to lead in pathways both in terms of total numbers, but also in its success of acquiring funding from ONCAT. This past year saw the addition of two new college-to-university transfer projects and another mobility research project.

6. Financial Sustainability

1. Annual Surplus/(Deficit) - (revenue - expenses)	Amount	Benchmark	
Annual Surplus/(Deficit)	19,065,596	0	
2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets)	Amount	Benchmark	
Accumulated Surplus/(Deficit)	178,618,216	0	
3. Quick Ratio (current assets) / (current liabilities)	Amount	Benchmark	
Current Assets/Current Liabilities	0.82	1.00	
4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)]	Percentage	Benchmark	
Debt/Assets	27.55	35.00	
5. Debt Servicing Ratio (interest expense + principal payments) / (revenue)	Percentage	Benchmark	
Total Debt Serviced/Revenue	1.76	3.00	
6. Net Assets to Expense Ratio (net assets) / (expenses)	Percentage	Benchmark	
Net Assets/Expenses	77.55	60.00	
7. Net Income to Revenue Ratio (revenue - expenses) / (revenue)	Percentage	Benchmark	
Net Income to Revenue	5.17	1.50	

Highlights

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

While it is noted that the quick ratio fell just short of the required benchmark in the 2015-2016 fiscal year, this is due to the reclassification of \$44.5 million of excess operating funds from Cash and Cash Equivalent to Long Term Investments as the maturities of the investments were greater than one year. The \$44.5 million was placed with an investment manager and were invested in safe, highly liquid securities that can be recalled in a very short period of time, but would provide higher returns with no change in risk. Had the funds remained in Cash and Cash Equivalents, Seneca would have reported a quick ratio of 1.50, exceeding the benchmark.

During 2015-2016, Seneca placed endowment and operating funds with an investment manager to generate higher returns in the current challenging investment environment. Seneca has maintained an operating surplus for seven consecutive years, as well as a consistent return on revenue greater than five per cent in each of the past four years. The consistent return on revenue is reflective of Seneca's efficient management of controllable operating expenses.

7. Attestation

By submitting this report to the ministry:	Checkbox
Seneca College confirms that all information being submitted to the ministry as part of the 2015-2016 SMA Report Back is accurate and has received approval from Seneca College's Executive Head.	<input type="checkbox"/>

For additional information regarding Seneca College's 2015-2016 SMA Report Back please contact	Information
Name:	
Telephone:	
Email:	

Please indicate the address on Seneca College's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry	Information
Website:	