

Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back

Institution Name:	Seneca
--------------------------	---------------

OVERVIEW

Through the 2008-09 MYAA Report-Back process, Seneca was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. Seneca was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of Seneca's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that Seneca is on track for meeting its commitments or has an improvement plan in place, and is approved by the Ministry.

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. Enrolment, Student Access Guarantee) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

DEADLINE FOR SUBMISSION TO THE MINISTRY

The deadline for Seneca to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on Seneca's website. Please ensure Seneca's completed 2009-10 Report Back is posted at the same location on Seneca's website as its Multi-Year Action Plan.

CONTACT

For any questions regarding this Report Back template, please email Perry Gordon, Senior Policy Advisor, Colleges Unit at Perry.Gordon@ontario.ca or telephone (416) 325-4026.

PART 1: 2009-10 SYSTEM WIDE INDICATORS

- The 2009-10 Report Back has been changed from previous years' format to collect information only on system-wide indicators and will reflect and report on progress on Seneca's commitments regarding access, quality and accountability as outlined in the original accountability agreements.
- The 2009-10 Report Back is also requesting data on credit transfer, online learning and international students. This is in keeping with the government's strategic priorities and as per discussions with Colleges Ontario and Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on *Reaching Higher* objectives. The data collected from the 2009-10 Report Back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.
- System Wide Indicators for 2009-10:
 - 1) Enrolment – Headcount
 - 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
 - 3) Compliance with the Student Access Guarantee (SAG) in 2009-10
 - 4) The Student Access Guarantee (SAG) for 2010-11
 - 5) Participation in the Credit Transfer System
 - 6) Class Size
 - 7) Online Learning
 - 8) International
 - 9) Supply Chain Compliance
 - 10) Space Utilization
 - 11) College Student Satisfaction
 - 12) Graduation Rate
 - 13) Graduate Employment Rate
 - 14) Student Retention Rates
 - 15) Quality of the Learning Environment

1) Enrolment – Headcount*

**DEFINITION: Headcount is the un-audited enrolment forecast for 2009-10 (full-time funded students only: does not include Second Career, Apprentice or International students).*

- Seneca reported to TCU the total Headcount enrolment in 2009-10 = **15,272**
- Please indicate the **number of students aged 18-24** from the total Headcount enrolment reported by Seneca to the Ministry for 2009-10 = **11,691**
- Please indicate the **number of students aged 25+** from the total Headcount enrolment reported by Seneca to the Ministry for 2009-10 = **3,579**

- Please provide one or more example in the space provided below of a promising practice that Seneca used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

2) Under-Represented Students: Students with Disabilities*, First Generation* and Aboriginal*

**DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of the institutions' annual report to the Ministry for the Accessibility Fund for Students with Disabilities Fund (AFSD).*

**DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.*

Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.

Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate).

**DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples – Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs.*

- For the following, please include full-time and part-time, but not Second Career, Apprentice or International students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of <i>students with disabilities</i> at Seneca who registered with the Office for Students with Disabilities and received support services in 2009-10= <u>2,647</u></p> <p>Please indicate the number of <i>students with disabilities</i> at Seneca who registered with the Office of Students for Disabilities and received support services as a percentage of the total Seneca student population in 2009-10 who were:</p> <p>Full-time = ____</p> <p>Part-time = ____</p> <p>Total (Full-Time + Part-time) = <u>20,021</u></p> <p><i>*At this point, Seneca's appointment system defaults to Full Time upon entry of a new client, unless changed. Going forward, it will be revised to present a blank field and require the selection of</i></p>	<p>Please indicate the total number of <i>First Generation students</i> enrolled at Seneca in 2009-10= <u>6,865</u></p> <p>Please indicate the number of <i>First Generation students</i> enrolled at Seneca as a percentage of the total Seneca student population in 2009-10 who were:</p> <p>Full-time = <u>32.3%</u></p> <p>Part-time = <u>2.0%</u></p> <p>Total (Full-Time + Part-time) = <u>20,021</u></p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) <u>6,865</u></p>	<p>Please indicate the total number of <i>Aboriginal students</i> enrolled at Seneca in 2009-10= <u>781</u></p> <p>Please indicate the number of <i>Aboriginal students</i> enrolled at Seneca as a percentage of the total Seneca student population in 2009-10 who were:</p> <p>Full-time = <u>3.8%</u></p> <p>Part-time = <u>0.1%</u></p> <p>Total (Full-Time + Part-time) = <u>20,021</u></p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) <u>781</u></p>

Ministry of Training, Colleges and Universities

<p><i>the status before the appointment can be saved.</i></p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) <u>2,647</u> $\div 15,272$ (Enrolment Headcount from Page 3) x 100 = <u>17.3%</u></p>	<p>$\div 15,272$ (Enrolment Headcount from Page 3) x 100 = <u>45.0%</u></p>	<p>$\div 15,272$ (Enrolment Headcount from Page 3) x 100 = <u>5.1%</u></p>
<p>Students With Disabilities</p>	<p>First Generation Students</p>	<p>Aboriginal Students</p>
<p>In the space below, please provide examples of promising practices that Seneca used in 2009-10 to develop and maintain results for <i>students with disabilities</i>.</p> <div data-bbox="210 966 714 1182" style="border: 1px solid black; height: 133px; width: 240px; margin: 10px 0;"></div>	<p>In the space below, please provide examples of promising practices that Seneca used in 2009-10 to develop and maintain results for <i>First Generation students</i>.</p> <div data-bbox="808 977 1312 1193" style="border: 1px solid black; height: 133px; width: 240px; margin: 10px 0;"></div>	<p>In the space below, please provide example of promising practices that Seneca used in 2009-10 to develop and maintain results for <i>Aboriginal students</i>.</p> <div data-bbox="1375 977 1879 1193" style="border: 1px solid black; height: 133px; width: 240px; margin: 10px 0;"></div>
		<p style="text-align: right;"><i>FINAL July 16, 2010</i></p>



Ministry of Training, Colleges and Universities

3) Compliance with the Student Access Guarantee (SAG) in 2009-10

Through its signed MYAA, Seneca committed to participate in the Student Access Guarantee (SAG). For 2009-10, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 SAG Guidelines.

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	842,344	781
Other SAG Expenditure to Supplement OSAP	2,294,348	2,982
TOTAL	3,135,692	3,763

Data as of July 6th, 2010

- Did Seneca meet students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **YES**

Providing Student Access Guarantee shortfall funds was based on a student's budget. If they had not already applied for a tuition assistance bursary they were sent an e-mail to invite them to apply and then send an e-mail to the Manager, Financial Aid and Scholarship/Bursary Plans to have their application reviewed and processed if budget showed an additional financial need.

4) The Student Access Guarantee (SAG) for 2010-11

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2010-11 Student Access Guarantee Guidelines.

For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.

Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.

Seneca has been working with the Ministry in order to have a download provided so that this process can be done automatically. We are waiting for a final format of the download in order for our IT department to facilitate this process. Once the SAG bursary is approved, an automated e-mail will go out to a student's Seneca Learn account to advise them that they have been granted this bursary. If there are outstanding tuition fees, the bursary will be applied to those fees before a cheque is prepared. We plan on processing these bursaries at the end of November. Cheques will be available for pick up at the beginning of the January semester – at that point we will know if they are continuing in their program and are still eligible. This download information was to be available as of August 1; our back up plan if we can't implement the automated process is to go to a manual

Ministry of Training, Colleges and Universities

	<p>process based on additional fields that will be provided by means of an excel spreadsheet from the Ministry's Internal Resources website.</p>
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs in 2010-11. If so: a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide</p>	<p>Not applicable</p>

5) Participation in the Credit Transfer System

- The following data is per the *College Graduate Outcomes Survey*:

Survey Years	Total # of Seneca graduates who participated in Graduate Survey (A)	# of Seneca 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 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)
2005-2006	3,896	487	12.5%	42,333	2,716	6.4%
2006-2007	4,091	489	12.0%	44,309	3,449	7.8%
2007-2008	3,820	428	11.2%	44,622	3,510	7.9%
2008-2009	3,793	401	10.6%	43,086	3,145	7.3%
2009-2010	3,426	360	*10.5%	40,388	2,725	6.7%

- Per the College Graduate Outcomes Survey for 2008-2009 and 2009-2010 (based on 2007-08 and 2008-09 graduates), the *percentage* of Seneca students who were satisfied or very satisfied with academic preparation for university was **84.6%**.
- Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the *percentage* of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.
- Please provide any additional comments regarding transition experience either from college to university or college to college.

Data gathering in this area is hampered because we are still unable to use the OEN to track students in post-secondary education.

With the growth of graduate certificates, and the number of university students transferring before completion to college before degree completion, we believe that university-college statistics would be invaluable information that would provide a much more complete picture of the increasingly integrated world of post-secondary education in Ontario.

*Note: Since 2006/07 Seneca diploma graduates have also had the opportunity to transfer into Seneca degree programs, which has absorbed some of the demand for university transfer in recent years. This is providing an increasingly attractive option for students.

***NOTE:** The Ministry recognizes that this is a census survey in which the response rate is approximately 66%. The Ministry also recognizes that this only captures college graduates who have transferred within 6 months of graduation and is not the complete picture of college-university transfer students. The Ministry anticipates that as data collection systems in institutions evolve, this data will become more complete. The Ministry is developing long-term indicators for credit transfer in consultation with the sector.*

- Please provide one or more example in the space provided below of a promising practice that Seneca used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight. In addition, Seneca may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

Built into the Liberal Arts/University of Toronto pilot partnership program are measures to assist students in the transition from college to university. Lessons from this program could be used in other and future transfer agreements.

6) Class Size

- Please provide the number and percentage of all first-year classes (all programs) at Seneca in 2009-10 that were:

Class Size	Number of Classes	Percentage of Total Classes
Less than 30 students	2,033	42.58%
30 to 60 students	2,679	56.12%
61 to 100 students	58	1.22%
101 to 250 students	4	0.08%
251 or more students	0	0%
Total	4,774	100%

Ministry of Training, Colleges and Universities

- Please provide one or more example in the space provided below of a promising practice that Seneca used during 2009-10 regarding class size. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

7) Online Learning

- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.
- To complement this work, please provide one or more example in the space provided below of a promising practice that Seneca used during 2009-10 to develop and enhance online learning. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Seneca is in the process of finalizing the 2010-13 e-learning Plan. A draft of the guiding principles, based on a broad definition of e-learning practices, is as follows:

Our vision to increase success within our academic community will be accomplished by enhancing:

- Social connectivity
- Collaboration
- Community building
- Access
- Co-construction of knowledge
- Digital literacy
- Meaning making

In order to reach these goals, the Plan is grounded in the following core principles:

1. Engagement in Teaching and Learning
2. Communication, Collaboration and Connection
3. Quality
4. Access
5. Ongoing Development of Innovative Practices



Ministry of Training, Colleges and Universities

Seneca was an early leader in the development and adoption of the OntarioLearn consortium, and is proud to offer students a fully online option for a number of programs, including the General Business and Business – Marketing 2-year diplomas.

8) International

**DEFINITION: International enrolment* is the headcount of full-time international students at the institution including students who are both eligible and ineligible for funding consideration.*

- Seneca reported to TCU that International Enrolment* in 2009-10 = **1,822**.

- In 2009-10, Seneca reported to TCU the following top 3 source countries for international students:
 1. **China**
 2. **South Korea**
 3. **India**

- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences Seneca had in 2009-10:
 - Outbound students = 57
 - Inbound students = 190

- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at Seneca in 2009-10 = \$32,327,060

- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that Seneca had outside of Canada in 2009-10 = \$665,167

Ministry of Training, Colleges and Universities

- Please list in the table below all For Credit, Stand-Alone campuses Seneca operated **abroad** in 2009-10, including city, country and total enrolment for each campus:

Campus Name	City/Municipality	Country	Total Enrolment

Ministry of Training, Colleges and Universities

- Please provide one or more example in the space provided below of a promising practice that Seneca used during 2009-10 to develop and maintain results for international activities. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

A graduate program for 'Nursing Leadership and Management' was offered in 2009-10. This program has already attracted fifty graduate nursing students from India and the first cohort has graduated successfully.

Seneca has continued working with Jiangsu Province in China (Ontario's partner) to develop degree pathways for vocational college graduates of three year diploma programs in China. These students will come to Seneca College to complete their degrees. The first cohort is expected in Fall 2012.

9) Supply Chain Compliance

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including colleges, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU) are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the college that are consistent with the principles outlined within the Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

- Please confirm that in 2009-10 Seneca adopted the Government of Ontario's Supply Chain Code of Ethics: **YES**
- Please confirm that in 2009-10 Seneca adopted or is in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **YES**
- In 2009-10 did Seneca participate in the Ontario Education Collaborative Marketplace (OECM)?: **YES**
- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: \$25,000

- Please provide one or more example in the space provided below of a promising practice that Seneca used during 2009-10 related to supply chain management. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

10) Space Utilization

- In 2009-10, did Seneca have a Space Utilization planning process in place to assess and optimize academic space utilization?
YES
- If yes, please indicate in the space below the methodology used to inform Seneca's academic space utilization planning process:

Seneca utilizes Infosilem software to assist in classroom scheduling. Staff are trained to provide effective parameters that would maximize space usage. Manual adjustments are made to further optimize space utilization. Prior to each academic semester, a formal analysis of the overall classroom utilization helps modify the input parameters for the subsequent cycle.

Ministry of Training, Colleges and Universities

- If yes, please provide one or more example in the space provided below of a promising practice that Seneca used during 2009-10 to assess and optimize academic space utilization. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Seneca has an explicit policy to grow our summer enrolment in full-time post-secondary. Our enrolment in the summer semester has grown by 30% in the last two years to 7,466, a number larger than many colleges' fall enrolment. Combined with our continuing education enrolment during all three semesters, by far the largest of any college in Ontario, we are using our classrooms and labs at a utilization rate that we believe are unmatched by any other major post-secondary institution. In fact, the standard usage of the fall enrolment figure as a proxy for a college's enrolment serves to undervalue the utilization rate in those institutions who run larger summer semester activities as part of their full-time PSE activity.

The space planning process was a particular challenge in 2009-10 at three of Seneca's four main campuses due to exceptional enrolment growth and renovation complexities.

11) Student Satisfaction

- Per the KPI results reported in 2009-10 the student satisfaction rate at Seneca for *KPI Question #14* “Overall, your program is giving you knowledge and skills that will be useful in your future career” = **86.2%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at Seneca for *KPI Question #26* “The overall quality of the learning experiences in this program” = **78.9%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at Seneca for *KPI Question #44* “The overall quality of the facilities/resources in the college” = **68.7%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at Seneca for *KPI Question #45* “The overall quality of the services in the college” = **67.7%**

Ministry of Training, Colleges and Universities

- Please provide one or more example in the space provided below of a promising practice that Seneca used during 2009-10 to increase student satisfaction. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The Student Recruitment and Support Project was initiated in December 2009, and gathered extensive information from interviews with more than 600 students, more than 100 Seneca faculty, staff and administrators, other GTA colleges and universities, as well as by means of an extensive literature review. A key aim of this substantial initiative is an increase in satisfaction with the services at the College. As a result of recommendations from a reference group comprised of students, support staff and faculty, Seneca has increased investment in orientation activities for students, extended student service hours, opened libraries and computing commons earlier as well as expanded facilities and processes for skills assessment to all four of Seneca's main campuses. Further work is being done in areas such as advisement, information technology, learning supports and communications.

12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at Seneca = **56.6%**
- Please provide one or more example in the space provided below of a promising practice that Seneca used during 2009-10 related to the achievement of the graduation rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Seneca acted as the lead College in the Higher Education Quality Council of Ontario survey Understanding the factors behind student attrition in the Greater Toronto Area. The study is based on research that was conducted by Seneca College and the GTA Institutional Research Network. The preliminary report is designed to provide insight into the following questions:

- What are the top three influencers on students' decision to discontinue their college program?
- Are students satisfied with their decision to leave?
- What proportion of students who leave, return to PSE?

Seneca is also recognized as a leader in the College Math Project, an extensive research project involving all colleges and school boards in the province to understand the continued challenges faced by many of our students in college-level mathematics subjects.

13) Graduate Employment Rate

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at Seneca = **80.4%**
- Please provide one or more example in the space provided below of a promising practice that Seneca used during 2009-10 related to the achievement of the graduate employment rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

14) Student Retention Rates

The table below has been pre-populated with the proposed results set for 2008-09 in Seneca's approved Multi-Year Action Plan. Referring to these proposed results, please identify Seneca's achieved results for 2009-10.

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1 st to 2 nd Year	68.5%	66.4%	67.3%
2 nd to 3 rd Year	80%	79.0%	82.4%
3 rd to 4 th Year	90%	91.9%	91.7%

- Please indicate in the space below the methodology used by Seneca to calculate the retention rates indicated above:

1st year to 2nd year retention (B)/(A)*100:

(A) No. of 1st time F/T or P/T students enrolled in 2-yr, 3-yr or degree programs in Fall 2008 and Winter 2009 as of audit count date

(B) No. of F/T or P/T students re-enrolled during the 2nd year of study in Fall 2009 as of audit count date.

2nd year to 3rd year retention (D)/(C)*100:

(C) No. of F/T or P/T students from 2007/2008 cohort re-enrolled in 3-yr or degree programs during the 2nd year of study in Fall 2008 as of audit count date

(D) No. of F/T or P/T students re-enrolled during the 3rd year of study in Fall 2009 as of audit count date.

3rd year to 4th year retention (F)/(E)*100:

(E) No. of F/T or P/T students from 2006/2007 cohort re-enrolled in degree programs during the 3rd year of study in Fall 2008 as of audit count date.

(F) No. of F/T or P/T students re-enrolled during the 4th year of study in Fall 2009 as of audit count date.

- Please provide one or more example in the space provided below of a promising practice that Seneca used during 2009-10 related to student retention. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Seneca has been recognized for its work to support new approaches to student services and research, which have improved retention rates. The Seneca-led Foundations for Success pilot was the first-ever Canadian experimental, random assignment research project to investigate the effect of case-managed support services on college student retention. 3,141 college students, including 1,197 from Seneca, participated in the study, which found that directed advisement to student support services, in combination with financial incentives, led to a 6.4% increase in student retention project-wide and an 11% increase in student retention at Seneca. The SUCCESS@Seneca program continues to provide coaching and mentoring to students, and was recognized with the 2009 Outstanding Student Retention Award from the Educational Policy Institute.

15) Quality of the Learning Environment

- Please provide information in the space provided below of what Seneca did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

The Student Recruitment and Success Project was initiated in December 2009. Extensive information was gathered via:

- Seneca students and employees
- GTA colleges and universities
- External stakeholders
- Literature review
- Seneca Reference Group (students, support staff, faculty, administrators)

Recommendations were formulated by the Seneca Reference Group, and brought to the Seneca Senior Executive Committee. These recommendations are now being turned into follow-up activities being undertaken by various areas of the College. The College moved immediately to strengthen student orientation activities, as well as improve facilities and processes for the skills assessment.

Construction started on the expansion of Seneca's Newnham Campus in order to create additional teaching and learning space for students. The 160,000-square-foot building will create space for an additional 1,100 students and ease pressure on the rest of the campus. Learning spaces for the student population will be further expanded through the addition of increased common-use computers and public learning spaces.

PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES

• **Increased Participation of Under-Represented Students — Programs/Strategies**

As part of its 2008-09 Report Back, Seneca was asked to provide 3 to 5 examples of how its strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>Seneca Centre for Outreach Education (SCOrE) Program: In 2009-10, SCOrE will continue to target 100 selected students from under-represented groups. It will be consolidated under the Faculty of Workforce Skills Development as a College Opportunity/Access program, with three semesters focused on providing intensive supports, personal career exploration, skills building, and academic and career preparation courses designed to develop pathways to apprenticeship, college, or university programs.</p>	<p>The College Opportunities program was developed, passed by the Board of Governors, and approved for funding by the MTCU. First semester enrolment is scheduled for September 2010.</p>
<p>Summer Transition Program: It will continue its intensive preparation by providing a residential component to the week long experience on the college campus. The one-day Parent Education conference will continue to focus on: transitioning from High school to PSE; the transitional needs of students with special needs; technological supports to assist students in their programs; Financial Aid; and confidentiality issues related to the sharing of information by a PSE institution.</p>	<p>In July 2009 43 students with Learning Disabilities attended the 4 day Summer Transition Program. Students participated in 15 different workshops and seminars. These were designed to acquaint students with assistive technology to support academic reading, writing and studying, the process of accommodation and self-advocacy and academic support services such as SMILE mentoring, which remained available at Seneca in 2009-10. Structured evening activities helped to alleviate social anxieties of students. Parents attended two workshops; one on the differences between high school and post-secondary education</p>

	<p>one designed to inform them about accommodations and AT. All students left the program with an individualized report for follow-up and continued support.</p>
<p>Student Access Through Community Outreach:</p> <ul style="list-style-type: none"> - targeted outreach activities with school boards (high schools, Middle and Upper elementary schools) to engage students, teachers and guidance counsellors in on-campus activities such as College awareness and College Career days. - targeted activities such as Financial Aid presentations with community agencies to facilitate access to college for” at risk” students in underrepresented groups, including mature students and students with disabilities. - to participate in dual credit offerings through SCWI - to provide First Year Experience activities such as coaching and mentoring through Success@Seneca and SMILE, aimed particularly at “at risk” first generation students to help them to persist to second year and to graduation. 	<p>For 2009-2010, Seneca offered 5 Dual Credit courses in Semester 1 and 10 Dual credit courses in Semester 2 to students from the YRDSB & TDSB. The courses offered were from the Faculty of Business, The Faculty of Applied Arts and Health Sciences, The Faculty of Information Arts and Technology and The Faculty of Applied Science and Engineering Technology (with multiple sections and campuses being host to these courses). Therefore, over 200 dual credits were obtained by secondary school students at Seneca during the 2009-2010 Academic year. On a similar note, almost 60 students participated in a joint Dual Credit/Ontario Youth Apprenticeship Program with our ECE Apprenticeship program from the HCDSB, YRDSB, YCDSB, TCDSB, TDSB.</p> <p>Success@Seneca continued to provide coaching and mentoring for students in the following programs: Applied Science and Technology Fundamentals, English for Academic Purposes and Business Fundamentals. Participation in the 2009/10 SMILE Mentoring program included more than 800 proteges and 1200 mentors.</p> <p>The Promoting Skilled Trades in Technology Activity (PSTT) invites students from the YRDSB & YCDSB to</p>

Ministry of Training, Colleges and Universities

	<p>the Jane Campus for a day of hands on learning about the skills and knowledge needed to work in the mechanical engineering industry. The Advanced Technologies in CNC Programming invites a number of students from the TDSB to the Jane Campus for a 3 day workshop series to learn and understand specific hands on machining techniques. This last Activity also works as a bridge to one of our dual credit courses with the TDSB.</p> <p>Through School College Work Initiative funding, the college was also able to host a number of Activities in partnership with the YRDSB, YCDSB, TCDSB & TDSB. The First in the Family Information Fair (held at Newnham) was an opportunity for both parents and secondary school students to learn about the programs, services and resources which college has to offer, in addition to providing workshops on program selection and financial planning, focusing on informing students who will be the first in their family to go on to post secondary education.</p>
<p>Outreach and Access to Aboriginal Communities:</p> <ul style="list-style-type: none"> • Continue to organize and participate in meetings of the GTA-wide Aboriginal Educational Council. 	<p>The GTA Wide council meet twice in the reporting year of 09/10. Due to the increase of support for Aboriginal Students through the Aboriginal multi-year agreement discussions of the role of the community and the Aboriginal student services offices were primary focus.</p> <p>Preliminary conversations were had the MTCY/MED Aboriginal Education office in concerns that this council may meet the funding requirement that</p>

Ministry of Training, Colleges and Universities

<ul style="list-style-type: none"> • Participate on governance councils in the Aboriginal community to develop a strong and effective council through active and engaged membership. Each professional staff member had to sit on at least two such councils. • Continue recruitment efforts to communicate educational opportunities to the GTA Aboriginal community. These efforts will focus on North York and Simcoe regions (three First Nations), as recommended by the reports from Academica and the EPI. In addition, commitments to the downtown community will continue. 	<p>mandates each post-secondary institution to have an Aboriginal council.</p> <p>Seneca is the founding member of this council.</p> <p>Staff from First Peoples@Seneca sit on a number of governance boards as advisors. It is of note that we hold seats on The Toronto Police Aboriginal Advisory Council, Toronto Addictions Council, NaMeRes Board of Directors, Council Fire Board of Trustees, Toronto District School Board Aboriginal Community Advisory Council and the York University Aboriginal Education Council.</p> <p>Recruitment efforts have focused on three Aboriginal communities, Rama First Nation, Christian Island and Alderville First Nation.</p> <p>-Participation has continued with the Canadian Aboriginal Festival as well as a number of pow wow and community events.</p>
---	--

- **Quality of the Learning Environment**

As part of its 2008-09 Report Back Seneca was asked to provide 3 to 5 examples of how its quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
Program Review: Cycle continues, with streamlining based on lessons learned. Optimizing the use of external accreditation as an	The College completed its targeted number of program reviews within the allotted budget. The Nursing program

Ministry of Training, Colleges and Universities

<p>alternative and/or supplement where appropriate.</p>	<p>successfully completed its external evaluation, receiving the maximum accreditation renewal of 7 years.</p>
<p>Retention Project: Piloting an integrated pre-admission advisement centre, building on lessons learned from the Millennium Project in order to assist prospective students. It will also include a case manager role, and seek synergies with the advisement of internationally-trained immigrants, adult learner and Second Career students where possible.</p>	<p>Seneca piloted the Foundations for Success project in 2009-2010 after the completion of the Millennium Project. The Foundations for Success staff continued to meet with prospective students and provided pre-advisement services during the busy summer semester of 2009. In that time, the Foundations staff met with and were in contact with over 1500 students as they advised students for the Fall 2009 start up period. The pilot continued to utilize the case management system developed in the Millennium Project to work with at risk students from a wide variety of programs and special interest groups including First Generation students, Second Career students, ITI students, and mature learners. The case management advisement model is now being considered as part of an integrated institutional advisement strategy.</p>
<p>E-learning Plan review: Assess impact of e-learning strategies on teaching and learning. Determine feasibility/desirability of targets for the implementation of e-learning practices.</p>	<p>The College conducted a broad-based review of its e-learning plan. The draft set of guiding principles and recommendations were distributed for final approval in Fall 2010.</p>