



2013-2014 Report Back

Institution Name:	Seneca College
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OVERVIEW

The annual Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

Where possible, to help streamline the 2013-2014 Report Back process, the Ministry pre-populated **Seneca College's** 2013-2014 Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2012-2013 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Seneca College's** 2013-2014 Report Back is denoted with the symbol ⁽⁺⁾.

1) Enrolment - Headcount*

*DEFINITION: *Headcount* is the un-audited 2013-2014 enrolment count on November 1, 2013 in the Ontario College Application System(OCAS) (Full-Time funded students only: does not include Nursing, Second Career, Apprentice or International students).

Seneca College reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = **16,775**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment at **Seneca College** in 2013-2014 = **12,495**.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment at **Seneca College** in 2013-2014 = **4,005**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2013) enrolled at **Seneca College** in 2013-2014= **275**.

* The space below is provided for **Seneca College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment - Headcount.

The report for total Enrolment - Headcount is taken from the PFIS-CSER Term Report for Fall 2013 (November 1st audit count date). The total count included all audit changes up to May 2014.

The MTCU should consider incorporating reporting to show total headcount for not only the fall semester but also the winter and summer semesters. This would serve as a more accurate reflection of full-time activity at institutions like Seneca that have large intakes in the winter and summer semesters.

Please provide one or more examples, in the space provide below, of highlights from **Seneca College's** Enrolment Management Plan that **Seneca College** used during 2013-2014 to manage enrolment.

An enrolment review of all programs was completed by the Registrar's Office. Recommendations for the following year's enrolment targets were discussed with Academic Deans and Program Chairs and revised targets were given final approval by Seneca's Senior Executive Committee.

Seneca's Registrar's Office more rigorously monitored applications and confirmations against new enrolment targets throughout the entire 2013/14 cycle. Where required, additional support for conversion from the application stage to program enrolment was provided by a coordinated team from the Admissions, Marketing and Recruitment areas to ensure targets were met. Bi-weekly enrolment reports were presented to Seneca's Senior Executive Committee for information and to expedite decision-making, as required.



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

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

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

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

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

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

*NOTE: Please do not include International students, Second Career students or Apprentices in the calculations below.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Seneca College who registered with the Office for Students with Disabilities and received support services in 2013-2014= 2,794</p> <p>The total indicated above as a comparative % of Seneca College's 2013-2014 Enrolment Headcount: (Insert Total From Above) 2,794 ÷ 16,775⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 16.7%</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Seneca College in 2013-2014= 3,161</p> <p>The total indicated above as a comparative % of Seneca College's 2013-2014 Enrolment Headcount: (Insert Total From Above) 3,161 ÷ 16,775⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 18.8%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Seneca College in 2013-2014 = 185</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Seneca College in 2013-2014= 560</p> <p>The total indicated above as a comparative % of Seneca College's 2013-2014 Enrolment Headcount: (Insert Total From Above) 560 ÷ 16,775⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 3.3%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Seneca College in 2013-2014 = 29</p>

* The space below is provided for **Seneca College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students.

Counselling and Accessibility services reported that 2794 students were supported through the Accessibility Fund for Students with Disabilities. This number was calculated based on the number of appointments made with a counsellor for academic accommodations or short-term personal counselling for a range of mental health conditions/disorders and other disabilities such as low vision/blindness, hearing loss/deafness and limited mobility. Students are able to make multiple appointments within an academic year so the reporting may be an overestimate of the number of unique clients served by the department. The department does not collect statistics on the number of part-time students and therefore this cannot be reported.

Seneca uses a Student Background Data Survey (BDAT) to collect information from first semester students. the survey is conducted during each of the three semesters. The number of First Generation Students provided is calculated based on the responses to "the highest level of education completed by mother/guardian and father/guardian" survey question. While the completion of the survey is voluntary, it has a high response rate; consequently, we are able to extract data from the results to more accurately determine the number of First Generation students as compared to other survey tools.

Beginning in the Winter 2013 semester, Seneca started collecting data on Aboriginal students through the BDAT as part of the new student enrollment process. Prior to this change, Seneca included a college-specific question as part of the KPI-Student Satisfaction Survey as the source for Aboriginal enrolment numbers. Given this recent change, data is only available at this time for newly enrolled Aboriginal students.

Based on this new methodology, approximately 3.3% of first semester students reported that they were Aboriginal students over the three semester period of Winter 2013, Summer 2013 and Fall 2013. For the purpose of this report, we have calculated the total number of Aboriginal students by multiplying the Fall 2013 total domestic headcount of 16,775 by 3.3%. With the full rollout of the revised BDAT survey, the percentage and number of Aboriginal students in future reports will be based on the



responses to this question.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving Seneca College's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by Seneca College to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving Seneca College's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by Seneca College to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving Seneca College's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by Seneca College to be an innovative practice, success story and/or key accomplishment.</p>

<p>Counselling and Accessibility Services collaborated with other departments to implement many innovative activities to improve the foundational and experiential learning of students with disabilities.</p> <p>In a collaboration with the Athletics and Recreation department, the Counselling and Accessibility Services department developed a program to provide timely academic accommodations to students who sustain a concussion while engaged in one of Seneca's recreational programs. The department has also developed a resource guide for employers in collaboration with Seneca's Co-operative Education team on how to support students with disabilities in their work experience.</p> <p>Students with disabilities often benefit from access to technology. The department has increased the specialized items (e.g. equipment and software) available for short term loan for students with disabilities.</p> <p>Seneca is in the first phase of implementing a web-based software program that enables students to request and access academic accommodations at a place, time and means that responds to their needs. In the implementation of this program students and departments including ITS, Facilities, Test Centre, Academics and Counselling and Accessibility Services have been collaborating to bring this project to fruition. By being involved in this initiative key areas of the College obtained a better understanding of the needs of students with disabilities.</p>	<p>Seneca's program goals for First Generation students were to enhance service and program delivery for First Generation students in the areas of orientation, student leadership, Aboriginal supports, mentorship, the Learning Centre and Career Services.</p> <p>The program continued to expand its existing services for First Generation students to additional campuses through its partnerships with the Learning Centre, SMILE Mentoring, First Peoples @ Seneca, Foundations for Success and other academic areas. Service hours were expanded and additional workshops were made available to students.</p> <p>In total, 1964 new students were added to our database, surpassing the goal set by almost 30%. New partnerships were developed with academic departments, including the School of International Business and the School of Tourism.</p> <p>First Generation students were very satisfied with the services provided. Results from a First Generation student survey indicated that 92% of students would recommend the program's services to others, 85% felt they were better prepared to successfully complete their academic year, and 89% wished to continue using First Generation services.</p> <p>A preliminary examination of a revised communications strategy for reaching First Generation students was completed, with plans to streamline approaches for the coming year, including the use of social media.</p>	<p>Seneca increased our support for Aboriginal students this past year by creating a new part-time position that focused on supporting students' academic efforts by educating and facilitating student's use of our Learning Centre.</p> <p>A new incentive program specifically serving Aboriginal students was also implemented during the Winter 2014 semester to encourage students to reach their professional goals by achieving academic excellence. For every mark of 80% or higher achieved on tests, projects and assignments the student's name was entered into a monthly raffle/draw. Students receiving alternative evaluations based on qualitative rather than quantitative measures were also included in the draw. Winners were recognized and profiled on the First People's Facebook page and in the Centre, inspiring others to strive for better marks and an opportunity to be acknowledged.</p> <p>The stability and adaptability of Seneca's Aboriginal Education Council (AEC), along with its long-standing team members, have greatly advanced the college community's understanding and respect for Aboriginal traditional and community knowledge.</p> <p>The College is changing its way of thinking about how Aboriginal students are served through an increased partnership model. A draft Terms of Reference citing the Seven Teachings as foundational blocks is being piloted.</p> <p>The College has also expanded its roster of guest speakers to include more sessions from members of the broader Aboriginal community. First Peoples @ Seneca worked with the Environmental Sampling and Monitoring program to provide cultural awareness as an enhancement to the curriculum by being given the opportunity to experience constructing, deconstructing and participating in a Sweat Lodge Ceremony. Prospective students from the First Nations were given the opportunity to visit Seneca's King and</p>
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		<p>Newnham Campus including the student residences. These campus tours provided First Nations secondary students the opportunity to experience Aboriginal support services in a postsecondary setting.</p>
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3) Participation in the Credit Transfer System

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways, and amount of credit granted.

The Ministry is using the following data from the College Graduate Outcome Survey to inform the latest trends in college to university student transfers:

Reporting Years	Total # of Seneca College graduates who participated in Graduate Survey (A)	# of Seneca College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of Seneca College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2009-2010	3426 ⁽⁺⁾	360 ⁽⁺⁾	10.5% ⁽⁺⁾	40388 ⁽⁺⁾	2725 ⁽⁺⁾	6.7% ⁽⁺⁾
2010-2011	4147 ⁽⁺⁾	416 ⁽⁺⁾	10% ⁽⁺⁾	50622 ⁽⁺⁾	3355 ⁽⁺⁾	6.6% ⁽⁺⁾
2011-2012	4900 ⁽⁺⁾	437 ⁽⁺⁾	8.9% ⁽⁺⁾	57701 ⁽⁺⁾	3463 ⁽⁺⁾	6% ⁽⁺⁾
2012-2013	4922 ⁽⁺⁾	381 ⁽⁺⁾	7.7% ⁽⁺⁾	57462 ⁽⁺⁾	3424 ⁽⁺⁾	6% ⁽⁺⁾
2013-2014	4656 ⁽⁺⁾	342 ⁽⁺⁾	7.3% ⁽⁺⁾	54467 ⁽⁺⁾	3003 ⁽⁺⁾	5.5% ⁽⁺⁾

Per the College Graduate Outcomes data reported in 2013-2014 (based on 2012-2013 graduates), the percentage of **Seneca College** students who were satisfied or very satisfied with academic preparation for university was **88.1%⁽⁺⁾**.

Per the College Graduate Outcomes data reported in 2013-2014 (based on 2012-2013 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **85.1%⁽⁺⁾**.

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

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2013-2014, and which contributed to maintaining or improving **Seneca College's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), changes to student supports or program viewed by **Seneca College** to be an innovative practice, a success story and/or a key accomplishment. In addition, **Seneca College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

The Ministry should consider capturing the number of college students transferring into a college baccalaureate degree program. In total, 81 Seneca graduates enrolled in a baccalaureate degree offered by an Ontario college six months after graduation. Of the 81 graduates, 72 were enrolled in a baccalaureate degree offered by Seneca. These figures have been increasing each year and are partially reflected in the decline in those transferring to a university to obtain a degree. With the inclusion of those who transferred to a degree offered at an Ontario college, the percentage of graduates pursuing a baccalaureate degree is 9.1%. In 2013-2014, Seneca's Degree and Credit Transfer office implemented a new online appointment booking system as the demand for Degree Transfer Student Advising exceeded the capabilities of the old manual booking system. In order to meet this increase in demand, the office hired three part-time staff members resulting in a 93% increase in advisors' visits across our campuses. In total, the advisors received more than 5000 inquiries from prospective students, current students and alumni. A number of cross-training sessions were held to update and inform front line staff members across the College, on the pathways which students are eligible for as well as the services which prospective students, current students and alumni can access. This has provided a more consistent message across the College and will continue to provide individuals with optimal supports and information when inquiring about transferring from diploma to degree. Seneca has been working closely with York University on a number of projects with the goal of updating specific transfer credit requirements for all of Seneca's programs. Seneca also took part in a new Ministry initiative involving publishing our credit equivalencies on the ONCAT database.

4) Class Size

**DEFINITION: Class size is the number of students per class in a section. A section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom. Each section should only be counted once. Students who withdrew part way through should be included in the count. Labs and tutorials are considered and sub-sections and should be excluded from the count. One-on-one independent study and/or practicum should also be excluded.*

Class Size Calculation Example:

FIRST YEAR - COURSES

GSSC1109 *Life Span Development*

Course Option #1: Offered Tues - 35 students enrolled (**Class Size Reported in 2013-2014 Report Back = 35**)

Course Option #2: Offered Wed - 25 students enrolled (**Class Size Reported in 2013-2014 Report Back = 25**)

COMP1082 *Computer Skills*

Course Option #1: Offered Mon - 98 students enrolled (**Class Size Reported in 2013-2014 Report Back = 98**)

SWRK1026 *Canadian Social Welfare*

Course Option #1: Offered Mon & Thurs - 10 students enrolled (**Class Size Reported in 2013-2014 Report Back = 10**)

Course Option #2: Offered Wed & Fri - 10 students enrolled (**Class Size Reported in 2013-2014 Report Back = 10**)

Course Option #3: Offered Tues & Thurs - 40 students enrolled (**Class Size Reported in 2013-2014 Report Back = 40**)

SWRK 1041 *Preparation for the Field*

Course Option #1: Offered Tues - 30 students enrolled (**Class Size Reported in 2013-2014 Report Back = 30**)

Course Option #2: Offered Wed - 30 students enrolled (**Class Size Reported in 2013-2014 Report Back = 30**)

SWRK1043 *Group Dynamics*

Course Option #1: Offered Mon - 60 students enrolled (**Class Size Reported in 2013-2014 Report Back = 60**)

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

Course Option #1: Offered Mon & Thurs - 100 students enrolled (**Class Size Reported in 2013-2014 Report Back = 100**)

Course Option #2: Offered Wed & Fri - 101 students enrolled (**Class Size Reported in 2013-2014 Report Back = 101**)

Course Option #3: Offered Tues & Thurs - 76 students enrolled (**Class Size Reported in 2013-2014 Report Back = 76**)

Each of these course offerings should be counted once in the table below, in the appropriate class size section.

For the 2013-2014 Report Back, using the information above, the class size data would be recorded as follows.

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

Using the class size calculation example above, please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **Seneca College** in 2013-2014:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	2,648	49.8%
30 to 60 students	2,564	48.2%
61 to 100 students	93	1.7%
101 to 250 students	13	0.2%
251 or more students	0	0%
Total	5,318	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	1,282	51.4%
30 to 60 students	1,154	46.3%
61 to 100 students	56	2.2%
101 to 250 students	2	0.1%
251 or more students	0	0%
Total	2,494	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	348	64.4%
30 to 60 students	188	34.8%
61 to 100 students	4	0.7%
101 to 250 students	0	0%
251 or more students	0	0%
Total	540	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4 th Year Sections
Fewer than 30 students	64	55.7%
30 to 60 students	50	43.5%
61 to 100 students	1	0.9%
101 to 250 students	0	0%
251 or more students	0	0%
Total	115	100%

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

Seneca's Student Information System captures all full-time day courses and Faculty of Continuing Education courses. The courses are categorized as Professional or Special Interest and are also flagged by type (i.e. class or lab). Regular reports are generated using this system. Each course also has a field that records the number of students in each class. The Total Number of Students field was used for each course to summarize the course totals as per the requested categories.

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2013-2014, which contributed to maintaining or improving **Seneca College's** class size initiatives. This could be a strategy, initiative or program viewed by **Seneca College** to be an innovative practice, success story and/or key accomplishment that **Seneca College** would like to highlight.

Seneca has implemented a number of initiatives in order to be able to maintain smaller classes sizes while effectively managing its capital resources. One of these initiatives is to schedule full-time program classes from 8 am to 7 pm and part-time, continuing education classes from 7 pm to 10 pm and on weekends. Seneca is also a leader in the delivery of full-time and continuing education courses year round. In the 2013 summer semester, Seneca had its highest full-time enrollment ever at over 8,300 students; an increase of over 17% since the summer 2010. Continuing education courses are offered seven days per week, 12 months of the year which has resulted in Seneca remaining as the largest provider of these courses with over 70,000 registrations annually.

5) eLearning

As part of the government's PSE Transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario, including fully online, synchronous and hybrid learning.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

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

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

Programs:

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

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

Course, Program and Registration Data:

Please indicate in the table below the number of Ministry-funded courses, programs **Seneca College** offered in 2013-2014 and corresponding registration information

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

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

COURSES	Ontario College Credential*	Other Credential*
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	147	156
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded courses offered through the above eLearning formats	147	156
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	9	30
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded programs offered in the above eLearning formats	9	30
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	11,455	3,568
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	11,455	3,568

*The space below is provided for **Seneca College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

Within the above table, Seneca has identified information related to all programs and courses delivered wholly online, whether they are part of a full-time program or offered through the Faculty of Continuing Education by using information collected through our student registration systems. At the present time, Seneca does not offer any courses through Synchronous Conferencing, however we offer a number of hybrid courses. Please note that hybrid course activity is not captured in the above information.

As a result of improvements made in data collection abilities, changes to methodology were made to more accurately report the total courses and programs offered by the College. For this and future reporting periods, the College will count courses and programs only once regardless of the number of times the programs or courses are offered at various times and locations throughout the year. Previously programs and courses offered in multiple locations and more than once during the reporting period were counted as unique.



Hybrid Learning*

*DEFINITIONS:

A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half of the course delivery should be online.

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

In the space provided below, please highlight one or more examples of **Seneca College's** use of Hybrid Learning courses and/or programs in 2013-2014.

In 2013-14 Seneca had 671 registrations in 27 unique hybrid courses, and one program offered entirely in hybrid format offered through the Faculty of Continuing Education. There were also 146 hybrid courses offered through full-time programming with 14,326 registrations.

Seneca also has encouraged its faculty to develop new hybrid courses. Faculty were provided with the opportunity to take a course to assist them in developing and redesigning courses for hybrid delivery. Faculty participating in a Teaching with Technology Professional Development day had the opportunity to participate in workshops focused on sharing tips, ideas and strategies for hybrid teaching. On-going support in the form of drop-in, one-on-one assistance and consultation is offered to faculty who are teaching hybrid courses.

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2013-2014, which contributed to maintaining or improving **Seneca College's** eLearning initiatives. This could be a strategy, initiative or program viewed by **Seneca College** to be an innovative practice, success story and/or key accomplishment that **Seneca College** would like to highlight.

Seneca piloted the newly created Centre for Flexible Learning (cFLEX). The purpose of cFLEX is to bring together cross-disciplinary teams to develop highly interactive online academic and professional training modules and courses. The cFLEX team is comprised of academic, subject matter and technology experts who combine proven eLearning practices with new and innovative rapid eLearning technologies to create unforgettable online learning experiences for Seneca students.

Seneca's Learning Centres created a digital Sandbox program to support faculty and students in developing digital literacy skills to incorporate into classrooms and programming. Supports include face-to-face workshops, online resources, editing stations, recording studios, equipment and software for creating digital media, and consultations. Instructional topics aim to increase digital literacy skills and digital content in courses, as well as informing on issues such as copyright, privacy and information literacy.



6) International Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Seneca College** had in 2013-2014:

- Outbound students* = 36

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

- Inbound students* = 17

**DEFINITION: Inbound students are international students participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.*

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Seneca College** delivers courses and/or programs **abroad (outside of Canada)** in 2013-2014, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2013-2014	2013-2014 Total Enrolment by Program
N/A	N/A	N/A	N/A

*The space below is provided for **Seneca College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Initiatives.

Outbound and Inbound students may include those participating in study abroad opportunities, co-op and field placement activities.

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2013-2014, which contributed to maintaining or improving **Seneca College's** international initiatives. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.

In 2013-14, Seneca continued to experience an increase in international student enrolment in both full-time regular and English Language Institute programs. As part of Seneca's efforts to improve services to a growing international student population, a comprehensive pre-arrival, online checklist as well as online orientation resources were created for international students.

The College established an Office for International Partnerships and Projects, hiring a Director and two Project Managers. This Office began reviewing existing international partnerships and assessing potential new opportunities. Partnership agreements were signed with institutions in England, France and Scotland for study/volunteer abroad programs. A new agreement was developed between Seneca and the Mangalam Group of Institutions, a leading education provider in South India. Upon implementation, this agreement will provide qualified students who are studying computer applications the opportunity to further their studies in Seneca's Bachelor of Technology - Software Development program. In addition to this work, Seneca continues to explore collaboration with the Government of Gujarat, and the College of Engineering Pune, which includes the long-term goal of replicating the Centre for the Development of Open Technology (CDOT) model in India.

Seneca also signed an agreement with the Guanghai International Education Association in China to facilitate academic and applied research collaboration in nursing.

Seneca continues to receive students from Brazil as part of the Science Without Borders program. The program is a joint effort of both the Brazilian Ministry of Education (MEC) and the Ministry of Science and Technology (MCT) through their respective funding agencies, namely the Federal Agency for Support and Evaluation of Graduate Education of Brazil (CAPES) and the National Council for Technological and Scientific Development (CNPq).

In addition to ongoing recruitment activities and the development of new international partnerships, Seneca regularly hosted delegations and academic leaders from around the world.



7) Work-Integrated Learning*

As part of the Government's PSE Transformation agenda, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

***DEFINITIONS:**

Work-Integrated Learning is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for **Seneca College** in 2013-2014:

	<u>Certificate</u>	<u>Diploma</u>	<u>Advanced Diploma</u>	<u>Graduate Certificate</u>	<u>Applied Degree</u>
Number of programs at Seneca College with a Co-op Stream	0	11	19	13	11
Number of students at Seneca College enrolled in a Co-op program	0	35	574	325	388

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2013-2014, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **Seneca College** to be an innovative practice, success story and/or key accomplishment.

To calculate total participation in Seneca's co-operative education programs, the College included students actively engaged in a work term during the Summer 2013, Fall 2013 and Winter 2014 semesters. Compared to the 2012-2013 MYAA report, the total number of co-op students participating in a work term has increased by 9.5%

Seneca purchased Orbis software as the main platform for Co-op, Career Services and field experiences. Orbis will be implemented during the 2014-2015 academic year. Currently, the various work integrated learning (WIL) departments (Co-op, Career Services and field placement) operate on different platforms, making it difficult to capture college-wide reports. The Orbis software will bring the activities of these departments together and will provide greater efficiency and accuracy for our statistical reports.

The Orbis software will also enable Seneca to share employer and industry contacts amongst departments that are involved with external employers and WIL.

8) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2013-2014, the student satisfaction rate at **Seneca College** for KPI Question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = 85.5%⁽⁺⁾

Per the KPI results reported in 2013-2014, the student satisfaction rate at **Seneca College** for KPI Question #24 "The overall quality of the learning experiences in this program" = 76.8%⁽⁺⁾

Per the KPI results reported in 2013-2014, the student satisfaction rate at **Seneca College** for KPI Question #39 "The overall quality of the services in the college" = 59.1%⁽⁺⁾

Per the KPI results reported in 2013-2014, the student satisfaction rate at **Seneca College** for KPI Question #49 "The overall quality of the facilities/resources in the college" = 70.8%⁽⁺⁾

Please indicate the methods, in addition to the KPI survey results reported in 2013-2014, that **Seneca College** used in 2013-2014 to measure student satisfaction.

In addition to the Student Satisfaction Survey, Seneca also administers a Student Feedback Questionnaire to all full-time students. The survey asks students 21 questions about their overall classroom experience, focusing on their classroom and learning experience. Class-by-class results are shared with professors and the Program Chair, while aggregate results are reviewed by the Dean responsible for the area. A similar questionnaire is administered to students taking courses through the Faculty of Continuing Education. Although not required by the Ministry, Seneca also reviews the data to determine the student satisfaction rate for international students.

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2013-2014, which contributed to maintaining or improving **Seneca College's** student satisfaction initiatives. This could be a strategy, initiative or program viewed by **Seneca College** to be an innovative practice, success story and/or key accomplishment that **Seneca College** would like to highlight.

A Task Group on Student Experience mapped the business processes of the front-end student experience and identified opportunities for further study, automation, streamlining and process integration. While the study of the student services aspects of the front-end student experience is ongoing, the following initiatives were implemented during the reporting period.

Seneca's Student Conduct Office implemented a new mediation service to provide students with a new venue to work out differences on a peer-to-peer basis. The Office is also offering interactive games, activities and other learning tools to provide students with an opportunity to proactively deal with conflict before initiating the formal process under the Student Code of Conduct. The College has also assembled a multidisciplinary committee to develop a new policy to deal with Students of Concern who may be a threat of harm to self or others. The ultimate goal of the committee is to ensure the safety and well being of all students and community members.

The Test Centre has developed a variety of services focused on providing students with a positive experience. By collaborating with the Learning Centre, the Test Centre now offers a weekly Skills Assessment preparation workshop. The aim of this workshop is to provide newly admitted students with the opportunity to refresh their math, language and writing skills prior to writing their skills assessment. The Test Centre's website has also been enhanced to provide accessible information and learning resources. This website now offers study tip-sheets, informative videos and practice test questions. From June 2013, the website's launch date, to June 2014, the Test Centre's Skills Assessment preparation and Skills Assessment workshop webpages has had close to 60,000 views.

An online exam submission system designed to assist faculty members in submitting exams for students with and without accommodations has also been implemented. This online submission system has aided in the retrieval and distribution of exams leading to shorter queue times for students visiting the Test Centre.



In January 2014, Seneca welcomed its first class to the new Peterborough campus, located at the Peterborough Airport. This new facility boasts state-of-the-art learning areas for students in years two to four of the Bachelor of Aviation Technology program. It includes a main hangar for 13 aircraft, a maintenance hangar, classrooms, a student lounge and room for the program's numerous simulators.

9) Graduation Rate

Per the KPI results reported in 2013, the graduation rate at **Seneca College** = 60.5%^(*)

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **Seneca College** used in 2013-2014 to measure graduation rate.

Seneca prepares the interim and preliminary KPI graduation rate calculations both one and two years prior to submission to the Ministry. All the transcripts of non-graduates are reviewed for accuracy.

Although not required by the Ministry, Seneca also reviews the data to determine the graduation rate for international students.

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2013-2014, which contributed to maintaining or improving **Seneca College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Seneca College** to be an innovative practice, success story and/or key accomplishment that **Seneca College** would like to highlight.

Seneca identified and implemented strategies to improve the graduation rate, leading to a year-over-year graduation rate increase of 4.8%. For example, academic leaders at Seneca reviewed the transcripts of students who left programs early who were only missing a few credits to complete their graduation requirements and contacted them to discuss options to enable them to graduate.

The College also formed a Graduation and Retention Task Group. The Group was responsible for examining program data and general research to identify contributing factors to low retention. The group provided feedback and specific program data to academic leaders to assist them in creating strategies to improve retention and overall graduation rates.

10) Graduate Employment Rate

Per the KPI results reported in 2013-2014 the graduate employment rate, 6 months upon graduation, at **Seneca College** = **78%⁽⁺⁾**

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **Seneca College** used in 2013-2014 to measure graduate employment rate.

Within Seneca's Strategic Mandate Agreement submission, the College has recommended that the Ministry implement new data collection tools to better track graduate outcomes province wide. One of these initiatives was to expand the KPI Graduate Satisfaction Survey to track employment rates two years after graduation. Seneca has piloted a new data collection initiative and is conducting research to determine longer range graduate outcomes with a full survey roll out scheduled for September 2014.

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2013-2014, which contributed to maintaining or improving **Seneca College's** graduate employment rate. This could be a strategy, initiative or program viewed by **Seneca College** to be an innovative practice, success story and/or key accomplishment that **Seneca College** would like to highlight.

Seneca continues to build on initiatives designed to improve the graduate employment rate. Curriculum is being reviewed to add more experiential learning opportunities through field placements and co-op work terms and to meet the College's Strategic Plan commitment of ensuring every student has an experiential learning experience during the course of his/her study.

Seneca is building a stronger working relationship between the Career Services department and academic areas to better promote existing services such as job fairs, career development and networking events. Enhanced collaboration resulted in the development of new industry and sector specific employment opportunities for graduates. The College also continues to be supportive of initiatives directly connecting potential employers with students while they are still attending classes.

Seneca's Career Services implemented a Career Peers program employing our Human Resources (HR) students. Current HR students assist their peers by critiquing resumes, conducting mock interviews providing drop-in resume critiques and one-on-one support and advice on ways to prepare and present career related documents. Career Services has also expanded the number of workshops to reflect the modern job search. New topics include Personal Branding and Job Search using Social Media.

The School of Marketing utilizes Social Media to survey and track alumni employment, encouraging a 100% alumni presence on LinkedIn and offering free LinkedIn head shots for students. The Creative Advertising program developed a unique program called "AdTLC" (Thinking. Learning. Connecting.) This program included Google Hangouts, webcasts, and year-end portfolio review night. In 2013-2014 our AdTLC event hosted 13 leading Creative Directors from the Toronto advertising community. The event enabled reviewers to extend internship and job opportunities to graduates.

11) Student Retention

The table below has been pre-populated with the results from **Seneca College's** 2012-2013 MYAA Report Back. Please identify **Seneca College's** achieved results for 2013-2014 using the following methodology:

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

	Retention Rate Achieved for 2012-2013	Retention Rate Achieved for 2013-2014
1st to 2nd Year	<u>74.3%</u> (+)	2013 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>5,276</u> \div 2012 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>6,957</u> x 100 = <u>75.8%</u>
2nd to 3rd Year	<u>88%</u> (+)	2013 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>1,635</u> \div 2012 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>1,826</u> x 100 = <u>89.5%</u>
3rd to 4th Year	<u>95.7%</u> (+)	2013 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>301</u> \div 2012 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>311</u> x 100 = <u>96.8%</u>

*NOTE: Institutions used a variety of student enrolment cluster groups in their 2012-2013 MYAA Report Back student retention rate calculations. As such, comparison between prior year student retention rates and the 2013-2014 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with stakeholders to refine the student retention rate indicator for future Report Backs.

*The space below is provided for **Seneca College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Student Retention.

Below is the formula used by Seneca to calculate the year-over-year retention rate in multi-year programs:

1. 1st to 2nd Year Retention Rate = $(A/B) \times 100\%$ where, A= Nov 1, 2013 2nd Year (Sem3 + Sem4) full-time enrolment headcount for all 2-, 3-, and 4-year programs. B= Nov 1, 2012 1st Year (Sem1 + Sem2) full-time enrolment headcount for all 2-, 3-, and 4-year programs.

2. 2nd to 3rd Year Retention Rate = $(C/D) \times 100\%$ where C= Nov 1, 2013 3rd Year (Sem5 + Sem6) full-time enrolment headcount for all 3- and 4-year programs
 D= Nov 1, 2012 2nd Year (Sem3 + Sem4) full-time enrolment headcount for all 3- and 4-year programs.

3. 3rd to 4th Year Retention rate = $(E/F) \times 100\%$ where, E= Nov 1, 2013 4th Year (Sem7 + Sem8) full-time enrolment headcount for all 4-year programs. F= Nov 1, 2012 3rd Year (Sem5 + Sem6) full-time enrolment headcount for all 4-year programs.

Please provide one or more highlights, in the space provided below, of an activity that **Seneca College** used during 2013-2014, which contributed to maintaining or improving **Seneca College's** retention initiatives. This could be a strategy, initiative or program viewed by **Seneca College** to be an innovative practice, success story and/or key accomplishment that **Seneca College** would like to highlight.

The SMILE program (Students Mentoring In Life and Education) continues to grow at Seneca's largest campuses as well as at the Peterborough Campus. This program offers new students an opportunity to connect with a senior student mentor in their program area who can support them in their transition to the College. In addition, Foundations For Success (FFS) expanded the number of workshops being delivered to students at the four largest campuses. These workshops focus on the skills required by many students to be successful in their academic program such as time management, working in teams and presentation skills. During 2013-2014 over 700 students attended these workshops. The FFS also implemented Financial Literacy for Students, a new workshop designed to support students who may leave school for financial reasons.

Seneca has adapted its orientation programming towards students' academic programs and to college life. Experience Seneca starts with an integrated learning activity that is program specific. This program connects students with faculty, senior students and other students enrolled in their program. After students have sampled what the semester has to offer, they are formally introduced to the service and support areas that are key to their success at Seneca. The timely introduction of services over a two week period prevents students from feeling overwhelmed in their new environment and increases awareness of the many services, resources and supports available to them.

Learning Centre staff work collaboratively with faculty to design and implement course specific supports that students can access to ensure their ongoing success at Seneca. The Learning Centre also provides students with academic supports that consist of workshops, in-class, group and one on one tutoring services. From April 2013 to March 2014, the Learning Centre had over 69,000 tutoring appointments, and approximately one in three full-time Seneca students engaged in Learning Centre services.

In total, Seneca's Learning Centres, located at four largest campuses, had an increase of over 59% in student appointments, with the Newnham Learning Centre having a year-over-year (April to March) increase of 92%.

The pilot of an early-warning alert system for students in academic distress called StudentConnect*Starfish was expanded to all programs in the Faculty of Applied Arts and Health Sciences, Faculty of Business, and Faculty of Communication, Art and Design. It is integrated with Seneca's Blackboard system and allows faculty and non-academic staff to "flag" students at risk of failing to meeting their academic goals. Using the system, instructors can email students, keep attendance, connect students with appropriate resources, and track the students' progress with the recommended supports.

The StudentConnect*Starfish goals are to support a 10% increase in retention of at-risk students, a 5% overall increase in retention, a 10% increase in student satisfaction, and to intervene with students who scored poorly on the College Placement



Test exam by Day 10.

12) Productivity and Innovation Fund (PIF)

Productivity and Innovation Fund (PIF) records indicate that **Seneca College** participated in the following institutional or multi-institutional PIF projects. Please indicate one or more examples of ongoing initiatives that resulted from the project that will continue in 2014-2015, such as knowledge sharing, expanded scope or expanded number of partner institutions.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Seneca Business School Program Evaluation and Prioritization Project ⁽⁺⁾	SENE-PP1-I(+)	A full account of cost and recovery will be available in Fall 2014 for MYAA 2014-15 submission.	Seneca has three activities planned for F2014-15. 1. Program reviews are currently underway for all programs in the School of Business Management and the School of International Business. The reviews are on track to be completed by March 31, 2015. 2. The School of Tourism was the first school to complete the program review process. As a result of the review, the school is implementing a series of changes including: scheduling process improvements to ensure enrolment is maximized for all sections of a program; follow-up and academic advising for students at risk of delaying or not completing their program; and reviewing all two- and three-year diploma courses to identify common courses that can be combined to optimize resources. 3. The College plans on streamlining program hours to ensure, where appropriate, all courses have three contact hours per week. Exceptions will be made where the complexity and outcomes require additional contact hours. Better managing total in-class and program hours will enable the College to provide increased access to specialized classrooms and labs, and increase capacity for high demand and new programs. 4. In addition to these three commitments, the Faculty of Business has worked towards optimizing the teaching assignments of our full-time faculty in line with the terms of the Faculty Collective Agreement.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Peoplesoft shared responsibility model study for Ontario Higher Education ⁽⁺⁾	QUEN-ASDT3-M ⁽⁺⁾	Potentially more than \$11.2 million over a 10-year timeline. See below.	The working group continues to have regular meetings to further the project recommendations. A project that will operate from October 2014 until October 2015 is being established to create a working model for a shared knowledge repository.
College System Software Inventory and License Collaboration ⁽⁺⁾	HUMB-ASDT1-M ⁽⁺⁾	Evaluation of cost savings/avoidance will be based on the application of the reusable framework.	The key project deliverable was a reusable framework for collaborative software licensing including a project plan for a pilot of the framework. The pilot of the framework is being applied to the negotiation of a software license for Ontario Colleges for two separate agreements. The agreements were selected based on the audit conducted during the project. An evaluation of the framework and value is planned upon the conclusion of the first application of the framework.
Emergency Management and Business Continuity Program Framework for Ontario's College Sector ⁽⁺⁾	NIAG-PP4-M ⁽⁺⁾	As reported in the PIF Report June 30, 2014.	The EM/BCP Framework document was shared with Universities across Ontario through the Ontario Association of College and University Security Administrators (OACUSA); COSEP members share information and knowledge on a regular basis through the Colleges Ontario COSEP portal, regular COSEP forums, listserv, etc. College representatives are sharing information about the new framework with local municipal and first response stakeholders in order to strengthen the community support structure. College representatives are now in the process of implementing the various emergency management and business continuity program elements. Progress updates will be shared on a regular basis with the COSEP Committee members: COSEP Fall Meeting (Nov. 4, 2014): progress report on EM/BCP Framework; Guidance, advice and support towards applied program implementation is ongoing.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
IT Disaster Recovery Environmental Scan and Collaborative Tools Development ⁽⁺⁾	SSFL-ASDT3-M ⁽⁺⁾	Cost avoidance comes from creating the processes and tools once, not 24 times by partner colleges.	Two provincial-wide virtual town halls were delivered to the Provincial CIO groups on April 16th, 2014 to review the Environmental Scan findings and introduce the deliverables to every college. The Deliverables including: The Procurement and Contract IT Disaster Recovery Readiness Assessment Framework Tool, including Content, a User Workbook and an Assessment Tool, A CAAT-specific Threat Listing and The Federal Harmonized Threat Risk Assessment Methodology was modified for CAAT use, yielding a User Guide and TRA Tool supporting the development of a ranked Risk Assessment listing were presented at the Annual OCCIO Conference held June 18-20, 2014 at Mohawk College. All materials were made available through the Provincial OCCIO Portal to all colleges. The Provincial OCCIO Group will review progress to date on IT Disaster Recovery Planning at its November 2014 meeting and plan further next steps as required.

**DEFINITION: Cost Savings/Cost Avoidance is as reported in the Productivity and Innovation Final Report, June 30, 2014.*

Note: The cost savings/cost avoidance for multi-institutional projects has not been pre-populated as this information was provided to the Ministry at the project level, not by institution.

*The space below is provided for **Seneca College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Cost Savings/Cost Avoidance.

Cost savings and cost avoidance estimates were provided by the lead college including additional cost savings information outlined below. In the case of Seneca's institutional project, cost savings are not expected to be identified until the next fiscal year. The PeopleSoft Shared Responsibility Model Study (project number QUEN-ASDT3-M) broke new ground in the post-secondary IT sector, generating a structured network of collaborative relationships to identify and assess new system-wide opportunities for IT productivity gains. It identified more than \$11.2-million in potential productivity gains, future operational savings, and service delivery improvements that could be implemented over a 10-year timeline. To achieve those gains, however, enhanced collaboration and investment in "the cost of change" will be required. The IT Disaster Recovery, Environmental Scan and Collaborative Tools (project number SSFL-ASDT3-M) developed a system wide IT disaster recovery framework, leading to a common process and nomenclature for risk identification, risk assessment and risk mitigation at partner colleges. The creation of a single set of processes and deliverables for all 24 colleges versus the independent development of 24 separate sets of processes led to significant cost savings for the entire college system.



Attestation:

By checking this box, **Seneca College** confirms that all information being submitted to the Ministry as part of the 2013-2014 Report Back is accurate and has received approval from **Seneca College's** Executive Head or Board of Governors.

Contact:

For additional information regarding **Seneca College's** 2013-2014 Report Back please contact -

- Name: N/A
- Telephone: N/A
- Email: N/A

Please indicate the address on **Seneca College's** website where a PDF copy of this 2013-2014 Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2013-2014 Report Back has been approved):

- <http://>