# 2013-2014 Colleges' Report Back System-Wide Summary

*The information in this document is presented as a system-wide summary of the data and highlights collected from all 24 Ontario Colleges of Applied Arts and Technology through the 2013-2014 Report Backs. Complete data and highlights for individual colleges are available in the 2013-2014 Report Back posted on each college's website. Please refer to the Appendix at the end of this document for college website addresses and for definitions of terms included below.*

## 1) Enrolment – Full-Time Headcount

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|---|---|
| Total full-time headcount enrolment | 188,434 |
| Number of students under the age of 18 | 2,849 |
| Number of students aged 18-24 | 146,192 |
| Number of students aged 25+ | 39,208 |

*Highlights*

- A number of colleges partnered with local high schools to provide information to students on the options available to them for postsecondary studies at college.

- Several colleges re-profiled their existing classroom infrastructure and timetabling to provide additional course offerings to meet increased enrolment.

- A portion of colleges reviewed their admissions and recruitment strategies with a focus on converting confirmed admissions into Full-Time registrations.

- A small percentage of colleges continued to implement their multi-year Strategic Mandate Enrolment Plans with a specific focus on linking enrolment to retention and graduation.

## 2) Under-Represented Students

| | |
|---|---|
| Students with disabilities full-time enrolment | 27,907 |
| Students with disabilities full-time enrolment as a percentage of total full-time student enrolment <br><br> *NOTE: Although colleges used a standard methodology to calculate the students with disabilities enrolment rates reported in the 2013-2014 Report Back, institutional comparisons and/or system-wide averages are not recommended.* | • Lowest percentage =  8.1% <br><br> • Highest percentage = 47.8% |
| First Generation Students full-time enrolment | 58,089 |
| First Generation Students full-time enrolment as a percentage of total full-time student enrolment <br><br> *NOTE: Colleges used a variety of methodologies to calculate the First Generation student enrolment rates reported in the 2013-2014 Report Back. As such, institutional comparisons and/or system-wide averages are not possible.* | • Lowest percentage = 12.2% <br><br> • Highest percentage = 48.4% |
| Aboriginal Students full-time enrolment | 8,606 |
| Aboriginal Students full-time enrolment as a percentage of total full-time student enrolment <br><br> *NOTE: Colleges used a variety of methodologies to calculate the aboriginal student enrolment rates reported in the 2013-2014 Report Back. As such, institutional comparisons and/or system-wide  averages are not possible.* | • Lowest percentage = 0.7% <br><br> • Highest percentage =  22.5% |

*Highlights*

- Full-time enrolment as a percentage of total enrolment has increased at most colleges for each of the three under-represented student groups.

Students with Disabilities

- A number of colleges expanded their existing disabilities services to focus on specific disabilities including autism and mental health issues specific to Aboriginal learners.

- Several colleges opened new facilities and provided new training for disabilities services staff to improve outcomes for disabilities services.

- A few colleges developed mental health service models to better integrate mental health services with other students supports throughout the academic year.

First Generation Students
- Several colleges established First Generation transition programs which prepare students for the expectations of postsecondary studies and social challenges.

- A number of colleges introduced staff training to improve the way in which in-class supports are provided to First Generation students.

- A small percentage of colleges included First Generation specific support programs into their offerings, including assistance with class scheduling, course selection and tutoring/mentoring services.

Aboriginal Students
- Several colleges signed memorandums of understanding with local First Nations communities to develop trades-training programs for First Nations students transitioning to postsecondary.

- Most colleges continued to improve dedicated on-campus space where Aboriginal students can access cultural and spiritual supports.

- Most colleges also hosted specific events for Aboriginal students including graduation celebrations, conferences and workshops, often led by community elders.

## 3) Credit Transfer

| | |
|---|---|
| Total number of college graduates who participated in the *2013-2014 Graduate Survey* who indicated that they were enrolled in a university in Ontario six months after graduation | 3,003 |
| Percentage of all college students who subsequently enrolled in universities who were satisfied or very satisfied with their academic preparation for university | 84.5% |
| Percentage of all college students who subsequently enrolled in universities who were satisfied or very satisfied with the transition experience to universities in Ontario | 85.1% |

*Highlights*

- All colleges entered into new bilateral and multilateral agreements with other colleges and universities, with a number of colleges developing transfer pathways from diploma to degree programs.

- A number of colleges indicated that they participated in the Ontario Council on Articulation and Transfer (ONCAT)'s Course Equivalency Database project.

- A few colleges developed online credit transfer portals where students can get information and feedback on possible credit transfer opportunities at their institutions.

- A number of colleges developed comprehensive strategies to support Prior Learning and Assessment Recognition (PLAR) activities, including hiring new staff and developing online tools.

## 4) Class Size

*\*The 2013-2014 Report Back collected information on five class size categories – fewer than 30 students, 30 to 60 students, 61 to 100 students, 101 to 250 students and 251 or more students. For the purposes of this summary, however, only information on classes with fewer than 30 students is presented.*

| | |
|---|---|
| Percentage of First Year classes with fewer than 30 students | 57.7% |
| Percentage of Second Year classes with fewer than 30 students | 62.2% |
| Percentage of Third Year classes with fewer than 30 students | 68.1% |
| Percentage of Fourth Year classes with fewer than 30 students | 73.2% |

*Highlights*

- Almost all colleges had initiatives related to reducing class sizes or enhancing the student's experience in large classes.

- Many colleges identified hybrid, online or other technology enabled learning as a part of their space

- utilization strategies, to maximize flexibility for students, ease demands on physical space or provide more focused labs and specialized classes.

- A few colleges noted expanded or renovated facilities, some with multi-use or convertible classrooms that could be used for large and small class sessions.

- Several colleges also noted the use of Productivity and Innovation Fund (PIF) resources to develop online programs and supports for students which helped reduce class sizes.

### 5) eLearning

| Courses | Ontario College Credential | Other Credential |
|---|---|---|
| Total number of Ministry-funded courses offered through eLearning formats | 8,122 | 7,304 |
| **Programs** | | |
| Total number of Ministry-funded programs offered through eLearning formats | 304 | 544 |
| **Registrations** | | |
| Total number of Ministry-funded registrations in programs offered through eLearning formats | 101,675 | 41,430 |

*Highlights*
- Many colleges identified training for faculty and staff, such as workshops and online resources, to support both pedagogical and technological elements of offering courses and programs online.

- Several colleges indicated the use of online collaborative tools to support face-to-face delivery.

- A few colleges noted sharing resources, such as curriculum or best practices, with other postsecondary institutions.

- A number of colleges indicated that they have invested in new IT infrastructure and software to support their ongoing online initiatives.

### 6) International Initiatives

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|---|---|
| Total number of inbound students participating in exchange/study abroad programs | 429 |
| Total number of outbound students participating in exchange/study abroad programs | 1,525 |

*Highlights*
- Most colleges engaged in activities to promote the student experience and support the transition for international students. Activities include orientation sessions, information sessions, and cultural events.

- Many colleges offered student exchanges, including international experiential learning opportunities. A number of colleges also provided faculty exchanges.

- A few colleges provided content specifically for international students, such as developing new programs specifically for international students, or introducing more international content within existing programs for all students.

- Many colleges established new partnerships or strengthened existing partnerships with international academic and governmental institutions to encourage growth in their international activity.

### 7) Work-Integrated Learning

| | |
|---|---|
| Total number of programs with a Co-op stream | 462 |
| Total number of students enrolled in a Co-op program | 42,059 |

*Highlights*
- Twenty-one of twenty-four colleges offered co-op programs (an increase from twenty in 2012-2013). Ten colleges continued to offer Applied Degree programs with a co-op stream.

- Colleges reported a wide range of Work Integrated Learning (WIL) opportunities including formal co-op programs, internships, service learning opportunities and applied research activities.

- A number of colleges noted a commitment to extend WIL opportunities to 100% of their programs.

- Some colleges identified entrepreneurial/innovation activities (including commercializing culinary arts

production) as part of the suite of experiential learning opportunities offered to students.

## 8) Student Satisfaction

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|---|---|
| The student satisfaction rate at all colleges for *KPI Question #13* "Overall, your program is giving you knowledge and skills that will be useful in your future career" | 87.2% |
| The student satisfaction rate at all colleges for *KPI Question #24* "The overall quality of the learning experiences in this program" | 80.0% |
| The student satisfaction rate at all colleges for *KPI Question #39* "The overall quality of the services in the college" | 64.2% |
| The student satisfaction rate at all colleges for *KPI Question #49* "The overall quality of the facilities/resources in the college" | 73.8% |

*Highlights*
- Many colleges used student satisfaction data to inform the design of new campuses and facilities. The goal of enhancing the availability and usability of study spaces and welcome centres was shared by a number of these projects.
- Several colleges undertook structured reviews of student satisfaction results in order understand the drivers of these data and to ultimately improve services.
- A number of colleges established integrated delivery models (including recruitment, career planning and counselling) to provide seamless service to students.
- A few colleges established peer mentorship programs to help improve overall student success. In some instances, these were program specific, while others were designed for all "at-risk" students at the college.

## 9) Graduation Rate

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|---|---|
| Graduation rate at all colleges | 65.4% |

*Highlights*
- A number of colleges continued to implement monitoring programs to identify "at-risk" students and provide early interventions to help them succeed.
- Multiple colleges have initiated program-specific mediation strategies or have developed delivery strategies that help students with non-school pressures (ie social, family, employment, etc) cope with demands of their programs.
- Several colleges have continued the work of committees and working groups dedicated to studying the factors that contribute to graduation and to recommend potential strategies for improvement.
- A few colleges developed online tools and supports for students that provide them with assistance such as tutoring or remedial modules which they can access 24/7.

## 10) Graduate Employment Rate

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|---|---|
| Graduate employment rate 6 months after graduation for all college graduates surveyed | 83.4% |

*Highlights*

- Many colleges created or enhanced online portals to provide students and graduates with direct links to employment opportunities.
- A few colleges purchased or created IT systems designed to improve the employability of graduates. These included mock-interview software, electronic career advising and résumé optimization software.
- Most colleges held events such as career fairs to connect students and graduates with employers or to provide information on the employment services available at the college.
- Several colleges established partnerships with local business, industry groups and employment services organization, which helped connect students to potential future employers and determine the skills

necessary to serve the local labour force.

- Some colleges provided students with mentorship opportunities. In some instances, peer-mentors engaged in mock interviews and professional presentations, while others connected students to alumni who work in industries related to the students programs.

## 11) Retention Rates

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|---|---|
| Retention rate achieved for Year 1 to Year 2 | • Lowest rate achieved = 0.0%<br>• Highest rate achieved = 147.8% |
| Retention rate achieved for Year 2 to Year 3 | • Lowest rate achieved = 0.0%<br>• Highest rate achieved =107.2% |
| Retention rate achieved for Year 3 to Year 4 | • Lowest rate achieved = 0.0%<br>• Highest rate achieved = 118.6% |

*NOTE: The methodology used to calculate the year-over-year retention rate was - November 1st full-time enrolment headcount divided by previous year's November 1st full-time enrolment headcount for the same program. This methodology produces retention results that are greater than 100% because it does not account, for example, student transfers or students returning from co-op placements.*

*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 the prior year student retention rate and the 2013-2014 student retention rate is not recommended.*

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*Highlights*

- Multiple colleges implemented new or enhanced existing data management systems related to student retention, including customized reports or dashboards designed to improve student retention decision-making.

- Most colleges implemented early intervention strategies targeted toward providing "at-risk" students with required supports, including automated phone-call systems to advise students of available supports, program coordinator assistants to support academic advising and formalized "Mid-Year" evaluations.

- Many colleges provided students with transition or "welcome" opportunities that are designed to familiarize students with the college environment and smooth the transition to postsecondary education. A few colleges noted that students who participated in these events generally demonstrate higher academic achievement than those who chose to opt out of these opportunities.

## REPORT BACK

There are 24 Colleges of Applied Arts and Technology (CAAT) in Ontario. A copy of the approved 2013-2014 Report Back for each college can be accessed at the following website addresses:

| | |
|---|---|
| • **Algonquin College**<br>www.algonquincollege.com/reports | • **Humber College**<br>www.humber.ca/about-humber/corporate-info/publications |
| • **Cambrian College**<br>http://www.cambriancollege.ca/aboutcambrian/pages/corporateinformation.aspx | • **La Cité collégiale**<br>www.collegelacite.ca |
| • **Canadore College**<br>www.canadorecollege.ca | • **Lambton College**<br>http://www.lambtoncollege.ca/Corporate_Documentation/ |
| • **Centennial College**<br>http://www.centennialcollege.ca/about-centennial/corporate-information/publications/ | • **Loyalist College**<br>www.loyalistcollege.com/about-loyalist/our-mission/ |
| • **Collège Boréal**<br>http://www.collegeboreal.ca/info-boreal/activites-et-rapports/ | • **Mohawk College**<br>www.mohawkcollege.ca/about/docs.html |
| • **Conestoga College**<br>https://myconestoga.ca/c/document_library/get_file?uuid=afbe7c2a-29bb-41ea-afdd-654835538d58&groupId=636935 | • **Niagara College**<br>http://www.niagaracollege.ca/content/CorporateInformation/ReportsandPublications.aspx |
| • **Confederation College**<br>http://www.confederationc.on.ca/financialservices/reports | • **Northern College**<br>www.northernc.on.ca |
| • **Durham College**<br>www.durhamcollege.ca/about-us/explore-durham/strategy-and-plans | • **Sault College**<br>http://www.saultcollege.ca/services/Corporate/index.asp |
| • **Fanshawe College**<br>http://www.fanshawec.ca/sites/default/files/assets/pas/myaa1213.pdf | • **Seneca College**<br>www.senecacollege.ca/about/reports/ |
| • **Fleming College**<br>flemingcollege.ca/PDF/MYAA-2014.pdf | • **Sheridan College**<br>https://www.sheridancollege.ca/about/administration-and-governance/corporate-reporting.aspx |
| • **George Brown College**<br>www.georgebrown.ca/about/ir/reportsandanalysis/mya/ | • **St. Clair College**<br>www.stclaircollege.ca/boardandstaff/corporatedocuments.html |
| • **Georgian College**<br>www.georgiancollege.ca/about-georgian/president/ | • **St. Lawrence College**<br>http://www.stlawrencecollege.ca/about/college-reports-and-policies/myaa/ |

# DEFINITIONS

## ENROLMENT:

**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).

## UNDER-REPRESENTED STUDENTS:

**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 (AFSD).

**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).

**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.

## CLASS SIZE:

**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.

## eLEARNING:

**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.

**Hybrid Learning Course** is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online

component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.

**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 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.

A ***Hybrid Learning Program*** describes a program where 80% or more of its courses are hybrid learning courses.

## INTERNATIONAL INITIATIVES:

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

**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.

## WORK-INTEGRATED LEARNING:

**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.