



2013-2014 Report Back

Institution Name:	Georgian 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 **Georgian 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 **Georgian 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).

Georgian College reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = **8,451**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment at **Georgian College** in 2013-2014 = **6,735**.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment at **Georgian College** in 2013-2014 = **1,540**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2013) enrolled at **Georgian College** in 2013-2014= **177**.

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

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

In September 2013, Georgian initiated an enrolment planning process to develop a comprehensive, integrated and actionable strategic enrolment management (SEM) plan to position the college to seize emerging opportunities and to mitigate potential threats in the environment. The SEM planning process spanned more than seven months and was highly consultative and participatory, engaging key constituents across the campus community to identify, define and organize around a common purpose. Supported by enterprise intelligence (such as data and research), six areas of strategic opportunity were identified and a three year SEM plan developed to align with the college's strategic goals.



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 **Georgian 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 Georgian College who registered with the Office for Students with Disabilities and received support services in 2013-2014= <u>1,169</u></p> <p>The total indicated above as a comparative % of Georgian College's 2013-2014 Enrolment Headcount: (Insert Total From Above) <u>1,169</u> ÷ <u>8,451</u>⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = <u>13.8%</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Georgian College in 2013-2014= <u>3,825</u></p> <p>The total indicated above as a comparative % of Georgian College's 2013-2014 Enrolment Headcount: (Insert Total From Above) <u>3,825</u> ÷ <u>8,451</u>⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = <u>45.3%</u></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Georgian College in 2013-2014 = <u>461</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Georgian College in 2013-2014= <u>637</u></p> <p>The total indicated above as a comparative % of Georgian College's 2013-2014 Enrolment Headcount: (Insert Total From Above) <u>637</u> ÷ <u>8,451</u>⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = <u>7.5%</u></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Georgian College in 2013-2014 = <u>19</u></p>

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

Data for the number of Aboriginal Students was derived from the KPI Student Satisfaction and Engagement survey. Percentages for full- and part-time were applied to the enrolment headcount number.

Data for the number of First Generation students was derived from OCAS application forms. Note that students who are reported as "unknown" or have "Work Term" status are included in the Full-Time Category. Further, it is difficult to track whether First Generation students are full-time or part-time as their status sometimes changes from semester to semester.

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 Georgian College's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by Georgian 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 Georgian College's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by Georgian 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 Georgian College's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by Georgian College to be an innovative practice, success story and/or key accomplishment.</p>
<p>During the winter semester, the Centre for Access launched a pilot social support group for students with Autism/Asperger's. The pilot was such a success in providing social support that we are continuing to run the program in the 2014-15 academic year.</p> <p>The Skills for Success transition program for students with specific learning disabilities continues to be successful with 15 students participating in the program in 2013-14. The Centre for Access again offered the same transition program/credit course (Lifestyles Management) for students considered to be on the Autism Spectrum with seven students participating in the program. This course/transition program allows students the opportunity to attain a college credit and arrange and acquire the necessary supports to be successful both academically and socially. Students gain experience in the classroom setting and in residence and learn to navigate college processes and support services, all while adapting socially in these settings.</p> <p>The Testing Centre continues to be heavily utilized by students with disabilities. As a result of the increased demand of students utilizing Dragon software, we purchased additional copies of Dragon so the software is now available on the computers in every private testing room. In our adaptive technology labs we have replaced older digital recorders and increased the total</p>	<p>In 2013-14, the First Generation Project supported First Generation (FG) students at all seven Georgian campuses. FG Student Success Mentors provided one-on-one advising, workshop facilitation and organized events at all of the campuses to connect First Generation students with support services as well as with other first generation students at various networking events.</p> <p>The FG Team hosted a two day transition program for new students, who had the opportunity to connect through living in residence, attending various success workshops and networking with other FG students. Wellness workshops were offered and included topics such as mental health, stress busters, sexual health, resume rescue, job searching, bursaries and more.</p> <p>In an effort to educate FG students at Georgian about support services, events and resources, the team created several publications integrating service area information from across the campus. Included in this list was the Parent and Supporter Resource Calendar, highlighting key dates and events on campus as well as helpful tips. The team also created the mature student guide and a quick reference guide to all campus resources. Targeted marketing activities took place at every Georgian campus that included posters, video displays, Facebook contests, and interactive displays in</p>	<p>The School of Aboriginal Studies has recruited fluent Anishnaabemowin (Ojibwe) language speakers to be mentors for students in Anishnaabemowin Language Programming. These mentors have brought the sounds and inflections of the Ojibwe language into to the Aboriginal Resource Centre on the Barrie campus.</p> <p>The mentors are fluent speakers and provide linguistic support to students in structured language labs which are scheduled outside of their regular in-class hours. Eleven hours of language lab are available to students each week. The sound of the language is now being spoken more frequently than it ever has at the college, reaffirming in many that learning Anishnaabemowin in institutes of higher learning is a tremendous opportunity for both college and community.</p> <p>The music and laughter integral to learning the language creates an environment of heightened cultural awareness and pride in all students of Aboriginal ancestry at Georgian. These positive feelings also ripple out to those students enrolled in other programs of study. Reinforcing pride in culture is important to Aboriginal student retention and success in the postsecondary environment.</p> <p>Indigenous language is an essential component of culture; for many, it is the "missing piece" since they are unable to</p>

<p>number of digital recorders.</p> <p>The Centre for Access YouTube channel continues to be a useful tool with 58 videos, 313 subscribers and 126,321 views to date. The videos allow students 24/7 access to information and instruction on how to use their adaptive software. Our students can access these videos to support their use of adaptive technology when it is convenient for them.</p> <p>As part of a Mental Health Initiative Fund project, we have implemented a case management model and expanded our “circle of care”. Doing this has allowed for closer cooperation and better support for our students with disabilities who also have mental health issues.</p>	<p>high traffic areas. Students were encouraged to be informed and connect and take advantage of the services available for them.</p> <p>The team also liaised with all academic and service areas to support information sharing and to strengthen referral networks.</p> <p>The number of student visits to the newly established drop-in Centre in Barrie increased as the students learned there was a place where they could go to feel supported and to connect with FG services and opportunities. Overall, the number of student interactions for 2013-14 increased substantially as more and more students became aware of the services available to them.</p> <p>The First Generation Bursary was actively promoted at all campuses through emails, one-on-one contact and marketing tables. Mentors assisted students with the completion of the applications and provided information on other available scholarships and bursaries. A record number of applications were received in 2013-14.</p>	<p>speak or understand their original language. Georgian is doing its part to reinvigorate this sense of wholeness in the culture and among students through the work of the language mentors.</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 Georgian College graduates who participated in Graduate Survey (A)	# of Georgian 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 Georgian 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	1762 ⁽⁺⁾	90 ⁽⁺⁾	5.1% ⁽⁺⁾	40388 ⁽⁺⁾	2725 ⁽⁺⁾	6.7% ⁽⁺⁾
2010-2011	1949 ⁽⁺⁾	133 ⁽⁺⁾	6.8% ⁽⁺⁾	50622 ⁽⁺⁾	3355 ⁽⁺⁾	6.6% ⁽⁺⁾
2011-2012	2208 ⁽⁺⁾	120 ⁽⁺⁾	5.4% ⁽⁺⁾	57701 ⁽⁺⁾	3463 ⁽⁺⁾	6% ⁽⁺⁾
2012-2013	2640 ⁽⁺⁾	153 ⁽⁺⁾	5.8% ⁽⁺⁾	57462 ⁽⁺⁾	3424 ⁽⁺⁾	6% ⁽⁺⁾
2013-2014	2566 ⁽⁺⁾	96 ⁽⁺⁾	3.7% ⁽⁺⁾	54467 ⁽⁺⁾	3003 ⁽⁺⁾	5.5% ⁽⁺⁾

Per the College Graduate Outcomes data reported in 2013-2014 (based on 2012-2013 graduates), the percentage of **Georgian College** students who were satisfied or very satisfied with academic preparation for university was **86.6%⁽⁺⁾**.

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 **Georgian College** used during 2013-2014, and which contributed to maintaining or improving **Georgian 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 **Georgian College** to be an innovative practice, a success story and/or a key accomplishment. In addition, **Georgian College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

Georgian implemented several activities to expand pathways and the availability of pathway information. For example: - The Articulation and Transfer Agreement website was rebuilt and improved. - The annual Transfer and Degree Fair was successfully held at the college with approximately 525 attendees. - Articulation and Transfer Agreements have grown from 500 to over 550. Georgian continued to support the ONTransfer initiative by: - Implementing a data input and scanning clerk to support scanning of transfer related documentation as well as the ONTransfer Course to Course database. - Enhancing supports to students via faculty and staff training initiatives, reviewing and updating related policies and procedures, improving the website, leveraging the college employee intranet and improving service information documents. Georgian also improved transparency and access to information regarding Credit Transfer and Transfer Pathways by: - Continuing to implement a document imaging system to improve the approval process for credit transfer (all transcripts are now scanned and are accessible to decision makers online; this has streamlined the approval process and timelines for students). - Implementing the pilot phase of a new queue management system which aims to improve student access to services by collecting usable data and aligning student needs with correct services.

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 **Georgian 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	2,932	68.1%
30 to 60 students	1,360	31.6%
61 to 100 students	11	0.3%
101 to 250 students	0	0%
251 or more students	0	0%
Total	4,303	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	1,234	66.5%
30 to 60 students	611	32.9%
61 to 100 students	12	0.6%
101 to 250 students	0	0%
251 or more students	0	0%
Total	1,857	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	398	81.9%
30 to 60 students	88	18.1%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	486	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4 th Year Sections
Fewer than 30 students	80	78.4%
30 to 60 students	22	21.6%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	102	100%

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

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

Georgian maintains class sizes that balance our commitment to student access and the provision of an optimal learning environment. We maximize our space utilization in conjunction with optimizing our class sizes by leveraging our scheduling/space utilization tools and procedures.

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 **Georgian 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>	436	66
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	14	0
Total # of Ministry-funded courses offered through the above eLearning formats	450	66
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	7	8
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded programs offered in the above eLearning formats	7	8
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	24	0
# 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	24	0

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

Georgian College offers online education in parts of academic programs where it makes pedagogical sense to do so. With the applied focus on programs, leading to careers, it is not always possible to offer hands-on courses online so there is limited opportunity to put full programs online.

The data for Courses and Programs reported above INCLUDES OntarioLearn. However, OntarioLearn data is EXCLUDED from Registrations in Programs as this is not tracked. The number of fully online OntarioLearn course registrations that result in an Ontario College Credential is 2,076. Also, there were 131 OntarioLearn online course registrations that led to a credential other than a college credential. In addition, there were 7,234 registrations in fully online Georgian courses separate from the OntarioLearn statistics stated above. In terms of hybrid learning which is detailed in the next section, there were 144 different hybrid courses offered with a total of 3,615 course registrations.



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 **Georgian College's** use of Hybrid Learning courses and/or programs in 2013-2014.

Georgian's General Arts and Science Program designed its Canadian Literature course in blended delivery (two hours online/one hour in the classroom) to be launched for the fall of 2014. Students engage in reading materials and discussions online with a one-hour face-to-face class component used for testing, readings debriefs, and assignment overviews. This is a mandatory course within the General Arts and Science Program, providing an opportunity for students to learn how to navigate online learning, and support is provided in the classroom to ensure student success. Students read poetry, short stories and a novel while engaging in journal and discussion activities online. The delivery format enhances student accountability for completing readings on time and allows all students to have their insights voiced in a supportive online group environment. Students attend the one hour face-to-face class for tests, readings, debriefs, assignment overviews, and online support.

One course in Power Engineering and one Office Administration course were introduced in hybrid delivery formats at Georgian's Owen Sound campus in 2013-14.

The Community & Justice Services and Protection, Security & Investigations programs delivered their fourth semester Field Placement Seminar course in a hybrid format (two hours classroom + two hours online). This course is designed to assist students in maximizing their field placement experience. In the traditional classroom component, students have the opportunity to share and reflect on placement experiences and receive support/guidance from the course instructor. Interactive learning exercises help to solidify theoretical concepts and assist students in mastering practical skills. In the online environment, students complete and submit weekly reflective journals and participate in discussion boards.

The School of Health and wellness offers both fully online courses and hybrid courses in several programs. For example, the Development of Self as Nurse course in the Practical Nursing program is offered as a hybrid course, and Fundamentals of Healing Arts for both the Practical Nursing and Bachelor of Science in Nursing programs delivers the theory component online while the practical skills component is delivered in the nursing skills labs.

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

Georgian advanced its eLearning strategies by launching five new online programs through OntarioLearn in 2013-14, including:

- Autism and Behavioural Sciences – Graduate Certificate
- Children’s Mental Health - Certificate of Achievement
- Criminal Psychology & Behaviour - Certificate of Achievement
- Medical Transcription - Ontario College Certificate
- Business Studies Client Relations - Certificate of Achievement

Georgian continued to offer the following eight programs through OntarioLearn:

- Criminal Investigative Technique - Ontario College Certificate
- Mourning, Grief and Bereavement Care - Certificate of Achievement
- Victimology – Graduate Certificate
- Gardening Expert - Certificate of Achievement
- Diversity and Intercultural Relations - Ontario College Certificate
- Business (General) – Ontario College Diploma
- Automotive Studies Sales Leadership - Certificate of Achievement (3 Georgian College and 3 OntarioLearn)
- Manufacturing Leadership - Certificate of Achievement

Georgian currently offers two of its own programs fully online:

- Fundraising and Resource Development
- Bachelor of Human Services (Police Studies) Degree (upper two years only)

In 2013-14, the college’s Centre for Teaching and Learning offered an online course development institute to support faculty as they develop and/or convert their courses to online delivery. In 2013-14, 38 online courses were developed for online and/or hybrid delivery, with an additional 18 courses planned for conversion to online delivery in Fall 2014.

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 **Georgian College** had in 2013-2014:

- Outbound students* = 132

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

- Inbound students* = 11

**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 **Georgian 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	0

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

N/A

Please provide one or more highlights, in the space provided below, of an activity that **Georgian College** used during 2013-2014, which contributed to maintaining or improving **Georgian 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.

The International Student Ambassador program was initiated to provide extra support during the first few weeks of each semester. International peer mentors have been chosen to assist with international students throughout the academic year. Further, members of our International Education staff regularly visit all Georgian campuses to ensure consistent supports are in place for international students. The full-time International Housing Co-ordinator position leads the development, co-ordination and ongoing enhancement of a comprehensive housing program that responds to the unique cultural and intercultural needs of international students from various countries.



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 **Georgian 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 Georgian College with a Co-op Stream	1	24	14	2	3
Number of students at Georgian College enrolled in a Co-op program	6	3,211	4,079	56	908

Please provide one or more highlights, in the space provided below, of an activity that **Georgian 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 **Georgian College** to be an innovative practice, success story and/or key accomplishment.

In 2013/2014 Georgian established learning outcomes for all student Co-op placements and began the process of adding entrepreneurship outcomes.

Georgian completed an international co-op student manual to provide information specific to the needs and interests of students planning to work in Canada as part of their Co-op workplace experience. The Co-op Education staff work collaboratively with International recruiters to assist them with accurate information for recruiting students into Co-op programs. Georgian began the development of an online tutorial for international students considering Co-op programs at Georgian.

8) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2013-2014, the student satisfaction rate at **Georgian College** for KPI Question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = 87.1%⁽⁺⁾

Per the KPI results reported in 2013-2014, the student satisfaction rate at **Georgian College** for KPI Question #24 "The overall quality of the learning experiences in this program" = 80.3%⁽⁺⁾

Per the KPI results reported in 2013-2014, the student satisfaction rate at **Georgian College** for KPI Question #39 "The overall quality of the services in the college" = 65.8%⁽⁺⁾

Per the KPI results reported in 2013-2014, the student satisfaction rate at **Georgian College** for KPI Question #49 "The overall quality of the facilities/resources in the college" = 75.5%⁽⁺⁾

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

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

Georgian established a college-wide Orientation Advisory Committee and has developed a best practice and continuous improvement approach to student onboarding and welcoming to all campuses using first year student data from the Georgian Profile Survey to inform improvement strategies on an annual basis. Orientation is based on a progressive model with three key components: Get Connected (August 2013), Orientation Day (September 2013) and Stay Connected (ongoing September through to mid-October 2013). Also Georgian established a Mature Student Program for Orientation and ongoing workshops to support unique needs of mature students.

Georgian continued to expand "Stress Free Days" program for students during exam times, through internal partnerships between First Year Experience team and Academic Support Services and through external partnerships with the Therapy Dog program. Due to the success of the program, the Therapy Dog program was expanded to 4 additional campuses in Fall 2013.

Georgian collaborated with the Students' Administrative Council on an investigation into the establishment of an Ombudsperson. This report was completed and tabled with College Administration and the Students Administrative Council. As a result, new positions were put in place to receive and address student complaints to begin in 2014-15. The Student Code of Conduct was reviewed and revised to reflect a simplified and streamlined student complaints process. The Code will be tabled in 2014 for final approval.



9) Graduation Rate

Per the KPI results reported in 2013, the graduation rate at **Georgian College** = 62.5%^(*)

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

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

Georgian launched the Early Alert Initiative and the Georgian Profile Survey in Fall 2013 to all first year students. First year students were referred by faculty to support services, and every first year student who participated in the Georgian Profile Survey received a Personalized Resource Report and was emailed by the service areas they specified in their survey were of interest to them or could help them. The main objective of these projects was to ensure at-risk students were identified early and connected with services, and to ensure students who self-identified an interest in services would be connected with those services. Initial data revealed that more students were booking appointments sooner than typical in the first term, and that the survey resulted in improved awareness of services.

Georgian launched the first year of the Mental Health Innovation Case Management Project to improve early identification, referral and support for students with mental health concerns. The project defined a case management approach and identified key internal partners and external agencies to participate in a new "circle of care" approach for students that will ensure more accuracy of referral and reduced wait times to access appropriate support(s).

Career Consultants established a drop-in service for students the first two weeks of the semester to engage with students prior to the add/drop dates. Often students are referred by the counselling department. Students were offered career assessments, debriefing and advising for students who are concerned they may be in the wrong program. Career planning was promoted and offered to students at any point in their academics to keep them on track or define their career directions and requirements for success. Additionally, students in suspended programs were offered the opportunity for free career assessments and testing to assist in decision-making regarding alternative programs.

Co-op and Career Services continue to utilize Typefocus™, an online career assessment tool. When students completed the assessment they were also asked to complete a Personal Success Factors questionnaire, which provides data that can be used to target students who have not declared a major or have not clearly identified a career goal. A targeted email was sent to these students, inviting them to meet with a Career Consultant to discuss their individual career plan. These initiatives directly support retention by guiding students to career options that are a good match and motivating students to complete their programs for success in the labour market.

10) Graduate Employment Rate

Per the KPI results reported in 2013-2014 the graduate employment rate, 6 months upon graduation, at **Georgian College** = **86.9%(+)**

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

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

The Job Postings Portal in the Orbis information system was fully implemented. This has provided graduating students and alumni with a direct link to employers and program-related job opportunities. Since implementation, 2,600 job opportunities have been posted. The Orbis Events and Workshops calendar feature helps the college to promote career fairs, networking events and additional career and job search resources.

Georgian's dedicated employer development team continues to build new relationships and foster existing ones for co-op and internship opportunities, resulting in graduate job postings. They also continue to provide graduating students and alumni with one-stop unlimited career and job search services including career assessments to assist alumni who may be considering returning to school or switching career paths.

The team applies creative approaches to reach students through a variety of methods, such as social media, the Alumni Association, workshops and drop in sessions such as Resume Repair Fairs and Glad You're a Grad.

11) Student Retention

The table below has been pre-populated with the results from **Georgian College's** 2012-2013 MYAA Report Back. Please identify **Georgian 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>92.1%</u> ⁽⁺⁾	2013 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>3,163</u> \div 2012 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>0</u> $\times 100 = \underline{0\%}$
2nd to 3rd Year	<u>52.8%</u> ⁽⁺⁾	2013 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>553</u> \div 2012 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>0</u> $\times 100 = \underline{0\%}$
3rd to 4th Year	<u>120%</u> ⁽⁺⁾	2013 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>76</u> \div 2012 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>0</u> $\times 100 = \underline{0\%}$

*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 **Georgian College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Student Retention.

Methodology: Enrolment numbers reflect Fall enrolments only, as reported in the CSER term report for Nov. 1 full-time funded headcounts. Full-time funded activity does not include Collaborative Nursing, Second Career, WSIB, Apprenticeship or International students, as per MYAA definition of "Headcount". Students on co-op placements have been included per the MYAA guidelines.

Caveat: The above Fall-to-Fall retention model by study year is not an accurate reflection of student retention at Georgian due to a variety of factors: 1. Winter intakes, which are not reflected in the above 1st year Fall enrolment count but factor into the 2nd year Fall count, thus skewing 1st to 2nd year rates. 2. Programs which do not progress Fall to Fall, or students who do not follow the standard term or semester progression, particularly impacting the 2nd to 3rd year calculation in the above model. 3. Programs with activity in Fall of 3rd year which do not have scheduled activity in Fall of 4th year (they progress to Winter of 4th year instead), skewing the 3rd to 4th year rate.

There is an alternate retention model used at Georgian which is based on the above 1st, 2nd, and 3rd year numbers from Fall 2012 (i.e. 3363, 997, and 70, respectively). We track these specific students' enrolment records in the following academic year. If they returned in any study year, in any term of the 2013-14 academic year (Fall 2013, Winter 2014 or Summer 2014), they are considered "retained".

Based on this model, retention rates are as follows:

Year 1 Fall 2012 retention to 2013-14 academic year -> 72.9%

Year 2 Fall 2012 retention to 2013-14 academic year -> 71.4%

Year 3 Fall 2012 retention to 2013-14 academic year -> 87.1%

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

Georgian implemented two retention initiatives of note in 2013-14. The first, called the Georgian Profile Survey, was launched in September 2013 and documented the characteristics and experiences of first semester college students. The project design promoted the awareness and use of college support services and activities in a way that is customized to each student's responses to questions, and identified those students who may be at risk of not persisting with their studies so that college service areas (primarily counselling) can reach out to them to offer support. The survey will be repeated for every semester in the 2014-15 academic year. The second initiative, called the Academically At-Risk project, occurred simultaneously in conjunction with the academic areas and identified students at risk of not persisting in their studies.

12) Productivity and Innovation Fund (PIF)

Productivity and Innovation Fund (PIF) records indicate that **Georgian 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
Georgian College Program Prioritization ⁽⁺⁾	GEOR-PP2-I ⁽⁺⁾	Reinvestment will be focused on programs aligned with our institutional differentiation.	The draft program assessment model will be piloted and following the assessment of the results, the model will be institutionalized as part of an annual cycle of program review planning and continuous improvement process. The program assessment models will align with new program development and program renewal processes. A separate service assessment model will be designed, piloted and subsequently implemented following any required revisions to the model
THE UNIFIED ONLINE SERVICE DELIVERY SOLUTION: A Multi-Institutional Platform for Innovative and Collaborative Service Delivery ⁽⁺⁾	GEOR-ASDT3-M ⁽⁺⁾	Cost avoidance will begin in 2015 by transforming the student service delivery model.	Georgian is actively fundraising to acquire the resources necessary for the implementation of the solution during the next fiscal period. Georgian is working to expand the consortium of colleges to develop a multi-institutional platform that will leverage knowledge and resources across the sector. Loyalist is now in production with the new Sharepoint portal. All documentation and code will be shared with all consortium members.
Banner Ontario Leadership Team (BOLT) Common Government Reporting Solution ⁽⁺⁾	CONF-ASDT1-M ⁽⁺⁾	Cost savings due to a single, vendor-supported and maintained implementation.	The consultant's final report was circulated among the participating colleges and presented at the spring meeting of BOLT and the OCCCIO conference in June. After consideration of the report, colleges will prioritize possible next projects at the fall BOLT meeting; next steps will be discussed at the fall OCCCIO meeting.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
College System Software Inventory and Licence 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.
Development of an Integrated Risk Management Toolkit for Ontario Post Secondary Institutions ⁽⁺⁾	HUMB-ASDT2-M ⁽⁺⁾	College savings of approximately \$25K for consulting fees and a common set of tools were developed.	Georgian is assessing the Risk Management tools and plans to modify for its use during 2014-15. The project leveraged partnerships through collaboration by promoting the ongoing implementation of IRM across the sector by supporting a shared vision and process using the toolkit. Results and best practices continue to be shared with the postsecondary community through committee updates and future conferences.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Emergency Management and Business Continuity Program Framework for Ontario's College Sector ⁽⁺⁾	NIAG-PP4-M ⁽⁺⁾	Activity cost sharing by participant colleges. Efficiencies gained through shared toolkits.	The new Emergency Management and Business Continuity Program Framework, templates and tools (such as planning templates, Hazard Identification and Risk Assessment, Business Impact Analysis, tools and guidelines) provide colleges with a toolkit for an emergency management and business continuity program aligned with provincial legislation and best practice. Project results and best practices will be shared on a regular basis through the Colleges Ontario Emergency Preparedness Committee (COSEP) that will facilitate regular program updates and reviews with Committee members at bi-annual meetings. Special topics and workshop sessions will be presented to support ongoing program development and implementation. The project also leveraged partnerships by engaging the support and recognition of the Ministry of Training, Colleges and Universities, Emergency Management Ontario, the Administrative Services Coordinating Committee (ASCC) and 23 Ontario Colleges. The program framework will enhance collaborative partnerships in the community (e.g. public and private sector stakeholders). The EM/BC program framework was also shared with university members and Associates of Ontario Association of College and University Security Administrators (OACUSA). New partnerships were established with the Ontario Association of Emergency Managers (OAEM) and the Canadian Standard Association with a view to enhancing college profile, increasing sector-wide collaboration and participating in multi-stakeholder training sessions at a reduced member cost.
IT Disaster Recovery Environmental Scan and Collaborative Tools Development ⁽⁺⁾	SSFL-ASDT3-M ⁽⁺⁾	Cost savings due to all colleges developing processes and deliverables system-wide.	Deliverables and tools developed and all materials were made available through the Provincial OCCCIO Portal to all colleges.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
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**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 **Georgian College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Cost Savings/Cost Avoidance.

In terms of the Georgian-led PIF projects noted above, full cost savings/avoidance figures cannot be estimated until the projects are fully implemented.



Attestation:



By checking this box, **Georgian 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 **Georgian College's** Executive Head or Board of Governors.

Contact:

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

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Please indicate the address on **Georgian 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://www.georgiancollege.ca/about-georgian/president/>