2013-2014 Report Back

Institution Name:	George Brown College

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 **George Brown 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 **George Brown College's** 2013-2014 Report Back is denoted with the symbol [+].

1) Enrolment - Headcount*

DEFINITION: <u>Headcount</u> 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).

George Brown College reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = **15,510**[(+)].

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment at **George Brown College** in 2013-2014 = **11,392**.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment at **George Brown College** in 2013-2014 = **4,114**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2013) enrolled at **George Brown College** in 2013-2014= **4**.

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

> Our student information system was used to determine age as of November 1st 2013 for all full time funded students reported in the Fall 2013 College Statistical Enrolment Report.

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

> George Brown College enrolment continued to grow in 2013-14. Student enrolment for post-secondary programs increased by 10.8% from Fall 2012 to 2013 and 8.7% for Winter 2013 to 2014. Increases were seen in most program areas but were highest in Technology and Community Services & Health Sciences. English as a Second Language was offered as a post-secondary program for the first time in Fall 2013 which also contributed to the overall increase year over year.
>
> In 2013-14, we implemented our space improvement plans for both the St.James and Casa Loma campuses, to meet the growing demand for our programs. For example, three floors at 200 King St (Floors 6-8) were completely renovated, including the addition of six new classrooms & multiple student study spaces. This renovation was mostly to support Centre for Business growth. Also, in May 2013, the College secured a gift of $3 million to our Success at Work fundraising campaign. The donation is being directed towards the renovation & repurposing of learning spaces in the Centre for Construction & Engineering Technologies at our Casa Loma Campus. These improvements will help the College accommodate more students at this campus.

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

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

**DEFINITION: <u>First Generation</u> 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: <u>Aboriginal</u> 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
Please indicate the total number of Full-Time *Students with Disabilities* at **George Brown College** who registered with the Office for Students with Disabilities and received support services in 2013-2014= **2,119** The total indicated above as a comparative % of **George Brown College's** 2013-2014 Enrolment Headcount: (Insert Total From Above) **2,119** ÷ **15,510**[(+)] (2013-2014 Enrolment Headcount) x 100 = **13.7**%	Please indicate the total number of Full-Time *First Generation Students* enrolled at **George Brown College** in 2013-2014= **4,894** The total indicated above as a comparative % of **George Brown College's** 2013-2014 Enrolment Headcount: (Insert Total From Above) **4,894** ÷ **15,510** [(+)] (2013-2014 Enrolment Headcount) x 100 = **31.6**% Please also indicate the total number of Part-Time *First Generation Students* enrolled at **George Brown College** in 2013-2014 = **N/A**	Please indicate the total number of Full-Time *Aboriginal Students* enrolled at **George Brown College** in 2013-2014= **700** The total indicated above as a comparative % of **George Brown College's** 2013-2014 Enrolment Headcount: (Insert Total From Above) **700** ÷ **15,510**[(+)] (2013-2014 Enrolment Headcount) x 100 = **4.5**% Please also indicate the total number of Part-Time *Aboriginal Students* enrolled at **George Brown College** in 2013-2014 = **N/A**

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

First Generation students: this count was derived from information provided via the OCAS application form. Over time, the quality of this data field is improving but we still show approximately 1700 "unknowns" in this category (thus underestimating the percentage as shown above). Calculating the percentage without the "unknowns" leaves approximately 36%, a value validated via a first generation question on the Student KPI Survey (Q80; 36% of survey respondents self-identify as first generation).

Aboriginal students: The pre-populated equation shown above does not accurately reflect our Aboriginal student population. The number of Aboriginal students above (700) is the number of Student KPI Survey respondents who indicated 'yes' to the college-specific item: Do you identify as First Nations, Métis, Inuit, as having Aboriginal ancestry, or as part of the indigenous peoples of Canada? In total, 10,767 respondents answered this question for a percentage of Aboriginal students = 700/10,767 = 6.5%

Various survey sources tend to show wide disparity in percentages of Aboriginal students. This may be an issue with self-reporting of Aboriginal status, or otherwise related to the specific survey context. We will continue to review our methodology for this report and offer multiple ways for students to self-identify if they wish to do so.

Students With Disabilities	First Generation Students	Aboriginal Students
Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving *George Brown College's* initiatives for *Students with Disabilities*. A highlight could be a strategy, initiative or program viewed by **_George Brown College_** to be an innovative practice, success story and/or key accomplishment.	Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving *George Brown College's* initiatives for *First Generation Students*. A highlight could be a strategy, initiative or program viewed by **_George Brown College_** to be an innovative practice, success story and/or key accomplishment.	Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving *George Brown College's* initiatives for *Aboriginal Students*. A highlight could be a strategy, initiative or program viewed by **_George Brown College_** to be an innovative practice, success story and/or key accomplishment.
In the last 5 years, George Brown has seen a 58% increase in the number of students with disabilities. To support the high demand, the Disability Services Office has worked collaboratively with both the faculty and staff at the College to increase both awareness and accessibility. Examples include: 1) Facilitated workshops for faculty to increase the understanding of Universal Design for Learning (UDL) principles and how to incorporate them into curriculum design and teaching. Faculty were provided with practical tips and strategies on how to implement UDL principles in the classroom. 2) Faculty and staff attended presentations that included a panel of both students with disabilities and industry partners. Many teaching faculty reported an increase in their understanding of the needs of students with disabilities, how the Disability Services Office operates, and how they might work more collaboratively with the Office and gain more guidance and support. They also learned about new information on accommodations in the workplace and what some prominent employers are currently offering. 3) Delivered Learning Strategy training designed for specific program requirements, for example, strategies for use in placements, co-ops, etc. 4) Created a manual for use in training Strategic Content Instruction Tutors to work with students with Learning Disabilities. 5) Improved/increased students' access to a pyscho-educational assessment by	GBC has taken a multi-faceted approach to eliminating barriers to success of first generation students. As a result, we exceeded our target number of participants in first generation programming by almost double our funded target. In total, 897 students have participated in our funded initiatives. Below is a sample of interventions/ activities undertaken in 2013-14: 1) One-on-one needs-based advising, 2) Strategic learning through study groups, 3) Mentoring opportunities through our Pumped for Post-Sec. Initiative, 4) Leadership opportunities through the Student Leadership Academy, 5) Service learning and community engagement in collaboration with our community partners. A dedicated cross-college transition team offers ongoing supports to first generation Students. The team is composed of staff members from all the areas that shape students' experiences – the Registrar's Office, Student Association, Campus Life, Student Affairs, Athletics, Bookstore and Student Success. This broadened network of key institutional contacts works to further ease the transition to post-secondary.	It is important to the College to recognize and support Aboriginal students in our College community. As in previous years, Aboriginal heritage and the profile of Aboriginal students and staff are highlighted at the College through territorial acknowledgement at events, the presence of Elder(s)-in-Residence and Visiting Elders, drumming at orientations and convocation, and Aboriginally-focused education events for the whole college community. In 2013-14, the Aboriginal Student Centre at the St. James campus was used by 28 students per day on average, and included frequent use on the weekends and during the evenings. Additionally, a new Aboriginal Student Centre was opened at the Casa Loma campus in spring 2014. These centres are dedicated places for Aboriginal students to meet, study, access job postings, current event listings, community newsletters and college and university information. GBC offers a number of services and supports for Aboriginal students including: personal and academic counselling; traditional counselling with our two Elders-in-Residence; educational and cultural workshops; talking circles and student gatherings; mentorship programs, job coaching and networking events; an Aboriginal collection in GBC's Learning Resource Centre; and over $29,000 in bursaries for Aboriginal students.

collaborating with a Mobile Assessment Team through the Regional Assessment and Resource Centre to ensure students in need of new psycho-educational assessments were provided an affordable assessment. 6) Improved student accessibility to alternative materials by continuing to be a member of the Alternative Education Resources of Ontario (AERO) Project.		Throughout the year, the College holds many events specifically for Aboriginal students as well as those events including the College community at large. 2013-14 examples include: -12 formal ceremonies -25 guest speakers -20 craft workshops -32 cultural workshops/teachings led by Elders -7 art exhibits and 35 arts performances, including Friday Film Nights, dance performances, and theatre -4 field trips -70 social events for Aboriginal students including feasts and lunches -2 awards events -30 workshops focused on supporting Aboriginal students in the transition from education to employment -1 Pow Wow (with over 1000 people in attendance)

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 *George Brown College* graduates who participated in Graduate Survey (A)	# of *George Brown 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 *George Brown 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	3685[+]	234[+]	6.4%[+]	40388[+]	2725[+]	6.7%[+]
2010-2011	4478[+]	284[+]	6.3%[+]	50622[+]	3355[+]	6.6%[+]
2011-2012	4586[+]	276[+]	6%[+]	57701[+]	3463[+]	6%[+]
2012-2013	4426[+]	252[+]	5.7%[+]	57462[+]	3424[+]	6%[+]
2013-2014	4229[+]	242[+]	5.7%[+]	54467[+]	3003[+]	5.5%[+]

Per the College Graduate Outcomes data reported in 2013-2014 (based on 2012-2013 graduates), the percentage of *George Brown College* students who were satisfied or very satisfied with academic preparation for university was **80.5%[+]**.

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%[+]**.

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

In 2013-14, George Brown continued to make significant progress on credit transfer initiatives and new articulation pathways. Representative examples include:

- the College has implemented a new articulation agreement with the University of Toronto such that graduates from our General Arts and Sciences Diploma can be accepted into the Faculty of Arts and Science at the University of Toronto with 6.0 transfer credits. Eligible students also have the opportunity to enroll in spring/summer course(s) at the university, after completing Semester 2 at George Brown, and earn additional course credits towards their degree. 2013-14 was the first full year of implementation of this agreement.

- George Brown also negotiated a new degree articulation agreement with Ryerson University which will allow our Social Service Worker graduates direct entry into 2nd year of the full-time Bachelor of Social Work degree program.

-George Brown Centre for Arts & Design completed articulation agreements with OCADU to recognize credit transfer for our Game Design, Interaction Design, Fashion and Jewellery programs to OCADU degrees. Four articulations were completed, and currently, four new joint degrees are under development through work with ONCAT.

-Two new George Brown degree programs were planned in 2013-14 (currently under PEQAB review): American Sign Language (ASL) English Interpreting and Behavioural Psychology. These program areas are established strengths of the College and graduates of these programs will help fill known labour market needs. Both degrees also have several degree completion pathways built-in e.g. a summer bridging option such that advanced diploma graduates can enter year four of the degree; transfer options for students in related diploma programs (from either George Brown or another Ontario college).

4) Class Size

DEFINITION: <u>Class size</u> is the number of students per class in a section. <u>A section</u> 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 1st 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 *George Brown College* in 2013-2014:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1st Year Sections
Fewer than 30 students	864	23.1%
30 to 60 students	1,767	47.3%
61 to 100 students	800	21.4%
101 to 250 students	296	7.9%
251 or more students	12	0.3%
Total	3,739	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2nd Year Sections
Fewer than 30 students	329	21.2%
30 to 60 students	890	57.2%
61 to 100 students	272	17.5%
101 to 250 students	64	4.1%
251 or more students	0	0%
Total	1,555	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3rd Year Sections
Fewer than 30 students	131	29.4%
30 to 60 students	227	50.9%
61 to 100 students	60	13.5%
101 to 250 students	27	6.1%
251 or more students	1	0.2%
Total	446	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4th Year Sections
Fewer than 30 students	23	46%
30 to 60 students	15	30%
61 to 100 students	12	24%
101 to 250 students	0	0%
251 or more students	0	0%
Total	50	100%

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

Our percentages by class size remain fairly consistent year over year. The calculation improved this year such that we can include all class sections across Fall, Winter and Spring terms (changing the totals shown in previous years, but not the overall percentages).

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

In 2013-14, we completed our Master Campus Plan, a long-term blueprint which establishes a set of principles to assist with the space planning, design and delivery processes. Adherence to this plan will ensure continued sustainable and smart growth in the coming years. As part of this plan, classroom flexibility (through size and configuration) was an important factor in the design process for the new Waterfront campus and the renovations to the St. James and Casa Loma campuses. Flexibility allows for selection of the class size which best serves the particular needs of specific courses.

In terms of physical classroom space, over this past year, we have upgraded the technology in 70 classrooms such that classroom size, space and technology can be most effectively utilized. We have implemented a Classroom Technology Lifecycle plan that will guide the continued upgrading.

Other examples of class-size-related initiatives overlap with our online/hybrid learning initiatives and flexible delivery offerings, as each serves to assist with providing program- and course-appropriate class sizes. For example, in 2013-14, seven new program intakes were offered in the summer semester (in Business and Technology). We continue to add to this intake period in order to expand flexibility for students and make use of institutional space during a traditionally slower time of the year.

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 **George Brown College** offered in 2013-2014 and corresponding registration information

An <u>Ontario College Credential</u> includes: Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate (or the French-language equivalent).
* <u>Other Credential</u> 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 *Fully Online Learning**	98	12
# of Ministry-funded courses offered through *Synchronous Conferencing**	0	0
Total # of Ministry-funded courses offered through the above eLearning formats	98	12
PROGRAMS	**Ontario College Credential**[*]	**Other Credential**[*]
# of Ministry-funded programs offered through *Fully Online Learning**	6	2
# of Ministry-funded programs offered through *Synchronous Conferencing**	0	0
Total # of Ministry-funded programs offered in the above eLearning formats	6	2
REGISTRATIONS	**Ontario College Credential**[*]	**Other Credential**[*]
# registrations in Ministry-funded programs offered through *Fully Online Learning**	13,418	249
# registrations in Ministry-funded programs offered through *Synchronous Conferencing**	0	0
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	13,418	249

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

Ontario College Credential: Data were derived from banner. The 98 courses indicated above represent unique online course offerings in summer/fall/winter 2013-14 (i.e., does not include multiple sections offered in the same semester, or repeated semester offerings of the same course).

Number of total registrations in these courses was 13,418. The Nov full-time enrolment count for the six online post-secondary programs offered in 13-14 was 135 students.

Other Credential: Data were provided by academic areas.

Additional Note: Synchronous Conferencing is not identified in our banner database.

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

Hybrid learning courses and programs are popular with our student base, and so we continue to expand such opportunities. Examples from 2013-14 include:

-our Centre for Business launched two new graduate certificates (Digital Media Marketing; Analytics for Business Decision-Making) in 2013-14. These programs are offered in a combination of in-class, online and hybrid courses with about 50-75% online teaching. The Centre for Business has an ongoing initiative to develop new online and hybrid courses as options for their students, and as of 2013-14, approximately 50 courses in this area were available in either a fully online or hybrid format.

-our Centres for Health Sciences & Community Services added additional online courses to several programs (e.g. R.P.N. Bridge to B.Sc.N; Child and Youth Worker) in order to increase delivery flexibility. Flexibility can be particularly important, as many students work full or part time, yet are still able to complete these programs.

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

George Brown continues to explore new technologies as part of our commitment to experiential learning, and we recognize the need to take advantage of new technologies and scalable models to enhance student learning. Through 2013-14 the College launched a new Digital Learning Initiative (DLI). This is a comprehensive, educationally-driven project designed to address our specific learner expectations, our student demographics, and faculty interests. Through the DLI the College will enhance and expand the range of learning opportunities for our learners by enhancing the learning experience - from the classroom to experiential learning placement through to employment - with content and community available online. Guided by the Academic Computing Committee the DLI is guiding the development of enhanced online delivery and student learning supports across the College.

In any given year, we implement pilot projects to assess new technologies on a smaller scale, so as to determine potential utility on a wider basis. Examples from 2013-14 include:

-in summer 2013, the Chef School piloted a new student learning approach, integrating electronic tablets into the laboratory component of a culinary nutrition course. Via the tablets, students had on-demand access to video demonstrations of culinary techniques, while practicing such techniques in the kitchen. Results of this pilot were very promising and future integration of tablets into other appropriate courses will be explored.

-several areas of the College have interest in offering courses through the "flipped classroom" model. In this model, students prepare for class time with readings and customized online materials and then spend class time actively working on course topics and demonstrations of this new knowledge. For example, in winter 2014, a business course was offered in the flipped classroom model; all course materials were modified such that students came to class ready to engage with their peers and instructor on team activities --preliminary results suggest a positive effect on many students and the flipped classroom model is now being explored in other program areas with a more robust evaluation plan that will give us data to determine its

educational effectiveness.

-social media continues to be an important means by which students become engaged in their classroom learning. As a new example for 2013-14, faculty and students in our Graphic Design and Art and Design Foundation programs, are now using the Open Network, an internal social network site that resembles Facebook. This allows faculty to hold ongoing discussions with students outside of class time, publicize and invite people to events, and create assignments that involve online participation. The Open Network particularly enables part-time faculty to communicate in special interest groups, and stay connected to events and issues in the School.

-in April 2014, the College hosted "Tech Day", an opportunity for faculty and staff to learn about current technology trends and share current research findings for the various pilot projects conducted at the College in 2013-14. This event was very well attended and enabled learning and networking opportunities for those interested in implementing new technologies in the classroom.

--finally, George Brown ran a 10-week, fully online course for faculty with the goal of equipping teachers with strategies for the successful use of technology in teaching. The course examined curriculum design, teaching techniques, and assessment practices when instructional technology is employed. The goal is for instructors to become effective in the practice of asynchronous learning. They also explore research-based, conceptual and theoretical foundations relating to learning theory and assessment to complement and personalize their online classrooms. Learners are also encouraged to experiment actively with Blackboard, social media and open source media.

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 **George Brown College** had in 2013-2014:

- Outbound students* = <u>361</u>

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

- Inbound students* = <u>29</u>

  DEFINITION: <u>Inbound students</u> 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 **George Brown 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
Guilin Instit of Tourism	Guilin / China	Hotel Management courses	64
Shanghai Urban Mgmt Coll	Shanghai / China	Construction Mgmt courses	76

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

Gap courses identified in the curriculum mapping for articulation agreements with the two overseas partner institutions were delivered by GBC faculty who taught at the two overseas partner institutions for two to four weeks annually. These courses qualified the diploma graduates to enter the bridge semester of their degree programs at George Brown College.

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

Program & Curriculum Internationalization:
Program & Curriculum Internationalization objectives were leveraged by international partnership development – over 41 active partnerships throughout 14 countries. International field education targets were exceeded with 390 (target: 350) student work and study abroad placements representing an increase of 62% over 2012-13. Over 81 faculty gained overseas exposure via guest lecturing, conducting study tours, undertaking curriculum development/mapping, building new international academic and industry partners, or attending international conferences.
Program internationalization was embedded into curricula and learning outcomes through initiatives such as the first Culinary Arts 'Leading Culinary Cities of the World ' Event. Cohosted by GBC and the Korean Consulate, the event featured a celebrity Chef from Seoul who engaged with faculty and students through lectures and demonstrations, and showcased a Korean culinary evening that included students, staff, and industry partners.

Student Integration & Success:
Supports to international students and measures to strengthen early student integration and retention included increased orientation offerings and an International Student Welcome desk set up to greet and guide students throughout the first week of classes. In partnership with Student Academic Success Initiatives, the International Peer-Assisted Learning Centre was established as well as an International Student Ambassador program (40 ambassadors) and the Mentoring Pilot for International Students to encourage academic and social integration.

Detailed process mapping and capacity planning was carried out to identify areas of potential efficiency gains in student admissions to enhance customer service, improve turnaround time and augment pre-departure services for international applicants. Marketing spearheaded an integrated market approach to engage with prospective international students - components include online, social, digital and print-based marketing campaigns across ten languages.

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 *George Brown College* in 2013-2014:

	Certificate	Diploma	Advanced Diploma	Graduate Certificate	Applied Degree
Number of programs at *George Brown College* with a Co-op Stream	0	0	7	4	3
Number of students at *George Brown College* enrolled in a Co-op program	0	0	1,317	622	835

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

George Brown College identifies as the Toronto college that "understands employment". As such, we have a clear goal for incorporating field education experiences into 100% of eligible programs by 2020 -- we are tracking our progress to this goal and remain on-target with field education incorporated into 80% of qualifying programs in 2013-14.

Applied research opportunities for students and faculty continued to grow significantly through 2013-14. The Office of Applied Research created numerous new industry partnerships to expand opportunities for our college community to participate in applied research activities. In 2013-14 student involvement in applied research increased by 18% over 2012-13 to a total of 1,915 students, numbers of participating faculty increased 138% to 123 and number of industry partners increased by 57% to 159.

As we increase our experiential learning opportunities, we want to ensure that students are recognized for their participation. In October 2013, our Student Innovation Awards were given out to five George Brown students as part of an Applied Research Showcase Day. The awards were presented by Gary Goodyear, Minister of State for the Federal Economic Development Agency for Southern Ontario (FedDev Ontario) & our Senior VP Academic, Laura Jo Gunter. One student went on to represent his team at the Polytechnics Canada 8th Annual Applied Research Showcase and won 2nd place among 11 teams.

Industry partnerships across academic areas also continue to provide work experiences for students. New in 2013-14, our Centre for Health Sciences formalized key strategic partnerships with Baycrest to include field placements across multiple programs, research and inter-professional education activities. Strategic partnerships were also implemented with St. Paul's and Harmony Village to support work placement opportunities in Health Sciences programs.

In another new industry partnership, the Residential Construction Council of Ontario (RESCON) worked with the College to develop a graduate certificate to fill skills needs that the industry had identified. The program provides a hands-on environment for graduates of Construction Engineering Advanced Diplomas to learn the specialized skills employers value in project management: procurement, quality control and defects prevention. Students in this program are guaranteed a 4-month paid field placement with a member of RESCON, and RESCON also established an endowment which provides scholarships for students.

Finally, 2013-14 saw the completion of the construction of the Green Building Centre. George Brown received Federal Economic Development Agency (FedDev) funding enabling the acquisition of state-of-the-art equipment and the development of a new applied research building. Additionally, the College obtained joint funding from NSERC and CFI supporting its Green Homes initiative, focusing on efficient residential buildings. The new facility includes an Advanced Prototyping Lab, building science and envelop demonstration areas, building automation shop, and a new state of art Building Information Modeling (BIM) studio, which will significantly expand the research and work opportunities for students in this Centre.

8) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2013-2014, the student satisfaction rate at *George Brown College* for KPI Question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **84.6%(+)**

Per the KPI results reported in 2013-2014, the student satisfaction rate at *George Brown College* for KPI Question #24 "The overall quality of the learning experiences in this program" = **75.5%(+)**

Per the KPI results reported in 2013-2014, the student satisfaction rate at *George Brown College* for KPI Question #39 "The overall quality of the services in the college" = **58.2%(+)**

Per the KPI results reported in 2013-2014, the student satisfaction rate at *George Brown College* for KPI Question #49 "The overall quality of the facilities/resources in the college" = **67.9%(+)**

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

> Again this year, George Brown participated in the i-Graduate international student satisfaction survey. Results were very positive, with student satisfaction rising to 89% in 2013-14, from 83% the previous year and 73% in 2011-12.

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

> Student satisfaction and success continue to be our fundamental goals. Both our academic plans and campus enhancements are ultimately designed to improve the student experience at our College. Examples of specific ways in which we further invested or engaged in improving the student experience in 2013-14 are as follows:
>
> - the Student Life Team implemented a number of new initiatives in 2013-14, each having the goal of increasing the feelings of connection that students have with the College, which should ultimately improve student satisfaction and persistence. For example, August 2013 saw the launch of several new communications tools including new iOS and Android apps (for easy, anytime access to course schedules, grades, campus locations, important numbers for all student services, including library services, tutoring, etc.)and the official launch of our Facebook and Twitter accounts --these accounts are updated and monitored daily to ensure that students can interact quickly with the College and receive timely information (student questions are typically answered within 24 hours).
>
> - Student mental health is recognized as an increasingly important focus of student life in post-secondary institutions. In support of this focus, in February 2014, GBC hosted the 15th Annual Mental Health Conference (themed 'Post-Secondary Student Success: Fostering Mental Health and Wellness on Campus') at our Waterfront Campus. The conference was very well-attended and sessions were targeted to educators, mental health advocates, students, those working in the field of mental health & anyone interested in issues impacting campus life.
>
> - in Spring of 2013, our Diversity, Equity & Human Rights Services Office created a new video of students discussing the importance of diversity, such that the College community can hear from our students about the benefits of ensuring that we foster, engage with and support diversity at George Brown. The Diversity Matters @ George Brown College videos featuring 17

GBC students can be viewed on our public site at http://www.georgebrown.ca/diversity/. GBC also launched a new 2013-14 diversity calendar which can be found on the same page (calendar entries highlight important events such as International Week of the Deaf)

Of course, in any given year, we have a variety of School- or program-level initiatives designed to improve student satisfaction. Representative examples for 2013-14 include:

-Fashion Peer Liaisons: student class liaisons worked in one high risk course per program to make weekly announcements/reminders to classes. Peer study groups were also developed for specific courses with higher risks of failure (e.g. Accounting & Merchandising and Buying) which resulted in lower failure rates and an overall increase in students' grade averages.

-Student feedback (e.g. via the KPI survey) led to a significant investment in student social and study spaces at our 300 Adelaide St. E location in 2013-14. This building houses all of our Centre for Hospitality and Culinary Arts programs, and space was adapted in 2013-14 to include approximately 60 additional social/study spaces (about 20 per floor). Student feedback at the program level was also addressed in this Centre e.g. a dedicated classroom/lab space was created for Special Events Planning students to allow better collaboration across planning teams, and provide space to demonstrate event planning learning.

9) Graduation Rate

Per the KPI results reported in 2013, the graduation rate at **George Brown College** = **67.7%(+)**

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

> n/a (the College uses the Ministry protocol guidelines for calculating graduation rate)

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

> We maintain that a component goal of all of our student-based initiatives at the College is to increase retention and graduation rates, at least indirectly. As noted previously, any initiatives primarily focused on satisfaction with aspects of the student experience, increased engagement with the College and with industry partners should ultimately improve student success, as measured by persistence with post-secondary studies and completion of credentials. Thus, we feel that most of our student-centered activities could be included here. Other, specific examples for 2013-14 (not noted previously) include:
>
> -in 2013-14, extensive planning began for the Up and Running New Student Preparation Days. Starting with the Fall 2014 cohort, these days will allow students to get an early start by participating in a number of workshops focused on getting started at the College, getting involved and succeeding. Students will also be able to take care of practical matters such as getting their student ID card, setting up their student email, becoming familiar with Blackboard, and setting up their athletics membership well in advance of their first day of class.
>
> -in addition, the Student Life Team developed a new on campus orientation program for incoming students. The goals of the orientation will be engagement, faculty connections, reassuring students they made the right decision in their school and program selection, highlighting an education-career connection very early on, and helping students believe they can be successful. Academic divisions and college- wide services will come together to deliver an energetic, celebratory and learning event just prior to the official start of classes. We expect these events to help improve student persistence/graduation as numerous studies have shown that students who engage with their institution early, and have a good understanding of their program, are most likely to succeed.
>
> We know that students who have a clear idea of their future work environment are more likely to be satisfied with their college experience. As such, examples of related initiatives for 2013-14 include:
>
> -the Centre for Construction and Engineering Technologies (CCET) Lecture Series: to complement the formal curriculum and further strengthen industry contacts, CCET ran a lecture series in which key figures described landmark projects. In 2013-14, speakers included architect Douglas Cardinal (who designed The Canadian Museum of Civilization), Moriyama and Teshima Architects (who worked on the Aga Khan Museum), Great Gulf (who spoke about the Active House project), and CISCO's Vice President (and CCET Executive-in-Residence), Rick Huijbregts (who presented on the Internet of Everything), among many others. We believe that this exposure to industry experts helps show students the possibilities open to them, and the benefits to actually attaining their desired credential.

-the Centre for Business strongly believes that career services and support during the student experience show students the benefits to them in actually graduating. As examples of such initiatives in 2013-14, Centre for Business students engaged in a variety of activities designed to support their success (e.g four networking/speed-mentoring events in this program area with 370 students participating.

-in the past year, 21 programs in health and community service areas participated in student success initiatives. For example, significant work in Practical Nursing (through curriculum mapping, building high performance staff teams, and student engagement initiatives) yielded a higher proportion of returning students than we have seen in years.

10) Graduate Employment Rate

Per the KPI results reported in 2013-2014 the graduate employment rate, 6 months upon graduation, at **George Brown College = 82.5%(+)**

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

George Brown's Office of Alumni Relations has taken the lead in our alumni engagement, and acquisition of employment information from our alumni community has been a very important focus of their work. Through their alumni outreach efforts, in 2013-14, we increased the number of alumni for whom we have employment information by 27% (to-date, we have such information for thousands of George Brown graduates). Employment information capture is not only for new graduates but for all members of our alumni community regardless of graduation date. This information is being utilized by the College to better understand employment outcomes beyond the initial six-month KPI reporting.

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

All areas of the College understand the importance of employment opportunities for our students and graduates. Representative examples of graduate employment highlights for 2013-14 include:

-the Centre for Business hosted the third annual high-profile sports business industry event known as "5 to Watch", signaling a deepening of its partnerships strategy and employer relationships, which in turn benefit student success and hiring of our graduates.

-Networking and improving understanding of career options are areas of focus for our Institute without Boundaries (Centre for Arts & Design) which makes significant efforts to engage students and show them the potential impacts of their education. For example, in 2013-14, students participated in charrettes in New York City and Chicago, developed an exhibition at the Chicago Architectural Foundation and participated in Earth Day celebrations with Chicago's Mayor's Office. In February 2013, the School of Design and the Institute without Boundaries hosted over 200 students from around the world for a 3 day intensive charrette to envision responsive building designs for 16 sites across the GTA. Student engagement with international institutions and global issues shows our students the potential opportunities open to them, and helps to increase engagement with their peers and the College.

-Alumni Relations continued to promote the use of the College's online job board, GBCareers, among alumni jobseekers and employers. As well, Alumni Relations continued alumni career services programming and conducted 362 one-on-one sessions with graduates (an increase of 15% versus a year ago) focusing on: interview practice, job search strategies, career exploration and resume consultations. We also implemented a follow-up process with clients six weeks after their appointment to determine if alumni have landed work and if not, if they require further support.

-in-person, professional development events help link graduates to a network of influential alumni and provide information on soft-skills that employers have identified as critical for landing the job and advancing once they're in an organization. Attendance at in-person alumni PD events increased 11% versus last year.

-Alumni Relations also encouraged engagement on the professional networking site, LinkedIn, by posting career-focussed content, involving alumni in conversations linked to job searches and professional advancement within our LinkedIn alumni group and within the new "university page" on LinkedIn. Our alumni group on LinkedIn grew nearly 42% over the previous year. Members are encouraged to influence hiring decisions within their organizations to favour George Brown graduates and alumni are encouraged to host George Brown students on field placements and hire fellow alumni whenever possible.

11) Student Retention

The table below has been pre-populated with the results from **George Brown College's** 2012-2013 MYAA Report Back. Please identify **George Brown 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	**64.1%(+)**	2013 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 6,051 ÷ 2012 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = 8,936 x 100 = 67.7%
2nd to 3rd Year	**72.5%(+)**	2013 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 2,080 ÷ 2012 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 2,784 x 100 = 74.7%
3rd to 4th Year	**83%(+)**	2013 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 185 ÷ 2012 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = 239 x 100 = 77.4%

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

Retention Calculation - our initial count is based on full time domestic or international students in a post-secondary program with a duration greater than two semesters in year 1, 2 or 3 in the 2012/13 academic year who return to the same program in full-time status (year 2, 3 or 4) the next academic year.

We maintain however, that persistence is the more appropriate calculation i.e. students who returned to to any program (as either full-time or part-time) at George Brown. Continuing post-secondary studies must be viewed as a success. As such, our persistence rates are as follows:

Year 1- 6,586/9,038 =73.0%

Year 2- 2,195/2,802 =78.2%

Year 3- 200/240 =83.3%

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

George Brown College has developed a college-wide student persistence and retention plan focused on lowering attrition rates, and increasing retention leading to student success. The college has instituted a 3-layered approach (college level, academic level and individual level) to promote student success and retention, with particular attention on addressing the needs of students at-risk and/or those who are performing poorly academically.

A.College Level: Institute a culture of student success

•Convened a College-wide Student Retention and Persistence Committee whose mandate is to formalize a broad college-wide retention strategy that involves the implementation of high impact programs and initiatives that best support academic and employment success of all students.

•Developed a First Year Experience strategy that is a system wide effort to welcome and engage students early and provide guidance and support to the College in ensuring that our student support systems are aligned, and provide the best support (academic and personal) possible to all new incoming students.

•Established a Monitoring and Tracking committee to report on progress achieved by college-wide student retention/persistence initiatives.

B. Academic Level: Embed student success strategies within academic units

•Instituted a Student Academic and Support Initiatives (SASI) Unit under the Student Affairs Department that provides leadership in the implementation of strategic plans to increase student engagement, retention, and success across the college.

The unit works collaboratively with student service staff and academic departments to assess student needs, initiate interventions, implement delivery plans, and determine best practices.

•Each academic division has developed a 3-year retention plan that will focus on strategies to reduce high attrition rates in challenging programs. Examples include formalized mentoring programs, flexible delivery models, and early program clarity and career exploration initiatives.

C. Individual Level: Build the strengths of all students

•Launched a Student Characteristics Survey that gathers demographic data and examines perceptions and attitudes towards college life and careers. By completing this survey, each new student will receive a Personalized Resource List based on their answer choices that identifies the unique services and supports that will best serve them academically and socially at college. The focus is on building the strengths of all students, through engagement, and proactive interventions focused on student success.

•A supplementary analysis on student persistence is currently underway and will be expanded to include the development of predictive models to identify students with the highest probability of leaving.

12) Productivity and Innovation Fund (PIF)

Productivity and Innovation Fund (PIF) records indicate that **George Brown 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
Experiential Learning Expansion Project (ELEP)[(+)]	GRBR-CPR1-I[(+)]	Total cost of student field placement expected to decrease by 20% over time.	Total programs including a field education experience is currently 80%; our goal for 2014-15 is to increase this percent of eligible programs with field placements to 85%. Also, in 2013-14, the Student Feedback Questionnaire (SFQ), our course evaluation survey, was automated to a new online platform and optimized for mobile devices. An ongoing initiative for 2014-15 is to increase the flexibility and adaptability of the SFQ system (e.g. provide standard survey questions for all courses, but provide faculty with choice on additional items). Plans are also in place to increase internal communication regarding the SFQ, and provide multiple access points (e.g. email links and a dedicated website available externally) which will assist in increasing our student response rates.
Banner Ontario Leadership Team (BOLT) Common Government Reporting Solution[(+)]	CONF-ASDT1-M[(+)]	Processes and deliverables were created once instead of multiple times	The project is the evaluation process of aggregating reporting and data element implementations currently developed individually by Banner Colleges into 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 (Oct). Next steps will be discussed at the fall OCCCIO meeting (Nov).

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(+)	Approximately $25,000 savings per College resulting in approx. $213,000 of savings for the system.	Examples of ongoing initiatives include: -Participation in the Colleges Ontario/College Employer Council-led College Centre of Board Excellence workshop on Integrated Risk Management (April 29, 2014), sharing experience and perspectives with Board members and CFOs of other colleges. -Using toolkit frameworks in the annual Board of Governors review of risk management. -Development of intranet material communicating expectations and "how-to" for managers, with respect to privacy management. -Work to plan the future integration of risk-management principles into GBC's business planning cycle. -Early in 2015: comprehensive review of risk-management/mitigation activity status versus plan.

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.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
IT Disaster Recovery Envrionental Scan and Collaborative Tools Development[+]	SSFL-ASDT3-M[+]	Processes and deliverables were created once instead of 24 times (cost avoidance).	The opportunity was to develop an IT DR framework which applies system wide, and to create working relationships which lead to a common process and nomenclature for risk identification, risk assessment and risk mitigation at partner colleges. Specific follow up activities after March 31st include: 1)Two province–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. 2)The deliverables included: 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 which were presented at the Annual OCCCIO Conference held–June 18th to the 20th, 2014 at Mohawk College. 3) All materials were made available through the Provincial OCCCIO Portal to all colleges. 4)The Provincial OCCCIO 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 **George Brown College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Cost Savings/Cost Avoidance.

Development of an Integrated Risk Management Toolkit for Ontario Post Secondary Institutions: Although there were no direct cost savings for GBC in 2013-14 as a result of the PIF project, GBC had in the previous year independently contracted with MNP (the PIF-project contractor) to conduct a risk identification and assessment project (in effect becoming a pilot implementation for the PIF methodology within the Ontario college sector), so we already had most of the ultimate toolkit material in hand, and were able to offer our experience and user advice during the course of the project (in the conference call discussions, and at the Centre for Board Excellence workshop).

Attestation:

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

Contact:

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

- Name: Suzanne Dwyer

- Telephone: 416.415.5000x6949

- Email: sdwyer@georgebrown.ca

Please indicate the address on *George Brown 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.georgebrown.ca/about/ir/reportsandanalysis/mya/