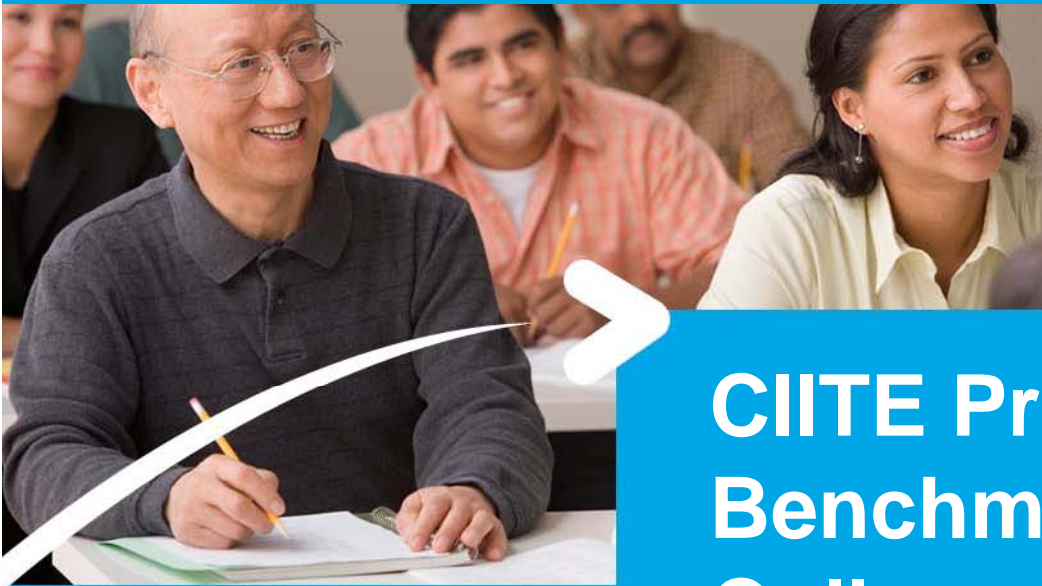


October 1, 2009



# CIITE Program Language Benchmarking in Ontario Colleges

  
C I I T E  
Colleges Integrating  
Immigrants to Employment



## Overview

- CIITE Overview
- Program Language Benchmarking Overview
- Phase 2 Language Proficiency Project
- Phase 3.1 Language Benchmarking Activity
- Phase 3.1 Outcomes
- Next Steps

## What is CIITE?

- A project of CON\*NECT Strategic Alliances
- CIITE's vision is for internationally trained immigrants (ITIs) to have access to programs and services in the Ontario college system that build on their qualifications and expedite their securing employment in their field of expertise or in a related field.
- The ultimate goal is for every immigrant in Ontario to more quickly and efficiently achieve employment that leverages their prior education, experience, and expertise.
- A Steering Committee with representation from all 24 Ontario colleges

## CIITE History

**Phase 1:** December 2003 – December 2004: Identify barriers ITIs face in college system

**Phase 2:** September 2005 – December 2007: Develop and test selected immigrant focused practices and services in the college system

**Phase 3.1:** April 2008 - March 2009:

Implement immigrant focused practices and services in the college system

**Phase 3.2:** Currently bridge funding until March 2011 is confirmed. Focus on implementation of Record of Education and Experience and ITI Advising

## What is Program Benchmarking?

- Program benchmarking refers to the use of the Canadian Language Benchmarks (CLB) as a tool to analyze the language demands (speaking, listening, reading, writing) within a given college program.
- Different from traditional benchmarking as it entails analysis at the beginning, middle, and end of program including any practicums, work placements.



## Benefits of Program Benchmarking

Beneficiary	Description of Benefits
ITIs	<ul style="list-style-type: none"> <li>• Access to programs designed with consideration for language needs of students whose first language is not English (or French)</li> <li>• Placement into programs/courses/semester appropriate to language ability</li> </ul>
Colleges	<ul style="list-style-type: none"> <li>• Improved delivery of college programs with full knowledge of language demand in 4 skills</li> <li>• Improved student satisfaction</li> </ul>

## CIITE Phase 2: Establishing a Benchmarking Process

- **Delivered training (in consultation with Red River College and CCLB)**
  - Language instructors in 6 Anglophone and 1 Francophone college (Algonquin, Centennial, Mohawk, Seneca, Sheridan and La Cite)
- **Benchmarking**
  - Benchmarked 31 post-secondary programs and 8 language courses
- **Developed a Process for Language Benchmarking in Ontario College**
- **Outcome:** *Language Benchmarking at Ontario Colleges: A Guide to Program Benchmarking using the CLBs*

## Programs Benchmarked Phase 2 - First Semesters

Automotive Technician  
Biological Sciences  
Community Worker  
Early Childhood Education  
Environmental Protection Technician  
Financial Services Underwriting  
Hotel and Restaurant Management(2)  
Manufacturing Management  
Office Administration (2)  
Practical Nursing (3)  
Quality Assurance  
Social Service Worker – Gerontology  
Wireless Technology

Business Admin (2 colleges)  
Common Business  
Culinary Management  
Educational Assistant  
ESL courses (3 colleges)  
Graphics Technology  
Human Resources  
Motive Power Technician  
Opticianry  
Professional Accounting (2)  
Respiratory Therapy  
Transportation Engineering

## Phase 2 Lessons Learned/Challenges

- Recommended that the CLBPT not be used for college entry assessment (as it was designed for placement into ESL courses)
- Challenge – not an adequate language assessment for entry to college

## Phase 3.1 Activities: Language Benchmarking

**Objective:** Build college system capacity for language benchmarking by providing training and testing several models for conducting and using benchmarking in post-secondary programs

### Activities

- Deliver “Orientation to CLB” training at all 24 Ontario colleges
- Deliver Program Benchmarking training at 24 Ontario colleges
- Benchmark 4 post-secondary programs as part of the formal program review process
- Benchmark 2 common post-secondary programs in teams of 2 or 3 colleges

## Programs Benchmarked in 3.1

- **Two models were piloted:**
- **Model 1 - Benchmarking for Program Review**
  - Opticianry (Georgian)
  - Graphic Design (George Brown)
  - Chemical Laboratory Technology – Pharmaceutical (Seneca)
  - Professional Accounting Practice - postgrad (Conestoga)
- **Model 2 - Benchmarking in College Teams**
  - Mechanical Engineering Technology (Fanshawe, Sheridan, Mohawk)
  - Business Accounting (Centennial, Humber)

## Phase 3.1 Recommendations

Recommendation 1: Include more college-specific benchmarking tasks in training materials, especially writing assignments

Recommendation 2: Develop a professional instructional DVD incorporating the best of the pilot (in-house production) DVD and feedback from the training session in August 2008

Recommendation 3: Provide ongoing language support to adult students across all levels of a program to ensure they have sufficient language and communication skills to meet labour market expectations



## Phase 3.1 Recommendations con't

Recommendation 4: Pay special attention to the current gap in colleges' ability to evaluate students' oral proficiency. This gap directly impacts graduating students' ability to successfully integrate into employment commensurate with their education, knowledge, and skills.

Recommendation 5: Effectively communicate with, and inform, key stakeholders of the pressing need to develop a CLB-based language assessment tool suitable for high stakes admission and placement decisions in Ontario colleges



## Phase 3.1 Recommendations con't

Recommendation 6: Benchmark the critical co-op and/or clinical/practical component of the selected program to provide an accurate evaluation of the complex language and communication demands on a student approaching graduation

Recommendation 7: Embed benchmarking processes into existing college Program Review processes to ensure its systemic sustainability. Determine the financial viability of this and other potential sustainability strategies.

Recommendation 8: Consider adopting common program benchmarks from colleges that have completed the process to save resources and improve program delivery for ITIs as well as all adult ESL learners

## Phase 3.1 Achieved Outcomes

- Enhanced understanding of the CLBs in the Ontario college system
- Articulated recommendations on the value of integrating language benchmarking into colleges' program review process
- College consensus on the range of language demands in piloted college programs



## Next Steps

- Funding was not awarded in CIITE’s regular funding for language – need to ensure that language remains on CIITE’s priority list
- Language in the REE/ “My Record” – assessment descriptors and workplace language
- Share the learning and tools developed in Phase 3.1



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