

**Colleges Integrating Immigrants to  
Employment (CIITE)  
Phase 2 Final Report**

**Continuing Education Data Collection  
Project Report  
December 31, 2007**

## Glossary

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Term	Usage
Continuing Education	Continuing Education (CE) courses allow students to take courses online, in the evening, or on weekends that may count toward certification, completion, or for general interest. The parameters of what define a CE course differ from college to college.
Continuing Education Provincial Survey (CEPS)	CEPS is conducted every three years. The key objectives of the CEPS include acquiring a profile of continuing education students and assessing performance and trends regarding student experience, teaching, learning, and environment.
Full-time Student (FT)	A full-time student takes at least 66% (2/3) of courses or 70% of course hours (for that program level) or 40% if the student has a permanent disability. <sup>1</sup> The number of courses or credits that make up a full course load differ from college to college.
Continuing Education (CE) Student	The definition of a CE student varies from college to college. In most colleges, a CE student takes courses online, in the evening or on weekends, and is not registered in a college program. In some colleges, a CE student is someone who does not take day-time courses, and is considered the same as a PT student.
Heads of Continuing Education(HCE)	HCE is comprised of a Continuing Education representative from each of the 24 Ontario colleges. Heads of CE meet bi-annually to discuss issues in CE offerings.
Internationally Trained Immigrant (ITI)	For the purposes of the CIITE Project, an internationally trained immigrant is defined as an immigrant who has post-secondary-level credentials obtained from a country outside Canada.
Key Performance Indicators (KPI)	The KPI is a voluntary survey mandated by the Ministry of Education. The survey is given to Ontario college students annually.
Ontario College Application Services (OCAS)	Ontario College Application Services provides administrative systems and application processing services for Ontario's colleges.
Ontario College Student Engagement Survey (OCSES)	OCSES is part of Multi-Year Agreements for Ontario colleges. It surveys all full-time students enrolled in Ontario's Community Colleges of Applied Arts and Technology.

<sup>1</sup> This is MTCU's definition of a full-time student. The percentage of courses that constitute full-time status differ from college to college.

Term	Usage
Part-time (PT) Student	A part-time student takes less than 70% of course hours or 40% if the student has a permanent disability <sup>2</sup> . The number of courses or credits that make up a full course load differ from college to college.

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<sup>2</sup> This is MTCU's definition of a part-time student. The percentage of courses that constitute part-time status differ from college to college.

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# 1. Introduction

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## 1.1 Colleges Integrating Immigrants to Employment - Overview

Colleges Integrating Immigrants to Employment (CIITE) is a multi-phased project funded by the Ministry of Citizenship and Immigration (MCI) with a mandate to address barriers for internationally trained immigrants in the Ontario college system. For the purposes of CIITE, an internationally trained immigrant (ITI) is defined as an immigrant who has received post-secondary level credentials and/or training in a country outside of Canada.

CIITE is comprised of seven integrated projects: Admissions, Advisement, Competency Assessment, Continuing Education Data Collection, Credential Assessment and Advanced Standing, Employment Preparation, and Language Proficiency (Assessment). The overall objective of these projects is to make systemic changes within colleges to improve the continuum of service levels and provide pathways that better meet the needs of ITIs.

## 1.2 Rationale for Immigrant Data Collection in Ontario Colleges

Since 1996, approximately 124,000 immigrants have arrived annually in Ontario.<sup>3</sup> Once they arrive, most immigrants need bridge training or upgrading to obtain work in the occupation for which they were trained. Statistics Canada data indicates that up to 70% of immigrants recognize the need for transitional education and intend to pursue some form of post-secondary education.<sup>4</sup>

Continuing education courses offered by Ontario colleges are accessed by a large number of students with approximately 455,000 continuing education (CE) registrations in 2006-2007.<sup>5</sup> Over the last several years, colleges have received overwhelming anecdotal evidence that ITIs are enrolling in CE offerings. The current data collected does not identify ITIs in CE offerings, however, 2005 survey results indicate that in the September–December 2005 term, approximately 16,800 CE students completed their highest level of education in a country other than Canada.<sup>6</sup>

Quantifying the extent to which ITIs are enrolled in CE is a critical first step for colleges to:

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<sup>3</sup> Citizenship and Immigration Canada. 2006. *Facts and Figures 2006*.

<sup>4</sup> Statistics Canada. 2003. *Longitudinal Survey of Immigrants to Canada: Process, progress, and prospects*.

<sup>5</sup> Heads of Continuing Education. 2006. *Continuing Education Enrolment Report*.

<sup>6</sup> Compustat Consultants/Ontario Colleges of Applied Arts and Technology. 2005. *Continuing Education Provincial Survey 2005*.

1. Determine the scope, scale and diversity of immigrant needs and to provide responsive and effective programs and services.
2. Assess the effectiveness of colleges in filling education gaps and providing efficient pathways to employment commensurate with skills, competencies, credentials, and experience.

### **1.3 Continuing Education Data Collection Project**

The CIITE Continuing Education (CE) Data Project was initiated in January 2007 and is scheduled for completion in December 2007. All Ontario colleges were represented on the project through the Heads of Continuing Education (HCE). The project deliverables are to:

1. Identify current data collection practices in Ontario colleges.
2. Create a system and process to improve practices so that Ontario colleges have an inclusive picture of the ITIs in their CE and PT courses/learning modules.

## 2. Recommendations

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The following recommendations emanate directly from the CIITE CE Data Collection Project's activities and findings.

### 1. Add questions to the Continuing Education Provincial Survey (CEPS) to better identify and gather profile information on ITIs in CE and PT offerings.

CEPS is currently the most consistent and inclusive way to track ITIs in CE/PT courses/learning modules. Based on CIITE's discussions with the Heads of Continuing Education (HCE), it is recommended that the following questions be added to the survey:

1. Are you a recent immigrant to Canada? (within the last 10 years)? (Yes/No)
2. If Yes:
  - a) Do you have post-secondary education and/or training from outside of Canada? (Yes/No)
  - b) Is your previous education/training in a field related to your current course of study? (Yes/No)
  - c) What is your main reason for choosing to study through part-time/continuing education rather than full-time courses?
    - Only need one/few courses
    - Time (work, family commitments)
    - Cost
    - Course only available through PT/CE
    - Other

### 2. Each Ontario college should review its CE/PT registration activities to identify opportunities to incorporate the ITI-related CEPS questions into its data gathering and analysis processes.

The CEPS is a voluntary survey capturing a sample number of CE students and is only conducted every three years. While the inclusion of ITI-related questions in CEPS is an important step and will provide data which is not currently available, colleges need more frequent and comprehensive information. Therefore, CIITE recommends that each college consider a systemic change to gather information at the registration stage. As a result, information will be captured on the college's student information systems, and accessed and shared by college administrators in a timely manner.

### 3. Continuing Education and Part-Time Studies at Ontario Colleges

Ontario colleges' CE/PT offerings use either a centralized, decentralized, or hybrid model. A centralized model refers to when all CE activity is administered from one central division. In a decentralized model, the CE department supports existing academic departments by offering courses that are within the realm of their subject area, but outside of their full-time or certificate programs. A hybrid model uses a variation of both centralized and decentralized models.

Of the 24 colleges, 12 operate centralized models, eight are decentralized, and one college is a hybrid model where CE provides a coordination function. Four did not indicate a model in the annual HCE survey. The charts in Appendix 4 are from the 2006 HCE survey and detail college CE department models, CE department responsibilities, and to whom the CE division of each college reports.

Information about CE trends and issues are discussed in the college system through the Heads of Continuing Education Committee (HCE). This committee meets every six months to share information. In addition, HCE conducts an annual survey of its members to examine province-wide data in areas such as enrolment, registration processes, marketing, rates paid to CE faculty, data collection in the colleges, curriculum development, services, and structure.

## 4. Findings

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### **4.1 Approach to Project Activities**

The CIITE Project Team examined current data collection practices for PT and CE students in Ontario colleges. This entailed reviewing the *CIITE Admissions Project Interim Report*, examining the CE and PT admissions/registration process for each college, and communicating with the Heads of Continuing Education (HCE) committee. Data was also collected from Ontario College Application Services (OCAS) reports and CEPS. The target population for this project was identified as any ITI who has registered with an Ontario college via the college's unique internal registration system. The data reviewed by CIITE included individuals who identified themselves as an immigrant, a landed immigrant, a permanent resident, or a refugee. If an ITI became a Canadian citizen prior to registering at an Ontario college, that individual may not be included in the data reviewed for this project.

### **4.2 College Continuing Education and Part-Time Registration**

#### *4.2.1 Full-time Registrants*

Although the definition may differ from college to college, for the purposes of this report, a full-time student takes at least 60% of a full course load and applies to college through OCAS. The *CIITE Admissions Project Report* was reviewed for this project as it explores OCAS data on the number of ITIs applying and admitted to Ontario colleges. The OCAS application is currently able to capture some data on ITIs who self-identify their citizenship status as permanent resident or refugee, or who voluntarily provide information on previous post-secondary education or work experience.

#### *4.2.2 Part-time and Continuing Education Registrants*

As opposed to full-time registration through OCAS, each college has a different process for registering CE/PT applicants. In order to gain a better understanding of how colleges register CE and PT students, each member of the HCE Committee was asked the following questions:

1. How does your college differentiate between continuing education and part-time students?
2. Do part-time students register through the college or through OCAS (also specify if the part-time application process through the college is different than the continuing education application process)?
3. Is the CEPS administered to part-time students or just continuing education students?

Of the 24 colleges, 22 responded. Sixteen colleges (73%) define part-time students as those who are in a full-time day program but are taking a partial load. These same colleges defined CE as online, evening, and weekend courses. CE was also described as any course that is 'non traditional'. Of these 16 colleges, 12 (75%) had PT students admitted through OCAS. Four colleges offer admission to part-time studies through internal college registration if spots are available in FT programs. These four colleges are an example of where there is a gap in current data collection since the students do not provide information on their immigration status through OCAS or CEPS. In each of the four colleges where this circumstance exists, it was stated that the number of students in this situation is minimal.

The remaining 27% of colleges stated that "part-time" and "continuing education" are interchangeable terms. At these colleges, CE and PT students register for courses through the college and are registered in courses that participate in the CEPS. If registering through the college's registration process, an applicant fills out registration forms (via mail or on-line) that request personal information, course information, and payment method. For information on the process at each specific college, please see Appendix 5.

#### **4.3 Ontario College Surveys**

Ontario colleges conduct a number of system-wide surveys. Summarized below are significant surveys that collect information that relates to ITIs, but does not directly identify ITIs.

##### *4.3.1 Key Performance Indicators (KPI)*

The KPI is a voluntary survey of students, administered in classrooms. It is mandated by the Ministry of Education and surveys Ontario college students annually. Although the KPI is geared toward students in full-time programs, the results indicate that many part-time students participate in the survey. There are no questions to indicate whether the student taking the survey is an ITI.

##### *4.3.2 Ontario College Student Engagement Survey (OCSES)*

OCSES was conducted for the first time in 2006 with 32,306 or 20% of Ontario college students participating in the survey province-wide. The survey invites all full-time students enrolled in Ontario's Community Colleges of Applied Arts and Technology (CAAT), regardless of year of study, to participate. A primary goal is to provide information to colleges to help students become more successful in their post-secondary studies and help Ontario colleges improve the quality of the student learning experience. Results from the OCSES are intended to complement

and supplement data obtained through the KPI surveys. Results from the 2006 survey that are relevant to this CIITE project are as follows:

- 7,753 or 24% of the surveyed students identified themselves as a visible minority or a new Canadian.
- 3,877 or 12% of respondents identified themselves as not born in Canada and now a Canadian Citizen.
- 1,938 or 6% of respondents identified themselves as a Landed Immigrant/Permanent Resident.
- 646 or 2% of respondents identified themselves as a Refugee.

While this survey asks questions about immigration, country of origin, and length of time in Canada, it does not identify ITIs in CE/PT courses/learning modules. The survey's target market is full-time students and the survey does not ask about post-secondary education or experience outside of Canada.

#### *4.3.3 Continuing Education Provincial Survey (CEPS)*

Currently, the only province-wide repository of data on CE/PT students is gathered through CEPS. CEPS is administered every three years at the Ontario colleges. CEPS is a cooperative effort and each college benefits from survey results that include demographic profiles of CE and PT students. Shared costs and results allow colleges to benchmark and compare results with other colleges and observe trends in their own college data over the years.

69,990 students from across Ontario participated in the most recent CEPS (2005). The most relevant data is included below, while Appendix 3 provides more detailed results.

- Twenty-four percent of CE students had earned their highest level of education in a country other than Canada.
- In Greater Toronto Area (GTA) colleges, over 30% of CE students had been educated in a country other than Canada
- In non-GTA colleges, only 2% to 16% of CE students had been educated in a country other than Canada.
- In GTA colleges, 30% to 48% of students did not learn English or French as their first language.
- In non-GTA colleges, only 3% to 18% indicated that a language other than English or French was their first language.

While these survey results support anecdotal feedback that ITIs are accessing the colleges through CE and PT offerings, they do not specifically identify respondents as ITIs. A key recommendation from this project is to include questions in the CEPS to ensure ITI respondents can be identified.

#### **4.4 Academic Advising for CE and PT Students**

ITIs often enrol in CE and PT courses because they have responsibilities during the day. These ITIs require advising services to help them determine the best pathway to employment in Ontario; however, they may not be able to access college advising services during normal daytime hours. In order to explore this issue, HCE members were asked the following questions:

1. Does your college offer advising services to continuing education students?
2. Does your college offer advising services to part-time students?
3. What hours do you offer advising services?
4. Does your college provide information to PT students on recognition of previous learning (advanced standing/transfer credits, PLAR)?

Of the 22 colleges that responded to the questions on advising, 15 (69%) offer academic advising to CE students, 5 (22%) do not offer advising to CE students, and 2 (9%) have academic advising on a limited basis (the student must request advising services and make special arrangements).

Of the 17 colleges that offer academic advising to CE students, 7 offer advising hours outside regular office hours. There are two colleges that offer advising during regular extended hours four nights a week through the CE office. The other colleges offer advising through the academic advising office or the CE office remains open late one night a week.

All colleges that consider PT students to be students enrolled in a college program (as opposed to those that categorize them with CE students) offer academic advising to these students as they would FT students.

All of the colleges that responded stated that their college has a system for the recognition of previous learning, and that the information is widely available through CE and FT catalogues, college web sites, and information flyers available at various places on campus. For information on each specific college, please see Appendix 6.

#### **4.5 Summary of Findings**

The college system is experiencing a growing demand from ITIs and employers for access to targeted courses/learning modules to fill specific knowledge and skill gaps. CE and PT studies provide an efficient way to meet this demand. To ensure ITI education requirements are met, government and colleges need data to identify how best to modify education programs, policies and services, and offer targeted learning pathways via continuing education and part-time enrolment options.

Data on students in CE and PT studies is collected in a variety of ways by individual colleges and is not amalgamated. As outlined in the recommendations, CIITE project results indicate that two initiatives are required to address the current lack of information:

- 1. Improve data collection in CE and PT through the existing Continuing Education Provincial Survey.** Although CEPS is only conducted every three years, it is the best existing method for collecting data province-wide about ITIs in CE courses. HCE fully endorses the inclusion of additional questions about ITIs for the next survey (scheduled for Fall 2008) which will produce province-wide data on ITIs as early as January 2009.
- 2. Improve data collection in CE and PT studies through individual college application processes.** Each college should review its existing processes on a regular basis to ensure currency and alignment with the needs of its student population. CIITE recommends that, during upcoming review processes, each college considers integrating the CEPS ITI-related questions into its own CE/PT registration process. By integrating these questions, the college system can work toward gathering consistent and province-wide information on ITIs who use Ontario colleges to expedite their transition into employment.

## 5. Integration with Other CIITE Projects

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The findings and recommendations of the CE and PT Data Collection and other CIITE Projects are closely linked. The integration of this project and the other CIITE Projects is outlined below.

### **5.1 Admissions and CE/PT Data Collection**

The Admissions Project focused on working with OCAS and included recommendations for improved data on ITIs registered in full-time programs. Ideally, consistent data should be gathered on ITIs, regardless of the type of registration (full time, part time, or continuing education).

### **5.2 Advising and CE/PT Data Collection**

Findings on the optimal way to advise ITI applicants to CE and PT studies may impact the structure of data gathering for ITIs in these programs.

### **5.3 Credential Assessment and Advanced Standing and CE/PT Data Collection**

Findings on improved processes may impact the information that ITIs and other students are asked for when registering for CE courses. This may assist in providing ITIs with improved advice on how to best address specific skill, knowledge, and experience gaps.

### **5.4 Competency Assessment and CE/PT Data Collection**

Findings on improved processes may impact the information that ITIs and colleges are asked for when registering for CE courses. This may assist in providing ITIs with improved advice on how to best address specific skill, knowledge, and experience gaps.

### **5.5 Employment Preparation and CE/PT Data Collection**

Findings on ITI employment preparation needs and questions may require changes to admissions information and services provided by colleges.

### **5.6 Language Proficiency and CE/PT Data Collection**

Findings on language proficiency assessment tools and processes may impact information provided to ITIs who want to enroll in CE courses and who require additional language training and supports.

## Appendix 1. Continuing Education Admissions Data

The Student Information Systems at Conestoga, Humber, and St. Clair provided the following data.

College	Canadian Citizen	%	Permanent Resident/ Landed Immigrant	%	Unknown	%	Total Registered
Conestoga	27,399	92.73%	1,763	5.97%	385	1.30%	29,547
Humber	44,336	85.44%	7,558	14.56%			51,894

At present, only Conestoga, Humber, and St. Clair request information on citizenship status. They request the following information.

Conestoga: Citizenship Status: (choose one) Canadian Citizen, Permanent Resident/Landed Immigrant International Student

Humber: Please indicate your citizenship status in Canada: (choose one) Canadian Citizen, Native Ancestry, Permanent Resident/Landed Immigrant, Other

St. Clair: Are you an immigrant to Canada? (yes, no) Do you have post-secondary education outside of Canada? (yes, no)

The questions posed by Conestoga and Humber are helpful in determining if an individual is an international student. Unfortunately, with the exception of St. Clair, these questions do not definitively indicate if the applicant is an ITI. Although the questions posed by St. Clair are pertinent to data collection on ITIs, admission and registration to CE or PT courses is not contingent on this information and registrants must self-identify. Data collection that requires self-identification does not assure compliance and this may result in inaccurate results. Nonetheless, collecting this type of information would give administrators a more accurate idea of ITI applicants. The information currently available indicates that as many as 25% of students in CE and PT programs in Ontario may be immigrants.

## Appendix 2. Relevant OCSES Questions

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Of the existing surveys, the OCSES asks the most pertinent profile questions for determining the background of a student. The following OCSES questions are useful for determining if a student is an ITI:

Q16 *Which language did you learn first?*

Q22 *Do you consider yourself to be a member of a visible minority group (Visible minorities are those, other than Aboriginal peoples, who are because of their race or colour, a visible minority in Canada)?*

No  
Yes

Q23 *If yes, please select one group below*

1. *South Asian (e.g. East Indian, Pakistani, Punjabi, Sri Lankin)*
2. *South East Asian (e.g. Cambodian, Indonesian, Laotian, Vietnamese)*
3. *Arab/West Asian (e.g. Armenian, Egyptian, Iranian, Lebanese, Moroccan)*
4. *Black (African, Haitian, Jamaican, Somali)*
5. *Chinese*
6. *Japanese*
7. *Korean*
8. *Filipino*
9. *Other*

Q 26 *How would you describe yourself?*

1. *Born in Canada and both parents born in Canada*
2. *Born in Canada and only one parent born in Canada*
3. *Born in Canada and neither parent born in Canada*
4. *Not born in Canada and now a Canadian Citizen*
5. *Landed immigrant/permanent resident*
6. *Visa student*
7. *Refugee*

*If answered 4, 5, 6, or 7 go to Q27*

Q27 *In what year did you first come to Canada to live?*

## Appendix 3. Relevant CEPS Questions

**Q35. I completed my highest level of education in:**

		YEAR	Canada	Another country	Responses
PROVINCE	05		76%	24%	58,068
	02		78%	22%	66,690
	00		81%	19%	66,907
	98		83%	17%	71,815
	96		85%	15%	74,825

### METRO

Centennial	05		58%	42%	2,837
George Brown	05		64%	36%	6,007
Humber	05		67%	33%	4,929
Seneca	05		59%	41%	9,082
Sheridan	05		69%	31%	6,482

### LARGE

Algonquin	05		87%	13%	4,494
Conestoga	05		85%	15%	3,387
Mohawk	05		86%	14%	4,599

### MEDIUM

Durham	05		93%	7%	2,171
Fanshawe	05		91%	9%	2,494
Georgian	05		95%	5%	1,735
Loyalist	05		93%	7%	948
Niagara	05		92%	8%	1,653
St. Clair	05		84%	16%	2,497
St. Lawrence	05		94%	6%	1,129

### SMALL

Boréal	05		87%	13%	468
Cambrian	05		97%	3%	377
Canadore	05		96%	4%	164
Confederation	05		96%	4%	299
La Cité	05		94%	6%	365
Lambton	05		94%	6%	217
Northern	05		97%	3%	219
Sault	05		94%	6%	434
Sir Sandford	05		96%	4%	1,081

**Q43. What is your first language?**

		English	French	Other	Responses
PROVINCE	YEAR				
	05	71%	3%	26%	58,212
	02	73%	3%	24%	66,865
	00	75%	3%	22%	68,123
	98	78%	3%	19%	73,380
	96	81%	4%	16%	76,191

**METRO**

Centennial	05	51%	1%	48%	2,858
George Brown	05	60%	1%	39%	5,996
Humber	05	63%	1%	36%	4,918
Seneca	05	47%	1%	52%	9,097
Sheridan	05	69%	1%	30%	6,513

**LARGE**

Algonquin	05	76%	10%	14%	4,504
Conestoga	05	81%	1%	18%	3,405
Mohawk	05	84%	1%	15%	4,626

**MEDIUM**

Durham	05	92%	2%	7%	2,178
Fanshawe	05	89%	1%	10%	2,499
Georgian	05	95%	2%	3%	1,748
Loyalist	05	93%	3%	4%	949
Niagara	05	89%	2%	9%	1,652
St. Clair	05	82%	1%	17%	2,500
St. Lawrence	05	92%	5%	4%	1,133

**SMALL**

Boréal	05	76%	12%	12%	480
Cambrian	05	68%	26%	6%	374
Canadore	05	82%	16%	2%	163
Confederation	05	92%	3%	5%	298
La Cité	05	16%	78%	6%	369
Lambton	05	94%	1%	5%	216
Northern	05	72%	26%	2%	219
Sault	05	95%	2%	3%	436
Sir Sandford	05	96%	1%	3%	1,081

**Q44a. Have your English skills caused problems for you in this course?**

		YEAR	Yes	No	Responses
PROVINCE	05		7%	93%	57,532
	02		7%	93%	66,096
	00		7%	93%	68,097
	98		6%	94%	73,099
	96		6%	94%	75,792
<b>METRO</b>					
Centennial	05		14%	86%	2,813
George Brown	05		8%	92%	5,920
Humber	05		9%	91%	4,851
Seneca	05		14%	86%	8,924
Sheridan	05		7%	93%	6,452
<b>LARGE</b>					
Algonquin	05		4%	96%	4,461
Conestoga	05		4%	96%	3,367
Mohawk	05		4%	96%	4,582
<b>MEDIUM</b>					
Durham	05		3%	97%	2,158
Fanshawe	05		4%	96%	2,484
Georgian	05		3%	97%	1,718
Loyalist	05		2%	98%	937
Niagara	05		5%	95%	1,644
St. Clair	05		5%	95%	2,487
St. Lawrence	05		2%	98%	1,121
<b>SMALL</b>					
Boréal	05		6%	94%	474
Cambrian	05		2%	98%	370
Canadore	05		1%	99%	163
Confederation	05		1%	99%	297
La Cité	05		12%	88%	370
Lambton	05		4%	96%	217
Northern	05		5%	95%	220
Sault	05		2%	98%	430
Sir Sandford	05		2%	98%	1,072

**Q44b. If 'Yes', with which English skills do you need help?**

*Only those respondents who answered "Yes" to question 44a were included in this question.*

	YEAR	Speaking	Understanding	Reading	Writing	Multi-Response	
						Responses	Cases
PROVINCE	05	40%	35%	16%	43%	4,947	3,698
	02	41%	36%	15%	41%	5,624	4,231
	00	40%	38%	14%	42%	5,186	3,859
	98	39%	37%	17%	43%	4,913	3,618
	96	36%	36%	17%	46%	4,515	3,350

**METRO**

Centennial	05	40%	28%	15%	49%	490	370
George Brown	05	49%	36%	12%	38%	576	429
Humber	05	30%	33%	10%	46%	462	390
Seneca	05	42%	31%	14%	47%	1,562	1,161
Sheridan	05	43%	36%	15%	39%	524	395

**LARGE**

Algonquin	05	34%	39%	20%	39%	207	158
Conestoga	05	38%	44%	18%	34%	175	131
Mohawk	05	33%	45%	20%	35%	233	174

**MEDIUM**

Durham	05	29%	46%	20%	47%	84	59
Fanshawe	05	40%	39%	17%	35%	98	75
Georgian	05	33%	40%	33%	56%	69	43
Loyalist	05	43%	29%	14%	57%	10	7
Niagara	05	32%	35%	21%	47%	92	68
St. Clair	05	41%	45%	18%	38%	153	108
St. Lawrence	05	23%	55%	23%	45%	32	22

**SMALL**

Boréal	05	50%	39%	21%	46%	44	28
Cambrian	05	25%	75%	25%	0%	5	4
Canadore	05	0%	0%	0%	0%	0	0
Confederation	05	0%	0%	100%	0%	1	1
La Cité	05	56%	34%	44%	46%	74	41
Lambton	05	17%	50%	17%	33%	7	6
Northern	05	25%	13%	75%	50%	13	8
Sault	05	50%	50%	67%	50%	13	6
Sir Sandford	05	29%	36%	50%	50%	23	14

**Q45. Several studies have identified barriers that deny or restrict success at College. Do you feel that you have faced barriers to success at this College because of your:**

*Respondents were instructed to select all responses that apply. For the purposes of this report, only the choices relevant to immigrant students are displayed.*

	YEAR	Language skills	Length of time in Canada	Ethnic origin	Race	No Response	Multi-Response	
							Responses	Cases
PROVINCE	05	8%	3%	1%	1%	65%	62,051	59,053
	02	8%	3%	1%	1%	66%	70,910	67,707
	00	6%	3%	1%	1%	70%	71,874	69,249
	98	5%	2%	1%	1%	72%	76,919	74,579
	96	4%	2%	1%	1%	72%	79,324	77,264

**METRO**

Centennial	05	18%	5%	2%	2%	48%	3,164	2,913
George Brown	05	10%	4%	2%	2%	62%	6,552	6,135
Humber	05	10%	4%	1%	2%	58%	5,307	5,012
Seneca	05	18%	5%	2%	2%	52%	10,047	9,255
Sheridan	05	8%	4%	1%	2%	63%	6,935	6,607

**LARGE**

Algonquin	05	5%	1%	1%	1%	75%	4,740	4,570
Conestoga	05	5%	1%	0%	0%	72%	3,514	3,435
Mohawk	05	4%	2%	1%	1%	71%	4,872	4,686

**MEDIUM**

Durham	05	3%	1%	1%	1%	73%	2,261	2,194
Fanshawe	05	3%	2%	1%	1%	73%	2,605	2,518
Georgian	05	2%	0%	0%	0%	69%	1,791	1,757
Loyalist	05	1%	0%	0%	0%	88%	970	961
Niagara	05	3%	1%	0%	1%	71%	1,732	1,668
St. Clair	05	6%	2%	1%	1%	68%	2,638	2,527
St. Lawrence	05	1%	0%	0%	0%	84%	1,154	1,142

**SMALL**

Boréal	05	9%	1%	0%	0%	82%	494	483
Cambrian	05	2%	1%	0%	1%	83%	389	381
Canadore	05	1%	0%	0%	0%	83%	168	164
Confederation	05	2%	0%	0%	0%	78%	303	300
La Cité	05	8%	2%	1%	0%	77%	397	378
Lambton	05	2%	1%	1%	0%	74%	224	218
Northern	05	2%	1%	0%	1%	79%	236	224
Sault	05	0%	1%	0%	0%	81%	442	439
Sir Sandford	05	2%	1%	0%	0%	80%	1,116	1,086

## Appendix 4. Ontario College Continuing Education Model

COLLEGE	EXPLAIN		
	Central	Decentralized	EXCEPTIONS PLEASE EXPLAIN
Algonquin	X		Some activity has remained with full-time programming
Boréal		X	
Cambrian			
Canadore	X		
Centennial	X		Health Sciences has their own CE Dept.
Conestoga			CE provides a coordination function. Schools are responsible for their own CE courses. CE looks after those that do not i.e. General Interest, Teacher/Trainer, etc.
Confederation		X	Partially decentralized – academic schools give direction on PS programs
Durham	X		
Fanshawe			
George Brown		X	Some areas are under the full-time division, Hospitality for example
Georgian		X	
Humber		X	With a central Corporate & Continuing Education Office
Lambton		X	
La Cite	X		
Loyalist	X		
Michener Institute			
Mohawk	X		
Niagara	X		
Northern			
St. Clair	X		
St. Lawrence		X	
Sault		X	
Seneca	X		
Sheridan	X		
Sir Sandford Fleming	X		

## Ontario College Continuing Education Responsibilities

COLLEGE	DISTANCE EDUCATION COURSES	REGISTRATION OF CE STUDENTS	DEVELOPMENT OF CE COURSES	STAFFING OF CE UNIT	BUDGETING RELATED TO CE ACTIVITY	CONTRACT TRAINING	MARKETING CE ACTIVITY	OTHER
ALGONQUIN	X		X	X	X	X	X	
BOREAL								
CAMBRIAN								
CANADORE	X		X	X	X	X	X (in-conjunction with marketing)	Summer programming; community development
CENTENNIAL	X		X	X	X			
CONESTOGA	X		X	X	X		X	
CONFEDERATION	X	X	X	X	X	Some	X	
DURHAM	X		X	X	X	Minimal	X	Summer school programming, PLAR, Test Centre
FANSHAWE								
GEORGE BROWN	X		X	X	X	X	X	
GEORGIAN		Shared	Primarily Academic	Shared	Central calendar budget balance shared		shared	
HUMBER				X (admin only)	X (admin only)	x	x	Non-Funded courses
LAMBTON	X	X	X	X	X	X	X	
LA CITE	X	Shared with registrar	X	X	X		Direct marketing	
LOYALIST	X		X	X	X		X	
MICHENER INSTITUTE								
MOHAWK	X		X	X	X		X	
NIAGARA	X	Some	X	X	X	Some	X	
NORTHERN								
ST. CLAIR	X		X	X	X		X	
ST. LAWRENCE	X	X	X	X	X	X	X	
SAULT	X		X	X	X	X	X	
SENECA	X		X	X	X	X	X	X
SHERIDAN	X		X	X	X	X	X	
SIR SANDFORD FLEMING	X	Some	X	X	X	X	X	X

## Ontario College Continuing Education Organization

COLLEGE	VP ACADEMICS	VICE-PRESIDENT	OTHER	OTHER AREAS REPORT TO THIS POSITION
Algonquin	x			
Boréal				CE is currently administered by the various campus directors
Cambrian				
Canadore			Executive Director of Enterprise and Partnership	
Centennial	x			As of May 2007 will be reporting to an Associate VP of Business Development (along with International and Corporate Training)
Conestoga			Associate VP Business Development & Applied Research	Academic Research, International Education, Training & Development
Confederation			Dean (member of senior team)	Negahneewin College of Academic & Community Development
Durham	x			New Program Development & Quality Initiatives, Innovation Centre (Learning Technologies), Campus Library
Fanshawe				
George Brown			President	
Georgian	x			
Humber		VP Business Development		Marketing & Communications, Government & Community Relations, Advancement Office, Planning & Development
Lambton	x			
La Cite		X		New this year: Administration and Student Services
Loyalist	x			
Michener Institute				
Mohawk		X		Lifelong Learning and Brantford
Niagara	X			Post-Secondary Academic Deans, Registrars Office, Student Services, and Finance Department
Northern				
St. Clair		X		Corporate and Professional Training, Finance and Administration, Facilities Management, Youth Employment Services
St. Lawrence			Campus Executive Director	All campus activity
Sault	X		Campus Executive Direction	All campus activity
Seneca	X			Full-time academic areas, Office of Research and Innovation, library
Sheridan		VP Bus Dev		
Sir Sandford Fleming	x			

## Appendix 5. Registration Process for CE and PT at Ontario Colleges

	<b>Part time</b>	<b>Continuing Education</b>	<b>Registration</b>	<b>CEPS to PT/CE</b>
<b>Algonquin</b>	Same as CE	same as PT	College	all CE courses
<b>Collège Boréal</b>	Same as CE	same as PT	College	all CE courses
<b>Cambrian</b>	Day students	online, evening, weekend	OCAS	all CE courses
<b>Canadore</b>	Day students	online, evening, weekend	OCAS	all CE courses
<b>Centennial</b>	Day students	online, evening, weekend	OCAS	all CE courses
<b>Conestoga</b>	Day students	online, evening, weekend	OCAS	all CE courses
<b>Confederation</b>	Day students	online, evening, weekend	OCAS	all CE courses
<b>Durham</b>	Day students	online, evening, weekend	College	all CE courses
<b>Fanshawe</b>	Day students	online, evening, weekend	OCAS	all CE courses
<b>Fleming</b>	Same at CE	same as PT	College	all CE courses
<b>George Brown</b>	Day students	online, evening, weekend	OCAS	all CE courses
<b>Georgian</b>	Same at CE	same as PT	College	all CE courses
<b>Humber</b>	Same at CE	same as PT	College	all CE courses
<b>La Cité collégiale</b>	Day students	online, evening, weekend	OCAS	all CE courses
<b>Lambton</b>	Day students	online, evening, weekend	College	all CE courses
<b>Loyalist</b>	Day students	day students	OCAS	all CE courses
<b>Mohawk</b>				
<b>Niagara</b>	Day students	online, evening, weekend	OCAS	all CE courses
<b>Northern</b>				
<b>St. Clair</b>	Day students	online, evening, weekend	College	all CE courses
<b>St. Lawrence</b>	Same at CE	same as PT	College	all CE courses
<b>Sault</b>	Day students	online, evening, weekend	College	all CE courses
<b>Seneca</b>	Day students	online, evening, weekend	OCAS	all CE courses
<b>Sheridan</b>	Day students	online, evening, weekend	OCAS	all CE courses

## Appendix 6. Advising for CE and PT students at Ontario Colleges

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	<b>Advising to CE</b>	<b>Advising to PT</b>	<b>Advising hours</b>	<b>Credit exemption</b>
<b>Algonquin</b>	Yes	Yes	Day	Yes
<b>Collège Boréal</b>	No	No	Day	Yes
<b>Cambrian</b>	Yes	Yes	AH	Yes
<b>Canadore</b>	Yes	Yes	Day	Yes
<b>Centennial</b>	Limited	Limited	Day	Yes
<b>Conestoga</b>	Limited	Yes	Day	Yes
<b>Confederation</b>	Yes	Yes	APPT	Yes
<b>Durham</b>	Yes	Yes	AH	Yes
<b>Fanshawe</b>	Yes	Yes	Day	Yes
<b>Fleming</b>	Yes	Yes	Day	Yes
<b>George Brown</b>	No	Yes	Day	Yes
<b>Georgian</b>	Yes	Yes	APPT	Yes
<b>Humber</b>	Yes	Yes	AH	Yes
<b>La Cité collégiale</b>	Yes	Yes	AH	Yes
<b>Lambton</b>	No	Yes	Day	Yes
<b>Loyalist</b>	Yes	Yes	APPT	Yes
<b>Niagara</b>	Yes	Yes	AH	Yes
<b>St. Clair</b>	Yes	Yes	AH	Yes
<b>St. Lawrence</b>	Yes	Yes	Day	Yes
<b>Sault</b>	No	Yes	Day	Yes
<b>Seneca</b>	Yes	Yes	AH	Yes
<b>Sheridan</b>	No	Yes	Day	Yes

AH = After hours

APPT = by appointment