

## Multi-Year Accountability Agreement Report-Back

<b>College:</b>	<b>Sheridan</b>	<b>Year:</b>	<b>2008-09</b>
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As noted in the Multi-Year Accountability Agreement for Colleges for 2006-07 to 2008-09 (MYAA), the government appreciates that implementing this and future agreements will be part of an evolutionary process which will incorporate maturing consensus on how to best measure and indicate access and quality. This will require a strong collaborative partnership between institutions and the Ministry of Training, Colleges and Universities.

This Multi-Year Accountability Agreement Report-Back Template has been designed to assist with the ministry's continuing efforts to measure the participation of students from under-represented groups, and as outlined in Appendix B (the Multi-Year Action Plan) of the MYAA, access and quality improvement strategies and the strategies and programs that will be used by your institution to participate in the Student Access Guarantee initiative. The ministry will also use the completed Multi-Year Accountability Report-Back Template to review the progress made on the commitments outlined in your Multi-Year Action Plan.

As in previous years, MTCU will withhold a portion of your institution's yearly allocations until the completion of the annual Report-Back review and confirmation that your institution is on track for meeting its commitments, or the approval of an improvement plan by the ministry.

### **MYAA Transition Year 2009-10**

As outlined in the MTCU memo to colleges and universities dated March 31, 2009 the MYAAs have been extended into 2009-10 in order for the government and its postsecondary education partners to transition into a re-aligned accountability framework that reflects the future directions for the system in 2010 and beyond.

The expectation for the transition year is that institutions will maintain their commitments for access, quality and accountability as outlined in the original agreement. This includes reporting enrolment through the established protocol, providing information to assist the Higher Education Quality Council of Ontario (HEQCO) with its research on access and quality, and compliance with the Tuition Fee Framework and the Student Access Guarantee.

MTCU does not require your institution to set additional targets in 2009-10. The attached Report-Back Template provides space for you to identify how your institution-specific access and quality improvement strategies for 2006-07 to 2008-09 will be extended, consolidated and/or best practices applied in 2009-10. You are also asked to outline how you will continue to monitor the impact of these access and quality improvements over the transition year. You will find appended to this Report-Back Template a summary of consolidated access and quality improvement strategies developed from the previous Report-Back years. The expectation is that by strategically aligning activities and focusing on evaluation of outcomes that your 2009-10 year will provide the basis for your institution to develop a new Multi-Year Action Plan with corresponding targets in 2010.

**A. ACCESS**

**Increased Participation of Under-Represented Students — Measurement**

As stated in the MYAA, the ministry is committed to working with institutions and HEQCO to develop a system measure that will track the participation of under-represented students in a manner that is sensitive to privacy concerns.

To assist with these efforts, please refer to the measurement methodologies outlined in your approved Multi-Year Action Plan to track these students, and provide the total number of students who have self-identified as a member of each of these groups. Particularly valuable are methodologies and results that complement those of the Ontario College Student Engagement Survey (OCSES). The ministry recognizes that these measurement methodologies may require students to self-identify, which may result in under-reporting.

Individual students may belong to more than one group. In the cells counting respondents for each under-represented group, do not adjust for this potential double-counting. To the extent that you are able to do so, eliminate any double-counting in the column, "Total Number Self-Identifying as Member of Under-represented Group".

Measurement Methodology (including description)	Student Groups in Your Student Population				Total Number Self-Identifying as Member of Under-represented Group	Francophone Students	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities	Mature Students			
	#	#	#	#			
Disability Centre			1212				Self-identified
OCSES Survey	92	275	110	13	415	13	1,294
First Year Student Telephone Survey		1679					
Transition Session for First Year Mature Students at new Student Orientation				450			
Sheridan Student Information System: Total Applicants				2141			39,571
Sheridan Student Information System: Offers Made				1004			33,063
Sheridan Student Information System: Offers Accepted				691			11,946
Sheridan Student Information System:				564			8,560

Registered in First Year							
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\*Sheridan defines First Generation Students as those from families where they are the first to attend postsecondary.

\*\*Sheridan defines Mature Students as those who do not possess a secondary school diploma or equivalent and are 19 years of age before the starting date of the program. Mature student applicants must demonstrate competencies equivalent to prescribed program admission requirements.

\*\*\*Double counting may occur as information is collected from different sources, some of which are anonymous.

\*\*\*\*Information on some groups is collected through the OCSES. Sheridan wishes to note that it has a number of concerns regarding the reliability of OCSES data relating to data collection methodology, sample size, and representation of respondents.

If you would like to provide any other comments, please do so in the following space:

### Increased Participation of Under-Represented Students — Programs/Strategies MYAA Report Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
FG Student Access	FG enrolment	3% increase (07-08 1,793 FG students)	1679	Fewer telephone contacts in 2008/09, which may have impacted the number of students that self-identified as FG. Students not reached by phone were asked to respond to an e-mail. More staff now hired to handle student contact.
FG Student Support	FG participants	70% of FG students (07-08 100% FG students received phone call, strategies to increase uptake)	√	100% of students who self-identified received phone call or e-mail.  Exact % not known. Although everyone who self-identified received a phone call or e-mail, participation wasn't tracked at the individual level. Feeling is that 70% participated.
Mature Student Research Project	Implementation	Design strategies (07-08 research complete)	√	Based on research, GAS Pre Business program introduced to meet needs of the mature student.
Students w/ Disabilities Support	Graduation	3% increase in graduation	Unknown	Tracking software not installed. Manual count could be possible but will take some time. New manager of disabilities support

				has just been hired and this is one of the key areas of responsibility for this year.
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### MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your strategies/programs to support increased participation of under-represented students will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1. Sheridan Centres for Internationally Trained Individuals(ITI)	Operating at the Davis and STC campuses under the School of Workforce Development, the Centres provide supports and programs to meet the needs of immigrants to Canada. These include ITI Advising, and Enhanced Language Training and Occupation Specific Language Training programs for those with previous education and work experience from their home countries. Many participants continue in a Sheridan post-secondary program to gain a Canadian credential.
2. Disabilities Orientation	Sheridan Transition Experience for Post Secondary Success Program (STEPS) is held for one week during the summer to assist students with learning disabilities learn about the College prior to Sept. Post-Secondary Readiness Experience Program (PREP) is a one day program to help students with disabilities learn about the College and prepare them for the beginning of the semester.
3. Admissions Triage	Strategies for the mature student: <ul style="list-style-type: none"> <li>• Develop/implement a comprehensive strategy to deal with incomplete applications.</li> <li>• Improve "Customer Care" by expanding the sales and service capacity of the Call Centre.</li> <li>• Offer pathways: Create and promote pathways from program to program that better fits the applicants' needs and point applicants from program to program.</li> <li>• Implement a specific outreach strategy to target the growing adult and immigrant population.</li> </ul>

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through feedback, surveys, tracking participants' progress, etc.).

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1. Sheridan Centres for Internationally Trained Individuals(ITI)	Each program/service has an extensive reporting and evaluation system in place to track the success of participants. Follow-up contact is made 3 and 6 months following the program to determine employment status. Exit surveys are completed at the end of each program to gather participants' feedback and comments.

2.Disabilities Orientation	<p>STEPS holds 1-2 reunions during the year and collects student feedback. A questionnaire is done at the beginning of the program to identify student expectations, and at the end of the program to see if expectations were met. Plans in place to track STEP students this year re: number that graduate, number in progress, number that left the college.</p> <p>PREP monitors/evaluates through one questionnaire at the beginning of the program and one at the end.</p>
3 Admissions Triage	We will be tracking the success rate of mature students.

### French Language College Collaboration

#### MYAA Report Back 2008-09

*This table applies only to the two French language colleges — Boréal and La Cité collégiale.*

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Not applicable				

#### MYAA Transition Year 2009-10

Please describe how your institution will continue to build on your existing college collaboration strategy in 2009-10 and how you will monitor and evaluate the outcomes of this strategy in 2009-10.

Collaboration Strategy for 2009-10	Brief Description
Not applicable	

### College Small, Northern and Rural

#### MYAA Report Back 2008-09

*This table applies only to institutions that receive funding through the Small, Northern and Rural (SNR) Grant.*

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Not applicable				

### MYAA Transition Year 2009-10

Please describe how your institution will continue to build on your existing college SNR strategy in 2009-10 and how you will monitor and evaluate the outcomes of this strategy in 2009-10.

SNR Strategy for 2009-10	Brief Description
Not applicable	

### 2008-09 Student Access Guarantee

Through your signed MYAA, you committed to participate in the Student Access Guarantee. For 2008-09, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2008-2009 Student Access Guarantee Guidelines.

	Yes	No
The institution met students' tuition/book shortfall in allocating financial aid, as set out in the <u>2008-2009 Student Access Guarantee Guidelines</u>	√	

If you answered no, please explain.

Please complete the following table, using the most recent available year-to-date information from your institution's 2008-09 OSAP student access guarantee report screen (This screen can be accessed by your Financial Aid Office).

2008-09 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	1,021,946	625

<b>Other SAG Expenditure to Supplement OSAP</b>	2,005,533	2,089
<b>Total</b>	3,027,533	2,714

Date screen was last updated: 08 / 08/ 2009

### 2009-10 Student Access Guarantee

As an extension of the commitments made under the original Multi-Year Agreements, your institution will participate in the Student Access Guarantee (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the [2009-10 Student Access Guarantee Guidelines](#). Please complete the following template to update the strategies and programs that your institution will use in 2009-10 to participate in the Student Access Guarantee initiative.

Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be: a) Provided to those students who apply for institutional financial aid; or b) Automatically issued to students based on their OSAP information	Sheridan will meet students' tuition/book shortfalls with bursary assistance using TSA funds. Only those students who apply for bursary assistance will be guaranteed to have their tuition/book shortfall met.
If your answer to the above question was 'a,' please identify what specific internet portal(s) or program(s) students at your institution apply through to be considered for tuition/book assistance provided as part of your participation in the student access guarantee. - Identify any applicable deadlines. - Identify your communications strategies to inform students of how to apply.	<a href="http://www.sheridaninstitute.ca">www.sheridaninstitute.ca</a> <a href="http://awards.sheridaninstitute.ca">http://awards.sheridaninstitute.ca</a> Application deadlines vary according to program start dates (usually one deadline per award per academic semester) Communication strategies: Financial Aid and Awards screen on Sheridan website, global emails to students, printed hand-outs given to all OSAP students, information posted in student information centres
Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so: a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide	Nothing yet but there has been some discussion about institutional loans to students in a handful of high cost programs
Describe other financial support programs and strategies that your institution will use to assist students facing financial barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.	Sheridan Work/Study Program, Sheridan Emergency Assistance Program

Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee.	Institutional appeal committee comprised of members from the Office of the Registrar will meet to review situations where a student has been denied institutional financial assistance and can demonstrate OSAP unmet need
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If you would like to provide any other comments, please do so in the following space:

## B. QUALITY

### Quality of the Learning Environment

#### MYAA Report Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Essential Communications Skills	ECS incorporation into programs	Maintain	√	In previous years, communication courses were incorporated into a number of programs. These programs continue to offer these courses and this year the offering was expanded to a few additional programs.
PD for Faculty	New faculty participation	100% new faculty participate	√	100% of new faculty participated in the PD for new faculty.
FT Faculty	# of FT faculty	Maintain (07-08 5.2% increase)	√	Further increased Full-Time faculty complement by another 1.01% relative to the 07/08 numbers.
Curriculum Enhancement	Satisfaction w/ learning experience; CVS endorsement, 2 new programs, 84% satisfaction w/ relevance	<ul style="list-style-type: none"> <li>• 85% satisfaction-learning</li> <li>• CVS endorsement</li> <li>• 2 new programs</li> <li>• 84% satisfaction-relevance (07-08 83% &amp; 85% satisfaction-learning, 4 new programs, 85% satisfaction-relevance)</li> </ul>	√ √ √	83% All programs endorsed by CVS 4 new programs were launched 84.5%
English Language Support	ESL Services at Trafalgar campus	Programs in place	No	Plan is to offer ESL at Sheridan's new Mississauga Campus instead of the Trafalgar Campus. There currently isn't any space available to run ESL at Trafalgar. Mississauga campus will open in September 2011. With the relocation of some programming from Trafalgar to Mississauga, we are looking at adding ESL offering at both



				locations.
Classroom Technology	Student-computer ratio	Maintain (07-08 Trafalgar 15:1, Davis 25:1)	√	Trafalgar 15:1 Davis 13:1
Instructional Equipment	Acquisition	Acquired	√	\$650,000 in College Equipment and Renewal Fund monies were used to acquire instructional equipment as well as some additional funds through the college budget.
Student Advisement Centre	Retention, satisfaction & graduation	Improve all aspects	√	Working with Noel-Levitz to continue to increase retention. Two initiatives started: An Early Warning pilot to identify up front - at risk students, and a First Year Student Experience pilot to help students adapt to college life.
Access to Electronic Resources	Usage stats	# hits, # page views	√	2 new subscription databases were added, along with access to selected Knowledge Ontario databases. The total hits/page views were as follows: Film and Television Literature Index - <b>10275</b> Historical Abstracts – <b>11597</b> Knowledge Ontario – <b>24351</b> TOTAL for New in 2008-09: <b>35948</b> Total Page Views for all electronic resources in 2008-09: <b>1,675,190</b> % of total hits/page views generated by new E-resources added in 2008-09: <b>2.15%</b>
Library Collection	Currency, use and satisfaction	% of items published in last 5 years, # of circulations, improved satisfaction	√	The currency and usage of the collection has been improved. Faculty have been consulted about all new acquisitions added, thereby guaranteeing academic quality. -% of items published in last five years: <b>10.67%</b> - Satisfaction in all KPI measures continues to improve. Library satisfaction has increase 4% in 1 year and 7% over 2 years

### MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your quality improvement strategies will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
<b>1. High Quality of Curriculum in all Programs</b>	Creative Campus Task Force – recommendation for curriculum renewal. Flexible Program Design – design curriculum for course-based registration and flexible delivery.
<b>2. First Year Experience</b>	Expand and enhance transitional programming (pilot program). Program is designed to assist new students in their personal, academic, and social transition to Sheridan.

<b>3. Early Warning</b>	Establish 'early warning' pilot programs. Programs will identify at-risk students and recommend resources to facilitate student success.
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Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through KPI surveys, retention rates):

<b>Strategy / Program</b>	<b>Brief Description of Monitoring and Evaluation of Outcomes</b>
<b>1. High Quality of Curr in all Programs</b>	Roll-out in 2010/11 – begin measuring in 2012.
<b>2. First Year Experience</b>	Improve the retention rates of first year students in the pilot program.
<b>3. Early Warning</b>	Improve retention and success rates of identified students in first term, first year.

### Student Success: Student Retention Rates

#### MYAA Report Back 2008-09

Referring to your approved Multi-Year Action Plan, please report on the 2008-09 retention target achieved by your institution. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

	<b>Proposed 2008-09 Retention Target</b>	<b>Retention Rate Achieved</b>	<b>Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take</b>
1 <sup>st</sup> to 2 <sup>nd</sup> Year	86% (07-08 85%)	√ (85%)	
2 <sup>nd</sup> to 3 <sup>rd</sup> Year	85% (07-08 92%)	√ (97%)	
3 <sup>rd</sup> to 4 <sup>th</sup> Year	94% (07-08 97%)	√ (95%)	

If you would like to provide any other comments, please do so in the following space:

**MYAA Transition Year 2009-10**

Pending advice from HEQCO from the development of student retention measures and targets, we also ask that you continue to track student retention in 2009-10 according to your institution's established practices.

If you would like to provide any other comments, please do so in the following space:

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**C. ACCOUNTABILITY**

**MYAA Report Back 2008-09**

Please insert the current internet link to your posted Multi-Year Action Plan and 2007-08 Multi-Year Accountability Agreement Report-Back in the following space:

**[http://www1.sheridaninstitute.ca/corporate/annual\\_report.cfm](http://www1.sheridaninstitute.ca/corporate/annual_report.cfm)**

This 2008-09 Report-Back document constitutes part of the public record, and as such, should also be made available on your institution's web site. Please ensure that this document is posted at the same location as your Multi-Year Action Plan and 2007-08 Report-Back.

<b>MYAA 2008-09 Report Back Contact</b>	
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**APPENDIX A: Summary of consolidated strategies and programs for 2009-10 Transition Year**

**Increased Participation of Under-Represented Students**

**Outreach:** targeted outreach activities with local community organizations and high schools, or advertising / marketing activities to improve participation of under-represented groups.

**Bridging & Pathways:** activities to bridge students into PSE (including dual credit programs, academic upgrading and other services) and assist students' pathways between college and university (i.e. credential assessment, advising for transferred students) or into work placements and co-operative programs.

**Student Services & Supports:** activities including personal and career counselling, academic advising and supports, and cultural programming (i.e. Aboriginal Elders on-site).

**Academic Programming:** activities to assess or develop programs to ensure accessibility in terms of delivery and / or content, enhance opportunities for under-represented groups, or deliver the program in partnership with other institutions.

**Building Capacity:** activities focusing on the capacity of the college or university to ensure greater accessibility, including staff training, research and needs assessment of the student population and the identification of barriers.

### Quality of the Learning Environment

**Academic Programming:** program development and quality review processes, and improved program policies and quality audits.

**Student Engagement & Satisfaction:** activities to increase student engagement through effective educational practices (interaction, cooperation amongst students, active learning, prompt feedback and time on task). Also includes overall assessments of student satisfaction and engagement through designated tools (KPI and other surveys).

**Student Services & Supports:** academic supports such as tutoring, academic advising and foundational skills (English and Math).

**Teaching / Classroom Enhancements:** overall enhancements to students' experience inside the classroom through targets for student-faculty ratio, student assessment of teaching and physical classroom upgrades (technology, seating).

**Operations:** activities to support effective operations, including faculty / staff development, infrastructure / capital and library and technology enhancements.

## **APPENDIX B: Example of extended / consolidated programs and strategies**

### **Multi-Year Action Plan for 2006-07 to 2008-09**

Quality Strategy / Program	Indicator	Results		
		% in 2006-07	% in 2007-08	% in 2008-09
Academic Writing Centre	% of 1 <sup>st</sup> year students using centre	% in 2006-07	% in 2007-08	% in 2008-09
Peer Tutoring Program	# of clients served	# in 2006-07	# in 2007-08	# in 2008-09
Entering Student Retention Strategy	1 <sup>st</sup> to 2 <sup>nd</sup> year retention rate	% in 2006-07	% in 2007-08	% in 2008-09

**Transition Year 2009-10**

<b>Consolidated or extended Quality Strategy / Program</b>	<b>Brief Description</b>
1. Entering Student Success Strategy: Student Services & Supports	We will continue to offer a range of student supports and services to ensure students receive the academic counselling and support they need to succeed in their studies and persist to year two of their program.

<b>Consolidated or extended Quality Strategy / Program</b>	<b>Description of Monitoring and Evaluation of Outcomes</b>
1. Entering Student Success Strategy: Student Services & Supports	In 2009-10 we will continue to monitor the impact of our entering student success strategy through responses on the use and evaluation of student services in our student engagement survey. We will also continue to monitor the overall retention rate for 1 <sup>st</sup> to 2 <sup>nd</sup> year students in the long-term to serve as the baseline for a new Multi-Year Action Plan in 2010.