Ontario

Ministry of Training, Colleges and Universities

2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Sheridan College

OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) 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, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

1) Enrolment - Headcount*

DEFINITION: <u>Headcount</u> is the un-audited enrolment forecast for 2010-2011 reported to the Ministry on November 1, 2010 (Full-Time funded students only: does not include Second Career, Apprentice or International students).

Sheridan College reported to the Ministry the total Headcount enrolment in 2010-2011 = **14,182**.

Please indicate the number of students aged 18-24 (age as of November 1, 2010) from the total Headcount enrolment reported by **Sheridan College** to the Ministry for 2010-2011 = **11,421**.

Please indicate the number of students aged 25+ (age as of November 1, 2010) from the total Headcount enrolment reported by **Sheridan College** to the Ministry for 2010-2011 = **2,274**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2010) enrolled at **Sheridan College** in 2010-2011= **438**.

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

Please provide one or more examples, in the space provide below, of highlights from *Sheridan College's* Enrolment Management Plan that *Sheridan College* used during 2010-2011 to manage enrolment.

Applicants who do not meet the admission requirements for a program were assessed and advised individually and were considered for other, related programs. Applicants who do not meet the admission requirements were invited to complete pre-admission tests in mathematics and English. Applicants were asked to take the test are considered for admission to Term 1 contingent on receiving a minimum grade of 60% in both the pre-admission mathematics/English tests. Applicants who are lacking the mathematics admission requirements for programs in the Faculty of Applied Sciences and Technology were able to be admitted into programs with additional courses completed in their first year at Sheridan. The Office of the Registrar's Contact Centre Admissions Triage project continues to take a proactive approach to targeting mature student applicants as well as providing the capacity to more effectively respond to applicant/prospect enquiries. The overall goal was to support the college with the increase in the number of mature/non direct applicants/prospect contacts, and completed applications. In fall of 2011 Sheridan increased the non direct applicant pool by 5% and 8.6% increase in applicant confirmations over 2010. Improved "Customer Care" by: -expanding the service capacity of the Call Centre, this past year the centre continued to support the social media through their role in the monitoring of Sheridan's Facebook and Twitter (over 10,000 followers). -enhanced operational effectiveness by increasing intelli-response auto response rate from to 89 percent to 91 % -Maintained strategic goal to be more welcoming in all of our customer contact opportunities Outbound calls to incomplete applicants increased by 26 % over last year -Admission Triage activity to support incomplete applications, applications with outstanding offers and outstanding portfolio submissions -Calls focused on guiding students whose application processing is interrupted due to missed supporting documents, transcript, admission testing or supplemental component.

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 the institution's annual report to the Ministry for the Accessibility Fund for Students with Disabilities Fund (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, language, cultural practices and spiritual beliefs.

For the following, please include Full-Time and Part-Time, but not Second Career, Apprentice or International students.

Students With Disabilities	**First Generation Students**	**Aboriginal Students**
Please indicate the total number of Full-Time *Students with Disabilities* at **Sheridan College** who registered with the Office for Students with Disabilities and received support services in 2010-2011= **1,592** Full-Time Students with Disabilities as a percentage of Full-Time Enrolment at **Sheridan College** in 2010-2011 was: (calculation based on the total number of Full-Time Students with Disabilities (**1,592**) provided above by **Sheridan College**, divided by **Sheridan College**s 2010-2011 Full-Time Enrolment Headcount (**14,182**)) = **11.2**% Please also indicate the total number of Part-Time *Students with Disabilities* at **Sheridan College** who registered with the Office for Students with Disabilities and received support services in 2010-2011 = **N/A**	Please indicate the total number of Full-Time *First Generation Students* enrolled at **Sheridan College** in 2010-2011= **2,399** Full-Time First Generation Students as a percentage of Full-Time Enrolment at **Sheridan College** in 2010-2011 was: (calculation based on the total number of Full-Time First Generation Students (**2,399**) provided above by **Sheridan College**, divided by **Sheridan College**s 2010-2011 Full-Time Enrolment Headcount (**14,182**)) = **16.9**% Please also indicate the total number of Part-Time *First Generation Students* enrolled at **Sheridan College** in 2010-2011 = **N/A**	Please indicate the total number of Full-Time *Aboriginal Students* enrolled at **Sheridan College** in 2010-2011= **90** Full-Time Aboriginal Students as a percentage of Full-Time Enrolment at **Sheridan College** in 2010-2011 was: (calculation based on the total number of Full-Time Aboriginal Students (**90**) provided above by **Sheridan College**, divided by **Sheridan College**s 2010-2011 Full-Time Enrolment Headcount (**14,182**)) = **0.6**% Please also indicate the total number of Part-Time *Aboriginal Students* enrolled at **Sheridan College** in 2010-2011 = **28**

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

Note that Students with Disabilities are not track on a full-time/part-time basis.

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving **Sheridan College's** initiatives for *Students with Disabilities*. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving **Sheridan College's** initiatives for *First Generation Students*. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving **Sheridan College's** initiatives for *Aboriginal Students*. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.
Implemented new Clockwork Software into operations to support the accommodation, appointment booking, and data collection processes related to students with disabilities at Sheridan. This included the redevelopment of the format in which accommodation letters were transmitted to faculty members. This includes new online portal for faculty members. Developed new transition process to better support the accommodation of students with disabilities. This included the re-institution of mandatory transition program attendance for students registering with Accessible Learning Services. Continued to develop the Regional Transition Committee made up of school board partners and community agencies to streamline and collaborate on transition programming for students with disabilities. Signed an agreement with the McMaster University – Occupational Therapy Program for Emerging Role Placement Program.	The First Year Connections Program connects new students to senior students in the same program of study. The first contact is made through a phone conversation and then an ongoing connection is established and maintained throughout the transition to College, both in person and online. First Year Connections Peer Mentors help students by providing all information important to new first year students, proving answers, explanations, connection to College activities, and referral to other support services when needed.	Held 'Many Voices' all day event in Sept 2010. Event was well attended with over 170 students, staff and faculty participating in 7 workshops and lunchtime entertainment. Helped to raise awareness and build community. Enhanced curriculum in the arts and social service faculties by: Hosting an artist talk and film screening by Annette Mangaard on her film Kinngait: Riding Light Into The World. Approximately 40 students and 10 staff and faculty participated. Screening "Third World Canada" and hosting facilitated discussion on child welfare issues in Canada's northern communities. Both additions to curriculum helped to build awareness. Set up Facebook page: Sheridan College Institute Aboriginal Friendship page to support student engagement and awareness (Aboriginal and non-Aboriginal) across the College. Ongoing: Developing relationships with external stakeholders toward development of Aboriginal Education Council: Ron McLester at Mohawk committed to membership and will guide/support development of Aboriginal Education Council from post secondary experience; Richard Cuddy Metis Nation of Ontario committed to represent MNO, district 8 on our Council. Developed comprehensive action plan to increase Aboriginal student access, participation and success, to be implemented over next 3 years. The plan includes recruitment and outreach, resources and supports for Aboriginal Students. The process of implementation has begun.

3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, *Sheridan College* committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

NOTE: SAG data as of June 9, 2011

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL $	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	$1,103,411	693
Other SAG Expenditure to Supplement OSAP	$1,638,220	1,963
TOTAL	$2,741,631	2,656

Did **Sheridan College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?
   Yes

4) Participation in the Credit Transfer System

The following data is per the College Graduate Outcomes Survey:

Survey Years	Total # of *Sheridan College* graduates who participated in Graduate Survey (A)	# of *Sheridan 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 *Sheridan 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)
2006-2007	3,213	275	8.6%	44,309	3,449	7.8%
2007-2008	3,346	296	8.9%	44,622	3,510	7.9%
2008-2009	2,895	253	8.7%	43,086	3,145	7.3%
2009-2010	3,152	278	8.8%	40,388	2,725	6.7%
2010-2011	3,840	315	8.2%	50,622	3,355	6.6%

Per the College Graduate Outcomes Survey for 2009-2010 and 2010-2011 (based on 2008-2009 and 2009-2010 graduates), the percentage of **Sheridan College** students who were satisfied or very satisfied with academic preparation for university was **85.3%**.

Per the College Graduate Outcomes Survey for 2010-2011 (based on 2009-2010 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **79.2%**.

NOTE: *The Ministry recognizes that this is a census survey in which the response rate is approximately 66%. The Ministry also recognizes that this only captures college graduates who have transferred within 6 months of graduation and is not the complete picture of college-university transfer students. The Ministry anticipates that, as data collection systems in institutions evolve, this data will become more complete. The Ministry is developing long-term indicators for credit transfer in consultation with the sector.*

Please provide one or more highlights, in the space provided below, of an activity that *Sheridan College* used during 2010-2011, and which contributed to maintaining or improving *Sheridan 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 the institution to be an innovative practice, a success story and/or a key accomplishment. In addition, *Sheridan College* may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

1) Expanding Transfer Pathways, excluding collaborative degree programs without a transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, pathway projects to support college to college or college to university transfer, etc.) :

Sheridan's Advanced Standing Policy was updated and approved for the September 2010 academic year, ensuring that Sheridan's policy and process for granting transfer credits is fair and clear. As one of the areas of focus within the Academic Innovation Strategy, a project was planned to understand and maximize the pathways within Sheridan. Sheridan committed to map out internal pathways, extend college to college pathways and to improving internal systems and processes to allow these things to happen efficiently and effectively. Educational Assistant Intensive Program (2 semester college program) The program was designed specifically for those who have completed university or college programs and seek a fast track to a career as an educational assistant. In addition to full-time day studies, the option of part-time evening classes accommodates the needs of adults who work during the day. The ECE intensive Program (2 semester college program) The college diploma program was created specifically for students who have already completed university or college programs in a related field and want to fast-track their early childhood education career. Applicants who have successfully completed a Diploma in Early Childhood Education (ECE) or related field from an accredited institution or meet the requirements to be a Registered Early Childhood Educator in Ontario with a minimum C+ (GPA 2.5) average are eligible to receive advanced standing credit in Sheridan's BAA in Early Childhood Leadership (ECL) program. Once the student has successfully completed the Bridging semester with a minimum 2.5 GPA in that Bridging semester, the student will be eligible to enrol into Year 3 (Term 5). Three-year Advanced Marketing College Diploma graduates with a minimum B average + GBM Bridge will be eligible to enter Year 3 of Global Business Management Degree. GAS Health Certificate at a 3. GPA transfer into Practical Nursing Diploma. Art Fundamentals Certificate Program to the 2nd year of the Diploma and/or Advanced Diploma Visual and Creative Arts. School/College Work Initiative programs. Students are granted dual credit for courses they successfully completed in the initiative towards a College diploma or certificate if they continue on in the program after graduation from high school.

2) Providing Support Services for Transfer Students (including student transition experience/activities and supports to promote student success):

Enhanced New Student Orientation and Transition Programming tailored to the Transfer Student. The enhanced program makes an immediate in-person connection to Student Advisors, Career Counsellors, Academic Program Advisors, faculty and senior students. It also introduces students to all other support services and on campus activities.

3) Improving Transparency and Access to Information about Credit Transfer and Transfer Pathways:

Website – Sheridan's Articulation and Transfer Agreements. Viewbook – Printed chart of Sheridan's Articulation and Transfer Agreements. Recruitment events and activities provide prospects and applicants with examples of Sheridan's Articulation and transfer Agreements.

5) Class Size*

DEFINITION: Class size is the number of students per class in a section. A section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom. Each section should only be counted once. Students who withdrew part way through should be included in the count. Labs and tutorials are considered and sub-sections and should be excluded from the count. One-on-one independent study and/or practicum should also be excluded.

Please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **Sheridan College** in 2010-2011 using the calculation indicated above:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1st Year Sections
Fewer than 30 students	1,271	39.4%
30 to 60 students	1,905	59%
61 to 100 students	43	1.3%
101 to 250 students	10	0.3%
251 or more students	0	0%
Total	3,229	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2nd Year Sections
Fewer than 30 students	703	48%
30 to 60 students	739	50.4%
61 to 100 students	15	1%
101 to 250 students	8	0.5%
251 or more students	0	0%
Total	1,465	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3rd Year Sections
Fewer than 30 students	347	63.6%
30 to 60 students	187	34.2%
61 to 100 students	5	0.9%
101 to 250 students	7	1.3%
251 or more students	0	0%
Total	546	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4th Year Sections
Fewer than 30 students	28	77.8%
30 to 60 students	7	19.4%
61 to 100 students	0	0%
101 to 250 students	1	2.8%
251 or more students	0	0%
Total	36	100%

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

Course Data from continuing ed was excluded from counts. The 1st year classes included sections from 1 year Post Grad Programs. Labs were excluded where they could be identified, but not all labs are identified. The impact is that labs usually have small sections which could lower class size. All online courses were excluded. This was data for 2010 - 2011 audit year which includes Spring 2010, Fall 2010, Winter 2011. There are sections of courses that are combined and taken together. Where possible, this was identified and merged. It is difficult to absolutely identify 1st year, 2nd year, 3rd yr courses, however by using the catalogue number the accuracy is about 90 - 95%. Courses starting with number 1 are usually 1st year courses, starting with 2 are usually 2nd year courses, etc. Note that there are exceptions as well as courses that move between years. Class size was based on actual enrolment in the section of a course. These were all added together and divided by the number of sections for average class size.

Please provide one or more highlights, in the space provided below, of a **Sheridan College** activity in 2010-2011, which contributed to maintaining or improving **Sheridan College's** class size initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Sheridan's agenda for conversion and development of 400 hybrid delivery courses by 2015 will contribute to a reduction in classroom space requirements by moving one hour of the current three to on-line. The pilot project looking at class space untilization in the Faculty of Arts, Animation and Design was extended to all areas of the College with a dedicated position to ensure the work receives priority. Sheridan planned the addition of the Mississauga Campus with flexible room configurations to accommodate multiple purpose space usage.

6) eLearning

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the Government of Ontario announced the creation of a new Ontario Online Institute (OOI). In spring 2010, the Ministry conducted a survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Online Ontario Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

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 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.

Please indicate in the table below the number of Ministry-funded courses, programs **Sheridan College** offered in 2010-2011 and corresponding registration information -

An Ontario College Credential includes: Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate (or the French-language equivalent).
Other Credential includes: local board certificates, non-credit courses and other similar course/program offerings.

COURSES	Ontario College Credential*	Other Credential*
# of Ministry-funded courses offered through *Fully Online Learning**	53	172
# of Ministry-funded courses offered through *Synchronous Conferencing**	0	0
Total # of Ministry-funded courses offered through the above eLearning formats	53	172
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through *Fully Online Learning**	0	9
# of Ministry-funded programs offered through *Synchronous Conferencing**	0	0
Total # of Ministry-funded programs offered in the above eLearning formats	0	9
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through *Fully Online Learning**	0	0
# registrations in Ministry-funded programs offered through *Synchronous Conferencing**	0	0
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	0	0

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

Moving towards Hybrid. A few will be fully on-line.

Hybrid Learning*

*DEFINITIONS:

A <u>Hybrid Learning course</u> 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 the course delivery should be online.

A <u>Hybrid Learning program</u> 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 **Sheridan College's** use of Hybrid Learning courses and/or programs in 2010-2011.

See highlight below.

Please provide one or more highlights, in the space provided below, of a **Sheridan College** activity in 2010-2011, which contributed to maintaining or improving **Sheridan College's** eLearning initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

As part of the Digital Learning Environment commitment in the Academic Innovation Strategy, Sheridan committed to convert and develop more than 400 hybrid courses by 2015, including 40 full on-line courses. In Winter 2011, 28 hybrid courses were developed and during Spring/Summer 2011 another 20 hybrid and 4 full on-line courses were developed. In 2010/11, the first Collaboratory (a space dedicated to supporting faculty as they innovate using advanced learning technologies)was researched and planned for inclusion in the new Mississauga Campus, opening in September, 2011.

7) International

7.1 Initiatives

Please identify emerging markets for International Students (i.e. countries who are not represented in **Sheridan College's** current top five source countries for International Students, <u>as shown in International Enrolment section below</u>) in which **Sheridan College** actively engaged in recruitment activities in 2010-2011:

Indonesia
Vietnam
Mexico
Jamaica
Venezuela
Taiwan
Russia

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Sheridan College** had in 2010-2011:

- Outbound students* = <u>0</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>0</u>
  DEFINITION: <u>Inbound students</u> are international students registered at an Ontario college/university to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Sheridan College** in 2010-2011 = **$17,917,573**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Sheridan College** had outside of Canada in 2010-2011 = **$0**

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which **Sheridan College** delivers courses and/or programs **abroad (outside of Canada)** in 2010-2011, including city, country, programs offered, and total enrolment in each program offered at each campus:

7.2 Enrolment

In 2010-2011, *Sheridan College* reported to the Ministry the following top 5 source countries for international students:

	Source Country	Number of Full-Time International Students from Source Country	International Students from Source Country as a Percentage of *Sheridan College* Total Full-Time International Student Enrolment
1.	India	859	68.9%
2.	China	98	7.9%
3.	South Korea	44	3.5%
4.	United States	26	2.1%
5.	Pakistan	16	1.3%

Sheridan College reported to the Ministry that International Enrolment* in 2010-2011 = **1,247**

*DEFINITION: International Enrolment is the headcount of Full-Time international students at the institution, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.

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

Full-Time International Enrolment as a comparative percentage of Full-Time Enrolment at *Sheridan College* in 2010-2011 was: (calculation based on the total number of Full-Time International Enrolment (**1,247**), divided by *Sheridan College*'s 2010-2011 Full-Time Enrolment Headcount (**14,182**)) 8.79 %

Please provide *Sheridan College's* 2010-2011 Part-Time International Student Enrolment = 37

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **Sheridan College** in 2010-2011 = 181

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Sheridan College** used in 2010-2011 to create pathways for *International students* from **Sheridan College's** ESL programming to postsecondary studies.

Sheridan is on a committee with the Peel District Board of Education to look at how Sheridan can help support international students enrolled at the Peel Board transition into post-secondary in the Peel district. The committee is looking at how the program can help bridge the gap between the needs of the high school students' secondary and post-secondary experience. Language Studies launched the ESL program at the Trafalgar Campus in order to support the international students who are coming to Sheridan intending to study at the Trafalgar Campus. Language Studies embedded a Peer Mentoring Program into the ESL program to support international students who are integrating into ESL and further post-secondary studies.

Please provide one or more highlights, in the space provided below of a **Sheridan College** activity in 2010-2011, which contributed to maintaining or improving **Sheridan 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.

Sheridan has hired regional development managers who are dedicated to developing market specific strategies in marketing and recruiting in existing and developing areas. Workshops for international students on various topics (study skills, permits etc.) to help students be more successful and to feel more comfortable at Sheridan. Sheridan has an innovative exchange partnership with university in China that has animation students from both institutions working together on an animated movie. Students gain international exposure through alternating visits to each other's institution.

8) Supply Chain Compliance / *Broader Public Sector Accountability Act*

SUPPLY CHAIN COMPLIANCE

Effective April 1, 2010, Broader Public Sector organizations, including colleges that receive more than $10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the college that are consistent with the principles outlined within the Government of Ontario's Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

Sheridan College confirmed in its 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, *Sheridan College* adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Sheridan College confirmed in its 2009-2010 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2010-2011, *Sheridan College* adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Sheridan College confirmed in its 2009-2010 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, *Sheridan College* participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of *Sheridan College's* OECM purchases in 2010-2011: 275,324

Please provide one or more highlights, in the space provided below, of a **Sheridan College** activity in 2010-2011, which contributed to maintaining or improving **Sheridan College's** supply chain initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Participated in OECM purchase initiatives. For example, Multi Functional Devices, fine copy paper.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All colleges were to be in compliance with the *Broader Public Sector Accountability Act*, 2010, proclaimed on April 1, 2011. The *Act*, through two new directives (procurement and expenses), establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act, 2010* provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including colleges, to establish rules on perquisites.

BPS Procurement Directive

The new BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

        i. formally adopt the supply chain code of ethics in accordance with their governance processes; and

        ii. comply with the mandatory requirements of the Directive.

Given the proclamation date of April 1, 2011, **Sheridan College** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Sheridan College** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Sheridan College** adopted in 2010-2011 to prepare for compliance.

New RFP/RFQ templates were developed which included the mandatory requirements. These are continually being updated and refined. Have worked with the Facilities department to make sure that all guidelines were being followed. We will be meeting with all other departments in the College, informing them of our obligations under these new rules.

BPS Expenses Directive

The new BPS Expenses Directive improves accountability and transparency for BPS organizations by:

>   i. requiring designated BPS organization to establish expense rules, and

>   ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

Given the proclamation date of April 1, 2011, **Sheridan College** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Sheridan College** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Sheridan College** adopted in 2010-2011 to prepare for compliance.

> Sheridan has drafted a Travel, Meal and Hospitality Expense Policy based on the BPS expenses directive, and is in the process of finalizing and getting approval by the Board of Governors. In the meantime, Sheridan staff are required to adhere to the draft policy.

BPS Perquisites Directive

The new BPS Perquisites Directive requires BPS organizations, including colleges, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the college including appointees, board members, elected officials and employees.

Given that the effective date for compliance is August 2, 2011. **Sheridan College** is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require **Sheridan College** to attest that it is in compliance with this Directive.

9) Space Utilization

Sheridan College indicated in its 2009-2010 MYAA Report Back that it <u>had</u> a Space Utilization planning process in place to assess and optimize academic space utilization.

Please provide one or more highlights, in the space provided below, of a *Sheridan College* activity in 2010-2011, which contributed to maintaining or improving *Sheridan College's* space utilization initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Over the last academic year, our Facilities and Information Technology departments collected extensive data (size, type, seats, current technology, photos, etc.) on the Davis Campus space and appended it to the existing Facilities Inventory Database. The better knowledge created by the analysis and mining of this data, as well as concurrent discussions with the Academic Faculties, has facilitated the space assessment of our existing programs as well as planning future needs of new programs. This past year has been extremely busy for our Facilities Management department. The new Hazel McCallion campus in Mississauga was the focus of considerable attention, as well as extensive renovations undertaken at Davis, Trafalgar and STC to accommodate our growth of both students and faculty/staff. Attentive work with our scheduling team in the Office of the Registrar has also improved the use of our space and helped identify rooms that could be re-purposed to better meet the needs of students and faculty members. A new position of Associate VP, Corporate Planning was created which main role is to focus on the development of Sheridan's long-term corporate renewal plan. This planning exercise will integrate data on our facilities, enrolment plan, academic program mix and information technology ever greening strategy. One of the expected outcomes of this plan will be an even better use of our space in the long term.

10) Student Satisfaction

Per the KPI results reported in 2010-2011, the student satisfaction rate at *Sheridan College* for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **85.6%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at *Sheridan College* for KPI Question #26 "The overall quality of the learning experiences in this program" = **79.7%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at *Sheridan College* for KPI Question #44 "The overall quality of the facilities/resources in the college" = **69.8%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at *Sheridan College* for KPI Question #45 "The overall quality of the services in the college" = **67.7%**

Please provide one or more highlights, in the space provided below, of a *Sheridan College* activity in 2010-2011, which contributed to maintaining or improving *Sheridan College's* student satisfaction initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Davis Campus Library / Learning Commons The opening of the new Library/Learning Commons took place late December, 2009 in place for 2010/11. Nearly half of the 69,800 sq. ft. building is taken up by a 3-storey Library Learning Commons, which incorporates the library, 240 desktop computers, 400 laptop access points and both quiet and communal study spaces. The Commons can accommodate over 600 students at any one time. Quiet study rooms were established on the third floor of the Learning Commons. A Tutoring room was opened in the Davis Library. Trafalgar Library / Learning Commons Seating for an additional 40 students was added to the Library Learning Commons space as well as an additional 20 computers. An Accessibility Room with supporting technology and furniture was opened in the Trafalgar Learning Commons. Two study rooms were opened in the Learning Commons for tutoring services. Comfortable Lounge seating was purchased for the area outside of the Library and adjacent to the Learning Commons. Online Services Sheridan has introduced a student-centred registration and timetabling environment that provides students with choice that respects the learning needs, lifestyle, and overall experience to achieve student success at Sheridan College. Students were issued an initial timetable and then provided with the ability to modify using the online add, swap and drop functionality. Academic Requirements Sheridan students have access online to the My Academic Requirements report that illustrates their academic performance and progress in their program of study.

11) Graduation Rate

Per the KPI results reported in 2010-2011, the graduation rate* at **Sheridan College** = **72%**

Please provide one or more highlights, in the space provided below, of a **Sheridan College** activity in 2010-2011, which contributed to maintaining or improving **Sheridan College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Library Services: In 2010-11, Sheridan's Library Services team made significant growth and enhancements to resources, to learning supports and research instruction, accessibility for students and collaborative partnerships with the Academic Faculties. As a result, there was a very significant increase in student usage of both inperson support and online resource usage. We have provided more support for senior year courses that require research with online research guides based on programs; inclass instruction; chat support by Library staff and simpler search engines for carrying out research. Enhanced consultation/appointment opportunities for students with a librarian set up and implemented. A redesign the Library website was completed with several research databases added. Citation tools such as Refworks have been added and we offer assistance to students on citing sources for advanced level courses. IT support and software training are now offered with products such as Lynda.com

12) Graduate Employment Rate

Per the KPI results reported in 2010-2011, the graduate employment rate, 6 months upon graduation, at *Sheridan College* =
81.9%

Please provide one or more highlights, in the space provided below, of a *Sheridan College* activity in 2010-2011, which contributed to maintaining or improving *Sheridan College's* graduate employment initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Sheridan College engaged in two strategies and initiatives designed to improved graduate employment rates, both in the short and long term after graduation. We developed and expanded the delivery of an employment Bootcamp for graduating students that engages them in activities and learning around strategic job search and career management practices. It's focus goes beyond simply how to get a job, and covers the behaviours and approaches our graduates need to take to be employable, promotable and successful. In the 2010/2011 year we delivered customized Bootcamps for specific programs at the request of faculty. Another initiative designed to improve graduate employment is the inclusion of alumni in our career education operations. We have purchased software for developing and hosting resumes, portfolios, interviews and for mock interviewing practice and have made this available to our alumni. We have also removed time limit restrictions on the use of Career Services for alumni. This recognizes the importance of the relationship between satisfied graduates becoming employers of our graduates and we still strive to keep our graduates and alumni involved in our operations through career fairs, employer panels and networking events.

13) Student Retention

The table below has been pre-populated with the results from **Sheridan College's** 2009-2010 MYAA Report Backs. Please identify **Sheridan College's** achieved results for 2010-2011 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).**

	Retention Rate Achieved for 2009-2010	Retention Rate Achieved for 2010-2011
1st to 2nd Year	**87%**	2010 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 4,889 ÷ 2009 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = 5,713 x 100 = 85.6%
2nd to 3rd Year	**90%**	2010 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 1,221 ÷ 2009 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 1,321 x 100 = 92.4%
3rd to 4th Year	**92%**	2010 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 216 ÷ 2009 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = 240 x 100 = 90%

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

Used audit date for the term that they are registered in.

Please provide one or more highlights, in the space provided below, of a *Sheridan College* activity in 2010-2011, which contributed to maintaining or improving *Sheridan College's* retention initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Career and Educational Planning tools for Prospective Students Initiative: Key to student success and retention is the fit between student skills and interest and program of study. A team, including a dedicated Career Counsellor, developed a plan for online and enhanced in-person Career and Educational Planning tools to assist prospective students in making effective and appropriate educational and career choices. In 2010-11, the first of the online tools was developed and implemented. "Career QuickTips", is based on the main steps in the career and educational planning process, and guides a student through an informed process. The implementation of a tailored "Preparation, Orientation and Transition Program" and streamlined supports for Mature/Re-careering Student: Based on the data findings from a Sheridan study conducted in 2009/10 re: "Study of Mature/Re-Careering Learners and their Academic Adjustment", developed an implemented Phase One of a tailored program and seamless support services for this distinct and growing student population. Study of International Students and their academic adjustment to College in Canada (specifically within the Sheridan environment): Identifying and understanding the needs and challenges of past and current international students to inform the development of a comprehensive preparation, orientation, and First Year Transition Program for International Students in 2011-12. Academic Advising at Sheridan - Training Program/Info Centre/Community of Practice. Early Warning System Phase 2. First Year Experience Phase 2. Tracking underlying issues/root causes - respond and proactive planning - solutions.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **Sheridan College** used in 2010-2011 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality for the three quality measure categories indicated below -

1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)

Faculty hiring ensures appropriate credentials and expertise, and teaching effectiveness. Both academic and professional credentials are required. Faculty teaching in applied degree programs have a minimum of a Masters degree in a field of study related to the subjects to be taught; many have their doctorates. In applied discipline-related courses, faculty also have appropriate experience related to the subject matter. The hiring process takes at least three steps: team interviews, thorough checking of credentials and references, and a teaching demonstration. Once hired, all full-time faculty are required to complete a professional development program specifically geared for new faculty. The Teaching and Learning Academy (TLA) consists of several intensive short-term modules and on-going weekly support sessions during the first two years of employment. The aim is to ensure teacher readiness and effectiveness, and to create a community of teachers who share expertise and support. Part-time faculty members are required to complete a faculty development program called Fundamentals of Teaching and Learning (FTL) by the end of their first term of teaching. FTL consists of a series of workshops that integrates theory and practice, culminating in teaching demonstrations critiqued by peers. Several TLA workshops are open to experienced faculty. Individuals are also encouraged to organize their own professional training and development opportunities and supported in this endeavour through professional development funding up to $800 per year, sabbatical leaves, and tuition reimbursement (up to $15,000 for doctoral degree programs). A peer coaching program links college faculty interested in developing aspects of their teaching with peers who offer feedback that is voluntary, timely, confidential and non-evaluative.

2) ENGAGEMENT (Examples may include new student orientation, work-learning opportunities, etc.)

More than 40% of Sheridan's programs have work-learning components or options for students. In 2010, we committed to a full review of Work Related Learning at Sheridan and will receive recommendations from that review in January, 2012. A priority at Sheridan is building supportive and tailored first year transition programming for new students towards effective academic adjustment and engagement. In 2010-11, we implemented a customized program for mature/recareering students, that began weeks prior to the start of semester and continued throughout semester one. Sheridan is seeing continued growth in students with disabilities, both in numbers, diversity and complexity. In response, Orientation programming for students with disabilities was enhanced from a one day event to a comprehensive multi day transition program. As a strategy to enhance student engagement within the local communities, the Sheridan Student Leadership Team, signed a letter of understanding with Volunteer Halton and Volunteer Mississauga, Brampton and Calendon to promote volunteering and engagement with the broader community as part of the co-curricular experience at Sheridan.

3) SUPPORT (Examples may include personal and academic supports to students, etc.)

Student Advisement Centre: A comprehensive support for students at Sheridan is our Student Advisement Centre. The Centre is a hub for all student questions, requests for information and explanation, referral, as well as for advisement "on anything Sheridan". It has been designed to be the starting point for all students in need, whether their need is academic, personal, financial, or informational. The Centre's team is made up of Student Success Officers (first level of contact) and Student Advisors, who work closely and collaboratively with all Academic Faculties and Service areas to maintain a comprehensive and current knowledge of all things Sheridan, in order to accurately inform and advise students. Student Advisors are "generalists" and work with students in situations that they are unclear on how to proceed with. Underlying issues are identified, options and implications discussed, and a tailored action plan is developed with each student, identfying next steps. These plans often include referrals to other College specialists ie: Academic Faculty Advisors, Career and Personal Counsellors, Financial Aid Advisors, Personal Counsellors, Specialists in the Office of the Registrar, etc. The Centre is a coordinating point for students and helps students to navigate through the College experience. Tutoring Services: In response to student need, with particular focus on the needs of the new mature re-careering student population, and the need for math skills support for Technology and Business students, growth and enhancements to our Tutoring Program were made in 2010-11.

15) Ten Percent Reduction in Executive Office Costs for 2011-2012

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of *Sheridan College's* Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is *Sheridan College's* 2010-2011 budget for their executive offices.

☑   *Sheridan College* confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.

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Attestation:

☑ **Sheridan College** confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from **Sheridan College**'s Executive Head or Board of Governors.

Contact:

Please provide the contact information for the representative at **Sheridan College** to whom public inquiries can be directed regarding **Sheridan College's** 2010-2011 MYAA Report Back:

- Name:Ian Marley

- Telephone:(905) 815-4140

- Email:ian.marley@sheridanc.on.ca

Please indicate the address on **Sheridan College's** website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

- http://www.sheridancollege.ca/