

2011-2012 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Sheridan College
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OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Backs 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.

Consistent with the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 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.

Where possible, to help streamline the 2011-2012 MYAA Report Back process, the Ministry pre-populated ***Sheridan College's*** 2011-2012 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators), data sources (e.g. Full-Time Enrolment Headcount) and pre-populated data from previous Report Backs (e.g. 2009-2010). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in ***Sheridan College's*** 2011-2012 MYAA Report Back is denoted with the symbol ⁽⁺⁾.

1) Enrolment - Headcount*

*DEFINITION: *Headcount* is the un-audited 2011-2012 enrolment count on November 1, 2011 in the Ontario College Application System(OCAS) (Full-Time funded students only: does not include Nursing, Second Career, Apprentice or International students).

Sheridan College's the total Headcount enrolment count in 2011-2012 = **13,936**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2011) from the total Headcount enrolment at **Sheridan College** in 2011-2012 = **11,404**.

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment at **Sheridan College** in 2011-2012 = **2,249**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2011) enrolled at **Sheridan College** in 2011-2012= **283**.

* 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.

A percentage of early offers to applicants with above average GPAs are released after the February 1st equal consideration date. Rolling offers are released throughout the year until the programs are closed or wait listed until the 5th day of classes. Applicants who do not meet the admission requirements for a program are assessed and advised individually and are considered for other, related programs. Applicants who do not meet the admission requirements are invited to complete pre-admission tests in mathematics and English. Applicants 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 Science and Technology may be admitted into programs with additional courses completed in their first year at Sheridan.

In May of 2012 Sheridan opened a Welcome Centre at the Davis Campus in Brampton. The Welcome Centre houses a welcome desk triage station, Admissions, Recruitment teams, Second Career, WISB and Internationally Trained Individual advising staff and the Campus Tour programs. The integration of these in-person services provides a one-stop shop for prospective students, applicants and their families to support college enrolment.

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 project's mandate is to support college enrolment, with an increase in the number of mature/non direct applicants/prospect contacts, and completed applications. In fall of 2012 Sheridan increased non direct applicant confirmations by 3.3% over 2011.

Sheridan improved "Customer Care" by expanding the service capacity of our Contact Centre. The Centre continues to support social media through their role in the monitoring Sheridan's Facebook and Twitter (over 17,000 followers, an increase of 5,000 over the past year), enhancing operational effectiveness by increasing intelli-response auto response rate from to 91% - 93 %, increasing outbound call rates to applicants with incomplete documentation by 11 % over last year. The Admission Triage activity continues to support applicant conversion with incomplete applications, applications with outstanding offers and outstanding portfolio submissions; these personal contacts focused on guiding students whose application processing is interrupted due to missed supporting documents, transcript, admission testing or supplemental components and fee payments.

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 2011-2012 to manage enrolment.

1. Building and enhancing New Student Preparation, Orientation and First Year Transition programming. This includes:

- Building a comprehensive and integrated process/plan that incorporates the efforts of all internal stakeholders involved in academic, technical, social and financial preparedness.
- Focused programming and seamless supports for mature/re-careering students.
- Focused programming and seamless supports for international students.

2. Building Career and Educational Planning tools and supports for prospective students, applicants and first year students (Student Success and Student Recruitment).

3. Conducting an environmental scan that will identify existing internal data and data collection processes related to better understanding our students, their experiences, their academic success.

Partnering with Office of Institutional Research to ensure ways to maximize use of research, including all pathways research.

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

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

**DEFINITION: First Generation 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: Aboriginal 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.*

*NOTE: Please do not include International students, Second Career students or Apprentices in the calculations below.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Sheridan College who registered with the Office for Students with Disabilities and received support services in 2011-2012= 1,874</p> <p>Please calculate the total indicated above as a comparative % of Sheridan College's 2011-2012 Enrolment Headcount: (Insert Total From Above) 1,874 ÷ 13,936⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = 13.4%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Sheridan College who registered with the Office for Students with Disabilities and received support services in 2011-2012 = 0</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Sheridan College in 2011-2012= 1,838</p> <p>Please calculate the total indicated above as a comparative % of Sheridan College's 2011-2012 Enrolment Headcount: (Insert Total From Above) 1,838 ÷ 13,936⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = 13.2%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Sheridan College in 2011-2012 = 0</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Sheridan College in 2011-2012= 111</p> <p>Please calculate the total indicated above as a comparative % of Sheridan College's 2011-2012 Enrolment Headcount: (Insert Total From Above) 111 ÷ 13,936⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = 0.8%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Sheridan College in 2011-2012 = 36</p>

* 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.

First Generation number was determined through the First Year Connections Phone Campaign. New full-time first year students were phone and, as part of that call, were identified. The population included total new fees paid, domestic students, as of August 28, 2011 (6,324). The total number of students reached was 5,609 (89%) and, of those, 1,838 identified as First Generation (33%); therefore, it is important to note that the number above is based on a sample size of students who were available by phone.

Aboriginal number was determined through KPI data, and OCAS application admission data.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving Sheridan College's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by Sheridan College to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving Sheridan College's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by Sheridan College to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving Sheridan College's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by Sheridan College to be an innovative practice, success story and/or key accomplishment.</p>
<p>Accessible Learning Services implemented a new transition process which included the re-institution of mandatory transition program attendance for new students registered with Accessible Learning Services. This initiative has allowed students to become familiar with services, meet other students and connect with a Peer Mentor, and help ease their adjustment into the College environment.</p>	<p>The First Year Connections Program is an outreach program that connects new students to a senior Sheridan student. The first contact is made through a phone conversation and then an ongoing connection is established and maintained throughout the transition to College, by phone, in person and online. The purpose of the outreach to ensure that new students have someone on-campus that they can ask questions to, to increase the utilization of services and to connect students with engagement opportunities.</p>	<p>Awareness One (1) Spirit painting workshop(an individual, therapeutic method of personal expression) offered by Simon Bain, Metis Nation of Ontario. (15 participants)</p> <p>One (1) 'Did you know...Tell me more' drop in lunch and learn about Aboriginal culture. (75 participants)</p> <p>Blog developed chronicling events at Sheridan. (readership unknown)</p> <p>One (1) film screening of 'Where are the children' with panel to discuss issues of residential schools and survivors. (25 participants)</p> <p>Enhanced curriculum – Nursing faculty developed new curriculum embedding Aboriginal Cultural safety program into Nursing curriculum for Sept 2012 start.</p> <p>Access, Participation, Success Developed long term strategy to support Aboriginal students including development of resource centre, hiring of Aboriginal staff (counselor, recruitment) in student services. Introduced "Infinite Reach", a student mentorship program offered through the Métis Nation of Ontario, to student services personnel for incorporation into their work. Initiated a program for Aboriginal students to get credit on co-curricular record for volunteering with event and sitting on committee (to be launched Oct 2012).</p>



		<p>Other Solidified relationship with Mohawk College to provide staff and guidance toward supporting Aboriginal students. Built relationships with community to enhance Aboriginal Education council – Metis Nation of Ontario, Peel Aboriginal Network, Woodland Cultural Centre.</p>
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3) Compliance with the Student Access Guarantee (SAG) in 2011-2012

Through its signed MYAA, **Sheridan College** committed to participate in the Student Access Guarantee (SAG). For 2011-2012, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines.

NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **Sheridan College as of July 5, 2012.*

2011-2012 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$1,643,760(+)	847(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$2,292,411(+)	1,830(+)
Total SAG Expenditures Reported by <i>Sheridan College</i>	\$3,936,171(+)	2,677(+)

Did **Sheridan College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines?

Yes

*The space below is provided for **Sheridan College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2011-2012.

4) Participation in the Credit Transfer System

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways, and amount of credit granted.

The Ministry is using the following data from the College Graduate Outcome Survey to inform the latest trends in college to university student transfers:

Survey Years	Total # of <i>Sheridan College</i> graduates who participated in Graduate Survey (A)	# of <i>Sheridan College</i> graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of <i>Sheridan College</i> 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)
2007-2008	3346 ⁽⁺⁾	296 ⁽⁺⁾	8.9% ⁽⁺⁾	44622 ⁽⁺⁾	3510 ⁽⁺⁾	7.9% ⁽⁺⁾
2008-2009	2895 ⁽⁺⁾	253 ⁽⁺⁾	8.7% ⁽⁺⁾	43086 ⁽⁺⁾	3145 ⁽⁺⁾	7.3% ⁽⁺⁾
2009-2010	3152 ⁽⁺⁾	278 ⁽⁺⁾	8.8% ⁽⁺⁾	40388 ⁽⁺⁾	2725 ⁽⁺⁾	6.7% ⁽⁺⁾
2010-2011	3840 ⁽⁺⁾	315 ⁽⁺⁾	8.2% ⁽⁺⁾	50622 ⁽⁺⁾	3355 ⁽⁺⁾	6.6% ⁽⁺⁾
2011-2012	4230 ⁽⁺⁾	316 ⁽⁺⁾	7.5% ⁽⁺⁾	57701 ⁽⁺⁾	3463 ⁽⁺⁾	6% ⁽⁺⁾

Per the College Graduate Outcomes Survey for 2010-2011 and 2011-2012 (based on 2009-2010 and 2010-2011 graduates), the percentage of ***Sheridan College*** students who were satisfied or very satisfied with academic preparation for university was **81.8%⁽⁺⁾**.

Per the College Graduate Outcomes Survey for 2011-2012 (based on 2010-2011 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.3%⁽⁺⁾**.

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.

Please provide one or more highlights, in the space provided below, of an activity that **Sheridan College** used during 2011-2012, 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 **Sheridan College** 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.):

In January 2012, Sheridan struck a Pathways Engagement Team that was tasked with:

Mapping clear academic pathways with multiple entry points for graduates of high school, college and university programs, and for adults lacking formal educational credentials.

Charting pathways for graduates from Sheridan's programs into other programs at Sheridan, as well as recording external articulations with transfer opportunities into various universities.

Mapping the options open for Sheridan graduates into Master's programs.

Broadly examining admissions criteria for programs ensuring consistency of approach.

Reviewing current pathways, identifying and removing obstacles and clearly communicating appropriate requirements and standards for progression.

Identifying/replicating best practices.

Producing a white paper that documents findings and makes recommendations for improving pathway opportunities.

The team consisted of a broad representation of College faculty, staff and administration, and included members from the Office of the Provost/Senior Vice President Academic, all academic Faculties, Student Services, the Office of the Registrar and the student body. A full time researcher was hired to support the work of the team.

As of March 31, the team had held three meetings, and the researcher, guided by the team and the committee Chair, had developed a detailed draft data file template to capture the planned research as well as recommendations. This data file consisted of all Sheridan degree programs as well as diploma programs having provincial standards, and was structured to capture a comprehensive data set that included both information and recommendations. A thorough review of Sheridan's information on the ONTransfer website formed part of the intended research. Existing articulation agreements and transfer pathways were identified and all materials gathered to support a review of these agreements and pathways, with the purpose of identifying successes, barriers and opportunities for future streamlining, enhancement and/or expansion of partnerships and agreements. Timelines were identified and deadlines set to support the collection, collation and analysis of the information gathered, the identification of key findings and the synthesis of strategic recommendations.

The work of the team was to be concluded by June 30, culminating in a White Paper that was to be reviewed by College Executive. A decision on the White Paper recommendations to be adopted, and the necessary strategies and supports required to operationalize them, will occur during the 2012/13 cycle and will be reported on in next year's MYAA report.

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



New Student Orientation is designed to help first-year and transfer students make a successful transition into the Sheridan community. Tailored programming specific to transfer students, included details and discussion about Sheridan's policies with focus on transfer credit, a connection to their Program Coordinator/Academic Advisor & and introduction and overview of the services supports in place to support their academic and social success.

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

The Office of the Registrar will be introducing an online Transfer Credit service that will provide an enhanced service for applicants, students and faculty that will support student success at Sheridan College.

The Transfer Credit service will:

1. provide students, applicants and prospects with a vehicle to determine what previous learning credits could be applied to their program study choice;
2. streamline the transfer credit application and approval process;
3. create operational efficiencies in the recording of transfer credits on student records

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.*

Class Size Calculation Example:

FIRST YEAR - COURSES

GSSC1109 *Life Span Development*

Course Option #1: Offered Tues - 35 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 35**)

Course Option #2: Offered Wed - 25 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 25**)

COMP1082 *Computer Skills*

Course Option #1: Offered Mon - 98 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 98**)

SWRK1026 *Canadian Social Welfare*

Course Option #1: Offered Mon & Thurs - 10 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 10**)

Course Option #2: Offered Wed & Fri - 10 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 10**)

Course Option #3: Offered Tues & Thurs - 40 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 40**)

SWRK 1041 *Preparation for the Field*

Course Option #1: Offered Tues - 30 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 30**)

Course Option #2: Offered Wed - 30 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 30**)

SWRK1043 *Group Dynamics*

Course Option #1: Offered Mon - 60 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 60**)

COMM1007 *College English* (*If this is a cross-listed course with another faculty, count only once)*

Course Option #1: Offered Mon & Thurs - 100 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 100**)

Course Option #2: Offered Wed & Fri - 101 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 101**)

Course Option #3: Offered Tues & Thurs - 76 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 76**)

Each of these course offerings should be counted once in the table below, in the appropriate class size section. For the 2011-2012 MYAA Report Back, using the information above, the class size data would be recorded as follows -

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	3	3/12 = 25.0%
30 to 60 students	5	5/12 = 41.7%
61 to 100 students	3	3/12 = 25.0%
101 to 250 students	1	1/12 = 8.3%
251 or more students	0	0/0 = 0.0%
Total	12	12/12 = 100.0%

Using the class size calculation example above, please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **Sheridan College** in 2011-2012:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	1,333	39.8%
30 to 60 students	1,965	58.6%
61 to 100 students	45	1.3%
101 to 250 students	8	0.2%
251 or more students	0	0%
Total	3,351	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	609	40%
30 to 60 students	884	58%
61 to 100 students	23	1.5%
101 to 250 students	8	0.5%
251 or more students	0	0%
Total	1,524	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	274	55.6%
30 to 60 students	211	42.8%
61 to 100 students	5	1%
101 to 250 students	3	0.6%
251 or more students	0	0%
Total	493	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4 th Year Sections
Fewer than 30 students	34	75.6%
30 to 60 students	8	17.8%
61 to 100 students	0	0%
101 to 250 students	3	6.7%
251 or more students	0	0%
Total	45	100%

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

Please provide one or more highlights, in the space provided below, of an activity that **Sheridan College** used during 2011-2012, which contributed to maintaining or improving **Sheridan College's** class size initiatives. This could be a strategy, initiative or program viewed by **Sheridan College** to be an innovative practice, success story and/or key accomplishment that **Sheridan College** would like to highlight.

Sheridan is continuing to work towards its goal of conversion and development of 400 hybrid delivery courses by 2015 contributing to a reduction in classroom space requirements by moving one hour of the current three to on-line. An Associate Dean of Digital Learning has been hired with the goal of moving this priority forward .

The project looking at class space utilization in all areas of the college continues in concert with the new province-wide COFSI Space Inventory and Instructional Space Activity (Utilization) report.

6) eLearning

The Government of Ontario, in the recently released discussion paper, *Strengthening Ontario's Centres of Creativity, Innovation and Knowledge*, included a section regarding online learning as a potential method to increase access for all learners, particularly those who are prevented from attending in-class education as a result of barriers that may be financial, geographic, physical, family-related, or work-related.

In spring 2010, the Ministry conducted a postsecondary 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 taking place across Ontario.

In its 2010-2011 MYAA Report Back, **Sheridan College** provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, **Sheridan College** is asked to provide information on eLearning courses, programs and registrations in 2011-2012.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

A Fully Online Learning (asynchronous) program describes a program, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.

A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.

Please indicate in the table below the number of Ministry-funded courses, programs **Sheridan College** offered in 2011-2012 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 <i>Fully Online Learning*</i>	59	202
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded courses offered through the above eLearning formats	59	202
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	0	30
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded programs offered in the above eLearning formats	0	30
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	0	3,518
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	0	3,518



*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.

In 2010-2011, the number of registrations in Ministry-funded programs offered through Fully Online Learning under "Other credential" was 1,154.

Hybrid Learning****DEFINITIONS:**

A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half of the course delivery should be online.

A Hybrid Learning program is a program in which 80% or more of its courses are hybrid learning courses.

In the space provided below, please highlight one or more examples of **Sheridan College's** use of Hybrid Learning courses and/or programs in 2011-2012.

The Accounting program had the following courses using the Hybrid model in the academic year 2011/12:

APPL25360 was hybrid in 2011/12

<http://ulysses.sheridanc.on.ca/coutline/coutlineview.jsp?topical=0&print=true&courseCode=25360&subjectCode=APPL&version=10.0&appver=ps>

ECON15269 was hybrid in 2011/12

<http://ulysses.sheridanc.on.ca/coutline/coutlineview.jsp?topical=2&print=true&courseCode=15269G&subjectCode=ECON&version=9.0&appver=ps>

APPL19402 was hybrid in 2011/12

<http://ulysses.sheridanc.on.ca/coutline/coutlineview.jsp?print=true&courseCode=19402&subjectCode=APPL&version=13.0&appver=ps>

In the Faculty of Humanities and Social Sciences we developed and delivered several General Education and Degree Breadth electives in hybrid format. In General Education an example of a literature course delivered in hybrid format in 2011-12 is LITT11234G, Graphic Novels--The Invisible Art, offered as an elective to students in non-degree programs. In the Degree Breadth area an example of an introductory level philosophy of religion course is RELG161367GD, Philosophies of World Religions, offered to students in degree programs. Additionally there are several hybrid courses running in the 2012-13 academic year, and these include courses in a variety of disciplines including literature, sociology, history, and science.

The Digital Learning area in Network for Innovation and Leadership in Education at Sheridan (NILES) is working with the Musical Theatre faculty group to transform their approach to teaching traditionally delivered curriculum in a hybrid format. The faculty group is collecting materials, artifacts, and content that will be used in the conversion of classroom based curriculum into media rich interactive content that will, for the first time, be fully online for students. The focus of this development work is to provide faculty in an area that has never considered online learning as an option for their students with an expanded tool kit and skill set that they will be able to adapt to the rest of their curriculum as required.

Please provide one or more highlights, in the space provided below, of an activity that **Sheridan College** used during 2011-2012, which contributed to maintaining or improving **Sheridan College's** eLearning initiatives. This could be a strategy, initiative or program viewed by **Sheridan College** to be an innovative practice, success story and/or key accomplishment that **Sheridan College** would like to highlight.

The hybrid delivery strategy being developed by Sheridan represents a means of ensuring that all course offerings have an online component that is intelligently and creatively developed with consideration to student readiness, faculty capabilities, and availability of institutional resources. The model is one of assimilating hybrid / blended approaches into the curriculum rather than considering hybrid / blended learning as something unique. The goal is to develop and utilize an ever expanding online tool set to enhance traditional teaching. Definitions of “hybrid”, “blended”, and “online” are not the focus of our approach; rather, the definition of teaching and learning is expanded to accommodate the enrichment provided by the creative application of new and emerging technologies.

A methodology for supporting faculty in this environment accommodation for three major streams:

1. Formal hybrid course development that addresses the full life cycle of a given course with consideration of continuous course improvement and development.
2. Selective utilization of blended and online strategies intended to improve components of existing courses, e.g., addition of online interactive components, enhanced assignments and assessment components designed to improve student engagement while maintaining desired course components and respecting individual faculty skill sets.
3. Content management and course communication components intended to provide convenience and accessibility to course materials and student information.

Sheridan is approaching online teaching as an opportunity for faculty to engage in professional development to support teaching excellence. Students and faculty are offered self-evaluations to determine their readiness to engage in an online learning environment. The workshop-based curriculum approaches online development and teaching as a creative activity in addition to creating an engaging learning environment. The Quality Matters™ rubric system is applied to the course and the work-shop curriculum, therefore ensuring statistically reliable and valid criteria are used to establish best practices. The media development team offers opportunities for extensive learning object development in the areas of gaming and 3D modeling.

7) International
7.1 Initiatives

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 2011-2012:

- Outbound students* = 40

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

- Inbound students* = 25

**DEFINITION: Inbound students are international students at an Ontario college/university participating in student exchanges/study abroad/internships/international experiences to receive academic credit.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Sheridan College** in 2011-2012 = **\$29,854,229**

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 2011-2012 = **\$0**

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Sheridan College** delivers courses and/or programs **abroad (outside of Canada)** in 2011-2012, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2011-2012	Provide 2011-2012 total enrolment in each program offered listed in this table
0	0 / 0	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: International Initiatives.



7.2 Enrolment

In 2011-2012, the following were the top 5 source countries for international students at **Sheridan College**:

	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 ⁽⁺⁾	1,483 ⁽⁺⁾	78.8% ⁽⁺⁾
2.	China ⁽⁺⁾	79 ⁽⁺⁾	4.2% ⁽⁺⁾
3.	South Korea ⁽⁺⁾	37 ⁽⁺⁾	2% ⁽⁺⁾
4.	United States ⁽⁺⁾	23 ⁽⁺⁾	1.2% ⁽⁺⁾
5.	Pakistan ⁽⁺⁾	21 ⁽⁺⁾	1.1% ⁽⁺⁾

Sheridan College reported to the Ministry that International Enrolment* in 2011-2012 = **1,881⁽⁺⁾**.

DEFINITION: **International Enrolment is the headcount of Full-Time international students who are a non-Canadian citizen or non-permanent resident (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) studying as of September 2011 at **Sheridan College**, 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.*

NOTE: The Full-Time International Enrolment and Top 5 Source Countries were updated November 15, 2012 by MTCU. Comments in this section may be based on the enrolment data displayed prior to this update.

*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.

Sheridan continues to benefit from its strong international brand and reputation, combined with favourable federal policies supporting international student enrolments. During the 2011-12 fiscal year, Sheridan increased its outreach both in terms of breadth (regions, number of countries visted) and marketing. Enrolment increases have resulted from these efforts.

Full-Time International Enrolment as a comparative percentage* of Full-Time Enrolment at **Sheridan College** in 2011-2012 was: **13.5%⁽⁺⁾**

*Comparative percentage calculation based on **Sheridan College's** 2011-2012 Full-Time International Enrolment (**1,881⁽⁺⁾**), divided by **Sheridan College's** 2011-2012 Fulltime Enrolment Headcount (**13,936⁽⁺⁾**)

Please provide **Sheridan College's** 2011-2012 Part-Time International Student Enrolment = 46

Please provide one or more highlights, in the space provided below, of an activity that **Sheridan College** used during 2011-2012, 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 continues to deploy innovative admissions and retention practices to maximize the enrolment of top-quality international students. Our outreach efforts abroad are supported by responsive, timely and personalized support to every applicant, which in turn, has resulted in continued increases in international enrolment. We have also been able to increase the diversity of our applicant and enrolled student pools, slightly decreasing our reliance on students from one country.



7.3 English or French as a Second Language

Please provide the total number of *International students* who were enrolled in either an English as a Second Language (ESL) course or program or a French as a Second Language (FSL) course or program at **Sheridan College** in 2011-2012 = 213

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Sheridan College** used in 2011-2012 to create pathways for *International students* from **Sheridan College's** ESL or FSL programming to postsecondary studies.

The main initiative was the successful rollout of the ESL program at the Trafalgar Road Campus, where many popular postsecondary courses are offered. The International Peer Mentor Program was embedded into the Business Communications course.

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

Enrolment for the 2011/2012 winter terms has seen a 20% growth. Most of this growth has come from International Students. International numbers grew by almost 70% from the Winter 2011 to Winter 2012 term.

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 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 2010-2011 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2011-2012, **Sheridan College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Sheridan College confirmed in its 2010-2011 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 2011-2012, **Sheridan College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Sheridan College confirmed in its 2010-2011 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2011-2012, **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 2011-2012: 313,000



Please provide one or more highlights, in the space provided below, of an activity that **Sheridan College** used during 2011-2012, 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.

In 2011, Sheridan created a new position (Manager of Purchasing, Insurance and Risk Management) to oversee all Procurement activities and ensure compliance with the BPS directives.

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 three new directives (procurement, expenses and perquisites), established new expense, procurement and perquisite practices for large broader public sector (BPS) organizations and adds accountability measures.

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.



Sheridan College confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of April 1, 2011.

Please provide one or more highlights, in the space provided below, of an activity that **Sheridan College** used during 2011-2012, which contributed to **Sheridan College's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **Sheridan College** to be an innovative practice, success story and/or key accomplishment.

In January of 2012, the Board of Governors approved the Procurement Policy. The Procurement Policy makes direct reference to Sheridan's commitment to comply with the BPS Procurement Directive.

Once the Procurement Policy was approved, Procurement staff met with each Dean, and held seven(7) Lunch and Learn Sessions (over 150 attendees) to review the BPS Procurement Directive.

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.



Sheridan College confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements as of April 1, 2011.

Please indicate the address on **Sheridan College's** website where a copy of **Sheridan College's** publicly available Expenses Directive can be found:

<http://www.sheridancollege.ca/About%20Sheridan.aspx>

Please provide one or more highlights, in the space provided below, of an activity that **Sheridan College** used during 2011-2012, which contributed to **Sheridan College's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **Sheridan College** to be an innovative practice, success story and/or key accomplishment.

Sheridan's Travel, Meal, Hospitality and Other College Business Related Expenses Claims Policy, using the new BPS Expenses Directive as framework, was finalized and approved by Sheridan's Board of Governors and is in effect. A number of training sessions, on this Policy and the new Sheridan Procurement Policy, have been conducted during 2011/12 to assist Sheridan staff to understand and be in compliance with these new Policies.

Sheridan also plans to have an external auditor to conduct a compliance audit in 2012/13 to review the level of compliance to this Expenses 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.



Sheridan College confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

Please provide one or more highlights in the space provided below, of an activity that **Sheridan College** used during 2011-2012, which contributed to comply with the BPS Perquisites Directive in the 2011-2012. A highlight could be a strategy, initiative or program viewed by **Sheridan College** to be an innovative practice, success story and/or key accomplishment.

9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2011-2012 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

***DEFINITIONS:**

Work-Integrated Learning is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for **Sheridan College** in 2011-2012:

	<u>Certificate</u>	<u>Diploma</u>	<u>Advanced Diploma</u>	<u>Graduate Certificate</u>	<u>Applied Degree</u>
Number of programs at Sheridan College with a Co-op Stream	0	3	18	10	8
Number of students at Sheridan College enrolled in a Co-op program	0	141	1,025	303	344

Please provide one or more highlights, in the space provided below, of an activity that **Sheridan College** used during 2011-2012, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **Sheridan College** to be an innovative practice, success story and/or key accomplishment.

There has been a shift in the mandate of co-operative education to less of a placement model and more to one where we seek to develop highly employable professionals. This change is supported by the inclusions of assessments within the curriculum to aid students in understanding their work styles and work values systems. Another initiative piloted last winter was the Sheridan Experiential Learning Forum. This facilitated online forum will be a required component of the work-term and is truly experiential and reflective in nature. The forum seeks to encourage real-time reflection on work-place communications and behaviour with the focus on professionalism. It is through these initiatives that we support graduate employment by ensuring that students are prepared not only to find a high quality job upon graduation, but to keep that job and be promoted within their industry.

10) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2011-2012, 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" = **86.5%⁽⁺⁾**

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Sheridan College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **81.8%⁽⁺⁾**

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Sheridan College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **67.8%⁽⁺⁾**

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Sheridan College** for KPI Question #45 "The overall quality of the services in the college" = **66.8%⁽⁺⁾**

Please indicate the methods, in addition to the KPI survey results reported in 2011-2012, that **Sheridan College** used in 2011-2012 to measure student satisfaction.

The Library provided a questionnaire after in-class instruction sessions to gather feedback from students on the Library Instruction session they had attended.

The Library has a blog located on the Library website in which students are invited to comment on Library and Learning Services, 24/7. When requested or required, Library Staff respond to students comments in a timely fashion.

The Library's electronic subject guides allow students to ask question or comment on the material being presented to them. This feedback helps to guide us in our collection choices and the development of services.

National Survey of Student Engagement(NSSE).

International Student Barometer.

The Office of the Registrar deploys an online survey at the start of each term for the purpose of gaining student feedback related to:

- 1.Gaining the students' perspective of the start-of-term activities
- 2.Establishing benchmarks for student satisfaction measurements
- 3.Planning for future start-of-term activities
- 4.Leveraging feedback as part of the development of the Office of the Registrar Business Plan

The survey results constantly reflect an above average student satisfaction rating.

Please provide one or more highlights, in the space provided below, of an activity that **Sheridan College** used during 2011-2012, which contributed to maintaining or improving **Sheridan College's** student satisfaction initiatives. This could be a strategy, initiative or program viewed by **Sheridan College** to be an innovative practice, success story and/or key accomplishment that **Sheridan College** would like to highlight.



Results of the Instruction surveys were used to assess the effectiveness of training and helped to shape further instruction. Approval ratings are up and demand for Library and Learning Services are increasing in all areas, circulation, online usage, instruction sessions and visits to the spaces.

In 2011/12 an Integrated Student Services Delivery Model was implemented at our Hazel McCallion & Davis Campuses. This student focused model brings together Student Services units and their expertise into one Centre, creating a 'one stop' for multiple student needs, and ensuring students get a wholesome support experience a timely, accessible and individualized manner.



11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate at **Sheridan College** = 70.9%⁽⁺⁾

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Sheridan College** used in 2011-2012 to measure graduation rate.

Please provide one or more highlights, in the space provided below, of an activity that **Sheridan College** used during 2011-2012, which contributed to maintaining or improving **Sheridan College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Sheridan College** to be an innovative practice, success story and/or key accomplishment that **Sheridan College** would like to highlight.

The Office of the Registrar provides students with an online academic advising service. The My Academic Requirements captures student performance and progress within their program of study.

12) Graduate Employment Rate

Per the KPI results reported in 2011-2012 the graduate employment rate, 6 months upon graduation, at **Sheridan College** = **82.1%(+)**

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Sheridan College** used in 2011-2012 to measure graduate employment rate.

Please provide one or more highlights, in the space provided below, of an activity that **Sheridan College** used during 2011-2012, which contributed to maintaining or improving **Sheridan College's** graduate employment rate. This could be a strategy, initiative or program viewed by **Sheridan College** to be an innovative practice, success story and/or key accomplishment that **Sheridan College** would like to highlight.

In the past year the Career Education team at Sheridan College has expanded the scope of service as we begin to offer online career education tools and mini courses. The team has been working with NILES to put programming on our website and provide 24/7 access to students. In addition, we have combined the science and technology career fair with the business career fair which will capture employers of our graduates during their peak recruitment cycles in a cost-effective way. Our Employment Consultants have been asked to attend record numbers of classes to provide career-related instruction and they regularly provide train-the-trainer workshops in best practices for our field placement instructors.

13) Student Retention

The table below has been pre-populated with the results from **Sheridan College's** 2010-2011 MYAA Report Backs. Please identify **Sheridan College's** achieved results for 2011-2012 using the following methodology:

Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs on which enrolment is reported at minimum twice). Please include in your calculations all students who were on work/co-op placements during the specified retention periods.

	Retention Rate Achieved for 2010-2011	Retention Rate Achieved for 2011-2012
1st to 2nd Year	<u>85.6%</u>(+)	2011 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>5,628</u> \div 2010 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>6,656</u> x 100 = <u>84.6%</u>
2nd to 3rd Year	<u>92.4%</u>(+)	2011 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>1,362</u> \div 2010 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>1,445</u> x 100 = <u>94.3%</u>
3rd to 4th Year	<u>90%</u>(+)	2011 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>235</u> \div 2010 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>255</u> x 100 = <u>92.2%</u>

*NOTE: Institutions used a variety of student enrolment cluster groups in their 2010-2011 MYAA Report Back student retention rate calculations. As such, comparison between the 2010-2011 student retention rate and the 2011-2012 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with stakeholders to refine the student retention rate indicator for future MYAA Report Backs.

*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.

Audit Dates were used.

Please provide one or more highlights, in the space provided below, of an activity that **Sheridan College** used during 2011-2012, which contributed to maintaining or improving **Sheridan College's** retention initiatives. This could be a strategy, initiative or program viewed by **Sheridan College** to be an innovative practice, success story and/or key accomplishment that **Sheridan College** would like to highlight.

Career and Educational Planning tools for Prospective Students Initiative - Phase 2: 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 phase two of these project (2011/12) additional online tools were developed to include both an 'Idea Generator' and a 'Career Planning Micro course'. An in-person support component was also introduced to assist and guide prospective students to work through the online tools.

Tableau software, purchased and maintained by Sheridan's Institutional Research, has allowed the Student Advisement and First Year Student Transition Teams to query data from multiple student information sources (OCAS information, student grades, etc.) and begin to identify profiles of students believed to be 'at-risk' as well as more comprehensive retention and progression data.

New International Student Adjustment and Transition Programs - A targeted initiative to enhance the academic adjustment and retention of International students was implemented in 2011/12, in response to a research study conducted in 2010/11. Two New International Student Adjustment and Transition Programs collaboratively developed and delivered by the Academic Faculties, Student Services and International Services for new students in the Faculty of Business graduate certificate students and for new students in the Faculty of Applied Science and Technology. The Business Team developed a series of initiatives to support the transition, academic success and integration of international students into Canadian post-graduate study. Sessions were presented based on student need in the areas of technology, academic honesty, case study analysis, working in diverse teams, and research skills. The Science and Technology Team offered an extended week of transition programming. This interactive program was designed specifically for this population and they were given information on the Canadian learning environment, academic integrity, student engagement opportunities, textbooks, support services, etc.

Early Interventions – The Student Advisement Centre and First Year Transition Teams continued to partner with the Faculty of Business, with an Early Intervention Program, proactively contacting and meeting with students that are identified as 'at-risk' by faculty members early in the semester. 'At-risk' students are connected to supports specific to their needs. To date, interventions have positively impacted progression rates.



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 2011-2012 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, 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 have appropriate experience related to the subject matter. 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) is a two-year comprehensive foundation program for those new to teaching and those who are transitioning into a full time teaching role at Sheridan. It is a forum to build strong learning partnerships with colleagues and develop an understanding of the culture and policies specifically related to Sheridan. The Academies create an environment for educators to discuss and share teaching and learning experiences and practice to enhance our their teaching skills. Part-time faculty members are required to complete a faculty development program called Fundamentals of Teaching and Learning (FTL) by the end of their third term of teaching. FTL consists of a series of workshops that integrates theory and practice, culminating in teaching demonstrations critiqued by peers. Peer coaching is available for all faculty. This is a process in which two or more professional colleagues work together for a specific purpose in order that teaching performance can be improved as well as validated. The role of a peer coach is to assist professors in achieving individual pedagogical goals and not to critique their teaching approach or philosophy. Individuals are also encouraged to organize their own professional training and development opportunities and are supported in this endeavor through professional development funding up to \$800 per year, sabbatical leaves, and tuition reimbursement (up to \$15,000 for doctoral degree programs).

In conjunction with faculty, a teaching and learning research space was built. The classroom was designed as a flexible, adaptable space within which faculty can collaborate and engage in teaching experimentation. The environment was carefully designed to mimic the other classrooms in order to simulate real teaching conditions. A comprehensive training and support strategy was developed and implemented to enhance adoption of the College's new learning management system and expanding online platform. The strategy is focused on providing a multi-access approach that consists of blended and online training options as well as numerous just-in-time offerings. Additionally, a comprehensive workshop curriculum was developed to assist faculty in developing online teaching skills. This workshop is a key element in supporting the trend to hybrid course design, one which has a professional development focus that will emphasize best practice through the utilization of standardized quality measurement. The Quality Matters rubric system has been selected to provide valid measurement of course quality.

Customized workshops continued to be developed and delivered to support continued curriculum renewal and course outline development. The Graduate Learning Community was launched inviting Sheridan staff that are pursuing graduate work to connect with their peers. The purpose of this Community of Practice is to provide an opportunity to share strategies and practices for graduate success and to discuss how to make connections between graduate research and teaching excellence.

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

A priority at Sheridan is building supportive and tailored first year transition programming for new students towards effective academic adjustment and engagement. In 2011/12, we implemented the second phase of customized programs for both the mature/re-careering students and students with disabilities. In response to a research and data findings (done in 2010-11), New International Student Adjustment and Transition Programs based on student need in the areas of technology, academic honesty, case study analysis, working in diverse teams, and research skills. Content also included the Canadian learning environment, academic integrity and student engagement opportunities.

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

An Integrated Student Services Delivery Model has been implemented at our new Hazel McCallion (Mississauga) & Davis Campus (Brampton). This student focused model has physically and functionally integrate the student developmental services with one central entry / first point of contact (triage function) for all student questions and request for student support (advising, mentoring and counselling).

The departments:

The Student Advisement Centre

Counselling Services

Accessible Learning (Disability Services)

Rights and Responsibilities Office

Student Leadership & Development (Peer Mentoring Program)

The Career Centre and Cooperative Education

The Integrated model has also brought the services of the Office of the Registrar and International Services into close proximity.

The Centres have created a 'one stop' for multiple student needs, and ensure students get a wholesome support experience in a timely, accessible and individualized manner, eliminating students going from door to door when in need of support.

Davis Campus saw the opening of a new Learning Centre that provides staff and math tutoring in one central location in the Learning Commons. Tutors worked closely with faculty to align support with curriculum in the classroom. As a result, demand for tutoring is increasing across all disciplines. Special sessions designed to target International Students are offered in the Learning Centre in conjunction with other Student Services and Faculty.

Accessible Service spaces are now available within the Learning Commons at three campuses. Technology and software is available for students to work directly in the Commons and staff support is available to assist this segment of the population with additional help when needed.

HMC opened a new Library and Learning Commons with additional seating for collaborative and quiet study. This new space includes 16 additional group study rooms and a space for tutoring in the Learning Commons. The space was open over 90 hours a week and staff available to provide IT and Library support.

Attestation:



Sheridan College confirms that all information being submitted to the Ministry as part of the 2011-2012 MYAA Report Back is accurate and has received approval from **Sheridan College's** Executive Head or Board of Governors.

Contact:

For additional information regarding **Sheridan College's** 2011-2012 MYAA Report Back please contact -

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Please indicate the address on **Sheridan College's** website where a PDF copy of this 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report Back has been approved):

• <http://http://www.sheridancollege.ca/about%20sheridan/sheridan%20at%20a%20glance/general%20information/annual%20report>