

**2012-2013 Multi-Year Accountability Agreement (MYAA) Report Back**

<b>Institution Name:</b>	<b>Sheridan College</b>
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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 previous MYAA Report Backs, the 2012-2013 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2012-2013 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 2012-2013 MYAA Report Back process, the Ministry pre-populated ***Sheridan College's*** 2012-2013 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. 2011-2012). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in ***Sheridan College's*** 2012-2013 MYAA Report Back is denoted with the symbol <sup>(+)</sup>.

**1) Enrolment - Headcount\***

\*DEFINITION: *Headcount* is the un-audited 2012-2013 enrolment count on November 1, 2012 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** total Headcount enrolment count in 2012-2013 = **14,394<sup>(+)</sup>**.

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment at **Sheridan College** in 2012-2013 = **11,634**.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment at **Sheridan College** in 2012-2013 = **2,734**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2012) enrolled at **Sheridan College** in 2012-2013= **26**.

\* 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 preadmission 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.

The Welcome Centre at the Davis Campus 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 2013 Sheridan increased non direct applicant confirmations by 2.6% over 2012.

Sheridan continues to improve "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) (27,000 followers/likes, an increase of 60% from the following year), enhancing operational effectiveness by increasing Intelliresponse auto response rate from to 91% - 93 %, (no change for 2013) increasing outbound call rates to applicants with incomplete documentation by 11 % over last year. Outbound calls for 1129 = 12,777 – Outbound Calls for 1139 = 16,564 resulting in a 30% Increase. 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.

In fall 2012, the Office of the Registrar introduced a new service to support prospective students with career advising. Career Advising Workshops are designed in collaboration with Sheridan Career Counselors and Student Recruitment Advisers for our future students who are undecided about what to study, or unsure about their educational pathways. The workshops are available on a regular basis at the Davis, Hazel McCallion and Trafalgar Road Campuses. We also offer follow-up appointments for prospects who wish to speak to a Recruitment Advisor about furthering their education at Sheridan. Applicants can book their session online through the Sheridan website. To-date, 590 future students have registered for the

workshop and 77% of these have attended. Total workshop participants are 457.

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 2012-2013 to manage enrolment.

**Established Student-Athlete Advising (dedicated Advisor)**

Specific responsibility for the advisement of student-athletes who are unclear about next steps regarding any aspect of their academic experience at Sheridan. The incumbent takes the lead role in liaising/collaborating with the Academic Faculties and service areas for the purpose of understanding issues, sharing student concerns, and presenting information.

**Established the Learning Centre**

The Learning Centre offers a variety of tutoring services to help students understand the materials presented to them by their instructors and through their textbooks. The Centre also offers free Learning Strategies Workshops, ESL Support and Conversation Circles, and Group Tutoring in a variety of popular subjects like Presentation Skills, Accounting and Java.

**Established an Enhanced Career Planning Initiative**

Resources to help prospective students (and program-changing current students) make informed choices to select suitable, satisfying programs:

Online 'self serve' career planning tools;

In person Career Planning support;

Staff and faculty training that will orient them to the online tools and provide a more effective 'first or initial interaction' with prospective students seeking program choice guidance.

**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 <b>Sheridan College</b> who registered with the Office for Students with Disabilities and received support services in 2012-2013= <b>1,855</b></p> <p>Please calculate the total indicated above as a comparative % of <b>Sheridan College's</b> 2012-2013 Enrolment Headcount: (Insert Total From Above) <b>1,855</b> ÷ <b>14,394<sup>(+)</sup></b> (2012-2013 Enrolment Headcount) x 100 = <b>12.9%</b></p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at <b>Sheridan College</b> who registered with the Office for Students with Disabilities and received support services in 2012-2013 = <b>56</b></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at <b>Sheridan College</b> in 2012-2013= <b>4,103</b></p> <p>Please calculate the total indicated above as a comparative % of <b>Sheridan College's</b> 2012-2013 Enrolment Headcount: (Insert Total From Above) <b>4,103</b> ÷ <b>14,394<sup>(+)</sup></b> (2012-2013 Enrolment Headcount) x 100 = <b>28.5%</b></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at <b>Sheridan College</b> in 2012-2013 = <b>0</b></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at <b>Sheridan College</b> in 2012-2013= <b>97</b></p> <p>Please calculate the total indicated above as a comparative % of <b>Sheridan College's</b> 2012-2013 Enrolment Headcount: (Insert Total From Above) <b>97</b> ÷ <b>14,394<sup>(+)</sup></b> (2012-2013 Enrolment Headcount) x 100 = <b>0.7%</b></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at <b>Sheridan College</b> in 2012-2013 = <b>0</b></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  
 First Year Connections Peers work through-out the summer to support the transition of first year students at Sheridan. During the July/August Months 1226 First Generation students were contacted in Summer of 2012. This increased to 1520 in the summer of 2013.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving <b>Sheridan College's</b> initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by <b>Sheridan College</b> 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 2012-2013, which contributed to maintaining or improving <b>Sheridan College's</b> initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by <b>Sheridan College</b> 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 2012-2013, which contributed to maintaining or improving <b>Sheridan College's</b> initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by <b>Sheridan College</b> to be an innovative practice, success story and/or key accomplishment.</p>
<p>Students registered with the Office for Students with Disabilities are maintained in a database system called Clockwork. Data is collected from reports that are run from Clockwork. Note: Part-time students are not consistently tracked in our system and the figure provided is likely an under representation.</p> <p>At Sheridan the increase in demand and expectations around accommodation and accessible learning is constantly raising. The complexity has also increased through dual diagnosis of disability and mental health. Our team has been creative and innovative with our existing resources to meet these growing expectations. An example of how we are positioning our students for success is our FACE-IT (Friends Accepting Challenges in Endeavouring to Improve Themselves) program. Students on the Autism spectrum typically struggle academically and interacting with their peers and instructors. The FACE-IT group meets weekly and with support from our Learning Strategists and Counsellors we help students build social and emotional skills that reinforce appropriate classroom and student interaction behaviours. Without this essential program, some of these students would not be able to complete their education.</p>	<p>New Student Orientation staff and First Year Connections Program Peer Mentors provide new students with key information, mentorship and support as they begin the transition to their postsecondary experience at Sheridan. This contact point provides the team an opportunity to identify and fill gaps in the incoming students' understanding of the program and relevant college information.</p> <p>Note: The numbers reported in 2010-11 and 2011-12 were incorrect. Below are the revised numbers:</p> <p>2010-11 - 4,654 (33%) 2011-12 - 4,380 (31%)</p>	<p>During the 2012/2013 academic year, Sheridan entered into a unique collaborative partnership with Mohawk College and the Mohawk College Aboriginal Education Council. This regional approach to supporting Aboriginal People is the first of its kind in the Province of Ontario. Through this agreement, Sheridan will be leveraging the strong expertise of Mohawk College to develop an Aboriginal Initiatives Office at Sheridan. As part of this agreement, an Operations Manager will oversee the development of activities at Sheridan to set the foundation for further work that will increase the visibility and success of our Aboriginal initiatives. Funding for this work was initiated through the Ministry's Aboriginal Post-Secondary Education and Training Framework Student Success Grant.</p> <p>The Sheridan Aboriginal Awareness Committee offered a number of events and opportunities for students, faculty, and staff including a launch event attended by over 200 participants in February 2013, announcing the establishment of the new partnerships and raising awareness of aboriginal issues on campus</p>

### 3) Student Access Guarantee

Through its signed MYAA, **Sheridan College** committed to participate in the Student Access Guarantee (SAG). For 2012-2013, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 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 9, 2013.*

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
<b>SAG Expenditures towards Tuition/Book Shortfalls</b>	\$929,096(+)	523(+)
<b>Other SAG Expenditures (towards other assessed shortfalls)</b>	\$2,498,224(+)	1,816(+)
<b>Total SAG Expenditures Reported by <i>Sheridan College</i></b>	\$3,427,320(+)	2,339(+)

Did **Sheridan College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 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 2012-2013.

In 2012/2013, Sheridan provided \$5,789,945 in Tuition Set Aside assistance to full time post secondary students. Of this amount, the report reflects only the assistance provided to those students who have a current, valid OSAP application.

Sheridan provides bursary assistance to OSAP and non-OSAP students alike. As long as the applicant's bursary application demonstrates financial need, he/she is awarded a bursary from Sheridan (the bursary application includes a page to describe resources and a page to describe expenses and the online application calculates "unmet need").

The college also provides a significant level of financial assistance to current students in the form of work study wage subsidies for both full time students and those who may be between academic semesters (either on a coop work term or on a vacation term). The timing of the payroll reports for the work study portion of TSA spending falls outside the current year BRS reporting schedule. Therefore, the work study expenditures are not reflected accurately on the MYAA report.

Finally, Sheridan provides York University with more than \$500,000 in TSA funds annually to offset the financial needs of students in the York/Sheridan Joint Bachelor of Design Program. Sheridan does not receive the final report from York until after the BRS reporting timeline has passed. Similar to Sheridan, York provides TSA assistance to OSAP and non-OSAP students alike. The actual expenses are not reflected accurately in this report.

#### 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:

Reporting 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)
2008-2009	2895 <sup>(+)</sup>	253 <sup>(+)</sup>	8.7% <sup>(+)</sup>	43086 <sup>(+)</sup>	3145 <sup>(+)</sup>	7.3% <sup>(+)</sup>
2009-2010	3152 <sup>(+)</sup>	278 <sup>(+)</sup>	8.8% <sup>(+)</sup>	40388 <sup>(+)</sup>	2725 <sup>(+)</sup>	6.7% <sup>(+)</sup>
2010-2011	3840 <sup>(+)</sup>	315 <sup>(+)</sup>	8.2% <sup>(+)</sup>	50622 <sup>(+)</sup>	3355 <sup>(+)</sup>	6.6% <sup>(+)</sup>
2011-2012	4230 <sup>(+)</sup>	316 <sup>(+)</sup>	7.5% <sup>(+)</sup>	57701 <sup>(+)</sup>	3463 <sup>(+)</sup>	6% <sup>(+)</sup>
2012-2013	4334 <sup>(+)</sup>	320 <sup>(+)</sup>	7.4% <sup>(+)</sup>	57462 <sup>(+)</sup>	3424 <sup>(+)</sup>	6% <sup>(+)</sup>

Per the College Graduate Outcomes data reported in 2012-2013 (based on 2011-2012 graduates), the percentage of **Sheridan College** students who were satisfied or very satisfied with academic preparation for university was **83.2%<sup>(+)</sup>**.

Per the College Graduate Outcomes data reported in 2012-2013 (based on 2011-2012 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **84.9%<sup>(+)</sup>**.

*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 2012-2013, 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.

**4.1) 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.):

Creation of Mobile Computing Degree and bridge.

PLAR is now applicable for degree students which is an expanded pathway for students with prior learning or work experience.

Between 2011/12 and 2012/13 Sheridan increased the number of dual credit courses offered by 11, which represents a 32% increase.

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

Reviewed ONTransfer website and Articulation agreements for accuracy and currency to ensure that the most up-to-date information is accessible to students.

Through the work of Student Advisors in the Student Advisement Centre in partnership with colleagues in the Office of Registrar and Academic Faculties, transfer students can access information about options that are available to them within the college and support them in their transition into the Sheridan.

Additionally, New Student Orientation is designed to help first-year and transfer students make a successful transition into the Sheridan community. 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.

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

Creation of a brand new Pathways website that is available to the public to support and promote the Pathways strategy at Sheridan which includes:

Creation of short Pathways that include Pathways INTO Sheridan:

From high school - advanced standing through dual credits.

From other institutions - credit transfer, granduate certificates (a possible choice here for someone with a diploma to apply for credit transfer towards a degree or go into a grad certificate; also for someone with a degree to go into a grad certificate).

Re-entering education - credit transfer, PLAR, laddering opportunities (choices as above, depending upon any previous post secondary credentials).

Pathways WITHIN Sheridan:

Laddering between programs (diploma to advanced diploma and/or to degree).

Credit transfer (e.g. transferring credit from one program to another).

Graduate certificates (diploma to grad certificate).

Pathways FROM Sheridan:

Articulation Agreements/Partnerships with other institutions (credits granted for Sheridan program at destination institution/program).



Development of a Pathways short video notifying students of Sheridan's Pathways Initiative.

Enhanced Pathways copy for 2014/2015 Viewbook and Degree Brochure.

The Office of the Registrar launched the online Advanced Standing application in November 2012 to provide an enhanced service for applicants, students and faculty to support student success at Sheridan College. To-date more than 6,500 advanced standing requests have been submitted resulting in close to 15,000 course equivalency rules being created.

The Transfer Credit service has:

Provided students, applicants and prospects with a vehicle to determine what previous learning credits could be applied to their program study choice;

Streamlined the transfer credit application and approval process;

Created 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 2012-2013 MYAA Report Back = 35**)

Course Option #2: Offered Wed - 25 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 25**)

COMP1082 *Computer Skills*

Course Option #1: Offered Mon - 98 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 98**)

SWRK1026 *Canadian Social Welfare*

Course Option #1: Offered Mon & Thurs - 10 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 10**)

Course Option #2: Offered Wed & Fri - 10 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 10**)

Course Option #3: Offered Tues & Thurs - 40 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 40**)

SWRK 1041 *Preparation for the Field*

Course Option #1: Offered Tues - 30 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 30**)

Course Option #2: Offered Wed - 30 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 30**)

SWRK1043 *Group Dynamics*

Course Option #1: Offered Mon - 60 students enrolled (**Class Size Reported in 2012-2013 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 2012-2013 MYAA Report Back = 100**)

Course Option #2: Offered Wed & Fri - 101 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 101**)

Course Option #3: Offered Tues & Thurs - 76 students enrolled (**Class Size Reported in 2012-2013 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 2012-2013 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 <sup>st</sup> 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 2012-2013:

**1<sup>ST</sup> YEAR CLASSES:**

Class Size	Number of Sections	As a Percentage of All 1 <sup>st</sup> Year Sections
Fewer than 30 students	1,369	37.8%
30 to 60 students	2,208	61%
61 to 100 students	37	1%
101 to 250 students	6	0.2%
251 or more students	0	0%
Total	3,620	100%

**2<sup>nd</sup> YEAR CLASSES:**

Class Size	Number of Sections	As a Percentage of All 2 <sup>nd</sup> Year Sections
Fewer than 30 students	649	40.1%
30 to 60 students	933	57.6%
61 to 100 students	31	1.9%
101 to 250 students	6	0.4%
251 or more students	0	0%
Total	1,619	100%

**3<sup>rd</sup> YEAR CLASSES:**

Class Size	Number of Sections	As a Percentage of All 3 <sup>rd</sup> Year Sections
Fewer than 30 students	337	60.2%
30 to 60 students	215	38.4%
61 to 100 students	4	0.7%
101 to 250 students	4	0.7%
251 or more students	0	0%
Total	560	100%

**4<sup>th</sup> YEAR CLASSES (if applicable):**

Class Size	Number of Sections	As a Percentage of All 4 <sup>th</sup> Year Sections
Fewer than 30 students	36	70.6%
30 to 60 students	12	23.5%
61 to 100 students	2	3.9%
101 to 250 students	1	2%
251 or more students	0	0%
Total	51	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.

The class size numbers are generated from all post secondary courses sections with enrolment excluding online courses and specialty labs.

Please provide one or more highlights, in the space provided below, of an activity that **Sheridan College** used during 2012-2013, 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, and is on track for the 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 in place for one year, working on moving this priority forward. 486 sections of hybrid courses with an enrolment of 16, 045 ran during 2012 -2013.

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 2011-2012 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 2012-2013.

### **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 2012-2013 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.

<b>COURSES</b>	<b>Ontario College Credential*</b>	<b>Other Credential*</b>
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	52	207
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	0	0
<b>Total # of Ministry-funded courses offered through the above eLearning formats</b>	52	207
<b>PROGRAMS</b>	<b>Ontario College Credential*</b>	<b>Other Credential*</b>
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	0	34
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
<b>Total # of Ministry-funded programs offered in the above eLearning formats</b>	0	34
<b>REGISTRATIONS</b>	<b>Ontario College Credential*</b>	<b>Other Credential*</b>
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	0	4,347
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
<b>Total # of registrations in Ministry-funded programs offered in the above eLearning formats</b>	0	4,347



\*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.

The online numbers are generated from all fully online funded course offerings with enrolment in 2012 – 2013 fiscal year. These offerings include Post Secondary and Continuing Education programs where students receive either a Sheridan Recognition of Achievement or Sheridan Certificate upon completion of the program. Total enrolments for funded online course offerings was 8711.





## 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 2012-2013.

Faculty Course Code Courses  
FAHCS EDUC22629 Professional Practice  
FAHCS EDUC13764 Nutrition, Health & Safety  
FAHCS EDUC14998 Technology in Education  
FCAPS APPL70054 Access, Advanced  
FCAPS APPL70053 Access, Introduction  
FCAPS MATH36901 Business Statistics, Advanced  
FCAPS FINA21048 Corporate Finance 1  
FCAPS FINA28027 Corporate Finance 2  
FCAPS ACCG23626 Cost and Managerial Accounting 1  
FCAPS ACCG20478 Cost and Managerial Accounting 2  
FCAPS MKTG10625 Marketing Promotions Strategy  
FCAPS MKTG10625 Marketing 2  
FCAPS ACCG34780 Taxation 1  
FCAPS ACCG30699 Taxation 2  
FCAPS THET100036 Oral Concepts and Music Theory  
FAAD HIST11456G History of Western Art  
FHASS LITT30000 Eco-Criticism (Online)  
FAST MATH 17688 Mathematics 1

Please provide one or more highlights, in the space provided below, of an activity that **Sheridan College** used during 2012-2013, 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.

Sheridan's hybrid development strategy represents a means of ensuring that all courses have an online component that is creatively developed with consideration to student readiness, faculty capabilities, and availability of institutional resources. The recent implementation of a new learning platform has given rise to a college-wide mandate for all college courses having a presence on the new platform by September, 2014. Our online toolset continues to grow in accordance with our online strategy of increasing our ability to adapt to student learning requirements.

The methodology of supporting faculty has been implemented through three streams:

Formal hybrid course development that addresses the full life cycle of a course with consideration to continuous course quality improvement and development.

Selective utilization of blended learning strategies intended to improve components of existing courses.

Comprehensive training and support model that has expanded to include an extensive online community of practice portal.

Sheridan approaches teaching with technology 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. An online workshop curriculum presents online development and teaching as a creative activity in addition to creating an engaging learning environment. The Quality Matters rubric has been utilized as a means of identifying quality components to this and all developed hybrid and online courses ensuring reliable and valid criteria will be utilized. The media development team provides supportive development of learning objects including games and other interactivities that support the pedagogical objectives present in developed courses.



**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 2012-2013:

- 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 participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Sheridan College** in 2012-2013 = **\$39,928,405**

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 2012-2013 = **\$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 2012-2013, 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 2012-2013	2012-2013 Total Enrolment by Program
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.

N/A

## 7.2) Enrolment

In 2012-2013, 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 <i>Sheridan College's</i> Total Full-Time International Student Enrolment <sup>(+)</sup>
1.	India <sup>(+)</sup>	2,117 <sup>(+)</sup>	77.2% <sup>(+)</sup>
2.	China <sup>(+)</sup>	155 <sup>(+)</sup>	5.7% <sup>(+)</sup>
3.	South Korea <sup>(+)</sup>	57 <sup>(+)</sup>	2.1% <sup>(+)</sup>
4.	Pakistan <sup>(+)</sup>	33 <sup>(+)</sup>	1.2% <sup>(+)</sup>
5.	United States <sup>(+)</sup>	29 <sup>(+)</sup>	1.1% <sup>(+)</sup>

**Sheridan College** reported to the Ministry that International Enrolment\* in 2012-2013 = **2,742<sup>(+)</sup>**.

*\*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 2012 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.*

\*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.

N/A
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Full-Time International Enrolment as a percentage\* of Full-Time Enrolment at **Sheridan College** in 2012-2013 was: **16%<sup>(+)</sup>**

\*Percentage calculation based on **Sheridan College's** 2012-2013 Full-Time International Enrolment, divided by **Sheridan College's** 2012-2013 Fulltime Enrolment Headcount plus **Sheridan College's** 2012-2013 Full-Time International Enrolment.

Please provide **Sheridan College's** 2012-2013 Part-Time International Student Enrolment = 0

Please provide one or more highlights, in the space provided below, of an activity that **Sheridan College** used during 2012-2013, 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 instituted innovative orientation and student success strategies to better prepare our incoming international students for studies in Canada. These include pre-departure orientation sessions in northern India, online orientation webinars attended by over 200 students from all over the world, production of translated videos for library and learning services, and enhanced tutoring opportunities for students. We have also instituted a fast-start co-op education enhanced orientation for international students to better prepare them for co-op opportunities.

### 7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in an English as a Second Language (ESL) course or program at **Sheridan College** in 2012-2013 = 190

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Sheridan College** used in 2012-2013 to create pathways for *International students* from **Sheridan College's** ESL programming to postsecondary studies.

We made a concerted effort to work more closely with International Education to ensure better coordination between the program and recruiting. We have expanded the number of international students at Trafalgar. International students need to know in advance how long they may need to be in the ESL program before they can move into a Sheridan program. Therefore, in 2012-2013, we conducted a pilot test with the Oxford Language Test, which students can take in their home country and which will provide them with a general sense of their current language proficiency. They will be able to estimate how much time they might require in Sheridan's ESL program.

### 7.4 French as a Second Language

Please provide the total number of *International students* who were enrolled in an French as a Second Language (FSL) course or program at **Sheridan College** in 2012-2013 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Sheridan College** used in 2012-2013 to create pathways for *International students* from **Sheridan College's** FSL programming to postsecondary studies.

N/A

\*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.

Numbers indicate international students attending in Fall 2012 with new arrivals in subsequent modules added to initial Fall 2012 numbers. Fall 2012, Winter 2013 and Summer 2013 are included.

**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 2011-2012 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2012-2013, **Sheridan College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

**Sheridan College** confirmed in its 2011-2012 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 2012-2013, **Sheridan College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

**Sheridan College** confirmed in its 2011-2012 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2012-2013, **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 2012-2013: 3,828,245



Please provide one or more highlights, in the space provided below, of an activity that **Sheridan College** used during 2012-2013, 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.

Sheridan's Purchasing Department met extensively with college stakeholders to explain Purchasing policies and procedures. In addition, we met with each Academic faculty and several administrative areas. We continue to meet with faculty and staff as the need arises.

We have created a checklist to help us self-audit our procurement processes.



**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 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.



By checking this box, **Sheridan College** confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of March 31, 2013.

Please provide one or more highlights, in the space provided below, of an activity that **Sheridan College** used during 2012-2013, 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.

We have put in place an internal checklist/audit for our RFXs. Once an RFX process has been completed, we go through our checklist to make sure that all processes are documented and all BPS guidelines followed. All related documents are kept in an electronic file for easy access.

### BPS Expenses Directive

The 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.



By checking this box, **Sheridan College** confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements.

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

<http://policy.sheridanc.on.ca/dotNet/documents/?docid=595&mode=view&public=true>

Please provide one or more highlights, in the space provided below, of an activity that **Sheridan College** used during 2012-2013, 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.

N/A

### **BPS Perquisites Directive**

The 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.



By checking this box, **Sheridan College** confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements.

Please provide one or more highlights in the space provided below, of an activity that **Sheridan College** used during 2012-2013, which contributed to comply with the BPS Perquisites Directive in the 2012-2013. A highlight could be a strategy, initiative or program viewed by **Sheridan College** to be an innovative practice, success story and/or key accomplishment.

N/A

## **9) Work Integrated Learning\***

As part of the Government's PSE Transformation agenda, 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 2012-2013 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 2012-2013:

	<u>Certificate</u>	<u>Diploma</u>	<u>Advanced Diploma</u>	<u>Graduate Certificate</u>	<u>Applied Degree</u>
Number of programs at <b>Sheridan College</b> with a Co-op Stream	0	2	17	10	9
Number of students at <b>Sheridan College</b> enrolled in a Co-op program	0	125	1,066	295	411

Please provide one or more highlights, in the space provided below, of an activity that **Sheridan College** used during 2012-2013, 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.

Sheridan's Co-operative Education department continues to develop and refine career-related curriculum in order to drive and capture work-place learning. Online modules and reflective exercises concurrent with co-operative work experiences have replaced traditional summative assessment models for many programs, but particularly degree programs. We are placing a stronger emphasis on work-place preparation for international students and have developed specific programming for them. We continue to generate co-op job opportunities by using our alumni base and by developing internal and external partnerships with funded business enterprise agencies, Applied Research and our own Advancement departments. As a point of pride, Sheridan student Mafuz Chaudry was nominated by us and won the CAFCE National Co-op Student of the Year.

**10) Student Satisfaction**

Per the Key Performance Indicator (KPI) results reported in 2012-2013, 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" = **86.8%<sup>(+)</sup>**

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Sheridan College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **80.9%<sup>(+)</sup>**

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Sheridan College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **69.8%<sup>(+)</sup>**

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Sheridan College** for KPI Question #45 "The overall quality of the services in the college" = **68.4%<sup>(+)</sup>**

Please indicate the methods, in addition to the KPI survey results reported in 2012-2013, that **Sheridan College** used in 2012-2013 to measure student satisfaction.

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

- Gaining the students' perspective of the start-of-term activities.
- Establishing benchmarks for student satisfaction measurements.
- Planning for future start-of-term activities.
- Measuring student satisfaction to new service offerings.
- 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 2012-2013, 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.

The Library and Learning Centres offer different methods of soliciting feedback from students to assist in shaping services: Questionnaires are distributed after in-class instruction sessions to gather information from students on the Library workshop. The Library Blog on the website allows students to comment on any of the department's services, spaces or collections. Library staff will respond to these comments and questions and they help to inform decision making. The Library's electronic subject guides allow students to ask questions or comments about the collections and services on offer. The feedback assists in collection development. The Library offers a live chat service for approximately 70 hours a week that allows students to raise a concern or ask a question at any time from any place. Students that visit a Learning Centre (tutoring) are asked to complete a brief satisfaction survey.

Through the integration of student services areas at all campuses, students can more seamlessly access services at all campuses of Sheridan. Staff continues to refine business processes so student can be served more effectively and leverage a range of expertise within each centre.

In 2012, a joint venture between the Office of the Registrar's Recruitment Office and the Student Services' Career Education Department introduced in-person supports to complement the online career planning tools. Prospective students may now attend a career-advising workshop and have the option of a follow-up appointment with a Student Recruitment Advisor or a Career Counselor to explore options best suited to the individual. This is a unique partnership which seeks to integrate services provided by two departments in a way that is seamless to the client. These tools and resources are designed to function as part of an overall strategic enrolment management plan to ensure that students are enrolled in programs that fit their intended career direction, strengths and interests. Ongoing delivery of training modules for staff helps ensure that students and



prospective students are actively referred to these resources and services.



**11) Graduation Rate**

Per the KPI results reported in 2012, the graduation rate at **Sheridan College** = 72.3%(+)

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Sheridan College** used in 2012-2013 to measure graduation rate.

Please provide one or more highlights, in the space provided below, of an activity that **Sheridan College** used during 2012-2013, 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.

Through the Learning Centre:  
Sheridan provides free tutoring in Math, English or Java up to 3 times a week for 30 minutes a session at all four campuses. Tutors are embedded in select courses that have been identified as having a low success rate (e.g. Java); students are given time to work with the tutor individual or as a group to review course content.



## 12) Graduate Employment Rate

Per the KPI results reported in 2012-2013 the graduate employment rate, 6 months upon graduation, at **Sheridan College** = **82.2%(+)**

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Sheridan College** used in 2012-2013 to measure graduate employment rate.

Please provide one or more highlights, in the space provided below, of an activity that **Sheridan College** used during 2012-2013, 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.

Delivered workshops presented in-class to graduating students. Topics included resume and cover letter writing, effective job search strategies, interviewing skills, portfolio development, using social media to job search, branding; over 3,914 students participated in these workshops.

As part of the Connections Mentoring Program, partnered with the Alumni Department to organize Student/Alumni networking evening.

Participated in the development and delivery of a co-curricular record (CCR) for Sheridan students. Encouraged students to participate in CCR activities as a means of further developing their employability skills outside the classroom.

Trained and supported student Peer Mentors in mock interviewing skills; Peer Mentors engaged in mock interviews with other students who were currently in their final semester of their studies which resulted in students significantly enhancing their job interview skills, their professional presentation of themselves and their networking abilities. This opportunity also demonstrated to students, the importance of being prepared with their accomplishments-based narratives and an understanding of what employers are focused on in asking these behavioral-based interview questions.

Forged partnership with the Faculty of Business, Office Administration Coordinator and conducted group mock interviews for 130 Office Administration students in their final semester, highlighting both strengths and blind spots for students to be aware of and to continue working on. The group mock interviews resulted in graduating Office Admin students coming away with a greater awareness and understanding of the importance of being aware of their skills, competencies and strengths and ability to articulate their story-telling to answer the employer's questions directly and demonstrate an understanding of their organization.

Developed and delivered a Business Interview Competition (BIC) pilot program for graduating students in the Faculty of Business program who were in non-coop programs; students developed effective job interviewing skills and networking skills as a result of entering the competition.

Organized and delivered the BizTech Career Fair. BizTech provided students in their final year of studies in Business and Technology to network with over 75 employers.

Participated in the organization and delivery of an Employment Preparation Day event for students registered with our

Accessible Learning Services and who were in their final year of studies at Sheridan.

Organized, coordinated and participated in two separate Rotary Mentorship events, introducing graduating students, registered with Accessible Learning, to the program and providing information, opportunities and possibilities to get connected with employers for employment positions and mentoring opportunities. A total of 30 eligible students attended the Rotary Mentorship orientation at the Davis and HMC campuses.

Organized and delivered several networking career events which provided students in their final year of studies with the opportunity to meet employers from their specific fields.

Initiative: to encourage students to access the services of the Career Centre in their first year by educating them on the value of preparing for their future career and work success at the beginning of their academic studies; initiative supported by messaging through social media, marketing campaigns, by promoting the value of the Career Centre during workshop presentations.

Initiative: extended the amount of time graduates can access Career Centre resources to support them with their job search; ensure graduates have easy access to Career Centre services through the year (calendar year).

Participated in the Emerging Leaders Conference and offered workshops to students on portfolio development and getting recognized through the CCR for on-campus activities.

**13) Student Retention**

The table below has been pre-populated with the results from **Sheridan College's** 2011-2012 MYAA Report Backs. Please identify **Sheridan College's** achieved results for 2012-2013 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 2011-2012	Retention Rate Achieved for 2012-2013
1st to 2nd Year	<u>84.6%</u> <sup>(+)</sup>	2012 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>4,697</u> $\div$ 2011 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>5,628</u> x 100 = <u>83.5%</u>
2nd to 3rd Year	<u>94.3%</u> <sup>(+)</sup>	2012 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>1,286</u> $\div$ 2011 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>1,362</u> x 100 = <u>94.4%</u>
3rd to 4th Year	<u>92.2%</u> <sup>(+)</sup>	2012 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>240</u> $\div$ 2011 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>245</u> x 100 = <u>98%</u>

\*NOTE: Institutions used a variety of student enrolment cluster groups in their 2011-2012 MYAA Report Back student retention rate calculations. As such, comparison between prior year student retention rates and the 2012-2013 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.

Student survey data collected, this past January 2013, from the New Student Orientation and Transition session activities identified:

- 96% thought it was orientation programming was useful in helping them adjust to college life.
- 96% completed at least one pre-start of term task while on campus for Orientation.
- 87% were made to feel welcome at Sheridan.
- 47% helping students meet their teachers.
- 46% preparing students to meet the challenges of course work.



Please provide one or more highlights, in the space provided below, of an activity that **Sheridan College** used during 2012-2013, 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.

With the success of the Davis Campus Learning Centre in 2010, the college opened Learning Centres in 2011 at HMC and Trafalgar Campus. Free Math, English and Java tutoring is available to all students in the heart of student activity, The Learning Commons. Tutors work closely with faculty to align tutoring support with course curriculum. Peer tutoring is available for a small fee for any course available at Sheridan College where there is a student with the appropriate skills for assisting other students.

Sheridan continued to redesign and improve New Student Orientation and First Year Transition to College programming. This has been done to ensure it is comprehensive, student-focused, integrated and responsive to the diverse needs of our student populations. OCAS warehouse data, a Semester One In-Class Student Survey, international student survey and Post-New Student Orientation student survey are examples of data collected and/or accessed to understand the characteristics of the incoming student population.

#### **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 2012-2013 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 -

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

Once hired, all full-time faculty are required to complete the following professional development program specifically geared for new faculty:

Teaching and Learning Academies (TLA 1,2,3)

Through reflective practice, new faculty are encouraged to reflect upon the pedagogy being used during the sessions and reflect upon the experience and how/if they would use a similar or modified version in their classrooms. The curriculum in the academies coupled with the experiential learning derived from being a student provides a robust look at teaching and learning in an applied setting.

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.

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.

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

Once hired, all full-time faculty are required to complete a professional development program specifically geared for new faculty.

Teaching and Learning Academies (TLA 1,2,3) are 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.

Fundamentals of Teaching and Learning (FTL) is provided for contract faculty. 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.

Customized workshops continued to be developed and delivered to support continued curriculum renewal and course outline development.

Sheridan launched its Co-Curricular Record (CCR) in the Fall of 2012. A Co-Curricular Record (CCR) is a document that recognizes out-of-classroom experiences that enhance student learning and personal growth. Activities listed in the CCR include student life programs, student leadership programs, and community engagement activities. CCR activities are co-curricular in nature and not associated with earning academic credit. CCR activity leaders identify the potential learning

outcomes associated with participating in their activity. Activity leaders are responsible for ensuring their activity provides the student with the opportunity to develop their targeted learning outcomes. Students who participate in CCR activities are empowered to identify which learning outcomes they will develop during their participation in the CCR activity.

#### **14.3) SUPPORT (Examples may include personal and academic supports to students, etc.)**

Tutor Training was offered to all staff Tutors in August prior to the start of classes. Tutors and learning assistants were provided with foundational information as it related to managing students and providing strength based feedback. Participants also were provided with teaching and learning strategies that are part of a larger Supplemental Instruction (SI) framework.

The Learning Centres are centralized tutoring spaces in the Library and Learning Commons spaces at the Davis, HMC, and Trafalgar campuses. The centres provide free one-on-one tutoring support in English, Math, Business Math (Accounting, Finance, Statistics) and Java Programming; at STC, free Math tutoring is also available. In addition to staff tutoring, the centres also provide peer tutoring, which is course-specific support from Sheridan students at a fee of \$40 for 10 hours of tutoring. Finally, the centres offer group tutoring in ESL/Conversation :Practice, Life Drawing, Basic Computing Skills, Presentation Review and Practice, and in collaboration with Accessible Learning Services, it hosts Learning Strategies and Assistive Technology workshops as well.

Within each program area, students have access to an Academic Advisor.

**Attestation:**



By checking this box, **Sheridan College** confirms that all information being submitted to the Ministry as part of the 2012-2013 MYAA Report Back is accurate and has received approval from **Sheridan College's** Executive Head or Board of Governors.

**Contact:**

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Please indicate the address on **Sheridan College's** website where a PDF copy of this 2012-2013 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2012-2013 MYAA Report Back has been approved):

- <http://www.sheridancollege.ca/about-sheridan/sheridan-at-a-glance/general-information/annual-report.aspx>