

REPFW130 - PSED Accountability Report - SMA College Verification Report

Organization : Sheridan College

Submission Period : SMA - Strategic Mandate Agreement College Annual Report 2014-2015

STRATEGIC MANDATE AGREEMENT (SMA) - COLLEGE

2014-2015 Report Back

Introduction

The 2014-2015 Strategic Mandate Agreement (SMA) Report Back begins the transition to a new phase of college and university accountability reporting under the SMAs.

The SMAs between individual colleges and the Ministry of Training, Colleges and Universities (the ministry) outline the role that each college currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the college are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2014-2015 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

The annual SMA Report Back provides the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions in supporting student success, while continuing to build a high-quality and sustainable postsecondary education system.

1. Jobs, Innovation & Economic Development (JIED)

This component highlights Sheridan College's collaborative work with employers, community partners and regions, or at a global level, to establish the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

In 2015, the ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

1a. Graduate Employment

Per the KPI results reported in 2014-2015:

The employment rate for 2014-2015 graduates, 6 months after graduation, at Sheridan College was:

Percentage

81.90

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Sheridan College used in 2014-2015 to measure graduate employment rate.

KPI numbers used.

1b. Employer Satisfaction Rate

Per the KPI results reported in 2014-2015:

The Employer Satisfaction rate for 2014-2015 graduates, 6 months after graduation, at Sheridan College was:

Percentage

82.20

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Sheridan College used in 2014-2015 to measure Employer Satisfaction rate.

KPI numbers used.

1c. Employment in a Related Job

Per the results reported in the 2014-2015 Employment Profile for 2013-2014 graduates:

The number of graduates that were employed full-time in a related job at Sheridan College was:

Percentage

43.10

Additional Information

Please indicate any methods, in addition to the Employment Profile for 2014-2015, that Sheridan College used in 2014-2015, to measure the number of graduates employed in a full-time related job.

KPI numbers used.

Highlights

Please provide highlights of Sheridan College's collaborative work with employers, community partners and regions, or at a global level, to establish the college's role in

fostering social and economic development, and serving the needs of students, the economy and labour market (up to 600 words approx.).

Sheridan College is heavily involved in collaborative work at the regional level to serve the needs of students, the economy and the labor market. Its Screen Industries Research and Training Centre based at Pinewood Toronto Studios is the main training provider for the International Cinematographers Guild, which represents cinematographers and camera crews throughout the province, as well as the Directors Guild of Canada – Ontario that represents directors, editors, art department personnel, production managers, location managers, accountants and assistant directors in the film and television sectors. Ensuring that these workers are trained in advanced technologies as well as important safety regulations is a critical role that is helping to attract international productions and employment opportunities for employees in this key knowledge economy sector.

The SIRT Centre also works with companies, mostly SMEs, and industry associations within the sector to help foster innovation leading to employment and economic development. This includes software and hardware development projects with individual companies, helping them to bring a solution to the stage of commercialization. It also includes more broad-based projects with multiple partners. An example of the latter is development over the last three years of a remote collaboration platform for the screen-based industries that allows companies at all stages of the supply chain to seamlessly work together on a movie or television series. With this platform they can quickly establish inter-company workflows depending on the needs of a project that can meet the needs of any international or domestic production. This project has the involvement of over fifteen companies and industry associations in the screen industries as well as the IT sector. Municipal government agencies have also been engaged in the development process of this platform. The objective for all parties is to create a sector-wide distributed manufacturing platform for the film and television industries that can foster regional development and build an international global competitive advantage for Ontario.

The SIRT Centre engages Sheridan students as researchers, project managers, and in other capacities on all of the above activities depending on their area of study. This engagement with industry partners in collaborative innovation work helps students to be better prepared to help drive future innovation in the knowledge economy but also meets the economic development and labor market needs of companies and the current workforce.

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture Sheridan College's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

2a. Student Satisfaction

	Percentage
Per the Key Performance Indicator (KPI) results reported in 2014-2015, the student satisfaction rate at Sheridan College for KPI question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career"	86.70
Per the KPI results reported in 2014-2015, the student satisfaction rate at Sheridan College for KPI question #24 "The overall quality of the learning experiences in this program"	80.60
Per the KPI results reported in 2014-2015, the student satisfaction rate at Sheridan College for KPI question #39 "The overall quality of the services in the college"	61.10
Per the KPI results reported in 2014-2015, the student satisfaction rate at Sheridan College for KPI question #49 "The overall quality of the facilities/resources in the college"	72.30

Additional Information

Please indicate any methods, in addition to the KPI survey results, that Sheridan College used in 2014-2015 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 a 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.

Highlights

Please provide highlights of Sheridan College's activity in 2014-2015 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by Sheridan College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Our first year student experience team have developed and implemented a first year adjustment survey to support the development of further programming to enhance the experience of first year students at Sheridan. This survey is completed in the fall and winter semesters annually.

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.

The Library hired an additional liaison librarian in support of the Continuing Education and Professional Studies (FCAPS) faculty. The liaison librarian fosters communication between the Library and the faculty to promote Library resources and services while at the same time, supporting the information needs of students. The Liaison acts as a conduit for faculty and student feedback to improve services and resources.

Students who visit a Learning Centre (tutoring) are asked to complete a brief satisfaction survey following each tutoring appointment with staff tutors and SWF'd faculty. The surveys are used to inform the staff, with immediacy, on what they are doing well and what they may be able to improve upon.

Sheridan hosts portfolio assessment sessions for those who are interested in some of the institution's applied arts programs but who have not yet received an offer of admission. These sessions provide valuable feedback and direction to those who may wish to become Sheridan students in some of these programs.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates

Percentage

Per the KPI results reported in 2014 , the graduation rate at Sheridan College is

68.40

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Sheridan College used in 2014-2015 to measure graduation rate.

Highlights

Please provide highlights of Sheridan College's activity in 2014-2015 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by Sheridan College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Library and Learning Services provides one-on-one and group tutoring to students, at no additional cost, in Math, English, Business Math, Accounting, Finance, Statistics and Object-Oriented programming. Math and Java tutors are embedded in first-year courses, and host tutorials for the various sections of the first-year courses selected for this model. The tutors are university co-op students who work in the centres full-time for a 4-8 month co-op period. The tutors are trained by the Centre for Teaching and Learning. In addition, Peer Tutoring is provided for courses outside of those listed above. Peer tutors are Sheridan students who have earned an A-grade in a course, have an overall B-grade average and are recommended by faculty.

The Library hired an additional liaison librarian in support of the Continuing Education and Professional Studies (FCAPS) faculty. The liaison librarian program fosters communication between the Library and the faculty to promote Library resources and services while at the same time, supporting the research information needs of students.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

The table below has been pre-populated with the results from Sheridan College's 2013-2014 Report Back. Please identify Sheridan College's achieved results for 2014-2015 using the following methodology:

Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs in 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.

1st to 2nd Year : 2014 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 0 ÷ 2012 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = X x 100 = X%

2nd to 3rd Year : 2014 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 0 ÷ 2012 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = X x 100 = X%

3rd to 4th Year : 2014 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 ÷ 2012 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = X x 100 = X%

Entering Cohort	Retention Rate Achieved 2013- Retention Rate Achieved 2014-	
	2014	2015
1st to 2nd Year	74.20	75.90
2nd to 3rd Year	90.00	88.70
3rd to 4th Year	95.20	94.90

***NOTE: Institutions use a variety of student enrolment cluster groups in their student retention rate calculations. As such, comparison between prior year student retention rates and the 2014-2015 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with institutions to refine the student retention rate indicator for future SMA Report Backs.**

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above re: Student Retention Rate (up to 600 words approx.).

Method:

1st to 2nd Year – all 1st Year Certificate and Grad. Certificate students not included.

2nd to 3rd Year – Students enrolled in Advanced Diploma programs electing to graduate with 2 year diploma not included.

3rd to 4th Year – Joint Program students reported by partner university not included.

Highlights

Please provide highlights of Sheridan College's activity in 2014-2015 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by Sheridan College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

The Student Success Advancement Team coordinates and shares best practices that support and enhance student success and retention at Sheridan. This team is co-chaired by Student Services and a member of the Academic Faculties that highlights Sheridan's commitment to students.

Student Advisement is the on-campus place for all student questions and requests for information on anything related to Sheridan. Students can get their questions answered immediately. Advisement staff provides assistance to all students. Student Advisors and Student Success Officers are dedicated to assisting first year and returning students to:

- Adjust to College life and to their academic program;
- Access all the Sheridan information they need to make the appropriate decisions;
- Connect to Advisors when experiencing difficulties or concerns.

A strategy to provide Supplemental Instruction (SI), facilitated by Supplemental Instruction Leaders (Peer Tutors, trained by the Centre for Teaching and Learning) was implemented in 2013/14 and continues in 2014/15. SI programs in Canada and the US were consulted, and the Manager and Coordinator of Learning Centres were trained as Supplemental Instruction Supervisors, through the University of Guelph. SI pairs what to learn with how to learn it, aiming to impart learning strategies through the review of course lecture material.

The Library Liaison program provides information literacy workshops to students in all levels of programs, particularly those in the first year of their programs. By providing instruction to the first year classes, students are developing their research skills and their understanding of academic integrity standards, necessary competencies for higher levels of study.

2d. Teaching and Learning - Work-Integrated Learning*

As part of the Ontario government’s postsecondary education 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.

*DEFINITIONS:

Work-Integrated Learning (WIL) 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. Usually the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, <http://www.cafce.ca/coop-defined.html>, 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 2014-2015:

Co-operative Education Program Type	Number of programs at Sheridan College with a Co-op Stream	Number of students at Sheridan College enrolled in a Co-op program
Certificate	4	172
Diploma	25	3528
Advanced Diploma	19	3748
Graduate Certificate	10	305
Applied Degree	20	2560

Highlights

Please provide highlights of Sheridan College's activity in 2014-2015 that contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other

examples may 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 (up to 600 words approx.).

Student Achievements:

Sheridan students were again recognized as leaders both provincial and nationally in 2014/15. Ali Zaheer (Business Administration – Finance) was selected by Education at Work Ontario (EWO) as their Provincial Co-op Student of the Year for Ontario colleges while Ricardo Chavez (CST – Software Development and Network Engineering) received an honourable mention from the Canadian Association for Co-operative Education (CAFCE) for colleges across Canada and an honourable mention from EWO as well. There were many other successes of Sheridan Co-op students that cannot all be mentioned, such our students were the winners of RBC’s Third Annual Next Great Innovator Prototyping Challenge with cash prizes upwards of \$5,000. Sheridan students continue to be recognized for their outstanding and innovative contributions in the workplace.

Work-Integrated Learning Project:

To position Sheridan as a leader in Work-Integrated Learning, a pilot was launched that brought the expertise of the Co-op Office and the Field Placement team of the Social Service Worker (SSW) program together. Working in collaboration they were able to improve practices, identify efficiencies, implement common standards and reduce liability in the SSW program. Building on this successful initiative, an institutional WIL Steering Committee was also created with Executive and Senior Management membership to investigate and propose new models of WIL that maximize our capacity, position ourselves for growth and continue to provide the best possible experiences for students.

Degree Programs and Industry Relations:

The development of new Sheridan degrees enabled the Co-op Office to explore new industries and build new employer relationships with external partners. For example, in preparation for the Game Design degree, the Co-op team reached out to more than 100 new organizations in the game industry. Employers have been very responsive to the potential of hiring a Co-op students. These new relationships are also expected to benefit students in a variety of different academic disciplines.

Curriculum Advancements:

The Co-op Office began the development of new classroom curriculum (Co-op preparation course) to prepare students for their Co-op work terms and better-suit the needs of students in our degree programs. This has included the exploration of a flipped classroom model of career education delivery, innovative new mentorship elements resulting in stronger connections between the students and the industry, and expanded online resources. This will result in students being prepared with the modern job search skills required to secure and succeed in their Co-op work terms.

2e. Teaching and Learning - E-Learning

As part of the Ontario government’s postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. Sheridan College is asked to provide information on e-learning courses, programs and registrations in 2014-2015.

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 that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A Synchronous Conferencing program describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

e-Learning Course, Program and Registration Data

Based on the definitions provided above, provide Sheridan College's eLearning data for 2014-2015:

Course Data	Ontario College Credential	Other Credential
Number of ministry-funded courses offered through fully online learning	470	
Number of ministry-funded courses offered through synchronous conferencing	45	
Total Number of ministry-funded, for-credit courses offered in e-Learning format	515	
Program Data	Ontario College Credential	Other Credential
Number of ministry-funded programs offered through fully online learning	119	
Number of ministry-funded programs offered through synchronous conferencing		
Total Number of ministry-funded, for-credit programs offered in e-Learning format	119	
Program Registrations	Ontario College Credential	Other Credential
Number of registrations in ministry-funded programs offered through fully online learning	3278	
Number of registrations in ministry-funded programs offered through synchronous conferencing	2389	
Total Number of Registrations in ministry-funded, for-credit programs offered in e-Learning format	5667	

Additional Information

Describe methodology, survey tools, caveats and other information regarding the numbers reported above re: e-Learning Course, Program and Registration Data (up to 600 words approx.).

Course and program data and registrations are presented as a snapshot of the fall 2014 term, as fluctuations in offerings and registrations between terms vary. Course data is presented as fully online having physical opportunities on campus and in-person, while synchronous offers are only online. Program data is not differentiated among online or synchronous activity. Program data presents all programs available year-round through varying intakes. Program registrations are course registrations within those courses offered during this particular term, and are taken as an aggregate of average registrations for each section within the courses offered - and presents an accurate available estimate of registrations.

Hybrid Learning*

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 50% of the course delivery should be online.

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

Additional Information

Please highlight one example of Sheridan College's use of Hybrid Learning courses and/or programs.

The BBA degree cluster utilizes a consistent approach to hybrid delivery for all courses offered. Generally referred to as a “flipped model”, all courses focus on a student-directed, out-of-class exposure to course content with classroom time dedicated to utilizing, processing, and evaluating the course content. Reflective practice and portfolio-based learning is also central to each of the courses in all BBA degree streams.

Highlights

Please provide highlights of Sheridan College's activity in 2014-2015 that capture the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by Sheridan College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Digital Learning and Innovation within The Centre for Teaching and Learning exceeded an established target of developing 450 hybrid courses across all disciplines, fulfilling one of the recommendations of the 2010 Academic Innovation Strategy. Working with professors from all areas, we have produce over 600 hybrid courses. Digital Learning utilizes the Quality Matters Rubric for online courses in the development of the courses we support. Digital Learning and Innovation has also been involved in the development of approximately 6 courses for recent Ontario Online dissemination.

Highlights

24/7 access to e-resources, including 150 research databases, over 250,000 e-books, over 16,000 streaming videos, 145 digital subject guides and online citation tutorials. The Library added 2,200 e-journals to the collection in 2014/15.

The Tutoring Centre offers online English tutoring at no additional cost (writing, citing, speaking skills homework help and practice).

The Library offers online information literacy instruction modules that are embedded into Business Course curriculum. These self-paced, online tutorials reached 2,625 students in 2014/15.

Students can chat instantly with a Library staff member for 65 hours a week. Email requests are answered within 24 hours.

3a. Student Population - Under-Represented Students

This component highlights Sheridan College's contributions to improve access and success for underrepresented groups (Aboriginal, first generation, students with disabilities and French-language students).

Full-Time Students

of Students

The total Full-Time Headcount Enrolment* at Sheridan College in 2014-2015:

13975

***Please refer to Section 4 (Program Offerings) for the definition of Full-Time Headcount Enrolment.**

3a. Under-Represented Students: Students with Disabilities*, First Generation*, Aboriginal and French-Language* Students

***Note: Please do not include International Students in the calculations below.**

Students with Disabilities

**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).*

Students With Disabilities

of Students

Percentage

The total number of Full-Time Students with Disabilities at Sheridan College who registered with the Office for Students with Disabilities and received support services in 2014-2015:

2478

The total indicated above as a comparative % of Sheridan College's 2014-2015 Full-Time Enrolment Headcount:

17.73

First Generation Students

**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 have not necessarily 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).

First Generation Students

of Students

Percentage

The total number of Full-Time First Generation Students enrolled at Sheridan College in 2014-2015:

3863

The total indicated above as a comparative % of Sheridan College's 2014-2015 Full-Time Enrolment

27.64

Headcount:

The total number of Part-Time First Generation Students enrolled at Sheridan College in 2014-2015: 442

Aboriginal Students

* *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, languages, cultural practices and spiritual beliefs.*

Aboriginal Students

	# of Students	Percentage
The total number of Full-Time Aboriginal Students enrolled at Sheridan College in 2014-2015:	175	
The total indicated above as a comparative % of Sheridan College's 2014-2015 Full-Time Enrolment Headcount:		1.25

The total number of Part-Time Aboriginal Students enrolled at Sheridan College in 2014-2015:

French-Language Students

* *DEFINITION: A student is considered a French-language student if he or she meets at least one of the following criteria -*

- 1) His/her mother tongue is, or includes French (the student is a francophone);*
- 2) His/her language of correspondence with the institution is French;*
- 3) He/she was previously enrolled in a French-language education institution; or*
- 4) He/she was enrolled in a postsecondary program delivered at least partially in French.*

French-Language Students

	# of Students	Percentage
The total number of Full-Time French-Language Students enrolled at Sheridan College in 2014-2015:	121	
The total indicated above as a comparative % of Sheridan College's 2014-2015 Full-Time Enrolment Headcount:		0.87

The total number of Part-Time Francophone Students enrolled at Sheridan College in 2014-2015: 19

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above. (up to 600 words approx.)

Students with disabilities registered with Accessible Learning (AL):

Students registered with Accessible Learning are maintained in a database system named Clockwork. Data and/or information reports are generated by extraction from this database. It is important to note that not all students with disabilities register with Accessible Learning so it can be said that this number is not representative of the actual total number of students.

Aboriginal:

Students self-identify through OCAS and the Aboriginal Initiatives office. The major concern for Aboriginal students is that they do not self-identify so the number is not truly representative of the population at the College and is under-represented.

Student Population - Students with Disabilities, First Generation, Aboriginal and French-Language Students

Highlights

Please provide highlights of Sheridan College's activity in 2014-2015 that capture contributions to improve access, and success for underrepresented groups - Aboriginal, first generation, students with disabilities and French-language students (up to 600 words approx.).

Support for students with disabilities:

The increase in demand and expectations around accommodation and accessible learning continues to grow. Some of the activities which contribute to access and success for these students are:

- Disability advisement and appropriate referrals (e.g. Counselling, Student Advisement, Office of the Registrar);
- Transition sessions to support students with disabilities enrolling at Sheridan;
- FACE IT support group for students with autism;
- Events including: STEPS Transition; Through Your Lens; STEPS employment; International Day for Persons with Disabilities;
- Access to the Learning Strategists and Assistive Technologists, including group workshops;
- Collaboration with other departments;
- Supporting faculty in order to understand accommodations and to support the challenges associated with implementing accommodations;
- Consultations with Sheridan community on new programs, policies, procedures that have an impact on students with disabilities

Support for Aboriginal students

There is an increasing demand for services for Aboriginal students with the development of communities at 2 of the campuses and the provision of counselling services being at the forefront. Some of the activities which contribute to access and success for these students are:

- Drop-in service;
- Cultural programming;
- Elder visit twice per month;
- Artist in residence program every Thursday;
- Creation of art installation centred around the discovery of one's identity;

3b. Student Population - International Students

International Students

**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 November 2014 at Sheridan College, including students who are ineligible for funding consideration.

International Students

Sheridan College reported to the ministry Full-time International Enrolment* in 2014-2015:

of Students

3114

Percentage

The total indicated above as a comparative % of Sheridan College's 2014-2015 Full-Time Enrolment Headcount:

22.28

Sheridan College's 2014-2015 Part-time International Enrolment is

281

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

As defined.

Highlights

Please provide highlights of Sheridan College's activity in 2014-2015 that contributed to maintaining or improving the international student experience at Sheridan College. This could include a strategy, initiative or program viewed by Sheridan College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Sheridan has conducted in-country, pre-departure orientation sessions for international students in India since 2012. In 2014-15, we expanded the delivery of pre-departure orientation sessions to include three cities in China – Shenzhen, Shanghai and Beijing, plus added an additional city in India (Ahmedabad). At each site, students and their families meet with both administrative and academic representatives of Sheridan, and are given an extensive introduction to planning to travel to Canada, what to do after landing (but before class has started), and how to succeed in Sheridan's academic setting. Students rate these events as particularly helpful and express significant satisfaction with both the event and the effort undertaken by the college to mount them in support of their success.

3c. Student Population - Proportion of an institution's enrolment that receives OSAP*

**Definition: Receives OSAP is the number of OSAP awards, including any student at Sheridan College who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.*

Proportion of an institution's enrolment that receives OSAP

Sheridan College's 2014-2015 proportion of an institution's enrolment that receives OSAP is

of Students

9014

Percentage

64.50

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

Provided by the Ministry.

4. Program Offerings

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally-oriented mandates.

- a. Concentration of full-time enrolment headcount* at colleges by occupational cluster and by credential
- b. Institution's system share of full-time enrolment headcount by occupational cluster and by credential

**DEFINITION: Headcount is the un-audited 2014-2015 full-time funding eligible enrolment count submitted on November 1, 2014 by Ontario publicly funded colleges to the ministry's College Statistical Enrolment Report (CSER). Headcount does not include part-time, funding ineligible, nursing, Second Career, apprentice or international students.*

Occupational Cluster (Credential Level)	# of students in a program as a % of total # of students across all programs at Sheridan College	Sheridan College's share of system-wide enrolment in each PROGRAM
Applied Arts - Advertising And Design (Diploma)	2.10	15.91
Applied Arts - Advertising And Design (Advanced Diploma)	1.37	5.23
Applied Arts - Advertising And Design (Post Diploma)	0.10	7.57
Applied Arts - Advertising And Design (Applied Degree)	3.95	47.26
Applied Arts - Art (Certificate)	2.53	32.21
Applied Arts - Art (Diploma)	0.97	35.34
Applied Arts - Art (Advanced Diploma)	3.03	56.01
Applied Arts - Art (Applied Degree)	0.46	100.00
Applied Arts - Child/Youth Worker (Advanced Diploma)	3.49	9.77
Applied Arts - Crafts (Advanced Diploma)	0.29	46.59
Applied Arts - Education (Diploma)	5.90	11.17
Applied Arts - Education (Applied Degree)	0.84	39.07
Applied Arts - Fashion (Diploma)	1.16	7.58
Applied Arts - Fashion (Post Diploma)	0.21	66.67
Applied Arts - Human Services (Diploma)	4.14	8.73
Applied Arts - Law And Security (Diploma)	5.95	8.18
Applied Arts - Media (Certificate)	1.18	27.73
Applied Arts - Media (Diploma)	1.17	3.24

Applied Arts - Media (Advanced Diploma)	0.96	3.68
Applied Arts - Media (Post Diploma)	0.73	16.04
Applied Arts - Media (Applied Degree)	10.04	81.05
Applied Arts - Performing Arts (Certificate)	0.54	55.56
Applied Arts - Performing Arts (Advanced Diploma)	0.79	14.72
Applied Arts - Performing Arts (Applied Degree)	1.19	33.20
Applied Arts - Preparatory/Upgrading (Certificate)	2.52	3.07
Applied Arts - Preparatory/Upgrading (Diploma)	0.60	4.32
Applied Arts - Public Relations (Post Diploma)	0.24	7.27
Applied Arts - Recreation/Fitness (Certificate)	0.29	68.97
Business - Accounting/Finance (Diploma)	1.42	6.35
Business - Accounting/Finance (Advanced Diploma)	5.12	15.10
Business - Accounting/Finance (Applied Degree)	0.54	6.60
Business - Computer (Diploma)	1.99	16.93
Business - Computer (Applied Degree)	0.24	10.51
Business - Human Resources/Industrial Relations (Diploma)	0.52	16.14
Business - Human Resources/Industrial Relations (Advanced Diploma)	1.94	15.32
Business - Human Resources/Industrial Relations (Post Diploma)	0.50	7.47
Business - Human Resources/Industrial Relations (Applied Degree)	0.06	3.06
Business - Legal (Diploma)	2.20	9.82
Business - Management (Diploma)	1.22	5.22
Business - Management (Advanced Diploma)	0.35	1.46
Business - Management (Post Diploma)	0.40	9.67
Business - Management (Applied Degree)	0.66	10.45
Business - Marketing/Retail Sales (Diploma)	0.78	4.59
Business - Marketing/Retail Sales (Advanced Diploma)	2.81	21.39
Business - Marketing/Retail Sales (Post Diploma)	0.19	6.47
Business - Marketing/Retail Sales (Applied Degree)	0.16	12.57
Business - Materials Management (Applied Degree)	0.09	8.16
Business - Office Administration (Diploma)	0.52	8.32
Business - Office Administration (Health) (Diploma)	0.91	7.06
Business - Office Administration (Legal) (Diploma)	0.31	11.23
Business - Travel/Tourism (Diploma)	0.64	4.02
Health - Animal Care (Certificate)	0.65	31.49

Health - Animal Care (Diploma)	0.70	12.60
Health - Health Technology (Certificate)	0.06	1.22
Health - Health Technology (Diploma)	0.31	2.09
Health - Miscellaneous (Applied Degree)	2.33	100.00
Health - Nursing Related (Certificate)	0.23	2.00
Health - Nursing Related (Diploma)	1.77	3.55
Technology - Architectural (Diploma)	0.18	4.51
Technology - Architectural (Advanced Diploma)	1.50	11.05
Technology - Chemical/Biology (Diploma)	0.17	3.52
Technology - Chemical/Biology (Advanced Diploma)	0.70	5.12
Technology - Electronics (Certificate)	1.31	19.16
Technology - Electronics (Diploma)	0.52	1.89
Technology - Electronics (Advanced Diploma)	5.56	14.05
Technology - Electronics (Applied Degree)	0.58	30.57
Technology - Machining (Diploma)	0.04	1.75
Technology - Mechanical (Certificate)	0.85	11.51
Technology - Mechanical (Diploma)	0.24	1.44
Technology - Mechanical (Advanced Diploma)	1.40	7.49
Technology - Resources (Diploma)	0.12	0.87
Technology - Welding (Certificate)	0.49	10.57

c. Number of apprentices, pass/fail rate and annual funding in each trade

	Number of Apprentices	Pass/Fail Rate	Annual Funding
Exam Prep Initiative	62	98.00	20879.00
Electrician - Construction and Maintenance	167	94.00	404841.00
General Machinist	56	87.00	119173.00
Tool and Die Maker	35	76.00	72261.00
Industrial Mechanic Millwright	63	97.00	132249.00
Total	383		749403.00

Highlights

Please provide highlights of Sheridan College's activity in 2014-2015 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by Sheridan College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

New programs:

- 8 new degrees implemented in fall 2014: five Bachelor of Business Administration degrees (Accounting, Finance, Human Resource Management, Marketing, Supply Chain Management), Bachelor of Craft and Design, Bachelor of Film and TV, Bachelor of Applied Computer Science (Mobile Computing)); each of these programs has innovative aspects to the programs (e.g. flipped classroom model and integration of e-portfolios in the BBA programs; interdisciplinary courses and projects in Craft & Design; extensive collaboration with industry in Mobile Computing)
- Currently planning implementation of programs newly approved by MTCU: graduate certificates Music Applied to Stage, Screen and Interactive Visual Environments (MASSIVE) and The Art and Business of Animation, building on our strengths in animation, design, digital media, visual and performing arts, business and creativity
- Proposed programs currently with MTCU awaiting approval: Bachelor of Creative Writing and Publishing, Bachelor of Mechanical Engineering, Bachelor of Architectural Studies in line with SMA; Teaching English as a Second Language graduate certificate
- Proposed programs currently under development: Bachelor of Electrical Engineering and Bachelor of Chemical Engineering (in line with our SMA commitment to engineering degrees), Bachelor of Community Safety and Bachelor of Community Studies (in line with healthy communities identified as an area of strength and growth in the SMA), Bachelor of Experiential Design (aligned with strengths in design, digital media, and visual and performing arts and our proposed area of growth in creativity), baccalaureate program and graduate certificate program in Producing for the Creative Industries (aligned with growth areas in business and creativity)

New pathways to support students access to credentials have been created (e.g. Interior Design degree)

Supporting creativity across programs:

- New general education and breadth courses developed and now being delivered
- New Board Certificate in Creativity and Creative Problem Solving

Quality Assurance and enhancement in existing programs:

- In 2014/15, 19 programs went through the comprehensive review process, including degrees also going through consent renewal
- o As a result of program review, all programs are making changes to enhance student success, ranging from minor changes (e.g. tweaking curriculum content based on changes in industry) to major changes (e.g. realigning four separate computer science programs to enhance pathway opportunities)
- All remaining programs went through normal annual report process
- Senate Program Quality Assurance Committee (PQAC) reviewed action plans from the 12/13 cycle of (20) comprehensive program reviews

Note: Proposed programs under development went through scrutiny at Deans Council and PQAC for early stage development, with the Senate and Board of Governors also involved in approving late stage development

Course outlines for all new courses are vetted by the Local Academic Council of the Faculty and by the college Academic Resources Committee

5. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be 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 that will profile partnerships between institutions that ensure students have access to a continuum of learning

opportunities in a coordinated system. This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

ONCAT is leading the development of Student Mobility indicators for use in future SMA Report Backs.

Transfer applicants and registrants

The ministry is using the following data from the College Graduate Outcome Survey @ 6 Months to inform the latest trends in college to university student transfers

Year	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)
2010-2011	3840	315	8.20	50622	3355	6.63
2011-2012	4230	316	7.47	57701	3463	6.00
2012-2013	4334	320	7.38	57462	3424	5.96
2013-2014	4050	266	6.57	54467	3003	5.51
2014-2015	3298	181	5.49	52039	2465	4.74

Per the College Graduate Outcomes @ 6 Months data reported in 2014-2015 (based on 2013-2014 graduates),

The percentage of Sheridan College students who were satisfied or very satisfied with academic preparation for university was

Percentage

82.80

The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was

79.60

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.

Highlights

Please provide highlights of Sheridan College's activity in 2014-2015 that contributed to ensuring that students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to

student supports viewed by Sheridan College to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

Sheridan College has created an online tool that will allow prospects, applicants and students to view credit transfers for courses completed at another Ontario postsecondary institution. The Office of the Registrar introduced the online Advanced Standing application in November 2012. This service continues to be embraced by students with over 3,000 credit transfer requests being posted since January 1, 2015 with the average turnaround. Graduates of two-year Business diplomas and three-year Business advanced diplomas in the Business cluster of programs now have the opportunity to seamlessly transfer into the new Sheridan BBA degree and receive significant credit for their academic achievement so that you could complete your business degree in two years. There are more than 110-students currently enrolled in Sheridan's BBA degree programs today who have taken advantage of this opportunity.

Sheridan currently offers 25 degrees, of which five are joint degrees with our university partners: University of Toronto at Mississauga (UTM), Brock University, York University, and 20 are stand-alone degrees (offered fully at Sheridan). Sheridan offers a multitude of pathways that allow students to customize their learning and build on their knowledge, credentials and experience – whether within Sheridan or with our partnering institutions.

- Sheridan offers 81 pathways, to date, into our degree programs, and more than 250 provincial, 200 domestic (within Canada but outside of Ontario), 150 American, and 70 international pathway options.

- Sheridan continues to provide a Transfer Guide with the most up to date information about possible pathways.

- There are 8 student video testimonials currently available on the pathways website at pathways.sheridancollege.ca

- Sheridan is participating in the Heads of Business Transfer agreements with other Ontario Colleges, allowing qualified students the possibility of being able to complete the same number of semesters (after year 1 or year 2) as if they would not have transferred.

6. Financial Sustainability

1. Annual Surplus/(Deficit) - (revenue - expenses)

Annual Surplus/(Deficit)

Amount

-4650905.00

2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets)

Accumulated Surplus/(Deficit)

Amount

102237917.00

3. Quick Ratio (current assets) / (current liabilities)

Current Assets/Current Liabilities

Amount

2.46

4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)]

Debt/Assets

Percentage

25.13

5. Debt Servicing Ratio (interest expense + principal payments) / (revenue)

Total Debt Serviced/Revenue

Percentage

0.95

6. Net Assets to Expense Ratio (net assets) / (expenses)

Net Assets/Expenses

Percentage

77.66

7. Net Income to Revenue Ratio (revenue - expenses) / (revenue)

Percentage

Net Income to Revenue

-1.67

Highlights

Please provide one or more highlights that demonstrate Sheridan College's commitment to continued financial sustainability.

Despite the Province of Ontario implementing a 2.0 percent decrease in per weighted funding unit grants and the claw back of \$750 per international student, Sheridan's continues to develop and execute annual operating plans and budgets that are focused on our MTCU approved SMA and fiscally balanced.

Specifically, Sheridan's approved SMA vision, to become Sheridan University, has required that we focus our annual operational planning process on metrics, actions and investments consistent with our operational and strategic objectives. To support this focus, since 2013, our annual planning cycle has begun in June and been followed with a comprehensive budgetary development process in the fall/early winter of the year. In order to ensure fiscal sustainability this process continues requires that we review all existing expenditures and prioritized investments that address the issues/priorities identified in the SMA document. Over the past several year's Sheridan cost reduction actions have included, but are not limited to; changing the way we use copiers, the implementation of a comprehensive energy management plan, the implementation of a zero waste program, restructuring of equipment leases, elimination of overtime and part time support salaries, and the review of all non-classroom areas of service delivery. This has been accomplished at the same time as the strategic imperatives and financial commitments (identified in our SMA) to expand our libraries, hire full-time faculty, expand Sheridan's degree programs and plan for our capital needs of the future have also been executed.

These initiatives and investments have been developed and executed over several fiscal periods – where required. This multi-year financial plan supports our students in achieving their aspirations, leveraging the strengths of Sheridan's community and Ontario's need for people who can contribute with innovative thinking, integrative approaches to problem solving and analytical and social intelligence to produce advanced creative solutions. Our challenge with continued delivery of balanced budgets however continues.

One of the most troubling challenges that we have had over the past several years has been crumbling/decaying infrastructure. While the college has advised the province of this challenge through the submission of corporate data, in accordance with the program established by the Province, Sheridan continues to use operating funding to support decaying infrastructure. In 2015, one roof replacement took the entire annual allotment of facility renewal and replacement funding. In 2016/17 with the addition of 400,000 square feet in classroom, library and lab space (no administrative spaces were added) no additional funding has been or will be provided for upkeep and maintenance. As a result the limited funds we receive for the maintenance/upkeep of our spaces will be strained even further.

This same issue – lack of funding – can also be said of the equipment in our student classrooms and labs. IN the past three years we have expanded and refitted Sheridan's chemistry labs. At a cost of more than \$1.0 million each these funds have been found within general operating budgets. Technology, animation, and architecture labs are also struggling to keep pace with innovation. We need to teach our students in state of the art facilities. However funding is limited from the Province.

While in many cases the past indicates a path to the future, we are uncertainly if there will continue to be areas of savings to be identified at Sheridan. We are committed to balanced budgets and the delivery of pedagogy that meet the needs of our students and the work place. We equally hope that the province is committed to this pursuit.

7. Attestation

By submitting this report to the ministry:

Sheridan College confirms that all information being submitted to the ministry as part of the 2014-2015 SMA Report Back is accurate and has received approval from Sheridan College's Executive Head.

Checkbox



For additional information regarding Sheridan College's 2014-2015 SMA Report Back please contact

Name:

Alvin Tedjo

Telephone:

905-815-4182

Email:

alvin.tedjo@sheridancollege.ca

Information