SMA - Strategic Mandate Agreement College Annual Report 2015-2016

Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual colleges and the Ministry of Advanced Education and Skills Development (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 2015-2016 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. :

2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development

    a. Graduate Employment Rates

    b. Employer Satisfaction Rates

    c. Number of graduates employed full-time in a related or partially-related field

2. Teaching and Learning

    a. Student Satisfaction

    b. Graduation Rates

    c. Retention Rates

    d. Number of students enrolled in a co-op, clinical placement, field/work placement program, and mandatory college

       baccalaureate degree WIL at institution

    e. Number of registrants, programs and courses offered in e-Learning format at institution

3. Student Population

    a. Number and proportion of

        1. Students with Disabilities

        2. First Generation Students

        3. Indigenous Students

        4. French-language students

    b. Number and proportion of international students

    c. Proportion of an institution's enrolment that receives OSAP

4. Program Offerings

    a. Concentration of enrolment at colleges by occupational cluster and by credential

    b. Institution's system share of enrolment by occupational cluster and by credential

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

5. Institutional Collaboration to Support Student Mobility

    a. Transfer applicants and registrants

6. Financial Sustainability

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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, establishes the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

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.

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1a. Graduate Employment

Per the KPI results reported in 2015-2016::	Percentage:
The Graduate Employment Rate for 2015-2016 graduates, 6 months after graduation, at Sheridan College was::	80.8

Additional Information:

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that Sheridan College used in 2015-2016 to measure graduate employment rate.:

Measurement methods for graduate employment rate are as prescribed within the Key Performance Indicators.

1b. Employer Satisfaction Rate

Per the KPI results reported in 2015-2016::	Percentage:
The Employer Satisfaction rate for 2015-2016 graduates, 6 months after graduation, at Sheridan College was::	84.3

Additional Information:

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that Sheridan College used in 2015-2016 to measure Employer Satisfaction rate.:

Measurement methods for employer satisfaction rate are as prescribed within the Key Performance Indicators.

1c. Employment in a Related or Partially-Related Field

Per the results reported in the Employment Profile for 2015-2016 graduates::	Percentage:
The number of graduates from Sheridan College that were employed full-time in a related or partially-related field were::	41.8

Additional Information:

Please indicate any methods, in addition to the employment profile for 2015-2016, that Sheridan College used in 2015-2016, to measure the number of graduates employed a full-time in a related or partially related field.:

Measurement methods for number of graduates employed are as prescribed within the Key Performance Indicators.

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.).:

During 2015-2016 the Centre for Elder Research has been engaged in a multi-year partnership with Sienna Senior Living to develop, implement and evaluate a physical activity training program (Live It Fit Everyday - LIFE) designed specifically for older adults who live in retirement and long-term care (LTC) homes. The Centre collaborated with Sienna staff to conduct research studies, to generate new, customizable content and to support staff training in several Sienna homes. The results of the research can be applied across the system in their 54 homes (Ontario and British Columbia). Student Research Assistants from Sheridan's Kinesiology and Health Promotion Program were directly involved in conducting the research and evaluating the impact of the program on the older adult participants. This project has wide-ranging benefits, not only to the older adults themselves, but to the health care system, in general, as individuals in retirement and LTC are supported to remain healthier, for longer. Furthermore, the staff at Sienna are better trained to encourage health promoting behaviours for individuals of all ages and abilities.

Sheridan's Screen Industries Research and Training Centre (SIRT) has continued to lead a unique sector-wide research and development project focused on remote collaboration and shared services among film and television companies. This project (SIrtNet) has involved over fifteen companies within the screen industries and information technology sectors, and has led to creation of a dedicated broadband platform that enables fully digital production and postproduction from initial filming at a sound stage through editing and visual effects to completion of a film or television series. Industry partners view this project as a means to increase efficiencies and position Ontario as a world leader in application of digital technologies, with great potential for attracting new investment and productions to the region. Significant involvement of students in the research process has been combined with development of expertise in digital workflows at each of the partner companies.

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 2015-2016, the student satisfaction rate at Sheridan College for capstone question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career":	86.6
Per the KPI results reported in 2015-2016, the student satisfaction rate at Sheridan College for capstone question #24 "The overall quality of the learning experiences in this program":	80.4
Per the KPI results reported in 2015-2016, the student satisfaction rate at Sheridan College for capstone question #39 "The overall quality of the services in the college":	61.2
Per the KPI results reported in 2015-2016, the student satisfaction rate at Sheridan College for capstone question #49 "The overall quality of the facilities/resources in the college":	72.1

Additional Information:

Please indicate any methods, in addition to the KPI survey results, that Sheridan College used in 2015-2016 to measure student satisfaction.:

Measurement methods for student satisfaction are as prescribed within the Key Performance Indicators.

Highlights:

Please provide highlights of Sheridan College's activity in 2015-2016 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.).:

Sheridan takes great pride in the range of activities available on campus that contribute to a vibrant student experience. Our Co-curricular record program provides students with an institutional document verifying the completion of activities that foster personal growth and professional development.

Not only providing beneficial experience to the student involved, CCR-eligible activities also have far-reaching community impact. Many are aligned with social responsibility, leadership development, healthy behaviour, civic engagement and interpersonal skills – competencies that are required in order to make the activity CCR-eligible.

CCR students are able to articulate, and are consciously aware of, the learning they are experiencing. Rather than evaluating what was learned after the fact, outcomes dictate the course of the activity.

To maintain the integrity of the CCR program, Activity Leaders and Validators, most of whom are Sheridan Professors, oversee the work of students and ensure minimum hours are completed. In the 2015-2016 academic year the CCR Opportunities Database boasted more than 400 available positions.

In addition to the CCR, Sheridan has developed and offers its own online career planning tools that help students make informed choices that better reflect the fit between the student and his/her field of study. In person supports are also available to complement the digital resources.

Our Student Advisement Centre continues to be a central hub providing students with a comprehensive information resource and developmental advising on a drop-in basis. We have also created a First Year Experience website, a first year experience staff team and First Year experience peer mentors to provide students with extra support during this critical year. Our general Peer Mentor program (to support students in all years of study) hires approximately 100 students per year to serve in this capacity. Accessible learning, campus counselling and health centres also exist to serve our students.

And if a staff member, Professor or student has an idea for a new activity, the CCR team works with them to see if they can make it CCR-eligible. The flexibility and timeliness of Sheridan's CCR ensures that campus events, community projects and research initiatives that are vital to Sheridan's identity have the student support they need to be successful.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates:	Percentage:
Per the KPI results reported in 2015, the graduation rate at Sheridan College is:	69.3

Additional Information:

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that Sheridan College used in 2015-2016 to measure graduation rate.:

Measurement methods for graduation rate are as prescribed within the Key Performance Indicators.

Highlights:

Please provide highlights of Sheridan College's activity in 2015-2016 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.).:

A Faculty Academic Advisor is assigned to each program. As an expert in the curriculum he/she is able to guide students experiencing difficult and help them to explore and create modified educational and program plans that help a student meet the learning outcomes and engage more effectively with Sheridan. Our Student Advisement Centre continues to be a central hub providing students with a comprehensive information resource and developmental advising on a drop-in basis.

Accessible Learning coordinates reasonable academic accommodations and a broad suite of support services for students with recognized and documented disabilities to help them meet the learning outcomes associated with their academic program and to promote students' self advocacy.

With the participation and input of teaching faculty, the Tutoring Centre designed and implemented enhanced exam preparation sessions for math and computer science courses.

To better prepare our growing International student population, Library and Learning Services in collaboration with Sheridan Production House, produced a series of of videos in Mandarin, Hindi and Punjabi highlighting services available to support them in their studies.

Sheridan continues to offer a robust student aid program that offers scholarships, bursaries, awards and on-campus employment as part of a work-study program. These programs allow students to worry less about funding their education and enable them to concentrate more on their studies and achieving their potential.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

The table below has been pre-populated with the results from Sheridan College's 2014-2015 Report Back. Please identify Sheridan College's achieved results for 2015-2016 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 : 2015 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 0 ÷ 2014 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = X x 100 = X%

2nd to 3rd Year : 2015 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 0 ÷ 2014 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = X x 100 = X%

3rd to 4th Year : 2015 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 ÷ 2014 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = X x 100 = X%:

Entering Cohort:	Retention Rate Achieved 2014-2015:	Retention Rate Achieved 2015-2016:
1st to 2nd Year:	75.90	79.30
2nd to 3rd Year:	88.70	88.80
3rd to 4th Year:	94.90	90.40

*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 2015-2016 student retention rate is not recommended. The Ministry of Advanced Education and Skills Development 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 related to Student Retention Rate (up to 600 words approx.).:

Measurement methods for retention rates are as prescribed by the definition within the Strategic Mandate Agreement Report Back.

Highlights:

Please provide highlights of Sheridan College's activity in 2015-2016 that contributed to maintaining or improving 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.).:

Student Advisement is housed within the Centre for Student Success, with locations at Sheridan campuses in Brampton, Mississauga, and Oakville. This is where students can come to have their questions and requests for information answered with respect to anything related to Sheridan. In addition to providing detailed information, students can get access to other services within Student Affairs including: accessible learning; careers; cooperative education; developmental advising; and counselling services. Student Advisors assist primarily first year, but also returning students with respect to:

- Adjusting to College life and to their academic programs;
- Accessing all the Sheridan information they need to make the appropriate decisions;
- Assisting students to develop success plans when experiencing difficulties or concerns;
- Referring students to the appropriate specialists when required.

Sheridan also enhanced its engagement activities with first year students through:

- Peer to peer telephone campaign in the summer that welcomes all incoming students;

- In-class visits by peers;
- Increased email and social media presence.

In 2015, Library and Learning Services launched SOURCE, Sheridan's institutional repository. SOURCE showcases and disseminates Sheridan's scholarship, research and creative activities via the Internet including exemplary student works.

With the participation and input of teaching faculty, the Tutoring Centre designed and implemented enhanced exam preparation sessions for math and computer science courses.

To better prepare our growing International student population, Library and Learning Services in collaboration with Sheridan Production House, produced a series of of videos in Mandarin, Hindi and Punjabi highlighting services available to support them in their studies.

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:

According to HEQCO 2012, in general, work-integrated learning (WIL) is an umbrella term used to describe a range of educational activities that integrate learning within an academic institution with practical application in a workplace setting relevant to each student's program of study or career goals. WIL takes many forms, with varying degrees of integration and a multitude of characteristics.

The terminology and definitions used to describe a given WIL experience vary greatly from user to user. The WIL categories used for SMA reporting correspond to the same categories used on the program funding application's Program Delivery Information (PDI) table.

In should be noted that this report collects WIL experiences that are an integral part of the program and are available to all students in the program. The WIL experiences are required in order to complete the program, with the exception of optional co-op placements.

Co-op work placement: Education at Work Ontario (www.ewo.ca), a regional association of the Canadian Association for Co-Operative Education, defines a co-op program as follows: "A Co-operative Education Program is 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::

- 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 Co-operative 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 thirty percent of the time spent in academic study.

Clinical placement: Scheduled hours of activities intended to give students hands-on experience in a hospital or health care setting. This instructional setting is characterized by:

- activities that are an integral component of the curriculum of the program and necessary for the successful completion of the

  program, and

- activities in which students are continually supervised directly by college staff or individuals working on behalf of the college.

Fieldwork: (Part of the laboratory/workshop/fieldwork category on the PDI table) Scheduled hours of activities intended to give students hands-on experience. This instructional setting is characterized by:

- activities in which students are provided with instruction and are directly supervised by college staff, and

- settings outside college facilities in which individual students are required to use instructional equipment and/or supplies.
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These settings do not include situations in which microcomputer labs are used for instruction of standard word processing, spreadsheet and database software packages or situations in which laboratories and workshops are used for convenience.

Field placement/work placement: Scheduled hours of activities intended to give students hands-on experience in the workplace and for which the students do not typically receive a regular salary or wage from the employer. Field placement/work placement is characterized by:

- activities that are an integral component of the curriculum of the program and are necessary for the completion of the program, and

- activities in which college staff do not directly supervise students and for which college staff undertake one or more of the following

  activities:

  ○ make periodic site visits,

  ○ ensure that assignments given to students and the work being done by students are suitable for the program,

  ○ monitor the students' progress in the placement activity,

  ○ help address problems encountered by students in the field or work placement activity, or

○ evaluate students' performance in the field or work placement activity.

Mandatory college baccalaureate degree WIL: A co-operative education work placement in all respects except that it is shorter than 30% of the time spent in academic study.:

Based on the definitions provided above, please provide WIL data for Sheridan College in 2015-2016::

Co-operative Education Program Type (Mandatory):	Number of programs at Sheridan College with a Co-op Stream:	Number of students at Sheridan College enrolled in a Co-op program:
Certificate:	N/A	N/A
Diploma:	N/A	N/A
Advanced Diploma:	N/A	N/A
Graduate Certificate:	9	854
Degree in Applied Area of Study:	N/A	N/A

Co-operative Education Program Type (Optional):	Number of programs at Sheridan College with a Co-op Stream:	Number of students at Sheridan College enrolled in a Co-op program:
Certificate:	N/A	N/A
Diploma:	4	532
Advanced Diploma:	16	3,113
Graduate Certificate:	N/A	N/A
Degree in Applied Area of Study:	N/A	N/A

Clinical Placement Program Type:	Number of programs at Sheridan College with clinical placements:	Number of students at Sheridan College enrolled in a program with clinical placements:
Certificate:	1	74
Diploma:	1	383
Advanced Diploma:	N/A	N/A
Graduate Certificate:	N/A	N/A
Degree in Applied Area of Study:	N/A	N/A

Field Placement/Work Placement Program Type:	Number of programs at Sheridan College with field placements/work placements:	Number of students at Sheridan College enrolled in a program with field placements/work placements:
Certificate:	3	217

Diploma:	22	2,642
Advanced Diploma:	3	548
Graduate Certificate:	1	25
Degree in Applied Area of Study:	N/A	N/A

Fieldwork Program Type:	Number of programs at Sheridan College with fieldwork:	Number of students at Sheridan College enrolled in a program with fieldwork:
Certificate:	N/A	N/A
Diploma:	N/A	N/A
Advanced Diploma:	N/A	N/A
Graduate Certificate:	N/A	N/A
Degree in Applied Area of Study:	N/A	N/A

Mandatory College Baccalaureate Degree Work Placement Program Type:	Number of programs at Sheridan College with mandatory college baccalaureate degree work placements:	Number of students at Sheridan College enrolled in a program with mandatory college baccalaureate degree work placements:
Degree in Applied Area of Study:	20	4,380

Highlights:

Please provide highlights of Sheridan College's activity in 2015-2016 that contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples may include 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:

The Co-operative Education Department facilitates approximately 1800 co-op/internship work terms per year for students in 37 different academic programs. Each new degree contains one mandatory internship (at a minimum).

To prepare students for their co-op experience, students are required to successfully complete a Co-operative Education Internship Forum, a non-credit mini-course graded on a pass/fail basis with learning outcomes focused on job search, interview and resume writing skills.

Sheridan Co-op students were again recognized as national leaders in 2015-16. Sheridan students finishing first and second place in the national Co-op Student of the Year competition for colleges. Shauna-Kay (Software Development & Network Engineering) was selected by the Canadian Association for Co-operative Education (CAFCE) as the Co-op Student of the Year for colleges across Canada. Shauna completed a Co-op work term with the Independent Electricity System Operator in which she developed a new protocol that is now used to improve communication between provinces and the United States in the event of a software failure. In addition to her Co-op success, Shauna was a leader on a capstone project team that created a mobile application called "Motify" to support and motivate individuals on the autism spectrum for which Shauna, her team and the app received significant media attention.

Additionally, Marketing Co-op Student Stephen Kostuk won 2nd place in the competition. During his first work term with Influence Marketing he quickly became viewed as a valued member of the team and assigned increasingly significant responsibilities. Stephen has represented Sheridan in the Ontario College Marketing Competition (OCMC) and participated in the Enactus entrepreneurship club.

Work-Integrated Learning Project:

Recognizing the importance of Work-Integrated Learning for our students, employers, and Sheridan, an institution-wide internal study was conducted in partnership between Student Affairs and the Academic Faculties to review practices related to field placement, practicum, and clinical placement. These are recognized work-integrated learning forms at Sheridan that position our students for

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Industry Relations:

In 2015-16 the Co-op Office delivered the first internships for a number of new Sheridan degrees including Game Design, Interaction Design and the Bachelor of Business Administration Degrees (Accounting, Finance, HR, Marketing & Supply Chain). Many employers are enthusiastic about the BBA degrees which have been designed with a high degree of student flexibility in the scheduling of the work terms, enabling students to create longer work terms, to suit their individual goals, as well as the needs of our industry partners and their longer term projects. Students in our Interaction Design degree proved to be internationally in-demand with students completing work terms at Google in New York and IDEO in Germany.

In April 2016, Sheridan's Co-op team was jointly awarded a Mississauga City Council Community Partnership Award with teams from the City of Mississauga. This year, the award was presented to the City's Information Technology Service Management and Human Resources teams, together with Sheridan's Co-op team. Over the past year the City hired 20 Sheridan Co-op students to support the IT Help Desk as well as day-to-day activities. This award recognized the long-standing collaboration between the City of Mississauga's IT teams and the Sheridan Co-op Office.

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 2015-2016.

Through the development of metrics under the SMAs, the ministry will be developing long-term indicators and updated definitions for online and technology-enabled learning in consultation with the sector. Indicators developed are intended for use in future SMA Report Backs.

In future years, the ministry anticipates collecting more comprehensive data that will profile a broader range of online and technology-enabled learning indicators to ensure students have access to high-quality flexible learning opportunities across the system.

eCampusOntario will be leading the development of eLearning indicators in collaboration with the sector.:

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 2015-2016:

Course Data:	Ontario College Credential:	Other Credential:
Number of ministry-funded courses offered through fully online learning:	470	N/A
Number of ministry-funded courses offered through synchronous conferencing:	45	N/A
Total Number of ministry-funded, for-credit courses offered in e-Learning format:	515	0

Program Data:	Ontario College Credential:	Other Credential:
Number of ministry-funded programs offered through fully online learning:	119	N/A

Number of ministry-funded programs offered through synchronous conferencing:	N/A	N/A
Total Number of ministry-funded, for-credit programs offered in e-Learning format:	119	0

Program Registrations:	Ontario College Credential:	Other Credential:
Number of registrations in ministry-funded programs offered through fully online learning:	3,278	N/A
Number of registrations in ministry-funded programs offered through synchronous conferencing:	2,389	N/A
Total Number of registrations in ministry-funded, for-credit programs offered in e-Learning format:	5,667	0

Additional Information:

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

Measurement methods for e-learning data are as prescribed by the description within the Strategic Mandate Agreement Report Back.

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:

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

Measurement methods for e-learning data are as prescribed by the description within the Strategic Mandate Agreement Report Back.

Highlights:

Please provide highlights of Sheridan College's activity in 2015-2016 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 projects

- Blended course faculty competition created to allow focused faculty professional development for faculty to learn online course development skills.
- Expanding focus on full course development to provide direct faculty consultation to address online delivery solutions for existing courses.
- Improved and enhanced online teaching with technology website to support use of the entire online environment.
- Provision of regular learning technology presentations at all campuses to demonstrate a wide variety of available teaching technologies.

- Revamp of the learning management system's (LMS) look and feel to simplify navigation for students and faculty. Integration of the learning management system (LMS) with selected library systems to facilitate access to library resources within the LMS.
- Development of a Digital Discovery Day event in collaboration with the library as a forum for presentation of faculty work online and opportunity to learn new skills for online delivery.
- Proposal developed to expand the current online environment to include video management, captioning and transcription of video, and full scale system analytics.
- Integration of a faculty managed formative evaluation tool into the LMS.
- Continued development of self-service capabilities in the LMS to simplify faculty work flow.

3. Student Population

This component highlights Sheridan College's contributions to improve access and success for underrepresented groups (Students with disabilities, First Generation, Indigenous, and French-language students).:

Full-Time Students:	# of Students:
The total full-time headcount enrolment* at Sheridan College in 2015-2016::	18,670

Headcount
*DEFINITION: Headcount is the actual enrolment for Fall 2015 as of November 1, 2015 including full-time students, both **eligible and ineligible for ministry funding**, as reported to the ministry for the 2015-2016 fiscal year (enrolment reported in 2015-2016 remains subject to audit and/or correction).:*

3a. Under-Represented Students: Students with disabilities*, First Generation*, Indigenous 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 2015-2016::	2,464	
The total indicated above as a comparative % of Sheridan College's 2015-2016 full-time enrolment headcount::		13.20
The total number of part-time students with disabilities enrolled at Sheridan College in 2015-2016::	0	

Highlights:

Please provide highlights of Sheridan College's activity in 2015-2016 that capture contributions to improve access, and success for students with disabilities (up to 600 words approx.):

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.

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, Academic Faculty);
- Transition sessions to support students with disabilities enrolling at Sheridan;
- FACE IT support group for students on the autism spectrum;
- 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

In addition, during the 2015-2016 year, a pilot project was launched to assess the feasibility of moving mental health accommodations from Counselling to Accessible Learning. Accessible Learning also launched a site within the College learning management system establishing a virtual community to support students and faculty with respect to accessibility.

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 2015-2016::	5,224	
The total indicated above as a comparative % of Sheridan College's 2015-2016 full-time enrolment headcount::		27.98
The total number of part-time First Generation students enrolled at Sheridan College in 2015-2016::	175	

Highlights:

Please provide highlights of Sheridan College's activity in 2015-2016 that capture contributions to improve access, and success for First Generation students (up to 600 words approx.).:

First Generation students receive the same services and supports as other students in the College.

In Student Advisement, these include:

- Phone calls to first year students, prior to their first term;
- Orientation and First Year Transitioning programming (e.g. events, electronic emails);
- First term class visits;
- Access to Student Success Officers, who provide year-round support by phone, email or in-person, for any question related to Sheridan;
- Access to Student Advisors for developmental advising;
- Referrals to additional on-campus supports and services, as appropriate.

The Awards Office implemented a new online awards application (Academic Works in September 2015). When students perform the single-sign-on function, they are asked to complete the general profile and are encouraged to review the opportunities available to them. The opportunities (bursaries) are listed under "ours" meaning funds held at Sheridan and "external" being opportunities that are sent to the Awards Office to advertise to students.

2015-2016 Ontario First Generation bursary ($79,341.72 awarded)

FALL TERM:

106 applications received; 22 awarded.

WINTER TERM:

172 applications received; 48 awarded.

Indigenous Students

* *DEFINITION: Indigenous 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.:

Indigenous Students:	# of Students:	Percentage:
The total number of full-time Indigenous students enrolled at Sheridan College in 2015-2016::	163	
The total indicated above as a comparative % of Sheridan College's 2015-2016 full-time enrolment headcount::		0.87
The total number of part-time Indigenous students enrolled at Sheridan College in 2015-2016::	0	

Highlights:

Please provide highlights of Sheridan College's activity in 2015-2016 that capture contributions to improve access, and success for Indigenous students (up to 600 words approx.).:

Students self-identify through OCAS, KPIs, and the Centre for Indigenous Learning and Support. The major concern for Indigenous students is that they do not self-identify so the number is not truly representative of the population at the College and is therefore under-represented.

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

- Introduction of territory acknowledgement to all major Sheridan events;
- Orientation participation;
- Drop-in service;
- Cultural programming such as drumming and hoop dancing;
- Weekly Elder visits;
- Holiday get together;
- Summer outreach programs;
- Student engagement programs;
- Red Dress campaign;
- Completion of "Toward the Indigenization of Sheridan College" research project with Academica.

French-Language Students
 * DEFINITION: A student is considered a French-language student if the student meets at least one of the following criteria -
1) The student's mother tongue is, or includes French (the student is a Francophone);
2) the student's language of correspondence with the institution is French;
3) the student was previously enrolled in a French-language education institution; or
4) the student 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 2015-2016::	185	
The total indicated above as a comparative % of Sheridan College's 2015-2016 full-time enrolment headcount::		0.99
The total number of part-time French-Language students enrolled at Sheridan College in 2015-2016::	13	

Highlights:

Please provide highlights of Sheridan College's activity in 2015-2016 that capture contributions to improve access, and success for French-Language students (up to 600 words approx.).:

French language students are not currently separated as a group within the student population and have access to the same supports and services as other students.

Additional Information:

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

Part-time student tracking for students with disabilities and indigenous students is not done.

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 2015 at Sheridan College. :

International Students:	# of Students:	Percentage:
Sheridan College reported to the ministry full-time international enrolment* in 2015-2016::	3,928	
The total indicated above as a comparative % of Sheridan College's 2015-2016 full-time enrolment headcount::		21.04
Sheridan College's 2015-2016 part-time international enrolment is:	300	

Additional Information:

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

Measurement methods for international students are as prescribed by the definition within the Strategic Mandate Agreement Report Back.

Highlights:

Please provide highlights of Sheridan College's activity in 2015-2016 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:	# of Students:	Percentage:
Sheridan College's 2015-2016 proportion of an institution's enrolment that receives OSAP is:	9,430	66.90

Additional Information:

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

The numbers for students receiving OSAP are as reported 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 2015-2016 full-time funding eligible enrolment count submitted on November 1, 2015 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:
Refer to complete list below::		
Applied Arts - Advertising and Design (Advanced Diploma)	1.22	5.00
Applied Arts - Advertising and Design (Applied Degree)	3.85	45.02
Applied Arts - Advertising and Design (Diploma)	2.08	15.51
Applied Arts - Advertising and Design (Post-Diploma Certificate)	0.15	10.88
Applied Arts - Art (Advanced Diploma)	2.67	54.48
Applied Arts - Art (Applied Degree)	0.79	100.00
Applied Arts - Art (Certificate)	2.50	32.96
Applied Arts - Art (Diploma)	0.98	42.46
Applied Arts - Child/Youth Worker (Advanced Diploma)	3.37	9.81
Applied Arts - Crafts (Advanced Diploma)	0.16	30.26
Applied Arts - Education (Applied Degree)	1.04	39.73
Applied Arts - Education (Diploma)	6.17	11.85
Applied Arts - Fashion (Diploma)	1.17	8.02
Applied Arts - Fashion (Post-Diploma Certificate)	0.18	65.00
Applied Arts - Law and Security (Diploma)	5.41	7.62
Applied Arts - Law and Security (Post-Diploma Certificate)	0.04	1.63
Applied Arts - Media (Advanced Diploma)	0.48	1.84
Applied Arts - Media (Applied Degree)	11.42	79.55
Applied Arts - Media (Certificate)	1.18	30.36
Applied Arts - Media (Diploma)	0.93	2.77
Applied Arts - Media (Post-Diploma Certificate)	0.71	13.76
Applied Arts - Performing Arts (Advanced Diploma)	0.80	15.17
Applied Arts - Performing Arts (Applied Degree)	1.23	34.73
Applied Arts - Performing Arts (Certificate)	0.50	44.87

Applied Arts - Preparatory/Upgrading (Certificate)	2.66	3.45
Applied Arts - Preparatory/Upgrading (Diploma)	0.62	4.26
Applied Arts - Public Relations (Post-Diploma Certificate)	0.20	6.71
Applied Arts - Recreation/Fitness (Certificate)	0.26	61.67
Applied Arts - Social Services (Diploma)	4.54	9.65
Business - Accounting/Finance (Advanced Diploma)	4.23	13.81
Business - Accounting/Finance (Applied Degree)	1.51	15.50
Business - Accounting/Finance (Diploma)	1.30	5.98
Business - Business Computer (Applied Degree)	0.46	16.46
Business - Business Computer (Diploma)	1.79	14.85
Business - Business Legal (Diploma)	1.94	8.35
Business - Business Management (Advanced Diploma)	0.09	0.40
Business - Business Management (Applied Degree)	0.41	6.51
Business - Business Management (Diploma)	1.03	4.19
Business - Business Management (Post-Diploma Certificate)	0.43	9.40
Business - Human Resources/Industrial Relations (Advanced Diploma)	1.89	15.86
Business - Human Resources/Industrial Relations (Applied Degree)	0.20	9.00
Business - Human Resources/Industrial Relations (Diploma)	0.59	14.95
Business - Human Resources/Industrial Relations (Post-Diploma Certificate)	0.48	7.23
Business - Marketing/Retail Sales (Advanced Diploma)	2.24	19.06
Business - Marketing/Retail Sales (Applied Degree)	0.56	26.07
Business - Marketing/Retail Sales (Diploma)	0.86	5.06
Business - Marketing/Retail Sales (Post-Diploma Certificate)	0.17	5.73
Business - Materials Management (Applied Degree)	0.17	14.37
Business - Office Administration (Diploma)	0.48	8.31
Business - Office Administration - Health (Diploma)	0.89	6.87
Business - Office Administration - Legal (Diploma)	0.33	12.77
Business - Travel/Tourism (Diploma)	0.56	3.73
Health - Animal Care (Certificate)	0.57	29.24
Health - Animal Care (Diploma)	0.81	13.60
Health - Health - Miscellaneous (Applied Degree)	2.26	100.00
Health - Health Technology (Certificate)	0.14	2.53
Health - Health Technology (Diploma)	0.33	2.18
Health - Nursing Related (Certificate)	0.28	2.20
Health - Nursing Related (Diploma)	1.62	3.23
Technology - Architectural (Advanced Diploma)	1.68	12.28
Technology - Architectural (Diploma)	0.22	5.75

Technology - Chemical/Biological (Advanced Diploma)	0.62	4.48
Technology - Chemical/Biological (Diploma)	0.09	1.83
Technology - Electronics (Advanced Diploma)	5.59	13.40
Technology - Electronics (Applied Degree)	0.80	36.33
Technology - Electronics (Certificate)	1.25	16.97
Technology - Electronics (Diploma)	0.71	2.50
Technology - Machining (Diploma)	0.15	5.53
Technology - Mechanical (Advanced Diploma)	1.33	6.77
Technology - Mechanical (Certificate)	0.89	11.40
Technology - Mechanical (Diploma)	0.18	1.08
Technology - Resources (Diploma)	0.06	0.47
Technology - Welding (Certificate)	0.45	11.03
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:

Trade - Refer to complete list below::

	Number of Apprentices	Pass/Fail Rate	Annual Funding
Exam Prep	60	100.00	$21,408.00
Electrician - Construction and Maintenance	177	98.00	$438,087.20
General Machinist	71	97.00	$162,849.44
Tool and Die Maker	36	94.00	$79,522.56
Industrial Mechanic Millwright	65	98.00	$147,325.36
Total:	409		$849,192.56

Highlights:

Please provide highlights of Sheridan College's activity in 2015-2016 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:

- New program implemented in 2016: Electrical Technician Ontario College Diploma, with clear and accessible pathways from certificate to diploma. New technologies and sustainability curriculum implemented as suggested by industry stakeholders.

- Currently planning the implementation of programs newly approved by the Ministry: Honours Bachelor of Creative Writing & Publishing, Welding Technician Ontario College Diploma, Teaching English to Speakers of Other Languages (TESOL Plus) Ontario College Graduate Certificate, and Music Applied to Stage, Screen & Interactive Visual Environment (MASSIVE) Ontario College Graduate Certificate building on strengths of digital media, design, healthy communities, creativity and performing arts. All new programs are part of collaborative and interdisciplinary work with our existing programs.

- Proposed programs currently at Ministry waiting approval: Honours Bachelor of Community Safety, Bachelor of Engineering (Mechanical Engineering)

- Proposed programs under development: Bachelor of Engineering (Electrical Engineering) (in line with our SMA commitment to engineering degrees), Bachelor of Social & Community Development (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), graduate certificate in Professional Accounting (aligned with strength and growth in business) Honours Bachelor of Computer Science (in line with computer science identified as an area of strength and growth in the SMA).

Quality Assurance and enhancement of existing programs:

- In order to support the ongoing creation and revision of course outlines in Sheridan programs, the Centre for Teaching and Learning (CTL) has trained and supports one designated faculty member from each Faculty to ensure course outlines coming to Local Academic Councils and Academic Resource Committee meet Ministry and Sheridan standards and policies. The course outline specialist role has been designed to further enhance current quality assurance processes and procedures.

- The explicit scaffolding of core competencies (e.g., critical thinking, research skills) into existing programs and new program development is designed to enhance the clarity and transparency of the development of core competencies for both faculty and students.

- Continued revisions to existing programs through program review ensures critical alignment between program learning outcomes, course learning outcomes, evaluation methods and course delivery. As suggested by the Ministry in the 2014-2017 SMA, Sheridan has taken steps through the program review process to modernize and update programming in the Community Safety and Community Studies programs to respond to industry needs.

- The alignment with accreditation competencies and program learning outcomes for Interior Design degree and two degrees under development were completed.

- The revision of Sheridan's new program concept paper will provide better alignment with Ministry expectations requiring evidence of labour and student needs.

- Sheridan introduced the Sheridan Academic Logistics (SAL) application to manage curriculum planning. This application replaces the old course outline system. SAL allows for easier management of changes to programs and courses, provides a process for managing and tracking approvals in a consistent and clear way; and ensures alignment between program learning outcomes, course learning outcomes, and evaluations.

- Sheridan's Program Review policy and procedures were revised after extensive stakeholder consultation. These now incorporate the Faculty of Continuing and Professional Studies.

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 through the Credit Transfer Accountability Framework.

As part of this work, a new Credit Transfer Student Flag was introduced into 2015-16 enrolment reporting for colleges and universities. The ministry will work with the sector throughout 2016-17 on any refinements to the metric with a view to integrate this new information into the SMA report back beginning in 2017-18.

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, as well as metrics related to transfer student satisfaction or outcomes.

Development of these metrics will be done in partnership with the sector and ONCAT. :

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):
2011-2012:	4,230	316	7.47	57,701	3,463	6.00
2012-2013:	4,334	320	7.38	57,462	3,424	5.96
2013-2014:	4,050	266	6.57	54,467	3,003	5.51
2014-2015:	3,298	181	5.49	52,039	2,465	4.74
2015-2016:	3,072	114	3.71	46,244	2,047	4.43

Per the College Graduate Outcomes @ 6 Months data reported in 2015-2016 (based on 2014-2015 graduates),:	Percentage:
The percentage of Sheridan College students who were satisfied or very satisfied with academic preparation for university was:	87.5
The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was:	87.6

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 2015-2016 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.).:

Online Advanced Standing Application

The Office of the Registrar introduced numerous enhancements to Sheridan's online Transfer Credit and PLAR services. The enhancements provided students and staff with an enriched user experience by improving the ease of use while improving the processing times for student requests for transfer credit. Currently, there are over 45,200 course equivalencies rules from external institutions that exist in our transfer credit system with new rules being created daily.

Degree Completion (Pathways):

The Office of the Registrar has been very active in promoting the Degree Completion and Pathways at Sheridan. The Honours Bachelor of Business Administration program pages have been updated to capture all of the supporting pathways and the specific transfer credits that will be awarded. In addition, the Office of the Registrar has operationalized the Pathways Implementation Team which functions as a working group to the Pathways Steering Committee and which has created an online Pathways Dashboard for the purpose of tracking existing and new pathways.

The Office of the Registrar has participated in a number of promotional opportunities with the Pathways Coordinator attending the ONCAT Pathways in Higher Education Conference 2016, and ONCAT Administrator Days and meetings. These opportunities have enabled us to work collaboratively with other institutions regarding policies and internal operations. Sheridan recruitment events (i.e. Open Houses) are now staffed with Pathway resources, when applicable, to continue to promote and create an awareness of the various pathway opportunities that exist at Sheridan.

Other Highlights

- Sheridan has over 700 pathways from many diploma programs into degrees. This includes internal and external pathway opportunities for students.

- Sheridan continues to offer 20 stand-alone degrees with a number of pathways and credit transfer opportunities available within.

- Sheridan continues to market various pathways and make updates to the Transfer Guide to inform the community, prospective students and current students of pathways available to them.

- Sheridan is participating in the Heads of Business and the Heads of Community Service 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.

- Sheridan has a pathways website which includes student testimonials and updated credit transfer information at the pathways.sheridancollege.ca website.

- Sheridan is participating in the Heads of Community Services agreements with other Ontario Colleges. This allows qualified students the possibility of being able to transfer their credits and complete the same number of semesters (after year 1 or year 2), as if they would not have transferred.

- Sheridan has a Bachelor of Design program joint with York, 2 joint agreements with UTM - Communication, Culture, Information & Technology and Theatre and Drama studies, and a Bachelor of Computing and Network Communications (Honours) – Internet Communications Technology with Brock University.

- Sheridan has implemented a transfer agreement with York University where students can transfer from the General Arts and Science Diploma at Sheridan into any Honours Bachelor Degree program at York University. These students have the option to take up to 12 credits at York while pursuing their General Arts and Science Diploma at Sheridan depending on their GPA.

- The Faculty of Humanities and Social Sciences recently announced the introduction of the Pre-Health Sciences Pathway to Advanced Diplomas and Degrees. This will enhance the learning experiences and pathway options for pre-health sciences students.

6. Financial Sustainability

1. Annual Surplus/(Deficit) - (revenue - expenses):	Amount:	Benchmark:	
Annual Surplus/(Deficit):	15,744,293	0	

2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets):	Amount:	Benchmark:	
Accumulated Surplus/(Deficit):	117,982,210	0	

3. Quick Ratio (current assets) / (current liabilities):	Amount:	Benchmark:	
Current Assets/Current Liabilities:	1.40	1.00	

4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)]:	Percentage:	Benchmark:	
Debt/Assets:	29.53	35.00	

5. Debt Servicing Ratio (interest expense + principal payments) / (revenue):	Percentage:	Benchmark:	
Total Debt Serviced/Revenue:	0.84	3.00	

6. Net Assets to Expense Ratio (net assets) / (expenses):	Percentage:	Benchmark:	
Net Assets/Expenses:	86.63	60.00	

7. Net Income to Revenue Ratio (revenue - expenses) / (revenue):	Percentage:	Benchmark:	
Net Income to Revenue:	4.99	1.50	

Highlights:

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

In order to ensure financial sustainability, Sheridan follows a planning cycle that commences once its mid-year review for the current fiscal year is completed and utilizes known and projected enrolment and revenues and expenditures to forecast its current year-end final position. This methodology informs our planning for future years.

The 2.0% decrease in per weighted funding unit grants and the claw back of $750 per international student continue to present a challenge to the college in funding its operational requirements while still balancing its budget. Sheridan has supplemented its operating revenue by increasing its intake of international students to counter the near flat domestic enrolment growth. Sheridan has also already made several reductions in its operations with respect to all non-classroom areas of service delivery.

The combination of growing international enrolment and cost reduction measurements has resulted in significant improvement in Sheridan's 2015/16 financial result over that of 2014/15.

Although our 2015/16 financial results were positive, Sheridan is cognisant of the fact that too much dependency on international enrolment may become problematic. Thus, Sheridan continues to develop new programs that will attract both full time and part time domestic students as well as Continuing Education students.

Sheridan's continuing investment in executing its Integrated Energy and Climate Master Plan will result in more savings in future years. In addition to the above mentioned cost reduction efforts, Sheridan has also formed Expenditure Review Committees to continue review and explore areas where potential savings can be found.

Sheridan reviews and stages its capital expenditures in order to meet current and future expenditures commitments under Section 28 of the Financial Administration Act (Ontario) to prevent over-extending its resources.

7. Attestation

By submitting this report to the ministry::	Checkbox:
Sheridan College confirms that all information being submitted to the ministry as part of the 2015-2016 SMA Report Back is accurate and has received approval from Sheridan College's Executive Head.:	✔

For additional information regarding Sheridan College's 2015-2016 SMA Report Back please contact:	Information:
Name::	Alvin Tedjo
Telephone::	905-815-4182
Email::	alvin.tedjo@sheridan college.ca

Please indicate the address on Sheridan College's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry:	Information:
Website::	sheridancollege.ca