

Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back

Institution Name:	Sheridan College
--------------------------	-------------------------

OVERVIEW

Through the 2008-09 MYAA Report-Back process, **Sheridan College** was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. **Sheridan College** was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of Sheridan College's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that **Sheridan College** is on track for meeting its commitments or has an improvement plan in place, and is approved by the Ministry.

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. Enrolment, Student Access Guarantee) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

DEADLINE FOR SUBMISSION TO THE MINISTRY

The deadline for **Sheridan College** to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on **Sheridan College's** website. Please ensure **Sheridan College's** completed 2009-10 Report Back is posted at the same location on **Sheridan College's** website as its Multi-Year Action Plan.

CONTACT

For any questions regarding this Report Back template, please email Perry Gordon, Senior Policy Advisor, Colleges Unit at Perry.Gordon@ontario.ca or telephone (416) 325-4026.

PART 1: 2009-10 SYSTEM WIDE INDICATORS

- The 2009-10 Report Back has been changed from previous years' format to collect information only on system-wide indicators and will reflect and report on progress on Sheridan College's commitments regarding access, quality and accountability as outlined in the original accountability agreements.

- The 2009-10 Report Back is also requesting data on credit transfer, online learning and international students. This is in keeping with the governments strategic priorities and as per discussions with Colleges Ontario and Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives. The data collected from the 2009-10 Report Back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.

- System Wide Indicators for 2009-10:

- 1) Enrolment - Headcount
- 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
- 3) Compliance with the Student Access Guarantee (SAG) in 2009-10
- 4) The Student Access Guarantee (SAG) for 2010-11
- 5) Participation in the Credit Transfer System
- 6) Class Size
- 7) Online Learning
- 8) International
- 9) Supply Chain Compliance
- 10) Space Utilization
- 11) College Student Satisfaction
- 12) Graduation Rate
- 13) Graduate Employment Rate
- 14) Student Retention Rates
- 15) Quality of the Learning Environment

1) Enrolment - Headcount*

**DEFINITION: Headcount is the un-audited enrolment forecast for 2009-10 (full-time funded students only: does not include Second Career, Apprentice or International students).*

- **Sheridan College** reported to TCU the total Headcount enrolment in 2009-10 = **13,845**
- Please indicate the number of students aged 18-24 from the total Headcount enrolment reported by **Sheridan College** to the Ministry for 2009-10 = **11,047**
- Please indicate the number of students aged 25+ from the total Headcount enrolment reported by **Sheridan College** to the Ministry for 2009-10 = **2,217**
- Please provide one or more examples in the space provided below of a promising practice that **Sheridan College** used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

CRM Prospect Management - practice to develop and maintain results for overall enrolment

As part of the Strategic Enrolment Plan we developed a prospect management solution (CRM Customer relationship Management) to support recruitment planning activities. This initiative will strengthen the relationships with prospects in of support of increasing the applicant pool of qualified applicants and subsequently, to increase enrolment. The CRM is a permanent and integrated solution to gather and use prospect information. In order to launch this service, we:

- Trained recruitment, contact centre and admissions staff in prospect qualification
- Automated qualified prospect contacts and developed a communications plan to support applicant growth and applicant conversion.

With the development of the "Strategic Enrolment Management Plan 2010-2014" Sheridan has undertaken a strategic approach to enrolment planning. The Strategic Enrolment Management (SEM) process at Sheridan is an integrated, information-based, and ongoing process that involves a Strategic Enrolment Management Team in institution-wide strategic planning. Its purpose is to align the enrolment effort of the college with the Institutional Strategic Plan and Academic Strategic Plan.

Introduction of a Multi-year enrolment Projection Model

This enrolment forecasting tool allows Sheridan to more accurately predict future enrolment based on application trends, past retention rates and regional demographics at the program level. In addition to more accurate predictions the tool provides for quicker turn around time, more detailed reporting with a capability to do revenue and costing forecasts.



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

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

**DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.*

Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.

Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate).

**DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs.*

- For the following, please include full-time and part-time, but not international students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of <i>students with disabilities</i> at Sheridan College who registered with the Office for Students with Disabilities and received support services in 2009-10= <u>1,237</u></p> <p>Please indicate the number of <i>students with disabilities</i> at Sheridan College who registered with the Office of Students for Disabilities and received support services in 2009-10 who were: Full-time: <u>1,237</u> Part-time: <u>N/A</u> Total (Full-Time + Part-time): <u>1,237</u></p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) <u>1,237</u> \div <u>13,845</u> (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <u>9%</u></p>	<p>Please indicate the total number of <i>First Generation students</i> enrolled at Sheridan College in 2009-10= <u>4,480</u></p> <p>Please indicate the number of <i>First Generation students</i> enrolled at Sheridan College in 2009-10 who were: Full-time: <u>4,480</u> Part-time: <u>N/A</u> Total (Full-Time + Part-time): <u>4,480</u></p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) <u>4,480</u> \div <u>13,845</u> (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <u>32%</u></p>	<p>Please indicate the total number of <i>Aboriginal students</i> enrolled at Sheridan College in 2009-10= <u>92</u></p> <p>Please indicate the number of <i>Aboriginal students</i> enrolled at Sheridan College in 2009-10 who were: Full-time: <u>87</u> Part-time: <u>5</u> Total (Full-Time + Part-time): <u>92</u></p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) <u>92</u> \div <u>13,845</u> (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <u>0.6%</u></p>

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more examples of promising practices that Sheridan College used in 2009-10 to develop and maintain results for students with disabilities.</p>	<p>In the space below, please provide one or more examples of a promising practice that Sheridan College used in 2009-10 to develop and maintain results for First Generation students.</p>	<p>In the space below, please provide one or more examples of a promising practice that Sheridan College used in 2009-10 to develop and maintain results for Aboriginal students.</p>
<p>We developed the Face It Autism/ASD Peer Support Group to support students with developing effective social skills and peer relationships.</p> <p>Introduced the Transition Committee made of local school board partners and agencies to support better transition programming for students with disabilities.</p> <p>We added an additional full-time advisor at our Davis campus to better support the needs of the growing population and program mix at that location.</p>	<p>First Year Connections Program for First Generation Students Purpose: to assist new students to feel connected to Sheridan, provide them with all the information they require to prepare for the start of school, answer their questions and refer to an Advisor when needed. From the initial call, senior students maintain the connection with new first gen students via email, phone and social events throughout first semester to continue to support, stay connected and provide pertinent, just in time information.</p>	<p>We have diversity studies courses in Gen Ed, CYW, SSW and ECE that address Aboriginal issues. Sheridan Aboriginal Awareness Committee hosts Many Voices an annual event to bring awareness to Aboriginal Issues and celebrate Aboriginal culture and achievements and support the diversity in our school. There is an associated facebook page.</p> <p>Sheridan is a participant/member of the North South partnership that brings Northern communities together with resources in the South.</p> <p>We have a relationship with the Mississaugas of the New Credit First Nation, Metis Nation of Ontario and Peel Aboriginal Network through committee work, shared ideas and resources.</p>

3) Compliance with the Student Access Guarantee (SAG) in 2009-10

Through its signed MYAA, **Sheridan College** committed to participate in the Student Access Guarantee. For 2009-10, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines.

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$1,236,411	684
Other SAG Expenditure to Supplement OSAP	\$4,829,650	2,441
TOTAL	\$6,066,061	3,125

Data as of July 06, 2010

- Did **Sheridan College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **Yes**

4) The Student Access Guarantee (SAG) for 2010-11

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2010-11 Student Access Guarantee Guidelines.

<p>For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.</p> <p>Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.</p>	<p>We will review the OSAP download to identify any remaining SAG obligation at the end of January, 2011. Students with outstanding SAG will receive an “automatic” bursary from Sheridan. The aid will be posted to students’ accounts and, where required, refunds will be issued to students. All recipients will be notified by email.</p>
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so:</p> <p>a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide.</p>	<p>Sheridan currently does not provide loan assistance to students in second-entry programs. Sheridan is part of the Student Line of Credit program with the TD Bank for second-entry programs. This program was to have started in 2010/11 but has been delayed until 2011/12. Programs eligible are:</p> <ul style="list-style-type: none"> Advanced Television and Film Computer Animation Computer Animation - Digital Visual Effects Computer Animation - Digital Character Animation

5) Participation in the Credit Transfer System

- The following data is per the College Graduate Outcomes Survey:

Survey Years	Total # of Sheridan College graduates who participated in Graduate Survey (A)	# of Sheridan College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of Sheridan College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2005-2006	3,098	279	9%	42,333	2,716	6.4%
2006-2007	3,213	275	8.6%	44,309	3,449	7.8%
2007-2008	3,346	296	8.9%	44,622	3,510	7.9%
2008-2009	2,895	253	8.7%	43,086	3,145	7.3%
2009-2010	3,152	278	8.8%	40,388	2,725	6.7%



- Per the College Graduate Outcomes Survey for 2008-2009 and 2009-2010 (based on 2007-2008 and 2008-09 graduates), the percentage of **Sheridan College** students who were satisfied or very satisfied with academic preparation for university was **86%**.
- Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.
- Please provide any additional comments regarding transition experience either from college to university or college to college.

Sheridan has numerous articulation and transfer agreements with not only Ontario universities, but with Universities throughout the world. The complete list can be found in the 2010/11 Viewbook or at: <http://www.sheridaninstitute.ca/>

Sheridan offers a specific program specifically for University transfer.

General Arts and Science (University Profile) program is designed to build students' academic and critical thinking skills. The University Profile offers courses in a variety of disciplines and prepares students for a successful future in university. A range of courses in the humanities and social and behavioural sciences are offered with a goal of developing analytic skills that will help students succeed in your future studies in university.

- One Year of study - earn a certificate and possible credits for university transfer
 - Two Years of Study – earn a diploma and credits for university transfer
 - Develop written, critical thinking and interpersonal skills
 - Experience a multidisciplinary curriculum based on the disciplines of Psychology, Philosophy, Sociology, English and a wide range of electives
 - Get personalized attention in small class settings that help maximize learning
- Academic advisers will help you transition to college life, and will work with you to plan for your future academic Arts and Science career at university.

Transfer Options

Two-year University Profile program allows students to enter third year at:

Athabasca University, Athabasca, AB

Bishop's University, Lennoxville, QC

Canisius College, Buffalo, NY

Daemen College, Amhurst, NY

D'Youville College, Buffalo, NY

Thompson Rivers University, Kamloops, BC

Although Sheridan has no formal agreement with York University, University of Toronto, or Laurier, students are eligible for admission as a second year student after completing Two-year University Profile program.

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



- Please provide one or more examples in the space provided below of a promising practice that **Sheridan College** used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight. In addition, **Sheridan College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

Sheridan has developed and provided animation curriculum to Cambrian College, making animation programming at the diploma level accessible in Sudbury. We are seeking approval of a bridging program that Cambrian Animation Diploma students may apply to, and upon completion of the bridging requirements, they will enter into the final two years of the Animation Degree program at Sheridan.



6) Class Size

- Please provide the number and percentage of all first-year classes (all programs) at **Sheridan College** in 2009-10 that were:

Class Size	Number of Classes	Percentage of Total Classes
Less than 30 students	3,895	58%
30 to 60 students	2,738	41%
61 to 100 students	41	1%
101 to 250 students	19	1%
251 or more students	0	0%
Total	6,693	100%



- Please provide one or more examples in the space provided below of a promising practice that **Sheridan College** used during 2009-10 regarding class size. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

As part of the launch of our new degree in Interior Design we constructed a flexible classroom/studio space that will allow the ID Professors to run classes of variable sizes facilitating delivery of curriculum in different formations. We worked with the furniture company, Herman Miller, to develop moveable furniture arrays and with our IT department to amplify our mobile computing options. The project has now become part of a research project on delivery models in which we have engaged with Herman Miller as a partner. We hope this will be a prototype as we explore varying class sizes in relationship to improved curriculum delivery.

A pilot project was initiated in 2009-10 to analyze how class space is utilized in the School of Arts, Animation and Design. The project will be extended to all areas of the college to ensure the appropriate space is available to students in varying programs on an ongoing basis.



7) Online Learning

- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.

- To complement this work, please provide one or more examples in the space provided below of a promising practice that **Sheridan College** used during 2009-10 to develop and enhance online learning. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Hybrid Learning for a New Generation of Learners

Research was undertaken in 2009-10 to understand the needs of a new generation of learners who are currently in elementary and high school so that the college can position itself to meet their needs over the coming years. Employer needs were also analyzed so that education and skills development can be oriented to meet the needs of the next generation of jobs. The result was a commitment to grow Sheridan's hybrid course offerings between 2010 and 2015. Sheridan will invest in hybrid development and leverage serious gaming and simulation so that 25% of its courses are offered in hybrid.

As a result of the research conducted in 2009-10, Sheridan will:

1. create 3 Collaboratories between 2010 and 2012 to support faculty as they innovate using advanced learning technologies;
2. introduce e-portfolios by 2012 for all first year students;

8) International

**DEFINITION: International Enrolment* is the headcount of full-time international students at the institution including students who are both eligible and ineligible for funding consideration.*

- **Sheridan College** reported to TCU that International Enrolment in 2009-10 = **583**.

- In 2009-10, **Sheridan College** reported to TCU the following top 3 source countries for international students:
 - India
 - South Korea
 - United States

- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences **Sheridan College** had in 2009-10:
 - Outbound students = **15**
 - Inbound students = **13**

- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at **Sheridan College** in 2009-10 = **\$8,500,000**

- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that **Sheridan College** had outside of Canada in 2009-10 = **\$0**



- Please list in the table below all For Credit, Stand-Alone campuses **Sheridan College** operated abroad in 2009-10, including city, country and total enrolment for each campus:

- Please provide one or more examples in the space provided below of a promising practice that **Sheridan College** used during 2009-10 to develop and maintain results for international activities. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Brand Building on the Web in Key markets.

Sheridan has sought alliances with key education web media to build the brand in India, China, and Korea.

Example – Learnhub.com in India and in China.

Expanded our agent network in India, China, and Korea.

Sheridan has expanded its International recruiting department. This expanded department is divided up into teams, with each team focused on a different part of the world.

9) Supply Chain Compliance

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including colleges, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU) are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the college that are consistent with the principles outlined within the Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

- Please confirm that in 2009-10 **Sheridan College** adopted the Government of Ontario's Supply Chain Code of Ethics: **Yes**
- Please confirm that in 2009-10 **Sheridan College** adopted or is in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**
- In 2009-10 did **Sheridan College** participate in the Ontario Education Collaborative Marketplace (OECM)? **Yes**
- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: **112,000**
- Please provide one or more examples in the space provided below of a promising practice that **Sheridan College** used during 2009-10 related to supply chain management. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Xerox paper contract started in October, 2009.

Xerox photocopier contract started in September, 2009.

Starting April 1, 2010, another contract on office supplies via OECM will be in effect.

10) Space Utilization

- In 2009-10, did **Sheridan College** have a Space Utilization planning process in place to assess and optimize academic space utilization? **Yes**

- If yes, please indicate in the space below the methodology used to inform **Sheridan College's** academic space utilization planning process:

As part of Sheridan's Space Utilization planning process, space simulations are conducted on a regular basis. In these simulations, our scheduling team will be presented with a variety of scenarios ranging from an increase in enrolment at specific campus location to modifying scheduling patterns, or adjusting the program mix or intake for a particular school. The results are analyzed and presented back for review and consideration.

- Please provide one or more examples in the space provided below of a promising practice that **Sheridan College** used during 2009-10 to assess and optimize academic space utilization. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In recognition of ongoing physical space constraints, along with the desire of students to utilize technology, Sheridan is adjusting course delivery to include 'hybrid' (a combination of in-class and online) courses and more online course offerings. These changes in delivery will help to eliminate physical space constraints while at the same time meeting the learning flexibility needs of the students.

In order to fully utilize the busy Davis campus in Brampton from 8am to 10pm daily, Sheridan piloted 'teenager' timetables for full time students in Architectural Technician/Technology and Mechanical and Electromechanical Technician/Technology programs. These timetables allow students to take classes between 2pm and 10pm. Late shift timetables can allow two sets of students to attend classes and labs on campus each day, 8am to 3pm and 3pm to 10pm. Student feedback has been mixed with upper semester students being more receptive than first semester, timetables with only one or two evening classes preferred, and 4-day timetables (which reduce commuting carbon contributions) as the top priority, easier to achieve with more hours available in each day.



11) Student Satisfaction

- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **85.8%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #26 "The overall quality of the learning experiences in this program" = **79.1%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #44 "The overall quality of the facilities/resources in the college" = **68.7%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #45 "The overall quality of the services in the college" = **66.6%**
- Please provide one or more examples in the space provided below of a promising practice that **Sheridan College** used during 2009-10 to increase student satisfaction. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Online Student Start-of-Term Survey:

The Office of the Registrar solicits feedback from students at the start of each term via an online survey tool that attracts responses from approximately 20% of our postsecondary students. The feedback is important in our ongoing planning related to providing high quality services to our students. The student feedback was instrumental in the launch of the Online Transcript Request Service that allows students to request transcripts online. This service has continually requested from students as part of the Office of the Registrar's start-of-term survey results.

For services, Sheridan continues to enhance our online services available to students to help eliminate the need for students to line up for in-person service. MyStudent Centre and myOTRonline, provide students with pertinent information and access to their student record. Newly launched academic advisement, allows students to monitor their progress within a program of study by highlighting courses that have been satisfied along with those that have not been satisfied.

myOTR:

The Office of the Registrar introduced a new student portal that draws together a whole host of useful guides, resources, contacts and provides the latest information from the OTR to make the Sheridan student experience as straightforward and enjoyable as possible.

My Academic Requirements:

The Office of the Registrar introduced a new service for postsecondary students – My Academic Requirements that captures the student's academic performance and progress of their program of study.

School of Animation, Arts and Design

Increase in our awards and scholarships, e.g. Advanced Television & Film – 10, Applied Photography – 35, Art & Art History – 81, BAA (Animation) – 9, BAA (Illustration) – 10, Computer Animation – 3, Crafts & Design – 59, Interior Decorating – 7, Interior Design – 11, Media Arts – 17, Journalism - Broadcast – 9, Journalism - New Media – 9, Journalism - Print – 12, Music Theatre - Performance – 37, Theatre Arts - Technical Production – 24, Visual Merchandising – 16, Visual & Creative Arts – 6

Sheridan TV – showcases student work; Applied Photography – creation of online equipment booking eliminated student line ups.

Opening of SIRT (Screen Industries Research and Training Centre) created placements and research opportunities for our students.

School of Business

Implemented an integrated strategic plan for student retention at the School level. Involved faculty, students, staff from the School of Business and staff from Student Services. Purpose was to reach out to all first year students and assist them in self



identification of at risk characteristics. Provided those students identified with information on the resources available to them.

Main results:

- Increase awareness of students support resources
- Multiple touch points provided students with appreciation of the College's interest in them succeeding
- Identification of most challenging courses in first year and supports needed for student success (Math and Accounting) 10-11
- As a result of the first phase of the retention strategy, enhancements in the Math and Accounting courses have been implemented for Fall 2010.



12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at your institution = 71.1%
- Please provide one or more examples in the space provided below of a promising practice that **Sheridan College** used during 2009-10 related to the achievement of the graduation rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

New Data collection processes that have allowed us to identify pre-college characteristics, underlying issues and root causes associated with student drop-out and failure and term to term student progression data. The analysis of this data, combined, is allowing for data driven solutions and initiatives.



13) Graduate Employment Rate

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at your institution = **82.2%**

- Please provide one or more examples in the space provided below of a promising practice that **Sheridan College** used during 2009-10 related to the achievement of the graduate employment rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Target Audience: Graduating students who just completed their final semester
New Initiative: Employment Boot Camp
Sheridan Career Counsellors and Employment Advisors lead intensive three day "boot camp program" for graduating students called "Get a Job/Keep a Job". The program educated students on effective job search, goal setting, career management, business etiquette, professional networking.

14) Student Retention Rates

The table below has been pre-populated with the proposed results set for 2008-09 in **Sheridan College's** approved Multi-Year Action Plan. Referring to these proposed results, please identify **Sheridan College's** achieved results for 2009-10.

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1st to 2nd Year	86%	85%	87.0%
2nd to 3rd Year	85%	97%	90.0%
3rd to 4th Year	94%	95%	92.0%

- Please indicate in the space below the methodology used by **Sheridan College** to calculate the retention rates indicated above

- 1st to 2nd Year: all post secondary full time enrolment, excluding joint programs (Winter 2009 Term 2 to Fall 2009 Term 3).

- 2nd to 3rd Year: all post secondary advanced diplomas and applied degrees, excluding joint programs (Winter 2009 Term 4 to Fall 2009 Term 5).

- 3rd to 4th Year: applied degrees only, excluding joint programs (Winter 2009 Term 6 to Fall 2009 Term 7).



- Please provide one or more examples in the space provided below of a promising practice that **Sheridan College** used during 2009-10 related to student retention. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

"Study of Mature Learners and their academic adjustment to college"

Identifying and understanding the needs and challenges of past and current "re careering" mature learners towards the building of comprehensive and seamless support services and programs.

"Building an awareness, understanding, shared and working definition of Student Success at Sheridan"

Through a qualitative research study and the participation of 550 members of the Sheridan community, students, faculty, staff and administrators, Sheridan now has a shared definition of student success that serves as our guiding principle.

"Supporting and Enhancing Academic Advising at Sheridan"

A cross college working group made up of Academic Advisors, Administrators and Student development practitioners, dedicated itself to the clarification of the Academic (faculty) Advisor's role description/function, the creation of a training program, the development of an on-line information resource centre for Academic Advisors and a venue for ongoing networking. The purpose of initiative was to enhance consistency in practice and quality of support to students.



15) Quality of the Learning Environment

- Please provide information in the space provided below of what **Sheridan College** did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

Our reorientation of Applied Research around our Academic programs has led to the development of a research stream in the School of Applied and Computing Sciences. This allows real life applied research issues to come into the curriculum and takes students out into industry. The future extension of this reorientation will see further curricular developments, changes to programs, courses and assignments to support applied research as a part our instruction and our classroom environment. This enhancement will produce students with greater job readiness.

Sheridan undertook a major planning initiative that will position Sheridan to meet the needs of students and employers for the next generation of jobs and educational needs.

The Academic Innovation Strategy, now known as Sheridan: The Creative Campus, engaged the entire college community to articulate areas of focus and identify implementation strategies. More than 200 academic, support and administrative staff participated in the initiative. The result is a five year academic plan that leverages Sheridan's reputation for creativity in education. Student Success is at the centre of the plan and more than 500 students, faculty, support and administrative staff contributed to the definition. Other key areas include: the digital learning environment, applied research, international education, experiential learning, interdisciplinary/interprofessional, and sustainability.

Sheridan will begin implementation of the strategy's recommendation in 2010-11.

PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES
• Increased Participation of Under-Represented Students - Programs/Strategies

As part of its 2008-09 Report Back, your institution was asked to provide 3 to 5 examples of how its strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>Sheridan Centres for Internationally Trained Individuals (ITI) Sheridan Centres for Internationally Trained Individuals (ITI): the Centres provide supports and programs to meet the needs of immigrants to Canada. These include ITI Advising, and Enhanced Language Training and Occupation Specific Language Training programs for those with previous education and work experience from their home countries.</p>	<p>During fiscal year 2009/10 over 1500 newcomers received assistance and service at the Sheridan Centres for Internationally Trained Individuals at our locations in Brampton and Oakville. Participation in our SCITI programs and services for this period is as follows: ITI Advising: 1,113 ITI clients were advised Enhanced Language Training: 135 students enrolled Occupation Specific Language Training: 79 students enrolled Due to the success of these initiatives, SCITI programs and services are enjoying an increased profile in the community, with the result that in 2010/11 we are receiving increased word-of-mouth referrals and meeting or exceeding our enrolment targets for program intakes without difficulty.</p>
<p>Disabilities Orientation: Sheridan Transition Experience for Post Secondary Success Program (STEPS) is held for one week during the summer to assist students with learning disabilities learn about the College prior to Sept. Post-Secondary Readiness Experience Program (PREP) is a one day program to help students with disabilities learn about the College and prepare them for the beginning of the semester.</p>	<p>Sheridan Transition Experience for Post Secondary Success Program (STEPS) program has had over 138 participants. In 2009-2010 we completed a study that showed 73% of program participants have either graduated or have stayed in school. Average GPA of participants is 2.84.</p>
<p>Admissions Triage - Strategies for the mature student: - Develop/implement a comprehensive strategy to deal with incomplete applications. - Improve 'Customer Care' by expanding the sales and service capacity of the Call Centre. - Offer pathways: Create and promote pathways from program to program that better fits the applicants' needs and point applicants from program to program. - Implement a specific outreach strategy to target the growing adult and immigrant population.</p>	<p>-Developed/implemented a comprehensive strategy to deal with incomplete applications. -Improved "Customer Care" by expanding the sales and service capacity of the Call Centre. -Promoted pathways from program to program that better fits the applicants' needs and point applicants from program to program. -Implemented a specific outreach strategy to target the growing adult and immigrant population. -Trained staff this past year to focus calls on: Guiding students whose application processing is interrupted due to missed supporting documents, transcript, admission testing or supplemental component. Providing information on pathways for mature students to</p>

	<p>achieve admission requirements to their desired program of study.</p> <p>Improved "Customer Care" by:</p> <ul style="list-style-type: none"> -Expanding the service capacity of the Call Centre with introduction of social media. -Increased staffing efficiencies by streamlining responsibilities within the team which resulted in influx of out bound calls 8% to clients and in bound traffic calls 27%/ email 57%. -Enhanced operational effectiveness by increasing intelli-response auto response rate from to 80 percent to 89 %. -Maintained strategic goal to be more welcoming in all of our customer contact.
--	--

• Quality of the Learning Environment

As part of its 2008-09 Report-Back, your institution was asked to provide 3 to 5 examples of how its quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
High Quality of Curriculum in all Programs: Creative Campus Task Force (recommendation for curriculum renewal) and Flexible Program Design (design curriculum for course-based registration and flexible delivery).	<p>Flexible Learning has been defined as an environment that provides a student-centred choice that respects the learning needs, lifestyle, and overall experience to achieve student success. Business and technical requirements are being drafted with implementation planned for June 2011.</p> <p>The Academic Program Development Plan was created as part of a new Program Mix Model for the College. The Model and Plan will be implemented in 2010-11.</p>
First Year Experience: Expand and enhance transitional programming (pilot program). Program is designed to assist new students in their personal, academic, and social transition to Sheridan.	<p>Pilot Audience: 180 first year students in the Child and Youth Worker program</p> <p>Achieved Results: 5.2% increase in the number of students who remained "on path" from compared to the same period the prior year. "On path" describes students who continued onto semester two of their academic program, as full time students. There was also a 5.7% decrease in the number of student "drop outs" at the end of semester one, compared to the same period the prior year.</p>
'Early warning' pilot programs Early Warning: Establish 'early warning' pilot programs.	<p>Early Warning System: Faculty Identified Model</p> <p>Pilot Audience: 291 First Year Students in the Computing</p>

<p>Programs will identify at-risk students and recommend resources to facilitate student success.</p>	<p>Programs Acheived Results: 3% increase in the number of students who remained "on path" from compared to the same period the prior year.</p> <p>Early Warning System: Student Identified Model Pilot Audience: 421 First Year Students in Business Administration Programs Achieved Results: 4.6% increase in the number of students who remained "on path" from compared to the same period the prior year.</p> <p>In both pilot audiences: over 90% of students cited feeling supporting in their learning, in their adjustment to college and in their decision making - through the EWS program.</p>
---	--



Ontario

Ministry of Training, Colleges and Universities