



## **Multi-Year Accountability Agreement Report Back**

**For the Fiscal Period 2007-08**

**Updated January 9, 2009**

<b>College:</b>	<b>Durham College</b>	<b>Fiscal Year:</b>	<b>2007-08</b>
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## A. ACCESS

### Increased Participation of Under-Represented Students — Measurement

As stated in the MYAA, the Ministry is committed to working with the institutions and HEQCO to develop a system measure that will track the participation of under-represented students in a manner that is sensitive to privacy concerns.

#### Measurement Methodologies at Your College

*Instructions:* Referring to your approved MYAA Action Plan, list the measurement methodologies your college uses to determine the presence of under-represented groups (Aboriginal students, first generation students, students with disabilities, and mature students) and Francophone students in its student population. Describe the instrument being used and the categories of students being surveyed. Particularly valuable are methodologies and results that complement those of the Ontario College Student Engagement Survey (OCSES) – for instance, those that address participation in part-time, transition or apprenticeship programs.

Individual students may belong to more than one group. In the cells counting respondents for each under-represented group, do not adjust for this potential double-counting. Eliminate any double-counting in the column, “Total Number Self-Identifying as Member of Under-represented Group”.

Measurement Methodology (including description)	Student Groups in Your Student Population				Total Number Self-Identifying as Member of Under-represented Group	Franco-phone Students	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities	Mature Students			
	#	#	#	#			
<b><u>ABORIGINAL</u></b>							
<b><u>Measurements:</u></b>							
1. Registrar's Office identifies the number of students who self-identify on the OCAS application as being of aboriginal status;							
(a) For Fall 2007 intake	63						3,737 records
(b) For Winter 2008 intake	6						173 records
2. OCSES* asks students “Do you consider yourself to be a person of Aboriginal or Native ancestry?” (Part 1, question 21).	90						1,441 student responses

<b>FIRST GENERATION</b>							
<u>Measurements:</u>							
1. The Learner Support Centre's ESL Academic Specialist asks the following question: "Were you the first person in your family to attend college or university in Canada?"		81 first generation students received services from the ESL Academic Specialist					6,135 full-time funded enrolment
2. The Learner Support Centre's Learning Strategist asks the following question: "Were you the first person in your family to attend college or university in Canada?"		216 first generation students received services from the Learning Strategist					6,135 full-time funded enrolment
3. KPI Student Satisfaction Survey college-specific question 55 asks students "Are you the first generation in your family to attend postsecondary education?"		1,270					4,098 student responses
4. OCSES* asks students "Father's highest level of education" (Part 1, question 18) and "Mother's highest level of education?" (Part 1, question 19). First generation has been calculated as per MTCU and is defined as a student whose mother and father completed high school or equivalent, or less.		311					1,441 student responses

<u>STUDENTS WITH DISABILITIES</u>							
<u>Measurements:</u>							
1. Annual <i>Student with Disabilities Accountability Report</i> identifies the number of students who registered for services with the Centre for Students with Disabilities (CSD) during the academic year			537				6,135 full-time funded enrolment
2. OCSES* asks students "Do you consider yourself to have a disability?" (Part 1, question 24).			107				1,441 student responses

<u>MATURE STUDENTS</u>							
<u>Measurement:</u>							
Registrar's office runs report that cross-references registered students with "mature student" applicants (mature students are those applicants aged 19 or older as of the first day of school without an OSSD);							
(a) For Fall 2006 intake				537			2,605 records
(b) For Winter 2007 intake				54			277 records
OCSES * asks students "Your age in years" (Part 1, question 14) and "What is the highest level of education you have completed so far?" (Part 1, question 33). Mature students are defined as those aged 19 and over, and those with less than high school completion.				13			1,441 student responses

FRANCOPHONE STUDENTS							
Measurements:							
1. Registrar's office runs report to count students whose first language is French;							
(a) For Fall 2006 intake						20	3,750 records
(b) For Winter 2007 intake						0	190 records
2. KPI Student Satisfaction Survey question 50 asks students "Your first language." Results are responses for "French."						41	4,145 student responses
3. OCSES asks students "Which language did you learn first?" (Part 1, question 16). Results are responses for "French."						15	1,441 student responses
<p><i>* In reporting OCSES results, some students are double-counted in cases where those students reported belonging to more than one under-represented group. Analysis of the Part 1 dataset shows that 90 students were Aboriginal, 311 were First Generation, 107 were students with disabilities, and 13 were mature students; this represents 456 unique students who reported belonging to at least one under-represented group.</i></p> <p><i>The calculations based on OCSES data should be interpreted with caution. In calculating first generation students, only those who reported answers for both parents have been considered, therefore not accounting for responses where one or both parents was left blank. In calculating mature students, only those who reported their age and previous education have been considered, therefore not accounting for responses where one or both of these was left blank. The low calculated number of mature students may be a reflection of the mature students' likelihood of participating in an on-line survey or leaving the age question blank.</i></p>							

## Increased Participation of Under-Represented Students — Programs/Strategies

*Instructions:* Referring to your approved MYAA Action Plan, list: each access improvement strategy/program planned for the fiscal year being reported; whether the strategy/program was executed; the result achieved; any variance from the targeted result; an explanation of the variance; and, planned remedial action.

Access Strategy/Program	Implemented?		Actual Result	Target Achieved?		Explain Variance between Actual and Expected Results and Any Remedial Action You Expect to Take
	Yes	No		Yes	No	
Participation in OCSES to improve data gathering and tracking	✓		Active Participation in Year 2, with participation rates of 23% and 13% for each of the parts – both higher than the system average.	✓		Benchmark: to exceed the system average for participation. No remedial action required.
<b>GENERAL:</b> (programs/strategies to applicable to more than one under-represented group)						
ACCESS STRATEGIES –  Outreach Activities  Partnerships and presentations to school boards; Durham College Centre for Success targeted at “at risk” high school students (many are members of under-represented groups)	✓		5 Centre for Success Information sessions offered; 325 attendees  146 students enrolled (of which 141 were eligible to graduate)  92 students graduated	✓		No variance applicable, since this fiscal year has been used to identify baseline.
Bursaries  Provide bursaries to students from under-represented groups	✓		20 bursaries given to First Generation students	✓		Bursaries: increase of 230%, from 6 in previous year.  During 07/08, the majority of bursaries were awarded on the basis of need and not targeted to specific under-represented groups. It is hoped that more specific tracking through Banner of bursaries provided to students from under-represented groups will be implemented in the future.  20 bursaries were given to First Generation students in 2007/08. MTCU provided \$15,426 and Durham College added \$25,574 – total \$41,000.

<p><b>Success/Retention Strategies –</b></p> <p>Provide Learning Strategies and ESL Success Strategies to students from under-represented groups</p>	✓		<p>Learning Strategist – 805 hours of student appointments/ 632 hours of workshops</p> <p>ESL – 495 hours of appointments and 49 hours of workshops</p>	✓	<p>Student appointments: increase of 483%, from 138 hours in previous year.</p> <p>Workshops: increase of 602%, from 90 hours in previous year.</p> <p>Results for learning strategies increased significantly this year for two primary reasons: (1) staffing increased from one to two Learning Strategists and (2) significant efforts were undertaken to identify the needs of students and faculty, to develop partnerships with academic areas, to promote the available services to faculty and advisors, and to develop a formal internal referral process. In addition, the range of subject-specific supports was enhanced.</p> <p>ESL appointments: increase of 21%, from 408 hours in previous year.</p> <p>ESL workshops: decrease of 38%, from 80 hours in previous year. Only select workshops were offered in winter semester due to lower demand. No remedial action required.</p>
<p>First year experience programming - Residence Academic Leaders (RAL's)</p>	✓		<p>RAL program established; 4 RAL's hired</p> <p>5 Advising workshops as well as student tutoring (biology, stats, engineering and communications)</p>	✓	<p>RAL's: increase of 200%, from 2 RAL's in previous year.</p> <p>Advising workshops: no change.</p> <p>Addition of student tutoring in 2007/08.</p>
<p>Diversity Office</p>	✓		<p>235 student advising sessions</p> <p>17 on-campus diversity programming activities</p>	✓	<p>Advising sessions: increase of 8%, from 217 in previous year.</p> <p>Diversity programming activities: increase of 21%, from 14 in previous year.</p>

<u>STUDENTS WITH DISABILITIES:</u>						
<p>Success/Retention Strategies –</p> <p>Learning Disability Transition Program</p>	✓		<p>Expanded 2-week program approved by MTCU and delivered (capacity expanded this year)</p> <p>27 students developed homepages</p>	✓		<p>Students developing homepages: increase of 59%, from 17 in previous year due to increased funding.</p>
<p>High School Presentations by Centre for Students with Disabilities</p>	✓		<p>7 High School Presentations; also hosted on-campus presentations/ workshops to over 50 high schools</p>	✓		<p>High School presentations: increase of 17%, from 6 presentations in previous year.</p> <p>Addition of on-campus presentations.</p>
<p>Accessibility Plan</p>	✓		<p>10 department training sessions in disability awareness and accessibility, and 2 all-campus presentations with guest speakers</p> <p>An additional 69 department initiatives undertaken to improve access</p>	✓		<p>Department training sessions: no change.</p> <p>Addition of all-campus presentations.</p> <p>Additional department initiatives: decrease of 28%, from 96 in previous year. No remedial action required, as this activity was supplemental to the department training sessions.</p>



<u>MATURE STUDENTS:</u>						
ECE program	✓		<p>35 students with children in the Early Learning Centre (campus day care centre)</p> <p>8 graduates with children in the Early Learning Centre (children were in care while parents were students, and now employed)</p>		✓	<p>Students: increase of 118%, from 16 in previous year. Current result is typical; previous year was an unusually low number of students using child care.</p> <p>Graduates: decrease of 27%, from 11 in previous year.</p>

## Official Languages Education Program: French Language College Collaboration

This table applies only to the two French language colleges — Boréal and La Cité.

*Instructions:* As excerpted from the approved MYAA Action Plans, for each college collaboration strategy/program listed below, indicate: whether the strategy/program was executed; the result achieved; any variance from the targeted result; an explanation of the variance; and, planned remedial action.

French Language College Collaboration Strategy/Program	Implemented?		Actual Result	Target Achieved?		Explain Variance between Actual and Expected Results and Any Remedial Action You Expect to Take
	Yes	No		Yes	No	
Identify pilot projects, action plans, schedules and joint strategies						
Identify the partnerships needed for the pilot projects to succeed						
Identify the mechanisms needed to assess the effectiveness of cooperation on the pilot projects						
Mount a joint marketing and public relations campaign for secondary schools and school boards in the Centre-South-West Region (the London and Welland areas)						
Identify the differences between the sets of programs offered by English-language colleges and those offered by French-language colleges						
For the Learning to 18 initiative, sign memoranda of understanding with the province's 12 French-language school boards						

*Not applicable*

### College Small, Northern and Rural

This table applies only to institutions that receive funding through the Small, Northern and Rural (SNR) Grant.

*Instructions:* Referring to your approved MYAA Action Plan, list: each SNR strategy/program planned for the fiscal year being reported; whether the strategy/program was executed; the result achieved; any variance from the targeted result; an explanation of the variance; and, planned remedial action.

College Small Northern & Rural Strategy/Program	Implemented?		Actual Result	Target Achieved?		Explain Variance between Actual and Expected Results and Any Remedial Action You Expect to Take
	Yes	No		Yes	No	
Targeted recruitment strategies through satellite campuses	✓		2,616 Continuing Education registrations at Uxbridge (859), Whitby (1,210) and Ajax (547) satellite campuses	✓		<p>Registrations: increase of 47%, from 1,780 in previous year (<i>note: number of registrations incorrectly reported in previous Report Back</i>)</p> <p>Although there has been a significant increase, this is due to a re-organization that moved certain training activities in Whitby from BIDS to Continuing Education. Registration numbers in Ajax and Uxbridge are down, partly due to an increasing trend toward on-line learning. Other factors may be contributing; an environmental scan is planned for the coming year to identify possible reasons.</p>
			<p>126 academic upgrading learners at satellite campuses (63 in Uxbridge and 63 in Bowmanville – note, Bowmanville site operated only 6 months – April to June/07 and January to March/08 due to lack of funding)</p> <p>16 (13%) of those in academic upgrading at satellite campuses continued their education by enrolling in postsecondary education</p>			<p>Academic upgrading learners: increase of 19%, from 106 in previous year.</p> <p>No variance applicable, since conversion rate was not calculated in previous year.</p>

## Student Access Guarantee and Commitment: Durham College

*Instructions for 2007-08:*

Through your signed MYAA, you committed to participate in the student access guarantee. For 2007-08, this meant meeting students' tuition/book shortfalls in allocating financial aid, as set out in the 2007-2008 Student Access Guarantee Guidelines.

	Yes	No
The college met students' tuition/book shortfalls in allocating financial aid, as set out in the <u>2007-2008 Student Access Guarantee Guidelines</u>	√	

If you answered no, please explain.

Please complete the following table, using the most recent available year-to-date information from your institution's 2007-08 OSAP student access guarantee report screen (This screen can be accessed by your Financial Aid Office.)

2007-08 TUITION/BOOK SHORTFALL AID:		
	TOTAL \$	# ACCOUNTS
Expenditures for Tuition/book SAG Amount	\$78,482	79
Other SAG Expenditure to Supplement OSAP	\$601,176	422
Total	\$679,658	501

Date screen was last updated: 28/09/2008

### MYA Action Plan – 2008-09 Revision: Student Access Guarantee

Pursuant to Section 2.1 of the Multi-Year Agreements, your institution will participate in the Student Access Guarantee (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 2008-09 Student Access Guarantee Guidelines. Please complete the following template to update the strategies and programs that your institution will use in 2008-09 to participate in the Student Access Guarantee initiative.

<p>1. Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be:</p> <p>(a) provided to those students who apply for institutional financial aid; or</p> <p>(b) automatically issued to students based on their OSAP information.</p>	<p><b>Principles of Student Access Guarantee Initiative:</b></p> <p>Durham College will partner with the Ministry to support access to post-secondary education following these principals:</p> <ul style="list-style-type: none"> <li>- no qualified Ontario student should be prevented from attending Ontario's public colleges and universities due to lack of financial support programs and;</li> <li>- students in need should have access to the resources they need for their tuition, books, compulsory fees, equipment and supplies.</li> </ul> <p>For the purpose of the Access Guarantee a qualified student is a student who is academically qualified according to the institution's</p>
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academic requirements for a particular program, and meets the requirements for assistance from the Ontario Student Assistance Program (OSAP). Or for part time students the requirements of the Part Time Canada Student Loans Program (PT-CSLP) There is an expectation that the student and his or her family will participate in financing the cost of post-secondary education. Where student's personal and family resources are not sufficient to cover costs and students need additional financial support, they are expected to apply for OSAP.

**Student Access Guarantee Program Eligibility Parameters / Delivery:**

Durham College will endeavour to meet tuition/book shortfalls for those students who have submitted an application requesting additional financial aid and meet the following conditions:

- Students must have applied for OSAP and have an identified unmet tuition/book shortfall.
- Students must be enrolled in programs with tuition costs that exceed \$2,250 per semester (\$2,675 for co-op programs) as per Ministry guidelines, or
- Students must have program book costs in excess of \$500 per semester as per Ministry guidelines
- As per the Ministry directive institutional aid will be based on the figures available through the OSAP download files.
- The financial aid office reserves the right to adjust tuition/book shortfall amounts, based on additional information regarding resources or costs gathered through the application process.
- Where the shortfall is adjusted by the financial aid office a record of the basis for the adjustment will be kept.
- Aid provided to students in the form of bursaries, scholarships, and work study support or a combination of these may be deemed as satisfying the access guarantee.
- Students must sign their Ministry OSAP Confirmation of Enrollment – students are not required to negotiate OSAP if deemed eligible for the Student Access Guarantee, but the student must sign their Confirmation of Enrollment to activate their OSAP record for the 2007/2008 year and to facilitate the accurate reporting of SAG expenditures to eligible OSAP student files.

**Student Access Guarantee Bursary Disbursement:**

- Fall semester bursary applications will be accepted until the last day of November 2007. Bursary funds awarded will be disbursed bi-monthly until the end of the semester.
- Winter semester bursary applications will be accepted until the last day of March 2008. Bursary funds awarded will be disbursed bi-weekly until the end of semester.
- Spring/Summer bursary applications will be accepted until last day of June 2008. Bursary funds awarded will be disbursed by the end of July 2008.
- Where students have outstanding tuition fees with the institution bursary funds will be applied to the student's account first, any

	<p>remaining balance will be issued in the form of a cheque to the student.</p> <ul style="list-style-type: none"> <li>- As there is a determination of eligibility based on ongoing OSAP application, disbursements will be scheduled on a bi-monthly basis to satisfy newly identified eligible students based on new OSAP assessments.</li> <li>- Students will be notified in writing as to the results of their application.</li> </ul>
<p>2. If your answer to the above question was 'a,' please identify what specific internet portal(s) or program(s) students at your institution apply through to be considered for tuition/book assistance provided as part of your participation in the student access guarantee.</p> <p>Identify any applicable deadlines.</p>	<p>Students will complete their student financial profile on MyCampus to apply.</p> <ul style="list-style-type: none"> <li>- Fall semester bursary applications will be accepted until the last day of November 2007. Bursary funds awarded will be disbursed bi-monthly until the end of the semester.</li> <li>- Winter semester bursary applications will be accepted until the last day of March 2008. Bursary funds awarded will be disbursed bi-weekly until the end of semester.</li> <li>- Spring/Summer bursary applications will be accepted until last day of June 2008. Bursary funds awarded will be disbursed by the end of July 2008.</li> </ul>
<p>3. 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 High-Demand (formerly fee-deregulated) college post-diploma Programs. If so:</p> <p>(a) identify the programs by name and by OSAP cost code;</p> <p>(b) describe how you determine how much loan aid to provide.</p>	<p>Not applicable.</p>
<p>4. Describe other financial support programs and strategies that your institution will use to assist college students facing financial barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.</p>	<p>Durham College continues to implement programs designed to address financial need for all our students considering individual circumstance and hardship. Students who do not qualify under the SAG Program guidelines may be eligible for funding through Durham College bursary, award and work study programs that address overall need.</p>
<p>5. Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee.</p>	<p>Durham College is dedicated to providing support as outlined in the Student Access Guarantee Program. We understand there will be students that will not be eligible in meeting the criteria as outlined in this program.</p> <p>While there is no avenue to "appeal" the SAG eligibility requirements as it is being implemented under specific eligibility criteria, students may ask to have their bursary application reviewed by the Financial Aid Office, Bursary Committee. The bursary committee will review the applicant's eligibility under the SAG guarantee and will take into consideration any additional information provided by the student. The outcome of the review will be communicated to the student in writing.</p>

## B. QUALITY

### Quality of the Learning Environment

*Instructions:* Referring to your approved MYAA Action Plan, list: each quality improvement strategy/program planned for the fiscal year being reported; whether the strategy/program was executed; the result achieved; any variance from the targeted result; an explanation of the variance; and, planned remedial action.

Quality Strategy/Program	Implemented?		Actual Result	Target Achieved?		Explain Variance between Actual and Expected Results and Any Remedial Action You Expect to Take
	Yes	No		Yes	No	
<u>STUDENT ENGAGEMENT:</u>  2006/07 Student Satisfaction KPI above the system average	✓		77.4 %	✓		77.9% - System average Student Satisfaction KPI. This target is achieved, taking into account the margin of error (+/- 0.2% at the system-level and +/- 1.0% at the college level, 19 times out of 20). Program-specific KPI Report Cards including analysis were developed; program areas to create action plans to improve next year's results.
<u>NET NEW FULL-TIME FACULTY HIRES:</u>  Sufficient faculty to provide a quality learning experience	✓		13 net new full-time faculty hired		✓	Net new full-time faculty hires: decrease of 43%, from 23 in previous year.  Student to faculty ratio 12.3 to 1 (6,191 funded and unfunded students served by 505 full-time and non full-time faculty): improvement over previous, from 13.2 to 1 (5,783 funded and unfunded students served by 437 full-time and non full-time faculty).  This second measure was added this year to better reflect the college's strategy to provide a quality learning experience, by connecting enrolment to total number of faculty.
<u>LEARNING MANAGEMENT SYSTEM (LMS):</u>  Faculty usage as a learning tool	✓		50% of faculty using LMS for instructional purposes	✓		Faculty using LMS: increase of six percentage points, from 44% in previous year.
<u>SUPPORT FOR STUDENTS WITH ENGLISH LANGUAGE BARRIERS:</u>  ESL Academic Specialist	✓		105 students served	✓		Students served: increase of 44%, from 73 in previous year.

<b><u>INFORMATION TECHNOLOGY STRATEGIES TO IMPROVE THE LEARNING ENVIRONMENT:</u></b>						
	Mobile Learning Program	✓		1,300 students in mobile learning program	✓	Students in mobile learning program: decrease of 9%, from 1,427 last year.
				105 different software applications used by students		Software applications used: increase of 50%, from 70 in previous year.
	Support Desk Services	✓		98% of calls resolved within the established Service Level Agreement (37,000 student and faculty calls for support)	✓	Rate of calls resolved: no change. Volume of calls received: increase of 11%, from 33,476 in previous year.
	Computer Replacements	✓		24% of computers replaced (1,426 computers in classrooms / labs / computer commons)	✓	Replacement rate: increase of four percentage points, from 20% in previous year. Number of computers replaced: increase of 27%, from 1,123 in previous year.
	Student Network Usage			N/A		Starting in October 2008, Durham College will also track the number of students using the network.
<b><u>SUPPORT FOR FACULTY USE OF TECHNOLOGY IN TEACHING AND LEARNING:</u></b>	✓			263 faculty training sessions offered by the Innovation Centre - focused on appropriate use of technology for teaching and learning and effective use of WebCT. Other relevant topics this year included Second Life and Teaching the ESL Learner.	✓  ✓	Training sessions offered: increase of 13%, from 232 in previous year.



			885 hours of one-on-one consulting provided to faculty by Innovation Centre			One-on-one consulting: decrease of 23%, from 1,145 in previous year. No remedial plan required; variance is a result of faculty demand, a different reporting structure, and personnel changes in the Centre.
<u>IMPROVED CURRICULUM DEVELOPMENT AND PROGRAM MAPPING:</u>	✓		4 program mappings completed	✓		<p>No variance applicable, since this fiscal year has been used to establish services and identify baseline.</p> <p>Greater focus was placed on curriculum activities related to the life cycle of a diploma program. The later half of the year saw the creation of a curriculum unit staffed with three half-time seconded faculty. This unit developed a new curriculum mapping and analysis process, a process and guide for annual curriculum renewal, and a course outline quality checklist. These materials will be piloted and iteratively improved during the next year. The college has also developed a new curriculum policy to guide curriculum development.</p>

## Student Engagement and Satisfaction: Student Retention Rates

*Instructions:* Referring to your approved MYAA Action Plan, list: the retention rates achieved; any variance from the targeted rate; an explanation of the variance; and, planned remedial action.

*NOTE:* The report-back on retention rates will lag one year. For example, the retention rates from 2005-06 to 2006-07 will be reported in the fiscal 2006-07 report back.

	Actual Retention Rate	Target Achieved?		Explain Variance between Actual and Expected Results and Any Remedial Action You Expect to Take
		Yes	No	
1 <sup>st</sup> to 2 <sup>nd</sup> Year	78.4%	✓		Target – over 70% or exceed system-wide average
2 <sup>nd</sup> to 3 <sup>rd</sup> Year	85.5%	✓		Target – over 80% or exceed system-wide average
3 <sup>rd</sup> to 4 <sup>th</sup> Year*				<i>Not applicable</i>

\* Applicable only to applied degree programs.

## C. ACCOUNTABILITY

### Multi-Year Agreement Action Plan

*Instructions:* This report-back constitutes part of the public record, and as such, should also be made available on your institution's web site. Please ensure that this portion of your Annual Report is posted at the same location as your Multi-Year Agreement Action Plan.

Action Plan Posted?		If posted, provide the current link. If not posted, when will it be posted?
Yes	No	
✓		<a href="http://www.durhamcollege.ca/EN/main/campus_services/18106/18594/publications.php">http://www.durhamcollege.ca/EN/main/campus_services/18106/18594/publications.php</a>