

2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Durham College
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OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

As in previous years, the Ministry will withhold a portion of **Durham College's** 2011-2012 allocation until the completion of the Minister's review and approval of **Durham College's** 2010-2011 MYAA Report Back.

PRE-POPULATED DATA CONTAINED IN THE 2010-2011 MYAA REPORT BACK

Where possible, the Ministry has pre-populated the 2010-2011 MYAA Report Back with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. Full-Time Enrolment) to help streamline the reporting process. All of the pre-populated data in the 2010-2011 MYAA Report Back has been collected from confirmed institutional sources.

DEADLINE FOR SUBMISSION TO THE MINISTRY VIA MYAA WEBSITE

The deadline for **Durham College** to complete and submit the 2010-2011 MYAA Report Back to the Ministry exclusively via the MYAA Website is **September 30, 2011**. Please ensure that **Durham College's** completed 2010-2011 MYAA Report Back has Executive Head or Board of Governors approval prior to submitting the completed Report Back to the Ministry. The 2010-2011 MYAA Report Back will constitute part of the public record and, as such, must be made available on **Durham College's** website. Please ensure **Durham College's** completed 2010-2011 MYAA Report Back is posted at the same location on **Durham College's** website as its Multi-Year Action Plan.

CONTACT

For any questions regarding the 2010-2011 MYAA Report Back, please email Perry Gordon, Senior Policy Advisor, Colleges Unit, at Perry.Gordon@ontario.ca or telephone (416) 325-4026.

2010-2011 SYSTEM WIDE INDICATORS

The 2010-2011 MYAA Report Back continues to collect information only on system-wide indicators and reports on progress on **Durham College's** commitments regarding access, quality and accountability, as outlined its Multi-Year Action Plan.

The 2010-2011 MYAA Report Back will allow the Ministry to continue tracking progress on current key government initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives.

The 2010-2011 MYAA Report Back will highlight **Durham College's** activities, which contribute to maintaining or improving its results for each system-wide indicator.

The System-wide Indicators for 2010-2011 are:

- 1) Enrolment - Headcount
- 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
- 3) Compliance with the Student Access Guarantee (SAG) in 2010-2011
- 4) Participation in the Credit Transfer System
- 5) Class Size
- 6) eLearning
- 7) International
- 8) Supply Chain Compliance / Broader Public Sector Accountability Act
- 9) Space Utilization
- 10) Student Satisfaction
- 11) Graduation Rate
- 12) Graduate Employment Rate
- 13) Student Retention
- 14) Quality of the Learning Environment
- 15) Ten percent Reduction in Executive Office Costs for 2011-2012

1) Enrolment - Headcount*

**DEFINITION: Headcount is the un-audited enrolment forecast for 2010-2011 reported to the Ministry on November 1, 2010 (Full-Time funded students only: does not include Second Career, Apprentice or International students).*

Durham College reported to the Ministry the total Headcount enrolment in 2010-2011 = 7,030.

Please indicate the number of students aged 18-24 (age as of November 1, 2010) from the total Headcount enrolment reported by **Durham College** to the Ministry for 2010-2011 = 5,938.

Please indicate the number of students aged 25+ (age as of November 1, 2010) from the total Headcount enrolment reported by **Durham College** to the Ministry for 2010-2011 = 959.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2010) enrolled at **Durham College** in 2010-2011= 133.

*The space below is provided for **Durham College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment - Headcount

This data was derived from enrolment files provided to OCAS.

Please provide one or more examples, in the space provide below, of highlights from **Durham College's** Enrolment Management Plan that **Durham College** used during 2010-2011 to manage enrolment.

Five-year Enrolment Planning

Durham College has introduced a rolling five-year enrolment planning mechanism that is reviewed and revised on an annual basis. The five-year plan allows us to project our longer term enrolment goals, but is nimble enough for plans to be changed depending upon program approval and development timelines. Each year, our planning process starts with establishing an annual enrolment plan that is used for baseline budgeting purposes and is reviewed and modified throughout the academic cycle based upon applicant response to recruitment and admission activities.

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 institution's 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 Second Career, Apprentice or International students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Durham College who registered with the Office for Students with Disabilities and received support services in 2010-2011= 419</p> <p>Full-Time Students with Disabilities as a percentage of Full-Time Enrolment at Durham College in 2010-2011 was: (calculation based on the total number of Full-Time Students with Disabilities (419) provided above by Durham College, divided by Durham Colleges 2010-2011 Full-Time Enrolment Headcount (7,030)) = 6%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Durham College who registered with the Office for Students with Disabilities and received support services in 2010-2011 = 208</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Durham College in 2010-2011= 1,616</p> <p>Full-Time First Generation Students as a percentage of Full-Time Enrolment at Durham College in 2010-2011 was: (calculation based on the total number of Full-Time First Generation Students (1,616) provided above by Durham College, divided by Durham Colleges 2010-2011 Full-Time Enrolment Headcount (7,030)) = 23%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Durham College in 2010-2011 = 36</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Durham College in 2010-2011= 119</p> <p>Full-Time Aboriginal Students as a percentage of Full-Time Enrolment at Durham College in 2010-2011 was: (calculation based on the total number of Full-Time Aboriginal Students (119) provided above by Durham College, divided by Durham Colleges 2010-2011 Full-Time Enrolment Headcount (7,030)) = 1.7%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Durham College in 2010-2011 = 3</p>

* The space below is provided for **Durham College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students -

Methodology for Students with Disabilities

Number of students with disabilities is based on students who registered with the Centre for Students with Disabilities (CSD) between May 1, 2010 and April 30, 2011 in order to receive one or more services relating to disability accommodation.

Methodology for First Generation Students

Number of First Generation students is based on identification through OCAS and the Durham College Self-Identification survey.

Methodology for Aboriginal Students

Number of Aboriginal students is based on identification through OCAS and the Durham College Self-Identification survey.

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Durham College's initiatives for <i>Students with Disabilities</i> . A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Durham College's initiatives for <i>First Generation Students</i> . A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Durham College's initiatives for <i>Aboriginal Students</i> . A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.
<p>Improved On-line Services The Centre for Students with Disabilities introduced the Clockwork data management system which has allowed for improved on-line service for students. In order to reduce wait times, returning students can renew their accommodations on-line. In addition, students are able to sign-up for notetaking services and register for tests and exams on-line.</p>	<p>Whitby Campus Supports Service delivery to the Whitby campus was expanded by providing a First Generation (FG) Learning Skills Advisor. Student and Academic Learning Services (SALS) developed and established foundation academic support services at the Whitby campus in September 2010. Services and resources were customized for the Whitby trades programs. The FG Student Co-ordinator was available for appointments and also offered office hours at Whitby and worked with the Learning Skills Advisor to promote services available and offer workshops.</p> <p>First Generation Microsite First Generation students are at-risk in understanding and responding to challenging academic needs, and in navigating and utilizing services in the college to succeed in their programs. This initiative utilized an interdisciplinary approach to provide one-stop access to counseling, academic supports, FG staff, health services, student life, athletics, and all other campus services on the microsite.</p> <p>Calendars Student Services developed two versions of the parent and family calendar to provide insight into the typical student experience; one for first-year students and one for returning students. These calendars contain valuable information such as: contact information for service areas, important dates, first-year transitional issues, as</p>	<p>Aboriginal Student Centre In March 2011, Durham College opened an Aboriginal Student Centre. The purpose of this facility is to provide a safe and welcoming environment for Aboriginal learners. Services for Aboriginal students are provided by connecting students with Aboriginal student support programs, the Durham College Aboriginal Advisory Circle, and off-campus Aboriginal communities. Staff at the centre provide culturally appropriate programs, services, and events in appreciation of the teachings of the Medicine Wheel.</p> <p>Centre Services Services and resources available to Aboriginal learners include:</p> <ul style="list-style-type: none"> • Access to Aboriginal organizations; • Fully networked, quiet, and comfortable student space; • Information on financial assistance and housing; • Information on scholarships and bursaries specific to Aboriginal people; • Library inclusive of Aboriginal material; • Linkages between First Nation communities and First Nation learners; • Opportunities to participate in social and cultural events (e.g. Pow Wows) in addition to traditional teachings and ceremonies (e.g. Full moon, Sweats, etc.); • Smudging (medicines available); • Referrals and advocacy as required; • Visiting Elders program; and • Workshops and activities.

	<p>well as ideas on how families can support their student. This information allows parents and family members the opportunity to become more informed and better able to support their student's educational journey.</p> <p>E-Magazine Distributed the E-magazine 'Student Health 101'. This E-magazine provided an additional platform for communication with students about a broad range of relevant physical and mental health issues, activities, and campus services available to FG students to assist them with managing a balanced lifestyle.</p> <p>Workshop Series Worked collaboratively with many campus partners to deliver the Success Matters Workshop Series to FG students. Workshop topics were holistic and were aimed at supporting the student inside and outside of the classroom. In addition to learning skills workshops, students were invited to learn about the campus and the student experience, information on getting involved, stress management, career development, job searching, and financing their education.</p> <p>E-mentoring The E-mentoring program ensures that FG students are kept informed as they go through their first year of college by providing them with "just-in-time" information and a "go-to person" on campus. E-mentoring allows participants to easily communicate on a regular basis via e-mail. Expanding the E-mentoring program to support returning students, touching on cyclical aspects of the student experience and preparing them for graduation as well as reminding them of important dates.</p> <p>Social media Expanded communication systems through the use of social media, including Durham College Facebook and Twitter and through the Durham College First Generation Students' Facebook page.</p>	
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3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, **Durham College** committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

**NOTE: SAG data as of June 9, 2011*

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$212,474	138
Other SAG Expenditure to Supplement OSAP	\$780,791	526
TOTAL	\$993,265	664

Did **Durham College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?

Yes

4) Participation in the Credit Transfer System

The following data is per the College Graduate Outcomes Survey:

Survey Years	Total # of <i>Durham College</i> graduates who participated in Graduate Survey (A)	# of <i>Durham College</i> graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of <i>Durham College</i> 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)
2006-2007	1,595	96	6%	44,309	3,449	7.8%
2007-2008	1,512	82	5.4%	44,622	3,510	7.9%
2008-2009	1,587	83	5.2%	43,086	3,145	7.3%
2009-2010	1,601	97	6.1%	40,388	2,725	6.7%
2010-2011	1,902	115	6%	50,622	3,355	6.6%

Per the College Graduate Outcomes Survey for 2009-2010 and 2010-2011 (based on 2008-2009 and 2009-2010 graduates), the percentage of ***Durham College*** students who were satisfied or very satisfied with academic preparation for university was **81.1%**.

Per the College Graduate Outcomes Survey for 2010-2011 (based on 2009-2010 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **79.2%**.

***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 highlights, in the space provided below, of an activity that **Durham College** used during 2010-2011, and which contributed to maintaining or improving **Durham College's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), changes to student supports or program viewed by the institution to be an innovative practice, a success story and/or a key accomplishment. In addition, **Durham College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

1) Expanding Transfer Pathways, excluding collaborative degree programs without a transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, pathway projects to support college to college or college to university transfer, etc.) :

Transfer Pathways

Durham College has worked hard to negotiate new transfer pathways for graduates of our programs as well as provide transfer opportunities to graduates of programs from other institutions. With the University of Ontario Institute of Technology (UOIT), with whom we share a campus, we have provided opportunities for graduates of our School of Business Advanced Diploma programs to enter directly into the third year of the Bachelor of Commerce (Honours) program at UOIT. Further, we have designed a pathway for graduates of a few of our advanced diploma programs in the School of Science & Engineering Technology to transfer into the third year of the Bachelor of Science in Nuclear Power program at UOIT. In addition, Durham College has negotiated new pathway agreements with a variety of institutions outside of the Province and the Country to provide opportunities for graduates of our programs. Lastly, we have developed and plan to develop more graduate certificate programs, to add to our program mix, and to attract graduates of other post-secondary institutions to Durham College.

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

Communications

In order to improve support services to students intending to transfer, we ensure that our transfer agreements are posted on the College website as well as in the Calendar. This transfer agreement chart is kept up-to-date and accurately reflects the options available to students. Further, School Deans and Associate Deans as well as Faculty promote transfer options to potential and newly registered students through their inter-school communications as well as during School meetings.

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

Formalized Processes, Improved Transparency

In addition to publishing existing pathway agreements on the College website and in the Calendar, Durham College has also formalized the process of transfer agreement negotiation. Any potential agreements must be sent through the Manager of Program Development and Quality Initiatives who then completes a contract authorization form and forwards the potential agreements to the Manager of Insurance and Risk Management as well as the Vice-President, Academic. When the agreement has met with approvals from each of these individuals, it is forwarded to the President for review. No agreement is considered binding until the Vice-President, Academic and the President have executed the documents. Durham is currently writing Transfer Agreement policy and procedure documents to further improve transparency. These documents will be presented for approval to the academic and college leadership teams in 2011-12.

5) Class Size*

**DEFINITION: Class size is the number of students per class in a section. A section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom. Each section should only be counted once. Students who withdrew part way through should be included in the count. Labs and tutorials are considered and sub-sections and should be excluded from the count. One-on-one independent study and/or practicum should also be excluded.*

Please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **Durham College** in 2010-2011 using the calculation indicated above:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	141	27%
30 to 60 students	325	62.1%
61 to 100 students	52	9.9%
101 to 250 students	5	1%
251 or more students	0	0%
Total	523	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	106	40.3%
30 to 60 students	145	55.1%
61 to 100 students	11	4.2%
101 to 250 students	1	0.4%
251 or more students	0	0%
Total	263	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	62	64.6%
30 to 60 students	34	35.4%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	96	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4 th Year Sections
Fewer than 30 students	0	0%
30 to 60 students	0	0%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	0	0%

*The space below is provided for **Durham College** to describe methodology, caveats and other information regarding the numbers reported above re: Class Size.

Class size includes only lectures and lecture-lab combinations. Labs and fieldwork/placements are excluded. Class sizes are based on offerings at Oshawa campus where the majority of programs are located. The data does not include postsecondary programs offered at the Whitby campus due to unavailability of data. This has been identified as an issue that will be addressed in the coming year.

Please provide one or more highlights, in the space provided below, of a **Durham College** activity in 2010-2011, which contributed to maintaining or improving **Durham College's** class size initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Appropriate Class Sizes

The class size inventory, as identified on the previous pages, demonstrates that Durham College classes are reasonable in size. 89% of first year classes contain no more than 60 students, 95% of second year classes contain no more than 60 students, and all third year classes contain no more than 60 students. While this inventory is appropriate for student learning, the college is also experimenting with a hybrid delivery model for "Introduction to Psychology" in which students complete the theory on-line and also participate in small-group seminars (approximately 35 students) that are activity based. The planning for this delivery model began in 2010-11 and it will be implemented in the Fall 2011.

6) eLearning

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the Government of Ontario announced the creation of a new Ontario Online Institute (OOI). In spring 2010, the Ministry conducted a survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Online Ontario Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

Fully Online Learning* and Synchronous Conferencing*

****DEFINITIONS:***

Courses:

A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

A Fully Online Learning (asynchronous) program describes a program, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.

A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.

Please indicate in the table below the number of Ministry-funded courses, programs **Durham College** offered in 2010-2011 and corresponding registration information -

*An Ontario College Credential includes: Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate (or the French-language equivalent).

*Other Credential includes: local board certificates, non-credit courses and other similar course/program offerings.

COURSES	Ontario College Credential*	Other Credential*
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	19	0
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded courses offered through the above eLearning formats	19	0
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	2	0
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded programs offered in the above eLearning formats	2	0
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	303	0
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	303	0

*The space below is provided for **Durham College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

In addition to the data provided on the previous page, 542 unique online courses were offered through the School of Continuing Education during 2010-11. This number does not include multiple sections or multiple starts. It is not possible to classify the courses as "Ontario Credential" or "Other Credential" because there are a number of courses that can count towards both an Ontario Credential as well as a local board certificate (e.g. accounting courses). Similarly, some students may be attending a particular course to achieve a local board certificate whereas others may be working towards an Ontario Credential and some may be seeking both; hence it is not possible to provide an Ontario Credential classification on the registrations in Continuing Education courses.

Hybrid Learning*

*DEFINITIONS:

A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.

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

In the space provided below, please highlight one or more examples of **Durham College's** use of Hybrid Learning courses and/or programs in 2010-2011.

Successful Piloting of Hybrid Courses

Faculty participating in the piloting of hybrid courses have reported positive outcomes. As the literature indicates, student participation in face-to-face discussions increases with the use of on-line discussion groups. Further, the experience supports the notion that students' contributions are well presented and thought-out, and more students offer their thoughts, experiences, and opinions than in a traditional face-to-face classroom.

Planning for New Hybrid Courses

A new hybrid course delivery is planned for Fall 2011, Introduction to Psychology, as an alternative delivery model for students. Based on its success, further hybrid courses will be explored.

Please provide one or more highlights, in the space provided below, of a **Durham College** activity in 2010-2011, which contributed to maintaining or improving **Durham College's** eLearning initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

New On-line Institute

Interest in using on-line and hybrid delivery methods has grown, and it has become evident that professors need a more structured and efficient approach to training and support in the development of high quality on-line and hybrid courses. As a result of this increased demand, the Centre for Academic and Faculty Enrichment (CAFÉ) has developed an On-line Institute in preparation for delivery during May/June 2011. In order to model best practices, the Institute was designed using a hybrid delivery approach, with professors meeting in class for 3 hours per week for 8 weeks and in between these weekly classes, continuing to develop their courses following on-line modules. Upon completion, participant feedback will be sought and recommendations incorporated. Participation in the On-line Institute will be expected for any professor interested in developing a course through these methods.

7) International

7.1 Initiatives

Please identify emerging markets for International Students (i.e. countries who are not represented in **Durham College's** current top five source countries for International Students, as shown in International Enrolment section below) in which **Durham College** actively engaged in recruitment activities in 2010-2011:

South Korea
Pakistan
Bangladesh
Vietnam

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Durham College** had in 2010-2011:

- Outbound students* = 0
**DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.*
- Inbound students* = 0
**DEFINITION: Inbound students are international students registered at an Ontario college/university to receive academic credit.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Durham College** in 2010-2011 = **\$1,406,413**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Durham College** had outside of Canada in 2010-2011 = **\$0**

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which **Durham College** delivers courses and/or programs **abroad (outside of Canada)** in 2010-2011, including city, country, programs offered, and total enrolment in each program offered at each campus:

7.2 Enrolment

In 2010-2011, **Durham College** reported to the Ministry the following top 5 source countries for international students:

	Source Country	Number of Full-Time International Students from Source Country	International Students from Source Country as a Percentage of Durham College Total Full-Time International Student Enrolment
1.	Trinidad	4	3.5%
2.	China	3	2.6%
3.	England	2	1.8%
4.	India	2	1.8%
5.	Nigeria	2	1.8%

Durham College reported to the Ministry that International Enrolment* in 2010-2011 = **114**

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, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.*

*The space below is provided for **Durham College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment.

NOTE - Correction to the pre-populated data on Page 20: According to Durham College records, international enrolment for 2010-11 was 113. In addition, the top five source countries for international enrolment were as follows: 1. India – 60 Students – 53% 2. China – 31 Students - 27% 3. Trinidad and Tobago – 4 Students - 3.5% 4. United States of America – 3 Students - 2.6% 5. United Kingdom – 3 Students – 2.6%

Full-Time International Enrolment as a comparative percentage of Full-Time Enrolment at **Durham College** in 2010-2011 was: (calculation based on the total number of Full-Time International Enrolment (**114**), divided by **Durham College's** 2010-2011 Full-Time Enrolment Headcount (**7,030**)) 1.62 %

Please provide **Durham College's** 2010-2011 Part-Time International Student Enrolment = 7

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **Durham College** in 2010-2011 = 10

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Durham College** used in 2010-2011 to create pathways for *International students* from **Durham College's** ESL programming to postsecondary studies.

Partnership with CultureWorks

Durham College has partnered with CultureWorks to market Durham College programs globally and to provide ESL training to International students at the Durham College Oshawa campus. The International office at Durham College works in close proximity with CultureWorks administration and staff to ensure a seamless transition for students enrolled in the ESL program to enrolment in postsecondary programs at Durham College.

Please provide one or more highlights, in the space provided below of a **Durham College** activity in 2010-2011, which contributed to maintaining or improving **Durham College's** international initiatives. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.

Recruitment in India

In an effort to promote Durham College and its programs in India, as well as service Indian students and their agent representatives, Durham College has contracted the services of a full-time recruitment representative through Maple Leaf EduConnect PVT Ltd. The South Asia representative resides in New Delhi, India, works from the Maple Leaf EduConnect PVT Ltd. Office, and travels extensively within the country representing Durham College by attending student recruitment fairs, visiting recruitment agents, interviewing and assisting prospective students, and scrutinizing and processing applications. This person will be on campus for both the September and January student intakes to assist Indian students during the registration and orientation process.

8) Supply Chain Compliance / Broader Public Sector Accountability Act**SUPPLY CHAIN COMPLIANCE**

Effective April 1, 2010, Broader Public Sector organizations, including colleges that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the college that are consistent with the principles outlined within the Government of Ontario's Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

Durham College confirmed in its 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, **Durham College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Durham College confirmed in its 2009-2010 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2010-2011, **Durham College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Durham College confirmed in its 2009-2010 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **Durham College** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Durham College's** OECM purchases in 2010-2011: 313,280

Please provide one or more highlights, in the space provided below, of a **Durham College** activity in 2010-2011, which contributed to maintaining or improving **Durham College's** supply chain initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Electronic Web Requisitioning

Durham College has fully implemented an electronic web requisition tool for use by all authorized staff. This tool reduces the use of paper and speeds up the process for purchase requisition approvals. We are also implementing a contracts management tool that will assist with electronic contract storage and accessibility.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All colleges were to be in compliance with the *Broader Public Sector Accountability Act*, 2010, proclaimed on April 1, 2011. The Act, through two new directives (procurement and expenses), establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act*, 2010 provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including colleges, to establish rules on perquisites.

BPS Procurement Directive

The new BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

- i. formally adopt the supply chain code of ethics in accordance with their governance processes; and
- ii. comply with the mandatory requirements of the Directive.

Given the proclamation date of April 1, 2011, **Durham College** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Durham College** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Durham College** adopted in 2010-2011 to prepare for compliance.

New Supply Chain Code of Ethics Policy

Durham College has created a new Supply Chain Code of Ethics Policy document and posted the document internally. The college has also incorporated the Government of Ontario's 25 mandatory requirements into our Procurement Procedures. These documents were approved by the Durham College Board of Governors and they are currently in effect.

BPS Expenses Directive

The new BPS Expenses Directive improves accountability and transparency for BPS organizations by:

- i. requiring designated BPS organization to establish expense rules, and
- ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

Given the proclamation date of April 1, 2011, **Durham College** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Durham College** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Durham College** adopted in 2010-2011 to prepare for compliance.

New Business and Travel Expense Procedure, New Schedule of Authority
Durham College adopted a new business and travel expense procedure and a schedule of authority which include the mandatory requirements of the BPS Expenses Directive. The new procedures were approved by the Durham College Board of Governors and they are currently in effect.

BPS Perquisites Directive

The new BPS Perquisites Directive requires BPS organizations, including colleges, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the college including appointees, board members, elected officials and employees.

Given that the effective date for compliance is August 2, 2011, **Durham College** is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require **Durham College** to attest that it is in compliance with this Directive.

9) Space Utilization

Durham College indicated in its 2009-2010 MYAA Report Back that it had a Space Utilization planning process in place to assess and optimize academic space utilization.

Please provide one or more highlights, in the space provided below, of a **Durham College** activity in 2010-2011, which contributed to maintaining or improving **Durham College's** space utilization initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Extended Day, Additional Intakes

Some of the programs in the School of Health and Community Services have extended their "school day" into the evening to accommodate increased enrollment in high demand programs. In addition, the number of programs with a winter intake has increased, therefore utilizing the space over the summer more effectively.

Off-site Delivery

The one-year Culinary Skills program and the two-year Hospitality Management – Hotel, Restaurant & Tourism program have been offered by Durham College since September 2010. The lab portion of these programs is currently being delivered off-site in culinary lab space thanks to the cooperation of the Durham Public and Durham Catholic District School Boards in sharing their space. Programming has been offered Monday to Thursday from 3:00 to 8:00 p.m. at Maxwell Heights Secondary School in Oshawa, and this will continue for the 2011-2012 academic year. In addition, programming will be offered at Father Leo J. Austin Catholic Secondary School on Tuesdays and Wednesdays commencing in September 2011. In the winter 2011, Durham College offered the Maxwell Heights Culinary High Skills Major students a dual credit in Customer Service during the day at Maxwell Heights Secondary School.

10) Student Satisfaction

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Durham College** for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **86.3%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Durham College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **76.5%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Durham College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **64.5%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Durham College** for KPI Question #45 "The overall quality of the services in the college" = **62.8%**

Please provide one or more highlights, in the space provided below, of a **Durham College** activity in 2010-2011, which contributed to maintaining or improving **Durham College's** student satisfaction initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Sharing Best Practices

As a new practice that was planned during 2010-11, selected Program Coordinators will be given the opportunity to share their best practices for using KPI data to make program improvements with the rest of the Program Coordinators. This will be piloted in May 2011.

Feedback through Focus Groups

Many program teams conducted student focus group sessions to explore KPI feedback on a deeper level, and then use the information to inform practice.

Applied Research

During 2010-11, 49 students and 13 faculty participated in applied research activities. Students have expressed satisfaction with the research opportunities, becoming more engaged at a deeper level as a result of these learning experiences. In addition, faculty are taking advantage of the opportunity to enhance the curriculum with those research experiences. Some students have been successful in obtaining employment directly as a result of their work on research projects.

New Annual Event on Groundhog Day

As a non-sectarian acknowledgement of students across the College in all programs, we celebrated Groundhog Day by providing students with free pizza and pop served by the administration, staff, and faculty. The intention of this now annual event is to bring all of the members of the College community together for a meal and a conversation.

New Student Services Building, New Service Delivery Model

In 2010-11, Durham College opened the doors to its brand new, state-of-the-art Student Services Building. Home to a large number of student services, this facility is providing students with the opportunity to come to one place to complete the majority of their service-related activity. In addition to opening this new facility, we also launched phase one of our new student services model – where a number of transaction services, such as recruitment, admissions, registration, records, fee payment and financial aid can all be done by a team of Student Service Representatives that has been cross-trained to provide seamless service in these areas to our students.

Enhanced Peer Tutoring Services

Peer tutoring has been the focus of student satisfaction improvements in 2010-2011. The demand for Peer Tutoring Services this year was the highest since the program started, in all support areas such as math, science, computer skills, and writing supports. Increased enrollment and expanded programs, second career, students with disabilities, aboriginal, and international student growth amplified the complexity of needs. The program was streamlined and reconstructed to serve greater numbers of students with shorter wait times. A total of 420 students were served. Of these 85% of students received their credits. The KPI numbers reflect a 3% increase in student satisfaction with this service.

Improved Student Academic Learning Services (SALS)

SALS specialized services were reviewed, a needs assessment was completed, and student focus groups were utilized to construct a new efficiency service model to serve greater numbers of students. This initiative resulted in a 5% increase in KPI results, indicating greater student satisfaction.

New Mental Health Services

Student services introduced a mental health worker in residence initiative to provide outreach services to students in campus residences one evening per week in the Fall of 2010. The program was led by a volunteer student who was mentored by Campus Health Centre counsellors. The initiative provided awareness about programs available on campus and generated several referrals to the Campus Health Centre's counselling department.

Community Partnerships

Student Services introduced new community partnerships with Oshawa Psychological Services and Durham Pregnancy Help Centre to support students.

11) Graduation Rate

Per the KPI results reported in 2010-2011, the graduation rate* at **Durham College** = **66.8%**

Please provide one or more highlights, in the space provided below, of a **Durham College** activity in 2010-2011, which contributed to maintaining or improving **Durham College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Early Intervention

The Early Academic Intervention Program pilot was launched at Oshawa Campus in the 2010-11 academic year. This initiative reflects a partnership between faculty, Student Academic Learning Services, the Centre for Students with Disabilities and student advisors to identify and direct at-risk students to services within the first three weeks of the semester. Results indicate a significant increase in students using services earlier thereby resulting in greater retention leading to higher graduation rates. In addition, in the Peer Tutoring program a total of 420 students were served; of these 85% of students received their credits resulting in higher retention.

Program Completion

As an extension of our Strategic Enrolment Management (SEM) Student Success and Retention initiative, the concept of reaching out to students who are short a few courses to graduate was identified. It is expected that this will assist in improving our graduation rate.

12) Graduate Employment Rate

Per the KPI results reported in 2010-2011, the graduate employment rate, 6 months upon graduation, at **Durham College** = **83.2%**

Please provide one or more highlights, in the space provided below, of a **Durham College** activity in 2010-2011, which contributed to maintaining or improving **Durham College's** graduate employment initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Student Outreach

In 2010-11, Durham College contacted every graduate to inquire about their job status and to advise of available services and field specific job postings. A series of webinars was held for new graduates covering topics from career exploration and mentoring to using social media and mastering interview skills. In addition, a social media marketing campaign was launched with Facebook and Twitter pages to support students and graduates in their job search.

Faculty Outreach

Career services staff attended faculty meetings to market department services and answer questions about how to best partner for future student employment success initiatives. The team also created and moderated a focus group between communications faculty and employers to establish current entry-level hiring trends.

Employer Outreach

Career services hosted 56 employers from multiple industries at the 12th Annual Job Fair in 2010-11, hosted a trades specific job fair with 12 employers in attendance, and coordinated employer information sessions on campus to facilitate student-employer connections. At the Whitby campus, an Advisor initiated email campaigns with current students and graduates to inform them of new job leads related to their program of study and then followed up by phone to further encourage applications from Durham College students.

13) Student Retention

The table below has been pre-populated with the results from **Durham College's** 2009-2010 MYAA Report Backs. Please identify **Durham College's** achieved results for 2010-2011 using the following methodology :

Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs on which enrolment is reported at minimum twice).

	Retention Rate Achieved for 2009-2010	Retention Rate Achieved for 2010-2011
1st to 2nd Year	<u>81.2%</u>	2010 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>2,127</u> \div 2009 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>2,448</u> x 100 = <u>86.9%</u>
2nd to 3rd Year	<u>87.6%</u>	2010 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>722</u> \div 2009 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>860</u> x 100 = <u>84%</u>
3rd to 4th Year	<u>N/A</u>	2010 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>0</u> \div 2009 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>0</u> x 100 = <u>0%</u>

*The space below is provided for **Durham College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Student Retention.

Retention calculations were derived from enrolment headcount reports provided by the Office of the Registrar.

Note that the retention calculations this year employ a new methodology as prescribed by the Ministry, and thus results are not comparable to those from previous years.

Please provide one or more highlights, in the space provided below, of a **Durham College** activity in 2010-2011, which contributed to maintaining or improving **Durham College's** retention initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

New Focus on Student Success and Retention

In 2010-11, the Durham College Strategic Enrolment Management Leadership Team identified a new focus on student success and retention. Two new groups were formed: a Student Success and Retention steering committee and a Student Success and Retention working group. Plans were developed to identify "at-risk" students and their specific needs, provide them with targeted academic and student support services, and then evaluate the intervention strategies and student outcomes. This project will be implemented in Fall 2011. Also underway for the next year is the identification of programs and courses with high attrition rates, followed by targeted services to those areas.

Targeted Services

Student success services have been grouped into four categories to support students at various points in their academic career: pre-semester, early intervention, mid-term, and end of semester. Pre-semester services include activities that will prepare students to be successful in the upcoming semester and include the Student Success Outreach Project, summer warm-up for math, Getting Ready for September (GPS), specific orientation sessions for mature and transfer students, and the CSD Summer Transition program for students with disabilities. Early intervention services include attendance tracking and outreach, and the SALS early alert program that proactively promotes services to specific students that are identified as needing extra support. Mid-term support includes congratulatory letters to students to provide encouragement and Supplemental Instruction, offered by faculty and SALS staff in selected courses. At the end of the semester, recovery courses are offered for students that need to make up a course in order to proceed to the next semester.

Enhanced Retention Reporting

To support efforts on planning student success initiatives, retention data was analyzed and new reports were developed. Those reports include retention rates from Semester 1 to Semester 2, as well as from program start to end, along with trending information. Reports are available to all staff and faculty on the college intranet site.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **Durham College** used in 2010-2011 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality for the three quality measure categories indicated below -

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

New Classroom Standards

Through collaborative working groups, new standards for classrooms and in-classroom sound and image projection have been established. For example, renovations on the third floor of C-Wing were completed for September 2011 that incorporate feedback from professors. Based on the success of this initiative, a renovation of A-wing and the re-launch of the RIOT Radio as a visual and voice-over-internet station were planned to enhance student learning. The RIOT Radio facility provides a co-curricular opportunity for students in the Music Business, Advertising, Multimedia, Web Design, and Journalism Programs.

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

International Supports

SALS partnered with the International Department to deliver enhanced orientation to support increased numbers of International students, including Conversation Circle to increase campus involvement and inclusion.

Inclusive ESL model

SALS implemented the inclusive language learning model in 2010-11 where all language services were streamlined with ESL learning components into mainstream supports. The ESL student satisfaction survey results indicate greater satisfaction with the services.

3) SUPPORT (Examples may include personal and academic supports to students, etc.)

Certified External Tutors

Enhanced peer tutoring this academic year included the hiring of certified tutors to work in labs with larger groups to aid practical application. This, combined with timely marketing to inform students of the service, resulted in reduced failure rates.

Improvements at the Whitby Campus

The Student Services team has opened a Student Services area on the Whitby campus in order to provide students with academic and disability support as well as career services. A beautiful open study space, along with small group tutoring rooms, and an adaptive technology lab is now available for post-secondary students and apprentices.

15) Ten Percent Reduction in Executive Office Costs for 2011-2012

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of **Durham College's** Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is **Durham College's** 2010-2011 budget for their executive offices.



Durham College confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.

Attestation:



By checking this box, **Durham College** confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from **Durham College's** Executive Head or Board of Governors.

Contact:

Please provide the contact information for the representative at **Durham College** to whom public inquiries can be directed regarding **Durham College's** 2010-2011 MYAA Report Back:

- Name:N/A
- Telephone:N/A
- Email:N/A

Please indicate the address on **Durham College's** website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

- <http://N/A>