



Multi-Year Accountability Agreement Report Back

For the Fiscal Period 2008-09

JUNE 22, 2009

Multi-Year Accountability Agreement Report-Back

College:	Durham	Year:	2008-09
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As noted in the Multi-Year Accountability Agreement for Colleges for 2006-07 to 2008-09 (MYAA), the government appreciates that implementing this and future agreements will be part of an evolutionary process which will incorporate maturing consensus on how to best measure and indicate access and quality. This will require a strong collaborative partnership between institutions and the Ministry of Training, Colleges and Universities.

This Multi-Year Accountability Agreement Report-Back Template has been designed to assist with the ministry's continuing efforts to measure the participation of students from under-represented groups, and as outlined in Appendix B (the Multi-Year Action Plan) of the MYAA, access and quality improvement strategies and the strategies and programs that will be used by your institution to participate in the Student Access Guarantee initiative. The ministry will also use the completed Multi-Year Accountability Report-Back Template to review the progress made on the commitments outlined in your Multi-Year Action Plan.

As in previous years, MTCU will withhold a portion of your institution's yearly allocations until the completion of the annual Report-Back review and confirmation that your institution is on track for meeting its commitments, or the approval of an improvement plan by the ministry.

MYAA Transition Year 2009-10

As outlined in the MTCU memo to colleges and universities dated March 31, 2009 the MYAAs have been extended into 2009-10 in order for the government and its postsecondary education partners to transition into a re-aligned accountability framework that reflects the future directions for the system in 2010 and beyond.

The expectation for the transition year is that institutions will maintain their commitments for access, quality and accountability as outlined in the original agreement. This includes reporting enrolment through the established protocol, providing information to assist the Higher Education Quality Council of Ontario (HEQCO) with its research on access and quality, and compliance with the Tuition Fee Framework and the Student Access Guarantee.

MTCU does not require your institution to set additional targets in 2009-10. The attached Report-Back Template provides space for you to identify how your institution-specific access and quality improvement strategies for 2006-07 to 2008-09 will be extended, consolidated and/or best practices applied in 2009-10. You are also asked to outline how you will continue to monitor the impact of these access and quality improvements over the transition year. You will find appended to this Report-Back Template a summary of consolidated access and quality improvement strategies developed from the previous Report-Back years. The expectation is that by strategically aligning activities and focusing on evaluation of outcomes that your 2009-10 year will provide the basis for your institution to develop a new Multi-Year Action Plan with corresponding targets in 2010.

A. ACCESS

Increased Participation of Under-Represented Students — Measurement

As stated in the MYAA, the ministry is committed to working with 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.

To assist with these efforts, please refer to the measurement methodologies outlined in your approved Multi-Year Action Plan to track these students, and provide the total number of students who have self-identified as a member of each of these groups. Particularly valuable are methodologies and results that complement those of the Ontario College Student Engagement Survey (OCSES). The ministry recognizes that these measurement methodologies may require students to self-identify, which may result in under-reporting.

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. To the extent that you are able to do so, 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	Francophone Students	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities	Mature Students			
	#	#	#	#			
Registrar's Office identifies the number of students who self-identify on the OCAS application as being of a specific under-represented group *							
(a) For Fall 2008 intake	23			1,336		23	3,952
(b) For Winter 2009 intake	5			305		2	457
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?"		98 first generation students received services from the ESL Academic Specialist					6,233 full-time funded enrolment
		21% increase **					

Measurement Methodology (including description)	Student Groups in Your Student Population				Total Number Self-Identifying as Member of Under-represented Group	Francophone Students	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities	Mature Students			
	#	#	#	#			
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?"		421 first generation students received services from the Learning Strategist 95% increase **					6,233 full-time funded enrolment
KPI Student Satisfaction Survey college-specific question asks students to identify with under-represented group		1,367				44	4,469
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			485 ***				6,233 full-time funded enrolment
OCSSES asks students whether they consider themselves to be a person belonging to a specific under-represented group	90	307	122	19	467	15	1,278

If you would like to provide any other comments, please do so in the following space:

* In preparing this report, the Registrar's Office identified an inconsistency in the reporting for the previous two periods. Corrected data is as follows:

		Aboriginal	Mature	Francophone	Total
2006-07:	Fall 2006	30	1084	19	3538
	Winter 2007	5	187	0	391
2007-08:	Fall 2007	24	1358	21	3919
	Winter 2008	5	256	1	425

** Much of the increase over previous year is due to a more accurate tracking system.

*** As the campus becomes more accessible there are a larger number of students who choose not to register with the centre. Those who do are coming with more complex disabilities.

Increased Participation of Under-Represented Students — Programs/Strategies

MYAA Report Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Outreach to Under-represented groups	# of under-represented students	Begin to quantify effectiveness (07-08 23% part. OCSES)	Participation rates of 20% for part one (higher than system average of 16%) and 6% for part two (lower than system average of 10%)	No remedial action required: OCSES survey has been discontinued.
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)			<p>3 Centre for Success Information sessions offered; 400 attendees</p> <p><u>Semester 1</u> 111 students enrolled (of which 72 were eligible to graduate)</p> <p>63 students graduated</p> <p><u>Semester 2</u> 131 students enrolled (103 eligible to graduate)</p> <p>90 students expected to graduate</p>	<p>Increase of 18% compared to 325 attendees in previous benchmark year 2007-08.</p> <p>Total of 242 students enrolled during 2008-09.</p> <p>Increase of 66% compared to 146 enrolled in previous benchmark year 2007-08.</p> <p>Total of 153 expected to graduate during 2008-09.</p> <p>Increase of 66% expected to graduate compared to 92 who graduated in previous benchmark year 2007-08.</p>

Bursaries Provide bursaries to students from under-represented groups	# of bursaries	Begin to quantify effectiveness (07-08 20 FG bursaries)	37 bursaries given to First Generation students	Bursaries: Increase of 85% from 20 in previous year 2007-08. 2006-07 benchmark year achievement: 6 bursaries. During 08/09, 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. 37 bursaries were given to First Generation students in 2008/09. MTCU provided \$15,831 and Durham College added \$68,221 – total \$84,052.
Learning Strategist / Writing Centre Provide Learning Strategies and ESL Success Strategies to students from under-represented groups	# of student appointments; # of workshops	Continuous improvement (07-08 805 appoint. hours; 632 workshop hours)	Learning Strategist – 995 hours of student appointments/ 1385 hours of clinics and workshops ESL – 759 hours of appointments and 50 hours of workshops	Student appointments: increase of 23.6%, from 805 hours in previous year. 2006-07 benchmark year achievement: 138. Workshops: increase of 119% , from 632 hours in previous year. 2006-07 benchmark year achievement: 90 hours. ESL appointments: increase of 53%, from 495 hours in previous year. 2006-07 benchmark year achievement: 408 hours. ESL workshops: increased by 2%, from 49 in previous year. 2006-07 benchmark year achievement: 80 hours. No remedial action required, since number of sessions offered was lowered last year due to lower demand.
First Year Experience First year experience programming - Residence Academic Leaders (RAL's)	# of student advising sessions	Continuous improvement (07-08 5 workshops held)	5 Advising workshops as well as student tutoring (biology, stats, engineering and communications)	Advising workshops: no change. Provided additional online supports. Created resource materials for tutoring subjects.
Diversity Office	# of advising sessions; # of activities	Continuous improvement (07-08 235 sessions; 17 activities)	223 student advising sessions 21 on-campus diversity programming activities	Advising sessions: decrease of 5% from 235 in previous year. 2006-07 benchmark year achievement: 217. Diversity programming activities: increase of 23%, from 17 in previous year. 2006-07 benchmark year achievement: 14.

Students w/ Disabilities: Transition Program	# of students developing homepages	Continuous improvement (07-08 27 homepages)	23 students developed homepages	<p>Students developing homepages: decrease of 15%, from 27 in previous year. 2006-07 benchmark year achievement: 17.</p> <p>HEQCO research proposal approved to investigate effects of Transition Program and other Student Affairs supports on student success.</p>
Students w/ Disabilities: School Boards High School Presentations by Centre for Students with Disabilities	# of presentations	Continuous improvement (07-08 7 presentations to over 50 high schools)	9 High School Presentations; also hosted on-campus presentations/ workshops to over 50 high schools	High School presentations: increase of 29%, from 7 presentations in previous year. 2006-07 benchmark year achievement: 6.
Accessibility Plan	# of training sessions; # of dept initiatives	Continuous improvement (07-08 10 sessions; 69 initiatives)	<p>10 department training sessions in disability awareness and accessibility, and 2 all-campus presentations with guest speakers</p> <p>An additional 75 department initiatives undertaken to improve access</p>	<p>Department training sessions: no change. 2006-07 benchmark year achievement: 10.</p> <p>Department initiatives increased 9%, from 69 in previous year. 2006-07 benchmark year achievement: 96. No remedial action required, as this activity was supplemental to the department training sessions.</p>
ECE Program	# of students w/ children attending campus day care	Continuous improvement (07-08 35 children; 8 ECE grads)	<p>24 students with children in the Early Learning Centre (campus day care centre)</p> <p>12 graduates with children in the Early</p>	<p>Students: decrease of 31%, from 35 in previous year. 2006-07 benchmark year achievement: 16.</p> <p>Graduates: increase of 50% from 8 in previous year. 2006-07 benchmark year achievement: 11.</p>

			Learning Centre (children were in care while parents were students, and now employed)	(Note: ELC will permanently close its doors as of August 1, 2009.)
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MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your strategies/programs to support increased participation of under-represented students will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1.Implementation of the Accessible Customer Service Standards	A cross campus Team has been created to lead in the implementation of the AODA Standards to improve Customer Service for people with disabilities.
2. Poster Campaign	Posters highlighting students with disabilities will be created and distributed to campus departments and to incoming students to improve disability awareness.
3.Implementation of First Generation Project	Funding was received to develop a program to identify, track and support First Generation students through to March 31, 2010.
4. First Generation Bursaries	Bursaries for First Generation students will be promoted through MyCampus. Commitment is to fund all requests for First Generation bursaries through MTCU and institutional funds.
5. Outreach Activities	Starting in 2009-10, a new collaboration has been developed to support students from the Durham District School Board's Continuing Education Centre to pathway into a Durham College postsecondary program by taking dual credit courses.

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through feedback, surveys, tracking participants' progress, etc.).

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1. Implement of the Accessible Customer Service Standards	Tracking and reporting are requirements of the AODA. A training program will be rolled out and the numbers of those trained will be recorded and reported.

2. Poster Campaign	Presentation to Accessibility Working Committee for feedback and follow-up with departments for anecdotal responses.
3. Implementation of First Generation Project	Will be meeting all deliverables along the timeline determined by the project and final report due following March 31, 2010.
4. First Generation Bursaries	Number of First Generation bursaries awarded will be tracked and reported.
5. Outreach Activities	The number of students taking dual credit courses with the Durham District School Board's Continuing Education Centre and who start a Durham College postsecondary program will be tracked.

French Language College Collaboration

MYAA Report Back 2008-09

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

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Not applicable				

MYAA Transition Year 2009-10

Please describe how your institution will continue to build on your existing college collaboration strategy in 2009-10 and how you will monitor and evaluate the outcomes of this strategy in 2009-10.

Collaboration Strategy for 2009-10	Brief Description
Not applicable	

College Small, Northern and Rural

MYAA Report Back 2008-09

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

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Recruitment Targeted recruitment strategies through satellite campuses	Recruitment & measurement for rural comm.	Focus on most effective measurement (07-08 47% increase in Continuing Education)	3,570 Continuing Education registrations at Uxbridge (970), Whitby (2,382) and Ajax (218) satellite campuses	Registrations: increase of 37%, from 2,616 in previous year. 2006-07 benchmark year achievement: 1,780. A decision to close the Ajax/Pickering location in January 2009 contributes to the decline in that campus. Some of the programs were moved to Whitby which contributes to part of the higher enrolment in Whitby. The remaining increase at Whitby is due to the inclusion of the motorcycle program.
Academic Upgrading	Conversion rates	Continuous improvement (07-08 13% conversion)	91 academic upgrading learners at satellite campuses (57 in Uxbridge/Beaverton and 43 in Bowmanville) Uxbridge/Beaverton – 46 student exits – 13 found employment at exit, 14 went on to further training and education— 30% conversion rate (14/46)	Academic upgrading learners decreased 28% in the 2008/2009 fiscal year, from 126 in 2007-08. 2006-07 benchmark year achievement: 106 learners. ERC and literacy staff have noticed an increased need in Level 1, 2, and in some cases ESL literacy (these levels are lower than what Durham College LBS/OBS is funded to deliver). A committee is looking at how best to address this identified need for this area of our region.

			<p>Bowmanville – 43 student exits (~ 16 found employment, 18 went on to further training and education, and 7 continued on with other LBS training (ACE on-line, or transferred to Oshawa campus, or local Board program)—42% conversion rate (18/43)</p>	<p>**Note the Bowmanville site was permanently closed in December 2008 due to lack of sufficient and sustainable funding therefore active recruiting for learners ended in early October and transition planning began for all learners registered at the Bowmanville location. All learners were provided options and alternatives which would meet their unique needs and circumstances. Advocating and supporting the switch to new programs/program locations occurred.</p>
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MYAA Transition Year 2009-10

Please describe how your institution will continue to build on your existing college SNR strategy in 2009-10 and how you will monitor and evaluate the outcomes of this strategy in 2009-10.

SNR Strategy for 2009-10	Brief Description
Services for North Durham/Rural Areas	<p>A service centre will be maintained in Uxbridge to support Continuing Education course registrations, to provide information on the college, and to assist with OCAS applications.</p> <p>Uxbridge and Beaverton academic upgrading services continue to investigate outreach opportunities for this community.</p> <p>To support conversions from academic upgrading to postsecondary programs, the college is investigating areas for advanced standing, and linkages between postsecondary options and related occupations. The government's Second Career strategy is expected to increase conversions.</p> <p>The College has been an active participant in a provincial pilot to offer ACE (Academic and Career Entrance) in an online delivery format to increase access. This option is particularly relevant to Uxbridge/Beaverton students in the summer months when northern operations shut down.</p>
	Brief Description of Monitoring and Evaluation of Outcomes
	The college will continue to track and report on the number of students participating in continuing education, and academic upgrading and related conversion rates.

2008-09 Student Access Guarantee

Through your signed MYAA, you committed to participate in the Student Access Guarantee. For 2008-09, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2008-2009 Student Access Guarantee Guidelines.

	Yes	No
The institution met students' tuition/book shortfall in allocating financial aid, as set out in the <u>2008-2009 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 2008-09 OSAP student access guarantee report screen (This screen can be accessed by your Financial Aid Office).

2008-09 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$78,074	63
Other SAG Expenditure to Supplement OSAP	\$748,996	537
Total	\$827,070	600

Date screen was last updated: 12/06/09

2009-10 Student Access Guarantee

As an extension of the commitments made under the original 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 2009-10 Student Access Guarantee Guidelines. Please complete the following template to update the strategies and programs that your institution will use in 2009-10 to participate in the Student Access Guarantee initiative.

Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be: a) Provided to those students who apply for institutional financial aid; or b) Automatically issued to students based on their OSAP information	<p>Principles of Student Access Guarantee Initiative:</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"> - no qualified Ontario student should be prevented from attending Ontario's public colleges and universities due to lack of financial support programs and; - students in need should have access to the resources they need for their tuition, books, compulsory fees, equipment and
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	<p>supplies.</p> <p>For the purpose of the Access Guarantee a qualified student is a student who is academically qualified according to the institution's 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.</p> <p>Student Access Guarantee Program Eligibility Parameters / Delivery:</p> <p>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:</p> <ul style="list-style-type: none"> - 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 \$2,350 per semester (\$2,780 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 2008/2009 year and to facilitate the accurate reporting of SAG expenditures to eligible OSAP student files. <p>Student Access Guarantee Bursary Disbursement:</p> <ul style="list-style-type: none"> - Fall semester bursary applications will be accepted until the
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	<p>last day of November 2008. Bursary funds awarded will be disbursed bi-monthly until the end of the semester.</p> <ul style="list-style-type: none"> - Winter semester bursary applications will be accepted until the last day of March 2009. 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 2009. Bursary funds awarded will be disbursed by the end of July 2009. - Where students have outstanding tuition fees with the institution bursary funds will be applied to the student's account first, any remaining balance will be issued in the form of a cheque to the student. - 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. - Students will be notified in writing as to the results of their application.
<p>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> <ul style="list-style-type: none"> - Identify any applicable deadlines. - Identify your communications strategies to inform students of how to apply. 	<p>Students will complete their student financial profile on MyCampus to apply.</p> <ul style="list-style-type: none"> - Fall semester bursary applications will be accepted until the last day of November 2008. 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 2009. 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 2009. Bursary funds awarded will be disbursed by the end of July 2009.
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so:</p> <ol style="list-style-type: none"> Identify the programs by name and by OSAP cost code; Describe how you determine how much loan aid to provide 	<p>Not applicable.</p>
<p>Describe other financial support programs and strategies that your institution will use to assist 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>

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.

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.

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.

If you would like to provide any other comments, please do so in the following space:

N/A

B. QUALITY

Quality of the Learning Environment

MYAA Report Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Student Engagement/ Satisfaction 2008/09 Student Satisfaction KPI above the system average	KPI Satisfaction results	Improvement, KPI above average (07-08 77.4% vs. 77.9% average)	77.3%	78.4% - System average Student Satisfaction KPI. Program and service/facility KPI Report Cards including analysis have been developed; program and service/facility areas to create action plans to improve next year's results. Newly formed Strategic Enrolment Management initiative is considering the establishment of benchmarks and college-level strategies to improve this result in the coming year.

Faculty Hires Sufficient faculty to provide a quality learning experience	Student-faculty ratio	Improvement (07-08 12.3:1)	12.2 to 1 student to faculty ratio	Student to faculty ratio 12.2 to 1 (6,288 funded and unfunded students served by 515 full-time and non full-time faculty): slight decrease over previous year 2007-08 benchmark, from 12.3 to 12.2. Although the ratio decreased marginally, this target is considered achieved: full-time faculty was reduced for budgetary purposes, and when compared to other colleges of similar size, we still maintain a sufficient student/faculty ratio to provide a quality learning experience.
Learning Management System Faculty usage as a learning tool	% faculty using LMS	Improvement	64% of faculty using LMS for instructional purposes	Faculty using LMS: increase of 14 percentage points, from 50% in previous year. 2006-07 benchmark year achievement: 44%.
Student Support: English ESL Academic Specialist	# of students served	Improvement (07-08 105 students served)	155 students served Plus 500 students participated in workshops	Students served: increase of 48%, from 105 individual students in previous year plus workshop participants. 2006-07 benchmark year achievement: 73.
Technology in Teaching & Learning Mobile Learning Program	# students in a mobile learning program	Improvement (07-08 1300 students in mobile learning program)	1,330 students in mobile learning program	Students in mobile learning program: 2% increase, from 1,300 in 2007-08. 2006-07 benchmark year achievement: 1,427. This target is considered to be met, as the same number of programs are offered in a mobile learning environment, and the student numbers are reflective of enrolment in those programs.
	# software applications in use	Improvement (07-08 105 applications in use)	105 different software applications used by students	Software applications used: no change over previous year. 2006-07 benchmark year achievement: 50
Support Desk Services	% call resolved	Improvement (07-08 98% of calls resolved)	98% of calls resolved within the established Service Level Agreement	

Computer Replacements		Improvement (07-08 24% of computers replaced)	(37,000 student and faculty calls for support) 27% of computers replaced (1,382 computers in classrooms / labs / computer commons)	Replacement rate: increase of 3 percentage points, from 24% in previous year. 2006-07 benchmark year achievement: 20%.
Faculty Professional Development	# classes offered	Improvement (07-08 263 classes offered)	174 Classes offered for a total of 574 participants	Decrease of 33% compared to 263 classes offered in 2007-08. 2006-07 benchmark year achievement: 232 sessions. No remedial action required, as available training sessions were offered in alternate methods of delivery to accommodate different time pressures; available courses reflect varying demand by faculty. Investigating moving certain portions of orientation to online format to accommodate remote contract faculty. Additional strategies: 11 lunchtime TAL seminars, 8 issues of "Catalyst" newsletter. Purchase, training, and loaning of "Clicker" technology on limited basis as experiment in new methods of student engagement. Developed and piloted several weekend workshops for contract faculty with focus on teaching & learning and WebCT.
	# hours of one-on-one consulting	Improvement (07-08 885 hours completed)	988 hours of one-on-one consulting provided to faculty by Innovation Centre	One-on-one consulting: increase of 11.6%, compared to 885 in previous year. 2006-07 benchmark achievement: 1,145. No remedial action required, as is a result of faculty demand. Consulting hours includes support for electronic marks submission and reflects an improved activity reporting system.

Curriculum Development	# of program mappings completed	Improvement (07-08 4 program mappings complete)	11 programs mappings completed	<p>Increase 175%, compared to 4 program maps completed in 2007-08 benchmark year.</p> <p>New curriculum mapping and analysis process was developed last year to guide annual curriculum renewal, and a course outline quality checklist. This new mapping process continues to evolve and play an increasing role in program reviews.</p> <p>A half day training session on project teams was delivered.</p> <p>A process for Annual Curriculum Renewal (ACR) was developed to focus program teams' on curriculum quality.</p> <p>Mapping and analysis tools have been reworked and a framework for curriculum development is in progress.</p>
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MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your quality improvement strategies will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1. Student Engagement/ Satisfaction	We have introduced detailed Program Action Reports to support planning for identifying programs requiring intensive review and we plan to develop new metrics that guide decisions on new programs, programs improvements/renewals and sun-setting programs. It is anticipated that the Student Satisfaction KPI will improve as a result of these initiatives.
2. ESL Supports	"Academic Culture" module, which is presently offered as a face-to-face session by the ESL Academic Specialist, is being developed in an online format and will be available 24/7 to increase access and to improve support to students with ESL needs.
3. Faculty Professional Development	Multi-model learning opportunities are being offered for 2009-10 including face-to-face, video and alternative web delivery. Synchronous learning during lunch breaks utilizing Adobe Connect to share screenshots, discuss, and text one another will allow faculty to participate from a location of their choice.
4. Faculty Professional Development	A new online orientation course is being developed for contract faculty using WebCT that can be taken at faculty's convenience.
5. Technology in Teaching & Learning	To ensure high quality, consistent performance levels, desktop computers and faculty laptops continue to be upgraded.

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through KPI surveys, retention rates):

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1. Student Engagement/ Satisfaction	Program Action Reports will be regularly reviewed and updated as required. KPI Student Satisfaction results will continue to be monitored for improvement.
2.ESL Supports	Will conduct a qualitative survey on the effectiveness of this online module. Currently investigating options to track online usage for reporting purposes.
3. Faculty Professional Development	The number of faculty learning opportunities provided and number of participating faculty will be tracked and reported. Qualitative data will be obtained using surveys and focus groups for evaluation purposes. Google Analytics will be used to monitor usage.
4. Faculty Professional Development	The number of contract faculty participating in the online orientation course will be tracked and reported. Qualitative data will be obtained using surveys and focus groups for evaluation purposes.
5. Technology in Teaching & Learning	The need for, and number of, replacement desktop computers and faculty laptops will continue to be tracked and reported.

Student Success: Student Retention Rates

MYAA Report Back 2008-09

Referring to your approved Multi-Year Action Plan, please report on the 2008-09 retention target achieved by your institution. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

	Proposed 2008-09 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
1 st to 2 nd Year	> 70% (07-08 78.4%)	77.9%	Target – over 70% or exceed system-wide average
2 nd to 3 rd Year	> 80% (07-08 85.5%)	81.5%	Target – over 80% or exceed system-wide average
3 rd to 4 th Year	n/a		

If you would like to provide any other comments, please do so in the following space:

N/A

MYAA Transition Year 2009-10

Pending advice from HEQCO from the development of student retention measures and targets, we also ask that you continue to track student retention in 2009-10 according to your institution's established practices.

If you would like to provide any other comments, please do so in the following space:

N/A

C. ACCOUNTABILITY

MYAA Report Back 2008-09

Please insert the current internet link to your posted Multi-Year Action Plan and 2007-08 Multi-Year Accountability Agreement Report-Back in the following space:

http://www.durhamcollege.ca/EN/main/about_us/publications.php

This 2008-09 Report-Back document constitutes part of the public record, and as such, should also be made available on your institution's web site. Please ensure that this document is posted at the same location as your Multi-Year Action Plan and 2007-08 Report-Back.

MYAA 2008-09 Report Back Contact	
Name:	Debbie McKee Demczyk, Manager, Institutional Research and Planning
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APPENDIX A: Summary of consolidated strategies and programs for 2009-10 Transition Year

Increased Participation of Under-Represented Students

Outreach: targeted outreach activities with local community organizations and high schools, or advertising / marketing activities to improve participation of under-represented groups.

Bridging & Pathways: activities to bridge students into PSE (including dual credit programs, academic upgrading and other services) and assist students' pathways between college and university (i.e. credential assessment, advising for transferred students) or into work placements and co-operative programs.

Student Services & Supports: activities including personal and career counselling, academic advising and supports, and cultural programming (i.e. Aboriginal Elders on-site).

Academic Programming: activities to assess or develop programs to ensure accessibility in terms of delivery and / or content, enhance opportunities for under-represented groups, or deliver the program in partnership with other institutions.

Building Capacity: activities focusing on the capacity of the college or university to ensure greater accessibility, including staff training, research and needs assessment of the student population and the identification of barriers.

Quality of the Learning Environment

Academic Programming: program development and quality review processes, and improved program policies and quality audits.

Student Engagement & Satisfaction: activities to increase student engagement through effective educational practices (interaction, cooperation amongst students, active learning, prompt feedback and time on task). Also includes overall assessments of student satisfaction and engagement through designated tools (KPI and other surveys).

Student Services & Supports: academic supports such as tutoring, academic advising and foundational skills (English and Math).

Teaching / Classroom Enhancements: overall enhancements to students' experience inside the classroom through targets for student-faculty ratio, student assessment of teaching and physical classroom upgrades (technology, seating).

Operations: activities to support effective operations, including faculty / staff development, infrastructure / capital and library and technology enhancements.

APPENDIX B: Example of extended / consolidated programs and strategies

Multi-Year Action Plan for 2006-07 to 2008-09

Quality Strategy / Program	Indicator	Results		
		% in 2006-07	% in 2007-08	% in 2008-09
Academic Writing Centre	% of 1 st year students using centre			
Peer Tutoring Program	# of clients served	# in 2006-07	# in 2007-08	# in 2008-09
Entering Student Retention Strategy	1 st to 2 nd year retention rate	% in 2006-07	% in 2007-08	% in 2008-09

Transition Year 2009-10

Consolidated or extended Quality Strategy / Program	Brief Description
1. Entering Student Success Strategy: Student Services & Supports	We will continue to offer a range of student supports and services to ensure students receive the academic counselling and support they need to succeed in their studies and persist to year two of their program.
Consolidated or extended Quality Strategy / Program	Description of Monitoring and Evaluation of Outcomes
1. Entering Student Success Strategy: Student Services & Supports	In 2009-10 we will continue to monitor the impact of our entering student success strategy through responses on the use and evaluation of student services in our student engagement survey. We will also continue to monitor the overall retention rate for 1 st to 2 nd year students in the long-term to serve as the baseline for a new Multi-Year Action Plan in 2010.