SMA - Strategic Mandate Agreement College Annual Report 2015-2016

Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual colleges and the Ministry of Advanced Education and Skills Development (the ministry) outline the role that each college currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the college are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2015-2016 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development

    a. Graduate Employment Rates

    b. Employer Satisfaction Rates

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

2. Teaching and Learning

    a. Student Satisfaction

    b. Graduation Rates

    c. Retention Rates

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

       baccalaureate degree WIL at institution

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

3. Student Population

    a. Number and proportion of

        1. Students with Disabilities

        2. First Generation Students

        3. Indigenous Students

        4. French-language students

    b. Number and proportion of international students

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

4. Program Offerings

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

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

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

5. Institutional Collaboration to Support Student Mobility

    a. Transfer applicants and registrants

6. Financial Sustainability

1. Jobs, Innovation & Economic Development (JIED)

This component highlights Durham College's collaborative work with employers, community partners and regions, or at a global level, establishes the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

The ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

1a. Graduate Employment

Per the KPI results reported in 2015-2016:	Percentage
The Graduate Employment Rate for 2015-2016 graduates, 6 months after graduation, at Durham College was:	83.2

Additional Information

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

N/A

1b. Employer Satisfaction Rate

Per the KPI results reported in 2015-2016:	Percentage
The Employer Satisfaction rate for 2015-2016 graduates, 6 months after graduation, at Durham College was:	92.2

Additional Information

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

N/A

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

Per the results reported in the Employment Profile for 2015-2016 graduates:	Percentage
The number of graduates from Durham College that were employed full-time in a related or partially-related field were:	40.3

Additional Information

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

N/A

Highlights

Please provide highlights of Durham College's collaborative work with employers, community partners and regions, or at a global level, to establish the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market (up to 600 words approx.).

Corporate Council: A New Partnership

The newly formed Corporate Council brings together key departments from across Durham College that support, partner or collaborate with business and industry. The Council's mission is to create a positive experience for business and industry members who engage with Durham College. The Corporate Council commits to fostering a holistic customer service experience, which will be the foundation for building long-standing, trusting and mutually rewarding relationships.

The members of Corporate Council exchange information and share practices that will assist the college in planning, developing and delivering high quality responses and services to business and industry. This includes sharing information on current or emerging trends impacting industry labour force development, industry partnership opportunities, sales and business development models, funding access, new training products, research and innovation, resources, and service delivery models.

The Council members identify opportunities to promote Durham College's business and industry services: Internal/external community events, meetings, presentations and publications will be examined to identify strategic opportunities to promote the collective experience and services of our Council member departments.

The Corporate Council fosters a culture of trust among DC employees that supports an atmosphere of confidence when referring business and industry contacts: Corporate Council members will model an attitude that prioritizes the needs of businesses to facilitate productive and successful relationships.

A bi-product of effective communication and information sharing is the ability to provide quality cross-departmental referrals. Providing seamless and timely responses and support to business and industry is a main objective of the Corporate Council.

The Council has representation from the following departments:

- Career Development and Co-operative Education

- Corporate Training Services

- Community Employment Services

- Office of Research Services, Innovation and Entrepreneurship

- Office of Development and Alumni Affairs

- Academic School Representatives (2)

- Field Placement Co-ordinators' Liaison

- Communications and Marketing

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture Durham College's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

2a. Student Satisfaction	Percentage
Per the Key Performance Indicator (KPI) results reported in 2015-2016, the student satisfaction rate at Durham College for capstone question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career"	86.4
Per the KPI results reported in 2015-2016, the student satisfaction rate at Durham College for capstone question #24 "The overall quality of the learning experiences in this program"	78.0
Per the KPI results reported in 2015-2016, the student satisfaction rate at Durham College for capstone question #39 "The overall quality of the services in the college"	62.4
Per the KPI results reported in 2015-2016, the student satisfaction rate at Durham College for capstone question #49 "The overall quality of the facilities/resources in the college"	73.8

Additional Information

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

Support Assessment Survey

Durham College strives to provide the most rewarding learning experience possible for all students. Service areas such as Student Academic Learning Services (SALS) and the Aboriginal Student Centre, as well as First Generation supports at Durham College recognize that some students may have unique needs and experiences, and aims to support those needs through a variety of services. The Support Assessment Survey (SAS) is an anonymous online survey that was conducted with students to identify their familiarity with, and usage of, these services as well as their satisfaction with these services. The analysis and results from the survey are shared with respective service areas to support action planning.

Student Feedback Questionnaires

In addition to conducting the KPI Student Satisfaction Survey and the Student Assessment Survey, Durham College conducts Student Feedback Questionnaires each semester for all faculty (full-time and contract) to seek feedback on the classroom experience with a focus on organization and clarity, expertise and enthusiasm, level of group interaction, rapport, type and quality of assessment, and grading. The Student Feedback Questionnaire taskforce was established in Winter 2016 to solicit feedback from a broad range of internal stakeholders (including school offices, full and contract faculty, institutional research and the Academic Leadership Team) on the Student Feedback Questionnaire, including the survey length, questions asked, format of delivery (online vs. paper), timing, frequency, report content, and the communication process around the survey. The taskforce provided seven key recommendations to improve the process, which will all be in place by the end of 2016.

Highlights

Please provide highlights of Durham College's activity in 2015-2016 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by Durham College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Marketing Students Making Pitches to Real-life Dragons

The Durham College Marketing Competition (DCMC) is open to all Marketing and Entrepreneurship students. It gives students an opportunity to incorporate their learning in a challenging, yet fun activity. DCMC is modeled after the Dragon's Den. Students work in teams and are given a 'prop' which changes from year to year. Teams have to come up with a new product or service and put together a marketing plan, using a template. They present their plan to a group of "investors" who are professionals from industry. Each investor has $70,000 of investment "money" to allocate based on what they observe. The team that generates the most investment "money" wins. DCMC is organized and run by a group of students as part of their capstone project in 3rd year.

Cross-disciplinary Experiences

The Culinary Management curriculum is designed so that wherever possible, products from other courses, other levels, other programs, or Bistro67 and Pantry are cross-used. For example, second-year students harvest wheat, soya beans, beets and other vegetables planted by Food and Farming students to be used in their labs. The end products e.g. pickled beets, roasted soya beans, are sold in our retail store, Pantry, and used in student bursary fundraising events (e.g. Harvest Dinner). Overall, the curriculum is structured so students see many aspects and uses of a food, which can be related to practical industry experience. When first-year students see and learn that some of their food is coming from other programs or levels of their own program, it sparks an interest in returning for further

education, conversations between levels and programs, and institutional pride from students, staff and industry partners.

In the academic year 2015-2016, the Hospitality Management program fully incorporated a new simulation program into two courses: Hotel Operations and Capstone. The simulation requires student teams to manage competing hotels in a faculty-controlled market, making strategic decisions in the areas of revenue management, food and beverage, human resources, operating and capital expenses and other key areas. The Hotel Operations course introduces the students to the simulation while the Capstone course strengthens all of the components to reinforce learning from the previous three semesters. This innovative way to teach students has been positively received as feedback highlights its key attributes including: the autonomy of decision-making, the accountability of results, the understanding of the overlapping effect of decisions, and the overall grasp of hotel and restaurant operations management. Assignments and class activities complement the work in the simulation, making class time interactive, productive and substantial as the professor's time is spent teaching and coaching the small working groups.

General Arts and Sciences Pathways Program

A collaborative initiative between the Admissions office and the School of Interdisciplinary Studies, this program consists of a number of sessions for incoming students, allowing them to meet as a program cohort before they attend orientation. General information, guest speakers, the benefits of study groups, and an introduction to the role of advising were included in the sessions. In one session, participants enrolled in the general certificate program completed assessments to assist them in selecting electives. Other sessions were offered specific to General Arts and Sciences students pursuing programs in business, nursing, and science and engineering.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015, the graduation rate at Durham College is	69.0

Additional Information

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

N/A

Highlights

Please provide highlights of Durham College's activity in 2015-2016 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by Durham College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

"Start Strong" Supports the Path to Graduation

Durham College introduced an enhanced transitions model called "Start Strong" in June 2015 to help build self-efficacy and resiliency of all new students. It represents a critical success and persistence strategy for our diverse student population and utilizes the coaching program as a starting point for students to gain a good understanding of supports and resources available to them while starting to make connections with other students and staff in their programs.

This model builds on the "Strength-Based Coaching Model" that encourages an inclusive and empowering learning environment, strengths-based student development, a focus on building strong relationships and partnerships, and encourages continuous evaluation and feedback.

The goal is to provide students with a transformational experience that will enable them to achieve academic and social success, persist and overcome personal or institutional barriers, and complete their chosen programs of study.

This program operates under the following values:

- **Inclusive and empowering learning environment:** In orientation and all interactions, the college community will help make students feel welcome, accepted, and empowered by identifying their unique strengths, celebrating their individuality, and modeling inclusive behaviours.

- **Strengths-based student development:** The Start Strong session will seek to transform students by helping them identify their personal strengths, their academic passion, and professional goals.

- **Relationships and Partnerships**: Start Strong will help students foster and sustain academic and professional relationships.

- **Continuous evaluation and feedback**: The college will continually assess and evaluate the Start Strong transitions program to ensure its effectiveness and responsiveness to students' needs.

This transitions model also engages parents and families to attend programming specifically designed to provide insight into college life, recognize important milestones, and the importance of their support in the student's success. A Parent and Family Calendar is provided to each parent/family to gain more awareness of those significant dates at Durham College.

Tracking Transfers

Some additional efforts taken by Durham College to ensure students achieve graduation include tracking the transfers in and out of programs during annual program reviews. By tracking student mobility at an ID level and understanding the pathways, Durham College can improve those pathways and provide students with a more focused experience. Also, tracking student mobility upon completion of preparatory programs is carried out to see whether additional credentialing is pursued. Both of these efforts help advisors and faculty guide students into the most relevant and appropriate programs, which ultimately increase student persistence and graduation.

Expanded Whitby Services

Student Academic Learning Services (SALS) established a dedicated learning centre at the Whitby Campus in the last academic year to support student persistence and retention, and ultimately graduation. The Centre now has space to deliver workshops and run tutorials and offers space for homework and project groups. In the last academic year, the Centre in Whitby saw over 1,770 student visits from various Whitby programs for learning skills, writing, physics, and math support. The addition of dedicated tutors for drop-ins and peer coaches added to the enhanced services. Enhanced services included the full range of peer tutoring, coaching, writing, English as a

Second Language (ESL), physics, accounting and math services.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

The table below has been pre-populated with the results from Durham College's 2014-2015 Report Back. Please identify Durham College's achieved results for 2015-2016 using the following methodology:

Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs in which enrolment is reported at minimum twice). Please include in your calculations all students who were on work/co¬op placements during the specified retention periods.

1st to 2nd Year : 2015 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 0 ÷ 2014 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = X x 100 = X%

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

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

Entering Cohort	Retention Rate Achieved 2014-2015	Retention Rate Achieved 2015-2016
1st to 2nd Year	81.40	83.16
2nd to 3rd Year	92.30	81.89
3rd to 4th Year	0.00	0.00

*NOTE: Institutions use a variety of student enrolment cluster groups in their student retention rate calculations. As such, comparison between prior year student retention rates and the 2015-2016 student retention rate is not recommended. The Ministry of Advanced Education and Skills Development will continue to work with institutions to refine the student retention rate indicator for future SMA Report Backs.

Additional Information

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

Data was extracted from the November Audit Files. The two Brock University Articulation programs (Social Service Worker and Child and Youth Worker) were excluded for both calculations. For Year 1 to Year 2 tracking, all one-year certificates, graduate certificates and fast-track programs were excluded. For Year 2 to Year 3 tracking, all one-year certificates, graduate certificates and fast-track programs were excluded, as well as the third year of the programs that have a 2+1 delivery, and Public Relations and Child and Youth Worker, as they have a unique 5 semester delivery. Please note that students are tracked on a cohort basis, not at an ID level.

Highlights

Please provide highlights of Durham College's activity in 2015-2016 that contributed to maintaining or improving retention rate. This could include a strategy, initiative or program viewed by Durham College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Whitby Campus "Math Tune-Up"

Math faculty teaching first-year math at the Whitby Campus participated in this retention initiative. Students were given a diagnostic test to assess their ability in college-level math, as well as a reflective exercise to raise their awareness of the content they needed to review, and were referred to math advisors for support within the first two weeks of class. This resulted in an increase in students accessing support services. Appointments increased by 60% over last year, tutorial visits by 59%, and drop-in visits by 99.5% indicating increased student awareness, motivation and responsibility to take action to succeed in math. Students who experience difficulties in math may use avoidance as a strategy; this program removes that option.

Accounting PASS Program

The Accounting PASS program was delivered in the high difficulty course, Accounting 1200. Typically there are 10 to13 sections with 40 to 50 students in each section. The course was chosen for an intentional, aggressive early retention. The program, a partnership between faculty, the student advisor, and the SALS accounting advisor, was launched in September 2015, with 445 students agreeing to participate within the first two weeks of the semester. Students were contacted by the student advisor and SALS staff, and provided with feedback that they were doing well, at-risk, warned if they were at the point of failing, and also congratulated when they accessed

services and their marks improved. The program raised the awareness of students about their ability in a high difficulty course and removed the option of avoiding supports offered to them until it was too late, such as after mid-terms. An analysis indicated that the median grade for students registered in PASS was 64% versus the 54.5% for those who were not. In addition, 24.4% of the students in PASS failed compared to 41.3% of students not using PASS.

Collecting and Sharing Best Practices

Through the work of the Student Persistence and Retention Working Group of the Enrolment Advisory Committee, a number of programs were identified at Durham College across various schools as demonstrating strong student retention or significantly improved student retention. An online survey was conducted with the respective program faculty to identify practices that may have been executed to support these outcomes. The results from the survey were collated to identify best practices and shared with relevant stakeholders to enhance a college-wide culture of retention engagement.

Relevance Improves Student Success

Making accounting theory and its language real, relevant and understandable has improved retention and resulted in higher evaluation scores for students taking introductory accounting in the Entrepreneurship and Small Business Program. Delivery of the Accounting 1200 learning outcomes is tailored to entrepreneurs. Student's current situations are used to provide a frame of reference to anchor the new accounting concepts, theory, and language and then applied to the specific businesses that the students are planning to start-up. Accounting becomes real.

Accounting 1200 concepts, theory and language are discussed in small increments supplemented with examples that reflect the students' future business situations. Students are then asked to attempt similar calculations on their own. The learning is reinforced through weekly e-learning evaluations that all accounting students complete.

The final component is making accounting relevant. This is accomplished by demonstrating to students how to use the accounting information they calculate to make business decisions and how investors and financial institutions will evaluate their business and their expertise through financial statements and business cases. Accounting is now relevant. When information is presented in a manner that is real, understandable and relevant, students are engaged, willing participants.

2d. Teaching and Learning - Work-Integrated Learning*

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

*DEFINITIONS:

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

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

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

Co-op work placement: Education at Work Ontario (www.ewo.ca), a regional association of the Canadian Association for Co-Operative Education, defines a co-op program as follows: "A Co-operative Education Program is one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria:

- Each work situation is approved by the Co-operative Education institution as a suitable learning situation.

- The Co-operative Education student is engaged in productive work rather than merely observing.

- The Co-operative Education student receives remuneration for the work performed.

- The Co-operative Education student's progress on the job is monitored by the Co-operative Education institution.

- The Co-operative Education student's performance on the job is supervised and evaluated by the student's employer.

- The time spent in periods of work experience must be at least thirty percent of the time spent in academic study.

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

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

  program, and

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

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

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

- settings outside college facilities in which individual students are required to use instructional equipment and/or supplies.

These settings do not include situations in which microcomputer labs are used for instruction of standard word processing, spreadsheet and database software packages or situations in which laboratories and workshops are used for convenience.

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

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

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

  activities:

    ○ make periodic site visits,

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

    ○ monitor the students' progress in the placement activity,

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

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

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

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

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

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

Clinical Placement Program Type	Number of programs at Durham College with clinical placements	Number of students at Durham College enrolled in a program with clinical placements
Certificate	2	190
Diploma	2	384
Advanced Diploma	1	80
Graduate Certificate	2	167
Degree in Applied Area of Study	N/A	N/A

Field Placement/Work Placement Program Type	Number of programs at Durham College with field placements/work placements	Number of students at Durham College enrolled in a program with field placements/work placements
Certificate	3	104
Diploma	22	2,046

Advanced Diploma		23	2,213
Graduate Certificate		10	324
Degree in Applied Area of Study		N/A	N/A

Fieldwork Program Type	Number of programs at Durham College with fieldwork	Number of students at Durham College enrolled in a program with fieldwork
Certificate	1	26
Diploma	3	598
Advanced Diploma	1	64
Graduate Certificate	1	17
Degree in Applied Area of Study	N/A	N/A

Mandatory College Baccalaureate Degree Work Placement Program Type	Number of programs at Durham College with mandatory college baccalaureate degree work placements	Number of students at Durham College enrolled in a program with mandatory college baccalaureate degree work placements
Degree in Applied Area of Study	N/A	N/A

Highlights

Please provide highlights of Durham College's activity in 2015-2016 that contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples may include mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by Durham College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Mentorship for Student Entrepreneurs

The mentorship segment of the Entrepreneurship and Small Business program allows students to develop their business ideas, networking skills, and career interests with the help of a dedicated mentor who is a business owner external to Durham College. Students and mentors spend time together throughout the course, providing an authentic learning experience that cannot be provided in the classroom. Since its inception, the course has yielded positive results, highlighted by entrepreneurs and students. The mentorship format provides students the experience of a day in the life of an entrepreneur and provides community entrepreneurs the opportunity to work closely with the next generation of business owners. As well, students observe the required knowledge and skills needed to run a successful business and, in some cases, have the mentor help shape their business.

Special Events

The Special Events Planning program integrates learning through planning and execution of an event in each of the program's four semesters. Students work through the event planning cycle in semester 1 for a peer event, and a tradeshow event in semester 2. Semester 3 continues to build on their technical and transferable skills through the execution of a campus or community event. A capstone project in semester 4 culminates their learning and allows them to apply the theory and prior hands-on learning through a large-scale event. The repetition of planning and executing events reinforces key elements of the event planning cycle and mirrors the integrated approach that is prevalent in the events industry. This format has been effective as graduates have successfully secured permanent industry positions.

Each year Durham College hosts a Harvest Dinner, led by students and faculty in the culinary, horticulture, hospitality and events programs working side-by-side to plan and execute a special evening. Students volunteer for this large-scale event that attracted approximately 100 people in 2015. This commitment requires hundreds of hours of combined time to plan in the labs, classrooms and picking food from the agricultural fields, and gives students a real-world example of the planning and execution required for a spectacular event.

Community Service

Durham College and Grandview Children's Centre have worked collaboratively since 2014 to offer free motor skills therapy, called DC Kids Clinic, under the supervision of an occupational therapist for children aged 4 to 10 with fine motor delays that would otherwise not have access to occupational therapy service. Students in the Occupational Therapist Assistant/Physiotherapist Assistant program participate in this placement, which blends industry best practices and the educational environment while offering a valued community service. Students observe the initial assessment, observe the development of the treatment plan and then work with guidance to develop and deliver week-to-week intervention sessions. Students have expressed pride in providing the best service they can. This opportunity enables students to further develop their leadership skills, collaboration skills, communication skills, problem solving skills and creativity.

Social Service Worker students and Occupational Therapist Assistant/ Physiotherapist Assistant students worked collaboratively in a unique, client-based interdisciplinary placement. Nova's Ark offers a unique therapeutic environment for people of various abilities and ages and combines interdisciplinary placement opportunities and animal assisted therapy to provide client-centered, holistic service.

New Co-op Programming in Development

Durham College is developing co-op education programming. Durham College researched various co-op education models across the Canada is developing the necessary infrastructure to support the new academic programming model. Two pilot co-op education programs will be launched in September 2017.

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. Durham College is asked to provide information on e-learning courses, programs and registrations in 2015-2016.

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

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

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

Fully Online Learning* and Synchronous Conferencing*

DEFINITIONS:

Courses:

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

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

Programs:

A *Fully Online Learning (asynchronous) program* describes a program that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A *Synchronous Conferencing program* describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

e-Learning Course, Program and Registration Data
Based on the definitions provided above, provide Durham College's eLearning data for 2015-2016:

Course Data	Ontario College Credential	Other Credential
Number of ministry-funded courses offered through fully online learning	328	334
Number of ministry-funded courses offered through synchronous conferencing	N/A	N/A
Total Number of ministry-funded, for-credit courses offered in e-Learning format	328	334

Program Data	Ontario College Credential	Other Credential
Number of ministry-funded programs offered through fully online learning	19	30

Number of ministry-funded programs offered through synchronous conferencing	N/A	N/A
Total Number of ministry-funded, for-credit programs offered in e-Learning format	19	30

Program Registrations	Ontario College Credential	Other Credential
Number of registrations in ministry-funded programs offered through fully online learning	8,765	2,552
Number of registrations in ministry-funded programs offered through synchronous conferencing	N/A	N/A
Total Number of registrations in ministry-funded, for-credit programs offered in e-Learning format	8,765	2,552

Additional Information

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

Please note that the above information reflects information for the year 2015-16 (Summer '15, Fall '15 & Winter '16) and is based on the records in Student Information System (Banner) with further verification from respective schools. Only courses/sections with enrolments are included. A total of 328 online ministry funded credential courses were offered; of these 241 were offered through School of Continuing Education, and 87 were offered for postsecondary programs through full-time schools. In addition, a total 334 online ministry funded non-credential courses were offered through the School of Continuing Education. No courses were offered in a synchronous format.

A total of 19 ministry funded credential programs were offered online. Of these 17 were offered through School of Continuing Education, and 2 were offered through full-time schools [Gen Arts & Science - online (GASO), and Critical Care Nursing (CCH)]. Additionally, 30 ministry-funded, non-credential online programs were offered through School of Continuing Education.

Please note that students in the School of Continuing Education do not make a program declaration. Hence, registrations cannot be reported at program level; they can only be reported at course level. There were 4,726 registrations in School of Continuing Education ministry-funded fully online credential courses, and 2,552 registrations in the ministry-funded fully online non-credential courses.

To tally data for the School of Continuing Education, a Banner report was used to define all online courses that ran May 1, 2015 to April 30, 2016; duplicates were stripped out and is deemed 99% accurate. That same report was used to total registration counts prior to the duplicates being stripped out. A copy of the course book was used for a manual count.

Hybrid Learning*

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

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

Additional Information

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

N/A

Highlights

Please provide highlights of Durham College's activity in 2015-2016 that capture the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by Durham College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.)

E-learning for Simulation

Corporate Training Services (CTS) has been expanding e-learning services by creating simulations that build on classroom learning. CTS built an Oscilloscope simulation for the School of Science and Engineering Technology. CTS also developed a Ventilation Simulator for the Critical Care Nursing online program, which provides students with an interactive hands-on opportunity to use a ventilator and see what happens to a patient in different scenarios. CTS has developed 11 new fully online courses over the last 12 months.

Innovations in the Classroom

A faculty member teaching a hybrid welding theory course modified the format to two hours in-class and one hour online per week. The online portion is intended to be a "bridge" between the classroom and the shop. Using custom-made instructional videos and welding images, students have the opportunity to visualize what they will be doing and understand the expectations before they arrive in their shop class. Students in trades generally prefer to spend time in the shop rather than the classroom; this hybrid model helps with that.

A faculty member in the Justice and Emergency Services has examined aspects of online and hybrid learning, finding that student perceptions are important to understand. Students want the instructor to be present and visible, and they want immediate feedback. In response, this faculty member provides weekly updates via video, allowing students to see and hear her. She checks in halfway through the week via video, providing online feedback as soon as possible to guide students through the assignment, and adding to discussion threads to address student comments. In the classroom, she allows time to address concerns or talk about online successes so the students feel connected. Learning activities are interactive, attractive in terms of visual auditory aspects, and appealing to all different learning styles. Content is well laid out and simple to follow with comprehensive and fully developed lessons.

As a result of analysis of various Introduction to Anatomy and Physiology courses, faculty in Health and Community Services developed a single-semester, hybrid-format course to serve multiple programs during the first year of study. Using Universal Design for Learning strategies, faculty developed animated videos, interactive practice questions, active-learning course notes, and online quizzes. Time management widgets were developed to help students manage their time and maintain their study strategies in this asynchronous educational environment. To facilitate student-teacher communication, a survey was created so that students may anonymously post content questions that they would like to review in-class.

Faculty Support

Centre for Academic and Faculty Enrichment (CAFE) has assisted faculty in adopting a structured approach to the construction of online and hybrid courses. The organization of a course is an important factor in streamlining the online teaching, providing structure and eliminating confusion for the student. Students need to be active in their own learning to be the agents of their own success. A course structure that fosters student-to-student connections also helps to build a learning community and encourages students to be more self-sufficient. CAFE assists faculty to actively encourage this peer connection and to help students to realize that they have something to offer to the learning community.

Quality Assurance

Continuing Education (CE) participated in Round 3 of Shared Course Online Fund, receiving funding to create 11 online courses that incorporate the latest in technology and pedagogy for web-based learning. CE adopted the Quality Matters program for quality assurance in online courses to improve and certify the design of online and blended courses. The international Quality Matters program represents broad inter-institutional collaboration and a shared understanding of online course quality.

3. Student Population

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

Full-Time Students	# of Students
The total full-time headcount enrolment* at Durham College in 2015-2016:	10,003

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

3a. Under-Represented Students: Students with disabilities*, First Generation*, Indigenous and French-Language* Students

*Note: Please do not include International students in the calculations below.

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

Students with disabilities	# of Students	Percentage
The total number of full-time students with disabilities at Durham College who registered with the Office for Students with disabilities and received support services in 2015-2016:	989	
The total indicated above as a comparative % of Durham College's 2015-2016 full-time enrolment headcount:		9.89
The total number of part-time students with disabilities enrolled at Durham College in 2015-2016:	200	

Highlights

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

Improving Services for Students with Exceptionalities

A number of intitiatives were introduced in this reporting period to improve services for students with exceptionalities. Service hours were extended on Wednesdays, allowing students to access services from 8 am to 8 pm. Accessibility workshops were offered campus-wide, peer coaching was introduced, and ongoing support through coaching was offered with more check-ins, goal setting, success planning, and follow-up. A new Counsellor/Case Manager position was introduced, and student processes and procedures were streamlined.

By streamlining processes, we have reduced barriers for students and decreased student wait times. Campus-wide accessibility training initiatives have helped create a more barrier-free and inclusive campus for all members. The peer coaching program has complemented the campus-wide coaching initiative and over 120 students are benefiting from this program. The extended hours help facilitate the needs of students who cannot access our services during the day and improve access to workshops for staff and students. The new Counsellor/Case Manager has been a great addition to help meet the ever growing needs of our mental health and crisis cases.

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

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

the student.

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

First Generation Students	# of Students	Percentage
The total number of full-time First Generation students enrolled at Durham College in 2015-2016:	2,539	
The total indicated above as a comparative % of Durham College's 2015-2016 full-time enrolment headcount:		25.38
The total number of part-time First Generation students enrolled at Durham College in 2015-2016:	123	

Highlights

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

Improving Supports for First Generation Students

Durham College's 2015-16 First Generation (FG) Initiative provided inclusive services to support FG students from admission to graduation. Student initiatives were delivered through an integrated approach to ensure students who may also be Aboriginal students, students with exceptionalities, Francophone students, mature, and English as a Second Language/English as as an Additional Language (ESL/EAL) students have access to a broad range of services to support retention and increase graduation rates. The college departments worked collaboratively to identify gaps in service, develop, and implement responsive programming. The following campus partners supported FG students: Orientation and Transitions, Student Academic Learning Services (SALS), academic schools, Campus Health Centre, Career Development services, IT Services, Financial Aid and Awards, Aboriginal Student Centre, Strategic Enrolment Services, and the Office of Research Services, Innovation and Entrepreneurship (ORSIE).

Durham College focused on providing a holistic, inclusive experience for FG students by offering the following supports and services: orientation and transitioning programming, coaching, tutoring, academic workshops, life skills sessions, career development, connecting students to campus services/resources, training student tutors, identification and follow-up of FG students at risk of failing or not completing the academic year and data gathering.

The key deliverables were to introduce students to coaching, provide enhanced academic supports, increase retention and graduation rates for Durham College's FG students, and track information about FG students and their use of services.

Overall, Durham College utilized an integrated coaching model of supporting FG students. Evaluations indicate a high level of satisfaction with FG services as Durham College strives towards excellence in serving FG students with continued government support.

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

Indigenous Students	# of Students	Percentage
The total number of full-time Indigenous students enrolled at Durham College in 2015-2016:	191	
The total indicated above as a comparative % of Durham College's 2015-2016 full-time enrolment headcount:		1.91
The total number of part-time Indigenous students enrolled at Durham College in 2015-2016:	7	

Highlights

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

Durham College Signs Indigenous Education Protocol

To reaffirm the importance of Indigenous education, Colleges and Institutes Canada, in consultation with its members and partners in

Indigenous communities developed an Indigenous Education Protocol. In October 2015, Durham College along with several Aboriginal community representatives including Chiefs and a Métis Senator signed the Indigenous Education Protocol for Colleges and Institutes to further support the commitment to supporting Aboriginal students on campus.

This important document highlights the importance of structures and approaches required to address Indigenous peoples' learning needs and support self-determination and socio-economic development of Indigenous communities. It also complements the recommendations outlined in the Truth and Reconciliation Commission's call to action. The document highlights the belief that Indigenous education will strengthen colleges' contribution to improving the lives of learners and communities.

As partners working together in the community, Durham College continues to recognize and support the cultural and educational traditions of Indigenous Peoples on campus and utilizes a holistic approach to education serving Aboriginal students and providing culturally meaningful supports and programming.

The protocol is founded on seven principles that aim to guide institutions. Signatory institutions agree to:

1. Commit to making Indigenous education a priority.

2. Ensure governance structures recognize and respect Indigenous peoples.

3. Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.

4. Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.

5. Commit to increasing the number of Indigenous employees with ongoing appointments throughout the institution, including Indigenous senior administrators.

6. Establish Indigenous-centred holistic services and learning environments for learner success.

7. Build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.

New Services for Aboriginal Students

In January 2016, an Aboriginal Outreach Specialist was hired to coordinate a pilot transitions program geared towards the Aboriginal community. Direct outreach to prospective Aboriginal learners, who are thinking of pursuing post-secondary education, was conducted to connect potential students to the Aboriginal Student Centre (Suswaning Endaajig).

The project provided prospective Aboriginal students with transition support to the post-secondary environment. High school students, individuals thinking about attending college and other community members were invited to attend Aboriginal-specific sessions which included information about the supports available at the Aboriginal Student Centre and the college in general, the application process, what to expect when they get on campus as well as other external supports that would assist in their success.

The Outreach Specialist as well as other campus stakeholders provided resource and program specific information, offering sessions bi-weekly from January to March 2016 that were promoted to the area school boards, Aboriginal communities, and other community organizations. Family members of these prospective students were invited to learn how they could better support the decision to pursue post-secondary education.

Participants who attended these sessions and applied to Durham College were then invited to attend Start Strong sessions where they had an opportunity to learn more about their programs, college processes as well identify strengths that will ensure their success. They were able identify perceived barriers to their education journey, co-create success plans with our coaches, and connect with other students in their programs.

French-Language Students
 * DEFINITION: A student is considered a French-language student if the student meets at least one of the following criteria -
1) The student's mother tongue is, or includes French (the student is a Francophone);
2) the student's language of correspondence with the institution is French;
3) the student was previously enrolled in a French-language education institution; or
4) the student was enrolled in a postsecondary program delivered at least partially in French.

French-Language Students	# of Students	Percentage
The total number of full-time French-Language students enrolled at Durham College in 2015-2016:	127	
The total indicated above as a comparative % of Durham College's 2015-2016 full-time enrolment headcount:		1.27
The total number of part-time French-Language students enrolled at Durham College in 2015-2016:	6	

Highlights

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

N/A

Additional Information

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

These numbers include domestic students in all years of study who were enrolled and registered in Fall 2015.

- Number of First Generation students is based on identification through the Ontario College Application Service (OCAS), the Durham College Student Success Survey, and through registering for academic supports at the Student Academic Learning Services (SALS) office.

- Number of Aboriginal students is based on identification through OCAS, the Durham College Student Success Survey, and self-declaration to the Aboriginal Co-ordinator through a web form.

- Number of French Language students is based on identification through the Durham College Student Success Survey.

These numbers are based only on Fall 2015 enrolments unlike the previous SMA 2014-15 report back, which included unique enrollees across all three semesters (Summer 14, Fall 14 and Winter 15).

3b. Student Population - International Students

International Students

DEFINITION: International Enrolment is the headcount of full-time international students who are a non-Canadian citizen or non-permanent resident (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) studying as of November 2015 at Durham College.

International Students	# of Students	Percentage
Durham College reported to the ministry full-time international enrolment* in 2015-2016:	497	
The total indicated above as a comparative % of Durham College's 2015-2016 full-time enrolment headcount:		4.97
Durham College's 2015-2016 part-time international enrolment is	19	

Additional Information

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

The International Office tracks enrolrment data.

Highlights

Please provide highlights of Durham College's activity in 2015-2016 that contributed to maintaining or improving the international student experience at Durham College. This could include a strategy, initiative or program viewed by Durham College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Supporting International Students' Employment Goals

International students at Durham College identified that finding meaningful employment in their field of study is a priority. To this end, the International Office and Career Development Office collaborated to develop a series of workshops to provide information to students on how to effectively find employment, and how to build their future in Canada. These workshops include information on how to develop a Canadian style resume, how to prepare for a job interview, how to perform an effective job search, and how to make the most out of the on-campus job fair. The workshops were designed by identifying the gaps in knowledge between international students and their domestic counterparts, and then provide them with the cultural competencies to be competitive. A registered immigration consultant delivered workshops on post-graduate work permits, pathways to permanent residency, and finding success in Canada that starts first with academic success. These series of workshops were delivered each term.

3c. Student Population - Proportion of an institution's enrolment that receives OSAP*

Definition: Receives OSAP is the number of OSAP awards, including any student at Durham College who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.

Proportion of an institution's enrolment that receives OSAP	# of Students	Percentage
Durham College's 2015-2016 proportion of an institution's enrolment that receives OSAP is	6,216	66.10

Additional Information

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

N/A

4. Program Offerings

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally-oriented mandates.

  a. Concentration of full-time enrolment headcount* at colleges by occupational cluster and by credential

  b. Institution's system share of full-time enrolment headcount by occupational cluster and by credential

DEFINITION: Headcount is the un-audited 2015-2016 full-time funding eligible enrolment count submitted on November 1, 2015 by Ontario publicly funded colleges to the ministry's College Statistical Enrolment Report (CSER). Headcount does not include part-time, funding ineligible, nursing, Second Career, apprentice or international students.

Occupational Cluster (Credential Level)	# of students in a program as a % of total # of students across all programs at Durham College	Durham College's share of system-wide enrolment in each PROGRAM
Refer to complete list below:		
Applied Arts - Advertising and Design (Advanced Diploma)	1.98	5.41
Applied Arts - Advertising and Design (Diploma)	1.35	6.72
Applied Arts - Art (Advanced Diploma)	0.67	9.10
Applied Arts - Art (Certificate)	0.36	3.18
Applied Arts - Child/Youth Worker (Advanced Diploma)	1.53	2.97
Applied Arts - Developmental Services Worker (Diploma)	1.32	7.88
Applied Arts - Education (Diploma)	2.44	3.12
Applied Arts - Horticulture (Diploma)	0.27	5.52
Applied Arts - Law and Security (Certificate)	0.63	45.04
Applied Arts - Law and Security (Diploma)	6.41	6.02
Applied Arts - Law and Security (Post-Diploma Certificate)	0.67	20.59
Applied Arts - Library (Diploma)	0.57	21.51
Applied Arts - Media (Advanced Diploma)	1.03	2.62
Applied Arts - Media (Certificate)	0.33	5.64
Applied Arts - Media (Diploma)	5.34	10.62
Applied Arts - Media (Post-Diploma Certificate)	0.07	0.96
Applied Arts - Performing Arts (Advanced Diploma)	0.31	3.89
Applied Arts - Performing Arts (Diploma)	1.36	18.52
Applied Arts - Preparatory/Upgrading (Certificate)	7.64	6.61
Applied Arts - Preparatory/Upgrading (Diploma)	0.01	0.05
Applied Arts - Public Relations (Advanced Diploma)	0.86	23.34
Applied Arts - Recreation/Fitness (Advanced Diploma)	0.53	6.74
Applied Arts - Recreation/Fitness (Diploma)	4.39	10.36
Applied Arts - Recreation/Fitness (Post-Diploma Certificate)	0.36	11.93

Applied Arts - Social Services (Diploma)	2.26	3.20
Applied Arts - Social Services (Post-Diploma Certificate)	1.27	13.65
Business - Accounting/Finance (Advanced Diploma)	0.96	2.09
Business - Accounting/Finance (Diploma)	2.00	6.14
Business - Business Computer (Advanced Diploma)	1.60	9.48
Business - Business Computer (Diploma)	1.38	7.66
Business - Business Legal (Advanced Diploma)	1.50	100.00
Business - Business Legal (Diploma)	1.70	4.89
Business - Business Legal (Post-Diploma Certificate)	0.40	14.79
Business - Business Management (Certificate)	0.33	10.54
Business - Business Management (Diploma)	0.67	1.82
Business - Business Management (Post-Diploma Certificate)	0.14	2.04
Business - Culinary Arts (Certificate)	0.17	1.94
Business - Culinary Arts (Diploma)	1.09	4.33
Business - Culinary Arts (Post-Diploma Certificate)	0.12	29.73
Business - Hospitality Management (Certificate)	0.03	1.16
Business - Hospitality Management (Diploma)	0.74	3.74
Business - Human Resources/Industrial Relations (Advanced Diploma)	1.12	6.24
Business - Human Resources/Industrial Relations (Diploma)	0.57	9.73
Business - Human Resources/Industrial Relations (Post-Diploma Certificate)	0.35	3.51
Business - Marketing/Retail Sales (Advanced Diploma)	1.13	6.39
Business - Marketing/Retail Sales (Diploma)	0.82	3.22
Business - Materials Management (Advanced Diploma)	0.78	22.53
Business - Materials Management (Diploma)	0.32	35.71
Business - Office Administration (Certificate)	0.24	3.46
Business - Office Administration (Diploma)	0.44	5.09
Business - Office Administration - Health (Certificate)	0.27	22.73
Business - Office Administration - Health (Diploma)	1.68	8.62
Business - Office Administration - Legal (Certificate)	0.28	60.47
Business - Office Administration - Legal (Diploma)	0.31	7.88
Business - Travel/Tourism (Diploma)	0.87	3.87
Business - Travel/Tourism (Post-Diploma Certificate)	0.22	8.37
Health - Animal Care (Certificate)	0.78	26.35
Health - Health - Miscellaneous (Diploma)	2.15	12.13
Health - Health - Miscellaneous (Post-Diploma Certificate)	0.65	21.79
Health - Health Technology (Advanced Diploma)	0.85	2.15
Health - Health Technology (Certificate)	1.04	12.42

Health - Health Technology (Diploma)	0.82	3.57
Health - Nursing Related (Certificate)	0.78	4.11
Health - Nursing Related (Diploma)	2.99	3.97
Health - Nursing Related (Post-Diploma Certificate)	1.46	23.91
Technology - Architectural (Advanced Diploma)	0.92	4.46
Technology - Architectural (Diploma)	0.18	3.15
Technology - Automotive (Diploma)	0.83	7.01
Technology - Chemical/Biological (Advanced Diploma)	3.52	16.84
Technology - Chemical/Biological (Diploma)	0.34	4.51
Technology - Civil (Certificate)	0.40	5.21
Technology - Civil (Diploma)	0.92	6.04
Technology - Electronics (Advanced Diploma)	2.47	3.94
Technology - Electronics (Diploma)	2.63	6.19
Technology - Machining (Diploma)	0.66	16.32
Technology - Mechanical (Advanced Diploma)	2.40	8.13
Technology - Mechanical (Certificate)	1.38	11.76
Technology - Mechanical (Diploma)	1.46	5.70
Technology - Power (Diploma)	0.79	54.81
Technology - Resources (Advanced Diploma)	0.60	11.76
Technology - Resources (Diploma)	0.68	3.37
Technology - Technology Miscellaneous (Certificate)	0.76	10.07
Technology - Technology Miscellaneous (Diploma)	0.52	36.84
Technology - Welding (Certificate)	0.84	13.84

c. Number of apprentices, pass/fail rate and annual funding in each trade	Number of Apprentices	Pass/Fail Rate	Annual Funding

Trade - Refer to complete list below:

	Number of Apprentices	Pass/Fail Rate	Annual Funding
Exam Prep	86	97.00	$30,684.80
Plumber	168	96.00	$346,232.40
Electrician - Construction and Maintenance	362	99.00	$926,193.04
Automotive Service Technician	155	98.00	$300,100.80
Hoisting Engineer - Mobile Crane Operator 1	56	100.00	$287,324.80
Cook	20	90.00	$31,398.40
General Machinist	8	100.00	$15,708.16
Tool and Die Maker	7	100.00	$13,744.64
Industrial Mechanic Millwright	105	99.00	$201,635.04
Welder	15	100.00	$18,196.80
Child Development Practitioner	226	98.00	$91,341.92

Elevating Devices Mechanic	86	100.00	$187,014.40
Total	1,294		$2,449,575.20

Highlights

Please provide highlights of Durham College's activity in 2015-2016 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by Durham College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Annual Program Review Taskforce

The Annual Program Review taskforce was established to solicit feedback from a broad range of internal stakeholders on the program review process, including the content of the review, the report format, and use of the report. While the program quality mechanisms have been evolving over time, the taskforce was intended to examine the entire quality process to ensure we are effectively using staff and faculty time and expertise and that we are focused on overall program quality.

A new reporting and accountability mechanism will be launched in the spring of 2017 called Annual Program Review (APR). This mechanism will ensure that we have a process in place that provides continuous program quality improvement; that remains collaborative in nature; and ensures that as curriculum evolves and is modified as the needs and priorities of our students, employers, workplaces and communities change.

As a result of the work of the taskforce, a review of the program review and renewal policy and procedure was initiated to incorporate the changes. Final approval is pending.

Program Health Matrix

The Program Health Matrix (PHM) is a summative measure of a program's effectiveness. It provides key information on program performance and program sustainability, two important dimensions critical to the continuous viability of a program. Overall, the PHM is intended to help program teams to identify strengths of the program, best practices and possible areas of improvement, and is designed to support annual program review, comprehensive program review, and program development planning. In 2015-16, the PHM framework was reviewed and updated, and PHM 2.0 was released in Fall 2016.

5. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be developing long-term indicators for credit transfer in consultation with the sector through the Credit Transfer Accountability Framework.

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

In future years, the ministry will be expecting more complete data that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system.

This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors, as well as metrics related to transfer student satisfaction or outcomes.

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

Transfer applicants and registrants

The ministry is using the following data from the College Graduate Outcome Survey @ 6 Months to inform the latest trends in college to university student transfers

Year	Total # of Durham College graduates who participated in Graduate Survey (A)	# of Durham College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of Durham College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2011-2012	2,437	137	5.62	57,701	3,463	6.00
2012-2013	2,278	121	5.31	57,462	3,424	5.96
2013-2014	2,342	152	6.49	54,467	3,003	5.51
2014-2015	2,361	134	5.68	52,039	2,465	4.74
2015-2016	2,105	133	6.32	46,244	2,047	4.43

Per the College Graduate Outcomes @ 6 Months data reported in 2015-2016 (based on 2014-2015 graduates),	Percentage
The percentage of Durham College students who were satisfied or very satisfied with academic preparation for university was	83.6
The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was	75.9

NOTE: The ministry recognizes that this is a census survey in which the response rate is approximately 66%. The ministry also recognizes that this only captures college graduates who have transferred within 6 months of graduation and is not the complete picture of college-university transfer students.

Highlights

Please provide highlights of Durham College's activity in 2015-2016 that contributed to ensuring that students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by Durham College to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

Articulation Agreements

Durham College signed five new articulation agreements in this reporting period, two with Trent University, two with Royal Roads University in British Columbia, and one with Robert Gordon University in Scotland.

The first Trent University agreement provides a new pathway for Durham College Photography and Video Production students to enter Media Studies. The second Trent University sgreement formalized the pathway between the Durham College Social Service Worker diploma program and Trent University's Social Work degree.

The Royal Roads University agreement introduces options for students from most Durham College business programs, including the sport programs. Students have an opportunity to transfer into the Bachelor of Business Administration program (for three-year graduates) and the Bachelor of Commerce in Entrepreneurial Management program (for two and three-year graduates).

The Robert Gordon University agreement provides opportunities for transfer for Architecture Technology, Computer Programmer, Computer Programmer Analyst, and Fitness and Health Promotion graduates.

Additional international opportunities are currently being explored in collaboration with the International Education office.

6. Financial Sustainability

1. Annual Surplus/(Deficit) - (revenue - expenses)	Amount	Benchmark	
Annual Surplus/(Deficit)	5,791,501	0	

2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets)	Amount	Benchmark	
Accumulated Surplus/(Deficit)	6,482,403	0	

3. Quick Ratio (current assets) / (current liabilities)	Amount	Benchmark	
Current Assets/Current Liabilities	0.30	1.00	

4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)]	Percentage	Benchmark	
Debt/Assets	44.20	35.00	

5. Debt Servicing Ratio (interest expense + principal payments) / (revenue)	Percentage	Benchmark	
Total Debt Serviced/Revenue	3.90	3.00	

6. Net Assets to Expense Ratio (net assets) / (expenses)	Percentage	Benchmark	
Net Assets/Expenses	64.50	60.00	

7. Net Income to Revenue Ratio (revenue - expenses) / (revenue)	Percentage	Benchmark	
Net Income to Revenue	3.53	1.50	

Highlights

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

Durham College continues to decrease its long-term debt balance. Durham reported a $5.8 million surplus in 2015-16.

Durham is committed to maintaining financial sustainability through appropriate budget assumptions, prudent estimates, and increased accountability around the delegation and use of funds. The college's fiscal 2016-17 budget was constructed to support the operating needs and key strategic priorities that deliver results for improved student learning and success.

7. Attestation

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

For additional information regarding Durham College's 2015-2016 SMA Report Back please contact	Information
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Please indicate the address on Durham College's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry	Information
Website:	http://www.durhamcollege.ca/about-us/explore-durham/strategy-and-plans?utm_source=dcwebsite&utm_medium=supermenu&utm_campaign=supermenu