



Multi-Year Accountability Agreement Report Back

For the Fiscal Period 2006-07

August 31, 2007

College:	Durham College	Fiscal Year:	2006-07
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A. ACCESS

Increased Participation of Under-Represented Students — Measurement

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

Measurement Methodologies at Your College

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

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

Measurement Methodology (including description)	Student Groups in Your Student Population				Total Number Self-Identifying as Member of Under-represented Group	Franco-phone Students	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities	Mature Students			
	#	#	#	#			
<u>ABORIGINAL</u>							
<u>Measurements:</u>							
1. Registrar's Office identifies the number of students who self-identify on the OCAS application as being of aboriginal status;							
(a) For Fall 2006 intake	61						3,385 total intakes
(b) For Winter 2007 intake	4						247 total intakes
2. OCSES asks students "Do you consider yourself to be a person of Aboriginal or Native ancestry?"							
(a) Part 1, question 21	109						1,692 students surveyed
(b) Part 2, question 14	81						1,128 students surveyed

<u>FIRST GENERATION</u>							
<u>Measurements:</u>							
1. The Learner Support Centre's ESL Academic Specialist asks the following question: "Were you the first person in your family to attend college or university in Canada?"		62 first generation students received services from the ESL Academic Specialist					5,730 full-time funded enrolment
2. The Learner Support Centre's Learning Strategist asks the following question: "Were you the first person in your family to attend college or university in Canada?"		66 first generation students received services from the Learning Strategist					5,730 full-time funded enrolment
3. KPI Student Satisfaction Survey college-specific question 58 asks students "Are you the first generation in your family to attend college?"		1,384					4,071 students surveyed
4. OCSSES asks students "Father's highest level of education"							
(a) Part 1, question 18		645 – father completed high school or less					1,692 students surveyed
		916 – father had less than college/university credential					
(b) Part 2, question 12		465 – father completed high school or less					1,128 students surveyed
		663 – father had less than college/university credential					

<p>5. OCSES asks students "Mother's highest level of education?"</p> <p>(a) Part 1, question 19</p> <p>(b) Part 2, question 13</p> <p>Note : OCSES data is still being analyzed to cross-tabulate mother and father education data</p>		<p>643 – mother completed high school or less</p> <p>847 – mother had less than college/university credential</p> <p>445 – mother completed high school or less</p> <p>593 – mother had less than college/university credential</p>					<p>1,692 students surveyed</p> <p>1,128 students surveyed</p>
<p><u>STUDENTS WITH DISABILITIES</u></p> <p><u>Measurements:</u></p>							
<p>1. Annual <i>Student with Disabilities Accountability Report</i> identifies the number of students who registered for services with the Centre for Students with Disabilities (CSD) during the academic year</p>			468				5,730 full-time funded enrolment
<p>2. OCSES asks students "Do you consider yourself to have a disability?"</p> <p>(a) Part 1, question 24</p> <p>(b) Part 2, question 17</p>			<p>155</p> <p>114</p>				<p>1,692 students surveyed</p> <p>1,128 students surveyed</p>

<u>MATURE STUDENTS</u>							
<u>Measurement:</u>							
Registrar's office runs report that cross-references registered students with "mature student" applicants (mature students are those applicants aged 19 or older as of the first day of school without an OSSD);							
(a) For Fall 2006 intake				512			3,380 total intakes
(b) For Winter 2007 intake				56			247 total intakes
<u>FRANCOPHONE STUDENTS</u>							
<u>Measurements:</u>							
1. Registrar's office runs report to count students whose first language is French;							
(a) For Fall 2006 intake						19	3,385 total intakes
(b) For Winter 2007 intake						0	247 total intakes
2. KPI Student Satisfaction Survey question 50 asks students "Your first language." Results are responses for "French."						41	4,167 students surveyed
3. OCSSES asks students "Which language did you learn first?" Results are responses for "French."							
(a) Part 1, question 16						17	1,692 students surveyed
(b) Part 2, question 10						12	1,128 students surveyed

Increased Participation of Under-Represented Students — Programs/Strategies

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

Access Strategy/Program	Implemented?		Actual Result	Target Achieved?		Explain Variance between Actual and Expected Results and Any Remedial Action You Expect to Take
	Yes	No		Yes	No	
GENERAL: (programs/strategies to applicable to more than one under-represented group)						In most cases below there will be no variance applicable, since this fiscal year has been used to establish services and identify baseline
ACCESS STRATEGIES – Outreach Activities	✓					No variance applicable, since this fiscal year has been used to establish services and identify baseline
Bursaries Provide bursaries to students from under-represented groups	✓		6 bursaries given to first generation students			During 06/07, the majority of bursaries at Durham College 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 2008. 6 bursaries of \$3,000 each (total \$18,000) were given to First Generation students in 2006/07. MTCU provided \$15,282 and DC topped up from institutional funds.
Success/Retention Strategies – Provide Learning Strategies and ESL Success Strategies to students from under-represented groups	✓		Learning Strategist – 138 hours of student appointments/ 90 hours work-shops ESL – 408 hours appointments and 80 hours work-shops			No variance applicable, since this fiscal year has been used to establish services and identify baseline
First year experience programming - Residence Academic Leaders (RAL's)	✓		RAL program established; 2 RAL's hired 5 Advising workshops			No variance applicable, since this fiscal year has been used to establish services and identify baseline

Diversity Office	✓		217 student advising sessions 14 on-campus diversity programming activities			No variance applicable, since this fiscal year has been used to establish services and identify baseline
<u>STUDENTS WITH DISABILITIES:</u>						
Success/Retention Strategies – Learning Disability Transition Program	✓		2 week program approved by MTCU and delivered 17 students developed homepages			No variance applicable, since this fiscal year has been used to establish services and identify baseline
High School Presentations by Centre for Students with Disabilities	✓		6 High School Presentations			No variance applicable, since this fiscal year has been used to establish services and identify baseline DC is currently working on a better indicator for extent to which the transition process for students with disabilities is improved.
Accessibility Plan	✓		10 training sessions in disability awareness and accessibility 96 department initiatives undertaken to improve access			No variance applicable, since this fiscal year has been used to establish services and identify baseline
<u>MATURE STUDENTS:</u>						
ECE program	✓		16 students with children in the Early Learning Centre (campus day care centre) 11 graduates with children in the Early Learning Centre (children were in care while parents were students, and now employed)			No variance applicable, since this fiscal year has been used to establish services and identify baseline

In addition to the strategies listed above, Durham College has implemented other retention and student success strategies during the past year. Both a parents' website and parents' calendar were developed to keep parents involved and informed of important dates and policies. The Diversity Working Group successfully completed five initiatives, including Pride – Positive Space campaign, International Educational Week, Faith Mosaic, Black History Month, and Abilities Week. Writing Centre services for mature students were established, and a Learning Strategist was brought on board to provide services to all students including under-represented students. A full-time Counsellor was hired to provide counselling services. Work Study and Summer Employment Programs continued to operate providing work opportunities to students. Durham College is also participating in Colleges Ontario's Adult Student Pathways research project and will be conducting focus groups with our adult learners/mature students to identify targeted outreach and student support strategies.

Official Languages Education Program: French Language College Collaboration

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

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

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

Not applicable

College Small, Northern and Rural

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

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

College Small Northern & Rural Strategy/Program	Implemented?		Actual Result	Target Achieved?		Explain Variance between Actual and Expected Results and Any Remedial Action You Expect to Take
	Yes	No		Yes	No	
Targeted recruitment strategies through satellite campuses	✓		17,501 Continuing Education registrations at satellite campuses 106 academic upgrading learners at satellite campuses (92 in Uxbridge and 14 in Bowmanville – note, Bowmanville site began operating in January 2007)			No variance applicable, since this fiscal year has been used to establish services and identify baseline Conversion rates from academic upgrading programs on satellite campuses will be tracked for the next period

Student Access Guarantee and Commitment

Instructions for 2006-07:

In your signed MYAA, you committed to take into consideration the Ministry's student tuition/book shortfall calculation in allocating financial aid, as set out in the 2006-2007 Student Access Guarantee Guidelines.

	Yes	No
The college took into consideration the Ministry's student tuition/book shortfall calculation in allocating financial aid, as set out in the <u>2006-2007 Student Access Guarantee Guidelines</u>	✓	

If you answered no, please explain.

Not applicable

MYA Action Plan – 2007-08 Revision: Student Access Guarantee

Pursuant to Section 2.1 of the Multi-Year Agreements, your institution will participate in the Student Access Guarantee (including the new Access Window which allows Ontario students to identify costs and sources of financial aid).

The detailed requirements for participation in the student access guarantee are outlined in the 2007-08 Student Access Guarantee Guidelines. Please complete the following template to update the strategies and programs that your institution will use in 2007-08 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:	<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 <i>qualified</i> Ontario student should be prevented from attending Ontario's public colleges and universities due to lack of financial support programs and; students <i>in need</i> should have access to the resources they need for their tuition, books, compulsory fees, equipment and supplies. <p>For the purpose of the Access Guarantee a <i>qualified student</i> is a student who <i>is academically qualified</i> 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)</p> <p>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 \$2,250 per semester (\$2,675 for co-op programs) as per Ministry guidelines. <p style="text-align: center;"><i>or</i></p>
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	<ul style="list-style-type: none"> • Students must have program book costs in excess of \$500 per semester as per Ministry guidelines. • As per the Ministry directive institutional aid will be based on the figures available through the OSAP download files. • The financial aid office reserves the right to adjust tuition/book shortfall amounts, based on additional information regarding resources or costs gathered through the application process. • Where the shortfall is adjusted by the financial aid office a record of the basis for the adjustment will be kept. • Aid provided to students in the form of bursaries, scholarships, and work study support or a combination of these may be deemed as satisfying the access guarantee. • Students must sign their Ministry OSAP Confirmation of Enrollment – students are not required to negotiate OSAP if deemed eligible for the Student Access Guarantee, but the student must sign their Confirmation of Enrollment to activate their OSAP record for the 2007/2008 year and to facilitate the accurate reporting of SAG expenditures to eligible OSAP student files. <p>Student Access Guarantee Bursary Disbursement:</p> <ul style="list-style-type: none"> • Fall semester bursary applications will be accepted until the last day of November 2007. Bursary funds awarded will be disbursed bi-monthly until the end of the semester. • Winter semester bursary applications will be accepted until the last day of March 2008. Bursary funds awarded will be disbursed bi-weekly until the end of semester. • Spring/Summer bursary applications will be accepted until last day of June 2008. Bursary funds awarded will be disbursed by the end of July 2008. • Where students have outstanding tuition fees with the institution bursary funds will be applied to the student's account first, any 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>Identify whether your institution plans to provide loan assistance to meet tuition/book shortfalls of students in any of your High-Demand (formerly fee-deregulated) college post-diploma Programs. If so:</p> <p>(a) identify the programs by name and by OSAP cost code;</p> <p>(b) describe how you determine how much loan aid to provide.</p>	<p><i>Not applicable.</i></p>

<p>If your institution has a process in place to collect statistics on the socio-economic accessibility of High Demand programs that you offer, please describe the data that you collect.</p>	<p><i>Not applicable.</i></p>
<p>Describe other financial support programs and strategies that your institution will use to assist college students facing financial barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.</p>	<p>Durham College continues to implement programs designed to address financial need for all our students considering individual circumstance and hardship. Students who do not qualify under the SAG Program guidelines may be eligible for funding through Durham College bursary, award and work study programs that address overall need.</p>
<p>Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee.</p>	<p>Durham College is dedicated to providing support as outlined in the Student Access Guarantee Program. We understand there will be students that will not be eligible in meeting the criteria as outlined in this program.</p> <p>While there is no avenue to “appeal” the SAG eligibility requirements as it is being implemented under specific eligibility criteria, students may ask to have their bursary application reviewed by the Financial Aid Office, Bursary Committee. The bursary committee will review the applicant’s eligibility under the SAG guarantee and will take into consideration any additional information provided by the student. The outcome of the review will be communicated to the student in writing.</p>

B. QUALITY

Quality of the Learning Environment

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

Quality Strategy/Program	Implemented?		Actual Result	Target Achieved?		Explain Variance between Actual and Expected Results and Any Remedial Action You Expect to Take
	Yes	No		Yes	No	
<u>STUDENT ENGAGEMENT:</u> 2006/07 Student Satisfaction KPI above the system average Participation in OCSES	✓		75.7 %		✓	77.4% - System average Student Satisfaction KPI. Program-specific KPI Report Cards were developed including analysis; program areas to create action plans to improve next year's results.
<u>NET NEW FULL-TIME FACULTY HIRES:</u> Sufficient faculty to provide a quality learning experience	✓		23 new full-time faculty hired	✓		
<u>LEARNING MANAGEMENT SYSTEM (LMS):</u> Faculty usage as a learning tool	✓		44% of faculty using LMS for instructional purposes	✓		
<u>SUPPORT FOR STUDENTS WITH ENGLISH LANGUAGE BARRIERS:</u> ESL Academic Specialist	✓		73 students served	✓		

<u>INFORMATION TECHNOLOGY STRATEGIES TO IMPROVE THE LEARNING ENVIRONMENT:</u>						<p>No variance applicable, since this fiscal year has been used to establish services and identify baseline.</p> <p>Beginning in October 2007, DC will also track the number of students using the network.</p>
	Mobile Learning Program	✓		<p>1,427 students in mobile learning program</p> <p>70 different software applications used by students</p>		
	Support Desk Services	✓		<p>98% of calls resolved within the established Service Level Agreement (33,476 student and faculty calls for support)</p>		
	Computer Replacements	✓		<p>20% of computers replaced (1,123 computers in classrooms / labs / computer commons)</p>		
<u>SUPPORT FOR FACULTY USE OF TECHNOLOGY IN TEACHING AND LEARNING:</u>		✓		<p>232 faculty training sessions offered by the Innovation Centre (popular sessions include: WebCTVista Fundamentals Overview, WebCT Vista Jumpstart, other WebCT courses, Death by PowerPoint, etc)</p> <p>1,145 hours of one-on-one consulting provided to faculty by Innovation Centre</p>		

<u>IMPROVED CURRICULUM DEVELOPMENT AND PROGRAM MAPPING:</u>	✓		<p>The 2006/07 academic year was spent developing new course outlines involving all programs and courses college-wide (approximately 1,500 courses). This activity sets the stage for program mapping, which will take place during 2007/08 with the support of the Curriculum Developer.</p>	✓		
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Student Engagement and Satisfaction: Student Retention Rates

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

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

	Actual Retention Rate	Target Achieved?		Explain Variance between Actual and Expected Results and Any Remedial Action You Expect to Take
		Yes	No	
1 st to 2 nd Year	76.6%	✓		Target – over 70% or exceed system-wide average
2 nd to 3 rd Year	83.1%	✓		Target – over 80% or exceed system-wide average
3 rd to 4 th Year*				<i>Not applicable</i>

* Applicable only to applied degree programs.

C. ACCOUNTABILITY

Multi-Year Agreement Action Plan

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

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