Ministry of Training, Colleges and Universities

Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back

Institution Name:	Durham College

OVERVIEW

Through the 2008-09 MYAA Report-Back process, Durham was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. Durham was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of Durham's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that Durham is on track for meeting its commitments or has an improvement plan in place, and is approved by the Ministry.

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. Enrolment, Student Access Guarantee) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

DEADLINE FOR SUBMISSION TO THE MINISTRY

The deadline for Durham to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on Durham's website. Please ensure Durham's completed 2009-10 Report Back is posted at the same location on Durham's website as its Multi-Year Action Plan.

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

PART 1: *2009-10 SYSTEM WIDE INDICATORS*

- The 2009-10 Report Back has been changed from previous years' format to collect information only on system-wide indicators and will reflect and report on progress on Durham's commitments regarding access, quality and accountability as outlined in the original accountability agreements.

- The 2009-10 Report Back is also requesting data on credit transfer, online learning and international students. This is in keeping with the government's strategic priorities and as per discussions with Colleges Ontario and Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on *Reaching Higher* objectives. The data collected from the 2009-10 Report Back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.

- System Wide Indicators for 2009-10:

    1) Enrolment – Headcount
    2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
    3) Compliance with the Student Access Guarantee (SAG) in 2009-10
    4) The Student Access Guarantee (SAG) for 2010-11
    5) Participation in the Credit Transfer System
    6) Class Size
    7) Online Learning
    8) International
    9) Supply Chain Compliance
    10) Space Utilization
    11) College Student Satisfaction
    12) Graduation Rate
    13) Graduate Employment Rate
    14) Student Retention Rates
    15) Quality of the Learning Environment

1) Enrolment – Headcount*

*DEFINITION: <u>Headcount</u> is the un-audited enrolment forecast for 2009-10 (full-time funded students only: does not include Second Career, Apprentice or International students).

- Durham reported to TCU the total Headcount enrolment in 2009-10 = **6,646**

- Please indicate the **number of students aged 18-24** from the total Headcount enrolment reported by Durham to the Ministry for 2009-10 = **5653**

- Please indicate the **number of students aged 25+** from the total Headcount enrolment reported by Durham to the Ministry for 2009-10 = **992**

- Not reported - **1**

- Please provide one or more example in the space provided below of a promising practice that Durham used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Secondary School Liaison

Working with the Building Connections office, the admissions and recruitment team began lunch and learn sessions for guidance counsellors and specialized teachers. The sessions were targeted and focused on one academic school at a time, with the intent of providing visitors with a tour of the campus and an opportunity to meet faculty and staff from the school. Program offerings were explored along with information on expectations, career paths, and opportunities for partnerships. The high school resources are key influencers for high school students and their decision to attend postsecondary. The goal is to make Durham College the college of choice.

Strategic Enrolment Management

In the spring of 2009, Durham College officially launched its SEM initiative with a presentation to staff and faculty by well-known SEM expert Jim Black. Subsequent to that, a SEM Leadership Team was developed and a SEM plan was created, addressing four main areas: (1) recruitment and enrolment; (2) program mix; (3) student success and retention; and (4) SEM communications. In the area of recruitment and enrolment specifically, the SEM team has initiated several successful projects, including a new program marketing process based on labour market and student demographic information to ensure effective promotion of new programs resulting in strong enrolment for the new programs. To date, 18 formal and informal committees and working groups have been actively involved in the SEM initiative to support the goals of the SEM plan.

5-Year Enrolment Plan and New Program Development

As part of the SEM initiative, Durham College established a 5-year enrolment plan. A key element in reaching the enrolment goal of 10,000 by 2015 is new program development. During the 2009-10 year, the planning process began with an analysis of successful programs in the college system, the application trends for local residents, and the potential fit with existing programs. After considering the labour market demand and student interest, the college has launched four new programs for September 2010 with another eighteen programs under consideration for September 2011.

2) Under-Represented Students: Students with Disabilities*, First Generation* and Aboriginal*

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

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

> *Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.*

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

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

- For the following, please include full-time and part-time, but not Second Career, Apprentice or International students.

Students With Disabilities	First Generation Students	Aboriginal Students

Please indicate the total number of *students with disabilities* at Durham who registered with the Office for Students with Disabilities and received support services in 2009-10= **524**
 	
Please indicate the number of *students with disabilities* at Durham who registered with the Office of Students for Disabilities and received support services in 2009-10 who were:
 	
  Full-time = **413**
 	
  Part-time = **111**
 	
  Total (Full-Time + Part-time) = **524**
 	
Please calculate as % of FT Enrolment Headcount:
 	
(Insert Total From Above) **524**
÷ **6,646** (Enrolment Headcount from Page 3) x 100 = **7.88%**
	Please indicate the total number of *First Generation students* enrolled at Durham in 2009-10= **550** *(out of 1640 first-year students participating in the self-identification survey)*
	
	Please indicate the number of *First Generation students* enrolled at Durham in 2009-10 who were:
	
	  Full-time = **2221** *(estimated based on survey results)*
	
	  Part-time = **8** *(estimated based on survey results)*
	
	  Total (Full-Time + Part-time) = **2229** *(estimated based on survey results)*
	
	Please calculate as % of FT Enrolment Headcount:
	
	(Insert Total From Above) **2229**
	÷ **6,646** (Enrolment Headcount from Page 3) x 100 = **33.5%**
		Please indicate the total number of *Aboriginal students* enrolled at Durham in 2009-10= **58** *(out of 1645 first-year students participating in the self-identification survey)*
		
		Please indicate the number of *Aboriginal students* enrolled at Durham in 2009-10 who were:
		
		  Full-time = **234** *(estimated based on survey results)*
		
		  Part-time = **0** *(estimated based on survey results)*
		
		  Total (Full-Time + Part-time) = **234** *(estimated based on survey results)*
		
		Please calculate as % of Enrolment Headcount:
		
		(Insert Total From Above) **234**
		÷ **6,646** (Enrolment Headcount from Page 3) x 100 = **3.5%**

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide examples of promising practices that Durham used in 2009-10 to develop and maintain results for *students with disabilities.*	In the space below, please provide examples of promising practices that Durham used in 2009-10 to develop and maintain results for *First Generation students.*	In the space below, please provide examples of promising practices that Durham used in 2009-10 to develop and maintain results for *Aboriginal students.*

Transition Program for Students with Learning Disabilities

Transition programming is critical to the overall comfort level of new students with disabilities and their parents. The transition program prepares students for a successful start and also allows staff to begin the intake and accommodation process before the start of the year. This is critical, given the complexity of many of our intakes which often include assessment review, funding applications, alternate formatting, issuing of accommodation notices, and meetings with staff.

Poster Campaign

The college increased disability awareness by featuring our own college students with disabilities in our poster campaign. These posters received much positive feedback.

Student Threat Assessment Team (STAT)

In collaboration, Campus Health and Counselling, Safety and Security, Residence, and Student Rights and Responsibility established the STAT team. This approach to threat assessment is particularly important to support and protect the rights of students with mental health disabilities.

First Generation Pilot Project

This project was comprised of two initiatives: an Integrated Approach to First Generation Academic Success and a First Generation Student Coordinator. Together, they offered first-year first generation students seminars, programming and activities to support their academic and social transition to postsecondary education. This was done by working collaboratively with many campus partners.

E-mentoring Program

This program ensures that first generation students are kept informed as they go through their first year of college by providing students with "just-in-time" information and a "go-to person" on campus. E-mentoring allows participants to easily communicate on a regular basis via e-mail.

First Generation Student Co-ordinator

First Generation students have access to a dedicated central resource person through the FGS Co-ordinator. This position assisted more than 555 First-Generation first-year students by providing them with continued support through e-mentoring, information sharing and connections to on-campus resources.

Durham College Aboriginal Advisory Circle

Durham College has recently established an Aboriginal Advisory Circle and has developed a draft Terms of Reference. Though currently in draft format and not yet approved by the Circle, it is anticipated that the Circle will be comprised of representatives from all stakeholder groups.

Aboriginal Student Centre

Representatives from Durham College are currently in discussions with the Aboriginal Education Office of TCU, and it is anticipated that we will be successful in securing funding for an Aboriginal Student Centre. To date, Durham College has not offered specific services/programming for Aboriginal Students. It is anticipated that staff will be hired and the Centre in full operation by late September, early October 2010.

FINAL July 16 2010

3) Compliance with the Student Access Guarantee (SAG) in 2009-10

Through its signed MYAA, Durham committed to participate in the Student Access Guarantee (SAG). For 2009-10, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 SAG Guidelines.

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL $	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	98,874	98
Other SAG Expenditure to Supplement OSAP	865,274	585
TOTAL	964,148	683

Data as of July 6th, 2010

- Did Durham meet students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines?   **YES**

4) The Student Access Guarantee (SAG) for 2010-11

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (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 2010-11 Student Access Guarantee Guidelines.

| For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.

Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified. | **Program Eligibility Parameters/Delivery:**

To support the efficient delivery of tuition/book shortfall assistance Durham College is making modifications to our internal information technology systems. As a result Durham College will be positioned to automatically provide tuition/book shortfall assistance to students in first entry programs, under the following parameters:

Students must have applied for OSAP and have an identified unmet tuition/book shortfall.
Students must have negotiated OSAP loan funding issued to him or her.
Income has been verified by OSAP for the student's contributing individual.
As per the Ministry directive, the amount of aid will be based on the tuition/book shortfalls made available through the OSAP download files.
Aid provided to students can be in the form of bursaries, scholarships, and work study support or a combination of these.
Students may be required to complete an institutional aid application as a condition to be considered for the tuition/book shortfall aid, if OSAP has not verified the correctness of income for a student's contributing individual.
Distribution of Aid:

For students attending a two-term academic year, tuition/book shortfall aid will be delivered no later than the end of the first month of the student's second term.

Typical Fall/Winter study period tuition/book shortfall payments will be issued by February 1, 2011. Typical Winter/Spring study period tuition book shortfall payments will be issued by June 1st, 2011. Where students have outstanding tuition fees with Durham College 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. Students will be identified automatically through the Ministry download and notified of the amount of their Student Access Guarantee aid along with the timing and method of distribution. |

5) Participation in the Credit Transfer System

- The following data is per the *College Graduate Outcomes Survey*:

Survey Years	Total # of Durham graduates who participated in Graduate Survey (A)	# of Durham 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 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)
2005-2006	1,501	110	7.3%	42,333	2,716	6.4%
2006-2007	1,595	96	6.0%	44,309	3,449	7.8%
2007-2008	1,512	82	5.4%	44,622	3,510	7.9%
2008-2009	1,587	83	5.2%	43,086	3,145	7.3%
2009-2010	1,601	97	6.1%	40,388	2,725	6.7%

- Per the College Graduate Outcomes Survey for 2008-2009 and 2009-2010 (based on 2007-08 and 2008-09 graduates), the *percentage* of Durham students who were satisfied or very satisfied with academic preparation for university was **<u>83.3%.</u>**

- Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the *percentage* of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **<u>81.9%</u>**.

Please provide any additional comments regarding transition experience either from college to university or college to college.

Durham College is supportive of college-to-college transfer, striving to offer the maximum credit transfer available to each student who transfers to Durham College.

Durham College and UOIT have established the DC-UOIT Academic Pathways Steering Committee. The purpose of the committee is to provide oversight on the delivery of college-to-university academic pathways, to facilitate the creation of ad hoc working committees comprised of subject matter experts to develop the academic pathways, and to explore university- to-college pathways. The committee will also advise on the marketing and promotion of academic pathways to both institutions. An initial meeting has taken place to date, with the next meeting to take place in the fall of 2010.

As a result of the work of this committee, any college-to-university pathways that are developed will be accessible to any other college in Ontario.

In total, the Durham College Transfer Guide features 180 distinct university transfer opportunities for Durham College graduates.

<u>NOTE:</u> The Ministry recognizes that this is a census survey in which the response rate is approximately 66%. The Ministry also recognizes that this only captures college graduates who have transferred within 6 months of graduation and is not the complete picture of college-university transfer students. The Ministry anticipates that as data collection systems in institutions evolve, this data will become more complete. The Ministry is developing long-term indicators for credit transfer in consultation with the sector.

- Please provide one or more example in the space provided below of a promising practice that Durham used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight. In addition, Durham may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

Career Advising

Students who are considering further education have the option of meeting with a career advisor to:

- Discuss their educational choices and career decisions made to date and explore other educational options as labour market fluctuations may have altered graduate employment prospects;

- Complete the Myers-Briggs Type Indicator (MBTI) to assess their personality preferences. Understanding one's personality strengths and areas of development can help an individual make more informed decisions relating to their own personal career development;

- Access Career Cruising which provides them with an assessment of their interests and skills as well as up-to-date information on educational programs at colleges and universities across Canada.

These services are available to students for up to two years after graduation. Graduates have reported that they have gained a better understanding of their educational options and how these possibilities fit them as they make decisions about further educational studies.

Bridge for Personal Support Worker to Practical Nursing

Durham College and Fleming College are the leads in a project funded by CCVPA along with a consortium of colleges including Algonquin, Georgian, Cambrian, George Brown, Niagara, Northern, Canadore, Mohawk, Lambton, and Centennial Colleges to collaborate on developing an interchangeable bridging program for Personal Support Workers to facilitate their entry into the Practical Nursing program. This college-to-college project will develop the curriculum for a five to six course bridge program for collaborating colleges.

Graduate Certificate Fair

Each year, Durham College hosts a Graduate Certificate Fair during the winter semester, open to the public, to promote the programs to potential students. In cooperation with UOIT, email messages are sent to UOIT graduating students to increase awareness of the Fair. In specific program areas, the Graduate Certificate Fair has seen a significant number of conversions. In addition, admissions staff visit students in the class during their final semester to promote the graduate certificate programs in complementary fields. Graduate certificate programs are promoted during open house events to demonstrate pathways to high school students early in their academic career. Graduate certificates are also promoted in the calendar, the viewbook, and the Durham College website.

6) Class Size

- Please provide the number and percentage of all first-year classes (all programs) at Durham in 2009-10 that were:

Class Size	Number of Classes	Percentage of Total Classes
Less than 30 students	104	18%
30 to 60 students	374	64%
61 to 100 students	97	17%
101 to 250 students	7	1%
251 or more students	0	0%
Total	582	100%

Note: data reflects classrooms only; labs and field placements have been excluded.

- Please provide one or more example in the space provided below of a promising practice that Durham used during 2009-10 regarding class size. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Durham College is presently in a growth phase. The college has two Knowledge Infrastructure Program (KIP) projects underway that will create new space for expanded enrolment and services. When the major construction is complete, new teaching space will become available, and administrative space that has been vacated will be re-purposed for additional classrooms.

While smaller classes provide a more intimate learning environment and more faculty-student interaction, in a few areas, classes with higher numbers of students are beneficial in ensuring consistency across a cohort of students. Such decisions are made on a case-by-case basis with the students' best interests in mind.

The Strategic Enrolment Management Leadership Team will consider the role of class size in the college's strategic initiatives and the impact of class size on student engagement and student success. Further strategies may be developed as a result.

7) Online Learning

- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system.   Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.

- To complement this work, please provide one or more example in the space provided below of a promising practice that Durham used during 2009-10 to develop and enhance online learning. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Online Delivery of General Education Electives

The Committee responsible for general education compliance identified the need for expanding the existing elective options to include online courses. As Durham College currently delivers all online courses through Ontario Learn, offering online courses locally required detailed consultation with a number of departments across the college including IT, Registrar's Office, Central Scheduling. Courses were then developed that include a number of learning objects in order to fully exploit the available technology and achieve a high level of student interactivity. These courses will be offered for the first time during the Fall 2010 semester.

Hybrid Delivery of Core Courses

During the 2009-10 fiscal year, the college continued examining options for flexible delivery through the Flexible Delivery Taskforce. One of the recommendations from this Taskforce was to expand the number of core, day courses being offered via hybrid delivery methods. Planning for this began in 2009-10 for implementation during the 2010-11 academic year.

Ontario Learn

Durham College was actively involved in Ontario Learn during 2009-10. Out of 22,256 enrolments, 2,149, or almost 10%, were from Durham College. This represents the fourth highest enrolment among the 22 participating colleges. In addition, Durham College achieved the second highest hosting activity at 12,738, and the highest number of course sections at 915.

Online Academic Resources

In addition to in-person consultation, the Student Academic Learning Services team has assembled a website that provides students with thorough academic "self-help" resources. These resources include online learning assessments, interactive lessons, style and reference sheets, and links to other useful websites. Given the time constraints many of our students face with jobs or family obligations, this "grab-and-go" approach to providing useful resources to students has been extremely popular.

Skilled Trades

Durham College Whitby Campus provides flexible delivery options for postsecondary and apprenticeship students by enabling them to complete their theory courses online, anywhere anytime and complete their practical program requirements during evenings and/or weekends. This flexibility gives students not able to attend school in the traditional times or requiring upgrading the same career opportunities and academic success.

Programs include: Mechanical Techniques Industrial - a full-time postsecondary option - and all three levels of the IMM Apprenticeship program. Durham College also partners with the Sault College to enable students in the North and remote areas to complete their IMM Apprenticeship program. Durham College provides the theory online while the Sault College hosts the students for their practical component.

In 2009-2010, Durham College entered into a dynamic partnership with the Construction Millwright Union Local 2309 whereby their members complete online courses at the college while maintaining full-time employment.

Critical Care Nursing

Durham College has been offering the Critical Care nursing Graduate Certificate program since 2007 for critical care nurses or nurses interested in working in an intensive care unit (ICU) to address the newly established provincial critical care standards. The program includes six theoretical courses offered via the Internet, practical experience in the Critical Care simulation lab, and hands-on preceptored experience in (ICU). The program has seen positive growth in applications, and this is expected to continue.

8) International

DEFINITION: <u>International enrolment</u> is the headcount of full-time international students at the institution including students who are both eligible and ineligible for funding consideration.*

- Durham reported to TCU that International Enrolment* in 2009-10 = **<u>84</u>**.

- In 2009-10, Durham reported to TCU the following top 3 source countries for international students:

  1. **<u>China</u>**
  2. **<u>India</u>**
  3. **<u>Saudi Arabia</u>**

- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences Durham had in 2009-10:
  - Outbound students = **<u>0</u>**
  - Inbound students = **<u>0</u>**

- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at Durham in 2009-10 = **<u>801,336</u>**

- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that Durham had outside of Canada in 2009-10 = **<u>nil</u>**

- Please list in the table below all For Credit, Stand-Alone campuses Durham operated **abroad** in 2009-10, including city, country and total enrolment for each campus:

Campus Name	City/Municipality	Country	Total Enrolment
n/a			

- Please provide one or more example in the space provided below of a promising practice that Durham used during 2009-10 to develop and maintain results for international activities. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Human Resources

In order to increase international enrolment, Durham College increased the number of agent representatives in South and East Asia during the 2009-10 year. In addition, the college employed a regional Coordinator of International Business Development in Asia, who resides in Beijing and provides service to the Asian market from Beijing.

Promotions

The Office of International Business Development launched a bilingual Mandarin - English website in China to inform prospective Chinese students and their families about academic opportunities offered by Durham College. In addition, the Office of International Business Development sends out emails on a monthly basis to prospective international students, international recruitment agencies, and international secondary schools to highlight different themes and provide pertinent information on a variety of topics relating to international studies at Durham College.

Student Supports

During the 2009-10 year, additional tutoring services were made available to a group of international students in one program in which successful completion was a concern. As a result of the tutoring, all of the international students graduated and several have since applied to university.

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9) Supply Chain Compliance

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including colleges, that receive more than $10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU) are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the college that are consistent with the principles outlined within the Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

- Please confirm that in 2009-10 Durham adopted the Government of Ontario's Supply Chain Code of Ethics: **YES**

- Please confirm that in 2009-10 Durham adopted or is in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **YES**

- In 2009-10 did Durham participate in the Ontario Education Collaborative Marketplace (OECM)?: **YES**

- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: **$261,000**

- Please provide one or more example in the space provided below of a promising practice that Durham used during 2009-10 related to supply chain management. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Web-based Requisitions

Durham College has implemented a web-based requisition system that has improved efficiencies and sustainability. This web-based requisition system eliminates printed paper requisitions and saves time with requisitions being delivered electronically for approvals versus interoffice mail.

OECM Collaboration

Durham College has participated with the Ontario Education Collaborative Marketplace (OECM) on office supplies and paper tender contracts.

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10) Space Utilization

- In 2009-10, did Durham have a Space Utilization planning process in place to assess and optimize academic space utilization? **YES**

- If yes, please indicate in the space below the methodology used to inform Durham's academic space utilization planning process:

> The space utilization planning process was undertaken in 2009-10 by the VP, Finance and CFO along with facilities and scheduling. The process began with an analysis of the present capacity and space utilization rate based on scheduling practices, taking into account the needs of college partners that use space on the campuses. The results of the analysis revealed space deficiencies in a number of areas. The generally accepted target classroom utilization rate is 65%, and Durham College daytime rates are as high as 78%. In addition, half of all classroom sizes at Durham College have utilization rates higher than the target of 70%.
>
> Space capacity and utilization rates were then compared to enrolment goals to identify the gaps. It was recognized that Durham College would require an additional 47,000 square feet of classroom space to meet future enrolment needs.. Two KIP projects currently underway will create new space that will meet the enrolment needs based on the college's usual scheduled day. The availability of new space is expected to keep pace with enrolment growth to 2015.

- If yes, please provide one or more example in the space provided below of a promising practice that Durham used during 2009-10 to assess and optimize academic space utilization. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

> One of the KIP projects that began in 2009-10 is the construction of a new student services building. Once construction is complete and service areas move into the new building, vacated space in the Gordon Willey building will be refurbished to create additional classrooms and student life/study space. This important strategy will address an ongoing need for student space as identified in past KPI student satisfaction results. It is expected that, once complete, the refurbishments and additional space will increase student satisfaction.

11) Student Satisfaction

- Per the KPI results reported in 2009-10 the student satisfaction rate at Durham for *KPI Question #14* "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **84.2%**

- Per the KPI results reported in 2009-10 the student satisfaction rate at Durham for *KPI Question #26* "The overall quality of the learning experiences in this program" = **74.5%**

- Per the KPI results reported in 2009-10 the student satisfaction rate at Durham for *KPI Question #44* "The overall quality of the facilities/resources in the college" = **64.0%**

- Per the KPI results reported in 2009-10 the student satisfaction rate at Durham for *KPI Question #45* "The overall quality of the services in the college" = **63.5%**

- Please provide one or more example in the space provided below of a promising practice that Durham used during 2009-10 to increase student satisfaction. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

New Student Service Model

Plans began to develop a new student service model to provide seamless customer service to our students. The model includes the creation of a generalist/customer service position and "one-stop-shopping" as well as the construction of a new state-of-the-art Student Services Building, which is currently under construction and will be ready for to serve students in January 2011.

Student Feedback

Based on KPI results and other feedback mechanisms, several programs have held student focus groups to better understand student interests and concerns, and to inform improvement strategies. These focus groups have proven to be an effective strategy for addressing student expectations with achievable solutions.

Financial Aid and Awards

Financial Aid and Awards developed and delivered Financial Aid workshops for all first-year students accessing financial aid. In addition, student and parent workshops were provided at orientation session for CICE students.

Program Health Matrix and Program Quality Progress Reports

During the 2009-10 year, developmental work took place to create the program health matrix, a tool to measure and assess the health of each postsecondary program in terms of quality and growth potential. The program health matrix takes into account a number of factors such as applications, enrolment, retention rate, employment rate, curriculum mapping, student satisfaction, graduation rate, and so on. At the end of the year, the program health matrices were distributed to every program team, which then prepared a program quality progress report to identify areas of concern and document improvement strategies.

Hired Career Services and Student Life

During 2009-10, the Get Prepared for September (GPS) summer orientation program for first-year Durham College students was enhanced.

The expanded delivery model of in-person event days and online service availability allowed new students to look after their college business before classes began in September. GPS Online was a success with 4,346 unique visits to the website in 2009.

In addition, the college's Staff to Student Mentoring program was expanded by creating an e-mentoring component.

The successful Part-time Job Fair, Career & Education Fair, Teacher Job Fair and Job Fair were hosted, and the Whitby Campus Tradesmart Job Fair was reinstated in March 2010. Each event saw increased employer and student participation over 2008-09.

Campus Health

Accessibility to medical services was enhanced through the initiation of the medical clinic as a "walk-in" service, providing 2 orthotic clinics for staff and students and increasing the clinical hours and physician availability during clinics.

An H1N1 influenza immunization clinic was provided to staff and students. Campus Health Centre partnered with the Region Health Department to provide timely health information to the Campus via the H1N1 website, with updates. Campus Health Centre also participated as a panel member at the "Colleges Ontario" Pandemic Planning Information Session for Colleges, and conducted a research needs assessment study on the Mental Health status on Campus, which has contributed to ensuring mental health on campus.

Partnerships with academics in areas of Health Sciences were a key focus, providing placement opportunities for a total of 15 placement students within a multidisciplinary setting.

Athletic and Recreation Centre

Annual student feedback opportunities have provided key information on new program and new facility opportunities that students desire. This is a constant useful tool for the department in establishing priorities for future years as well as providing data for future plans. The Athletic and Recreation Centre has developed a strategy to implement additional varsity and recreation programs on campus based on the projected enrolment growth and demands of the students. This includes a strategy moving forward to add a year-round outdoor field opportunity on campus by either renovating Vaso's Field or establishing a new location on campus for the new field upgrade plan.

A 3-year incremental increase of student fees enhanced the existing varsity programs and will lead to an expansion of programs in the near future. Work was completed on securing association membership application to the NJCAA for two varsity program to enhance our student experience and program offerings.

12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at Durham = **67.5%**

- Please provide one or more example in the space provided below of a promising practice that Durham used during 2009-10 related to the achievement of the graduation rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Academic Alert

Durham College has implemented an "Academic Alert" process for students in all years of study to identify those students who, by mid-term, are academically at risk of not completing their course requirements. The student is contacted in writing by the faculty, outlining the area of concern and encouraging the student to meet with the faculty and take advantage of the appropriate student supports. This positive, supportive approach supports student engagement and success.

Summer Warm-ups

Summer Warm-ups are provided to first-year students prior to starting college to refresh their math skills. This no-cost option, offered through academic upgrading, has received a positive response from participating students.

Student Academic Learning Services

The Student Academic Learning Services team provides supplemental academic support to students in all schools to support overall student retention and success initiatives. These staff members have provided specialized assistance to both First Generation college students, in addition to our growing ESL and EAL (English as an Additional Language) populations, who are, generally speaking, higher risk academically and more vulnerable to attrition. This team coordinates peer tutoring programs, one-on-one learning strategy sessions, subject specific support, writing assistance, and workshops for students. The team also works closely with individual faculty members as well as student liaisons to ensure that students are referred to our services at the first sign of academic difficulty.

Learning Strategist/Counsellor

Ministry funding directed at providing on-going Learning Strategist/Counsellor support for students with disabilities, particularly among students with learning disabilities and ADHD, is absolutely critical in ensuring a significant number of our students learn how to manage a more demanding academic work load while developing specific strategies to reduce the impact of their disabilit(ies) on their ability to learn and achieve academic success. This approach, in combination with others, is central to ensuring the retention and ultimate convocation of many of the students registered with the Centre for Students with Disabilities.

Co-curricular Recognition Program

The Co-curricular Recognition program focuses on the recognition of student participation in on-campus activities including student government, student clubs, councils and committees, and sport programs. Upon creating a co-curricular record, which lists the activities students have participated in, students can assess and reflect on the employability and life skills they have acquired through their participation. Co-curricular records are a valuable resource for students when applying for jobs, as they augment resumes and portfolios, and can complement applications to professional or other post secondary institutions for those wishing to further their education.

13) Graduate Employment Rate

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at Durham = **82.8%**

- Please provide one or more example in the space provided below of a promising practice that Durham used during 2009-10 related to the achievement of the graduate employment rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Hired Career Services

Durham College's Hired portal allows registered employers to post opportunities for Durham College students and alumni, free of charge, and target opportunities to academic programs specific to their job openings. Employers can also register to attend the **Career & Education Fair**, held in October, allowing them to promote their organizations to the student body by discussing career paths and networking with talented future recruits. For some organizations, this is the opportunity to begin the recruitment cycle for internship, field placement, co-op and graduate employment. The **Job Fair**, held in February, is an ideal opportunity for employers actively recruiting to fill full time, part-time, contract, and summer vacancies. As well, **Targeted Employer information sessions** provide an excellent opportunity to introduce students to a company's vision and for employers to network with a target audience of students in an intimate atmosphere. In this setting, employers you can provide students with essential information about the organization, selection criteria, career paths and specific job opportunities.

Students receive personalized help with the following areas: career advising, career assessment, resume, cover letter and portfolio assistance, mock interviews and techniques, and job search assistance. Students can also utilize Hired Career Services to gain an understanding of and search out potential internships; paid employment that enables a student to gain long-term practical experience that is directly related to his or her program of study. Internships are optional in most diploma programs and range in duration from four to 16 months.

Students have access to Hired Career Services and the online portal from the moment they register at Durham College up to two years after they graduate.

Program Advisory Committees

Program Advisory Committees (PACs) exist, in part, to provide each program with a link to the job market. Meeting twice per year, each PAC consists of business and industry representatives as well as faculty and administrative staff, and membership is refreshed regularly. Current trends and the skills of the future are key elements of the PAC agenda, providing important information for program teams to ensure that the curriculum meets labour market needs and students will have good job opportunities upon graduation.

Program Reviews

Comprehensive program reviews take place on a regular schedule for each postsecondary program to assess the currency of the curriculum and the overall health of the program. A detailed labour market analysis is completed as a standard component of the program review to understand current and future labour market conditions and the skills that are in demand by employers. As well, focus groups are conducted with business and industry representatives. This information is taken in consideration during the program review and the curriculum is updated as needed to ensure that students have the skills they need to be successful in the job market. Each program review concludes with a set of recommendations to support the continued viability of the program.

14) Student Retention Rates

The table below has been pre-populated with the proposed results set for 2008-09 in Durham's approved Multi-Year Action Plan. Referring to these proposed results, please identify Durham's achieved results for 2009-10.

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1st to 2nd Year	> 70%	77.9%	81.2%
2nd to 3rd Year	> 80%	81.5%	87.6%
3rd to 4th Year	n/a	n/a	n/a

- Please indicate in the space below the methodology used by Durham to calculate the retention rates indicated above:

In order to calculate the retention rates, the following methodology was followed:

- all 1-year programs and graduate certificate programs were removed from the data;
- For the 1st to 2nd year retention rate, all 2- and 3-year programs were included in the data and the rate was calculated using March 1st audited enrolment in Year One of the programs, divided by November 1st enrolment in Year Two of the next academic year;
- For 2nd to 3rd year retention rate, only 3-year programs were included in the data and the rate was calculated using March 1st audited enrolment in Year Two of the 3-year programs, divided by November 1st enrolment in Year Three of the next academic year.

- Please provide one or more example in the space provided below of a promising practice that Durham used during 2009-10 related to student retention. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Student Academic Learning Services

The Student Academic Learning Services team provides supplemental academic support to students in all schools to support overall student retention and success initiatives. These staff members have provided specialized assistance to both First Generation college students, in addition to our growing ESL and EAL (English as an Additional Language) populations, who are, generally speaking, higher risk academically and more vulnerable to attrition. This team coordinates peer tutoring programs, one-on-one learning strategy sessions, subject specific support, writing assistance, and workshops for students. The team also works closely with individual faculty members as well as student liaisons to ensure that students are referred to our services at the first sign of academic difficulty.

Supports for First Generation Students

Durham College's supports for First Generation (FG) students are developed utilizing an evidence-based model. Starting with a needs assessment from focus groups conducted with FG students, questionnaires and research, a combination of academic support modules and a personal support system was put into place.

Students were initially contacted through orientation packages, early registration and self-identification, institutional registration and community recruitment. First Generation students were encouraged to review the website, and meet with the FG Coordinator to access services. A "Passport to Academic Success" was created by the Student Academic Learning Services to provide FG students with key study skills, technology training, and subject specific supports to maximize learning within the first semester.

First Generation students face unique challenges and greater personal stress related to family concerns, finances and jobs. To respond directly, Durham College worked collaboratively with campus partners to provide integrated, accessible, flexible and tailored supports to FG students. Students were introduced to academic culture and practices in peer sessions, counselling supports, academic workshops and on-line supports which combined, provided timed targeted programming.

Applied Research

As a new member of the Colleges Ontario Network for Industry Innovation (CONII), Durham College spent the latter part of 2009-10 establishing an applied research office focusing on opportunities for students to participate in research projects with industry partners. A number of projects were lined up by the end of the year, with students participating in 2010-11.

15) Quality of the Learning Environment

- Please provide information in the space provided below of what Durham did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

The quality of the learning environment is a top priority for Durham College.

Durham College has a well-established new faculty orientation for full-time and part-time faculty to assist in the transition to the learning environment. Among the key objectives of orientation are creating an understanding of learning outcomes and how the faculty's courses contributes to the overall program.

Regular faculty performance evaluations are conducted in all schools. These include in-class observations by the dean and written student feedback, with a written report provided to the faculty.

The Innovation Centre is a significant resource to support teaching and learning and the quality of the learning environment. One area of importance is supporting faculty to develop authentic assessments of student work. Workshops are offered to all faculty on the use of instructional technology. In addition, the Innovation Centre offers one-to-one consulting to faculty to address a wide variety of needs. All schools are presently moving toward more project-based learning and student teamwork. The Innovation Centre offers many resources to support quality teaching and learning.

Durham College is presently refurbishing a number of classrooms. Audio-visual equipment is on a continuous three-year refresh cycle. Many classrooms are thirty-five years old or more, making refurbishment a large task that will require investment.

Ministry of Training, Colleges and Universities

PART 2: *OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES*

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

As part of its 2008-09 Report Back, Durham was asked to provide 3 to 5 examples of how its strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
Implementation of the Accessible Customer Service Standards: A cross-campus Team has been created to lead in the implementation of the AODA Standards to improve Customer Service for people with disabilities.	All obligations under the legislation were met within the required timeline.
Poster Campaign: Posters highlighting students with disabilities will be created and distributed to campus departments and to incoming students to improve disability awareness.	Anecdotal feedback has been very positive and requests have been received for additional posters throughout the college.
Implementation of First Generation Project: Funding was received to develop a program to identify, track and support First Generation students through to March 31, 2010.	Project was extended by 3 months to June 30, 2010 and additional funding was received. All milestones were reached and final report will be submitted at the end of June, 2010. A new 2-year First Generation Project was initiated and Durham College submitted a proposal to continue and build on the work that has been done so far.
First Generation Bursaries: Bursaries for First Generation students will be promoted through MyCampus. Commitment is to fund all requests for First Generation bursaries through MTCU and institutional funds.	34 bursaries were given to qualified First Generation students in 2009-10. MTCU provided $48,669 and Durham College added $42,500 – total $91,169.

Outreach Activities: Starting in 2009-10, a new collaboration has been developed to support students from the Durham District School Board's Continuing Education Centre to pathway into a Durham College postsecondary program by taking dual credit courses.	This specific outreach activity did *not* receive funding and therefore was not implemented; however, several (other) Dual Credits programs were delivered.

Reach Ahead (night school) Business credits were delivered to secondary school students in both semesters.

In Fall 2009, 25 students enrolled in Marketing 1. Sixteen students successfully completed the course, while 9 did not. In Winter 2010, we offered Marketing 1 (15 students) and Small Business Management (11 students). These courses are still in progress.

In Spring 2010, two programs were offered in May/June Continuous In-take Coop (CIC) (3 courses offered): Marketing 1 (22 students), Consumer Behaviour (3 students), Issues and Ethics in Science (3 students), and HEAL Introduction to Psychology (32 students). These students will complete their courses at the end of June. |

- **Small, Northern and Rural (SNR)**

As part of its 2008-09 Report Back Durham was asked to describe how it would continue to build on its existing SNR strategy in 2009-10. Please identify the achieved results of these strategies for 2009-10.

Description of Transition Year SNR Strategy for 2009-10 (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
Services for North Durham/Rural Areas: A service centre will be maintained in Uxbridge to support Continuing Education course registrations, to provide information on the college, and to assist with OCAS applications. Uxbridge and Beaverton academic upgrading services continue to investigate outreach opportunities for this community. To support conversions from academic upgrading to postsecondary programs, the college is investigating areas for advanced standing, and linkages between postsecondary options and related occupations. The government's Second Career strategy is expected to increase conversions. The College has been an active participant in a provincial pilot to offer ACE (Academic and Career Entrance) in an online delivery format to increase access. This option is particularly relevant to Uxbridge/Beaverton students in the summer months when northern operations shut down.	The service centre continues to operate in Uxbridge as planned. In addition, credit and non-credit courses are being offered at this satellite campus to support the needs of this rural community.

- **Quality of the Learning Environment**

As part of its 2008-09 Report Back Durham was asked to provide 3 to 5 examples of how its quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
Student Engagement/ Satisfaction: Program Action Reports introduced to support planning for identifying programs requiring intensive review. Also plan to develop new metrics that guide decisions on new programs, programs improvements/renewals and sun-setting programs.	A significant project was undertaken over the last year to develop a Program Health Matrix, a tool to assess the health of each postsecondary program, taking into consideration a number of growth and quality related factors. The Program Action Reports have evolved into a comprehensive Program Quality Progress Report (PQPR), utilizing analysis from the Program Health Matrix and Annual Curriculum Review to support program improvement. PQPRs are presently being completed by program teams.
ESL Supports: "Academic Culture" module, which is presently offered as a face-to-face session by the ESL Academic Specialist, is being developed in an online format and will be available 24/7 to increase access and to improve support to students with ESL needs.	This module was developed over the last year. Subject-specific supports/workshops will be developed over the following year for specific language groups in high risk cases.

Faculty Professional Development: Multi-model learning opportunities are being offered for 2009-10 including face-to-face, video and alternative web delivery.	A total of 18 Bi-weekly Instructional Technology Exchange sessions (BITE) were delivered using synchronous online technology. In addition, a self-assessment website was developed that allows faculty to evaluate themselves against the Durham College Faculty Teaching Skills and Abilities and suggests areas for improvement. The Innovation Centre website was re-vamped as an even more useful resource for faculty, with about 30 hits a day. 50 seats of Elluminate were purchased, a synchronous tool to support further activities in this area.
Faculty Professional Development: A new online orientation course is being developed for contract faculty using WebCT that can be taken at faculty's convenience.	The online orientation course is currently in pilot phase. A face-to-face orientation was conducted with a total of 80 people over three sessions. Once the online version is developed, implementation will follow.
Technology in Teaching & Learning: To ensure high quality, consistent performance levels, desktop computers and faculty laptops continue to be upgraded.	This strategy continues to be ongoing.