

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## PUBLIC MEETING OF THE BOARD OF GOVERNORS

### AGENDA

**Date:** Wednesday, December 14, 2016, 6:00 p.m.

**Location:** DC Boardroom, Gordon Willey Building, A-144

Dinner available at 5:30 p.m.

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Pages

1. **CALL TO ORDER**
2. **INTRODUCTION OF GUESTS**
3. **ADDITIONS/DELETIONS TO THE AGENDA**
4. **CONFLICT OF INTEREST DECLARATIONS**
5. **PRESENTATIONS**
  - 5.1 Jeff Zakoor to present an overview of the General Arts and Science - Student Success Pathway Program
  - 5.2 Alan Dunn, Associate Vice-President, Facilities and Ancillary Services to provide an update on the Centre for Collaborative Education
  - 5.3 Good Governance Certificates of Completion  
Advanced good governance certificates:  
Debbie McKee Demczyk  
Jim Wilson  
  
Good governance certificates:  
Ryan Cullen  
Michele James  
Bart Lucyk
6. **CHAIR'S REPORT**
7. **CO-POPULOUS GOVERNORS' REPORT**
8. **CONSENT AGENDA**

The following items will be addressed through the consent agenda unless specifically removed for separate attention, by request.

Recommendation

That all items listed under the heading of consent agenda be adopted as recommended.

- |     |  |         |
|-----|--|---------|
| 8.1 | Approval of the Minutes of the Board of Governors Meeting of October 12, 2016<br><u>Recommendation</u><br>That the public minutes of the Board of Governors meeting held on October 12, 2016, be approved.   | 4 - 12  |
| 8.2 | Durham College President's Report - December 2016<br><u>Recommendation</u><br>That Report BOG-2016-34, providing the President's report on the College activities and initiatives from September to November 2016, be received for information.  | 13 - 18 |
| 8.3 | Committee of Presidents Report - November 2016<br><u>Recommendation</u><br>That BOG-2016-32, providing a summary of the Committee of Presidents meeting held on November 20, 2016, be received for information.  | 19 - 21 |
| 8.4 | Sexual Violence and Harassment Action Plan Implementation Report<br><u>Recommendation</u><br>That based on Report BOG-2016-38, the President certify Durham College is in full compliance with the requirements set out in subsections 17(3) and (4) of the <i>Ministry of Training, Colleges and Universities Act</i> , and section 2, subsections 3(1) and (2), section 4 and section 5 of O. Reg 131/16 (Sexual Violence at Colleges and Universities). | 22 - 30 |

## 9. DISCUSSION ITEMS

- |     |  |         |
|-----|--|---------|
| 9.1 | Strategic Mandate Agreement Report Back - D. McKee Demczyk<br><u>Recommendation</u><br>That in accordance with Report BOG-2016-39, the 2015-2016 Strategic Mandate Agreement Report Back, be received for information.                   | 31 - 64 |
| 9.2 | Program Health Matrix 2.0 and School Snapshot Reports - E. Popp, M. Marando, R. Gupta<br><u>Recommendation</u><br>That Report BOG-2016-35, providing an update on the use of the Program Health Matrix 2.0, be received for information. | 65 - 67 |
| 9.3 | Government Relations Update - H. Asselbergs (verbal)   |         |

## 10. OTHER BUSINESS

**11. UPCOMING EVENTS**

Holiday Closure - Thursday, December 22 (4:30 p.m.) to Monday, January 2 (8:00 a.m.)

Governor Check-In and Teambuilding Event - January 11, 2017 at 5:30 p.m., Robert McLaughlin Gallery, Arthur's on the 4th

Durham College Alumni Night with the Oshawa Generals - January 13, 2017, 7:00 p.m., Tribute Communities Centre, Tickets are \$25.00

Board Retreat - February 3 to 5, 2017, Briars Resort

**12. MOVE TO IN-CAMERA SESSION**

**13. ADJOURNMENT**



**DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
BOARD OF GOVERNORS REGULAR MEETING  
PUBLIC SESSION DRAFT MINUTES**

Date: Wednesday, October 12, 2016  
Location: DC Boardroom, Gordon Willey Building, A-144

Members Present: Pierre Tremblay, Chair  
Doug Allingham  
Dan Borowec, Vice-Chair  
Nneka Bowen  
Ryan Cullen  
Ivan DeJong  
Kevin Griffin  
Kristi Honey  
Michele James  
Rick Johnson  
Don Lovisa, President  
Bart Lucyk  
Paul Macklin  
Heather Quantrill  
Steve Stewart  
Jim Wilson  
Melissa Pringle, Corporate and Board Secretary (non-voting)

Members Absent: Debbie McKee Demczyk

Staff Present: Helene Asselbergs, Chief of Staff  
Scott Blakey, Chief Administrative Officer  
Meri Kim Oliver, Vice-President, Student Affairs  
Elaine Popp, Vice-President, Academic  
Janse Tolmie, Associate Vice-President, IT Services and Chief Information Officer

**1. CALL TO ORDER**

With quorum present, the meeting was called to order at 7:22 p.m.

## 2. INTRODUCTION OF GUESTS

The Chief Administrative Officer introduced the following guests:

Alan Dunn, Associate Vice-President, Facilities and Ancillary Services

Carol Beam, Executive Director, Communications and Marketing

Stephanie Ball, Executive Dean, School of Justice and Emergency Services

## 3. ADDITIONS/DELETIONS TO THE AGENDA

None.

## 4. CONFLICT OF INTEREST DECLARATIONS

None.

## 5. PRESENTATIONS

### 5.1 Carol Beam, Executive Director, Communications and Marketing to Provide an Update on the 50th Anniversary Celebrations

The Executive Director, Communications and Marketing provided an update on the college's 50<sup>th</sup> anniversary celebrations noting the theme is "The Start of Something Amazing". The College has begun planning by a creating website, videos of notable alumni and a brand took kit.

Activities are being planned in collaboration with Colleges Ontario and will include an amazing fund, a speaker's series and a bus tour. An events calendar has been created highlighting new and annual events which will incorporate 50<sup>th</sup> anniversary celebrations. A special homecoming weekend and gala is scheduled for September 2017.

The Board questioned the Executive Director, Communications and Marketing.

### 5.2 Alan Dunn, Associate Vice-President, Facilities and Ancillary Services to Provide an Update on the Centre for Collaborative Education

The Associate Vice-President, Facilities and Ancillary Services provided an update on the Centre for Collaboration noting functional reviews with stakeholders have been completed, the Guaranteed Maximum Price Report had been received and reviewed by a cost consultant, a project manager from P2i Strategies had been hired, and site plan applications had been submitted to the City of Oshawa for approval.

The Associate Vice-President, Facilities and Ancillary Services reviewed the architectural renderings and advised next steps include accepting the Guaranteed Maximum Price report and awarding Phase 2 of the contract, or going to tender with the designs.

The Board questioned the Associate Vice-President, Facilities and Ancillary Services.

**6. CHAIR`S REPORT**

Governor James was presented with her gift bag as she was unable to attend the Hail and Farewell event in September.

Governor Borowec was thanked for attending the employee appreciation awards on October 6, 2016, an event that is exceptionally well-attended and tremendously meaningful to the employees at the College.

Governors were encouraged to complete the Responding to Sexual Violence on Campus Training Module by December 1, 2016 to comply with Bill 132.

Governors were encouraged to commit to the Board retreat being held at the Briars from February 3 to 5, 2017.

It was announced that Governor Bowen had accepted a new position with RBC and she will not be seeking reappointment for a second term. Governor Bowen was thanked for her contribution to the Board.

**7. CO-POPULOUS GOVERNORS' REPORT**

Governor Borowec advised that an infrastructure announcement would be made on October 13, 2016 at 1:00 p.m.

Governor Allingham reported there had been no Board meeting since the summer.

Governor Tremblay stated that an informal dinner with the Chairs and Vice-Chairs of both Boards would be occurring in the near future.

**8. CONSENT AGENDA**

Moved By Governor Johnson

Seconded By Governor Honey

That all items listed under the heading of consent agenda be adopted as recommended.

CARRIED

**8.1 Approval of the Minutes of the Board of Governors Meeting of June 13, 2016**

That the public minutes of the Board of Governors meeting held on June 13, 2016, be approved.

**8.2 Public Report of the Executive Committee Meeting of September 12, 2016**

That all actions taken at the Executive Committee meeting held on September 12, 2016 be adopted as recommended, and the affirmative results of the e-vote conducted on September 13, 2016 concerning the posting of the 2016-2017 accessibility plan be ratified.

**8.3 Public Report of the Governance Review Committee Meeting of September 19, 2016**

That all actions taken at the Governance Review Committee meeting held on September 19, 2016 be adopted as recommended, and the minutes be approved as read.

**8.4 Durham College President's Report - October 2016**

That Report BOG-2016-16 providing the President's report on college activities and initiatives from July to September 2016, be received for information.

**8.5 Program Advisory Committee Minutes - March to June, 2016**

That Report BOG-2016-14 providing the minutes of Program Advisory Committee meetings held March 7 to June 20, 2016, be received for information.

**8.6 Formal Appointment of New Chief of Staff**

That Helene Asselbergs be appointed the new Chief of Staff in the Office of the President effective August 22, 2016.

**8.7 Durham College Foundation Directors for 2016-2017**

That BOG-2016-12, providing a listing of Directors of the Durham College Foundation for 2016-2017 be received for information.

**8.8 Student Association Audited Financial Statements for 2015-2016**

That Report BOG-2016-21 presenting the Student Association audited financial statements for 2015-2016, be received for information.

## 9. DISCUSSION ITEMS

### 9.1 Approval of New Programs of Instruction

The Vice-President, Academic and Executive Dean, School of Justice and Emergency Services provided an overview of two new programs of instruction, Pre-Health Sciences Pathway to Certificates to Diplomas and Pre-Health Sciences Pathway to Advanced Diplomas and Degrees.

In 2012, the Ontario College Heads of Health Sciences submitted a project proposal to the Ontario Council on Articulation and Transfer Innovation with the goal of widening the opportunities for graduates of college pre-health sciences programs.

The project resulted in a recommendation to the Ministry of Advanced Education and Skills Development to develop program standards for two new pre-health program streams, and in 2016 the new program standards were released. The College actively participated in the consultation process with the goal of increasing student mobility.

The Board questioned the Vice-President, Academic and the Executive Dean, School of Justice and Emergency Services.

Moved By Governor DeJong

Seconded By Governor Macklin

That in accordance with Report BOG-2016-09, the two proposed Ontario College certificate programs of instruction listed below be approved:

- Pre-Health Sciences Pathway to Certificates and Diplomas
- Pre-Health Sciences Pathway to Advanced Diplomas and Degrees

CARRIED

### 9.2 Recommendation to Suspend a Program of Study

The Vice-President, Academic provided an overview of Report BOG-2016-10, recommending suspension of the Ontario College Diploma, Journalism-Web and Print effective September 2017.

Durham College currently offers two journalism diploma programs: Journalism – Web and Print and Journalism – Broadcast and Electronic Media. In response to industry changes and employer expectations, the College is going to amalgamate the two offerings into a single diploma program. While the Journalism – Web and Print program will be suspended, the Journalism-Broadcast and Electronic Media program will remain active under a newly approved title, Journalism-Mass Media.



The Board questioned the Vice-President, Academic.

Moved By Governor Stewart

Seconded By Governor Allingham

That in accordance with Report BOG-2016-10, the Ontario College Diploma, Journalism-Web and Print (MTCU Code 52005/APS 01029) be suspended for future intake effective September 2017. CARRIED

### **9.3 Sexual Violence Policy and Protocol**

The Vice-President, Student Affairs provided an update on the sexual violence policy and protocol and highlighted the key changes.

In response to questions at the spring Board meeting concerning how Brandon University required both the accused and alleged victim to sign a contract prohibiting them to speak about the incident, the Vice-President, Student Affairs advised that law in Ontario is different. The College will keep the disclosure confidential; however, whomever the alleged victim tells is up to them.

All students and employees are expected to participate in training on sexual violence by December 1, 2016, with the numbers to be reported to the Ministry.

The Board questioned the Vice-President, Student Affairs.

Moved By Governor DeJong

Seconded By Governor Johnson

1. That the Sexual Violence policy and protocol be approved; and,
2. That the Board of Governors complete the sexual violence training modules to ensure that Durham College meets regulatory requirements.

CARRIED

### **9.4 Enrolment Update Report**

The Vice-President, Student Affairs and Vice-President, Academic presented the initial enrolment report, noting that in 2016 the college system witnessed a decline in overall applications of 2.9%. Durham College experienced a decline of only 1.48% overall and subsequently, a small decrease of domestic enrolment of 2.1% or 77 fewer students as of September 19, 2016 as compared to September 2015.

Total enrolment as of September 19 including new and returning students, domestic and international, is 10,784 which represents an increase of 146 students over the total enrolment in September 2015.

The Board questioned President Lovisa, the Vice-President, Academic and the Vice-President, Student Affairs.

Moved By Governor Griffin

Seconded By Governor Lucyk

That Report BOG-2016-19 providing an enrolment update, be received for information. CARRIED

#### **9.5 2016-2017 Business Plan Update**

The Chief of Staff provided on an update on the 2016-2017 Business Plan, noting the plan was approved in April 2016 and all areas of the College were engaged to provide a comprehensive update on the status of each of the 49 objectives.

Moved By Governor Quantrill

Seconded By Governor Honey

That Report BOG-2016-15, providing an update on the 2016-2017 Business Plan be received for information. CARRIED.

#### **9.6 Update on Strategic Planning Process**

The Chief of Staff provided an update on the strategic planning process, noting approximately 1,000 people have been engaged in the process.

The feedback received seems to suggest the mission statement should remain unchanged, the modified wording for the vision statement is the preferred option, and the value statements should be updated to include collaboration.

A retreat will be held with the Durham College Leadership Team in November 2016, and a similar workshop will be held with the Board at its retreat in February. The goal is to launch the plan in April 2017.

The Board questioned President Lovisa and the Chief of Staff.

### **10. OTHER BUSINESS**

None.

## 11. UPCOMING EVENTS

The following events were highlighted:

Scotiabank Toronto Waterfront Marathon - Sunday, October 16, 2016 from 8 a.m. to 3 p.m., Toronto Waterfront/Lakeshore Road

Fall Convocation Ceremony- Thursday, October 27, 2016 at 5:30 p.m., General Motors Centre, Oshawa

Durham College Alumni Networking Tour and Tasting - Thursday, November 10, 2016 from 6 p.m. to 9 p.m., Brock Street Brewery, 1501 Hopkins Street, Whitby. Tickets are \$5 for alumni and \$10 for guests.

Fall Open House - Saturday, November 12, 2016 from 10 a.m. to 2 p.m. at the Oshawa and Whitby campuses and the Pickering Learning Centre

College Centre for Board Excellence Webinar on the Duties and Obligations of Governors - Tuesday, October 18, 2016 from 12 p.m. to 1:30 p.m. or Thursday, October 27, 2016 from 8 a.m. to 9:30 a.m. (no cost to register)

College Centre for Board Excellence Good Governance Session - Saturday, November 19, 2016 from 9 a.m. to 3:30 p.m. at the Sheraton Centre, Toronto (no cost to register)

College Centre for Board Excellence Introduction to Risk Management Parts 1 and 2 (part of Advanced Good Governance certificate) - Sunday, November 20, 2016 from 8:15 a.m. to 11:30 a.m., Sheraton Centre, Toronto (no cost to register)

Governor Appreciation Event - Wednesday, December 7, 2016 at 6:30 p.m., Centre for Food

## 12. MOVE TO IN-CAMERA SESSION

Durham College By-law No. 1. provides for the Board of Governors to address, in-camera, items of corporate business respecting human resources or litigation matters, confidential items covered under the Freedom of Information and Protection of Privacy Act and, items that the Board deems to be confidential to the College.

Moved By Governor Johnson

Seconded By Governor Dejong

That the Durham College Board of Governors proceed in-camera after a short recess.  
CARRIED.

The Board went in-camera at 9:06 p.m.

The Board rose from the in-camera session at 9:49 p.m.

**13. ADJOURNMENT**

Moved By Governor DeJong  
Seconded By Governor Honey

That the October 12, 2016 meeting of the Durham College Board of Governors be adjourned. CARRIED

The meeting adjourned at 9:50 p.m.

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Pierre Tremblay

Board Chair

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Melissa Pringle

Corporate and Board Secretary

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**Report Number: BOG-2016-34**

**To: Board of Governors**

**From: Don Lovisa, President**

**Date of Report: December 6, 2016**

**Date of Meeting: December 14, 2016**

**Subject: President's Report - December 2016**

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## Purpose

To provide an update of the President's activities and significant college initiatives for the month of September, October and November 2016.

## Our Students

### DC Honours Graduates at Fall Convocation

October 2016

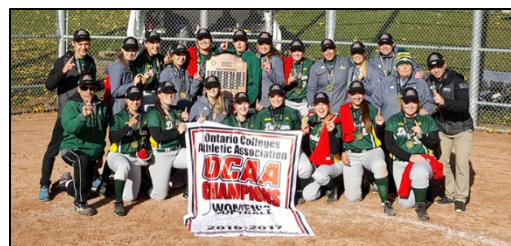


Durham College celebrated the achievements over 1,159 students from 109 programs at the Fall Convocation Ceremony held on October 27, 2016. William (Bill) Marlow was awarded the prestigious Faculty Emeritus award in recognition of his outstanding contributions and exemplary service to the college community. During his more than 30 years with the college, Marlow brought his expertise and good humour to several positions including professor and co-ordinator for the Computer Programmer Analyst program.

### DC Wins their 19<sup>th</sup> OCAA Women's Softball Title

October 2016

Durham College won their unprecedented 18th Ontario Colleges Athletic Association (OCAA) women's softball title with an 11-6 victory over the St. Clair Saints in the gold medal game.



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## Prospective Students Explore Durham College at Fall Open House

November 2016



Durham College welcomed more than 2,300 potential students along with their families and friends at the annual Fall Open House. Doors were open at the Oshawa and Whitby campuses, and the Pickering Learning Site, providing prospective students and their families with the opportunity to explore the facilities, take guided tours, check out support services and visit individual program

classrooms and labs to speak with faculty and students.

## DC Alumni Association Pledges \$250,000 to Centre for Collaborative Education

November 2016

The Durham College Alumni Association announced their donation of \$250,000 to the Centre for Collaborative Education Building Something Amazing fundraising campaign at the Alumni Networking event on November 10, 2016. This significant contribution will be made over a period of five years.



## DC Graduate Awarded Emerging Photographer Award by Robert McLaughlin Gallery

December 2016

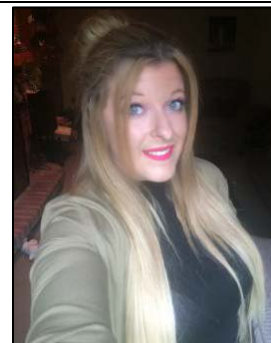


Stephanie Fodden, a 2011 graduate of the Print and Broadcast Journalism program at Durham College has won the Emerging Photographer Award at this year's Robert McLaughlin Gallery Exposed photography exhibition and auction. The award prize is a solo exhibition at the gallery during the Contact Photography Festival in May. Stephanie also won the Community Choice Award as voted on by the attendees of the RMG Exposed event.

## DC Grad National Online Journalist for Globalnews.ca

December 2016

Katie Scott, a 2016 graduate of the Broadcasting Radio and Contemporary Media program at Durham College, is now a national online journalist covering entertainment and lifestyle stories at Globalnews.ca. Katie credits her practical experience at Durham College for preparing her for her career.



## Our People

### DC Employees Go The #DistanceforDC

October 2016



28 participants from Durham College took part in the Scotiabank Toronto Waterfront Marathon. Three teams of DC walkers and runners comprised of employees, students and alumni, participated in the marathon, half-marathon and 5 km events raising over \$22,000 for the construction of the new Centre for Collaborative Education (CFCE) at the Oshawa campus.

### Leave for Change International Volunteer Opportunity for DC Employees

November 2016

Durham College has signed an agreement with Uniterra, Canada's largest international volunteer cooperation program, to introduce an exciting professional development opportunity called Leave for Change. Interested DC employees can transform their vacations into short-term



professional and personal development experiences of three to four weeks in a developing country. During their assignments employees would contribute their skills and expertise to an established development project. Employees would be paired with a professional from a non-governmental organization and receive support from other professionals in a host country, including Guatemala, Peru, Bolivia, Malawi, Vietnam, Nepal, Mongolia and several others.

## Our Business

### DC Breaks Ground for New Centre for Collaborative Education

November 2016



Members of the Durham College community, including retirees, alumni, students, employees, elected officials, industry and community partners gathered on November 25, 2016 to celebrate the official groundbreaking for the new Centre for Collaborative Education. The event also included a piece of the Simcoe building being

removed, which will be incorporated into the new Centre for Collaborative Education.

### DC Ranked in the Top 50 Research College for Fourth Consecutive Year

November 2016



For the fourth year in a row Durham College has been ranked among Canada's top 50 research colleges by Research Infosource Inc., a Canadian research and development intelligence company. The annual list is informed by data on research income, research intensity and research partnerships and projects at colleges across the country.

### Centre for Food Named After Mr. W. Galen Weston

November 2016



Durham College has named the Centre for Food (CFF) at the Whitby campus after Mr. W. Galen Weston in recognition of a \$1-million grant being made to the college by the W. Garfield Weston Foundation. One of Canada's most prominent business executives, Mr. W. Galen Weston is a leader in food innovation who has been at the forefront of change in the food retailing and baking industries for more than five decades.



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## **Student Panel Discussions and Strategic Planning at Durham College Leadership Team Retreat**

November 2016



The Durham College Leadership Team and Deans hosted two Student Panel discussions at their annual retreat followed by a full day of strategic planning. Each Student Panel had six students from various programs, including international, direct, and non-direct students. The leadership team then evaluated our success against the 2013-2016 strategic plan, and worked together to develop new goals for the 2017-2020 strategic plan.

## **Our Community**

### **DC President on the Judges Panel for Spark Centre Ignite Competition**

October & November 2016

The Ignite Competition is an exciting entrepreneurial journey organized by Spark Centre and many local community partners. Ignite begins with a pitch school open to all technology, innovative or inventive applicants and ends with an extraordinary finale celebrating two Startups. Dash MD & Hexyoo Scientific were announced as the winners of Ignite 2016 at the Whitby Chamber of Commerce Peter Perry Business Achievement Awards in November.



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## **DC and Durham Catholic District School Board Sign Agreement to Boost International Education**

November 2016

Durham College and the Durham Catholic District School Board (DCDSB) have signed a five-year academic agreement to enhance opportunities for DCDSB international students looking to pursue post-secondary education in Canada following high school graduation. The formal General

Agreement of Co-operation (GAC), is designed to stimulate and support educational, professional and intercultural activities and projects among students and employees of both organizations with respect to international education.



## **Durham College Wins Business Achievement Award**

November 2016



Durham College won the prestigious Whitby Chamber of Commerce 2016 Business Achievement Award (50 + Employees Category) at the Peter Perry Awards on November 17, 2016. The Peter Perry Business Achievement are held each year to recognize the success and outstanding

contributions of companies and individuals within the Whitby Chamber of Commerce membership.



Nov. 24, 2016

**Summary of the Committee of Presidents meeting  
Nov. 20, 2016**

**Decision items:****An accreditation model for colleges**

The Committee of Presidents (COP) approved a recommendation to defer a decision about whether to establish an accreditation model for Ontario's colleges until 2019.

In recent years, the college sector has been looking to implement an accreditation model to promote greater awareness of the high quality standards that are in place at colleges. The accreditation model would build on the quality-assurance reviews of programs that are currently done by the Ontario Colleges Quality Assurance Service (OCQAS).

The accreditation model would follow the program audit guidelines for institutions currently used by OCQAS. Under the model, the OCQAS could award a college a three-year or five-year "accredited" status at the end of a successful review. Some colleges have already participated in pilot accreditation reviews.

However, some colleges have raised concerns that an accreditation model could become too expensive and cumbersome.

A task force of college presidents and vice-presidents was established last year to review the proposal in greater detail. Algonquin College president Cheryl Jensen, who chaired the task force, said deferring a final decision until 2019 would give all colleges an opportunity to participate in an audit process that uses the accreditation model.

She said it would be important for senior leaders at the colleges to participate in the accreditation process.

**Experiential learning**

The presidents approved a recommendation to conduct research on how work-integrated learning opportunities can be provided to greater numbers of students.

The provincial government has made experiential learning a priority as it works to implement measures to create a more highly skilled workforce. The government's throne speech in the fall and the mandate letter that Premier Kathleen Wynne issued to Advanced Education and Skills Development Minister Deb

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Matthews in September called for every post-secondary student to have participated in at least one meaningful experiential learning opportunity as part of the student's education.

The research that would be done by the college sector would look at the range of opportunities currently available and how to remove barriers that prevent more students from participating. Potential funding for the research may come from the provincial government and from the Higher Education Quality Council of Ontario.

The research would support the colleges' discussions with government about expanding experiential learning opportunities and the need for improved government funding to support that goal.

Over the longer term, the sector will also need to examine issues such as the challenge of getting more employers to provide such opportunities to students.

### **Pre-budget submission**

The presidents approved a draft submission to the Ontario government that highlights the college sector's priorities for next year's provincial budget.

The pre-budget submission will point to the critical need to strengthen higher education to respond effectively to growing anxiety about the economy and job prospects for the future. The submission will highlight the dramatic shifts already seen internationally in the Brexit vote and Donald Trump's election in the U.S.

The submission will emphasize that the improved productivity that creates better-paying careers must come from a more highly qualified workforce.

Within that context, the submission will stress that the government must address the fiscal sustainability crisis hitting colleges. It will highlight the fact the government has spent years ignoring the cost pressures created by inflation by only providing funding to cover enrolment growth.

The submission also calls for investments to address policy priorities such as tackling climate change.

The submission will be sent to government and MPPs in December and presented to ministers and top officials at Queen's Park in meetings organized by Colleges Ontario.

### **Discussion items:**

#### **College fiscal pressures**

To support the sector's budget requests to government and raise greater awareness of the financial challenges facing colleges, the presidents supported a communications strategy to promote the sector's fiscal pressures in the news media.

The communications efforts will focus on public-policy issues where the province needs to make more progress and must invest in college education to support that progress. The policy priorities that will be

promoted in the press will include climate change, tuition reform, responding to the Truth and Reconciliation Commission, and the importance of helping greater numbers of people in low-income families attain a post-secondary education.

**Report Number: BOG-2016-38**

**To: Board of Governors**

**From: Meri Kim Oliver, Vice President, Student Affairs**

**Date of Report: December 8, 2016**

**Date of Meeting: December 14, 2016**

**Subject: Sexual Violence and Harassment Action Plan Implementation Report**

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## **1. Purpose**

To provide the Sexual Violence and Harassment Action Plan Implementation report to the Board of Governors for approval.

## **2. Recommendation**

It is recommended to the Durham College Board of Governors:

That based on Report BOG-2016-38, the President certify that Durham College is in full compliance with the requirements set out in subsections 17 (3) and (4) of the *Ministry of Training, Colleges and Universities Act*, and section 2, subsections 3 (1) and (2), section 4 and section 5 of O. Reg. 131/16 (Sexual Violence at Colleges and Universities).

## **3. Background**

On March 8, 2016, the government passed the *Sexual Violence and Harassment Action Plan Act (Supporting Survivors and Challenging Sexual Violence and Harassment)* which amended a number of pieces of existing legislation, including the *Ministry of Training, Colleges and Universities Act* (MTCU Act).

These amendments will come into effect January 1, 2017, at which time each college and university must have a sexual violence policy that has been developed with student input and approved by its Board of Governors.

Last year, each college and university was asked to complete a year-end sexual violence action plan report outlining some of the initiatives undertaken to address issues of sexual violence. This year's report continues to provide each institution the opportunity to highlight its efforts to address sexual violence on campus

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including the process used to engage students in the policy development process.

In addition to confirming Durham College's compliance with the legislative and regulatory requirements, this information will increase the Ministry of Advanced Education and Skills Development's awareness and understanding of the initiatives undertaken by Durham College.

#### **4. Discussion/Options**

The Office of Diversity, Transitions and Inclusion and the Office of Campus Safety have taken the lead on the development and implementation of the policy and all associated training materials and responses to campus reports.

#### **5. Financial/Human Resource Implications**

The implementation of the *Act* has required dedicated time from every employee on campus in order to be compliant. It has also required significant time from two Directors for the development and implementation of all components of the Act. The Act will continue to put demands on financial and human resources because of the nature of the ever changing student and employee cohorts and the need to continuously update and deliver additional training and resources.

#### **6. Implications for the Joint Campus Master Plan**

There are no implications for the joint campus master plan.

#### **7. Implications for UOIT**

UOIT is also required to submit the Sexual Violence and Harassment Action Plan Incident report. The institutions must consult on reports that are related to survivors and/or victims who are from each institution and involved in a single incident.

#### **8. Relationship to the Strategic Plan/Business Plan**

This subject pertains to the "Our People" pillar in the strategic plan, to ensure that Durham College achieves Bill 132 compliance for January 2017.

## Sexual Violence and Harassment Action Plan Implementation Report

In order to gather information on the important work colleges and universities are doing to help meet relevant commitments in the government's Sexual Violence and Harassment Action Plan, colleges and universities are asked to complete the following form, have it signed by the President/Executive Head, and submit it to [PostsecondaryAccountability@ontario.ca](mailto:PostsecondaryAccountability@ontario.ca) no later than January 13, 2017.

**Institution: Durham College**

### PART I: ATTESTATION

I certify that, as of January 1, 2017, **Durham College** has a sexual violence policy approved by its board of governors; is in full compliance with the requirements set out in subsections 17 (3) and (4) of the *Ministry of Training, Colleges and Universities Act*, and section 2, subsections 3 (1) and (2), section 4 and section 5 of O. Reg. 131/16 (Sexual Violence at Colleges and Universities); and, to the best of my knowledge, has implemented its sexual violence policy. (Relevant legislation can be found at: <https://www.ontario.ca/laws/statute/90m19#BK26>)

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President or Executive Head

Date:



## PART II: ADDITIONAL INFORMATION

All institutions are encouraged to provide information on their unique approaches to prevent and address sexual violence on campus. For the purpose of this report, the term sexual violence should be interpreted as defined in Bill 132:

*“Any sexual act or act targeting a person’s sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person’s consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation.”*

1. **Sexual Violence and Harassment Policy – please provide a link to your sexual violence and harassment policy on your website.**

[www.durhamcollege.ca/wp-content/uploads/sexual-assault-and-sexual-violence-policy.pdf](http://www.durhamcollege.ca/wp-content/uploads/sexual-assault-and-sexual-violence-policy.pdf)

2. **Student Involvement – As required in O. Reg 131/16 s.3(1) “the provision and consideration of input from a diverse selection of students regarding the college’s or university’s sexual violence policy”, please describe how a diverse group of students were involved in the development of the policy. Please indicate where the process for students to provide input on the development of your policy is described (O. Reg. 131/16 s.4) and provide a link where possible.**

In 2016, Durham College established a standing committee/working group to address matters related to sexual violence and the development of the mandated sexual violence policy, in its efforts to be compliant with the Ontario's government Bill 132. This campus committee deliberately sought its membership from a diverse cross section of campus student community groups including: The Student Association, Outreach Services, Campus Health Centre, Mental Health Service (UOIT), Residence Life, International Development, Durham College Students, and UOIT students. The students involved were tasked with providing input in the form of ideas, criticisms, comments and recommendations for change in policy content as the policy evolved. In this manner the students were able to ensure a refined policy document that contained guidelines and action protocols relating to the management of campus sexual violence.

**3. How was a diversity of student input provided on the sexual violence policy? Select all the methods that apply.**

- Survey
- Specialized task force
- Consultation
- Written Submissions
- Community engagement
- Online forum
- Other

All members of the student association (SA), all work study students, summer students, student leaders, students from various student committees and organizations were invited to give their opinions, ideas and recommendations on the sexual violence policy, and these were documented and incorporated. To capture a diversity of student input, the views of the students who took part in the orientation and transition activities organized by school divisions were incorporated. Participating students formed part of dialogue circles, and other training and awareness events. Students were invited to participate in the Consent Circles and their opinions informed the "Yes Means Yes" Campaign. Students from the Media Arts and Design Program and student athletes participated in the creation of awareness videos which were incorporated in the staff and student sexual violence training modules. Community forums were also done to obtain the views of community members and young persons in the community. The Student Association - Executive and Board members, the Building Respect Committee, the Durham College Leadership Crew, and the Yes Means Yes Committee Members (all student groups) were engaged to provide consultation in the development of the sexual violence stand alone policy and procedure, website and other promotional materials.

**4. How many students were invited to provide input?**

Invitations and notices were sent out inviting all students to participate in student consultations, which were held at different times during the year and these included multiple large group consultations (involving between 60-75 students), and focus group sessions (with 25-30) students. The standing committee/working group that was established which comprised ten (10) members, also had four (4) of its members being students. The total number of students who were involved in the consultations, consent circles and focus groups sessions were not limited in student participation and varied solely dependent on student traffic and involvement at different times and venues.

### **How many students provided input?**

Overall the number of students who provided input into shaping the policy with their ideas, comments and recommendations ranged from 225- 250 students.

**5. Training – As required in O. Reg. 131/16 Section 5(1), training must be provided on the new sexual violence policy. How is your institution making training available to your administration, faculty, staff members and students? Select all the methods that apply.**

- Computer-based training
- Instructor-led sessions
- E-learning
- Seminar/lecture
- Other

If you have selected other, please describe it below.

**Please provide the scope of the training and whether there will be variations for different groups on campus (staff, students etc.).**

In order to ensure compliance with the Legislative Assembly of Ontario Bill 132, Sexual Violence and Harassment Action Plan Act, Durham College through The Office of Student Diversity, Inclusion and Transitions launched its on-line Responding to Sexual Violence on Campus e-Learning Training Module in September 2016, with the mandate that all Durham College staff are to complete this training by December 01, 2016 and pass the quiz at the end in order to receive a certificate of completion. The on-line course takes approximately one hour to complete and is indicative of Durham College's commitment to reducing sexual violence and creating safe spaces for all campus members. The training module provides precise definitions of sexual assault and violence; sets clear standards for reporting and responding to disclosure of sexual violence; provides resources both on campus and within the community to support individuals affected by sexual violence; and explores consent education and bystander involvement in great detail. As of November 21, 2016, 701 staff members have successfully completed the training module and received certification. The final statistics will reflect a significant increase as staff aim to meet the December 01 deadline set for staff completion. Prior to the launch of the online sexual violence training module, in-person sexual violence staff training reached just under 800 employees. Incoming new students, are required upon registration to complete a similar Sexual Violence Training Module (DC-Connect PREP 1000) ensuring that they are made aware of policies and protocols as it relates to their expected behaviour on campus and how to react to situations of sexual harassment and violence. 4030 students who enrolled in 2015 completed this module upon entry. As of September 2016, 2464 students registered in fall 2016, completed the sexual violence quiz for a total of 6494 students completing the training modules. The start of winter semester registration (week beginning 21st November, 2016)

already saw 15 students accessing the sexual violence video and completing the quiz. Reminders are sent out electronically and through various orientation programs such as Start Strong. In addition, in person training sessions were completed with student association leaders, clubs and societies, residence life staff and other student leadership groups.

**6. Awareness/Education – What activities/information/materials were undertaken/provided in the last 12 months to increase awareness and education of sexual violence prevention on campus? Select all the examples that apply.**

- By-stander training
- Training for student leaders
- Gender-based violence prevention training
- Consent and healthy relationship workshops
- Healthy drinking/drug/alcohol awareness
- Rape aggression defense training
- Online modules
- Social media campaigns on sexual violence
- Sexual violence prevention website
- Other

**If you selected *other* please provide information below.**

The Office of Student Diversity, Inclusion and Transitions sees its role as all-encompassing and places great significance on the acknowledgement of students' differences and feelings of inclusion. It hosts small and large events on campus focused on student engagement and aimed at promoting respect for differences and each other's rights. This in turn translates into respect for each other, respect for boundaries and the creating and promoting of a campus culture that is intolerant of violence in any form. The Yes Means Yes Campaign was run on campus in an effort to present a positive perspective for the ownership and personal agency of the individuals' own decisions and sexual experiences. The campaign provided an opportunity to create awareness about consent, healthy sex and an open dialogue about self-awareness, confidence and resource knowledge when making decisions about sex. To reinforce the message, buttons, flyers, posters, YMY and survivor support handbills, condoms and stickers were disseminated throughout campus at various events.

**Please provide links to website materials or tools your institution has used to build understanding of consent and raise awareness of sexual violence.**

[https://ssbp.mycampus.ca/prod\\_dc/www\\_hso.svoc.p\\_main](https://ssbp.mycampus.ca/prod_dc/www_hso.svoc.p_main)

[http://www.durhamcollege.ca/wp-content/uploads/student\\_parentcalendar\\_2016.pdf](http://www.durhamcollege.ca/wp-content/uploads/student_parentcalendar_2016.pdf)

**7. Services and Supports – What supports for students who have experienced sexual violence are currently being offered on campus? Please check off all the examples that apply.**

- Safety app
- On campus Sexual assault/rape crisis centre
- 24/7 services for victims
- On campus counselor/therapist
- Formal partnership with local police
- Information on local sexual assault/rape crisis centres
- Staff person dedicated to the issue of sexual violence
- Online support
- Other

**If you selected *other* please provide information below.**

The Campus Health Centre provides medical support and counselling services available to Durham College students.

Student Diversity, Inclusion and Transition Office supports and advocates for an inclusive campus by promoting the values that create and sustain diversity, respect, and open communication. Accommodations are available for survivors if required or requested.

The Office of Campus Safety provides a safe environment for its campus population and is committed to addressing reports of rights infringements and other complaints that may arise in a manner that is professional and respectful.

**8. Has your institution engaged in any outreach or partnerships with community organizations?**

- Yes
- No

**If you selected *yes* please describe below.**

Outreach partnerships with community organizations have been established and include Lakeridge Health Oshawa for domestic violence and sexual assault and care centres; the Durham Region Police Service (DRPS); the Durham Rape Crisis Center (DRCC); the Distress Center Durham (DCD); Aspiria and Good 2 Talk. Durham College recognizes the rights of students and survivors as final decision makers to act in their own best interest and offers on campus as well as

off campus options and avenues for assistance and recourse. The sexual violence protocol establishes the clear guidelines to follow when a disclosure is made and includes how to access on-campus services, as well as off-campus options (listed above).

Thank you very much for providing this update and for your ongoing work to end sexual violence in collaboration with your students and local community partners.

Please provide the contact information of a representative we can contact if we have further questions about this important work.

Name: Rona Jualla van Oudenhoven

Title: Director, Student Diversity, Inclusion and Transitions

Telephone: 1-905-721-2000 ext. 2856

E-Mail: [rona.vanoudenhoven@durhamcollege.ca](mailto:rona.vanoudenhoven@durhamcollege.ca)

**Report Number: BOG-2016-39**

**To: Board of Governors**

**From: Don Lovisa, President**

**Date of Report: December 8, 2016**

**Date of Meeting: December 14, 2016**

**Subject: Ministry of Advanced Education and Skills Development 2015-2016  
Strategic Mandate Agreement Report Back**

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## **1. Purpose**

To share with the Board of Governors the Ministry of Advanced Education and Skills Development (MAESD) 2015-2016 Strategic Mandate Agreement (SMA) Report Back.

## **2. Recommendation**

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2016-39, the 2015-2016 Strategic Mandate Agreement Report Back, be received for information.

## **3. Background**

SMAs between individual colleges and MAESD outline the role that each college currently performs in the post-secondary education system, and how each college will build on its current strengths to achieve its vision and help drive the system-wide objectives articulated by MAESD's differentiation policy framework.

The 2015-16 SMA Report Back provides Durham College with a tool to report to MAESD on our performance in supporting student success, while continuing to provide high-quality, sustainable post-secondary education. System-wide metrics are intended to reflect MAESD's differentiation policy framework, while colleges also have the opportunity to share narratives that highlight our strengths.

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## 4. Discussion/Options

The 2015-16 SMA Report Back provides information on the six components of MAESD's differentiation policy framework as identified in the SMA:

1. Jobs, Innovation, and Economic Development
2. Teaching and Learning
3. Student Population
4. Program Offerings
5. Institutional Collaboration to Support Student Mobility
6. Financial Sustainability

For many metrics, we were asked to report on highlights, including innovative practices, success stories, and key accomplishments. In total, over 30 highlights are provided in our Report Back, signaling our continued focus on meeting student needs and our impressive record for reaching our goals.

Durham College can be proud of its achievements in each of the areas of reporting. The Report Back demonstrates positive results, including an impressive Employer Satisfaction rate of 92.2%, as well as improvements over last year in student retention from first to second year, which currently stands at 83.16%. Our strengths in experiential learning and collaboration with community partners are evident in the narratives, as we prepare our graduates to enter the workforce.

Durham College is committed to taking steps to address opportunities for improvement. Our Key Performance Indicator (KPI) student satisfaction rates continue to reside within the average range of all colleges. One strategy introduced this year, in efforts to focus attention on generating increases in our student satisfaction rates, is the launch of a cross-college task force with the mandate of examining our processes, strengths and weaknesses as identified in the student KPI survey. The task force will present recommendations to identify tactics that may lead to improvements. As well, the Enrolment Advisory Committee will develop strategies to address student retention, with a view to improving our student retention rate from second to third year. A third area of focus for the coming year will be on expanding the range of experiential learning opportunities for students, including the introduction of new co-operative education programs.

The complete Report Back is attached to this report.



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## 5. Financial/Human Resource Implications

MAESD allocates a small portion of the college's base funding to the SMA Report Back. This funding is released upon approval by the Minister of the SMA Report Back.

## 6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

## 7. Implications for UOIT

There are no implications for UOIT.

## 8. Relationship to the Strategic Plan/Business Plan

This report relates to all four pillars of the Strategic Plan: Our Students—providing students with the best possible learning experiences; Our People—capitalizing on the expertise of our people to help them the best possible contribution towards the student experience; Our Business-- being financially responsible in making decisions that support outstanding teaching and learning; and Our Community—ensuring we are contributing to the economic and social prosperity of our communities. As a summary of our achievements during the last year, the SMA Report Back demonstrates our commitment to ensuring that the student experience comes first at Durham College.

# 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.

## 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 to 13 sections with 40 to 50 students in each section. The course was chosen for an intentional, aggressive early intervention. 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.

It 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](http://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

- o 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:

<b>Co-operative Education Program Type (Mandatory)</b>	<b>Number of programs at Durham College with a Co-op Stream</b>	<b>Number of students at Durham College enrolled in a Co-op program</b>
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

<b>Co-operative Education Program Type (Optional)</b>	<b>Number of programs at Durham College with a Co-op Stream</b>	<b>Number of students at Durham College enrolled in a Co-op program</b>
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

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

<b>Field Placement/Work Placement Program Type</b>	<b>Number of programs at Durham College with field placements/work placements</b>	<b>Number of students at Durham College enrolled in a program with field placements/work placements</b>
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		

### 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
<b>Total Number of ministry-funded, for-credit courses offered in e-Learning format</b>	328	334

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



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

<b>Program Registrations</b>	<b>Ontario College Credential</b>	<b>Other Credential</b>
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
<b>Total Number of registrations in ministry-funded, for-credit programs offered in e-Learning format</b>	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 initiatives 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 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.*

<b>French-Language Students</b>	<b># of Students</b>	<b>Percentage</b>
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 enrolment 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
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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

<b>c. Number of apprentices, pass/fail rate and annual funding in each trade</b>	<b>Number of Apprentices</b>	<b>Pass/Fail Rate</b>	<b>Annual Funding</b>
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**Trade - Refer to complete list below:**

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
<b>Total</b>	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 ( $B \div A \times 100$ )	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 ( $D \div C \times 100$ )
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 agreement 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.	<input checked="" type="checkbox"/>

For additional information regarding Durham College's 2015-2016 SMA Report Back please contact	Information
Name:	Debbie McKee Demczyk
Telephone:	(905)721-2000 x3669
Email:	debbie.mckeedemczyk@durhamcollege.ca

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:	<a href="http://www.durhamcollege.ca/about-us/explore-durham/strategy-and-plans?utm_source=dcwebsite&amp;utm_medium=supermenu&amp;utm_campaign=supermenu">http://www.durhamcollege.ca/about-us/explore-durham/strategy-and-plans?utm_source=dcwebsite&amp;utm_medium=supermenu&amp;utm_campaign=supermenu</a>



**Report Number: BOG-2016-35**

**To: Board of Governors**

**From: Elaine Popp, Vice-President, Academic**

**Date of Report: December 7, 2016**

**Date of Meeting: December 14, 2016**

**Subject: Program Health Matrix 2.0 and School Snapshot Reports**

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## **1. Purpose**

To demonstrate to the Board of Governors that we have successfully followed up on the development and use of program performance reports, specifically the *Program Health Matrix 2.0* and *School Snapshot 2015-16* reports.

## **2. Recommendation**

It is recommended to the Durham College Board of Governors:

That Report BOG-2016-35, providing an update on the use of the Program Health Matrix 2.0, be received for information.

## **3. Background**

As per the 2015-2016 Durham College business plan, a Program Performance tool, *Program Health Matrix 2.0* was developed and successfully tested to examine the broad dimensions of program performance and sustainability. *The Program Health Matrix 2.0* reports provide metrics to measure program performance for each of the College's postsecondary programs, and the *School Snapshot* matrix collates program information at the school level to guide program planning.

## **4. Discussion/Options**

The guiding principles for model development for the *Program Health Matrix 2.0* tool reflect planned and targeted enrolment growth, program viability, continued quality assurance, financial and space considerations, and quality measures that are aligned with Ministry of Advanced Education and Skills Development quality assurance metrics.

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The *Program Health Matrix 2.0* reports measure Performance and Sustainability dimensions for each of the programs. The performance dimension includes student satisfaction, student perseverance, and graduate outcomes, such as graduation rate and graduate employment. It also includes employment in a related field and pursuit of further education. The sustainability dimension includes measures related to the number of applications received, student enrolment, and financial contribution levels. Information is also provided on space utilization.

Results of the program-level reports are then mapped, by school, onto the School Snapshot matrix to provide senior academic leaders with a comprehensive view of the programs within a school.

For the 2015-2016 year, the *Program Health Matrix 2.0* and *School Snapshot* matrix reports were released on September 23, 2016 instead of May 2016 due to the delay in the validated release of Graduate and Employer Key Performance Indicator (KPI) program data from the Ministry of Advanced Education and Skills Development. Upon receipt of the reports, consultations were undertaken by the school Deans/Associate Deans to review the *Program Health Matrix 2.0* reports with the respective program coordinators and use the School Snapshot for program planning. Subsequently, the school Deans met with the Vice-President, Academic to share and discuss results of their planning meetings. Additionally, information from *Program Health Matrix 2.0* was included in the program information packages for the program undergoing comprehensive review over the year 2016-2017.

## **5. Financial/Human Resource Implications**

Capital and/or other resources required to implement improvement strategies are factored into decisions on budget planning.

## **6. Implications for the Joint Campus Master Plan**

There are no implications for the joint campus master plan.

## **7. Implications for UOIT**

There are no implications for UOIT.

## **8. Relationship to the Strategic Plan/Business Plan**

This report addresses the following key objective embedded in the “Our Students” pillar in Durham College Business Plan 2016-2017:

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Support and enhance quality assurance processes.

- Use new Program Health Matrix 2.0 tool in strategic academic programming decisions.