

2020-2025 Strategic Mandate Agreement

DURHAM COLLEGE
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Ontario 
MINISTRY OF COLLEGES AND UNIVERSITIES

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Signing Page

2020-2025 Strategic Mandate Agreement

Signed Between

Durham College

And

Ministry of Colleges and Universities

SIGNED for and on behalf of the Ministry of
Colleges and Universities by:


Shelley Tapp
Deputy Minister


Date

SIGNED for and on behalf of Durham College by:


Don Lovisa
President

August 31, 2020
Date

This agreement focuses on performance-based funding associated with the institution's differentiation envelope and enrolment corridor funding. Special purpose/other institutional grants are not included as part of this agreement.

The Government remains committed to SMA3 (2020-25) and implementing the performance-based funding model for colleges and universities approved as part of Budget 2019.

Given the uncertainty regarding future impacts of the COVID-19 outbreak on the SMA3 metrics, the Ministry will delay the planned activation of performance-based funding for two years --Year 1 (2020-21) and Year 2 (2021-22) of SMA3. To determine how to link SMA3 metric performance to institutions' funding beyond Year 2, each year the Ministry will engage institutions through the SMA3 Annual Evaluation process to assess SMA3 metric performance for the current year; and, evaluate potential COVID-19 impacts on the SMA3 metrics for future years. This will include a review of the performance-based funding starting point proportion. Metric data collection, evaluation, and publication will proceed through the SMA3 period as planned.

The agreement may be amended in the event of substantive economic or policy changes that would significantly affect the SMA deliverables. Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

Introduction

Preamble

This Strategic Mandate Agreement between the Ministry of Colleges and Universities and Durham College is a key component of the Ontario government's accountability framework for the postsecondary education system.

The Strategic Mandate Agreement (SMA):

- Outlines provincial government objectives and priority areas for the postsecondary education system
- Describes the elements of Ontario's performance-based funding mechanism, including the college's annual performance-based funding notional allocation for the five-year SMA3 period
- Establishes the corridor midpoint that will form the basis of enrolment-related funding over the five-year SMA3 period
- Supports transparency and accountability objectives, and
- Establishes allowable performance targets for 10 metrics upon which institutional performance will be assessed.

This SMA is for the fiscal period from April 1, 2020 to March 31, 2025.

Ontario's Objectives

SMAs are bilateral agreements between the ministry and the province's publicly-assisted colleges and universities and are a key component of the Ontario government's accountability framework for the postsecondary education system. This cycle of agreements is focused on promoting accountability through transparency and a focus on performance outcomes. The following objectives underlie SMA3:

- Increasing trust and accountability through transparency and improved performance outcomes in Ontario's postsecondary education system
- Reducing red tape by striking an appropriate balance between accountability and reporting through streamlined processes and a reduced number of metrics
- Incentivizing colleges and universities to redirect resources and invest in initiatives that result in positive economic outcomes
- Encouraging alignment of postsecondary education with labour market outcomes, and
- Incentivizing differentiation and specialization to support increased efficiencies.

Institutional Profile

The ministry recognizes the importance of supporting a differentiated system, and recognizing institutional specializations, as a means of enhancing efficiencies in the postsecondary education sector.

The Institutional Profile is intended to describe how the college's institutional mission and strategic goals support the priority areas of the Ontario government, as identified in this agreement. Institutions may also wish to include narrative related to the post-COVID-19 context for the institution.

At Durham College our mission is “together, we are leading the way.” This statement is an affirmation of our commitment inside and out of the classroom to ensure students receive the best possible education and are connected to employment opportunities post-graduation.

Strategically, Durham College focuses on four pillars when developing our strategic goals. These pillars include Our Students, Our People, Our Work and Our Community. We believe that by focusing on these pillars and building our goals around them, we can create the best value for our students and the surrounding community.

The College's mission is realized within the goals outlined in its 2020-2023 Strategic Plan, which are linked to the college's four pillars of operation: Our students, our people, our work and our community. The goals are:

1. To educate and inspire students to realize success in their careers and community.
2. To invest in our employees and empower them to be entrepreneurial, innovative and strategic.
3. To be a leader in teaching and learning while responsibly managing resources, ensuring good governance and strategically investing in the future.
4. To drive the economic, social and environmental success of our community, locally and globally.

By focusing on these pillars and building goals around them, the college can create the best value for students and the community. This direction ultimately supports the priority areas of the Ontario government and will allow the college to achieve the performance metrics outlined within.

Key areas of strength that the college will focus on include:

- A variety of experiential learning opportunities, embedded in courses, through co-ops, placements, and capstone projects, delivered in person, virtually, remotely and/or face-to-face, that allow graduates to gain relevant occupational experience.
- Skilled trades and responding to employer's skills requirements by introducing new construction and trades programming and organizing events to promote and recruit women in trades and technology related programs.
- Applied research opportunities let students work on real life projects under faculty supervision with small and medium size industry partners.
- Opportunities for students, faculty and staff to gain new skills through study and work abroad opportunities in key global markets.
- Student services such as academic assistance, accessibility, mental health supports and more that all contribute a great deal toward helping our students succeed in their studies and ultimately graduate.
- Over 560 partnerships and articulation agreements with post-secondary institutions across Ontario, Canada and internationally, providing graduates with pathways to further their education.
- Enhancing digital literacy in our students, faculty and staff so they gain new skills in the ever-changing world of work.

The college's economic impact to the local region is an estimated \$913 million annually (Economic Modelling Specialists International - EMSI, 2018). Over 9,000 jobs are supported and of our 95,000 alumni and counting, more than 50% stay to live or work within the community.

With these key initiatives in mind, the college is able to ensure students get the education and training they need for good jobs, so Ontario businesses have the skilled workforce to grow and make a positive economic impact.

With the advent of COVID-19, Durham College staff and faculty have been hard at work creating a learning environment that will keep our students, employees and community safe while also continuing to offer quality education – whether that be online, in person, or both.

That being said, it must be acknowledged that despite our efforts, this pandemic will definitely have an impact on the College's ability to meet the metrics and goals identified within this agreement. Durham College has made no changes to the metrics included except for a calculation methodology clarification in Metric #9 (Apprenticeship) to account for any COVID-19 related situations. The proposed clarification has no impact on the historical data that has been reported for this metric. With the revised timelines to meet goals, Durham College will be able to provide the best possible service to our students and community.

Performance-Based Funding

Notional Annual Allocation

For the 2020-2025 SMA cycle, Durham College’s annual allocation of performance-based funding has been calculated by the ministry in accordance with the college funding model and Ontario’s Performance-based Funding Technical Manual. Durham College’s notional allocations will not be impacted by previous year performance, and will follow a graduated activation plan as follows:

	2020-21*	2021-22*	2022-23	2023-24	2024-25
Differentiation Envelope	\$17,074,748	\$24,109,247	\$31,143,745	\$38,178,244	\$41,695,493
Performance-based Grant	\$16,674,224	\$23,343,914	\$30,013,603	\$36,683,293	\$40,018,138

* Activation of performance-based funding will not be in place for 2020-21 and 2021-22. Thereafter, activation for the following years will be determined through the SMA3 Annual Evaluation process.

**Further details on calculations are available in Ontario’s Performance -based Funding Technical Manual. The Performance-based Grant has been capped at the system-average annual proportion and residual funding remains part of the Differentiation Envelope. Notional allocation represents the Performance-based Portion of the Differentiation Envelope capped to the system-wide average.

***The notional allocations presented above are estimates based on 2019-20 final operating grant totals.

Institutional Weighting Strategy

The performance-based funding mechanism enables institutions to assign metric weightings to reflect institutional strengths and differentiated roles in the postsecondary education system. Assigned metric weightings will impact performance-based funding on a metric-by-metric basis per the table below. Metric details are described in the following section.

Metric	Institutional Assigned Weightings & Notional Performance-based Funding									
	2020-21		2021-22		2022-23		2023-24		2024-25	
	Max 35%, Min 10%		Max 30%, Min 5%		Max 25%, Min 5%		Max 25%, Min 5%		Max 25%, Min 5%	
	(%)	(\$)	(%)	(\$)	(%)	(\$)	(%)	(\$)	(%)	(\$)
1. Graduate Employment Rate in a Related Field	10%	\$1,667,422	10%	\$2,334,391	5%	\$1,500,680	5%	\$1,834,165	5%	\$2,000,907
2. Institutional Strength/Focus	35%	\$5,835,978	15%	\$3,501,587	10%	\$3,001,360	10%	\$3,668,329	10%	\$4,001,814
3. Graduation Rate	10%	\$1,667,422	5%	\$1,167,196	5%	\$1,500,680	5%	\$1,834,165	5%	\$2,000,907
4. Community/Local Impact – Student Enrolment	35%	\$5,835,978	30%	\$7,003,174	25%	\$7,503,401	25%	\$9,170,823	25%	\$10,004,534
5. Economic Impact (Institution-specific)	10%	\$1,667,422	20%	\$4,668,783	20%	\$6,002,721	20%	\$7,336,659	20%	\$8,003,627
6. Graduate Employment Earnings			5%	\$1,167,196	5%	\$1,500,680	5%	\$1,834,165	5%	\$2,000,907
7. Experiential Learning			10%	\$2,334,391	10%	\$3,001,360	10%	\$3,668,329	10%	\$4,001,814
8. Revenue Attracted from Private Sector Sources			5%	\$1,167,196	5%	\$1,500,680	5%	\$1,834,165	5%	\$2,000,907
9. Apprenticeship-related (Institution-specific)					10%	\$3,001,360	10%	\$3,668,329	10%	\$4,001,814
10. Skills & Competencies					5%	\$1,500,680	5%	\$1,834,165	5%	\$2,000,907

Priority Areas and Performance Metrics

Summary

To support improved performance in key areas aligned with the Ontario government's priorities and objectives, allowable performance targets will be set against metrics that measure institutions' effectiveness in addressing the evolving needs of the labour market, enhancing the skills and competencies of our students, and supporting a postsecondary education system that strengthens Ontario's economic competitiveness.

The combination of established targets and assigned metric weightings will be used for institutional assessment of performance through the SMA3 Annual Evaluation process.

Skills & Job Outcomes

This priority area seeks to measure and evaluate the college's role in supporting student and graduate outcomes and alignment with Ontario's economy. Metrics measure institutional commitment to areas of strength and specialization; students' preparation with the skills essential for employment; experiential learning opportunities; graduation; and positive labour-market outcomes for graduates, through the following performance indicators:

- Graduate Employment Rate in a Related Field
- Institutional Strength/Focus
- Graduation Rate
- Graduate Employment Earnings
- Experiential Learning
- Skills & Competencies

Economic & Community Impact

This priority area seeks to measure and evaluate the college's role in supporting Ontario's economy. Metrics measure funding from private sector sources; the positive economic impact on local economies brought by students at an institution; and the differentiated ways institutions demonstrate economic impact, through the following performance indicators:

- Community/Local Impact of Student Enrolment
- Economic Impact (Institution-specific)
- Revenue Attracted from Private Sector Sources
- Apprenticeship-related (Institution-specific)

Productivity, Accountability & Transparency

To support the Ontario Government's objective of enhanced transparency and accountability, institutions will provide reporting data in the following areas which will not be tied to performance funding:

- Faculty Activity
- Faculty Compensation

Skills & Job Outcomes

Performance Metrics: Narrative

Metrics will be initiated over three years as new data is collected and validated. For 2020-21, allowable performance targets are calculated using historical data as per the Performance-based Funding Technical Manual.

For the remainder of the SMA3 cycle, allowable performance targets will be calculated annually as per the Performance-based Funding Technical Manual using the most recent historical data available for Durham College and included as part of the SMA3 Annual Evaluation process for performance-based funding. See appendix for details regarding historical data and annual allowable performance targets.

For the Skills and Competencies metric being initiated for performance-based funding in 2022-23, the Ministry of Colleges and Universities will apply a ‘participation weighting’ of 5% of annual performance-based funding notional allocations for all institutions. Institutional targets will not be set for this metric in SMA3. Participation will be validated and included as part of the SMA3 Annual Evaluation process for performance-based funding.

Graduate Employment Rate in a Related Field

Proportion of graduates employed full-time in a field related or partially related to their program six months after graduation
Metric initiated in 2020-21
Narrative

Durham College is committed to offering programs that are responsive to the evolving labour market requirements, particularly for employers in the regional economy. The College has a history of strong graduate employment outcomes for its graduates, and the Durham College Key Performance Indicator Graduate Employment Rate has consistently out-performed provincial averages over the last three years (Colleges Ontario: 2016-17 key performance indicators, April 19, 2017; Colleges Ontario: 2017-18 key performance indicators, November 19, 2018; and Colleges Ontario: 2018-19 key performance indicators, September 25, 2019). The College continues to educate its applicants on the various related occupations available to them for each of its postsecondary programs through its college website, and other means, so they can make well-informed decisions with respect to employment opportunities. Career Services at Durham College offers students Career Education seminars and individual coaching sessions, employer recruitment events, job postings and search functions through a dedicated portal, and assists faculty in hosting employer panels and industry events upon request.

Durham College will continue to attend to this important mandate by ensuring that its programming equips graduates with competitive advantages in the relevant labour market. This metric is a key goal and commitment for the College, and the College ensures that its programs are responsive to the contemporary labour market requirements by rigorously considering the graduate employment outcomes in both new program development, as well as the comprehensive program reviews for its existing programs. Programs at the College have established Program Advisory Committees comprised of employers with expertise and experience in the relevant disciplines; these committees provide ongoing guidance and advice on new developments in their industry and recommend corresponding changes in curriculum and other related areas. In addition, the College offers a variety of experiential learning opportunities from co-op programming to capstones that allow graduates to gain related occupational experience.

Ultimately though, graduate employment, particularly full-time employment is driven by macro-economic conditions and employers’ hiring decisions. Provincial and regional economic cycles, regional recessions, socio-political situations, trade-treaty accords, foreign markets and currency changes in a globally connected world all

have the potential to create deep impacts on graduate employments levels. Employer confidence in economic conditions, and the performance of regional economic sectors may affect full-time hiring decisions and are beyond Durham College’s direct control. In recognition of this low level of control, Durham College will continue to dedicate its efforts to achieving strong related employment outcomes for its graduates but assign a relatively lower weighting of 5% to 10% to this metric for the duration of SMA3.

Source: College Graduate Outcomes Survey (CGOS)/Ministry of Colleges and Universities

Institutional Strength/Focus

Signature Programs in Business and Legal Services, Construction and Trade, Community Services, Health and Wellness, Information and Communication Technology

Enrolment (full-time headcount, domestic and international) in an institution’s program area(s) of focus

Metric initiated in 2020-21

Narrative

Durham College offers a wide range of programs to ensure that it meets the skills requirements of regional employers and offers strong career choices for postsecondary applicants, ensuring high quality curriculum development, delivery and evaluation through a number of quality assurance processes. The College engages with industry partners to seek feedback on the evolving skills and competencies required to ensure that Durham College students graduate with relevant skillsets. Given the College’s mandate, technological evolutions and regional requirements, the following clusters receive particular emphasis. The suite of program clusters identified as institutional strengths has overall stronger graduation rate, employment rate, related employment rate, and graduate satisfaction than the overall institution over the last three years.

- **Business and Legal Services:** Durham College offers exceptional field-to-fork teaching and learning experience through programs such as culinary, horticulture, food and farming. Graduates of these programs learn through real life experiences in [Bistro '67](#) which is among the top 50 Best Vegetarian Restaurants in Canada. Durham College offers a strong set of legal programs which help graduates gain experience in foundational areas such as corporate, litigation, family and real estate, as well as specialized areas such as securities, intellectual property, employment and immigration law.
- **Construction and Trades:** Durham College has a strong reputation in delivering Trades education. In response to employers’ needs, the College is undertaking a 60,000 sq. ft. [expansion in Whitby](#) that will significantly increase its industrial skilled trades training capacity, and allow it to offer new skilled trade programs.
- **Community Services:** Durham College has a strong history of providing well-trained graduates in the field of Community Services. The College continues to build robust, long-term partnerships with community organizations in the Region of Durham as well as across Ontario to provide experiential training opportunities for its students in the Community Services related programs.
- **Health and Wellness:** Durham College is well-established as a credible provider of skilled workers in this field. The College provides a number of programs that cover a wide spectrum of skills from general fitness and well-being to medical supports in hospitals, long-term care residences, and community organizations. The College particularly supports nursing training by providing flexible delivery options and offering critical care training online.
- **Information and Communication Technology and Entertainment:** Durham College is a leader in developing IT programming and industry collaborations, particularly in Artificial Intelligence. Durham College offers a

number of credentials in networking, cybersecurity, and data science. The College's industry collaborations are led through the reputed [AI Hub](#). The College also offers programs that make significant contributions to the integration of technology in the Entertainment sector through programs such as Interactive Media Design and Game-Art where graduates become skilled composers, able to create motion graphics, virtual environments and integrated media content.

Even with a high quality, versatile program roster, Durham College recognizes that direct-entry domestic enrolment is impacted by demographic trends. However, given the College's well-planned approach towards program planning and enrolment, the College will assign a weighting of 10% to 35% to this metric over the duration of SMA3.

Source: Provided by Institutions, validated by College Statistical Enrolment Report (CSER)/Ministry of Colleges and Universities

Graduation Rate

Percentage of full-time students (domestic and international), who entered a program of instruction in a particular enrolment reporting period and graduated within a specific period of time (200% program completion timeframe for diploma and certificate programs and 175% for degrees)

Metric initiated in 2020-21

Narrative

Success Matters at Durham College, particularly for its graduates, as evidenced by its strong KPI Graduation Rates, which have been consistently higher than the system average for the last five years. The College is committed to supporting the educational journey of its students through active student advising, coaching, and numerous academic, physical and mental wellness support services.

Durham College has robust quality assurance processes and each postsecondary program undertakes an Annual Program Review (APR) to reflect on a wide range of attributes such as curriculum, assessments and evaluations, student performance, and industry feedback received from Program Advisory Committee meetings. Durham College utilizes retention dashboards that allow each program to review the progress of their last five cohorts for retention and graduation from semester to semester, and continues to identify the challenging courses for further review. Faculty teams review data and information for the APR and make informed decisions to ensure that programs continue to deliver the contemporary skills and competencies required while also ensuring that there is adequate support for student success throughout the semesters. These reflections often lead to changes that contribute to program improvements and thus student success, but these successes are not reflected in the graduation rate reported in that year.

Given that Durham College's credential mix is almost 24% advanced diplomas (3 year programs) and 44% diplomas (2 year programs), any successful intervention initiated in the current year will be reflected in the graduation rate results only in the later duration of the SMA3. Given the limitations of a metric based on historical performance, Durham College will assign a relatively lower rating of 5% to 10% to this metric over the duration of SMA3.

Source: Graduate Rate Submission Process, College Graduation Rate Tool (CGRT)

Graduate Employment Earnings

Median employment earnings of college graduates in a given calendar year, two years after graduation

Metric initiated in 2021-22

Narrative

Durham College is committed to supporting its graduates to be gainfully employed. The College deploys a number of effective strategies and initiatives to successfully facilitate the employment of its graduates:

Coaches: The Career Development office has a team of coaches who assist, guide and encourage students and graduates with job searching, career research and planning, and the entire application process from resume writing to interview skills.

[backpack2Briefcase \(b2B\)](#) is designed to help students and recent alumni make a smooth transition from college to the workplace. Events and workshops are held at both the Oshawa and Whitby campuses throughout the year to offer opportunities for both personal and professional development that enhance the skills students learn in the classroom, such as networking opportunities, building social media presence, and leadership skills.

[Ten Thousand Coffees Network](#): Durham College is a member of the Ten Thousand Coffees network. This extensive online platform allows students to connect with other students and alumni in a mentor-mentee capacity.

Job Fairs: Career Development invites employers to participate in job fairs held at various times of the year, allowing organizations to have on-campus visibility, and the opportunity to meet with students face-to-face.

Hired Portal: Students and alumni benefit from exclusive access to the College's Hired Portal where they can view job postings and register for career-related events and employer recruitment sessions. Durham College alumni have lifetime access to services through the Career Development office.

On-campus Events: Career Development offers a range of developmental support for students including career workshops, participation in career panels such as the DC Talks series, networking, and speed mentoring sessions.

[Corporate Council](#): Durham College's corporate council offers a suite of services called Solutions for Business offering a variety of innovative business services. Teams from across the College work together seamlessly to provide customized solutions to organizations' interests and needs, including talent acquisition, skills training and upgrading, research and development, meeting and banquet facilities, funding procurement and charitable giving. In addition, outreach coordinators and co-op coordinators work with employers to navigate the many grants, tax credits and [funding programs](#) that subsidize, and sometimes completely cover, the cost of hiring students and new graduates.

Employment earnings are driven by external factors such as occupational demand, sector-based trends, employer size, compensation practices and overall economic conditions. Further, some sectors have a higher level of part-time employment or self-employment, both of which generally have lower reported incomes than salaried employment. Graduate earnings are also impacted by parental socio-economic status, immigration status, and age. Additionally, there is well-established literature on gender-based income gaps and hence graduates of the programs with greater female gender skew are likely to generate a lower earnings median. Given the low level of direct influence that Durham College can exert on the outcome of this metric and the prior research findings, the College will assign the weighting of 5% to this metric over the duration of SMA3.

Source: Educational and Labour Market Longitudinal Platform/Statistics Canada

Experiential Learning

Number and proportion of graduates in programs, who participated in at least one course with required Experiential Learning component(s)

Metric initiated in 2021-22

Narrative

Durham College offers a wide range of experiential learning opportunities, including co-operative education programs, field placements, practicums, work terms, capstone projects, and fieldwork. The College continues to make sustained efforts through its co-operative education department, field placement officers, and the newly created position of manager of experiential learning, to develop meaningful experiential learning opportunities with industry and community partners. The College provides some unique on-site experiential learning opportunities. Some examples include, the award winning full-service, green-certified teaching [Bistro '67 restaurant](#), the 3000 sq. ft. state-of-art [Esports arena](#), the first visual radio station in North America [RIOT RADIO](#), world-class industrial-grade [Integrated Manufacturing Centre](#), and the newly opened geothermal field [Energy Innovation Centre](#) developed in partnership with Siemens Canada. In addition, [The Mixed Reality Capture Studio](#) at Durham College will provide students with the necessary tools to develop experiential applications. With a focus on motion capture, virtual reality and augmented reality, students will have the freedom to explore human interaction within a virtual space.

The TeachingCity initiative, in which Durham College has partnered with the City of Oshawa, Trent University Durham/GTA, Ontario Tech University, provides further opportunities for experiential learning. The City Idea Lab, which is part of TeachingCity, is an innovative, curriculum-based program that draws on the knowledge and creativity of college and university students who work directly with faculty and City staff to co-design solutions through active community research. Each course focuses on a particular City-identified problem statement embedded in the academic curriculum.

Durham College is a leader in providing applied research opportunities to students to work on real life projects, under faculty supervision, with small and medium size industry partners. In particular, the [AI Hub](#) at the Oshawa campus, and the [Centre for Craft Brewing Innovation](#) at the Whitby campus provide access to technical expertise, state-of-the-art facilities and platforms, and student talent to enable high productivity partnerships. The College has a streamlined approach in managing continued industry partnerships through the Durham College Corporate Council. Further, Durham College promotes entrepreneurial and innovation opportunities for its students through the [FastStart Centre](#) which specializes in five industry streams: Food, Technology, Social Enterprise, E-Commerce and the Arts.

A recent project partnership with the Regional Municipality of Durham, Durham District School Board, Durham Mental Health Services and the John Howard Society of Canada, has led to a two-year social innovation project in which Durham College faculty and students are working to develop a ground-breaking, youth-designed housing hub model, while also investigating best practices and determining ways to improve the coordination and collaboration of services for Trusteed Youth.

While the College continues to invest significant resources in developing a wide variety of experiential opportunities, the College will assign a medium weighting of 10% to this metric throughout the duration of SMA3.

Source: MCU Graduate Record File Data; File attached to College Graduate Outcomes Survey (CGOS)

Skills & Competencies

Education and Skills Online: Random sample of students (domestic and international)

Metric initiated in 2022-23

Narrative

Durham College plans to participate in the Education and Skills Online assessment tool as required by the Ministry, pending the availability of further details on its administration.

DC participated in an eCampusOntario pilot/proof of concept of adaptive learning in 2019/2020 and will continue to explore ways of integrating this approach into our courses. The adaptive learning approach allows students to quickly validate their current knowledge levels, thus allowing them to focus their learning efforts specifically on areas where gaps exist. This improves the efficiency with which students learn.

Source: Education and Skills Online Assessment, Organisation for Economic Co-operation and Development (OECD)

Economic & Community Impact

Performance Metrics: Narrative

Metrics will be initiated over three years as new data is collected and validated. For 2020-21, allowable performance targets are calculated using historical data as per the Performance-based Funding Technical Manual.

For the remainder of the SMA3 cycle, allowable performance targets will be calculated annually as per the Performance-based Funding Technical Manual using the most recent historical data available for Durham College and included as part of the SMA3 Annual Evaluation process for performance-based funding. See appendix for details regarding historical data and annual allowable performance targets.

Community/Local Impact of Student Enrolment

Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located
Metric initiated in 2020-21
Narrative
<p>Community continues to form one of the key pillars of the Durham College Strategic Plan. Durham College engages in well-researched, collaborative and industry-informed new program development. The College continues to be a premier postsecondary destination for the Region of Durham applicants with 43% of local applications designated as first choice, as well as for international students with enrolments from over 60 countries. Over the last year, the College has responded to the talent demand in the Construction sector by expanding trades-related programming and enrolments at the Whitby Campus, and more recently undertaking 60,000 sq. ft. phase IV expansion of the Whitby campus to significantly increase DC’s industrial skilled trades training capacity and create more opportunities to participate in applied research projects to advance innovation and knowledge. In addition, the College has proactively responded to the labour market skills requirements which arise from the rapid integration of technology in a wide range of sectors by introducing information technology related programs such as Esport, Artificial Intelligence and Data Analytics at the Oshawa campus. In particular, Durham College has made significant efforts to promote trades and technology programs to women.</p> <p>Durham College offers more than 140 postsecondary programs and eight apprenticeship programs. Additionally, there are a number of pathways with various domestic and international institution programs and over 60 Durham College–Ontario Tech University diploma-to-degree pathways to promote further education. Creating a positive impact in the community through education is the core of Durham College’s mandate and hence the College will assign a relatively high weighting of 25% to 35% to this metric over the duration of SMA3.</p>

Source: College Statistical Enrolment Report (CSER), Ministry of Colleges and Universities, Census Data/Statistics Canada

Economic Impact (Institution-specific)

<i>Graduates with Work-Integrated Learning Experience</i>
Number of unique graduates with work-integrated learning experience in a given fiscal year
Metric initiated in 2020-21
Narrative
<p>Significant research (Higher Education Quality Council of Ontario, 2011) over the past decade has delineated the impact of work-integrated learning (WIL) on the social and human capital of postsecondary education in Ontario with particular reference to labour market outcomes. Employers and community partners who participate in WIL programs identify a reliable supply of qualified, skilled workers with up-to-date knowledge of the sector, and the ability of the WIL student to function as productive members of the team as some of the most important benefits of WIL.</p> <p>While almost any form of learning experience, such as study-abroad student exchange or service-learning program may add value to the learners, WIL arrangements are particularly valuable to students because they include the curriculum and pedagogy practices that can assist, provide and effectively integrate learning experiences in both educational and practice settings. Extensive research and consultation have led to a well-established typology for WIL experiences in the Ontario College sector which are reported annually. These Work-integrated learning categories include: Co-op diploma (CODA), Fieldwork, Clinical placement, Field/work placement, Co-operative education work placement (mandatory), Co-operative education work placement (non-mandatory), and Degree work placement – mandatory (shorter than co-op).</p> <p>Durham College is increasingly committed to providing its students with relevant WIL opportunities to promote their learning and employability outcomes. The College has introduced WIL components in the vast majority of its diploma, advanced diploma and degree programs, and the College has established a Work-Integrated Learning (WIL) committee with the distinct mandate to develop best practices to ensure student safety and success in WIL activities; promote consistency in requirements for student and employer compliance with college processes; promote WIL activities in the community, demonstrating their economic benefits; and celebrate the contributions of our community partners to our WIL activities. The College makes concerted efforts to provide its students with meaningful WIL opportunities generated through collaborative outreach efforts of its placement officers, co-operative education officers, deans, associate deans, faculty, the manager of experiential learning, and other college departments that have WIL within their portfolio such as Co-operative Education office, Career Services office, and Corporate Council.</p> <p>Given Durham College’s continued commitment to WIL experiences for its students, and the critical role that WIL experiences play both in student learning and, in employer recruitment and productivity, the College would like to propose the annual number of graduates with WIL experience as the relevant measure for the Economic Impact metric in SMA3. In addition, this measure meets the key criteria of being clear, robust, objective, verifiable and auditable. Recognizing the extensive importance of this measure, Durham College will assign a weighting of 10% to 20% to this metric over the duration of SMA3.</p>

Source: Durham College Graduate File

Revenue Attracted from Private Sector Sources

Total revenue attracted from private sector and not-for-profit sources
Metric initiated in 2021-22
Narrative
<p>Durham College keenly recognizes the imperative to support skills development in a changing work environment to ensure economic and social development of the communities. The College engages in curricular and non-curricular collaborations regionally, provincially and internationally. The College’s Corporate Training Services (CTS) has been providing training to organizations for the past 30 years. CTS provides customized training, consulting, eLearning development, event management, testing services, and train-the-trainer services across a wide range of areas.</p> <p>Additionally, companies and organizations are partnering with the College on applied research activities, through contract research services as well as matching contributions to federal and provincial applied research funding. As Durham College’s reputation for applied research continues to grow, increasing opportunities for fee-service applied research are likely.</p> <p>Durham College will continue to focus efforts on engaging with private industry partners on training, research and innovation opportunities. However, recognizing that large annual variations may occur due to the changing circumstances of private partners or economic conditions, Durham College will assign weighting of 5% to this metric for the duration of SMA3.</p>

Source: College Financial Information System (CFIS)

Apprenticeship-related (Institution-specific)

In-class completion rate
Annual overall in-class completion rate of Automotive, Industrial and Construction-related apprenticeship programs at Durham College
Metric initiated in 2022-23
Narrative
<p>Durham College is the regional destination of choice for the in-school training portion of apprenticeship programs. In particular, the College offers in-class training for seven apprenticeship programs across automotive, industrial and construction sectors: Automotive Service Technician, Electrician – Construction and Maintenance, Elevating Devices Mechanic, Industrial Mechanic Millwright, Mobile Crane Operator (Branch 1, 339A), Plumber, and Welder (this does not include the eighth Durham College apprenticeship program in the service sector). Along with dedicated faculty expertise, the College offers state-of-art equipment, labs, and workshops for these programs at its Whitby campus to ensure that graduates of these programs are well-trained and equipped to handle the hands-on components of apprenticeship training.</p> <p>Since Durham College is responsible for the in-class training portion of these apprenticeship programs, the College is proposing that this metric be measured by the overall “in-class” completion rate of these programs. In addition, this measure meets the key criteria of being clear, robust, objective, verifiable and auditable. The College has historically had very high in-class completion rates for these apprenticeship programs and therefore will assign a medium weighting of 10% to this metric for the duration of SMA3.</p>

Source: Durham College Student Information System

Productivity, Accountability and Transparency

Reporting Metrics – Attestation

This priority area of the Ontario government supports the government’s goal of increasing trust in Ontario’s finances and promoting accountability through transparency and improved performance outcomes in Ontario’s postsecondary education system.

These metrics are not tied to funding, and are used to measure and report on the following indicators:

- *Faculty Activity*
- *Faculty Compensation*

Faculty Activity

Information regarding Durham College Faculty Activity will be made publicly available in Year 3 (2022-23).

Faculty Compensation

Information regarding Durham College Faculty Compensation will be made publicly available in Year 3 (2022-23).

Enrolment Profile

In addition to the performance-based funding outlined in sections above, institutions will receive enrolment-related funding through a funded corridor 'midpoint' to provide funding predictability to institutions.

Corridor Midpoint

For funding purposes **13,715.01** Weighted Funding Units (WFUs) will be the corridor midpoint value for the five-year period from 2020-25 for Durham College. Enrolment-related funding will be distributed consistent with this level of enrolment and subject to the policies contained within the *Ontario College Funding Formula Reform Technical Manual, May 2017, Version 1.1*.

NOTE: Midpoints were established using the average of funding-eligible enrolment from 2015-16, 2016-17, and 2017-18.

Projected Funding-Eligible Enrolments

Below is Durham College's projection of funding-eligible full-time headcount as of July 27, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Ontario College Certificate	1,380	1,491	1,545	1,614	1,615
Ontario College Diploma/Advanced Diploma	7,278	7,695	7,945	8,121	8,125
Ontario College Graduate Certificate	468	473	523	549	551
Baccalaureate Degree in Applied Area of Study	52	116	213	214	272
Total	9,178	9,775	10,225	10,498	10,563

Note: This table reports on full-time headcounts from the Fall term.

All other funding activity in full-time equivalent (FTE); Part-time, Tuition short, (PLAR)	714	700	689	679	672
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Projected International Enrolment

Below is Durham College's projection of funding-ineligible international full-time headcount at college-operated campuses as of August 11, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Ontario College Certificate	12	50	75	80	80
Ontario College Diploma/Advanced Diploma	962	1,400	2,290	2,778	2,900
Ontario College Graduate Certificate	194	825	1,300	1,440	1,479
Baccalaureate Degree in Applied Area of Study	2	25	40	40	43
Total	1,170	2,300	3,705	4,338	4,502

Note: This table reports on full-time headcounts from the Fall term.

The projections included in this table are based on the planned expansion of the College building wing at Oshawa campus.

Appendix: Metric Data, Targets and Results

The following table will be refreshed annually by the ministry to display results from SMA3 Annual Evaluation process and update Allowable Performance Targets (APT) for the current year. The SMA3 Evaluation will occur every year in the Fall-Winter and the updated appendix will be made publicly available the following Spring. Please note that greyed out fields indicate metrics that will be initiated in later years of SMA3.

It should be noted that historical data reflects pre-COVID-19 context. Actual values achieved during the SMA3 period may include COVID-19 pandemic impacts.

Durham College													
SMA3 Metric	Historical Data			SMA3 Performance									
				2020-21		2021-22		2022-23		2023-24		2024-25	
				APT	Actual	APT	Actual	APT	Actual	APT	Actual	APT	Actual
1. Graduate Employment Rate in a Related Field	2016-17	2017-18	2018-19	69.11%									
	67.11%	70.99%	72.80%										
2. Institutional Strength/ Focus	2016-17	2017-18	2018-19	34.45%									
	30.45%	32.35%	34.65%										
3. Graduation Rate	2016-17	2017-18	2018-19	68.60%									
	68.87%	69.30%	68.41%										
4. Community/ Local Impact of Student Enrolment	2016-17	2017-18	2018-19	9.19%									
	9.18%	9.27%	9.82%										
5. Economic Impact (Institution-specific)	2016-17	2017-18	2018-19	2,588									
	2,719	2,615	3,104										
6. Graduate Employment Earnings	2016-17	2017-18	2018-19										
	\$	\$	\$										
7. Experiential Learning	2016-17	2017-18	2018-19										
	#	#	#										
	%	%	%										
8. Revenue Attracted from Private Sector Sources	2016-17	2017-18	2018-19										
	\$	\$	\$										
9. Apprenticeship-related (Institution-specific)	2016-17	2017-18	2018-19										
	%	%	%										
10. Skills & Competencies							Survey initiated	E.g. Yes					