

2010-2011 Annual Report Appendices

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2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Humber College
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OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

2010-2011 SYSTEM WIDE INDICATORS

The 2010-2011 MYAA Report Back continues to collect information only on system-wide indicators and reports on progress on **Humber College's** commitments regarding access, quality and accountability, as outlined its Multi-Year Action Plan.

The 2010-2011 MYAA Report Back will allow the Ministry to continue tracking progress on current key government initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives.

The 2010-2011 MYAA Report Back will highlight **Humber College's** activities, which contribute to maintaining or improving its results for each system-wide indicator.

The System-wide Indicators for 2010-2011 are:

- 1) Enrolment - Headcount
- 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
- 3) Compliance with the Student Access Guarantee (SAG) in 2010-2011
- 4) Participation in the Credit Transfer System
- 5) Class Size
- 6) eLearning
- 7) International
- 8) Supply Chain Compliance / Broader Public Sector Accountability Act
- 9) Space Utilization
- 10) College Student Satisfaction
- 11) Graduation Rate
- 12) Graduate Employment Rate
- 13) Student Retention
- 14) Quality of the Learning Environment
- 15) Ten percent Reduction in Executive Office Costs for 2011-2012

1) Enrolment - Headcount*

**DEFINITION: Headcount is the un-audited enrolment forecast for 2010-2011 reported to the Ministry on November 1, 2010 (Full-Time funded students only: does not include Second Career, Apprentice or International students).*

Humber College reported to the Ministry the total Headcount enrolment in 2010-2011 = **17,793**.

Please indicate the number of students aged 18-24 (age as of November 1, 2010) from the total Headcount enrolment reported by **Humber College** to the Ministry for 2010-2011 = **13,923**

Please indicate the number of students aged 25+ (age as of November 1, 2010) from the total Headcount enrolment reported by **Humber College** to the Ministry for 2010-2011 = **3,585**

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2010) enrolled at **Humber College** in 2010-2011= **285**

Please provide one or more examples, in the space provided below, of highlights from **Humber College's** Enrolment Management Plan that **Humber College** used during 2010-2011 to manage enrolment.

The demographic realities of the northwest GTA and the overall shortfall of postsecondary spaces in the GTA will continue to fuel the increasing demand for the depth and breadth of our skill-based programming, from apprenticeship programs to diploma, degree and postgraduate certificates. Humber continues to maintain a wide range of programming and meet its vision of excellence in polytechnic education by offering students clear academic pathways and the opportunity to build on previous academic achievements and experiences. For the 2010-11 academic year Humber received more than 55,000 applications, more than any other college in the province. Total full-time enrolment at Humber grew by 9.5 per cent from Fall 2009 to Fall 2010.

In order to accommodate increasing enrolment and maintain the quality of our academic facilities as well as student satisfaction levels, Humber has been investing in its physical infrastructure. Along with our own investments, Humber also received funding through joint infrastructure funding initiatives by the Government of Ontario and the federal Knowledge and Infrastructure Program (KIP). During the 2010-11 academic year this funding has been used to support three phases of work at Humber's Lakeshore Campus: completion of the Centre for Justice Leadership; repurposing of an existing adjacent building to develop the Humber Arts & Media Studio; and the replacement of the existing Building L. Additional facility development to manage enrolment has included the Business School's new Fashion Institute at the Lakeshore Campus and a new Home Renovation Building Lab at Humber's Orangeville Campus. However, enrolment projections at Lakeshore Campus point to a need for more infrastructure investment to accommodate the increasing demand for our range of credentials, particularly in degree programs.

Humber has also been investing in Information Technology (IT) updates to keep up with growth at the college and to meet the needs of both staff and students through the Enterprise Systems Project. This project will in time update Finance Services, Student Services, Technology Solutions, Human Resources/Payroll, and Academic Services systems. To date, Banner Finance, which represents a new web-based system that will support Humber's financial requirements, went live on April 4, 2011.

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

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

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

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

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

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

For the following, please include Full-Time and Part-Time, but not Second Career, Apprentice or International students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Humber College who registered with the Office for Students with Disabilities and received support services in 2010-2011= 1,511</p> <p>Full-Time Students with Disabilities as a percentage of Full-Time Enrolment at Humber College in 2010-2011 was: (calculation based on the total number of Full-Time Students with Disabilities (1,511) provided above by Humber College, divided by Humber Colleges 2010-2011 Full-Time Enrolment Headcount (17,793)) = 8.5%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Humber College who registered with the Office for Students with Disabilities and received support services in 2010-2011 = Not Tracked</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Humber College in 2010-2011= 3,093</p> <p>Full-Time First Generation Students as a percentage of Full-Time Enrolment at Humber College in 2010-2011 was: (calculation based on the total number of Full-Time First Generation Students (3,093) provided above by Humber College, divided by Humber Colleges 2010-2011 Full-Time Enrolment Headcount (17,793)) = 17.4%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Humber College in 2010-2011 = Not Tracked</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Humber College in 2010-2011= 103</p> <p>Full-Time Aboriginal Students as a percentage of Full-Time Enrolment at Humber College in 2010-2011 was: (calculation based on the total number of Full-Time Aboriginal Students (103) provided above by Humber College, divided by Humber Colleges 2010-2011 Full-Time Enrolment Headcount (17,793)) = 0.6%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Humber College in 2010-2011 = Not Tracked</p>

* The space below is provided for **Humber College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students –

First Generation and Aboriginal student numbers are sourced from self-identification application data from OCAS. However, these questions were introduced for the first time on the application form last year and as such do not reflect returning students. In September 2010 Humber implemented its own incoming student survey where students have the opportunity to self-identify as First Generation and/or Aboriginal. **Nearly 60% of all incoming students completed the survey, with 1,627 (32%) self-identifying as First Generation and 152 (3%) self-identifying as Aboriginal.**

While not reported above, we believe First Generation and Aboriginal student numbers from Humber's incoming student survey are a more realistic representation of Humber's student population.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Humber College's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Humber College's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Humber College's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>
<div data-bbox="191 823 581 1480" style="border: 1px solid black; padding: 5px;"> <p>Disability Services developed and facilitated an enormously successful psycho-educational peer support group for students diagnosed with Asperger's Syndrome Disorder (ASD), an increasingly sizeable demographic with high support needs. Students self-reported significant gains in confidence and interpersonal skills by the end of the academic year. Anecdotal reports indicate that for the 2011-12 academic year, a number of potential students with ASD have specifically chosen Humber as their preferred college due to the reputation of our one-to-one and group support service</p> </div> <div data-bbox="191 1501 581 1831" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>A comprehensive training program, <i>Effective Communication Skills for the Front Line</i>, was delivered to support staff in Disability, Counselling, and Health Services areas and the Test Centre in an effort to improve communication, assessment and 'crisis' intervention skills.</p> </div>	<div data-bbox="620 823 1003 1570" style="border: 1px solid black; padding: 5px;"> <p>The MTCU funded <i>Transition Advising Program</i> (TAP) pilot for first generation students was very successful during its first year, with 281 participants in 76 sessions over 13 weeks. Going into its second year, this program has expanded from two to four schools to include the School of Social & Community Services, the School of Applied Technology, The Business School, and the School of Health Sciences.</p> <p>The success of this program is rooted in the Transition Advising Program (TAP) leaders – upper year students who take on a weekly responsibility to work with a group of first generation students on campus as mentors and guides.</p> </div>	<div data-bbox="1042 823 1425 1192" style="border: 1px solid black; padding: 5px;"> <p>During 2010-2011 Humber focussed on services and events to showcase Aboriginal culture, including: Canoe Birthing, Aboriginal Month, Powwows, development of an Aboriginal Council, training for faculty and staff on Aboriginal issues, and a gallery of Aboriginal art and culture displayed in a non-formal educational space</p> </div> <div data-bbox="1042 1213 1425 1528" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Aboriginal Camp Choice for Aboriginal youth was hosted for the second year with funding received from the Ontario Ministry of Aboriginal Affairs in 2010. Participation in this three-day camp increased by 55 per cent, from 85 students in 2009 to 132 students in 2010.</p> </div> <div data-bbox="1042 1549 1425 1822" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Humber's Aboriginal Services were present at six special community organization events that attracted 3,350 participants. Intergenerational outreach was also done with 10 First Nation communities across Ontario from James Bay to Lake Simcoe.</p> </div>

3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, **Humber College** committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

**NOTE: SAG data as of June 9, 2011*

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$410,958	548
Other SAG Expenditure to Supplement OSAP	\$664,294	970
TOTAL	\$1,075,252	1,518

Did **Humber College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?

YES

4) Participation in the Credit Transfer System

The following data is per the College Graduate Outcomes Survey:

Survey Years	Total # of <i>Humber College</i> graduates who participated in Graduate Survey (A)	# of <i>Humber College</i> graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of <i>Humber College</i> graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2006-2007	3,548	360	10.2%	44,309	3,449	7.8%
2007-2008	3,961	356	9%	44,622	3,510	7.9%
2008-2009	3,629	285	7.9%	43,086	3,145	7.3%
2009-2010	3,644	323	8.9%	40,388	2,725	6.7%
2010-2011	4,683	381	8.1%	50,622	3,355	6.6%

Per the College Graduate Outcomes Survey for 2009-2010 and 2010-2011 (based on 2008-2009 and 2009-2010 graduates), the percentage of ***Humber College*** students who were satisfied or very satisfied with academic preparation for university was **85.3%**.

Per the College Graduate Outcomes Survey for 2010-2011 (based on 2009-2010 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **79.2%**.

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. The Ministry anticipates that, as data collection systems in institutions evolve, this data will become more complete. The Ministry is developing long-term indicators for credit transfer in consultation with the sector.

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2010-2011, and which contributed to maintaining or improving **Humber College's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), changes to student supports or program viewed by the institution to be an innovative practice, a success story and/or a key accomplishment. In addition, **Humber College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

1) Expanding Transfer Pathways, excluding collaborative degree programs without a transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, pathway projects to support college to college or college to university transfer, etc.):

To meet the needs of all postsecondary learners, Humber continues to develop a unique system of internal pathways between certificate, diploma and degree programs. In particular, several transfer pathways are available from diploma programs into degree programs. As an Institute of Technology and Advanced Learning Humber is able to offer up to 15 per cent of its programs at the baccalaureate degree level. In 2010-2011, Humber offered 12 degrees (plus nursing), which represents nearly 30% of all college degree programs offered in Ontario. As of September 2011 this number will increase to 16 degree programs (plus Nursing), and over the next five to seven years Humber plans to offer approximately 25 to 30 baccalaureate degrees that resonate with potential students and respond to labour market demands.

Additional internal pathways include Humber diploma into University of Guelph-Humber degree programs. The University of Guelph-Humber is located on Humber's North Campus, offering over 3,200 students seven undergraduate degree programs. Students are able to transfer from a number of Humber diploma programs, affording students the opportunity to earn both a degree and a diploma after four years of full-time study as well as participate in hands-on workplace experience.

Humber is also focused on building external pathways. We actively pursue the development of collaborative programs and formal transfer agreements with a variety of postsecondary institutions. Currently Humber students can build from one credential to another through transfer credit opportunities with 22 Ontario institutions, 10 Canadian institutions outside Ontario, and 25 international universities.

It is also important to note that there are several pathways into Humber. Students can also move from a university degree into one of Humber's 30 postgraduate certificate programs, which enrolled 1,644 students in Fall 2010.

In the apprenticeship stream, lateral transfers from apprenticeship to postsecondary, or vice versa, are possible at several levels. Students with related educational experience can apply for prior learning assessment and recognition exemptions when transferring between credentials. Humber continues to market and promote existing and new transfer agreements to ensure students are aware of the variety of options available to them.

In addition to this, Humber will be identifying other initiatives to expand transfer pathways in accordance with the Provincial Credit Transfer Policy and as part of our workplan for the 2011/12 funding provided by MTCU.

2) Providing Support Services for Transfer Students (including student transition experience/activities and supports to promote student success):

Humber believes it is important to afford students an opportunity to develop a foundation of knowledge and skills necessary to a life of learning. In order to do this, Humber offers a variety of resources to help students to succeed, including peer tutoring, counselling services, and learning skills workshops.

Currently for transfer students, Humber offers students the opportunity to speak with Humber academic counsellors within each School to discuss their options and plan their next steps towards academic success and their eventual career.

In addition to this, Humber is working to identify other projects and services to help support transfer students in accordance with the Provincial Credit Transfer Policy and as part of our workplan for the 2011/12 funding provided by MTCU. Humber would like to ensure that there is a single point of access or contact for students both internal and external to the institution to find out more about credit transfer and the options available to them.

3) Improving Transparency and Access to Information about Credit Transfer and Transfer Pathways:

Humber's Online Transfer Guide is an introduction to transfer policies at various postsecondary institutions, which is easily accessible on Humber's website. The guide is intended to help everyone from high school students, parents, and high school guidance staff to college diploma students, postgraduate students and degree students.

The searchable online resource allows readers to explore Humber's postsecondary programs and other pathways to degree completion, help them plan their pathway for completing a degree or postgraduate program after graduating from Humber, and investigate opportunities for transfer credit at the master's level after completing a Humber postgraduate or degree program. It can be found at <http://www.humber.ca/transferguide/>

In addition to this, Humber is working to identify other initiatives to improve transparency and access to information in accordance with the Provincial Credit Transfer Policy and as part of our workplan for the 2011/12 funding provided by MTCU.

5) Class Size*

**DEFINITION: Class size is the number of students per class in a section. A section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom. Each section should only be counted once. Students who withdrew part way through should be included in the count. Labs and tutorials are considered and sub-sections and should be excluded from the count. One-on-one independent study and/or practicum should also be excluded.*

Please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **Humber College** in 2010-2011 using the calculation indicated above:

1st YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1st Year Sections
Fewer than 30 students	3,161	55.6%
30 to 60 students	2,406	42.3%
61 to 100 students	99	1.7%
101 to 250 students	16	0.3%
251 or more students	1	0%
TOTAL	5,683	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2nd Year Sections
Fewer than 30 students	2,020	62.5%
30 to 60 students	1,131	35%
61 to 100 students	73	2.3%
101 to 250 students	9	0.3%
251 or more students	0	0%
TOTAL	3,233	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3rd Year Sections
Fewer than 30 students	779	66.2%
30 to 60 students	386	32.8%
61 to 100 students	11	0.9%
101 to 250 students	1	0%
251 or more students	0	0%
TOTAL	1,177	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4th Year Sections
Fewer than 30 students	257	85.1%
30 to 60 students	41	13.6%
61 to 100 students	3	1%
101 to 250 students	1	0.3%
251 or more students	0	0%
TOTAL	302	100%

*The space below is provided for **Humber College** to describe methodology, caveats and other information regarding the numbers reported above re: Class Size.

Class sizes are based on all day activity, including all certificate, diploma, degree, apprenticeship and fee for service courses.

Please provide one or more highlights, in the space provided below, of a **Humber College** activity in 2010-2011, which contributed to maintaining or improving **Humber College's** class size initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Given the dramatic enrolment increases experienced at Humber in the past several years, accommodating additional students and additional course selections in a way that works for students and faculty has become increasingly challenging.

All new buildings and retrofitted spaces are designed to provide as much flexibility as possible to allow for maximum scheduling options and reduced class size where appropriate.

Humber has also been expanding new online programs and courses to ensure every student has access to postsecondary programming while also improving class sizes.

Humber is proud of its track record related to efficient use of space and overall student satisfaction levels, but the reality is that new capital investment is necessary in order to accommodate the increasing demand for postsecondary education in the GTA, particularly in undergraduate degree programming.

6) eLearning

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the Government of Ontario announced the creation of a new Ontario Online Institute (OOI). In spring 2010, the Ministry conducted a survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Online Ontario Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

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, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.

A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.

Please indicate in the table below the number of Ministry-funded courses, programs **Humber College** offered in 2010-2011 and corresponding registration information -

*An Ontario College Credential includes: Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate (or the French-language equivalent).

* Other Credential includes: local board certificates, non-credit courses and other similar course/program offerings.

COURSE	Ontario College Credential*	Other Credential*
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	56	269
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded courses offered through the above eLearning Formats	56	269
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	4	27
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded programs offered in the above eLearning formats	4	27
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	558	4899
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	558	4899

*The space below is provided for **Humber College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

Humber offered four (4) fully online Ontario college credentials in 2010-11, which included 56 online courses. It also offered 27 fully online credentials other than those deemed Ontario college credentials, whose courses are included in the total number of Other Credential* courses (269).

The total number of fully online courses is 325 (56+269) and includes 60 *Ontario Learn* courses offered through Humber.

Students enrolled in online courses are not required to indicate the program or credential they are working towards. Students typically do not register their program until all courses have been completed. As such, Humber is not able to accurately record the number of students registered in Ministry-funded online programs. The number listed beside "# registrations in Ministry-funded programs offered through Fully Online Learning*" is the number of Fall 2010 online course student registrations.

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 half the course delivery should be online.

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

In the space provided below, please highlight one or more examples of **Humber College's** use of Hybrid Learning courses and/or programs in 2010-2011.

At present, hybrid courses are in their infancy at Humber College. However, there has been steady growth in the area over the last two academic years. The School of Health Sciences currently runs at least two hybrid courses, both of them following a 50/50% delivery format. The School of Liberal Arts & Sciences (LAS) has experienced the most dramatic growth in hybrid courses, originally launching three hybrid courses during the 2009-2010 academic year and expanding to five courses for 2010-2011. Focussing mainly on General Education courses, humanities and sociology for example, the LAS hybrid courses follow a 65/35% delivery format, with two hours of in-class work and an additional one hour online per week. The success rate of the LAS hybrid courses have sparked interest in expanding the number of hybrid courses offered in the near future.

Please provide one or more highlights, in the space provided below, of a **Humber College** activity in 2010-2011, which contributed to maintaining or improving **Humber College's** eLearning initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The 2010-2011 academic year was a very productive year with regards to eLearning initiatives. From an online development process, the eLearning division oversaw the development of eleven new online diploma courses, providing graphics support and/or assigning instructional designers to all of the new courses built. Furthermore, eLearning has begun a "management and maintenance" program that attempts to help Schools manage their LMS development sites and aids in the renewal and revival of current online courses that are in need of content and graphic updates.

The Student Faculty Questionnaires (SFQs) for fully-online courses has successfully moved from the pilot stage to full implementation with over 600 courses, representing 800 sections and more than 14,000 students per academic year having access to the new feedback form. Continued improvements on how the SFQ is announced and delivered are being made as response rates continue to gradually increase. Data reports generated from the SFQs are then distributed to the Vice-President Academic.

Following the successful introduction and implementation of two social networking tools that allow faculty to create wikis and podcasts, and run virtual classrooms, eLearning launched the Mimio Smartboard pilot project. The pilot project allows faculty to borrow one of ten portable smart boards available for a set period of time. Faculty are briefly trained on how to setup, use and implement the technology into their classrooms and then are encouraged to integrate the technology into future lessons and lectures. Both the new social networking tools and the smart boards were heavily promoted throughout numerous eLearning workshops. The workshops themselves were also a success, as over 250 faculty members attended a variety of sessions.

7) International

7.1 Initiatives

Please identify emerging markets for International Students (i.e. countries who are not represented in **Humber College's** current top five source countries for International Students, as shown in International Enrolment section below) in which **Humber College** actively engaged in recruitment activities in 2010-2011:

Nigeria
Guyana
Pakistan
Russian Federation
United States

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Humber College** had in 2010-2011:

- Outbound students* = **176**
**DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.*
- Inbound students* = **36**
**DEFINITION: Inbound students are international students registered at an Ontario college/university to receive academic credit.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Humber College** in 2010-2011 = **\$29,300,896**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Humber College** had outside of Canada in 2010-2011 = **Not Applicable**

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which **Humber College** delivers courses and/or programs **abroad (outside of Canada)** in 2010-2011, including city, country, programs offered, and total enrolment in each program offered at each campus = **Not Applicable**

7.2 Enrolment

In 2010-2011, **Humber College** reported to the Ministry the following top 5 source countries for international students:

	Source Country	Number of Full-Time International Students from Source Country	International Students from Source Country as a Percentage of Humber College Total Full-Time International Student Enrolment
1.	India	1,610	71.1%
2.	China	85	3.8%
3.	South Korea	84	3.7%
4.	Vietnam	43	1.9%
5.	Jamaica	37	1.6%

Humber College reported to the Ministry that International Enrolment* in 2010-2011 = **2,265**

**DEFINITION: International Enrolment is the headcount of Full-Time international students at the institution, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.*

Full-Time International Enrolment as a comparative percentage of Full-Time Enrolment at **Humber College** in 2010-2011 was: (calculation based on the total number of Full-Time International Enrolment (**2,265**), divided by **Humber College's** 2010-2011 Full-Time Enrolment Headcount (**17,793**)) = **12.7%**

Please provide **Humber College's** 2010-2011 Part-Time International Student Enrolment = **52**

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **Humber College** in 2010-2011 = **99**

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Humber College** used in 2010-2011 to create pathways for *International students* from **Humber College's** ESL programming to postsecondary studies.

In the 2010-2011 academic year, Humber's English Language Centre developed a new strategic plan. One aim of this plan was to increase the portability of the English for Academic Purposes (EAP) program credential for international student graduates and to create more pathways into Humber programs for international students graduating from EAP level 8 (the highest level).

Several new pathways for international students enrolled in EAP were developed and launched: these included:

- 1) The development and piloting of a blended EAP level 8 and first semester Humber Business diploma (called BEAP - Business EAP), in collaboration with The Business School; students in this blended semester study level 8 EAP across 15 instead of the usual 7.5 weeks; at the same time, they study a minimum of 4 core Business diploma courses. BEAP enables international students to access their program sooner while continuing to benefit from the intensive academic language and study skills support provided by EAP faculty.
- 2) Part of the EAP level 8 curriculum is a Humber General Education credit course offering, for which students have traditionally received transfer credit to Humber diploma programs; in 2010-2011, the EAP program secured an agreement with the General Education department to offer a new General Education course, Canadian Society and Culture, SOCE 066, as part of EAP level 8. International students graduating with a grade of 75% from this course are now able to receive transfer credit to a Humber bachelor degree
- 3) In 2010-2011, the English Language Centre linked with The Business School to provide a new course which is a version of the EAP program, called Intensive University Preparation (IUP). For students in the Ningbo and Jimei partnership programs at Humber the course provides intensive academic language development to international students wishing to transfer from a Humber diploma program to a degree.

Please provide one or more highlights, in the space provided below of a **Humber College** activity in 2010-2011, which contributed to maintaining or improving **Humber College's** international initiatives. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.

The population of international students at Humber continued to increase in 2010-2011, with the international student body accounting for approximately 12% of all students at Humber. This contributes to the increasing internationalization of the college and Humber's growing presence in international education around the world. Currently recruiting in 84 different countries, Humber continues to increase efforts to attract international students to our campuses, and to encourage domestic students to pursue international education opportunities abroad.

To support our international students in 2010-2011, Humber implemented an active Social Media initiative to assist in the creation and maintenance of an International Student Community across our three campuses. We also developed an on-line orientation to assist international students in their preparation for transition to Canada and Humber.

To measure international student satisfaction, Humber participated in the pilot iGraduate survey and finished above the mean in all four benchmarks (Arrival; Learning; Living; Support). This survey has provided Humber with a baseline analysis with which to measure improvement and support initiatives for future international student satisfaction.

Humber has also provided opportunities for faculty to participate in off-shore activities, i.e. workshops in Bhutan, participation in college projects abroad. These opportunities strengthen our ties with international communities, help develop experienced and broad-minded faculty, and promote Humber as a high-quality postsecondary institution.

8) Supply Chain Compliance / Broader Public Sector Accountability Act

SUPPLY CHAIN COMPLIANCE

Effective April 1, 2010, Broader Public Sector organizations, including colleges that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the college that are consistent with the principles outlined within the Government of Ontario's Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

Humber College confirmed in its 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, **Humber College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **YES**

Humber College confirmed in its 2009-2010 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2010-2011, **Humber College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **YES**

Humber College confirmed in its 2009-2010 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **Humber College** participated in the Ontario Education Collaborative Marketplace (OECM): **YES**

If YES, please provide the approximate total dollar value of **Humber College's** OECM purchases in 2010-2011:
\$943,385

Please provide one or more highlights, in the space provided below, of a **Humber College** activity in 2010-2011, which contributed to maintaining or improving **Humber College's** supply chain initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

During the 2010-2011 year, Humber implemented a new financial software system, Banner Higher Education Finance with a go-live of April 2011. This will enable Humber in gathering better metrics and analytics to drive better sourcing events and reporting as well as streamlining the processes for all staff with respect to financial transactions.

Humber implemented all the measures identified in the BPS Procurement and Expenditure Directives (<http://www.humber.ca/purchasing/policies.htm>) that went into effect April 1, 2011. Humber also met with each School/Department to review the changes and their implications.

Humber participated in co-operative buying with OECM during this term for Commercial Print, Courier Services, and Uniforms and in a second issue of Desktop technology. Humber staff not only participate in these initiatives but are an integral part of the working group, and in many cases assist with the development of the specifications.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All colleges were to be in compliance with the *Broader Public Sector Accountability Act, 2010*, proclaimed on April 1, 2011. The *Act*, through two new directives (procurement and expenses), establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act, 2010* provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including colleges, to establish rules on perquisites.

BPS Procurement Directive

The new BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

- i. formally adopt the supply chain code of ethics in accordance with their governance processes; and
- ii. comply with the mandatory requirements of the Directive.

Given the proclamation date of April 1, 2011, **Humber College** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Humber College** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Humber College** adopted in 2010-2011 to prepare for compliance.

Humber was already compliant with the requirements prior to the Ministry directives being introduced. All the mandatory requirements were formally adopted by the Board of Governors prior to April 1, 2011.

BPS Expenses Directive

The new BPS Expenses Directive improves accountability and transparency for BPS organizations by:

- i. requiring designated BPS organization to establish expense rules, and
- ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

Given the proclamation date of April 1, 2011, **Humber College** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Humber College** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Humber College** adopted in 2010-2011 to prepare for compliance.

All of the suggested practices were already in place prior to BPS Expense Directives being introduced.

BPS Perquisites Directive

The new BPS Perquisites Directive requires BPS organizations, including colleges, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the college including appointees, board members, elected officials and employees.

Given that the effective date for compliance is August 2, 2011, **Humber College** is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require **Humber College** to attest that it is in compliance with this Directive.

9) Space Utilization

Humber College indicated in its 2009-2010 MYAA Report Back that it had a Space Utilization planning process in place to assess and optimize academic space utilization.

Please provide one or more highlights, in the space provided below, of a **Humber College** activity in 2010-2011, which contributed to maintaining or improving **Humber College's** space utilization initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

During the 2010-11 year, Humber instituted an 85% utilization guideline for classrooms and a 65% utilization guideline for lab space. Humber takes these guidelines into account for enrolment positioning and the reassigning of facilities to plan for sustained growth. Careful planning around enrolment growth and infrastructure has maintained the utilization rate that Humber believes is optimal for student and staff satisfaction. This planning is achieved through an active Facilities Planning Committee (FPC) which meets regularly to facilitate effective cross-institutional planning for new space requirements and to coordinate the resources necessary to redesign and renovate existing space.

To raise awareness of space utilization, the Registrar's Office increased the frequency in which it reported utilization to Humber's various Schools over the 2010-2011 year. Humber's Registrar's Office will continue to improve space utilization with the implementation of demand-based scheduling, with a plan to use past enrolment trends analysis to predict what sections and courses need to be offered in future years.

In addition to academic space, student experience is enhanced through non-academic, informal areas to relax and socialize. During 2010-2011 Humber added lounge chairs in the hallways of the North Campus and retrofitted an outdated locker area into a non-formal educational space, providing students with lounge seating and showcasing Aboriginal art and culture.

10) Student Satisfaction

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Humber College** for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **86.9%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Humber College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **80.3%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Humber College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **66.2%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Humber College** for KPI Question #45 "The overall quality of the services in the college" = **65.6%**

Please provide one or more highlights, in the space provided below, of a **Humber College** activity in 2010-2011, which contributed to maintaining or improving **Humber College's** student satisfaction initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Humber is consistently the highest ranked GTA College for student satisfaction with teaching and learning. We continue to identify and communicate best practices for improving and maintaining student satisfaction at an institutional level and in specific service areas. Expansion and improvement of physical infrastructure remains a top priority due to unprecedented enrolment increases year-over-year. In 2010-11, Building L at the Lakeshore Campus (partially funded through the Knowledge Infrastructure Program) was under construction to accommodate an additional 2,200 students and provide them with state-of-the-art classrooms, labs, student project spaces, a learning commons and media communications centre.

The eight academic schools continue to support a variety of programs to engage students and improve satisfaction. Schools regularly share best practices across the institution, particularly in the area of academic advising. Some examples include: student advisory committees, regular information sessions with Program coordinators, an Ambassador program, and mentoring/student buddy arrangements.

Also in 2010-2011, Humber continued to develop a learning environment that supports every student. Cost-saving initiatives were implemented to increase student satisfaction, including a newly launched textbook rental program, and additional electronic texts available through the library. Humber also extended library hours at both the Lakeshore and North Campuses, added non-educational social areas and TVs across both campuses, expanded food options to include vegetarian, halal and student value meals, and focused on the inclusivity of gay, lesbian, bisexual, and trans-inclusive students.

Sharing student satisfaction data was also a focus in 2010-2011. Humber's department of Strategic Planning & Institutional Analysis developed KPI report cards which statistically benchmarked and trended the aspects of student satisfaction and indicated areas of strength or need for greater focus. These report cards were distributed to Vice-Presidents, Deans and Associate Deans across Humber.

11) Graduation Rate

Per the KPI results reported in 2010-2011, the graduation rate* at **Humber College** = **61.2%**

Please provide one or more highlights, in the space provided below, of a **Humber College** activity in 2010-2011, which contributed to maintaining or improving **Humber College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Humber's Student Success and Engagement Coordinating Committee (SSECC) continues to meet regularly to support student success. During 2010-11, the SSECC was instrumental in implementing several initiatives to improve graduation rate, including pre-enrolment advising to ensure students both understand and enter the correct program for their career choice.

Humber is very pleased that the Ministry has now completed a review of the methodology for calculating graduation rate, and supports their recommendations. Humber also supports:

- The recommendations from the Colleges Ontario KPI review, which notes that collaborative programs should be included in the graduation rate
- The extension of the OEN to the postsecondary sector. We believe this is a positive initiative to support a more realistic assessment of student success and graduation in Ontario's college and university systems.

12) Graduate Employment Rate

Per the KPI results reported in 2010-2011, the graduate employment rate, 6 months upon graduation, at **Humber College = 80.1%**

Please provide one or more highlights, in the space provided below, of a **Humber College** activity in 2010-2011, which contributed to maintaining or improving **Humber College's** graduate employment initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Humber is very proud of its graduate employment rate, particularly in light of Canada's recovering economy. More than 90 per cent of Humber programs feature co-op, internship, clinical practice and work placement opportunities with Canadian employers. Humber also has an Applied Research Office which can provide opportunities for students to work on leading-edge research projects with prospective employers. Humber's goal is to prepare graduates for the workforce; the eight academic schools maintain connections with industry partners through program advisory committees and other associations.

Alternate learning and extra-curricular opportunities offered to students provide them with practical, hands-on experience and invaluable knowledge to assist them in their career upon graduation. In 2010-2011 the International non-profit organization SIFE (Students in Free Enterprise) was spearheaded at Humber's Lakeshore Campus, with students applying business concepts and developing outreach projects that improve the quality of life and standard of living for people in need. Opportunities such as these are vital to developing graduates that exhibit the knowledge and experience necessary in the world of employment.

To promote employment opportunities, The Humber Career Centre launched a lively social media campaign on Facebook, Twitter and LinkedIn. Daily updates on trends, job postings, career events and resources were generated to engage students and promote our services. Workshops on improving student LinkedIn profiles for job search have been developed and are scheduled to begin in September 2011. This will be a major focus in our November Career Week activity which, last year, boasted an Industry and Associations Fair, Employer Information Sessions and Resume Clinics for over 1,500 students.

In addition to social media, Humber's website resources are essential to our service delivery. The Career Centre job portal alone has posted 2,721 jobs since January. Along with that, students are actively utilizing our online Career Management workshops, Typefocus Career Assessment tools and online Resume Review service. Students can access program-related resumes, handouts on career topics, website links, and video clips to assist them in their job search activity.

Employment initiatives in the communities surrounding Humber have also been very successful. Internationally Trained Immigrant advising increased activity to 200+/month in 2011. This service primarily targets educational planning, credential assessment referrals, bridging programs and re-training opportunities for new immigrants. An advising wiki is being created to provide current resource information to a wider advisement team. We are seeing successful results in new immigrants gaining Canadian credentials and relevant employment.

13) Student Retention

The table below has been pre-populated with the results from *Humber College's* 2009-2010 MYAA Report Backs. Please identify *Humber College's* achieved results for 2010-2011 using the following methodology:

Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs on which enrolment is reported at minimum twice).

	Retention Rate Achieved for 2009-2010	Retention Rate Achieved for 2010-2011
1st to 2nd Year	84.3%	2010 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 6,078 \div 2009 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = 7,200 x 100 = 84.4%
2nd to 3rd Year	94.7%	2010 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 1,650 \div 2009 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 1,897 x 100 = 87.0%
3rd to 4th Year	95.1%	2010 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 222 \div 2009 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = 236 x 100 = 94.1%

*The space below is provided for *Humber College* to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Student Retention.

1st to 2nd year - full-time enrolment headcount at Nov. 1 audit 1st year (semester 1) to Nov. 1 audit 2nd year (semester 3), for all programs over one year in length (includes international; excludes nursing students)

2nd to 3rd year - full-time enrolment headcount at Nov. 1 audit 2nd year (semester 3) to Nov. 1 audit 3rd year (semester 5), for all programs over two years in length (includes international; excludes nursing students)

3rd to 4th year - full-time enrolment headcount at Nov. 1 audit 3rd year (semester 5) to Nov. 1 audit 4th year (semester 7), for all programs over three years in length (includes international; excludes nursing students)

In previous years our methodology has included nursing students.

Please provide one or more highlights, in the space provided below, of a **Humber College** activity in 2010-2011, which contributed to maintaining or improving **Humber College's** retention initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Student retention strategies were a major focus in 2010-2011. Both Humber-wide and School-specific strategies were implemented to improve retention rates. In September 2010, the new Humber Engagement and Learning Profile (HELP) survey was administered online for the first time. HELP identifies characteristics of those students who may be at risk of leaving early, and provides the opportunity for timely interventions and improved institutional policy-making around retention.

Additional Humber-wide strategies included:

- Curriculum review and adjustments for courses with high failure rates
- Pre-admission advising pilot project
- Participation in HEQCO- funded Early Leavers Study ongoing

School-specific strategies included:

- Faculty feedback earlier in the semester
- Tracking retention rates in particular programs
- Peer tutors and mentors added to particular programs
- Extra lab support
- Increased number of social events on campus
- Academic Excellence Committee focused on retention and improvement of incoming student data

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used in 2010-2011 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality for the three quality measure categories indicated below -

1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)

Humber continues to promote the importance of in-class experiences for its students. To ensure that students are receiving the best postsecondary teaching and learning, Humber commits to recruiting and retaining faculty and staff with appropriate credentials, experience and core values.

Humber also places great emphasis on expanding services to faculty to improve the quality of teaching in the classroom. During 2010-11 new faculty orientation was expanded to better prepare them for the classroom and their students. Professional development was also expanded, surpassing an unprecedented 20,000 faculty contact hours of professional development.

To improve technology in the classrooms, Humber began online training initiatives for SMART Board and implemented Wiki and pod-casting tools on Blackboard to offer faculty a broad range of teaching tools and students a variety of learning options.

2) ENGAGEMENT (Examples may include new student orientation, work-learning opportunities, etc.)

Humber recognizes the important role that engagement plays in student success. In 2010-11 Humber launched its newly revised orientation which resulted in a 9.5% increase in participation from 2009 to over 6,000 (70%) first-year students and a 91% student satisfaction rate. The number of social events on campus was increased as well as non-formal educational spaces for students to socialize outside of class time.

Enhanced student volunteer opportunities were made available through orientation, tutoring, peer mentoring, Habitat for Humanity, and Aboriginal student services. Humber also maintained a vibrant campus environment with learning support through a multitude of student services, a focus on library resources, an active student government, outstanding varsity teams and unique activities such as a gourmet restaurant, student newspaper, in-house radio and TV stations, concerts, theatrical performances, guest lectures and literary readings.

These engagement activities and more were measured this year using the National Survey of Student Engagement (NSSE) in Spring 2010. Humber finished above the mean in four out of five benchmarks measuring degree-level student engagement, including Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, and Supportive Campus Environment.

3) SUPPORT (Examples may include personal and academic supports to students, etc.)

Demand for student support services continues to increase with Humber's unprecedented enrolment growth. To cater to the rise in student numbers, Humber initiated several supports including the expansion of library hours and new *Learning Skills* workshops which offer sessions in stress management, time management, exam preparation, reading & note-taking, presentation skills, and learning skills.

Further support was provided to students before enrolling in their program of choice through the newly piloted pre-admission advising program by Humber's Registrar's Office. This program offers students the opportunity to meet with a recruitment advisor to discuss their interests and career goals to ensure students understand their options and enrol into the correct program.

With the implementation of the new Humber Engagement and Learning Profile (HELP) survey, Humber was able to identify those students at risk of leaving early and plan interventions to support their success. After survey completion, students are sent a personalized email directing them to services they indicated interest in at Humber. In addition to the online survey and personalized email, Humber developed the HELP website which houses information on all available student support services at Humber.

The Math Centre continues to provide support for all students who have math as part of their learning, whether in a stand-alone math course or in math 'embedded' in another course. At the Lakeshore Campus, the Math Centre has had a steady rise in the number of degree students seeking help with the statistics courses. The majority of degree statistics classes are taught in the fall semester. In the fall of 2010 there were 765 visits and in the winter of 2011, there were 435 visits to the centre.

At the North Campus, the number of users continues to grow, with an increase in the number of students in degree programs seeking help with statistics. In winter 2011, the North Campus centre had a total of 3206 visits, an increase from 2617 visits in the previous winter.

The HELP survey has helped to make new students aware of the services available at the Math Centre.

Also during the 2010-2011 academic year, Counselling Services restructured the existing drop-in service and expanded it to full-day coverage. This service is intended to provide immediate assistance to students in crisis or 'time urgent' situations as well as a consultations service to faculty and staff. The restructuring has virtually eliminated wait times for students in crisis and the expansion has provided an increase of approximately 35% in coverage level for this service. In 2010-11 Counsellors say 1,500 students presenting personal (79%), academic (17%) and career (4%) issues.

Counselling Services also partnered with Peer Services to provide relevant resources and training to students and staff in delivering selected *Learning Skills Workshops*. While counsellors still deliver in-class, faculty requested learning skills workshops, peers are able to provide a much more expanded schedule for students outside of class time and provide a 'wider net' to 'catch' students at risk.

15) Ten Percent Reduction in Executive Office Costs for 2011-2012

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of **Humber College's** Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is **Humber College's** 2010-2011 budget for their executive offices.



By checking this box, **Humber College** confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.

The Humber College Institute of Technology and Advanced Learning

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MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The consolidated financial statements of The Humber College Institute of Technology and Advanced Learning (the "College") are the responsibility of management and have been approved by the Board of Governors.

The consolidated financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Consolidated financial statements are not precise since they include certain amounts based on estimates and judgements. Management has determined such amounts on a reasonable basis in order to ensure that the consolidated financial statements are presented fairly, in all material respects.

The College maintains systems of internal accounting and administrative controls of high quality, consistent with reasonable cost. Such systems are designed to provide reasonable assurance that the financial information is relevant, reliable and accurate and that the College's assets are appropriately accounted for and adequately safeguarded.

The College's insurance liabilities have been reviewed by management in consultation with its broker. There are no material liabilities in either fact or contingency as at the date of this report.

The Board of Governors are responsible for ensuring that management fulfills its responsibilities for financial reporting and is ultimately responsible for reviewing and approving the consolidated financial statements. The Board carries out this responsibility principally through its Audit and Finance Committee.

The Audit and Finance Committee is appointed by the Board of Governors, and includes within its ranks four Board members. The Committee meets periodically with management, as well as the external auditors, to discuss internal controls over the financial reporting process, auditing matters and financial reporting issues, to satisfy itself that each party is properly discharging its responsibilities, and to review the consolidated financial statements and the external auditors' report. The Committee reports its findings to the Board for consideration when approving the consolidated financial statements. The Committee also considers, for review and approval by the Board, the engagement or re-appointment of the external auditors.

The consolidated financial statements have been audited by BDO Canada LLP, the external auditors, in accordance with Canadian generally accepted auditing standards, on behalf of the Board. BDO Canada LLP has full and free access to the Audit and Finance Committee.



College President
May 30, 2011



Vice President, Finance & Administrative Services



Tel: 905 270-7700
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BDO Canada LLP
1 City Centre Drive, Suite 1700
Mississauga ON L5B 1M2 Canada

Independent Auditor's Report

To the Board of Governors of The Humber College Institute of Technology and Advanced Learning

We have audited the accompanying consolidated financial statements of The Humber College Institute of Technology and Advanced Learning, which comprise the consolidated balance sheet as at March 31, 2011 and the consolidated statements of revenue and expenses, changes in net assets and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with Canadian generally accepted accounting principles, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the College's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements present fairly, in all material respects, the financial position of The Humber College Institute of Technology and Advanced Learning as at March 31, 2011 and the results of its operations and the changes in its net assets and its cash flows for year then ended in accordance with Canadian generally accepted accounting principles.

BDO Canada LLP

Chartered Accountants, Licensed Public Accountants
Mississauga, Ontario
May 30, 2011

CONSOLIDATED BALANCE SHEET

As at March 31

	2011	2010
	\$	\$
ASSETS		
Current		
Cash	5,222,185	12,115,126
Short-term investments (note 3)	77,489,691	48,697,793
Grants receivable (note 4(a))	3,516,323	8,214,206
Accounts receivable (note 5(b))	8,372,880	5,160,323
Prepaid expenses	1,471,787	1,588,031
Total current assets	96,072,866	75,775,479
Long-term accounts receivable (note 5(a))	2,896,710	5,119,810
Investment in University of Guelph-Humber (note 6(a))	9,594,700	6,757,006
Long-term grants receivable (note 4(b))	9,160,000	11,450,000
Long-term investments (note 3)	111,476,992	84,174,528
Capital assets, net (note 7)	292,179,846	266,700,421
	521,381,114	449,977,244
LIABILITIES AND NET ASSETS		
Current		
Accounts payable and accrued liabilities	17,357,228	11,917,235
Accrued payroll and employee benefits	7,949,147	6,801,066
Accrued vacation pay	11,458,492	10,889,794
Deferred revenue	32,189,122	27,813,653
Deferred contributions (note 8)	5,979,427	5,653,859
Due to University of Guelph-Humber (note 6(c))	16,790,796	2,979,353
Due to Humber Students' Federation (note 11)	4,074,307	4,326,097
Demand loan payable (note 12)	37,924,445	39,120,026
Total current liabilities	133,722,964	109,501,083
Accrued vested sick-leave benefits (note 15)	4,280,164	4,886,097
Employee future benefits (note 14)	1,460,000	1,397,000
Deferred capital contributions (note 10)	150,270,735	132,027,061
Interest rate swap (note 12(b))	5,633,202	5,709,519
Total liabilities	295,367,065	253,520,760
Commitments (note 16)		
Net assets		
Unrestricted	7,065,666	2,326,401
Internally restricted (note 13)	102,400,000	86,000,000
Unrealized gains (losses) on investments (note 2)	(1,410,364)	(689,278)
Interest rate swap (note 12(b))	(5,633,202)	(5,709,519)
Invested in capital assets (note 7(b))	111,359,187	103,784,142
Endowments (note 9)	12,232,762	10,744,738
Total net assets	226,014,049	196,456,484
	521,381,114	449,977,244

See accompanying notes

On behalf of the Board of Governors:

CONSOLIDATED STATEMENT OF REVENUE AND EXPENSES

Year ended March 31

	2011	2010
	\$	\$
REVENUE		
Grants and reimbursements	126,554,766	122,593,354
Tuition fees	112,099,819	91,706,547
Ancillary operations (note 18)	31,401,428	33,475,421
Amortization of deferred capital contributions (note 10)	6,164,162	5,551,361
Interest income	2,623,128	2,612,547
Other (note 6(a) and (b))	34,536,339	35,287,565
	313,379,642	291,226,795
EXPENSES		
Academic	146,819,784	132,806,939
Special projects	4,740,882	3,874,911
Student services	28,207,670	24,730,884
Administrative	35,621,887	28,816,265
Property and plant	25,663,252	22,639,211
Ancillary operations (notes 12 and 18)	28,448,576	33,317,205
Awards, scholarships, bursaries and other	825,140	797,016
Amortization of capital assets - operating	14,338,141	12,983,193
	284,665,332	259,965,624
Excess of revenue over expenses for the year	28,714,310	31,261,171

See accompanying notes

CONSOLIDATED STATEMENT OF CHANGES IN NET ASSETS

Year ended March 31

2011

	Unrestricted \$	Internally restricted \$ (note 13)	Unrealized gains (losses) on investments \$ (note 2)	Interest rate swap \$ (note 12)	Invested in capital assets \$ (note 7)	Endowments \$ (note 9)	Total \$
Balance, beginning of year	2,326,401	86,000,000	(689,278)	(5,709,519)	103,784,142	10,744,738	196,456,484
Excess of revenue over expenses for the year	28,714,310	-	-	-	-	-	28,714,310
Change in internally restricted net assets	(16,400,000)	16,400,000	-	-	-	-	-
Net change in invested in capital assets (note 7)	(7,575,045)	-	-	-	7,575,045	-	-
Endowment contributions	-	-	-	-	-	1,488,024	1,488,024
Change in fair value of interest rate swap	-	-	-	76,317	-	-	76,317
Change in fair value on investments	-	-	(721,086)	-	-	-	(721,086)
Balance, end of year	7,065,666	102,400,000	(1,410,364)	(5,633,202)	111,359,187	12,232,762	226,014,049

2010

	Unrestricted \$	Internally restricted \$ (note 13)	Unrealized gains (losses) on investments \$ (note 2)	Interest rate swap \$ (note 12)	Invested in capital assets \$ (note 7)	Endowments \$ (note 9)	Total \$
Balance, beginning of year	4,463,885	64,900,000	125,553	(10,273,224)	91,485,487	9,424,118	160,125,819
Excess of revenue over expenses for the year	31,261,171	-	-	-	-	-	31,261,171
Change in internally restricted net assets	(21,100,000)	21,100,000	-	-	-	-	-
Net change in invested in capital assets (note 7)	(12,298,655)	-	-	-	12,298,655	-	-
Endowment contributions	-	-	-	-	-	1,320,620	1,320,620
Change in fair value of interest rate swap	-	-	-	4,563,705	-	-	4,563,705
Change in fair value on investments	-	-	(814,831)	-	-	-	(814,831)
Balance, end of year	2,326,401	86,000,000	(689,278)	(5,709,519)	103,784,142	10,744,738	196,456,484

See accompanying notes

CONSOLIDATED STATEMENT OF CASH FLOWS

Year ended March 31

	2011	2010
	\$	\$
OPERATING ACTIVITIES		
Excess of revenue over expenses for the year	28,714,310	31,261,171
Add (deduct) non-cash items		
Amortization of capital assets - operating	14,338,141	12,983,193
Amortization of capital assets - ancillary	2,405,888	2,402,590
Amortization of deferred capital contributions	(6,164,162)	(5,551,361)
Loss on disposal of capital assets	2,053	24,301
Fair market adjustment on investments	(721,086)	(814,831)
Share of excess of revenue over expenses for the year from University of Guelph-Humber	(8,397,559)	(5,609,865)
	30,177,585	34,695,198
Net change in non-cash working capital balances related to operations (note 17)	30,989,198	13,049,651
Cash provided by operating activities	61,166,783	47,744,849
INVESTING ACTIVITIES		
Net (increase) / decrease of short-term investments	(28,791,898)	30,666,860
Net (increase) / decrease of long-term investments	(27,302,464)	(55,928,950)
Purchase of capital assets	(42,225,505)	(42,201,404)
Cash used in investing activities	(98,319,867)	(67,463,494)
FINANCING ACTIVITIES		
Distribution from Guelph-Humber Joint Venture (note 6(d))	5,559,864	4,120,698
Repayment of long-term debt	(1,195,581)	(1,131,968)
Increase in deferred capital contributions	24,407,836	20,183,232
Endowment contributions	1,488,024	1,320,620
Cash provided by financing activities	30,260,143	24,492,582
Net increase in cash during the year	(6,892,941)	4,773,937
Cash, beginning of year	12,115,126	7,341,189
Cash, end of year	5,222,185	12,115,126

See accompanying notes

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2011

1. DESCRIPTION OF THE ORGANIZATION

The College system was created by an Act of the Ontario Legislature on December 30, 1966. Regulation 771 empowered the then Ministry of Education to establish individual colleges. On February 23, 1967, Humber College of Applied Arts and Technology became a reality. By Ontario Regulation 34/03 filed on February 11, 2003, the name of the College was changed to The Humber College Institute of Technology and Advanced Learning (the "College").

The College's mission statement is as follows:

"Humber develops broadly educated, highly skilled and adaptable citizens who significantly contribute to the educational, economic and social development of their communities." We accomplish this by:

- Preparing learners for careers through a comprehensive choice of educational credentials in a broad range of programming;
- Developing informed and engaged citizens through an applied and liberal education;
- Enabling organizations to enhance their effectiveness through customized training and lifelong learning opportunities; and
- Supporting our local communities through outreach activities.

The College's consolidated financial statements include the accounts of the Humber College Educational Foundation, which is controlled by the College, and the College's 50% equity interest in the University of Guelph-Humber joint venture (the "Joint Venture"). These consolidated financial statements do not reflect the assets, liabilities and results of operations of the Humber Students' Federation or the various other student organizations of the College.

The College is a not-for-profit organization and, as such, is exempt from income taxes under the Income Tax Act (Canada).

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The consolidated financial statements of the College have been prepared in accordance with Canadian generally accepted accounting principles ("GAAP"). The significant accounting policies are as follows:

Investments

Short-Term and Long-Term investments consist of Daily Interest Deposits, Bonds and Guaranteed Investment Certificates. These investments are classified as available for sale and are recorded at fair value on a settlement date basis. Fair value is determined based on quoted market prices. Unrealized gains or losses from the change in fair value are recorded in the statement of changes in net assets. Transaction costs related to the investments are expensed.

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2011

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Cont'd.)

Capital assets

Purchased capital assets are recorded at cost while contributed capital assets are recorded at fair value at the date of contribution. Capital assets are amortized on a straight-line basis using the following annual rates:

	%
Buildings	2.5
Site improvements	10.0
Leasehold improvements	2.5-5.0
Furniture and equipment	10.0-33.3
Automotive equipment	20.0

Construction in progress costs are capitalized as incurred and are transferred to various categories of capital assets and are amortized on a basis consistent with similar assets, once the assets are placed in service.

Revenue recognition

The College follows the deferral method of accounting for contributions, which include donations and government grants. Contributions externally restricted for purposes other than endowment are recognized as revenue in the year in which the related expenses are recognized. Externally restricted contributions for depreciable capital assets are deferred and amortized over the life of the related capital asset. Endowment contributions are recognized as direct increases in net assets in the period in which they are received. The College actively fundraises and unrestricted contributions are recorded when received since pledges are not legally enforceable.

Tuition fees and contract training revenues are recorded as revenue rateably over the term to which the tuition fees revenue applies to the extent that the related courses and services are provided to the student or client.

Ancillary revenues, including retail operations, food services, student residence, parking and other sundry revenues are recognized when products are delivered or services are provided to the student or client, where the sales price is fixed and determinable, and collection is reasonably assured.

Derivative financial instruments

The College is party to an interest rate swap agreement that manages the exposure to market risks from changing interest rates. The College's policy is not to utilize derivative financial instruments for trading or speculative purposes. The College formally documents the relationships between hedging instruments and hedged items, as well as its risk management objectives and strategies for undertaking hedge transactions. This process includes linking the interest rate swap to the demand loan on the consolidated balance sheet. The College also formally assesses, both at the hedge's inception and on an ongoing basis, whether the interest rate swap that is used in the hedging transaction is highly effective in offsetting changes in cash flows of the hedged items.

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2011

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Cont'd.)

Employee future benefits

Defined contribution plan accounting is applied to multi-employer defined benefit pension plans. Contributions are expensed as incurred.

The College offers other retirement benefits such as extended health and dental.

The accounting policies applied to these benefits are as follows:

- The cost of these retirement benefits earned by employees is actuarially determined using the projected benefit method based on services rendered and management's best estimates regarding assumptions about a number of future conditions including expected plan investment performance, salary escalation, retirement ages of employees, mortality rates and expected health care costs.
- For the purpose of calculating the expected return on plan assets, those assets are valued at fair value.
- The excess of the net actuarial gain (loss) over 10% of the greater of the accrued benefit obligation and the fair value of plan assets is amortized on a straight-line basis over the average remaining service life of active employees.
- Liabilities are discounted using current interest rates on long-term bonds.

Capital Management

The College's capital consists of its unrestricted net assets, internally restricted net assets and funds invested in capital assets. The College's primary objective of capital management is to ensure that it has sufficient resources to continue to provide services to its students. The College is not subject to any externally imposed capital requirements. Annual budgets are developed and regularly monitored to ensure the College's capital is maintained at an appropriate level.

Investment in University of Guelph-Humber

The investment in the Joint Venture is accounted for using the equity method.

Use of estimates

The preparation of consolidated financial statements in conformity with Canadian GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent liabilities at the date of the consolidated financial statements and the reported amounts of revenue and expenses during the year. Due to inherent uncertainty involved in making such estimates, actual results could differ from those estimates.

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2011

3. INVESTMENTS

Short-term

Short-term investments consist of Redeemable and Non-Redeemable Guaranteed Investment Certificates, Daily Interest Deposits and Bonds with market values ranging from \$969,591 to \$10,000,000 (2010 - \$351,619 to \$15,095,758), interest rates/yields ranging from 0.20% to 2.00% (2010 - 0.55% to 1.16%) and maturity dates ranging from April 1, 2011 to February 10, 2012 (2010 - April 1, 2010 to February 22, 2011).

Long-term

Long-term investments consist of Redeemable and Non-Redeemable Guaranteed Investment Certificates and Bonds with market values ranging from \$1,455,762 to \$19,334,000 (2010 - \$1,181,153 to \$11,159,300) interest rates/yields ranging from 0.60% to 4.00% (2010 - 1.26% to 4.20%) and maturity/call dates ranging from April 30, 2012 to November 2, 2015 (2010 - May 27, 2011 to October 3, 2013).

4. GRANTS RECEIVABLE

(a) Current grants receivable

Other grants receivable represent amounts receivable from the Ministry to fund programs delivered by the College.

	2011	2010
	\$	\$
Other grants receivable	1,226,323	5,924,206
Current portion of long-term grant receivable	2,290,000	2,290,000
Total current grants receivable	3,516,323	8,214,206

(b) The Ministry of Training, Colleges and Universities (the "MTCU") is providing funding of \$22,900,000 to finance a building, which was completed in 2007. The non-interest bearing funding is being provided in equal instalments of \$2,290,000 over a ten-year period commencing with the fiscal year ending March 31, 2007.

	2011	2010
	\$	\$
Grants receivable	11,450,000	13,740,000
Less current portion included in grants receivable	2,290,000	2,290,000
Long-term grants receivable	9,160,000	11,450,000

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2011

5. ACCOUNTS RECEIVABLE

	2011	2010
	\$	\$
a) Long-term accounts receivable		
The College, in concert with the Humber Students' Federation, agreed to direct the building levy assessed upon students to fund a number of improvements to facilities at both campuses including partial support for Building K at the Lakeshore Campus and the Student Centre renovation at the North Campus. The levy generates approximately \$2,200,000 per annum.	5,096,710	7,319,810
Less current portion of accounts receivable	2,200,000	2,200,000
Total long-term accounts receivable	2,896,710	5,119,810

	2011	2010
	\$	\$
b) Current accounts receivable		
Investment interest receivable	2,016,765	964,507
Accounts receivable - third party	469,344	433,471
Other	3,686,771	1,562,345
Current portion of long-term accounts receivable	2,200,000	2,200,000
Total current accounts receivable	8,372,880	5,160,323

6. INVESTMENT IN UNIVERSITY OF GUELPH-HUMBER

In 1999, the College entered into a Memorandum of Understanding with the University of Guelph, known as the University of Guelph-Humber Joint Venture. The purpose of the Joint Venture is to provide students with a four-year collaborative learning opportunity which results in the conferment of both a university degree and a college diploma.

(a) The following is the College's combined 50% share of the components of the financial statements of the Joint Venture:

	2011	2010
	\$	\$
Current assets	11,721,266	9,004,850
Capital assets	846,600	947,141
Total liabilities	2,973,166	3,194,985
Net assets	9,594,700	6,757,006
Revenue	21,492,285	18,497,407
Expenses	13,094,726	12,887,542
Excess of revenue over expenses for the year	8,397,559	5,609,865

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2011

6. INVESTMENT IN UNIVERSITY OF GUELPH-HUMBER (Cont'd.)

	2011	2010
	\$	\$
Cash provided by operating activities	6,019,796	3,922,355
Cash used in investing activities	(88,578)	(101,275)
Cash used in financing activities	(5,931,218)	(3,821,080)
Net cash flows	-	-

Excess of revenue over expenses for the year has been included in other revenue.

(b) During the year, the College earned \$9,862,141 (2010 - \$9,832,150) of fees from the Joint Venture for services provided which has been included in other revenue.

(c) The amount due to the Joint Venture is unsecured, non-interest bearing and due on demand.

(d) During the year, the Joint Venture distributed \$5,559,864 (2010 - \$4,120,698) to the College which was applied against the investment.

7. CAPITAL ASSETS

(a) Capital assets consist of the following:

	2011		2010	
	Cost	Accumulated Amortization	Cost	Accumulated Amortization
	\$	\$	\$	\$
Land	8,966,449	-	7,684,358	-
Buildings	247,331,521	81,963,131	242,203,113	76,034,700
Site improvements	14,422,998	13,401,569	14,422,998	12,832,762
Leasehold improvements	83,726,063	15,755,107	83,188,609	13,396,626
Furniture and equipment	73,269,373	55,239,237	68,147,884	47,746,463
Automotive equipment	2,238,669	1,686,507	1,842,014	1,396,643
Construction in progress - Buildings	24,560,207	-	618,639	-
Construction in progress - Software	5,710,118	-	-	-
	460,225,397	168,045,551	418,107,615	151,407,194
Less accumulated amortization	(168,045,551)		(151,407,194)	
Net book value	292,179,846		266,700,421	

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2011

7. CAPITAL ASSETS (Cont'd.)

The change in net book value of capital assets is due to the following:

	2011	2010
	\$	\$
Balance, beginning of year	266,700,421	239,909,101
Purchase of capital assets internally funded	16,961,384	21,025,410
Purchase of capital assets funded from deferred capital contributions	25,264,123	21,175,994
Loss on disposal of capital assets	(2,053)	(24,301)
Amortization of capital assets - operating	(14,338,141)	(12,983,193)
Amortization of capital assets - ancillary	(2,405,888)	(2,402,590)
Balance, end of year	292,179,846	266,700,421

(b) Invested in capital assets consists of the following:

	2011	2010
	\$	\$
Capital assets, net	292,179,846	266,700,421
Less amounts financed by:		
Long-term debt (note 12)	37,924,445	39,120,026
Deferred capital contributions (note 10)	142,896,214	123,796,253
Balance, end of year	111,359,187	103,784,142

The change in invested in capital assets is as follows:

	2011	2010
	\$	\$
Repayment of long-term debt	1,195,581	1,131,968
Purchase of capital assets internally funded	16,961,384	21,025,410
Amortization of deferred capital contributions	6,164,162	5,551,361
Increase in invested in capital assets	24,321,127	27,708,739
Amortization expense - operating	14,338,141	12,983,193
Amortization expense - ancillary	2,405,888	2,402,590
Loss on disposal of capital assets	2,053	24,301
Decrease in invested in capital assets	16,746,082	15,410,084
Total change Invested in Capital Assets	7,575,045	12,298,655

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2011

8. DEFERRED CONTRIBUTIONS

Deferred contributions represent unspent externally restricted grants and donations for awards, scholarships and bursaries, arboretum projects and other. The changes in the deferred contributions balance are as follows:

	2011	2010
	\$	\$
Balance, beginning of year	5,653,859	4,632,263
Amounts received during the year	25,347,944	23,399,747
Amounts recognized as revenue during the year	(25,022,376)	(22,378,151)
Balance, end of year	5,979,427	5,653,859

Comprised of:

	2011	2010
	\$	\$
Awards, Scholarships and bursaries, other restricted projects	2,933,154	2,675,000
Other grants	3,046,273	2,429,211
Facilities Renewal Grants	-	549,648
Balance, end of year	5,979,427	5,653,859

9. ENDOWMENTS

Endowments include restricted donations received by the College where the endowment principal is required to be maintained intact. The investment income generated from these endowments must be used in accordance with various purposes established by the donors. The College ensures, as part of its fiduciary responsibilities, that all funds received with a restricted purpose are expended for the purpose for which they were provided.

Realized investment income on endowments has been recorded in the consolidated statement of revenue and expenses, since this income is available for spending as the donors' conditions have been met.

Endowments include grants provided by MTCU from the Ontario Student Opportunity Trust Fund 1 ("OSOTF 1") matching program, the Ontario Student Opportunity Trust Fund 2 ("OSOTF 2") matching program, and the Ontario Trust for Student Support Fund ("OTSS") matching program. Under these programs the government matches funds raised by the College. The purpose of these programs is to academically assist students who, for financial reasons, would not otherwise be able to attend College.

Other endowments represent various grants and donations received with externally restricted purposes.

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2011

9. ENDOWMENTS (Cont'd.)

**Schedule of Changes in Endowment Fund Balances
For the Year Ended March 31**

	OSOTF 1	OSOTF 2	OTSS	Other	2011 TOTAL	2010 TOTAL
	\$	\$	\$	\$	\$	\$
Fund balance at beginning of year	1,265,418	526,742	4,741,419	4,211,159	10,744,738	9,424,118
Cash Donations Received						
From Other Sources	-	-	506,039	168,811	674,850	818,860
OTSS Funds received						
From MTCU	-	-	117,255	-	117,255	341,875
OTSS Funds receivable						
From MTCU	-	-	695,919	-	695,919	159,885
Fund Balance at end of year	1,265,418	526,742	6,060,632	4,379,970	12,232,762	10,744,738

**Schedule of Changes in Expendable Funds Available for Awards
For the Year Ended March 31**

	OSOTF 1	OSOTF 2	OTSS	2011 TOTAL	2010 TOTAL
	\$	\$	\$	\$	\$
Balance, beginning of year	43,649	17,538	162,954	224,141	185,346
Investment Income, net of direct investment related expenses	39,463	16,380	141,719	197,562	166,013
Bursaries awarded	(38,700)	(19,250)	(92,395)	(115,515)	(127,218)
Balance at end of year	44,412	14,669	212,278	306,188	224,141
Bursaries awarded (#)	73	12	78	163	154

The bursaries awarded under OTSS comprise 26 to OSAP recipients totaling \$34,650 and 52 to non-OSAP recipients totaling \$57,745.

10. DEFERRED CAPITAL CONTRIBUTIONS

Deferred capital contributions represent the unamortized amount of restricted donations and grants received for the purchase of capital assets or maintenance. The amortization of deferred capital contributions is recorded as revenue in the consolidated statement of revenue and expenses. The changes in the deferred capital contributions balance are as follows:

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2011

10. DEFERRED CAPITAL CONTRIBUTIONS (Cont'd.)

	2011	2010
	\$	\$
Balance, beginning of year	132,027,061	117,395,190
Add contributions received for capital purposes	24,409,533	20,976,884
Less amortization of deferred capital contributions	(6,164,162)	(5,551,361)
Less deferred capital contributions used for maintenance	(1,697)	(793,652)
Balance, end of year	150,270,735	132,027,061
Comprised of:		
Received but not spent	7,374,521	8,230,808
Spent funds being amortized (note 7)	142,896,214	123,796,253
Balance, end of year	150,270,735	132,027,061

11. DUE TO HUMBER STUDENTS' FEDERATION

The amount due to Humber Students' Federation is unsecured, bears interest at the bank's prime rate less 2.25% with an effective rate at March 31, 2011 of 0.75% (2010 - 0%) and is due on demand.

12. DEMAND LOAN AND DERIVATIVE FINANCIAL INSTRUMENTS

The College has demand loan facilities with the Bank of Montreal to a maximum amount of \$62,000,000 to finance the construction of two student residences. The College has utilized \$37,924,445 (2010 \$39,120,026) under its hedge facility as described below. The balance of the facility is available in either prime rate loans bearing interest at the bank's prime rate of 3% (2010 - 2.25%) less ¾% per annum, Bankers' Acceptances or public sector fixed rate operating loans bearing interest at the bank's 30-day cost of funds rate of 1.20% (2010 - 0.44%) plus 0.225% per annum.

(a) The original loan of \$45,000,000 obtained on April 1, 2004 is scheduled to be repaid over twenty-five years, bears interest at prime minus ¾% per annum and is repayable monthly on the first of each month in blended payments of \$275,802 and is scheduled to be repaid on April 1, 2029.

	2011	2010
	\$	\$
Demand loan payable	37,924,445	39,120,026
Less portion scheduled to be repaid in following year	(1,262,770)	(1,195,581)
Balance, Demand Loan payable	36,661,675	37,924,445

Interest on the demand loan amounted to \$2,195,169 (2010 - \$2,261,696) and is included in ancillary operations expense.

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2011

12. DEMAND LOAN AND DERIVATIVE FINANCIAL INSTRUMENTS (Cont'd.)

Principal repayments scheduled on the demand loan are estimated to be as follows:

	\$
2012	1,262,770
2013	1,333,734
2014	1,408,687
2015	1,487,852
2016	1,571,465
Subsequent years	30,859,937
Balance, Demand Loan payable	37,924,445

(b) Derivative financial instruments

The College has in place an Interest Rate Swap Agreement (the "Agreement"), designated as a hedge of the demand loan, which will expire on April 1, 2029. Under the terms of the Agreement, the College agrees with the counterparty to exchange, at specified intervals and for a specified period, its floating interest for fixed interest (5.705%) calculated on the notional principal amount of the long-term debt. The use of the swap effectively enables the College to convert the floating rate interest obligations of the demand loan into a fixed rate obligation and thus manage its exposure to interest rate risk. At March 31, 2011, this Agreement qualified as an effective hedge transaction.

The fair value of the interest rate swap (in favour of the counterparty) of \$5,633,202 (2010 - \$5,709,519) is recorded on the consolidated balance sheet. Because the hedging relationship is effective, the change in fair value of the interest rate swap is recorded in the statement of net assets, with no impact on the College's excess/(deficiency) of revenue over expenditures.

The notional and fair values of the financial instrument are as follows:

	2011		2010	
	Notional value	Fair value	Notional value	Fair value
	\$	\$	\$	\$
Interest rate swap	37,924,445	(5,633,202)	39,120,026	(5,709,519)

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2011

13. INTERNALLY RESTRICTED NET ASSETS

The College, by resolution of the Board of Governors, internally restricts amounts from unrestricted net assets to cover anticipated future operating expenses, including obligations and commitments existing at year end which are as follows:

	2011	2010
	\$	\$
Strategic		
Building Fund	69,900,000	51,300,000
Multi-year IT Strategic Plan	12,000,000	15,000,000
Operating		
Utility	2,500,000	2,500,000
Equipment - Academic	3,000,000	3,000,000
Encumbrances	2,000,000	1,500,000
Contingency		
General	9,000,000	8,700,000
Construction	4,000,000	4,000,000
Total Internally Restricted Net Assets	102,400,000	86,000,000

14. EMPLOYEE FUTURE BENEFITS

Pension plans

The employees of the College are participants in the Colleges of Applied Arts and Technology Pension Plan which is a multi-employer defined benefit pension plan. During the year, contributions to this plan were \$11,249,003 (2009 - \$9,918,768) and are included in the consolidated statement of revenue and expenses.

Other employee future benefits

Information about the College's non-pension defined benefit plans was actuarially determined as at March 31, in aggregate, is as follows:

	2011	2010
	\$	\$
Fair value of plan assets		
Post-employment benefits - premium waiver during long-term disability	347,000	341,000
Total fair value of plan assets	347,000	341,000

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2011

14. EMPLOYEE FUTURE BENEFITS (Cont'd.)

Accrued benefit obligations		
Non-pension post-employment benefits	399,000	474,000
Post-employment benefits – premium waiver during long-term disability	191,000	194,000
Post-employment benefits – continuation of medical and dental benefits during long-term disability	1,217,000	1,070,000
Total accrued benefit obligations	1,807,000	1,738,000
Net benefit obligation	1,460,000	1,397,000

The significant actuarial assumptions adopted in measuring the College's non-pension accrued benefit obligation and measuring the College's expenses for the year are as follows:

	2011 %	2010 %
Discount rate per annum – non-pension post retirement benefits	4.75	4.75
Discount rate per annum – post employment benefits	4.75	4.75

For drug benefits, cost escalation will grade down from 10.5% in 2011 to 4.5% in and after 2026. For dental benefits, cost escalation will grade down from 7.5% in 2008 to 4.5% by 2023 to a flat 4.5% per annum.

The College's accrued employee benefit liability is calculated as follows:

	2011 \$	2010 \$
Employee benefit liability, beginning of year	1,397,000	1,387,000
Employee future benefit expense	63,000	10,000
Employee benefit liability, end of year	1,460,000	1,397,000

There were no contributions during the year.

15. VESTED SICK LEAVE BENEFITS

The College is liable to pay certain employees' vested sick leave credits to a maximum of 50% of the employees' salary. These credits are payable upon retirement, termination or at any time during employment at the employee's discretion.

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2011

16. COMMITMENTS

Leases

The College has entered into a ninety-nine (99) year lease agreement with Her Majesty the Queen in Right of Ontario for the property now known as the Robert A. Gordon Learning Centre. The base rent is one dollar (\$1) per year for the term of the lease which expires January 31, 2094.

The College has also entered into various other agreements to lease premises and equipment. The anticipated annual payments for the remaining fiscal years under current lease arrangements are as follows:

	\$
2012	905,407
2013	505,931
2014	501,157
2015	401,664
2016	300,608
Total Commitments	2,614,767

Capital

The College has entered into construction contracts with a combined total cost of approximately \$50 million. The College has provided unconditional loan guarantees to certain third parties amounting to \$232,725 (2010 - \$35,665) primarily related to possible defaults in financial agreements for certain construction projects.

17. CONSOLIDATED STATEMENT OF CASH FLOWS

(a) The net change in non-cash working capital balances related to operations consists of the following:

	2011	2010
	\$	\$
Grants receivable	4,697,883	6,504,084
Accounts receivable	(3,212,557)	(89,815)
Prepaid expenses	116,244	(107,006)
Long-term receivable	2,223,100	(5,119,810)
Long-term grant receivable	2,290,000	2,290,000
Accounts payable and accrued liabilities	5,439,992	4,852,369
Accrued payroll and employee benefits	1,148,081	1,122,516
Accrued vacation pay	568,698	394,790
Deferred revenue	4,375,469	5,308,327
Deferred contributions	325,568	1,021,596
Due to University of Guelph-Humber	13,811,443	(4,503,975)
Due to Humber Students' Federation	(251,790)	1,629,012
Accrued vested sick-leave benefits	(605,933)	(262,437)
Employee future benefits	63,000	10,000
Net change, non-cash working capital	30,989,198	13,049,651

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2011

18. TORONTO CHILDREN'S SERVICES WAGE SUBSIDIES

Wage subsidies received for the year ended March 31, 2011 were allocated between the child care centres as follows:

	Wage Subsidy \$	Wage Improvement \$
Humber Child Development Centre		
Wage subsidies deferred from prior years	-	-
Wage subsidies received	77,735	14,455
Wage subsidies allocated to staff salaries	-	-
Wage subsidies deferred to future years	-	-
Humber Child Care Centre		
Wage subsidies deferred from prior years	-	-
Wage subsidies received	61,077	11,341
Wage subsidies allocated to staff salaries	-	-
Wage subsidies deferred to future years	-	-
Total wage subsidy received	138,812	25,796

The College's Child Care Centre operations are included as part of the Ancillary operations. All wage subsidies received have been allocated and spent on staff salaries.

19. FINANCIAL INSTRUMENTS

The fair values of the College's financial instruments are not significantly different from their carrying values at March 31, 2011, unless otherwise noted. Long term grants receivable are classified as loans and receivables, and are initially recorded at fair market value and subsequently carried at amortized cost using the effective interest method. All other liabilities are classified as other financial liabilities, and are initially recorded at fair market value and subsequently carried at amortized cost using the effective interest method. The College is subject to credit risk with respect to its accounts receivable to the extent debtors do not meet their obligations; interest rate and foreign exchange risk with respect to its investments.

20. PUBLIC SECTOR SALARY DISCLOSURE ACT, 1996

The Public Sector Salary Disclosure Act, 1996 (the "Act") requires the disclosure of the salaries and benefits of employees in the public sector who are paid a salary of \$100,000 or more in a year. The College complies with this Act by providing the information to MTCU for disclosure on the public website.

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2011

21. ACCOUNTING STANDARDS FOR NOT-FOR-PROFIT ORGANIZATIONS (NPO)

In December 2010, the Accounting Standards Board (AcSB) and Public Sector Accounting Board (PSAB) issued new standards for not-for-profit organizations as follows:

For government (public sector) NPOs they have a choice of:

1. Public Sector Accounting standards with the current series of NPO-specific standards added with some minor changes; or
2. Public Sector Accounting standards.

The Boards require NPO's to adopt their respective standards for year ends beginning on or after January 1, 2012; early adoption is allowed. Until the date of transition to the new standards, all NPOs will continue to follow the current Canadian Institute of Chartered Accountants Handbook – Accounting Part V – Pre-Changeover Standards.

22. COMPARATIVE CONSOLIDATED FINANCIAL STATEMENTS

The comparative consolidated financial statements have been reclassified from statements previously presented to conform to the presentation of the 2011 consolidated financial statements.

KPI Performance Report

Humber College is committed to providing students and graduates with top quality teaching and learning experiences. According to the most recent Key Performance Indicators (KPI) results released in April 2011, Humber continues to deliver on this promise.

Highlights of 10/11 Results

Student Satisfaction – 74.8% (2nd in the GTA)

✓ Higher than the GTA average for all of the four capstone questions:

(1st in the GTA)

- “Overall, your program is giving you knowledge and skills that will be useful in your future career” – **86.9%**
- “The overall quality of the learning experiences in this program” – **80.3%**

(2nd in the GTA)

- “The overall quality of the facilities/resources in the college” – **66.2%**
- “The overall quality of the services in the college” – **65.6%**

Graduate Satisfaction – 79.4%

- ✓ Highest in the GTA
- ✓ Higher than both the system and the GTA average

Graduate Employment – 80.1%

- ✓ Higher than the GTA average

Employer Satisfaction – 93.7%

- ✓ Higher than the system average

Graduation Rate – 61.2%

- ✓ Higher than the GTA average for Degree and Certificate programs
- ✓ Higher than the system average for Degree programs

All Results

Category	Humber College	GTA average	Provincial average
Student satisfaction	74.8	72.3	76.1
Graduate satisfaction	79.4	77.4	79.1
Graduate employment	80.1	79.0	83.0
Employer satisfaction	93.7	94.0	93.2
Graduation rate	61.2	62.3	64.2

Summary of Advertising and Marketing Complaints Received

Nature of Complaint	Date Received	How Resolved/Addressed	Date Resolution Communicated to Student	# of Working Days to Resolve
N/A	N/A	N/A	N/A	N/A

Total number of complaints: **0**

Humber received no [0] Advertising and Marketing complaints from April 1, 2010 to March 31, 2011

Institutes of Technology and Advanced Learning (ITAL) Reports

- 1. Describe how Humber continues to deliver a comprehensive range of programming of degrees, other postsecondary programming and non-postsecondary programming consistent with the college system mandate to meet the needs of high school graduates and adult learners. Provide enrolment data for the different program areas**
 - a. Committed to student success through excellence in teaching and learning, Humber offers a wide range of career-focused postsecondary opportunities including apprenticeship, certificate, diploma, degree and graduate certificate programming. These programs are offered both full- and part-time, meeting the needs of high school graduates and adult learners in the schools of Business, Creative & Performing Arts, Social & Community Services, Media Studies & Information Technology, Applied Technology, Health Sciences, Liberal Arts & Science, and Hospitality, Recreation & Tourism. In Fall 2010 Humber:
 - i. Enrolled over 2,000 students into 10 apprenticeship programs
 - ii. Enrolled over 1,100 students into 15 one-year certificate programs
 - iii. Delivered 78 two- and three-year diploma programs to over 15,000 students
 - iv. Delivered 12 degree programs to 1,970 students. As of September 2011 this number will grow to 16 with the addition of four new degree programs.
 - v. Offered a Bachelor of Nursing degree, in collaboration with the University of New Brunswick, to over 800 students.
 - vi. Offered 31 graduate certificates to over 1,600 students
 - vii. Accepted 56,000 continuing education registrations into our 1,400 continuing education courses and 200 part-time certificates, 370 online courses and 40 fully online programs in order for adult learners to upgrade their professional skills, advance at work, or change careers.
 - b. Other postsecondary programming:
 - i. The University of Guelph-Humber is a joint venture between Guelph University and Humber College, offering over 3,400 students the opportunity to earn a degree and a diploma after 4 years of full-time study. Seven undergraduate programs are offered at the University of Guelph-Humber in the areas of Business, Early Childhood, Family & Community Social Services, Justice Studies, Kinesiology, Media Studies, and Psychology.
 - ii. Dual Credit programming provides high school students with the opportunity to earn both a college course credit on Humber's campus and a credit towards their secondary school diploma. In 2010-11 dual credit enrolment rose to 570 participants.

- iii. Community Integration Cooperative Education (CICE) provides adults with developmental disabilities the opportunity to experience college life, graduating with a certificate of achievement. Students have the opportunity to acquire skills they can use at college, work, home, and in the community (37 enrolled in 2010-11)

- c. Non-postsecondary programming:
 - i. Pre-Apprenticeship Program for Developmental Service Workers and Cooks; MicroSkills Transportation Training and Horticulture Pre-Apprenticeship programs for disadvantaged women; Occupation-Specific Language Training; .Net Solutions for internationally trained IT professionals; Engineering Connections: Software Skills Enhancement bridge training project; bridge training projects with community partners: Trades Win Support (millwrights and electricians), Marketing & Sales, and Engineering; workshops for small and medium sized enterprises (SME) on recruiting and retaining immigrants

2. Describe how Humber is doing its part to build up the apprenticeship system in Ontario to increase the skilled labour market supply through in-school training, expanding the range of apprenticeship programming, developing learning pathways for apprentices who wish to ladder into diploma programs and vice versa. Provide enrolment data for the apprenticeship programs Humber offers.

Humber's Centre for Trades and Technology was developed in 2009, in which Humber invested over \$16 million in the centre, including a \$7 million contribution from the Ontario Ministry of Training, Colleges and Universities. The 95,000 square ft. facility offers students in skilled trade diploma, certificate and apprenticeship programs an opportunity to train in state-of-the-art industry-simulated settings under industry mandated standards. Through the development of this centre, Humber is helping to address the critical shortage of skilled trade workers.

Humber provides the required components towards an apprenticeship including technical theory, practical job experience and in-school training. Students learn valuable skills by using the latest industry software programs and working in fully equipped up-to-date labs and shops. At Humber, skilled instructors highlight current trends within the industry and strive to duplicate situations that apprentices and skilled tradespeople will see in their everyday working life.

Humber offers 10 apprenticeship programs:

Apprenticeship Program	2010 Enrolment
Arborist Apprenticeship	94
Cook (Cuisine) Apprenticeship	237
Chef Program for Journeyman Cooks	-
Culinary Co-op Diploma Apprenticeship	-
Construction Boilermaker Apprenticeship	170
Electrician: Construction and Maintenance Apprenticeship	1139
Industrial Electrician Apprenticeship	23
Horticultural Technician Apprenticeship	104
Plumber Apprenticeship	305
Developmental Service Worker Apprenticeship	81
TOTAL	2,153

Lateral transfer from the apprenticeship stream to the postsecondary stream area, or vice versa, is possible at several levels. Students with related educational experience can apply for prior learning assessment and recognition exemptions when transferring between credentials. In particular, the development of a Qualifications Framework (attached) for our culinary apprenticeship programs has been supported through discussions between educators, industry, and the Canadian Tourism Resource Council.

Examples of laddering pathways within Humber include:

Culinary Skills Certificate	→	Cook (Cuisine) Apprenticeship (provided students have an eligible employer)
Culinary Management Diploma		Cook (Cuisine) Apprenticeship
Culinary Co-op Diploma Apprenticeship	→ ←	Culinary Management Diploma
Electrician: Construction and Maintenance Apprenticeship	→ ←	Industrial Electrician Apprenticeship
Electrician: Construction & Maintenance Industrial Electrician Apprenticeship	→	Electrical Engineering Technician
Horticultural Technician Apprenticeship	→	Landscape Technician Diploma (credits equivalent to almost 1 year)
Arborist Apprenticeship	→	Urban Arboriculture Certificate
Pre-Apprenticeship Developmental Service Worker	→	Developmental Service Worker Apprenticeship
Pre-Apprenticeship Cooks	→	Cook (Cuisine) Apprenticeship

In addition to these programs, Humber also offers Ontario Youth Apprenticeship Programs (OYAP) in the fields of Electrician and Cook. These programs provide students with an opportunity to specialize in an employable skill and allows for laddering pathways into apprenticeship programs in the postsecondary sector upon completion of secondary school.

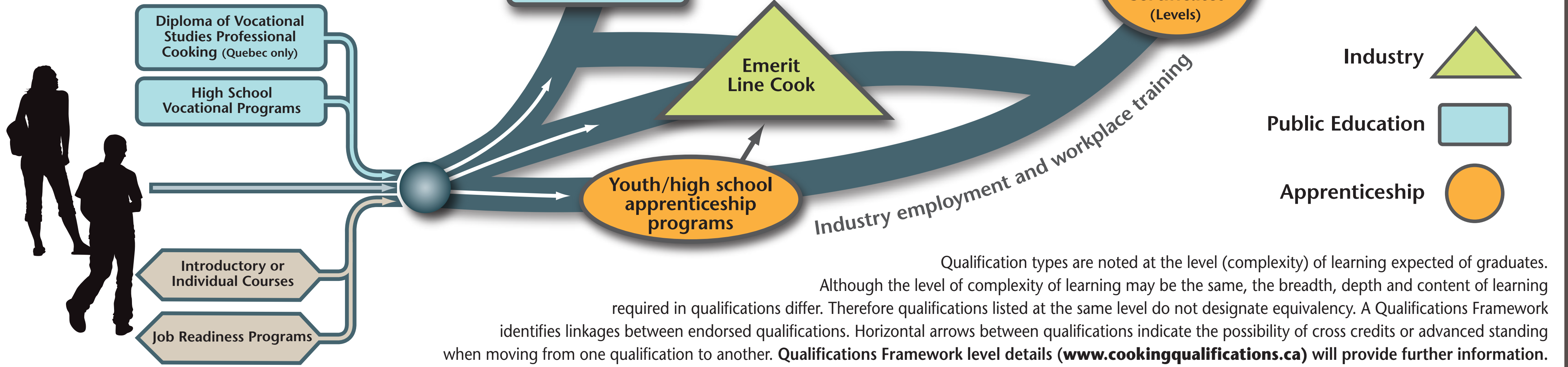
The Culinary Journey in Canada

Pathways to Recognition

An Evolving Qualifications Framework for the Cooking Industry in Canada

A Qualifications Framework provides a classification of qualifications according to levels based on a set of criteria identifying increasing levels of complexity of learning achieved. It establishes a basis for improving the quality, accessibility, linkages and recognition of qualifications within a country and internationally.

It provides a resource to employers for increased productivity through selection and retention of qualified workers, and identifies optional career paths, mobility and recognition for individuals.



Qualification types are noted at the level (complexity) of learning expected of graduates. Although the level of complexity of learning may be the same, the breadth, depth and content of learning required in qualifications differ. Therefore qualifications listed at the same level do not designate equivalency. A Qualifications Framework identifies linkages between endorsed qualifications. Horizontal arrows between qualifications indicate the possibility of cross credits or advanced standing when moving from one qualification to another. **Qualifications Framework level details (www.cookingqualifications.ca) will provide further information.**

Level	Level Descriptor	Education	Industry	Apprenticeship	Endorsed Issuers of Qualifications	Details	Linkages	
							Ontario Qualifications Framework	International
Eight	Apply the most advanced and specialized skills and techniques, including synthesis and evaluation; Solve critical problems in research and/or innovation; Extend and redefine existing knowledge or professional practice; Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes.	Doctorate			Education: Public post-secondary institutions. Private colleges where articulation agreements exist with public post-secondary, or they are endorsed by provincial education departments. Apprenticeship: Provincial government Apprenticeship department or Industry Training Authority (ITA) Industry: CCI: Canadian Culinary Institute. The CCI administers certification programs under the auspices of the Canadian Culinary Federation (CCFCC). emerit: Canadian competency-based industry certification programs which provides successful applicants with a designation as a Certified Tourism Professional (CTP) for front line occupations. The certification is managed by the Canadian Tourism Human Resource Council (CTHRC), the tourism sector council for Canada.	Go to www.cookingqualifications.ca for more detailed information, and to find: <ul style="list-style-type: none"> Descriptions of qualification types and, Description of culinary specific learning outcomes for each level and, Links to provincial program details. 	Under development	
Seven	Apply highly specialized knowledge as the basis for original thinking and specialized problem-solving and/or research; Develop new knowledge and procedures and integrate knowledge from different fields; Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; Contribute to professional knowledge and/or practice and review strategic performance of teams.	Masters						
Six	Critically review, consolidate and extend a systematic and coherent body of knowledge, utilizing specialized skills across an area of study; Critically evaluate new concepts and evidence from a range of sources; Transfer and apply diagnostic and creative skills and exercise significant judgment in a range of situations and unpredictable contexts; Accept accountability for determining and achieving personal and/or group outcomes.	Graduate Certificates		CCI Certified Master Chef				
Five	Generate ideas through the analysis of concepts at an abstract level, with a command of specialized skills and the formulation of responses to well defined and abstract problems; Analyze, evaluate and interpret information; Exercise significant judgment in management and supervision activities where there is unpredictable change; Review and develop performance of self and others; Demonstrate multicultural sensitivity and awareness to global and domestic issues, opportunities and sustainability; Use sound research methods and conceptual models to formulate logical conclusions.	Degree in Culinary Operations		CCI Chef de Cuisine		Level 10		
Four	Develop a rigorous approach to the acquisition of a broad knowledge base; Employ a range of specialized skills; Evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; Operate in a range of varied and specific contexts, taking responsibility for the nature & quality of outputs.		Chef Certificate of Qualification (ON only)	CCI Certified Working Chef				
Three	Apply knowledge and skills in a range of complex activities demonstrating comprehension of relevant theories (often related to a specific trade, occupation or study area); Demonstrate at least some breadth of knowledge beyond the vocational field; Access and analyze information; Demonstrate personal responsibility and autonomy in performing complex technical operations or organizing others; Participate effectively in teams.	Culinary Arts Diplomas Culinary Management Diplomas Culinary Administration Diplomas	Red Seal/Provincial Certificates of Qualification					
Two	Apply knowledge with underpinning comprehension in a number of areas and employ a range of skills within a number of contexts, some of which may be non-routine (usually to demonstrate required performance in a trade or occupation); Undertake directed activities with a degree of autonomy, within time constraints; Ability to work well with others.		Provincial Cook Apprenticeship Certificates (Initial levels)	Emerit Line Cook				
One	Apply generic (core/transferable) and subject specific knowledge and skills required to perform basic workplace duties and preparation for community and lifelong learning.	Pre-apprenticeship; Youth apprenticeship programs						
Access	Demonstrate knowledge of and/or apply skills in specific subject areas	Employment readiness courses Individual Courses						

For further information go to www.cookingqualifications.ca

Developed through cooperation by Canadian chefs, educators, learners, tourism regional human resource councils, and key stakeholder organizations. Coordinated by the Canadian Tourism Human Resource Council (CTHRC).

3. Describe how Humber is tracking its KPIs and where improvements are being made, if needed.

To track our KPI data, Humber's Institutional Research department develops several KPI report cards to be distributed across the institution every year. Reports include:

- i. Humber Institutional Snapshot
- ii. Institutional results trended over the last 5 years
- iii. Institutional results compared to each school of study within Humber
- iv. Humber results by credential
- v. Humber results by program
- vi. Humber results compared to the Province
- vii. Humber results against other comparative colleges
- viii. Student Satisfaction & Engagement Aspect Reports for the Vice-Presidents of Humber
- ix. Trended and benchmarked statistical significance reports on each aspect (included in Institutional Snapshot, Program and School of Study reports)

Based on KPI results, improvements have been made in the following areas of Humber:

- Expanded retention initiatives to increase graduation rates
- Expanded student study spaces across North and Lakeshore campuses
- Additional food options (value meals, halal, vegetarian) on campus
- Textbook rental program and e-book program available through Humber's bookstores
- Expanded and updated facilities to meet student needs and population growth
- Additional Humber closed-circuit TVs around campus
- Development and expansion of student support services including pre-admission advising, program advising, peer tutoring, and learning skills workshops (time management, reading & note-taking, presentation skills, stress management, exam preparation)
- Improvements to athletic facilities and equipment at Humber's North Campus
- Restructuring of student Orientation to assist in students transition to college life and support their development both academically and socially

4. Describe how Humber is ensuring that diploma graduates have access to degree programs, and how many graduates access degree education.

To meet the needs of all postsecondary learners, Humber offers several pathways from diploma programs into degree programs. The first pathway is for students to transfer from a Humber diploma program to a Humber degree program. As an *Institute of Technology and Advanced Learning* Humber is able to offer up to 15 per cent of its programs at the baccalaureate degree level. In 2010-2011, Humber offered 12 degrees (plus nursing), which represents nearly 30% of all college degree programs offered in Ontario. As of September 2011 this number will increase to 16 degree programs (plus nursing), and over the next five to seven years Humber plans to offer approximately 25 to 30 baccalaureate degrees that resonate with potential students and respond to labour market demands. All new degrees have pathways for diploma students from Humber or any other Ontario college. In Fall 2010, 124 students transferred from Humber Diploma to Humber Degree programs.

The second pathway ensuring degree access is from a Humber diploma into a Guelph-Humber degree program. The University of Guelph-Humber is located on Humber's North Campus, offering over 3,400 students 7 undergraduate degree programs. Students are able to transfer from a number of Humber diploma programs, including:

- Business Administration → Hon. Bachelor of Business Administration
- Early Childhood Education → Hon. Bachelor of Applied Science in Early Childhood
- Social Service Worker → Hon. Bachelor of Applied Science in Family & Community Social Services
- Police Foundations → Hon. Bachelor of Applied Science in Justice Studies
- Fitness & Health Promotion → Hon. Bachelor of Applied Science in Kinesiology
- Media Communications → Hon. Bachelor of Applied Arts in Media Studies
- General Arts & Science University Transfer certificate → Hon. Bachelor of Applied Science in Psychology

Over 300 students have transferred from Humber Diploma to Guelph-Humber Degree programs.

Finally, students can build from one credential to another through transfer credit opportunities with more than 50 Canadian and international universities. For students wishing to transfer from a diploma to a degree without the requirements, several of Humber's programs offer bridging courses over the summer months to ensure a seamless transition.

5. Describe how Humber's applied research activity supports its mission as a differentiated institution.

Involvement of staff and students in applied research provides learning pathways and hands-on experience that complements classroom and experiential learning. Building a strong applied research enterprise encourages faculty to be engaged and up-to-date in their area of expertise, thus providing a richer learning experience for students. Participation in applied research provides students with hands-on, relevant experience, encourages critical thinking and fosters critical labour market readiness upon graduation.

Opportunities for students and faculty to engage in applied research in 2010-2011 were funded by the Humber Staff Initiated Research Fund (SIRF), Colleges Ontario Network for Industry Innovation (CONII) and Ontario Centres of Excellence (OCE).

- i) *SIRF*: Humber College funds the SIRF program, which provides small grants for faculty-led research. Involvement of Humber students is a key requirement for successful projects. In 2010-11, 103 students participated and this year 226 students will be engaged. Recently, Jean Choi (LAS) and her student research assistant published their 2009-10 SIRF project in the Canadian Journal for the Scholarship of Teaching and Learning.
- ii) *CONII*: The mandate of CONII is to help small to medium enterprises (SMEs) with their Research, Development and Commercialization needs; students complete the project under the oversight and expertise of Humber faculty. In 2010-11, four funded projects engaged five students and four faculty members. One of the 2009-10 projects, completed with Darcor Casters and Wheels, is being submitted to the Natural Sciences and Engineering Research Council (NSERC) College and Community Innovation (CCI) program. Funds will support two engineering faculty and two students to collect data to compare Darcor casters to those of their competitors.
- iii) *OCE Connections*: Connections brings together final-year college and university students and innovative Ontario companies. Five Humber students participated in the 2010-11 program. Three of these students developed an electronic ankle orthotic prototype with Kintech Orthotics Ltd; our students won first prize for this project, from over 300 entrants, in the Student Oral Presentations at the May 2011 OCE Discovery conference.

Humber Research is actively seeking more external funding to expand our applied research agenda. We have recently submitted an application to the OCE Experiential Learning Program to transform the successful New Ventures Program, the goal of which is to fund promising student entrepreneurs, into the "Innovation Humber Incubator", which will provide training and funding for up to 40 young entrepreneurs over two years. Increasing external funding will further enhance our capacity to collaborate with industry, improve the educational

experience for our students and ultimately lead to improved "innovation literacy" for Humber's stakeholders and increased economic outcomes for the province of Ontario.

List of Humber Board of Governors

Name	Appointed	Term Expiry	Internal Affiliation
Rainer Beltzner (Chair)	September 2007	August 2013	
Wanda Buote	September 2010	August 2013	Director of Partnerships, Business School Humber College
Ruth Clark	October 2009	August 2012	
Gerry Connelly	September 2009	August 2012	
John Davies	2007		President Humber College
Thora Espinet	September 2008	August 2011	
Franca Giacomelli	September 2010	August 2013	Professor, Business School Humber College
Joan Homer	September 2008	August 2011	
Lily Khosla	September 2009	August 2012	
Hurb Kumaasi	September 2010	August 2013	
Audrey McKinney	September 2010	August 2013	
Najamuddin Mohammed	September 2008	August 2011	Customer Service Technician, IT Humber College
Robert Molgat	September 2005	August 2011	
Beverley Morden	September 2006	August 2012	
Sarwanjit Randhawa	September 2006	August 2012	
Stuart Smith	October 2006	August 2012	
Varun Verma	September 2010	August 2011	Student Humber College