

Humber

Strategic Mandate Agreement Submission

October 1, 2012





Ministry of Training, Colleges and Universities



Institutional Vision, Proposed Mandate Statement and Priority Objectives

A submission to begin the process of developing strategic
mandate agreements (SMAs):

To: The Hon. Glen Murray
 Minister of Training, Colleges and Universities

From: Dr. Chris Whitaker, President
 Humber College Institute of Technology & Advanced
 Learning

Proposed Mandate Statement

Humber leads the Ontario college system in its dedication to a polytechnic model of postsecondary education and training, offering the GTA's most **comprehensive range of credentials, programs and services** in both apprenticeship and postsecondary education. With substantial industry-focused offerings at the certificate, diploma, baccalaureate degree and graduate certificate levels, Humber is committed to providing **seamless pathways and collaborative partnerships** to enhance student choice and mobility. Humber prepares an increasingly diverse postsecondary community to succeed in the global economy by emphasizing **teaching and learning excellence** and the **innovative use of technology**.

Humber has demonstrated capacity to move to the next level of differentiation and clarity in its polytechnic status. Within a more clearly differentiated postsecondary framework and supportive public policy environment, Humber is poised to significantly expand its ability to deliver the outcomes expected by our graduates and industry partners. As the largest college in Ontario, Humber is also well-positioned to take advantage of economies of scale, and build on its excellent record of sound financial management, to deliver measurable productivity gains for the province of Ontario.

Broadly speaking, Humber defines a productivity gain as producing more or better results for the same (or fewer) resources. We define the results expected of postsecondary institutions in terms of measureable outcomes for students and the economy, such as numbers of students graduating, evidence of student learning, and graduate employment, particularly in a field related to the student's course of study. Specific examples of potential productivity gains for Humber and for the system as a whole are detailed in the three strategic priority sections. Overall, Humber estimates a 10% productivity gain over the next 3-5 years, building on internal efficiencies, economies of scale, and implementation of the specific initiatives and policy changes outlined in this document.

Vision

Humber – excellence in polytechnic education

The polytechnic model of multi-disciplinary education is well-established and highly regarded across Canada and around the world. As defined in Humber's Strategic Plan, and by Polytechnics Canada, polytechnic education has the following key elements, each of which is reflected in our proposed mandate statement:

- Provides career-focused and community-responsive education and training developed in partnership with employers.
- Is committed to programming across a wide range of credentials spanning many fields, including graduate certificates, bachelor's degrees, diplomas, certificates and apprenticeships, during the day and evening.
- Provides effective and efficient pathways between credentials that allow students to build on their credentials, recognizing previous learning.
- Combines theoretical and applied learning, including relevant work experience for students and other opportunities for experiential learning such as participation in applied research projects and entrepreneurial activities.

Priority 1: Enhancing Student Choice: Expanding Degrees and Pathways

Over the past 10 years, college baccalaureate degrees have demonstrated value as an innovative addition to the postsecondary landscape in Ontario. Humber is widely acknowledged to be the preeminent player in the degree space at Ontario colleges, with 21 PEQAB-approved degrees attracting over 30% of all Ontario college degree students. These degrees prepare graduates for employment, develop core competencies and transferable skills in critical thinking, problem solving and communication, and support research experiences in applied areas. As a key pillar of the polytechnic vision, Humber's commitment to flexibility, choice and clear pathways for students is reflected in all degree program development as well as its unique partnership and collaboration through the University of Guelph-Humber, offering an additional seven integrated degree/diploma programs.

Evidence of Current Strength

Quality

- Proven track record in developing and delivering a broad range of high-quality degree programs.
- Positive reports/recommendations to the Minister following rigorous PEQAB review of 21 successful degree applications and 6 associated consent renewals.
- 'Blanket' PEQAB approval to offer online degree elective/breadth courses – Humber has more degree electives than any other college (over 130 offered or approved; over 6% of which are online).
- Only Ontario college to manage and deliver all four years of the Bachelor of Nursing degree, with over 800 students annually, as well as pathways for second entry students and Practical Nursing Diploma graduates. The program has successfully completed two rigorous consent renewals in Ontario, New Brunswick and by the national accrediting body.

Demand

- Rising year-over-year applicant demand/enrolment in degree programming due to unmet demand for degree-level study in the GTA.
- Over 35% of 1st choice applications to college degree programs.
- 247% increase in degree enrolment from 2007 to 2012; 3,000 students currently enrolled in Humber degrees (13% of total Humber enrolment); growing to 5,000 within three years.

Outcomes

- Degree Graduate Outcome KPIs statistically significantly higher than the college system average.
- Graduation Rate (73.2% vs. 65%).
- Graduate Employment (90.4% vs. 83%).
- Graduate Employment in Related Field (70.1% vs. 55%).

Flexibility and Pathways

- Humber degrees are specifically designed with clear degree completion pathways for any Ontario college student who begins study in a related diploma program, supporting student mobility and choice. Over 830 diploma students from across the province have transferred into Humber degree programs in the past five years.
- All Business/Commerce degrees use a common platform model to provide increased choice, greater flexibility and depth of experience for students, and increased efficiency in course delivery.

Partnerships

- Unique partnership with the University of Guelph – 13% increase in 1st choice applicants for Fall 2012 and current enrolment of 3,850 full- and part-time students in seven collaborative programs.
- Provincial and national transfer agreements and active international partnerships/agreements – with more students moving through these pathways than any other Ontario college. Since 2008, more than 680 Humber students have studied abroad for credit; over 200 of those were supported by bursaries.

Cost Effective for Government and Students

- Cost-efficient delivery model – Humber delivers savings for government in baccalaureate cost per seat with a lower operating grant. On average, Humber's degree programs operate with \$1,500 less operating grant funding per student per year than comparable university programs.

- Fair tuition – as part of our access commitment, Humber has consistently kept tuition for degree programs lower than the college average (\$6,500 in Fall 2012). This is comparable to university Arts & Science tuition while providing students with a more career-focused experience in smaller classes.
- Four years vs. Five – Humber degree graduates are both career-ready and prepared to continue their studies after four years of study. Many students with a university Arts degree find it necessary to attend college for a diploma or graduate certificate in order to be work-ready, resulting in increased operating grant and tuition costs for both government and students.

Commitment to Further Innovation and Productivity

Within a supportive policy and funding framework, Humber can leverage further innovation and productivity gains. Humber will continue to develop and implement new industry-focused programs in all credentials. In particular, more quickly expanding Humber's range of quality baccalaureate degree offerings and seamless pathways will lead to increased savings for government in baccalaureate cost per seat while making a significant contribution toward the 70% postsecondary attainment rate that is a key provincial policy objective.

By 2015, with the public policy tools described below, Humber will:

- Add a minimum of 10 four-year degrees and increase degree enrolment by 2,000 to meet student and industry demand in areas with strong economic potential. Specifically:
 - Add four Bachelor of Commerce degrees approved for launch in Fall 2013; three Bachelor of Fine Arts degrees (Photographic Arts, Animation Arts, Visual Arts) submitted to the Minister for referral to PEQAB; three degrees in the final stages of development (Bachelor of Commerce in Health Management, Bachelor of Social Sciences in Behavioural Science, Bachelor of Digital Communications).
 - Enroll a total of over 5,000 students in degrees (including stand-alone Nursing degree) to reach 20% of total projected enrolment, with cumulative enrolment growth in subsequent years as degrees roll out.
 - Use the common platform model to cluster degree development within major disciplines and continue to build pathways and common courses to improve credit recognition for transfer students.
 - Provide a more cost-effective model of degree education for both students and government, resulting in savings of \$7.5M in 2015 alone (5,000 degree students at \$1,500/student/year savings over average cost of university degree); ongoing year-over-year enrolment increases will add to cumulative savings.
 - Save up to \$200,000 per degree application and associated consent renewal (e.g. minimum savings of \$2M for 10 new degrees) with a streamlined PEQAB process.
- Expand our suite of quality baccalaureate degrees by introducing three-year degrees that meet rigorous quality standards, in areas with demonstrated student/employer demand, with pathways from diplomas into Humber's four-year degrees and graduate certificates. To the extent that there is uptake on three-year degrees by students and employers, these credentials will result in one year of grant savings to government and tuition savings to students.
- Build on Humber's demonstrated strength in graduate programming (the most graduate certificates and highest graduate certificate enrolment of any college in Ontario) and expand our suite of credentials by developing Master's degrees that meet rigorous quality standards in areas with demonstrated student/employer demand.
- Increase flexibility for students through additional online degree course offerings and summer semester degree offerings; implement 'dual credit' options for qualified diploma students to take a degree-level course prior to transfer.
- Enhance curriculum alignment and ease student mobility *between* college programs in key areas such as business and technology, by working with key partner colleges such as Seneca College.
- Maintain or improve excellent student, graduate and employer outcomes relative to system benchmarks (higher graduation rates per input of grant and tuition result in productivity gains).
- Offer stand-alone Nursing degree, resulting in immediate savings of almost \$1M annually currently going out of province to the University of New Brunswick; further savings would result from restructuring the Nursing degree to Ontario-focused curricula and a more efficient and innovative experiential learning element as well as the addition of more online and elective courses.
- Build on/expand the successful collaboration with the University of Guelph-Humber.

Commitment to Enhancing System Productivity

- Open sharing of all new degree curriculum with other colleges, saving colleges the time and resources required to develop a new program, estimated at \$200,000 per program per college offering the degree.
- Provide choice and flexibility for degree students across the province by offering Humber's suite of online degree courses to students at other colleges (and universities) thereby saving other institutions from the curriculum development and delivery costs.
- Be the partner of choice for Ontario college certificate/diploma students interested in degree completion, by enhancing seamlessness and promotion of pathways options across the province.

Public Policy Tools

- Formalize a differentiated mandate/status as *Humber Polytechnic*, allowing Humber to fast-track innovation and productivity gains, and more effectively market multiple credentials, pathways and industry focus. Within this mandate:
 - Institute a streamlined PEQAB degree approval and consent renewal process for Humber (and any other college that has demonstrated capacity to deliver 20+ degree offerings). This will allow Humber, and other experienced degree-granting colleges, to respond even more quickly to the evolving needs of employers and students and achieve administrative cost savings for institutions and government.
 - Lift the 15% cap on programs that can be offered at the degree level.
 - Authorize Humber to offer a stand-alone Nursing degree.
 - Authorize Humber to offer Master's degrees in areas of institutional strength and student/employer demand.
- The expansion of high-quality, market-relevant and efficiently delivered Humber degree programming can be achieved at no (net) cost to government by:
 - Allocating Humber a share of existing enrolment growth headroom to accommodate the planned 2,000 degree spaces.
 - Specifying that MTCU's capital planning process allows colleges that have a strong balance sheet to use their strategic reserves to finance the capital investments necessary for expansion.
- Permit colleges to admit and enroll 'undeclared' degree students in order to protect students who stop out temporarily or would like to continue studying part-time or online, which would also facilitate admission of non-traditional or mature students.
- Revise the funding formula and OSAP eligibility to allow equal funding on a proportional basis for part-time degree students. This would encourage colleges and students to consider part-time degree study and would assist working adults, in particular.

Priority 2: Demonstrating Leadership in Teaching and Learning: Focus on Student Success and Graduate Outcomes

Today's evolving knowledge economy requires innovative problem-solvers with analytic reasoning skills and the ability to think critically and communicate effectively. In an increasingly wired world, postsecondary institutions must support lifelong learners and encourage 'deep' learning by providing students with opportunities to demonstrate competency and realize learning outcomes. As the only college participating in both HEQCO-funded pilots of learning outcomes assessment (CLA and "Tuning"), Humber has proven itself an early adopter in outcomes-based teaching and learning initiatives. With the ultimate goal of promoting successful student learning and outcomes for an increasingly diverse student body, Humber's vibrant Centre for Teaching and Learning is an emerging provincial Centre of Excellence for faculty development and innovation in teaching and learning. Humber continues to steadily increase its financial commitment to faculty development, with an overall investment of \$1.8M in 2012-13.

Evidence of Current Strength

Leading Centre for Teaching and Learning

- Institutional commitment to sharing resources and best practices in teaching and learning – the comprehensive Teaching and Learning website allows practitioners to access support materials from anywhere in the world.
- Teaching Excellence Program – this robust, mandatory, 2-year program for new full-time faculty includes: development of teaching and learning e-portfolios; peer-to-peer mentoring; classroom observations of exemplary faculty; participation in a leadership, scholarship or stewardship activity; and a strategic educational project with a focus on student success and quality improvement in teaching and learning with a subsequent report-back to peers on best-practices.
- Teaching Effectiveness Certificate – over 72 hours of education and training for part-time college educators, building teaching foundations and sharing resources. This program is offered online and face-to-face.
- Teaching Innovation Fund – provides funding to encourage faculty-driven research, innovation in teaching and learning, and evidence-based practice (e.g. Anatomy Glove, course 'gamification').
- Teaching Excellence Standards – a Teaching Excellence Framework describing measurable teaching behaviours and competencies for 21st century college educators (e.g. best teaching practices for international students/newcomers to Canada).
- Institutional commitment to administering the Student Feedback Questionnaire (SFQ) in every course, every semester (including online) and tracking two capstone questions over time ("The way the professor taught helped me learn" and "Overall, the learning experience in this course was..."; 76% of faculty scored between 4-4.99 out of 5 in Winter 2012; 97% of faculty scored above 3).
- Institutional commitment to hiring, developing and supporting faculty with both industry experience and academic credentials (e.g. provided support to 36 faculty members to attain advanced credentials in 2011-2012).

Supporting Student Success and Demonstrable Learning Outcomes

- Lead the system in identifying at-risk students and collaborative targeting of strategies and services in and outside of the classroom. Analysis of over 15,000 responses to date to the leading-edge Humber Engagement and Learning Profile (HELP) survey of incoming students allows Humber academic schools and student service departments to engage evidence-based strategies to support student success.
- First college to deliver Mental Health First Aid training to all academic leaders and faculty, while building capacity to train across the system; innovative Transition Advising Program (TAP) for First Generation students; peer and cohort-based programs (including online offerings) – these are all examples of programs that are demonstrating results and assist faculty/staff in ensuring student success.
- Key Performance Indicators (KPI) – Humber consistently scores higher than other GTA colleges on student satisfaction with teaching and learning (80.2%).
- Student Engagement – Humber is the only Ontario college to have participated in the Community College Survey of Student Engagement (CCSSE), scoring highest on four out of five benchmarks in the extra-large college category: Active and Collaborative Learning; Student Effort; Academic Challenge; Student Faculty Interaction. Humber degree students also scored above the mean in four out of five categories on the 2010 National Survey of Student Engagement (NSSE); Humber will continue to benchmark against the best in Ontario and North America.

- International students – Humber is a leader in innovative faculty training and student services to improve the postsecondary experience, and learning outcomes, of international students (e.g. Connect buddy program to help international students transition to life at Humber; advising and mentoring initiatives for programs with large numbers of international students; Teaching Excellence Framework for faculty teaching international students).

Commitment to Further Innovation and Productivity

Within a supportive policy framework, Humber's demonstrated advances in outcomes-based teaching and learning can be leveraged to achieve system-wide productivity gains through innovation. Expanding the activities and sharing the resources and best practices of Humber's Centre for Teaching and Learning as the *Ontario Centre of Excellence in Teaching and Learning Outcomes* will lead to further student-centred innovation that supports student success and increases overall satisfaction and retention levels across the province. By 2015, with the public policy tools described below, Humber will:

- Position the *Ontario Centre of Excellence in Teaching and Learning Outcomes* as the foremost provincial resource for system-wide training and faculty support to influence better student outcomes, under the dedicated leadership of an Associate Vice-President. The Centre will:
 - Develop and implement a system-wide web channel to broadcast innovative and exemplary teaching and learning practices that will be accessible from anywhere.
 - Enhance the virtual Communities of Practice where faculty can share best practices and promote collaboration in teaching and learning across the system.
 - Continue to develop and distribute a collection of case studies for non-traditional case courses, as case-based teaching supports active learning and building of critical thinking skills.
- Expand Humber initiatives to support institutional and faculty understanding of the impact of improved teaching and 'deep learning' strategies on student outcomes and success. This focus, coupled with innovative student success and engagement strategies, will result in more students graduating 'on time', productivity gains for the system, and job-ready graduates moving into the workforce sooner. Humber will use the following measures and targets to monitor improvement and productivity gains by 2015:
 - KPI Graduation Rate – at 63.5% in 2012; increase overall graduation rate to 65% and maintain Humber's position as higher than the GTA average for graduation rate.
 - KPI Student Satisfaction with Teaching and Learning – maintain position as highest in the GTA and increase by 3%.
 - KPI Employer and Graduate Satisfaction – monitor, analyze and improve position with essential employability skills.
 - Retention rates – rigorously monitor semester-by-semester retention rates to target academic and student service strategies to improve overall retention and graduation rates.
 - Improve student outcomes relative to system benchmarks through expansion of leading student success and engagement initiatives (e.g. HELP Survey, Mental Health First Aid).
- Build on Humber's position of leadership within the system related to demonstrable learning outcomes:
 - Ensure that every graduating student completes a culminating 'capstone' course and/or developmental portfolio to demonstrate achievement of key competencies.
 - Launch course development software that supports instructional design and frames thinking around learning outcomes, instructional objectives and effective measurement tools. This tool will prompt faculty to consider learning outcomes and 'deep' learning objectives in course design.

Commitment to Enhancing System Productivity

- As a unique, innovative and online-accessible resource for system-wide training and faculty support, the *Ontario Centre for Excellence in Teaching and Learning Outcomes* will contribute to savings and productivity gains across the system, by ensuring that resources are shared rather than duplicated. Specific initiatives include:
 - Provide faculty across the province with an internet web channel dedicated to excellence in teaching and learning, access to online resources, and virtual Communities of Practice.
 - Expand research into teaching and learning excellence and support evidence-based practice in the classroom.
- Provide leadership in Mental Health First Aid training (12 trainers available to train groups in increments of 25); making this innovative training available across the system, resulting in system-wide productivity gains.

- Lead the system in identifying ‘at risk’ students to better target strategies and make effective use of resources. Humber will provide the HELP Survey instrument and analysis to other colleges and initiate work on collaborative development of a system-wide incoming student survey, thereby saving other colleges’ development time and resources, as well as providing opportunities for provincial benchmarking and analysis.

Public Policy Tools

- As a key pillar of its polytechnic status, and in recognition of its leadership role, Humber’s Centre for Teaching and Learning should be designated and supported as a provincial resource – *The Ontario Centre of Excellence in Teaching and Learning Outcomes*.

Priority 3: Innovation, Mobility and Flexibility through Technology: Supporting Students and Faculty

Technology is a fundamental component of the global postsecondary landscape; it enhances student-faculty communication, builds online academic communities, and provides access to student services. Delivery models that leverage social, collaborative, and media-rich technologies increase engagement of traditional and non-traditional lifelong learners. Supporting students, staff and faculty as they negotiate the expanding world of online education is essential to quality teaching and learning; helping students develop online learning skills contributes to successful graduate outcomes. The application of the right technologies promotes collaboration and creativity; the effective use of student success and engagement tools enables efficient use of physical and human resources. Humber will support students, faculty and staff in the effective use of technology to promote teaching and learning, and is well positioned to add value and support to the Ontario Online Institute strategy as well as other system-wide initiatives to leverage technology in support of student access and success.

Evidence of Current Strength

Supporting Students

- Humber’s Open Learning Centre (OLC) – a best-practice model of support for students studying wholly or partially online in a postsecondary setting. The OLC provides technical support, and helps students learn to be effective online learners.
- Supports and services for students available online – these include: the virtual librarian; online tutoring in the accounting and math centre; innovative virtual proctoring for students in online courses.

Supporting Faculty and Staff

- Commitment to providing instruction and support to faculty on how to develop online courses and programs – Humber’s Instructional Support Studio supports faculty use of educational technology; the Studio provides faculty and staff with support to assist students on their journey from inquiry through to achievement of course or program-specific learning outcomes (e.g. wikis, online course delivery, hybrid course delivery, software, Blackboard, etc.).
- Commitment to quality of course delivery – prior to teaching any course 100% online, faculty are required to take a six-week course to ensure quality of delivery. This course is offered online, and could easily be shared across the system.

Quality Online Learning

- Proven track record in developing and offering high-quality online courses – provide opportunities for students to pursue online learning, whether as part-time Continuing Education students, or as a flexible option for full-time students. Humber offers more than 360 online courses; 40 online programs; 16,896 registrants in 2011-12.
- Humber’s online courses are developed using a best-practice model consisting of a three-person team of Content Expert, Instructional Designer, and Graphics Specialist.
- Every in-person course has a Blackboard site, which provides an online community for faculty and students to share course information and provide feedback.
- Satisfaction with online courses is very high – more than 90% of students are very satisfied or satisfied on instructor knowledge, opportunities for participation, fairness of evaluation, overall course, overall instructor, reliability of course platform and technical support (2012 provincial Continuing Education survey).
- Successful course completion rates – students in online courses are as likely to pass as those taking the course in-person (approx. 75% pass rate).

Demand

- Increasing demand for online courses – 58% increase in registrations between 2006-07 and 2011-12.

Flexibility and Choice for Degree Students

- PEQAB approval to offer online breadth courses – Humber can provide increased flexibility for all Ontario students in degree programs.
- Simultaneous development of in-class, hybrid and online courses provides all students with increased choice and opportunities to meet the needs of various learning styles and support the needs of non-traditional learners.

Technology Enhanced Learning Environment

- Significant number of advanced classrooms and state-of-the-art lab environments to enhance student learning (e.g. Broadcast Studio; Music Production Studio; Forensics/Crime Lab; Culinary Labs; Centre for Trades & Technology, etc.)
- Humber was the first Ontario college to extend a Microsoft license for productivity software to all students for personal use.

Commitment to Further Innovation and Productivity

Humber is committed to developing and supporting the seamless integration of technology into the classroom, course work, and the provision of student services. Humber will expand its innovative supports for students and faculty to ensure their success in an increasingly technology-enabled learning environment. By 2015, with the public policy tools described below, Humber will:

- Ensure every program has at least one program-specific course available online and that students in all programs have the opportunity to take general education courses through online or in-class options.
- Offer more online courses during the summer to allow students to catch up or reach ahead and reduce the time to program completion, while providing more flexible timetable options for non-traditional students.
- Expand the number of quality online courses developed and offered by 40 per year through 2015 (approx. \$15,000 per course) to meet student demand for flexibility and reduce pressure on physical resources.
- Grow the number of fully online programs by two per year (from 40 in 2012).
- Double the number of degree breadth courses available online.
- Provide every student with an opportunity to build a developmental e-portfolio prior to graduation.
- Be the first college to implement powerful new analytics software. This technology leverages data collected within the Learning Management System to identify online learners who require support, trends in course content delivery, issues with technology or courseware, and outcomes of the online learning experience.

Commitment to Enhancing System Productivity

- Lead the system in online degree education:
 - Build on Humber's track record in degree education and online breadth course development. Changes to the mandate of Ontario Learn would enable Humber to offer degree courses and programs to students across the province and beyond. This would produce significant cost savings and productivity gains across the system related to online course development and reduced physical space needs (deliver courses face-to-face).
- Expand Humber's virtual proctoring service to students studying online through Ontario Learn or other institutions. Sharing the already tested product will save development costs, students time and travel costs, and increase flexibility.

Public Policy Tools

- As a key element of the Ontario Online Institute strategy, ensure the new model provides one-window access to all online college courses and programs, including degree courses and programs, allowing Humber to offer degree courses and programs across the province and beyond.
- Provide seed funding to Humber (and other colleges) to establish innovative pilot projects that expand the reach and effectiveness of a world-class technology-enabled learning environment by transforming the delivery of programs.