

## 2011-2012 Multi-Year Accountability Agreement (MYAA) Report Back

|                          |                       |
|--------------------------|-----------------------|
| <b>Institution Name:</b> | <b>Humber College</b> |
|--------------------------|-----------------------|

### **OVERVIEW**

The annual Multi-Year Accountability Agreement (MYAA) Report Backs 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.

Consistent with the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 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.

Where possible, to help streamline the 2011-2012 MYAA Report Back process, the Ministry pre-populated **Humber College's** 2011-2012 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators), data sources (e.g. Full-Time Enrolment Headcount) and pre-populated data from previous Report Backs (e.g. 2009-2010). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Humber College's** 2011-2012 MYAA Report Back is denoted with the symbol (+).

**1) Enrolment - Headcount\***

*\*DEFINITION: Headcount is the un-audited 2011-2012 enrolment count on November 1, 2011 in the Ontario College Application System (OCAS) (Full-Time funded students only: does not include Nursing, Second Career, Apprentice or International students).*

**Humber College** reported to the Ministry the total Headcount enrolment in 2011-2012 = **17,903**(+).

Please indicate the number of students aged 18-24 (age as of November 1, 2011) from the total Headcount enrolment reported by **Humber College** to the Ministry for 2011-2012 = **14,197**

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment reported by **Humber College** to the Ministry for 2011-2012 = **3,390**

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2011) enrolled at **Humber College** in 2011-2012= **316**

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 2011-2012 to manage enrolment.

The demographic realities of the northwest 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 graduate 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 2011-12 academic year Humber received approximately 60,000 applications, more than any other college in the province. Total full-time enrolment at Humber grew by 6.2 per cent from Fall 2010 to Fall 2011, fulfilling our responsibility to ensure access and quality to our students and to our community.

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. Through joint infrastructure funding initiatives by the Government of Ontario and the federal Knowledge and Infrastructure Program (KIP), Humber was able to open the new Lakeshore Commons (Building L) at Lakeshore Campus in September 2011. Also at the Lakeshore Campus, the renovation of 5,000 sq. ft. for a new International Centre and Accounting Centre and the addition of 2,500 sq. ft. to the Lakeshore Medical Building for a Social & Community Services Play Therapy Lab have helped to ensure that students have the appropriate academic facilities to succeed. 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. Further details and progress regarding this update are available in Humber's comprehensive Annual Report at [www.humber.ca/content/publications](http://www.humber.ca/content/publications)

**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 **Humber College'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.*

\*NOTE: Please do not include International students, Second Career students or Apprentices in the calculations below.

| Students With Disabilities  | First Generation Students   | Aboriginal Students   |
|---|---|---|
| <p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at <b>Humber College</b> who registered with the Office for Students with Disabilities and received support services in 2011-2012= <b><u>1,644</u></b></p> <p>Please calculate the total indicated above as a comparative % of <b>Humber College's</b> 2011-2012 Enrolment Headcount:<br/> <math>1,644 \div 17,903</math> (2011-2012 Enrolment Headcount) x 100 = <b><u>9.18%</u></b></p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at <b>Humber College</b> who registered with the Office for Students with Disabilities and received support services in 2011-2012 = <b>Not Tracked</b></p> | <p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at <b>Humber College</b> in 2011-2012= <b><u>4,901</u></b></p> <p>Please calculate the total indicated above as a comparative % of <b>Humber College's</b> 2011-2012 Enrolment Headcount:<br/> <math>4,901 \div 17,903</math> (2011-2012 Enrolment Headcount) x 100 = <b><u>27.4%</u></b></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at <b>Humber College</b> in 2011-2012 = <b>Not Tracked</b></p> | <p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at <b>Humber College</b> in 2011-2012= <b><u>100</u></b></p> <p>Please calculate the total indicated above as a comparative % of <b>Humber College's</b> 2011-2012 Enrolment Headcount:<br/> <math>100 \div 17,903</math> (2011-2012 Enrolment Headcount) x 100 = <b><u>0.56%</u></b></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at <b>Humber College</b> in 2010-2011 = <b>Not Tracked</b></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. These questions were introduced for the first time on the application form for Fall 2010 and as such do not reflect all 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 students completed the survey in Fall 2011, with 1,618 (32%) self-identifying as First Generation and 178 (3%) self-identifying as Aboriginal.

Though these numbers represent only incoming students, 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 2011-2012, which contributed to maintaining or improving <b>Humber College's</b> initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by <b>Humber College</b> 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 2011-2012, which contributed to maintaining or improving <b>Humber College's</b> initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by <b>Humber College</b> 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 2011-2012, which contributed to maintaining or improving <b>Humber College's</b> initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by <b>Humber College</b> to be an innovative practice, success story and/or key accomplishment.</p>   |
| <div data-bbox="207 795 565 1121"> <p>Disability Services organized and coordinated an Easy Start Transition Program for entering students with disabilities in May and August. The second year of this program at Humber registered 77 first year students from various academic programs from the North, Lakeshore and Orangeville Campuses.</p> </div> <div data-bbox="207 1142 565 1425"> <p>Programming focused on services available on campus, academic skills workshops and assistive technology. Family members and supporters were also invited to participate as they are critical partners in an effective transition for students with disabilities</p> </div> <div data-bbox="207 1457 565 1814"> <p>Fitting with Humber's overall goal of increased support for mental health, services to support students with psychiatric disabilities have increased. In 2010-11 Humber's registered number of students/apprentices with a documented psychiatric disability was 474, which increased by 29.7% in 2011-2012 to 615.</p> </div> | <div data-bbox="630 795 995 1331"> <p>The Transition and Advising Program (TAP) for First Generation students continued to run and expand in the 2011-12 academic year with program offerings at both the North and Lakeshore Campuses in four different Academic Schools. The program provided students with weekly tutorial style sessions run by student leaders and their faculty. Student leaders planned sessions to meet student needs and collaborated with campus partners such as the Career Centre, Toastmasters, the Library and the Health Centre.</p> </div> <div data-bbox="630 1362 995 1866"> <p>Sessions included workshops such as time management, study skills, presentation skills, interview preparation and "How to approach faculty." By the end of the year, 96% of students who responded to the end-of-year survey and participated in the TAP program felt more prepared to successfully complete their academic year after attending TAP. 96% of respondents also stated that they would recommend the program to other students looking for similar services.</p> </div> | <div data-bbox="1052 795 1417 1152"> <p>During 2011-2012 Humber focused on services and events to showcase Aboriginal culture, including: Lectures, Pow Wow featured during Aboriginal Education Month; strategic development for Aboriginal Student Council; HSF training for faculty and staff on Aboriginal issues; information installation in education space.</p> </div> <div data-bbox="1052 1184 1417 1425"> <p>Aboriginal Camp Choice for Aboriginal youth was hosted for the third year with secured funding from the MTCU. Participation from nine First Nation communities totaled 133 aboriginal students.</p> </div> <div data-bbox="1052 1457 1417 1866"> <p>Humber's Aboriginal Services' inter-generational outreach met with 14 First Nation communities and a total of 642 Aboriginal students. Presentations and workshops were also delivered to students through the Student Success &amp; Engagement Student Leadership Institute, highlighting contemporary aboriginal issues and presentation of interactive cultural activities.</p> </div> |

### **3) Compliance with the Student Access Guarantee (SAG) in 2011-2012**

Through its signed MYAA, **Humber College** committed to participate in the Student Access Guarantee (SAG). For 2011-2012, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines.

*\*NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by Humber College as of July 5, 2012*

| <b>2010-2011 TUITION / BOOK SHORTFALL AID:</b>    | <b>TOTAL \$</b>       | <b># ACCOUNTS</b> |
|---|-----------------------|-------------------|
| <b>Expenditures for Tuition / Book SAG Amount</b> | \$428,209(+)          | 548(+)            |
| <b>Other SAG Expenditure to Supplement OSAP</b>   | \$749,076(+)          | 1,062(+)          |
| <b>TOTAL</b>                                      | <b>\$1,177,285(+)</b> | <b>1,610(+)</b>   |

Did **Humber College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines?

**YES**

#### **4) Participation in the Credit Transfer System**

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways, and amount of credit granted.

The Ministry is using the following data from the College Graduate Outcome Survey to inform the latest trends in college to university student transfers:

| Survey Years | Total # of <i>Humber College</i> graduates who participated in Graduate Survey<br>(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<br>(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<br>(B ÷ A x 100) | Total # of all college graduates who participated in Graduate Survey<br>(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<br>(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<br>(D ÷ C x 100) |
|--------------|---|---|---|---|---|---|
| 2007-2008    | 3961(+)   | 356(+)  | 9%(+)   | 44622(+)  | 3510(+)   | 7.9%(+)   |
| 2008-2009    | 3629(+)   | 285(+)  | 7.9%(+)   | 43086(+)  | 3145(+)   | 7.3%(+)   |
| 2009-2010    | 3644(+)   | 323(+)  | 8.9%(+)   | 40388(+)  | 2725(+)   | 6.7%(+)   |
| 2010-2011    | 4683(+)   | 381(+)  | 8.1%(+)   | 50622(+)  | 3355(+)   | 6.6%(+)   |
| 2011-2012    | 5291(+)   | 346(+)  | 6.5%(+)   | 57701(+)  | 3463(+)   | 6%(+)   |

Per the College Graduate Outcomes Survey for 2010-2011 and 2011-2012 (based on 2009-2010 and 2010-2011 graduates), the percentage of ***Humber College*** students who were satisfied or very satisfied with academic preparation for university was **84.9%(+)**.

Per the College Graduate Outcomes Survey for 2011-2012 (based on 2010-2011 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.3%(+)**.

*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.*



Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2011-2012, 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 **Humber College** 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 2011-2012, Humber offered 16 degrees (plus Nursing), which represents just over 31 per cent of all college degree enrolment in Ontario. As of September 2012, this number increased to 17 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 2011, 80 students transferred from Humber Diploma to Humber Degree programs.

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 3,500 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 more than 50 Canadian and 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 31 graduate certificate programs, which enrolled 2,129 students in Fall 2011.

In the apprenticeship stream, lateral transfers from apprenticeship to postsecondary 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.

Further details and progress regarding transfer pathways are available in Humber's comprehensive Annual Report at [www.humber.ca/content/publications](http://www.humber.ca/content/publications)

**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.

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, and will continue to identify other projects and services to help support transfer students.

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

In 2011-2012, Humber launched the redesign of the Registrar's Online Transfer Guide website to allow Humber students and those at other institutions to more easily identify their transfer options. This website introduces students to transfer policies at various postsecondary institutions, and 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 successfully implemented the first year of the Credit Transfer fund, which included IT support to develop a credit transfer database, the analysis of data from the HELP survey, and liaisons with postsecondary institutions to build awareness of existing transfer options at Humber.

Further details and progress regarding the transparency and access to information about credit transfer and transfer pathways are available in Humber's comprehensive Annual Report at [www.humber.ca/content/publications](http://www.humber.ca/content/publications)

### **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.*

#### **1<sup>st</sup> YEAR CLASSES:**

| <b>Class Size</b>      | <b>Number of Sections</b> | <b>As a Percentage of All 1<sup>st</sup> Year Sections</b> |
|------------------------|---------------------------|--|
| Fewer than 30 students | 3,243                     | 55.49%   |
| 30 to 60 students      | 2,492                     | 42.64%   |
| 61 to 100 students     | 95                        | 1.63%  |
| 101 to 250 students    | 13                        | 0.22%  |
| 251 or more students   | 1                         | 0%   |
| <b>TOTAL</b>           | <b>5,844</b>              | <b>100%</b>  |

#### **2<sup>nd</sup> YEAR CLASSES:**

| <b>Class Size</b>      | <b>Number of Sections</b> | <b>As a Percentage of All 2<sup>nd</sup> Year Sections</b> |
|------------------------|---------------------------|--|
| Fewer than 30 students | 2,020                     | 58.09%   |
| 30 to 60 students      | 1,326                     | 38.14%   |
| 61 to 100 students     | 93                        | 2.67%  |
| 101 to 250 students    | 4                         | 0.12%  |
| 251 or more students   | 0                         | 0%   |
| <b>TOTAL</b>           | <b>3,477</b>              | <b>100%</b>  |

**3<sup>rd</sup> YEAR CLASSES:**

| <b>Class Size</b>      | <b>Number of Sections</b> | <b>As a Percentage of All 3<sup>rd</sup> Year Sections</b> |
|------------------------|---------------------------|--|
| Fewer than 30 students | 839                       | 69.9%  |
| 30 to 60 students      | 339                       | 28.3%  |
| 61 to 100 students     | 22                        | 1.8%   |
| 101 to 250 students    | 0                         | 0%   |
| 251 or more students   | 0                         | 0%   |
| <b>TOTAL</b>           | <b>1,200</b>              | <b>100%</b>  |

**4<sup>th</sup> YEAR CLASSES:**

| <b>Class Size</b>      | <b>Number of Sections</b> | <b>As a Percentage of All 4<sup>th</sup> Year Sections</b> |
|------------------------|---------------------------|--|
| Fewer than 30 students | 304                       | 79.2%  |
| 30 to 60 students      | 73                        | 19.0%  |
| 61 to 100 students     | 6                         | 1.56%  |
| 101 to 250 students    | 1                         | 0.26%  |
| 251 or more students   | 0                         | 0%   |
| <b>TOTAL</b>           | <b>384</b>                | <b>100%</b>  |

\*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 2011-2012, 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 increase e-learning opportunities to support student choice in learning modes and flexibility in timetabling. With the launch of 7 new fully online programs and 32 new online courses in 2011-2012, Humber is ensuring that every student has access to postsecondary programming while also improving class sizes.

Further details and initiatives regarding class size are available in Humber's comprehensive Annual Report at [www.humber.ca/content/publications](http://www.humber.ca/content/publications)

## **6) eLearning**

The Government of Ontario, in the recently released discussion paper, *Strengthening Ontario's Centres of Creativity, Innovation and Knowledge*, included a section regarding online learning as a potential method to increase access for all learners, particularly those who are prevented from attending in-class education as a result of barriers that may be financial, geographic, physical, family-related, or work-related.

In spring 2010, the Ministry conducted a postsecondary 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 taking place across Ontario.

In its 2010-2011 MYAA Report Back, **Humber College** provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, **Humber College** is asked to provide information on eLearning courses, programs and registrations in 2011-2012.

### **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 2011-2012 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.

| <b>COURSE</b>  | <b>Ontario College Credential*</b> | <b>Other Credential*</b> |
|--|------------------------------------|--------------------------|
| # of Ministry-funded courses offered through <i>Fully Online Learning</i> *                        | 153                                | 294                      |
| # of Ministry-funded courses offered through <i>Synchronous Conferencing</i> *                     | 0                                  | 0                        |
| <b>Total # of Ministry-funded courses offered through the above eLearning Formats</b>              | 153                                | 294                      |
| <b>PROGRAMS</b>  | <b>Ontario College Credential*</b> | <b>Other Credential*</b> |
| # of Ministry-funded programs offered through <i>Fully Online Learning</i> *                       | 4                                  | 34                       |
| # of Ministry-funded programs offered through <i>Synchronous Conferencing</i> *                    | 0                                  | 0                        |
| <b>Total # of Ministry-funded programs offered in the above eLearning formats</b>                  | 4                                  | 34                       |
| <b>REGISTRATIONS</b>   | <b>Ontario College Credential*</b> | <b>Other Credential*</b> |
| # registrations in Ministry-funded programs offered through <i>Fully Online Learning</i> *         | 6,908                              | 9,688                    |
| # registrations in Ministry-funded programs offered through <i>Synchronous Conferencing</i> *      | 0                                  | 0                        |
| <b>Total # of registrations in Ministry-funded programs offered in the above eLearning formats</b> | 6,908                              | 9,688                    |

\*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.

The total number of fully online courses reflects distinct courses offered in 2011-12 (Fall 2011, Winter 2012 and Summer 2012). The numbers documented above do not include repeated course offerings (courses offered in more than one semester). For the purposes of this submission, a more representative number of 2011-12 fully-online course offerings would be 340 *Ontario College Credential* courses and 635 *Other Credential* courses, which includes course repetitions throughout the year.

Also, due to the nature of Humber's flexible programming and common platforms, distinct courses may be counted in both the *Ontario College Credential* and *Other Credential* columns. All fully online course numbers include 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 2011, Winter 2012 and Summer 2012 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 2011-2012.

Currently, Humber College's teaching focus is on face-to-face and fully online asynchronous courses, with hybrid courses representing a small percentage of our offerings. Programs that have a student placement component do offer a few hybrid courses and we also offer hybrid courses in Continuing Education. The School of Media Studies and Information Technology, for example, offers a small selection, but overall hybrid courses have not been a primary focus. Instead, we have focused on expanding our fully online offerings by building 25+ new online courses a year and encouraging all faculty to use a blended approach to reaching – combining face-to-face lectures with complimentary online practices.

Please provide one or more highlights, in the space provided below, of a **Humber College** activity in 2011-2012, which contributed to maintaining or improving **Humber College's** eLearning initiatives. This could be a strategy, initiative or program viewed by **Humber College** to be an innovative practice, success story and/or key accomplishment that **Humber College** would like to highlight.

The eLearning division was proud to launch their eLearning Credit Program (ECP) in the Fall 2011 semester. This program allowed Academic Schools to use Humber's eLearning services more efficiently; specifically, the graphic specialists and computer programmers, to build new online courses and exciting eLearning based projects.

For example, two faculty members and members of the eLearning team helped integrate gaming principles and gaming graphics into an online environment (a project that eventually was granted research funding), helped build a number of new online courses, developed some hybrid/blended course templates and began working on a School-wide online writing sample website and database.

The eLearning division also expanded training opportunities for faculty, staff and students on building electronic portfolios.

## **7) International**

### **7.1 Initiatives**

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 2011-2012:

- Outbound students\* = **161**  
*\*DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.*
- Inbound students\* = **39**  
*\*DEFINITION: Inbound students are international students at an Ontario college/university participating in student exchanges/study abroad/internships/international experiences to receive academic credit.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Humber College** in 2011-2012 = **\$36,903,000**

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 2011-2012 = **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 2011-2012, including city, country, programs offered, and total enrolment in each program offered at each campus = **Not Applicable**

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

## **7.2 Enrolment**

In 2011-2012, the following were the top 5 source countries for international students at **Humber College**:

|    | Source Country | Number of Full-Time International Students from Source Country | International Students from Source Country as a Percentage of <b>Humber College</b> Total Full-Time International Student Enrolment(+) |
|----|----------------|--|--|
| 1. | India(+)       | 1,936(+)   | 67.8%(+)   |
| 2. | China(+)       | 148(+)   | 5.2%(+)  |
| 3. | South Korea(+) | 73(+)  | 2.6%(+)  |
| 4. | Vietnam(+)     | 58(+)  | 2%(+)  |
| 5. | Jamaica(+)     | 55(+)  | 1.9%(+)  |

**Humber College** reported to the Ministry that International Enrolment\* in 2011-2012 = **2,857(+)**.

*\*DEFINITION: International Enrolment is the headcount of Full-Time international students who are a non-Canadian citizen or non-permanent resident (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) studying as of September 2011 at **Humber College**, 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.*

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

Full-Time International Enrolment as a comparative percentage\* of Full-Time Enrolment at **Humber College** in 2011-2012 was: **15.96%**(+)

\*Comparative percentage calculation based on **Humber College's** 2011-2012 Full-Time International Enrolment (**2,857**(+)), divided by **Humber College's** 2011-2012 Fulltime Enrolment Headcount (**17,903**(+))

Note: Given that the full-time enrolment headcount (17,903) listed above does not include international students, the percentage of international students as a proportion of the student body is inflated. Humber's Annual Report records the percentage of full-time international enrolment as 12.7%.

Please provide **Humber College's** 2011-2012 Part-Time International Student Enrolment = 170

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2011-2012, 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.

In the 2011-2012 academic year, Humber met its strategic commitment to increase international enrolment to over 12% of total enrolment. This was accomplished through an increase of 30% in the number of international students studying in degree programming.

To ensure that Humber's international student body is receiving the best support services, Humber launched several initiatives in 2011-2012. They include an online orientation program for new international students, and the Passport to Success program to encourage international students to participate in workshops and events to assist in their transition to life in Canada.

Also in 2011-2012, Humber's international office determined baseline measures for international student satisfaction (86.9%). This level of satisfaction demonstrates Humber's ability to provide international students with the tools to succeed, and will be a measure to determine future strategies and initiatives to support a growing international student population.

Further details and initiatives regarding Humber's international student population are available in Humber's comprehensive Annual Report at [www.humber.ca/content/publications](http://www.humber.ca/content/publications)

### **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 or a French as a Second Language (FSL) course or program at **Humber College** in 2011-2012 = **161**

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Humber College** used in 2011-2012 to create pathways for *International students* from **Humber College's** ESL or FSL programming to postsecondary studies.

In the 2011-2012 academic year, Humber's English Language Centre developed and implemented several new initiatives and strategies to increase pathways for international students through English for Academic Purposes (EAP) into Humber programs. Examples include the following:

1) The ELC created two new positions and hired two new staff members to better serve international students in EAP. These individuals assumed the role of ELC Program Coordinator and International Liaison. The new coordinator has worked closely with faculty to develop and facilitate more efficient language placement testing processes, including the articulation of EAP levels with IELTS and TOEFL scores. This articulation has enabled the college to provide students who have IELTS or TOEFL scores with conditional offers into Humber programs based on an exact number of levels required in EAP. Students are now better able to plan their studies at Humber while still in their home countries. The coordinator has also worked with faculty to develop new curriculum and online learning resources to accelerate students' language preparedness. The ELC liaison has assumed an advisory role with students, providing information and guidance on program choices, prerequisites, and career options.

2) The ELC has worked closely with the Writing Centre to develop customized tutoring sessions for EAP students en route to Humber programs. The Writing Centre coordinator and ELC coordinator have worked collaboratively to evolve workshops that help students achieve the grades required in level 8 of the program to proceed to their Humber program of choice.

3) In 2011-2012, the ELC worked closely with Humber's International Office to develop new partnerships aimed at increasing access for international students to Humber programs through EAP. An example is the new linkage agreement with the Saudi Ministry of Education, through the Saudi Embassy's Cultural Bureau in Ottawa, which has provided a pathway for Saudi student recipients of the King Abdullah Scholarship to study EAP at Humber en route to a Humber business degree. The ELC has also forged relationships with several educational agencies in China and Indonesia to increase pathways to Humber through EAP.

4) EAP faculty collaborated in a research project funded by SIRF and SSHRC grants to study the role of language in international students' performance on math placement tests for Humber programs. The aim of the project is to study how language needs to be presented on math tests to support students' ability to demonstrate their knowledge accurately and appropriately.

**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 2010-2011 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2011-2012, **Humber College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **YES**

**Humber College** confirmed in its 2010-2011 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 2011-2012, **Humber College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **YES**

**Humber College** confirmed in its 2010-2011 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2011-2012, **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 2011-2012:  
**\$1,120,512.93**

Please provide one or more highlights, in the space provided below, of a **Humber College** activity in 2011-2012, 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.

Humber is actively collecting, analyzing and benchmarking its spend information (by vendor, commodity, etc.) and strategically identifying and undertaking tendering / procurement activities, individually or in collaboration (with other BPS institutions) to effectively bring the cost down and/or receive value-added services.

**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 three new directives (procurement, expenses and perquisites), established new expense, procurement and perquisite practices for large broader public sector (BPS) organizations and adds accountability measures.

**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.

☒ By checking this box, **Humber College** confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of April 1, 2011.

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2011-2012, which contributed to **Humber College's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **Humber College** to be an innovative practice, success story and/or key accomplishment.

During 2011-2012 fiscal year, Humber was one of the leading participants in OECM in terms of:

- Spending
- Development of specifications for tenders
- Evaluation committees

### 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.

☒ By checking this box, **Humber College** confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements as of April 1, 2011.

Please indicate the address on **Humber College's** website where a copy of **Humber College's** publicly available Expenses Directive can be found:

[www.humber.ca/policies-and-procedures](http://www.humber.ca/policies-and-procedures)

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2011-2012, which contributed to **Humber College's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **Humber College** to be an innovative practice, success story and/or key accomplishment.

In the past year, Humber has updated and modified its policies and procedures related to changes by the Ministry and continues to be compliant with all BPS Expense Directives. Examples of this include:

- Newly designed conference forms and approval processes
- Modified expense parameters for hired consultants



### **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.

☒ By checking this box, **Humber College** confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

Please provide one or more highlights in the space provided below, of an activity that **Humber College** used during 2011-2012, which contributed to comply with the BPS Perquisites Directive in the 2011-2012. A highlight could be a strategy, initiative or program viewed by **Humber College** to be an innovative practice, success story and/or key accomplishment.

## **9) Work Integrated Learning\***

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2011-2012 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

### **\*DEFINITIONS:**

Work-Integrated Learning is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study

Based on the definitions provided above, please provide WIL data for **Humber College** in 2011-2012:

|   | <u>Certificate</u> | <u>Diploma</u> | <u>Advanced Diploma</u>   | <u>Graduate Certificate</u> | <u>Applied Degree</u> |
|---|--------------------|----------------|---------------------------|-----------------------------|-----------------------|
| Number of programs at <b>Humber College</b> with a Co-op Stream         |                    |                | 2                         |                             |                       |
| Number of students at <b>Humber College</b> enrolled in a Co-op program |                    |                | 878<br>unique<br>students |                             |                       |

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2011-2012, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **Humber College** to be an innovative practice, success story and/or key accomplishment.

There are many other types of Work Integrated learning as per HEQCO's documentation. Humber has been working with these definitions to categorize our programs and specific courses as such. Humber is undergoing a new Student Information System implementation and by doing so, will be able to have these categories identified so they can be easily extracted for reporting purposes. These categories were new to the Graduate Reporting guidelines for 2012-13 as well.

### **10) Student Satisfaction**

Per the Key Performance Indicator (KPI) results reported in 2011-2012, 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" = **86.8%(+)**

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Humber College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **80.2%(+)**

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Humber College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **67.5%(+)**

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Humber College** for KPI Question #45 "The overall quality of the services in the college" = **66%(+)**

Please indicate the methods, in addition to the KPI survey results reported in 2011-2012, that **Humber College** used in 2011-2012 to measure student satisfaction.

Humber administers an incoming student survey every semester to gauge satisfaction and early impressions of incoming students. Humber Institutional Research produces comprehensive reports based on HELP data, for more information please visit the HELP website:

[www.humber.ca/strategicplanning/content/humber-engagement-and-learning-profile-help-survey](http://www.humber.ca/strategicplanning/content/humber-engagement-and-learning-profile-help-survey)

Please provide one or more highlights, in the space provided below, of a **Humber College** activity in 2011-2012, 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 November 2011, Humber opened the Lakeshore Commons, a state-of-the-art collaborative learning space for 2,200 students at the Lakeshore Campus. This building features the Centre for Digital & Media Communications, interactive and open concept creative learning space, labs, classrooms, a student gallery and more than 400 cafeteria spaces.

At Humber's North Campus, the concourse and courtyard were redesigned to increase accessibility and seating for all students. Food options were also expanded to include more variety for students.

Student services were also expanded across Humber's three campuses through increased Learning Skills workshops and student leadership and volunteer opportunities for students.

Further details and initiatives regarding student satisfaction are available in Humber's comprehensive Annual Report at [www.humber.ca/content/publications](http://www.humber.ca/content/publications)

### 11) Graduation Rate

Per the KPI results reported in 2011-2012, the graduation rate\* at **Humber College** = 63.5%(+)

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Humber College** used in 2011-2012 to measure graduation rate.

Humber's Institutional Research team is in the process of developing comprehensive retention and graduation reports that track individual students by cohort at the program level, semester by semester, one year past 200% of program length. The retention and graduation study follows students throughout their time at Humber, and tracks graduation rate, leavers and those who transfer into other Humber programs.

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2011-2012, which contributed to maintaining or improving **Humber College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Humber College** to be an innovative practice, success story and/or key accomplishment that **Humber College** would like to highlight.

Humber continues to focus on supporting student success and retention leading to improved graduation rates. Strategies and initiatives include: an ongoing pre-enrolment advising pilot in the Registrar's Office; student advisory committees; mentoring and student buddy arrangements; increased focus on mental health and wellness to support students who may be struggling.

## **12) Graduate Employment Rate**

Per the KPI results reported in 2011-2012 the graduate employment rate, 6 months upon graduation, at **Humber College** = **83.1%<sup>(+)</sup>**

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Humber College** used in 2011-2012 to measure graduate employment rate.

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2011-2012, which contributed to maintaining or improving **Humber College's** graduate employment rate. This could be a strategy, initiative or program viewed by **Humber College** to be an innovative practice, success story and/or key accomplishment that **Humber College** would like to highlight.

Humber is very proud of its graduate employment rate, and is continuously developing new initiatives and strategies to help prepare graduates for the workforce. More than 90 per cent of Humber programs feature co-op, internship, clinical practice and work placement opportunities with Canadian employers.

To build industry connections, Humber's Applied Research Office provides opportunities for students to work on leading-edge research projects with prospective employers. These opportunities are made possible through Humber's eight academic schools which maintain ties with industry partners through program advisory committees and other associations.

Humber's Career Centre has increased social media on Facebook, Twitter, Pinterest and LinkedIn by 85% year-over-year. Daily updates on trends, job postings, career events and resources were generated to engage students and promote our services. The Centre delivered 32 workshops on improving student LinkedIn profiles for job search in 2011.

In addition to social media, Humber's website resources are essential to our service delivery. The Career Centre job portal alone posted 4,355 job opportunities in 2011. 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. We are currently looking at ways to prepare students for an upward trend in online interviews. A new 'Career Conversations' series is being developed to engage students in topics such as Entrepreneurship, Building Self-confidence, Network to Success, Safety in the Workplace, and Employment Rights.

Internationally Trained Immigrant advising increased activity to 200+/month in 2011. The service primarily targets educational planning, credential assessment referrals, bridging programs and re-training opportunities for new immigrants. An advising wiki has been created to provide current resource information to a wider advisement team. A Professional Skills Enhancement program is being piloted to internationally educated professionals to help them identify and promote their employability skills and find meaningful employment.

Workstudy is being reviewed as a best practice in student retention and providing excellent work experience to students. We are looking at ways to increase the number and quality of work placements across the college. As well, the Career Advancement Service now offers alumni a free coaching service to provide ongoing career management support in a one-on-one evening advising and resume development format.

### 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). Please include in your calculations all students who were on work/coop placements during the specified retention periods.**

|                 | Retention Rate Achieved for 2010-2011 | Retention Rate Achieved for 2011-2012  |
|-----------------|---------------------------------------|--|
| 1st to 2nd Year | <u>84.4%(+)</u>                       | 2011 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 6,480<br>$\div$<br>2010 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = 7494 x 100 = <u>86.5%</u> |
| 2nd to 3rd Year | <u>87%(+)</u>                         | 2011 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 1892<br>$\div$<br>2010 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 2097 x 100 = <u>90.2%</u>  |
| 3rd to 4th Year | <u>94.1%(+)</u>                       | 2011 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 410<br>$\div$<br>2010 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = 438 x 100 = <u>93.6%</u>    |

\*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 UNB 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 UNB 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 UNB nursing students)

Please provide one or more highlights, in the space provided below, of a **Humber College** activity in 2011-2012, 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 2011-2012. Both Humber-wide and School-specific strategies were implemented to improve retention rates.

Additional Humber-wide strategies included:

- Early identification and intervention of at-risk students using Humber Engagement and Learning Profile (HELP) survey data
- Curriculum review and adjustments for courses with high failure rates
- Focus on pre-admission advising
- Ensure that relevant courses are available through flexible delivery (online, summer) for 'off-track' students to enable them to graduate

School-specific strategies included:

- Successful summer pilot on mandatory advising in the Business School
- Faculty mentorship program to develop a culture of support and strengthen students' connection to their program/discipline
- Providing first-semester students with a program map and pathways to demonstrate relevance of the curriculum and opportunities for graduates
- Provide students with a performance audit upon completion of their second semester
- One-on-one support for students on academic probation by graduate students in same discipline
- Program Coordinators focusing on early leavers; developing faculty communication sheets and check-up cards to improve communication

Further details and initiatives regarding student retention are available in Humber's comprehensive Annual Report at [www.humber.ca/content/publications](http://www.humber.ca/content/publications)



#### **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 2011-2012 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 places great emphasis on expanding services to faculty to improve the quality of teaching in the classroom. During 2011-12 Humber's continued emphasis on new faculty orientation helped to better prepare faculty for the classroom and their students, and professional development surpassed an unprecedented 27,000 faculty contact hours with over 300 development opportunities offered to faculty. This was further aided by the launch of a new and comprehensive website in partnership with eLearning to serve as a resource centre to support faculty development.

Humber also enhanced orientation sessions for part-time faculty through the use of evening workshop series. This orientation provides part-time faculty with the resources necessary to enhance and ensure teaching excellence, including a USB keys containing resources and templates.

Further details and initiatives regarding in-class experiences are available in Humber's comprehensive Annual Report at [www.humber.ca/content/publications](http://www.humber.ca/content/publications)

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

Humber recognizes the important role that engagement plays in student success. In 2011-12 Humber increased student engagement and attendance in orientation at the school-level. This was supported by the analysis of Humber Engagement and Learning Profile (HELP) survey data which demonstrated clear correlations between orientation participation and retention.

Enhanced student volunteer opportunities were made available to students through Humber's Student Success and Engagement department. A participant increase of more than 20% over 2010-2011 (205 to 253) was possible through Humber's expansive orientation, tutoring, peer mentoring, Habitat for Humanity, and Aboriginal student services opportunities.

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.

Further details and initiatives regarding student engagement are available in Humber's comprehensive Annual Report at [www.humber.ca/content/publications](http://www.humber.ca/content/publications)

**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. Humber recognizes the importance of catering to the rise in student numbers through several supports including Learning Skills workshops, which offer sessions in stress management, time management, exam preparation, reading & note-taking, presentation skills, and learning skills, and more. The number of students attending Humber's Learning Skills workshops more than doubled over Fall 2010 (122 to 341), which highlights the increasing demand for such programming.

Humber has also responded to increased demand for pre-admission advising, with 178 students taking advantage of this program through 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 enroll into the correct program.

Baseline measures from the Humber Engagement and Learning Profile (HELP) survey were also established in 2011-2012. Analysis of this data has identified 9 indicators that are statistically significant predictors of attrition in two more years. Examples include: working for pay >15 hours per week; attendance at academic orientation; and remedial math placement. Together with the expansion and improvement of internal reports based on KPI and HELP data, Humber has been able to identify those students at risk of leaving early, and has been able to inform institutional and school-specific initiatives and/or interventions related to student engagement and retention to support student success.

Humber also increased the focus on mental health and wellness by combining health and counselling services and hiring a clinical psychologist to help a growing population of students with psychologically-based distress and/or dysfunction.

Also new in 2011-2012, Humber launched the Student Experience working group to focus on the development of academic and social integration of students at the Lakeshore Campus.

Further details and initiatives regarding student supports are available in Humber's comprehensive Annual Report at [www.humber.ca/content/publications](http://www.humber.ca/content/publications)

**Attestation:**



By checking this box, **Humber College** confirms that all information being submitted to the Ministry as part of the 2011-2012 MYAA Report Back is accurate and has received approval from Humber College's Executive Head or Board of Governors

**Contact:**

For additional information regarding **Humber College's** 2011-2012 MYAA Report Back please contact -

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Please indicate the address on **Humber College's** website where a PDF copy of this 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report Back has been approved):

- [www.humber.ca/content/publications](http://www.humber.ca/content/publications)