

## 2012-2013 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Humber College
-------------------	----------------

### 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 previous MYAA Report Backs, the 2012-2013 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2012-2013 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 2012-2013 MYAA Report Back process, the Ministry pre-populated **Humber College's** 2012-2013 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. 2011-2012). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Humber College's** 2012-2013 MYAA Report Back is denoted with the symbol <sup>(+)</sup>.

**1) Enrolment - Headcount\***

*\*DEFINITION: Headcount is the un-audited 2012-2013 enrolment count on November 1, 2012 in the Ontario College Application System(OCAS) (Full-Time funded students only: does not include Nursing, Second Career, Apprentice or International students).*

**Humber College's** total Headcount enrolment count in 2012-2013 = **19,119**<sup>(+)</sup>.

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment at **Humber College** in 2012-2013 = **14,954**.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment at **Humber College** in 2012-2013 = **3,808**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2012) enrolled at **Humber College** in 2012-2013= **357**.

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

Please provide one or more examples, in the space provide below, of highlights from **Humber College's** Enrolment Management Plan that **Humber College** used during 2012-2013 to manage enrolment.

As a leading postsecondary education institution, we offer a broad range of programming from apprenticeship training to certificate and diploma programs, baccalaureate degrees and graduate certificates. Our mandate is to provide a comprehensive and balanced mix of programs and services that support the success of our students in work and life. For the 2012-13 academic year Humber received approximately 60,000 applications, more than any other college in the province. Total full-time enrolment at Humber grew by seven per cent from fall 2011 to fall 2012, 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 continues to invest in its physical infrastructure. In 2012-2013, Humber added 8,000 sq. ft. of program space at both North and Lakeshore Campuses. Humber also completed the preliminary site work for the future 260,000 sq. ft., six-storey Learning Resource Commons (LRC) at North Campus. The LRC will be Humber's new main entrance and gateway to the North Campus, accommodating future growth by creating space for more than 2,200 new students.

Moving forward, one of Humber's strategies as outlined in its 2013-2018 Strategic Plan is to develop and implement a strategic enrolment management framework to continuously assess and improve programs and services against key student success and outcomes measures.

Further details on Humber's increased physical space and renovations are available in Humber's comprehensive 2012-2013 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 (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 2012-2013= <b><u>1,951</u></b>**</p> <p>** This number does not include the 160 Guelph-Humber students who registered with our Office for Students with Disabilities</p> <p>Please calculate the total indicated above as a comparative % of <b>Humber College's</b> 2012-2013 Enrolment Headcount:            (Insert Total From Above) <b><u>1,951</u></b>  <math>\div</math> <b><u>19,119</u></b><sup>(+)</sup> (2012-2013 Enrolment Headcount) x 100 = <b><u>10.2</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 2012-2013 = <b><u>Not Tracked</u></b></p>	<p>Please indicate the total number of Full- Time <i>First Generation Students</i> enrolled at <b>Humber College</b> in 2012-2013= <b><u>6,478</u></b></p> <p>Please calculate the total indicated above as a comparative % of <b>Humber College's</b> 2012-2013 Enrolment Headcount:            (Insert Total From Above) <b><u>6,478</u></b>  <math>\div</math> <b><u>19,119</u></b><sup>(+)</sup> (2012-2013 Enrolment Headcount) x 100 = <b><u>33.9</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 2012-2013 = <b><u>Not Tracked</u></b></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at <b>Humber College</b> in 2012-2013= <b><u>317</u></b></p> <p>Please calculate the total indicated above as a comparative % of <b>Humber College's</b> 2012-2013 Enrolment Headcount:            (Insert Total From Above) <b><u>317</u></b>  <math>\div</math> <b><u>19,119</u></b><sup>(+)</sup> (2012-2013 Enrolment Headcount) x 100 = <b><u>1.7</u></b>%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at <b>Humber College</b> in 2012-2013 = <b><u>Not Tracked</u></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 57% of students completed the survey in fall 2012, with 161 (3%) self-identifying as Aboriginal.

Though these numbers represent only incoming students, we believe 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 2012-2013 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 2012-2013 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 2012-2013 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>
<p>Since 2008, Humber has seen an increase of 184% in students registered with psychiatric disabilities (not including ADD/ADHD), and a total of 771 students reported living with this type of disability in 2012/13. As part of a comprehensive framework to support all student mental health, Humber has trained 499 employees in Mental Health First Aid, a certificate program facilitated by the Mental Health Commission of Canada.</p> <p>This two-day course provides people with an introduction to the issues related to people experiencing mental health problems, and also teaches skills on how to intervene early to provide comfort, preserve life and assist with appropriate referrals. Humber has also been funded through the Mental Health Innovation Fund to help facilitate the delivery of this course on college campuses across the province.</p>	<p>The Transition and Advising Program (TAP) for First Generation students has seen a positive increase in student participation. First generation students attending programs specifically geared to them more than doubled from the previous 2 years with 178 participants. We have also seen more faculty turnout at the Orientation Welcome Breakfasts for first generation students. During the breakfast, first generation students are encouraged to get involved with TAP.</p> <p>Our presence on Social Media websites has also increased from the previous year, whereby students are able to receive information on campus events and workshops daily on the newsfeed.</p> <p>One new initiative this year was the introduction of a Lunch 'n' Learn session focused on 'How to Get a Summer Job'. This session was given by the Humber Career Centre and student feedback indicated that the session was helpful and that they would like to see it continue into the future.</p> <p>For the third year in a row, student surveys have indicated that 100% of students involved in TAP would recommend the program to other First Generation students at Humber.</p>	<p>During 2012-2013 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. Nineteen presentations and workshops were offered to 10,351 students and community members.</p> <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 150 aboriginal students.</p> <p>Seventy Aboriginal students, grades 9 and 10, from two First Nation communities were part of the Oshkabewis peer mentorship program focusing on career skills development and special activities.</p>

**3) Student Access Guarantee**

Through its signed MYAA, **Humber College** committed to participate in the Student Access Guarantee (SAG). For 2012-2013, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 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 9, 2013.*

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
<b>SAG Expenditures towards Tuition/Book Shortfalls</b>	\$475,055(+)	592(+)
<b>Other SAG Expenditures (towards other assessed shortfalls)</b>	\$691,919(+)	894(+)
<b>Total SAG Expenditures Reported by <i>Humber College</i></b>	\$1,166,974(+)	1,486(+)

Did **Humber College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines?

**YES**

\*The space below is provided for **Humber College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2012-2013.

#### **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:

Reporting Years	Total # of Humber College graduates who participated in Graduate Survey (A)	# of Humber College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of Humber College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2008-2009	3629 <sup>(+)</sup>	285 <sup>(+)</sup>	7.9% <sup>(+)</sup>	43086 <sup>(+)</sup>	3145 <sup>(+)</sup>	7.3% <sup>(+)</sup>
2009-2010	3644 <sup>(+)</sup>	323 <sup>(+)</sup>	8.9% <sup>(+)</sup>	40388 <sup>(+)</sup>	2725 <sup>(+)</sup>	6.7% <sup>(+)</sup>
2010-2011	4683 <sup>(+)</sup>	381 <sup>(+)</sup>	8.1% <sup>(+)</sup>	50622 <sup>(+)</sup>	3355 <sup>(+)</sup>	6.6% <sup>(+)</sup>
2011-2012	5291 <sup>(+)</sup>	346 <sup>(+)</sup>	6.5% <sup>(+)</sup>	57701 <sup>(+)</sup>	3463 <sup>(+)</sup>	6% <sup>(+)</sup>
2012-2013	5409 <sup>(+)</sup>	329 <sup>(+)</sup>	6.1% <sup>(+)</sup>	57462 <sup>(+)</sup>	3424 <sup>(+)</sup>	6% <sup>(+)</sup>

Per the College Graduate Outcomes data reported in 2012-2013 (based on 2011-2012 graduates), the percentage of **Humber College** students who were satisfied or very satisfied with academic preparation for university was **87.3%<sup>(+)</sup>**.

Per the College Graduate Outcomes data reported in 2012-2013 (based on 2011-2012 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **84.9%<sup>(+)</sup>**.

***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 2012-2013, 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 **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.

**4.1) 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.):

Humber continues to develop a unique system of internal pathways between certificate, diploma and 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 2012-2013, Humber offered 17 degrees (plus Nursing), which represents 31 per cent of all college degree enrolment in Ontario. As of September 2013, this number increased to 21 degree programs (plus Nursing), and over the next five to seven years Humber plans to offer additional 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 2012, 64 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 3,800 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. In 2012-2013, Humber expanded its marketing and promotion of existing and new transfer agreements to ensure students are aware of all their options. Efforts included visits to relevant diploma classes and site visits to Sault College and Canadore College for on-site admissions and information sessions. Degree completion options were promoted through sessions with guidance counsellors locally, through four dialogue sessions across the province, and additional focus on degree completion in recruitment presentations.

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 35 graduate certificate programs, which enrolled 1,873 students in fall 2012.

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 2012-2013 Annual Report at [www.humber.ca/content/publications](http://www.humber.ca/content/publications)

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

Humber continues to offer a broad range of resources to ensure the success of all students, including peer tutors, counseling services, learning skills workshops and an array of extracurricular engagement opportunities spanning from athletics to volunteer work.

To support transfer students through their transition and onwards, students are encouraged to speak with Humber academic counsellors within their individual school of study to discuss their options and plan their next steps towards academic success and their eventual career.

Also in 2012-2013, Humber developed a position for a designated individual responsible for assisting transfer students both internally and externally. This single point of contact provides students with improved access to information regarding credit transfer and the options available to them.

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

In 2012-2013, Humber improved its credit transfer webpages to ensure access to the most comprehensive information regarding admission and advanced standing opportunities into many degree programs. Information is available for graduates of a related diploma, graduates of an unrelated diploma, students with partially completed diploma programs, as well as students who have completed or attended a Canadian University, International postsecondary institutions or private career colleges.

Humber also successfully implemented the second year of the Credit Transfer Innovation Fund. Activities included:

- system development to track transfer credit students;
- tracking and updating of equivalency database and synchronization with ONCAT transfer database;
- successful transfer credit advising pilot within the existing high school visit program;
- liaison with other PSE institutions to build awareness of existing transfer options between diploma and degree offerings
- Report on student degree completion interest using fall 2010, 2011 and 2012 Humber Engagement & Learning Profile (HELP) survey data.

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.*

Using the class size calculation example above, please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **Humber College** in 2012-2013:

Class Size	Number of Sections	As a Percentage of All 1 <sup>st</sup> Year Sections
Fewer than 30 students	3,364	55.92%
30 to 60 students	2,505	41.64%
61 to 100 students	131	2.18%
101 to 250 students	15	0.25%
251 or more students	1	0.02%
Total	6,016	100.0%

Class Size	Number of Sections	As a Percentage of All 2 <sup>nd</sup> Year Sections
Fewer than 30 students	2,086	58.46%
30 to 60 students	1,355	37.98%
61 to 100 students	119	3.34%
101 to 250 students	8	0.22%
251 or more students	0	0.00%
Total	3,568	100.0%

Class Size	Number of Sections	As a Percentage of All 3 <sup>rd</sup> Year Sections
Fewer than 30 students	829	73.04%
30 to 60 students	282	24.85%
61 to 100 students	23	2.03%
101 to 250 students	1	0.09%
251 or more students	0	0.00%
Total	1,135	100.0%

Class Size	Number of Sections	As a Percentage of All 4 <sup>th</sup> Year Sections
Fewer than 30 students	302	76.26%
30 to 60 students	87	21.97%
61 to 100 students	6	1.52%
101 to 250 students	1	0.25%
251 or more students	0	0.00%
Total	396	100.00%

\*The space below is provided for **Humber College** to describe methodology, survey tools, 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 an activity that **Humber College** used during 2012-2013, which contributed to maintaining or improving **Humber College's** class size 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.

With substantial year-over-year enrolment increases at Humber, accommodating additional students and course selections in a way that works for students and faculty continues to be a priority. In addition to increased physical space to accommodate growth in 2012-2013, Humber also built 19 new online courses and began development of 11 new fully online language programs through the School of Liberal Arts & Sciences. With over 400 courses currently listed in the online courses database, Humber continues to increase e-learning opportunities to support student choice in learning modes, ensure flexibility in timetabling and improve class sizes.

Also in 2012-2013, preliminary site work was completed for the new Learning Resource Commons (LRC), a 260,000 sq. ft., six-storey building at Humber's North Campus. The LRC will assist with Humber's class size initiatives by allowing the institution to retrofit existing office space into classrooms with maximized flexibility to allow for scheduling options and improved 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 2011-2012 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 2012-2013.

### **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 2012-2013 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>COURSES</b>	<b>Ontario College Credential*</b>	<b>Other Credential*</b>
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	161	355
# 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>	161	355
<b>PROGRAMS</b>	<b>Ontario College Credential*</b>	<b>Other Credential*</b>
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	2	37
# 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>	2	37
<b>REGISTRATIONS</b>	<b>Ontario College Credential*</b>	<b>Other Credential*</b>
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	5828	9559
# 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>	5828	9559

\*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.

Students enrolled in online courses at Humber 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 2012 online course student registrations.



## Hybrid Learning\*

### \*DEFINITIONS:

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 of 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 2012-2013.

Currently, Humber College only runs a handful of hybrid courses, per the Ministry definition. This type of delivery method is not widely used at the College.

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2012-2013, 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.

Humber College was quite active and aggressive in building new online content during the 2012-2013 academic year, building close to 100 new online courses. Sixty of these courses were language courses. The online language courses are unique in that they leverage the Tell Me More language software platform that allows students to experience "language immersion". Using our current LMS, the Tell Me More link and SCORM packages were embedded into each language course and the course was then supplemented with additional methods of evaluation, discussion boards and a live faculty/student chat session using virtual classroom software. Both professional and everyday language courses were built over a six month period and are now being offered through Humber College and OntarioLearn.

Humber College continues to grow the online course catalogue and we look forward to making a similar investment in upgrading our online courses in the 2013-2014 academic year.

## 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 2012-2013:

- Outbound students\* = **276**

*\*DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.*

- Inbound students\* = **9**

*\*DEFINITION: Inbound students are international students participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Humber College** in 2012-2013 = **\$42,213,000**

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 2012-2013 = **\$117,000\*\***

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Humber College** delivers courses and/or programs **abroad (outside of Canada)** in 2012-2013, 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.

\*\*flow-through funding from the Government of Canada (Canadian International Development Agency (CIDA)) for an international development initiative in Sulawesi, Indonesia to support partner institutions' capacity to deliver entrepreneurial curricula.

## 7.2) Enrolment

In 2012-2013, 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 Humber College's Total Full-Time International Student Enrolment(+)
1.	India(+)	1,688(+)	54.7%(+)
2.	China(+)	370(+)	12%(+)
3.	Vietnam(+)	104(+)	3.4%(+)
4.	Jamaica(+)	70(+)	2.3%(+)
5.	South Korea(+)	66(+)	2.1%(+)

**Humber College** reported to the Ministry that International Enrolment\* in 2012-2013 = **3,086(+)**.

*\*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 2012 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.

International students have long been a part of the Humber Community. In 2005, International students accounted for just fewer than 5% of the total student population with around 680 students coming to Humber from over 70 different countries. Today International students account for almost 14% of the total student population with over 3,000 students from more than 100 different countries choosing Humber as their education destination. International students enhance the learning environment on many different levels enriching the lives of faculty and students.

**Strengths:** Humber has a well-established international recruitment strategy and has been recruiting internationally since the late 1990's. Annually recruiters visit more than 30 countries globally with more than 300 representatives recruiting students on our behalf.

**Diversifying the international student population by country of origin:** With a concentrated effort to balance its diversity, Humber has increased the number of students coming from other countries by more than 20% over the past three years. Over the next five years our goal is to bring the percentage of students coming from outside of India to more than 50%.

Full-Time International Enrolment as a percentage\* of Full-Time Enrolment at **Humber College** in 2012-2013 was:  
**13.9%**(+)

\*Percentage calculation based on **Humber College's** 2012-2013 Full-Time International Enrolment, divided by **Humber College's** 2012-2013 Fulltime Enrolment Headcount plus **Humber College's** 2012-2013 Full-Time International Enrolment.

Please provide **Humber College's** 2012-2013 Part-Time International Student Enrolment = 188

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2012-2013, 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.

At Humber we are committed to creating a global-ready community of students. Through the provision of diverse, global perspectives and opportunities to support the development of intercultural skills and global citizenship we prepare students for the global workplace enabling them to contribute to a more equitable and sustainable world. In order to provide this global experience the International Centre works collaboratively with departments across the institution to ensure faculty and staff have the skills and support to deliver on this commitment.

Beyond recruitment and support to our international student body, we enhance the educational experience for all Humber students through supporting international partnership development, internationalization of the curriculum, classroom experience and student life providing opportunities for distinctive international experiences for all Humber students.

Overall, as an institution we are engaged in internationalization through:

1. Recruiting and supporting an increasingly diverse group of students from countries around the globe
2. Providing opportunities for students to earn academic credit while studying or completing placements abroad
3. Developing strategic partnerships focused on intercultural exchanges and programming that seeks to engage the Humber community in academic exchanges and collaboration
4. Advancing initiatives that provide opportunities for faculty and students to contribute to international development initiatives globally
5. Ensuring that Humber's faculty and staff are equipped to support internationalization efforts across the campus

This commitment has resulted in a significant increase in the number of students studying abroad and engaging in international activity.

### 7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in an English as a Second Language (ESL) course or program at **Humber College** in 2012-2013 = **251**

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Humber College** used in 2012-2013 to create pathways for *International students* from **Humber College's** ESL programming to postsecondary studies.

**English for Academic Purposes (EAP) Level 9:** In 2012-2013, EAP Level 9 was introduced for graduates of Humber's highest level 8 EAP class. The goal of this short course is to ensure students who graduate our EAP program are in touch with college life, English learning, college support services and fellow students.

**Summer Language Program (SLP):** Building upon the success of our already existing Explore Program, we have redesigned our Summer Language Program for launch in 2014. The SLP program will allow international students ranging in age from 14 -18 and 18 plus, to immerse themselves in English language instruction at Humber for stays that range from 2 weeks to 5 weeks in length.

**Technology:** Application of educational technology that showcases Humber as an Institute of Technology and Advanced Learning whose focus is student success through providing students with an exceptional learning experience.

- a. Introduction of 'Tell Me More' (TMM) language learning software. The software is an excellent resource for language skills (especially listening) and grammar, vocabulary building to supplement class work.
- b. Introduction of iPads with applications to foster collaborative learning in project and task-based learning.
- c. Introduction of Symbaloo ([www.symbaloo.com](http://www.symbaloo.com)), a social bookmarking service that allows users to curate their own 'desktop' with icons that link to key websites related to language learning and to their future studies.

**Online, virtually proctored, placement testing:** International students can now elect to complete placement testing in Math and English online through our partnership with Accuplacer, The College Board and B-Virtual. In the event that a student needs to take remedial courses before arriving, online workbooks and study guides, allow students to get a head start and prepare more appropriately for their first day of post-secondary classes.

### 7.4 French as a Second Language

Please provide the total number of *International students* who were enrolled in an French as a Second Language (FSL) course or program at **Humber College** in 2012-2013 = **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: Enrolment in ESL or FSL by International Students.

## **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 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 2011-2012 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2012-2013, **Humber College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **YES**

**Humber College** confirmed in its 2011-2012 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 2012-2013, **Humber College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **YES**

**Humber College** confirmed in its 2011-2012 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2012-2013, **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 2012-2013:  
**\$2,598,000**

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2012-2013, 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 continues to actively collect, analyze, and benchmark it's spend information (by vendor, commodity, etc.) and strategically identify and undertake 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 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 March 31, 2013.

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2012-2013, 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 2012-2013 fiscal year, Humber was one of the leading participants in OECM in terms of:

- Spending by a college
- Development of specifications for tenders applicable towards PSE & BPS organizations
- RFP evaluation committees



### BPS Expenses Directive

The 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.

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

<http://www.humber.ca/policies/expense-reimbursement-policy-and-procedure>

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2012-2013, 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 practices and procurement card and continues to be compliant with BPS Expense Directives.

In 2012-2013, Humber issued and awarded 200+ competitive bid documents.

**BPS Perquisites Directive**

The 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.

Please provide one or more highlights in the space provided below, of an activity that **Humber College** used during 2012-2013, which contributed to comply with the BPS Perquisites Directive in the 2012-2013. 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, 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 2012-2013 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 2012-2013:

	<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		17
Number of students at <b>Humber College</b> enrolled in a Co-op program			155		3,087

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2012-2013, 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.

Humber strives to deliver an excellent educational experience and is committed to providing quality, meaningful workplace and/or experiential learning opportunities for all students in every program of study. This sustained focus on teaching and learning excellence has also been built into Humber's 2013-2018 Strategic Plan.

In 2012-2013, Humber's Applied Research Office provided strong support to ensure students had ample opportunity to build industry connections, including:

- Funding and/or supporting 21 student entrepreneurial venture startups
- Hiring 58 students as ambassadors for Humber Research in the areas of SIRF projects, CONII project assistants and SSHRC project assistants

Within Humber's 21 degree programs, students benefit through established networks that give students access to valuable industry contacts and leaders as well as opportunities to gain valuable work experience in exception work-placements; these opportunities allow our students to gain an unique advantage in a competitive world.

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

## **10) Student Satisfaction**

Per the Key Performance Indicator (KPI) results reported in 2012-2013, 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" = **86.4%**(+)

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Humber College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **80.1%**(+)

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Humber College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **66.8%**(+)

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Humber College** for KPI Question #45 "The overall quality of the services in the college" = **66.4%**(+)

Please indicate the methods, in addition to the KPI survey results reported in 2012-2013, that **Humber College** used in 2012-2013 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/helpsurvey](http://www.humber.ca/helpsurvey)

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2012-2013, which contributed to maintaining or improving **Humber College's** student satisfaction 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 has worked year-over-year to create a consistently positive campus experience for students. In 2012-2013, Humber implemented the following improvement strategies to ensure student satisfaction:

- Expanded Learning Skills Workshops at both North and Lakeshore campuses, along with student leadership and volunteer opportunities
- Expanded food options at Humber's Lakeshore Campus to better cater to the needs of our students
- Textbook rental program and e-book program available through Humber's bookstores
- Improvements to athletic facilities and equipment at Humber's North Campus
- Revitalized Open Access computer labs for individual study
- Added 8,000 sq. ft. of program space at North and Lakeshore campuses; 50,000 sq. ft. renovated to better service students' needs; included the opening of new Open Access computer labs and lounge space by the Humber Students' Federation to increase collaborative and independent student work space at North Campus

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 2012, the graduation rate at **Humber College** = 63%<sup>(+)</sup>

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Humber College** used in 2012-2013 to measure graduation rate.

In 2012-2013, Humber's Institutional Research team developed new 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 2012-2013, 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:

- Expanded outreach to first generation students
- Expanded retention initiatives to increase graduation
- Restructured student orientation to assist in students' transition to college life and support their development both academically and socially
- Ensured that relevant courses are available through flexible delivery (online, summer) for 'off-track' students to enable them to graduate

Development of Humber's comprehensive retention and graduation reports will allow Humber to analyze student data in greater detail down to the program level, allowing for improved program review, targeted improvements and student outreach to ensure students graduate successfully from their program.

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

## **12) Graduate Employment Rate**

Per the KPI results reported in 2012-2013 the graduate employment rate, 6 months upon graduation, at **Humber College** = **82.8%**(+)

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Humber College** used in 2012-2013 to measure graduate employment rate.

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2012-2013, 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's Career Centre offers students and graduates a broad range of services to assist students through advice, resume help, and mock interviews. The Career Centre's Job Portal is accessible to Humber graduates, with the majority of job postings targeted to recent grads. The Career Centre also boasts a wide-spread network through LinkedIn connections, making Humber one of the leading career service groups in terms of providing career resources to Humber grads through social media channels.

Humber's Career Advancement Services (CAS) is an exclusive career service only available to Humber Continuing Education (CE) students and alumni. CAS coaches provide career coaching and resume clinic services to Humber graduates in the evenings (Tuesdays, Wednesdays, and Thursdays).

Also new in 2012-2013 the Career Centre has launched Monthly Career Conversations, showcasing different topics and speakers with a focus on preparing students for the world of work. These conversations provide a mix of formal content and information, interactive discussion that facilitates some critical preparation and networking.

In addition, strong Advisory Committees for each of our programs allow experts in each field to provide their perspective, knowledge, enthusiasm, and leadership to ensure that students are learning the most up-to-date information necessary to ensure their successful employment upon graduation.

Further details and initiatives regarding the maintenance or improvement of Humber's graduate employment rate are available in Humber's comprehensive Annual Report at [www.humber.ca/content/publications](http://www.humber.ca/content/publications)

### **13) Student Retention**

The table below has been pre-populated with the results from **Humber College's** 2011-2012 MYAA Report Backs. Please identify **Humber College's** achieved results for 2012-2013 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.**

	<b>Retention Rate Achieved for 2011-2012</b>	<b>Retention Rate Achieved for 2012-2013</b>
1st to 2nd Year	<b>86.5%<sup>(+)</sup></b>	2012 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 6,948 $\div$ 2011 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = 7,807 x 100 = 89%
2nd to 3rd Year	<b>90.2%<sup>(+)</sup></b>	2012 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 1914 $\div$ 2011 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 2,250 x 100 = 85.1%
3rd to 4th Year	<b>93.6%<sup>(+)</sup></b>	2012 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 558 $\div$ 2011 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = 594 x 100 = 93.9%

\*NOTE: Institutions used a variety of student enrolment cluster groups in their 2011-2012 MYAA Report Back student retention rate calculations. As such, comparison between prior year student retention rates and the 2012-2013 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with stakeholders to refine the student retention rate indicator for future MYAA Report Backs.

\*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.

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

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

3<sup>rd</sup> to 4<sup>th</sup> year - full-time enrolment headcount at Nov. 1 audit 1<sup>st</sup> year (semester 1) to Nov. 1 audit 2<sup>nd</sup> year (semester 3), for all programs over one year in length (includes international; excludes UNB nursing students)



Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2012-2013, which contributed to maintaining or improving **Humber College's** retention 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.

Student retention strategies have continued to be a key focus in 2012-2013. Both Humber-wide and School-specific strategies were implemented to improve retention rates.

Humber-wide strategies included:

- Early identification and intervention of at-risk students using the Humber Engagement & Learning Profile (HELP) survey
- Curriculum review and adjustments for courses with high failure rates
- Ongoing focus on pre-enrolment advising through the Office of the Registrar
- Academic student advisors to assist students at-risk
- Hired Program Coordinator Assistants to support academic advising

School-specific strategies included:

- Incoming students in General Arts and Sciences program (school of Liberal Arts & Sciences) paired with faculty mentors for educational planning meetings three times during semester 1.
- No learner left behind philosophy implemented in School of Health Sciences to support students in successful use of pathways and progression.
- Successful math pilot between the School of Applied Technologies and the School of Liberal Arts and Sciences to support progression from Semester 1 to Semester 2; redeveloped degree math course for students with conditional admission to achieve higher success rates

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 2012-2013 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 –

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

The in-class experience for students continues to be a key focus at Humber. In 2012-2013, Humber hired 44 new faculty with the appropriate credentials, experience and core values as well as provided support to 58 faculty to attain advanced credentials.

Humber's innovative Centre for Teaching & Learning supports the in-class experience year-round by offering learning sessions and workshops to faculty to build their skills, motivate students and improve learning outcomes. Their website houses a vast variety of resources to improve the classroom experience and can be found at <http://humber.ca/centreforteachingandlearning/home.html>. In addition, the Centre organizes the annual two-day conference 'Showcase' which highlights innovative and engaging teachers and teaching strategies.

Rollout leading up to the launch of the upgraded Blackboard 9.1 in fall 2013 was supported through formal and informal workshops focusing on the new capabilities of the product, including its improved ability to engage students in new ways.

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

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

Humber students experience a vibrant campus environment with learning support through a multitude of student services; a focus on library resources; an active student government which supports more than 160 student-led clubs; outstanding varsity teams and unique student-led activities such as: a gourmet restaurant, student newspaper, in-house radio and TV stations, concerts, theatrical performances, guest lectures and literary readings. As a result of all of this, Humber is at or above the provincial average in 8 out of 14 aspects of student engagement, and is proud to have a KPI overall student satisfaction consistently higher than the GTA average.

In addition to all of this, Humber also achieved the following in 2012-2013:

- Increased Learning Skills Workshop attendance by 106% over 2011-2012 with 58 workshops delivered to more than 3,000 students; examples include Time Management, Money Management, Presentation Skills, Exam & Test Preparation, Effective Reading
- Increased the number of students participating in volunteer activities by more than 50% over 2011-2012 (253 to 391)
- Enrolled more than 200 students in the First Year Experience (FYE) program at Lakeshore Campus; 75% of respondents agreed they learned things that will help them be better students
- Engaged 35,197 fans on Humber's Facebook page and 9,527 followers on Humber's Twitter page

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)

**14.3) 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, the development of Career Days in first semester, open access Math Centres which assist 10,000 students annually, and the introduction of a Career Strategies course to encourage career preparedness.

To ensure students are supported from the beginning, Humber launched 'Beyond Orientation', a program incorporating transition workshops and socials targeting LGBTQ, mature and international student in collaboration with the International Centre and the Student Life Office.

Also in 2012-2013, Humber increased its focus on mental health and wellness by expanding its Mental Health First Aid (MHFA) Training to all faculty and staff. In addition, funding by the province of Ontario has allowed Humber to extend this training to the province's 24 colleges and a handful of universities in northern Ontario. This program allows Humber and Mental Health First Aid Canada to train representatives from other institutions to become instructors in mental health first aid, teaching people to recognize and respond appropriately to mental health crises and providing initial support until professional help is obtained. These measures and training opportunities are becoming increasingly important in the postsecondary landscape as the population of students with psychologically-based distress and/or dysfunction grows.

Further details and initiatives regarding student support 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 2012-2013 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** 2012-2013 MYAA Report Back please contact -

- Name: Ruth MacKay, Director, Planning & Government Relations
- Telephone: 416-675-6622 x4630
- Email: ruth.mackay@humber.ca

Please indicate the address on **Humber College's** website where a PDF copy of this 2012-2013 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2012-2013 MYAA Report Back has been approved):

- <http://www.humber.ca/content/publications>