



**Humber Annual Report  
Addendum:  
2007-2008 Multi-Year  
Accountability Agreement Report**

## **Annual Report Addendum: Multi-Year Accountability Agreement Report Back**

Please note that, as was outlined on page one of Appendix B: Multi-Year Agreement Action Plan for Colleges of the Multi-Year Accountability Agreement for Colleges for 2006-07 to 2008-09, the release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on your institution confirming that it is on track for meeting its commitments, or the approval of an improvement plan by the ministry. The ministry will review your Action Plan annually, using this **Annual Report Addendum: Multi-Year Accountability Agreement Report Back**, and if required, discuss progress made on the commitments outlined in your Action Plan. Based on this review, you may be required to submit an improvement plan to the Ministry.

Also as outlined on page one of the Multi-Year Accountability Agreement for Colleges for 2006-07 to 2008-09, implementing the 2006-07 MYAA and future agreements will be part of an evolutionary process. As the Ministry and postsecondary institutions work in collaborative partnership to continuously increase access and improve quality, the results in your report back will inform the development of best practices and the creation of measures of system-wide results. These measures may be incorporated in revised requirements in future years to demonstrate system-wide improvements. Advice from and research undertaken by the Higher Education Quality Council of Ontario (HEQCO) will inform this process.

<b>College:</b>	<b>Humber</b>	<b>Fiscal Year:</b>	<b>2007-08</b>
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### **A. ACCESS**

#### **Increased Participation of Under-Represented Students — Measurement**

As stated in the MYAA, the Ministry is committed to working with the institutions and HEQCO to develop a system measure that will track the participation of under-represented students in a manner that is sensitive to privacy concerns.

##### **Measurement Methodologies at Your College**

*Instructions:* Referring to your approved MYAA Action Plan, list the measurement methodologies your college uses to determine the presence of under-represented groups (Aboriginal students, first generation students, students with disabilities, and mature students) and Francophone students in its student population. Describe the instrument being used and the categories of students being surveyed. Particularly valuable are methodologies and results that complement those of the Ontario College Student Engagement Survey (OCSES) – for instance, those that address participation in part-time, transition or apprenticeship programs.

Individual students may belong to more than one group. In the cells counting respondents for each under-represented group, do not adjust for this potential double-counting. Eliminate any double-counting in the column, "Total Number Self-Identifying as Member of Under-represented Group".

Measurement Methodology (including description)	Student Groups in Your Student Population				Total Number Self-Identifying as Member of Under-represented Group	Francophone Students	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities	Mature Students			
	#	#	#	#			
<b>1st year FITS Results</b>	6/6983 .09%	2135/6792 31.43%		154/7176 2.15%	2229	186/6983 2.66%	Overall responses 7176
<b>OCSSES Results **</b>	17/386 4.40%	73/407 17.94%	29/388 7.47%	15/407 3.69%	118	6/391 1.53%	407
<b>College Disability Database</b>			1006				

\* Language is Aboriginal is not a good indicator of aboriginal status.

\*\* OCSSES results are a good indicator for the total population but not for stratified samples.

\*\*\* Mature students are defined as individuals 19 or over with no OSSD.

\*\*\*\* Double counting eliminated

## Increased Participation of Under-Represented Students — Programs/Strategies

*Instructions:* Referring to your approved MYAA Action Plan, list: each access improvement strategy/program planned for the fiscal year being reported; whether the strategy/program was executed; the result achieved; any variance from the targeted result; an explanation of the variance; and, planned remedial action.

Access Strategy/Program/Indicator	Implemented?		Achieved Result	Target Achieved?		Explain Variance between Achieved and Expected Results and Any Remedial Action You Expect to Take
	Yes	No		Yes	No	
Outreach to community to increase access to first generation and at risk youth	x		31.4% first generation students in 1 <sup>st</sup> year versus target of 33%		x	Outreach activities, particularly in North Etobicoke, primarily focus on youth in school e.g. Camp Choice, summer camps and the new Pathways to Education program. The results of these initiatives will not be evident for 3-5 years. There are a high proportion of immigrants residing in our community and many of the newcomers have postsecondary education. Continued efforts will be made in our local communities to attract FGS to Humber. This variance is within an acceptable range considering past trends and variations in FGS enrolment.
Conducting longitudinal research to compare attrition, retention and graduation rates of FGS and non FGS students by program length	x		The analysis continues to indicate that there is no significant difference between FGS and non-FGS retention or graduation rates based on program length (in 1-year, 2-year, 3-year and 4-year programs).	x		
Expand opportunities for FGS and mature students to access Foundation Programs and General Arts and	x		152 FGS and mature students (39 are still attending as of March 31, 2008) enrolled in Design, Media, & Trades	x		

Science (GAS) one year programs, including GAS Developmental for under-prepared students			and Technology Foundation and General Arts and Science programs based on FITS participation rates; versus target 125 enrolled  Data is available through FITS on 210 GAS and Design graduates. 69 of the grads self-identified as FGS and mature students; another 8 FGS and mature students transferred to Humber programs from GAS prior to completion; total 77 versus target of 100		x	Data indicates that FGS completion rates are similar to non-FGS students. Therefore, we would anticipate that approximately 30-33% of total graduates would be from the FGS pool and in fact, that is what occurred (31% of 210 = 65). Humber is endeavouring to increase enrolment in GAS to meet this target.
Expand counselling and support services specific to Aboriginal students	x		100 aboriginals accessing services versus target of 20  % satisfaction rate with aboriginal services versus target of 75%	x	x	An Aboriginal Elder was hired PT in November and has been conducting outreach to aboriginal students to develop appropriate services for students. It was premature to conduct a formal evaluation of student satisfaction until the services are in place. Anecdotal feedback has been positive. In 2008-09, new services will be added, and a student satisfaction follow-up process will be put in place.
Expand counselling and support services to persons with disabilities	x		Construction completed of new Disability Services Test Area; 2919 accommodated tests administered vs. target of 2340  Hire new ADD/LD Consultant to serve 250 students  Transcriptions Technician served 167 disabled students vs. target of 61.	X   x	x	This is being phased in. Consultant time was increased by 2 days per week and an additional 2 days consultant time will be added in 2008-09 and a FT position will be added in 2009-10
Bridge students from under-represented groups in Humber diploma programs to Humber or Guelph-Humber degrees	x		16 FGS and mature students enrolled/ transferred into Guelph-Humber and Humber degrees versus target of 15	x		
Participate in Specialist High Skills Majors and dual credit pilot projects	x		167 FGS high school students enrolled in dual credit programs versus a	Un- known		Students were nominated by the high schools for these programs so we do not have confirmed data on FGS #s. It is highly probable that high proportion of the 77 students from the North Etobicoke high

with School Boards		target of 30			schools were FGS.
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## Student Access Guarantee and Commitment

*Instructions for 2007-08:*

Through your signed MYAA, you committed to participate in the student access guarantee. For 2007-08, this meant meeting students' tuition/book shortfalls in allocating financial aid, as set out in the [2007-2008 Student Access Guarantee Guidelines](#).

	Yes	No
The college met students' tuition/book shortfalls in allocating financial aid, as set out in the <a href="#">2007-2008 Student Access Guarantee Guidelines</a>	X	

If you answered no, please explain.

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Please complete the following table, using the most recent available year-to-date information from your institution's 2007-08 OSAP student access guarantee report screen (This screen can be accessed by your Financial Aid Office.)

2007-08 TUITION/BOOK SHORTFALL AID:		
	TOTAL \$	# ACCOUNTS
Expenditures for Tuition/book SAG Amount	\$360,440 (after deductions)	433
Other SAG Expenditure to Supplement OSAP	\$143,267	155
Total	503,707	588

Date screen was last updated: 08 / August / 2008

### MYA Action Plan – 2008-09 Revision: Student Access Guarantee

Pursuant to Section 2.1 of the Multi-Year Agreements, your institution will participate in the Student Access Guarantee (including the new Access Window which allows Ontario students to identify costs and sources of financial aid).

The detailed requirements for participation in the student access guarantee are outlined in the [2008-09 Student Access Guarantee Guidelines](#). Please complete the following template to update the strategies and programs that your institution will use in 2008-09 to participate in the Student Access Guarantee initiative.

Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be:  (a) provided to those students who apply for institutional financial aid; or (b) automatically issued to students based on their OSAP	(a) Students with tuition/book shortfall are invited to apply for institutional aid. Applications consist of a statement of need written by the student and a completed budget that outlines the student's expenses and income.	
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information.		
If your answer to the above question was 'a,' please identify what specific internet portal(s) or program(s) students at your institution apply through to be considered for tuition/book assistance provided as part of your participation in the student access guarantee.  Identify any applicable deadlines.	Students identified with a tuition shortfall are sent an email and advised to complete an application which is accessed at SRS.humber.ca	
Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your High-Demand (formerly fee-deregulated) college post-diploma Programs. If so:  (a) identify the programs by name and by OSAP cost code; (b) describe how you determine how much loan aid to provide.	Humber does not provide loan assistance.	
Describe other financial support programs and strategies that your institution will use to assist college students facing financial barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.	Humber awards tuition bursaries using an online budget calculator designed to help students estimate the cost of education and their available resources. Humber also allocates funds to support students who have unforeseen financial need. Financial Need bursaries are awarded to students who have unanticipated financial hardship during the school year.	
Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee.	To date there have been no disputes regarding the Student Access Guarantee financial assistance program. In 2007-2008, students who were denied assistance were receiving funding from other social agencies which resulted in a surplus of funds. If a dispute should arise, the file will be reviewed by the Registrarial and Student Aid staff. The student can appeal the decision to the Scholarship and Awards Committee.	

## B. QUALITY

### Quality of the Learning Environment

*Instructions:* Referring to your approved MYAA Action Plan, list: each quality improvement strategy/program planned for the fiscal year being reported; whether the strategy/program was executed; the result achieved; any variance from the targeted result; an explanation of the variance; and, planned remedial action.

Quality Strategy/Program	Implemented?		Actual Result	Target Achieved?		Explain Variance between Actual and Expected Results and Any Remedial Action You Expect to Take
	Yes	No		Yes	No	
Improve teaching and learning	X		- 63.5% graduation rate versus target of 61% - retention rates of: -79.5 % 1 <sup>st</sup> to 2 <sup>nd</sup> year versus target of 82% -93.2 % 2 <sup>nd</sup> to 3 <sup>rd</sup> yea versus target of 86% - 95.5% 3 <sup>rd</sup> to 4 <sup>th</sup> year (degrees) versus target of 95% - 83.56% student satisfaction with quality of learning experiences in program vs. target of 80% - 88.91% satisfaction with knowledge and skills provided for future career versus target of 86%	x    x  x  x	x	-This is a 2.5% increase from 2006-2007. Increasing retention from 1 <sup>st</sup> to 2 <sup>nd</sup> year is one of our strategic initiatives in our 2008-2013 Strategic Plan. A Student Success and Engagement Committee will be established and pilot projects identified.

			- 90.95% graduate employment versus target of 91% - 15% of new faculty hired with PhDs versus target of 15% - 67.4% student satisfaction with the libraries versus target of 70%  - maintained \$150,000 budget increase in acquisitions for library collections, both print and electronic - maintained class size of 26 students versus target of 32	x x  x x	x	- Increase of 2.4% over 2006-2007. Library services will continue to implement improvements such as askOn, a virtual reference service.
Renew and expand facilities	X		- committed \$4,551,227 and reduced critical deferred maintenance to under \$4.5M versus target of \$4.5 million deferred maintenance - 69.06% of students rate facilities very satisfactory or satisfactory versus target of 68% - invested over \$6,270,000 in facilities and equipment versus target of \$4.2M - construction started on retrofit of Building C	x  x x		
Enhance Academic and Student Advising Strategies	X		- 63.5 % graduation rate versus target of 61% - retention rates of: - 79.5 % 1 <sup>st</sup> to 2 <sup>nd</sup> year versus target of 82%  - 93.2 % 2 <sup>nd</sup> to 3 <sup>rd</sup> year versus target of 86% - 95.5% 3 <sup>rd</sup> to 4 <sup>th</sup> year (degrees) versus target of 95%	x   x x	x	-This is a 2.5% increase from 2006-2007. Increasing retention from 1 <sup>st</sup> to 2 <sup>nd</sup> year is one of our strategic initiatives in our 2008-2013 Strategic Plan. A Student Success and Engagement Committee will be established and pilot projects identified.
Enhance Technology	X		- \$1.6M used for a variety of projects versus target of \$1.6M; this included additional electronic classrooms, computer replacements, server software upgrade, customer care renewal; consultant salaries for Learner Information System and Student Information System development	x		

## Student Engagement and Satisfaction: Student Retention Rates

*Instructions:* Referring to your approved MYAA Action Plan, list: the retention rates achieved; any variance from the targeted rate; an explanation of the variance; and, planned remedial action.

*NOTE:* The report-back on retention rates will lag one year. For example, the retention rates from 2006-07 to 2007-08 will be reported in the fiscal 2007-08 report back.

	Actual Retention Rate	Target Achieved?		Explain Variance between Achieved and Expected Results and Any Remedial Action You Expect to Take
		Yes	No	

1 <sup>st</sup> to 2 <sup>nd</sup> Year expected 81 %	79.5%		x	This is a 2.5% increase from 2006-2007. Increasing retention from 1 <sup>st</sup> to 2 <sup>nd</sup> year is one of our strategic initiatives in our 2008-2013 Strategic Plan. A Student Success and Engagement Committee will be established and pilot projects identified.
2 <sup>nd</sup> to 3 <sup>rd</sup> Year expected 86 %	93.2%	x		
3 <sup>rd</sup> to 4 <sup>th</sup> Year* expected 95 %	95.5%	x		

\* Applicable only to applied degree programs.

## C. ACCOUNTABILITY

### Multi-Year Agreement Action Plan

*Instructions:* This report-back constitutes part of the public record, and as such, should also be made available on your institution's web site. Please ensure that this portion of your Annual Report is posted at the same location as your Multi-Year Agreement Action Plan.

2006-07 Report Back?		If posted, provide the current link. If not posted, when will it be posted?
Yes	No	
X		<a href="http://www.humber.ca/corporate_publications.htm">http://www.humber.ca/corporate_publications.htm</a>

2007-08 Report Back Contact:

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