

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

Institution Name:	Humber College
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OVERVIEW

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

2010-2011 SYSTEM WIDE INDICATORS

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

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

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

The System-wide Indicators for 2010-2011 are:

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

1) Enrolment - Headcount*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Humber College's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Humber College's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Humber College's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>
<div data-bbox="191 823 581 1474" style="border: 1px solid black; padding: 5px;"> <p>Disability Services developed and facilitated an enormously successful psycho-educational peer support group for students diagnosed with Asperger's Syndrome Disorder (ASD), an increasingly sizeable demographic with high support needs. Students self-reported significant gains in confidence and interpersonal skills by the end of the academic year. Anecdotal reports indicate that for the 2011-12 academic year, a number of potential students with ASD have specifically chosen Humber as their preferred college due to the reputation of our one-to-one and group support service</p> </div> <div data-bbox="191 1495 581 1831" style="border: 1px solid black; padding: 5px;"> <p>A comprehensive training program, <i>Effective Communication Skills for the Front Line</i>, was delivered to support staff in Disability, Counselling, and Health Services areas and the Test Centre in an effort to improve communication, assessment and 'crisis' intervention skills.</p> </div>	<div data-bbox="620 823 1003 1570" style="border: 1px solid black; padding: 5px;"> <p>The MTCU funded <i>Transition Advising Program</i> (TAP) pilot for first generation students was very successful during its first year, with 281 participants in 76 sessions over 13 weeks. Going into its second year, this program has expanded from two to four schools to include the School of Social & Community Services, the School of Applied Technology, The Business School, and the School of Health Sciences.</p> <p>The success of this program is rooted in the Transition Advising Program (TAP) leaders – upper year students who take on a weekly responsibility to work with a group of first generation students on campus as mentors and guides.</p> </div>	<div data-bbox="1042 823 1425 1192" style="border: 1px solid black; padding: 5px;"> <p>During 2010-2011 Humber focussed on services and events to showcase Aboriginal culture, including: Canoe Birthing, Aboriginal Month, Powwows, development of an Aboriginal Council, training for faculty and staff on Aboriginal issues, and a gallery of Aboriginal art and culture displayed in a non-formal educational space</p> </div> <div data-bbox="1042 1213 1425 1528" style="border: 1px solid black; padding: 5px;"> <p>Aboriginal Camp Choice for Aboriginal youth was hosted for the second year with funding received from the Ontario Ministry of Aboriginal Affairs in 2010. Participation in this three-day camp increased by 55 per cent, from 85 students in 2009 to 132 students in 2010.</p> </div> <div data-bbox="1042 1549 1425 1822" style="border: 1px solid black; padding: 5px;"> <p>Humber's Aboriginal Services were present at six special community organization events that attracted 3,350 participants. Intergenerational outreach was also done with 10 First Nation communities across Ontario from James Bay to Lake Simcoe.</p> </div>

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

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

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

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

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

YES

4) Participation in the Credit Transfer System

The following data is per the College Graduate Outcomes Survey:

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

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

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

NOTE: The Ministry recognizes that this is a census survey in which the response rate is approximately 66%. The Ministry also recognizes that this only captures college graduates who have transferred within 6 months of graduation and is not the complete picture of college-university transfer students. The Ministry anticipates that, as data collection systems in institutions evolve, this data will become more complete. The Ministry is developing long-term indicators for credit transfer in consultation with the sector.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5) Class Size*

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

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

1st YEAR CLASSES:

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

2nd YEAR CLASSES:

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

3rd YEAR CLASSES:

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

4th YEAR CLASSES (if applicable):

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

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

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

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

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

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

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

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

6) eLearning

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

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

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

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

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

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

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

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

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

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

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

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

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

Hybrid Learning*

A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.

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

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

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

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

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

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

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

7) International

7.1 Initiatives

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

Nigeria
Guyana
Pakistan
Russian Federation
United States

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

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

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

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

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

7.2 Enrolment

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

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

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

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

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

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

7.3 English as a Second Language

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

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

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

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

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

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

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

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

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

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

8) Supply Chain Compliance / Broader Public Sector Accountability Act

SUPPLY CHAIN COMPLIANCE

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

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

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

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

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

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

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

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

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

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

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

BPS Procurement Directive

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

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

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

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

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

BPS Expenses Directive

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

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

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

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

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

BPS Perquisites Directive

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

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

9) Space Utilization

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

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

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

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

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

10) Student Satisfaction

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

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

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

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

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

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

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

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

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

11) Graduation Rate

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

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

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

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

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

12) Graduate Employment Rate

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

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

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

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

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

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

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

13) Student Retention

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

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

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

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

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

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

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

In previous years our methodology has included nursing students.

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

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

Additional Humber-wide strategies included:

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

School-specific strategies included:

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

14) Quality of the Learning Environment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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