



**Humber Annual Report
Addendum:
2008-2009
Multi-Year Accountability
Agreement (MYAA) Report-Back**

Multi-Year Accountability Agreement Report-Back

College:	Humber	Year:	2008-09
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As noted in the Multi-Year Accountability Agreement for Colleges for 2006-07 to 2008-09 (MYAA), the government appreciates that implementing this and future agreements will be part of an evolutionary process which will incorporate maturing consensus on how to best measure and indicate access and quality. This will require a strong collaborative partnership between institutions and the Ministry of Training, Colleges and Universities.

This Multi-Year Accountability Agreement Report-Back Template has been designed to assist with the ministry's continuing efforts to measure the participation of students from under-represented groups, and as outlined in Appendix B (the Multi-Year Action Plan) of the MYAA, access and quality improvement strategies and the strategies and programs that will be used by your institution to participate in the Student Access Guarantee initiative. The ministry will also use the completed Multi-Year Accountability Report-Back Template to review the progress made on the commitments outlined in your Multi-Year Action Plan.

As in previous years, MTCU will withhold a portion of your institution's yearly allocations until the completion of the annual Report-Back review and confirmation that your institution is on track for meeting its commitments, or the approval of an improvement plan by the ministry.

MYAA Transition Year 2009-10

As outlined in the MTCU memo to colleges and universities dated March 31, 2009 the MYAAs have been extended into 2009-10 in order for the government and its postsecondary education partners to transition into a re-aligned accountability framework that reflects the future directions for the system in 2010 and beyond.

The expectation for the transition year is that institutions will maintain their commitments for access, quality and accountability as outlined in the original agreement. This includes reporting enrolment through the established protocol, providing information to assist the Higher Education Quality Council of Ontario (HEQCO) with its research on access and quality, and compliance with the Tuition Fee Framework and the Student Access Guarantee.

MTCU does not require your institution to set additional targets in 2009-10. The attached Report-Back Template provides space for you to identify how your institution-specific access and quality improvement strategies for 2006-07 to 2008-09 will be extended, consolidated and/or best practices applied in 2009-10. You are also asked to outline how you will continue to monitor the impact of these access and quality improvements over the transition year. You will find appended to this Report-Back Template a summary of consolidated access and quality improvement strategies developed from the previous Report-Back years. The expectation is that by strategically aligning activities and focusing on evaluation of outcomes that your 2009-10 year will provide the basis for your institution to develop a new Multi-Year Action Plan with corresponding targets in 2010.

A. ACCESS

Increased Participation of Under-Represented Students — Measurement

As stated in the MYAA, the ministry is committed to working with 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.

To assist with these efforts, please refer to the measurement methodologies outlined in your approved Multi-Year Action Plan to track these students, and provide the total number of students who have self-identified as a member of each of these groups. Particularly valuable are methodologies and results that complement those of the Ontario College Student Engagement Survey (OCSES). The ministry recognizes that these measurement methodologies may require students to self-identify, which may result in under-reporting.

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. To the extent that you are able to do so, 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			
	#	#	#	#			
1 st Year FITS Results (PEI Survey)	21 *	2,320		140 **	2481	218	7,471
Fall 2008 & Winter 2009 Survey data	.28%	31.05%		1.87%	33.20%	2.91%	
OCSES ***	89 6.32%	269 19.11%	99 7.03%	37 2.62%	494 35.08%	14 .99%	1,408
Disability Services Department database			1,223				
Records Department database				1,630			

* FITS data used to identify Aboriginal students is based on Language First learned and underestimates this population.

** FITS data used to identify mature students, defined as individuals 19 years of age or older with no OSSD, underestimates this population.

*** OCSES results are a reasonable indicator for the total population but not for stratified samples – it overestimates the college Aboriginal student population and underestimates first generation students, mature students and the francophone student population.

If you would like to provide any other comments, please do so in the following space:

Increased Participation of Under-Represented Students — Programs/Strategies

MYAA Report Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
FG & "at risk": Outreach	% of FG students	33% (07-08 31.4%)	31.1% first generation students in 1 st year versus target of 33%	This variance is within an acceptable range considering past trends in FGS enrolment. The impact of outreach activities, e.g. Camp Choice summer camps and Pathways to Education program will not be evident for another 2-4 years. Continued efforts will be made in our local communities to attract FGS to Humber.
FG Students: Longitudinal Research	Report	Comparison of FGS retention to non-FGS retention	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)	
FG & Mature Students: Foundations & GAS Programs	Enrolment, completion and transition into college & university programs	140 enrolled, 112 graduates from GAS	<ol style="list-style-type: none"> 175 FGS & Mature students enrolled in GAS & Foundations programs in 2008-09 95 FGS & Mature students graduated from GAS & Foundations programs in 2008-2009. 	<ol style="list-style-type: none"> Variation from target within acceptable range. Identifying FGS students based on 70% completion rate of FITS survey, and, therefore, unable to identify all FGS within Foundations and GAS programs.

Students w/ Disabilities: Counselling & Supports	# of students; # of accommodation tests administered	63 students accessing Transcript Technician; 255 students accessing ADD/LD consultant; 2,388 tests (07-08 167 students accessing Trans.; 2,919 tests)	<ol style="list-style-type: none"> 53 students served by Transcription Technician 326 students accessing ADD/LD consultant 2,043 accommodated tests 	<p>1. Variance from target considered reasonable and no additional activities planned. Number of students served by Transcription Technician will vary from year-to-year based on the number of students with disabilities that require this specific accommodation.</p> <p>3. Variance from target considered reasonable and no additional activities planned. Number of accommodated tests will vary substantially from year-to-year based on the number of students with disabilities that require specific accommodation, in addition to the variation from program-to-program of the number of tests involved.</p>
Aboriginal Student Services	# of students; satisfaction	20 students served; 75% satisfaction (07-08 100 students served)	<ol style="list-style-type: none"> 113 aboriginal students served no tool currently in place to capture satisfaction level with Aboriginal Student Services 	<p>2. A survey will be developed and conducted in 2009-2010 to aboriginal students to identify their satisfaction level with Aboriginal Student Services.</p>
Bridging for under-represented students	# of FG & mature students bridging into diploma and/or degree programs	20 students bridging into degree prgm (07-08 16 FG & mature students)	21 FGS and mature students bridging into degree programs	
Specialist High Skills / Dual Credit	# students in dual credit	40 HS students in dual credit prg (07-08 167)	152 students in dual credit program	

MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your strategies/programs to support increased participation of under-represented students will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1.	Community Outreach and Workforce Development unit now established at Humber, which manages and will continue to run Camp Choice, Pathways to Education and FGS Outreach projects and Dual Credit Programs in 2009-10.
2.	An Aboriginal Elder had her time on campus increased in 2008-09, which will be maintained at that level in 2009-10. Additional services for Aboriginal students will be added in 2009-10, including participation with Recruitment Department in a recruitment campaign/event, cultural activities, and the creation of an Aboriginal Services website.
3.	A full-time ADD/LD consultant position has been approved for 2009-10 to replace a contract position, which was dedicated to ADD/LD services on a part-time basis.

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through feedback, surveys, tracking participants' progress, etc.).

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1.	Participation, success and satisfaction rates will be tracked for the outreach and support initiatives/projects coordinated through the Community Outreach and Workforce Development Unit.
2.	Postsecondary enrolment at Humber of former participants in Camp Choice and Dual Credit participants will be tracked at Humber through first year student FITS surveys and the Records Department.
3.	A short survey for Aboriginal Services will be developed and administered in 2009-10 to obtain feedback from Aboriginal students about services and identify satisfaction levels.

French Language College Collaboration

MYAA Report Back 2008-09

This table applies only to the two French language colleges — Boréal and La Cité collégiale.

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
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Not applicable

MYAA Transition Year 2009-10

Please describe how your institution will continue to build on your existing college collaboration strategy in 2009-10 and how you will monitor and evaluate the outcomes of this strategy in 2009-10.

Collaboration Strategy for 2009-10	Brief Description
Not applicable	

College Small, Northern and Rural

MYAA Report Back 2008-09

This table applies only to institutions that receive funding through the Small, Northern and Rural (SNR) Grant.

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Not applicable				

MYAA Transition Year 2009-10

Please describe how your institution will continue to build on your existing college SNR strategy in 2009-10 and how you will monitor and evaluate the outcomes of this strategy in 2009-10.

SNR Strategy for 2009-10	Brief Description
Not applicable	

2008-09 Student Access Guarantee

Through your signed MYAA, you committed to participate in the Student Access Guarantee. For 2008-09, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2008-2009 Student Access Guarantee Guidelines.

	<u>Yes</u>	<u>No</u>
The institution met students' tuition/book shortfall in allocating financial aid, as set out in the <u>2008-2009 Student Access Guarantee Guidelines</u>	X	

If you answered no, please explain.

Please complete the following table, using the most recent available year-to-date information from your institution's 2008-09 OSAP student access guarantee report screen (This screen can be accessed by your Financial Aid Office).

2008-09 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$258,803	309
Other SAG Expenditure to Supplement OSAP	\$594,805	902
Total	\$853,608	1,211

Date screen was last updated: 05 / 07 / 2009

2009-10 Student Access Guarantee

As an extension of the commitments made under the original 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 2009-10 Student Access Guarantee Guidelines. Please complete the following template to update the strategies and programs that your institution will use in 2009-10 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 information	(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.
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	Students identified with a tuition shortfall are sent an email and advised to complete an application which is attached as a PDF

<p>participation in the student access guarantee.</p> <ul style="list-style-type: none"> - Identify any applicable deadlines. - Identify your communications strategies to inform students of how to apply. 	
<p>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 second entry programs. If so:</p> <ol style="list-style-type: none"> a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide 	<p>Humber does not provide loan assistance.</p>
<p>Describe other financial support programs and strategies that your institution will use to assist 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.</p>	<p>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.</p>
<p>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.</p>	<p>To date there have been no disputes regarding the Student Access Guarantee financial assistance program. In 2008-2009, 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 Scholarships and Awards Committee.</p>

If you would like to provide any other comments, please do so in the following space:

B. QUALITY

Quality of the Learning Environment

MYAA Report Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Improve Teaching & Learning	Graduation, retention, satisfaction, placement, % of faculty w/ PhD, class size, library budget	62% graduation (07-08 63.5%) 82%, 86%, 95% retention (07-08 79.5%, 93.2%, 95.5%) 80% satisfaction-learning (07-08 83.56%) 86% satisfaction-skills (07-08 88.91%) 91% placement (07-08 90.95%) 10% faculty w/ PhD (07-08 10%) 32 class size (07-08 26) 70% satisfaction-library (07-08 67.4%) \$150K increase for library collection (07-08 \$150K)	1. 63.1% graduation rate 2. 1 st to 2 nd year: 79.9% 2 nd to 3 rd year: 93.2% 3 rd to 4 th year: 95.5% 3. 84.4% satisfaction with learning experiences 4. 89.3% satisfaction with knowledge & skill development 5. 89.1% graduate employment rate 6. 12% faculty with PhD 7. 24 class size 8. 67.3% satisfaction with library 9. \$150K increase for library collection	2. 1 st to 2 nd year retention rate increased 0.4% over last year and nearly 3% since 2006-2007. Humber's Student Success and Engagement Committee will establish pilot projects in 2009-2010 that focus on student retention.
Renew & Expand Facilities	Investment in: deferred maintenance, facilities & equipment, satisfaction	\$4.5M critical deferred maintenance (07-08 \$4.6M) \$4.2M facilities (07-08 \$6.3M) 68% satisfaction-facilities (07-08 69.06%) Retrofit Building C	1. critical deferred maintenance reduced to \$1M 2. \$10M invested in facilities and equipment 3. 69.7% satisfaction with facilities 4. Retrofit of Building C completed	
Enhance Technology	Budget	\$1.6M for IT (07-08 \$1.6M)	\$1.6M for IT	

MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your quality improvement strategies will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1.	A Student Success and Engagement Committee was established in 2008. The Committee will be developing and executing pilot projects during 2009-10 that are focused on increasing student engagement, retention and graduation rates.
2.	Student Satisfaction KPI results for each item have been benchmarked. Academic schools, services, facilities and resources departments review and develop strategies annually to increase satisfaction rates, where appropriate.
3.	Short- and long-term campus planning activities undertaken in 2008-2009, which involved college-wide consultation and Board approval. Improvement/development of formal and informal meeting/social space for student will be developed for 2009-2010, as well as the creation of new program-specific classrooms and labs.

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through KPI surveys, retention rates):

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1.	Student Success and Engagement Committee pilot projects will involve collection of qualitative and quantitative data to measure the impact of the projects on increasing student engagement, retention and graduation rates.
2.	Five-year trend analysis is conducted for Student Satisfaction KPI results.
3.	Student Satisfaction KPI results will be used to monitor satisfaction with the development of new student social and study space on campus, as well as new dedicated lab and classroom space.

Student Success: Student Retention Rates

MYAA Report Back 2008-09

Referring to your approved Multi-Year Action Plan, please report on the 2008-09 retention target achieved by your institution. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

	Proposed 2008-09 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
1 st to 2 nd Year	82% (07-08 79.5%)	79.9%	1 st to 2 nd year retention rate increased 0.4% over last year and nearly 3% since 2006-2007. Humber's Student Success and Engagement Committee will undertake and evaluate pilot projects in 2009-2010 that focus on student retention.
2 nd to 3 rd Year	86% (07-08 93.2%)	93.2%	
3 rd to 4 th Year	95% (07-08 95.5%)	95.5%	

If you would like to provide any other comments, please do so in the following space:

MYAA Transition Year 2009-10

Pending advice from HEQCO from the development of student retention measures and targets, we also ask that you continue to track student retention in 2009-10 according to your institution's established practices.

If you would like to provide any other comments, please do so in the following space:

C. ACCOUNTABILITY

MYAA Report Back 2008-09

Please insert the current internet link to your posted Multi-Year Action Plan and 2007-08 Multi-Year Accountability Agreement Report-Back in the following space:

http://www.humber.ca/corporate_publications.htm

This 2008-09 Report-Back document constitutes part of the public record, and as such, should also be made available on your institution's web site. Please ensure that this document is posted at the same location as your Multi-Year Action Plan and 2007-08 Report-Back.

MYAA 2008-09 Report Back Contact	
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APPENDIX A: Summary of consolidated strategies and programs for 2009-10 Transition Year

Increased Participation of Under-Represented Students

Outreach: targeted outreach activities with local community organizations and high schools, or advertising / marketing activities to improve participation of under-represented groups.

Bridging & Pathways: activities to bridge students into PSE (including dual credit programs, academic upgrading and other services) and assist students' pathways between college and university (i.e. credential assessment, advising for transferred students) or into work placements and co-operative programs.

Student Services & Supports: activities including personal and career counselling, academic advising and supports, and cultural programming (i.e. Aboriginal Elders on-site).

Academic Programming: activities to assess or develop programs to ensure accessibility in terms of delivery and / or content, enhance opportunities for under-represented groups, or deliver the program in partnership with other institutions.

Building Capacity: activities focusing on the capacity of the college or university to ensure greater accessibility, including staff training, research and needs assessment of the student population and the identification of barriers.

Quality of the Learning Environment

Academic Programming: program development and quality review processes, and improved program policies and quality audits.

Student Engagement & Satisfaction: activities to increase student engagement through effective educational practices (interaction, cooperation amongst students, active learning, prompt feedback and time on task). Also includes overall assessments of student satisfaction and engagement through designated tools (KPI and other surveys).

Student Services & Supports: academic supports such as tutoring, academic advising and foundational skills (English and Math).

Teaching / Classroom Enhancements: overall enhancements to students' experience inside the classroom through targets for student-faculty ratio, student assessment of teaching and physical classroom upgrades (technology, seating).

Operations: activities to support effective operations, including faculty / staff development, infrastructure / capital and library and technology enhancements.

APPENDIX B: Example of extended / consolidated programs and strategies

Multi-Year Action Plan for 2006-07 to 2008-09

Quality Strategy / Program	Indicator	Results		
		% in 2006-07	% in 2007-08	% in 2008-09
Academic Writing Centre	% of 1 st year students using centre	% in 2006-07	% in 2007-08	% in 2008-09
Peer Tutoring Program	# of clients served	# in 2006-07	# in 2007-08	# in 2008-09
Entering Student Retention Strategy	1 st to 2 nd year retention rate	% in 2006-07	% in 2007-08	% in 2008-09

Transition Year 2009-10

Consolidated or extended Quality Strategy / Program	Brief Description
1. Entering Student Success Strategy: Student Services & Supports	We will continue to offer a range of student supports and services to ensure students receive the academic counselling and support they need to succeed in their studies and persist to year two of their program.

Consolidated or extended Quality Strategy / Program	Description of Monitoring and Evaluation of Outcomes
1. Entering Student Success Strategy: Student Services & Supports	In 2009-10 we will continue to monitor the impact of our entering student success strategy through responses on the use and evaluation of student services in our student engagement survey. We will also continue to monitor the overall retention rate for 1 st to 2 nd year students in the long-term to serve as the baseline for a new Multi-Year Action Plan in 2010.