

2013-2014 Annual Report Appendices

Approved by the Humber Board of Governors
May 27, 2014

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2013-2014 Report Back

Institution Name:	Humber College
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OVERVIEW

The annual 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.

Where possible, to help streamline the 2013-2014 Report Back process, the Ministry pre-populated **Humber College's** 2013-2014 Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2012-2013 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Humber College's** 2013-2014 Report Back is denoted with the symbol ⁽⁺⁾.

1) Enrolment - Headcount*

**DEFINITION: Headcount is the un-audited 2013-2014 enrolment count on November 1, 2013 in the Ontario College Application System (OCAS) (Full-Time funded students only: does not include Nursing, Second Career, Apprentice or International students).*

Humber College reported to the Ministry, that the total Headcount enrolment count in 2013-2014 was = **19,767**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment at **Humber College** in 2013-2014 = **15,687**

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment at **Humber College** in 2013-2014 = **3,703**

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2013) enrolled at **Humber College** in 2013-2014= **377**.

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

Numbers reported above based on CSER file for fall 2013; funding status = 10.
Excludes Nursing (UNB), Second Career, Apprentice and International.

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 2013-2014 to manage enrolment.

As part of our 2013-2018 Strategic Plan, Humber is dedicated to providing a comprehensive range of credentials spanning many fields including graduate certificates, bachelor's degrees, diplomas, certificates and apprenticeships through a variety of delivery methods including day, evening and online. Our programs, credentials and services are designed to allow each student to achieve his/her desired outcomes. As a reflection of this, total full-time enrolment at Humber grew by 4.5 per cent from fall 2012 to fall 2013, fulfilling our responsibility to ensure access and quality to our students and community.

During this same timeframe, Humber implemented several initiatives to manage enrolment including a strategic enrolment management (SEM) framework, development of the Strategic Mandate Agreement through the Ministry of Training, Colleges and Universities, and facility expansion.

- Humber's new integrated approach to support strategic enrolment management (SEM) is well under way through the development of a cross-institutional and cross-functional SEM Advisory Council and relevant committees (SEM Student Pathways Committee; SEM Student Success Committee; SEM Data Committee). Through the implementation of a data-driven framework with a focus on student success, Humber will shape future enrolment and success strategies that will optimize student recruitment, retention and graduation.
- Development of Humber's Strategic Mandate Agreement (SMA) reinforced our key areas of differentiation and institutional strength, including our polytechnic brand, range of credentials and breadth of programming. The agreement will complement the continued implementation of our five-year strategic plan.
- In early 2013, Humber broke ground for the 260,000 sq. ft. Learning Resource Commons (LRC) at North Campus. Accommodating future growth and creating space for an additional 2,200 new students, the LRC was 62 per cent complete as of August 2014.

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

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

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

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

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

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

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

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Humber College who registered with the Office for Students with Disabilities and received support services in 2013-2014= <u>2,325</u></p> <p>The total indicated above as a comparative % of Humber College's 2013-2014 Enrolment Headcount: (Insert Total From Above) <u>2,325</u> ÷ <u>19,767</u>⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = <u>11.8%</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Humber College in 2013-2014= <u>6,532</u></p> <p>The total indicated above as a comparative % of Humber College's 2013-2014 Enrolment Headcount: (Insert Total From Above) <u>6,532</u> ÷ <u>19,767</u>⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = <u>33%</u></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Humber College in 2013-2014 = <u>Not tracked</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Humber College in 2013-2014= <u>316</u></p> <p>The total indicated above as a comparative % of Humber College's 2013-2014 Enrolment Headcount: (Insert Total From Above) <u>316</u> ÷ <u>19,767</u>⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = <u>1.6%</u></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Humber College in 2013-2014 = <u>Not tracked</u></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.

Humber College shares support resources and facilities, and is co-located with, the University of Guelph Humber. Listed above, the 2,325 students registered with the Office for Students with Disabilities do not include an additional 192 Guelph Humber students who registered with and received support from Humber College's Disability Services Office.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, 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 Humber College to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, 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 Humber College to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, 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 Humber College to be an innovative practice, success story and/or key accomplishment.</p>
<p>Disability Services organized the <i>Easy Start Transition Program for Students with Disabilities</i> which was attended by 117 students and guests. One hundred per cent of surveyed student respondents indicated that they would recommend the program to other students with disabilities.</p> <p>We also continued to facilitate a weekly group for ASD students which consistently attracted 5-9 students per week. The group focused on a variety of topics that were chosen with student input, including employment readiness skills.</p> <p>Since 2012, over 700 faculty and staff at Humber College have been trained in Mental Health First Aid.</p>	<p>The Transition and Advising Program (TAP) ran for its fourth year in 2013-2014 with few changes to the structure and method of program delivery. The program targets first-year, first generation students who are new to the college. Students meet on a weekly basis with peers to discuss issues related to transition and academic success including study skills, test taking anxiety, and leadership development.</p> <p>This past year there were 209 registrants overall to the TAP program, an increase of 31 students over 2012-2013.</p> <p>Survey results from F13 and W14 indicate: 95 per cent of students surveyed would recommend the TAP program; 68 per cent believed the program better prepared them for academic study; 70 per cent of student believed they were made aware of other services available on campus.</p>	<p>Humber and the Aboriginal Resource Centre (ARC) hosted a first-of-its-kind Indigenous Knowledge Symposium (IKS) with 110 attendees ranging from current and prospective Humber students, to staff from other PSE institutions, and First Nation community members from across Ontario. Of the attendees, 60 per cent were engaged youth interested in furthering important conversation about the preservation and importance of Indigenous Knowledge within post-secondary education.</p> <ul style="list-style-type: none"> - 80 per cent of survey respondents rated the IKS topics as “very interesting” and “interesting”. - 85 per cent of survey respondents would recommend IKS to their friends <p>Also in 2012-2013, Humber developed new Aboriginal spaces to support Aboriginal student success. The development of the Wigwamen Aboriginal Student Residence lounge is an activity that has enhanced inter-departmental working relationships in Student Success and Engagement. Together, ARC and Residence Life are planning ongoing activities that will promote aboriginal student success and transition into PSE and further aboriginal awareness at the college.</p>

3) Participation in the Credit Transfer System

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

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

Reporting Years	Total # of Humber College graduates who participated in Graduate Survey (A)	# of Humber College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of Humber College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2009-2010	3644 ⁽⁺⁾	323 ⁽⁺⁾	8.9% ⁽⁺⁾	40388 ⁽⁺⁾	2725 ⁽⁺⁾	6.7% ⁽⁺⁾
2010-2011	4683 ⁽⁺⁾	381 ⁽⁺⁾	8.1% ⁽⁺⁾	50622 ⁽⁺⁾	3355 ⁽⁺⁾	6.6% ⁽⁺⁾
2011-2012	5291 ⁽⁺⁾	346 ⁽⁺⁾	6.5% ⁽⁺⁾	57701 ⁽⁺⁾	3463 ⁽⁺⁾	6% ⁽⁺⁾
2012-2013	5409 ⁽⁺⁾	329 ⁽⁺⁾	6.1% ⁽⁺⁾	57462 ⁽⁺⁾	3424 ⁽⁺⁾	6% ⁽⁺⁾
2013-2014	5516 ⁽⁺⁾	318 ⁽⁺⁾	5.8% ⁽⁺⁾	54467 ⁽⁺⁾	3003 ⁽⁺⁾	5.5% ⁽⁺⁾

Per the College Graduate Outcomes data reported in 2013-2014 (based on 2012-2013 graduates), the percentage of **Humber College** students who were satisfied or very satisfied with academic preparation for university was **87.7%⁽⁺⁾**.

Per the College Graduate Outcomes data reported in 2013-2014 (based on 2012-2013 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **85.1%⁽⁺⁾**.

***NOTE:** The Ministry recognizes that this is a census survey in which the response rate is approximately 66%. The Ministry also recognizes that this only captures college graduates who have transferred within 6 months of graduation and is not the complete picture of college-university transfer students.*

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2013-2014, and which contributed to maintaining or improving **Humber College's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), changes to student supports or program viewed by **Humber College** to be an innovative practice, a success story and/or a key accomplishment. In addition, **Humber College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

With Humber's vision of 'Leadership in Polytechnic Education', one of our primary goals as outlined in our 2013-2018 Strategic Plan is to ensure that there are effective and efficient pathways between credentials that recognize previous learning and allow students to build on their credentials.

Humber continues to develop a unique system of internal pathways between certificate, diploma and degree programs. As an Institute of Technology and Advanced Learning, Humber is able to offer up to 15 per cent of its programs at the baccalaureate degree level. In 2013-2014, Humber offered 21 degrees (plus Nursing) that resonate with potential students and respond to labour market demands (31 per cent of all college degree enrolment in Ontario). All new degrees have pathways for diploma students from Humber or any other Ontario college.

Additional internal pathways include the following:

- Humber diploma into University of Guelph-Humber degree programs. The University of Guelph-Humber is located on Humber's North Campus, offering nearly 4,000 students seven unique 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 and gain hands-on workplace experience. In summer and fall 2013, 196 Humber diploma students transferred into degree programs at the University of Guelph-Humber, bringing the total number of transfer to almost 800 since the launch of Guelph-Humber.
- Students with a baccalaureate degree from any institution can transfer into one of Humber's 31 graduate certificate programs, which enrolled 1,908 students in fall 2013.
- The availability of lateral transfer from the apprenticeship stream to the postsecondary stream – and vice versa – at several levels. Students with related educational experience can apply for prior learning assessment and recognition exemptions when transferring between credentials.

In 2013-2014, with the support of an external consultant, Humber commenced a comprehensive review of the pathways and transfer options available to students. The final report, designed to inform discussion and development of an integrated institutional strategy using relevant metrics, is scheduled to be shared with the Humber community in Fall 2014. With the ability to measure the efficacy and utilization of pathways, Humber will continue to ensure the continued development of innovative and effective options for students.

SUCCESS STORY: Internal collaborations and consultations between faculty and staff from the School of Applied Technology's Architectural Technology and Interior Decorating diploma programs, and the Bachelor of Interior Design degree program resulted in the establishment of a seamless internal pathway for graduates of the 2-year diploma programs into second-year of the degree program.

4) 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.*

Class Size Calculation Example:

FIRST YEAR - COURSES

GSSC1109 *Life Span Development*

Course Option #1: Offered Tues - 35 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 35**)

Course Option #2: Offered Wed - 25 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 25**)

COMP1082 *Computer Skills*

Course Option #1: Offered Mon - 98 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 98**)

SWRK1026 *Canadian Social Welfare*

Course Option #1: Offered Mon & Thurs - 10 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 10**)

Course Option #2: Offered Wed & Fri - 10 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 10**)

Course Option #3: Offered Tues & Thurs - 40 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 40**)

SWRK 1041 *Preparation for the Field*

Course Option #1: Offered Tues - 30 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 30**)

Course Option #2: Offered Wed - 30 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 30**)

SWRK1043 *Group Dynamics*

Course Option #1: Offered Mon - 60 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 60**)

COMM1007 *College English** (**If this is a cross-listed course with another faculty, count only once*)

Course Option #1: Offered Mon & Thurs - 100 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 100**)

Course Option #2: Offered Wed & Fri - 101 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 101**)

Course Option #3: Offered Tues & Thurs - 76 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 76**)

Each of these course offerings should be counted once in the table below, in the appropriate class size section. For the 2013-2014 Report Back, using the information above, the class size data would be recorded as follows.

Class Size	Number of Sections	As a Percentage of All 1st Year Sections
Fewer than 30 students	3	3/12 = 25.0%
30 to 60 students	5	5/12 = 41.7%
61 to 100 students	3	3/12 = 25.0%
101 to 250 students	1	1/12 = 8.3%
251 or more students	0	0/0 = 0.0%
Total	12	12/12 = 100.0%

Using the class size calculation example above, please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **Humber College** in 2013-2014:

Class Size	Number of Sections	As a Percentage of All 1st Year Sections
Fewer than 30 students	3157	53.83%
30 to 60 students	2555	43.56%
61 to 100 students	140	2.39%
101 to 250 students	13	0.22%
251 or more students	0	0.00%
Total	5865	100.00%

Class Size	Number of Sections	As a Percentage of All 2nd Year Sections
Fewer than 30 students	2237	59.72%
30 to 60 students	1425	38.04%
61 to 100 students	73	1.95%
101 to 250 students	11	0.29%
251 or more students	0	0.00%
Total	3746	100.00%

Class Size	Number of Sections	As a Percentage of All 3rd Year Sections
Fewer than 30 students	893	67.96%
30 to 60 students	395	30.06%
61 to 100 students	21	1.60%
101 to 250 students	5	0.38%
251 or more students	0	0.00%
Total	1314	100.00%

Class Size	Number of Sections	As a Percentage of All 4 th Year Sections
Fewer than 30 students	401	76.53%
30 to 60 students	117	22.33%
61 to 100 students	6	1.15%
101 to 250 students	0	0.00%
251 or more students	0	0.00%
Total	524	100.00%

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

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2012-2013, which contributed to maintaining or improving **Humber College's** class size initiatives. This could be a strategy, initiative or program viewed by **Humber College** to be an innovative practice, success story and/or key accomplishment that **Humber College** would like to highlight.

In recent years, space demands have escalated on campus in response to unprecedented enrolment growth and a steady increase in program offerings. To address capacity issues, Humber has numerous capital development projects underway, including the Learning Resource Commons and Building F addition at North Campus, and the Welcome Centre and Athletics Centre at Lakeshore Campus. Development of a new Campus Development Plan, a Strategic Real Estate Plan and new classroom standards are underway to address capacity.

As well, Humber's approved Productivity and Innovation Fund (PIF) project HUMB-CPR5-1, Online Course Development: Expanding Options and Increasing Flexibility for Students, allowed Humber to develop 12 high-quality online diploma and degree courses. These additional online formats are more flexible for the current student's learning styles, schedules and additional responsibilities, and allow for smaller class sizes for those students who desire more traditional learning environments.

5) eLearning

As part of the government's PSE Transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario, including fully online, synchronous and hybrid learning.

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.

Course, Program and Registration Data:

Please indicate in the table below the number of Ministry-funded courses, programs **Humber College** offered in 2013-2014 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.

COURSES	Ontario College Credential*	Other Credential*
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	330	808
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded courses offered through the above eLearning formats	330	808
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	2	34
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded programs offered in the above eLearning formats	2	34
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	6253	9079
# 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	6253	9079

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

Students enrolled in online courses at Humber are not required to indicate the program or credential they are working towards. Students typically do not register their program until all courses have been completed. As such, Humber is not able to accurately record the number of students registered in Ministry-funded online programs. The number listed beside “# registrations in Ministry-funded programs offered through Fully Online Learning” is the number of fall 2013 online course student registrations.

Hybrid Learning*

*DEFINITIONS:

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

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

In the space provided below, please highlight one or more examples of **Humber College's** use of Hybrid Learning courses and/or programs in 2013-2014.

Currently, Humber only runs a handful of hybrid courses, per the Ministry definition. This type of delivery method is not currently widely used at the College. However, internal strategic funding has been allocated to develop 40 online and 40 hybrid courses in 2014-15

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2013-2014, which contributed to maintaining or improving **Humber College's** eLearning initiatives. This could be a strategy, initiative or program viewed by **Humber College** to be an innovative practice, success story and/or key accomplishment that **Humber College** would like to highlight.

Humber's online offerings increased significantly in 2013-2014 with the development of close to 30 new online courses, boosting the colleges' overall online course offerings to well over 300. These numbers would not have been possible without the support of the Ministry's Productivity and Innovation Fund (PIF), which allowed for the design of nearly a dozen high-quality online courses.

Humber's Centre for Teaching and Learning has also initiated new practices around building online courses through process streamlining and the inclusion of project managers and experienced programmers in the build process. Furthermore, the College was able to leverage the high quality content that faculty is building in order to incorporate the content into an online gold standard repository. This repository demonstrates the potential of the online environment and is available to all faculty to view and share.

SUCCESS STORY: With the help of an external e-Learning expert, Humber conducted a consultation process to engage students, faculty and staff in dialogue about the future of online and hybrid offerings at Humber and development of a strategy for Humber Online.

6) International

6.1) Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Humber College** had in 2013-2014:

- Outbound students* = **384**

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

- Inbound students* = **43**

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

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Humber College** delivers courses and/or programs **abroad (outside of Canada)** in 2013-2014, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List of all programs offered at the Campus, Partner Campus or Partnership in 2013-2014	2013-2014 Total Enrolment by Program
N/A	N/A	N/A	N/A

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

Humber does not offer programming abroad but rather has a number of articulation agreements to best serve our students and provide them with the best possible global learning experiences.

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2013-2014, 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.

Humber's International Centre supports the diversity of our student body by advising and offering educational programming to 3000+ international students from over 100 countries. We work to ensure student success from a global perspective and provide essential tools and resources including a comprehensive website that was redesigned and re-launched in early 2014. The website is a primary resource for both prospective and current students as well as international alumni.

Beyond recruitment and support through our International Centre, Humber's Internationalization Committee began consultation and design of a comprehensive and Humber-specific Internationalization Strategy. The strategy will align institutional goals, actions and success measures related to international students, study and internationalization of curriculum.

In Humber's Summer Language Program (SLP), the schedule was upgraded to allow more flexibility in course start and end dates. This allows international students to arrive at times that suit their personal circumstances and local education term times. Additionally, we adapted the program to accept groups of students travelling from specific destinations which allows more socio-cultural and course specific offerings to be made to suit specific needs, e.g. business language or content from other college departments.

Outside of our doors, Humber has a number of international academic partnerships in which our faculty, staff and students collaborate through academic schools and the International Development Institute to deliver joint programming and engage in research and international development activities across the globe. Humber is currently partnering with seven universities in Sulawesi, Indonesia on a five-year, \$4.6 million initiative to develop the partner institutions' capacity to deliver entrepreneurial curricula. This project is jointly funded by the Canadian International Development Agency (CIDA) and Humber College.

SUCCESS STORY: Humber's Centre for Teaching and Learning (CTL) supports our community of learners in a variety of ways. In 2013-2014, the CTL launched the Inter-Culturally Inclusive Educators Certificate for faculty and staff – responding to Humber's strategic plans and goals related to increasing internationalization on campus and developing our faculty. The program is comprised of five key areas designed to develop essential teaching and learning competencies for supporting international higher education students.

7) Work Integrated Learning*

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

***DEFINITIONS:**

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

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

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

Based on the definitions provided above, please provide WIL data for **Humber College** in 2013-2014:

	<u>Certificate</u>	<u>Diploma</u>	<u>Advanced Diploma</u>	<u>Graduate Certificate</u>	<u>Applied Degree</u>
Number of programs at Humber College with a Co-op Stream			2		17
Number of students at Humber College enrolled in a Co-op program			140		3,521

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2013-2014, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **Humber College** to be an innovative practice, success story and/or key accomplishment.

As outlined in Humber's 2013-2018 Strategic Plan, we are committed to providing students with applied research as well as experiential learning and entrepreneurship opportunities. Research activity creates unique opportunities for students and faculty to collaborate on projects to solve industry and community problems. For some, this involves working with an industry or community partner on a capstone project or on a project outside the classroom where learning becomes practical application. In 2013-14, Humber Research facilitated applied research activity and partnerships with 30 different external clients, undertook 39 applied research projects and engaged 42 faculty/staff and 200 students in these activities.

SUCCESS STORY: Students in Humber's apprenticeship, design and technology programs have collaborated with PCL Constructors Canada – one of Humber's industry partners – as well as the Facilities Management and Marketing and Communications departments to develop experiential, work-integrated learning opportunities for students related to the design and construction of the new Learning Resource Commons. Through town halls, in-class presentations and information sessions, as well as tours of the construction site, students were able to see concrete examples of how their program curriculum provides them with the technical knowledge and hands-on experiences for career success.

8) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2013-2014, the student satisfaction rate at **Humber College** for KPI Question #13 "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 2013-2014, the student satisfaction rate at **Humber College** for KPI Question #24 "The overall quality of the learning experiences in this program" = **79.8%**(+)

Per the KPI results reported in 2013-2014, the student satisfaction rate at **Humber College** for KPI Question #39 "The overall quality of the facilities/resources in the college" = **59.1%**(+)

Per the KPI results reported in 2013-2014, the student satisfaction rate at **Humber College** for KPI Question #49 "The overall quality of the services in the college" = **70.2%**(+)

Please indicate the methods, in addition to the KPI survey results reported in 2013-2014, that **Humber College** used in 2013-2014 to measure student satisfaction.

Humber administers an incoming student survey every semester, titled the Humber Engagement and Learning Profile (HELP) Survey, to gauge satisfaction and early impressions of incoming students. Humber Institutional Research produces comprehensive reports based on HELP data. For more information please visit the HELP website: www.humber.ca/helpsurvey/

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2013-2014, which contributed to maintaining or improving **Humber College's** student satisfaction initiatives. This could be a strategy, initiative or program viewed by **Humber College** to be an innovative practice, success story and/or key accomplishment that **Humber College** would like to highlight.

Humber continuously strives to create a consistently positive campus experience for its students. Humber students experience a vibrant campus environment with learning support through a multitude of student services; a focus on library resources; an active student government which supports more than 160 student-led clubs; outstanding varsity teams and unique student-led activities such as: a gourmet restaurant, student newspaper, in-house radio and TV stations, concerts, theatrical performances, guest lectures and literary readings. In 2013-2014 Humber implemented a number of improvement strategies to ensure our students' satisfaction.

- Humber's Centre for Teaching & Learning launched six town hall sessions and an online survey, which collected feedback from students and staff on how best to improve the classroom experience and redesign learning to encourage collaboration and interaction. Based on the latest research into student success, Humber will be moving away from the traditional classroom set up and taking the focus off of students being passive participants in their education. Over the coming years, 229 classrooms will be redesigned.
- In partnership and collaboration with the Humber Students' Federation and the School of Media Studies & Information Technology, Humber undertook an extensive renovation and retrofit of one of the Lakeshore Campus' open-access computer labs. The lab houses 30 Mac computers and provides students with expanded resources and the latest technology to complete their course work on-site.

9) Graduation Rate

Per the KPI results reported in 2013, the graduation rate at **Humber College** = 63.1%(+)

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **Humber College** used in 2013-2014 to measure graduation rate.

Humber has recently renewed its methodology for calculating retention through the development of a comprehensive retention and graduation report that tracks individual students by entry cohort at the program level, semester-by-semester. Our retention report follows students throughout their time at Humber, tracking graduation rate, leavers and transfers into other Humber programs.

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2013-2014, which contributed to maintaining or improving **Humber College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Humber College** to be an innovative practice, success story and/or key accomplishment that **Humber College** would like to highlight.

Humber is committed to improving graduation rates through student support strategies and initiatives. In 2013-2014 schools and services areas accomplished the following:

- School-specific and institution-wide supports for students to stay on track in their program.
- The Strategic Enrolment Management (SEM) Student Success Committee began work to map, develop and define advising services based on the student lifecycle to define a Humber-specific model of integrated advising.
- The Centre for Teaching and Learning developed more online programs to ensure students are able to complete their programs and graduate given the competing requirements of their time and attention
- Humber's Lakeshore campus, being strongly rooted in the Etobicoke-Lakeshore community, entered into innovative partnerships with the municipality, the local arts community, and the Business Improvement Association to host the Toronto Culture Days, a province-wide initiative to promote the exploration and discovery of arts and culture. Through these initiatives, we are helping students to feel more connected to Humber and its community.
- Recognizing the importance of supporting students financially through bursaries and scholarships, the Office of Advancement and Alumni Relations engaged an external consultant to conduct an expert review/assessment of Humber's fundraising opportunities and challenges to support design and launch of a Humber-specific fundraising strategy.

SUCCESS STORY: Humber's Career Centre is busy hosting employer events and job fairs to facilitate the successful launch of Humber graduates into the work world. These popular events allow students to build professional networks, improve interpersonal skills and connect with employers prior to graduation. Since the first Summer Job Fair was held at the North Campus in 2010, participation by employers has risen by more than 150 per cent. More than 700 students attended the event in 2014. The event has been equally successful at the Lakeshore Campus, providing opportunities for more than 350 students to network with local employers.

10) Graduate Employment Rate

Per the KPI results reported in 2013-2014 the graduate employment rate, 6 months upon graduation, at **Humber College** = **81.8%**(+)

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **Humber College** used in 2013-2014 to measure graduate employment rate.

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2013-2014, which contributed to maintaining or improving **Humber College's** graduate employment rate. This could be a strategy, initiative or program viewed by **Humber College** to be an innovative practice, success story and/or key accomplishment that **Humber College** would like to highlight.

Through the Career Centre and inside the classroom, Humber continues to strengthen its role in preparing students for a dynamic and competitive labour market. In 2013-2014, a number of initiatives were undertaken to improve graduate employment rates:

- With 2,686 Facebook followers, 1,477 Twitter followers, and 508 LinkedIn Group members as of April 2014, Humber's Career Centre leads other GTA colleges in terms of social media interaction volume and activities. As an example of the activities provided, the Career Centre led intensive 'boot camp' style training sessions in which students received individualized coaching on their LinkedIn profiles. Through these online and in-person platforms, the Career Centre actively reaches out and communicates with students to deliver up-to-date career news and events.
- A strong Program Advisory Committees for each of Humber's programs allow experts in each field to provide their perspective, knowledge, enthusiasm, and leadership to ensure that students are learning the most up-to-date information necessary to ensure their successful employment upon graduation.

SUCCESS STORY: Humber's Business School and TJX Canada, home of Winners, Marshalls and HomeSense, have entered into a strategic and mutually beneficial partnership to help students and graduates from a variety of programs to gain industry experience and understand the dynamic career that retail can offer. As part of the five-year partnership, TJX Canada is committed to hiring students in either a full-time, contract, or internship role while also offering students a summer work placement.

11) Student Retention

The table below has been pre-populated with the results from **Humber College's** 2012-2013 MYAA Report Backs. Please identify **Humber College's** achieved results for 2013-2014 using the following methodology:

Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs on which enrolment is reported at minimum twice). Please include in your calculations all students who were on work/coop placements during the specified retention periods.

	Retention Rate Achieved for 2011-2012	Retention Rate Achieved for 2012-2013
1st to 2nd Year	89%₍₊₎	2013 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 6,310 \div 2012 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = 8,495 $\times 100 = 74.3\%$
2nd to 3rd Year	85.1%₍₊₎	2013 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 2,073 \div 2012 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 2,328 $\times 100 = 89.0\%$
3rd to 4th Year	93.9%₍₊₎	2013 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 595 \div 2012 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = 625 $\times 100 = 95.2\%$

*NOTE: Institutions used a variety of student enrolment cluster groups in their 2012-2013 MYAA Report Back student retention rate calculations. As such, comparison between prior year student retention rates and the 2013-2014 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with stakeholders to refine the student retention rate indicator for future Report Backs.

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

Institutional Retention rates are calculated based on internally determined methodology; reflects international students, UNB, academic withdrawal, graduates, transfer out; excludes transfer-in.

Humber retention rates are calculated based on Fall to Fall (audit) retention of the Fall semester 1 cohort.

Please provide one or more highlights, in the space provided below, of an activity that **Humber College** used during 2013-2014, which contributed to maintaining or improving **Humber College's** retention initiatives. This could be a strategy, initiative or program viewed by **Humber College** to be an innovative practice, success story and/or key accomplishment that **Humber College** would like to highlight.

Identified as a foundational success measure in our 2013-2018 Strategic Plan, Humber is dedicated to improving our student retention rates. In 2013-2014, both Humber-wide and school-specific strategies were implemented to improve retention.

At the institutional-level, Humber has renewed its commitment to reaching the greatest number of newcomers in each term to attend orientation sessions. With the literature pointing towards the benefits of academic and social orientation, introductory workshops are offered to students to build awareness of the support services available and Humber Students' Federation events are continuously promoted to engage students with their peers, school, program and the Humber community.

As an example, the First Year Experience (FYE) program is a transition program designed to help new students feel connected to the campus community. Led by peer volunteers, the FYE program accomplishes this through organizing weekly workshops, monthly social events and engaging students in on-line forums such as Facebook. In its first year at the North Campus, the First Year Experience had 450 students participate in at least one of the events offered.

SUCCESS STORY: The school of Hospitality, Recreation & Tourism and Humber's Student Success and Engagement department successfully piloted supplemental instruction (SI) – a learning strategy designed to help students succeed in traditionally difficult first-year courses – in the Massage Therapy program. Students enrolled in Anatomy and Physiology courses participated in weekly tutoring sessions facilitated by peer leaders. In its first semester, students who attended an SI session had a higher final grade average than those who did not. As well, students who attended SI in Fall 2013 were able to maintain their midterm average through to their final grade.

12. Productivity and Innovation Fund (PIF)

Productivity and Innovation Fund (PIF) records indicate that **Humber College** participated in the following institutional or multi-institutional PIF projects. Please indicate one or more examples of ongoing initiatives that resulted from the project that will continue in 2014-2015, such as knowledge sharing, expanded scope or expanded number of partner institutions.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
College System Software Inventory and License Collaboration	HUMB-ASDT1-M	Evaluation of cost savings/avoidance will be based on the application of the reusable framework	The key project deliverable was a reusable framework for collaborative software licensing including a project plan for a pilot of the framework. The pilot of the framework is being applied to the negotiation of a software license for Ontario Colleges for two separate agreements. The agreements were selected based on the audit conducted during the project. An evaluation of the framework and value is planned upon the conclusion of the first application of the framework.
Development of an Integrated Risk Management Toolkit for Ontario Postsecondary Institutions	HUMB-ASDT2-M	Approx. \$25,000 savings per College in consulting fees; \$213,000 in savings for the College system.	<p>Implementation of the IRM toolkit within the Colleges as determined by each College independently.</p> <p>Ongoing discussion and networking across the college system between those working on IRM.</p> <p>Building on the synergy between the IRM and the Emergency Management Toolkit in an effort to reduce and streamline planning and coordination efforts. The project leveraged partnerships through collaboration by promoting the ongoing implementation of IRM across the sector by supporting a shared vision and process using the toolkit.</p> <p>The project represents a process that others within the sector will be able to build upon and replicate. Results and best practices continue to be shared with the postsecondary community through committee updates and future conferences.</p>
Building Organizational Readiness and Capacity for Evidence-Based Program/Service Assessment and Decision-Making	HUMB-PP4-I	Streamlined institutional resource allocation using transparent criteria to support student success	<p>Development of a Strategic Enrolment Management (SEM) Plan</p> <p>The SEM Plan will include commitments to enrolment direction as it relates to our program and credential mix and institutional capacity. At a high-level, resources and policies including Humber's Strategic Mandate Agreement, an updated Environmental Scan and retention data will drive strategic decision-making. Institutional retention/student success initiatives (i.e., development of a Co-curricular Record, First Year Experience initiatives, an integrated advising model) will be targeted to impact the largest number of students. All data and initiatives will be shared cross-institutionally to maximize</p>

			<p>resource efficiency and minimize duplication of effort.</p> <p>Development of an Enrolment Projection Model (EPM) The Enrolment Projection Model (EPM), developed with the guidance of AACRAO consultant Dr. Tom Green, will aid in future enrolment decisions by incorporating factors such as retention rates, KPI data, enrolment flow-through scenarios and program costing.</p> <p>Conduct of Student Behaviour Research (SBR) Review of more than 80 factors that impact retention and student success for inclusion in the development of a Strategic Enrolment Management (SEM) plan.</p> <p>Development of a Portfolio Analysis (PA) Tool to Assess Academic Programs Recognizing Humber's strong enrolment growth and related impacts on classroom capacity, the development of a Portfolio Analysis (PA) tool is underway to assess academic programs based on quality program development and contribution to Humber's efforts to become a differentiated Polytechnic institution. The PA tool will be advanced as a component of the Academic Planning process to begin in November.</p> <p>Development of Service Assessment Plans Assessment plans are under development for both direct student services and the development and maintenance of physical infrastructure at Humber. Given the reality of limited resources, these assessment plans will support resource allocation to those services and facilities which have the greatest impact on students. Purchase and training on the use of Campus Labs and other software will empower service areas to collect and analyze data for the purposes of SEM.</p>
<p>Online Course Development: Expanding Options and Increasing Flexibility for Students</p>	<p>HUMB-CPR5-I</p>	<p>Online course quality assurance standards; predictive quality course development & maintenance costs</p>	<p>Many of the software and hardware purchases made for the purposes of this project will benefit Humber in future online course builds, thus reducing some of the up-front costs on future projects. Course quality standards were enhanced and developed, due in large part to the purchase and embedding of higher-end learning objectives, which will continue into future builds.</p> <p>Moving forward, access to specific staff (programmers, instructional and graphic designers) will be critical to ensuring course maintenance and relevance. As courses are new, current maintenance is minimal.</p>
<p>Testing and Launch of Humber's Course</p>	<p>HUMB-CPR6-I</p>	<p>Streamlined course</p>	<p>The completion of COSSID was identified as phase 1 of the</p>

<p>Outline Software Prototype</p>		<p>development and testing; improved college and provincial system efficiencies</p>	<p>project. Ongoing phases include implementation, deployment and training. Further research activity will commence into the effectiveness of the tool and its impact on curriculum and instructional design. Findings will be disseminated and shared throughout the system. COSSID, the tool, will also be shared with other interested institutions.</p>
<p>Banner Ontario Leadership Team (BOLT) Common Government Reporting Solution</p>	<p>CONF-ASDT1-M</p>	<p>Minimized system-wide duplication of effort in data reporting solutions</p>	<p>The BOLT project is currently evaluating the reporting and data element operations currently designed individually by Banner Colleges for the purposes of developing a single, vendor-supported and maintained implementation. The consultant's final report was circulated among participating Colleges and presented at the spring meeting of BOLT and the OCCCIO conference in June. Colleges will prioritize possible next projects at the fall BOLT meeting in October and share these at the fall OCCCIO meeting in November.</p>
<p>Increasing the Quality of Graduate Contact Information</p>	<p>DURH-ASDT7-M</p>	<p>Improved efficiencies in information systems/communication strategies for colleges and contractors</p>	<p>With planning and execution of the winter 2015 Key Performance Indicators underway, colleges will have the opportunity to implement best practices and recommendations from the detailed findings of the report 'Increasing the Quality of Graduate Contact Information', completed and circulated to participating institutions in April 2014.</p>
<p>Emergency Management and Business Continuity Program Framework for Ontario's College Sector</p>	<p>NIAG-PP4-M</p>		
<p>IT Disaster Recovery Environmental Scan and Collaborative Tools Development</p>	<p>SSFL-ASDT3-M</p>	<p>Minimized system-wide duplication of effort on IT risk identification, assessment and mitigation</p>	<p>To date, all materials and deliverables (the Procurement and Contract IT Disaster Recovery Readiness Assessment Framework Tool; CAAT-specific Threat Listing; Federal Harmonized Threat Risk Assessment Methodology and user guide; ranked Risk Assessment listing) were presented at the Annual OCCCIO Conference in June 2014 and have been made available through the Provincial OCCCIO Portal to all colleges.</p> <p>The Provincial OCCCIO Group will review progress to date on IT Disaster Recovery Planning at its November 2014 meeting and plan further next steps as required.</p>

**DEFINITION: Cost Savings/Cost Avoidance is as reported in the Productivity and Innovation Final Report, June 30, 2014.*

Note: The cost savings/cost avoidance for multi-institutional projects has not been pre-populated as this information was provided to the Ministry at the project level, not by institution.

APPENDIX B – Audited Financial Statements

CONSOLIDATED FINANCIAL STATEMENTS

The Humber College Institute of Technology and Advanced Learning

March 31, 2014

The Humber College Institute of Technology and Advanced Learning

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For the year ended March 31, 2014

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MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The consolidated financial statements of The Humber College Institute of Technology and Advanced Learning (the "College") are the responsibility of management and have been approved by the Board of Governors (the "Board").

The consolidated financial statements have been prepared by management in accordance with Canadian public sector accounting standards including the 4200 series of standards applicable to government not-for-profit organizations. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Consolidated financial statements are not precise since they include certain amounts based on estimates and judgements. Management has determined such amounts on a reasonable basis in order to ensure that the consolidated financial statements are presented fairly, in all material respects.

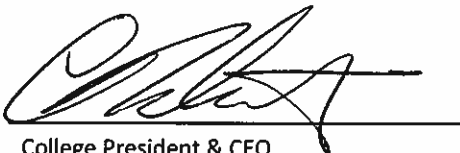
The College maintains systems of internal accounting and administrative controls of high quality, consistent with reasonable cost. Such systems are designed to provide reasonable assurance that the financial information is relevant, reliable and accurate and that the College's assets are appropriately accounted for and adequately safeguarded.

The College's insurance liabilities have been reviewed by management in consultation with its broker. There are no material liabilities in either fact or contingency as at the date of this report.

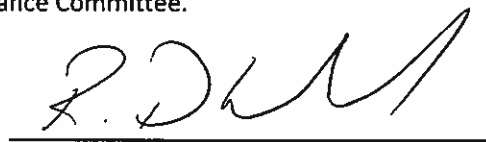
The Board of Governors are responsible for ensuring that management fulfills its responsibilities for financial reporting and is ultimately responsible for reviewing and approving the consolidated financial statements. The Board carries out this responsibility principally through its Audit and Finance Committee (the "Committee").

The Audit and Finance Committee is appointed by the Board of Governors, and includes within its ranks five Board members. The Committee meets periodically with management, as well as the external auditors, to discuss internal controls over the financial reporting process, auditing matters and financial reporting issues, to satisfy itself that each party is properly discharging its responsibilities, and to review the consolidated financial statements and the external auditor's report. The Committee reports its findings to the Board for consideration when approving the consolidated financial statements. The Committee also considers, for review and approval by the Board, the engagement or re-appointment of the external auditors.

The consolidated financial statements have been audited by BDO Canada LLP, the external auditors, in accordance with Canadian generally accepted auditing standards, on behalf of the Board. BDO Canada LLP has full and free access to the Audit and Finance Committee.



College President & CEO



Vice President, Finance & Administrative Services

May 27th, 2014



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Toll-free: 866 248 6660
www.bdo.ca

BDO Canada LLP
1 City Centre Drive, Suite 1700
Mississauga ON L5B 1M2 Canada

Independent Auditor's Report

To the Board of Governors of The Humber College of Technology and Advanced Learning

We have audited the accompanying consolidated financial statements of The Humber College Institute of Technology and Advanced Learning, which comprise the consolidated statement of financial position as at March 31, 2014, and the consolidated statements of operations, changes in net assets, cash flows and remeasurement gains and losses for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of the consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements present fairly, in all material respects, the financial position of Humber College Institute of Technology and Advanced learning as at March 31, 2014 and the results of its operations and cash flows for the year then ended in accordance with Canadian public sector accounting standards.

BDO Canada LLP

Chartered Accountants, Licensed Public Accountants
Mississauga, Ontario
May 27, 2014

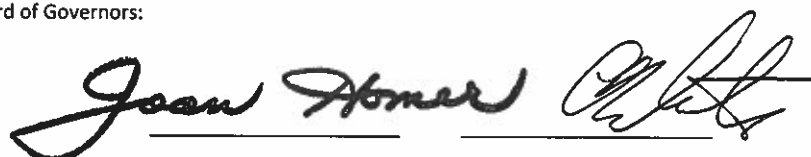
THE HUMBER COLLEGE INSTITUTE OF TECHNOLOGY AND ADVANCED LEARNING
Consolidated Statement of Financial Position

Statement 1

	March 31, 2014	March 31, 2013
ASSETS		
Current assets		
Cash (Note 4)	\$ 42,060,651	\$ 34,269,664
Investments (Note 4)	276,897,556	253,988,634
Grants receivable (Note 5)	31,512,070	5,039,788
Accounts receivable (Note 6)	10,683,357	6,774,514
Prepaid expenses	1,592,956	1,798,348
Total current assets	362,746,590	301,870,948
INVESTMENT IN UNIVERSITY OF GUELPH-HUMBER (Note 7)	10,735,389	10,031,312
LONG-TERM GRANTS RECEIVABLE (Note 8)	2,290,000	4,580,000
CAPITAL ASSETS (Note 9)	309,933,674	281,196,959
TOTAL ASSETS	\$ 685,705,653	\$ 597,679,219
LIABILITIES		
Current liabilities		
Accounts payable and accrued liabilities (Note 10)	\$ 58,252,889	\$ 16,849,736
Accrued payroll and employee benefits	9,596,719	10,241,452
Accrued vacation pay	13,744,531	13,363,640
Deferred revenue	33,941,333	35,408,358
Due to University of Guelph-Humber (Note 7)	18,879,003	16,166,785
Due to Humber Students' Federation (Note 11)	6,098,635	6,252,583
Bank loan (Note 12)	33,919,254	35,327,941
Total current liabilities	174,432,364	133,610,495
POST-EMPLOYMENT BENEFITS AND COMPENSATED ABSENCES (Note 13)	9,975,000	10,757,000
DEFERRED CONTRIBUTIONS (Note 14)	7,623,372	8,096,612
DEFERRED CAPITAL CONTRIBUTIONS (Note 15)	152,686,963	133,349,600
INTEREST RATE SWAP (Note 12)	7,072,742	9,306,837
TOTAL LIABILITIES	351,790,441	295,120,544
NET ASSETS		
Unrestricted		
Operating	30,845,391	34,416,807
Post-employment benefits and compensated absences (Note 13)	(9,975,000)	(10,757,000)
Vacation pay	(13,744,531)	(13,363,640)
	<u>7,125,860</u>	<u>10,296,167</u>
INVESTED IN CAPITAL ASSETS (Note 16)	125,580,149	117,031,212
INTERNALLY RESTRICTED (Note 17)	193,500,000	170,000,000
EXTERNALLY RESTRICTED (Note 18)	14,781,945	14,538,133
	<u>340,987,954</u>	<u>311,865,512</u>
ACCUMULATED REMEASUREMENT LOSSES	(7,072,742)	(9,306,837)
TOTAL NET ASSETS	333,915,212	302,558,675
TOTAL LIABILITIES AND NET ASSETS	\$ 685,705,653	\$ 597,679,219

See accompanying notes

On behalf of the Board of Governors:



THE HUMBER COLLEGE INSTITUTE OF TECHNOLOGY AND ADVANCED LEARNING
Consolidated Statement of Operations

Statement 2

For the year ended	March 31, 2014	March 31, 2013
REVENUE		
Operating		
Grants and reimbursements	\$ 144,250,443	\$ 138,280,373
Tuition and other fees	159,685,778	151,696,209
Interest income	5,802,926	5,416,719
Other (Note 7)	32,576,732	33,799,030
Total operating revenue	342,315,879	329,192,331
Ancillary	27,894,338	27,659,044
Amortization of deferred capital contributions	14,038,413	14,684,816
TOTAL REVENUE	384,248,630	371,536,191
EXPENSES		
Operating		
Salaries and benefits	197,796,108	183,097,408
Contract services	34,477,488	30,039,540
Maintenance, utilities and municipal taxes	12,114,414	8,975,878
Advertising and marketing	14,339,473	11,173,982
Supplies, equipment and other expenses	28,887,439	27,983,813
Information technology, software and licenses	5,620,564	5,064,334
Student assistance	6,059,679	5,524,623
Total operating expenses	299,295,165	271,859,578
Ancillary	25,099,011	23,630,289
Amortization of capital assets	30,975,824	32,427,195
TOTAL EXPENSES	355,370,000	327,917,062
EXCESS OF REVENUE OVER EXPENSES FOR THE YEAR	\$ 28,878,630	\$ 43,619,129

See accompanying notes

	March 31, 2014				
	Unrestricted	Internally restricted (Note 17)	Invested in capital assets (Note 16)	Externally restricted (Note 18)	Total
Balance, beginning of year	\$ 10,296,167	\$ 170,000,000	\$ 117,031,212	\$ 14,538,133	\$ 311,865,512
Excess of revenue over expenses for the year	28,878,630	-	-	-	28,878,630
Change in internally restricted net assets	(23,500,000)	23,500,000	-	-	-
Net change in invested in capital assets	(8,548,937)	-	8,548,937	-	-
Endowment contributions	-	-	-	243,812	243,812
Balance, end of year	\$ 7,125,860	\$ 193,500,000	\$ 125,580,149	\$ 14,781,945	\$ 340,987,954

	March 31, 2013				
	Unrestricted	Internally restricted (Note 17)	Invested in capital assets (Note 16)	Externally restricted (Note 18)	Total
Balance, beginning of year	\$ (3,874,513)	\$ 132,500,000	\$ 116,938,837	\$ 14,492,875	\$ 260,057,199
Excess of revenue over expenses for the year	43,619,129	-	-	-	43,619,129
Change in internally restricted net assets	(37,500,000)	37,500,000	-	-	-
Net change in invested in capital assets	(92,375)	-	92,375	-	-
Endowment contributions	-	-	-	45,258	45,258
Reclassification of unrealized (gains) losses on derivative due to adoption of PS 3450					
a) Interest rate swap	9,245,403	-	-	-	9,245,403
b) Investments	(1,101,477)	-	-	-	(1,101,477)
Balance, end of year	\$ 10,296,167	\$ 170,000,000	\$ 117,031,212	\$ 14,538,133	\$ 311,865,512

See accompanying notes

THE HUMBER INSTITUTE OF TECHNOLOGY AND ADVANCED LEARNING
Consolidated Statement of Cash Flows

Statement 4

	March 31, 2014	March 31, 2013
NET INFLOW (OUTFLOW) OF CASH RELATED TO THE FOLLOWING ACTIVITIES		
OPERATING		
Excess of revenue over expenses for the year	\$ 28,878,630	\$ 43,619,129
Non-cash items:		
Amortization of capital assets	30,975,824	32,427,195
Amortization of deferred capital contributions	(14,038,413)	(14,684,816)
Share of excess of revenue over expenses for the year from University of Guelph-Humber (Note 7)	(9,064,143)	(8,925,735)
	36,751,898	52,435,773
Change in for post-employment benefits and compensated absences	(782,000)	(594,000)
Endowment contributions	243,812	45,258
Net change in non-cash working capital items (Note 20)	9,836,580	12,628,337
Cash provided by operating activities	46,050,290	64,515,368
INVESTING		
Distribution from University of Guelph-Humber (Note 7)	8,360,066	8,181,857
Net (increase)/decrease of investments (net of fair market value adjustment)	(22,908,922)	(37,687,546)
Cash provided in investing activities	(14,548,856)	(29,505,689)
FINANCING		
Deferred contributions (net of fair market value adjustment)	(473,240)	217,191
Repayment of bank loan (Note 12)	(1,408,687)	(1,333,734)
Cash provided by financing activities	(1,881,927)	(1,116,543)
CAPITAL		
Purchase of capital assets and construction in progress	(24,288,304)	(17,056,752)
Contributions received for capital purposes	2,459,784	3,143,280
Proceeds on sale of capital assets	-	30,450
Cash used in capital activities	(21,828,520)	(13,883,022)
Net increase in cash during the year	7,790,987	20,010,114
Cash, beginning of year	34,269,664	14,259,550
Cash, end of year	\$ 42,060,651	\$ 34,269,664

See accompanying notes

THE HUMBER INSTITUTE OF TECHNOLOGY AND ADVANCED LEARNING
Consolidated Statement of Remeasurement Gains and Losses

Statement 5

	March 31, 2014	March 31, 2013
Accumulated remeasurement losses at the beginning of year	\$ (9,306,837)	\$ -
Adjustment upon adoption of PS 3450	-	(9,245,403)
Unrealized gains (losses) attributable to:		
Derivative - interest rate swap	2,234,095	(61,434)
Net remeasurement gains (losses) for the year	2,234,095	(9,306,837)
Accumulated remeasurement losses at end of year	\$ (7,072,742)	\$ (9,306,837)

See accompanying notes

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

For the year ended March 31, 2014

1. DESCRIPTION OF THE ORGANIZATION

The College system was created by an Act of the Ontario Legislature on December 30, 1966. Regulation 771 empowered the then Ministry of Education to establish individual colleges. On February 23, 1967, Humber College of Applied Arts and Technology became a reality. By Ontario Regulation 34/03 filed on February 11, 2003, the name of the College was changed to The Humber College Institute of Technology and Advanced Learning (the "College").

The College's mission statement is as follows:

"Humber develops broadly educated, highly skilled and adaptable citizens to be successful in careers that significantly contribute to the communities they serve locally, nationally and globally."

The College's consolidated financial statements include the accounts of the Humber College Educational Foundation, which is controlled by the College, and the College's 50% equity interest in the University of Guelph-Humber joint venture (the "Joint Venture"). These consolidated financial statements do not reflect the assets, liabilities and results of operations of the Humber Students' Federation or the various other student organizations of the College.

The College is a not-for-profit organization and, as such, is exempt from income taxes under the Income Tax Act (Canada).

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of presentation

The consolidated financial statements of the College have been prepared in accordance with Canadian public sector accounting standards for government not-for-profit organizations, including the 4200 series of standards, as issued by Public Sector Accounting Board ("PSAB for Government NPOs"). The significant accounting policies are as follows:

Revenue recognition

The College follows the deferral method of accounting for contributions, which include donations and government grants.

Tuition fees and contract training revenues are recorded as revenue rateably over the term to which the tuition fees revenue applies to the extent that the related courses and services are provided to the student or client.

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

For the year ended March 31, 2014

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Ancillary revenues, including retail operations, food services, student residence, parking and other sundry revenues, are recognized when products are delivered or services are provided to the student or client where the sales price is fixed and determinable, and collection is reasonably assured.

Contributions externally restricted for purposes other than endowment are recognized as revenue in the year in which the related expenses are recognized. Externally restricted contributions for the purchase or construction of depreciable capital assets are deferred and amortized over the life of the related capital asset.

Endowment contributions are recognized as direct increases in net assets in the period in which they are received. Restricted investment income is recognized as revenue in the year in which the related expenses are incurred. Unrestricted investment income is recognized as revenue when earned.

Capital assets

Purchased capital assets are recorded at cost while contributed capital assets are recorded at fair value at the date of contribution. Capital assets are amortized on a straight-line basis over their useful lives, which has been estimated to be as follows:

Buildings	40 years
Site improvements	10 years
Leasehold improvements	10 to 20 years
Furniture and equipment	3 to 10 years
Automotive equipment	5 years
Software	7 years

Construction in progress costs are capitalized as incurred and are transferred to various categories of capital assets and are amortized on a basis consistent with similar assets, once the assets are placed in service. When a capital asset no longer contributes to the College's ability to provide services, its carrying amount is written down to its net realizable value.

Vacation pay

The College recognizes vacation pay as an expense on the accrual basis.

Retirement and post-employment benefits and compensated absences

The College provides defined retirement and post-employment benefits and compensated absences to certain employee groups. These benefits include pension, health and dental, vesting sick leave and non-vesting sick leave. The College has adopted the following policies with respect to accounting for these employee benefits:

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

For the year ended March 31, 2014

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

- (i) The costs of post-employment future benefits are actuarially determined using management's best estimate of health care costs, disability recovery rates and discount rates. Adjustments to these costs arising from changes in estimates and experience gains and losses are amortized to income over the estimated average remaining service life of the employee groups on a straight line basis.
- (ii) The costs of the multi-employer defined benefit pension are the employer's contributions due to the plan in the period.
- (iii) The cost of vesting and non-vesting sick leave benefits are actuarially determined using management's best estimate of salary escalation, employees' use of entitlement and discount rates. Adjustments to these costs arising from changes in actuarial assumptions and/or experience are recognized over the estimated average remaining service life of the employees.
- (iv) The discount rate used in the determination of the above-mentioned liabilities is equal to the College's internal rate of borrowing.

Investment in University of Guelph-Humber

The investment in the Joint Venture is accounted for using the modified equity method. No adjustment is made for the basis of accounting of the Joint Venture being different than PSAB for Government NPOs.

Financial instruments

The College classifies its financial instruments into one of the following categories based on the purpose for which the asset was acquired or liability incurred except for those instruments designated into the fair value category. The College's accounting policy for each category is as follows:

Fair value

This category includes cash, derivatives and equity instruments quoted in an active market. The College's interest rate swap is considered to be a derivative financial instrument and is included in this category. The College invests a portion of its externally restricted funds in pooled funds with its investment management firm. These funds are considered to be equity instruments and are included in this category.

Financial instruments in this category are initially recognized at cost and subsequently carried at fair value. Unrealized changes in fair value are recognized in the consolidated statement of remeasurement gains and losses until they are realized, when they are transferred to the consolidated statement of operations. Unrealized changes in fair value related to externally restricted funds are recognized in deferred contributions until the criterion attached to the restrictions has been met, when they are transferred to the consolidated statement of operations.

Transaction costs related to financial instruments in the fair value category are expensed as incurred.

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

For the year ended March 31, 2014

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Where a decline in fair value is determined to be other than temporary, the amount of the loss is removed from accumulated remeasurement gains and losses and recognized in the consolidated statement of operations. On sale, the amount held in accumulated remeasurement gains and losses associated with that instrument is removed from net assets and recognized in the consolidated statement of operations.

Amortized cost

This category includes investments not considered to be equity instruments, accounts receivable, grants receivable, long-term receivable, long-term grants receivable, accounts payable and accrued liabilities, accrued payroll and employee benefits, accrued vacation pay, bank loan, due to University of Guelph-Humber and due to Humber Students' Federation. They are initially recognized at cost and subsequently carried at amortized cost using the effective interest rate method, less any impairment losses on financial assets, except for contributions, which are initially recognized at fair value.

Transaction costs related to financial instruments in the amortized cost category are added to the carrying value of the instrument.

Writedowns on financial assets in the amortized cost category are recognized when the amount of a loss is known with sufficient precision, and there is no realistic prospect of recovery. Financial assets are then written down to net recoverable value with the writedown being recognized in the consolidated statement of operations.

Management estimates

The preparation of consolidated financial statements in conformity with PSAB for Government NPOs requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent liabilities at the date of the consolidated financial statements and the reported amounts of revenue and expenses during the year. Due to inherent uncertainty involved in making such estimates, actual results could differ from those estimates. Areas of key estimation include determination of fair value of equity instruments quoted in an active market, determination of fair value of derivatives, determination of percentage of completion of construction in progress, deferred tuition revenue, allowance for doubtful accounts, capital asset amortization, amortization of deferred capital contributions and actuarial estimation of post-employment benefits and compensated absences liabilities.

Public sector salary disclosure act

The Public Sector Salary Disclosure Act, 1996 (the "Act") requires the disclosure of the salaries and benefits of employees in the public sector who are paid a salary of \$100,000 or more in a year. The College complies with this Act by providing the information to MTCU for disclosure on the public website.

3. FINANCIAL INSTRUMENT CLASSIFICATION

The following table provides cost and fair value information of financial instruments by category. The maximum exposure to credit risk would be the carrying value as shown below.

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

For the year ended March 31, 2014

3. FINANCIAL INSTRUMENT CLASSIFICATION (continued)

	2014		
	Fair Value	Amortized Cost	Total
Cash	\$ 42,060,651	\$ -	\$ 42,060,651
Investments	13,820,873	263,076,683	276,897,556
Accounts receivable	-	10,683,357	10,683,357
Grants receivable	-	31,512,070	31,512,070
Long-term grants receivable	-	2,290,000	2,290,000
Accounts payable and accrued liabilities	-	58,252,889	58,252,889
Accrued payroll and employee benefits	-	9,596,719	9,596,719
Accrued vacation pay	-	13,744,531	13,744,531
Due to University of Guelph-Humber	-	18,879,003	18,879,003
Due to Humber Students' Federation	-	6,098,635	6,098,635
Bank loan	-	33,919,254	33,919,254
Interest rate swap	7,072,742	-	7,072,742
	<u>\$ 62,954,266</u>	<u>\$ 448,053,141</u>	<u>\$ 511,007,407</u>

	2013		
	Fair Value	Amortized Cost	Total
Cash	\$ 34,269,664	\$ -	\$ 34,269,664
Investments	8,061,617	245,927,017	253,988,634
Accounts receivable	-	6,774,514	6,774,514
Grants receivable	-	5,039,788	5,039,788
Long-term grants receivable	-	4,580,000	4,580,000
Accounts payable and accrued liabilities	-	16,849,736	16,849,736
Accrued payroll and employee benefits	-	10,241,452	10,241,452
Accrued vacation pay	-	13,363,640	13,363,640
Due to University of Guelph-Humber	-	16,166,785	16,166,785
Due to Humber Students' Federation	-	6,252,583	6,252,583
Bank loan	-	35,327,941	35,327,941
Interest rate swap	9,306,837	-	9,306,837
	<u>\$ 51,638,118</u>	<u>\$ 360,523,456</u>	<u>\$ 412,161,574</u>

Cash and investments consist of cash, redeemable and non-redeemable guaranteed investment certificates, daily interest deposits, Canadian treasury bills, Canadian federal bonds, Canadian provincial bonds, Canadian corporate bonds and mutual funds.

Maturity profile of investments held at amortized cost is as follows:

	2014				
	Within 1 year	1 to 5 years	5 to 10 years	over 10 years	Total
Carrying value	\$ 117,787,625	\$ 145,289,058	\$ -	\$ -	\$ 263,076,683
Percent of Total	45%	55%	0%	0%	

	2013				
	Within 1 year	1 to 5 years	5 to 10 years	over 10 years	Total
Carrying value	\$ 68,626,679	\$ 177,300,338	\$ -	\$ -	\$ 245,927,017
Percent of Total	28%	72%	0%	0%	

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

For the year ended March 31, 2014

3. FINANCIAL INSTRUMENT CLASSIFICATION (continued)

The following table provides an analysis of investments that are measured subsequent to initial recognition at fair value, grouped into Levels 1 to 3 based on the degree to which the fair value is observable:

- Level 1 fair value measurements are those derived from quoted prices (unadjusted) in active markets for identical assets or liabilities using the last bid price;
- Level 2 fair value measurements are those derived from inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly (i.e. as prices) or indirectly (i.e. derived from prices); and
- Level 3 fair value measurements are those derived from valuation techniques that include inputs for the asset or liability that are not based on observable market data (unobservable inputs).

	2014			
	Level 1	Level 2	Level 3	Total
Cash	\$ 42,060,651	\$ -	\$ -	\$ 42,060,651
Investments	13,820,873	-	-	13,820,873
Interest rate swap	-	-	7,072,742	7,072,742
Total	\$ 55,881,524	\$ -	\$ 7,072,742	\$ 62,954,266

	2013			
	Level 1	Level 2	Level 3	Total
Cash	\$ 34,269,664	\$ -	\$ -	\$ 34,269,664
Investments	8,061,617	-	-	8,061,617
Interest rate swap	-	-	9,306,837	9,306,837
Total	\$ 42,331,281	\$ -	\$ 9,306,837	\$ 51,638,118

There were no transfers between Level 1 and Level 2 for the years ended March 31, 2014 and 2013. There were also no transfers in or out of Level 3. For a sensitivity analysis of financial instruments recognized in Level 3, see Note 21 – Interest rate risk.

4. CASH AND INVESTMENTS

The College's cash and investments include amounts restricted for specific purposes that are not available to be spent at the College's discretion.

	2014	2013
Cash	\$ 42,060,651	\$ 34,269,664
Investments	276,897,556	253,988,634
Total cash and investments	\$ 318,958,207	\$ 288,258,298

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

For the year ended March 31, 2014

4. CASH AND INVESTMENTS (continued)

Cash and investments include the following restricted and unrestricted amounts:

	2014	2013
Restricted trust funds	\$ 2,378,842	\$ 2,466,945
Joint stability funds	648,959	815,566
Restricted endowment funds	14,781,945	14,538,133
Deferred contributions	4,595,571	4,814,101
Unspent deferred capital contributions	4,982,136	4,511,798
Due to University of Guelph-Humber	18,897,002	16,166,785
Due to Humber Students' Federation	6,098,635	6,252,583
Unrestricted cash and investments	266,575,117	238,692,387
Total cash and investments	\$ 318,958,207	\$ 288,258,298

5. GRANTS RECEIVABLE

	2014	2013
Current portion of long-term grant receivable	\$ 2,290,000	\$ 2,290,000
Learning Resource Commons grant receivable (Note 10)	28,606,268	-
Other grants receivable	615,802	2,749,788
Total current grants receivable	\$ 31,512,070	\$ 5,039,788

Other grants receivable represent amounts receivable from the Ministry to fund programs delivered by the College.

6. ACCOUNTS RECEIVABLE

	2014	2013
Investment interest receivable	\$ 2,611,012	\$ 2,874,159
Commodity taxes receivable	2,767,706	1,742,795
Building levy receivable	2,309,724	263,405
Other accounts receivable	2,994,915	1,894,155
Total current accounts receivable	\$ 10,683,357	\$ 6,774,514

Other accounts receivable represent sundry receivables such as revenues earned by schools for corporate training or teaching sessions and commissions earned on ancillary businesses.

The College, in concert with the Humber's Student Federation, agreed to direct the building levy assessed upon students to fund new facilities at both campuses. The levy generates approximately \$2,500,000 per annum. The building levy receivable has been recorded to reflect the students proportional obligation to fund these new facilities based on the percentage of completion.

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

For the year ended March 31, 2014

7. INVESTMENT IN UNIVERSITY OF GUELPH-HUMBER

In 1999, the College entered into a Memorandum of Understanding with the University of Guelph, known as the University of Guelph-Humber joint venture. The purpose of the Joint Venture is to provide students with a four-year collaborative learning opportunity which results in the conferment of both a university degree and a college diploma.

The following is the College's combined 50% share of the components of the financial statements of the Joint Venture:

	2014	2013
Total assets	\$ 13,376,595	\$ 13,661,076
Total liabilities	2,641,206	3,629,764
Net assets	10,735,389	10,031,312
Revenue	\$ 26,641,444	\$ 25,283,849
Expenses	17,577,301	16,358,114
Excess of revenue over expenses for the year	\$ 9,064,143	\$ 8,925,735
Cash provided by operating activities	\$ 8,389,195	\$ 8,255,108
Cash used in investing activities	(29,129)	(73,252)
Cash used in financing activities	(8,360,066)	(8,181,856)
Net cash flows	\$ -	\$ -

Excess of revenue over expenses for the year has been included in other revenue.

During the year, the College earned \$10,996,850 (2013 - \$10,995,818) of fees from the Joint Venture for services provided which has been included in other revenue.

The amount due to the Joint Venture is unsecured, non-interest bearing and due on demand.

During the year, the Joint Venture distributed \$8,360,066 (2013 - \$8,181,857) to the College which was applied against the investment.

The Joint Venture is a not-for-profit organization, and as such follows the recommendations of CICA Handbook Part III – Accounting Standards for Not-for-Profit Organizations. As such, there are differences between the accounting policies of the College under PSAB and the Joint Venture under Part III of the CICA Handbook. Under the modified equity approach, the College makes no adjustment to the amounts disclosed or recognized in its financial statements for these differences. For the year ended March 31, 2014, there were no accounting policy differences that would have resulted in an adjustment to amounts or disclosures in these financial statements.

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

For the year ended March 31, 2014

8. LONG-TERM GRANTS RECEIVABLE

The Ministry of Training, Colleges and Universities (the "MTCU") is providing funding of \$22,900,000 to finance a building, which was completed in 2007. The non-interest bearing funding is being provided in equal instalments of \$2,290,000 over a ten-year period commencing with the fiscal year ending March 31, 2007.

	2014	2013
Long-term grants receivable	\$ 4,580,000	\$ 6,870,000
Less: Current portion included in grants receivable	2,290,000	2,290,000
Total long-term grants receivable	\$ 2,290,000	\$ 4,580,000

9. CAPITAL ASSETS

	2014		Net Book Value
	Cost	Accumulated Amortization	
Land	\$ 16,858,944	\$ -	\$ 16,858,944
Buildings	291,453,512	102,259,870	189,193,642
Site improvements	22,698,346	15,147,082	7,551,264
Leasehold improvements	83,726,061	50,510,246	33,215,815
Furniture and equipment	88,313,535	74,848,172	13,465,363
Automotive equipment	2,758,989	2,257,408	501,581
Software	11,923,068	3,837,937	8,085,131
Artwork	143,768	-	143,768
	517,876,223	248,860,715	269,015,508
Construction in progress	40,918,166	-	40,918,166
	\$ 558,794,389	\$ 248,860,715	\$ 309,933,674

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

For the year ended March 31, 2014

9. CAPITAL ASSETS (continued)

	2013		
	Cost	Accumulated Amortization	Net Book Value
Land	\$ 8,966,449	\$ -	\$ 8,966,449
Buildings	291,461,321	95,407,809	196,053,512
Site improvements	20,510,889	14,454,253	6,056,636
Leasehold improvements	83,726,061	34,546,050	49,180,011
Furniture and equipment	82,179,485	69,279,142	12,900,343
Automotive equipment	2,527,470	2,053,854	473,616
Software	9,631,382	2,170,910	7,460,472
Artwork	105,920	-	105,920
	\$ 499,108,977	\$ 217,912,018	\$ 281,196,959

10. ALTERNATIVE FINANCING ARRANGEMENT

In 2014, the College entered into a project agreement (the “AFP”) with a third party construction company to design, build and finance the Learning Resource Commons, a new building at the College’s North Campus. The total project value is \$109,527,257, of which the building value is \$92,411,283. Of the total project value, \$6,115,388 was capitalized in 2013 as part of the early works and has been included in site improvements.

The value of the construction in progress is based on the percentage of completion. As at March 31, 2014 the building is approximately 41.91% complete and as a result, \$38,728,947 has been capitalized as construction in process. A short term-liability, net of payments made, in the amount of \$35,424,234 has been recorded as accounts payable.

The Ministry has committed to partially funding the construction by \$74,700,000. The College has received \$2,700,000 to date. A short-term receivable of \$28,606,268 has been recorded to reflect the Ministry’s remaining proportional obligation to fund the program (Note 5). A corresponding amount has been recorded to deferred capital contributions (Note 15).

A change in the estimated percentage of completion by 1% would increase/decrease the construction in progress by \$924,113, with a corresponding increase/decrease in accounts payable.

11. DUE TO HUMBER STUDENTS’ FEDERATION

The amount due to Humber Students’ Federation is unsecured, bears interest at the bank’s prime rate less 2.25% with an effective rate at March 31, 2014 of 0.75% (2013 - 0.75%) and is due on demand.

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

For the year ended March 31, 2014

12. BANK LOAN

The College has unsecured loan facilities with the Bank of Montreal to a maximum amount of \$62,000,000 to finance the construction of two student residences. The College has utilized \$33,919,254 (2013 - \$35,327,941) under this facility as described below. The balance of the facility is available in either prime rate loans bearing interest at the bank's prime rate of 3.000% (2013 – 3.000%) less 0.750% per annum, Bankers' Acceptances or public sector fixed rate operating loans bearing interest at the bank's 30-day cost of funds rate of 1.550% (2013 – 1.220%) plus 0.225% per annum.

The original loan of \$45,000,000 obtained on April 1, 2004 is scheduled to be repaid over twenty-five years, bears interest at prime minus 0.750% per annum and is repayable monthly on the first of each month in blended payments of \$275,802 and is scheduled to be repaid on April 1, 2029.

The loan is due on demand and has therefore been classified as current. The College has fixed its interest rate at 5.705% through an interest rate swap for the term of the loan. The interest rate includes a spread of 0.225%. The interest rate swap is a derivative financial instrument. It has effectively locked in a fixed rate through 2029.

The fair value of the interest rate swap (in favour of the counterparty) of \$7,072,742 (2013 - \$9,306,837) is recorded in the consolidated statement of financial position with the fluctuations in fair value being recorded in the consolidated statement of remeasurement gains and losses.

The scheduled principal amounts payable within the next five years and thereafter are as follows:

2015	\$ 1,487,852
2016	1,571,465
2017	1,659,778
2018	1,753,053
2019	1,851,571
Thereafter	25,595,535
Total	\$ 33,919,254

Interest on the demand loan amounted to \$1,972,303 (2013 - \$2,050,295) and is included in ancillary operations expense.

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

For the year ended March 31, 2014

13. POST-EMPLOYMENT BENEFITS AND COMPENSATED ABSENCES

The following tables outline the components of the College's post-employment benefits and compensated absences liabilities and the related expenses.

	2014			
	Post-employment Benefits	Non-vesting sick leave	Vesting sick leave	Total liability
Accrued employee future benefits obligations	\$ 1,994,000	\$ 5,720,000	\$ 1,963,000	\$ 9,677,000
Value of plan assets	(322,000)	-	-	(322,000)
Unamortized actuarial gains (losses)	238,000	1,222,000	(840,000)	620,000
Total liability	\$ 1,910,000	\$ 6,942,000	\$ 1,123,000	\$ 9,975,000

	2013			
	Post-employment Benefits	Non-vesting sick leave	Vesting sick leave	Total liability
Accrued employee future benefits obligations	\$ 2,374,000	\$ 7,311,000	\$ 1,517,000	\$ 11,202,000
Value of plan assets	(310,000)	-	-	(310,000)
Unamortized actuarial gains (losses)	(54,000)	(92,000)	11,000	(135,000)
Total liability	\$ 2,010,000	\$ 7,219,000	\$ 1,528,000	\$ 10,757,000

	2014			
	Post-employment Benefits	Non-vesting sick leave	Vesting sick leave	Total expense
Current year benefit cost (recovery)	\$ (48,000)	\$ 432,000	\$ 101,000	\$ 485,000
Interest on accrued benefit obligation	10,000	164,000	36,000	210,000
Amortized actuarial losses	6,000	14,000	3,000	23,000
Total expense (recovery)	\$ (32,000)	\$ 610,000	\$ 140,000	\$ 718,000

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

For the year ended March 31, 2014

13. POST-EMPLOYMENT BENEFITS AND COMPENSATED ABSENCES (continued)

	2013			
	Post-employment Benefits	Non-vesting sick leave	Vesting sick leave	Total expense
Current year benefit cost	\$ 195,000	\$ 408,000	\$ 81,000	\$ 684,000
Interest on accrued benefit obligation	12,000	177,000	40,000	229,000
Amortized actuarial losses	4,000	38,000	15,000	57,000
Total expense	\$ 211,000	\$ 623,000	\$ 136,000	\$ 970,000

Post-employment benefits and compensated absences expense has been included in salaries and benefits expense.

Above amounts exclude pension contributions to the Colleges of Applied Arts and Technology pension plan, a multi-employer plan, described below.

Retirement Benefits

CAAT Pension Plan

Substantially all employees of the College are members of the Colleges of Applied Arts and Technology Pension Plan (the "Plan"), which is a multi-employer jointly-sponsored defined benefit plan for eligible employees of public colleges and related employers in Ontario. The College makes contributions to the Plan equal to those of the employees. Contribution rates are set by the Plan's governors to ensure the long term viability of the Plan. The Plan is a multi-employer plan and therefore the College's contributions are accounted for as if the plan were a defined contribution plan.

Any pension surplus or deficit is a joint responsibility of the members and employers and may affect future contribution rates. The College does not recognize any share of the Plan's pension surplus or deficit as insufficient information is available to identify the College's share of the underlying pension assets and liabilities. The most recent actuarial valuation filed with pension regulators as at January 1, 2014 indicated an actuarial surplus of \$525 million. The College made contributions to the Plan and its associated retirement compensation arrangement of \$16,360,774 (2013 - \$13,205,807), which has been included salaries and benefits in the consolidated statement of operations.

Post-Employment Benefits

The College extends post employment life insurance, health and dental benefits to certain employee groups subsequent to their retirement. The College recognizes these benefits as they are earned during the employees' tenure of service. The College also provide continuation of medical and dental benefits to certain employee groups while receiving long-term disability benefits. The related benefit liabilities were determined by an actuarial valuation study commissioned by the College Employer Council.

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

For the year ended March 31, 2014

13. POST-EMPLOYMENT BENEFITS AND COMPENSATED ABSENCES (continued)

The major actuarial assumptions employed for the valuations are as follows:

a) *Discount rate*

The present value as at March 31, 2014 of the future benefits was determined using a discount rate of 2.70% (2013 – 2.10%).

b) *Drug Costs*

Drug costs were assumed to increase at a 9.00% rate for 2014 and decrease proportionately thereafter to an ultimate rate of 4.00% in 2034.

c) *Hospital and other medical*

Hospital and other medical costs were assumed to increase at 4.00% per annum in 2014 (2013 – 4.00%).

Medical premium increases were assumed to increase at 7.50% per annum in 2014 and decrease proportionately thereafter to an ultimate rate of 4.00% in 2034 for the fiscal 2014.

d) *Dental costs*

Dental costs were assumed to increase at 4.00% per annum in 2014 (2013 – 4.00%).

Compensated Absences

Vesting Sick Leave

The College has provided for vesting sick leave benefits during the year. Eligible employees, after 10 years of service, are entitled to receive 50% of their accumulated sick leave credit on termination or retirement to a maximum of 6 months' salary. The program to accumulate sick leave credits ceased for employees hired after March 31, 1991. The related benefit liability was determined by an actuarial valuation study commissioned by the College Employer Council.

Non-Vesting Sick Leave

The College allocates to certain employee groups a specified number of days each year for use as paid absences in the event of illness or injury. These days do not vest and are available immediately. Certain employee groups are permitted to accumulate their unused allocation each year, up to the allowable maximum provided in their employment agreements. Accumulated days may be used in future years to the extent that the employees' illness or injury exceeds the current year's allocation of days. Sick days are paid out at the salary in effect at the time of usage. The related benefit liability was determined by an actuarial valuation study commissioned by the College Employer Council.

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

For the year ended March 31, 2014

13. POST-EMPLOYMENT BENEFITS AND COMPENSATED ABSENCES (continued)

The assumptions used in the valuation of vesting and non-vesting sick leave are the College's best estimates of expected rates of:

a) Discount rate

The present value as at March 31, 2014 of the future benefits was determined using a discount rate of 2.70% (2013 – 2.10%).

b) Wage and salary escalation rates

Academic full-time and academic partial load salaries were assumed to increase at a rate of 0.00% per annum in 2014 and 1.75% per annum thereafter.

Support staff full-time salaries were assumed to increase at a rate of 0.00% per annum in 2014 and 2015 and 1.75% per annum thereafter.

The probability that the employee will use more sick days than the annual accrual and the excess number of sick days used are within ranges of 0.00% to 24.00% and 0 to 44.3 days respectively for age groups ranging from 20 and under to 65 and over in bands of 5 years.

14. DEFERRED CONTRIBUTIONS

Deferred contributions represent unspent externally restricted grants and donations for awards, scholarships and bursaries, arboretum projects and other restricted purposes. The changes in the deferred contributions balance are as follows:

	2014	2013
Balance, beginning of year	\$ 8,096,612	\$ 7,838,441
Amounts received during the year	35,553,911	33,333,025
Amounts recognized as revenue during the year	(36,027,151)	(33,074,854)
Balance, end of year	\$ 7,623,372	\$ 8,096,612

Deferred contributions are comprised of:

	2014	2013
Externally restricted trust funds	\$ 2,378,842	\$ 2,466,945
Joint employment stability reserves	648,959	815,566
Other restricted grants and contributions	4,595,571	4,814,101
Balance, end of year	\$ 7,623,372	\$ 8,096,612

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

For the year ended March 31, 2014

15. DEFERRED CAPITAL CONTRIBUTIONS

Deferred capital contributions represent the unamortized amount and unspent amount of restricted donations and grants received for the purchase of capital assets. The amortization of deferred capital contributions is recorded as revenue in the consolidated statement of operations. The changes in the deferred capital contributions balance are as follows:

	2014	2013
Balance, beginning of year	\$ 133,349,600	\$ 144,891,136
Add: contributions received for capital purposes	2,459,784	3,143,280
Add: contributions receivable from Building Levy (Note 6)	2,309,724	-
Add: contributions receivable from MTCU (Note 10)	28,606,268	-
Less: amortization of deferred capital contributions	(14,038,413)	(14,684,816)
Balance, end of year	\$ 152,686,963	\$ 133,349,600

16. INVESTED IN CAPITAL ASSETS

Invested in capital assets consists of the following:

	2014	2013
Net book value of capital assets	\$ 309,933,674	\$ 281,196,959
Less amounts financed by:		
Bank loan (Note 12)	33,919,254	35,327,941
Alternative financing arrangement (Note 10)	35,424,234	-
Spent deferred capital contributions	115,010,037	128,837,806
Balance, end of year	\$ 125,580,149	\$ 117,031,212

The change in invested in capital assets is as follows:

	2014	2013
Amortization of deferred capital contributions	\$ 14,038,413	\$ 14,684,816
Amortization of capital assets	(30,975,824)	(32,427,195)
Purchase of capital assets and construction in progress	24,288,304	17,056,752
Disposal of capital assets	-	(30,450)
Amounts funded by deferred capital contributions	(210,643)	(525,282)
Repayment of long-term debt	1,408,687	1,333,734
Total change in invested in capital assets	\$ 8,548,937	\$ 92,375

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

For the year ended March 31, 2014

17. INTERNALLY RESTRICTED NET ASSETS

The College, by resolution of the Board of Governors, internally restricts amounts from unrestricted net assets as follows:

	2014	2013
Strategic Infrastructure	\$ 173,000,000	\$ 146,750,000
Operational	1,550,000	5,400,000
Contingency	18,950,000	17,850,000
Total internally restricted net assets	\$ 193,500,000	\$ 170,000,000

18. EXTERNALLY RESTRICTED NET ASSETS

Externally restricted net assets include restricted donations received by the College where the endowment principal is required to be maintained intact. The investment income generated from these endowments must be used in accordance with various purposes established by the donors. The College ensures, as part of its fiduciary responsibilities, that all funds received with a restricted purpose are expended for the purpose for which they were provided.

Investment income on endowments that was disbursed during the year has been recorded in the consolidated statement of operations since this income is available for disbursement as the donors' conditions have been met. The unspent portion of investment income is recorded in deferred contributions.

Externally restricted endowment funds include grants provided by MTCU from the Ontario Student Opportunity Trust Fund 1 ("OSOTF 1") matching program, the Ontario Student Opportunity Trust Fund 2 ("OSOTF 2") matching program, and the Ontario Trust for Student Support Fund ("OTSS") matching program. Under these programs the government matched the funds raised by the College. The purpose of these programs is to academically assist students who, for financial reasons, would not otherwise be able to attend College.

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

For the year ended March 31, 2014

18. EXTERNALLY RESTRICTED NET ASSETS (continued)

Changes in expendable funds available for awards under the OSOTF 1, OSOTF 2 and OTSS matching programs are as follows:

	OSOTF 1		OSOTF 2		OTSS		2014 TOTAL	2013 TOTAL		
Balance, beginning of year	\$	56,022	\$	18,777	\$	350,865	\$	425,664	\$	373,466
Investment income, net of direct expenses		44,843		18,553		289,437		352,833		316,898
Bursaries awarded		(55,765)		(9,925)		(237,532)		(303,222)		(264,700)
Balance, end of year	\$	45,100	\$	27,405	\$	402,770	\$	475,275	\$	425,664
Bursaries awarded (#)		89		7		161		257		238

The bursaries awarded under OTSS comprise 74 to OSAP recipients totaling \$114,382 and 87 to non-OSAP recipients totaling \$123,150.

19. COMMITMENTS

The College has entered into a ninety-nine (99) year lease agreement with Her Majesty the Queen in Right of Ontario for the property now known as the Robert A. Gordon Learning Centre. The base rent is one dollar (\$1) per year for the term of the lease which expires January 31, 2094.

The College has provided unconditional loan guarantees to certain third parties amounting to \$109,536 (2013 - \$26,573) primarily related to possible defaults in financial agreements for certain construction projects.

The College has also entered into various other agreements to lease premises and equipment. The anticipated annual payments for the remaining fiscal years under current lease arrangements are as follows:

2015	\$	749,897
2016		419,783
2017		151,782
2018		126,027
2019		111,032
Total commitments	\$	1,558,521

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

For the year ended March 31, 2014

20. CONSOLIDATED STATEMENT OF CASH FLOWS

The net change in non-cash working capital balances related to operations consists of the following:

	2014	2013
Grants receivable	\$ 2,133,986	\$ (1,344,589)
Accounts receivable	(1,599,119)	979,298
Prepaid expenses	205,392	(562,078)
Long-term accounts receivable	-	548,874
Long-term grants receivable	2,290,000	2,290,000
Accounts payable and accrued liabilities	5,978,919	3,671,710
Accrued payroll and employee benefits	(644,733)	282,558
Accrued vacation pay	380,891	527,422
Deferred revenue	(1,467,026)	1,832,457
Due to University of Guelph-Humber	2,712,218	1,772,255
Due to Humber Students' Federation	(153,948)	2,630,430
Net change, non-cash working capital	\$ 9,836,580	\$ 12,628,337

21. FINANCIAL INSTRUMENT RISK MANAGEMENT

Credit risk

Credit risk is the risk of financial loss to the College if a debtor fails to make payments of interest and principal when due. The College is exposed to this risk relating to its cash, debt holdings in its investment portfolio, accounts receivable, grants receivable, long-term accounts receivable and long-term grants receivable. The College holds its cash accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation. In the event of default, the College's cash accounts are insured up to \$100,000 (2013 - \$100,000).

The College's investment guideline puts limits on the bond portfolio including portfolio composition limits, issuer type limits, bond quality limits, aggregate issuer limits and corporate sector limits. All fixed income portfolios are measured for performance on a semi-annually basis and monitored by management on a monthly basis.

The College's investment guideline operates within the constraints of the investment directive issued by the Ministry of Training, Colleges and Universities and permits the College's funds to be invested in bonds issued by the Government of Canada, a Canadian province or a Canadian municipality. The directive also permits the College's funds to be invested in certain corporate investments having a minimum rating of A-1+ or AAA by Standard and Poor's rating agency.

The maximum exposure to investment credit risk is outlined in Note 3.

Accounts receivable are ultimately due from students. Credit risk is mitigated by financial approval processes before a student is enrolled and the highly diversified nature of the student population.

Grants receivable and long-term grants receivable are ultimately due from the Ministry of Training, Colleges and Universities, as well as other government entities. Credit risk is mitigated by the governmental nature of the funding source.

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

For the year ended March 31, 2014

21. FINANCIAL INSTRUMENT RISK MANAGEMENT (continued)

The College measures its exposure to credit risk based on how long the amounts have been outstanding. An impairment allowance is set up based on the College's historical experience regarding collections. The amounts outstanding at year end were as follows:

As at March 31, 2014	Past Due					
	Total	Current	0 - 30 days	31 - 60 days	61 - 90 days	91 - 120 days
Government receivables	\$ 31,512,070	\$ 31,512,070	\$ -	\$ -	\$ -	\$ -
Interest receivable	2,611,012	2,611,012	-	-	-	-
Commodity taxes receivable	2,767,706	691,127	2,076,579	-	-	-
Other accounts receivable	5,341,594	4,774,171	364,791	145,034	20,643	36,955
Gross receivables	42,232,382	39,588,380	2,441,370	145,034	20,643	36,955
Less: impairment allowances	(36,955)	-	-	-	-	(36,955)
Net receivables	\$ 42,195,427	\$ 39,588,380	\$ 2,441,370	\$ 145,034	\$ 20,643	\$ -

As at March 31, 2013	Past Due					
	Total	Current	0 - 30 days	31 - 60 days	61 - 90 days	91 - 120 days
Government receivables	\$ 5,039,788	\$ 5,039,788	\$ -	\$ -	\$ -	\$ -
Interest receivable	2,874,159	2,874,159	-	-	-	-
Commodity taxes receivable	1,742,795	980,685	762,110	-	-	-
Other accounts receivable	2,270,204	1,956,733	216,523	87,945	-	9,003
Gross receivables	11,926,946	10,851,365	978,633	87,945	-	9,003
Less: impairment allowances	(112,644)	(34,785)	(43,360)	(27,296)	-	(7,203)
Net receivables	\$ 11,814,302	\$ 10,816,580	\$ 935,273	\$ 60,649	\$ -	\$ 1,800

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate as a result of market factors. Market factors include three types of risk: currency risk, interest rate risk and equity risk.

The College's investment guideline operates within the constraints of the investment directive issued by the MTCU. The policy's application is monitored by management, the investment managers and the board of governors. Diversification techniques are utilized to minimize risk. The guideline puts certain sector limits and individual issuer limits on the asset mix of investments.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

For the year ended March 31, 2014

21. FINANCIAL INSTRUMENT RISK MANAGEMENT (continued)

Currency risk

Currency risk relates to the College operating in different currencies and converting non-Canadian earnings at different points in time at different foreign College levels when adverse changes in foreign currency College rates occur. The College does not have any material transactions or financial instruments denominated in foreign currencies.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

Interest rate risk

Interest rate risk is the potential for financial loss caused by fluctuations in fair value or future cash flows of financial instruments because of changes in market interest rates.

The College is exposed to this risk through its interest bearing investments and bank loan.

The College mitigates interest rate risk on its term debt through a derivative financial instrument that exchanges the variable rate inherent in the term debt for a fixed rate (see Note 12). Therefore, fluctuations in market interest rates would not impact future cash flows and operations relating to the term debt.

At March 31, 2014, a 1% fluctuation in interest rates, with all other variables held constant, would have an estimated impact on the market value of the interest rate swap of \$2,851,943 (2013 - \$3,248,900).

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

Equity risk

Equity risk is the uncertainty associated with the valuation of assets arising from changes in equity markets. The College is exposed to this risk through its externally restricted funds being held in pooled fund investments with its investment management firm. At March 31, 2014 a 10% movement in equity prices with all other variables held constant would have an estimated effect of the fair value of the College's equities of \$1,382,100 (2013 - \$806,100).

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

Liquidity risk

Liquidity risk is the risk that the College will not be able to meet all cash outflow obligations as they come due. The College mitigates this risk by monitoring cash activities and expected outflows through extensive budgeting and maintaining investments that may be converted to cash in the near-term if unexpected cash outflows arise.

The Humber College Institute of Technology and Advanced Learning

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

For the year ended March 31, 2014

21. FINANCIAL INSTRUMENT RISK MANAGEMENT (continued)

The following table sets out the expected maturities, representing undiscounted cash-flows of financial liabilities:

	2014		
	Within 1 year	1 to 5 years	Over 5 years
Accounts payable and accrued liabilities	\$ 58,252,889	\$ -	\$ -
Accrued payroll and employee benefits	9,596,719	-	-
Accrued vacation pay	6,872,265	6,872,266	-
Bank loan	1,487,852	8,791,492	23,639,910
Due to University of Guelph-Humber	18,879,003	-	-
Due to Humber Students' Federation	6,098,635	-	-
	\$ 101,187,363	\$ 15,663,758	\$ 23,639,910

	2013		
	Within 1 year	1 to 5 years	Over 5 years
Accounts payable and accrued liabilities	\$ 16,849,736	\$ -	\$ -
Accrued payroll and employee benefits	10,241,452	-	-
Accrued vacation pay	6,681,820	6,681,820	-
Bank loan	1,408,687	6,472,148	27,447,106
Due to University of Guelph-Humber	16,166,785	-	-
Due to Humber Students' Federation	6,252,583	-	-
	\$ 57,601,063	\$ 13,153,968	\$ 27,447,106

Derivative financial liabilities mature as described in Note 12.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

22. COMPARATIVE CONSOLIDATED FINANCIAL STATEMENTS

The comparative consolidated financial statements have been reclassified from statements previously presented to conform to the presentation of the 2014 consolidated financial statements.

APPENDIX C – KPI Performance Report

Humber College is committed to providing students and graduates with top quality teaching and learning experiences. According to the most recent Key Performance Indicators (KPI) results released in April 2014, Humber continues to deliver on this promise.

Highlights of 2014 Results

Student Satisfaction – 74.0%

✓ Higher than the GTA average

Graduate Employment – 81.8%

✓ Higher than the GTA average by 2.7%

Graduation Rate – 63.1%

Graduate Satisfaction – 78.4%

✓ On par with the GTA average

Employer Satisfaction – 92.7%

✓ Higher than the provincial average

All Results

Category	Humber College	GTA average	Provincial average
Student satisfaction	74.0	73.4	76.3
Graduate employment	81.8	79.1	83.4
Graduation rate	63.1	64.9	65.4
Graduate satisfaction	78.4	78.4	80.1
Employer satisfaction	92.7	93.3	92.2

APPENDIX D – Summary of Advertising and Marketing Complaints Received

Nature of Complaint	Date Received	How Resolved/ Addressed	Date Resolution Communicated to Student	# of Working Days to Resolve
N/A	N/A	N/A	N/A	N/A

Total number of complaints: 0

Humber received no [0] Advertising and Marketing complaint from April 1, 2013 to March 31, 2014.

APPENDIX E – Institutes of Technology and Advanced Learning (ITAL) Reports

1. Describe how Humber continues to deliver a comprehensive range of programming of degrees, other postsecondary programming and non-postsecondary programming consistent with the college system mandate to meet the needs of high school graduates and adult learners. Provide enrolment data for the different program areas.

Provide enrolment data for the different program areas.

- a. Committed to student success through excellence in teaching and learning, Humber offers a wide range of career-focused postsecondary credentials including apprenticeship, certificate, diploma, degree and graduate certificate programming. These programs are offered both full- and part-time, meeting the needs of high school graduates and adult learners in the schools of Business, Creative & Performing Arts, Social & Community Services, Media Studies & Information Technology, Applied Technology, Health Sciences, Liberal Arts & Science, and Hospitality, Recreation & Tourism. In Fall 2013 Humber:
 - i. Enrolled 1,037¹ students into 11 apprenticeship programs
 - ii. Enrolled 1,528 students into 18 one-year certificate programs
 - iii. Delivered 87 two- and three-year diploma programs to 16,212 students
 - iv. Delivered 21 Humber degree programs to 3,523 full-time students
 - v. Offered a Bachelor of Nursing degree, in collaboration with the University of New Brunswick, to over 800 students.
 - vi. Offered 31 graduate certificates to 1,908 students
 - vii. Accepted 56,000 continuing education registrations into our 1,400 continuing education courses, 200 part-time certificates, 400 online courses and 40 fully online programs, providing opportunities adult learners to upgrade professional skills, advance at work or change careers.
- b. Other postsecondary programming:
 - i. The University of Guelph-Humber is a joint venture between the University of Guelph and Humber College, offering over 3,900 students the opportunity to earn a degree and a diploma in four years of full-time study. Seven undergraduate programs are offered at the University of Guelph-Humber in the areas of Business, Early Childhood Education, Family & Community Social Services, Justice Studies, Kinesiology, Media Studies and Psychology.

¹ Represents headcount for 2013-14.

- ii. Dual Credit programming provides high school students with the opportunity to earn both a college course credit on Humber's campus and a credit towards their secondary school diploma. In 2013-14 dual credit enrolment was 861 participants.
 - iii. Community Integration Cooperative Education (CICE) provides adults with developmental disabilities the opportunity to experience college life, graduating with a certificate of achievement. Students have the opportunity to acquire skills they can use at college, work, at home and in the community (48 enrolled in 2013-2014).
- c. Non-postsecondary programming:
- i. Women and Youth
 - Pre-Apprenticeship Program for Cooks (20 participants in 2013-14; 50 per cent employment rate upon graduation)
 - Youth Employment Fund – places unemployed youth in work placements with employers for up to six months (114 participants in 2013-14)
 - MicroSkills Transportation Training Program
 - MicroSkills Horticulture Technician Program
 - ii. Bridge Training Programs and Partnerships for Immigrants and Newcomers to Canada
 - Occupation-Specific Language Training for Technology – 50 participants in 2013-14; 62 per cent graduation rate
 - Occupation-Specific Language Training for Project Management – 49 participants in 2013-14 and 61 per cent graduation rate
 - .Net Solutions for Internationally Trained IT professionals Bridge Program – 28 participants in 2013-14; 89 per cent employed in their field
 - Mobile Systems Integration Bridge Program – 63 participants; cohort still in progress, 38 per cent employed in their field prior to graduation
 - Pathways to Employment in the Sustainability and Energy Sector Bridge Program – 102 participants; 90 per cent employed in their field
 - Engineering Software Skills Enhancement Bridge Program – 120 participants; 85 per cent employed in their field
 - Engineering Connections Bridging Program and Leadership Connections in partnership with ACCESS Employment
 - Trades Win Support Program in partnership with Skills for Change
 - iii. Employment Services
 - Employment services for the unemployed through Employment Ontario – 5,478 new clients visited one of Humber's five employment centres in the GTA and Brampton (44,471 Resource and information visits; opened over 2,600 individual service plans, closing in excess of 2,500 – 66 per cent employed and 14 per cent in further training)

2. Describe how Humber is doing its part to build up the apprenticeship system in Ontario to increase the skilled labour market supply through in-school training, expanding the range of apprenticeship programming, developing learning pathways for apprentices who wish to ladder into diploma programs and vice versa. Provide enrolment data for the apprenticeship programs Humber offers.

Humber's Centre for Trades and Technology was opened in 2009; Humber invested over \$16 million in the centre, including a \$7 million contribution from the Ontario Ministry of Training, Colleges and Universities. The 95,000 square foot facility offers students in skilled trade diploma, certificate and apprenticeship programs an opportunity to train in state-of-the-art industry-simulated settings under industry mandated standards. Through the development of this centre, Humber is helping to address the critical shortage of skilled trade workers.

Humber provides the required components towards an apprenticeship including technical theory, practical job experience and in-school training. Students learn valuable skills by using the latest industry software programs and working in fully equipped, up-to-date labs and shops. At Humber, skilled instructors highlight current trends within the industry and strive to duplicate situations that apprentices and skilled tradespeople will see in their everyday working life.

Humber enrolled students in 11 apprenticeship programs in 2013-14:

Apprenticeship Program	2013 Headcount
Arborist Apprenticeship	117
Baker	24
Cook (Cuisine) Apprenticeship	200
Construction Boilermaker Apprenticeship	152
Developmental Service Worker Apprenticeship	205
Electrician: Construction and Maintenance Apprenticeship	1138
Industrial Electrician Apprenticeship	15
Institutional Cook	14
Horticultural Technician Apprenticeship	59
Network Cabling Specialist Apprenticeship	13
Plumber Apprenticeship	473
TOTAL	1,937

Lateral transfer from the apprenticeship stream to the postsecondary stream – and vice versa – is possible at several levels. Students with related educational experience can apply for prior learning assessment and recognition exemptions when transferring between credentials. In particular, the development of a Qualifications Framework (attached) for our culinary apprenticeship programs has been supported through discussions between educators, industry, and the Canadian Tourism Resource Council.

Examples of laddering pathways within Humber include:

Culinary Skills Certificate	→	Cook (Cuisine) Apprenticeship (provided students have an eligible employer)
Culinary Management Diploma		Cook (Cuisine) Apprenticeship
Culinary Co-op Diploma Apprenticeship	→ ←	Culinary Management Diploma
Electrician: Construction and Maintenance Apprenticeship	→ ←	Industrial Electrician Apprenticeship
Electrician: Construction & Maintenance Industrial Electrician Apprenticeship	→	Electrical Engineering Technician
Horticultural Technician Apprenticeship	→	Landscape Technician Diploma (credits equivalent to almost 1 year)
Arborist Apprenticeship	→	Urban Arboriculture Certificate
Pre-Apprenticeship Developmental Service Worker	→	Developmental Service Worker Apprenticeship
Pre-Apprenticeship Cooks	→	Cook (Cuisine) Apprenticeship

In addition to these programs, Humber also offers Ontario Youth Apprenticeship Programs (OYAP) in the fields of Electrician and Cook. These programs provide students with an opportunity to specialize in an employable skill and allows for laddering pathways into apprenticeship programs in the postsecondary sector upon completion of secondary school.

3. Describe how Humber is tracking its KPIs and where improvements are being made, if needed.

To track our KPI data, Humber's Institutional Research department develops several KPI report cards to be distributed across the institution every year. Reports include:

1. Humber Institutional Snapshot
 - i. Institutional results trended over the last 5 years
 - ii. Institutional results compared to each school of study within Humber
 - iii. Humber results by credential
 - iv. Humber results by program
 - v. Humber results compared to the Province
 - vi. Humber results against other comparative colleges
2. Student Satisfaction & Engagement Aspect Reports for the Vice-Presidents of Humber
 - i. Trended and benchmarked statistical significance reports on each aspect (included in Institutional Snapshot, Program and School of Study reports)
3. Executive Summary for each report to identify strengths and areas for improvement for each KPI
4. Graduate and Employer reports by school and program

Humber uses the information gleaned from KPI results to inform decision-making and investment. Based on KPI results, improvements have been made in the following areas in recent years:

- Expanded retention initiatives to increase graduation rates
- Expanded student study spaces across North and Lakeshore campuses
- Additional food options (value meals, halal, vegetarian, Tim Horton's) on campus
- Textbook rental program and e-book program available through Humber's bookstores
- Expanded and updated facilities to meet student needs and population growth
- Additional Humber closed-circuit TVs around campus
- Development and expansion of student support services including pre-admission advising, program advising, peer tutoring, and learning skills workshops (time management, reading & note-taking, presentation skills, stress management, exam preparation, etc.)
- Upgrades and improvements to athletic facilities and equipment at Humber's North Campus
- Restructuring of student Orientation programming to assist in students' transition to college life and support their development both academically and socially
- Revitalized Open Access computer labs for individual study
- Additional student seating/collaborative space in common areas at Humber's North Campus

4. Describe how Humber is ensuring that diploma graduates have access to degree programs, and how many graduates access degree education.

To meet the needs of all postsecondary learners, Humber offers several pathways from diploma programs into degree programs. The first pathway is for students to transfer from a Humber diploma program to a Humber degree program. 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 2013-2014, Humber offered 21 degrees (plus nursing); Humber currently represents just over 31 per cent of all college degree enrolment in Ontario. Over the next five to seven years, Humber plans to offer approximately 25 to 30 baccalaureate degrees that resonate with potential students and respond to labour market demands. All new degrees have pathways for diploma students from Humber or any other Ontario college.

The second pathway ensuring degree access is from a Humber diploma into a Guelph-Humber degree program. The University of Guelph-Humber is located on Humber's North Campus, offering over 3,900 students seven undergraduate degree programs. Students are able to transfer from a number of Humber diploma programs, including:

- Business Administration → Hon. Bachelor of Business Administration
- Early Childhood Education → Hon. Bachelor of Applied Science in Early Childhood
- Social Service Worker → Hon. Bachelor of Applied Science in Family & Community Social Services
- Police Foundations → Hon. Bachelor of Applied Science in Justice Studies
- Fitness & Health Promotion → Hon. Bachelor of Applied Science in Kinesiology
- Media Communications → Hon. Bachelor of Applied Arts in Media Studies
- General Arts & Science University Transfer certificate → Hon. Bachelor of Applied Science in Psychology

In Summer and Fall 2013, 196 Humber Diploma students transferred into degree programs at the University of Guelph-Humber, bringing the total of transfers to almost 800 since the launch of Guelph-Humber.

Finally, students can build from one credential to another through transfer credit opportunities with more than 50 Canadian and international universities. For students wishing to transfer from a diploma to a degree without the requirements, several of Humber's programs offer bridging courses over the summer months to ensure a seamless transition.

5. Describe how Humber's applied research activity supports its mission as a differentiated institution.

At Humber, research activity is tied directly to teaching and learning. Applied research helps faculty members create learning experiences that engage students in activities that take classroom learning into the workplace. Applied research projects also help students to be workplace ready by reinforcing employability skills. In addition, applied research opportunities motivate faculty members to remain current in their areas of expertise and to continue to contribute to new knowledge in their fields.

Support for research at Humber comes from a variety of external sources, including NSERC (National Sciences and Engineering Research Council), SSHRC (Social Sciences and Humanities Research Council), IRAP (Industrial Research Assistance Program), Colleges Ontario Network for Industry Innovation (CONII), and OCE (Ontario Centres of Excellence); as well as institutional resources including the Staff Initiated Research Fund (SIRF), Developing Activities and Ideas for Research (DAIR), and funding for entrepreneurs (New Venture Seed Fund and the LaunchPad Pitch Competition).

At Humber, research activity creates unique opportunities for students and faculty to collaborate on projects to solve industry and community problems. For some, this involves working with an industry or community partner on a capstone project or on a project outside the classroom where learning become practical application. In 2013-14, Humber Research facilitated applied research activity and partnerships with 30 different external clients, undertook 39 applied research projects and engaged 42 faculty/staff and 200 students in these activities.

New projects in 2013-14 included:

Get Your Hours: With the help of Humber Research, Christiane MacKenzie, founder of *Get Your Hours*, and faculty member Bernie Monette, were awarded a Colleges Ontario Network for Industry Innovation (CONII) grant to build an innovative social media platform to track and encourage volunteerism in Ontario high schools. *Get Yours Hours* provides high school students with an intuitive online tool to track their volunteer hours, network with different charities, and meaningfully increase their engagement with required community service. The program engaged students in Humber's Website Development program in the School of Media Studies and Information Technology, who built the "back end" of the site. The *Get Your Hours* site was launched in September 2013.

BNOTIONS: BNOTIONS partnered with Humber and faculty member Sean Doyle to develop *Gallop*, a robust platform for creating, targeting and managing advertising campaigns. With the support of the Humber Research office, Doyle and BNOTIONS were able to secure funding from the College Ontario Network for Industry Innovation (CONII), hire students from the School of Media Studies & Information Technology and quickly move forward with *Gallop*. Since working with the Humber team in 2013, BNOTIONS has launched Gallop Labs, a company that

specializes in data-driven media buying for the mobile publisher, and has already created new jobs in Ontario, expanding their team with their growing client-base.

BlueGreen Consulting: Greg Labbé, co-owner of BlueGreen, is collaborating with Humber faculty Kerry Johnston & Dragos Paraschiv, from the Sustainable Energy and Building Technology (SEBT) program in the School of Applied Technology, to measure air leakage of vintage brick semi-detached and town homes in the Junction and Riverdale neighbourhoods of Toronto. This study aims to improve modeled energy savings projection accuracy for government energy efficiency programs, including utility based conservation programs for low income Canadians. This project is being supported by a grant from the Natural Science and Engineering Research Council Applied Research and Development Award (NSERC-ARD) program.

OOYAVAH: This innovative partnership between Humber Research, Humber faculty member Odin Cappello, Sheridan College, and a team of students from Humber's Industrial Design, Multimedia Design and Development, and Film and Television Production programs, OOOYAVAH will design and prototype a wide range of potential concepts for the OOOYAVAH 3D iPad case that fill a need in the stereoscopic 3D market. As 3D visual effects gain popularity in consumer and professional applications, the demand for stereoscopic 3D visualization on the most popular mobile platform, the Apple iPad, will grow dramatically. To take advantage of this emerging trend, OOOYAVAH is developing high quality 3D technology and applications for the iPad without the need for 3D glasses.

Ministry of Natural Resources: Humber College, the Humber Arboretum and the Ontario Ministry of Natural Resources have partnered on a project to help preserve the endangered butternut tree, which is native to the deciduous forests of Southern Ontario, New Brunswick and Quebec. To help save the species, the partners have teamed up to grow new trees, planting five saplings in an enclosure in the Arboretum, with plans to plant up to 20 more. Professors and students will also be investigating alternatives to current propagation techniques. The project has created collaborative partnerships between Humber, the Ministry of Natural Resources, and the Guelph University arboretum, and created research opportunities for Humber staff and students.

Humber*Launch*: Focus on Entrepreneurship

For others, innovation activity involves starting a new business with help from Humber*Launch*, Humber's incubator for students and alumni. Some are able to earn seed funding through Humber competitions.

These are some of Humber*Launch*'s active businesses:

- i. **Skyline Farms:** This urban agriculture business won seed money in the 2013 Friendly Fire Competition as well as New Venture Seed Fund support. Gustavo Macias and Jake Harding, co-founders, use hydroponic 'tower gardens' that require 90 per cent less water, and grow better tasting and healthier vegetables up to 30 per cent faster than conventional farming methods. Recognizing the benefits inherent in this type of agriculture, the Toronto District School Board, in collaboration with Humber College, partnered with Skyline Farms to participate in the *My Food, My Way* initiative: a project that aims to teach students to make

healthier food choices, reconnect with where their food comes from, and sustainably reframe the culture of food and nutrition at school and at home.

- ii. **Sound Still Productions:** Tim O'Reilly offers one-stop production solutions for musicians, including remote multi-track audio recording, video production, audio and video post-production and composition and arranging for film. O'Reilly has recorded musicians ranging from the Amici Chamber Ensemble to local bands like The Medicine Hat, Union Duke and Juice. Through his live video concert series, O'Reilly offers local musicians the ability to have high-quality videos of their performances that enable them to self-promote for new concert opportunities. A member of Humber*Launch* incubator since 2012, Tim won \$10,000 start-up funding in this year's LaunchPad pitch competition.

APPENDIX F – List of Humber Board of Governors

Name	Appointed	Term Expiry	Internal Affiliation
Mario Alessandro	September 2011	August 2014	Information Technology Services Humber College
Timothy Brillhante	September 2013	August 2014	President, Humber Students Federation
Wanda Buote	September 2010	August 2016	Principal, Lakeshore Campus Humber College
Ruth Clark (LGIC)	October 2009	August 2015	
Gerry Connelly (LGIC)	September 2009	August 2015	
Thora Espinet	September 2008	August 2014	
Franca Giacomelli	September 2010	August 2016	Professor, Business School Humber College
Brien Gray	April 2012	August 2015	
Lianne Hannaway	September 2013	August 2016	
Joan Homer (Chair) (LGIC)	September 2008	August 2014	
Lily Khosla	September 2009	August 2015	
Tony Mahabir	September 2013	August 2016	
Audrey McKinney (Vice Chair)	September 2010	August 2016	
Susan Ross	September 2012	August 2015	
Gordon Schofield	September 2012	August 2015	
Dana Sheikh (LGIC)	September 2011	August 2014	
Chris Whitaker	July 2012		President Humber College