



**Humber Annual Report Addendum:**

**2009-2010 Multi-Year Accountability Agreement  
(MYAA) Report-Back**

**Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back**

<b>Institution Name:</b>	Humber
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**OVERVIEW**

Through the 2008-09 MYAA Report-Back process, Humber was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. Humber was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of Humber's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that Humber is on track for meeting its commitments or has an improvement plan in place, and is approved by the Ministry.

**PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE**

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. Enrolment, Student Access Guarantee) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

**DEADLINE FOR SUBMISSION TO THE MINISTRY**

The deadline for Humber to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on Humber's website. Please ensure Humber's completed 2009-10 Report Back is posted at the same location on Humber's website as its Multi-Year Action Plan.

**CONTACT**

For any questions regarding this Report Back template, please email Perry Gordon, Senior Policy Advisor, Colleges Unit at [Perry.Gordon@ontario.ca](mailto:Perry.Gordon@ontario.ca) or telephone (416) 325-4026.

**PART 1: 2009-10 SYSTEM WIDE INDICATORS**

- The 2009-10 Report Back has been changed from previous years' format to collect information only on system-wide indicators and will reflect and report on progress on Humber's commitments regarding access, quality and accountability as outlined in the original accountability agreements.
- The 2009-10 Report Back is also requesting data on credit transfer, online learning and international students. This is in keeping with the government's strategic priorities and as per discussions with Colleges Ontario and Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on *Reaching Higher* objectives. The data collected from the 2009-10 Report Back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.
- System Wide Indicators for 2009-10:
  - 1) Enrolment – Headcount
  - 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
  - 3) Compliance with the Student Access Guarantee (SAG) in 2009-10
  - 4) The Student Access Guarantee (SAG) for 2010-11
  - 5) Participation in the Credit Transfer System
  - 6) Class Size
  - 7) Online Learning
  - 8) International
  - 9) Supply Chain Compliance
  - 10) Space Utilization
  - 11) College Student Satisfaction
  - 12) Graduation Rate
  - 13) Graduate Employment Rate
  - 14) Student Retention Rates
  - 15) Quality of the Learning Environment

**1) Enrolment – Headcount\***

*\*DEFINITION: Headcount is the un-audited enrolment forecast for 2009-10 (full-time funded students only: does not include Second Career, Apprentice or International students).*

- Humber reported to TCU the total Headcount enrolment in 2009-10 = **15,940**
- Please indicate the **number of students aged 18-24** from the total Headcount enrolment reported by Humber to the Ministry for 2009-10 = **12,902**
- Please indicate the **number of students aged 25+** from the total Headcount enrolment reported by Humber to the Ministry for 2009-10 = **2,941**

\*As per the MYAA FAQs released by MTCU, the headcount breakdowns by age do not include students aged 17 and under.

**Ministry of Training, Colleges and Universities**

- Please provide one or more example in the space provided below of a promising practice that Humber used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Demand for Humber programs continues to increase, and reflects the depth and breadth of skill-based programming we offer, from apprenticeship programs to degrees and postgraduate certificates. Humber received more than 55,000 applications for the 2009-10 academic year, more than any other college in the province. Total full-time enrolment at Humber grew by 13.5 percent from Fall 2008 to Fall 2009.

The demographic realities of the Northwest GTA and the overall shortfall of postsecondary spaces in the GTA will continue to fuel demand for our programs. Humber continues to maintain a wide range of programming and to meet its vision of excellence in polytechnic education by offering students clear academic pathways and the opportunity to build on previous academic achievements and experiences. In order to accommodate increased enrolment and maintain the quality of our academic facilities as well as student satisfaction levels, continued investment in and expansion of the physical infrastructure will be required.

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

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

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

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

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

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

## Ministry of Training, Colleges and Universities

- For the following, please include full-time and part-time, but not Second Career, Apprentice or International students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of <i>students with disabilities</i> at Humber who registered with the Office for Students with Disabilities and received support services in 2009-10= 1,220</p> <p>Please indicate the number of <i>students with disabilities</i> at Humber who registered with the Office of Students for Disabilities and received support services as a percentage of the total Humber student population in 2009-10 who were:</p> <p><b>Full-time = 1,201</b>  <b>Part-time = 19</b>  <b>Total (Full-Time + Part-time) = 1,220</b></p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) 1,220  <math>\div 15,940</math> (Enrolment Headcount from Page 3) <math>\times 100 = 7.6\%</math></p>	<p>Please indicate the total number of <i>First Generation students</i> enrolled at Humber in 2009-10= 1,823* (30.8%) of 5,916 respondents</p> <p>*This number comes from the Fall 2009 FITS survey and therefore represents only first-semester students.</p> <p>Please indicate the number of <i>First Generation students</i> enrolled at Humber as a percentage of the total Humber student population in 2009-10 who were:</p> <p><b>Full-time =</b>  <b>Part-time =</b>  <b>Total (Full-Time + Part-time) = 1,823</b></p> <p>FITS does not capture FT/PT status.</p> <p>Please calculate as % of Enrolment Headcount: 30.8% of <b>15,940</b> (Enrolment Headcount from Page 3) = 4,909 students</p>	<p>Please indicate the total number of <i>Aboriginal students</i> enrolled at Humber in 2009-10= 101</p> <p>Please indicate the number of <i>Aboriginal students</i> enrolled at Humber as a percentage of the total Humber student population in 2009-10 who were:</p> <p><b>Full-time = 97</b>  <b>Part-time = 4</b>  <b>Total (Full-Time + Part-time) = 101</b></p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) 101  <math>\div 15,940</math> (Enrolment Headcount from Page 3) <math>\times 100 = 0.6\%</math></p>

Methodology Note: data for the 2009-2010 report back is difficult to quantify as FGS and Aboriginal were not fields on the OCAS application form until the current year's intake. These numbers reflect the best possible count we can achieve using internal sources; we anticipate next year's report back will contain more accurate data taken from OCAS.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide examples of promising practices that Humber used in 2009-10 to develop and maintain results for <i>students with disabilities</i>.</p> <div data-bbox="210 578 711 867" style="border: 1px solid black; padding: 5px;"> <p>Student Success and Engagement implemented a three-day per week on-site consultant to support students with disabilities at the Centre for Trades &amp; Technology on Carrier Drive. This provides on-site services for students who may have experienced barriers to accessing Disability Services on another part of the campus.</p> </div> <div data-bbox="210 886 711 1057" style="border: 1px solid black; padding: 5px;"> <p>Enhanced and focused staffing with regard to the delivery of LD Consultant/Learning Strategies support to students with learning disabilities at the North Campus.</p> </div> <div data-bbox="210 1076 711 1365" style="border: 1px solid black; padding: 5px;"> <p>The college Test Centre has assumed responsibility for accommodated testing in order to further enhance the “mainstream” delivery of specialized services to an equity-seeking student population and free staffing resources that will allow administration of peer note-taking services and departmental financial practices.</p> </div>	<p>In the space below, please provide examples of promising practices that Humber used in 2009-10 to develop and maintain results for <i>First Generation students</i>.</p> <div data-bbox="806 578 1308 842" style="border: 1px solid black; padding: 5px;"> <p>The focus of FGS programming in 2009-10 was on outreach to local high schools. Students at-risk academically were identified at the end of the first semester and their names were forwarded to Program Coordinators for follow-up in order to offer support and resources.</p> </div> <div data-bbox="806 862 1308 1081" style="border: 1px solid black; padding: 5px;"> <p>All first generation students were invited to a social event with prizes and food, where they were exposed to resources including: counselling; financial aid; and the Dean of Students.</p> </div> <div data-bbox="806 1101 1308 1377" style="border: 1px solid black; padding: 5px;"> <p>MTCU approved funding for a pilot Transition Advising Program for first generation students in the schools of Business and Health Sciences. The program, launching in September 2010, will focus on providing success strategies and promoting connectedness in small cohort groups.</p> </div>	<p>In the space below, please provide examples of promising practices that Humber used in 2009-10 to develop and maintain results for <i>Aboriginal students</i>.</p> <div data-bbox="1377 545 1879 829" style="border: 1px solid black; padding: 5px;"> <p>Advertising has been expanded to include publications with a primarily Aboriginal audience (eg. Say Magazine and the Ontario Pow Wow Guide). Efforts have been made to create documents including the Humber logo, but with a look that would be identified by Aboriginal peoples intended for them specifically.</p> </div> <div data-bbox="1377 849 1879 1073" style="border: 1px solid black; padding: 5px;"> <p>Aboriginal Camp Choice for Aboriginal Youth was held for Grades 6-8 students from six first Nations Communities. The camp promoted cultural pride and awareness and planted the seeds of interest in and exposure to a higher education environment.</p> </div> <div data-bbox="1377 1092 1879 1377" style="border: 1px solid black; padding: 5px;"> <p>Humber has commissioned works of art from regional Aboriginal artists, many depicting the Humber River waterway. These works will be displayed in prominent locations at the college in order to provide Aboriginal students with a sense of place and to educate the community on the historical context of Aboriginal people in this region.</p> </div>



**3) Compliance with the Student Access Guarantee (SAG) in 2009-10**

Through its signed MYAA, Humber committed to participate in the Student Access Guarantee (SAG). For 2009-10, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 SAG Guidelines.

<b>2009-10 TUITION / BOOK SHORTFALL AID:</b>	<b>TOTAL \$</b>	<b># ACCOUNTS</b>
<b>Expenditures for Tuition / Book SAG Amount</b>	273,126	295
<b>Other SAG Expenditure to Supplement OSAP</b>	522,009	751
<b>TOTAL</b>	795,135	1,046

**Data as of July 6th, 2010**

- Did Humber meet students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines?    **YES**   **NO**

#### **4) The Student Access Guarantee (SAG) for 2010-11**

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2010-11 Student Access Guarantee Guidelines.

<p>For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.</p> <p>Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.</p>	<p>Humber will distribute the SAG funds following the tenth day of the second semester, but prior to the February 1 deadline date.</p> <p>Distribution will be issued by cheque and students will be required to pick-up the cheque at the campus they are attending. Cheques will be issued as direct payment and not be charged against tuition.</p> <p>Students will be notified by email and through Humber's student portal regarding their SAG funds and the process for picking-up these funds.</p>
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs in 2010-11. If so:</p> <ul style="list-style-type: none"> <li>a) Identify the programs by name and by OSAP cost code;</li> <li>b) Describe how you determine how much loan aid to provide</li> </ul>	<p>N/A</p>

**5) Participation in the Credit Transfer System**

- The following data is per the *College Graduate Outcomes Survey*:

Survey Years	Total # of Humber graduates who participated in Graduate Survey <b>(A)</b>	# of Humber graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation <b>(B)</b>	% of Humber graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation <b>(B ÷ A x 100)</b>	Total # of all college graduates who participated in Graduate Survey <b>(C)</b>	# 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 <b>(D)</b>	% 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 <b>(D ÷ C x 100)</b>
<b>2005-2006</b>	3,321	324	9.8%	42,333	2,716	6.4%
<b>2006-2007</b>	3,548	360	10.2%	44,309	3,449	7.8%
<b>2007-2008</b>	3,961	356	9.0%	44,622	3,510	7.9%
<b>2008-2009</b>	3,629	285	7.9%	43,086	3,145	7.3%
<b>2009-2010</b>	3,644	323	8.9%	40,388	2,725	6.7%

**Ministry of Training, Colleges and Universities**

- Per the College Graduate Outcomes Survey for 2008-2009 and 2009-2010 (based on 2007-08 and 2008-09 graduates), the *percentage* of Humber students who were satisfied or very satisfied with academic preparation for university was **87.7%**.
- Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the *percentage* of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.
- Please provide any additional comments regarding transition experience either from college to university or college to college.

Humber continues to develop a unique system of internal pathways between certificate, diploma and degree programs. The depth and breadth of programming offered at Humber provides our students with lifelong learning opportunities to develop new and upgrade existing skills. It is important to note that many of our graduates are in fact still Humber students, having chosen to pursue additional credentials or an undergraduate degree at Humber. Enrolment in a bachelor's degree program six months after graduation from Humber does not necessarily mean that our grads are attending university. Humber currently offers 12 undergraduate degrees, plus Nursing, with eight additional degree proposals in development. It is estimated that, over time, Humber will eventually provide up to 15 percent of its programming in bachelor's degrees.

The fact that such a high percentage of Humber graduates are satisfied or very satisfied with their preparation for university and the transition experience to university demonstrates the extremely high quality of education provided at Humber. Humber's internal pathways process from diploma to degree works very well and many of our students pursue this option; where our students do face challenges is in having their Humber degree recognized by graduate schools at Ontario universities.

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

**Ministry of Training, Colleges and Universities**

- Please provide one or more example in the space provided below of a promising practice that Humber used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight. In addition, Humber may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

All new Humber degree programs are developed with internal transfer options embedded and Humber continues to market and promote existing and new transfer agreements to ensure students are aware of the variety of options available to them. Examples include: Journalism Diploma to Media Studies Degree; Police Foundations Diploma to Criminal Justice Degree and the Fitness and Health Promotion Diploma to the Kinesiology Degree.

Humber continues to develop bridging programs to help students move between credentials; a Registered Practical Nurse Bridge program has been developed and was offered for the first time in Summer 2010.

Humber is proud of its distinctive and growing partnership with the University of Guelph-Humber. The University of Guelph-Humber offers seven integrated programs from which students graduate with both a college diploma and an undergraduate degree, such as the Honours Bachelor of Business Administration and Diploma in Business Administration, or the Honours Bachelor of Applied Science in Justice Studies and Diploma in Police Foundations OR Law and Security Administration.

**6) Class Size**

- Please provide the number and percentage of all first-year classes (all programs) at Humber in 2009-10 that were:

<b>Class Size</b>	<b>Number of Classes</b>	<b>Percentage of Total Classes</b>
Less than 30 students	<b>458</b>	<b>36.5%</b>
30 to 60 students	<b>684</b>	<b>54.5%</b>
61 to 100 students	<b>56</b>	<b>4.6%</b>
101 to 250 students	<b>52</b>	<b>4.1%</b>
251 or more students	<b>4</b>	<b>0.3%</b>
Total	<b>1254</b>	<b>100%</b>

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- Please provide one or more example in the space provided below of a promising practice that Humber used during 2009-10 regarding class size. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Given the dramatic enrolment increases experienced at Humber in the past several years, accommodating additional students and additional course sections in a way that works for students and faculty has become increasingly challenging. Humber is proud of its track record related to efficient use of space and overall student satisfaction levels, but the reality is that new capital investment is necessary in order to accommodate the increasing demand for postsecondary education in the GTA, particularly in undergraduate degree programming.

Humber has been making greater use of the “shoulder periods” early and late in the academic day, providing students with more evening study options, and increasing academic flexibility by expanding online course offerings. The School of Hospitality, Recreation and Tourism has moved daytime activity into the evening in specialty cooking labs to maximize utilization and allow for program growth, without requiring new space.

Humber has made multimedia upgrades so that most rooms are now “smart” classrooms. This facilitates wider internet usage for students and provides greater flexibility for faculty; 93% of Humber’s classrooms have multimedia access.

**7) Online Learning**

- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.
- To complement this work, please provide one or more example in the space provided below of a promising practice that Humber used during 2009-10 to develop and enhance online learning. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In 2009-10 the eLearning Committee recommended a standardization of delivery definitions associated with online delivery. The committee also prepared an online course development checklist to guide the design and development of fully online courses. These recommendations moved through various committees and have been accepted as college standards.

The online development process has been further streamlined by an RFP process to compile a list of “Vendors of Record” for instructional design and graphics support to ensure that courses are being developed within the approved guidelines.

Humber developed Student Faculty Questionnaires (SFQs) for fully online courses in 2009-10. Piloted successfully in the Winter 2010 online courses offered through the School of Liberal Arts & Science, the new survey had a response rate of 48%. The pilot was expanded in the Summer term to include the Business School. The survey will be implemented for all fully online courses in Fall 2010.





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In partnership with Information Technology Services (ITS) and in consultation with the college community, the eLearning Department introduced two social networking tools into the current Learning Management System (LMS), Blackboard. Faculty now have access to wiki and web conferencing functionality within the existing online learning environment. The eLearning department was able to use the same software to offer webinars for faculty training opportunities while modeling the effective use of a product faculty can now access in their own classes. Webinars were well attended and covered a variety of topics, including wikis, online discussions and web conferencing.

## 8) International

*\*DEFINITION: International enrolment\* is the headcount of full-time international students at the institution including students who are both eligible and ineligible for funding consideration.*

- Humber reported to TCU that International Enrolment\* in 2009-10 = **1,316**.
  
- In 2009-10, Humber reported to TCU the following top 3 source countries for international students:
  1. **India**
  2. **South Korea**
  3. **China**
  
- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences Humber had in 2009-10:
  - Outbound students = 150
  - Inbound students = 32
  
- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at Humber in 2009-10 = \$15,373,900
  
- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that Humber had outside of Canada in 2009-10 = Not applicable

## Ministry of Training, Colleges and Universities

- Please list in the table below all For Credit, Stand-Alone campuses Humber operated **abroad** in 2009-10, including city, country and total enrolment for each campus: **Not applicable**

Campus Name	City/Municipality	Country	Total Enrolment

**Ministry of Training, Colleges and Universities**

- Please provide one or more example in the space provided below of a promising practice that Humber used during 2009-10 to develop and maintain results for international activities. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The population of international students at Humber continued to increase significantly in 2009-2010, with the international student body accounting for approximately 7.1 percent of the student body. This contributes to the increasing internationalization of the college and Humber's growing presence in international education around the world. Currently recruiting in 84 different countries, Humber continues to increase efforts to attract international students to our campuses, and to encourage domestic students to pursue international education opportunities overseas.

In collaboration with Research in Motion (RIM) and lululemon athletica, Humber sponsored the first ever international Humber 2010 China Marketing Plan Competition in Qingdao, China. The competition was developed as part of the ongoing initiative to raise awareness of Humber in China and broaden the number of Chinese educational partners with whom Humber works. The inaugural competition was open to second- and third-year business students working in two and three person teams. Competitors were asked to develop marketing plans and video clips to introduce either the RIM Blackberry 8700G or lululemon athletic wear into the Chinese market. In total, 120 students participated in the competition. The 2010-2011 competition will take place in Wuxi, Jiangsu in November, with seven colleges participating.

Humber works with a number of international partners. One highlight is a partnership between the Kaohsiung University of Hospitality and Tourism (KUHT) and Humber's School of Hospitality, Recreation and Tourism, ongoing since 2004. KUHT students who have completed two years of undergraduate study apply to complete their third year at Humber, as well as a four month internship in the Canadian hospitality industry. Humber also has well established partnerships with postsecondary institutions in China, Germany, Ireland, Japan, Wales, the United Kingdom, and the USA.

### **9) Supply Chain Compliance**

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including colleges, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU) are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the college that are consistent with the principles outlined within the Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

- Please confirm that in 2009-10 Humber adopted the Government of Ontario's Supply Chain Code of Ethics: **YES ~~NO~~**
- Please confirm that in 2009-10 Humber adopted or is in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **YES ~~NO~~**
- In 2009-10 did Humber participate in the Ontario Education Collaborative Marketplace (OECM)?: **YES ~~NO~~**
- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: \$675,000

- Please provide one or more example in the space provided below of a promising practice that Humber used during 2009-10 related to supply chain management. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Humber continues to be a great supporter of accountability and transparency for public sector institutions and the funds they expend on various initiatives.

The Ministry of Finance used Humber's Procurement Policy and Procedures as a resource, and drew on the knowledge and experience of Humber staff when it developed the Supply Chain Guidelines and the 25 mandatory requirements each institution needs to follow (issued in April 2009).

Humber has been a strong supporter of the OECM from the very beginning, and has participated in quite a few bid opportunities with them. In the spirit of collaboration within the education space, Humber was the "primary lead" in developing Request for Proposal (RFP) documents in the areas of multi-function devices and desktop technology. In order to develop the most up to date specifications for the RFP documents, Humber also played host for "vendor demonstrations." Both of these contracts have yielded savings for educational institutions, including Humber.

**10) Space Utilization**

- In 2009-10, did Humber have a Space Utilization planning process in place to assess and optimize academic space utilization?  
**YES NO**

- If yes, please indicate in the space below the methodology used to inform Humber's academic space utilization planning process:

During the 2009-10 year, Humber instituted an 85% utilization guideline for classrooms and takes this into account for enrolment positioning and the reassigning of facilities to plan for sustained growth. Careful planning around enrolment growth and infrastructure has maintained the utilization rate that Humber believes is optimal for student and staff satisfaction.

- If yes, please provide one or more example in the space provided below of a promising practice that Humber used during 2009-10 to assess and optimize academic space utilization. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Humber maintains an active Facilities Planning Committee (FPC) which meets regularly to facilitate effective cross-institutional planning for new space requirements and to coordinate the resources necessary to redesign and renovate existing space.

### 11) Student Satisfaction

- Per the KPI results reported in 2009-10 the student satisfaction rate at Humber for *KPI Question #14* “Overall, your program is giving you knowledge and skills that will be useful in your future career” = **88.1%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at Humber for *KPI Question #26* “The overall quality of the learning experiences in this program” = **81.6%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at Humber for *KPI Question #44* “The overall quality of the facilities/resources in the college” = **69.6%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at Humber for *KPI Question #45* “The overall quality of the services in the college” = **68.6%**



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- Please provide one or more example in the space provided below of a promising practice that Humber used during 2009-10 to increase student satisfaction. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Humber's overall student satisfaction rate continues to be highest in the GTA and above the system average. Based on previous KPI satisfaction results related to facilities and services, which have suggested that students are feeling the effects of dramatic enrolment increases, Humber continues to make strategic spending and policy decisions to enhance the student experience and improve satisfaction. For example, Humber added over 200,000 sq. ft. of space at the Lakeshore, North and Orangeville campuses in 2009-10, completing student-focused projects such as redesigned student cafeteria and study space at both the North and Lakeshore campuses, and a new Wellness Centre and renovated Athletics facilities at North. Ongoing expansion and improvement of physical infrastructure will be required to accommodate enrolment growth and maintain or improve student satisfaction with the learning environment. Humber will continue to invest in new buildings such as Building A at the North Campus, as well as new and renewed classrooms, labs and equipment at all three campuses.

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

The Humber Library grew its service in 2009-10, creating online library portals and expanding its electronic collections. The information literacy program was expanded to allow students easier access.

Initiatives to improve information and technology services for students included the replacement of plasma TVs in the North Campus concourse and increased Blackboard capacity to accommodate 5,000 simultaneous users.

**12) Graduation Rate**

- Per the KPI results reported in 2009-10 the graduation rate at Humber = **61.1%**
- Please provide one or more example in the space provided below of a promising practice that Humber used during 2009-10 related to the achievement of the graduation rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The Student Success and Engagement Coordinating Committee (SSECC) meets regularly and has identified a series of priorities related to supporting student success. They include: developing consistent retention reports and data sets; piloting and interpreting the results of the CCSSE student engagement survey; clarifying the profile/characteristics of at-risk students; evaluating the impact of incoming student survey data; enhancing career and program advising services; and developing a communications plan to stimulate discussion on retention and engagement issues based on student and faculty feedback as well as ways to communicate and celebrate student achievement.

Humber's existing information technology system creates some limitations to data collection and sharing. Humber is in the process of implementing a new Enterprise Systems Project. The new system will allow for more robust data analytics and a streamlined sharing process. The ability to more quickly and easily disseminate data and tools, such as retention reports, will support student success and lead to a higher graduation rate.

Humber is very pleased that the Ministry has initiated a review of the methodology for calculating graduation rate and would be pleased to participate/assist. Given that KPI data is routinely presented in a system-wide context, it is important that all colleges use the same methodology for calculating the rate.

### 13) Graduate Employment Rate

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at Humber = **85.2%**
- Please provide one or more example in the space provided below of a promising practice that Humber used during 2009-10 related to the achievement of the graduate employment rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

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

The Humber Career Centre continues to be very active. Career Week was held at all three campuses in November 2009. Features included resume clinics, employer-led mock interviews, guest speakers on social networking, government opportunities, professional associations and an employer networking fair. The event was very well received, with 1,400 students participating; more than 350 students participated in the mock interview sessions, which included targeted days for Financial Management, Supply Chain, Business, Paralegal, Pharmacy and Project Management.

The Career Centre also launched a new online Resume Review service in January 2010. The service has had an overwhelming response from students, with 901 submissions in eight months. Additional targeted programming initiated in 2009-2010 includes the Typefocus Career Assessment, which provides a focus on leadership training and career goal development. A Pre-Admission Advising program was also launched, to assist students with program selection and assist with career goal development before they begin a particular program.

**14) Student Retention Rates**

The table below has been pre-populated with the proposed results set for 2008-09 in Humber's approved Multi-Year Action Plan. Referring to these proposed results, please identify Humber's achieved results for 2009-10.

	<b>Proposed Result for 2008-09 From Action Plan</b>	<b>Retention Rate Achieved For 2008-09</b>	<b>Retention Rate Achieved For 2009-10</b>
1 <sup>st</sup> to 2 <sup>nd</sup> Year	<b>82%</b>	<b>79.9%</b>	84.3%
2 <sup>nd</sup> to 3 <sup>rd</sup> Year	<b>86%</b>	<b>93.2%</b>	94.7%
3 <sup>rd</sup> to 4 <sup>th</sup> Year	<b>95%</b>	<b>95.5%</b>	95.1%

- Please indicate in the space below the methodology used by Humber to calculate the retention rates indicated above:

- |   |
|---|
| <ul style="list-style-type: none"> <li>• 1st to 2nd year - full-time and part-time (day) enrolment at fall audit 1st year (semester 1) to fall audit 2nd year (semester 3), for all programs over one year in length (includes nursing and international students)</li> <li>• 2nd to 3rd year - full-time and part-time (day) enrolment at fall audit 2nd year (semester 3) to fall audit 3rd year (semester 5), for all programs over two years in length (includes nursing and international students)</li> <li>• 2nd to 3rd year - full-time and part-time (day) enrolment at fall audit 3rd year (semester 5) to fall audit 4th year (semester 7), for all programs over three years in length (includes nursing and international students)</li> </ul> |
|---|

- Please provide one or more example in the space provided below of a promising practice that Humber used during 2009-10 related to student retention. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Humber increased its focus on retention strategies in 2009-10. The Student Success and Engagement Coordinating Committee (SSECC), a college-wide forum for the discussion and promotion of a learning centred approach to success, continues to bring together staff from across the institution for collaborative work related to its mission. Retention has been a key area of focus, one example being the development of a set of program-specific retention reports.

After using the Freshman Integration Tracking System (FITS) for many years, Humber has embarked on a full-scale revamp of the incoming student survey. An initiative of the SSECC, a cross-institutional Advisory Group worked together to review best-practices in retention/engagement surveys at other Ontario colleges and to consider research (such as Ross Finnie's work on YITS) into characteristics of those students who may be at-risk of leaving early. The revised survey, the Humber Engagement and Learning Profile (HELP), will be administered online. Humber Institutional Research will be able to use survey data to develop a series of reports for academics and student service areas. The survey, which will be launched in Fall 2010, will provide the opportunity for timely interventions and improved institutional policy-making around retention.

The eight academic schools have developed best practices for increasing student retention and are pursuing innovative, school-specific student engagement initiatives. Examples include: active teaching methods; mentoring programs; faculty engagement. Student engagement and retention was a discussion item at Academic Council. Humber participated in the 2009 Community College Survey of Student Engagement (CCSSE) and ranked first in four out of five benchmark categories (Active and Collaborative Learning; Student Effort; Academic Challenge; Student-Faculty Interaction).

**15) Quality of the Learning Environment**

- Please provide information in the space provided below of what Humber did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

Humber continues to identify and communicate best practices for improving and maintaining student satisfaction at an institutional level and in specific service areas. These strategies are shared across the institution via presentations and discussion in cross-institutional meetings such as Academic Council, the Academic Operating Committee and also to the Board of Governors.

In order to accommodate the rapid enrolment expansion in recent years, Humber has invested significant resources in increasing and improving student study and networking space. At North Campus, the Student Centre was completely redesigned for Fall 2009, dramatically improving the cafeteria and student study space. The student cafeteria at the Lakeshore Campus was renovated to improve food services for students, many of whom study in Humber's degree programs.

Information Technology Services (ITS) are a priority for Humber students; IT improvement initiatives at Humber included the replacement of plasma TVs on campus which broadcast Humber TV, as well as increasing the capacity for simultaneous use of Blackboard and an expansion of the electronic collection in the Humber Library.

In 2009-10 Humber put increased focus on expanding and improving orientation activities for incoming students. The participation and satisfaction rates with orientation have been increasing.

Humber also maintains a vibrant campus environment with learning support through a multitude of student services, a focus on library resources, an active student government, outstanding varsity teams and unique activities such as gourmet restaurant, student newspaper, in-house radio and TV stations, concerts, theatrical performances, guest lectures and literary readings.

**PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES**
**• Increased Participation of Under-Represented Students — Programs/Strategies**

As part of its 2008-09 Report Back, Humber was asked to provide 3 to 5 examples of how its strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

<b>Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)</b>	<b>Achieved Results of the Transition Year Strategies for 2009-10</b>
<p>Community Outreach and Workforce Development unit now established at Humber, which manages and will continue to run Camp Choice, Pathways to Education and FGS Outreach projects and Dual Credit Programs in 2009-10.</p>	<p>Humber's Community Outreach and Workforce Development (COWD) unit received funding from MTCU for FGS initiatives and launched a number of outreach projects in 2009-10. They include: Parents as Partners sessions to introduce local parents to the school system; awareness sessions on postsecondary education for local Grade 10 and 11 students; and the first Aboriginal Camp Choice for 85 Grade 7/8 students from 6 First Nation communities.</p> <p>Attendance in Humber's Dual Credit Programs for 2009-10 increased by 85% over the previous year.</p>
<p>An Aboriginal Elder had her time on campus increased in 2008-09, which will be maintained at that level in 2009-10. Additional services for Aboriginal students will be added in 2009-10, including participation with Recruitment Department in a recruitment campaign/event, cultural activities, and the creation of an Aboriginal Services website.</p>	<p>The Aboriginal Elder worked full-time and pursued a number of successful outreach and information sharing initiatives/opportunities in 2009-10. Examples include: connecting with Aboriginal organizations; engaging an Aboriginal Design and Promotion firm to develop new promotional materials; conducting awareness presentations to various groups on campus; developing workshops and cultural events to engage students and increase overall awareness of services for Aboriginal</p>

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	<p>students; expanding Aboriginal library resources; developing a strategic vision for the Aboriginal program at Humber; commissioning Aboriginal artists to create works celebrating aboriginal culture and contributions; facilitated the development of the Aboriginal Students Circle; and integrating Aboriginal student recommendations into overall strategy and program development.</p>
<p>A full-time ADD/LD consultant position has been approved for 2009-10 to replace a contract position, which was dedicated to ADD/LD services on a part-time basis.</p>	<p>A new full-time consultant was hired; based on demand for services, a shared focus was put on services to students at both the Orangeville and North campuses. The increase to demand and related service requirements has been in the Psychiatric and 'other' categories (ASD and MID), as the most rapidly increasing population is of students with mental health related disabilities.</p>



**Quality of the Learning Environment**

As part of its 2008-09 Report Back Humber was asked to provide 3 to 5 examples of how its quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>A Student Success and Engagement Committee was established in 2008. The Committee will be developing and executing pilot projects during 2009-10 that are focused on increasing student engagement, retention and graduation rates.</p>	<p>The SSECC continued to meet regularly and initiated a number of projects, including the development of student retention reports and a revised survey for incoming students. After using the Freshman Integration Tracking System (FITS) for many years, Humber embarked on a full-scale revamp of the incoming student survey. An initiative of the SSECC, a cross-institutional Advisory Group worked together to review best-practices in retention/engagement surveys at other Ontario colleges and to consider research (such as Ross Finnie's work on YITS) into characteristics of those students who may be at-risk of leaving early. The revised survey, the Humber Engagement and Learning Profile (HELP), will be administered online. Humber Institutional Research will be able to use survey data to develop a series of reports for academics and student service areas. The survey, which will be launched in Fall 2010, will provide the opportunity for timely interventions and improved institutional policy-making around retention.</p>
<p>Student Satisfaction KPI results for each item have been benchmarked. Academic schools, services, facilities and resource departments review and develop strategies annually to increase satisfaction rates, where appropriate.</p>	<p>Humber was very pleased to maintain the highest overall student satisfaction rating in the GTA in a year when the system-wide overall rate dropped by 2.1%.</p> <p>Humber Institutional Research developed and circulated new-style reports for the 2009-10 student satisfaction KPI areas. Each student satisfaction aspect was benchmarked at the</p>

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	<p>school, college, system and program levels. The reports were shared within the academic schools and across service areas, so departments could review and develop specific strategies related to increasing satisfaction.</p>
<p>Short- and long-term campus planning activities undertaken in 2008-2009, which involved college-wide consultation and Board approval. Improvement/development of formal and informal meeting/social space for student will be developed for 2009-2010, as well as the creation of new program-specific classrooms and labs.</p>	<p>Humber completed a rigorous long-term campus planning exercise in 2009-10, consulting widely to develop a Master Development Plan which outlines Humber's campus development plans through 2013. The plan is publicly available on the Humber website and received approval from the Board of Governors.</p> <p>Comprehensive and strategic long-term capital planning has allowed Humber to make great use of government infrastructure funding initiatives such as the Knowledge Infrastructure Program (KIP) and to prioritize renovation and revitalization projects that fulfill institutional objectives. Examples include the complete redesign of the student centre (cafeteria and study space) at North Campus and the renovation of the student cafeteria at Lakeshore. As well, Humber has created new program-specific classrooms and labs, such as the Wellness Centre at the North Campus, to accommodate programming in Massage Therapy and Spa Management.</p>