

HUMBER COLLEGE

**ANNUAL
REPORT**

• 1994 •

STRATEGIC POSTURE

Humber College envisages a future for post-secondary education and training filled with change, competition and opportunity. Humber has been proud of its responsiveness to change, its openness to ideas and challenge, and its flexibility in action. This forward-thinking posture has paid off in high approval among students and employers and in high application and enrolment rates.

The College is confident that the strategies for change implemented in 1993-1994 will ensure continuing success in the immediate future. For the longer term, our strategy of paying close attention to the dynamics of change and to our conversations with our many customers and stakeholders will yield competitiveness and marketplace excellence.

At Humber, conversation between students, faculty, employers, administrators and members of the community at large have been a traditional and much valued part of the culture. Some of these conversations are formalized; advisory committees, Academic council, the annual Innovative Practices workshops, and League for Innovation participation are examples. Others are less formal, but all are explicitly encouraged and supported; all are essential to setting strategic directions and plans for the college.

The College annually consolidates the accumulated information and ideas into the Master Framework, a report that endeavours to focus the current conversational consensus as a prelude to planning.

THE COLLEGE ENVIRONMENT - INTERNAL

The Humber Culture

These times of accelerated change are an enormous challenge to all aspects of the College, its students and its community. Humber, like its sister institutions, has taken pride in its role of providing an academic prelude to life in the culture of the market place.

In this acknowledged age of “the learning society”, the old dividing lines do not exist. It is, therefore, opportune for us to re-examine the College mission. Hence, a committee has been commissioned to review the Humber College Mission Statement and report to the College early in the new year. At the same time, we recognize the importance of our underlying institutional values: **Innovation and Risk-taking, Staff Development, Caring for People, Excellence.**

Campus Development

Difficult as conditions may be, over the past year they have created new opportunities for the development of Humber College at the Lakeshore Campus and in the City of York.

A Historic Campus in Etobicoke

Changing government priorities and emerging local community interests have made available to the College, to the Lakeshore community and to the province a remarkable opportunity to create a unique college campus on the grounds of the former Lakeshore Psychiatric Hospital. Following the conclusion of the agreement in May, the College completed planning and began implementation of renovations and program moves. This undertaking provides benefits to all stakeholders. It integrates community resources, the unique needs of certain programs, the province's interest in preserving heritage buildings, the broad societal interest in preserving the natural environment, and the economic necessity to make the most creative yet low impact use of a marine and park setting.

A Permanent Home in the City of York

Humber has delivered educational programs and services in the City of York from its temporary site for many years. The College now has substantial hope of a permanent campus with subway access to be located at the corner of Black Creek Parkway and Eglinton Ave. as part of the new York City Centre.

THE COLLEGE ENVIRONMENT - EXTERNAL

The traditional role of the community college in Ontario has been to prepare graduates for a society and an economy built on resource extraction, on resource processing, and on manufacturing in Ontario.

While resource exploitation and manufacturing will remain part of our national economic fabric, it is clear that they will not be the sole or even primary economic engines for the future. It is now a thoroughly documented fact that we, in Canada, are undergoing a transition to a knowledge-based economy. The ensuing social, economic and structural consequences challenge the College to plan and implement strategic initiatives in four areas previously mapped in the College's annual planning document, the "Master Academic Framework", namely:

A. INSTITUTIONAL MANAGEMENT

The internal management environment of Humber College must be in accord with that of the society to the greatest possible extent. Features of the new management environment will be shaped by financial constraint, increased social accountability, global competition, and by the imperative to model for college students the organizational structures and procedures found in the contemporary, results-oriented work place.

These environmental factors have influenced the formulation of our management goals, priorities, objectives, and strategies; indeed, they have and will continue to influence the evolution of our entire management culture.

B. INSTRUCTIONAL METHODOLOGY

Greater flexibility in instructional and learning methods are a major benefit of recent technological innovations in information access and multimedia display. We are technically enabled to support much larger instructional groups and highly individualized programming. We therefore foresee cost effective improvements in the instruction to which both administrators and faculty aspire.

These factors influenced our priorities and strategies in professional development over the past year.

C. CURRICULUM CONTENT

The revolution in information technologies is altering how we give instruction, as well as what we teach. The logic of the new economy is that the traditional competitive resources of hardware and manual skill have been subsumed by software and an employee's ability to think. Accordingly, college programs have identified a need to instruct and develop students in the expanding range of competencies, and evolving attitudes and habits of mind essential to personal, professional and corporate success. All learning must now include not only what to know but how to think. Reporting these realities, the Harvard Business Review focuses on this fact:

In the end, the location of the new economy is not in the technology, be it the microchip or the global telecommunications network. It is in the human mind. (Webber 24)

These factors have influenced priorities in all aspects of the teaching/learning process for full-time and part-time students including program development, professional development, instructional support, and student services and advisory relationships.

D. CUSTOMER SERVICE

The paths that any student takes to academic and professional success are unique and to some extent unpredictable. Increasingly, students look to post-secondary education to provide a road to the future without obstacles or dead ends. Employers and the community expect the educational system to ensure adequate preparation for success in college and beyond.

In the interests of giving students the maximum opportunity to “pursue those options that best realize their goals and promise.” (People and Skills 79) Humber College has further developed its articulation and linkage projects to open and extend the dialogues between the college and the high schools, the universities, and business and industry and expanded its support and services for lifelong learning.

IMPLEMENTATION PLANS FOR STRATEGIC INITIATIVES

A. INSTITUTIONAL MANAGEMENT

I. Reorganization

The College has undertaken a reorganization to reduce expenses and streamline operations for the short run, and above all, to provide strategic advantage for the future.

The guiding principle behind the reorganization is that the College must be responsive and relevant in the fast-paced, highly competitive environment we foresee shaping post-secondary education and industry retraining in the next century.

Accordingly, the following strategic initiatives are now in place to position the College for the future:

- a) the creation of smaller clusters of programs designed to serve specific sectors of the economy and organized into more autonomous schools,
- b) the creation of sectoral steering committees,
- c) the restructuring of selected of selected academic divisions and college services:
 - The Dean of Applied Arts now co-ordinates four schools, those of Architecture and Construction, Media Studies, Horticulture, and Hospitality and Tourism.
 - Programs from the former Technology Division are now re-configured as three schools: Information Technology and Accounting; Electronics; Manufacturing Technology and Design. Each is realigned with other programs and sectors according to skill and industry affinities.
 - The former Human Studies Division is renamed Liberal Arts and Science and now includes a newly formed department responsible for maths and sciences.
 - The Lakeshore Campus has been re-configured under three schools: School of Business; School of Performing Arts; School of Social and Community Services.
 - The former Health Sciences Division has been redesignated The School of Health Sciences.

Program clusters will draw up their strategic directions in cooperation with **Sectoral Steering Committees**. The autonomy of the schools is to be expressed within the broad framework of College policy and strategic directions. Program Advisory Committees will continue to provide input.

2. Quality Assurance

Economic and time pressures have drawn academic managers away from the critical roles of curriculum development, coaching and evaluation. Reversing this trend has been approached by off-loading and streamlining bureaucratic tasks and by:

- extending the peer evaluation and coaching program to part-time instructors,
- implementing a training program to enhance curriculum development skills,
- initiating plans to:
 - free chairs to perform more academic reviews and revisions
 - continue operational and program reviews
 - continue client research
 - implement faculty evaluation plan in 1995
 - allow time for administrators to get back into the field,
- upgrading the program review process.

3. Admissions Policies

The implementation of a new admissions policy began on schedule. Where required, it will lead to further program rationalization in the coming year in those areas where the registration rates are unsustainably low. The Student Success Committee has it within its mandate to stress linkage and alignment of all front end services and supports for Humber learners.

4. International Projects

a) *The International Office*

Humber College continues its commitment to supporting international development as a means to realize:

- obligations as a world citizen,
- professional development opportunities for staff,
- enhancement of College programs and curricula,
- the fostering of harmony and understanding among different ethnic and cultural groups.

The focus of the international office at Humber College is on four areas:

- hosting foreign visitors and delegations,
- providing technical assistance using third-party funding,
- providing technical assistance on a fee-for-service basis,
- initiating linkage programs with other colleges and technical institutions.

b) International Student Recruitment

The College has planned to increase its international student enrolment, targeting specific regions of the world where the best fit between regional educational needs and Humber's strengths exists. This will represent an increase in revenue for the institution.

B. STRATEGY AND IMPLEMENTATION FOR INSTRUCTIONAL METHODOLOGY

I. Integrated Programming

Recognizing that college students are inadequately exposed to the application of professional competencies required in the work place, Humber piloted the integration of Manufacturing Technology, Industrial Design and Marketing with selected students.

Objectives:

- develop and demonstrate the generic skills required in the workplace,
- enhance employability,
- improve the quality of the students' experience,
- make the best use of academic resources for student learning.

Results:

- high approval received from the students,
- academic goals achieved.

2. Alternative Delivery Strategies

a) Math Project

Since the earliest days of college-level, computer-managed learning (CML) Humber has monitored the potential instructional and financial benefits of available materials. The objective of the most recent project was to survey and evaluate current CML systems for remedial math.

After examining a variety current CML programs in math programs and systems, the reviewers concluded:

- Current programs and systems are an add-on cost.
- No single system adequately meets Humber's educational criteria.
- The College must keep current with:
 - technological advances in CML
 - available new CML resources
 - criteria for evaluating products.
- The College should host a beta test of the intermediate mathematics materials being developed by Miami-Dade and The League for Innovation.

b) *Unique Distance Learning*

Humber's correspondence course in creative writing attracted attention and registrations from all over North America. The thirty-week course currently has sixty participants working under the correspondence tutelage of renowned authors Carol Corbeil, Timothy Findley, Joe Kertes, Paul Quarrington and D.M. Thomas. An added feature of the program is the use of real-time computer link for the student/writer dialogue.

This course represents both a model for replication and an outstanding example of the kind of imagination, creativity and innovation in which Humber people can excel. The success of the course also breaks new ground on which Humber and other colleges can establish credibility for initiative and excellence.

c) *Interactive Computerized Research System*

The library role and operations are being profoundly affected by information technology and the changes in the techniques of information storage and retrieval.

- The College's library has added to its traditional paper-based collection access to electronically stored information available through CD-ROM, Laser disc, and On-line links. Each of these systems has a significant role in the development of multimedia instruction.
- The library has positioned itself to respond to:
 - continued convergence of technologies and the development of specialized and public access systems including INTERNET
 - parallel developments in secondary school and public libraries and community resource centres;

d) *Off-campus Access*

Humber anticipates offering courses using the information highway. A new task force has been commissioned to address the technology needs and report to the Board in 1995.

Broadly accessible modem links into Humber's computer resources are a logical next milestone as we build the information highway.

- Mainframe dial-up accounts have been assigned to Computer Information Systems students, half of whom are dialling in from remote machines more than ten times per month.
- Remote access to the College's computer placement test (CPT) is being provided to high school partners in Etobicoke, North York and York for a pilot test beginning in the autumn of this year.

This project is providing impetus to plans for proposed access to the Novel labs throughout the College.

e) *Computer skills on computer*

The Business Division will be introducing throughout the fall of 1994 a five-year pilot offering first-year course Introduction to Personal Computing utilizing Computer-Based Training (CBT).

Over the five-year period, the proposal projects:

- Cost savings in excess of \$250,000.
- Significant and much-needed enhancements to student computing facilities.

The proposal acknowledges the potential pedagogical shortcomings of CBT and has introduced tutorial instruction that complements the instructional software.

C. STRATEGY AND IMPLEMENTATION PLAN FOR CURRICULUM CONTENT

I. Telecommunications/ Networking

- a) This post-diploma program is offered to technical and business graduates of computer-related programs and to working professionals who require additional training or retraining in the planning, implementing, managing and consulting for integrating the hardware and software elements of computer network and telecom technologies.

The program has received strong endorsements from potential students, employers and field placement partners.

- b) International Telecommunications will be continued in the forthcoming year.

2. General Education:

a) *Progress and Next Steps*

Humber has an established commitment to general education. Guided by the needs of students and programs, the College is:

- proceeding with implementing the requirement for three hours of general education per week in all programs,
- reviewing other college courses for inclusion in the general education complement. An expansion of general education related to science, technology, French and foreign languages will be a priority.

b) **Generic Skills**

The CSAC report on generic skills has been distributed to chairpersons and advisory committees, and a comprehensive report has been submitted to the Generic Skills Council. General education and many vocational course outlines already incorporate generic skills goals.

D. STRATEGY AND IMPLEMENTATION PLAN FOR CUSTOMER SERVICE

1. Retention

The planned student tracking system will provide early warning of those students who are potential dropouts. This will be the centrepiece of Humber's retention strategy as the College seeks to make the most effective use of its education and training resources and simultaneously provide the highest attainable levels of customer service. A new freshman student survey procedure now in operation also assists in finding those students who can benefit from early intervention. Humber's overall strategy will be developed by the Student Success Committee.

2. Linking the College Programs to the Corporate Customer

To respond to the evolving needs of the business and industrial participants in the Canadian economy, Humber has opened a window to change through its Business and Industry Services [B&IS] unit. B&IS serves the College as a catalyst in the business and industrial workplace and is able to provide a view of the trends, changes, expectations and demands that graduates and the institution itself must engage. Specifically, B&IS enables the College to:

- respond to the evolving needs of business and industry by initiating new services, and re-orienting or re-configuring existing services,
- establish a viable client base for educational services,
- establish a special service relationship with national and international business and industrial employers,
- become an active participant in the economic development of the country and the region, and thereby ensure continued government support for the short term and a sustainable client base for the longer term.

B&IS has identified five significant trends now being acted on throughout the College to integrate the institution with the emerging business and industrial commitment to the learning organization. These trends are:

- training as well as learning consulting services have become a commodity market with narrow profit margins and stiff competition,
- the paradigm shift in education is to "workstation learning",
- the return on investment in learning services will be evaluated in terms of a company's performance improvement,
- specialization and focus at world-class competitive levels will be required in all sectors,
- companies are forming profit centre business units in learning consulting. These services based on corporate expertise are the College's competitors.

3. Linking the College to the High Schools and the Universities

a) *University Centre*

The aim of this centre is to create access to further academic opportunities and accreditation for the Humber constituency. To that end, the College is creating strategic partnerships with those universities aligned with Humber's own mission, goals and values. The aim is to continue to develop for staff the models already established with York University, the Ontario Institute for Studies in Education, Michigan State University and Central Michigan University and to make similar links available for students and graduates.

b) *Articulation*

Articulation is a program to foster co-operation between secondary school and Humber teachers and counsellors by increasing communication about the college option, and Humber's curriculum standards and admission policies.

Actions include a 70-school Generic Skills Transitions Project whereby Humber makes its placement tests available to interested secondary school partners. This project provides a way for the College to communicate to secondary schools the expected levels of literacy and numeracy skills required for success in college programs.

Activity resulting from articulation ranges from advanced standing agreements to student-based activities.

4. Maximizing Opportunities for Success for Incoming Students

Prior Learning Assessment (PLA)

- **PLA committee:**

The implementation of PLA as mandated by the Council of Regents has been under way at Humber for approximately a year guided by a College-wide committee. The committee has developed draft guidelines and has contributed training sessions on PLA procedures for academic managers and faculty.

- **PLA curriculum review:**

To date, approximately half of the credit course curricula in the College has been reviewed to confirm a clear statement of:

- learning outcomes
- criteria for evaluation
- evaluation instruments.

Approximately ninety percent of the post-secondary course outlines have been reviewed to ensure they express clear learning outcomes.

- **PLA challenge:**

All programs have submitted their first year courses ready for challenge and this constitutes at least 40% of the College's credit course offerings.

Statistics on the number of challenges and successes are compiled automatically by the Registrar's office.

A computer-based system maintaining PLA course challenge information is currently under development.

5. Marketing

Humber's market analysis, an indispensable element in the College's customer service strategy, comprises:

- **Positioning**

Humber's success in the post-secondary market was reflected in its application rate. Humber has continued to attract significantly more applicants than all other Ontario colleges.

- **Perceptions**

The perceptions of Humber held by the general public include:

- innovation
- quality
- academic challenge
- competence at the high end.

High school students and counsellors perceive Humber in terms of the College:

- being student-centred, high in quality, creative, ethical, cooperative, and well linked to schools and employers
- making its pre-requisite tests known and available
- collecting data on its performance
- adding new programs and retiring weak programs
- continuing to develop criteria for predicting student success.

The parents of post-secondary students perceive Humber in terms of:

- high profile industry participation and development presence through B&IS and the Canadian Plastics Training Centre
- widely publicized successes in such activities as the Music program and the summer writers' conference
- Continuous Learning
- student and graduate accomplishments.

- **Environmental Scanning**

In September 1993, the President commissioned a College-wide task force to examine competitive global market challenges of the 90's and beyond, to develop an understanding of the changing needs of the marketplace, and to identify strategies for the College to maximize these opportunities. The Task Force submitted its report in August recommending the establishment of a College Marketing Board to implement initiatives in the following areas:

- Partnerships
- Learning Services
- Leadership
- Performance Management
- Market Relevance.

The report of the Marketing Task Force will be given wide circulation in the College so that its analysis and insights may be incorporated into planning activities.

6. Supporting lifelong learning

Improvements have been made in the evaluation and coaching available to support the continuous improvement of part-time Continuous Learning faculty.

A two-year project began in the fall of 1993 to evaluate all part-time Continuous Learning faculty with an emphasis on the two factors that Continuous Learning students identify as their primary criteria for returning to Humber and returning to Humber, namely,

- the quality of courses,
- the quality of teachers.

A part-time faculty recognition program has been implemented to acknowledge success and award excellence.

A comprehensive plan for growth and quality assurance in Continuous Learning will be presented to the Board of Governors in the spring of 1995. This strategy has received validation from the Ministry that seeks to endorse and promote, in the words of the Minister, the “equal value of academic and vocational learning.”

HUMBER COLLEGE MISSION STATEMENT

Humber College is a **comprehensive** college of applied arts and technology, meeting the diverse needs of the people of the Province of Ontario. The College is a socially responsive and adaptive institution that is an integral member of and **accountable** to its community. The College is characterized by a **humanistic**, student-oriented philosophy, which values highly the worth of every individual. The College is **accessible** to a variety of clients, is **responsive** in its curriculum offerings, and is **flexible** in its delivery modes. Humber College is committed to leadership in instructional **excellence**.

The Mission Statement philosophy is defined by its most significant features as expressed in these terms:

1. Comprehensive

The College offers a wide variety of study and career options for its students.

2. Accountable

The College is responsible to the students for program quality and to the community for program relevance. Student and program success are determined on the basis of the learning objectives and performance criteria established for each program.

3. Humanistic

The College provides an environment which reflects a commitment to the development of the whole person.

4. Accessible

The College strives to achieve equitable educational and employment access, and to foresee and plan for the overcoming of barriers to such access.

5. Flexible/Responsive

The College seeks to accommodate individual differences in learning needs, aptitudes, knowledge, and educational goals. College programs are phased out or initiated in keeping with the changing needs of society.

6. Excellence

The College's programs, services and environments are learner- and learning-centred. Students are encouraged to develop fully their capabilities and are assisted in setting realistic goals for themselves. This commitment requires excellence of personnel, management processes, facilities and programs. Excellence is maintained by continual evaluation and review.

