

Annual Report Addendum: Multi-Year Accountability Agreement Report Back

Please note that, as was outlined on page one of Appendix B: Multi-Year Agreement Action Plan for Colleges of the Multi-Year Accountability Agreement for Colleges for 2006-07 to 2008-09, the release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on your institution confirming that it is on track for meeting its commitments, or the approval of an improvement plan by the ministry. The ministry will review your Action Plan annually, using this **Annual Report Addendum: Multi-Year Accountability Agreement Report Back**, and if required, discuss progress made on the commitments outlined in your Action Plan. Based on this review, you may be required to submit an improvement plan to the Ministry.

Also as outlined on page one of the Multi-Year Accountability Agreement for Colleges for 2006-07 to 2008-09, implementing the 2006-07 MYAA and future agreements will be part of an evolutionary process. As the Ministry and postsecondary institutions work in collaborative partnership to continuously increase access and improve quality, the results in your report back will inform the development of best practices and the creation of measures of system-wide results. These measures may be incorporated in revised requirements in future years to demonstrate system-wide improvements. Advice from and research undertaken by the Higher Education Quality Council of Ontario (HEQCO) will inform this process.

College:	Centennial College	Fiscal Year:	2007-08
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A. ACCESS

Increased Participation of Under-Represented Students — Measurement

As stated in the MYAA, the Ministry is committed to working with the institutions and HEQCO to develop a system measure that will track the participation of under-represented students in a manner that is sensitive to privacy concerns.

Measurement Methodologies at Your College

Instructions: Referring to your approved MYAA Action Plan, list the measurement methodologies your college uses to determine the presence of under-represented groups (Aboriginal students, first generation students, students with disabilities, and mature students) and Francophone students in its student population. Describe the instrument being used and the categories of students being surveyed. Particularly valuable are methodologies and results that complement those of the Ontario College Student Engagement Survey (OCSES) – for instance, those that address participation in part-time, transition or apprenticeship programs.

Individual students may belong to more than one group. In the cells counting respondents for each under-represented group, do not adjust for this potential double-counting. Eliminate any double-counting in the column, "Total Number Self-Identifying as Member of Under-represented Group".

Measurement Methodology (including description)	Student Groups in Your Student Population				Total Number Self-Identifying as Member of Under- represented Group	Francophone Students	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities	Mature Students			
	#	#	#	#			
Ontario College Student Engagement Survey- Part 1 and Part 2		2,556	708	413		50	2,234
KPI-Student Satisfaction	0						4,914
Total	0	2,556	708	413	3,468		

*Please see overlap calculation methodology below.

Measurement Methodology

Centennial College used the 2007-08 Ontario College Student Engagement Survey (OCSES) to assess the number of students in under-represented groups. The two parts of the survey (Student Experience and Student Characteristic) were combined to increase the total number of students surveyed.

There were a total of 2,234 responses from both parts of OCSES. Out of this number, 645 students identified themselves as First Generation, 199 students were with disability, 113 students identified themselves as mature, and 14 students were Francophone. OCSES represents 24.9% of Centennial College's post-secondary full-time and part-time enrolments in fall 2007. The same extrapolation methodology applied in the previous year was applied this year too to calculate the College level total number of under-represented students.

KPI Student Satisfaction college specific question (Q.55) is used to identify Aboriginal students. In the Student Satisfaction Survey conducted in winter 2008, none of the respondents identified themselves as Aboriginal out of the 4,914 students surveyed.

Overlap Calculation

To eliminate overlap calculation, Centennial used student level database in the OCSES. If any individual student identifies in more than one group, he/she is counted as one student in the total calculation.

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Increased Participation of Under-Represented Students — Programs/Strategies

Instructions: Referring to your approved MYAA Action Plan, list: each access improvement strategy/program planned for the fiscal year being reported; whether the strategy/program was executed; the result achieved; any variance from the targeted result; an explanation of the variance; and, planned remedial action.

Access Strategy/Program/Indicator	Implemented?		Achieved Result	Target Achieved?		Explain Variance between Achieved and Expected Results and Any Remedial Action You Expect to Take
	Y	N		Y	N	
Improve student success	Y		<p>The College undertook an extensive review of the English curriculum, delivery approaches and assessment procedures and tools in 2007–08. This resulted in significant changes in the English curriculum. Starting in fall 2008, all Centennial students will need to complete a minimum of two English courses to graduate. The majority of College programs now have a modified English course as an entry level. Where external credentialing exists, the entry point will be a second-level English course.</p> <p>-----</p> <p>The College launched new web-based language learning and Web-based placement tools that are aligned with the revised English curriculum. New language skills assessment and placement protocols were implemented with ongoing tracking and research. Centennial uses English listening and reading comprehension scores as well as self-reported data to place students into appropriate communications courses. The new tools have been implemented successfully and have already played important roles in supporting student success.</p> <p>-----</p> <p>The Co-op and Employment Research Centre launched two new services in fall 2007. Job Spyder, a search engine that searches Canadian Internet sites for job postings, makes job searching much easier. PlacePro.com accommodates co-op students' busy schedules by providing them with access to co-op positions 24/7.</p> <p>-----</p> <p>A Skills Development Centre is planned for Centennial's Ashtonbee Campus. The Centre will prepare students for pre-apprenticeship and apprenticeship programs tailored for underrepresented demographic groups including First Generation, Aboriginal and mature students. The Centre will accommodate hands-on instruction and direct skills training</p>	Y		<p>The results have met expectations.</p> <p>The number of mature students at Centennial has increased from 319 to 413 students in 2007-08. Further research is currently underway to determine ways that the College can better assist these students in meeting their educational needs.</p>

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		<p>using industry-standard machinery to enable advanced technical and applied education. Consequently, the breadth of Centennial's apprenticeship and co-op apprenticeship programs will be expanded to include new trades such as Electricians, Welders, Refrigeration and Air Conditioning Mechanics.</p> <p>-----</p> <p>Supporting the Government's Second Career Strategy Centennial identified more than 75 special Second Career programs that will facilitate sustainable long-term employment to the participants. Second Career programs are communicated through a special Centennial website centennialcollege.ca/secondcareer and supported by the College's Advisement and Call Centres.</p>		
Strengthen community partnerships	Y	<p>Centennial explores every opportunity to contact and establish partnerships with Aboriginal communities in order to understand their special needs and facilitate a wider access to college education.</p> <p>Centennial began preliminary discussions with the Native Child and Family Services and Miziwe Bik Aboriginal Employment Services Toronto to share information and explore partnership possibilities. In addition, the college made initial contacts with the Native Canadian Centre of Toronto; Anishnawabe Health Services Toronto; the Centre for Indigenous Sovereignty; the Aboriginal Studies/First Nations House, University of Toronto; and Aboriginal Student Services, Ryerson University.</p> <p>Centennial College celebrated the Aboriginal day on June 21. The Equity Office organized a special event featuring 'culture narrative' which is a research-based curriculum module that is designed to increase awareness of Aboriginal history, politics, culture, and contemporary issues related to schooling and the workplace. The module is highly interactive and utilizes visual aids, small group discussions, guided imagery and storytelling.</p> <p>-----</p> <p>Relationships with GTA school boards were extended for the development of curriculum pathways to skilled trade, diploma and degree programs through dual credits and pathways programs. The college obtained funding from the government for four dual credit projects in the 2007-08 academic year involving nearly 80 secondary school students from the Toronto and York District school boards.</p>	Y	<p>Significant progress has been made in contacting Aboriginal communities. However, success in this field has been lower than expected due to the limited experience the College has in this area.</p> <p>Dr. Margaret Brigham who was hired as the Dean of Equity in 2007-08 is assigned to help the College in addressing this deficiency. Coming from First Nations origins and known as an expert in Aboriginal culture and education, Dr. Brigham will take a leadership role in shaping up Centennial's Aboriginal Students Strategy.</p> <p>The initiative created its expected outcome— 84 per cent of students in the dual credit projects successfully completed the dual credit offerings by Centennial College. This</p>

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			<p>The School of Transportation worked with the York District and York District Catholic school boards to deliver a new Automotive Service Technician Ontario Youth Apprenticeship Program for students in Grade 12. The first class began in April 2008.</p> <p>-----</p> <p>Centennial hosted some 400 Grade seven and eight students from three school boards in May 2007 in a concerted effort to expose them to careers other than the traditional professional occupations, such as medicine and law, which young people often find attractive.</p>		ratio exceeded the provincial average completion rate for similar dual credit course programs.
<p>Provide opportunities for New Immigrants</p> <p>A 'front door' approach whereby students with international credentials can access comprehensive information</p>	Y	<p>Colleges Integrating Immigrants to Employment (CIITE) is a multi-phased strategy for modifying and refining Ontario colleges' systems and programs to improve support structures and services provided to skilled immigrants. Centennial played a lead role in the CIITE project, and was one of the three colleges serving on the Steering Committee that completed Phase 2 of the project last year. Phase 2 activities involved:</p> <ul style="list-style-type: none"> • Advising • Admissions • Credential Assessment and Advanced Standing • Employment Preparation • Continuing Education Data Collection <p>Centennial will continue to participate in Phase 3 activities. The CIITE project acquired \$5.2 million in funding from the Ministry of Citizenship and Immigration for year one of Phase 3.</p> <p>-----</p> <p>The College conducted research to study the aspirations, attitudes, and behaviours of visible minority youth and their parents on post-secondary education. The findings of the research were presented at the Association of Canadian Community colleges (ACCC) conference in May 2008.</p> <p>-----</p> <p>Through the Fast Track to Technology Occupations (FTTO) program, Centennial delivered a variety of technology programs tailored to the needs of Internationally Trained Individuals (ITI). FTTO is designed to help newcomers with foreign credentials advance through an equivalent Canadian training program and enter the workforce quickly. Centennial</p>	Y		The results have met expectations.

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			partners with Sheridan College in the delivery of FTTO.		
<p>Number of students receiving advisement services</p> <p>2007-08 Target: 2,100 (21%)</p>	Y		<p>Approximately 2800 prospective students, current students and applicants received advisement services in 2007-08. At least half of these individuals were advised by appointment and the others by phone or e-mail.</p> <p>One additional advisor was employed at the Student Advising Centre during 2007-08 to strengthen front-line academic advising for students during registration and throughout the semester. This will help to ensure that students receive accurate and consistent advising on school programs as well as on the processes and policies of the college.</p> <p>Centennial continues to offer special pre-admission advising and continuous mentoring to underrepresented groups through three Centres:</p> <ul style="list-style-type: none"> • Student Advising Centre • Career and Counseling Centre • Centre for Students with Disabilities <p>All three Centres provide holistic and deliberate advising service on career paths, success skills, employability, language requirements and financial aid.</p> <p>-----</p>	Y	<p>The result of this initiative exceeded the target by 800 students (33.3%) in 2007-08.</p>
<p>Number of Community Program Graduates</p> <p>2007-08 Target: 100 participants</p>	Y		<p>Centennial College won the Colleges Ontario award with its well-recognized Helping Youth Pursue Education (HYPE) program. HYPE is a six-week summer program for students from at-risk communities in Toronto's east end. In the summer of 2007, 109 youth registered for the HYPE Program. Courses were offered across all campuses. Of the 109 registrants, 93 graduated. Of this number, 20 registered as full-time students at Centennial, 18 in fall 2007 and two in winter 2008.</p> <p>-----</p>	Y	<p>HYPE program participation exceeded its target of 100 students in the summer of 2007</p>
<p>Percentage of First Generation Students (FGS) 2007-08</p> <p>Target: TBD</p>	Y		<p>Centennial continued with the second phase of the First Generation (FG) Students project. The project delivered the following results in 2007-08:</p> <ul style="list-style-type: none"> • Outreach to community high schools and agencies • On-campus experiential learning events • A revitalized orientation experience for students • Development of a database for focused communication with current students • Partnerships with community organizations 	Y	<p>Results of this project exceeded expectations. The number of FG students in Centennial represents 28.5% of the total Post-secondary domestic students. Centennial will continue to explore new opportunities for reaching out to First</p>

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Introduce three new "Fast Track" programs	Y	<ul style="list-style-type: none"> Ongoing support to the FG students through the Career and Counseling Centre, the Centre for Students with Disabilities, and the Student Relations Office. <p>Centennial provided career exploration days to students in grades 7 and 8 expanding the initiative from three to four School Boards. In the meantime, the College continues to provide presentations and special events to grade 9 to 12 students by increasing outreach and engagement activities with high schools.</p> <p>-----</p> <p>Centennial College offers its students a total of 24 fast track programs that reduce the length of education for those that qualify for credits transfers. Centennial launched the following five new fast track programs in the 2007-08 academic year:</p> <ul style="list-style-type: none"> Massage Therapy Refresher Practical Nursing for Internationally educated nurses Architectural Technology Electronics Engineering Technology Mechanical Engineering Technology - Industrial <p>-----</p>	Y	<p>Generation students.</p> <p>The number of new fast track programs has exceeded the target.</p>	
Graduate employment rate among the ITIs – establish baseline data	N	<p>The planned ITI database has been delayed by technical difficulties in separating ITI students from the total population in the Graduate Employment Rate Survey. The survey identifies students by program classification only, and does not accommodate the identification of ITIs. The College plans to use one of the college-specific questions to identify ITIs.</p> <p>-----</p>	NA	<p>The College will work with CCI Research (formerly Compustat) in the 2008-09 fiscal year to establish a baseline data.</p>	
Number of ITIs receiving advisement services: 500	Y	<p>Approximately 1,680 ITIs received advisement services in 2007-08, representing 60 percent of Advising Centre appointments. Most of the advising focused on credentials validation, English language improvement programs, OSAP inquiries and community agency services available.</p>	Y	<p>The number of ITIs receiving advisement services exceeded the target. The Advisement Centre will employ two additional advisers in 2008-09 to serve ITIs and facilitate their successful transition into the Canadian workforce.</p>	

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Success rate of students with learning disabilities in English courses TBD	Y		In Fall 2007/Winter 2008, 450 English/ESL and 22 General Art students were registered with the Centre for Students with Disability. The initiative required the monitoring of educational success of the students with disabilities However, due to privacy issues that make it difficult to obtain information on students requesting disability accommodation for English courses, the college cannot report on success rates.	Y		The initiative has been successful in meeting its expected targets.
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French Language College Collaboration

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

Instructions: As excerpted from the approved MYAA Action Plans, for each college collaboration strategy/program listed below, indicate: whether the strategy/program was executed; the result achieved; any variance from the targeted result; an explanation of the variance; and, planned remedial action.

THIS SECTION IS NOT APPLICABLE TO CENTENNIAL COLLEGE

French Language College Collaboration Strategy/Program/ Indicator	Implemented?		Achieved Result	Target Achieved?		Explain Variance between Achieved and Expected Results and Any Remedial Action You Expect to Take
	Yes	No		Yes	No	
Identify pilot projects, action plans, schedules and joint strategies						
Identify the partnerships needed for the pilot projects to succeed						
Identify the mechanisms needed to assess the effectiveness of cooperation on the pilot projects						
Mount a joint marketing and public relations campaign for secondary schools and school boards in the Centre-South-West Region (the London and Welland areas)						
Identify the differences between the sets of programs offered by English-language colleges and those offered by French-language colleges						

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For the Learning to 18 initiative, sign memoranda of understanding with the province's 12 French-language school boards									
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College Small, Northern and Rural

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

Instructions: Referring to your approved MYAA Action Plan, list: each SNR strategy/program planned for the fiscal year being reported; whether the strategy/program was executed; the result achieved; any variance from the targeted result; an explanation of the variance; and, planned remedial action.

THIS SECTION IS NOT APPLICABLE TO CENTENNIAL COLLEGE

College Small Northern & Rural Strategy/Program/Indicator	Implemented ?		Achieved Result	Target Achieved?		Explain Variance between Achieved and Expected Results and Any Remedial Action You Expect to Take
	Yes	No		Yes	No	

Student Access Guarantee and Commitment

Instructions for 2007-08:

Through your signed MYAA, you committed to participate in the student access guarantee. For 2007-08, this meant meeting students' tuition/book shortfalls in allocating financial aid, as set out in the [2007-2008 Student Access Guarantee Guidelines](#).

	Yes	No
The college met students' tuition/book shortfalls in allocating financial aid, as set out in the 2007-2008 Student Access Guarantee Guidelines	Y	

If you answered no, please explain.

Please complete the following table, using the most recent available year-to-date information from your institution' 2007-08 OSAP student access guarantee report screen (This screen can be accessed by your Financial Aid Office.)

2007-08 TUITION/BOOK SHORTFALL AID: <i>please note – these accounts are valid until the END of August and expenditures are not yet complete and/or recorded.</i>		
	TOTAL \$	# ACCOUNTS
Expenditures for Tuition/book SAG Amount	\$ 745,638 as per MTCU report.	1,235
Other SAG expenditure to supplement OSAP	\$987,488 as per MTCU report.	1,148
Total	\$1,733,126	2,383

Date screen was last updated: 28 / 09 / 2008

MYA Action Plan – 2008-09 Revision: Student Access Guarantee

Pursuant to Section 2.1 of the Multi-Year Agreements, your institution will participate in the Student Access Guarantee (including the new Access Window which allows Ontario students to identify costs and sources of financial aid).

The detailed requirements for participation in the student access guarantee are outlined in the 2008-09 Student Access Guarantee Guidelines. Please complete the following template to update the strategies and programs that your institution will use in 2008-09 to participate in the Student Access Guarantee initiative.

Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be: <ul style="list-style-type: none"> a) provided to those students who apply for institutional financial aid; or b) automatically issued to students based on their OSAP information. 	<p>(b) Centennial automatically issues SAG Bursaries to eligible students based on MTCU identification and SAG Guidelines.</p> <p>The College will mirror its 2007-08 assessment, allocation and disbursement of Student Access Guarantee (SAG) to eligible students. Three disbursements of SAG are planned to be undertaken in 2008-09; one per semester to students as identified with unmet needs and tuition/book shortfalls.</p>
<p>If your answer to the above question was 'a,' please identify what specific internet portal(s) or program(s) students at your institution apply through to be considered for tuition/book assistance provided as part of your participation in the student access guarantee.</p> <p>Identify any applicable deadlines.</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 High-Demand (formerly fee-deregulated) college post-diploma Programs. If so:	Centennial College does not administer an institutional loan program and is not considering doing so at this time.

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<p>a) identify the programs by name and by OSAP cost code;</p> <p>b) describe how you determine how much loan aid to provide.</p>		
<p>Describe other financial support programs and strategies that your institution will use to assist college students facing financial barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.</p>	<p>In addition to the SAG obligation, Centennial makes available a number of bursary opportunities to its students including a Special Hardship Bursary which provides a case-by-case flexible response to emergency situations:</p> <p>Book Bursaries –funding for students to buy course books at the beginning of each semester.</p> <p>Applied Degree and Bachelor of Science Tuition Bursaries – assists students with the higher cost of these programs.</p> <p>Community Youth Initiative Tuition Bursaries –financial support to students from at-risk neighbourhoods to encourage post-secondary study.</p> <p>Ontario First Generation Bursary – Centennial College supplements the government allocation to provide increased opportunities for First Generation Students.</p> <p>Child Maintenance Bursary – an online bursary for married and sole-support parent-students in the second term to assist with the costs of attending post-secondary institution while providing for dependent children.</p> <p>Women in Skill Trades Bursary – a bursary for female students enrolled in male dominated programs to encourage female participation in the trades.</p> <p>Disability Support Program – a bursary for students with disability who wish to study in the summer term, providing funding for tuition and book purchases.</p> <p>Continuing Education and Part-time Day General Bursary – online general bursaries to assist students with their costs.</p> <p>Work-study Programs – Centennial has developed a work-study program for students who are not eligible for the government work-study programs, as well as a work-study program for summer employment.</p> <p>All Centennial bursaries have a ‘need’ component and are determined by individual student budgetary analysis.</p>	
<p>Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee.</p>	<p>Centennial has diligently followed the guidelines set by the Ministry. The SAG program has been posted there have been no challenges to the disbursement structure. Students are automatically awarded the SAG Bursary and are not required to submit an application. Upon inquiry, students are advised on the process of eligibility. Bursaries are awarded based on written guidelines.</p>	

B. QUALITY
Quality of the Learning Environment

Instructions: Referring to your approved MYAA Action Plan, list: each quality improvement strategy/program planned for the fiscal year being reported; whether the strategy/program was executed; the result achieved; any variance from the targeted result; an explanation of the variance; and, planned remedial action.

Quality Strategy/Program/Indicator	Implemented ?		Achieved Result	Target Achieved?		Explain Variance between Achieved and Expected Results and Any Remedial Action You Expect to Take
	Yes	No		Yes	No	
Enhance academic quality and occupational relevance	Y		<p>The Ontario College Quality Assurance Service (OCQAS) conducted a Program Quality Assurance Process Audit (PQAPA) at Centennial in the 2007-08 academic year. The preliminary PQAPA report places Centennial in the leadership category of quality assurance. For the overall audit score, the College received a 4 out of a possible 5. The taskforce found that Centennial's quality initiatives are planned, tracked, and systematically rooted in quality criteria, and that the College has started developing quality metrics.</p> <p>Centennial also achieved the top level of "met" in all five criteria that the PQAPA uses to measure each college's quality assurance program. So far, only a small number of colleges have managed to attain this result. The PQAPA measures if a college's:</p> <ol style="list-style-type: none"> 1. Admission, credit for prior learning, promotion, graduation and other related policies support program development and student achievement of program learning outcomes. 2. Programs conform to identified industry frameworks, are consistent with accepted college system nomenclature/program titling principles, and maintain relevance. 3. Methods of program delivery and student evaluation are consistent with 	Y		Academic quality initiatives have all met or exceeded their objectives as evidenced by the results of the PQAPA audit.

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		<p>program learning outcomes.</p> <p>4. Resources to support student success are available and accessible.</p> <p>5. Regular program quality assessments are in place and occur, and involve a variety of stakeholders including faculty, students, industry representatives, and others as appropriate for the purpose of continual improvement.</p> <p>-----</p> <p>Both the annual and comprehensive review processes were revised based on the experience and feedback the College obtained from the reviewed programs over the past three years.</p> <p>A new Annual Review Questionnaire was created simplifying the work of the reviewer and enabling a thorough analysis of program strengths and weaknesses through a special marking system. The marking system also allows for benchmarking of the reviewed program against programs previously reviewed.</p> <p>The new comprehensive review process is now fully aligned with the PQAPA criteria ensuring a seamless integration of PQAPA principles and objectives.</p> <p>Eleven programs went through the comprehensive review process in 2007-08. For each program, faculty and academic management evaluated the results and action plans were created to ensure on-going academic quality and program relevance.</p> <p>-----</p> <p>The College engaged in a collaborative process with the faculty union to commit to reflective practice as a mechanism for furthering the development of faculty skills for teaching and learning. A resource manual containing articles and tools on reflective practice was distributed to faculty.</p>	<p>The program review process has met its annual targets as a tool for ongoing quality improvement in the design, development and delivery of curriculum.</p> <p>Centennial continues to advance the reflective practice process for its faculty. Under a new program, the College aims to have 85 percent of full-time faculty, and 50 percent of contract faculty, in the School of Community and Health Studies (SCHS) complete a self-evaluation in 2008-09.</p>
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Increase program choice and availability	Y		<p>In the 2007-08 academic year, eight new programs were developed; 24 new programs have been developed since fall 2004. The new program development process ensures occupational relevance and innovation in the College's curriculum.</p> <p>The eight new programs launched during 2007-08 are:</p> <ul style="list-style-type: none"> • Practical Nursing for International Educated Nurses • Bridging to University Nursing – Flexible • Business Foundations • Kitchen Management • Software Engineering Technician and Technology • Interactive Gaming • Biomedical Engineering Technology • Health Informatics <p>In fall 2007, three new Co-op Diploma Apprenticeship programs were launched. These programs have strong industry partnerships with private companies including Chrysler, International Truck and Toromont.</p> <p>In partnership with the York District and York District Catholic school boards, The School of Transportation arranged for the delivery of a new Automotive Service Technician Ontario Youth Apprenticeship Program for students in Grade 12. The first class was launched in April 2008.</p>	Y		<p>The results have met expectations</p> <p>Centennial started a major new program development initiative in 2005-06 through the Enrolment Summit process. As a result, 24 new programs have been developed so far. These new programs are the main reasons for the enrolment growth in semester one students which has increased by 3.6% in fall 2007.</p>
Increase international education activity	Y		<p>Centennial's special emphasis on preparing students for the global workplace occurs through its international education activities, the internationalization of curriculum, and international placements and exchanges.</p> <p>Internationalization of the curriculum has already started in the School of Business and is being expanded to the other schools.</p>	Y		<p>The target set for the year has been exceeded. Total international enrolment was 2,355 (Full-time and Part-time FTE's) for the three semesters of 2007-08. This figure was 242 (11.5%) higher than the previous year</p>

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		<p>Centennial aims to complete the internationalization of its entire curriculum within two years.</p> <p>The following articulation agreements were developed with international post-secondary institutions:</p> <ul style="list-style-type: none"> • <i>Dalian University, China</i> - Business and Hospitality programs • <i>Beijing Institute of Technology, China</i> - Business and Hospitality programs • <i>Vinayaka University, India</i> - Joint MBA/PG programs • <i>Kwandong University, China</i> - Teaching for ESL program • <i>Royal Crown College and Upper Madison College, Canada</i> - transfer agreements for ESL and preparatory programs <p>-----</p> <p>The Canadian Executive Service Organization (CESO) invited Centennial faculty to volunteer for an innovative international development program that dispatches Canadians to other countries to help these countries strengthen their governance institutions so that they are more effective, democratic, transparent and accountable. David Bingham, a Continuing Education Instructor at Centennial, worked as a volunteer on an e-governance project in the Philippines.</p> <p>-----</p> <p>Centennial launched its international website with enhanced visuals and functionality to better assist international students.</p>	
Enhance student experience	Y	Funded by the Centennial College Student Association Inc. and through partnership with the College, the Athletic and Wellness Centre at the Progress campus will be a one-stop facility where students, employees and community members will pursue their recreational and athletic goals and meet	Y
			Design of the new Athletic and Wellness Centre was completed and Centennial obtained the Board's approval for construction. The project proposal has been submitted to the MTCU for approval. Discussions for funding

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		<p>therapeutic needs. Learning opportunities will arise in the design, construction and operation of the facility. When completed in 2010, this facility will benefit thousands of people each year while making Centennial a more attractive and competitive institution. With time, it will also become a valuable asset for the Scarborough community.</p> <p>-----</p> <p>Following up on the recommendations of the College's Strategic Space Plan, Centennial completed the construction of a Student Hub at the Progress Campus. Combining most student services at one central location, the Student Hub will provide students with a one-stop service centre where they can access multiple services.</p> <p>-----</p> <p>The student communication portal, myCentennial, has new features such as offering the ability to create user groups and a personalized look and feel. Also established within <i>myCentennial</i> was Career Capital, a new job search and career planning utility.</p>		<p>are underway with the Ontario Funding Authority. Construction is scheduled to begin in 2009.</p> <p>Completed in fall 2008, the new Student Hub significantly increases the efficiency of service delivery to students</p> <p>Student feedback on the new features of <i>myCentennial</i> are favourable</p>
<p>Graduate Satisfaction Rate</p> <p>2007-08 Target: 80 percent</p>	Y	<p>Graduate satisfaction rate for Centennial College in 2006-07 was 79 percent. The rate remains the same for the current year of 2007-08.</p> <p>-----</p>	N	<p>Graduate Satisfaction KPI is one percent behind the targeted 80 percent. The most recent KPI graduate satisfaction results are being analyzed at the school and program levels and results will be shared with the academic areas. The College community will discuss strategies for improving this KPI.</p>
<p>Student /Full-time Faculty Ratio</p> <p>2007-08 Target: 25:5</p>	Y	<p>As of fall, 2007, Centennial College had a ratio of 25.3 post-secondary domestic full-time equivalent students to post-secondary full-time faculty.</p> <p>-----</p>	Y	<p>The results have met the target</p>

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<p>Number of programs that have SLE</p> <p>2007-08 Target: 16</p>	Y		<p>The college prepared and published a textbook to be used for the delivery of the special SLE course titled <i>Global Citizenship: from Social Analysis to Social Action (GNED 500)</i>.</p> <p>The pilot phase of the GNED 500 course was completed. Evaluation findings, analysis and recommendations were compiled and reported. These were used to develop a stronger course and more streamlined course materials. GNED 500 was embedded in the curriculum of six programs in summer 2007, 12 programs in fall 2007 and 40 programs in winter 2008.</p> <p>The SLE contains the following four components:</p> <ol style="list-style-type: none"> 1. A required general education core course that provides the foundations for a critical understanding of diversity and the social, political and cultural literacy and cultural competence required for work in the local and global context (GNED 500). 2. The integration of core social and cultural knowledge, competencies and learning activities in the curriculum within all program areas. 3. Professional development opportunities for all staff, based on the reflective practice model, which will enhance their academic, curricular and service competencies in critical and inclusive education. 4. An SLE portfolio that involves community-based learning opportunities and that requires a demonstration of critical thinking and of learning outcomes in a unique and tangible way. SLE portfolios are prepared by Centennial students, faculty and staff. <p>-----</p>	Y		<p>The results have exceeded the target</p>
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Number of new and redeveloped programs 2007-08 Target: 15	Y	In the 2007-08 academic year eight new programs were developed; 24 have been developed since fall 2004. The new program development process ensures occupational relevance and innovation in the College's curriculum. -----	Y		The results have exceeded expectations
Enrolment in new programs (fall semester) 2007-08 Target: 459	Y	In fall 2007, a total of 496 domestic and 70 international students were enrolled in new programs that were introduced in the past two years. In addition, a total of 113 students were enrolled in the Apprenticeship Co-op Diploma program that was introduced in fall 2006. -----	Y		The results have exceeded expectations
International student enrolment 2007-08 Target: 879	Y	Centennial's international student enrolment continues to increase. As of fall 2007, there were 942 international enrolments representing a 6.5% increase over the previous year. As of winter 2008, international full-time enrolment was at 990, representing an 11% increase over winter 2007. -----	Y		The results have exceeded the target
Student Satisfaction Rate 2007-08 Target: 76.1%	Y	Centennial College student satisfaction rate increased to 73.3% from 70.9% in 2007-08. Despite this significant improvement, the results were below target 76.1%. -----		N	The results did not meet expectations. Student satisfaction KPI results have been analyzed at school and program levels and results will be shared with academic areas to take actions for further improvement.
Ontario College Student Engagement Survey 2007-08 Target: TBD	Y	The Ontario College Student Engagement Survey (OCSES) provides functional information about students' attitudes and behaviours that would guide the strategic direction of the college and consolidate its position as a student-centred institution of higher education. The participation rate of OCSES in part 1 and part 2 increased from 2,413 to 3,341 in 2007, representing a 38% increase.	Y		The results have exceeded expectations

Student Engagement and Satisfaction: Student Retention Rates

Instructions: Referring to your approved MYAA Action Plan, list: the retention rates achieved; any variance from the targeted rate; an explanation of the variance; and, planned remedial action.

NOTE: The report-back on retention rates will lag one year. For example, the retention rates from 2006-07 to 2007-08 will be reported in the fiscal 2007-08 report back.

	Actual Retention Rate	Target Achieved?		Explain Variance between Achieved and Expected Results and Any Remedial Action You Expect to Take
		Yes	No	
1 st to 2 nd Year expected 70.4%	71.5%	Y		The target of 70% has been exceeded.
2 nd to 3 rd Year expected 85.5%	76.7%		N	<p>Centennial had unexpected enrolment declines in flow-through students across the College in fall 2007. The majority of other colleges also experienced high attrition in fall 2007. The favourable state of economy and the high level of employment in the province could partly be responsible for the unexpected decline in flow-through students.</p> <p>In September 2007, Centennial developed a student withdrawal interview process for those that decide not to continue their studies. The survey data from fall 2007 has been analyzed to better assist students in their academic careers. Through the student withdrawal survey, Centennial intends to gain strong insight into the reasons for student attrition and use it to develop strategies to assist students to persist to graduation.</p> <p>Some of the schools have initiated pilot projects to improve student success. For example, the School of Advancement (SOA) employs two part-time academic advisors to provide more frontline advising for new students seeking guidance. The School of Community and Health Studies and the School of Communications, Media and Design have introduced, in several of their programs, pilot mentoring programs.</p> <p>Both students and colleges pay a high price for student attrition. There are outstanding student retention practices, but they are not implemented uniformly by all programs. One of the objectives this year is to collect best retention practices across the college and create a college-wide and streamlined retention process.</p>

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3 rd to 4 th Year* expected n/a%	93.8%	NA	NA	There is a 2.8% improvement in retention rate from the previous year.
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* Applicable only to applied degree programs.

C. ACCOUNTABILITY

Multi-Year Agreement Action Plan

Instructions: This report-back constitutes part of the public record, and as such, should also be made available on your institution's web site. Please ensure that this portion of your Annual Report is posted at the same location as your Multi-Year Agreement Action Plan.

2006-07 Report Back?		If posted, provide the current link. If not posted, when will it be posted?
Yes	No	
Yes		http://www.centennialcollege.ca/AboutUs

2007-08 Report Back Contact:

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