

**Multi-Year Accountability Agreement Report-Back**

<b>College:</b>	<b>Centennial</b>	<b>Year:</b>	<b>2008-09</b>
-----------------	-------------------	--------------	----------------

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

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

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

**MYAA Transition Year 2009-10**

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

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

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

## A. ACCESS

### Increased Participation of Under-Represented Students — Measurement

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

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

Individual students may belong to more than one group. In the cells counting respondents for each under-represented group, do not adjust for this potential double-counting. To the extent that you are able to do so, eliminate any double-counting in the column, “Total Number Self-Identifying as Member of Under-represented Group”.

Measurement Methodology (including description)	Student Groups in Your Student Population				Total Number Self-Identifying as Member of Under-represented Group	Francophone Students	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities	Mature Students			
	#	#	#	#			
OCSES 2008		2,438	741	504		53	2,431
KPI –Student Satisfaction Survey-Winter 2009	0						5,375
	0	2,438	741	504	3,641		

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

Centennial College used the 2008 Ontario College Student Engagement Survey (OCSES) to assess the number of students in under-represented groups.

There were a total of 2,431 responses from the OCSES survey. Of this number, 638 students identified themselves as First Generation, 194 students identified as having a disability, 132 students identified as mature, and 14 students identified as Francophone. The OCSES sample represents 26.2% of Centennial College’s post-secondary full-time and part-time enrolments in Fall 2008. The same extrapolation methodology used in previous years was applied in the current year to calculate, the total number of under-represented students at the college level.

The KPI Student Satisfaction college specific question (Q.55) is used to identify Aboriginal students. In the Student Satisfaction Survey conducted in Winter 2008, 5,122 students were surveyed with none identifying as Aboriginal. We also experienced a high level of discrepancy in the number of self-reporting first generation students between the KPI and OCSES surveys. The total number of first generation students identified in KPI Student Satisfaction Survey is 43% compared to 26% in the OCSES survey.

### Overlap Calculation

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

### Increased Participation of Under-Represented Students — Programs/Strategies

#### MYAA Report Back 2008-09

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

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Improve Student Success	# of students receiving advisement services;	2,600 (07-08 2,900 students advised);	<p>The number of students receiving advisement services increased by 200 (6.9%) to 3,100, compared to Fall 2007-08.</p> <p>Advisement Services expanded its capacity in 2008-09 to ensure that a greater number of students were able to receive timely and accurate advising on school programs as well as on the process and policies of the College.</p> <p>The First Generation Student Project facilitated a mentoring program in two high priority schools in Scarborough. 35 high school students were mentored in this program. On campus the First Generation Student Project advised students of resources, and services available but did not track advising numbers.</p> <p>First Generation mentors engaged current students through information fairs, health awareness, and lunch-and-learn sessions. 967 students received information from student mentors, supported by College advising</p>	The result of this initiative exceeded the target and the previous year's numbers.



	<p>Success rate of learning disabilities students in English</p>	<p>Success rate of learning disabilities students</p>	<p>staff.</p> <p>Please note that a new in office system has been implemented to track students who visit the First Generation Student office.</p> <p>Centennial College continues to offer special pre-admission and on-going advising to underrepresented groups through six centres:</p> <hr/> <ul style="list-style-type: none"> <li>• Student Advising Centre</li> <li>• Career and Counselling Centre</li> <li>• Centre for Students with Disabilities</li> <li>• The First Generation Student Project</li> <li>• Helping Youth Pursue Education (HYPE) Program</li> <li>• Centennial College Assessment Centre</li> </ul> <hr/> <p>-----</p> <p>The Centre for Students with Disabilities (CSD) added a range of services to further support student success in academic schools, including: (1) meeting with prospective students with disabilities to discuss program suitability, assess needs, discuss transition issues, determine appropriate academic accommodations and discuss support and strategies for success prior to the start of classes; (2) development of a student "Success Plan" which includes the individual student profile and referral to the Adaptive Technologist and Learning Strategist; (3) development and implementation of individual and small group assistance with compensatory learning strategies, self advocacy skills, adaptive</p>	<p>The initiatives have been successfully implemented to support with learning disabilities.</p> <p>In March, 2009 a day-long session was held for 75 students from selected TDSB East schools on "Access to College Programs for LD students".</p>
--	--	---	---	---



			<p>technology training, and strategies for success based on disability and individual needs; (4) providing up-to-date Psychoeducational Assessments to identify current strengths/weaknesses and needs.</p>	
Strengthen Community Partnerships	# of community program grads;	120 community program grads (07-08 93 grads);	<p>Community engagement has expanded with the formation of a Community Outreach Office. Along with the Helping Youth Pursue Education (HYPE) and First Generation Students (FGS) projects, the focus of this office includes outreach to the community through venues such as Neighbourhood Action Partnerships, collaborative initiatives such as the Pro-Tech Multi-media Centres, ongoing involvement in several Youth Challenge Fund initiatives, and participation in the United Way-sponsored Communities of Practice for Educational Attainment.</p> <p>-----</p> <p>The (HYPE) program continued to build upon its participation and extended its capacity to a maximum of 120 participants: 20 high school aged; 100 college eligible. Of 120 youth who applied, 93 participated. 87 graduated from HYPE. 20 students registered for FT study at Centennial College after graduating from HYPE. Transitional supports were provided to these youth through FGS to promote retention. 19/20 are continuing on to the second year of their programs. With the support of the TD Financial Group, this program will grow to 160 participants in 2009-10.</p> <p>-----</p>	<p>HYPE program met its target of 120 applicants in the summer of 2008. A small number of students found employment before graduating.</p>



	% of FG students	% FG students (07-08 28.5% FG)	<p>According to the 2009 KPI Student Satisfaction Survey, 43% of 5,250 participants identified themselves as first generation students.</p> <p>The First Generation Student (FGS) program continued in 2008-09 with current funding. Approximately 1400 Centennial students are now self-identified and recorded on the FGS database. The program saw a number of new initiatives: setting up a mentoring agreement with the Toronto District School Board for three high schools, launching Centennial lunch-and-learn sessions, being involved in Centennial Discover and Connect Days, providing support for Grade 7 and 8 Career Conference Days and Grade 10 Careers Class recruitment activity.</p> <p>The FGS program worked with Student Financial Services to promote Aboriginal bursaries and establish a database for those who applied for the bursary.</p>	Results of this project exceeded expectations. The number of FG students in Centennial represents 43% of the total post-secondary domestic students. Centennial will continue to explore new opportunities for reaching out to First Generation students.
Opportunities for New Immigrants	# of ITI receiving employment services;	# ITI receiving services (07-08 1680);	<p>The Advising Team expanded from three to five advisors in 2008-09, with support from the College's Integrating Immigrants to Employment, and met with more than 1,900 ITIs. Most of the advising focused on credentials validation, English language improvement programs, OSAP inquiries and community agency services available.</p> <p>Centennial College arranged articulation agreements with Teachers of English as a Second Language (TESL) Canada and the Ontario Retirement Communities Association. This will provide opportunities for ITIs to access the skills and training required to successfully gain employment in the Canadian</p>	The number of ITIs receiving advisement services exceeded the target.



			<p>labour market. An articulation agreement was reached with Microskills Center who also engages and supports new immigrants.</p> <p>Centennial continues to increase the number of fast-track and bridging programs offered to help ITI's join the workforce more quickly.</p> <p>-----</p>	
	Grad employment rate for ITI	Grad employment rate for ITI	The College is currently working on a survey tool to identify ITI students during the registration process. The project is estimated to be completed in 2009-10 Academic year.	The work is in progress and will be completed in 2009-10 Academic year.

**MYAA Transition Year 2009-10**

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

Strategy / Program	Brief Description
1. Academic Programming	<p>Four new foundation programs have been developed and will be launched in the 2009-10 academic year to increase the participation from under-represented group.</p> <ul style="list-style-type: none"> <li>• Community Services and Child Studies Foundations- Ashtonbee Campus</li> <li>• Technology Foundations – Morningside Campus</li> <li>• Technology Foundations – Progress Campus</li> <li>• Hospitality Foundations – Progress Campus</li> </ul>
2. Building capacity	Develop tools to analyze underrepresentation and barriers affecting both employment and educational opportunities for target groups and develop relevant staff training.
3. Community outreach / Bridging	Centennial College seeks to maintain and extend its collaboration with the Ministry of Education and school boards through the activities of the School College Work Initiative (SCWI) which directs and funds the processes for Dual Credit activities and partnership agreements, and Pathways projects (that cover students from grades 7-12), for the purpose of informing senior elementary and secondary school students about programming and career options available through college education. Furthermore, to ensure that under-represented groups have access to insights into and understanding of the needs of post-secondary education, the college will increase outreach activities with local high schools through the Toronto District School Board (TDSB) and, through the College's new Community Outreach Office.

4. Student Services & Supports	Three new Placement Advice for Student Success (PASS) advisors have been hired to increase the capacity of the Assessment Centre to provide immediate, effective and efficient advising to students requiring further English or math preparation, including under-represented students, enhancing their ability to make informed decisions about program choices.
--------------------------------	--

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

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1. Academic Programming	Number of enrolments in Foundation programs from under-represented student groups will be tracked.
2. Building capacity	Tools developed and implemented; college community surveyed, staff training implemented.
3. Community outreach / Bridging	Number of dual-credit agreements, school board/college joint activities and partnership agreements, the number of participants in HYPE and First Generation programs, number of outreach activities and impacts will be tracked in related departments.
4. Student Services & Supports	Assessment database to track number of students served, seen and outcomes of PASS advising sessions. For example, did the student enter a Foundations program or other program option that was offered?

## French Language College Collaboration

### MYAA Report Back 2008-09

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

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

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

### MYAA Transition Year 2009-10

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

Collaboration Strategy for 2009-10	Brief Description
------------------------------------	-------------------

Not applicable

**College Small, Northern and Rural**

**MYAA Report Back 2008-09**

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

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

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

**MYAA Transition Year 2009-10**

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

SNR Strategy for 2009-10	Brief Description
Not applicable	

**2008-09 Student Access Guarantee**

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

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

If you answered no, please explain.

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

2008-09 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$ 788,949	1,285
Other SAG Expenditure to Supplement OSAP	\$ 779,562	903
<b>Total</b>	<b>\$1,558,511</b>	<b>2,188</b>

Date screen was last updated: 12-07-2009

### 2009-10 Student Access Guarantee

As an extension of the commitments made under the original Multi-Year Agreements, your institution will participate in the Student Access Guarantee (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the [2009-10 Student Access Guarantee Guidelines](#). Please complete the following template to update the strategies and programs that your institution will use in 2009-10 to participate in the Student Access Guarantee initiative.

Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be: a) Provided to those students who apply for institutional financial aid; or b) Automatically issued to students based on their OSAP information	B – Automatically issued once per term institutionally
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.  - Identify any applicable deadlines.  - Identify your communications strategies to inform students of how to apply.	N/A
Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so: a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide	No plan to provide loan assistance.

Describe other financial support programs and strategies that your institution will use to assist students facing financial barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.	See Appendix A attached  Specifically, case by case, students are supported through our Special Hardship Bursaries to respond to emergency situations.
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.	N/A  Students are provided SAG as identified by MTCU

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

<p>Centennial appreciates the opportunity to provide our students with SAG and recognizes the importance of the additional support to ensure our students are financially stable.</p> <p>All SAG has not yet been recorded on BRS due to Summer 2009 SAG bursaries just being prepared for distribution to eligible students.</p>
---

## B. QUALITY

### Quality of the Learning Environment

#### MYAA Report Back 2008-09

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

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Academic quality and relevance	Graduate Satisfaction Rate;	Grad Satisfaction (07-08 79%);	Overall graduate satisfaction rates declined in several GTA colleges with Centennial's decreasing only marginally by 0.6%	Centennial's KPI Committee will continue to focus on increasing awareness of the KPIs, improve the logistics and administration of the survey, and direct energy and resources into areas where KPI results indicate improvement is required.
	Student /Full-time Faculty Ratio;	25.4 SF ratio (07-08 25.3);	As of fall, 2008, Centennial College had a ratio of 26.7 post-secondary domestic and international full-time students to post-secondary full-time faculty.	



	<p># of new programs;</p>	<p>15 new prg (07-08 24)</p>	<p>-----</p> <p>Centennial developed 27 new programs in the last two years. In 2008-09, 12 new programs were introduced and played an important role in increasing first semester enrolment. These programs include:</p> <ul style="list-style-type: none"> <li>• Esthetician</li> <li>• Energy Systems Eng. Technician</li> <li>• Energy Systems Eng. Technology</li> <li>• Bioinformatics for Software Professionals</li> <li>• Advertising Media Management</li> <li>• Event Management – Festival and Conference</li> <li>• Food and Beverage</li> <li>• Cultural &amp; Heritage Tourism</li> <li>• Hotel and Resort Management</li> <li>• Payroll Management</li> <li>• Food Service Worker</li> <li>• Sports Journalism</li> </ul> <p>15 new post secondary programs will be launched in 2009-10 Academic year.</p> <p>-----</p> <p>Global Citizenship from Social Analysis to Social Action is now a core component of Centennial's unique Signature Learning Experience (SLE). The College has integrated the GNED 500 course into all model routes for two and three year diploma programs and fast track programs. Training to prepare teachers to deliver this course was offered three times during the year. A shorter, intensive GNED 500 training session was offered three times to staff, providing a learning opportunity to parallel the student experience.</p>	<p>met. As a result, Centennial College plans to hire seven additional full-time faculty members to support the enrolment growth in 2009-10.</p> <p>The results have exceeded the target of fifteen new programs.</p> <p>The results have exceeded the target.</p> <p>43 staff members took training to deliver the course.</p> <p>30 staff members engaged in their own learning experience that was similar to that of our students.</p>
	<p># w/ SLE</p>	<p>32 prg w/ SLE</p>		



**Ontario**  
**Ministry of Training, Colleges and Universities**

Program choice	New program enrolment	538 new prg enrolment (07-08 496)	In Fall 2008, a total of 537 domestic and 146 international students were enrolled in new programs that were introduced in the past two years. In addition, a total of 103 students were enrolled in the Apprenticeship Co-op Diploma program.	The results have exceeded the target by 145 (27.0%) students in Fall 2008.
Int'l education activity	Int'l student enrolment	949 int'l enrolment (07-08 942)	In 2008-09 international enrolment continued to grow at a remarkable pace. Total international enrolment was 1,177 in Fall 2008. This figure was 235 (24.9%) students higher than the previous year. The consistent increase in international enrolment is in line with the College's strategy for international enrolment growth and is a result of previous strategic investments made in this area.	The results have exceeded the target by 235 (24.9%) students in fall 2008.
Enhance Student Experience	Student satisfaction & OCSES	76.3% satisfaction (07-08 73.3%);  OCSES (07-08 increased part. By 38%)	Centennial's Student Satisfaction rate rose 1.3% over 2008 results with 74.6% of respondents indicating that they are satisfied or very satisfied  -----  Centennial is one of the leading Colleges in terms of student participation in OCSES. The participation rate of OCSES in part 1 increased from 2,234 to 2,431 in 2008, representing an 8.8% increase.	Though Centennial increased the student satisfaction rate, the overall result did not meet expectations. However, we are encouraged by the upward trend. Centennial's KPI Committee will continue to focus on increasing awareness of the KPIs, improve the logistics and administration of the survey, and direct energy and resources into areas where KPI results indicate improvement is required.  The results have exceeded the target.

**MYAA Transition Year 2009-10**

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

Strategy / Program	Brief Description
<b>1. PQAPA Implementation</b>	Centennial College continues to ensure that its academic programs are of the highest quality and meet the occupational needs of industry and other parts of the workforce. Our successful completion of the Program Quality Assurance Process Audit (PQAPA) evaluation last year affirmed that the college has a process in place

	to ensure the quality of its academic programs. In 2009-10, we will follow up on PQAPA recommendations and implementation to achieve academic excellence. The detail of PQAPA recommendations can be accessed through the following URL: <a href="http://www.ocqas.org/pdf/Centennial%20College%202009.pdf">http://www.ocqas.org/pdf/Centennial%20College%202009.pdf</a>
<b>2. Annual and Comprehensive Review Processes</b>	In 2008-09, Centennial implemented an annual program review process that ensures all programs are reviewed based on key growth and quality indices such as application, enrolment, attrition and graduation rates and program delivery measures. These indices allow program chairs, coordinators and deans to properly evaluate program effectiveness and to recommend for comprehensive review any programs that are below the benchmark. Centennial will continue to evaluate comprehensive and annual program review and Program Quality and Growth Matrix results to achieve academic excellence.
<b>3. Enhance the technology usage</b>	In recognition of the significant impact that technology has on student achievement and academic quality, Centennial continues to undertake initiatives to provide students, faculty and staff with the technological resources needed to excel in their respective responsibilities. In 2009-10, the college intends to install smart technology in an additional 15 classrooms.
<b>4. Increase the number of joint degree programs and articulation</b>	A major component of the college's global initiative is to increase the number of joint-degree programs and articulation agreements with overseas institutions. Centennial intends to develop at least three such articulation agreements in the 2009–10 academic year and at the same time ensure that its programs have the necessary support to obtain internationally recognized accreditation.
<b>5. Increase PD opportunities</b>	The College will increase professional development opportunities for faculty members in the 2009–2010 academic year, enabling faculty to enhance their knowledge in their chosen discipline, in teaching skills and pedagogy, and to acquire new knowledge through applied and scholarly research.

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

<b>Strategy / Program</b>	<b>Brief Description of Monitoring and Evaluation of Outcomes</b>
<b>1. .PQAPA Implementation</b>	We are very proud of our recently published results from our 2008 PQAPA evaluation, as required by the Ministry of Training, Colleges and Universities. It indicates that we fully met requirements in all five areas evaluated. Centennial College is one of four provincial colleges, to-date, which has received this rating. The PQAPA Task Force at Centennial has reconvened in order to begin working on implementing the recommendations from the auditors' report and the initiatives identified in our self-study report. The task force will meet throughout the academic year and will carry out tasks relating to the following areas: Quality Assurance; Academic Advising, E-Learning and External Stakeholder Engagement.
<b>2. Annual and Comprehensive Review Processes</b>	We analyze annual and comprehensive program review results to ensure each program's quality and relevance in relation to industry needs, program development and delivery.
<b>3. Enhance the technology usage</b>	Centennial will install smart technology in 15 additional classrooms at Progress campus by January 2010. A college-wide framework and strategies for E-Learning is in development.

4. Increase the number of joint degree programs and articulation	New articulation agreements will be developed to support Centennial students for global workplace.
5. Increase PD opportunities	The PD activities will be measured and analyzed through our internal database records in the Center for Organizational Learning and Teaching to ensure PD activities and participation will be increased in 2009-10 Academic year.

### Student Success: Student Retention Rates

#### MYAA Report Back 2008-09

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

	Proposed 2008-09 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
1 <sup>st</sup> to 2 <sup>nd</sup> Year	70.7% (07-08 71.5%)	73.5%	The target of 70.7% has been exceeded. The retention rate improved by 2.0% from 71.5% to 73.5% in 2008-09.
2 <sup>nd</sup> to 3 <sup>rd</sup> Year	85.7% (07-08 76.7%)	82.9%	The retention rate from 2nd year to 3rd year improved by 6.2% from 76.7% to 82.9% in 2008-09. Centennial continues to implement the retention strategies identified in Retention framework to improve the retention rate to the target.
3 <sup>rd</sup> to 4 <sup>th</sup> Year	n/a (07-08 93.8%)	91.7%	The retention rate from 3rd to 4th year remains high, greater than 90%.

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

Centennial values student retention and is therefore fully committed to student success in line with its strategic objectives. Under the leadership of the Student Life Enhancement Division (SLED), the college will develop a comprehensive retention plan that will focus on the needs of each school, on the diverse demographic population at the college and on the social and academic issues that often affect students' ability to be successful in their programs.

One of the components of the plan to support retention is the enhancement of academic support services with the provision of both staff and peer-led, assistance-oriented learning opportunities for under-represented and at-risk students. The college will increase the number of peer leaders and tutors in the 2009–10 academic year to meet the needs of at-risk students and ensure that the pass rate for math courses increases in 2009–10 academic year. To supplement this effort, Centennial will launch ACE Math, a program designed by the Ministry of Education as a Grade 12 equivalency, for students who do not meet the academic admission requirements of their program and require additional preparation.

The College will continue to provide new immigrants with the essential skills and professional advice and counseling they need to integrate into Canadian society. Centennial College will develop programs to help new immigrants hone their language and interview skills to facilitate their integration into the Canadian workforce. By updating the English for Academic Purposes program curriculum and by developing lower-level ESL courses by Fall 2009, Centennial hopes to provide more entry and exit points and to

accommodate students in need of additional English language preparation.

### **MYAA Transition Year 2009-10**

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

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

Centennial developed a comprehensive retention plan framework in 2008-09. The College is currently reviewing the existing retention plan, criteria and practices and will develop a new retention report integrated with Banner system to identify programs with attrition challenges. Centennial continues to monitor its retention measures in 2009-10.

## **C. ACCOUNTABILITY**

### **MYAA Report Back 2008-09**

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

<http://www.centennialcollege.ca/AboutUs/publications>

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

MYAA 2008-09 Report Back Contact	
Name:	Trish Dryden, Associate Vice President of Research and Corporate Planning Office
Phone:	416- 289 5000 ext:8056
Email:	tdryden@centennialcollege.ca

## **APPENDIX A: Summary of consolidated strategies and programs for 2009-10 Transition Year**

### **Increased Participation of Under-Represented Students**

**Outreach:** targeted outreach activities with local community organizations, joint co-curricular initiatives with local school boards or advertising / marketing activities to improve participation of under-represented groups.

**Bridging & Pathways:** activities to bridge students into PSE (including dual credit programs and related short duration activities, local school-based partnership agreements, academic upgrading and other services) and assisting students' pathways between college and university (i.e. credential assessment, advising for transferred students) or into work placements and co-operative programs.

**Student Services & Supports:** activities including personal and career counselling, academic advising and supports, and cultural programming (i.e. creating space to bring Aboriginal Elders on-site, sponsorship of cultural and heritage events reflecting the student community).

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

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

### **Quality of the Learning Environment**

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

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

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

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

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

## APPENDIX B: Example of extended / consolidated programs and strategies

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

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

### Transition Year 2009-10

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

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