

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

Institution Name:	Centennial
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OVERVIEW

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

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

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

DEADLINE FOR SUBMISSION TO THE MINISTRY

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

CONTACT

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

PART 1: 2009-10 SYSTEM WIDE INDICATORS

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

1) Enrolment – Headcount*

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

- Centennial reported to TCU the total Headcount enrolment in 2009-10 = **9,010**
- Please indicate the **number of students aged 18-24** from the total Headcount enrolment reported by Centennial to the Ministry for 2009-10 = **5974**
- Please indicate the **number of students aged 25+** from the total Headcount enrolment reported by Centennial to the Ministry for 2009-10 = **3036**

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

Centennial had remarkable success and surpassed all its targets in 2009–10. Centennial’s domestic full-time enrolment growth of 10.5% was amongst the highest of all Metro Toronto colleges. International enrolments soared by 71.0% in 2009–10 and reached the highest level within the college system. The Second Career numbers are also among the highest within the college system. Many strategic initiatives that have been implemented over the past few years have helped the college to achieve this outstanding success. Through the Signature Learning Experience, Global Citizenship and Equity, Strategic Enrolment Management and enhanced Academic Program Quality and Review Processes resulting in 31 new programs; Centennial has become the college of choice for our target markets.

Centennial has updated its strategic enrolment management (SEM) plan in order to identify new programs and an optimal program mix based on changing economic factors and industry needs. This will assist the college in developing its academic priorities and new programs, and it will help guide secondary components of the SEM Plan, such as target setting, marketing, recruitment, student transitions and retention. Centennial developed **31 new programs** in the last three years which created 1,031 domestic and international enrolments for these programs in fall 2009.

Some other major initiatives are:

- Centennial further integrated global citizenship and equity (GC&E) within the fabric of the institution. Enrolment in the individual course topped 3400 students, but beyond that we saw GC & E embedded into faculty and staff orientation, and we offered a “Developing Inclusive Leadership” course for employees – the first component of our new Leadership Development Program.
- Centennial focused on its revised program review processes to enhance academic quality and occupational relevance.
- New Ontario articulation partners have been identified and the number of articulation agreements increased this year by 15%. Centennial continues to strengthen and expand the number of joint degrees and articulations with universities, as well as create new Applied Degrees.

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

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

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

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

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

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

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

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of <i>students with disabilities</i> at Centennial who registered with the Office for Students with Disabilities and received support services in 2009-10= <u>1,400</u></p> <p>Please indicate the number of <i>students with disabilities</i> at Centennial who registered with the Office of Students for Disabilities and received support services as a percentage of the total Centennial student population in 2009-10 who were:</p> <p>Full-time = <u>not available</u> Part-time = <u>not available</u> Total (Full-Time + Part-time) = <u>1400</u></p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) <u>1400</u> $\div 9,010$ (Enrolment Headcount from Page 3) x 100 = <u>15.5%</u></p>	<p>Please indicate the total number of First Generation students enrolled at Centennial in 2009-10= <u>4,162</u></p> <p>Please indicate the number of <i>First Generation students</i> enrolled at Centennial as a percentage of the total Centennial student population in 2009-10 who were:</p> <p>Full-time = <u>4,096</u> Part-time = <u>66</u> Total (Full-Time + Part-time) = <u>4,162</u></p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) <u>4,162</u> $\div 9,010$ (Enrolment Headcount from Page 3) x 100 = <u>46%*</u></p> <p>Source: KPI Student Satisfaction Survey 2010</p>	<p>Please indicate the total number of Aboriginal students enrolled at Centennial in 2009-10= <u>18</u></p> <p>Please indicate the number of <i>Aboriginal students</i> enrolled at Centennial as a percentage of the total Centennial student population in 2009-10 who were:</p> <p>Full-time = <u>18</u> Part-time = <u>0</u> Total (Full-Time + Part-time) = <u>18</u></p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) <u>18</u> $\div 9,010$ (Enrolment Headcount from Page 3) x 100 = <u>0.2%*</u></p> <p>Source: KPI Student Satisfaction Survey 2010</p>

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide examples of promising practices that Centennial used in 2009-10 to develop and maintain results for students with disabilities.</p> <p>The S.T.A.R.T. Smart program, launched to support students with learning disabilities prior to going into the classroom, is regularly being evaluated and modified, most significantly this past year, doubling the number of days dedicated to this pre-orientation event from two to four. Indeed, as a measure of its success, the START Smart Program, run by the Centre for Students with Disabilities, is the recipient of the 2010 City of Toronto Access Award to be awarded November 25, 2010.</p> <p>Additional transition and engagement activities for students with disabilities continue to be implemented, namely with the creation of:</p> <ul style="list-style-type: none"> materials/workshops to engage families of students with disabilities (e.g. parent and partner orientation, information materials); 	<p>In the space below, please provide examples of promising practices that Centennial used in 2009-10 to develop and maintain results for First Generation students.</p> <p>The First Gen Project High School Mentoring initiative increased to four High Schools and a total of 80 High School Students. A total of 30 mentors were trained to provide peer mentoring to both Centennial College students and High School students. Other practices include:</p> <ul style="list-style-type: none"> Free Tutoring Social Events and Networking Specialized Workshops Leadership and Career Development Bursaries <p>As a result, self-identified/registered FG students at Centennial were up 71%; participants in workshops up 50%; participants in social events up 35%; and number of mentors for FG students up 40%.</p> <p>Student Financial Services allocated \$174,021 in bursaries for FG, Aboriginal, HYPE and Francophone students in</p>	<p>In the space below, please provide one example of promising practices that Centennial used in 2009-10 to develop and maintain results for <i>Aboriginal students</i>.</p> <p>The Aboriginal Strategy for Access and Participation (ASAP) includes a portal for entry through pathways and foundation classes, coursework culminating in an interdisciplinary diploma or certificate, and an infusion of cultural learning and special support series tailored to student needs. The first cohort of 15 Aboriginal learners were admitted through the portal into a literacy and essential skills program. Curriculum development was initiated for courses ranging from Aboriginal Music to the Aboriginal Financial Managers Program.</p>

<ul style="list-style-type: none">• a web-based “transition portfolio” designed to connect and engage prospective students with disabilities;• workshops for secondary school staff and students with disabilities to assist with the preparation of transitioning to college;• activities designed to engage apprentices with disabilities (intake and assessment, specialized tutoring, Learning Disability (LD) assessments, lending of laptops, etc.).	addition to Ministry funding of \$60,000 for First Generation and \$18,638 for Aboriginal support.	
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3) Compliance with the Student Access Guarantee (SAG) in 2009-10

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

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	709,069	1,173
Other SAG Expenditure to Supplement OSAP	713,458	1,105
TOTAL	1,422,527	2,278

Data as of July 6th, 2010

- Did Centennial meet students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines?
YES: The data noted above as stated is as of July 6, 2010. Centennial has undertaken numerous bursary opportunities for students up to and including the end of August 2010 (TSA Expenditure timeframe) that are not reflected on this report.

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

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

<p>For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.</p> <p>Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.</p>	<p>This is not a change for Centennial - We proudly have been assigning SAG to eligible students automatically since the inception of the SAG program. We will have three major disbursements of SAG. Late enrollers will be handled on an as needed basis as quickly as possible to ensure their funding will have the most advantageous financial impact to their study.</p> <ol style="list-style-type: none"> 1. Fall-Only students will be advised mid October that their SAG bursaries will be available at the end of October. 2. Fall/Winter and Fall/Winter/Summer students will be advised in early December that their SAG bursaries will be available to pick up along with January 2011 loan activity. 3. Summer-Only students will be advised mid June that their SAG bursaries will be available at the end of June.
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs in 2010-11. If so:</p> <ol style="list-style-type: none"> a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide 	<p>No. Currently Centennial has the TSA resources to provide bursary assistance to all our eligible first and second entry program students.</p> <p>Centennial will continue to offer SAG automatically as long as our budget sustains this action.</p>

5) Participation in the Credit Transfer System

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

Survey Years	Total # of Centennial graduates who participated in Graduate Survey (A)	# of Centennial graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of Centennial graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2005-2006	2,562	192	7.5%	42,333	2,716	6.4%
2006-2007	2,544	242	9.5%	44,309	3,449	7.8%
2007-2008	2,182	233	10.7%	44,622	3,510	7.9%
2008-2009	2,138	196	9.2%	43,086	3,145	7.3%
2009-2010	2,333	199	8.5%	40,388	2,725	6.7%

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- Per the College Graduate Outcomes Survey for 2008-2009 and 2009-2010 (based on 2007-08 and 2008-09 graduates), the *percentage* of Centennial students who were satisfied or very satisfied with academic preparation for university was **78.8%**.
- Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the *percentage* of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.
- Please provide any additional comments regarding transition experience either from college to university or college to college.

Transfer opportunities that provide preparation and pathways from college to university are essential.

Centennial College is actively represented in the College University Consortium Council (CUCC) Phase 4 projects to align 3 year diploma programs in Business such as Accounting and Human Resources with the university undergraduate degree level expectations that have been defined by the Council of Ontario Universities. The purpose of this curriculum and learning outcomes matching is to facilitate block transfer agreements for college students to enter university degree level programs with advanced standing and the academic preparation to succeed.

Centennial College has revised its general education guidelines to indicate that other Ontario college system general education courses that have been successfully completed with a grade of 60% will be readily accepted for transfer credit to facilitate students transferring from college to college.

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

- Please provide one or more example in the space provided below of a promising practice that Centennial used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically

Ministry of Training, Colleges and Universities

defined credits or a defined entry point, new or expanded agreements), change to student supports or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight. In addition, Centennial may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

Centennial College has been working in partnership with the University of Toronto at Scarborough since 2006 to offer 5 joint degree programs that involve students to register with UTSC and then attend Centennial College programs offering certificate or diploma credentials as part of the UTSC experience. Successful students graduate with the credentials of both institutions. We are looking to develop further joint programs.

Centennial College is involved in negotiations with York University to increase the recognition of transfer credits for successful completion in our general arts and science programs to facilitate entry and greater advanced standing to college students entering university. Centennial College has also increased its number of articulation partners by 15% over the past year to create new opportunities for degree completion by Centennial College graduates by focusing on Ontario and north eastern American universities.

Centennial College has been a very active participant in the province's School-College-Work Initiative activities as a member of the Regional Planning Team 2 (one of 15 such teams) which represents 8 school boards and 5 colleges in the GTA and Central Region. The programming undertaken includes the offering of dual credits, activity days, on campus visits, and delivery of courses for SHSM (specialized high skills major) programs offered by Ontario secondary schools. These initiatives are designed to give secondary schools a chance to explore college programming and discover post secondary pathways such as college and apprenticeship.

6) Class Size

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

Class Size	Number of Classes	Percentage of Total Classes
Less than 30 students	1,241	61%
30 to 60 students	774	38%
61 to 100 students	25	1%
101 to 250 students	0	
251 or more students	0	
Total	2,040 first year classes	

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

Over the past number of years Centennial has seen tremendous growth in our student population which has put immense pressure on our overall capacity. With a new building under construction and the purchase of an adjacent building, we will soon increase our capacity to expand existing programs and launch new programs.

In the interim we have

- a) modified some class deliveries to utilize smaller time blocks, thereby making use of otherwise unusable open slots,
- b) redesigned a number of classrooms to accommodate larger (and more popular) class sizes.

7) Online Learning

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

Centennial's online environment is following a strategic direction to develop and integrate tools that allow for increased student interaction online as well as self-directed student learning. The College has expanded virtual classroom capabilities through Web 2.0 tools such as wikis, blogs, and journals. This will support development of online practices that are consistent with Centennial's adoption of online portfolios. As well, the increased capabilities of virtual classrooms will support the growth of distance education and international activities by enhancing our ability to work with students from abroad by providing online access to curriculum, faculty and guest lecturers.

8) International

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

- Centennial reported to TCU that International Enrolment* in 2009-10 = **1,685 in fall 2009**. **International Student FTE Enrolment for Summer, Fall & Winter 2009-10 was 4,805**

- In 2009-10, Centennial reported to TCU the following top 3 source countries for international students:
 1. **India**
 2. **China**
 3. **South Korea**

- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences Centennial had in 2009-10:
 - Outbound students = 8 students to Dominican Republic, 7 paramedic students to Liverpool.
 - Inbound students = 626

- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at Centennial in 2009-10 = **\$25,712,000**

- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that Centennial had outside of Canada in 2009-10 = **\$8,061,000**

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- Please list in the table below all For Credit, Stand-Alone campuses Centennial operated **abroad** in 2009-10, including city, country and total enrolment for each campus:

Campus Name	City/Municipality	Country	Total Enrolment
Picasso Animation College Centennial Joint Venture	New Delhi, Hyderabad, Noida	India	50 FTE
Centennial Vinayaka International Business	Chennai	India	15
Monarch Hospitality and Tourism	Ooty	India	13
Tianfu College of Southwestern University of Finance and Economics (SWUFE) - Business	Chengdu	China	20
Shanghai Pharmaceutical School – Pharmacy Technician	Shanghai	China	30
Shanxi Experimental Secondary School – Business	Taiyuan	China	30
Harbin Normal University - Animation	Harbin	China	25
Chongqing Medical University – Practical Nursing	Chongqing	China	10
Jiangsu Education Services for International Exchange (JESIE) – Teachers and Administration training	Nanjing	China	186
Jiangsu International Foundation for Education Excellence(JIFEE) – “Top-Up program” in Engineering, Business and Finance	Nanning, Wuxi, Huai’an, Changzhuo, Suzhuo	China	80

Note 1: Centennial does not directly operate these campuses but have articulation agreements with the International Schools.

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

Centennial internationalized the Signature Learning Experience promoting Global Citizenship, Social Justice and Equity through establishing an international service experience. Eight students were selected through established criteria; one from each academic school. The group prepared workshops reviewed by their respective faculty to be delivered in the Dominican Republic through an NGO group working with parents and children in an effort to reduce poverty. A blog of the activity on the Centennial website was established to multiply the awareness to the Centennial community and friends. It was a life-changing event for all involved. Also, two participants of the Dominican Republic International Service Trip recently had an Art Exhibit at the CCC Campus Gallery featuring their International Service Trip through photography. Student Government decided to establish a Student Club to promote international student service and the College has established an endowment to promote funding for international student mobility and international social service activity.

Centennial established offices in Turkey, Panama, and Mexico expanding their existing presence offshore. Offices were already operative in China, India and Dubai. Offices were established to provide service to agents and international students and to identify and develop recruitment and offshore initiatives. These offices have provided on-the-ground branding of Centennial College and continuous promotion of Centennial's Canadian Education opportunities. There has been a direct increase in the application pool.

Centennial had the highest number of international students in the Ontario system with a significant growth over the previous year. While the indicators of success were numerous, one of the significant initiatives included participation in the SPP (Student Partnership Program) initiated by ACCC and CIC to improve the student permit visa approval in India. Centennial established processes to support the initiative and improved their own rate for India visa approvals from 27% to 87%. Also, Centennial has introduced an international work visa advisor service. International students are assisted in their applications for off-campus and graduate work visas. Workshops are provided to help them with workplace English and job search techniques.

9) Supply Chain Compliance

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

- Please confirm that in 2009-10 Centennial adopted the Government of Ontario's Supply Chain Code of Ethics: **YES**
- Please confirm that in 2009-10 Centennial adopted or is in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures:
YES - all have been included in revised policies approved by the Board of Governors April 14, 2010
- In 2009-10 did Centennial participate in the Ontario Education Collaborative Marketplace (OECM)?:
YES - MFD contract with Xerox Stationary (virgin paper) supplies contract with Xerox
- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: Both the contacts were signed after March 31st, 2010.

MFD contract came into effect on August 1st 2010 and our first billing will start on September 1st, 2010. This will be a partial billing because not all MFDs have been deployed. Full deployment will be completed towards the latter part of the year. Approximate annual billing will be around \$600 thousand, representing a saving of approximately \$200K.

The annual billing for the Xerox stationary supplies contract will be \$114 thousand.

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

Centennial College financial policies and procedures for the “Acquisition of goods and Services” were revised in the year and approved by the College’s Board of Governors on April 14th. The revised Procurement policies and the Travel, Meal and Hospitality expense policy strictly adheres to the related standards found in the current supply chain guidelines and Ministry policies and procedures.

Centennial established a new contract database and strives to maintain a contract on file for every vendor/consultant working with the College. This database is referenced regularly prior to invoice payment.

Centennial has recently implemented a process where a purchase order is issued for all purchases above \$3,000. This ensures that the College’s procurement policies and signing authority levels are strictly adhered to by total annual contract value.

10) Space Utilization

- In 2009-10, did Centennial have a Space Utilization planning process in place to assess and optimize academic space utilization?
YES – Under development
- If yes, please indicate in the space below the methodology used to inform Centennial's academic space utilization planning process:

For long term space planning, Centennial has contracted ECS (Educational Consulting Services), a consulting firm specializing in educational institution space planning to review and provide recommendations on current and future use of campus space. Working in conjunction with the academic leadership and with the College space planning committee, ECS is developing a master space plan for effective growth and delivery of programs. The draft report was issued September 2010.

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

In the interim, utilization is driven by the needs of individual program areas. With high demand for both classroom and lab space, Centennial has had to take dramatic steps to meet the needs of its student community, such as:

- a) moving some course sections to evening / weekend timeslots;
- b) moving the location of specific programs to campuses where additional space was available;
- c) created open access computer space in common areas to replace the original open access labs now being used for scheduled labs.
- d) renting classroom spaces from TDSB

11) Student Satisfaction

- Per the KPI results reported in 2009-10 the student satisfaction rate at Centennial for *KPI Question #14* “Overall, your program is giving you knowledge and skills that will be useful in your future career” = **82.5%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at Centennial for *KPI Question #26* “The overall quality of the learning experiences in this program” = **72.6%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at Centennial for *KPI Question #44* “The overall quality of the facilities/resources in the college” = **56.9%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at Centennial for *KPI Question #45* “The overall quality of the services in the college” = **55.2%**

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

A number of initiatives have been implemented at Centennial College that are focused on making a positive impact on student satisfaction over the next several years. A KPI Steering Committee was established at Centennial a few years ago to help identify important student satisfaction initiatives and to manage and monitor them. The following are specific examples of initiatives undertaken in the last year that relate to student satisfaction with college programs and college services, facilities and resources.

Academic Initiatives

Student Orientation: Centennial Welcomes is a revamped student orientation offered during the last academic year which integrates academic and service orientations and provides a richer service to students in a singular event. This approach helps solidify connections for new students to their programs, college services, faculty, and to other students.

Student Feedback: An electronic-based student course evaluation has been implemented in the School of Community and Health Studies, the School of Advancement, and the School of Business. The tool ensures student confidentiality and provides teachers with a fully summarized student feedback report. The course evaluation has obtained increasing participation rates amongst full-time and part-time teachers and it provides teachers with meaningful student feedback to enhance the learning experience.

Professional Development: Centennial's Centre for Organizational Learning & Teaching developed and offered a series of workshops, seminars, presentations, and coaching sessions for faculty that explored student perceptions, expectations, and learning needs, which were informed by KPI Student Satisfaction data in addition to other resources.

Service, Facilities & Resource Initiatives

College Services: An automated ticketing system Q-Matic was implemented for the 2009-2010 academic year to streamline student services, reduce line-ups and monitor service delivery at all campuses. New mentoring programs were developed and implemented to support Centennial's growing and diverse student population. Also, vending services and menu selections in cafeterias were expanded to meet the dietary needs and preferences of our growing and diverse student population.

College Facilities: Significant renovations and technology upgrades were completed at Centennial for the 2009-2010 academic year, which included improved lighting in parking lots, on pathways and other campus grounds. Security phones were installed in all classrooms and additional security phones were added to corridors and exterior locations. Improvements were also made to public spaces, including additional seating on campuses, repainted stairways and new flooring.

College Resources: Technology upgrades were made at all campuses, including more outlets for laptops and the replacement of more than 1,000 monitors with LCD monitors in all computer labs. Many new technology-enabled Smart classrooms and labs were added to enhance the teaching and learning experience, and course content was made available on Blackboard via the internet. Group study and quiet study areas have been improved to enhance the student experience.

12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at Centennial = **59.3%**
- Please provide one or more example in the space provided below of a promising practice that Centennial used during 2009-10 related to the achievement of the graduation rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Student Advising: The School of Business has piloted On-the-Spot Program Advising. This pilot differentiates between routine program advising and academic/career (higher level) advising and shifts the delivery of routine advising to a team of non-academic program advisors. This new process allowed the School to improve service levels to students by offering them on-the-spot advice and helped them save valuable faculty/coordinator time to allow them to concentrate on progressive program aspects. A second part-time advisor was added to the project during the 2009-2010 academic year.

Retention Framework: The Centennial College Retention Framework was officially launched in 2010 and will be implemented over the next two years through the Retention Task Force. As part of the framework, a Retention Data Tool has been devised through the Centennial's Banner system, which will allow senior academic managers to build a picture of attrition and persistence within their respective schools that will help establish appropriate retention strategies and to track outcomes based on data. The Retention Data Tool will help drive evidence-informed practices and provide clear information about the cost of attrition.

Student Counselling: The Counselling Team offered a series of workshops to students throughout the year in a variety of areas, including improving memory/concentration, studying and note taking, time management and stress management.

Disabilities Services: The Centre for Students with Disabilities established a range of platforms to support student success in academic schools, including initial assessments and advising, development of student success plans, learning strategies and accommodations, advising and workshops.

Student Bursaries: Student Financial Services allocated \$174,021 for dedicated bursaries for Aboriginal, First Generation and Francophone students, as well as Helping Youth Pursue Education (HYPE) program students. Also, International Education established an endowment fund of \$372,000 for scholarships to support domestic students in experiences abroad and international students at Centennial.

13) Graduate Employment Rate

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at Centennial = **77.3%**
- Please provide one or more example in the space provided below of a promising practice that Centennial used during 2009-10 related to the achievement of the graduate employment rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Annual Program Review: Centennial's Annual and Comprehensive Program Review processes help identify the currency of program curriculum and any needed changes or updates that help ensure graduates have highly marketable skills for the competitive GTA job market.

New Program Development: Market research tools were updated and processes revised during the academic year in order to gain greater insight about employment prospects for graduates of proposed new postsecondary programs. In addition, new program proposal templates were revised, which include changes that strongly encourage incorporation of co-op work terms, field or clinical placements in all new one-year certificate and two- and three-year diploma programs. In addition to providing students with positive educational experiences within the industry, these opportunities provide valuable connections with industry that can increase the likelihood of employment after graduation.

Employment Services: The Co-operative Education & Employment Resources Department provided a number of employment support services to graduating students and graduates, including over 800 individual appointments focusing on resume building, job search strategies and interview preparation, 60 resume and job search workshops conducted with over 1,200 students and graduates, and organized 11 program-targeted career fairs and networking events attended by a total of 115 employers and over 700 students and graduates. The Department also manages online employment resources and over 1,300 online job postings annually.

14) Student Retention Rates

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

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1 st to 2 nd Year	70.7%	73.5%	76.2%
2 nd to 3 rd Year	85.7%	82.9%	90.1%
3 rd to 4 th Year	n/a	91.7%	95.2%

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

Centennial College used the following methodology to calculate retention rates:

- 1st to 2nd Year: We first identified the number of full-time students who were in the first year of two, three and four-year programs in the 2008-09 Academic year. From this specific cohort, we find out the number of students who are still studying in the College in 2009-10 Academic year.
- 2nd to 3rd Year: We first identified the number of full-time students who were in the second year of three and four-year programs in the 2008-09 Academic year. From this specific cohort, we find out number of students who are still studying in the College in the 2009-10 Academic year.
- 3rd to 4th Year: We first identified the number of full-time students who were in the third year of their four-year program in the 2008-09 Academic year. From this specific cohort, we find out the number of students who are still studying in the College in the 2009-10 Academic year.

Ministry of Training, Colleges and Universities

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

A Retention Task Force was created to implement the Retention Framework and Action Plan. A Centennial College Retention Framework was developed and underwent broad consultation last year. The CC Retention Framework was officially launched in Spring 2010 and will be implemented over the next two years through the Retention Task Force. The Task Force is collaboratively chaired by the Dean of Students, the AVP Research and Corporate Planning and the AVP Academic Excellence.

Informing the plan and more importantly, individual School retention strategies, will be the roll out of a Retention Data Tool devised by the Banner system team that allows School Deans and faculty managers to build a picture within their respective schools regarding attrition rates and patterns, in order to help determine appropriate, targeted strategies and to track outcomes based on actual data. The Retention Data Tool also gives us clear information on the cost of attrition and will help drive evidence informed practices.

The first roll-out of the revamped orientation activity for new students (*Centennial Welcomes*) was launched with the 2010 Winter intake of students. The approach integrates academic and service orientations, home and overseas students, and provides a richer service to students in a singular event that helps solidify new students' connections to the College, the services, their program, their faculty, and to each other. *Centennial Welcomes* represents the start of the First Year Experience, which will continue to be developed in the coming year in conjunction with the newly formed Retention Task Force. 98% of the Winter Orientation participants agreed that the event was well organized and would recommend it to other first year students.

The School of Community and Health Studies (SCHS) in conjunction with the Dean of Students launched a series of free pre-orientation workshops (five in total) referred to as "Connecting-Achieving-Succeeding" - Student Success Workshops. The workshops were intended to strengthen academic preparedness, heighten confidence, facilitate transition into College life and nurture a student's sense of connectedness with the institution and with each other. Initial data analysis suggests that there is a positive correlation between those who attended the course and subsequent success/retention rates and the program is being extended to other areas of the School of Community and Health Studies.

15) Quality of the Learning Environment

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

Centennial College has continued to implement the institutional model of the learning-centered college. We continually emphasize “learning for all” in the development opportunities and offerings for our faculty, administration and support staff, and have incrementally increased participation in professional development activities each year since 2005.

The focus of our efforts to enhance the quality of the learning environment in the past year have centered on in-depth review of KPI results with staff and faculty in each school, and with the leadership of service areas.

We have developed a college-wide retention framework that is in its first stages of roll-out. We have assessed all of the points of intersection to provide student advising and produced a number of tools in the form of scripts, pathways documents and training sessions to make advisors aware of college policies, processes and programs to meet individualized student needs.

We have created targeted professional development for program coordinators to improve communication about college policies, processes and programs that will affect the learning environment. We have strengthened new faculty orientation and probationary period training, extended initial orientation training to contract faculty.

We have increased support to school staff and faculty for the development of new programs, major program modification or programs under comprehensive review, providing guidance and advice for learning outcomes, instructional strategies, assessment and evaluation practices and classroom management.

PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES

• **Increased Participation of Under-Represented Students — Programs/Strategies**

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

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>Academic Programming: 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"> • Community Services and Child Studies Foundations- Ashtonbee Campus • Technology Foundations – Morningside Campus • Technology Foundations – Progress Campus • Hospitality Foundations – Progress Campus 	<p>Centennial successfully launched four new foundation programs in the 2009-10 Academic years. A total of 158 domestic and international students enrolled into these four foundation programs in the winter 2010 semester.</p>
<p>Building Capacity: Develop tools to analyze underrepresentation of visible minorities within Centennial and identify barriers affecting both employment and educational opportunities for target groups. Staff training will also be developed and delivered to increase awareness of underrepresentation within the College and develop departmental-level plans for recruitment and professional development.</p>	<p>Tools developed and implemented as "It's Who We Are" survey which was completed in April 2010. Analysis has been conducted to support planning and staff training will be conducted during Fall 2010 to increase awareness and support departmental-level plans.</p>
<p>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)</p>	<p>In collaboration with the Toronto District School Board (TDSB) and the York District School Board and York Catholic District School Board (YDSB/YCDSB)</p>

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.

Centennial College hosted Career Exploration Days at our four campuses for Grade 7 and 8 students.

Students chosen (through written submissions) by the School Boards to attend participated in hands-on workshops in the career fields of Health Sciences, Community Services, Business, Hospitality and Transportation.

Attendance over the two days saw 328 students participating in workshops and real-world activities relating to several popular careers graduates of Centennial programs fulfill.

This hands-on experience paves the way to college and plants the seed of post-secondary education early on. It encourages high school students to begin to focus on academic choices that will lead them to their career of choice through College learning.

In collaboration with TDSB and TCDSB, we hosted conferences for high school students in March, May and June 2010:

At the Creative Careers Conference at CCC on March 9 and June 1, 81 grade 11 students and 5 high school teachers participated in hands-on workshops in figure drawing, animation, film and broadcasting and journalism as well as heard about careers in arts fields.

24 SCAS students visited the Progress campus on March 9 for an overview of Centennial College and then 3 different programs, selected by SCAS.

Environment Conference at Morningside campus on May 18 informed 25 students and 2 high school

	<p>teachers about career opportunities in the developing Environmental sector.</p> <p>62 high school students and 4 teachers attended the Careers in ICT Conference at Morningside campus on May 20. The keynote speaker outlined career opportunities that are anticipated in the next 10 years and then the students participated in hands-on workshops: develop a simple game and create a cell phone interface for a smart phone.</p> <p>Hospitality Visits on May 3 and June 4 were attended by 25 students and 2 teachers. There was a tour of the facility, 2 hands-on workshops and a presentation about careers in hospitality and tourism.</p> <p>240 students and 13 teachers from TDSB, TCDSB, YRDSB, YCDSB, and SCDSB visited Ashtonbee campus over 6 days for a sampler of the specialities offered in the School of Transportation.</p> <p>Centennial College delivered 5 dual credit courses to 95 students at 3 campuses and the OYAP level 1 Auto Service Technician apprenticeship program to 70 students at the Ashtonbee campus.</p>
<p>Student Services & Supports: 3 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.</p>	<p>New PASS advisors provided effective advising support to deal with increased student enrolment during the last academic year, which included increased need from Internationally Trained Immigrants (ITIs), Second Career and other under-represented groups.</p> <p>PASS advisor training was also conducted during the</p>

	<p>year with other assessment and advising staff to increase the advising capacity at the Assessment Centre and to embed the work of the contract Advisors. Once embedded, the contract advising work was terminated.</p>
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- **Small, Northern and Rural (SNR)**

As part of its 2008-09 Report Back Centennial was asked to describe how it would continue to build on its existing SNR strategy in 2009-10. Please identify the achieved results of these strategies for 2009-10.

Description of Transition Year SNR Strategy for 2009-10 (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
Not applicable	

- **Quality of the Learning Environment**

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

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>PQAPA: 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</p>	<p>Centennial College completed and submitted our final report to OCQAS, outlining the actions taken to meet the recommendations of the auditors.</p>

<p>Annual and Comprehensive Review Processes: 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.</p>	<p>Our Annual Review process has been streamlined to enable more timely and effective data captured by program. Action plans are submitted for each program following analysis of the data. Annual Program Review results are used to identify programs that should undertake Comprehensive Review in advance of its regular 5-year comprehensive review schedule.</p>
<p>Enhance the technology usage: In 2009-10, the college intends to install smart technology in an additional 15 classrooms.</p>	<p>The College installed smart technology including projection, sound, and instructor podiums in 20 standard classrooms, 1 communications lab, and two automotive labs. As well, upgrades including screens, amplifiers, inputs, and AV switchers were performed on 18 additional classrooms.</p>
<p>Increase the number of joint-degree programs and articulation: intends to develop at least 3 international articulation agreements in the 2009–10 academic year and ensure that its programs have the necessary support to obtain internationally recognized accreditation.</p>	<p>We have met and exceeded the goal for acquiring new international articulation partners, and are confident that our partners bear formal recognition accepted internationally.</p>
<p>Increase PD opportunities: 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.</p>	<p>There was a 10% increase in the overall number of sessions (workshops, presentations, courses, and events) that were offered through COLT during the 2009-2010 academic year. Additionally, we saw greater participation levels as well when compared to the previous academic year.</p> <p>All three of our large institutional events saw on average a 13.5% increase in attendance. Participation at Centennial Day went from 495 participants to 568; Centennial Learns</p>

Ministry of Training, Colleges and Universities

grew from 246 participants to 281; the Support Staff Appreciation event had 98 participants, up by 10 from the previous year.

With respect to PD opportunities (in the form of workshops, presentations, learning modules) faculty members were able to participate in a range of offerings that included:

- orientation sessions (new faculty, contract faculty, and workplace)
- webinar series on retention as well as one on social justice
- content focused sessions (“GNED 500 Training”, “Introduction to Global Citizenship & Equity”, “Leading without authority”, “Assessment”, “Factors impacting student engagement”, and “Technology Integration”)
- assistance with academic writing (including conference proposals, reflective narratives, and publishing)
- invited speakers for events like Centennial Day, Centennial Learns, and Faculty Fest

Professional development for faculty was also financially supported through registration at Centennial’s Applied Research Symposium and through participation at a number of regional, national, and international conferences. For those professors on PD Leave, support in the form of a designated Research Coach was also made available for the first time.

Apart from the annual events and programs (e.g. Centennial Learns, Centennial Day, Wicken Awards Night, etc.) some new initiatives were begun this year to further support and expand the scholarship of teaching and learning. These

included: Faculty Fest (focusing on aspects of teaching and learning), PD for Program Coordinators (focusing on both the content and processes of their role), and Retention Webinar Series (focusing on the role of faculty in student retention).

Finally, COLT utilized cohort learning frameworks in the design and delivery of a number of initiatives (e.g. orientations, leadership development, program coordinator's PD, GC & E embedding, and curriculum review processes) to foster collaboration and communities of practice. This facilitated greater opportunities to share and build capacity across the institute.