

Ministry of Training,
Colleges and Universities

Postsecondary Education
Division

Colleges Branch
900 Bay Street
9th Floor, Mowat Block
Toronto ON M7A 1L2
Tel (416) 325-1815
Fax (416) 325-2245
e-mail: Shamira.Madhany@ontario.ca

Ministère de la Formation
et des Collèges et Universités

Division de l'éducation
postsecondaire

Direction des collèges
900, rue Bay
9e étage, édifice Mowat
Toronto ON M7A 1L2
Tél (416) 325-1815
Télééc (416) 325-2245
Internet: Shamira.Madhany@ontario.ca



MEMORANDUM TO: Ann Buller, Président
Centennial College

COPY TO: ACAATO

FROM: Shamira Madhany

SUBJECT: Multi-Year Agreement

DATE: February 9, 2007

I am pleased to attach a copy of your 2006-07 Multi-Year Agreement (MYA) signed-back by the Minister. I would like to thank you and your staff for your prompt response during the submission and signing process of the Multi-Year Agreement.

As with the Interim Accountability Agreements, it is expected that each college will report on its MYA commitments through its annual report and that its business plan will reflect those goals and objectives still to be attained. The due dates for these documents remain as follows:

- business plans are due by June 30 of each year;
- audited financial statements are due by June 30 of each year;
- annual reports are due by July 31 of each year, although they may be submitted earlier along with your business plan and audited financial statements by June 30.

As you know, all accountability documents (including your MYA) are public documents and colleges are expected to make them available on the college web site and to allow people who do not have Internet access to obtain a copy at no cost. If you would like further clarification, please refer to the relevant operating procedure for details (available at <http://caat.edu.gov.on.ca>; username: ; password:).

If we can be of assistance, please feel free to contact either myself at 416-325-1815 (email shamira.madhany@ontario.ca) or Marika McKetton, Manager of the Governance and Accountability Unit, at 416-325-4081 (email marika.mcketton@ontario.ca).

Thank you.

A handwritten signature in black ink, appearing to read "Shamira Madhany".

Shamira Madhany
Director

- Report on each of your institution's commitments relating to the 2005-06 Interim Accountability Agreement in your Annual Report due July 31, 2006;
- Participate in an annual review of the Multi-Year Action Plan as outlined in **Appendix B**;
- Continue all other reporting requirements, linked to transfer payments and grants, in addition to any revised or new reporting requirements related to Francophone students and the Access and Opportunity Fund
- Provide HEQCO with the assistance needed to determine the best way to measure performance and ensure the accountability of colleges and universities;
- Sign and implement this Multi-Year Agreement with the understanding that it will be reviewed annually in partnership with the government to determine whether any revisions are needed pursuant to the advice and input of HEQCO or to reflect maturing consensus on how to measure and encourage quality and access; and
- Post the MYA on your institution's website.

Please Note: The release of the full amount of your 2006-07 funding is conditional on the Ministry approving your completed Multi-Year Action Plan. Please complete and submit this Action Plan to the Ministry by September 29, 2006.

For the subsequent years - 2007-08 and 2008-09 – the release of the full amount of your college's allocation will be conditional on the successful completion of the annual review of the Multi-Year Action Plan.

Signature of President and Board Chair

Board Chair

Date: 5 OCT 2006

President

Date: 6 OCT 2006

Signature of Minister

Date: 01/12/07

Appendix B: Multi-Year Action Plan for Centennial College

The Ministry recognizes and appreciates that each institution has its own unique mission and objectives in the postsecondary education system.

The purpose of this Multi-Year Action Plan is to provide an outline of how each institution will use their total operating budget, including multi-year funding allocations from the government and increased tuition revenues, to develop and strengthen its unique mission and objectives while contributing to the achievement of the Reaching Higher goals and results for access, quality and accountability identified in Appendix A of the MYA.

This Action Plan will set out your institution's specific commitments for multi-year strategies, performance indicators and results designed to achieve the system-wide goals and results for access, quality and accountability, developed in consultation with faculty, staff and students.

The release of the full amount of your 2006-07 funding is conditional on the ministry approving your completed Multi-Year Action Plan. Thereafter, the ministry will review your Action Plan annually to discuss progress made on the commitments outlined in your Action Plan.

The release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on your institution confirming that it is on track for meeting its commitments, or the approval of an improvement plan by the ministry.

This annual review will also allow for revisions needed to accommodate the input and advice of institutions and the Higher Education Quality Council of Ontario (HEQCO) with respect to the best way to measure performance and ensure the accountability of colleges and universities.

College Specific Mission and Objectives

Your college's mission or objectives are identified in your strategic and business plans. Please confirm that these are still current or note any modifications in the box provided. This may relate to your programming priorities, institutional culture, or student profile:

Centennial's mission, vision and strategic goals are presented in the Centennial College Strategic Plan 2006/07-2008/09 document submitted to the Ministry on June 30, 2006.

Our mission is, “educating students for career success”.

Our vision is, “transforming lives and communities through learning”.

Our strategic goals are to:

- Introduce the Signature Learning Experience¹
- Enhance academic quality and occupational relevance
- Increase program choice and availability
- Prepare Centennial students for the global work place
- Improve student success
- Provide opportunities for new immigrants to progress through college programs and enter the labour market
- Help relieve financial strain on students
- Enhance the student experience
- Develop a workplace that is inclusive and operates in an atmosphere of mutual respect and trust
- Increase organizational capability through people development and empowerment
- Improve accountability within the college
- Strengthen partnerships
- Ensure strong recognition of Centennial College
- Increase use of information analysis and planning in decision making
- Create additional revenue
- Achieve an annual balanced budget while safeguarding teaching learning imperatives

¹ The Signature Learning Experience (SLE) is a unique learning experience that will distinguish Centennial graduates in the workplace in Ontario, Canada and the world by developing their diversity competencies and global experience.

A. ACCESS

Increased Enrolment

As outlined in Section 2.1 of the MYA, your institution will report on institutional enrolment growth in keeping with established protocols or as required by the ministry thereby contributing to the sector targets established by government. The ministry will use these reports to ensure that the system is on track to meet its commitment to increase college and university full-time enrolment.

Increased Participation of Under-Represented Students

The ministry is committed to working with institutions and Higher Education Quality Council of Ontario to develop a system measure that will track the participation of mature and under-represented students in a manner that is sensitive to privacy concerns.

This Multi-Year Action Plan will be revised to incorporate this measure and the accountability mechanisms which will be used to ensure that the system is increasing the participation of under-represented students and is affordable and accessible across Ontario including northern and remote, rural and urban areas.

To inform this process, please provide any measurement methodologies your institution currently uses to track the participation of these students, and in particular, any measures to find and track those who are the first in their family to attend postsecondary education (including “at risk” and low income students):

In keeping with our College’s specific vision we broaden the definition of under-represented students to include the students who belong to the following groups:

- Aboriginal students
- First generation students
- Students with disabilities
- Single parent students
- Internationally trained immigrants
- Students from “at risk” communities or low income families
- Mature students

Located in urban Scarborough community, a large number of our students come from immigrant families, low income families and from communities “at risk”. The majority of “neighbourhoods at risk” identified in the United Way of Greater Toronto’s “Poverty by Postal Code” report lie within our catchment area.

We are proud that a majority of our students come from the above mentioned groups. We believe that we have a special responsibility to the people of Ontario to ensure that communities have both access to college education and opportunities to succeed once enrolled. However, serving our students creates special challenges – challenges that require:

- Specialized career advising and counselling services
- Proper assessment of English proficiency and correct remedy

- Special support to the faculty who teach ESL students
- Specialized job search and interview training for the internationally trained immigrants to assist them to access employment despite discrimination against ESL students and new immigrants.

By committing to access and quality in tandem with growth, we believe that the Government of Ontario recognizes that the challenges associated with access require special sources of funding. Centennial greatly appreciates the funding program created for First Generation Students. We trust that these programs will continue and expand to include other underrepresented groups.

We also urge the Government of Ontario to consider a permanent special funding scheme to address the unique needs of urban colleges. The extraordinary diversity in language, ethnicity and religion, combined with the pressures of a community with more guns, more drugs, more violence and more gangs cannot be overlooked. Our City is reflected within our walls. Our curriculum and security issues are radically different from many of our sister colleges.

We currently use the following methodologies for tracking the participation of under-represented students:

Aboriginal Students: The percentage of students who identify their selves as Aboriginal (Student Satisfaction Survey, college specific question)

First Generation Students: Percentage of students whose any of parents or siblings are not at least College or CEGEP graduate (First Generation Students Survey question).

Student with Disabilities: Based on self identification

Single Parent Students: Based on self identification

Internationally Trained Individuals: The number of students who have credentials from outside Canada (enrolment records). The percentage of students who were born outside Canada, and who have lived in Canada shorter than 5 years (Student Satisfaction Survey-college specific question).

Students from “at risk” communities or from low income families: Number of students who reside in certain postal code areas (enrolment records). Number of students who use OSAP loans, and bursaries (Financial Aid records). Percentage of students who work while attending Centennial (Student Satisfaction Survey-college specific question).

Mature Students: Number of students over 21 years old (enrolment records).

Please provide a description of your institution’s strategies and programs that will support the increased participation of aboriginal, first generation, and students with disabilities, as appropriate to your institution’s unique focus. Colleges should use this box to input any strategies and programs that they may have with respect to mature students:

Aboriginal Students

Centennial College does not have a significant aboriginal student population at present. However we continuously explore opportunities to expand our outreach to this community. We have entered into a partnership with the York Region District School Board to address the needs of Alternative Education students, many of whom have been identified as coming from the aboriginal community in Sutton/Georgina. We recently developed an action plan that includes the following major milestones:

- Identify a baseline of the number of aboriginal students we serve
- Identify aboriginal communities in our immediate neighbourhood and in the GTA
- Establish connection with the designated groups through our newly formed Institute for Cultural Studies, community and secondary board partnerships
- Understand and document their educational needs and special interests
- Develop strategies to attract aboriginal students to college education
- Create a special bursary fund for aboriginal students to help relieve financial barriers
- With additional funding, create a specialized advisement service for aboriginal students
- Develop and implement specialized success strategies for aboriginal students
- Keep records of the admitted and graduated students. Through data based information, create a success indicator for measuring progress
- Create a best practice by documenting the process from beginning to end.

The speed of the implementation will depend on funding availability. Centennial College will do its best to allocate funding for this plan among the other pressing needs. Needless to say, any directed special support from the government will greatly contribute to the achievement of the expected results.

Mature Students

Many of our “at risk” and internationally trained students are mature students. Therefore our initiatives targeting to address the needs of “at risk” and internationally trained students will also satisfy the needs of our mature students.

General Strategies for Under-represented Students

Included in the Strategic Plan and 2006-07 Business Plan, the following strategies and programs were identified for addressing the special needs of our under-represented students:

Strategic Goal: Improve Student Success

1. Centralized advisement centre to provide early advisement services, specifically targeting new students and designated groups such as First Generation Students and Internationally-trained Immigrants. Centennial

College operates from a shared advising model, where a central unit provides a general, holistic advising service for students, while more specialized departments retain their responsibility to advise the same student on specific matters, such as academic programming details. The Advisement Centre provides services to community members at all phases of the college process, including prospective applicants, applicants, and students. The advisement service also includes Open House events specifically providing information relevant to the barriers and experiences encountered by Internationally-trained Immigrants.

2. Develop customized plans to help students with learning disabilities achieve more success in their English classes. With the assistance of a learning strategist, strategies to assist students with a learning disability who identify themselves to their English teachers will be developed. Examples of interventions include the provision of a note taker, the use of special equipment or assistive devices and giving students more time and a quiet place in which to write their tests and examinations. The strategies will be compiled and systemized support will be provided in English classrooms. The number of students who self-disclose will be documented, and the success rate of these students in their English classes will be monitored. In the future, an indicator of success will be created in order to study the success of this initiative on a long term basis.
3. Implement web-based language learning technology for ESL learners
4. Enhance the delivery of services to students at risk through tutoring and mentoring, special remedial courses and peer support system

Strategic Goal: Strengthen Community Partnerships

1. Continue to offer free summer training to the “at risk” students from Malvern, Kingston and Galloway communities.
2. Implement a First Generation Students pilot project in collaboration with secondary schools in Scarborough
3. Collaborate with high schools to direct those students who do not plan to participate in post-secondary education toward a college education

Strategic Goal: Provide opportunities for new immigrants

1. Implement web-based language learning technology for ESL Learners
2. Provide special career advisement services to internationally trained new immigrants
3. Develop occupation-specific language curriculum in Business and Community and Health Studies Programs
4. Targeted supports and services to remove barriers to post-secondary education for low income students

In the table below, identify the institution specific performance indicators you have developed to confirm that these strategies and programs will achieve their intended objectives. This may include the indicator(s) you have identified above. Please provide at least one indicator per strategy / program.

Performance Indicators

Strategy / Program	Indicator
Improve Student Success	<ul style="list-style-type: none"> • Number of students who receive advisement services per year
Strengthen Community Partnerships	<ul style="list-style-type: none"> • Number of students who graduate from Community at risk programs per year • Percentage of First Generation Students enrolled in academic programs
Provide Opportunities for New Immigrants A “front door” approach whereby students with international credentials can access comprehensive information.	<ul style="list-style-type: none"> • Number of Internationally-trained Immigrants (ITIs) who receive advisement services per year. • Number of “Fast Track” programs • Graduate employment rate among the internationally trained immigrants • Success rate of students with learning disabilities in English courses

Pursuant to these indicators, please outline your institution specific quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

Multi-Year Results

Year	Indicator	Result
2006-07	• Number of students receiving advisement services	1,650 (16.5%)
	• Number of Community Program Graduates	85
	• Percentage of First Generation Students	Establish baseline data
	• Number of new “Fast Track” programs	3
	• Number of ITIs receiving advisement services	400
	• Success rate of students with learning disabilities in English courses	Establish baseline date

2007-08	<ul style="list-style-type: none"> • Number of students receiving advisement services • Number of Community Program Graduates • Percentage of First Generation Students • Number new “Fast Track” programs • Graduate employment rate among the internationally trained immigrants • Number of ITIs receiving advisement services • Success rate of students with learning disabilities in English courses 	<p>2,100 (21%)</p> <p>100</p> <p>TBD²</p> <p>3</p> <p>Establish baseline data</p> <p>500</p> <p>TBD²</p>
2008-09	<ul style="list-style-type: none"> • Number of students receiving advisement services • Number of Community Program Graduates • Percentage of First Generation Students • Graduate employment rate among the internationally trained immigrants • Number of ITIs receiving advisement services • Success rate of students with learning disabilities in English courses 	<p>2,600 (26%)</p> <p>120</p> <p>TBD²</p> <p>TBD²</p> <p>600</p> <p>TBD²</p>

In addition to developing a system-measure that will track the participation of under-represented students, the ministry is also committed to working with institutions and HEQCO to develop a system measure that will track the participation of mature students.

Official Languages Education Program

French-language and bilingual institutions will report on their strategies for supporting the access to programs for francophone students, and their expected outcomes, as part of the reporting requirements established for the 2005-09 Canada-Ontario Agreement on Minority-Language Education and Second-Language Instruction and the Canada-Ontario Agreement Relative to the Complementary Funds for Minority-Language Education at the Postsecondary Level (2005-06 to 2006-07) under the Official Languages in Education program (OLE).

French Language College – La Cité and Boréal – Collaboration (this section applies to La Cité and Boréal only)

The two French language colleges - La Cité and Boréal – are to work collaboratively to develop a joint strategy to deliver pilot project programs across geographic areas and to

² The specific targets for this indicator will be determined following the establishment of baseline data

evaluate the effectiveness of the collaboration. For 2006-07, please provide a description of the process and timelines of the strategy. The actual plan will be submitted in your annual report.

Not applicable

College Small, Northern and Rural

If your institution receives funding through the Small, Northern and Rural Grant, please provide a description of your institution's access plan to protect and enhance northern and rural Ontarians' access to quality college services, as appropriate to your institution's unique focus:

Not applicable

Please identify the specific multi-year results your institution will achieve from this access plan in the table below. Results could include inputs, outputs or outcomes:

Student Access Guarantee

Pursuant to Section 2.1 of the Multi-Year Agreements, your institution will participate in the Student Access Guarantee, including a new website to allow Ontario students to identify costs and sources of financial aid.

Please indicate the strategies and programs that your institution will use in 2006-07 to support access for qualified Ontario students who face financial barriers, in accordance with the principle expressed through the Student Access Guarantee:

With the majority of its students from low income families, Centennial will implement the following strategies and programs in 2006-07.

Strategic Goal: Help relieve financial strain on students

1. Develop a bursary fund for First Generation students and students from "at risk" communities and other under-represented groups
2. Continue Ontario Trust for Student Support fundraising
3. Develop additional bursaries for new targeted group
4. Develop bursaries to support the financial need of students identified from financially disadvantaged status groups
5. Provide special hardship bursaries to address student financial emergencies
6. Provide work-study opportunities for students identified with financial need
7. Provide financial support programs for part-time and continuing education students

Centennial College Practices: Help relieve financial strain on students

1. Centennial will initiate the government's guarantee intent (provide a Student Access Guarantee Bursary for OSAP students with unmet needs enrolled in programs with fees that exceed \$2,250 per semester and/or book costs that exceed \$500 per semester) to provide the Student Access Guarantee (SAG) for 2006-07
2. Centennial will assess first year OSAP students ineligible for SAG 1, and provide a SAG 2 bursary to assist with book/supply costs. Value of this bursary will be determined once Tuition Set Aside resource is confirmed. (OSAP 'book' allowances have been increased in 2006-07 at Centennial to address the SAG mandate however the inclusion of additional materials and equipment costs require consideration for the additional costs for students ineligible for SAG).
3. Centennial will continue to provide BScN and Applied Degree Entrance Bursaries to first year students to support access for students ineligible for SAG.
4. Centennial College supported the 2005-06 Ontario First Generation Bursary (OFGB) program by supplementing the funds provided by the government. By supplementing the government contribution Centennial was able to increase the individual bursary value payable to the student to better reflect a full year of tuition. Centennial will continue to supplement the OFGB resource to provide a bursary that will assist students with 'tuition first' costs.
5. Centennial will continue to provide access entrance support to the Community Youth Initiative, which encompasses 'at risk' youths in the Malvern, Kingston-Galloway and Scarborough Village by offering \$2,500 tuition bursaries to students in their first year.
6. Centennial will continue to provide a Disability Support Bursary to assist 'disabled' students with tuition and books, who wish to study in our summer semester
7. Centennial will continue to offer our Child Maintenance Bursary in the second semester to this cohort of students to address the additional support they need associated with child rearing

For 2007-08, the ministry will consult with institutions on how to improve the co-ordination and communication of financial aid from government and institutional sources and, based on these consultations, revisions to this section of your Action Plan may be required in future years.

As noted in Section 1.1 of the MYA, the ministry is committed to working with institutions and HEQCO to develop an approach for tracking results of the Student Access Guarantee, also to be reflected in 2007-08 revisions.

B. QUALITY

Quality of the Learning Environment

Pursuant to the consultation process on the Multi-Year Agreements, there is stakeholder consensus that a quality postsecondary education system is one that achieves high standards in the quality of the learning environment.

Please provide a description of your strategies that will support the quality of your learning environment as appropriate to your institution's unique focus. In particular, the ministry is seeking information on strategies and programs designed to improve student/faculty engagement and learning quality. Examples include but are not limited to: academic and student advising, student centered-learning models, first-year seminars, enhanced computers and technology access, learning commons, and library expansions and enhancements:

Included in the Strategic Plan and 2006-07 Business Plan, the following strategies and programs, were identified for enhancing the quality of the learning environment:

Strategic Goal: Enhance academic quality and occupational relevance

1. Introduce the Signature Learning Experience (SLE); a unique learning experience that will distinguish Centennial graduates in the workplace in Ontario, Canada and the world by developing their diversity competencies
2. Implement cyclical, comprehensive program review
3. Create a process to support academic performance management
4. Provide professional development and learning opportunities to support faculty in teaching with excellence in an applied learning setting
5. Provide learning opportunities and ongoing direction, advice, and support to faculty and academic leaders in developing and renewing curriculum
6. Provide learning opportunities for all staff to support enhanced skills for positive teacher-staff-student interactions in our richly diverse settings
7. Provide leadership, learning opportunities and resource support in the area of advanced academic technology and the use of pedagogical tools (e.g. courseware) to enhance student learning

Strategic Goal: Increase program choice and availability

1. Continue to develop new programs that fit Centennial's vision and strategic directions and advance social and economic needs of the province

2. Increase distance learning opportunities
3. Identify more pre-apprenticeship program opportunities

Strategic Goal: Increase international education activity

1. Increase opportunities for international students to study at Centennial and for Centennial students to study abroad
2. Increase the number of agreements with institutions in other countries for academic study or internship programs for Centennial students
3. Increase the number of opportunities for Centennial faculty to have access to academic study, internship or professional development in countries outside of Canada to increase the international perspective of their field of expertise and consequently develop curriculum from a global perspective

Strategic Goal: Enhance student experience

1. Complete the Enterprise Resource Planning implementation by going live with the Academic Information System module and removing barriers in the registration process
2. Introduce myCentennial web portal to enhance - effective access to college information and support to the student teacher relationship

In the table below, identify the performance indicators developed by your institution to confirm that these strategies and programs will achieve their intended objectives. Please provide at least one indicator per strategy / program. For student/ faculty engagement, institutions may use net new full-time faculty, support staff, student services and administrative staff hires as one their indicators. Colleges are expected to provide their staff data to the College Compensation and Appointments Council which will post it on the Council website, as per the current practice.

Performance Indicators

Strategy / Program	Indicator
Enhance academic quality and occupational relevance	<ul style="list-style-type: none"> • Graduate Satisfaction Rate • Student /Full-time Faculty Ratio • Number of programs that have the SLE course in their curriculum • Number of new and redeveloped programs
Increase program choice and availability	<ul style="list-style-type: none"> • Number of enrolments in new programs over the last three years
Increase international education activity	<ul style="list-style-type: none"> • Total number of international student enrolments per year
Enhance student experience	<ul style="list-style-type: none"> • Student Satisfaction Rate • Ontario College Student Engagement Survey

Pursuant to these indicators, please outline the quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

Multi-Year Results

Year	Indicator	Result
2006-07	Graduate Satisfaction Rate	79.8%
	Student /Full-time Faculty Ratio	25.6
	Number of programs that have the SLE	8 (pilot)
	Number of new and redeveloped programs	14
	Enrolment in new programs (fall semester)	348
	International student enrolment	814
	Student Satisfaction Rate	76.0%
	Ontario College Student Engagement Survey	TBD ³
2007-08	Graduate Satisfaction Rate	80.0%
	Student /Full-time Faculty Ratio	25.5
	Number of programs that have SLE	16
	Number of new and redeveloped programs	15
	Enrolment in new programs (fall semester)	459
	International student enrolment	879
	Student Satisfaction Rate	76.1%
	Ontario College Student Engagement Survey	TBD ³
2008-09	Student /Full-time Faculty Ratio	25.4
	Number of programs that have SLE	32
	Number of new and redeveloped programs	15
	Enrolment to new programs (fall semester)	538
	International student enrolment	949
	Student Satisfaction Rate	76.3%
	Ontario College Student Engagement Survey	TBD ³

³ The specific targets for this indicator will be determined following the administration of the Ontario College Student Engagement Survey

Student Engagement and Satisfaction

Pursuant to Section 2.2 of the MYA, your institution will participate in the Ontario KPI initiative and in the Ontario College Student Engagement Survey and submit results from these surveys to MTCU.

As experience with the Ontario College Student Engagement Survey grows, subject to advice from HEQCO, this Action Plan may be revised in future years to incorporate institutional and/or sector-wide targets designed to improve student engagement and satisfaction scores. In the meantime, institutions may wish to use their Key Performance Indicators (KPI) and Ontario College Student Engagement Survey results as their indicators of quality in the section above.

Student Success

Retention

Pursuant to Section 2.2 of the MYA, your institution will identify specific targets for retention. Please insert targets for student retention rates in the following table, using the institution specific definitions and methodologies for measuring retention outlined in your 2005-06 Interim Accountability Agreements or if you have developed new definitions and/or methodologies, please specify what they are:

Student Retention Rates

	2006-07	2007-08	2008-09
1 st to 2 nd Year	70.0%	70.4%	70.7%
2 nd to 3 rd Year	85.0%	85.5%	85.7%
3 rd to 4 th Year*	NA	NA	NA

* applicable only to applied degree programs

Graduation Rates

Pursuant to Section 2.1 of the MYA, your college will continue to participate in the Key Performance Indicator initiative.

The ministry will use the graduation data to determine whether the graduation rate (2005-06 reporting year) of 60 percent for the college sector is being maintained or improved, pursuant to the “Reaching Higher” Measurement and Results Schematic located in Appendix A of the MYA.

C. ACCOUNTABILITY

Multi-Year Action Plan

Please provide details on how the institution consulted with faculty, support staff, administrative staff and students on the content of this Action Plan:

This Multi-year Accountability Agreement (MYA) was prepared in consultation with our students, faculty, support and administrative staff. The draft MYA was posted on Centennial's internal website for a period of two weeks in September 2006. The agreement was modified to incorporate the feedback received from the College Community. The Multi-Year Accountability Agreement was reviewed and approved by Centennial College's Board of Governors.

Consultation with our community members is a well established tradition at Centennial. Our plans and programs that constitute the basis for this MYA were also prepared in extensive consultation with our community members. Among others, those plans and programs include the Strategic Plan, Business Plan and the Balanced Scorecard.

As previously noted, the Ministry will review your Action Plan annually to discuss progress being made on the commitments outlined in your plan.

Based on this review, you may be required to submit an improvement plan to the ministry, developed in consultation with faculty, staff and students.

The release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on the successful completion of the annual review of the Multi-Year Action Plan.