



2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Centennial College
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OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

1) Enrolment - Headcount*

**DEFINITION: Headcount is the un-audited enrolment forecast for 2010-2011 reported to the Ministry on November 1, 2010 (Full-Time funded students only; does not include Second Career, Apprentice or International students).*

Centennial College reported to the Ministry the total Headcount enrolment in 2010-2011 = **8,917**.

Please indicate the number of students aged 18-24 (age as of November 1, 2010) from the total Headcount enrolment reported by **Centennial College** to the Ministry for 2010-2011 = **5,721**.

Please indicate the number of students aged 25+ (age as of November 1, 2010) from the total Headcount enrolment reported by **Centennial College** to the Ministry for 2010-2011 = **3,914**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2010) enrolled at **Centennial College** in 2010-2011 = **2**.

*The space below is provided for **Centennial College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment - Headcount

Enrolment data provided for Centennial College is obtained from the College's internal academic information system "AISMARTR." They are Fall 2010 enrolment counts reported to the Ministry as CAATII counts on Nov.1.2010.

Please provide one or more examples, in the space provide below, of highlights from **Centennial College's** Enrolment Management Plan that **Centennial College** used during 2010-2011 to manage enrolment.

Centennial updated its Strategic Enrolment Management Plan in 2010 and started to implement it immediately. Centennial continues to focus on new program development, optimal program mix to increase domestic, direct and non-direct entry enrolments, and excellence in service delivery for student success. The College is providing comprehensive and actionable intelligence and analysis to all Academic Schools and Departments to support data-driven decision making and rigorous performance management.

Four work teams implementing the SEM plans relative to the domestic student:

- Program Innovation and Development
- Student Recruitment
- Marketing
- Student Transitions and Retention

To increase program choice, 6 new programs at varying credential levels and 3 fast-track versions of existing programs were offered to students in 2010-11. In addition, the College developed 8 new programs for the Board of Governors approval in 2010-11. These programs will be launched in 2011-12 and in 2012-13.

A total of 6 additional new degree programs were approved by the Board of Governors and are under development for fall 2013 delivery.

Some of the enrolment highlights from the 2010-11 academic year are:

- Domestic applications increased by 3% and international applications increased by 28.5%
- Domestic enrolments increased by 1% and International enrolments increased by 77.7%
- Second Career enrolments totaled 1,571 – the second highest in the province again this year
- This represents an extraordinary overall increase in total enrolments from 2008-09 to 2010-11 of 41.6%

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 institution's 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).

****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 Full-Time <i>Students with Disabilities</i> at Centennial College who registered with the Office for Students with Disabilities and received support services in 2010-2011= <u>1,661</u></p> <p>Full-Time Students with Disabilities as a percentage of Full-Time Enrolment at Centennial College in 2010-2011 was: (calculation based on the total number of Full-Time Students with Disabilities (<u>1,661</u>) provided above by Centennial College, divided by Centennial Colleges 2010-2011 Full-Time Enrolment Headcount (<u>8,917</u>)) = <u>18.6%</u></p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Centennial College who registered with the Office for Students with Disabilities and received support services in 2010-2011 = <u>N/A</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Centennial College in 2010-2011= <u>4,369</u></p> <p>Full-Time First Generation Students as a percentage of Full-Time Enrolment at Centennial College in 2010-2011 was: (calculation based on the total number of Full-Time First Generation Students (<u>4,369</u>) provided above by Centennial College, divided by Centennial Colleges 2010-2011 Full-Time Enrolment Headcount (<u>8,917</u>)) = <u>49%</u></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Centennial College in 2010-2011 = <u>N/A</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Centennial College in 2010-2011= <u>37</u></p> <p>Full-Time Aboriginal Students as a percentage of Full-Time Enrolment at Centennial College in 2010-2011 was: (calculation based on the total number of Full-Time Aboriginal Students (<u>37</u>) provided above by Centennial College, divided by Centennial Colleges 2010-2011 Full-Time Enrolment Headcount (<u>8,917</u>)) = <u>0.4%</u></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Centennial College in 2010-2011 = <u>N/A</u></p>

* The space below is provided for **Centennial College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students -

Centennial College used the Student Satisfaction Survey of 2011 to identify the number of First Generation and Aboriginal Students. We report the number of students with disabilities from the database in the Centre for Students with Disabilities.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Centennial College's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Centennial College's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Centennial College's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>
<p>The S.T.A.R.T. (Successful Transitions - Advocacy, Resources and Training) Smart program, launched to support students with learning disabilities prior to going into the classroom is regularly being evaluated and modified. As a measure of its success, the START Smart Program, run by the Centre for Students with Disabilities, was the recipient of the 2010 City of Toronto Access Award.</p> <p>Coaches/Mentors/Tutors with students with Learning Disabilities: Students with learning disabilities who have registered with the Centre for Students with Disabilities (CSD) are "connected" with students who have been able to successfully transition into college. CSD Peer Mentors are 2nd and 3rd year students who also have learning disabilities; they assist 1st year students with learning disabilities in making their transition to college. They also participate actively in the START Smart Summer Conference, the Introduction to College Life sessions, and represent the CSD in college activities. 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); • AIMS-LD - Participating students are provided with an individual "Success Plan". This success plan outlines the 	<p>In April 2010, Centennial College embedded the Community Outreach Office in core budget, after MTCU FGS grant funding, YCF grant funding for HYPE and an internal strategic initiative grant for community engagement expired.</p> <p>Initiatives and Services for First Generation Students: Providing support and service to our changing student population has resulted in an evolution of our services both pre and post admission. Our approach has become more targeted and relevant in how we reach out to and engage individuals in their own communities - increasing the prospects of their access to and participation in college. We have done this by building bridges to span the chasms caused by their unique circumstances and walking with them throughout their journey. Some of these initiatives have evolved from specially funded projects.</p> <p>The First Generation high school mentoring initiative has evolved into a broader outreach initiative to all high schools students experiencing various degrees of disengagement from educational attainment. Outreach Office staff continue to work in four local high schools with a total of 100 students. Mentors, drawn from the Centennial student body, continue to be a key component of this outreach strategy. Students and high school staff alike speak highly of the impact of this initiative on student engagement,</p>	<p>Centennial College's Aboriginal Education Steering Committee, co-chaired by the Vice President Academic and Chief Learning Officer and the Vice President, Student and Community Engagement, oversees implementation of Centennial's Aboriginal Strategy for Access and Participation (ASAP). Guided by Elder consultations with the First Nations, Inuit, and Métis communities, the strategy is focused on community outreach, infusion of Aboriginal culture, Aboriginal recruitment and learner services, and relevant academic offerings. The Steering Committee has worked to ensure the readiness of the institution as a whole to respond to Aboriginal learners.</p> <p>Initiatives: Colleges Ontario and the Indigenous Peoples Education Circle explored ways to establish ways to establish a self-identification process that is feasible for Aboriginal students. The project will assist in our efforts to track progress and capture better data on Aboriginal student access, participation trends, and transition points. Hiring of a Coordinator for Aboriginal Outreach has created better linkages with Aboriginal communities and to help identify and facilitate a series of Elder consultations. Elders have been sought out from the local Metis, Inuit, and First Nations communities to help in relationship building between the College and potential learners. Hiring of a Curriculum Developer for Aboriginal Programs has given impetus to new</p>

<p>plan of action that facilitates the student's success (e.g. regular appointments with the Learning Strategist; training on specific Adaptive Technology; referral to Adaptive Technology to determine appropriate training; metacognitive training; referral to the Adaptive Technology to determine the best equipment/adaptive devices that may be purchased through the BSWD; strategies for learning based on individual needs etc.). Students may receive formal feedback from instructors regarding their progress in each course via a feedback/assessment form.</p> <p>Other activities which contributed to enhancing the experience for Centennial's students with disabilities, include:</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.). 	<p>achievement, and aspiration to proceed to post-secondary education. Both TDSB and TCDSB have asked for additional time at each school and for expansion of the program to other schools. These requests are being considered in light of current staffing allocations.</p> <p>HYPE, a six week on campus, post-secondary learning for youth from underserved neighborhoods continues to offer tuition free learning experiences for 19 – 29 year olds. In addition, all learning materials are provided, as is transportation, breakfast, and lunch, to reduce as many potential barriers as possible to a post-secondary learning experience for these youth. 45-50% of these youth would typically self-identify as First Generation. 30-40% of participants register for full-time study at Centennial. HYPE graduates are eligible to apply for a bursary, contingent on demonstration of need.</p> <p>Some other programs that are broad in approach but especially assist our First Generation learners are:</p> <p>Peer Mentoring: The Student Transitions and Mentoring Program (S.T.A.M.P.) assists first year students in their transition into college life. First year students are paired with second, third, and in some cases fourth year students, from a variety of programs/Schools throughout the College.</p> <p>Student Transition/First Year Experience "Roadmap to Success Initiative": A key objective of Centennial's retention and student success strategies, the Student Transitions unit (including a Manager of Student Development and Transitions, a Peer Mentor Coordinator, a Student Success Liaison and an Orientation and Transitions Coordinator) to assist students in transitioning into and through the College; enabling our students to succeed academically, connect personally and transition smoothly, into a new learning</p>	<p>directions in academic offerings. Aboriginal Programs: The 3-yr Business Administration-Accounting (Aboriginal Stream) addresses the need for individuals with a strong accounting foundation and understanding of Aboriginal business. In addition, students take courses that cover key Aboriginal topics including: Aboriginal Strategy & Decisions, Aboriginal Governance and Aboriginal Challenges & Advocacy. This program is recognized by the Certified General Accountants Association (CGAA) and the Aboriginal Finance Officers Association of Canada (AFOA). The 2-yr Aboriginal Business Diploma program provides understanding of both business and Aboriginal issues, giving students a unique voice in business operations such as band management or entrepreneurial activity. The College's partnership with the Aboriginal Finance Officers Association ensures that this program balances the basics of business accounting, finance, and communications with Aboriginal ethics and business practices. The Aboriginal Computer Networking Program allowed participants to learn within their own community (online) in addition to spending time at Centennial College (in-person labs). Each of the students received a laptop, a webcam, and headset to enable them to participate in the online portion of the training. Many of the students were from Walpole Island First Nation where internet connectivity is limited, but arrangements were made for students to learn in a lab located just over the bridge from Walpole Island in Wallaceburg. A Partnership Project, called Pimootewin (journey) was conducted with Native Child & Family Services. It provided free upgrading to 55 urban Aboriginal students in pursuit of employment through postsecondary education and/or apprenticeship training. Staff focused on determining individual learner skill level and offering a cohesive class structure. Students were taught math and communications skills with a special emphasis on life skills development within a cultural framework. Elder teachings, discussion</p>
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	<p>environment.</p>	<p>and support from Native Child and Family Services were held each week with access to herbal medicines and smudging. Time was allotted for checking in with each student, and portfolio development was used to document skills acquired. Daily discussions were held on current events in the local and larger Aboriginal community. Four outings to explore areas of the city that students had never seen before were hosted. An aboriginal ceremony with drumming, dancing and a feast opened and closed the program.</p>
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3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, **Centennial College** committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

**NOTE: SAG data as of June 9, 2011*

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$685,031	973
Other SAG Expenditure to Supplement OSAP	\$1,048,161	1,123
TOTAL	\$1,733,192	2,096

Did **Centennial College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?

Yes

4) Participation in the Credit Transfer System

The following data is per the College Graduate Outcomes Survey:

Survey Years	Total # of Centennial College graduates who participated in Graduate Survey (A)	# of Centennial College 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 College 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)
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%
2010-2011	3,057	231	7.6%	50,622	3,355	6.6%

Per the College Graduate Outcomes Survey for 2009-2010 and 2010-2011 (based on 2008-2009 and 2009-2010 graduates), the percentage of **Centennial College** students who were satisfied or very satisfied with academic preparation for university was **81.9%**.

Per the College Graduate Outcomes Survey for 2010-2011 (based on 2009-2010 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **79.2%**.

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 highlights, in the space provided below, of an activity that **Centennial College** used during 2010-2011, and which contributed to maintaining or improving **Centennial College's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), changes to student supports or program viewed by the institution to be an innovative practice, a success story and/or a key accomplishment. In addition, **Centennial College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

1) Expanding Transfer Pathways, excluding collaborative degree programs without a transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, pathway projects to support college to college or college to university transfer, etc.) :

Several projects related to expanding transfer pathways have occurred during the past year. Through active participation on the CUCC (College University Consortium Council Committee) provincial committee by our Associate Vice President Academic Excellence, and through participation on two work group projects by two of our academic Chairs (one for accounting program pathways, one for human resources program pathways) we have contributed to system-wide, multi-lateral pathways development.

We have significantly increased our memoranda of agreement for articulation, research collaboration, and student exchanges with universities provincially, nationally and internationally (current 267 agreements on file).

We have engaged in a pilot project to increase access opportunities for Aboriginal and First Nations through a literacy and basic skills program targeted to the urban First Nations community in the Scarborough neighborhood of Kingston-Galloway.

We have engaged in a partnership with Toronto Fire Services to create a unique program to recruit diverse candidates to the fire service and ensure their academic, physical and cultural preparation to increase access and success.

We have created a pathways/transfer credit information session to share with Dual credit students to advise them of the transferability of their credits earned with us.

We are working to increase organizational capacity with PLAR (prior learning assessment and recognition) by providing school staff with a resource person to assist them in structuring PLAR mechanisms.

We have improved our web site description about transfer credit and PLAR processes for greater clarity and transparency for all learners.

2) Providing Support Services for Transfer Students (including student transition experience/activities and supports to promote student success):

We worked with school staff to clarify the processes for evaluating and approving transfer credit applications and improved the communication concerning time frames for the internal approval process. More timely processing will help to prevent "late starts" in classes where approval for transfer credit cannot be given.

3) Improving Transparency and Access to Information about Credit Transfer and Transfer Pathways:

Revised information (for both conciseness and clarity) has been developed for our main web site and calendar copy. Attention has been paid to accurate information concerning transfer opportunities for individual programs listed on our web site.

5) Class Size*

**DEFINITION: Class size is the number of students per class in a section. A section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom. Each section should only be counted once. Students who withdrew part way through should be included in the count. Labs and tutorials are considered and sub-sections and should be excluded from the count. One-on-one independent study and/or practicum should also be excluded.*

Please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **Centennial College** in 2010-2011 using the calculation indicated above:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	2,608	55.4%
30 to 60 students	2,052	43.6%
61 to 100 students	48	1%
101 to 250 students	1	0%
251 or more students	0	0%
Total	4,709	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	1,528	58.5%
30 to 60 students	1,065	40.8%
61 to 100 students	19	0.7%
101 to 250 students	1	0%
251 or more students	0	0%
Total	2,613	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	442	66.7%
30 to 60 students	221	33.3%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	663	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4 th Year Sections
Fewer than 30 students	32	97%
30 to 60 students	1	3%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	33	100%

*The space below is provided for **Centennial College** to describe methodology, caveats and other information regarding the numbers reported above re: Class Size.

At Centennial College students from many semesters often take classes together and in many cases courses that are first semester of one program are later semesters of other programs - so obtaining exact numbers would be very difficult.

At Centennial College program semesters are delivered using blocks of sections which are timetabled so they are conflict free for rooms, students and instructors. Students can take courses outside of their blocks if their program curriculum allows it; but a very high percentage of students in blocks are from the semester the block was built for. The numbers presented above are based on the year of student that the blocks were built for.

Occasionally sections are included in blocks designed for two different years of students which would result in sections being counted more than once.

Please provide one or more highlights, in the space provided below, of a **Centennial College** activity in 2010-2011, which contributed to maintaining or improving **Centennial College's** class size initiatives. This 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 has been facing space challenges for some time due to the ever increasing student enrolment. To help alleviate some of the space pressures as well as continually initiating projects that will make the campuses more of a conducive teaching and learning environment, the Facilities & Services Department has diligently focused on the following projects, with completion required within stringent timelines and budgets.

Morningside Campus Classroom Renovations:

In keeping pace with the incredible growth of our student enrolment within The School of Engineering Technology and Applied Science (SETASO and the School of Community and Health Studies (SCHS) renovations were made to transform the former ICET labs at Morningside into new general purpose classrooms, complete with smart technology. Six new classrooms were renovated and ready for the start of the Fall '10 semester, and an additional two classrooms were renovated during the December holiday break, ready for the start of the Winter '11 semester.

Transforming Our Space - Progress A-Block:

Having acquired what was formerly known as the Scarborough Centre for Alternate Studies (SCAS) building from the Toronto District School Board in July 2010, Centennial College embarked on an ambitious renovation plan (working extensive hours throughout the December 2010 holiday and weekends) to transform this facility into a teaching & learning space for Centennial students. The result not only alleviated space pressures but also provided much needed office space.

With a great deal of planning and organizational effort, A-Block now houses 17 new general purpose classrooms, complete with smart technology, a total of 19 new Information and Communication Engineering Technology (ICET) labs for electronics programs, and administrative offices for our ICET faculty and staff. The renovations were a success with no delay, and the students and faculty of ICET as well as the administrative departments are now enjoying their new homes.

6) eLearning

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the Government of Ontario announced the creation of a new Ontario Online Institute (OOI). In spring 2010, the Ministry conducted a survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Online Ontario Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

A Fully Online Learning (asynchronous) program describes a program, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.

A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.

Please indicate in the table below the number of Ministry-funded courses, programs **Centennial College** offered in 2010-2011 and corresponding registration information -

*An Ontario College Credential includes: *Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate (or the French-language equivalent).*

* Other Credential includes: *local board certificates, non-credit courses and other similar course/program offerings.*

COURSES	Ontario College Credential*	Other Credential*
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	271	136
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded courses offered through the above eLearning formats	271	136
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	34	5
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded programs offered in the above eLearning formats	34	5
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	3175	583
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	3175	583

*The space below is provided for **Centennial College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

Course and program information was obtained from the Student Information System (Banner) and the CE course calendar. Registration data was obtained from College's internal academic information system "AISMARTR" enrolment reports.



Hybrid Learning*

*DEFINITIONS:

A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.

A Hybrid Learning program is a program in which 80% or more of its courses are hybrid learning courses.

In the space provided below, please highlight one or more examples of **Centennial College's** use of Hybrid Learning courses and/or programs in 2010-2011.

In the School of Business, a hybrid or blended learning mode pilot project occurred with a second year course offered with multiple sections and instructors. Pilot sections have both a face-to-face meeting weekly and an on-line class using live chat. As a control group, the other remaining sections are delivered exclusively in traditional class room mode.

Our school of Communications, Media and Design has offered at least one course in nearly every one of its 16 programs as hybrid or blended courses in the past year. "Hybrid" or "blended" means that a course has both in-class/in-person requirements and some on-line only learning requirements.

Usually this means that the on-line portions of a course enable all the students to work in groups; do research together on-line and share ideas with each other and their teacher or facilitator.

In our School of Engineering Technologies and Applied Sciences, BI305 Advanced Biotechnology was traditionally delivered as 3 hours per week in lecture format. In the flexible delivery format the instructor meets with the students in a classroom for 2 of those hours, and the third hour is a mixed-mode hour. Each week they are given a mixed-mode assignment to complete during the "unscheduled" third hour of class. Examples of mixed mode assignments are:

- Watch an online lecture given by an expert in the field of biotechnology, and answer questions provided by the instructor.
- Complete an online virtual lab.
- Students are given an assigned topic and they need to create a glog (using gloster.com)
- Listen to a podcast and submit a summary report.

In a second course, VS-242 Environmental Legislation & Regulations was traditionally delivered as a 3 hour per week lecture). In the flexible delivery format, students meet with the instructor for 2 hours of classroom lecture/discussion and for the third class hour our e-Centennial learning management system is used for posting of course materials/assignments and students to participate in discussion boards. Students can also utilize the weekly 1 hour session to obtain mentoring/guidance in completing the term assignment on a self-selected environmental statute or reported case law.

Please provide one or more highlights, in the space provided below, of a **Centennial College** activity in 2010-2011, which contributed to maintaining or improving **Centennial College's** eLearning initiatives. This 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 embarked on two significant activities in the 2010-11 academic year.

We decided to replace our existing learning management system (Blackboard) that was nearing the end of our agreement in 2011, with the Canadian-developed learning management system, Desire2Learn. We made the selection of this application and system through a request for proposal process. We found greater flexibility in this product, a closer fit with organizing course materials with our course delivery process, and the promise of improved analytics for monitoring use. We planned an implementation process to have the new system available for our Summer Semester (May 2011). We have developed an extensive training program to prepare full time and contract faculty on the use of the new LMS so that they will be able to enhance and support student learning by using the system as part of their course delivery tools. We branded our new LMS as “eCentennial”.

In establishing parameters for configuring the system, we surveyed both students and faculty about their use of the LMS and perceptions about its value and role in the teaching and learning process. We also held focus groups to further examine survey responses.

At the same time, we established a visioning group with 75% faculty participation to assess the current and emerging issues in the College learning environment and determine how technology tools can enhance and support the teaching and learning process. We created a draft framework outlining our principles as an institution and developed both strategies and processes for the use of academic and supporting IT technologies. We have constructed 8 sub-projects that are in varying stages of pilot or implementation and shared these with the College community. We have successfully taken a developmental rather than prescriptive approach to invite faculty participation.

7) International

7.1 Initiatives

Please identify emerging markets for International Students (i.e. countries who are not represented in **Centennial College's** current top five source countries for International Students, as shown in International Enrolment section below) in which **Centennial College** actively engaged in recruitment activities in 2010-2011:

Venezuela
Vietnam
Russia
Panama
Brazil
Turkey
Mexico

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Centennial College** had in 2010-2011:

- Outbound students* = 5
*DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.
- Inbound students* = 2,930
*DEFINITION: Inbound students are international students registered at an Ontario college/university to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Centennial College** in 2010-2011 = \$4,358,863

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Centennial College** had outside of Canada in 2010-2011 = \$9,211,501

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which **Centennial College** delivers courses and/or programs **abroad (outside of Canada)** in 2010-2011, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the campus in 2010-2011	Provide 2010-2011 total enrolment in each program offered listed in this table
Vinayaka Bsn Sch	Paiyanoor / India	Intl Bsn Mgt	12
Kookmin University	Seoul / Korea	English Language Training	26
Monarch Intl Cllg Htl Mgt	Tamil Nadu / India	Intl Bsn Mgt	12
Panama	Panama City / Panama	English Language Training	42

Campus Name	City/Municipality/Country	List all programs offered at the campus in 2010-2011	Provide 2010-2011 total enrolment in each program offered listed in this table
Alpha Cent Can Campus	Kurunegala / Sri Lanka	English Language Training	115
Picasso Animaton College	New Delhi / India	Digital Animation	49

7.2 Enrolment

In 2010-2011, **Centennial College** reported to the Ministry the following top 5 source countries for international students:

	Source Country	Number of Full-Time International Students from Source Country	International Students from Source Country as a Percentage of Centennial College Total Full-Time International Student Enrolment
1.	India	1,789	61.1%
2.	China	619	21.1%
3.	South Korea	168	5.7%
4.	Bangladesh	28	1%
5.	Jamaica	26	0.9%

Centennial College reported to the Ministry that International Enrolment* in 2010-2011 = **2,930**

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, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.*

*The space below is provided for **Centennial College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment.

Centennial College annually conducts strategic market analysis within five world regions to identify potential recruitment markets. Key factors - but not exclusive to - include political stability, infrastructure, existing partnerships, college capacity, program match, Canadian industry within the country, study visa approval rates, etc. MTCU and DFAIT focus and economic potential for international fees.

Full-Time International Enrolment as a comparative percentage of Full-Time Enrolment at **Centennial College** in 2010-2011 was: (calculation based on the total number of Full-Time International Enrolment (**2,930**), divided by **Centennial College's** 2010-2011 Full-Time Enrolment Headcount (**8,917**)) 32.86 %

Please provide **Centennial College's** 2010-2011 Part-Time International Student Enrolment = 96

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **Centennial College** in 2010-2011 = 223

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Centennial College** used in 2010-2011 to create pathways for *International students* from **Centennial College's** ESL programming to postsecondary studies.

Kookmin Mission University (KMU), Korea:

Centennial entered a joint venture with KMU to teach ESL with the purpose of direct entry to post-secondary (PS) programs upon successful completion and testing to meet admission requirements. This model is being expanded to China and Panama. Centennial provides a lead professor and teacher training for implementation of Centennial's curriculum.

Offshore offerings of the first general year of PS programs have been implemented in China, India, and will be expanded to Korea. These create a flow of students to PS programs. Programs include Digital Animation, Hospitality International Business and Pre Health.

A number of agreements have been articulated for graduates of degree programs into our post graduate (PG) programs. These are particularly popular with students from India.

Centennial has also opened offices in Turkey and Panama and we have opened a third office in China and expanded our office in India.

Please provide one or more highlights, in the space provided below of a **Centennial College** activity in 2010-2011, which contributed to maintaining or improving **Centennial College's** international initiatives. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.

Centennial has worked closely with Canadian Immigration Commission (CIC) India to ensure that Centennial meet their requirements in recruiting international students. Centennial has implemented best practices and has achieved 96 per cent compliance - well above the GTA colleges. Best practices are being implemented within the Ontario system.

Centennial has created a consortium in India to assist some of the smaller colleges in Ontario to enter the Student Partnership Program (SPP) market.

Centennial continues to expand our brand in Corporate Training. In addition to Dubai and N. Africa, Auto Management Service training contracts have been recently won in Egypt and are in the implementation stage.



8) Supply Chain Compliance / Broader Public Sector Accountability Act

SUPPLY CHAIN COMPLIANCE

Effective April 1, 2010, Broader Public Sector 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 Government of Ontario's 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.

Centennial College confirmed in its 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, **Centennial College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Centennial College confirmed in its 2009-2010 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2010-2011, **Centennial College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Centennial College confirmed in its 2009-2010 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **Centennial College** participated in the Ontario Education Collaborative Marketplace (OECM): **No**

Please provide one or more highlights, in the space provided below, of a **Centennial College** activity in 2010-2011, which contributed to maintaining or improving **Centennial College's** supply chain initiatives. This 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.

The College's purchasing and procurement policies were updated, effective April 1, 2010 to ensure their alignment to the BPS supply chain guidelines and relevant Ministry directives. The updated policies were then implemented with attention to the necessary financial controls which would ensure compliance across the College. The implementation strategy includes the following:

1. A standard contract template was developed for use by all areas of the college when hiring independent contractors. This template was developed and vetted by finance, legal advisors, insurance advisors and is aligned to the College's procurement policies and Ministry directives.
2. A requirement for all contracts to be co-signed by the CFO or the Director, Finance. This ensures that all contractual obligations of the College are centrally recorded and vetted to ensure compliance with all applicable policies and directives prior to authorization.
3. A 'contract database' was developed and implemented in the year. This database contains all pertinent information on college contracts including their start and expiry dates. The database is expected to become a valuable tool for planning re-tendering of contracts, managing consecutive contracts with the same vendor to ensure ongoing compliance with policies and a resource for reviewing contract terms and conditions.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All colleges were to be in compliance with the *Broader Public Sector Accountability Act, 2010*, proclaimed on April 1, 2011. The *Act*, through two new directives (procurement and expenses), establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act, 2010* provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including colleges, to establish rules on perquisites.

BPS Procurement Directive

The new BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

- i. formally adopt the supply chain code of ethics in accordance with their governance processes; and
- ii. comply with the mandatory requirements of the Directive.

Given the proclamation date of April 1, 2011, **Centennial College** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Centennial College** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Centennial College** adopted in 2010-2011 to prepare for compliance.

The College's existing practices and governance structure in supply chain management were closely aligned with the supply chain code of ethics when they were introduced. However, it was identified that advances could be made through improved contract oversight and management and through holding information sessions with all employees regarding the new policy and standards. The following are two examples of what Centennial has done to date in preparing for compliance with the directive:

- The College has implemented a new contract management database and stricter processes for signing and approving contracts which has led to improved accountability and transparency.
- Information sessions have been developed and are expected to begin in the fall to ensure continuous improvement and compliance with the College's purchasing requirements.



BPS Expenses Directive

The new BPS Expenses Directive improves accountability and transparency for BPS organizations by:

- i. requiring designated BPS organization to establish expense rules, and
- ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

Given the proclamation date of April 1, 2011, **Centennial College** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Centennial College** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Centennial College** adopted in 2010-2011 to prepare for compliance.

Centennial College developed and implemented a revised Travel, Meals and Hospitality expense policy on April 1, 2010. This policy was revised to be aligned with the OPS Travel, Meal and Hospitality expenses directive in effect at the time.

In conjunction with the updated policy, Centennial College established a new process where business travel arrangements are required to go through a travel agent of record. This agency not only helps to ensure best value is obtained, but they are also well versed in the College's travel policy and work to ensure appropriate travel arrangements are made.

BPS Perquisites Directive

The new BPS Perquisites Directive requires BPS organizations, including colleges, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the college including appointees, board members, elected officials and employees.

Given that the effective date for compliance is August 2, 2011, **Centennial College** is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require **Centennial College** to attest that it is in compliance with this Directive.

9) Space Utilization

Centennial College indicated in its 2009-2010 MYAA Report Back that it had a Space Utilization planning process in place to assess and optimize academic space utilization.

Please provide one or more highlights, in the space provided below, of a **Centennial College** activity in 2010-2011, which contributed to maintaining or improving **Centennial College's** space utilization initiatives. This 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.

For Fall/Winter 2010-2011, Centennial continued to experience high demand for classrooms, computer labs and most technical labs. Here are the highlights for 2010-11:

A) Achieved a utilization of 85% or greater for its three largest campuses (Ashtonbee, Morningside and Progress), with close to 100% for its computer and technical labs.

B) Evening and weekend time slots were used to meet demand for courses/sections that could not be accommodated during weekdays.

C) Centennial initiated a review of scheduling for day-time programs to identify challenges and opportunities to improve the efficiency of the process leading to better timetables for students. The final report with recommendations for moving forward in the short and long term is to be finalized summer 2011.

D) Centennial is creating a space utilization reporting framework to move from room utilization to seat utilization to better understand and improve how classrooms and computer labs are utilized. This approach to reviewing utilization will allow the College to more effectively plan the use of its teaching spaces.

E) An audit system for dedicated labs will be developed in the coming year to identify utilization of these spaces and work with local programs to maximize the opportunity for the use of such teaching space.

F) For 2011-2012, Centennial has realigned the offering of some programs to coincide with the opening of its new Academic and Library Building to more equitably distribute the delivery of day-time programs and provide better timetables for students.



10) Student Satisfaction

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Centennial College** 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 2010-2011, the student satisfaction rate at **Centennial College** for KPI Question #26 "The overall quality of the learning experiences in this program" = 72.4%

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Centennial College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = 57.1%

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Centennial College** for KPI Question #45 "The overall quality of the services in the college" = 55.5%

Please provide one or more highlights, in the space provided below, of a **Centennial College** activity in 2010-2011, which contributed to maintaining or improving **Centennial College's** student satisfaction initiatives. This 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.

An institutional-level Student Satisfaction KPI plan was developed and implemented for the 2010-11 academic year. The plan identified 12 priority areas (6 academic areas, 3 service areas, and 3 facilities/resources areas) for Centennial to focus on based on analysis of elements that are most important to students. All academic schools and service departments developed action plans that addressed the priority areas and implemented the actions during the 2010-11 academic year. Implementation of the institutional-level plan has helped the College to maintain current Student Satisfaction capstone scores amidst two capital development projects at Progress campus, which reduced space and resources while the College experienced significant enrolment growth that put substantial pressure on available space, scheduling, and other facilities and resources. Upon completion of capital projects by fall 2011 that will address space and resource pressures currently faced, continuation of an institutional-level plan over the next few years is expected to enhance the College's KPI capstones scores.

Specific strategies/initiatives undertaken during 2010-11 include the following:

- The wireless connectivity was substantially increased at all campuses for students and the college community by doubling the number of hot spots for 2010-11 academic year to 216 from approx. 100 in 2009-10.
- Academic schools increased the number of student competitions in 2010-11 to provide students with additional opportunities to work collaboratively and develop teamwork skills.
- 50 new netbooks were added in 2010-11 to a laptop loan program for students to meet increased demand, which brings the total netbooks in the program to 150.
- Additional teacher training provided for non full-time faculty who may have a limited teaching experience.
- Career success stream initiative embedded within courses for all Business students.



11) Graduation Rate

Per the KPI results reported in 2010-2011, the graduation rate* at **Centennial College** = 58.7%

Please provide one or more highlights, in the space provided below, of a **Centennial College** activity in 2010-2011, which contributed to maintaining or improving **Centennial College's** graduation rate initiatives. This 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 graduation rate experienced a small decline of 0.6% over 2010, which is slightly less than the 0.9% declined seen in the provincial average. The decrease in Centennial's rate is due to a decline in the graduation rate of our two-year diploma programs. By contrast, Centennial's graduation rates increased in one-year certificate programs by 4.5%, in three-year diploma programs by 5.6%, and in one-year post-diploma programs by 1.9%.

Centennial College is implementing its retention strategies explained in the retention section in MYAA (please check the retention part for details). In addition, the College has been reviewing its graduation rate calculation process to ensure the process is in line with the findings from MTCU's graduation calculation methodology study outcomes.



12) Graduate Employment Rate

Per the KPI results reported in 2010-2011, the graduate employment rate, 6 months upon graduation, at **Centennial College** = **74%**

Please provide one or more highlights, in the space provided below, of a **Centennial College** activity in 2010-2011, which contributed to maintaining or improving **Centennial College's** graduate employment initiatives. This 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.

The Graduate Employment rate declined at all GTA Colleges in 2010-11, which highlights the widespread impact of the recent economic recession. Despite the negative impact of the recession, Centennial's Graduate Employment rate declined by a smaller amount than some of the other GTA colleges. The following highlights initiatives implemented in 2010-11 to support Graduates Employment during the transition period from economic recession to recovery.

Job Developers/Co-op Field Placement Officers: The School of Engineering Technology & Applied Sciences will be hiring a total of 3 part-time job developers. Their role is to source co-op positions for co-op students and liaise with the employer community.

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: Inclusion of co-op, field or clinical placements are a primary consideration when new certificate programs, and diploma and degree programs are developed. In addition to providing students with positive educational experiences within the industry, these opportunities provide valuable connections with the 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 students and graduates, including over 800 individual appointments focusing on resume building, job search strategies and interview preparation, 65 resume and job search workshops (5 more than 2009-10) conducted with over 1,300 students and graduates, and organized 15 program-targeted career fairs and networking events (4 more than last year) attended by a total of 115 employers and over 2000 students and graduates (1,300 more students and graduates than in 2009-10). The Department also manages online employment resources and over 1,300 online job postings annually.

13) Student Retention

The table below has been pre-populated with the results from **Centennial College's** 2009-2010 MYAA Report Backs. Please identify **Centennial College's** achieved results for 2010-2011 using the following methodology :

Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs on which enrolment is reported at minimum twice).

	Retention Rate Achieved for 2009-2010	Retention Rate Achieved for 2010-2011
1st to 2nd Year	<u>76.2%</u>	2010 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>3,877</u> \div 2009 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>4,938</u> x 100 = <u>78.5%</u>
2nd to 3rd Year	<u>90.1%</u>	2010 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>1,250</u> \div 2009 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>1,471</u> x 100 = <u>85%</u>
3rd to 4th Year	<u>95.2%</u>	2010 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>32</u> \div 2009 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>34</u> x 100 = <u>94.1%</u>

*The space below is provided for **Centennial College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Student Retention.

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 2009-10 Academic year. From this specific cohort, we find out the number of students who are still studying in the College in 2010-11 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 2009-10 Academic year. From this specific cohort, we find out number of students who are still studying in the College in the 2010-11 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 2009-10 Academic year. From this specific cohort, we find out the number of students who are still studying in the College in the 2010-11 Academic year.



Please provide one or more highlights, in the space provided below, of a **Centennial College** activity in 2010-2011, which contributed to maintaining or improving **Centennial College's** retention initiatives. This 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.

Integral to the College's Strategic Enrolment Management (SEM) Strategy is the college wide retention plan. Following an extensive literature review and discussions with Centennial faculty and staff, eight interrelated retention objectives were identified and captured in a College Retention Framework. A Retention Task Force, drawing senior staff members from all areas of the College, was created to deliver these objectives, commencing in 2010-11 and coming to a conclusion in 2011-12.

The Task Force's Mandate is to:

Provide a forum for distributing information between College organizational functions and work group areas;

Identify issues or opportunities that impact implementation of the Retention Framework and Data Tool;

Lead and manage the integration, prioritization, and operationalization of implementation activities;

Provide input, guidance and strategic-level feedback on the implementation framework;

Evaluate and monitor the results from the implementation, recommend appropriate changes as necessary.

Within Year 1, the following has been achieved, with respect to each of the eight objectives:

Objective 1 - Define, measure, manage retention - Tasked with creating and implementing a retention data tool in order to provide actionable intelligence to all key stakeholders the retention data tool has been created, piloted and evaluated and retention plans are being integrated into every school and service department by student target profile.

Objective 2 - Recruit to retain - The Recruitment, and Marketing and Communication Departments streamlined information from the various departments/Schools for use within the College website, calendar/catalogue, Viewbook, program cluster brochures and related publications, and appropriate checks and balances for accuracy were developed.

Objective 3 - Preparing for College - A College "Getting Started" website (<http://www.centennialcollege.ca/firstyear>) was designed and implemented and an English Institute for academic enrichment established to help improve preparation of students before attending Centennial.

Objective 4 - Orientation and Transitions - Centennial College's orientation; 'Centennial Welcomes' continued to be reframed; attendance at enhanced orientations exceeds 60%, up from 45% in 2009. A Student Transitions Manager was hired to create a First Year Experience strategy focusing on Orientation, Transition, Student Progression and Success

Objective 5 - Initial Experience & Progression - A draft Concept Paper on establishing an Advisement Framework has been created in collaboration with internal stakeholders.

Objective 6 - Working with students 'at risk' - A pilot system that identifies 'red flags' to student's ability to be successful both prior to entry and in the first semester of studies has been created and is ready to be piloted in the Fall semester.

Objective 7 - Managing the withdraw process and utilize withdrawal information to inform retention practice - A thorough, consultative process has taken place to review current withdrawal procedures and to outline best practices and recommendations for a more comprehensive streamlined process, to be implemented 2011-12.

Objective 8 - Foster 'Retention Aware' Classroom Practices - The STAR Audit tool has been revised extensively for its use and application at Centennial, to assist in auditing practices (classroom and programmatic) that can impact retention. and retention-aware classroom practices have been highlighted and embedded in faculty orientation, professional development events with a focus on learning and teaching, a number of School specific events and workshops, and in the revised Teacher/Trainer of Adult Program.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **Centennial College** used in 2010-2011 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality for the three quality measure categories indicated below -

1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)

A comprehensive faculty development program is in place that offers elective courses and workshops in pedagogy, lesson planning, class room management, building sound assessments and rubrics etc.

A cohort-based Faculty Orientation program takes new full time faculty members through a year-long program with 6 meeting dates to explore a range of topics to ensure their successful transition to full time teaching.

A program of quarterly day-long learning sessions for academic Program Coordinators to equip them with knowledge and understanding of key institutional priorities and directions that may impact their work in supporting students and sharing communication with faculty about college policies and practices.

Expansion of the use of an on-line course delivery evaluation tool has been implemented along with existing promotion and instruction for a professional model of learning development called "reflective practice".

Annual awards for Teaching and Professional Excellence are obtained through a process for student and faculty nominations respectively, and selection is determined by a panel of peers. The nominees and recipients are recognized at an annual dinner and ceremonies attend by nearly 150 in November 2010, marking 25 years of this practice.

Staff training for learning and development of support staff is available for functional job skills and development skills that may be required for advancement.

Global citizenship and equity training is available for all staff, to support our Signature learning Experience, to prepare for teaching our signature general education course on Global Citizenship, and for developing a greater understanding of inclusive practices.

2) ENGAGEMENT (Examples may include new student orientation, work-learning opportunities, etc.)

The Student Orientation process has been revamped and takes the approach that orientation extends throughout the first year of study in a program.

Every post secondary program in the College has developed a Student Handbook which offers a comprehensive information guide to their program and these are distributed on-line and followed up by classroom visits by Program Coordinators to establish both point of contact, and rapport for students at the start of their program.

Each new program developed and approved at the College is expected to integrate a work-learning component to help students develop an accurate picture of the requirements of the work place in their chosen discipline and to gain feedback from industry experts and potential employers about their development.

To support the Signature learning Experience of our College, which is based on a foundation of global citizenship, social action, and an understanding of equity, diversity and inclusion, we have made scholarships available to a number of students through an equitable, competitive process (40 in total in 2010-11) to have experiences throughout Canada or abroad. These experiences combine service learning, cultural learning and volunteerism with a chance to visit another community in Canada or internationally.

The Applied Research and Innovation Centre (ARIC) significantly increased numbers of students engaged in industry R & D projects, accelerating the innovation and entrepreneurial skills needed by our students for the knowledge economy:

- “Citizen Researcher” an innovative online learning resource for all students to build research literacy and critical thinking was made universally available online, and will become part of our new Student Leadership Passport
- The number of Colleges Ontario Network for Industry Innovation (CONII) and Applied Research & Innovation Centre (ARIC) fellowship applications and completed projects increased by over 10% this year with four new major external grants achieved (total \$3m)
- 15 new local/regional industry partnerships developed, two industry outreach events conducted, and 150 students engaged in industry led R & D projects.

3) SUPPORT (Examples may include personal and academic supports to students, etc.)

Our new Institute for academic English has been in development over the past year and will open in our new Library building. The institute’s component parts will offer spoken language development through one-to-one ESL tutor support and group peer tutoring in collaboration with our Libraries. Supports to improve academic English for writing of reports, essays, assignments and improving academic research skills have been developed. ESL English Language preparation at all levels from functional, developmental, and preparatory are in place.

Each school has begun offering Foundations programming whereby students who may not meet English and Math requirements through on-line assessment testing for placement in appropriate post secondary classes may enter a program that will consolidate learning in the requires skill area while providing exposure to program courses through careful laddering and support.

We have developed a task force to examine student retention activities across the college, creating both analytical tools and capacity building for staff to ensure consistent student advising.

15) Ten Percent Reduction in Executive Office Costs for 2011-2012

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of **Centennial College's** Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is **Centennial College's** 2010-2011 budget for their executive offices.



Centennial College confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.

Attestation:



Centennial College confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from **Centennial College's** Executive Head or Board of Governors.

Contact:

Please provide the contact information for the representative at **Centennial College** to whom public inquiries can be directed regarding **Centennial College's** 2010-2011 MYAA Report Back:

- Name:N/A
- Telephone:N/A
- Email:N/A

Please indicate the address on **Centennial College's** website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

- <http://N/A>