

CENTENNIAL
COLLEGE
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CENTENNIAL COLLEGE ANNUAL REPORT 2006–2007



THE FUTURE OF LEARNING


1966-2006

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Remarks from President Ann Buller

Over the past few years, the Centennial College community has engaged in a process of research, planning and evaluation unmatched in our history. Our new vision statement declares that we are committed to “transforming lives and communities through learning”; our Annual Report demonstrates that commitment.

There exists richness in our college's diversity. We are determined to be the college that supports learners from all over the world to prepare for work in Canada, as we prepare Canadians to work anywhere in the world. To meet this lofty goal we have implemented several significant projects, but the cornerstone of this work is our Signature Learning Experience (SLE). The SLE is a course in Global Citizenship. It examines issues that matter – such as social justice, diversity, the environment, technology – as it provides students with critical thinking skills and a sophisticated mechanism for illustrating their knowledge and appreciation of these issues to employers. Successfully piloted this year, the course will roll-out across every Centennial program over the next few years.

Located in the Toronto neighbourhoods of Scarborough and East York, we believe that Centennial has a special responsibility to ensure that prospective students have access to college education, and opportunities to succeed once enrolled. Beyond an economic imperative, such involvement is viewed by our college as a moral imperative. To meet this goal, we have significantly increased our community initiatives. This Annual Report showcases work with immigrants, first-generation college students and youth who live in neighbourhoods designated as “high risk”.

Strengthening community and providing opportunity can only be achieved if the educational experience is up to the task. Centennial has undergone planning, research and accountability processes unparalleled in our history. A comprehensive program review process ensures that programs are current and relevant. Eleven new programs (with more to come) have been developed in 2005 and 2006 as part of our Centennial 2012 plan, a comprehensive approach to *strategically* and *appropriately* increasing enrolment.

But meeting learning goals is about more than the classroom. We have introduced new systems to meet the emerging needs of students and prospective employers. Business processes have been realigned and communications strategies improved. We have re-branded this college by using our SLE to clearly differentiate the nature of a Centennial education.

Centennial's approach has gained international attention, and last year we were asked to work with partners in Dubai to open and operate an institution that provides access to Canadian postsecondary education. The Canadian University of Dubai

offers college and university programs to students in the Gulf Region and beyond. The project offers significant benefits to Centennial's own faculty, staff and students, while providing a long-term sustainable revenue source for the college.

Transforming lives and communities through learning; we think it is a vision statement worthy of our work. And we think you'll agree.

Ann Buller, President

Our Mission and Vision

Our mission is to educate students for career success.

Our vision is to transform lives and communities through learning.

We believe that learning has the power to change lives in simple and profound ways. We will help to create a future where everyone has the opportunity to transform their lives and their communities through learning that is relevant to them.

Academic Framework

Our academic framework is a statement of direction for Centennial College as an academic institution.

- It articulates our academic values and principles and governs academic decision making.
- It applies to all of our learners and employees and encompasses all of our activities.
- It provides us with a commonly understood and agreed on direction for the future as we strive to serve our communities.
- Achieving the goals in our academic framework will enable us to become a true community of learners.

We support the career and personal development of our learners in every decision we make. We value and support one another in a process of continuous learning and improvement.

We create a positive environment for effective learning within a context of global citizenship and social justice. We value the diverse profiles of our learners. Our curriculum, teaching and support services are characterized by knowledgeable and enthusiastic teachers, teaching strategies that suit learners' needs and an atmosphere of dignity and mutual respect.

We strive for excellence. Scholarly debate and applied research contribute to the quality and distinctiveness of our learning environment and advance our instructional and curriculum expertise.

We encourage and engage in evidence-based deliberation with open minds in an atmosphere of mutual respect. We consult with and consider carefully the views of internal and external stakeholders who have an important perspective on an issue.

We are accountable to our learners, our communities and the general public for the quality of the learning experiences we provide, for the resources we use and for the

manner in which we treat all people. We build evaluation into all of our work so that we improve continuously.

To advance our mission, Centennial College strives to adhere to the following principles:

- **Commit to Student Success:** We foster excellence in our students and employees by providing an equitable foundation that values their experiences and unique needs. We engage and support learners in attaining clear, high standards so that they emerge from Centennial College positioned for a successful career.
- **Commit to Access:** We support broad access to a college education by providing clear pathways and supports to enable secondary school students to meet the requirements of post-secondary programs.
- **Pursue Excellence:** We pursue excellence as a learning organization through innovation, applied research, critical analysis, rigour and currency.
- **Be Inclusive:** We offer a distinctive, inclusive educational experience that builds on a foundation of global citizenship, social justice and diversity.
- **Integrate Technology:** We are guided by the needs of learners and the learning organization in our use of technology.
- **Promote Communities of Learning:** We are committed to creating communities of learning through reflective practice, continuous improvement and lifelong learning.
- **Encourage Partnerships:** We encourage sustainable relationships that enrich student learning, augment job readiness and provide our graduates with the knowledge and skills to succeed in work and society. We seek a range of partners who are sensitive to socio-cultural needs, support our institutional objectives and contribute to our community.

Statement of Diversity

Centennial College and its Board of Governors value and embrace diversity, equity and inclusion as fundamental to our mission to educate students for career success within a context of global citizenship and social justice.

We recognize that historical and persistent inequities and barriers to equitable participation exist and are well documented in society and within the college.

We believe individual and systemic biases contribute to the marginalization of designated groups. These biases include race; sex; gender; sexual orientation; age; disability; ancestry; nationality; place of origin; colour; ethnicity; culture; linguistic origin; citizenship; creed (religion, faith); marital status; socio-economic class; family status; receipt of public assistance; or record of offence. We acknowledge that resolving First Nations sovereignty issues is fundamental to pursuing equity and social justice within Canada.

We acknowledge the richness and diversity of the community we serve. As our community has evolved and our staff and student population have changed, we have implemented policies and practices to address issues of inclusion. In moving forward, we will build on this work to embed our commitment to diversity, equity and inclusion in every aspect of what we do.

OUR GUIDING PRINCIPLES

We believe social justice requires that we value diversity, equity and inclusion. We believe that the principles and practices of diversity, equity and inclusion strengthen the social and economic development, growth and well-being of our student population, our employees and our local and international communities.

We uphold our social responsibility to contribute to a society that is equitable, fair and just. In accordance with our mission, vision and values, we will demonstrate leadership in eliminating barriers and implementing and promoting diversity through our academic framework, policies, special initiatives and proactive measures.

We are committed to eliminating all forms of harassment and discrimination. We will prevent, remedy and redress these inequities. We will create an environment of inclusion in our teaching, learning, employment and support services so that we can fully serve our communities and prepare our students to excel in the workplace and in society.

We will be accountable for the changes we need to make. We will continue to comply with existing federal and provincial legislative requirements. We will continue to develop and implement goals, policies, competencies and special initiatives

founded upon principles of social justice to promote equity and inclusion. We will collect data to track our progress and regularly evaluate the effectiveness of the initiatives we undertake, and we will communicate the outcomes to our community.

OUR COMMITMENT

- **A safe, secure, inclusive and accessible environment for learning, teaching and working**
- **Curriculum and instruction that reflect diversity and promote equity and inclusion**
- **Equitable and accessible opportunities for student success**
- **Building knowledge and evaluating effectiveness**
- **Human resource management systems, policies and practices that reflect diversity and promote equity and inclusion**
- **Training and staff development in equity and diversity**
- **Accessible and inclusive college communication**
- **Strategic engagement with diverse communities**
- **Relationships and partnerships that align with our mission, vision and values**
- **Committing financial and human resources to promote diversity, equity and inclusion**

Strategic Directions

In accordance with the strategic direction from the Board of Governors, we identified four strategic directions for 2006–2007:

1. Learning Excellence and Student Success

We aim to achieve high academic standards. We support co-operative applied research, technology innovation with partners, and program offerings that are responsive to the needs of a knowledge economy. We seek to expand educational opportunities for local, national and international learners seeking diploma- and degree-level education.

2. Student College Experience

We strive to provide excellent service to our learners, our employers, our graduates, our clients, our partners and the public. We actively look for ways in which we can use our resources to improve efficiency and effectiveness.

3. Organizational Strength

We value and respect our diversity. We seek to continuously improve our campus environment and to distinguish and advance Centennial College in line with our mission to educate students for career success. We want to develop new strategic partnerships with industry, educational institutions, government and community organizations and nurture existing ones. We work to continuously improve Centennial as a workplace.

4. Resource Development and Financial Stability

We plan to achieve long-term financial stability through balanced budgets, resource development and business process improvement.

Learning Excellence and Student Success

We aim for highest academic standards through excellence in teaching and learning.

We support co-operative applied research, technological innovation with partners, and program offerings that are responsive to the needs of a knowledge economy.

We seek to expand educational opportunities for local, national and international learners seeking post-secondary education.

2006–07 STRATEGIC GOALS

1. Implement Signature Learning Experience
2. Enhance academic quality and occupational relevance
3. Increase program choice and availability
4. Prepare Centennial students for global workplace
5. Improve student success
6. Provide opportunities for new immigrants
7. Help relieve financial strain on students

1. Signature Learning Experience

The Signature Learning Experience (SLE) provides an innovative and integrative educational opportunity that distinguishes Centennial graduates and makes their knowledge and skills relevant and competitive in the local and global marketplace. We introduced the SLE to the classrooms last fall. Our faculty have developed a general education core course (GNED 500) that provides students with the foundation for a critical understanding of diversity and social justice.

2006–07 Achievements

- To further the SLE objective, we offered the GNED 500 course in Human Resources Management, Recreation and Leisure Services, Computer Programmer/Analyst and our General Arts and Science programs. We also delivered GNED 500 in continuing education.
- Our SLE team conducted professional development sessions and workshops.

2. Enhance Academic Quality and Occupational Relevance

Centennial College is committed to delivering a broad range of high-quality, relevant programs that address community and industry needs. In 2006–07, we focused on the implementation of our new program review process to enhance academic quality and occupational relevance. We obtained external funding for several significant applied research projects.

2006–07 Achievements

- We reviewed fifteen programs by means of the comprehensive review process. Faculty and academic management studied the program review reports. We developed action plans to enhance program quality and relevance.
 - We provide up-to-date information about our academic programs, including their application and conversion rates, key performance indicators and student demographics. Last year we added information related to student academic performance and retention to our database. This information is readily available by program, program cluster, and semester through our internal website.
 - We launched the Culture and Heritage Institute (CHI). The CHI – a multi-faceted educational, training and community outreach facility – is sited within the Centennial College Residence and Conference Centre. It will strive to become the leading provincial and national centre for quality and innovative educational programs and services in cultural and heritage tourism studies and a centre for advancing cultural pluralism in Canada.
 - We almost doubled the number of applied research grants last year. Eleven projects were approved in 2006–07. Among them, the following four grants are particularly important:
 - **Colleges Ontario Network for Industry Innovation (CONII)**
CONII is an alliance of ten Ontario colleges that supports industry on innovation and competitiveness. Centennial College will take the lead in Life and Health Sciences sector in Life and Health Sciences.
 - **Fast Track to Technology Occupations (FTTO)**
FTTO facilitates fast-track programs for internationally trained immigrants who are unemployed or underemployed because their credentials and/or experiences are not fully understood or recognized by Canadian employers.
 - **Bridging Program for Internationally Educated Massage Therapists**
Funded by the Ministry of Citizenship and Immigration, this project involves creating and evaluating a pilot bridging program for internationally educated massage therapists.
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– **Inter-professional Disaster and Emergency Action Studies (IDEAS)**

Funded by Health Canada, this project aims to create and evaluate an inter-professional undergraduate course in disaster and emergency preparedness in medicine, nursing and other fields of allied health through high-fidelity simulation.

- We established three new specialized applied research areas in our Applied Research Centre (ARC) – SETAS Applied Research Centre, Centre of Applied Research and Technology, and Centre for Innovation.
- We launched our applied research website in January 2007. We also established an ARC Fellowship and Innovation Fund and seed-funded three applied research projects from this fund.
- The School of Continuing Education has established an additional 11 new professional and articulation agreements in 2006–07.

3. Increase Program Choice and Availability

Centennial continues to view as a top priority the development of new programs to meet the demands of the workplace and the review of existing curriculum to ensure quality and occupational relevance. In November 2006, we announced a new School of Hospitality, Tourism and Culture to meet the growing demands of the industry for quality graduates and to provide our students with expanded program choices.

2006–07 Achievements

- Last year we completed a comprehensive review of the School of Business academic activities. We are now revising our business curriculum and program delivery model in order to better align our programs with the needs of our students and of industry.
- We established a new School of Hospitality, Tourism and Culture. The new school will develop a number of new cultural tourism programs in order to address increasing student and employer demand in this field.
- We launched the following new programs during 2006–07:
 - Architectural Technology
 - Occupational Therapist Assistant/Physiotherapist Assistant
 - Computer Engineering Technician and Technology
 - Digital Animation
 - Game Design and Development
 - Project Management

- The School of Transportation opened three new classes for co-op apprenticeship diploma programs.
- The School of Continuing Education increased the number of distance learning courses from 150 to 225. In addition, CE offered 23 intensive daytime summer courses to increase course availability.

4. Prepare Centennial Students for Global Workplace

Today, post-secondary institutions need to ensure that their graduates are able to compete in a global economy. They can achieve this through an internationalized curriculum and with professors who have knowledge and experience of diversity and international standards. We place special emphasis on preparing our students for the global workplace through our international education activities, internationalization of our curriculum, and international placements and exchanges.

2006–07 Achievements

- Our new campus, Canadian University of Dubai (CUD), opened pilot programs in fall 2006. CUD offers both college diploma and university degree programs and provides students with opportunities to earn transferable credits to Canadian and other North American institutions through special articulation agreements. CUD also offers Centennial faculty who choose to teach at CUD an opportunity to gain invaluable international experience and exposure as they prepare students for the global workplace.

5. Improve Student Success

Centennial is one of the most diverse community colleges in Ontario. This is reflected, for example, in the fact that over 40% of our students report that English is their second language. We recognize that effective assessment and support of ESL skills are key factors for the success of our students.

Our advising services include creating pathways, plans of actions and roadmaps for potential and present students.

2006–07 Achievements

- Because many of our students need increasing support in the development of their English-language skills, we incorporated our English/ESL courses

(English 160/161) into our model routes for new programs. We are now conducting a review of current program model routes across the College in order to incorporate English 160/161 at the entry level, where appropriate. Upon completion of English 160/161, students must take English 170/171 in order to graduate.

- Through the CIITE (Colleges Integrating Immigrants to Employment) project we were able to benchmark the following programs using the Canadian Language Benchmarks: Automotive Technician, Human Resources Management, Environmental Technology and Practical Nursing. Canadian Language Benchmarks are a Canadian standard for describing, measuring and recognizing language proficiency across the four areas of reading, writing, listening and speaking.
- We started a special program through our English for Academic Purposes, General Arts and Sciences and Literacy and Basic Skills programs to provide support to those students who are at risk in their academic programs. We assigned full-time English faculty to reach out to the program areas in order to increase awareness.
- Our “one-stop” Advising Centre opened at Progress Campus in April 2006 and expanded to Morningside and Ashtonbee campuses in March 2007. We provided advising services for more than 1200 students and potential students in the centre’s first year.
- The Student Relations Office (SRO) opened in October 2006. The office assists in the training of new student advocates and organizes workshops on conflict resolution for both students and faculty. Since its opening, the centre has successfully managed 45 student cases.
- We reviewed our transfer credit internal process under the guidance of the provincial project for internationally trained immigrants (ITI) to provide clear pathways for ITI students.
- The number of sites that accept Centennial students for job placements increased by more than 50% in Business Operations Management, International Business, and Applied Biological and Environmental Sciences programs as a result of an extensive outreach and trade show attendance.

6. Provide Opportunities for New Immigrants

We are committed to create an enabling environment for new immigrants enrolled in our programs by providing advice and counselling to enhance their ability to excel academically. We extensively use methods such as the identification of support areas, the involvement of faculty, and referral mechanisms to ensure the success of our ITI students.

2006–07 Achievements

- One of our initiatives to facilitate the success of new immigrants on campus was the implementation of the Fast Track to Technology Occupations program. Funded by the Ontario Ministry of Citizenship and Immigration, this program aims to develop fast-track and bridging programs for ITIs to rapidly obtain credentials that will help them to access jobs relevant to their already existing skills and qualifications.
- We completed the first phase of the Colleges Integrating Immigrants to Employment (CIITE) project and submitted our report to the Ministry of Training, Colleges and Universities (MTCU). In addition, we completed a pilot project on credential assessment and language proficiency under the CIITE project.
- Our Advisement Centre provided advising services to approximately 600 ITIs.
- We held a highly successful open house event at the college for prospective ITI students in November 2006 that received commendation from all participants.
- We designed a basic-level ESL program exclusively for international students.

7. Help Relieve Financial Strain on Students

With a significant number of our students facing financial barriers, we are committed to providing financial support for our students so they are able to afford college education.

2006–07 Achievements

- We created four new bursary awards targeted to address the needs of the following under-represented students. We distributed approximately \$300 thousand to these groups to ensure financially disadvantaged students have access to funding to support access and retention.
 - first generation (FG) students (students who are first in their immediate family to attend post-secondary education)
 - married and sole-support students with children
 - students with disabilities
 - women in skilled trades
- We supported 1167 students through the Student Access Guarantee fund, amounting to \$684 thousand.
- We distributed \$282 thousand to 822 students as book bursaries.

- We improved bursary disbursement and application processes to give high-quality and speedy service to students.
- We exceeded our quota for the Ontario Trust for Students Support (OTSS) fund by raising \$428 thousand towards endowed bursaries and scholarships. This amount will increase to \$994 thousand with a maximum match from OTSS.

Student College Experience

We strive to provide excellent service to our learners, employees, graduates, clients, partners and the public. We actively look for ways in which we can use our resources to improve efficiency and effectiveness.

2006–07 STRATEGIC GOALS

1. Enhance student experience

1. Enhance Student Experience

Centennial College launched the last phase of its integrated information system, Academic Information System (AIS), in April 2006. The new system significantly enhances the availability of information to the college community and improves student recruitment, admission and registration processes. The new system also reduces queues by expanding online services and supporting timely access.

2006–07 Achievements

- We launched new payment options and earlier enrolments and registration opportunities to our students through AIS.
- We replaced our existing information portal, Campus Pipeline, with myCentennial in summer 2006 to allow our students, faculty and staff to have more effective access to college information. The new portal has a number of new, user-friendly features that support students' creativity and ingenuity.
- We reviewed all our technology contracts in order to improve quality, effectiveness and efficiency of our services and thus achieved significant savings.
- We completed technology infrastructure upgrades and the rollout of new desktop computers to the computer laboratories in August 2006.

Organizational Strength

We value and respect our diversity. We seek to continuously improve our campus environment to distinguish and advance Centennial College in line with our mission to educate students for career success. We develop new partnerships with industry, educational institutions, government and community organizations and nurture existing ones. We work continuously to improve Centennial as a workplace.

2006–07 STRATEGIC GOALS

1. Strengthen partnerships
2. Develop an inclusive workplace
3. Increase organizational capability through people development and empowerment
4. Improve accountability
5. Ensure strong recognition of Centennial College
6. Increase use of information analysis and planning in decision making

1. Strengthen Partnerships

As a leading post-secondary institution in the Greater Toronto Area, Centennial participates in a variety of partnerships for the benefit of its students, faculty and staff. At the student level, it continues to seek new opportunities to provide practical experience through co-op programs with area employers. Its strong partnership with the Ministry of Training, Colleges and Universities, Colleges Ontario and Ontario College Application Services (OCAS) provides faculty and staff with opportunities to engage in scholarly activities and collaborative research.

2006–07 Achievements

- Funded by the MTCU, we implemented a first generation students initiative. We surveyed students from two Scarborough-area secondary schools to learn about FG students and their special needs. We also plan to create an outreach program for prospective FG students and their parents for the development of customized educational paths, specialized advisement, free tutoring and mentoring, as well as the provision of financial support through a bursary program.
- Through the joint funding from Ministry of Education and Ministry of Training Colleges and Universities, we have entered in partnerships with Toronto and York district school boards for the creation of three dual credit courses that will allow high school students to earn credits that count towards their high

school diploma and their postsecondary diploma, degree, or apprenticeship certification.

- We continue to support and participate in our community initiatives through relationships with a wide variety of cultural groups. We provided summer continuing education courses for youth from the Malvern, Kingston and Galloway communities in Scarborough and graduated 85 students.
- Our successful Youth Challenge Fund application has resulted in a grant of \$150 thousand per year for three years to support our initiative for youth from at risk communities.
- The School of Community and Health Studies hosted two mock disaster Exercises in 2006-2007. These annual events bring emergency response professionals from all over Toronto to our site and builds recognition and awareness of the excellent Community and Health Studies programs and facilities at the new HP Science and Technology Centre.

2. Develop an inclusive workplace

We aim to provide an environment that is enabling, inclusive and supportive for our students, faculty and staff. We are committed to respecting and protecting the fundamental rights of each member of the community.

2006–07 Achievements

- We created a new Office of Diversity and Equity under the President's Office and employed a new Dean of Equity and Diversity in 2006–07. The new office addresses the special needs of our diverse population and oversees equity and inclusion matters across the college.
- We introduced a new model for dispute resolution and supported its implementation with new policies, procedures, positions and training.
- We will continue our special program to reach diverse candidates for full-time faculty positions in collaboration with our faculty union until we have a workforce that fully reflects the diversity of our students and communities.

3. Increase Organizational Capability Through People Development and Empowerment

We acknowledge our faculty and staff as the most important factors for students' achievement of a high-quality education. We encourage our faculty and staff to

continuously engage in self-development and professional development activities, including self-reflective practice, applied research and other professional activities that enhance the body of knowledge in their respective areas of expertise.

2006–07 Achievements

- We created a new Organizational Learning framework in fall 2006. Our purpose is to ensure that our faculty and staff are aligned with the mission, values and strategic goals of the college and remain current with their professions and technology.
- We administered our second employee engagement survey in November 2006, to all full-time and part-time employees. The results indicate that Centennial has a consultative work environment that is similar the environment at a norm group of other colleges and universities to which this survey was administered previously. The survey also indicates some areas that require special attention. We are currently conducting focus groups among our faculty and staff to better understand the factors that underlie the survey results. Subsequently, we will create and implement action plans to enhance our work environment.

4. Improve Accountability Within the College

We are accountable to our community for our decisions and actions. We have a very exciting vision for Centennial. But how do we know whether it is working? We need measures that tell us whether we are meeting our goals, ranging from accessibility and inclusion to innovation and employee engagement.

2006–07 Achievements

- Our Balanced Scorecard project is very close to completion. With help from James Norrie, a Ryerson University professor who is an expert in Balanced Scorecard implementations in academic environments, we created a college-wide strategy map and identified its major strands. We are currently developing specific measures that impact these strands, based on cause-and-effect relationships. We also identified four key business processes—curriculum development, recruitment, admission, and planning and budgeting. We mapped these processes with help from stakeholders to identify leverage points for improvement and created specific measures that will facilitate and show progress.
- We implemented the Earned Revenue Based Budgeting (ERBB) model for the first time in 2006. This model enhances accountability because it distributes the college’s resources to academic programs according to the

revenues generated by them. In addition to enhancing accountability, this model facilitates budget transparency, predictability, functionality and accountability. We implemented a performance management system for our administrative staff. Last year we changed the performance planning cycle from July–June to April–March to synchronize it with the business plan year. This allows us to align the business plan objectives with individual performance objectives.

- We updated our purchasing policy by incorporating the specific recommendations from the Auditor General's recent report for the colleges sector. The new policy will be in effect in 2007–08.

5. Ensure Strong Recognition of Centennial College

We develop strategies to communicate with our specific market segments with a view to better understanding their academic needs, achieving higher enrolment and generating more revenues. We aim to disseminate information about our programs and services that will help us to recruit and serve students, faculty and staff and attract partnerships and collaborations with outside agencies.

2006–07 Achievements

- We redesigned the Centennial website with our new brand identity and added functionality. We implemented a new content management system to allow for fast and accurate updates.
- We expanded our relationship and advertising campaign with OMNI Television and ethnic newspapers across the GTA. We completed a new TV advertising campaign targeting key influencers in various multicultural communities.
- We continue to develop strong marketing and communication plans for each of our school's unique sub-brands. We completed continuing education and online/distance education marketing plans in 2006–07.
- We redesigned all marketing materials, including college calendars, view book and program cluster brochures to reflect Centennial's new logo and vision.

6. Increase Use of Information Analysis and Planning in Decision Making Process

Our success relies on the effectiveness of the decisions that we make day in, day out. To make fact-based, accurate decisions, we depend on analysis of the rapidly changing environment around us and effective planning to respond to these changes.

Our Balanced Scorecard allows us to translate our vision and strategies into action by providing a new framework, one that tells the unique story of the organization through the objectives and measures we selected.

2006–07 Achievements

- During recent years, Centennial has undergone a series of major facility changes, including the opening of the Morningside campus, the closing of the Warden Woods campus and the relocation of most central administrative functions to leased premises at Eglinton Avenue. These changes and planned growth in enrolment have prompted us to develop a strategic space plan. The strategic space plan attempts to reconcile our long-term space needs with the existing facilities and recommends creating or obtaining additional space where and when necessary. Educational Consulting Services, a facilities planning company, completed its assessment and consultations during 2006–07. We expect them to present the final strategic space plan in May 2007.
- We enhanced our corporate planning web page with the addition of two new sections titled key “performance indicators reports” and “program review.” Additionally, we added new academic and retention information in the program indicators database in order to support the program review process.
- In order to improve our technology-based curriculum delivery strategy, we created an academic technology working group with participation from the Centre for Organizational Learning and Training, the Learning and Resource Centre, and the Information Technology division. The working group is developing strategies and recommendations for technology-enabled program delivery.
- We introduced new financial reports in line with the principles of the Earned Revenue Based Budgeting model and presented financial contributions from all our schools and other revenue-generating activities.

Resource Development and Financial Stability

We plan to achieve long-term financial stability through balanced budgets, resource development and business process improvement. Since the 2001–02 fiscal year, we have consistently filed financial results with surplus.

2006–07 STRATEGIC GOALS

1. Create additional revenue
2. Achieve an annual balanced budget

1. Create Additional Revenue

Our ability to provide resources for our activities largely relies on the creation of additional revenue from unfunded activities, including international education, ancillary continuing education and corporate training. We reinvest the additional revenue for academic advancement and facility improvements.

2006–07 Achievements

- Our international education revenue makes a significant contribution to our resources and continues to grow every year. This year we increased our international revenue by 17% from \$8.9 million to \$10.4 million.

2. Achieve an Annual Balanced Budget

The balanced budget goal is critical for us in order to generate cash flow to service our debt obligations and fund capital expenditure requirements. We closed 2006–07 fiscal year with \$207 thousand surplus. This is the fifth consecutive year that we file financial statements with a surplus.

2006–07 Achievements

- During 2006–07, we diligently monitored our budget performance through monthly closings and periodic forecasts. Consequently we closed the fiscal year with \$207 thousand surplus, representing 0.1% of the total budgeted revenues.
- The audited financial statements attached to this report provide additional financial information.