

2014-2015

# Centennial College Annual Report

CENTENNIAL  
COLLEGE



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## Remarks from the Board of Governors Chair Hilary Short and President and Chief Executive Officer Ann Buller

This year marks Centennial College's second Annual Report since adopting our Strategic Plan – *Our Book of Commitments (2nd Edition)*, our Academic Plan - *Leading through Learning* and our *Strategic Mandate Agreement* with the Province of Ontario. These foundation documents articulate the College's bold aspirations and compelling promise to our learners. We've lived up to the pledge to build more bridges with employers and our community, to be more innovative and entrepreneurial, to support performance excellence and leadership of dedicated and talented employees, and to ensure graduates receive a quality and impactful learning experience, enabling them to do meaningful work and have meaningful lives. The 2014-15 Annual Report tells an inspiring story of leadership, of striving and success, and makes clear how we face with confidence and resolve the challenges and opportunities in post-secondary education in a globalized economy.

Transformation and innovation are unifying themes in all that we do (from our approach to learning and service excellence, to scholarship and research), shaping how we engage with partners, living our commitment to be leaders in a globalized community, and in sharing our skills, experiences and values with the world. An extensive, comprehensive program review process resulted in new essential skills and outcomes embedded throughout the curriculum and in co-curricular activities. Our focus on technological innovation has increased our capacity to deliver blended and online courses and programs and has enhanced the breadth of our digital library resources. We have embarked upon new, and strengthened existing, partnerships, developing degree completion pathways with sister institutions in Ontario and internationally; and have we enhanced experiential and work-integrated learning. We continue to pursue our regional diversification strategy, recruiting students from around the world. Moreover, this year, hundreds of students and employees participated in international exchanges, field placements and collaborative social justice and community engagement projects.

Highlights of our year include:

- Largest enrolment ever – 19,336 full time students, more than 25,000 part-time students
- Visionary governance and financial stewardship resulted in a budget surplus of \$9.2 million, enabling us to hire 12 new full-time faculty and 26 new staff; implement a part-time faculty strategy – increasing part-time faculty salaries by an average of 44% ; and make capital investments of \$27.5 million
- Increased participation in our Global Citizenship and Equity Learning (GCELES) by 63% and other International experiences by 32%, which saw students and employees engaged in service learning and social entrepreneurship around the globe
- Launched our Signature Employee Experience – with a program to earn a Distinction in Leadership
- Introduced 9 new programs, from Fashion Business and Management to Dance- Performance
- Built the framework for our new Centre for Advising and Pathways
- Recognized for academic and innovation excellence by winning national awards in entrepreneurship, teaching, student achievement, applied research and innovation

- Strengthened our focus on graduate employment, partnerships with employers, launched our new office of Strategic Initiatives and External Relations and built our Signature Industry Experience
- Accelerated opportunities for experiential learning and employment through applied research, innovation and entrepreneurship; created a technology access centre in health care (WHIMTACH) and our youth accelerator (ACCEL)
- Grew our endowment funds to \$21.2 million, an increase of \$2 million over last year

Centennial embraces diversity, equity and inclusion. We live these values through pioneering and original efforts that reach out to groups traditionally underrepresented in higher education, notably First Nations communities. Adult learners with complex economic and social challenges including those with significant family and work commitments, thrive in our environment. We are proud that this year we made great strides in developing the tools to support individuals with complex mental health issues through the creation of a Mental Health Case Management Framework, now promoted by the Centre for Innovation in Campus Mental Health as an example of best practice.

This year we celebrated our commitment to excellence. We continued to improve and expand the ways in which we measure our performance and evaluate the effectiveness of new initiatives, as well as established practices, to meet our dual promises of accountability and leadership. We want every member of our community to feel that they have the support and the tools they need to be life long and life wide learners, to lead and innovate, to be engaged Centennial College ambassadors in service to others and to *transform lives and communities through learning*.



## Our Mission and Vision

Our mission is educating students for career success.

Our vision is transforming 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 Plan 2013-2020: Leading Through Learning**

The Academic Plan 2013-2020: Leading through Learning (“The Plan”) charts the academic direction that will enable Centennial to be a leader in transformative learning, global citizenship, quality and accountability. This academic plan not only defines who we are, but what we aspire to be. In telling our story, we strive to lead the conversation on college education and bring learning to life.

We will enhance our approach to learning and teaching so that it will not only address learner pathways, preferences, and strengthen core competencies, but also develop emerging competencies. We will incorporate advancing technologies. We will embed experiential and entrepreneurial skills into our curriculum and pedagogy to prepare our learners for meaningful work and meaningful lives.

Nine principal themes have emerged that represent areas of priority in the years to come; together, they culminate in the actions we will take in support of Learning – For Meaningful Work and Meaningful Lives:

1. Pathways to Learning
2. Inquiry, Innovation, and Scholarship
3. Learning New Essential Skills
4. Experiential and Work-Integrated Learning
5. Technology-Enhanced Learning Environments
6. Global Connections
7. Learning through Engagement
8. Leadership and Learning for All
9. Culture of Quality and Academic Integrity

## **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 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



## **Our Book of Commitments, Second Edition**

### **Bring the New Essential Skills to a Global Community**

*Introduce, deliver and embed the new essential skills*

### **Drive Innovation and Entrepreneurship**

*Build strong supports for entrepreneurship and innovation education and experience*

### **Offer the Map and the Compass**

*Make learning, credentials, skills and experiences more accessible and portable*

### **Redefine the Relationship Between Education, Experience and Employment**

*Invest in meaningful industry and community relationships*

### **Make a Bigger Promise to Students**

*Advance excellence and integration in Academic Programming and the Student Experience*

### **Ensure Smart Stewardship and the Truly Sustainable College**

*Be excellent stewards of the public trust*

### **Lead the Conversation**

*Build our brand and reputation as a global difference maker, leader and innovator*

### **Offer a Signature Employee Experience**

*Engage our people – foster a culture of learning, respect, gratitude, and recognition*



## Commitment #1

### Bring the new essential skills to a global community.

Centennial College has firmly established its leadership in prioritizing the new essential skills that learners need to succeed at all stages of their educational, work and personal lives. We have made great strides not only in introducing these skills into the classroom and into all manner of supportive learning environments here at home, but also in taking them to the wider world through a diverse range of international exchange opportunities. 2014-2015 saw us improve our ability to deliver and embed these skills via our Comprehensive Program Quality Review (CPQRP) process, increase attention to blended and online learning and teaching, and expand opportunities for work integrated learning while engaging our students and faculty with their peers around the globe.

### **Integrate the new essential skills and outcomes across curriculum, for all learners**

Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
Create and implement a consistent, evidence-based approach for defining, integrating and evaluating the new skills and outcomes	New essential skills (NES) and outcomes defined, prioritized, and a consistent, evidence-based approach for integration and evaluation created by March 31/15	<ul style="list-style-type: none"> <li>• Three NES – entrepreneurship, innovation and research ready for integration via the Comprehensive Program Quality Review (CPQR) process in 2014-2015</li> <li>• Plan developed to integrate all NES in 2015-16</li> <li>• CPQR report template revised</li> </ul>
Integrate the Global Citizenship and Equity (GCE) course and Continuing Education (CE) courses into programs undergoing comprehensive program quality review (CPQR), and General Education courses	New skills and outcomes implemented in 25 programs undergoing comprehensive program quality review (CPQR) <ul style="list-style-type: none"> <li>• Three General Education literacy focused courses developed</li> <li>• GNED500 adapted to online delivery and development of an Introduction to Research in online format</li> <li>• 10 CE courses by March 31/15</li> </ul>	<ul style="list-style-type: none"> <li>• 18 programs underwent CPQR in 2014-2015</li> <li>• 96% of all programs integrated GCE learning outcomes</li> <li>• 82 full-time programs introduced ePortfolio</li> <li>• NES embedded in three GNED courses</li> <li>• GNED 221 (Introduction to Research) and GNED 500 developed a fully online courses; student satisfaction rate of 75% in each class</li> <li>• Three School of Continuing Education (SCE) Certificate Programs – Spanish, Thanatology and AutoCad – have</li> </ul>

Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
		completed CPQR process <ul style="list-style-type: none"> <li>34 new SCE courses have been introduced in a variety of Certificate and/or Professional Development Programs</li> </ul>
Create flexible, interdisciplinary delivery models offered to broad audiences	One Massive Open Online Course (MOOC) created and delivered by March 31/15	<ul style="list-style-type: none"> <li>MOOC(s) will be delivered in Fall 2015 and Winter 2016</li> <li>Applied Research, Innovation and Entrepreneurship Services (ARIES) built, piloted, and assessed two workshops on Service Promise and Innovation among students and divisional employees and implemented an electronic Innovation Navigator</li> </ul>
Enhance library capacity to support the essential skills and literacy development	Development of a pilot online information literacy tutorial by March 31/15	<ul style="list-style-type: none"> <li>Online tutorial developed; full online information literacy tutorial, to be developed with new mobile library website in 2015-2016</li> </ul>
Increase staff capacity in the Libraries to provide copyright education, deliver copyright services, and ensure copyright compliance in academic delivery and throughout the College	Copyright services officer position approved, posted and filled	<ul style="list-style-type: none"> <li>Full-time Copyright Services Librarian faculty position filled</li> </ul>
Inform and engage alumni, employees and industry/community in the new essential skills learning opportunities	Alumni, employee and industry/community engagement in the new essential skills through online courses – through 10 online courses	<ul style="list-style-type: none"> <li>"Introduction to Blended and Online Learning and Teaching" (BOLT), developed; 27 faculty registered</li> <li>New monthly Teaching and Learning Webinar Series implemented; 63 faculty and staff attended: "Online Teaching: Myths, Realities and Trade</li> </ul>

Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
		Secrets"; webinars archived for future viewing

### **Integrate the new essential skills in co-curricular learning and student and community engagement**

Integrate new essential skills student success workshops	New essential skills integrated into two new student success workshops by March 31/15	<ul style="list-style-type: none"> <li>350 students, staff and faculty attend GCE skills for portfolio /ePortfolio development</li> <li>600 students attend workshops in Engagement Week</li> <li>New entrepreneurship workshop: "Be Your Own Boss" introduced in Career Week</li> </ul>
Revise co-op course curriculum and embed essential skills providing appropriate resources and professional development	Co-op course curriculum revised, support materials created and disseminated, and all Co-op and Career Services Advisors provided with professional development on entrepreneurship as a career by March 31/15	<ul style="list-style-type: none"> <li>Co-op course curriculum revision deferred to 2015-2016</li> <li>GCE skills leveraged within Co-op courses and graduating student workshops for Career Services publications</li> <li>"Train the trainer" program delivered to all Career Services staff</li> </ul>

### **Increase global connections for learners**

Increase faculty/student exchanges and placements through Global Experiences Opportunities (GEO) and Global Citizenship and Equity Learning Experiences (GCELES)	Global Experiences Opportunities (GEO) increased by 2.6% and Global Citizenship and Equity Learning Experiences (GCELES) increased by 100%	<ul style="list-style-type: none"> <li>GEO increased by 32%, and GCELES increased by 63%</li> </ul>
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## **Success Stories**

### **Getting out there and making a difference – our students and faculty travelling the globe**

A stellar example of how Centennial is bringing its core values to the world occurred in 2014-2015, when Colleges and Institutes Canada (CICan) collaborated with Centennial College to deliver CICan's Education for Employment (EFE) program in the Andean Region of Peru. The program's objective is to improve the socio-economic well-being of vulnerable youth, particularly young women, by providing employment-focused education and improving essential skills that promote self-

employment and entrepreneurship. Centennial and Durham College are sharing their expertise in Agricultural Production/Food Industry with Instituto de Educación Superior, Técnico y Profesional (IESTP) – Illimo, Lambayeque Region.

Another example happened in May 2014 when two School of Transportation (SOT) students joined the Kookmin University team in the International Student Green Car Competition 2014. In August 2014 one faculty and four students from the SOT travelled to South Korea to join Kookmin University's Korean SAE Baja and Formula 2014 competition team.

### **Global Experience Office**

In 2014-15, 330 students and staff participated in dozens of Global Citizenship and Equity Learning Experiences (GCELES) and study/work experiences abroad.

### **2014 Work/Study Abroad**

In winter 2014, the next cohort of more than 138 Centennial students and five staff departed to participate in semester exchanges abroad or pursue international field placements and internships. The diverse list of opportunities includes study abroad destinations in Germany, France, Ireland, Finland, United States, South Korea and field placements in Costa Rica, Ghana, India, China, and Argentina. The representation of programs in the winter 2014 cohort is more diverse than ever including: Tourism and Travel, Tourism Management, Hospitality Management, Marketing, Journalism, Community Development, Social Service Worker, Child and Youth Worker, and Computer Systems Technology.

### **2014 Global Citizenship and Equity Learning Experiences (GCELEs)**

In 2014, the College funded 17 Global Citizenship and Equity Learning Experiences (GCELEs). These projects continue to create positive social change by working collaboratively on social justice issues with diverse communities around the globe. Forty-six staff and 141 students participated in the GCELE projects.

In 2015-2016, GCELEs will include projects in China, Guatemala, Nicaragua, Cuba, the Dominican Republic, Costa Rica, the Yukon Territories and PEI, as well as an advocating for LGBT (lesbian, gay, bisexual and transsexual) Human Rights Projects.

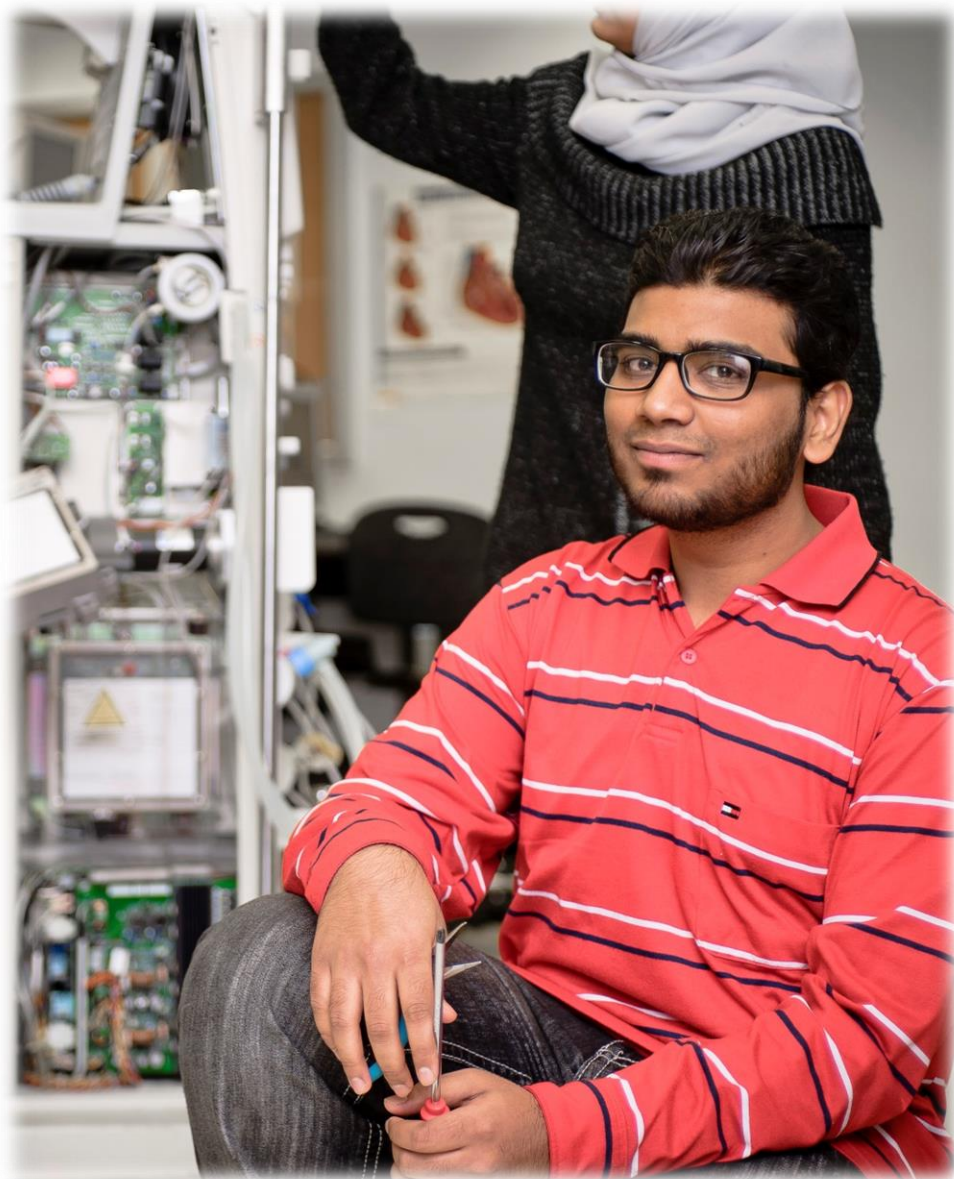
### **Bringing the New Essential Skills, and the world, to our community at home**

In 2014-2015, the three-year Music Industry and Performance program entered its second year, doubling enrolment from 2013-2014. As part of the second-year curriculum, students are introduced to world and indigenous music through two courses: Worlds of Music introduces students to the music of Latin America, the Caribbean, Africa, the Middle East and Asia, while Indigenous Music and Culture provides an overview of the history, culture and music of indigenous North Americans. Students are encouraged to explore and integrate different cultural traditions into their own music, and the courses' influences are already being seen through student work.

This year, Centennial also welcomed nearly 30 exchange students from abroad. Among them are eight students from Mexico and Chile, who were awarded scholarships through the Emerging Leaders in the Americas Program.

In Fall 2014, the General Education department launched revised versions of six popular General Education (GNED) elective courses in order to embed outcomes and assessments focusing on New Essential Skills such as Cultural Competency and Globalization Perspective, Financial Literacy, Applied Ethics, Negotiation and Collaboration skills and Reflective Practice.

*"[GCE Portfolio Learning] . . . really taught me a lot about how the GCE skills can be converted and used in employment opportunities. It was very informative and awe-inspiring."* Brandon Ramdial, Community Justice Services Student



## Commitment #2

### Drive innovation and entrepreneurship.

Building on our strong push in this area in 2013-2014, this year saw Centennial increase our support for entrepreneurship and innovation. We saw impressive jumps in the numbers of students, faculty and staff involved in applied research, innovation and entrepreneurship projects and in the expansion of strategic partnerships with key industry players and joint ventures with sister educational institutions. Centennial was the only college in Ontario awarded provincial funding from the Ontario Centres of Excellence to create a campus linked accelerator to incubate and grow 60 youth-led businesses over the next two years. In addition, Centennial was one of only three colleges in Canada to be awarded five year, renewable, Natural Sciences and Engineering Research Council (NSERC) funding to establish a Technology Access Centre (TAC) at Progress. Our Wearable Interactive Mobile Technology Access Centre in Healthcare (WIMTACH) – builds on our interdisciplinary innovation capacity in health, engineering and business and will help companies to scale-up and commercialize products and processes that matter – increasing business productivity and international competitiveness, creating exceptional experiential learning for our students, state of the art engagement for our staff and new employment opportunities for graduates.

### **Equip learners with innovation and entrepreneurship skills and experience**

Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
Develop innovation and entrepreneurship outcomes and opportunities for skill development and experience across the College	Innovation and entrepreneurship outcomes and experiential learning opportunities embedded in all relevant programs undergoing program review (approx. 25) by March 31/15	<ul style="list-style-type: none"> <li>• Entrepreneurship embedded in School of Communications, Media and Design (SCMD) through program review process</li> <li>• All schools participate in applied research and innovation activities</li> </ul>
Strengthen Eastern GTA Entrepreneurship ecosystem with Centennial as the link	New Eastern GTA Entrepreneurship Advisory Committee established in 2014-15	<ul style="list-style-type: none"> <li>• Eastern GTA Entrepreneurship Advisory Committee established in Spring 2015, one meeting held</li> </ul>
Expand interdisciplinary and seamless “concierge services” for students, employees, alumni and industry/community partners in innovation, entrepreneurship, research and commercialization activities including new	Employee, student and business engagement in applied research and innovation projects increased by 10%, grants increased by 20% over previous year - campus-linked accelerator launched and	<ul style="list-style-type: none"> <li>• 96 faculty and staff researchers engaged, 16% increase over previous year</li> <li>• 235 student researchers engaged, 15% increase over previous year</li> <li>• Highest funding review approvals in its history:</li> </ul>



Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
business start-up and business acceleration	<ul style="list-style-type: none"> <li>- 30 student entrepreneur businesses incubated by March 31/15</li> <li>- Companies surveyed on our "concierge service", 90% satisfaction rate achieved</li> </ul>	<ul style="list-style-type: none"> <li>• Campus Linked Accelerator (CLA), Technology Access Centre, as well as the single biggest private sector commitment (Bitebank Media - \$1M) for applied research, Centre of Entrepreneurship integrated with ARIES, 40% increase in grants over previous year</li> <li>• Office of Development and Alumni Engagement secures \$0.75M in donor investments for entrepreneurship</li> <li>• 90% client satisfaction rate achieved</li> </ul>
Create a sustainable academic scholarship/research framework, inclusive of a repository of scholarship, learning opportunities for employees, and embed research outcomes in curriculum	Sustainable framework for scholarship developed, repository created, populated and maintained, research literacy outcomes embedded in all relevant programs (approx. 25) by March 31, 2015	<ul style="list-style-type: none"> <li>• Framework developed, workshop implemented, online repository launched</li> <li>• SoTL Research Fund funded 7 faculty projects</li> <li>• Scholarly activity reports developed in two schools: SCMD and the School of Community and Health Studies (SCHS)</li> </ul>
Foster Innovation, research and entrepreneurship to advance faculty, student, industry engagement in aviation-aerospace sector at Downsview	Downsview Aerospace Innovation Research (DAIR) group strengthened through increased number of strategic partnerships, two research grants achieved, and two joint ventures created.	<ul style="list-style-type: none"> <li>• Office of Strategic Initiatives and External Relations (SIER) launched</li> <li>• DAIR consortium strengthened with new and ongoing partnerships: (Bombardier Pratt and Whitney, MDA, FlightSaftey International, Messier-Buggatti-Dowty, SPP landing Gear, UTAS Systems, Canadensys, Ryerson, UTIAS University of Toronto Institute for Aerospace</li> </ul>

Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
		<p>Studies, and York University)</p> <ul style="list-style-type: none"> <li>• Framework developed for a Centennial/Ryerson joint Degree Program in aerospace, Fast Track Aerospace assembly training program developed with the School of Transportation and in partnership with Bombardier and Mitsubishi (40 graduates from the first cohort received job offers the day they graduated)</li> <li>• 2 aerospace applied research grants achieved</li> </ul>
Identify and implement additional co-curricular strategies for students and community engagement in innovation and entrepreneurship	Integrate at least two innovation-entrepreneurship opportunities into the Leadership Passport.	<ul style="list-style-type: none"> <li>• Innovation and Leadership workshop offered to all Leadership Passport students</li> <li>• 45 research and innovation projects conducted and 235 students employed</li> <li>• 9th annual Applied Research, Innovation and Entrepreneurship Symposium held – 95 employees, students, and external participants attended</li> </ul>

#### Strengthen our relationship with businesses, community and sector leaders and organizations

Create a Circle of Champions	President's Circle of Champions created and launched	<ul style="list-style-type: none"> <li>• President's Task Force on Graduate Employment launched, Signature Industry Experience developed industry champions identified</li> </ul>
Create a "Partner for Life-long Learning" Framework for Alumni engagement	Partner for Life-long Learning Alumni Framework developed,	<ul style="list-style-type: none"> <li>• Deferred to 2015-16</li> </ul>

Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
	implementation begun – “call back” program launched, Alumni mentors identified for campus-linked accelerator, International alumni network created to connect businesses and entrepreneurs on a global scale	
Create an Eastern GTA entrepreneurship and innovation advisory group for our campus-linked accelerator	Eastern GTA Entrepreneurship and Innovation Advisory Group launched, evidenced in more seamless collaboration and mutual referrals	<ul style="list-style-type: none"> <li>• ACCEL Youth Accelerator launched <ul style="list-style-type: none"> <li>○ 26 events</li> <li>○ 19 youth in the 1<sup>st</sup> cohort</li> </ul> </li> <li>• East GTA Entrepreneurship Advisory Group launched, referrals increase</li> <li>• 2332 youth reached at entrepreneurship events and conferences</li> </ul>

## Success Stories

### **Meaningful Play - Career Development Video Game**

Recognizing how challenging it can be for students to map out their career plans, and knowing that students enjoy playing video games, Career Services collaborated with Information and Communication Engineering Technology (ICET) faculty from the School of Engineering, Technology and Applied Science (SETAS), with funding through Applied Research, Innovation and Entrepreneurship Services (ARIES), to develop a video game titled “Career Adventures” that engages students in career exploration and job search planning.

Over the past year, two Software Engineering-Interactive Gaming students and one Game Art Design student created a prototype. This research project was a tremendous learning experience for the students as they worked on coordinating the development of a product through the entire software development cycle, applying their technical knowledge while enhancing essential employability skills. The Career Adventures video game will be accessible through the Career Services website for students and the Centennial community. The project team will be presenting the video game at the annual ARIES Symposium on May 21, 2015.

### **Collaborating to improve the future of energy**

During the past academic year, four applied research projects funded by the Natural Sciences and Engineering Research Council of Canada (NSERC) Innovation Excellence program (now moving into the third year of a five year grant in sustainable energy) supported eight part-time faculty, four full-

time faculty and twelve student researchers. Key milestones included the development and implementation of product testing for local SME Clear Blue Technology's (CBT) micro controller products (the Centennial project team has helped to test and release more than 40 commercial units for CBT), the development of a layout for a Photo Voltaics (PV) performance test plan (the test assembly and execution will compliment full scale tests by Celestica and will bring the College closer to the key players in PV innovation), the development of a library of international standards for renewable energy, and the understanding of key standards and regulations related to installation and commissioning of hydrogen power generation units.

Centennial was also awarded an applied research grant from NSERC for two researchers from Centennial's Advanced Manufacturing and Automation Technology (AMAT) department to partner with Enerworks, which manufactures solar thermal water-heating appliances, on a project to optimize the design of solar pool heaters. Two part-time students were hired to support the technical activities for the project, which began in July, 2014 and successfully concluded in December 2014 with a major commercializable breakthrough for the company.



### **Bringing entrepreneurship to youth**

As part of the Youth Entrepreneurship Fund and the Youth Innovation Fund, the Ontario Government awarded \$29 million over two years for Campus-Linked Accelerators (CLAs) to create campus-linked focal points for entrepreneurship and youth-led start-ups. In a highly competitive process, Centennial College is delighted to have been chosen as one of only ten CLAs in Ontario (the other nine are housed in universities). Our new Accelerator for Centennial College Entrepreneurs and Leaders – ACCEL - is now fully launched and is currently mentoring the first cohort of 19 entrepreneurs, out of a total of 60 youth-led businesses that we will help with scaling their businesses up over the next two years.

### **Congratulations are in order!**

There was a strong Centennial presence at the 2014 Canadian Hospitality Foundation (CHF) Ball as faculty and staff gathered in support of raising scholarship funds for hospitality students, and to applaud Bonnie Fung, an international student enrolled in Culinary Management, who received the \$2,000 CHF Trimen Food Service Equipment/Gordon Food Service award.

## Commitment #3

### Offer the map and the compass.

One of Centennial's core mandates is to meet learners where they are, wherever that might be along the journey that leads to higher education, through their time with us and beyond. We are continually seeking to make learning, credentials, skills and experiences more accessible, more portable and more relevant in a rapidly changing environment, and to investing in the technological tools that supports these efforts. 2014-2015 saw us meet and exceed last year's targets for increasing pathways and articulations across the Schools, further develop the model to launch our Centre for Advising and Pathways, and place a particular focus on creating new services, programs and courses that support learners seeking careers in emerging occupations, enabling them to make meaningful contributions to advancing a more civil society locally and internationally.

### **Establish the Centennial College Centre for Advising and Pathways**

Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
Create a system of pathways and recognition of prior learning	Model for the Centre developed and implementation begun, end-user tools for pathways explorations developed by March 31, 2015	<ul style="list-style-type: none"> <li>Model for the Centre developed, aligned with new advising model, implementation in 2015-16</li> <li>Phase 1 of online transfer credit application system for Online Recognition of Prior Learning (ORPL) implemented</li> </ul>
Increase the number of articulations and industry and professional associations	Number of new pathways/articulations (8) and number of new industry/professional association partnerships (8) increased by one each per school by March 31, 2015	<ul style="list-style-type: none"> <li>59 new articulation agreements signed</li> <li>Cape Breton University's MBA in Community Economic Development, a program will be delivered on-site at Progress- Fall 2015</li> <li>9 professional associations/partnerships signed</li> </ul>
Develop programming for emerging new occupations	Two new programs for emerging occupations identified by March 31, 2015 and developed and four new programs approved for delivery	<ul style="list-style-type: none"> <li>Aboriginal Stackable Credential launched</li> <li>Inclusive Leadership Practices, Home Childcare Certificate</li> </ul>

Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
	Fall 2015	program, Product Design and Development Advanced Diploma, Lifestyle Media and Advertising Graduate Certificate, Creative Digital Strategy Graduate Certificate, and Digital Visual Effects Graduate Certificate developed for delivery in fall 2015
Expand the number of relevant degree offerings	Decision-making Framework for three and four year degrees developed, one new degree identified by March 31, 2015	<ul style="list-style-type: none"> <li>• Framework to guide new degree development underway, will be finalized following MTCU meeting in May 2015</li> </ul>
Expand learning opportunities within communities outside of traditional campus locations	Two new courses developed in CE and delivered in the community, six to eight entrepreneurship events delivered and 100 community-based youth entrepreneurs engaged by March 31, 2015	<ul style="list-style-type: none"> <li>• Food Service Worker program delivered at the Chinese Cross Cultural Centre</li> <li>• 16 Business, ESL and TESL courses at Eglinton Learning Site; 301 ELL students enrolled</li> <li>• Expanded the number of print-based offerings by 15% to Incarcerated Learners at various facilities</li> <li>• GNED129 print based mode completed and delivered to increase access to incarcerated at the Vanier Correctional Institute</li> <li>• 10 Centennial students participated with 30 students from the Jordan Education Initiative (in Jordan) to discuss cultural</li> </ul>



Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
		and language exchange 26 entrepreneurship events held, 280 + young entrepreneurs in Enactus, Hackathon weekends, and other events, 19 youth accepted in ACCEL(business accelerator)

**Leverage technology tools to design, deliver, and manage learning and enhance decision making**

Build a robust development process for online/blended courses	Development process created and implemented, 10% increase in technology-enhanced course delivery across all schools	<ul style="list-style-type: none"> <li>Survey completed, 10% increase in courses with technology-enhanced delivery across all schools</li> <li>Centre of Organizational Learning and Teaching (COLT) faculty linked with all schools for specific learning and development needs, including online and blended curriculum development and teaching</li> </ul>
Strengthen faculty capacity in technology-enhanced learning optimizing the use of e-Centennial in course delivery	All faculty use e-Centennial for assessment, grading, communication, attendance, discussion and content management; 20% more faculty complete blended online learning course over previous year	<ul style="list-style-type: none"> <li>304 faculty/staff attended 42 workshops focused on eCentennial, a 23% increase over the previous year</li> </ul>
Evaluate the effectiveness of the technology enhanced learning in the teaching and learning experience	15% increase in student feedback questionnaire over previous year, 10% increase in faculty satisfaction rating in class climate survey tool	<ul style="list-style-type: none"> <li>The response rate for the Class climate student feedback survey increased by 46% in 2014-15</li> <li>Winter 2015 survey results will be available in June 2015</li> </ul>

Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
Enhance digital resources, including the development of a new mobile library website	Number of digital resources: 5% growth in digital collections with a focus on e-books and streamed video, and mobile library website launched by March 31/15	<ul style="list-style-type: none"> <li>Growth in digital collections far exceeded the 5% target: adding over 168,000 e-book titles and streamed video</li> <li>Mobile circulation module conducted</li> <li>Development of new mobile library website deferred to 2015-2016</li> </ul>
Enhance learning through technology	Libraries to acquire 30 additional tablets to extend and increase the tablet lending service for students	<ul style="list-style-type: none"> <li>30 iPads purchased through IT in February 2015</li> </ul>
Enhancing existing planning tools and create new measurement and planning tools (integrated with the Banner system) for evidence-based decision making in Strategic Enrolment Management and Business Planning	Integrated Pilot Planning Tool (IPT) revised and version 2.0 implemented in Summer 2014 – rated at 85% or higher stakeholder usability survey by March 31, 2015, and Academic Resource Planning (ARP) Banner tool developed with broad budget by March 31, 2014 for implementation in 2015-16	<ul style="list-style-type: none"> <li>IPT version 2.0 launched in 2014-15, minor upgrades and bug fixes for 2015-2016 underway, no formal usability survey conducted; excellent user uptake and high level of anecdotal approval</li> <li>EPAF (the Employee Personal Action Form) delivered in Fall 2014</li> <li>SWF (Standard Workload Formula) and Section Manager developed, tested, go live April 2015</li> <li>Enrolment Planning (EP) numbers generated through Adaptive (the enrolment planning tool) successfully used for Summer 2015 scheduling</li> <li>Work continues on FLAC (Faculty Load and Compensation) planning process.</li> </ul>

**Create a College-wide approach to advising and build on transition and retention strategies**

Develop and pilot course recovery and remediation models and record best practices by School	Two to three models developed, piloted and evaluated. Number of courses	<ul style="list-style-type: none"> <li>Remediation model/framework for GNED courses (for students who have</li> </ul>
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Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
	<p>offered in course recovery or remediation mode increased by a minimum of one per School, outcomes recorded by March 31, 2015</p>	<p>failed a course) developed, will be offered Summer 2015, 98% success rate</p> <ul style="list-style-type: none"> <li>• SCMD piloted a course recovery model in Journalism in Winter 2015</li> <li>• SCHS is exploring models; a Modified Anatomy recovery course was offered in Practical Nursing in Winter 2015</li> <li>• SoT offering remediation modules for all technical courses in the Motive Power Technician Program for May-June 2015</li> </ul>
Implement the 7-1-7 semester model	<p>All programs and related courses for implementation of "semester break week" model are revised by fall 2014</p>	<ul style="list-style-type: none"> <li>• Centennial Online Course Outline (COCO) fully launched Spring 2014, enabling revision of all Fall 2014 and Winter 2015 course outlines to accommodate the 14 week semester, implementation complete</li> </ul>
Build on transition and retention strategies and leverage technology for student satisfaction, engagement and retention	<p>Online career planning resource developed for Fall 2014</p> <p>Developmental Advising Model training commenced and administrative structure in place by March 31, 2015</p>	<ul style="list-style-type: none"> <li>• Online assessment and career planning tools: TypeFocus, InterviewStream and HireCentennial integrated into the employment advising and career counselling service Planning for Employment Readiness and Career Success (PERCS) created and launched as a faculty and advisor resource to guide students</li> </ul>

Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
		through the career planning and job search process <ul style="list-style-type: none"> <li>• Developmental Advising Model approved in principle, feasibility/operational review underway</li> </ul>
Enhance Learning Centre support services for students in Math courses	Math Centres to be implemented in the Learning Centres at Progress and Morningside for Winter 2015 semester	<ul style="list-style-type: none"> <li>• Math Learning Centre services enhanced to include Math Drop-in Centres at Progress, Morningside and Ashtonbee campuses, with customized math services offered to students at Story Arts Centre</li> </ul>

### Expand integrated and interdisciplinary programming

Develop a framework for interprofessional/interdisciplinary education	Framework developed and implementation begun by March 31, 2015	<ul style="list-style-type: none"> <li>• Framework developed, SCHS Interprofessional Education (IPE) Directional Plan implemented</li> </ul>
Develop new programs using an interdisciplinary approach	Two new interdisciplinary programs developed, two new interdisciplinary courses offered by March 31, 2015	<ul style="list-style-type: none"> <li>• Five new programs developed or launched using an interdisciplinary approach</li> </ul>

## Success Stories

### A focus on supporting transition

Centennial's School of Advancement's (SoA) Career and College Transitions (CCT) Program has been actively working to increase support with employment service agencies across Scarborough. Centennial is the only community college in the Greater Toronto Area selected to host the Client Perspectives provincial project, which explored methods of improving referral practices for employment service clients to access Literacy and Basic Skills (LBS) services. Many CCT students participated in a focus group.

### Addressing imbalances

The YWCA, in partnership with Centennial College, has once again been approved by the Ministry of Training, Colleges and Universities (MTCU) to deliver the Pre-Apprenticeship Refrigeration and Air Conditioning and Electrician programs. These projects are delivered through a partnership



post-graduate masters-level diploma in advanced care paramedicine, which will also allow Centennial paramedic graduates with previous degrees to access this credential.

between the YWCA, Centennial College's Community Outreach Department and the School of Engineering Technology and Applied Science's (SETAS) Advanced Manufacturing and Automation Technology program. These programs are designed to address the ongoing shortage of skilled trade workers and the under-representation of women in these trades.

**Working with our partners in higher education**

The Academic Excellence Unit (AEU) is working with our largest articulation partner, the University of Toronto Scarborough (UTSc), to begin work on a joint

## Commitment #4

### Redefine the relationship between education, experience and employment.

Investing in meaningful industry and community relationships is a strategy that continues to reward Centennial's learners, educators and employers alike. This year we created the new Office of Strategic Initiatives and External Relations to help launch our Signature Industry Experience and to continue to build on the strategies outlined in the President's Task Force on Graduate Employment. The process of redefining these relationships is an ongoing conversation between all the partners, as Centennial seeks to bring employers and prospective employees together through understanding and imagination regarding each party's present and future needs. In 2014-2015, we devoted fresh resources to ensure that co-op placements grow and more and more employers see Centennial as their first and best choice for recruitment.

#### Develop a Signature Industry Experience

Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
Develop and implement a Signature Industry Experience	Signature Industry Experience developed, launched and implementation begun <ul style="list-style-type: none"> <li>Companies, organizations and associations identified and offered suite of services, Circle of Champions created and implemented, opportunities for co-branding, advertising and event management identified</li> </ul>	<ul style="list-style-type: none"> <li>Office of Strategic Initiatives and External Relations created, suited of services identified, identification of industry leaders for Circle of Champion in development, opportunities for co-branding identified</li> </ul>
Develop, align and implement a new Career Services and Co-operative Education Employer Engagement Strategy – locally	Career Services and Co-operative Education Employer Strategy developed and implemented by March 2015, resulting in a 5% increase in new employers	<ul style="list-style-type: none"> <li>Employer Engagement Plan implemented, leveraging existing employer relationships across the college and alumni connections, establishing partnerships with local business, trade and professional associations and adding new resources for job development, resulting in a 5% overall increase in co-op placements and a</li> </ul>



Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
		34% increase in jobs posted to HireCentennial <ul style="list-style-type: none"> <li>Co-op Advisors increased participation in Program Advisory Committees (PAC) and promote PAC membership as one of the many ways employers can be involved with the College</li> </ul>

### Expand Experiential Learning

Develop and implement a new academic work integrated learning model including a new Program Advisory Committee model	Academic Work Integrated Learning Model completed, all new programs and three General Education courses embed experiential components	<ul style="list-style-type: none"> <li>Model completed, all new program development process now require some form of experiential learning to be included in program design</li> <li>Experiential learning opportunities embedded in three GNED courses (159, 160 and 219) and implemented</li> </ul>
Build an inventory of best practices	Inventory of Best Practices built and populated	<ul style="list-style-type: none"> <li>Inventory platform built, populating of best practices underway</li> </ul>

### Implement the Strategic Campus Space Plan

Renovate the de Havilland building at Downsview Park	Centennial College Aerospace Campus completed, ready for first student cohort by Fall 2017 (on time, on budget)	<ul style="list-style-type: none"> <li>Ground Lease agreement with Park Downsview Park Inc. finalized Application for Section 28 approval submitted to MTCU, pending final approval</li> </ul>
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Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
		<ul style="list-style-type: none"> <li>• Site Plan application submitted to City of Toronto, pending final approval</li> <li>• Demolition and construction planned to begin Fall, 2015</li> </ul>
Build a new Student Residence, Conference & Learning Space at Progress Campus	Phase I construction begun by Summer 2014	<ul style="list-style-type: none"> <li>• Ground lease and sublease agreements fully executed with section 28 approval obtained</li> <li>• Construction well underway, building schedule currently tracking on time and on budget</li> </ul>
Continue strategic space renovations at all campuses	Ashtonbee - Bookstore, Student Centre, IT, Security renovations completed by Summer 2014, SCHS - Nursing and Operating labs renovated at Morningside Campus, Progress Campus Cafeteria – Phase 2 completed, Story Arts Centre repurposed classrooms completed, IT/AV department space renovated	<ul style="list-style-type: none"> <li>• Ashtonbee Campus renewal project completed and open on schedule</li> <li>• Morningside labs renovated</li> <li>• Story Arts Centre fitness centre constructed and classroom updates completed. IT/AV department space renovated and move completed all on schedule and on budget</li> <li>• Progress Cafeteria postponed to begin April 2015, construction currently in progress</li> </ul>

## **Success Stories**

### **Supporting Adult Learners with Developmental Challenges**

The School of Continuing Education (SCE) collaborated with the School of Hospitality, Tourism and Culinary Arts (SHTCA) to integrate the Food Packaging and Processing Program with the purpose of bringing 24 adult learners with developmental challenges to the program. The adult learners come from Corbrook, a community-based service organization which offers a wide range of unique training opportunities, employment services and community activities that support people with physical and developmental disabilities. SCE is now working with Corbrook to develop a Banquet Services Certificate program to help Corbrook's clients engage in learning for employment. The Banquet Services Certificate program will allow students to experience campus life three days a week, and to work with Corbrook on field placement the other two days.

### **Get hacking!**

Information and Communication Engineering Technology (ICET) hosted a successful Hackathon student event in October 2014. More than 30 software engineering students interacted with faculty, industry partners and mentors to pitch new ideas, compete with one another, and develop software applications for Microsoft's Windows 8 platform. Another kind of hacking event was held in February 2015 – the first ever Marketing Career Hacks event for Undergraduate Marketing students to connect with industry experts. The event was a great success, attended by 80 Marketing students, with many indicating that the speakers provided valuable insight into the job market and relevant tips for career success. Between February and April 2015 four such events were held attended by 12 industry professionals and over 200+ students.

### **Forward thinking award winner**

Architecture student Gilbert Nacu won first place in the Ontario Association for Applied Architectural Sciences (OAAAS) Annual Student Awards in May 2014 for his submission "The Edge Tower." His design incorporated sustainable features such as wind turbines, solar panels, a green roof, and an evaporative heating system.

### **Once in a Lifetime Experience**

The Corporate Communications and Public Relations (CC&PR) program developed a unique partnership with the Pan Am/Parapan Am Games. An assignment to create a communications strategy for the "100 Day Countdown" to the opening of the Games was developed by faculty in cooperation with the communications team at the Pan Am/Parapan Am Games Organizing Committee. Rod Cumming, Director of Communications for the Pan Am/Parapan Am organizing committee, visited the Story Arts Centre and Pickering Learning Site to brief all 95 students in the program, who then developed plans that were consolidated into group presentations to staff at Pan Am/Parapan Am headquarters. The School of Communications, Media and Design (SCMD) negotiated for Centennial to be the sole college to provide volunteers for media and social media at the Games, and more than 40 CC&PR students will volunteer at the Games' International Media Centre and Social Media Command Centre. This has provided a tremendous opportunity for students to have an inside look at the organizational and communications strategy of a large, international multisport event, and they will get on-the-job experience in their chosen field, public relations.

## Commitment #5

### Make a bigger promise to students.

We hope to be a significant and positive part of students' lives while they are with us and beyond, whether they are on campus full-time or engaged in learning and experience elsewhere, whether they come from the eastern GTA or the other side of the world, whatever their languages, cultures, experiences and dreams. Centennial is attentive to bettering the ways in which all of our community can feel welcome, valued and engaged. This year, we invested in helping our dedicated employees continue to focus on fostering student engagement through an array of new and accelerated services and opportunities. They include successfully re-envisioning our Social Justice conference to bring more students to the conversation, and offering a wealth of student-led and peer-to-peer initiatives during our popular Engagement Weeks. The physical and mental health and well-being of all remains a priority, as does finding new opportunities to reach groups who have been underrepresented in higher education.

### Enhance the Quality and Integrity of the Learning Experience

Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
Build on success in second year of Learning-Centered College Awards	Number of applications to the Learning-Centered College Awards increased	<ul style="list-style-type: none"> <li>Applications increased, 2 awards given</li> </ul>
Collaboratively develop a model of academic integrity	Academic Integrity Model developed by March 31, 2015	<ul style="list-style-type: none"> <li>Model and recommendations for college-wide implementation will be completed by June 2015</li> </ul>
Evaluate the effectiveness of early/warning and intervention pilot strategy	Pilot early warning strategy measured and sustainable model for full roll out developed by March 31, 2015	<ul style="list-style-type: none"> <li>Early warning strategy developed, implementation (Developmental Advising Model) will take place 2015-16</li> </ul>
Identify "high impact" engaging learning practices, teaching standards and tools to measure effectiveness	High impact learning practices identified and knowledge transferred through a minimum of 2 internal research fellowships	<ul style="list-style-type: none"> <li>Scholarship of Teaching and Learning Fund created, research proposal submission process underway, 2 will be awarded in 2015-16</li> </ul>
Enhance currency and relevancy of programs	15 Program (or Program Cluster) Advisory Committees reviewed and enhanced by March 15, 2015	<ul style="list-style-type: none"> <li>PAC revitalization Phase 1 (tracking tool, PAC member database, PAC renewal) completed, all PACs reviewed, new</li> </ul>

Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
		members added, new PACS created in SoA, SoB and SHTCA
Engage in ongoing accreditation and external program review	8 accreditations: School of Business (SoB) -three, School of Transportation (SoT)-two, School of Hospitality, Tourism and Culinary Arts (SHTCA) - three, and 5 re-certifications: SHTC -three external program reviews: SoB- two, SCHS -one	<ul style="list-style-type: none"> <li>8 accreditations achieved, 5 re-certifications</li> </ul>
Develop a consistent and evidence-based approach to program prioritization	Program prioritization approach developed and 70% of total College programs prioritized by March 2015	<ul style="list-style-type: none"> <li>Centennial Program Quality Review process (CPQR) reviewed and enhanced, new Corporate Planning and Institutional Research Dashboard utilized as a key source of data/metrics for program prioritization</li> <li>Decision made to not use program prioritization process, new CPIR Dashboard utilized instead with each program in comprehensive review</li> </ul>
Identify new accountability metrics for the quality of the learning experience	Metrics identified and validated by March 31, 2015	<ul style="list-style-type: none"> <li>New quality categories identified and embedded in CPQR: integration of technology (alternative modalities of delivery), experiential learning, entrepreneurship, innovation and applied research; related metrics to be developed in 2015-16</li> </ul>
Continue our commitment to improve student satisfaction and retention	New Satisfaction and Retention Review Process fully operationalized to target improved retention and satisfaction and a new student	<ul style="list-style-type: none"> <li>KPI Student Satisfaction : 75.3% <ul style="list-style-type: none"> <li>Knowledge and Skills - Future Career: 86.2%</li> </ul> </li> </ul>

Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
	withdrawal process identified; Key Performance Indicators (KPIs) improved for fourth consecutive year	<ul style="list-style-type: none"> <li>○ Learning</li> <li>○ Experiences-Program</li> <li>○ Quality: 78.5%</li> <li>○ Quality of Services: 62.5%</li> <li>○ Quality of Facilities/Resources: 73.8%</li> <li>• Graduate Satisfaction : 74.8%</li> <li>• Employer Satisfaction : 86.0%</li> <li>• Graduate Employment Rate: 73.1%</li> <li>• Graduation Rate : 62.8%</li> <li>• Withdrawal form improved to include more comprehensive reasons for students' withdrawal to enable early intervention; pilot implementation Summer 2015</li> </ul>
Increase dialogue on social justice and global citizenship issues	Faculty and student participation in annual Social Justice conference increased by 50 students and faculty and staff by 20%, number of students participating in Philosopher's Café by 10%	<ul style="list-style-type: none"> <li>• The Social Justice conference rebranded to the Global Citizenship &amp; Equity Education Professional Network (GCEEPN) Forum</li> <li>• "Can Global Citizenship be Taught" Forum - 35% increase in participation, over 150 attendees</li> <li>• GCEEPN Advisory Group launched for higher education professionals, community organizations and industry partners</li> <li>• GCEEPN Report developed, outlining six proposed actions rooted in GCE&amp;I for all higher educational institutions to actualize</li> <li>• Digest redesigned and published as Global Citizenship 2.0 magazine</li> <li>• Philosopher's Café</li> </ul>



Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
		<p>rebranded to the Global Citizenship &amp; Equity Education Professional Network (GCEEPN), which increased the participation from external and internal stakeholders by 70%; approximately 45 attendees</p> <ul style="list-style-type: none"> <li>• Social Action fund hosted eight events with over 550 total participants</li> <li>• Centre for GCE&amp;I held the annual Global Academy Competition involving the participation of seven academic schools, 200 students participated and over 120 students, staff, faculty and industry partners attended the live event.</li> <li>• Scholar At Risk (SAR) invited as keynote at University of Ottawa</li> <li>• Over 430 student, staff and faculty attended GCE&amp;I Positive Space workshops</li> </ul>

### Deepen our Focus on the Entire Student Life Cycle

Identify critical moments that enhance student engagement in the school life cycle	"One-Visit Resolution Opportunity" for students using College One-Stop and Hubs implemented	<ul style="list-style-type: none"> <li>• Information sessions held within the Division to inform and familiarize each department with the functions of others to promote understanding of our connections and improve student service levels</li> </ul>
Build on "Peer to Peer" strategy	Six "Peer to Peer" Workshops delivered to first year students by March 31, 2015	<ul style="list-style-type: none"> <li>• Four peer-to-peer workshops offered during Engagement Week(s)</li> <li>• Leadership Conference developed, organized and delivered by</li> </ul>

Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
		students - eight peer-to-peer leadership workshops conducted
Implement the "Listen to Student Voices" initiative to encourage full student engagement in planning and delivery	Robust student participation in the development and implementation of: Advising Strategy, Career Development Strategy, Industry Engagement Strategy, Health and Wellness Framework, Student Equity and Respect Strategy	<ul style="list-style-type: none"> <li>• 47 students participated across 8 focus groups on how the college could better support their transition in, through, and beyond college</li> <li>• CCSAI actively involved in the Mental Health Wellness Steering Committee:</li> <li>• CCSAI Board engaged in development of Sexual Violence and Sexual Assault policy and education plan</li> <li>• 2 focus groups conducted and meeting with CCSAI on Industry Engagement Strategy</li> <li>• Students co-develop, organize and deliver a Leadership conference during Engagement Week Orientation</li> <li>• Students participate in revisioning of Orientation has a representative from the CCSAI on the Steering Committee</li> <li>• Student membership in the following committees/campaigns: Mental Health Innovation, Foods, LGBTQ Initiatives, Advising Council, Student Ambassadors, Anti Street Harassment and Violence Against Women, Graduate Employment, Career Services</li> </ul>

#### Respond to the Needs of Our Diverse Learners

Build on the Student Health and Wellness Strategy with focus on Mental Health	Student Health and Wellness Strategy launched with an emphasis on Mental Health – Three new Health and	<ul style="list-style-type: none"> <li>• Completed externally funded study with Georgian College, on case management as a</li> </ul>
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Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
	Wellness initiatives launched College wide (Wellness Fairs, Fitness workshops, nutrition seminars) and 200 staff participated in Mental Health First Aid Training by March 31, 2015	<p>strategy to support students with complex mental health issues in post-secondary institutions</p> <ul style="list-style-type: none"> <li>• Case management function and process integrated into counselling services and protocols, and professional development framework implemented</li> <li>• Community partnerships established with Scarborough Centre for Healthy Communities and Malvern Resource Centre</li> <li>• Mental Health Resource Guide developed for faculty and staff</li> <li>• Second round of funding secured for 683k for two years to focus on addictions and mental health issues</li> <li>• Health and Wellness strategy and framework in development and comprehensive feedback completed for program implementation</li> </ul>
Prioritize and implement key ODA improvement projects	Access and independent mobility improved through the installation of additional electronic door openers by March 2015	<ul style="list-style-type: none"> <li>• Additional electronic door openers installed as planned</li> <li>• Unique STARTSmart program for students with disabilities - extended from a one-day to a three-day workshop, 45 students had the opportunity to meet community employment service providers and participate in a resume clinic and job search workshops</li> </ul>
Increase Workplace Communication Skills workshops for International students	A minimum of four Workplace Communication Skills workshops conducted for International Co-op	<ul style="list-style-type: none"> <li>• Workplace Culture and Communication workshop developed and three sessions delivered</li> </ul>

Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
	students by March 31 2015	to 74 international students
Enhance student engagement strategies to support the unique needs of under-represented groups	Two Aboriginal Learning Circles conducted in 2014-15	<ul style="list-style-type: none"> <li>• "Walking in Two Worlds; Supporting Aboriginal Student Success through Teaching and Learning," conference sponsored by MTCU held</li> <li>• Aboriginal Circle held at the Story Arts Centre</li> <li>• Part-time Counsellor hired to enhance counselling services, including supports to aboriginal students</li> <li>• Addition offerings developed to assist incarcerated learners, 42 participants</li> </ul>
Completion of the Equity Framework and development of an Equity Plan across all Schools and Departments	Equity Framework completed <ul style="list-style-type: none"> <li>• Three new diversity-equity initiatives and two new respect initiatives implemented and School equity plans with action items completed by March 31, 2015, new Prayer space located at Progress</li> </ul>	<ul style="list-style-type: none"> <li>• GCE&amp;I Framework to be completed May 2015</li> <li>• New Equity Advisory Committee will convene May 2015</li> <li>• Positive Space Training offered to students with a new statement of recognition for leadership passport</li> <li>• Expanded Positive Space Framework will be implemented Fall 2015</li> <li>• Sexual Misconduct Education and Awareness Initiatives Framework drafted for feedback and consultation, expected rollout Fall 2015</li> <li>• Cultural humility workshop delivered</li> </ul>

## Success Stories

### **An important new program**

Twenty-seven students from Centennial's Law Clerk program and 17 students from the Community Services Worker program have enrolled in the School of Advancement's new Aboriginal Studies: First Peoples in Canada certificate program, which provides an opportunity for students to earn stackable credentials concurrent with their diploma program. This four-course certificate program explores themes of diversity, treaties, symbolisms, rites of passage, ceremony, residential schools, and the Canadian Government's Statement of Apology to the First Peoples in Canada.

### **Support for Success!**

Career Services launched *InterviewStream*, an interactive online interview simulation tool in which advising staff and faculty customize questions to allow students to participate in mock interviews and practice their communication skills. Sessions are recorded, and students can receive feedback online. In October, Career Services hosted a part-time job fair that connected more than 300 students with 17 different employers.

In addition, Student Financial Services has developed a new *Business Attire Graduation Support Bursary*. This new opportunity will provide 80 of our financially-challenged students with \$300 bursaries to obtain appropriate interview attire. More than 90% of Centennial students receive assistance through the Ontario Student Assistance Program (OSAP). Many seek part time employment opportunities to help cover tuition fees and the increasing costs of living expenses, and are therefore unable to "dress for success." The opportunity to purchase appropriate business attire will help students compete for employment with a higher level of confidence when attending their interviews.

### **Focus on wellness and health of all kinds**

In 2014-2015, Centennial College, in partnership with Georgian College, received funding from MTCU through the Mental Health Innovation Fund (MHIF) to implement and evaluate a holistic case management approach to student mental health and wellbeing. The Centennial/Georgian project in particular has been noted as a best practice for improving outcomes for students with mental health challenges, and the Canadian Mental Health Association of Ontario (CMHA Ontario) will be profiling the project in an upcoming report on promising practices. The Project Leads have also been invited to work with the Centre for Innovation in Campus Mental Health (CICMH) to produce a web-based campus-community partnerships toolkit and a web portal that will disseminate findings and act as a guide for other postsecondary institutions wishing to adopt a similar approach. The toolkit and web portal will launch at the CICMH Networking Event in June.

The Centennial/Georgian College partnership has been approved for a second round of two-year funding totaling \$683,000. Beginning in April 2015, the new funding will enable the partnership to build on the successes of the current project with a focus on supporting students with addictions and mental health challenges in their transition to post-secondary studies.

Renovation of the Fitness Centre and Security Space at the Story Arts Centre will provide students and staff with much needed fitness space on campus.

Centennial employees and students took a leadership role by building on our existing policies and procedures in the development and implementation of the provincially mandated Sexual Assault and Sexual Violence Policy and Protocol. Review of the reporting, support, education and training initiatives related to sexual violence and misconduct is ongoing.

As part of the Education and Awareness initiatives relating to prevention of harassment and the promotion of respect for all, the Student Relations Office, in partnership with the School of Community and Health Studies,

hosted Holly Kearn, founder of the non-profit organization Stop Street Harassment, at the Ashtonbee Campus Auditorium on February 11, 2015 who spoke on the topic of Street Harassment. The feedback from the 60 participants was excellent and the art from the event is now posted in the Ashtonbee Tunnel.





## Commitment #6

### Ensure smart stewardship and the truly sustainable College

At Centennial, we know that a healthy and sustainable institution is only one component of a larger picture that involves a healthy and sustainable environment, never taking our eyes off of a 3P bottom line (people, planet and profit) re-investing our innovatively nurtured resources into new hires, new learning spaces and new ways of learning. We continue to devote both effort and imagination to expanding our enrolment, at home and abroad, to a wide range of successful funding and fund-raising campaigns and to a variety of initiatives geared toward achieving efficiencies that also benefit the world around us, from Electric Vehicle charging stations to state-of-the-art physical improvements to our buildings. We continue to work toward being a leader in measuring the real impacts of all that we do, both to hold ourselves accountable and to demonstrate to others what is indeed possible.

### **Generate Revenue and Attract more Private Sector Investments**

Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishments
Continue to diversify and sustain International enrolment target markets	International enrolment increased by 5.6% over previous year	<ul style="list-style-type: none"> <li>International enrolment increased by 17.3%</li> </ul>
Stabilize Continuing Education's enrolment	Continuing Education increased by 8.6% over previous year	<ul style="list-style-type: none"> <li>Continuing Education enrolments declined by 5.1%</li> </ul>
Sustain and grow domestic enrolment	Domestic enrolment increased by 2.2% over previous year	<ul style="list-style-type: none"> <li>Domestic General Purpose of Operating Grant (GPOG) enrolment declined by 3.3%</li> </ul>
Develop and diversify International Business opportunities and products	International Business products and opportunities diversified by five new contracts over previous year	<ul style="list-style-type: none"> <li>Five new contracts including Jaguar Land Rover Asia Pacific (JLR API), Hidada Contracting Company Ltd. and Daimler Middle East &amp; Levant were signed off</li> <li>Five new agreements with local governments including Brazil, Panama, Mexico and Peru were signed off to diversify international student recruitment</li> </ul>
Increase private sector and philanthropic investment	IMPACT campaign launched – five year plan to raise \$40M (\$20M for scholarships, \$20M for capital), \$5.5 million	<ul style="list-style-type: none"> <li>\$8.4M raised by fiscal year end 2014/15</li> <li>14 volunteer Impact Campaign chairs in</li> </ul>

Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
	raised by March 31, 2015	<ul style="list-style-type: none"> <li>place</li> <li>\$763K raised by end of 2014/15 from the employee family campaign</li> </ul>

### Create a Total Return On Investment Metric Inclusive of Economic and Social Impact

Create a TROI metric that measures our impact on people, planet, and community	Social Impact Metrics developed and integrated into existing reporting processes by March 31, 2015	<ul style="list-style-type: none"> <li>Centennial College Community Engagement Audit completed, data collected, summarized and shared with the College community</li> <li>Impact report to be presented to Board of Governors June 2015</li> </ul>
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### Increase Sustainability, Generate Efficiencies

Adopt the ACCC's Sustainability protocol	<p>ACCC Sustainability Protocol adopted and principles integrated inside and outside the classroom, in operational practices and outcome measures in place by March 31, 2015</p> <ul style="list-style-type: none"> <li>- Energy Conservation increased by 1% over last year</li> <li>- Recycling increased by 5% and solid waste management reduced by 5%, aging parking control system replaced</li> <li>- Printed communication materials to students reduced by 3% and online communication increased</li> </ul>	<ul style="list-style-type: none"> <li>Conservation and demand management plan established in July 2014, progress towards the goals established, plan on schedule</li> <li>CICan (formerly ACCC) plan adopted</li> <li>Projects identified for the improvement of energy conservation on campus (i.e. water bottle refilling stations, improved waste management practices, automatic light switches, etc.)</li> <li>CE Calendar print run reduced by 37.5%</li> <li>Full time Calendar print run reduced by 30%</li> <li>Viewbook print run reduced by 14%</li> <li>Printing of Cluster Brochures reduced</li> </ul>
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Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
		<p>by approximately 50%</p> <ul style="list-style-type: none"> <li>New website and database launched and social media traffic has increased over the year (more than 10,000 followers on Twitter; almost 50,000 total likes on Facebook; more than 2 million views on Google plus; more than 1,500 followers on Instagram)</li> </ul>
Continue to improve financial control functions	Financial controls improved through increased utilization of new budget and analysis tools, budget surplus meets or exceeds target in 2014-15	<ul style="list-style-type: none"> <li>Internal financial control improved by adding new functions and reporting such as average tuition fee calculations and supporting enrolment reports in the Adaptive Planning and Forecasting</li> <li>3-year pro forma forecast created and used in 2015-2016 budget</li> <li>Surplus of \$9.2M versus budget \$5.1M</li> </ul>
Continue to improve corporate analysis and reports to support strategic enrolment management	New EMSI Analyst tool used to analyze emerging labour market trends, Student Satisfaction and Retention Plans fully integrated into the Integrated Planning Tool, Academic Resource Planning (ARP) Tool - Phase 2 completed	<ul style="list-style-type: none"> <li>EMSI Analyst tool was fully utilized for conducting research on labour market trends for new program development</li> <li>Research reports and/or costing analysis completed for 21 new programs</li> <li>Competitive market analysis updated and presented at the SEM Steering Committee Applicant Survey conducted by Academica, summary results were shared with SEM and various related departments</li> </ul>

Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
		<ul style="list-style-type: none"> <li>Continuing Education Revitalization project plan established by SEM</li> </ul>
Embark on an Enterprise Risk Management process to achieve ERM ISO standards, create an Enterprise Risk Management Governance Framework	Enterprise Risk Management process implemented, ERM Governance Framework approved by the Board of Governors by April 2015	<ul style="list-style-type: none"> <li>ERM Framework developed and approved</li> <li>College-wide ERM Phase I risk register implemented, Phase 2 risk analysis underway</li> <li>Board of Governors ERM workshop conducted</li> </ul>

## Success Stories

### Award-winning collaboration!

The new Dashboard reporting tool won a President's Spirit Award. An innovative collaboration between research analysts in the Corporate Planning and Institutional Research office, Information Technology analysts in the IT Department and key stakeholders/data users from all across the College, led to the creation of the "Dashboard" a user friendly online tool that provides clear, accessible and searchable data in visual formats for evidence-based decision making. The Dashboard uses five year data from several key sources including: KPIs, enrolment, competitive analysis, and demographics at variety of levels, from program to institutional and provincial level data.

### We keep expanding our reach into the world . . .

International Education continues to pursue its regional diversification strategy, signing Memoranda of Understanding with Seoul Metropolitan Office of Education and Chosun Education Co. Ltd. (Korea), Tel Hai College (Israel), and University of Milan – Bicocca (Italy). The office has also renewed Memoranda of Agreements with Chosun Education Co. Ltd (Korea), SUON- Jiangsu Education Services for International Exchange (China) and SOL Schools Miami (USA). Centennial's Bangalore, India office recently expanded, effectively doubling its size. The office will be used for both international recruiting efforts and corporate training purposes.

Saudi Arabia's Technical and Vocational Training Corporation (TVTC) recently selected Centennial Training International (CTI) as its exclusive partner for technical training in the automotive industry in Saudi Arabia.

### . . . and bringing the world to us

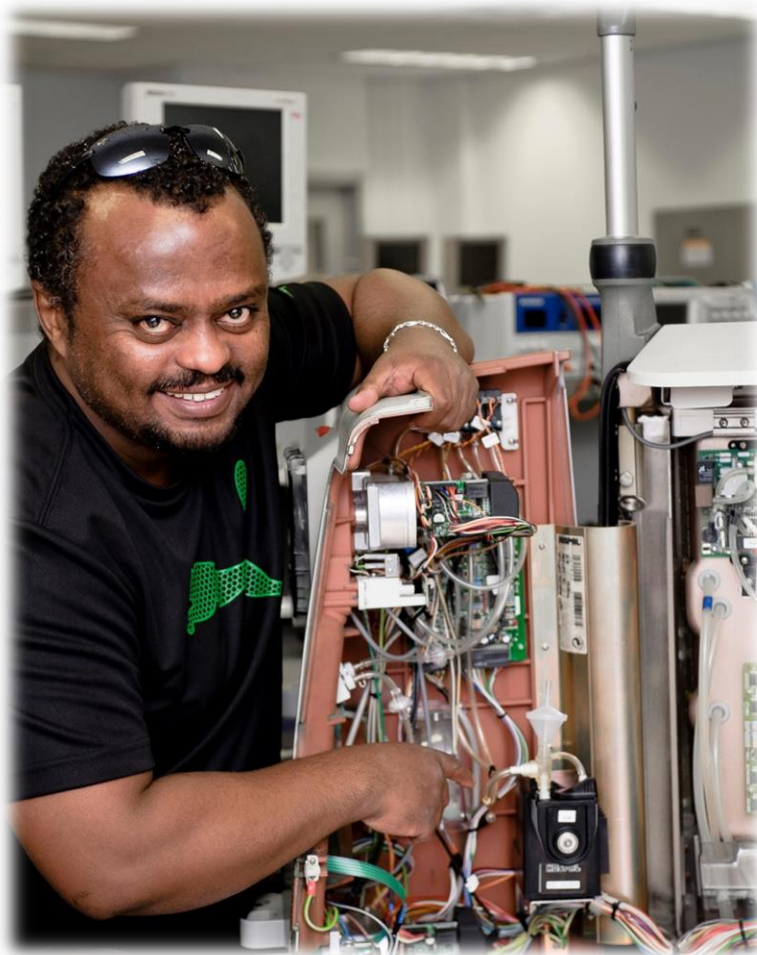
Centennial continues with its strategy to diversify the international student population. Currently, 104 countries send students to Centennial, with 23 countries having double digit enrolments, and 10 (India, China, South Korea, Venezuela, Nigeria, Ukraine, Vietnam, Jamaica, Russia, and Brazil) having triple digit enrolments.

**Thinking about sustainability for all**

Centennial College and the Centennial College Student Association Inc. (CCSAI) undertook a joint “Transforming the Future Funds” initiative to install nine water fountains with bottle fillers throughout our campuses to reduce waste and emissions from plastic water bottles. As of January 6, 2014, Centennial has been able to reduce the usage of plastic bottles as follows:

Progress Campus	- 42,128,
Ashtonbee Campus	- 23,144
Story Arts Centre	- 10,329
Athletic and Wellness Centre	- 9,315
CCSAI	- 1,570

Centennial College is also joining other progressive organizations in supporting green transportation in our community by providing four electric-vehicle (EV) charging stations in our Visitor parking lots. The two installations at Ashtonbee Campus and two at Progress Campus are now operational.



## Commitment #7

### Lead the conversation.

Our commitment to leading the conversation is another way in which Centennial ensures that we remain accountable to ourselves as well as to all those with whom we do and hope to share our story. From maintaining and improving local campaigns that bring our message to our closest neighbours and partners to engaging meaningfully in provincial, national and international forums, we seek to build our reputation as a difference maker and innovator. This year saw the beginning of a new and comprehensive communications plan to reach out to potential student audiences, and participation in numerous high-level gatherings of decision makers, often in a key leadership role. We have competed in more events and won more awards than ever before. We have held more conferences and engaged in more community building activities for economic prosperity and social good, from working with the Rotary Clubs of Scarborough to renew and rebuild a more vibrant east GTA, to helping communities around the world to rebuild from disaster, become more resilient and thrive. And we are well into our planning for our upcoming 50<sup>th</sup> Anniversary celebrations in 2016 and 2017, when we will paint the town green and celebrate with passion and joy.

### Create and Implement a Long Term Advocacy Plan & Public Relations Plan

Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishments
Identify key messages, key messengers and desired outcomes	Advocacy and Public Relations Plans created and implementation underway by March 31, 2015	<ul style="list-style-type: none"> <li>• Effective and broad-ranging PR plan put on place utilizing internal PR team and external partner - Newsrooms 360</li> <li>• 32 media releases, estimated 38.5 million print impressions, 50,000 Facebook likes</li> </ul>
Create targeted training programs for members of our college community to act as Centennial Ambassadors	Strategy for training Ambassadors developed	<ul style="list-style-type: none"> <li>• Strategy developed for implementation in 2015-16</li> <li>• Quick fact sheet developed and distributed to potential ambassadors</li> </ul>



**Continue to Create Leading Edge and Transformational Marketing Materials**

Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
Create a visually stunning student recruitment presentation to target diverse direct and non-direct potential student audiences	New Recruitment Presentation created in 2014-15 highlighting our differentiation : new presentation for high school visits, university fairs and non-direct entrants highlighting availability of scholarships and bursaries; the benefits of a college education; career possibilities and outcomes; pathway opportunities; global experiences, SLE, Leadership Passport and applied research, innovation and entrepreneurship	<ul style="list-style-type: none"> <li>• Comprehensive recruitment communication plan developed</li> <li>• Recruitment Revitalization Plan implemented</li> <li>• Offer, Confirmation and Welcome Brochures revitalized</li> <li>• Part-time Digital Student Engagement Recruiter hired to enhance and deliver recruitment activities on social media platforms virtual classrooms and virtual college fairs</li> <li>• New look developed for Centennial's exhibition space at Ontario College Recruitment event, 100 Centennial staff, faculty, administrators and students shared the Centennial story to prospective students and educational partners, 11,000 visitors came to booth, 4,350 Viewbooks distributed (8.75% more than in 2013), 2,000 pens handed out, 600 electronic lead cards followed-up on</li> </ul>

**Celebrate Centennial's 50<sup>th</sup> Anniversary**

Implement a series of events	50 <sup>th</sup> Celebration Plan created	<ul style="list-style-type: none"> <li>• 50<sup>th</sup> Anniversary Plan developed, implementation to begin in 2015-16</li> </ul>
Create a written and visual history of 50 years of teaching and learning at Centennial College	Research completed and initial outline created by March 31, 2015	<ul style="list-style-type: none"> <li>• Data gathering begun</li> </ul>

## **Success Stories**

### **. . . in the GTA**

During the Fall and Winter, Centennial ran its annual brand advertising campaign focusing on the concept of experiential learning. The campaign, which features our refreshed 2014 branding, mainly utilizes mass transit locations, in particular interior subway and station posters. The campaign also appeared monthly in Metro Free Daily News and other print publications, including The Toronto Star, The Toronto Sun and the Scarborough Mirror. The College continues to run its program-specific advertising campaign, mainly utilizing bus shelters across the eastern GTA. A total of twelve program-specific ads highlighted programs from six of our schools resulting in increased enrolment.

### **. . . at the provincial level**

In March 2014, the Academic Excellence Unit hosted the second annual meeting of the Ontario Colleges Quality Leads Network (OCQLN), senior level academic administrators from the college sector who are responsible for quality management, program and curriculum development and teaching and learning in Ontario Colleges. At this meeting, the Centennial team was asked to represent their request to the provincial Community College Vice Presidents Academic to become a formalized group reporting to this body. Centennial delivered a presentation and OCQLN has been asked to create a terms of reference to enact this new structure. We are proud to have led this initiative provincially.

In November, Board of Governors Chair Hilary Short and President Ann Buller participated in College Day at Queen's Park. During a meeting with MPP Han Dong, Parliamentary Assistant to the Minister of Training, Colleges and Universities (MTCU), they emphasized Colleges Ontario's three priorities – three-year degrees, investment in applied research and investment in retention initiatives. Knowing that the MTCU's priorities include international education, Chair Short and President Buller took the opportunity to note Centennial's strength in this area. Mr. Dong expressed an interest in meeting with the College very soon.

### **. . . at the national level**

President Buller attended the conference and annual general meeting of the Canadian Bureau of International Education (CBIE) in Ottawa in November, where she attended the International Leaders Network event on risk management, chaired her final Board meeting, and chaired the Canada Pacific Alliance Education Forum. This Forum brought leaders together to discuss how to better support the work of the Alliance (Chile, Columbia, Peru, Mexico) while offering benefits to Canada and Canadian institutions. President Buller had the honour of presenting Governor General David Johnston with the CBIE Founder's Award, and had lunch with the Hon. Chris Alexander, Minister of Citizenship and Immigration, which included a discussion on new immigration policy that will better serve Canada and support international students' desires to stay in Canada.

**... and at the international level**

Also in the busy month of November, President Buller led and facilitated a two-day leadership workshop preceding the World Federation of Colleges and Polytechnics' World Congress in Beijing. In addition to acting as the facilitator for the two days, President Buller led a session entitled "Leadership in a Changing World: Context and Implications," to excellent reviews. President Buller was also a keynote speaker at the opening of the Congress. The thesis of her talk was that modern, sophisticated approaches to applied learning have proven their value and impact

in both economic and social inclusion imperatives. However, institutes need to offer a more compelling insight to society and government to demonstrate strengths in innovation, entrepreneurship, indigenous learning and community building. President Buller challenged the audience to focus on the dual tracks of ensuring and demanding excellence in their institutions while doing a much better job of telling their story locally and internationally. She emphasized the need for general education and cultural competencies to flesh out technical skills.



## Commitment #8

### Offer a signature employee experience.

As strongly as we believe in ensuring that our students find Centennial to be a place where they feel engaged and valued, we believe the same is necessary for all of our staff. Professional development and recognition is a core mandate as is a healthy, safe and respectful working environment. This year we created even more opportunities for our employees to learn new skills, to lead, and to earn new credentials. We launched our Employee Leadership Passport – providing new opportunities for employees to engage in and be recognized for innovation, applied research, and entrepreneurship, for leadership and community engagement, and for the scholarship of teaching and learning. We saw record numbers of staff celebrated through local, national and international awards and recognition events – and record numbers of staff engaged in service learning, and social and economic development work, truly transforming lives and communities in our surrounding neighbourhoods and around the world.

### Create a Signature Employee Experience

Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishments
Develop and pilot the employee leadership passport	Employee Leadership Passport developed by Fall 2014 and staff invited to participate in Winter 2015, pilot cohort launched February to March 2015	<ul style="list-style-type: none"> <li>Employee Leadership Passport developed and launched in May 2015 – cohort of 30 employees</li> </ul>
Enhance leadership and mentorship practice for all employees	Bi-annual employee engagement survey, number of employees participating increased over 2012	<ul style="list-style-type: none"> <li>For operational reasons, survey conducted in March 2015, 8% increase in employee participation over previous survey, results will be available in 2015-15</li> </ul>

### Foster a culture of learning, respect, gratitude and recognition

Include competency development plans in all performance plans	Development Plan inclusive of administrators and support staff, completed by Winter 2015, for implementation in Spring 2015.	<ul style="list-style-type: none"> <li>All administrative employees have competency development plans</li> <li>Review of the allocation of development funds which will provide the financial resourcing of</li> </ul>
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Priority Action 2014-2015	Performance Measure 2014-2015	Planned Accomplishment
		support staff and faculty development plans completed, implementation in 2015-16
Develop and implement an Other than full-time strategy (part- time)	Other than full-time strategy completed by Fall 2015, (redefined utilization parameters, compensation levels, and employment conditions) implementation begun by September 2014	<ul style="list-style-type: none"> <li>• Other than full time strategy implemented, based on a transparent, common basis of evaluation for all faculty groups</li> <li>• Average compensation of part-time faculty rose by approximately 44%</li> </ul>
Implement peer to peer recognition opportunities and tools	Peer to Peer recognition program designed and implemented by Winter 2015, intranet portal improved, three engagement events conducted, 2000 staff recognition incentives distributed across the college March 31, 2015	<ul style="list-style-type: none"> <li>• Phase 1 implemented, employees invited to submit stories, two published every semester to connect, inspire and engage the community</li> <li>• Launch of additional Peer to Peer recognition tools deferred to 2015-16</li> </ul>

## Success Stories

### Supporting all of our employees

The College formulated its plan to develop its Signature Employee Experience, which will embody the spirit of the College while connecting all employees to the work of the institution and to what it means. It is a key engagement strategy, which will affect every employee group in terms of their ability to shape their careers through development opportunities. The working group scoped the project and developed a work plan for implementation over the next fiscal year. The Human Resources team advanced the creation of the Signature Employee Experience by focusing on the development of its “other than full-time” strategy. A new compensation plan was implemented in 2014-15.

The College also launched its new performance planning tool for administrative staff late in January 2014. This online tool, which replaces the paper-based process which has been in place for the past

four years, provides a format for more integrated discussions of performance, improving the alignment of plans to the strategic directions of the College and offering a more dynamic environment for feedback. Human Resources employees completed the initial training for managers and all administrative staff transferred their existing performance plans into the online application.

Human Resources offers monthly sessions of Crucial Conversations<sup>®</sup> to its management team to complement the coaching and provide greater communication capacity across the institution. The two-day Crucial Conversations<sup>®</sup> program is designed to allow for difficult conversations to occur in a manner that fosters openness while maintaining positive relationships within the workplace.

### **Work well, live well**

The 12-hour mental health first aid course is gaining significant uptake by the Centennial community with twice the number of employees applying to attend the workshop than can be accommodated. The feedback from participants speaks for itself: "Awesome content," "extremely helpful in my job" and "a valuable asset to me, not only in my work environment but also in my personal life." It is a true endorsement of the power of a training workshop when employees step forward and say "Fabulous! I am recommending this course to my manager for all staff to take as PD," and, "This should be mandatory training for all employees/employers."





## Centennial College Council Report

The Centennial College Council provides input, feedback and recommendations to our President through the office of our Vice-President Academic and Chief Learning Officer (VPA/CLO) to work collaboratively to support Centennial in achieving its goals. It is an open forum to all members of the College Community.

Council meets on the last Monday of each month during the academic year (September to May). Council's business conducted during the past academic year (September 2014-May 2015) includes positive recommendation for approval of:

### Programs Presented to College Council

• New Program Notifications	19
• New Program Proposals (for Approval)	20
• Program Modifications	7
• Comprehensive Program Reviews	13

### Policies Presented for College Council

- Grading Policy;
- Incomplete Grade Procedures
- Learning and Development Policy

### Policies Presented for Information Purposes

- Electronic Mail Policy
- Appendix A; E-mail Lists Usage;
- Electronic Mail Procedure
- Sexual Assault and Sexual Violence Policy;
- Sexual Assault and Sexual Violence Procedures;
- Sexual Assault and Sexual Violence Policy Appendix A
- Global Citizenship and Equity Learning Experiences (GCELE) Employee Participation
- Student Complaint Policy
- Student Complaint Procedures

### Major Items/ Presentations for Information Sharing to College Council

- Learning session for all Council participants on the role of the Council, the mandate, by-laws, and processes.
- Strategic Mandate Agreement Presentation
- Student Mental Health Overview/ update
- School of Continuing Education revisioning/ revitalization
- Update on Integration of Technology -Hybrid/Blended
- College Wide Student Advising Model
- International Education Presentation
- Professional Development Plan
- Academic Business Plan

## Financial Performance

The college has closed the year Mar 31-2015 with a surplus of \$9.2 million, compared to last year surplus of \$10.2 million.

The total revenue increased by \$ 7.2 million (3.1%) compared to FY2013-14 revenue of \$233.8 million.

The total expenditure for the current year is \$231.8 million, represents an increase of \$8.2 million (3.7%) compared to the previous year total expenses of \$223.6 million.

## THE CENTENNIAL COLLEGE OF APPLIED ARTS AND TECHNOLOGY

### Statement of Operations

Year Ended March 31, 2015

	2015	2014
<b>REVENUE</b>		
Grants and reimbursements (schedule 1)	\$ 76,350,540	\$ 81,320,815
Enrolment revenues	130,495,091	117,543,057
Contract training	4,295,272	5,512,584
Restricted contributions recognized as revenue (Note 13)	3,596,179	3,633,673
Amortization of deferred capital contributions (Note 14, 15)	7,375,903	7,032,508
Other income	11,823,060	11,961,350
Ancillary operations (schedule 2)	7,002,056	6,765,383
	<b>240,938,101</b>	<b>233,769,370</b>
<b>EXPENDITURE</b>		
Salaries and benefits	145,943,405	142,043,191
Operating expenditures	44,455,051	45,026,499
Plant and property expenditures	13,480,024	12,173,081
Amortization of capital assets (Note 7)	20,349,971	16,675,236
Bursaries and scholarships	3,596,179	3,633,673
Ancillary operations (schedule 2)	3,940,112	4,036,950
	<b>231,764,742</b>	<b>223,588,630</b>
<b>EXCESS OF REVENUES OVER EXPENDITURES FOR THE YEAR</b>	<b>\$ 9,173,359</b>	<b>\$ 10,180,740</b>

*See accompanying notes to the financial statements*

The consolidated Financial Statements and Supplementary Schedules for the fiscal year 2014-15 are available:  
<http://www.centennialcollege.ca/about-centennial/corporate-information/publications/>

## **Appendix**

### **Multi-Year Accountability Agreement Report**

Centennial will submit its MYAA Report in October 2015.

## **Audited Financial Statements**

The audited financial statements are attached separately.

## Key Performance Indicators (KPI) Performance Report

### STUDENT AND GRADUATE SUCCESS

2014-15

Employer Satisfaction	86.0%
Student Satisfaction Rate	75.3%
Graduate Satisfaction Rate	74.8%
Graduate Employment Rate	73.1%
Graduation Rate	62.8%

### Employer Satisfaction

Regardless of the provincial level decline of the KPI Employer Satisfaction rate across all Ontario Colleges, 86% of employers have indicated that they are “satisfied” or “very satisfied” with our graduates in 2014-15. Centennial’s graduates continue to be one of the best investments for employers.

### Student Satisfaction

Our commitment to providing our students with an outstanding learning experience has resulted in significantly higher Student Satisfaction scores this year. The Colleges’ Overall KPI Student Satisfaction rate improved for the fourth consecutive year and reached 75.3% in 2014-15, an increase of 1.4% while the province average declined slightly by 0.1%. In addition, all four Capstone questions saw a noticeable improvement compared to last year:

- The percentage of students who indicated that they were “satisfied” or “very satisfied” with “Knowledge and Skills – Future Career” and “Learning Experiences – Program Quality”, increased by 0.7% to 86.2% and 1.2% to 78.5%, respectively.
- Student satisfaction with “Quality of Services” increased by 1.2% to 62.5%.
- Student satisfaction with “Quality of Facilities/Resources”, increase by 2.3% to 73.8%.

### Graduate Satisfaction

Centennial’s Graduate Satisfaction rate showed a decline this year in line with a declining trend seen at the provincial level. The KPI Graduate Satisfaction rate declined by 2.1% to 74.8%.

### Graduate Employment

The KPI Graduate Employment Rate remained at the same rate as last year at 73.1%.

### Graduate Rate

The Overall KPI Graduation Rate for this year improved slightly by 0.5% from 62.3% to 62.8%.

**Summary of Advertising and Marketing Complaints**

<b>Nature of Complaint</b>	<b>Date Received</b>	<b>How Resolved/addressed</b>	<b>Date Resolution Communicated to Student</b>	<b># of working days to resolve</b>
None				

Total number of complaints: None

Average number of working days to resolution: 0

**Board of Governors**

<b>Governor</b>	<b>Member Since</b>	<b>Term expires</b>
Hilary Short, Chair	2010	2016
Scott Allison	2014	2017
Rick Blickstead	2014	2017
Ann Buller, President	2004	2019
Jan Campbell	2013	2016
Robin Cardozo	2009	2015
Peter Chang	2013	2016
John Curtis	2012	2015
Deepika Gangwani	2013	2015
Ian Howcroft	2013	2016
Mohamed Manji	2013	2016
David Miller	2014	2017
Diarmuid O'Connor	2014	2016
David Pearce	2011	2015
Angela Quattrocchi	2010	2016
Charlie Regan, Vice Chair	2012	2015
Gail Smyth	2012	2015
Gretta Vosper	2012	2015