

# **Strategic Mandate Agreement (2014-17)**

**Between:**

**The Ministry of Training, Colleges and Universities**

**&**

**Canadore College of Applied Arts and Technology**

## ONTARIO'S VISION FOR POSTSECONDARY EDUCATION

Ontario's colleges and universities will drive creativity, innovation, knowledge, and community engagement through teaching and research. They will put students first by providing the best possible learning experience for all qualified learners in an affordable and financially sustainable way, ensuring high quality and globally competitive outcomes for students and Ontario's creative economy.

## CANADORE VISION/MANDATE

### Vision

Canadore is the college of choice for connecting people, education, and employment through leadership and innovation.

### Mission

To provide outstanding applied education and training for an ever-changing world.

## PREAMBLE

This Strategic Mandate Agreement between the Ministry of Training, Colleges and Universities (the Ministry) and Canadore College of Applied Arts and Technology (the College) outlines the role the College currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the Ministry's Differentiation Policy Framework.

The Strategic Mandate Agreement (SMA):

- Identifies the College's existing institutional strengths;
- Supports the current vision, mission, and mandate of the College within the context of the *Ontario Colleges of Applied Arts and Technology Act, 2002*, and outlines how the College's priorities align with Ontario's vision and Differentiation Policy Framework; and
- Informs Ministry decision making through greater alignment of Ministry policies and processes to further support and guide the College's areas of strength.

The term of the SMA is from April 1, 2014, to March 31, 2017. The SMA proposal submitted by the College to the Ministry has been used to inform the SMA and is appended to the agreement.

The agreement may be amended in the event of substantive policy or program changes that would significantly affect commitments made in the SMA. Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

## **CANADORE KEY AREAS OF DIFFERENTIATION**

Canadore College offers comprehensive programming for students and supports Northern economic and social development. It does this through its learner focused education and training, and its services, partnerships, and applied research. Canadore's approach focuses on flexible, applied, and experiential learning across a variety of disciplines, and a range of credentials tailored to the current and future needs of employers.

## **ALIGNMENT WITH THE DIFFERENTIATION POLICY FRAMEWORK**

The following outlines areas of strength agreed upon by the College and the Ministry, and the alignment of these areas of strength with the Ministry's Differentiation Policy Framework.

### **1. JOBS, INNOVATION, AND ECONOMIC DEVELOPMENT**

This component highlights institutions' collaborative work with employers, community partners, and regions, or at a global level, to establish their role in fostering social and economic development, and serving the needs of the economy and labour market.

#### **1.1 Areas of Institutional Strength**

Canadore College focuses on jobs, innovation, and economic development in the areas of:

- Canadore supports economic and social development in Northern Ontario by providing business incubation facilities, customized partnership models with local industry and communities, and training highly-skilled graduates.
- Canadore works closely with industries and businesses in:
  - Composite materials;
  - Aerospace and unmanned air flight;
  - Advanced prototyping and reverse engineering;
  - Digital production;
  - 3-D simulation;
  - Digital conversion technologies;
  - Mining protection; and
  - Material sciences.
- Canadore acts as a technology transfer agent through its Digital Media Hub and Innovation Centre for Advanced Manufacturing and Production (ICAMP).
- Canadore initiates non-traditional Entrepreneurial and Ancillary Business Activity to benefit the College, as well as its local economy and labour market. Canadore takes a leadership role by collaborating with employers and community partners to generate regional growth.

## 1.2 Additional Comments

- 2012-13 Ministry data notes a graduate employment rate of 85.0%, above the sector average of 83.1%.
- 2012-13 Ministry data notes a relatively low graduate employment rate in a related field (42.9%, below the sector average of 45.1%).

### Institutional Strategies

- The College recently undertook a program mix review process that resulted in revamping or suspending programs with poor employment outcomes for students. Twenty programs have been suspended and replaced with career-driven programs.

## 1.3 Metrics

Institutional Metrics	System-Wide Metrics <sup>1</sup>
<ul style="list-style-type: none"><li>• Number of applied research projects approved</li><li>• Applied research funding revenue achieved</li><li>• Ancillary net profit</li><li>• Number of new ventures</li></ul>	<ul style="list-style-type: none"><li>• Graduate employment rates</li><li>• Employer satisfaction rates</li><li>• Number of graduates employed full-time in a related job</li></ul>

## 2. TEACHING AND LEARNING

This component captures institutional strengths in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

### 2.1 Areas of Institutional Strength

Canadore College offers programs through a number of delivery methods, including:

- Several programs delivered in seven week modules.
- Compressed diploma formats.
- All programs of study include online electives and/or core courses.
- Several programs provide students with the option to study on campus, online, or a combination of both.

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<sup>1</sup> Additional system-wide metrics focused on applied research, commercialization, entrepreneurial activity, and community impact will be developed in consultation with the sector.

The College provides support to students through its School of Access and Preparatory Studies, which serves academically underprepared learners.

The College’s Department of Quality Learning, Teaching, and Innovation:

- Provides professional development and support for quality teaching and learning.
- Delivers certificate programs for faculty on Facilitating Learning in Higher Education.

**2.2 Additional Comments**

- 2012-13 Ministry data notes a strong graduation rate of 71.8%, in the top quartile among all colleges.
- The Ministry’s system-wide data notes that between 2010-11 and 2012-13 Canadore steadily increased its eLearning courses (26 to 671), programs (2 to 35), and registrations (3 to 976), supporting the College’s intent to continue integrating eLearning into future programming.

**Institutional Strategies**

- The Ministry is supportive of Canadore’s Academic Strategic Plan, to be achieved by 2017.
- The Ministry notes Canadore’s plans to continue converting programs to a flexible delivery model (online, hybrid, modular, year round).
- The Ministry notes Canadore’s goal of integrating an experiential learning component into all programs within the next three years. Experiential learning at Canadore is defined as real world experience, ideally beyond the walls of the College.

**2.3 Metrics**

<b>Institutional Metrics</b>	<b>System-Wide Metrics</b>
<ul style="list-style-type: none"> <li>• Percentage of programs that include an experiential learning component as part of the program of study</li> </ul>	<ul style="list-style-type: none"> <li>• Student Satisfaction Survey results</li> <li>• Graduation rates</li> <li>• Retention rates</li> <li>• Number of students enrolled in a co-op program at institution</li> <li>• Number of online course registrants, programs, and courses at institution</li> </ul>

### **3. STUDENT POPULATION**

This component recognizes the unique institutional missions that improve access, retention, and success for underrepresented groups (Aboriginal, first generation, students with disabilities) and francophones. This component also highlights other important student groups that institutions serve that link to their institutional strength. This may include, but is not limited to, international students, mature students, or indirect entrants.

#### **3.1 Areas of Institutional Strength**

Canadore College focuses on improving access and success for underrepresented groups in the areas of:

- Canadore has partnerships and training agreements with approximately 40 First Nation communities across Ontario and strong relationships with agencies.
- The College is widely known as a strong partner with Anishinaabe, Inuit, and Métis communities across Ontario. The First Peoples' Centre integrates First Nations teaching and learning into the College experience. The Centre has been serving the First People of Ontario for 25 years.
- Community based partnerships and delivery models – the College partners with five Aboriginal education institutes for community delivery of programming.
- Guidelines and Student Success Services Pathways help Student Success Advisors link academic accommodations with best practice recommendations to enhance student success and match students with proven strategies that address specific learning needs.
- Canadore has enhanced its resource centres on all three campuses and provides timely appointments for all students requiring additional support with a full range of student-focused services.
- The College links its students with both campus and community resources to enhance student retention. A few examples include: North Bay Regional Health Centre, Community Counselling Centre of Nipissing, North Bay & District guidance counsellors, Partners in Addiction and Mental Health Committee, Youth Justice Steering Committee.
- Canadore's international student population and partnerships continue to grow in key program areas of aviation, environmental science, and culinary management.

#### **3.2 Additional Comments**

- 2012-13 Ministry data notes a relatively large number of full-time Aboriginal students as a proportion of total enrolment (17.8%, in the top quartile among all colleges).
- While the College reports 290 first generation students to the Ministry, at Canadore other categories for underrepresented groups include these students as well.

- The Ministry also notes that Canadore has a high percentage of students with disabilities (27.9%, above the sector average of 15.2%).
- The College reports:
  - 419 full-time, self-identified Aboriginal learners enrolled in College programs, 162 self-identified Aboriginal graduates, and an 85% retention rate for Aboriginal students.
  - 11 programs were delivered in Aboriginal communities in 2012 and four support service agreements were provided through community-based outreach.
- The College notes that over 60% of its students originate from outside the region.

### **Institutional Strategies**

- Career planning and pathways have been at the forefront of the evolution of programming at Canadore over the last three years. The College will begin employing career coaches in spring 2015 to bridge the gap in employment rates, particularly for at-risk students.

### **3.3 Metrics**

<b>Institutional Metrics</b>	<b>System-Wide Metrics</b>
<ul style="list-style-type: none"> <li>• Retention rates of Aboriginal students</li> <li>• Number of community-based partnerships</li> <li>• Number of community-based/partnership delivery of First Nations programming</li> <li>• Percentage share of underrepresented students in high-demand programs</li> <li>• Retention and graduation rate of students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Number and proportion of Aboriginal, first generation, students with disabilities, and francophone students at an institution</li> <li>• Number and proportion of international students enrolled in Ontario (as reported in annual institutional enrolment reporting)</li> <li>• Proportion of an institution’s enrolment that receives OSAP</li> </ul>

### **4. PROGRAM OFFERINGS**

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally oriented mandates. This component also recognizes institutions that provide bilingual and/or French-language programming for students.

#### 4.1 Areas of Institutional Strength

Current program areas of strength include:

1. Aviation
2. Health
3. Skilled Trades and Technology
4. Media Arts
5. Indigenous Teaching and Learning
6. Culinary
7. Recreation
8. Environmental
9. Community Services

Proposed program areas for growth include:

1. Aviation (non-flight)
2. Health (inter-professional education approach)
3. Indigenous Teaching and Learning
4. Heavy Industry Support Services
5. Digital Technology Platforms

#### 4.2 Additional Comments

- Canadore has plans to increase its credential offerings by 14 new and expanded programs in existing areas of strength over the next three years, which are generally supported by student outcomes and program infrastructure, particularly in the areas of Aviation, Health, and Indigenous Teaching and Learning.
- Canadore has implemented changes to its Media, Culinary, Recreation, and Environmental programs to reflect modernized program needs, curriculum, and facilities as identified through its program review process.
- In the event the College requests funding approval for its Digital Technology Platform program, the Ministry will require additional information (e.g., student demand, labour market analysis).

#### 4.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"><li>• Program review and renewal process</li></ul>	<ul style="list-style-type: none"><li>• Proportion of enrolment at colleges by occupational cluster and by credential</li><li>• Institution's system share of enrolment by occupational cluster and by credential</li><li>• Number of apprentices in each trade</li></ul>



## **5. INSTITUTIONAL COLLABORATION TO SUPPORT STUDENT MOBILITY**

This component profiles partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, credit transfer pathways and collaborative or joint programs between or within sectors.

### **5.1 Areas of Institutional Strength**

Canadore College focuses on improving collaboration, pathways, and student mobility in the areas of:

- Canadore and five other Northern colleges form the Northern Colleges Collaboration, which is committed to improve sharing in the development and delivery of curriculum, courses, programs, and learner support services, as well as professional development opportunities.
- Canadore offers a number of pathway opportunities for students, including internal and external pathways from diplomas to degrees.
- Canadore partners with Nipissing University, including a shared services model at the College Drive Campus.
- Partnerships with the First Nations Technical Institute, the Anishinabek Education Institute, the Seven Generations Education Institute, the Kenjgewin Teg Educational Institute (KTEI), and Apitawin Employment and Training, in the delivery of eight College certificate and diploma programs.
- Block transfer agreements.

### **5.2 Additional Comments**

- Canadore has 150 articulation agreements in place with colleges, universities, and institutes worldwide.

#### **Institutional Strategies**

- Canadore has prioritized the pursuit of partnerships that focus on providing the maximum benefit to students as they transfer.

### 5.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"><li>• Number of specific university to college transfers</li><li>• Number of block transfers</li><li>• Number of university graduates to college</li></ul>	<ul style="list-style-type: none"><li>• Number of college and university pathways and/or articulation agreements (college-college, college-university, university-college)</li><li>• Number of transfer applicants and registrants</li><li>• Number of college graduates enrolled in university programs</li></ul>

### ASPIRATIONS

The Ministry recognizes the importance of supporting institutions to evolve and acknowledges the strategic aspirations of its postsecondary education institutions; the SMA is not intended to capture all decisions and issues in the postsecondary education system, as many will be addressed through the Ministry's policies and standard processes.

#### Capital

Requests for capital project funding are outside the scope of the SMA process. However, future capital projects should be aligned with the College's areas of strength, as highlighted in its SMA. Decisions regarding approval and/or funding for capital projects will be made within the context of the Ministry's long-term capital planning process and the Major Capacity Expansion Policy Framework, released December 20th, 2013.

### ENROLMENT GROWTH

The strategic enrolment and planning exercise is in the context of a public commitment in the 2011 Budget to increase postsecondary education enrolment by 60,000 additional students over 2010-11 levels. This government has demonstrated a longstanding commitment to ensuring access to postsecondary education for all qualified students.

Canadore College's planned enrolment forecast as expressed in this baseline eligible enrolment scenario is considered to be reasonable and in line with Ministry expectations, based on the current and projected demographic and fiscal environments.

### Baseline Projected Eligible Full-Time Headcounts

Level	2014-15	2015-16	2016-17
Certificate/Diploma	2,521	2,599	2,704
Degree	0	0	0
<b>Canadore Total</b>	<b>2,521</b>	<b>2,599</b>	<b>2,704</b>

## FINANCIAL SUSTAINABILITY

The Ministry and the College recognize that financial sustainability and accountability are critical to achieving institutional mandates and realizing Ontario's vision for the postsecondary education system. To this end, it is agreed that:

- It is the responsibility of the governing board and Senior Administrators of the College to identify, track, and address financial pressures and sustainability issues. At the same time, the Ministry has a financial stewardship role. The Ministry and the College agree to work collaboratively to achieve the common goal of financial sustainability, and to ensure that Ontarians have access to a full range of affordable, high-quality postsecondary education options, now and in the future; and
- The College remains accountable to the Ministry with respect to effective and efficient use of resources to maximize the value and impact of investments made in the postsecondary education system.

The Ministry and the College agree to use the following metrics to assess the financial health and sustainability of the institution:

1. Annual surplus/deficit
2. Accumulated surplus/deficit
3. Net Assets to Expense Ratio
4. Debt Servicing Ratio
5. Quick Ratio
6. Debt to Asset Ratio
7. Net Income to Revenue Ratio

The Ministry notes that Canadore has focused on innovative initiatives to improve productivity.

## MINISTRY/GOVERNMENT COMMITMENTS

Over time, the Ministry commits to align many of its policy, process, and funding levers with the Differentiation Policy Framework and SMAs in order to support the strengths of institutions and implement differentiation. To this end, the Ministry will:

- Engage with both the college and university sectors around potential changes to the funding formula, beginning with the university sector in 2014-15;
- Update the college and university program funding approval process to improve transparency and align with institutional strengths as outlined in the SMAs;
- Streamline reporting requirements across Ministry business lines with the goals of (1) creating greater consistency of reporting requirements across separate initiatives, (2) increasing automation of reporting processes, and (3) reducing the amount of data required from institutions without compromising accountability. In the interim, the Multi-Year Accountability Report Backs will be adjusted and used as the annual reporting mechanism for metrics set out in the SMAs;
- Consult on the definition, development, and utilization of metrics;
- Undertake a review of Ontario's credential options; and
- Continue the work of the Nursing Tripartite Committee.

The Ministry and the College are committed to continuing to work together to:

- Support student access, quality, and success;
- Drive creativity, innovation, knowledge, and community engagement through teaching and research;
- Increase the competitiveness of Ontario's postsecondary education system;
- Focus the strengths of Ontario's institutions; and
- Maintain a financially sustainable postsecondary education system.

SIGNED for and on behalf of the Ministry  
of Training, Colleges and Universities by:

*ORIGINAL SIGNED BY*

Deborah Newman  
Deputy Minister

April 3, 2014

Date

SIGNED for and on behalf of Canadore  
College of Applied Arts and Technology by:

*ORIGINAL SIGNED BY*

George Burton  
President

April 15, 2014

Date