



Ministry of Training, Colleges and Universities



*draft*

## Strategic Mandate Agreement (2014-17)

Between:

The Ministry of Training, Colleges and Universities

and

Algonquin 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*

## Algonquin's Mission and Vision

### **Mission**

To transform hopes and dreams into skills and knowledge, leading to lifelong career success.

### **Vision**

To be a global leader in digitally connected applied education and training.

## **PREAMBLE**

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This Strategic Mandate Agreement is an agreement between the Ministry of Training, Colleges and Universities (Ministry) and Algonquin College of Applied Arts and Technology (the College) on 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 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 its policies and processes to further support and guide the College's areas of strength.

This agreement is valid from 2014-15 to 2016-17. The SMA proposal submitted by the College to the Ministry in December 2013 has been used to inform the SMA and it 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, dated and signed by both signatories.

## **ALGONQUIN COLLEGE KEY AREAS OF DIFFERENTIATION**

Algonquin College serves students in Eastern Ontario and the province through a broad range of labour-market focussed programming. Algonquin works in close partnership with industry partners to engage in applied research and commercialization activity that supports economic development in its region and beyond.

Algonquin is a strong leader in using technology enabled learning and to provide alternative learning modalities and options for students, with particular focus on online and hybrid learning.

## **ALIGNMENT WITH THE DIFFERENTIATION FRAMEWORK**

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

<b>Jobs, Innovation, and Economic Development</b>		
This component will highlight institutions' collaborative work whether with employers, community partners, 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.		
<b>Areas of Institutional Strength</b>	<b>Institutional Metrics</b>	<b>System Wide Metrics</b>
<ul style="list-style-type: none"> <li>• The Office of Applied Research and Innovation (ARI) involves students and faculty with local organizations, business, and industry and includes:               <ul style="list-style-type: none"> <li>○ The Health and Wellness Research Centre which conducts research and assists in training personnel in the health and wellness sectors.</li> <li>○ The Design Centre which focuses on engaging research projects that focus on the needs of the user.</li> <li>○ The Construction Research</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Work-Integrated Learning metric (TBD)</li> <li>• Co-curricular metric (TBD)</li> <li>• Employer metric (TBD)</li> <li>• Graduate Certificates metric (TBD)</li> <li>• Professors engaged in applied research (TBD)</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> <li>• <i>Additional system-wide metrics will be developed in consultation with the sector focused on applied research, commercialization, entrepreneurial activity, and community impact</i></li> </ul>

<p>Centre which supports the adoption of digital technologies and analytical tools by industry.</p> <ul style="list-style-type: none"> <li>○ The Full Spectra Centre which collaborates with clients on wave-based technologies such as wireless, photonics and electricity.</li> <li>○ The Rural Economic Research and Development Centre (RERDC), which is a joint initiative between the Pembroke and Perth campuses.</li> </ul> <ul style="list-style-type: none"> <li>● Algonquin international partnerships provide a conduit for Ontario industry seeking to expand globally into new markets. (e.g., Saudi Arabia and Kuwait, China, India, and Montenegro.</li> </ul>	<ul style="list-style-type: none"> <li>● Industry engagement in applied metric (TBD)</li> <li>● Students engaged in applied research (TBD)</li> </ul>	
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**Additional Comments**

- 2012-13 Ministry data confirms robust employment (84.9%) and employer satisfaction rates (93.7%).

For Discussion:

- Algonquin has highlighted a number of its current and planned strengths with respect to applied research; these are included in the JIED section (as opposed to a research section)
- Algonquin offers a number of Graduate Certificates and is planning additional certificates in its areas of focus which will include a research competency component.
- Additional information on institution-specific metrics.

**Teaching and Learning**

This component will capture institutional strength in program delivery methods that expand learning options for students and improve the learning experience and career preparedness. This may include, but will not be limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning and international exchange opportunities.

Areas of Institutional Strength	Institutional Metrics	System Wide Metrics
<ul style="list-style-type: none"> <li>● The college offers three delivery modalities – face-to-face, hybrid (blended), and online - across its Perth, Pembroke, Ottawa and</li> </ul>	<ul style="list-style-type: none"> <li>● Hybrid delivery metric (TBD)</li> <li>● Mobile</li> </ul>	<ul style="list-style-type: none"> <li>● Student Satisfaction Survey results</li> <li>● Graduation rates</li> <li>● Retention rates</li> </ul>

<p>online campuses.</p> <ul style="list-style-type: none"> <li>The college offers clinical and field placements, apprenticeships, co-op, job-shadowing, applied research opportunities and other work-related experiences as well as hands on learning through the Algonquin Centre for Construction Excellence and the Simulation Health Centre.</li> </ul>	<p>Learning Program metric (TBD)</p> <ul style="list-style-type: none"> <li>E-textbook metric (TBD)</li> <li>“Learning Enterprises” metric (TBD)</li> </ul>	<ul style="list-style-type: none"> <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>
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**Additional Comments**

- 2012-13 Ministry data confirms that Algonquin ranks highly on some measures of online learning: 19,843 eLearning registrations (ranked 2<sup>nd</sup> among colleges), 58 eLearning programs (ranked 4<sup>th</sup>), and 715 eLearning courses.
- Ministry data also indicates high number of students enrolled in co-operative education programs (3,578, ranked 2<sup>nd</sup>) across 33 programs.

Institutional Strategies

- Algonquin proposes to introduce competency-based learning units and has a pilot project under development. Learning units offer postsecondary learners the option to achieve discrete competencies. The College will introduce the learning units as a pilot in 2014 and upon evaluation, will consider adopting the model more broadly. The Ministry has expressed interest in the outcomes of the pilot.

For Discussion

- Given Algonquin’s growing strength in teaching modalities, it is recommended that additional language regarding strengths in this area should be considered.
- Additional information on institution-specific metrics.

<p><b>Student Population</b></p> <p>This component will recognize the unique institutional missions that improve access, retention and success to postsecondary education for underrepresented groups (Aboriginal, First Generation, Students with Disabilities) and Francophones. This component will also highlight other important student groups that institutions serve that link to their institutional strength. This may include, but will not be limited to, international students, mature students or in-direct entrants.</p>		
<p><b>Areas of Institutional Strength</b></p>	<p><b>Institutional Metrics</b></p>	<p><b>System Wide Metrics</b></p>

<p>Algonquin focusses on a number of student populations, including:</p> <ul style="list-style-type: none"> <li>• Serving the Eastern Ontario region and beyond</li> <li>• Aboriginal students – Algonquin’s Aboriginal Education Council is representative across First Nations, Inuit and Métis in the region.</li> <li>• Elderly Canadians</li> <li>• Newcomers</li> <li>• Students with disabilities - Algonquin’s Centre for Students with Disabilities introduced the position of Learning Strategist for Apprentices with Disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Demographic metric (TBD)</li> <li>• Catchment metric (TBD)</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>
<p><b>Additional Comments</b></p>		
<ul style="list-style-type: none"> <li>• 2012-13 MTCU data indicates that Full-Time Aboriginal students represent 6.0% of total enrolment. Students with disabilities account for 13.3%.</li> </ul> <p><u>Institutional Strategies</u></p> <ul style="list-style-type: none"> <li>• In collaboration with York University, Algonquin will pilot services toward setting the province-wide standard for the transition of learners with Autism spectrum disorder from high school to postsecondary education.</li> </ul> <p><u>For Discussion</u></p> <ul style="list-style-type: none"> <li>• System-wide metrics indicate that Algonquin has a significantly lower share of international students (5.3%) than the average for the sector (11.3%).</li> <li>• The Ministry would like additional information on the college’s strengths in serving specific groups of learners as referenced in its SMA proposal.</li> </ul>		

<p><b>Program Offerings</b></p> <p>This component will articulate the breadth of programming, enrolment and credentials offered, along with program areas of institutional strength/specialization including any vocationally-oriented mandates. This component will also recognize institutions that provide bilingual and/or French-language programming for students.</p>		
<p><b>Areas of Institutional Strength</b></p>	<p><b>Institutional Metrics</b></p>	<p><b>System Wide Metrics</b></p>
<p>Current areas of program strength or specialization:</p> <ul style="list-style-type: none"> <li>• Health and Wellness</li> <li>• Digital Technologies and Design</li> </ul>	<ul style="list-style-type: none"> <li>• Graduate Certificate metric (TBD)</li> <li>• Students in applied</li> </ul>	<ul style="list-style-type: none"> <li>• Concentration of enrolment at colleges by occupational cluster and by credential</li> <li>• Institution’s system share of enrolment by occupational</li> </ul>

<ul style="list-style-type: none"> <li>• Hospitality and Tourism</li> <li>• Management, Administration and Leadership</li> <li>• Communications, Creative Media, and Entertainment</li> <li>• Public Safety and Law</li> <li>• Engineering, Technology and Trades</li> <li>• Community Services</li> <li>• Environment and Natural Resources</li> </ul>	<ul style="list-style-type: none"> <li>degrees metric (TBD)</li> <li>• Applied degree metric (TBD)</li> </ul>	<ul style="list-style-type: none"> <li>cluster and by credential</li> <li>• Number of apprentices in each trade</li> </ul>
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Proposed program areas for growth include:

- Health and Wellness
- Digital Technologies and Design
- Management, Administration and Leadership
- Engineering, Technology and Trades

**Additional Comments**

Institutional Strategies:

- Algonquin has established a quality assurance process that includes an annual curriculum review, and annual program mix review and a cyclical 5 year in depth program quality review to determine courses are achieving intended learning outcomes.

For Discussion:

- KPI results for Public Safety and Law programs.
- Algonquin’s planned expansion of its credential offerings in existing areas of program strength by over 50 programs are generally supported by strong student outcomes and program infrastructure. Is there a prioritized approach to phasing in the development and implementation of these programs, including the phasing in of degree programs?
- The Ministry would like further information on the Algonquin College School of Graduate Studies.

**Institutional Collaboration to Support Student Mobility**

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

Areas of Institutional Strength	Institutional Metrics	System Wide Metrics
<ul style="list-style-type: none"> <li>• Algonquin collaborative degrees include: <ul style="list-style-type: none"> <li>○ Carleton University Bachelor of Information Technology Multimedia and Design</li> <li>○ Carleton University</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Competency-based learning metric (TBD)</li> <li>• Collaborative/joint degree metric (TBD)</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> </ul>

<p>Bachelor of Information Technology Network Technology</p> <ul style="list-style-type: none"> <li>○ Carleton University Bachelor of Information Technology Photonics &amp; Laser Technology</li> <li>○ University of Ottawa Bachelor of Science in Nursing</li> </ul>		<ul style="list-style-type: none"> <li>• Number of transfer applicants and registrants</li> <li>• Number of college graduates enrolled in university programs</li> </ul>
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**Additional Comments**

Institutional Strategies

- The college has adopted a Centralized Course Outline Management and Mapping System (COMMS) to share curricula easily, map courses for credit transfer, and streamline Prior Learning Assessment and Recognition processes. The system been made available to Confederation College and there are pilots are planned at 9 Ontario Colleges.

For Discussion:

- Additional information on institutional specific metrics.
- The Ministry notes the aspirations for the development of the OIDE and would like further discussion on its inclusion in the SMA.

**Aspirations**

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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 as they will be addressed through the ministry’s standard processes.

**a) Expanded Credentials**

The Ministry has noted the College’s aspirations to expand degree granting activity and this will be examined as part of the Ministry’s policy review of Ontario’s credential options.

**Strategic Enrolment (For Discussion)**

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

Algonquin College’s planned enrolment forecast as expressed in this baseline eligible enrolment scenario is considered reasonable and in line with Ministry expectations, based on the current and projected demographic and fiscal



environment.

### **Baseline Projected Eligible Full-Time Headcounts**

Level	2014-15	2015-16	2016-17
Certificate/Diploma	16581	16581	16581
Degree	485	485	485
Algonquin Total	17066	17066	17066

### **Financial Sustainability**

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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 College, its' governing boards and administration, 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 Ontarian's 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.

### **Ministry/Government Commitments**

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

- Engage with both sectors around potential changes to the funding formula, beginning with the university sector in 2014-15.
- 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 Strategic Mandate Agreements.
- Consult on developing and refining definitions for, and the utilization of, system-wide metrics.
- Undertake a review of Ontario's credential options.

The Ministry and the College are committed to continue working together to support student access, quality and success, increase the competitiveness of Ontario's PSE system, focus the strengths of Ontario's institutions, and maintain a financially

sustainable PSE system.

**Attestation**

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SIGNED for and on behalf of  
....by

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Deputy Minister

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Date

SIGNED for and on behalf of...  
by

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Executive Head/President

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Date