


# STRATEGIC MANDATE AGREEMENT

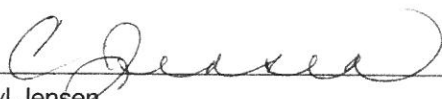
Algonquin College of Applied Arts and Technology  
and the  
Ministry of Advanced Education and Skills Development  
2017-2020

SIGNED for and on behalf of the  
Ministry of Advanced Education and  
Skills Development by:

  
Sheldon Levy  
Deputy Minister

Date

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

  
Cheryl Jensen  
President

Date

*February 13, 2018*



**ALGONQUIN**  
COLLEGE



# STRATEGIC MANDATE AGREEMENT

Algonquin College of Applied Arts and Technology  
and the  
Ministry of Advanced Education and Skills Development  
2017-2020

SIGNED for and on behalf of the Ministry  
of Advanced Education and Skills  
Development by:

---

Sheldon Levy  
Deputy Minister

---

Date

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

---

Cheryl Jensen  
President

---

Date



# Table of Contents

---

## **Section 1: Introduction**

Preamble

Institutional Vision, Mission, Mandate

Aspirations

## **Section 2: Shared Objectives and Priorities for Differentiation**

1.0 Student Experience

2.0 Innovation in Teaching and Learning Excellence

3.0 Access and Equity

4.0 Applied Research Excellence and Impact

5.0 Innovation, Economic Development and Community Engagement

## **Section 3: Enrolment Strategy, Program Direction, Sustainability and Partnerships**

6.0 Enrolment Strategy and Program Direction

- Domestic and International Enrolment Projections
- International Strategy and Collaboration
- Strategic Areas of Program Strength and Expansion
- Apprenticeship
- Financial Sustainability

7.0 Institutional Collaboration and Partnerships

## **Section 4: Ministry Commitments**



# Preamble

---

This Strategic Mandate Agreement between the Ministry of Advanced Education and Skills Development and Algonquin College outlines the role the College currently performs in Ontario's postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives and government priorities.

The Strategic Mandate Agreement (SMA):

- Identifies and explains the shared objectives and priorities between the Ontario government and the College;
- Outlines current and future areas of program strength;
- Supports the current vision, mission, and mandate of the College and established areas of strength within the context of the College's governing legislation;
- Describes the agreed-upon elements of the new College funding model, including:
  - a College's enrolment plans and the initial midpoint levels of weighted funding units that will be funded in the corridor funding model during the period of this SMA; and,
  - differentiation areas of focus including metrics, and targets.
- Provides information on the financial sustainability of the institution; and,
- Informs Ministry decision-making and enables Ministry to align its policies and processes to further support the College's areas of strength.

The term of the SMA is from April 1, 2017 to March 31, 2020.

The agreement may be amended in the event of substantive policy or program changes that would significantly affect joint commitments made in the SMA (e.g., Major Capacity Expansion and Highly Skilled Workforce). Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

# Ontario's Vision for Postsecondary Education

---

Ontario's colleges and universities will drive creativity, innovation, knowledge, skills development and community engagement through teaching and learning, applied research and service.

Ontario's colleges and universities 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 economy.

## Algonquin College Mandate, Mission and Vision

---

Institutional mandate, mission, and vision statements describe where an institution currently is and where it sees itself in the future.

### **Mission:**

To transform hopes and dreams into lifelong success.

### **Vision:**

To be a global leader in personalized, digitally connected, experiential learning.

Algonquin College's new strategic plan outlines five overarching strategic directions, rooted in a belief that the time has come to transition from the traditional one-size-fits all era of education to a new era focused on personalized, digitally connected, experiential learning.

Algonquin is working to respond to *Building the Workforce of Tomorrow: A Shared Responsibility*, the report of the Premier's Highly Skilled Workforce Expert Panel, and to the Truth and Reconciliation Commission's calls to action by providing students with a personalized, digitally connected, experiential learning experience that:

- Applies the Algonquin College Personal Success System, a system that tracks all the interactions with learners to help them achieve lifelong success and that provides information to the college to customize the learning experience;
- Informs student learning and employment pathways with local and provincial labour market information;
- Focuses on flexible learning, including mixed delivery and pathway options, competency-based programs and micro-credentialing<sup>1</sup>;
- Instills an entrepreneurship mindset in all of our students, aligned with Indigenous principles of land, environment and cultural stewardship;

---

<sup>1</sup> The ministry acknowledges a request by Ontario's colleges to explore how to support more flexible delivery of programming, including reviewing part-time funding levels. The ministry commits to working collaboratively with colleges to review this issue, including identifying implications for credentials.

- Provides learning opportunities to students from apprenticeships, certificates and diplomas to baccalaureate degrees in a leading-edge polytechnic education environment with a strong emphasis on applied research; and,
- Introduces a comprehensive loyalty program to reward learners who connect with Algonquin College prior to, during and following their college experience.

# 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. The Ministry will not be approving any requests for capital funding or new program approvals, for example, through the SMA process.

## **Institutional Aspirations**

### **Polytechnic education**

Algonquin College will work with the Province of Ontario and the Ontario college sector to define itself as a polytechnic<sup>2</sup>.

### **Digital leadership and personalized learning**

Algonquin knows technology advances in innovation drive changes in the nature of work. Algonquin will:

- continue to expand digital course offerings in partnership with eCampusOntario, OntarioLearn and other institutional partners and become a leader in the field of personalized learning.
- implement the first phase of the Algonquin College Personal Success System.
- review program development processes and substantially increase program pathways and the number of programs, courses and modules offered in both blended and online formats.

### **Lead the sector in work-integrated learning**

Algonquin College intends to be recognized for its commitment to co-operative education. It will:

- expand work-integrated learning, simulation, student learning enterprises and applied research
- test and pilot new ways to deliver co-operative education, apprenticeship and work-integrated learning.

### **A destination of choice for Indigenous students**

Algonquin College will support Canada's journey toward truth and reconciliation with Indigenous peoples. It will:

- embed Indigenous knowledge in core business practices.
- create a transformation model through corporate training material to include Indigenous content.
- diversify and increase Indigenous enrolment numbers from Canada and beyond
- increase retention rates and deliver additional off-campus training programs.

### **The Algonquin College Centre for Excellence in Health Education**

Algonquin will create the Algonquin College Centre for Excellence in Health Education — a community-integrated learning and innovation community hub to:

- train highly skilled front-line home and community care workers
- provide high-value work-integrated learning opportunities and create a living lab
- conduct applied research and create industry opportunities to create and commercialize technologies.

---

<sup>2</sup> The ministry acknowledges Algonquin College's request for a polytechnic designation. The ministry will be undertaking a review of this issue and has noted Algonquin College's position.



# Shared Objectives and Priorities for Differentiation

## 1.0 Student Experience

---

This section captures institutional strengths in improving student experience, outcomes and success. This section recognizes institutions for measuring the broader learning environment, such as continuity of learning pathways; retention; student satisfaction; co-curricular activities and records; career preparedness; and student services and supports.

### 1.1 Institutional Approach to Improving Student Experience

Algonquin College is situated in Canada's capital. All four publicly supported postsecondary education institutions in the city collaborate to welcome students and work together to make their postsecondary education experience in the city as seamless as possible.

Algonquin College intends to lead in student experience and become a leader in the field of flexible, personalized learning. It will begin by optimizing its strategic enrolment management framework and completing value stream exercises for all key services.

Mindful of the diversity of its students, Algonquin provides a high number of online and blended delivery programs and services to accommodate students' life circumstances as they learn. To support students where they are and where they want to go, Algonquin will enhance support to transfer students. As the number of students with prior postsecondary experience increases in Ontario, the support to these students is critical to ensuring their success. These students may be coming directly from a postsecondary education program, they may have completed courses at another institution, or they may be seeking additional credentials years later. In some cases, students are transferring after being unsuccessful in one or several programs in search of a better program fit. The needs of transfer students are diverse, unique to their situations and, at times, complex.

Algonquin College remains committed to supporting a healthy environment for students, staff and community members while they are on its campuses. Its Healthy Living Education Initiative is a commitment to promote healthy living by providing access to wellness services through partnerships with learning enterprises (such as massage therapy and physiotherapy) and with Algonquin's Student Association, which manages fitness and recreation programs.

Everyone who studies at or visits Algonquin College has the right to feel that they are in a safe and supportive environment. Algonquin is pleased to note that its students consistently express satisfaction with how the college supports their wellbeing. Overwhelmingly, students have stated that they feel safe on Algonquin campuses, with over 96 per cent of the 1,750 members of the Algonquin College community indicating in a 2016 survey that the overall feeling of safety on the campuses was "good" or "excellent". To ensure students have access to education in a fair and equitable environment and in recognition of the fact that sometimes students need an impartial advocate, Algonquin College is one of few institutions in Ontario to have an ombudsperson available for students.

Learners make a large commitment when they accept an offer to study at Algonquin College. That is why the college works to make studying there affordable to all students who have the talent and skills to attend. Through the Algonquin College Foundation, the college manages a bursary portfolio valued at \$22 million and engages donors in the Algonquin community and beyond who want to support the hopes and dreams of students.

Algonquin College remains a community college, but its community is now global. It must increasingly serve learners from around the world, while providing global experiences to students here at home. Algonquin College promotes the growth of student community engagement through the development of its Co-Curricular Record Program, increased opportunities for local community volunteerism and added new partnerships with international organizations to provide safe and meaningful global service learning opportunities.

To ensure the Algonquin College community as a whole is consistently learner-driven, the college developed The Algonquin Experience. This multi-pronged program strategy provides a framework for the design of academic programs to ensure that students have a diversity of experiences when studying at Algonquin. There are eight elements of The Algonquin Experience: integrated, experiential, connected, technologically advanced, global, green and flexible.

Algonquin College's 2016 research with 838 co-operative education students over a five-semester period revealed that 97 per cent of the students had graduated, graduated with honours, or returned for program completion. Therefore Algonquin College sees its commitment to increasing work-integrated learning opportunities — and specifically co-operative education — as an important component of the quality of the student experience. Algonquin College's approach is further described in Section 5 of this document.

## **1.2 Examples of Institutional Initiatives**

Algonquin is committed to increasing opportunities to participate in co-curricular and community engagement activities outside the classroom, in an effort to provide students with opportunities to develop their global citizenship and cultural competency skills. This increase in co-curricular and community engagement activities involves the expansion of several existing initiatives, including:

- The further development of Algonquin's Co-Curricular Record (CCR) program to coordinate, track and report student volunteer and leadership activities. The CCR program allows students to produce a verified report of all activities with learning outcomes that are unpaid, volunteer and not for academic credit, but which are affiliated with Algonquin College. Algonquin has determined that an activity must also meet at least one of 16 defined learning outcomes to qualify as eligible for addition to its CCR. These outcomes are based on the Conference Board of Canada's *Employability Skills 2000+* and the Council for the Advancement of Standards in Higher Education's *Frameworks for Assessing Learning and Development Outcomes*. Algonquin's CCR program will continue to expand the number of recognized activities that students can add to their record. It will also seek to identify student groups that are under-represented in CCR activity, with the intention of promoting the broad involvement in co-curricular activity across the student population.
- Increased participation among students in local volunteer opportunities with community partners. Currently, Algonquin maintains a database with over 100 vetted local organizations that provide student volunteer opportunities. The number of volunteer opportunities will grow in the coming years to include organizations in the communities of Perth and Pembroke, to improve access for students at those regional Algonquin campuses. All organizations are screened to ensure that they meet health and safety standards,

legal accessibility standards for Ontarians with disabilities and provide at least one of the learning outcomes required to qualify as a CCR activity. In addition to its database of volunteer opportunities, Algonquin organizes weekly Community Project events with partner organizations, including transportation and site supervision, to provide students with regular easy access to community engagement opportunities. Algonquin has also created the annual Student Volunteer Awards and Gala to recognize students who make an exceptional volunteer contribution to society.

- Increasing the number of students participating in international projects. Algonquin has also developed partnerships with two organizations to provide students with international volunteerism experience.

Algonquin College is a partner of WE, a charitable organization. Through this partnership, the college participates annually in the Ottawa WE Day event. It encourages Algonquin students to attend the event and become presenters on the power of volunteerism. Algonquin has also begun participating in the WE Villages initiative, bringing Algonquin students to the Chimborazo region of Ecuador to participate in community building projects.

Algonquin also works with Outreach 360, an international organization that promotes education and skill development in the developing world through volunteerism. The partnership with Outreach 360 provides Algonquin's students with the opportunity to experience active citizenship in a manner that is safe, affordable and exciting.

Under Algonquin's model, participating in a global service learning opportunity includes an intensive preparation program that involves team-building, financial aid planning (to help students manage the costs of participating) and cultural awareness training. Upon their return, students are also coached on the cultural re-integration strategies to ensure that they are able to use their experience in a positive manner.

Algonquin is further developing and increasing the number of students who participate in its Student Leadership Development Program. This initiative is geared toward students who are interested in developing skills beyond community engagement and reaching into the realm of community leadership. The program is delivered through a series of workshops and applied leadership opportunities. Using the model of Social Change for Leadership Development, these workshops help students enhance their leadership, communication, critical thinking, sustainability and entrepreneurial skills, while gaining knowledge on how to lead on campus, in their teams, in their career and in their community.

To support students so they are work-ready upon graduation and throughout their lifelong educational journey, Algonquin College operates an Employment Support Centre. The Centre supports career preparedness in a manner that recognizes the changing nature of employment. Online tools (shared and coordinated with the Co-op and CCR departments) connect students and graduates with vetted employment opportunities. These tools help connect registered students and confirmed graduates with screened employers in a manner that increases the efficiency and safety for both parties. An annual series of career fairs and events connect students with industry employers, providing students with the opportunity to receive guidance from industry employers about accessing professional labour markets. Algonquin College is working with Magnet and LinkedIn to enhance opportunities for students to connect to employment opportunities and placements while being able to assess their competitiveness through a personalized dashboard.

To better support students, Algonquin College Student Services has developed a one-stop access model to make it easy for students to connect with support services, such as the Centre for Accessible Learning, Counselling



Services and the Employment Support Centre. The Peer Tutoring and Student Learning Centre academic coaching services use a 24-hour online appointment booking system to provide personalized academic support.

In 2018, Algonquin College students will have a new and innovative learning centre. As part of Algonquin College's commitment to rethinking the role of the library and the resources it provides to students in a digital world, a leading-edge library design is being incorporated in the new Innovation, Entrepreneurship and Learning Centre. The new library will offer a learner-centered space that offers both traditional library services and supports to help students develop contemporary research skills and digital literacy.

Indigenous learners and communities will also have a new space to hold gatherings, celebrations, teach and learn indigenous knowledge and engage in innovation activities. The new Indigenous Collaboratorium will be the heart of the new Innovation, Entrepreneurship and Learning Centre.

### 1.3 Metrics and Targets

<b>System-wide Metrics</b>	<b>2019-20 Target Range</b>
Overall Student Satisfaction Rate (2016-17 baseline 77.4%)	77-80%
Student Satisfaction with Services (Q39) (2016-17 baseline 67.5%)	68-71%
Student Satisfaction with facilities (Q49) (2016-17 baseline 74.8%)	75-79%

<b>Institution-Specific Metrics</b>	<b>2019-20 Target Range</b>
Student term-to-term retention (2016-17 baseline 86.9%)	86-87%



## 2.0 Innovation in Teaching and Learning Excellence

---

This section focuses on innovative efforts including pedagogical approaches, program delivery and student services that contribute to a highly skilled workforce and ensure positive student outcomes.

This section captures institutional strengths in delivering high-quality learning experiences, such as experiential, entrepreneurial, personalized and digital learning, to prepare students for rewarding careers. It includes recognition of student competencies that improve employability.

It begins to identify indicators of quality that are currently available and within an institution's control.

### 2.1 Institutional Approach to Innovation in Teaching and Learning Excellence

Algonquin College is committed to quality, impact and innovation across all of its schools and program areas. To deliver on its commitment to innovation and quality, Algonquin College will develop a comprehensive academic plan under which each area will, within a year, develop or update its five-year plan. In the second year, each school and department will be expected to finalize its corresponding five-year plan.

Academically, these plans will detail how Algonquin intends to become a hub for social innovation and entrepreneurship and serve as a catalyst for the development of a new model for healthcare delivery, education and training. The academic plan will also outline how Algonquin expects to integrate essential employability skills, entrepreneurial thinking, applied research and community leadership across all programs of study. Additionally, the academic plan will serve as a model for new approaches to learning, ranging from competency-based learning to the effective use of data to enhance learning.

Central to this direction is Algonquin's continued focus on digital technologies and continuous improvement. Algonquin believes that technology can enhance a student's ability to learn and it is proud to be on the leading edge of its use in higher education. This plan will see Algonquin extend its leadership in the use of e-text and blended learning into new areas, including service automation, mobile technology, data mining, data management and cyber security. Algonquin will also serve as a model for the use of continuous improvement principles and practices, freeing up students' and employees' time through automation of certain services.

Algonquin College offers many work-integrated learning opportunities, including co-operative education, short-term contract placements, clinical and field placements, job-shadowing opportunities, internships, applied research projects, learning enterprises and volunteer ventures. In fact, all programs of study at Algonquin College offer a work-integrated learning component. Under the guidance of faculty, students have the opportunity to run businesses in learning enterprises that serve students, employees and the public, including the Dental Hygiene Clinic, Spa and Esthetics, Restaurant International and the *Algonquin Times*, the student-run newspaper.

Over the coming years, as Algonquin College deepens its commitment to the calls to action of the Truth and Reconciliation Commission, work will be done to embed and celebrate Indigenous ways of knowing and the transfer of knowledge. This includes focused personalized learning for students and community partners (e.g., Indigenous entrepreneurship). Algonquin understands that intrinsic to Indigenous pedagogy is experiential learning. Models that incorporate these perspectives will be developed to support all students.

## **2.2 Examples of Institutional Initiatives**

To help students gain experience that will help their transition to the labour market or to entrepreneurial ventures, Algonquin College emphasizes inter-professional, realistic education settings, such as the Simulation Health Centre, the Garbarino Girard Centre for Innovation in Seniors Care, the Algonquin Centre for Construction Excellence, the Police and Public Safety Living Lab and the Digital Collaborative Research Environments through Algonquin College's Applied Research Enterprise.

To complement this approach, Algonquin has been working with industry partners to embed classrooms in high-growth industries. For example, e-business classes are now located in Shopify and healthcare studies take place at the Perley and Rideau Veterans' Health Centre.

To support learners, Algonquin College delivers quality education through a blend of physical and digital assets. It offers three delivery models — face-to-face, hybrid (blended) and online — across its Perth, Pembroke and Ottawa campuses. Additionally, Algonquin has received, for several consecutive years, eCampusOntario funding to develop online courses and programs, often in collaboration with other colleges. Electronic textbooks have been introduced into more than 130 programs for use by over 10,000 students. This allowed each student to access all required course-level resources from the first day of class and resulted in a cost. Algonquin offers a number of mobile learning initiatives, such as bring-your-own-device (BYOD) programs, and has converted space into BYOD-ready classrooms to increase flexibility and innovative learning opportunities for students. This will be further enhanced through planned model classroom initiatives that include active learning and technological enhancements. These will allow faculty to further experiment with innovative educational technologies and pedagogies.

Algonquin College students consistently give the college high ratings for student satisfaction. This is often due to the quality of teaching and support they get from faculty. To help faculty and staff improve the learning experience for students, a number of services are offered, including Learning and Teaching Services and the Centre for Organizational Learning. These services support faculty in the development and delivery of hybrid or online courses and the incorporation of innovative technology practices. All hybrid and fully online curriculum development adheres to quality assurance standards based on the Quality Matters industry benchmark practices.

As a leader in digital learning, Algonquin is continually evaluating its efforts to ensure that it always prioritizes student learning above innovation. To that end, Algonquin was awarded funding for two projects through the eCampusOntario Research and Innovation fund; the first evaluates the effects of digital resources on student success and the second relates to using the Quality Matters rubric in Algonquin's learning management system.

## 2.3 Metrics and Targets

<b>System-wide Metrics</b>	<b>2019-20 Target Range</b>
Graduation Rate (2016-17 baseline 66%)	65-67%
Number of students enrolled in an experiential learning program (WIL) (2016-17 baseline 5,003)	5,000-5,500
Total number of registrations in ministry-funded courses offered in eLearning formats (2016-17 baseline: 28,224)	29,900-31,100
Total number of ministry-funded courses offered in eLearning formats (2016-17 baseline: 613)	640-660
Total number of ministry-funded programs offered in eLearning formats (2016-17 baseline: 68)	69-73
Retention rates (Yr1 to Yr2) (2016-17 baseline 80.2%)	80-81%
Retention rates (Yr2 to Yr3) (2016-17 baseline 88.3%)	83-88%
Student satisfaction rate (overall) (2016-17 baseline 77.4%)	77-80%
Student satisfaction with knowledge and skills (2016-17 baseline 88.3%)	88-89%
Student satisfaction with learning experience (2016-17 baseline 79.2%)	79-81%

<b>Institution-Specific Metrics</b>	<b>2019-20 Target Range</b>
Number of students enrolled in co-op (2016-17 baseline 25%)	25-35%



## 3.0 Access and Equity

---

This section recognizes institutions for their efforts in improving postsecondary education equity and access. Institutions play an important role in providing equitable and inclusive environments that make it possible for students from diverse communities to thrive and succeed.

Institutions will also be recognized for creating equitable access opportunities that can include multiple entrance pathways and flexible policies and programming, with the focus on students who, without interventions and support, would not otherwise participate in postsecondary education. Examples include outreach to marginalized youth, transition, bridging and access programs for adults with atypical education histories and who did not meet admissions requirements.

### 3.1 Institutional Approach to Improving Access and Equity

Over the next 10 years, the number of domestic students aged 15 to 24 will remain flat or decline, while the number of older, career-focused learners is expected to rise. Internationally, demand for higher education, especially vocational and technical training, continues to grow at rates far above domestic numbers. Changing demographics are changing needs. In light of these changes, Algonquin College will continue to be a school of access that gives hope and opportunity to every learner who demonstrates they have the skills and drive to pursue a postsecondary education opportunity. Learners of all ages want more flexibility and learning plans that fit their schedules. Increasingly, learners also want access to new pathways that blend educational opportunities from different institutions.

Algonquin College is committed to working with partner institutions and the Ontario Council on Articulation and Transfer (ONCAT) to develop new pathways and articulation agreements for high-demand programs. With close to 500 articulation agreements already in place, Algonquin provides numerous opportunities for students to continue their education journey. Algonquin understands that students may not have a clear pathway in mind when they start at the college, and choose to take a General Arts and Science program. To help students find a pathway that will support their transition to the labour market, Algonquin College developed a number of internal pathways.

Algonquin is also committed to deliberate experimentation with pathways where it sees opportunities to support access for under-represented learners, including Indigenous students. With the support of ONCAT, and heavily influenced by local Indigenous community needs, the Pathways for Indigenous Student Empowerment Program will be implemented to better serve Indigenous learners who would benefit from targeted transitional and academic preparatory support. Algonquin College's efforts to support Indigenous students have proven to be successful. First Nation-sponsored student enrolment has been increasing at an average rate of 12 per cent a year since 2009 because of reciprocal relationships with First Nations.

Algonquin College is also committed to working in partnership with other Ontario colleges to address the calls to action of the Truth and Reconciliation Commission. Algonquin has been a leader in providing Indigenous students with services and a touchpoint with their communities through the Mamidosewin Centre. Algonquin has been making concerted efforts to bring the classroom to communities, with courses being offered in Maniwaki and Akwesasne. Together with Indigenous people, Algonquin College will work to:

- Understand the historical legacy of residential schools;

- Identify and eliminate systematic barriers to access and complete postsecondary credentials;
- Continue to build a culturally responsive institution;
- Build relationships with Indigenous communities;
- Respect Indigenous knowledge; and
- Advocate for sustainable funding for Indigenous programming.

Algonquin College also demonstrates a strong commitment to institutional accessibility through the services of its progressive Centre for Accessible Learning. Algonquin is a leader in the provision of accessible postsecondary education. It is recognized for its programming for students with disabilities and has been recognized for innovative programming for students on the autism spectrum. As part of its commitment to the *Accessibility for Ontarians with Disabilities Act*, Algonquin has been working toward being compliant with the Act's requirements for teaching materials ahead of the 2021 deadline. Algonquin will work with the Ministry of Advanced Education and Skills Development (MAESD) on any new legislative or regulatory framework that may be introduced.

Algonquin College is open to the world and offers unique opportunities to students at international campuses and through partnerships with foreign postsecondary education institutions. Through its Language Institute, Algonquin works with English-as-a-Second-Language students to prepare them for further postsecondary education or employment.

Eastern Ontario is a diverse region, with urban centres and rural communities. Campuses in Perth and Pembroke provide greater access to students in rural communities to high-quality and diverse programming close to home. Many of these students are the first in their families to pursue a postsecondary education. For those who cannot physically attend classes at one of its three Eastern Ontario campuses, Algonquin provides expansive online education offerings, enhancing access to an increasingly diverse range of programs.

Algonquin delivers a number of programs and services that provide valuable options and choice to students when offered independently. When combined, these programs and services have an even greater collective impact. Through the provision of one-stop access to programs such as Adult Education, Literacy and Basic Skills, Apprenticeship, Pathways and other learner supports, Algonquin is well positioned to help all learners navigate the complex postsecondary landscape. To support transitions, Algonquin College maintains a high level of engagement with district school boards. As a result, there is strong enrolment in Dual Credit programs and in the Ontario Youth Apprenticeship Program.

## 3.2 Examples of Institutional Initiatives

Algonquin College believes that every person deserves access to postsecondary education and to appropriate supports to help them realize success. Algonquin is committed to continuing to develop and deliver initiatives to those who would not otherwise access, attend or graduate from postsecondary education in support of MAESD's new Ontario Postsecondary Access and Inclusion Program (OPAIP). Algonquin has a proven track record of developing specialized support initiatives, with MAESD funding, to support those who would not traditionally attend or succeed in postsecondary education, such as first-generation students, Indigenous students, students with autism spectrum disorder, students designated as Crown wards, or students who have experienced substance abuse issues.

Algonquin has developed a set of directives to outline human rights standards for people with disabilities. The Centre for Accessible Learning supports students who have permanent and/or temporary disabilities, including



learning disabilities, attention deficit hyperactivity disorder, a mental health disorder and/or autism spectrum disorder. It includes the following targeted initiatives and services:

- Transition planning services and events, such as Make the Cut and SLICE;
- The Transition Support Centre for students with autism spectrum disorder;
- Targeted support for Dual Credit students and apprenticeship students with disabilities;
- Learning strategist supports;
- An assistive technology lab with technologists;
- Attendant services in resident and accessible suites; and
- Accommodated testing services.

Of particular note is the Algonquin College demonstration pilot project on transitions to postsecondary education for students with autism spectrum disorder, which is in its fourth year of funding. The Transition Support Centre supports students by providing meaningful, individualized supports that help them navigate the postsecondary environment and increase their skill sets in the areas of social interactions, academics, self-advocacy and independence. To date, the project has provided capacity-building professional development and consultation to staff and faculty, outreach to school boards and community services and direct service of 7,755 hours to 160 students across three academic years. Term-to-term retention rates for students with autism spectrum disorder using this support initiative range from 80.5 per cent to 95.2 per cent.

Algonquin will commit to using OPAIP to develop and deliver new initiatives targeted at outreach, transition and retention to a broad range of diverse and non-traditional students. This is not a significant shift for Algonquin, given that it has a proven history of developing programs to provide specialized transition support to:

- First-generation students;
- Indigenous students;
- Students with a wide range of complex disabilities, including students with autism spectrum disorder;
- Students sponsored as Crown wards;
- Students who received support for substance abuse through a participating Ottawa high school in partnership with Rideauwood Family and Addictions Services; and,
- New Canadians through a partnership with Ottawa Community Immigrant Services Organization.

Algonquin College is open to the world and has been welcoming recent immigrants on campus as students, for academic upgrading, for foreign credential Prior Learning Assessment and Recognition and to access services they might not otherwise have access to, such as dental care through Syrian refugee dental clinics. Foreign-trained nurses can acquire the credentials they need to be licensed to work in Ontario. Algonquin's Multi-Faith Spiritual Centre provides regularly scheduled prayer services for students of multiple faiths and a new Pride Centre for Lesbian, Gay, Bisexual, Transgender, Queer and Two-Spirited students has opened.

The Faculty of Arts, Media, acts as an umbrella for access programs at Algonquin College. It includes: General Arts and Science, Academic Upgrading, Academic Partnerships and the Experienced Workers Centre (EWC). These departments work together to leverage supports and services to deliver programming that serves the many students who are looking to access college education but who, for a variety of reasons, face barriers to entry. The building of clear, successful pathways is the main objective of this initiative. This is done through the provision of engaging programs and transition opportunities from secondary school to college.

Transfer students, adult/returning students, Second Career candidates and upgrading students also access programs for academic supports and planning once at Algonquin. The Academic Access Centre supports students (mostly adults, 19 years of age and older) who need to upgrade or complete high school equivalencies

to gain admission to postsecondary programs. Over the past 10 years, Algonquin has had over 600 upgrading students enroll at the college from this program.

### 3.3 Metrics and Targets

<b>System-wide Metrics</b>	<b>2019-20 Expected Value Range</b>
Number of students with disabilities enrolled (2016-17 baseline 2,909)	2,900-3,300
Proportion of students with disabilities enrolled (2016-17 baseline 16.2%)	16-18%
Overall student with disabilities satisfaction rates (2016-17 baseline 77.3%)	77-79%
Overall graduate satisfaction rates for students with disabilities (2016-17 baseline 75.2%)	75-77%
Employment rates for students with disabilities (2016-17 baseline 80.6%)	78-80%
Number of first-generation students enrolled (2016-17 baseline 3,665)	3,400-3,600
Proportion of first-generation students enrolled (2016-17 baseline 20.8%)	19-21%
Number of Indigenous students enrolled (2016-17 baseline 1,161)	1,200-1,300
Proportion of Indigenous students enrolled (2016-17 baseline 6.6%)	6.6-7.0%
Overall student satisfaction rates for Indigenous students (2016-17 baseline 81.9%)	80-83%
Overall graduate satisfaction rates for Indigenous students (2016-17 baseline 87.4%)	83-84%
Employment rates for Indigenous students (2016-17 baseline 71.9%)	72-74%
Number of French-language students enrolled (2016-17 baseline 676)	600-700
Proportion of French-language students enrolled (2016-17 baseline 3.8%)	3.5-4.0%
OSAP recipients as a proportion of all eligible students (2015-16 baseline 58.3%)	57-58%
Percentage of university graduates enrolled in college programs (2016-17 baseline 13.4%)	13-14%
Percentage of college graduates enrolled in university programs (2016-17 baseline 3.6%)	3-4%

<b>Institution-Specific Metrics</b>	<b>2019-20 Target Range</b>
Number of academic upgrading students that proceed to postsecondary programs (2015-16 baseline 616)	600-635



## 4.0 Applied Research Excellence and Impact

---

This section captures institutional strengths in producing high-quality applied research that further raises Ontario's profile as a globally recognized research and innovation hub.

Applied research projects create or improve products, services and processes. College applied research gives industry firms access to the skills and competencies of faculty and students, facilities and equipment and markets and networks through the colleges' connections to local business and communities.

### 4.1 Institutional Approach to Applied Research Excellence and Impact

Algonquin College is a national leader in applied research and benefits from in-house investments and grants from provincial partners such as the Ontario Centres of Excellence, the College Ontario Network for Industry Innovation, the Ontario Research Fund and Ontario Ministry of Agriculture, Food and Rural Affairs, and from federal funders such as the Natural Sciences and Engineering Research Council, the Social Sciences and Humanities Research Council, the Canada Foundation for Innovation and FedDev. Firmly anchored in the Eastern Ontario innovation ecosystem, Algonquin is able to leverage key partnerships to promote applied research opportunities for students. These partners include the Centre of Excellence in Next Generation Networks (CENGEN), the Ontario Network of Entrepreneurs, the Innovation Centre at Bayview Yards, the University of Ottawa, Carleton University, the National Research Council, Canadian Nuclear Laboratories, the Royal Canadian Mounted Police, Natural Resources Canada, Compute Canada and CANARIE.

Beyond theory and principle, applied research allows for academic experience to become a journey of personal discovery. Algonquin College students benefit from a hands-on approach with the latest information and technology to create new products, services and processes that resolve modern challenges and enrich the community the college serves.

Applied research provides an opportunity for students to experience real-world challenges and to use their skills to provide solutions their professional/industry partners can use. Students, faculty and business partners rely on each other's strengths, building a mutually beneficial relationship that can sustain current and future generations.

Algonquin College's applied research centres act as the catalysts to expand activity and investments across strategic areas of strength for the college and its innovation partners. Algonquin College research centres are:

- The Design Centre (2009): A research program in the area of User Experience (UX) design in collaboration with industry in the Ottawa hi-tech sector. Its goals are to develop applied research capacity at Algonquin and assist partners in the implementation, improvement and commercialization of their products, services and processes via cutting-edge UX design.



- The Full Spectra Centre (2011): This Centre focuses on technologies and processes that harness wave-phenomena such as electromagnetic waves. The Centre supports the development and commercialization of technologies in information and communications technology and photonics. The Centre was created in response to regional industry trends and aims to help catalyze innovation in partner companies.
- The Health and Wellness Research Centre (2012): This Centre leverages Algonquin's educational and research strengths in Health and Community Studies to develop highly trained personnel and stimulate job creation and economic growth. Its goals are to enhance student training and preparedness for the workplace, further develop faculty skill sets and assist entrepreneurs, small and medium-sized enterprises (SMEs) and large companies to develop and advance innovative technologies, products and processes and services within the health and wellness industries.
- The Construction Research Centre (2014): This Centre has two main themes to help support the construction industry. The first is to improve evidence-based decision-making in building design and to develop collaboration tools to better connect people in the industry to improve process efficiency. This includes the use of digital building sensors to measure how well a structure performs so that the information can be used to improve plans and designs. The final result of a build can be measured to see if it behaves as it was intended and different techniques and materials for a construction can be compared quantitatively to see which is the best and most efficient. The second theme focuses on connecting the participants in an extensive and diverse industry through mobile technology; large enterprises and individual contractors can be connected to communicate design information and change orders in a fraction of the time taken by traditional approaches.
- The Digital Analytics Center (2017): This Centre supports regional companies with the adoption and further development of all things data: applications, data acquisition, data mining, data munging and curation, software, processes and best practices. Its aim is to train students and faculty and help them develop highly rated skills in data technologies, bridging the gap between industrial demand for trained professionals and talent availability.

Building on the legacy of applied research at Algonquin College, and scheduled to open in 2018, the 100,000-square-foot Innovation, Entrepreneurship and Learning Centre (IELC) and Institute for Indigenous Entrepreneurship will consolidate the college's Innovation and Entrepreneurship Strategy, creating a home for innovation and entrepreneurial thinking.

The Centre will serve as a highly visible, central location where students and faculty can take advantage of collaborative learning spaces and a makerspace for applied research and innovation. It will also expand Algonquin's applied research areas of focus with the addition of such facilities as the home of the newly created Data Analytics Centre, a Social Innovation Research Lab, a new Energy and Environmental Sustainability Research program and the creation of a Centre of Excellence in Cyber Security.

Algonquin College's official centre for innovation and entrepreneurship, IgniteAC, offers students a variety of resources aimed at helping them turn business ideas into reality during their studies. Resources include office and meeting space, tips and a wealth of information about funding opportunities, upcoming events and more. The new IELC will expand IgniteAC's capabilities to offer business incubation, hoteling space for innovation partners and a suite of new programming for innovation and entrepreneurship, such as the Ice House entrepreneurial program. The Centre will be an important component of the innovation ecosystem in Ottawa and the Ottawa Valley.

Where it supports economic development opportunities, Algonquin is creating new partnerships with other research networks and organizations such as CENGEN and the National Capital Region Digital Economy Supercluster Consortium to provide new opportunities for students to participate in applied research.

## **4.2 Examples of Institutional Initiatives**

Algonquin College connects industry and community partners with faculty and students, teaching through research in collaboration with partners and solving real-time competitiveness and productivity challenges. The Algonquin College Applied Research Office offers process and product design, development, manufacturing, testing and taking results to market. These services support over 500 organizations annually.

Algonquin College is focusing on innovation and entrepreneurship in program and service offerings across all schools and departments by:

- Embedding these new essential skills in all relevant programs over a five-year period;
- Implementing the Ice House Entrepreneurship Model and promoting the Algonquin College Entrepreneurial Mindset;
- Increasing Algonquin's capacity to offer business incubation and acceleration services to students, employees, alumni and industry/community partners;
- Working with eCampusOntario Research and Innovation to evaluate the impact of educational initiatives;
- Providing services through the Algonquin College Entrepreneurship Centre IgniteAC to support local economic development through mentorship, training, consulting and advisory services; and
- Providing school-based innovation, entrepreneurship and social enterprise curriculum to build skills for self-employment, job creation and socially responsible initiatives.

In partnership with Siemens Canada, Algonquin is supporting sustainable energy practices by empowering students to become environmental leaders. The Siemens-built co-generation power plant on campus is an international model for energy management. Algonquin College students have access to the co-generation plant to conduct applied research projects in a living lab.

Closely aligned with Algonquin's Innovation in Teaching and Learning Excellence, the Office of Applied Research and Innovation is leading the development of the Digital College Research Lab. This new research niche for Algonquin College addresses the educational technology (EdTech) sector. Specifically, Algonquin College is pursuing collaborations with industry partners with a focus on the effective ideation, development, testing, adoption and scaling of digital technologies in higher education. Algonquin College represents an ideal postsecondary environment for companies to develop and pilot their products and services in collaboration with faculty, staff and students. Algonquin has established itself as a leading digital college, pioneering the use of digital technologies in several areas, including learning management systems (LMS), e-textbooks, and the use of mobile technology.

The Digital College Research Lab will be located in the new Innovation Centre complex currently under construction. An important goal of the Digital College Research Lab is to engage with multiple industry partners in collaborative applied research projects. The Lab will provide partners with opportunities to identify, develop and demonstrate synergies between their products and services with Algonquin College's digital infrastructure and with other organizations in the EdTech sector. Potential examples include integrating interactive assessment tools within an e-text platform and automating the transfer of assessment results to an LMS gradebook.

### 4.3 Metrics and Targets

<b>System-wide Metrics</b>	<b>2019-20 Target Range</b>
Number of externally funded applied research projects (2016-17 baseline: 90)	90 - 250
Number of partnerships / collaborations with community / industry firms (2016-17 baseline: 110)	110 - 200

<b>Institution-Specific Metrics</b>	<b>2019-20 Target Range</b>
Number of students engaged in applied research (2016-17 baseline 1,317)	1,400 - 2,000



## 5.0 Innovation, Economic Development and Community Engagement

---

This section recognizes the unique role institutions play in contributing to their communities and to economic development, as well as to building dynamic partnerships with business, industry, community members and other colleges and universities. It focuses on regional clusters, customized training, entrepreneurial activities, jobs, community revitalization efforts, international collaborations, students, partnerships with Aboriginal Institutes and a program mix that meets needs locally, regionally and beyond.

### 5.1 Institutional Approach to Innovation, Economic Development and Community Engagement

Algonquin College is both big and small. Through its large Ottawa campus, it works closely with SMEs, major employers, workforce planning agencies, economic development agencies and municipal government in Ontario's second-largest city. However, only 20 per cent of the City of Ottawa is urban; the rest is rural. Consequently, Algonquin contributes to the city in a way that connects people and business across the urban-rural divide.

By participating in the City of Ottawa's Group of 33 (G33), a group of 33 major stakeholders, Algonquin works collaboratively on shared objectives regarding talent development, attraction and retention. Through the G33, postsecondary education institutions in Ottawa, school boards, major employers and economic development agencies have created the Work-integrated Learning Task Force. The Task Force will work with institutions and employers to increase commitments to creating more opportunities for both high school and postsecondary learners. Algonquin works closely with the G33 on these shared objectives and lends support to the Local Employment Planning Council that Algonquin College hosts to work with the broader community of stakeholder and employment services agencies.

Algonquin is mindful of its obligation to ensure its long-term financial sustainability and that of the communities it serves. It will strengthen its position as an access institution, work to share services with other organizations, build reserve funds and develop more sustainable sources of revenues both in Canada and across the globe. To deliver on its commitment to be more socially responsible, Algonquin will expand its outreach into the communities it serves and support Canada's journey toward truth and reconciliation with Indigenous peoples, recognizing that we are all responsible for the success of this vital initiative. Algonquin College has made significant investments in building, maintaining and sustaining mutually beneficial relationships with surrounding Indigenous communities. Targets have included a shared understanding of Indigenous peoples and community economic development needs, workforce planning and program interest that enables Algonquin College to be responsive to the needs of these learners and their communities. Ultimately, Algonquin College is committed to weaving Indigenous knowledge into the fabric its institutional culture for the benefit of all learners.

Algonquin will build on its environmental commitments by, among other things, expanding its sustainable business practices, working to restore and regenerate its environments and establishing an international centre for energy management.

Algonquin will exceed the expectations of its employees and community as an exceptional place to work and will work to be recognized internally and externally for above-average levels of employee engagement and its commitment to creating a healthy workplace. Algonquin will build a respectful relationship with its union partners and become a model for employee engagement. Further, it will invest in and pilot best practices aimed at improving the health and wellness of students and employees.

Algonquin College has developed a strong corporate training department that engages with private- and public-sector clients to tailor training programs to their needs. Where possible, Algonquin works with clients to ensure that corporate training has a pathway toward a credential.

Algonquin College is working in partnership with government and the community to increase workforce development planning through the Ottawa Employment Hub, which is funded by Employment Ontario as one of eight Local Employment Planning Council (LEPC) pilot projects. Algonquin works with its LEPC partners: the Ottawa Chamber of Commerce, the Ottawa Community Coalition for Literacy and the Employment Ontario Ottawa Network. The LEPC improves the coordination and planning of employment and training services and helps employers, workers and people looking for work to make informed choices about training and careers. The LEPC works closely with Algonquin to improve local labour market information to better anticipate local labour market needs and opportunities.

At its core, Algonquin sees itself as a college within a city and a city within a college. By expanding experiential learning opportunities through learning enterprises and partnerships with the community, it is creating a true community hub.

Another important part of Algonquin's commitment to experiential learning is expanding co-operative education (co-op) opportunities for students. Algonquin intends to lead the college sector in this area by doubling co-op opportunities for its students. Specifically, its goal is to increase the number of students participating in these activities to 26.8 per cent with a long-term goal of having 50 per cent of Algonquin College students participating in co-op by 2022.

The Algonquin College co-op department works closely with academic area program owners for job development, student communications, student preparation, job search and co-op placement oversight to support successful co-op student experiences. To better support students and employer satisfaction, Algonquin is moving to a more distributed student support model and will be adjusting the co-op model as required to optimize satisfaction levels.

Student and employer satisfaction levels directly affect Algonquin's ability to expand its offering and the quality of its placements. Algonquin intends to continue to work closely with employers to enhance satisfaction levels and increase the level of quality placements for students.



## 5.2 Examples of Institutional Initiatives

Algonquin College students and staff support the wellbeing of communities by participating in volunteer opportunities. These opportunities are coordinated, tracked through the Co-curricular Record System, and supervised by the college.

To help students learn and challenge themselves to be entrepreneurial, the Algonquin College IgniteAC Centre for Innovation and Entrepreneurship runs a 10-week intensive entrepreneurial challenge called Summit. The program selects student entrepreneurs through a competitive process and provides them with hands-on experience in developing a business venture, product or social enterprise idea under the guidance of a network of mentors. It also provides seed money for the venture.

In response to demand from the community, Algonquin will launch the Service Learning in Design and Engineering (SLiDE) Centre, an applied research lab focused on social innovation in collaboration with IBM and other community partners. The lab will focus on supporting community projects and organizations through the use of advanced design methodologies and mobile technologies.

With a new facility that will develop students with skills to become catalysts for social and economic growth, Algonquin College is poised and ready to ignite in every student a passion to generate direct economic activity within their community. A key element of success in achieving this goal will be to design programming in the area of Indigenous Entrepreneurship.

Algonquin College wants to establish a Chair in Indigenous Entrepreneurship, a first for the system. This individual will work with the college community and surrounding Indigenous communities to co-create a program of study that would meet the needs of both communities. The Chair and associated field of study will set out to learn more about Indigenous learners and labour and job trends in surrounding communities. They will work towards developing educational programming that is integrated with regional economic development and work force needs.

As part of its role as a convener and thought leader in healthcare education, Algonquin College hosts a breakfast speakers series about the future of healthcare and wellness in partnership with the Champlain Local Health Integrated Network.

To support strong connections, Algonquin College holds memberships in the following associations and organizations, which provide it with an opportunity to contribute to policy and workforce development:

- The Business Higher Education Roundtable
- The National Association for Community College Entrepreneurship
- The Canadian Chamber of Commerce
- The Ottawa Chamber of Commerce
- The West Ottawa Board of Trade
- 

The President of Algonquin College engages with sector leaders in its areas of differentiation through the President's Advisory Panel on Innovation and Entrepreneurship and the Healthy Living Education President's Advisory Panel.

In partnership with the Western Ottawa Resources Centre, Algonquin College welcomes 30 seniors with early-onset dementia and Alzheimer disease every week for an adult day program. An additional partnership with

Bruyère Continuing Care supports applied research projects in the facility to track the development of the disease in patients.

To support the burgeoning innovation ecosystem in Ottawa, Algonquin is a founding innovation partner of the Innovation Centre at Bayview Yards, along with Invest Ottawa, funding agencies and corporate partners. The Centre will help catalyze the success of entrepreneurs and new companies that will get their start there. Algonquin College and the Ottawa Senators have developed a comprehensive work-integrated learning partnership for postsecondary education students. As part of the agreement, both organizations also lend support for community causes through their foundations. Due to its success, a similar agreement was made with the Ottawa Sports and Entertainment Group, which manages the Ottawa Red Blacks, the Ottawa Fury Football Club, the Ottawa 67's and a stadium and arena complex.

Algonquin has also developed partnerships with two organizations to provide students with international volunteerism experience. Additional detail is provided in Section 1.

### 5.3 Metrics and Targets

<b>System-wide Metrics</b>	<b>2019-20 Target</b>
Number of active Program Advisory Committees (PACs) (2015-16 baseline 119)	115 - 130
Number of employers engaged in PACs (2016-17 baseline 973)	975 - 1,000
Graduate employment rates (2016-17 baseline 84.1%)	83 - 85%
Employer satisfaction rates (2016-17 baseline 90.2%)	89 - 92%
Proportion of Graduates employed full-time (2016-17 baseline 57.4%)	47 - 51%
Proportion of Graduates employed full-time in a related job (2016-17 baseline 40.9%)	34 - 40%

<b>Institution-Specific Metrics</b>	<b>2019-20 Target Range</b>
Number of global and community partners offering opportunities for Algonquin student volunteerism (2016-17 baseline 88)	95 - 100

# Enrolment Strategy, Program Direction, Sustainability and Partnerships

---

## 6.0 Enrolment Strategy and Program Direction

---

### Enrolment Plan

The purpose of this section is to identify institutional enrolment plans and aspirations. The enrolment projections are based on Algonquin's plans and assumptions for the coming years.

As stated in the College Funding Formula Technical Manual, the introductory corridor midpoint in 2019-20 will be calculated based on the "three-year average, two-year slip", the average of three years of enrolment two years prior to the funding year.

### 6.1 Domestic Projected Funding Eligible Enrolment

#### Projected Eligible Full-Time Head Count

Level	Actuals 2015-16	Actuals 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20
Ontario College Certificate	2,230	2,078	2,109	2,107	2,149
Ontario College Diploma/Advanced Diploma	12,533	12,218	12,424	12,389	12,496
Ontario College Graduate Certificate	637	697	854	931	1,135
Baccalaureate Degree in Applied Area of Study	393	419	415	473	661
All other funding activity in full-time equivalent (FTE); Part-time, Tuition short, Prior Learning and Assessment Recognition (PLAR)	1,634.8	1,659.7	1,720	1,780	1,840



## 6.2 International Projected Funding-Eligible Enrolment

### Projected Eligible Full-Time Head Count

Level	Actuals 2015-16	Actuals 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20
Ontario College Certificate	43	53	61	70	76
Ontario College Diploma/Advanced Diploma	993	1,185	1,400	1,606	1,767
Ontario College Graduate Certificate	140	185	219	251	277
Baccalaureate Degree in Applied Area of Study	106	135	161	185	204

## 6.3 International Strategy and Collaboration

Algonquin College will be a destination of choice for international students, receiving 2,324 international students in Fall 2019-20, making up 16% of its total student population. It will design and implement an internationalization plan for college services that embeds intercultural awareness into core curriculum, staff and faculty training and business practices, and that responds to the unique needs of international students. Algonquin College understands the financial and pedagogical (or other) risks of being dependent on international student enrolment both at a college-wide level and program level. It will complete an International Strategic Refresh in 2018 in which an optimum target of international student enrolment is determined and risk mitigation strategies are put in place in the event the target is not met.

Algonquin College will continue to diversify its international activities and revenues by delivering its post-secondary programs offshore in partnership with existing institutions or Algonquin College branch campuses, pursuing inbound and outbound pathways and articulations with offshore partners and supporting institutional capacity building through teacher training and curriculum support. Again, Algonquin College understands the reputational and financial risks of pursuing activities offshore. It has in place and will continue to refine its Standard Operating Procedures for international business development. Algonquin College will further develop a culture of ongoing quality review, feedback, and improvement through its offshore quality assurance processes and its Standard Operating Procedures. Offshore delivery of Algonquin College programs requires approval from the President and is only considered following extensive due diligence, as required by the Standard Operating Procedures.

Algonquin College will develop international learning opportunities for students that focus on global citizenship and work integrated learning to enhance their employability in a global economy. It will engage Algonquin College faculty to participate in international exchanges, professional development, and teaching opportunities to support the internationalization of Algonquin College pedagogy and curriculum. Finally, Algonquin College understands the risks of students, staff and faculty travelling offshore, where political, economic, natural disasters, personal health and safety concerns may occur during any international learning or contract opportunities. Algonquin College has developed robust policies for international student and staff travel. It has

also created an orientation process for student and faculty led international travel, including mandatory standardized college subsidized medical/health and emergency evacuation insurance coverage for all Algonquin College staff and students participating in international activities and vetting of each activity. In 2018, Algonquin College will finalize its processes for repatriating students and faculty should the need arise.

## **6.4 Strategic Areas of Program Strength and Expansion**

Algonquin College offers comprehensive and broad programming across disciplinary and occupational fields, credentials and delivery modalities. Across these offerings, Algonquin has identified areas of programmatic strength as follows:

### **Program Areas of Strength**

1. Health and Wellness
2. Digital Technologies and Design
3. Hospitality and Tourism
4. Management, Administration and Leadership
5. Communications, Creative Media and Entertainment
6. Public Safety and Cybersecurity
7. Engineering, Technology, Trades and Built Heritage
8. Community Services
9. Environment, Adventure and Natural Resources
10. Access and Indigenous Pathways

### **Program Areas of Expansion**

1. Health and Wellness
2. Digital Technologies and Design
3. Management, Administration, and Leadership
4. Engineering, Technology, Trades, and Built Heritage

## **6.5 Apprenticeship**

Strong apprenticeship programs continue to be a priority for Algonquin College as it continues to build on the success of the Algonquin Centre for Construction Excellence. Algonquin College was the recipient of the 2017 inaugural Ontario College of Trades Chair's Awards of Excellence for its work to include under-represented groups, people with disabilities and women in apprenticeship programs. It will continue to work with employers and the Ontario College of Trades to understand the need and opportunity for greater flexibility in apprenticeship programs, simplified registration methods and making sure apprentices have a high digital literacy rate. Algonquin will also continue to work with Indigenous communities on the Pre-Apprenticeship Cook program, with the intention of working toward developing an Indigenous foundation to culinary programs at the college.

The award-winning Apprenticeship Success Centre provides resources to assist apprentices to overcome barriers and complete their apprenticeship. Algonquin College has demonstrated strengths in construction, motive

power and culinary trades. Building on its success in receiving eCampusOntario funding for the multi-institutional collaborative development of a Small Business Management – Trades diploma and Business Management – Trades online degree targeting apprentice/journeypersons, Algonquin will work with eCampusOntario and OntarioLearn over the next three years to develop new and unique pathways for apprentices to business diplomas and degrees. In addition, in collaboration with eCampusOntario and OntarioLearn, Algonquin will pursue training delivery agent status for alternative deliveries of apprenticeship programs.

Located in the Algonquin Centre for Construction Excellence, the Construction Applied Research Centre provides opportunities for apprentices to participate in applied research projects and experiment with the technology available to enhance the way they understand and practise their trade.

## 6.6 Financial Sustainability

The Ministry and Algonquin 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 Board of Governors 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.

The College remains accountable to the Ministry with respect to effective and efficient use of provincial government resources and student resources covered by policy directives of the Ministry, or decisions impacting upon these, to maximize the value and impact of investments made in the postsecondary education system.

<b>System-wide Metrics</b>	<b>Benchmark</b>	<b>2015-16 Actuals</b>	<b>2016-17 Actuals</b>	<b>2017-18 Projections</b>
• Annual Surplus (Deficit)	>0	\$11,715,792	\$5,579,000	\$5,667,000
• Accumulated Surplus (Deficit)	>0	\$114,719,090	\$120,298,086	\$125,965,086
• Net Income to Revenue Ratio	>1.5%	3.82%	1.76%	1.61%
• Net Assets to Expense Ratio	>60%	88.48%	86.19%	81.03%

• Quick Ratio	>1	2.39	2.16	1.94%
• Debt Servicing Ratio	<3%	1.94%	1.86%	1.68%
• Total Debt to Assets Ratio	<35%	25.78%	25.96%	23.61%

## 7.0 Institutional Collaborations and Partnerships

---

### **Ottawa, the Education City**

Algonquin College, Carleton University, La Cité and the University of Ottawa will work on a pilot project for the next three years to develop a unique learner-driven partnership focusing on flexible, personalized delivery and career pathways. Stackable, non-degree credentialed offerings will focus on developing the skills required to meet the highly skilled workforce needs of business and industry in Ottawa and Eastern Ontario.

Algonquin intends to be innovative and conceive of ways of sharing its location and unique strengths to achieve common goals of excellence in academic pursuits, increase transferability opportunities and the management and operations that underpin them, while pursuing partnerships with eCampusOntario and ONCAT. Students will be connected more than ever to work-integrated learning, pathways to employment and labour market information through a unique partnership with Magnet, LinkedIn and the Ottawa Local Employment Planning Council.

One of the results of these partnerships and collaborations will be short, outcomes-based delivery providing stackable badges and certificates. Faculty members from each institution will be brought together to explore better understanding of the curricula of each institution. Algonquin proposes new ways of teaching and joint programming.

All four postsecondary education institutions in the City of Ottawa have demonstrated a commitment toward working with Indigenous communities on the Truth and Reconciliation Commission's calls to action. This partnership will work to embed Indigenous ways of knowing in its framework for the benefit of all students. This will be the first umbrella partnership among four institutions in one city, offering college and university courses in Canada's two official languages, and will turn Ontario's second-largest city into a living lab for flexible, personalized postsecondary education program delivery and career pathways.

### **Algonquin College supporting Indigenous institutions**

Algonquin and the publicly supported Aboriginal institute, Iohahi:io of Akwesasne, will continue to enhance their partnership by exploring new ways of developing mutually beneficial programming and creating new pathways for students attending Iohahi:io and Algonquin.

Through a new letter of intent with Nunavut Arctic College, both institutions will explore similar objectives in support of Inuit learners.

### **Algonquin College and the Ottawa Hospital Research Institute**

As part of its Healthy Living Education Initiative, Algonquin and the Ottawa Hospital Research Institute will work on the implementation of their memorandum of understanding to explore ways to support the use of data in the work of healthcare teams and for Ottawa Hospital staff training needs.

### **Algonquin College and Siemens**

Algonquin College and Siemens benefit from a comprehensive partnership. Algonquin students can access the globally recognized Siemens Mechatronics Systems certification program and conduct applied research in a world-class energy production plant. Through the ESCO2 20-year Energy Savings Contract, the Ottawa Campus will use less energy, produce its own heat and electricity, cut its non-critical maintenance debt by up to half and



provide new research opportunities for Algonquin College students. This program supports a sustainable future by empowering students to become environmental leaders.

**Algonquin College and OntarioLearn**

Algonquin College has been a pioneer member of the OntarioLearn consortium, contributing to its more than 20 years of success in providing access to quality online education. Over the next three years, Algonquin will work to: enable OntarioLearn's strategic direction to evolve the business model to ensure that it benefits all stakeholders; help update the digital strategy to meet the changing needs of stakeholders; and continue to be a leader for online learning to support Ontario colleges in reaching new markets.

# Ministry/Government Commitments

---

- *The SMA2 process has focused on implementing the first stages of the new funding model and demonstrating the ongoing commitment by all colleges and universities to student success. Future growth will only be funded through negotiated changes to an institution's funded enrolment corridor. Through the SMA2 cycle, the ministry will continue to work closely with institutions to ensure all dimensions of the funding model are implemented.*
- *In a memo to colleges and universities dated March 7, 2017, the ministry committed to using the SMA2 (2017-20) process as a transitional phase to commence the collaborative and joint development of performance metrics and targets, tied to funding, for SMA3 (2020-23). The ministry reiterates this commitment and reaffirms that metrics and targets included in SMA2 are not tied to funding at this time and are a beginning point for further discussions with the sector prior to their application in SMA3. Colleges and universities will have the opportunity to reset and realign metrics prior to the application of metrics in SMA3. The ministry will also engage other stakeholders as part of discussions on a broad metrics strategy.*
  - *The ministry commits to establishing a joint working group with each of the sectors and to begin detailed discussions in fall 2017 on metrics/targets and to seek input on the performance measurement methodology for SMA3.*
- *Colleges, universities and the ministry all benefit from processes that are transparent and non-duplicative. The ministry commits to work with colleges and universities to continue to streamline processes and seek opportunities to further reduce red tape (in part through increased access to other tools), including reducing or eliminating duplicated reporting requirements.*
- *Through SMA2 discussions, the ministry has heard concerns about the challenges of delivering breadth in programming for Francophone and Francophile students, including the cost and funding of such delivery. Starting in fall 2017, the ministry commits to consulting institutions who have a formal mandate for bilingual and/or French-language delivery to review the delivery of French-Language programming and consider these concerns.*
- *In 2016, an extension of the existing tuition policy framework was announced to support a major reform in OSAP. The ministry will engage with both the college and university sectors around the next tuition policy framework, including examining the issue of tuition anomalies in certain professional programs as a result of past changes to tuition policy, and, for colleges, examining tuition levels relative to competitive college tuition frameworks in Canada.*
- *In recent years and during the SMA process, there has been an increased interest in the creation of a new polytechnic designation in the Ontario postsecondary education system. Starting in fall 2017, the ministry commits to undertake a review that examines whether improved benefits for students and employers are sufficient to make such a change. The ministry commits to working collaboratively with institutions across the sectors on this review.*
- *The ministry acknowledges a request by Ontario's colleges to explore how to support more flexible delivery of programming, including reviewing part-time funding levels. The ministry commits to working collaboratively with colleges to review this issue, including identifying implications for credentials.*

- *The ministry commits to continue to work collaboratively with colleges to review the eligibility criteria and allocation method for the Small, Northern and Rural Grant to help target funding to best meet sustainability challenges.*



## Differentiation Areas of Focus

---

In the previous sections of the SMA template, the Ministry has asked institutions to comment on current and planned activities and initiatives in 5 priority areas: Student Experience; Innovation in Teaching and Learning; Access and Equity; Research Excellence and Impact; and Innovation, Economic Development and Community Engagement.

In addition to commenting on activities in these areas, institutions have been asked to indicate preferred institutional metrics and targets, as well as to establish institutional targets for system-wide metrics. This is part of the path from SMA2 to SMA3 and the ongoing work between the Ministry and institutions in developing and using metrics that support greater accountability and transparency for the use of differentiation funding.

Building upon the previous sections, the Ministry is asking institutions to set out a differentiation narrative. If each of the five priorities corresponded to a funding envelope, taking into account your institutional visions and mandates – and your strengths – how would you weight your priorities against those envelopes and how would you measure your progress?

In this section, the Ministry is interested in learning more about each institution's overall differentiation vision.

### **Student Experience: 25%**

Algonquin College is committed to providing a flexible, supported and personalized student experience. The Algonquin College Personal Success System, which tracks all interactions with learners to help them achieve lifelong success, is being developed and the first phase will be implemented with an initial focus on expanding support of students in the areas of dream development, pathfinding, flexibility, experiential learning and the transition to the workplace.

Algonquin understands that students want greater flexibility and access to learning opportunities from different sources. That is why it will expand pathways and provide more choice to students on how they consume knowledge (e.g., digital, open source, print).

Algonquin has a long history of partnering with government to pilot new support programs to create a superior student experience for all students, regardless of their circumstances. It will continue to invest and hold the student experience as a top differentiator.

Student retention will be how Algonquin measures its success.

### **Innovation in Teaching and Learning Excellence: 20%**

For 50 years, Algonquin College has been an education innovator, providing an exceptional learning experience and pioneering new approaches ranging from the use of digital technologies to the development of new programs. As noted in its 2017-2022 Strategic Plan, Algonquin will continue in this tradition by leading the college system in co-op and experiential learning and by attaining national standing in quality, impact and innovation within each school and service.

Specifically, it will broaden its commitment to experiential learning by expanding work-integrated learning, simulation, volunteerism, student learning enterprises and participation of students in applied research. The college will pilot and test new approaches in delivering co-operative education and pathways for students coming from industry and going into their first jobs.

Academically, these plans will detail how Algonquin intends to become a hub for social innovation and entrepreneurship and serve as a catalyst for the development of a new model for healthcare delivery, education, and training. Algonquin will also outline in its academic plan how it will integrate essential employability skills, entrepreneurial thinking and community leadership across all programs of study.

Fundamentally, Algonquin's academic plan and investments in innovation in teaching and learning excellence will serve as a model for new approaches to learning, ranging from competency-based learning to the effective use of data to enhance learning. Algonquin will continue to focus on digital technologies and continuous improvement. It will measure its success by measuring student enrolment in co-operative education and in the net promoter score (willingness to recommend). Differentiation funding would be directed to support the implementation of these initiatives.

#### **Access and Equity: 25%**

Algonquin College is, in many respects, the school of hope and of opportunity for many learners who would otherwise not access postsecondary education. Through Algonquin's access programs and pathways to lifelong learning, learners are provided with flexible opportunities to turn their hopes and dreams into lifelong success.

As noted in Section 3, Algonquin invests heavily in both time and resources to support access to and success in postsecondary education opportunities, from academic upgrading to postgraduate diplomas. Algonquin acknowledges the government's long-standing investments in access and its renewed vision to reach more students who face barriers to postsecondary education. While MAESD's regular program funding has, for the most part, remained stagnant, Algonquin has benefitted from one-time and pilot project investments that allow it to test and scale approaches that demonstrate the best outcomes for learners.

Algonquin believes that access is a differentiator and that not all institutions invest in access at the same rate. Algonquin College continues to invest in access programs and would want to leverage government funding to support these programs. It measures its success by tracking graduation and retention rates for under-represented groups and for students participating in pilot programs, such as the Autism Spectrum Disorder Pilot Project.

#### **Applied Research Excellence and Impact: 15%**

Algonquin College is a national leader among polytechnic institutions in applied research. The expertise it has developed across its five applied research centres has attracted important investments from public funding agencies as well as from private ventures.

Building on the legacy of applied research at Algonquin College, and as part of the new 100,000 square-foot Innovation, Entrepreneurship and Learning Centre and Institute for Indigenous Entrepreneurship, Algonquin will continue to differentiate itself in its applied research offering and will consolidate its Innovation and Entrepreneurship Strategy, promoting a home for innovation and entrepreneurial thinking.

Specifically, Algonquin intends to differentiate itself by embedding applied research and innovation activities within the very fabric of growth industries in the National Capital Region. It also acknowledges the contributions of Indigenous Peoples to entrepreneurship and innovation and will work with Indigenous communities to enhance the understanding and offering of education and research programs that reflect Indigenous ways of knowing and of doing.

Algonquin will further differentiate itself through its new centres of excellence: the Data Analytics Centre, a Social Innovation Research Lab, a new Energy and Environmental Sustainability Research program and the Centre of Excellence in Cyber Security.

While Algonquin will focus on differentiation, it will also support other institutions that have identified differentiators where Algonquin can play a supportive role and where it supports economic development opportunities.

Algonquin will measure its success by the number of students involved in applied research.

**Innovation, Economic Development and Community Engagement: 15%**

Algonquin College remains deeply committed to its mission as a community college and to supporting local economic growth and workforce development. As part of a broader ecosystem of innovation centres in Ottawa and Eastern Ontario, it plays a central role as a facilitator and as a convener. Algonquin has also committed in its 2017-2022 Strategic Plan that it will serve as a leader in education, research and exchange of environmentally sustainable practices.

Algonquin intends to build on this foundation, serve as a catalyst for global citizenship and act in a manner that is socially, environmentally, and economically sustainable. To deliver on this commitment, it will expand its outreach into the communities it serves and support Canada's journey toward truth and reconciliation with Indigenous Peoples.

Work-integrated learning, which includes an increased focus on co-operative education, and co-curricular activities will expand over the next five years to further integrate Algonquin into the fabric of the community and regional industry. Algonquin intends to be recognized for its unwavering commitment to co-operative education and to re-imagine, when it is required by specific industries, the co-operative education model.

With its new Innovation Entrepreneurship and Learning Centre and Institute for Indigenous Entrepreneurship, Algonquin will have the tools to further contribute to the innovation ecosystem in the National Capital Region and partner with industry and government innovation labs to conduct applied research and involve students in high-impact projects.

Algonquin measures its success by tracking the number of community and industry partnerships and the participation of students in those partnerships.



## Other Sustainability Issues

---

*The ministry acknowledges the thoughtful and important considerations raised by institutions in this section. They include, but are not exclusive to:*

- *considerations related to overall funding levels;*
- *capital and deferred maintenance;*
- *environmental sustainability challenges;*
- *other government initiatives including proposed changes to labour legislation; and*
- *a number of fiscal sustainability issues.*

*The ministry will continue to work with institutions in support of collaboratively addressing these issues.*

It is Algonquin's position that unlike the basic tuition paid by students enrolled in regular post-secondary programs which have increased year over year to reflect increasing costs of delivery and inflation, the funding model for the portion that an apprentice pays has not changed since 2001. Consequently Algonquin College, like all colleges in Ontario, faces significant challenges with regard to the funding of apprenticeship programs.

### **Deferred maintenance**

Algonquin College is experiencing an ongoing deferred maintenance liability that was most recently valued at \$87 million in 2014. With approximately \$600 million in physical infrastructure and facilities, Algonquin should be investing between 1.5 per cent and 2.5 per cent of that value annually in infrastructure maintenance and renewal.

### **Policy levers**

Algonquin College is continually taking steps to innovate and transform how it delivers educational programs and services to students. Examples of initiatives at Algonquin College that are having a positive impact on its sustainability include:

- Algonquin has adopted a standard for new facility builds that requires LEED Gold status to ensure that facilities are designed and built to lower total cost of ownership and sustain our environment.
- Siemens Canada and Algonquin have collaborated on an Energy Savings Contract (ESCO), which has enabled it to upgrade major infrastructure components that have reached end of useful life. Algonquin now generates its own electricity with a new combined heat and power plant and implemented many other energy savings measures resulting in millions of operating cost savings each year.
- Algonquin is currently developing plans for a new net zero facility to accommodate the proposed Algonquin College Centre for Excellence in Health Education. This new facility would enable Algonquin to further reduce its ecological footprint with reduced greenhouse gas emissions.
- Algonquin's five-year strategic plan commits its leadership to adopting principles of lean management, resulting in ongoing, continuous improvement initiatives, standardization of processes, reduced operating costs and ultimately increased value of programs and services for students.
- Algonquin will continue to leverage technology to decrease costs for students and the college. Successful initiatives such as BYOD, e-texts and online and hybrid delivery modalities serve as exemplars of what can be achieved through strategic choices on how to utilize technology in an educational institution.

### **Degree cap**

While it is one of six large colleges in Ontario, Algonquin College is not designated as an Institute of Technology and Advanced Learning (ITAL) and is therefore limited to granting degrees to a maximum of five per cent of its total programming. As a comprehensive college offering over 200 Ontario college credentials and numerous college-approved certificates, this limitation is realized in the 11 degrees that Algonquin will potentially maximize in 2018.

Currently, Algonquin has Ministerial consent to offer six degrees, with an additional four submitted to MAESD. As a result of labour market demands, Algonquin is developing or considering the development of several additional degrees, including one funded through eCampusOntario in collaboration with two colleges. Algonquin College approaches its programming strategy with a focus on labour market outcomes. This analysis includes careful consideration of the appropriate credential. Numerous sectors, influenced by regulatory and professional bodies, are now setting degrees as the requirement for entry to practice. This is predominantly true in the technology and health sectors. Algonquin is increasingly under pressure from these sectors to develop degree-level credentials that would not be offered by universities. This limitation compromises Algonquin's ability to offer programming that remains responsive to the careers of its students and may ultimately be a barrier to employment.

Algonquin has a strong tradition of collaboration and partnerships. In addition to the five collaborative degrees currently offered in partnership with Carleton University and the University of Ottawa, Algonquin has over 500 articulation agreements that provide educational pathways for students and avoid duplication across the system. In pursuing an increase to its degree cap, MAESD can be assured that Algonquin will continue to remain collaborative and operationally efficient in its program development<sup>3</sup>.

### **College-university collaborations**

Funding of integrated college and university programs is challenging. This type of programming leverages the strengths of each respective institution to create job-ready graduates with two credentials (i.e., a university degree and college diploma/certificate) in a shorter timespan than if completed separately. This model, which builds a seamless experience for the student, requires high levels of strategic and financial collaboration by the institutions.

### **Hub and spoke model**

The idea of a hub and spoke model is about scaling and differentiation. The model would better serve learners by offering an education that combines the strengths of different institutions and emphasizes hands-on, experiential learning with pathways to higher credentials that contribute to a learner's life-long learning goals and career progression. Co-planning and co-developing curricula with the input of industry across a region would facilitate better consistency in a competency-based education model that supports regional workforce development and supports applied research opportunities.

A hub and spoke model with a strong and stable polytechnic institution as its hub would provide opportunities to reduce the administrative burden and duplication in spoke institutions while ensuring learners have access to a breadth of courses delivered with consistency in quality and opportunity for access to work-integrated learning opportunities and applied research<sup>4</sup>.

---

<sup>3</sup> The ministry notes Algonquin College's request for an increase to the degree cap threshold. The ministry will work with the college through the SMA2 cycle to monitor the degree cap count and will work with Algonquin in the event the threshold is reached.

<sup>4</sup> The ministry acknowledges Algonquin College's request for a polytechnic designation. The ministry will be undertaking a review of this issue and has noted Algonquin College's position.

## Projected Weighted Funding Units and Corridor Midpoint (2020-21)

---

	Actual Enrolment			Projected Enrolment			Projected Mid-Point Enrolment		
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2017-18	2018-19	2019-20
<b>Total Enrolment (Weighted Funding Units)</b>	23,187.5	23,189.5	23,376.2	22,878.6	23,360.3	23,679.1	23,251.1	23,148.1	23,205.0