

Strategic Mandate Agreement (2014-17)

Between:

The Ministry of Training, Colleges and Universities

&

Cambrian College of Applied Arts and Technology

ONTARIO'S VISION FOR POSTSECONDARY EDUCATION

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

CAMBRIAN COLLEGE VISION/MANDATE

Vision

Cambrian believes in the strength of community and proudly stands behind its role as an accessible college serving the needs of its constituents. As a community builder, Cambrian attains excellence by infusing creativity, cultural diversity, collaboration, and an understanding of our learners' needs in all that we do. Cambrian cares.

Mission

- We lead with our commitment to diverse learners.
- We teach and learn through quality education that responds to the needs of the community.
- We balance hands-on experience with the knowledge and skills essential for personal and professional success.

PREAMBLE

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

The Strategic Mandate Agreement (SMA):

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

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

The agreement may be amended in the event of substantive policy or program changes that would significantly affect commitments made in the SMA. Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories. The Ministry acknowledges that Cambrian will begin a new strategic planning process in 2014 that may impact this SMA.

CAMBRIAN COLLEGE KEY AREAS OF DIFFERENTIATION

Cambrian meets the needs of Northern communities by providing a comprehensive mix of programs using experiential learning, innovative teaching and learning practices, collaborative approaches, applied research opportunities, and cultural awareness. Cambrian is a leader in supporting 'at risk' learners to succeed, as exemplified by its flagship Glenn Crombie Centre for Student Support.

ALIGNMENT WITH THE DIFFERENTIATION POLICY FRAMEWORK

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

1. JOBS, INNOVATION, AND ECONOMIC DEVELOPMENT

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

1.1 Areas of Institutional Strength

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

- Contribution to the regional economy as an employer drawing from, and professionally developing, the labour pool in Northern Ontario.
- Applied research projects spanning 18 programs and engaging 30 faculty members.
- Cambrian is among the top 50 colleges in Canada for applied research. The College's grant success rate is 84.5% – yielding over \$1.5M in funding since 2010.
- Applied research is involved in industry-led projects in many areas and sectors.

To date, applied research projects at Cambrian have focused on:

- Bulk materials haulage systems.
- Residential and industrial scale renewable energy products and solutions.
- Information technology- programing and product development.
- Mechanical design improvement and prototyping.
- Micro-electronics and remote sensing.
- Welding and metal fabrication prototyping.
- Custom instrumentation and Programmable Logic Controllers.
- Bio-chemical research and development.
- Chemical engineering support for mining supply firms.
- Alternative long-term health care systems.
- Bio-remediation of contaminated mine tailings.
- Market research and business strategy.
- Environmental protection of species at risk.

Cambrian is currently collaborating with other colleges in Northern Ontario to conduct applied research projects.

1.2 Additional Comments

- 2012-13 Ministry data notes strong employment rates (86.5%, above the sector average of 83.1%).
- 2012-13 Ministry data notes strong employment rates in a related field (56.6%, the highest among all colleges).

Institutional Strategies

- The Ministry notes Cambrian's plans to develop and implement a new five-year strategic plan for applied research to:
 - Establish two research chairs in trades/technology and health/ community wellness;
 - Optimize grants/capital acquisition;
 - Integrate experiential and entrepreneurial opportunities related to research in program curricula; and
 - Expand business engagement and collaborative projects.
- The Ministry notes Cambrian's plan to establish a Research Chair in Learning Disabilities, leveraging its expertise from the Glenn Crombie Centre for Student Support and the Northern Ontario Assessment and Resource Centre.
- The College plans to further investigate the feasibility of establishing an Applied Research Centre in the North in collaboration with other institutions in the region.
- The College plans to continue to assist in improving employment outcomes for all learners through the delivery of programs with Aboriginal partners and its Glenn Crombie Centre for Student Support.

1.3 Metrics

Institutional Metrics	System-Wide Metrics ¹
<ul style="list-style-type: none">• Student satisfaction - applied research• Satisfaction of industry partners• Project development success rate• Total project funding	<ul style="list-style-type: none">• Graduate employment rates• Employer satisfaction rates• Number of graduates employed full-time in a related job

2. TEACHING AND LEARNING

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

2.1 Areas of Institutional Strength

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

- 2012-13 Ministry data notes that Cambrian offered the greatest number of co-op programs amongst all Northern colleges (12).
- Cambrian increased the number of its e-learning courses significantly between 2011-12 (687) and 2012-13 (2273), moving to the top quartile among all colleges and supporting Cambrian's growing focus on technology enhanced learning.
- 2012-13 data notes average student satisfaction for overall quality of learning experiences (81.9%), supporting Cambrian's focus on improving performance in this metric to 90%.
- 2012-13 data notes relatively strong graduation rates (67.6%, above the sector average of 64.8%).
- 2012-13 data notes the highest retention rates from 1st to 2nd year (92.8%).

2.2 Additional Comments

Institutional Strategies

- The Ministry supports Cambrian's Co-curricular Record Program, to be launched in 2014-15, providing students with the opportunity to engage in a host of activities based on their area of study, interest, or skill development, and produce a record of these experiences to demonstrate their competencies in support of service learning.

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

- The Ministry notes Cambrian’s piloting of Flipped Classrooms and deployment of a Virtual Desktop Initiative by 2014, in support of improving access, affordability, and the overall student experience.

2.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Percentage of graduates who would recommend Cambrian as the institution of their choice (Graduate Satisfaction Survey) • Student satisfaction with overall quality of learning experience • Student satisfaction with skills developed through placement (Student Placement Survey) • Percentage of students offered employment through placement opportunities • Proportion of students enrolled in co-op programs 	<ul style="list-style-type: none"> • Student Satisfaction Survey results • Graduation rates • Retention rates • Number of students enrolled in a co-op program at institution • Number of online course registrants, programs, and courses at institution

3. STUDENT POPULATION

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

3.1 Areas of Institutional Strength

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

- Aboriginal education through the Wabnode Centre for Aboriginal Services.
- Opportunities for greater access through the ‘School within a College’ initiative to support transition to postsecondary studies for ‘at risk’ students.
- Providing learning opportunities and supports for students with disabilities, with particular expertise in learning disabilities through the Glenn Crombie Centre for Student Support.

3.2 Additional Comments

- 2012-13 data notes a relatively large number of full-time Aboriginal students as a proportion of total enrolment (10.9%, in the top quartile of all colleges, above the sector average of 4.2%).
- 2012-13 data notes a large number of students with disabilities as a proportion of total enrolment (28.0%, in the top quartile of all colleges, and above the sector average of 15.2%).
- 2012-13 data notes a large number of full-time international students as a proportion of total enrolment (21.4%, in the top quartile of all colleges, above the sector average of 11.3%).

Institutional Strategies

- The Ministry notes Cambrian's plans to expand international student exchange work placement opportunities; increase enrolment in English for Academic Purposes; and attract international students to Cambrian programs.

3.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none">• Number of students registered in postsecondary education programs having completed a dual credit• Student satisfaction with disability support services• Student satisfaction with Aboriginal support services• Graduation rate of students with a disability• Graduation rate of Aboriginal Learners• College retention rate of Aboriginal learners• College retention rate of students with disabilities	<ul style="list-style-type: none">• Number and proportion of Aboriginal, first generation, students with disabilities, and francophone students at an institution• Number and proportion of international students enrolled in Ontario (as reported in annual institutional enrolment reporting)• Proportion of an institution's enrolment that receives OSAP

4. PROGRAM OFFERINGS

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

4.1 Areas of Institutional Strength

Current program areas of strength include:

1. Power: Powerline
2. Power: Power Engineering Cluster
3. Electronics: Electrical Cluster
4. Industrial: Millwright Cluster
5. Geology/Mining: Mining Cluster
6. Engineering: Civil Cluster
7. Health: Diagnostic Imaging Cluster
8. Law & Security & Health Miscellaneous: Safety, Security and Emergency Services cluster
9. Performing Arts: Music
10. Art: Graphic Design (Fine Arts and Crafts Advanced)

Proposed program areas for growth include:

1. Apprenticeships
 - Gas Technician
 - Refrigeration and Air Conditioning Systems Mechanic
 - Residential and Air Conditioning Systems Mechanic
2. Automotive Service Technician
3. Resource: Environmental-Mining Focus
4. Power Engineering
5. Health and Community Services (e.g., Personal Support Worker)

4.2 Additional Comments

- The Ministry notes Cambrian's plans to expand its credential offerings in existing areas of program strength that are generally supported by strong student outcomes and program infrastructure, particularly in the program clusters of Mining, Health and Engineering (Power).
- In the event Cambrian requests program funding approval in the areas of Law and Security, Performing Arts, and/or Graphic Arts, additional information may be required from the Ministry (e.g., labour market analysis).

4.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none">• Institution's market share in Northern Ontario• Percentage of graduates who would recommend program	<ul style="list-style-type: none">• Proportion of enrolment at colleges by occupational cluster and by credential• Institution's system share of enrolment by occupational cluster and by credential• Number of apprentices in each trade

5. INSTITUTIONAL COLLABORATION TO SUPPORT STUDENT MOBILITY

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

5.1 Areas of Institutional Strength

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

- Cambrian, along with five Northern colleges, participates in the Northern Colleges Collaboration, which is committed to improve sharing in the development and delivery of curriculum, courses, programs, and learner support services, as well as professional development opportunities.
- Partnerships with Confederation College and Northern College for collaborative programs, including the delivery of its Virtual Classroom and Mobile Trades Trailer.

5.2 Additional Comments

- 2012-13 data notes that 81 Cambrian College graduates were enrolled in a university in Ontario six months after graduation.

Institutional Strategies

- The Ministry notes Cambrian's plans to broaden transfer agreements (with a target of updating/setting up five transfer agreements per year) in order to integrate its curricula as joint credentialing opportunities with university degrees, and to attract and improve pathways for university graduates to graduate certificate programs (recently signed three new agreements).

- Cambrian is committed to growing its relationship with other local institutions to develop additional joint programming and is working to provide additional data to participate in the online services led by the Ontario Council on Articulation and Transfer (ONCAT).

5.2 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Number of university graduates enrolled in Cambrian's programs • Enrolment in collaborative programs 	<ul style="list-style-type: none"> • Number of college and university pathways and/or articulation agreements (college-college, college-university, university-college) • Number of transfer applicants and registrants • Number of college graduates enrolled in university programs

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.

ENROLMENT GROWTH

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

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

Baseline Projected Eligible Full-Time Headcounts

Level	2014-15	2015-16	2016-17
Certificate/Diploma	3,350	3,350	3,350
Degree	315	315	315
Total	3,665	3,665	3,665

FINANCIAL SUSTAINABILITY

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

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

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

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

MINISTRY/GOVERNMENT COMMITMENTS

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

- Engage with both the college and university sectors around potential changes to the funding formula, beginning with the university sector in 2014-15;

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

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

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

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

ORIGINAL SIGNED BY

Deborah Newman
Deputy Minister

March 31, 2014

Date

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

ORIGINAL SIGNED BY

Sonia Del Missier
Executive Head/President

April 14, 2014

Date