

Strategic Mandate Agreement (2014-17)

Between:

The Ministry of Training, Colleges and Universities

&

Centennial 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.

CENTENNIAL COLLEGE VISION/MANDATE

Vision

- Transforming lives and communities through learning.

Mission

- To educate students for career success.

PREAMBLE

This Strategic Mandate Agreement between the Ministry of Training, Colleges and Universities (the Ministry) and Centennial 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.

CENTENNIAL COLLEGE KEY AREAS OF DIFFERENTIATION

Centennial has declared that, beyond being prepared for meaningful work, graduates will be prepared to have meaningful lives, contributing to civil society in compelling ways. As a portfolio college, the creation of pathways to assist students to meet their academic and personal goals is key to this approach.

Centennial is a leader in internationalization and integrates global citizenship and social justice issues across the curriculum. Its commitment to leadership development is a catalyst for multidisciplinary approaches to innovation, entrepreneurship/social enterprise, and experiential education. The College plays a leadership role in working with marginalized youth and minoritized peoples.

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

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

Entrepreneurship Education

- Centennial's Centre of Entrepreneurship (COE) supports local economic development through its training, consulting, and advisory services. It has delivered the Ontario Self-Employment Benefit Program (OSEB) since 1987, supporting close to 3,600 unemployed individuals in starting and operating a new business.
- Centennial provides school-based innovation, entrepreneurship, and social enterprise curriculum to build skills for self-employment, job creation, and socially responsible initiatives.

Applied Research

- The Applied Research and Innovation Centre (ARIC) connects industry partners with faculty and students to develop, design, test, and bring results to market.
- Supporting over 100 companies through applied research and development, technology transfer, and commercialization.

- Leveraging over \$7M in federal and provincial funds through the Natural Sciences and Engineering Research Council of Canada (NSERC), FedDev, Ontario Centres of Excellence (OCE), and the Colleges Ontario Network for Industry Innovation.

Innovation and Entrepreneurship

- Centennial College is focussing 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.
 - Increasing the College’s capacity to offer business incubation and acceleration services to students, employees, alumni, and industry/community partners.
 - Building sector innovation capacity, economic prosperity, and social inclusion through the new Circle of Champions, Signature Industry Experience, and coordinating the East Greater Toronto Area (GTA) entrepreneurship ecosystem.

1.2 Additional Comments

- The Ministry notes that Centennial has had low six-month employment rates (74.6% in 2012-13), below the sector average of 83.1%. Employment in a related field among Centennial graduates (36.4% in 2012-13) is below the sector average of 45.1%.

Institutional Strategies

- Centennial notes that its continued focus on applied learning will promote graduate employability and employer engagement by increasing productivity and job placement.
- A Signature Industry Experience will create new relationships with business and industry to create more opportunities for graduates.
- A new Career Centre opened last year, offering additional services to students.
- The College is in the process of developing an institutional metric that measures social innovation and economic impact (beyond a standard Return on Investment indicator).
- The College conducts a graduate survey.
- The College will launch the President’s Taskforce on Graduate Employability.

1.3 Metrics

Institutional Metrics	System-Wide Metrics ¹
<ul style="list-style-type: none"> • Employment rates of international students. • Number of experiential opportunities for students, related to innovation, entrepreneurship, and social enterprise (curricular and co-curricular – i.e., related courses and participation in competitions) • Employment rates for key student populations • Breadth of course offerings, with related content • Number of programs by credential type (e.g., advanced diploma, degree) that have integrated innovation and entrepreneurship learning outcomes or that have a “social enterprise focus” • Number of entrepreneurs trained, number of businesses incubated/accelerated • Number of industry partners, students, and employees engaged in applied research 	<ul style="list-style-type: none"> • Graduate employment rates • Employer satisfaction rates • Number of graduates employed full-time in a related job

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

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

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

- Centennial’s Signature Learning Experience (SLE) provides citizenship, civic engagement, experiential, and service learning opportunities, as well as leadership skills.
- Centennial offers a ‘Distinction in Leadership’ certificate that combines in-class workshops on leadership with unique volunteer experiences, applied research opportunities, and on-campus capacity building opportunities.
- The Centre of Organizational Learning and Teaching guides employee learning and supports the principles of the Learning-Centered College.
- The Centre for Academic Quality focuses on curriculum development through program and course design, and College degree development, pathways, articulations, and academic partnerships.
- The Comprehensive Program Quality Review Process systematically reviews domestic and international programs for the quality of the learning experience.
- The quality management and review processes support both the accreditation of programs by external bodies and the review for revitalization of program clusters.

2.2 Additional Comments

- The Ministry notes recent improvements in graduation rates, from 59% in 2009-10 to 63% in 2012-13.
- Co-op metrics suggest that Centennial has a significant number of students enrolled in co-op programs (1,523 students in 2012-13).
- The Ministry notes improvements of 5.9 percentage points in overall Student Satisfaction rates between 2010 and 2013.
- The College indicates its own surveys corroborate improvements in Student Satisfaction.
 - The International Student Barometer (ISB) survey, which tracks the experiences of international students, shows an improvement of 8.6% since 2010, reaching 87.9% in 2013.
 - Centennial’s annual Graduate Survey shows satisfaction rates ranged between 88.8% and 93.5% in 2012-13, with improvements in every category.

- While Centennial has a significant number of e-Learning courses (403) and programs (38), as compared with other colleges in the GTA, the number of e-learning registrations (3,994) is low. Therefore, while Centennial may have the infrastructure to support e-learning opportunities, its uptake seems low in comparison with other colleges in its region.

Institutional Strategies

- Centennial aims to have more than 10% of its College community engage in a meaningful international experience annually.
- New degree programs will be developed using technology-supported course delivery.
- Centennial will support international learning through its Global Citizenship and Equity Learning Experiences, with opportunities to study abroad, internships, and exchanges that are funded through a sustainable scholarship model.
- Expansion of global citizenship education outreach through the offering of its Global Citizenship course through Ontario Online.
- Determining the student impact of the Student Learning Experience (leadership development, social innovation, in-service learning) in assessments, captured as exemplars within the portfolio in courses.

2.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Number of students and staff who completed/participated in Global Citizenship & Equity Learning Experiences • College Graduate survey (with reference to “Q7. My experience at Centennial made me aware that I have an important contribution to make in society” and “Q8. My experience at Centennial gave me the skills I need to make an important contribution in society”) • Number of international exchanges, internships, and work abroad experiences • Percent of programs that have integrated online/hybrid learning in the curriculum • Number of students enrolled and completing the leadership designation • Number of students and employees engaged in service-learning activities (curricular and co-curricular) • Number of programs with internship, co-op, clinical, practicum, or capstone project in the curriculum • Faculty and staff participation metrics in learning programs and activities, including tuition reimbursement programs • Number of programs developed or modified, and reviewed • Number of externally accredited programs (both required and voluntary) • Number of university graduates enrolled in programs or pathways • Results of International Student Barometer (ISB) survey (questions related to Work Experience, Employability, Research) • Number of employees engaged in applied research, and engaged in work related to the Scholarship of Teaching and Learning 	<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

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

- Centennial serves a diverse student population including underrepresented groups, university graduates, new Canadians, Second Career participants, and international students.
- Centennial provides access and programs for students in Scarborough and East York, directly supporting 12 of Toronto's Neighbourhood Improvement Areas, and providing services and supports including:
 - Students with disabilities (The Smart Start Summer transition program, Academic improvement and monitoring services).
 - Targeted initiatives for first generation students through the Student Success Centre.
 - Robust programming for Dual Credit secondary school students and participants in the Specialist High Skills Major program (SHSMs), and for School-within-a-College sites hosted with four different school boards on its campuses.
 - A number of initiatives to reach out to and support its Aboriginal community through the Aboriginal Steering Committee and Aboriginal Education Council.

3.2 Additional Comments

- System-wide data confirm Centennial's stated strengths in serving international students and those from challenging socio-economic backgrounds.
- 2012-13 system-wide metrics indicate that Centennial's:
 - Proportion of first generation students was 51.5%, in the top quartile among all colleges and above the sector average of 30.3%.
 - Proportion of students with disabilities was 22.1%, in the top quartile among all colleges and above the sector average of 15.2%.
 - Proportion of students receiving OSAP was 87.9%, the highest among all colleges.
- The Ministry acknowledges the diversity of Centennial's students. The College indicates the following additional student demographics:
 - 59% were born outside of Canada.
 - 59% work while studying.
 - 46% are English as a Second Language students.
 - 32% are mature (over age 26).

- The College reports that international students accounted for 27% (3,509 students) of the College’s total enrolment in 2012-13.

Institutional Strategies

- Centennial plans to expand to include three more priority neighbourhoods with the development of the Centennial College Aerospace Campus at Downsview Park.

3.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Indices related to student success among targeted populations (especially first generation and Aboriginal students), international student engagement, and strengthening employability for both university graduates and those from at-risk communities • Socioeconomic distribution of students • Helping Youth Pursue Education (HYPE) graduates – number and pathways • Usage rate (based on Key Performance Indicator survey) of key services the College provides (academic advising, personal counselling, services for students with disabilities, financial aid services) • Percentage of students working for pay while studying at the institution • Number of applications and enrolment from priority neighbourhoods 	<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. Health and Wellness Studies (Nursing)
2. Child and Family Studies
3. Creative and Performing Arts
4. Aerospace and Transportation Technology
5. Emergency Management and Public Safety
6. Hospitality and Lifestyle Management
7. Smart Building and Environmental Sustainability
8. Legal Studies
9. Automation and Software
10. Marketing and Communications

Proposed program areas for growth include:

1. Global Leadership - Business and Management
2. Aerospace and Transportation Technology
3. Creative and Performing Arts
4. Smart Building and Environmental Sustainability
5. Hospitality and Lifestyle Management

4.2 Additional Comments

- Centennial's ambitions to expand its credential offerings in existing areas of program strength by 34 programs are generally supported by strong student outcomes and program infrastructure, particularly in the areas of Creative Arts and Hospitality, and Event Management.
- The Ministry notes Centennial's history of programming in Emergency Management and Public Safety, and its work to track graduate outcomes.
- Centennial hospitality programs are global in nature; the culinary curriculum is focused on world cuisine. United Nations Educational, Scientific and Cultural Organization (UNESCO) accreditations and UNEVOC (A subdivision of UNESCO focused on international vocational education and training) designations support the overall focus of the College. Additional information about steps taken to improve student outcomes will be required during program approvals.
- Centennial is revitalizing programming in its business school to improve outcomes for students and align with labour market needs. Additional information will be required during program approvals.

- The Ministry acknowledges the planned expansion in the area of Aerospace and Transportation Technology. The Ministry and the College will work together on program expansion, including an early discussion on program planning.

4.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Number of programs by credential type in each area of program strength • Enrolment • Academic quality and graduate outcome (employment rate) measures • Using Economic Modeling Specialists International (EMSI) tool to project labour market trend by National Occupational Cluster (NOC) Code • Industry engagement, including co-op, placements, internships, and clinical placements • Enrolment dashboard – applications, enrolment, graduate employment, employer satisfaction 	<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

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

- Centennial has a range of preparatory courses and bridging programs for students that are missing admission or completion requirements.
- The College has a number of partnerships with other institutions for joint and collaborative programming, including the University of Toronto at Scarborough, Nipissing University, Ryerson University, and York University.
- Additionally, Centennial has transfer/pathways agreements with the University of Ontario Institute of Technology, York University, McMaster University, Brock University, Lakehead University, the University of Guelph, Trent University, and Nipissing University, as well as several out-of-province and international institutions.

5.2 Additional Comments

- In 2012-13, Centennial had 236 graduates enrolled in a university program six months post-graduation.

Institutional Strategies

- Centennial proposes a new Centre for Pathways, Degree, and Credential Completion, to provide seamless mobility for learners between the attainment of one credential to another. The Centre will provide student advising, assisting students to identify the preparatory courses and bridging programs necessary for degree completion.
- Centennial proposes new stackable credentials to provide greater flexibility and recognition of learning. This would be done through expanded degree offerings, and collaborative and joint partnerships with like-minded universities for degree completion.

5.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Completion and transfer rates of Foundations, and General Arts and Science programs • Enrolment in 4 X 4 programming • Active academic partnership agreements • Number of international pathways • Number of professional association courses or programs embedded within Centennial programs • Joint and collaborative degree program enrolment • Numbers of students accessing Centre for Pathways through advising 	<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.

a) Expanded Credentials

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

b) Capital Expansion

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

ENROLMENT GROWTH

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

Centennial 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	9,091	9,182	9,228
Degree	94	138	186
Centennial Total	9,185	9,320	9,414

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

April 16, 2014

Date

SIGNED for and on behalf of
Centennial College of Applied Arts
and Technology:

ORIGINAL SIGNED BY

Ann Buller
President

April 23, 2014

Date