

Strategic Mandate Agreement (2014-17)

Between:

The Ministry of Training, Colleges and Universities

&

Lambton 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.

LAMBTON COLLEGE VISION/MANDATE

Lambton College fosters innovation and entrepreneurship among our faculty, staff, and students, and in the local and global communities we serve. As the sole provider of higher education in our region, and as a mobile learning college, we are committed to providing teaching and learning excellence in a broad range of program offerings, and a full range of credentials in alignment with our areas of specialization.

It should be noted that our Strategic Mandate was developed within the context of the Lambton College Strategic Plan, and was developed and received with and by the Lambton College of Applied Arts of Technology Board of Governors.

PREAMBLE

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

LAMBTON COLLEGE KEY AREAS OF DIFFERENTIATION

Lambton College, as the sole provider of postsecondary education in the region, plans to leverage its established strengths in the areas of Energy and Bio-industrial Technology, Fire and Public Safety, Health and Sustainable Care, and Entrepreneurship, balanced within the context of its responsibility to ensure access to a comprehensive range of academic programs and credentials in response to the needs of the Sarnia-Lambton community.

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

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

- Integration of programs and applied research activity with local employers, providing commercialization support, and employment and training opportunities for the petrochemical industry, and health and social services agencies.
- Collaboration with local entrepreneurs, start-up companies, and a wide range of small and medium enterprises (SMEs), specifically within the Energy and Bio-industrial Technology sector.

1.2 Additional Comments

- According to results from the 2012-13 key performance indicators, 41.1% of Lambton graduates were employed in a job related to their field of study six months after graduation. This is slightly lower than the sector average of 45.1%.
- However, in 2012-13 Lambton's overall employment rate for graduates six months following graduation was 86.3%, which is above the sector average of 83.1%.

Institutional Strategies

- The College is building on its strength in applied research through a number of activities, including:
 - Development of an Entrepreneurship & Innovation Hub to merge its activities in applied research and entrepreneurship.
 - Creation of new applied research centres and laboratories, including an Advanced Material Research Centre and an Advanced Nano-Engineered Research laboratory.
 - Establishment of a “tech transfer” hub to provide assistance for entrepreneurs through technical and business expertise, commercialization support, and regulatory education, and to link companies, the College, and universities with industry support services.

1.3 Metrics

Institutional Metrics	System-Wide Metrics ¹
<ul style="list-style-type: none">• Chemical Production and Power Engineering Technology and Technician(CPET) Program-related work placement success• Number of faculty and students involved in applied research• Number of applied research projects and services	<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.

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

2.1 Areas of Institutional Strength

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

- Lambton offers innovative and flexible learning opportunities. By 2016, all post-secondary programs will be mobile: Class+Experience. This includes deep curriculum, e-textbooks, hybrid, and active learning strategies.
- Lambton College has been a leader in identifying strategies to effectively incorporate Inter-professional education (IPE) into educational practice. Lambton College was the first college in Ontario to mandate a common IPE course in the curriculum of all Health programs.
- Lambton's applied research strategy aligns directly with the Sarnia-Lambton economic development plan, and the College reports it has grown beyond expectation in the areas of energy and bio-industrial technology.

2.2 Additional Comments

- Ministry data indicates that retention rates at Lambton have fluctuated over the years (from 83.4% in 2009-10 to 75.0% in 2010-11, to 74.0% in 2011-12, and an improvement in 2012-13 at 87.5%).
- The Ministry acknowledges the work that Lambton has undertaken to improve its student success and retention rates, including:
 - Expanding academic support services through the identification of at risk students, and follow up intervention by faculty and counsellors.
 - Encouraging student engagement through an improved relationship with the LC Student Administrative Council, and an enhanced holistic focus on student mental health.
 - Developing flexible options for students through improved credit recovery and inter-collegiate program pathways for students.

Institutional Strategies

- The College will expand its capstone project curriculum, which currently involves all Business, Ontario College Advanced Diploma students. Expansion of this summative curriculum will entail all Technology advanced diploma students. Ultimately, this strategy will include collaborative projects with our research office. The capstone approach strengthens our capacity and preparedness to offer three-year college degrees.
- The College will implement an e-textbook/resource strategy that provides universal access to course materials at a discounted price.

2.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Percentage of students involved in experiential learning in a year • Percentage of students that are enrolled in Mobile and Class+Experience courses • Percentage of college space allocated to health lab and related spaces as per Colleges Ontario Facilities Standards and Inventory (COFSI) guidelines 	<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

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

- Lambton is focused on access for Aboriginal learners through several new program proposals in Technology and Trades, and Public Safety.
- The College works with the Aboriginal Education Council to identify and implement strategies to improve access for Aboriginal students to Health and Community Service programs.

3.2 Additional Comments

- The Ministry acknowledges Lambton’s focus on serving Aboriginal learners.
- In 2012-13, Aboriginal learners represented 5.0% of the student population. Aboriginal enrolment at Lambton was above the sector average (4.2%).

- Building on Lambton’s strength in this area, the Ministry recently funded the College to deliver an innovative and comprehensive Trades and Technology sampler program for Aboriginal learners. The Project will introduce students to multiple skilled trades and technology/engineering fields, and learners will benefit from partnerships with local industry.

Institutional Strategies

- The College plans to better inform Aboriginal learners about careers in Public Safety and Emergency Response, and to offer an Aboriginal Social Justice Certificate in partnership with municipal police and Aboriginal communities.
- The College will engage in a promotional campaign to ensure all students are aware of the breadth, depth, and means to access the range of services for students with disabilities.

3.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Aboriginal and first generation graduation rates • OSAP recipients graduation rate 	<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. Chemical Production and Power Engineering Technology
2. Instrumentation Control Engineering
3. Fire Services
4. Social Services

5. Developmental Services
6. Business
7. Nursing/Health
8. Child and Youth Worker
9. Public Safety

Proposed program areas for growth include:

1. Mechanical/Power
2. Bio-Industrial Technologies
3. Health
4. Nursing
5. Public Safety
6. Intelligence & Analytics
7. Business/Management

4.2 Additional Comments

- Lambton has identified a program area of strength in Mechanical/Power from which it will develop and implement new programming.
- The Ministry notes that Lambton plans changes to its Business/Management, Law and Security, and Intelligence and Analytics programs to reflect updated labour market needs.

Institutional Strategies

- Through a Productivity and Innovation Fund project, the College is updating its program review process.

4.3 Metrics

Institutional Metrics	System-Wide Metrics
	<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

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

- The College is focused on providing flexible, seamless pathways with multiple entry and exit points (e.g., articulation agreements, accelerated pathways, degree completion choices).
- In collaboration with the University of Windsor, Lambton's Bachelor of Science in Nursing program offers students who are not academically able to complete the BScN program admission to the Practical Nursing program, granting credit for the work that they have completed.
- The College is updating its pre-health science program to ensure that students receive recognition for admission to health sciences programs at any other Ontario college.
- The College has established a Centre for Educational Pathways that is mandated to develop and promote internal and external educational credit recognition and program articulation opportunities.

5.2 Additional Comments

Institutional Strategies

- Through articulation agreements, both the new Public Safety Diploma and the existing Contemporary Law Enforcement and Justice Graduate Certificate programs provide students with opportunities to pursue degree completion in the field of criminal justice.

5.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Number of internal program transferees • Number of Transfer Credits awarded annually • Number of university graduates/university educated students • Number of students served through the Centre for Educational Pathways 	<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 Lambton 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. The Ministry has also noted Lambton’s desire to offer a standalone Bachelor of Science degree in Nursing; however, any decision on this issue will be made only following the tripartite work currently underway.

b) Capital Expansion

The Ministry notes the College’s proposal to construct a Centre of Health Education and Sustainable Care that is aligned with the College’s areas of strength. Requests for capital project funding are outside the scope of the SMA process. 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.

Lambton 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	2,732	2,732	2,732
Degree	105	210	210
Total	2,837	2,942	2,942

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 The
Lambton College of Applied Arts
and Technology by:

ORIGINAL SIGNED BY

Judith Morris
President

May 6, 2014

Date