

# **Strategic Mandate Agreement (2014-17)**

**Between:**

**The Ministry of Training, Colleges and Universities**

**&**

**The Mohawk 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.

## MOHAWK COLLEGE VISION/MANDATE

### **Vision**

Prosperous communities and transformed lives.

### **Mission**

Creating new realities by opening endless opportunities.

## PREAMBLE

This Strategic Mandate Agreement between the Ministry of Training, Colleges and Universities (the Ministry) and The Mohawk 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 the College is in the process of appointing a new President.

## **MOHAWK COLLEGE KEY AREAS OF DIFFERENTIATION**

The College differentiates itself as a specialized institute of health and technology serving the Western Golden Horseshoe by leveraging its traditional strengths in the areas of health and technology, and in the provision of apprenticeship, certificate, diploma, and degree programs, as well as having recognized strength in applied research.

The College is a business partner aligned with Hamilton's economic development strategy and provides internationally recognized, hands-on applied research, notably in health and technology, to solve challenges and power businesses' success.

The College provides a comprehensive range of programs to transform its students and community through enhanced access to postsecondary education, and proven success in skilled trades and apprenticeship programming.

## **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**

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

- The Centre for applied research and innovation, iDeaWorks, supports regional entrepreneurial collaboration and commercialization of projects with small and medium enterprises (SMEs), with a focus on:
  - Electronic health records and management
  - Advanced materials research
  - Smart grid energy technology
- Examples of strengths in applied research include:
  - Natural Sciences and Engineering Research Council of Canada (NSERC) funding for three research projects.
  - A Research Chair in energy research.
  - Two Federal Economic Development Agency (FedDev) awards to assist SMEs

- Establishing the Mohawk mHealth and eHealth Development and Innovation Centre (MEDIC).
- Partnering with employers such as Hydro One, Siemens, and ArcelorMittal Dofasco.

## 1.2 Additional Comments

- 2012-13 Ministry data notes that employment rates were 83.4% (above the sector average of 83.1%), employment rates in a related field were 48.5% (above the sector average of 45.1%), and employer satisfaction levels were 93.8% (above the sector average of 93.2%).

### Institutional Strategies

The College plans to renew its Engineering Technology facilities, which will provide new partnership opportunities with businesses, and engage students and faculty in the use of labs and technology for research and teaching.

## 1.3 Metrics

Institutional Metrics	System-Wide Metrics <sup>1</sup>
<ul style="list-style-type: none"> <li>• Number of students employed in co-op</li> <li>• Amount of research income per annum</li> <li>• Number of registrants in postsecondary education from priority designated areas</li> </ul>	<ul style="list-style-type: none"> <li>• Graduate employment rates</li> <li>• Employer satisfaction rates</li> <li>• Number of graduates employed full-time in a related job</li> </ul>

## 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.

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<sup>1</sup> 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

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

- A new Academic Plan, released in 2012, has five strategies using technology as a foundation.
- The College now delivers all postsecondary programs in a blended learning format.
- The College has a strong focus on delivering skilled trades and apprenticeship programming.

## 2.2 Additional Comments

- According to Ministry data, the College reported a very high number of e-learning activities in 2012-13 (41 e-learning programs, 1,337 e-learning courses, and 9,232 registrations).
- In 2012-13, the College's graduation rate was 62.1%, which is below the provincial average of 64.8%, and the retention rate from first to second year was 72.3%.

### **Institutional Strategies**

- The College has targeted strategies to improve student outcomes, including expanded supports to serve its diverse student population. For example, the college is renewing its Assessments for Success support tools to focus on student engagement, progress and retention. In addition, faculty are being trained in a consistent approach to class orientation sessions to enhance the student experience.
- Additional proposed activities include expanding "School within a College" programs, the creation of stackable programs, customized credentials, more part-time programs, and options for students to set their own pace of learning.
- Building on its work to expand the use of e-portfolios, the College is in the process of establishing a "Graduate Profile" to reflect the learning outcomes and skills of its students. E-portfolios are one way students can demonstrate the acquisition of course, program, and institutional outcomes.
- The College has developed five defined institutional learning outcomes (Communicator, Collaborator, Critical Thinker, Continuous Learner, Responsible Citizen) – a first in the system.
- The College plans to continue to expand its online learning activities through participation in the Ontario Online Institute, as well as maintaining a leadership position in OntarioLearn.

## 2.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"><li>• Essential elements of blended learning in every lecture course</li><li>• Percentage of students graduating with Institutional Learning Outcomes</li><li>• Percentage of students graduating with e-portfolios</li></ul>	<ul style="list-style-type: none"><li>• Student Satisfaction Survey results</li><li>• Graduation rates</li><li>• Retention rates</li><li>• Number of students enrolled in a co-op program at institution</li><li>• Number of online course registrants, programs, and courses</li></ul>

## 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

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

- The College's five-point Student Success Plan is aimed at improving access, retention, student success, and graduation rates.
- The Access Initiative promotes access to postsecondary education among vulnerable youth through innovative collaboration with targeted communities and school board partners.
- Aboriginal Recruitment and Project Pathfinder initiatives target college-age and secondary school Aboriginal learners.

### 3.2 Additional Comments

- Ministry data indicates that Aboriginal learners represented 4.2% of the full-time student population at the College in 2012-13 (at the system average).
- In 2012-13, 39.5% of students at the College reported that they were first-generation students, above the sector average of 30.3%.
- The Ministry notes that access is one of the top three priorities of the College, which has a well-developed strategy.

### **Institutional Strategies**

- The College has received funding from the Ministry to support the Bundled Arrows Project, which aims to build a regional Indigenous Education Plan with educational partners and the Aboriginal community.

### **3.3 Metrics**

<b>Institutional Metrics</b>	<b>System-Wide Metrics</b>
<ul style="list-style-type: none"><li>• Number of registrants in postsecondary education from priority designated areas</li><li>• Number of Aboriginal students enrolled</li><li>• Student engagement index</li></ul>	<ul style="list-style-type: none"><li>• Number and proportion of Aboriginal, first generation, students with disabilities, and francophone students at an institution</li><li>• Number and proportion of international students enrolled in Ontario (as reported in annual institutional enrolment reporting)</li><li>• Proportion of an institution's enrolment that receives OSAP</li></ul>

## **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 areas of program strength include:

1. Health
2. Allied Health
3. Technology
4. Apprenticeship
5. Business
6. Community Services
7. Communication Arts

Proposed program areas for growth include:

1. Health/Allied Health
2. Technology
3. Business
4. Apprenticeship

#### 4.2 Additional Comments

- The College’s plans to expand total credential offerings in existing areas of program strength are supported by student outcomes and program infrastructure.
- The Ministry acknowledges the College’s strength in Health and Technology programming, including its commitment to a more regional approach, which is consistent with Ontario’s Differentiation Policy Framework. The Ministry welcomes the College’s intent to avoid duplicating subject areas in which neighbouring institutions specialize.

#### Institutional Strategies

- The College has indicated an interest in delivering four-year degrees in Health/Allied Health (Bachelor of eHealth), Technology (Bachelor of Prototyping), as well as Smart Grid Technologies, among others.
- The College plans to develop a degree with a business focus, likely in Financial Services, which will be submitted to the Ministry for consideration once decisions have been made on the above-noted degrees.

#### 4.3 Metrics

Institutional Metrics	System-Wide Metrics
	<ul style="list-style-type: none"> <li>• Proportion of enrolment at colleges by occupational cluster and by credential</li> <li>• Institution’s system share of enrolment by occupational cluster and by credential</li> <li>• Number of apprentices in each trade</li> </ul>

### 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

The College focuses on improving collaboration, pathways, and student mobility through:

- A strong partnership with McMaster University, including joint degree programs for secondary school graduates, degree completion programs for college graduates, and elective programming for McMaster students.
- Successful collaborative health sciences degree programs in shared, state of the art facilities at the McMaster campus called the McMaster-Mohawk Institute of Applied Health Sciences.
- A number of partnerships with both the catholic and public school boards.

### 5.2 Additional Comments

- The Ministry notes the strong partnerships between the College and McMaster University, and encourages continued collaboration to improve pathways and opportunities for students.

#### Institutional Strategies

The Ministry notes the College’s plans to expand its partnerships to other colleges and universities, including a credit transfer partnership with Seneca College that will provide new degree-completion options for students of both colleges.

### 5.3 Metrics

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

## 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) Institutional Types**

The Ministry notes the College's proposal to be an institute of health and technology. The Ministry does not have a policy classifying additional institutional types and considers this issue to be outside of the SMA process. The use of "specialized institute of health and technology" is a college marketing decision.

#### **b) Expanded Credentials**

The Ministry has noted the College's aspirations to expand degree granting activity and its proposal that a credential aimed at students in 2+2 (Associate Degree) programs be established. In addition, the Ministry has noted the College's position in favour of college three-year degrees. The Ministry is conducting a policy review of Ontario's credential options in order to support decision-making related to any changes to credentials.

#### **c) Capital Expansion**

The College requests capital funding from the Province to build an engineering technology facility that aligns with a program area of strength. The College is also pursuing federal, local, and business funding and support. The Ministry notes that funding for capital is outside the scope of the SMA process. However future capital projects should be aligned with the College's areas of strength highlighted in this 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.

#### **d) Apprenticeship Delivery**

The Ministry acknowledges the College's proposal to implement new delivery models as part of its commitment to apprenticeship and the skilled trades. The Ministry is currently undertaking efforts to modernize Ontario's apprenticeship administration and any decisions will be made within this context.

## **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.

The 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	9,743	10,084	10,437
Degree	1,661	1,719	1779
<b>Mohawk Total</b>	<b>11,404</b>	<b>11,803</b>	<b>12,216</b>

Note: The College has significant winter and summer intakes in order to maximize the use of resources and provide flexibility for students that are not reflected in the baseline above.

## 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 14, 2014

Date

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

*ORIGINAL SIGNED BY*

Bob Carrington  
President

April 24, 2014

Date