

Strategic Mandate Agreement (2014-17)

Between:

The Ministry of Training, Colleges and Universities

&

St. Clair 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.

ST. CLAIR COLLEGE VISION/MANDATE

Mandate Statement

(Approved by the St. Clair College Board of Governors, September 25, 2012)

St. Clair College is determined to establish itself as a "*Destination College*". By offering more degree programs, extending its scope of articulation agreements with universities and colleges within the province, nationally and internationally, and by establishing entrepreneurship, research, and innovation partnerships, the College will broaden the ability of our students to acquire knowledge and leading-edge skills that will allow them to be an important resource in a globally competitive marketplace, with unique program offerings, state-of-the-art facilities, and an operating philosophy founded on accessibility, quality teaching, learning method options, and sustainability.

Mission Statement

St. Clair College strives to create a respectful and welcoming educational environment that will:

- Assist individuals in developing skills, knowledge, and values to support chosen careers, or support their involvement in their community.
- Provide students with an accessible, dynamic, and supportive learning environment that adapts to their changing requirements for quality lifelong learning.
- Provide leadership and develop partnerships that support the ability of our community to compete in a global economic environment.

Vision Statement

(Approved by the St. Clair College Board of Governors on January 15, 2002)

- Striving for excellence in all we do, St. Clair College is accessible and responsive to its community.

PREAMBLE

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

ST. CLAIR COLLEGE KEY AREAS OF DIFFERENTIATION

St. Clair College is committed to delivering high-quality, accessible education and training to meet the needs of learners and the labour market of Southwestern Ontario.

In particular, the College is known for delivering programs to serve "Canada South" in Health and Community Wellness, International Manufacturing and Trade, including Cross-Border Logistics and Security Management, Creative Arts, Hospitality, and Tourism.

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

St. Clair College focuses on jobs, innovation, and economic development in the areas of:

- Health and Community Wellness through community partnerships with regional hospitals and universities, Local Health Integration Networks (LHINs), and colleges, as well as international partners in Michigan.
- International Manufacturing and Cross-Border Security and Supply Chain Management, by supporting Canada's most manufacturing intense region and the unique geographic location of Windsor-Essex through the supply of highly qualified personnel, industrial vocational educational training, and innovative research and product development for manufacturing in the automotive, aerospace, agriculture, pharmaceutical, and healthcare sectors.
- Creative Arts, Hospitality, and Tourism by acquiring and building real world assets and teaching facilities.
- The College works with industry to support applied research opportunities for students. Examples of current research projects include:
 - Uni-Fab: College faculty and students have been engaged by a medical device company to assist in the design and development of a prototype enhanced mobility device in a Natural Sciences and Engineering Research Council of Canada (NSERC), a National Research Council Canada – Industrial Research Assistance Program (NRC-IRAP), and an Ontario Centres for Excellence (OCE) funded project.
 - MEDA Engineering: College faculty, students, support staff, and administrators worked with a local engineering firm to design and construct prototype civil construction material, and to conduct an evaluation of the product's performance. The project is currently ongoing.
 - Night Glow: The College worked with an Ontario entrepreneur to develop and market a prototype "Glow-in-the-Dark" toilet seat for residential and commercial applications.

1.2 Additional Comments

- St. Clair's graduate employment (six months) and employer satisfaction rates are comparable to the system average. The College's graduate employment rate in a related area of study (35.1% in 2012-13) is below the sector average (45.1%).

Institutional Strategies

- St. Clair College is located in a region that is currently facing economic challenges. To support graduate employment the College will implement numerous strategies (job fairs, student/industry open houses, research projects, etc.) to strengthen job opportunities and industry outreach.
- The college has partnered with industry in the Windsor-Essex and Chatham-Kent region to pilot the “Bridging the Gap” project, which is aimed at improving employment outcomes of college graduates by closing the skills gap and focusing on developing the skills and behaviours identified by employers (a mix of vocational and soft skills).
- The pilot project is envisioned as a specialized 15-week post-diploma program where College graduates are screened and placed in a company for specialized vocational training. Concurrently, the students will complete a series of courses on soft skills, including teamwork, work ethic, and communication. Students are paid by the company during the program. The overall objective is to find meaningful entry or mid-level employment for graduates, and to mitigate the skills gap in the labour market.
- To ensure ongoing quality, relevancy, and currency of the College’s programs of instruction, regular annual reviews are conducted of all academic programs. In addition, a comprehensive cyclical review is conducted that includes the occupational relevancy of the program curriculum. All academic programs at the College will complete the comprehensive, cyclical Quality Assurance Review within a time period of no greater than five years.
- The Ministry notes the College’s plans to establish the Centre for Cross Border Logistics and Security, in partnership with the University of Windsor, and the introduction of the Freight Forwarding and Logistics program.

1.3 Metrics

Institutional Metrics	System-Wide Metrics ¹
<ul style="list-style-type: none"> • Target enrolment within program area 	<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

St. Clair College offers programs through a number of delivery methods, including:

- Clinical opportunities
- Experiential opportunities
- Placement opportunities
- Simulation learning
- Hybrid learning and course development
- A focus on developing innovative teaching tools, including industry and community partnerships. Examples include Habitat for Humanity, Schlegel Villages, and work with municipalities.
- St. Clair College faculty participate in annual professional development to showcase best practices, and enhance teaching and learning.
- Annual program reviews are conducted on all postsecondary programs, creating the opportunity for continuous improvement and enhanced program quality.

2.2 Additional Comments

- The Ministry notes that St. Clair College has chosen to offer experiential learning opportunities in formats other than traditional co-op education programs.
- In 2012-13, the retention rate between first and second year was 76%.

Institutional Strategies

- Expansion of the “MediaPlex News Now” portfolio of experiential learning for Journalism students. The experiential learning includes newscasts on Cogeco Cable, a weekly broadsheet newspaper, Internet radio, and podcasts.
- Establishing a St. Clair Gardening Centre that is open to the public and operated by Horticultural Technician students. The Landscape Horticultural students also maintain the King’s Navy Yard/Seagram Park in Amherstburg – a noted floriculture site in Essex County.
- Expansion of the pilot “Sharing the Stage” initiative, where Music Theatre and Entertainment Technology students work with community groups to mount productions. Past opportunities have included the International Children’s Games, the United Way Gala at Caesar’s Windsor and Colasanti’s Haunted Hay Ride. With the support of entertainment technology students they also provide free matinee performances and workshops to community high school students offering an

opportunity for high school students to experience live theatre and to learn about the sound, lighting, and other technology needed to support the shows.

- “Lending a Helping Hand” – Architectural, Civil and Construction Engineering students work with Habitat for Humanity to get literal “hands on” experience as they build and erect wall sections for homes under construction for families in need. In past years this has included helping New Orleans residents affected by Hurricane Katrina.

2.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Number of clinical placements in the Schlegel Villages (the long-term care facilities of the Schlegel Group – the facility positioned on the campus of St. Clair College will open in the latter part of 2014) • Number of hours/semesters of simulation training • Accumulation and documentation of “Value Added” learning opportunities outside of cooperative education 	<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

St. Clair College focuses on improving access and success for underrepresented groups in the areas of:

- Development of tracking tools to measure retention rates, graduation rates, and program duration/completion rates.
- Maintaining a leadership position within the province for student satisfaction in “tutoring” services.
- Specialized orientations for unique student populations (i.e., international, first generation, Aboriginal, etc.).

- Offering “Student Lifeline,” a professional support service for maintaining a healthy balance between school, work, and everyday life. This confidential service provides St. Clair College students with consultations, counselling, community referrals, resources, and online tools.
- St. Clair College offers “Student Health 101,” a monthly on-line magazine that provides helpful hints, articles, and tools to manage college life.

3.2 Additional Comments

- Ministry data indicates that St. Clair College serves a number of underrepresented student groups and students receiving OSAP. As a proportion of total enrolment:
 - 28.6% are full-time first generation students
 - 2.3% are full-time Aboriginal students
 - 12.5% are students with disabilities
 - 69.3% are receiving OSAP.

Institutional Strategies

- The Ministry notes St. Clair’s plans to launch a new Community Integration Strategy through the Community Integration through Cooperative Education (CICE) initiative and to increase bursary dollars for targeted populations.

3.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Number of students accessing Learning Commons and associated services • Develop and execute targeted outreach initiatives for “at risk” students to increase retention 	<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. Technical & Skilled Occupations in Health
2. Intermediate Sales & Service Occupations
3. Technical Occupations Related to Natural & Applied Sciences
4. Trades & Skilled Transport & Equipment Operators
5. Skilled Administrative & Business Occupations
6. Skilled Sales & Service Occupations
7. Middle & Other Management Occupations
8. Professional Occupations in Health
9. Clerical Occupations
10. Technical & Skilled Occupations in Art, Culture, Recreation & Sport

Proposed program areas for growth include:

1. Technical & Skilled Occupations in Health
2. Technical Occupations Related to Natural & Applied Sciences
3. Skilled Sales and Service Occupations
4. Professional Occupations in Health
5. Technical & Skilled Occupations in Art, Culture, Recreation & Sport

4.2 Additional Comments

- The Ministry notes the joint commitment of St. Clair and the University of Windsor to work on the Centre for Border Logistics and relevant programming.
- St. Clair plans to explore linkages with Niagara College and Brock University in the area of viticulture and oenology.
- St. Clair expects new labour market demand in the art, culture, and hospitality fields. In the event the College requests funding approval for programs in these areas, the Ministry will require additional information elements (e.g., student demand and labour market analysis).
- The College plans to continue to offer and grow its four-year degree programs.

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

St. Clair College focuses on improving collaboration, pathways, and student mobility in the areas of:

- St. Clair College highlights partnerships with Western University in the area of Health and Community Wellness, and the University of Windsor in International Manufacturing and Trade. The College also collaborates with other postsecondary institutions to provide students with enhanced education and training opportunities.
- St. Clair College provides numerous pathway opportunities for students. Examples include:
 - Child and Youth Worker (CYW), CYW Accelerated – Graduates may be eligible to apply to the third year of the Bachelor of Social Work, Bachelor of Arts in Psychology, and the Bachelor of Arts in Disability Studies programs at the University of Windsor.
 - Business Administration Programs – Graduates may receive credits towards the Honours Bachelor of Commerce from the University of Windsor.
 - Business Administration Programs – Graduates may receive credits towards the Bachelor of Commerce from Nipissing University.
 - Chemical Laboratory Technology – University of Windsor: graduates with a 3.00 cumulative grade point average or better are eligible to receive credit for:
 - Up to 17 of the 30 credits required for the three-year General Science Degree (B.Sc.).
 - Up to 17 of the 40 credits required for the four-year Chemistry Degree (B.Sc.).
- St. Clair College continues to support and collaborate with the Ontario Council on Articulation and Transfer (ONCAT) to provide course equivalencies and pathways for students.

5.2 Additional Comments

- The Ministry encourages St. Clair College and the University of Windsor to continue to work together to increase pathways for students.

Institutional Strategies

- St. Clair College has indicated that it is currently exploring additional pathway opportunities for students and expanding formal articulation agreements.

5.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none">• Monitor student transferability	<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 St. Clair College's aspirations to deliver numerous four-year degree programs. The Ministry also acknowledges the College's support for and desire to potentially deliver three-year degrees, which will be examined as part of the Ministry's policy review of Ontario's credential options. The Ministry has also noted St. Clair'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

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 their 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.

St. Clair 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	7,377	7,477	7,577
Degree	380	380	380
St. Clair Total	7,757	7,857	7,957

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 15, 2014

Date

SIGNED for and on behalf of
St. Clair College of Applied Arts
and Technology by:

ORIGINAL SIGNED BY

Dr. John Strasser
President

April 30, 2014

Date