

# 2020-2025 Strategic Mandate Agreement

## CONFEDERATION COLLEGE

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MINISTRY OF COLLEGES AND UNIVERSITIES



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# Signing Page

## 2020-2025 Strategic Mandate Agreement

Signed Between

Confederation College


And

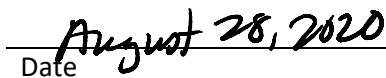
Ministry of Colleges and Universities

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

SIGNED for and on behalf of Confederation College by:

  
Shelley Tapp  
Deputy Minister

  
Kathleen Lynch  
President

  
Date

Aug 28, 2020 | 6:06 PM EDT  
Date

*This agreement focuses on performance-based funding associated with the institution's differentiation envelope and enrolment corridor funding. Special purpose/other institutional grants are not included as part of this agreement.*

*The Government remains committed to SMA3 (2020-25) and implementing the performance-based funding model for colleges and universities approved as part of Budget 2019.*

*Given the uncertainty regarding future impacts of the COVID-19 outbreak on the SMA3 metrics, the Ministry will delay the planned activation of performance-based funding for two years --Year 1 (2020-21) and Year 2 (2021-22) of SMA3. To determine how to link SMA3 metric performance to institutions' funding beyond Year 2, each year the Ministry will engage institutions through the SMA3 Annual Evaluation process to assess SMA3 metric performance for the current year; and, evaluate potential COVID-19 impacts on the SMA3 metrics for future years. This will include a review of the performance-based funding starting point proportion. Metric data collection, evaluation, and publication will proceed through the SMA3 period as planned.*

*The agreement may be amended in the event of substantive economic or policy changes that would significantly affect the SMA deliverables. Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.*

# Introduction

## *Preamble*

This Strategic Mandate Agreement between the Ministry of Colleges and Universities and Confederation College is a key component of the Ontario government's accountability framework for the postsecondary education system.

The Strategic Mandate Agreement (SMA):

- Outlines provincial government objectives and priority areas for the postsecondary education system
- Describes the elements of Ontario's performance-based funding mechanism, including the college's annual performance-based funding notional allocation for the five-year SMA3 period
- Establishes the corridor midpoint that will form the basis of enrolment-related funding over the five-year SMA3 period
- Supports transparency and accountability objectives, and
- Establishes allowable performance targets for 10 metrics upon which institutional performance will be assessed.

This SMA is for the fiscal period from April 1, 2020 to March 31, 2025.

## Ontario's Objectives

SMAs are bilateral agreements between the ministry and the province's publicly-assisted colleges and universities and are a key component of the Ontario government's accountability framework for the postsecondary education system. This cycle of agreements is focused on promoting accountability through transparency and a focus on performance outcomes. The following objectives underlie SMA3:

- Increasing trust and accountability through transparency and improved performance outcomes in Ontario's postsecondary education system
- Reducing red tape by striking an appropriate balance between accountability and reporting through streamlined processes and a reduced number of metrics
- Incentivizing colleges and universities to redirect resources and invest in initiatives that result in positive economic outcomes
- Encouraging alignment of postsecondary education with labour market outcomes, and
- Incentivizing differentiation and specialization to support increased efficiencies.

## Institutional Profile

The ministry recognizes the importance of supporting a differentiated system, and recognizing institutional specializations, as a means of enhancing efficiencies in the postsecondary education sector.

The Institutional Profile is intended to describe how the college's institutional mission and strategic goals support the priority areas of the Ontario government, as identified in this agreement. Institutions may also wish to include narrative related to the post-COVID-19 context for the institution.

Confederation College's strategic priorities naturally align with those of the Ontario government. We have a long history of providing access for learners, and supporting their success, across [our catchment area](#), some 550,000 km<sup>2</sup> (an area similar to the size of France) and including 88 Indigenous communities. This, along with our nine campuses and distance education arm, enable us to meet the diverse needs of our students. Our blend of synchronous and asynchronous delivery options, coupled with our continued investment in infrastructure to facilitate technology-enabled learning, increases student access and supports them to achieve success.

In response to an aging and declining population, Confederation has adapted its recruitment approach to support an evolution in student demographics. We now have a [diverse student population](#), averaging 7,000 full- and part-time students per year, made up of approximately 48% Canadian domestic, 34.5% International and 17.5% Indigenous students. We are focused on fostering a global perspective among learners, faculty and staff to establish respect for all cultures, Indigenous worldviews and ways of knowing.

Through the process of reconciliation, as defined by the Truth and Reconciliation Commission, Confederation's priorities are framed by learner success as we aspire to be a leader in advancing Indigenous learning and providing a culturally-centred environment. Our specific efforts include the alignment of the [Negahneewin Vision](#) into our strategic plan, the implementation of the [Negahneewin Education Strategy](#) focused on employee education, multiple [Indigenous-specific student supports](#), and several spaces dedicated to Indigenous cultural activities.

Confederation is a strong ally to regional communities and industries, seeking and regularly reinforcing partnerships and pathway opportunities to support our students' success, as well as to meet the rapidly changing workforce needs of our region and beyond. Articulation agreements with partner institutions, industry partnerships and training opportunities contribute to addressing the labour shortage and reducing the employment gap.

Through our relationships with our local school boards, we are able to directly assist with the often difficult transition for students from high school into our College. Our [School/College/Work Initiative](#), which includes dual-credit programming, and our [Confederation Bound Early Acceptance program](#) are opportune ways for us to expose learners to a postsecondary environment and facilitate their transition to Confederation.

COVID-19 has affected our institution by significantly reducing both international and domestic enrolment. Considering international students made up over 34% of our student body, we are anticipating a multi-year impact on our revenue and on the institutional metrics originally selected. Travel and other COVID-19 restrictions necessitated the cancellation of the spring 2020 intake for new international students, the deferral of several fall 2020 programs to winter 2021, and the cancellation of a number of fall 2020 programs, one of which is Aviation-Flight Management, representing our highest weighted funding unit (WFU) program under our enrolment funding envelope (corridor funding). These cancellations, deferrals and suspensions will result in Confederation falling below the corridor set in SMA3.

Each of our SMA3 metrics are impacted by COVID-19 and we do not anticipate recovery in one year's time. Given the hardships businesses have experienced, many are unable to support postsecondary education as they once did, which we expect to affect institutional performance in: economic impact, revenue attracted from private sector sources, employment, graduate income or experiential learning metrics.

Despite the impact of COVID-19 on our College, we strive to be creative in our approach to experiential learning opportunities for our students, and to instill an understanding of our unique northern context through the integration of our [Indigenous Learning Outcomes](#) across all programs. Our [program mix](#) enables us to maintain a diverse and robust programming to meet the changing needs of students and employers.

Confederation College's strategic directions support access and success, Indigenous learning and community prosperity through institutional excellence. With this approach, the College will support the development of a highly skilled workforce contributing to the economies of communities across northwestern Ontario and beyond.

Our current strategic plan and annual progress reports can be viewed at [www.confederationcollege.ca/strategic-plan](http://www.confederationcollege.ca/strategic-plan).

# Performance-Based Funding

## Notional Annual Allocation

For the 2020-2025 SMA cycle, Confederation College’s annual allocation of performance-based funding has been calculated by the ministry in accordance with the college funding model and Ontario’s Performance-based Funding Technical Manual. Confederation College’s notional allocations will not be impacted by previous year performance, and will follow a graduated activation plan as follows:

	2020-21*	2021-22*	2022-23	2023-24	2024-25
Differentiation Envelope	\$6,103,057	\$8,449,348	\$10,795,640	\$13,141,932	\$14,315,078
Performance-based Grant	\$6,103,057	\$8,449,348	\$10,795,640	\$13,141,932	\$14,315,078

\* Activation of performance-based funding will not be in place for 2020-21 and 2021-22. Thereafter, activation for the following years will be determined through the SMA3 Annual Evaluation process.

\*\*Further details on calculations are available in Ontario’s Performance -based Funding Technical Manual. The Performance-based Grant has been capped at the system-average annual proportion and residual funding remains part of the Differentiation Envelope. Notional allocation represents the Performance-based Portion of the Differentiation Envelope capped to the system-wide average.

\*\*\*The notional allocations presented above are estimates based on 2019-20 final operating grant totals.

## Institutional Weighting Strategy

The performance-based funding mechanism enables institutions to assign metric weightings to reflect institutional strengths and differentiated roles in the postsecondary education system. Assigned metric weightings will impact performance-based funding on a metric-by-metric basis per the table below. Metric details are described in the following section.

Metric	Institutional Assigned Weightings & Notional Performance-based Funding									
	2020-21		2021-22		2022-23		2023-24		2024-25	
	Max 35%, Min 10%		Max 30%, Min 5%		Max 25%, Min 5%		Max 25%, Min 5%		Max 25%, Min 5%	
	(%)	(\$)	(%)	(\$)	(%)	(\$)	(%)	(\$)	(%)	(\$)
1. Graduate Employment Rate in a Related Field	10%	\$610,306	10%	\$844,935	8%	\$863,651	8%	\$1,051,355	8%	\$1,145,206
2. Institutional Strength/Focus	25%	\$1,525,764	18%	\$1,520,883	15%	\$1,619,346	15%	\$1,971,290	5%	\$715,754
3. Graduation Rate	15%	\$915,459	13%	\$1,098,415	10%	\$1,079,564	10%	\$1,314,193	10%	\$1,431,508
4. Community/Local Impact – Student Enrolment	20%	\$1,220,611	13%	\$1,098,415	10%	\$1,079,564	10%	\$1,314,193	10%	\$1,431,508
5. Economic Impact (Institution-specific)	30%	\$1,830,917	18%	\$1,520,883	17%	\$1,835,259	17%	\$2,234,128	22%	\$3,149,317
6. Graduate Employment Earnings	--	--	5%	\$422,467	5%	\$539,782	5%	\$657,097	5%	\$715,754
7. Experiential Learning	--	--	18%	\$1,520,883	20%	\$2,159,128	20%	\$2,628,386	20%	\$2,863,016
8. Revenue Attracted from Private Sector Sources	--	--	5%	\$422,467	5%	\$539,782	5%	\$657,097	5%	\$715,754
9. Apprenticeship-related (Institution-specific)	--	--	--	--	5%	\$539,782	5%	\$657,097	10%	\$1,431,508
10. Skills & Competencies	--	--	--	--	5%	\$539,782	5%	\$657,097	5%	\$715,754

# Priority Areas and Performance Metrics

## Summary

To support improved performance in key areas aligned with the Ontario government's priorities and objectives, allowable performance targets will be set against metrics that measure institutions' effectiveness in addressing the evolving needs of the labour market, enhancing the skills and competencies of our students, and supporting a postsecondary education system that strengthens Ontario's economic competitiveness.

The combination of established targets and assigned metric weightings will be used for institutional assessment of performance through the SMA3 Annual Evaluation process.

### **Skills & Job Outcomes**

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*This priority area seeks to measure and evaluate the college's role in supporting student and graduate outcomes and alignment with Ontario's economy. Metrics measure institutional commitment to areas of strength and specialization; students' preparation with the skills essential for employment; experiential learning opportunities; graduation; and positive labour-market outcomes for graduates, through the following performance indicators:*

- Graduate Employment Rate in a Related Field
- Institutional Strength/Focus
- Graduation Rate
- Graduate Employment Earnings
- Experiential Learning
- Skills & Competencies

### **Economic & Community Impact**

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*This priority area seeks to measure and evaluate the college's role in supporting Ontario's economy. Metrics measure funding from private sector sources; the positive economic impact on local economies brought by students at an institution; and the differentiated ways institutions demonstrate economic impact, through the following performance indicators:*

- Community/Local Impact of Student Enrolment
- Economic Impact (Institution-specific)
- Revenue Attracted from Private Sector Sources
- Apprenticeship-related (Institution-specific)

### **Productivity, Accountability & Transparency**

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*To support the Ontario Government's objective of enhanced transparency and accountability, institutions will provide reporting data in the following areas which will not be tied to performance funding:*

- Faculty Activity
- Faculty Compensation



# Skills & Job Outcomes

## Performance Metrics: Narrative

Metrics will be initiated over three years as new data is collected and validated. For 2020-21, allowable performance targets are calculated using historical data as per the Performance-based Funding Technical Manual.

For the remainder of the SMA3 cycle, allowable performance targets will be calculated annually as per the Performance-based Funding Technical Manual using the most recent historical data available for Confederation College and included as part of the SMA3 Annual Evaluation process for performance-based funding. See appendix for details regarding historical data and annual allowable performance targets.

For the Skills and Competencies metric being initiated for performance-based funding in 2022-23, the Ministry of Colleges and Universities will apply a ‘participation weighting’ of 5% of annual performance-based funding notional allocations for all institutions. Institutional targets will not be set for this metric in SMA3. Participation will be validated and included as part of the SMA3 Annual Evaluation process for performance-based funding.

### Graduate Employment Rate in a Related Field

Proportion of graduates employed full-time in a field related or partially related to their program six months after graduation
<b>Metric initiated in 2020-21</b>
Narrative
<p>Confederation College prepares graduates for work in a variety of fields on a local, regional, provincial, national and global scale. Given a demographic decline in our catchment area, our hope is that Confederation graduates will remain in the northwestern Ontario region following graduation. To help facilitate that outcome, Confederation College works diligently alongside industry partners across the region to provide work placement, co-op and experiential learning opportunities for students. This establishes connections between our pending graduates and employers and reinforces the value alumni can provide with the strong quality of education they receive at Confederation.</p> <p>In addition, our employment services division, Northwest Employment Works (NEW), helps to prepare students near graduation to learn job search, resume building and interview skills, and is a liaison between employers and job seekers, including our alumni. With regular on-campus visits from employers and communications promoting jobs and other NEW activities, students can become familiar with opportunities in the workforce. The annual Career &amp; Job Fair co-hosted by NEW, Confederation Alumni and our student association also provides an avenue for students and alumni to establish relationships with employers.</p> <p>Although we have consistently achieved satisfactory performance, an historically low response rate for this metric leaves us subject to volatility of results if there is a small change in graduate responses. In an effort to produce stronger and more stable response rates for graduate employment going forward, we will explore additional methods to engage with our alumni, as well as consider possible incentives for participation. We have selected a lower weighting for this metric.</p>

Source: College Graduate Outcomes Survey (CGOS)/Ministry of Colleges and Universities

## Institutional Strength/Focus

*Enrolment in Programs Aligned with Region-Specific National Occupation Classification Skills Gaps: Aviation, Community Services, Engineering Technology, Health, Hospitality, Natural Resources and Skilled Trades*

**Enrolment (full-time headcount, domestic and international) in an institution's program area(s) of focus**

**Metric initiated in 2020-21**

**Narrative**

As part of its Rural and Northern Immigration, the Community Economic Development Commission (CEDC) in Thunder Bay released a list that outlines identified skills shortages for the northern Ontario region based on National Occupation Classifications (NOCs) Pilot<sup>1</sup>. Given our strong reputation for quality postsecondary education, our geographic location and our significant catchment area, Confederation College is uniquely positioned to help address these shortages by maintaining a diverse program mix that aligns with said industry needs.

Our range of programming, offered across our nine campuses in the region and through distance education, can directly support a reduction in the employment gap by preparing graduates for identified career paths. Of the 39 NOCs highlighted, Confederation currently offers programs/credentials for domestic students that directly match 11 NOCs and will provide related skills for another 7 NOCs. Of those same 39 NOC codes, Confederation currently offers programs/credentials for International students that directly match 8 NOCs and will provide related skills for another 7 NOCs. Ultimately, Confederation College graduates will be able to support the workforce in up to 18 NOCs, representing almost 50% of the skills shortages identified in the region.

Related programs offered at Confederation College currently include:

Attracting and retaining learners in the region and preparing them for occupations in these fields directly illustrates our ability to be responsive to regional industry/employer needs while also meeting the needs of students. Given projected employment needs, there is a heightened interest from International students for related programs, which will present opportunities for increased and/or additional intakes. Our continued evaluation of opportunities to align our program mix with identified skills shortages may also lead to broader adaptations of delivery or program options for learners.

Enrolment in these select programs that align with the identified NOC skills gaps will serve as the institutional strength/focus we evaluate and has been assigned a medium to high weighting as a result of our proven ability to remain responsive to evolving industry/employer needs.

<sup>1</sup><https://www.gothunderbay.ca/en/immigration/employment.aspx#National-Occupation-Classification---Skill-Level-A>

Source: Provided by Institutions, validated by College Statistical Enrolment Report (CSER)/Ministry of Colleges and Universities

## Graduation Rate

Percentage of full-time students (domestic and international), who entered a program of instruction in a particular enrolment reporting period and graduated within a specific period of time (200% program completion timeframe for diploma and certificate programs and 175% for degrees)

**Metric initiated in 2020-21**

Narrative

This metric has been assigned a medium weighting. Our graduation rate is improving due to our enhanced retention strategies and increase in International learners, though this does create some risk in future years if our International enrolment shifts significantly.

Our Student Success Advisor and Indigenous Student Navigator positions are a key source of support for our learners and directly contribute to retention. They help to raise awareness and facilitate student connection to the numerous wraparound support services in place across our campuses. Some of the core services available to all students include academic advising, counselling, peer mentoring, tutoring and accessibility services. Students at our regional campuses and studying through our Distance Education programming can access these services remotely if not in person.

We have designated Indigenous counsellors and offer other specific supports for our Indigenous learners including transitional and cultural supports, an elder/senator program and traditional events and activities. Parallel services are also offered to International students through our International Education Centre. Learners studying at our main campus in Thunder Bay (our majority) also have access to an on-site Health Centre and the SUCCI Wellness Centre, Minowaadiziwin.

Overall, we continue to look for opportunities to improve our ability to monitor students who are “off-track”, including our recent implementation of DegreeWorks software. We will be able to leverage this new data to more easily and proactively seek out students to provide options for them to successfully complete their program of study.

We will also continue to come up against the trend of many students entering employment prior to graduation due to a low unemployment rate. With a high population of Indigenous and first-generation learners, Confederation must be responsive to their unique needs to support their successful graduation. Our student services and flexible learning options help to facilitate this outcome.

*Source: Graduate Rate Submission Process, College Graduation Rate Tool (CGRT)*

## Graduate Employment Earnings

Median employment earnings of college graduates in a given calendar year, two years after graduation

**Metric initiated in 2021-22**

Narrative

By preparing graduates for work in a variety of fields on a local, regional, provincial, national and global scale, Confederation College in turn impacts employment earnings for graduates. Through our strong connections with industry partners across northwestern Ontario, we successfully stay apprised of industry trends and future workforce needs, enabling us to ensure our program mix and curriculum remain relevant. This alignment with workforce needs supports graduates in their pursuit of employment that provides appropriate earnings for their skill sets.

Our industry partnerships also facilitate our ability to provide work placement, co-op and experiential learning opportunities for students. This establishes connections between our pending graduates and employers and reinforces the value alumni can provide with the strong quality of education they receive at Confederation. In addition, our employment services division, Northwest Employment Works (NEW), helps to prepare students near

graduation to learn job search, resume building and interview skills, and is a liaison between employers and job seekers, including our alumni. With regular on-campus visits from employers and communications promoting jobs and other NEW activities, students can become familiar with opportunities in the workforce. The annual Career & Job Fair co-hosted by NEW, Confederation Alumni and our student association also provides an avenue for students and alumni to establish relationships with employers.

We have selected a low weighting for this metric.

*Source: Educational and Labour Market Longitudinal Platform/Statistics Canada*

### Experiential Learning

**Number and proportion of graduates in programs, who participated in at least one course with required Experiential Learning component(s)**

**Metric initiated in 2021-22**

**Narrative**

One of Confederation College’s key strengths is our relationships with our employers, industries and communities. Experiential learning opportunities integrated throughout our programs are a direct way in which we bridge connections between our learners and employers. This facilitates dynamic and relevant learning experiences for our students, while also supporting employers to cultivate their future workforce. Approximately 70 per cent of our programs include an experiential learning component and we are in the process of implementing software that enables students and the College to track such activities more effectively.

Experiential learning comes in many forms, from class visits to workplaces through to co-op and work placement opportunities. Several programs include courses that are specifically designed to establish connections between learners and communities, whereby students are responsible for planning and executing an event, initiative and/or final product that aligns with an external partner or client need. Some programs also require students to complete a minimum number of volunteer hours, encouraging learners to apply their skills while also giving back to their community and building relationships within related industries.

Based on our strong foundation in this area, we are suggesting a medium to high rating for this metric. We will continue to invest in the development, tracking and maintenance of experiential learning opportunities.

*Source: MCU Graduate Record File Data; File attached to College Graduate Outcomes Survey (CGOS)*

### Skills & Competencies

**Education and Skills Online: Random sample of students (domestic and international)**

**Metric initiated in 2022-23**

**Narrative**

Our program quality assurance processes are built on the strength of vocational standards, essential employability skills, general electives and our Indigenous Learning Outcomes. Our Course Outline Mapping and Management System enables us to specifically map out how the skills and competencies required for any course can be successfully taught to learners. Many programs allow students to earn industry certifications alongside their Ontario College credential, and where possible, apprenticeship levels are built into program requirements for graduation.

We maintain a diverse portfolio of general elective courses in support of developing well-rounded graduates. Our seven Indigenous Learning Outcomes are integrated across all programs to provide every graduate with a core understanding of Indigenous knowledge and ways of knowing. In addition to comprehensive curriculum, our Student Success Centre offers numerous services and workshops designed to develop positive study behaviours among learners, contributing to skills and competencies being successfully earned.

Although we have not worked with the Education and Skills Online assessment tool specifically, we are confident that our students will perform at or above the provincial standard after graduation. We are excited to implement this new tool over the coming years and are fully committed to participating in the assessment.

*Source: Education and Skills Online Assessment, Organisation for Economic Co-operation and Development (OECD)*

# Economic & Community Impact

## Performance Metrics: Narrative

Metrics will be initiated over three years as new data is collected and validated. For 2020-21, allowable performance targets are calculated using historical data as per the Performance-based Funding Technical Manual.

For the remainder of the SMA3 cycle, allowable performance targets will be calculated annually as per the Performance-based Funding Technical Manual using the most recent historical data available for Confederation College and included as part of the SMA3 Annual Evaluation process for performance-based funding. See appendix for details regarding historical data and annual allowable performance targets.

### Community/Local Impact of Student Enrolment

<b>Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located</b>
<b>Metric initiated in 2020-21</b>
<b>Narrative</b>
<p>In northwestern Ontario, we are experiencing a declining population, but are nearing our enrolment capacity due to our increase in International learners. As we near our enrolment cap, there is a risk that our ability to increase enrolment, and therefore our enrolment share, will become challenging. We remain committed to being an access college for our communities and will continue our outreach to traditional and non-traditional learners to ensure we maintain an enrolment balance that will allow us to continue delivering a broad program mix that meets the needs of our communities.</p> <p>Confederation seeks and regularly reinforces partnerships and pathway opportunities to support our students' success, as well as to meet the rapidly changing workforce needs of our region and beyond. Partnership highlights include our articulation agreements with several other northern postsecondary institutions including Lakehead, Algoma and Laurentian universities, and Oshki-Wenjack, along with industry partnerships such as the Northwestern Ontario Innovation Centre and several local hospitals in the region.</p> <p>Through our relationships with our elementary and secondary school boards, we can directly assist with the often-difficult transition for students from those environments into our College. Our School/College/Work Initiative, which includes dual-credit programming, is an opportune way for us to expose learners to a postsecondary environment and facilitate their transition to Confederation. Our unique Confederation Bound Early Acceptance program further supports access for students by promising high school students who may need extra encouragement to pursue postsecondary education entry into their program of choice as long as admission requirements are met.</p> <p>Given our expansive catchment area of some 550,000 square kilometres (an area similar to the size of France or Texas), flexible learning is key in engaging with all manner of learners to bridge the distance across this vast geography. Our unique blend of asynchronous and synchronous program delivery, supported by our technology-enabled learning approach, enables students to access programming through any our nine campuses or through distance learning in their home communities. Our own infrastructure is further supported by our longstanding partnership with Contact North, an organization dedicated to providing access to education and training across small, rural, remote and Indigenous communities.</p> <p>Understanding our capacity limitations and declining overall enrolment, despite increases to our Indigenous population, we have assigned a medium rating to this metric.</p>

Source: College Statistical Enrolment Report (CSER), Ministry of Colleges and Universities, Census Data/Statistics Canada

## Economic Impact (Institution-specific)

<i>International Student Economic Impact</i>
International enrolment x Global Affairs/Statistics Canada multiplier \$36,400
<b>Metric initiated in 2020-21</b>
Narrative
<p>In the past several years, Confederation College has increasingly focused on building its enrolment of International students to help offset the declining local demographics and support the sustainability of several programs. International learners now represent approximately one-third of our student population.</p> <p>These International learners not only contribute to a more diverse campus and global learning experience for all students, they have a direct economic impact on our northwestern Ontario region. According to a 2017 Report on the Economic Impact of International Education in Canada (produced by Roslyn Kunin and Associates, Inc. for Global Affairs Canada), the average annual per-student expenditures for International students enrolled in a college was \$36,400 in 2016.<sup>2</sup> This report is referenced by Statistics Canada to help illustrate the economic impact of International education in Canada, so it is felt to be an appropriate report to use as a benchmark for performance. In addition to this direct economic impact while enrolled, many of our International graduates go on to secure local employment, helping to address the skills shortages being seen across several industries. In such cases, the students' economic impact continues following their graduation as they live and work in the region.</p> <p>COVID-19 has affected our intentions to maintain our current International enrolment and will continue to impact enrolment next year and potentially beyond. Those students relocating to northwestern Ontario to attend Confederation College in future years will continue to contribute to our regional economy and we have therefore rated this metric as medium to high.</p> <p><sup>2</sup> <a href="http://www.international.gc.ca/education/report-rapport/impact-2017/index.aspx?lang=eng">www.international.gc.ca/education/report-rapport/impact-2017/index.aspx?lang=eng</a></p>

Source: College Statistical Enrolment Report (CSER)/Global Affairs/Statistics Canada multiplier

## Revenue Attracted from Private Sector Sources

Total revenue attracted from private sector and not-for-profit sources
<b>Metric initiated in 2021-22</b>
Narrative
<p>Our continued efforts within our Workforce Development and Contract Training departments represent the way in which we generate revenue from third parties other than students. It will be a challenge to improve in this area with the accomplishments already realized and will greatly depend on external funding opportunities for private sector organizations in the region, funding which often originates from the government. We have therefore noted flat projections with limited growth in this area. We are actively pursuing new relationships with industry partners and further leveraging existing partnerships to explore opportunities for privately funded projects. We are also reinvesting our resources to further advance applied research activities.</p> <p>In northwestern Ontario, reports indicate that the structure of the workforce has shifted dramatically in the past three decades. This is as a result of an aging and declining population, changing market conditions and technological advances. Presenting in the region as a reduction in goods-producing sector activities such as manufacturing, the impact on the workforce is only partially offset by increases in activity for the service-producing sector, around health care and social services. Private funding has become more limited with this workforce shift, with service-producing sectors predominately publicly funded.</p> <p>We have rated this metric as low based on these realities.</p>

Source: College Financial Information System (CFIS)

**Apprenticeship-related (Institution-specific)**

Student success based on passing all courses in program/year: Students enrolled in apprenticeship program, and pass all courses (If unsuccessful in any course, not counted as successful attempt at the level)

**Metric initiated in 2022-23**

**Narrative**

Given the number of apprenticeship learners is pre-determined for us, we are unable to influence growth and instead would choose to focus on indicators of success for the learners within our apprenticeship programming. The most appropriate metric for us to focus on to illustrate this success is percentage of apprentices that complete individual levels on the first attempt. This will be reported on in aggregate and is noted as a low weighting. Given this is a current area of strength for Confederation College, we are already reporting high performance for this metric and our projected performance will therefore remain stable.

We will be able to achieve this by continuing to offer wraparound support services for our apprenticeship learners, as we do for all learners at Confederation College. Some of the core services available to all students include academic advising, counselling, peer mentoring, tutoring and accessibility services. Student Success Advisors and Indigenous Student Navigators help students navigate within our College to access these services.

We also plan to explore the development and implementation of supplemental online resources specifically designed to support apprenticeship learner success.

*Source: Student Enrolment System*



# Productivity, Accountability and Transparency

## Reporting Metrics – Attestation

*This priority area of the Ontario government supports the government’s goal of increasing trust in Ontario’s finances and promoting accountability through transparency and improved performance outcomes in Ontario’s postsecondary education system.*

*These metrics are not tied to funding, and are used to measure and report on the following indicators:*

- *Faculty Activity*
- *Faculty Compensation*

### Faculty Activity

*Information regarding Confederation College Faculty Activity will be made publicly available in Year 3 (2022-23).*

### Faculty Compensation

*Information regarding Confederation College Faculty Compensation will be made publicly available in Year 3 (2022-23).*

## Enrolment Profile

In addition to the performance-based funding outlined in sections above, institutions will receive enrolment-related funding through a funded corridor 'midpoint' to provide funding predictability to institutions.

### Corridor Midpoint

For funding purposes **4,574.51** Weighted Funding Units (WFUs) will be the corridor midpoint value for the five-year period from 2020-25 for Confederation College. Enrolment-related funding will be distributed consistent with this level of enrolment and subject to the policies contained within the *Ontario College Funding Formula Reform Technical Manual, May 2017, Version 1.1*.

NOTE: Midpoints were established using the average of funding-eligible enrolment from 2015-16, 2016-17, and 2017-18.

### Projected Funding-Eligible Enrolments

Below is Confederation College's projection of funding-eligible full-time headcount as of August 21, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Ontario College Certificate	463	473	517	517	517
Ontario College Diploma/Advanced Diploma	1,603	1,570	1,670	1,670	1,670
Ontario College Graduate Certificate	15	13	14	14	14
Baccalaureate Degree in Applied Area of Study	0	0	0	0	0
<b>Total</b>	<b>2,081</b>	<b>2,056</b>	<b>2,201</b>	<b>2,201</b>	<b>2,201</b>

Note: This table reports on full-time headcounts from the Fall term.

All other funding activity in full-time equivalent (FTE); Part-time, Tuition short, (PLAR)	0	0	0	0	0
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### Projected International Enrolment

Below is Confederation College's projection of funding-ineligible international full-time headcount at college-operated campuses as of August 21, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Ontario College Certificate	101	117	160	160	160
Ontario College Diploma/Advanced Diploma	346	244	363	363	363
Ontario College Graduate Certificate	301	371	407	407	407
Baccalaureate Degree in Applied Area of Study	0	0	0	0	0
<b>Total</b>	<b>748</b>	<b>732</b>	<b>930</b>	<b>930</b>	<b>930</b>

Note: This table reports on full-time headcounts from the Fall term.

# Appendix: Metric Data, Targets and Results

The following table will be refreshed annually by the ministry to display results from SMA3 Annual Evaluation process and update Allowable Performance Targets (APT) for the current year. The SMA3 Evaluation will occur every year in the Fall-Winter and the updated appendix will be made publicly available the following Spring. Please note that greyed out fields indicate metrics that will be initiated in later years of SMA3.

It should be noted that historical data reflects pre-COVID-19 context. Actual values achieved during the SMA3 period may include COVID-19 pandemic impacts.

Confederation College													
SMA3 Metric	Historical Data			SMA3 Performance									
				2020-21		2021-22		2022-23		2023-24		2024-25	
				APT	Actual	APT	Actual	APT	Actual	APT	Actual	APT	Actual
<b>1. Graduate Employment Rate in a Related Field</b>	2016-17	2017-18	2018-19	74.47%									
	78.46%	75.24%	74.90%										
<b>2. Institutional Strength/ Focus</b>	2016-17	2017-18	2018-19	25.27%									
	27.45%	29.64%	30.42%										
<b>3. Graduation Rate</b>	2016-17	2017-18	2018-19	67.51%									
	67.00%	70.25%	70.10%										
<b>4. Community/ Local Impact of Student Enrolment</b>	2016-17	2017-18	2018-19	4.08%									
	4.23%	4.08%	4.10%										
<b>5. Economic Impact (Institution-specific)</b>	2016-17	2017-18	2018-19	\$18,528,699									
	\$17,763,200	\$24,024,000	\$35,926,800										
<b>6. Graduate Employment Earnings</b>	2016-17	2017-18	2018-19										
	\$	\$	\$										
<b>7. Experiential Learning</b>	2016-17	2017-18	2018-19										
	#	#	#										
	%	%	%										
<b>8. Revenue Attracted from Private Sector Sources</b>	2016-17	2017-18	2018-19										
	\$	\$	\$										
<b>9. Apprenticeship-related (Institution-specific)</b>	2016-17	2017-18	2018-19										
	%	%	%										
<b>10. Skills &amp; Competencies</b>							Survey initiated	E.g. Yes					