

2020-2025 Strategic Mandate Agreement

ST. LAWRENCE COLLEGE

100 PORTSMOUTH AVE
KINGSTON ON K7L 5A6



MINISTRY OF COLLEGES AND UNIVERSITIES



Contents

- Signing Page2
- Introduction.....3
- Institutional Profile4
- Performance-Based Funding6
- Priority Areas and Performance Metrics.....7
- Skills & Job Outcomes8
- Economic & Community Impact14
- Productivity, Accountability and Transparency.....18
- Enrolment Profile19
- Appendix: Metric Data, Targets and Results21

Signing Page

2020-2025 Strategic Mandate Agreement

Signed Between

St. Lawrence 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 St. Lawrence College
by:



Shelley Tapp
Deputy Minister



Glenn Vollebregt
President and CEO



Date

August 31 2020

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 St. Lawrence 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.

St. Lawrence College (SLC) is an integral part of the economic life and social fabric of Eastern Ontario, with campuses in Kingston, Brockville, and Cornwall. In addition, the College partners with Alpha Academy (Toronto) and Canadian College (Vancouver) to deliver programming and develop career-ready graduates. The college currently has 9,500 full-time students, and more than 100,000 alumni.

SLC's mission is to be "dedicated to student success, academic excellence, and leadership in our communities." This mission drives the College's strategic plan, "SLC in Five" which has four pillars that provide direction:
Our People – we will grow as an engaged, diverse team equipped for success.

Our Programs – we will be a leader offering the educational experiences students need now and into the future.
Our Students – we will support all students while providing exceptional opportunities to connect and grow.
Our Communities – we will collaborate to build thriving communities on and off our campuses.

The College recognizes its strength in the above pillars and has aligned its Weighting Strategy accordingly: programming (Institutional Strength/Focus metric), student learning (experiential learning metric) and communities (Economic Impact metric).

With close to 1,400 stakeholders, including over 600 students, providing input into the plan's creation, it reflects what is important to students, alumni, faculty, staff, and community and government partners. SLC in Five guides the college's work to enhance the skills and competencies of students while addressing the evolving needs of labour markets to strengthen the economic competitiveness of Eastern Ontario communities.

SLC's mission and strategic plan align to the priorities of the Ontario government in the following ways:

Student Success

SLC provides students with programs, services, and individual support that ensures their success and prepares them for the industry and jobs of the future. SLC students are presented with opportunities and a student experience that helps make them responsible members of their communities, and which help them grow. The college leverages strong connections to local and regional communities to equip students with the required skills for employment, through programs that incorporate practical and applied elements.

Academic Excellence

The college provides educational opportunities that deliver value to students, which requires operating in resourceful and creative ways. SLC operates in a stable, responsible manner which helps keep the college resilient and adaptable. As a college with three campuses serving a largely rural area as well as educating a global student population, the scope of programs offered by SLC allows local employers and industry to have direct access to a talent pipeline that has been trained not only in the latest practical concepts, but also exposed to content generated from a labour market they're likely to join.

Community Leadership

As a community college with campuses in three distinct communities in Eastern Ontario and partner locations in Toronto and Vancouver, SLC is a vital contributor to the growth and development of local industry and communities. Through industry partnerships, applied research, community placements and involvement, SLC graduates are prepared to enter the workforce, be entrepreneurs, change or improve their careers, and help their community thrive.

To learn more about SLC in Five visit www.slcinfive.ca.

The selection of the Institutional Specific metrics and the projection of the enrolment profile was finalized prior to the COVID-19 pandemic. The impact of the COVID-19 pandemic on the achievement of the performance-based metrics and the enrolment profile is unknown at the time of signing this agreement. St. Lawrence College remains committed to delivering a quality education and student experience to ensure the success of our students.

Performance-Based Funding

Notional Annual Allocation

For the 2020-2025 SMA cycle, St. Lawrence 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. St. Lawrence 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 | \$9,344,664 | \$12,936,596 | \$16,528,527 | \$20,120,459 | \$21,916,425 |
| Performance-based Grant | \$9,344,664 | \$12,936,596 | \$16,528,527 | \$20,120,459 | \$21,916,425 |

* 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% | \$934,466 | 5% | \$646,830 | 5% | \$826,426 | 5% | \$1,006,023 | 5% | \$1,095,821 |
| 2. Institutional Strength/Focus | 35% | \$3,270,632 | 20% | \$2,587,319 | 20% | \$3,305,705 | 20% | \$4,024,092 | 20% | \$4,383,285 |
| 3. Graduation Rate | 10% | \$934,466 | 5% | \$646,830 | 5% | \$826,426 | 5% | \$1,006,023 | 5% | \$1,095,821 |
| 4. Community/Local Impact – Student Enrolment | 10% | \$934,466 | 5% | \$646,830 | 5% | \$826,426 | 5% | \$1,006,023 | 5% | \$1,095,821 |
| 5. Economic Impact (Institution-specific) | 35% | \$3,270,632 | 20% | \$2,587,319 | 20% | \$3,305,705 | 20% | \$4,024,092 | 20% | \$4,383,285 |
| 6. Graduate Employment Earnings | -- | -- | 5% | \$646,830 | 5% | \$826,426 | 5% | \$1,006,023 | 5% | \$1,095,821 |
| 7. Experiential Learning | -- | -- | 20% | \$2,587,319 | 20% | \$3,305,705 | 20% | \$4,024,092 | 20% | \$4,383,285 |
| 8. Revenue Attracted from Private Sector Sources | -- | -- | 20% | \$2,587,319 | 10% | \$1,652,853 | 10% | \$2,012,046 | 10% | \$2,191,642 |
| 9. Apprenticeship-related (Institution-specific) | -- | -- | -- | -- | 5% | \$826,426 | 5% | \$1,006,023 | 5% | \$1,095,821 |
| 10. Skills & Competencies | -- | -- | -- | -- | 5% | \$826,426 | 5% | \$1,006,023 | 5% | \$1,095,821 |

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

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

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

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 St. Lawrence 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 |
| Metric initiated in 2020-21 |
| Narrative |

SLC has built their core mandate around ensuring the success of students. For most students, their goal is to find employment after graduation and SLC is highly committed to fulfilling the needs of employers and industry, in terms of talent acquisition and company growth. The college has several practices in place that connect students with real world, practical experience before they graduate, equipping students with essential employability skills and insights.

Note that these elements are distributed broadly across SLC programs, as the college leverages close connections with community and industry for the benefit of students. SLC’s role as a college serving a large, predominantly rural area with a labour market dominated by small- to medium-sized organizations means program content not only reflects external factors such as the rapid advancement of technology but also responds to localized economic and labour market trends.

As part of “Student Enrichment” SLC will also be enhancing its co-curricular programming offering supplementary training in areas such as leadership and creativity designed to give students key skills in demand by employers supporting their employability and competitiveness as they enter the workforce.

To continue to support this, over the next five years the college focus is on providing action learning experiences to benefit students and community by learning from real-world issues, being recognized as a leader in evidence-based, innovative teaching and learning and leading the college sector in innovative program design, development and delivery. The academic experience will be coupled with offering best in class support services, enriching student life and connecting students to the world.

The following are a few elements used to support student and graduate outcomes:

- Placements

- SLC leverages strengths in community and employer connections and networking to incorporate work placements in many programs, which often lead to employment for students upon graduation.
- Industry partnerships
 - As contributors to class, subjects of case studies, clients of applied research, contributors to conferences and special events, active members on program advisory committees, and employers of our graduates, the current economic realities and employment environments are present in content and student experiences across multiple faculties.
- Alumni and community engagement
 - Per above, alumni acting in an individual or company-representative capacity are members of curricular advisory panels, judges for program competitions, or even mentors for students and teams as well as ambassadors hiring our graduates.
- Career Services and counselling
 - Career Services offer one-on-one career advising and services to develop resume writing and interview skills and connects students with local employers through Job Board and employer events. The College is focused on integrating Career Services into academic programming, requiring students to engage in Career Services activities and services at various milestones of their program.

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

Institutional Strength/Focus

Advanced Business & Technology for Sustainable Economic Development

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

Metric initiated in 2020-21

Narrative

Current SLC enrolment reflects a large portion of students taking programs in healthcare-related fields. These programs include placements, supports designed to help professionals in a healthcare career, and preparation for successful completion of provincial accreditation exams. They are aligned with the industry and large employers within communities served by SLC and will continue to comprise a large component of SLC programming. Honouring this strength is an important commitment however we also recognize the importance of responding to the ever-changing needs of our communities.

The college intends to expand programming in the area of Advanced Business & Technology for Sustainable Economic Development to help ensure the sustainability of Eastern Ontario communities. The Area of Focus includes programming related to business and technology as well as environmental related programming. This cluster of programs recognizes the transformative impact that technologies continue to have on business across all sectors, locally and as part of a global economy. Programming in this area is a strength of SLC as the average Employment Rate is 88%, with many of the programs experiencing a 100% Employment Rate. SLC aspires to be a leader in the education and skills training required to build a workforce positioned to meet these changing needs today and for the future.

This Area of Focus is based on feedback from SLC communities that a technologically equipped workforce is fundamental to attracting and maintaining businesses that support the economic health of both urban areas and rural communities. Employers are looking for business and training solutions to respond to technological innovations that are both broadly applicable and sector specific, including advanced manufacturing, hospitality and tourism, health, and personal and public security. Similarly, SLC students are looking for learning opportunities that

are inter- and multi-disciplinary and that support the intersectionality of career goals, personal interests and a desire to be socially sustainable.

St. Lawrence College is recognized for its role in the design and delivery of programs with a focus on environmental sustainability. Recently the College was awarded the Green Economy Builder Award from Green Economy Canada for demonstrating leadership in sustainability and increasing sustainability interest and action among its employees and in the wider community. At the academic and research level, the college has made a positive impact on the green economy through its Energy Systems Engineering Technology (ESET) and Wind Turbine Technician programs as well as research conducted through the Sustainable Energy Applied Research Centre (SEARC). The college will continue to offer education in environmental programs, including training in energy systems and environmental technologies that have a direct impact on both local and global communities. For example, the college's Biotechnology program supports local industries, such as agricultural biotechnology companies and medical technology companies.

Proud to be a community college, we align our program offering to the needs of our communities and interests of our students. This is the foundation to achieving our mandate and ensuring the success of our students and the economic prosperity of our communities.

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

SLC provides an education enhanced by extracurricular activities and support services, with a goal of ensuring student success. The college supports students at an individual level with services and resources to ensure students are engaged and progressing well, and co-curricular programming is available to support student retention and successful program completion.

With a commitment to Academic Excellence, SLC focuses on enhancing programming and applied research to best prepare career-ready students. Areas of focus include action learning, evidence-based and innovative teaching and learning and innovative program design, development and delivery. Coupled with the learning experience, the college will focus on increasing access to student life activities, guiding students to support services specifically identified for each student and provide experiences that focus on community and connections. As part of "Student Enrichment" SLC will also be enhancing its co-curricular programming offering supplementary training in areas such as leadership and creativity designed to give our students key skills in demand by employers supporting their employability and competitiveness as they enter the workforce.

Aligned with the college strategic plan, SLC's Strategic Enrolment Management plan will help increase conversion and retention rates, and successfully graduate students on all three campuses. The plan will identify specific areas which may correlate to student retention, engagement, and graduation such as (but not limited to) the following:

- Student health and wellness
- Identification of and focused support for students requiring additional supports
- Enhancing student supports and services
- Internal and external program pathways

- Career advising and employability post-graduation
- Alumni engagement

In conclusion, all aspects of the college’s strategic plan and priorities focus on ensuring the success of SLC students, a large part of which is defined by their successful completion, and graduation from their program.

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

The employment earnings potential for graduates from SLC is heavily influenced by the labour market and size of industry in Eastern Ontario. A large percentage of SLC graduates stay here to live and work after completing their program. The economy of this region is largely driven by small- and medium-sized enterprises with a large portion of employers also being in the public sector. SLC leverages this reality and economic need in the design of college programming and community partnerships.

SLC has demonstrated for over fifty years that a college education helps connect graduates with employment, and the importance of providing an accessible post-secondary education for residents of Eastern Ontario is widely known. Recognizing that students have at times had to leave the area to pursue an education, the college offering is broad to support as many students and employer program needs as possible.

In further recognition of the fact some students may wish to be life-long learners, or that an employer may want a higher level of skill or evolved knowledge for a role, SLC is aligning its program offering to answer the needs of industry and employers. Program curriculum will build on existing knowledge and is designed to incorporate the practical elements a college education is known for, while equipping students to perform in a higher, and therefore often more highly-compensated role or capacity.

SLC also offers flexible delivery formats such as online, part-time, and micro-credentials, with the knowledge these benefit students who must earn a living while completing their studies. The option to continue their education while obtaining experience is a demonstration of the adaptability and resourcefulness of many SLC students.

Lastly, SLC is modelling supports for entrepreneurs to guide students in the development of products and a process that could eventually become a commercial enterprise. This aligns to SLC’s commitment to align programming to meet the needs of communities, and to support students in enjoying as much success in their career and in business as is possible.

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

Preparing career-ready graduates is a key component of the College's vision and requires SLC to provide innovative learning opportunities to all students, full-time or part-time, in the classroom, online, and on the job. A primary method to ensure students are prepared to contribute in a career is experiential and applied learning.

SLC has laid out a road map to establish SLC as the Action Learning College. The map is included in the college's strategic plan under the multi-year objective of Academic Excellence and it explains SLC's goal to be as a leader in evidence-based, innovative teaching and learning. Using Action Learning as a meaningful and deliberate experiential learning methodology, students will solve real organizational challenges, interact with external organizations on a regular basis and provide interim reports, present analysis and solution recommendations to the client in a final report. Additionally the objective is to lead the college sector in innovative program design, development, and delivery. With this objective, SLC has set a goal of having 100% of graduates participating in an experiential learning opportunity during their program.

To support this over the next five years, the college focus is on providing action learning experiences to benefit students and community by learning from real-world issues, being recognized as a leader in evidence-based, innovative teaching and learning, and leading the college sector in innovative program design, development and delivery. The academic experience will include best-in-class support services, enriching student life and connecting students to the world.

Experiential learning components currently used at SLC in various programs:

- Placements
 - SLC leverages strengths in community and employer connections and networking to incorporate work placements in many programs, which often lead to employment for students upon graduation.
- Industry partnerships
 - Students apply skills and theory to research, events, projects, and challenges posed by industry or employers
- Alumni and community engagement
 - In an experiential learning capacity, alumni and community projects provide student mentoring and team projects designed to mirror real-world collaborative experiences.
- Career Services and counselling
 - The College is working on integrating Career Services into academic programming, requiring students to engage in Career Services activities and services at various milestones of their program.
- Employment Opportunities
 - SLC has several internal means by which the college can provide employment to students while equipping them with experiential learning that directly results in skill development. These include an in-house creative digital and design studio, bursary student roles in functional areas like marketing and office administration, and as research assistants.

Additional methodologies include capstone courses, course-based research, fieldwork, industry and community agency sponsored research projects, interactive simulations, Work-Integrated-Learning, Clinical placements, cooperative education, field placement/internship and Service Learning.

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

SLC is recognized for the skills and competencies of its graduates as 89% of graduates are employed within six months of graduation. During their education, students gain relevant skills from a competency-based curriculum developed with input from industry leaders. These skills are refined with the use of simulations in state-of-the-art facilities. With close to 90% of employers reporting they are “very satisfied” or “satisfied” with the skill set of SLC graduates, the quality education students receive at SLC is evident.

SLC will participate in the Education and Skills Online 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 St. Lawrence 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

| |
|--|
| Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located |
| Metric initiated in 2020-21 |
| Narrative |
| <p>SLC provides post-secondary education to a large, mainly rural, geographic area that covers more than 10,000 sq.km. The college offers a full suite of credentials at three full-service campuses in distinct communities more than 100 km apart – Kingston, Brockville, and Cornwall, Ontario. The majority of domestic students for SLC are residents of the Eastern Ontario region where the college is located, which proves the important role the college provides for its local communities.</p> <p>SLC is proud to be a community college and recognizes their impact to students wishing to study close to home. The college enables students to further their education and enhance their skill sets while remaining within their local community and supported by their personal networks. SLC is globally recognized for its academic excellence and attracts International students to Eastern Ontario, Toronto and Vancouver. These students not only enrich our communities but also strengthen the economy by contributing to the workforce.</p> <p>The College is not only a large employer within the three communities it serves, it provides student employment opportunities to over 280 students every year to support their learning experience. SLC employee earnings and benefits total \$80M contributing to the economic vitality of local communities.</p> <p>SLC is responding to both the Truth and Reconciliation Commission’s Calls to Action and the Colleges and Institutes Canada’s (CICan) Indigenous Education Protocol with the goals of supporting positive outcomes for Indigenous Communities and Indigenous students. This is highly important due to the traditions and heritage of the region where the college is located. Through a multi-year objective outlined in SLC’s strategic plan; Indigenous Ways of Knowing and Being, the College is working in partnership with an Indigenous Education Council and local Indigenous Institutes to identify key strategic directions and initiatives.</p> <p>Lastly, to further increase the profile of the college and awareness in our local region, SLC continually engages with community as a participant, leader, or contributor at events, with local Chambers of Commerce, on Boards, with industry partners, for applied research, and at all levels of government. The college collaborates to provide value above and beyond a financial contribution, helping profile students and faculty, and leveraging staff expertise and networks to keep SLC top of mind as a quality choice for post-secondary education.</p> |

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

Economic Impact (Institution-specific)

| |
|--|
| On-Campus International Student Spending Impact in Local Communities |
| International Student Spending Impact on Local Communities |
| Metric initiated in 2020-21 |
| Narrative |

St. Lawrence College is an important contributor to the economy of Eastern Ontario. The college leverages partnerships with employers to create academic programming and curriculum to develop employable skills and serves a range of industries, in terms of workforce development. SLC graduates equip businesses and healthcare organizations in the region with skilled workers, and in certain partnerships, applied research drives innovation and business growth. The existence of this talent pipeline directly contributes to local business and industry, in terms of reduced time lost to recruiting or having vacant roles.

Local municipalities are partnering with St. Lawrence College to assist in attracting students to Eastern Ontario from around the world. This not only increases employer access to skilled labour within the region, but these students generate an economic benefit through their purchasing and lifestyle spending (groceries, rent accommodation, paying for transportation, etc.). They also elevate the visibility of the Eastern Ontario region on a global scale, as students and as alumni.

The result of SLC attracting students to the region is seen in the creation of additional jobs and opportunities created with the income boost within the local economy. Many SLC students remain in the region after graduation, continuing to contribute to the economic prosperity and growth of Eastern Ontario. The college also plays an important role as a community partner, lending profile and expertise in the form of contributors or facilities to events and conferences which might otherwise not be held in the area.

In addition to the economic impact generated by student activity, the College is a large employer. Employing over 550 full-time and 1,050 part-time employees across three campuses, SLC employee earnings and benefits total \$80M, contributing in a considerable way to the economic vitality of the municipalities where it is based.

Source: Enrolment Audit Report, Statistics Canada and Government of Canada

Revenue Attracted from Private Sector Sources

| |
|--|
| Total revenue attracted from private sector and not-for-profit sources |
| Metric initiated in 2021-22 |
| Narrative |

SLC's local and regional community consists primarily of small- and medium- sized businesses, not-for-profit organizations, and government entities. As a result, SLC's Corporate Training and applied research partnerships have not historically focused on the private sector. A significant portion of the college's non-student related revenue derives from contracts with Federal and other government related entities in a community partnership model. Due to the smaller size of most clients, SLC's applied research projects assist small businesses with in-kind contributions to research projects, versus revenue generation.

The college is dedicated to workforce development and works to provide partners with a talent pipeline directly aligned to industry and regional goals for economic development. These efforts include partnerships and collaborations with governmental and non-governmental agencies to execute initiatives through Federal Economic Development; Corrections Canada; Skills Advance Ontario and other Federal projects. This has

allowed the College to form strong regional partnerships with economic development agencies, municipal governments, other post-secondary institutions, and a variety of industry partners.

An additional goal of these initiatives is to ensure the programs created can in whole or in parts be sustainable beyond project funding, lending stability to associated employment and employers. The College is focusing on playing a more significant role in regional workforce development and accessibility and has been concentrating on supporting innovation in the following sectors: health and wellness; hospitality, culinary, and tourism; manufacturing; enviro/bio technology; and sustainable engineering/technology/trades.

For over 10 years, the college has worked with private partners to bolster the province's efforts to produce a more highly qualified workforce and allow SLC to be more financially competitive. These partnerships have enabled the college to invest in campuses and local communities. With the demand from international markets, and the continued need for talent, SLC anticipates growing enrolment levels at private partner locations in Ontario and other provinces.

Alumni, companies, organizations and residents value a community college serving their community and donate funds, instructional supplies and equipment to prepare career-ready graduates. With a focus on student success, donations are used to support the financial need of students through student bursaries and awards, improve classrooms, student spaces and facilities, simulations and labs, upgrade technology and equipment and enhance programming.

Source: College Financial Information System (CFIS)

Apprenticeship-related (Institution-specific)

Seat Utilization Rate - Proportion of total apprenticeship seats as a total of planned seats allocated through the seat purchase plan

Metric initiated in 2022-23

Narrative

SLC provides access to training for apprentices throughout Eastern Ontario on campuses in Cornwall and Kingston. SLC offers both Block and Day Release delivery to enable apprentices the opportunity to access training in the format that suits their needs and the needs of industry. SLC also provides introductory trades training to industry and works closely with Corrections Canada to introduce trades training to inmates and those recently released. Quality assurance is monitored through rigorous oversight in three fashions. First through a program advisory committee comprised of local industry members. Secondly, the programs have an annual review and finally each program follows SLC's in-depth five-year review cycle.

SLC has aligned its trades related post-secondary curriculum to the in-school portion of apprenticeship, allowing students to begin a post-secondary program and then have the option of choosing to enter an apprenticeship with credit for some or all of their in-school training. All two-year trades programs have been mapped and attested to relevant apprenticeship programs within the School, allowing students to integrate into apprenticeship much easier and give them credit for the in-school levels of training for apprenticeship. This benefits both apprentices and employers as the shorter training duration puts skilled labour into the workforce quickly.

In addition, the College provides access to all its apprenticeship trades for local youth through the Ontario Youth Apprenticeship Program which is delivered in both integrated (secondary school student with block release apprentices) and congregated (classes with only secondary students enrolled) formats delivered by SLC professors and secondary school teachers. Promoting Women in Trades and Technology is also a focus and SLC

partners with local school boards to promote apprenticeship and trade programming to female students attending local secondary schools, hosting annual events which have run for several years.

Students gain real world experience by learning in environments designed to reflect real workplaces, like fully operational training salons, an on-campus restaurant for the service trades, and a developing large project space for integrating all construction trades on the same project to mirror on-the-job realities including coordination of trades activities and safety training like “at heights” training. This space can also contain a full-size smart manufacturing line for industrial trades. SLC’s approach to training provides students with the necessary skills and experience to be competitive, not just in the job market. SLC continues to sponsor and host skills competitions for local school boards, regional competitions and our students have a long streak of successes at provincial skills competitions.

SLC provides a wide array of programs and opportunities for students wishing to connect with training or an apprenticeship program. This commitment to meeting student and industry demand reflects the needs of not only our region, but employers around the world who are seeking skilled, well-equipped talent. Options like the Ontario College Certificate Project which provides a recognized credential helping with employment, and SLC’s Introductory Trades Training for new Canadians also ensure SLC provides training that is relevant to the needs of today’s workforce.

Source: Apprenticeship Training Detail Report Seat Planning Audit Schedule

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 St. Lawrence College Faculty Activity will be made publicly available in Year 3 (2022-23).

Faculty Compensation

Information regarding St. Lawrence 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 **7,003.11** Weighted Funding Units (WFUs) will be the corridor midpoint value for the five-year period from 2020-25 for St. Lawrence 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 St. Lawrence College's projection of funding-eligible full-time headcount as of February 28, 2020.

| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|--------------|--------------|--------------|--------------|--------------|
| Ontario College Certificate | 605 | 615 | 615 | 630 | 630 |
| Ontario College Diploma/Advanced Diploma | 3,485 | 3,525 | 3,525 | 3,555 | 3,575 |
| Ontario College Graduate Certificate | 85 | 85 | 100 | 120 | 120 |
| Baccalaureate Degree in Applied Area of Study | 970 | 970 | 970 | 990 | 990 |
| Total | 5,145 | 5,195 | 5,210 | 5,295 | 5,315 |

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) | 310 | 312 | 315 | 318 | 320 |
|--|-----|-----|-----|-----|-----|

Projected International Enrolment

Below is St. Lawrence College's projection of funding-ineligible international full-time headcount at college-operated campuses as of February 28, 2020.

| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|--------------|--------------|--------------|--------------|--------------|
| Ontario College Certificate | 80 | 110 | 150 | 190 | 200 |
| Ontario College Diploma/Advanced Diploma | 1,370 | 1,680 | 1,840 | 2,035 | 2,610 |
| Ontario College Graduate Certificate | 425 | 550 | 700 | 880 | 895 |
| Baccalaureate Degree in Applied Area of Study | 8 | 20 | 30 | 40 | 50 |
| Total | 1,883 | 2,360 | 2,720 | 3,145 | 3,755 |

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

Below is St. Lawrence College's projection of funding-ineligible international full-time headcount at campuses operated by private partners as of February 28, 2020.

| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|----------------|----------------|----------------|----------------|----------------|
| Ontario College Certificate | - | - | - | - | - |
| Ontario College Diploma/Advanced Diploma | 3,355 | 4,220 | 4,840 | 5,540 | 6,510 |
| Ontario College Graduate Certificate | 410 | 500 | 600 | 750 | 1,000 |
| Baccalaureate Degree in Applied Area of Study | - | - | - | - | - |
| Total | 3,765 | 4,720 | 5,440 | 6,290 | 7,510 |

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 be include COVID-19 pandemic impacts.

| St Lawrence 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 |
| 1. Graduate Employment Rate in a Related Field | 2016-17 | 2017-18 | 2018-19 | 69.76% | | | | | | | | | |
| | 69.72% | 70.63% | 70.74% | | | | | | | | | | |
| 2. Institutional Strength/ Focus | 2016-17 | 2017-18 | 2018-19 | 42.80% | | | | | | | | | |
| | 40.04% | 45.80% | 44.86% | | | | | | | | | | |
| 3. Graduation Rate | 2016-17 | 2017-18 | 2018-19 | 72.43% | | | | | | | | | |
| | 73.09% | 72.44% | 75.49% | | | | | | | | | | |
| 4. Community/ Local Impact of Student Enrolment | 2016-17 | 2017-18 | 2018-19 | 6.08% | | | | | | | | | |
| | 6.18% | 6.16% | 6.71% | | | | | | | | | | |
| 5. Economic Impact (Institution-specific) | 2016-17 | 2017-18 | 2018-19 | \$1,753,812 | | | | | | | | | |
| | \$13,941,200 | \$30,976,400 | \$52,889,200 | | | | | | | | | | |
| 6. Graduate Employment Earnings | 2016-17 | 2017-18 | 2018-19 | | | | | | | | | | |
| | \$ | \$ | \$ | | | | | | | | | | |
| 7. Experiential Learning | 2016-17 | 2017-18 | 2018-19 | | | | | | | | | | |
| | # | # | # | | | | | | | | | | |
| | % | % | % | | | | | | | | | | |
| 8. Revenue Attracted from Private Sector Sources | 2016-17 | 2017-18 | 2018-19 | | | | | | | | | | |
| | \$ | \$ | \$ | | | | | | | | | | |
| 9. Apprenticeship-related (Institution-specific) | 2016-17 | 2017-18 | 2018-19 | | | | | | | | | | |
| | % | % | % | | | | | | | | | | |
| 10. Skills & Competencies | | | | | | | Survey initiated | E.g. Yes | | | | | |