

2020-2025 Strategic Mandate Agreement

SAULT COLLEGE
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Ontario 
MINISTRY OF COLLEGES AND UNIVERSITIES



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Signing Page

2020-2025 Strategic Mandate Agreement

Signed Between

Sault College

And

Ministry of Colleges and Universities

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

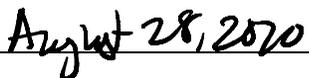
SIGNED for and on behalf of Sault College by:



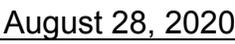
Shelley Tapp
Deputy Minister



Dr. Ron Common
President



Date



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 Sault 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 underline 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.

As we come to the final year of our five-year strategic plan, we reflect back to see that we have created an exceptional learning experience that has positioned Sault College as best-in-class for the programs and services we offer. Sault College will continue to provide exceptional pedagogical experiences to students and strive to continue to be the best-in-class in the programs and services the College offers.

Over the past several months, our College has been working through the COVID-19 situation. It's unparalleled and constantly evolving nature has presented many challenges to say the least. We will face unprecedented challenges in the area of domestic and international enrolment due to the pandemic and the demographics of northern Ontario. We don't know yet the extent of the impact the global pandemic will have on our enrolment. The Sault is an economically challenged community significantly impacted by health of local steel and related industries. As mitigation and post-pandemic, the College will expand into new markets and strive to develop programs that will attract students from other areas. E-Learning and microcredentials will continue to be a focus and areas for expansion to meet the needs of industry and community and global partners.

International students are vitally important to Sault College and to our community as a whole. The College will continue to work towards diversification and expand international partnerships into multiple countries (i.e. Vietnam, Philippines). International student contribution goes well beyond their spending power as they help to strengthen our community's social and economic ties with the rest of the world and help to fill current and future labour market gaps.

Sault College is one of the largest employers in Sault Ste. Marie and takes pride in its contributions to and presence in northern Ontario. The college will expand efforts to assist graduates in finding quality employment upon graduation. We will strive to link community partners and industry with graduates which will also support the City's goal of increasing local population and reducing the out-migration of young people. However, COVID-19 has had a devastating impact on the economy in northern Ontario and specifically our community. In April 2020, the Algoma Workforce Investment Corporation (AWIC) conducted a survey of Sault Ste. Marie employers. Of the 622 respondents, only 4 percent indicated their businesses were not impacted by the pandemic. Over 80 percent either closed their businesses or suffered reduced operations. The overall size of the workforce was reduced by 40 percent between February 1, 2020 and April 1, 2020.

Our commitment to Indigenous education remains stronger than ever as we continue to foster and encourage an understanding and appreciation of the histories, culture and traditions of Indigenous peoples. We will continue to increase partnerships and program delivery in Indigenous communities.

Sault College will continue to evolve and develop programs and services in response to labour market and student needs. Post-graduate diploma programs in business and information technology will be developed to meet the needs of employers.

Sault College aspires to partner with other colleges/universities to offer degree programs in fields that lead to employment; for example, Sault College is collaborating with Humber College to offer a four-year Bachelor's Degree in Engineering. This program will allow local students to obtain an engineering degree without leaving the

community.

Sault College recognizes the importance of experiential learning to ensure our graduates are job ready and will facilitate increased experiential learning opportunities by utilizing on-campus workplace simulations in many program areas. The college will also continue to grow E Learning in order to diversify revenue streams and to increase access to education for domestic students.

Performance-Based Funding

Notional Annual Allocation

For the 2020-2025 SMA cycle, Sault 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. Sault 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	\$4,967,287	\$6,891,364	\$8,815,441	\$10,739,518	\$11,701,556
Performance-based Grant	\$4,967,287	\$6,891,364	\$8,815,441	\$10,739,518	\$11,701,556

* Activation of performance-based funding will not be in place for 2020-21 or 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%	\$496,729	5%	\$344,568	5%	\$440,772	5%	\$536,976	5%	\$585,078
2. Institutional Strength/Focus	20%	\$993,457	15%	\$1,033,705	15%	\$1,322,316	15%	\$1,610,928	15%	\$1,755,233
3. Graduation Rate	20%	\$993,457	15%	\$1,033,705	10%	\$881,544	10%	\$1,073,952	10%	\$1,170,156
4. Community/Local Impact – Student Enrolment	35%	\$1,738,551	15%	\$1,033,705	10%	\$881,544	10%	\$1,073,952	10%	\$1,170,156
5. Economic Impact (Institution-specific)	15%	\$745,093	15%	\$1,033,705	10%	\$881,544	10%	\$1,073,952	10%	\$1,170,156
6. Graduate Employment Earnings	--	--	5%	\$344,568	5%	\$440,772	5%	\$536,976	5%	\$585,078
7. Experiential Learning	--	--	10%	\$689,136	10%	\$881,544	10%	\$1,073,952	10%	\$1,170,156
8. Revenue Attracted from Private Sector Sources	--	--	20%	\$1,378,273	20%	\$1,763,088	20%	\$2,147,904	20%	\$2,340,311
9. Apprenticeship-related (Institution-specific)	--	--	--	--	10%	\$881,544	10%	\$1,073,952	10%	\$1,170,156
10. Skills & Competencies	--	--	--	--	5%	\$440,772	5%	\$536,976	5%	\$585,078

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 Sault 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

The results of this metric are strongly dependent upon the economy, especially in a small community. Sault College is located in an isolated small northern community with one large industry. The steel industry is volatile and any shift in market conditions could result in dramatically different results from one year to another. COVID-19 has negatively impacted our economy. With businesses closing and industry halting production, the effects of the pandemic will be long lasting in our small northern community. Sault College is weighting this metric low because of the limited ability to influence the results.

It is important to note that we have an increasing number of international students who are studying in graduate diploma programs. In many cases, these students come to Sault College with undergraduate degrees and are enrolled in a completely different area of study. After graduation they may seek employment that aligns with their undergraduate field of study rather than the postgraduate field of study. This could impact the results under this metric.

Sault College has a significant number of Indigenous graduates who come from First Nation communities where unemployment rates are high. Many of these graduates will take jobs not in their field of study in order to remain in their community and thus impacting the results of this metric.

The college is and will continue to expand efforts to assist graduates in finding quality employment upon graduation. Although the pandemic has negatively impacted the number of employment opportunities for graduates, we will provide increased career counseling and mentorship to students, as we follow them through their college education and into jobs. Some initiatives the college has undertaken to support graduating students in finding employment include:

- Prep for Success, which is a newly established program to prepare graduating students for entering the workforce. Workshops include:
 - Professional networking/building your personal brand
 - Employer Panel

- Job search skills
- Professional networking social with community and industry partners
- Immigration workshop designed specifically for international students
- Provision of additional Employment Placement Advisors to assist international students to find employment by connecting graduates to the labour market, provide support and mentorship.
 - Employment Placement Advisors work to connect those with little or no experience in field of study to work opportunities (job trials). Employment Consultants provide labour market information and assist with career planning and direction.
- Employment Solutions staff visit graduating classrooms to provide an overview of services and supports for the future
- Connecting recent graduates to certifications and upskilling if required
- Indigenous Youth Job Connection Program which incorporates cultural perspectives within job-readiness workshops and pre-employment training
- Indigenous Employment and training representation
- Indigenous Studies and Indigenous Friendship Centre partnership to provide employment and training services to urban Indigenous people.

Sault College imbeds work integrated learning into programs of study as much as possible to expose students to the industry and expose the industry to the skills of our graduates. All graduate certificate programs either have a capstone project or a work placement component to further prepare students for the workforce by encouraging critical thinking, problem-solving, communication skills, research skills, and teamwork.

Sault College will be responsive and work closely with local employers to provide them with talented and skilled graduates.

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

Institutional Strength/Focus

Business and Technology Program Cluster

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

Metric initiated in 2020-21

Narrative

In this time of unprecedented technological growth, Sault College has strong and growing business and technology programming. The college has invested in the latest technology and digital tools to better prepare students for the future workplace. With new state of the art high-tech interactive computer labs and classrooms in the iE3 (Institute for the Environment, Education and Entrepreneurship) we are in a strong position to offer business and information technology related programs.

We are very pleased with our Key Performance Indicator (KPI) results in our Institutional Strength and Focus program areas. We place a significant emphasis on quality and on being an invitational college and this is a direct reflection of the hard work and dedication of our people.

Highlights of the KPI results:

- The Electrical and Mechanical Engineering programs have consistently had very strong results in overall student satisfaction and the four capstone categories.
- The Business program achieved 100% employer satisfaction for three consecutive years.
- Graduate Employment Rate and Employer Satisfaction for the Aviation program have been consistently higher than the provincial average and for the past three consecutive years with Employer Satisfaction being 100%.

- As we continue to launch new graduate certificate programs it will be a couple of years before we get KPI data in these program areas, however, the first year of data for Healthcare Administration and Project Management saw scores of 97% and 94% respectively for overall Student Satisfaction in 2018-19.

Sault College recognizes the job market is ever-changing. Ontario is facing an acute labour shortage in technology areas and information technology and business programs are presently in high demand. Students will benefit from an increase in hands-on skills training and experience, soft skills, as well as the knowledge and supports they need to be entrepreneurial and recognize pathways to fulfil their goals.

Sault College will weight this metric moderately.

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

Student success is of the utmost importance at Sault College and strategies aimed at improving retention and graduation rate are constantly being transformed and improved. The college is proud to have maintained exemplary scores in graduate satisfaction over the past fifteen years.

Sault College has a high number of unique challenges that impact completion rates, including but not limited to:

- Large number of 'at-risk' students
- 20% of student population are Indigenous
- Largest percentage of students on OSAP (financial challenges).

Many innovative initiatives are being undertaken to support students and improve student retention and in turn completion rates. These include but are not limited to:

- Student 'at risk' survey/outreach
 - Prior to the start of each academic year students complete our 'At Risk' survey which provides the Student Success Team with risk indicators for each student.
- Faculty reporting students 'at risk'
 - Faculty provide the Student Success Team a report each semester identifying students that may require additional support in order to be successful. Students identified are provided targeted outreach from the Student Success Team. This strategy engages a high number of students and the results show that the more students reported as "at risk" by faculty, the higher the success rate each semester.
- Social Activities (post-pandemic)
 - Keeping students engaged and enjoying their time on campus keeps them motivated to attend class. (monthly Motivational Monday events, campus recreation options each day)
- Evening Child Minding
 - Started in the Winter 2020 semester to support students with children who are experiencing difficulty attending evening classes due to a lack of childcare.

A number of initiatives specifically supporting Indigenous students include:

- Access to Indigenous students' counsellors and support services

- The addition of an Indigenous Student Recruitment and Success Officer with a primary focus on Indigenous student retention
- Elders in Residence program to support culturally-specific initiatives for Indigenous students who may be experiencing difficulty with mental health or adjusting to the postsecondary environment
- Indigenous student financial supports
- Provision of social, educational and cultural events and initiatives
- Cultural competency training.

Sault College will assign a moderate weighting for this metric.

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

Sault College takes great pride in its Key Performance Indicators results and continually achieves high scores in Employer Satisfaction and Graduate Satisfaction. The successes of our graduates are due to the efforts of our faculty and staff and the quality of education and services that our graduates receive is world class. The college will continue to increase and enhance experiential learning in programs of study to expose students to industry.

The college will continue to respond to the needs of our industry and community partners by ensuring we have a strong program mix that is producing job-ready graduates who are in demand. We are enhancing certification opportunities and professional development through the expansion of E Learning and microcredentials. A number of new high demand Graduate Certificate programs will also be launched during the SMA3 period.

Sault College in conjunction with Future SSM have developed an Indigenous Employment Roundtable to improve Indigenous relations in our community with the goal of increasing Indigenous representation in the local labour market.

The Employment Solutions team not only supports graduates in finding gainful employment, but they also educate employers on labour market trends and provide salary recommendations based on these.

It is important to note that graduate employment earnings are extremely dependent upon the economy in our region and industry is volatile. A change in the economy can drastically impact the results for this metric. COVID-19 has had a devastating impact on the economy across Canada and specifically in northern Ontario. Employment opportunities for our graduates have been stifled due to the closure of many businesses, lay-offs at large industrial employers and high unemployment rates. Sault College will assign a low weighting to this metric because of the limited ability to influence the results. Sault College does not directly control graduate earnings.

The data used in this metric may not be representative of all Sault College graduates. International student graduates may not stay in our community after graduation and therefore may not be accessible post-graduation.

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

Sault College takes great pride in having been ranked in the top two colleges for the past ten years for overall quality of learning experience as rated by students through the KPI Student Satisfaction survey. We have always been focused on our students and strive to give them the best education and life experience we can.

In 2017, an Experiential Learning database was created and is connected with the course outline system. As Program Coordinators update course outlines, they identify all experiential learning supported by the course, with the total hours attributed to each type of learning. A report of all experiential learning connected to the program's graduation requirements is provided back and is used in the annual program review to discuss the appropriateness of experiential learning activities in each semester and how learning activities build throughout a student's journey in the program. The system and the review process have led to increased knowledge and incorporation of experiential learning into a broader range of courses.

Sault College recognizes the importance of experiential learning to ensure our graduates are job ready. We are pleased with the ministry's broadened definition of Experiential Learning to capture a broader range of learning activities that go beyond work integrated learning (WIL). The above described database will be updated as required to align with the ministry's definitions.

As it can be challenging to find work placements in a small northern community, Sault College will facilitate increased experiential learning opportunities by utilizing on-campus workplace simulations and service learning in many program areas. The COVID pandemic is also having a negative impact on opportunities for student work experiences and the future of work integrated learning is very uncertain. Sault College is already experiencing great challenges associated with host agencies who are reluctant to sign off on the terms of new placement agreements that have been modified to take into account the potential liabilities associated with contracting the virus. Some examples of initiatives to increase experiential learning include:

- Capstone projects: Students, working individually or collaboratively in groups will plan, design, document and deliver projects that integrate key concepts of the program's field to demonstrate the culmination of their knowledge. Each new graduate certificate being developed includes a capstone project in the final semester.
- Programs delivered at our partner campuses in the GTA will include a work placement (in many cases in place of a capstone project)
- Simulation and Simulated workplace: Increasing the number simulators and simulated learning environments throughout our programs allows students the opportunity to put theory into practice in a safe and controlled environment
- Increased Co-op placements: Although increasing the number of work placements can be challenging in a small community they provide a great opportunity for on-the-job application of theory.

Sault College will assign a moderate to high weighting on this metric.

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

Subject to further information from the Ministry, Sault College intends to participate in the ESO 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 Sault 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

Sault College has a tremendous economic impact on Sault Ste. Marie and surrounding communities. The college is the fifth largest employer and has a direct economic impact on the local economy of approximately \$180 million annually.¹¹

Sault College strives to increase community/local impact by:

- Collaborating with community and industry partners, including First Nations and Metis groups
- Becoming a destination college that attracts domestic and international students to Sault Ste. Marie for their postsecondary studies
- Investing in college infrastructure, which creates local construction jobs
- Conducting and supporting events that generate economic activity.

The college will continue to look at its program mix and make adjustments to meet the needs of students and community partners. We will continue to enhance programs that will attract students from other areas of the province and internationally in attempt to reduce the impact of a declining demographic. Sault College typically has 1,000 domestic students from outside the community. These students come from other areas of the province to enrol in our Aviation and Natural Environment programs.

Sault College will expand in the area of micro-credential offerings and laddering of micro-credentials for learners. Meeting the changing needs of employers by providing workers with required skills and competencies can be accomplished through micro-credentials.

Prior to the Covid-19 outbreak, our international enrolment exceeded 1,000 students and was increasing. The pandemic has negatively impacted our international enrolment and we are not certain how long this devastating impact will last.

International students are vitally important to Sault College and our community. With declining domestic enrolment, international students help to ensure that our institution remains educationally and financially viable. Their contribution goes well beyond their spending power as they help to strengthen our community's social and economic ties with the rest of the world and help to fill current and future labour market gaps.

¹ Source: Community Quality Research Institute. 2011. "Sault College Socio-Economic Impact Study".

Sault College aspires to partner with other colleges/universities to offer degree programs in fields that lead to employment; for example, Sault College is collaborating with Humber College to offer a four-year Bachelor's Degree in Engineering. This program will allow local students to obtain an engineering degree without leaving the community.

Prior to the pandemic we had anticipated that Sault College will realize strong results in this category, however, with declining enrolment as a result of the pandemic we believe it will take multiple years to recover. We will assign a moderate weighting to this metric.

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

Economic Impact (Institution-specific)

Clients Served and Placed through Employment Services

Percentage of clients served that gained employment through Employment Services in Sault Ste. Marie and Blind River

Metric initiated in 2020-21

Narrative

Sault College Employment Solutions takes great pride in its exceptional customer service and meeting the needs of job seekers and employers in our community. Located in Sault Ste. Marie and Blind River, Employment Solutions provides one-stop access to employment programs and services for both job seekers and employers.

The Ministry of Labour, Training and Skills Development assigns targets for the number of clients served and placed through Employment Solutions. For the percentage of clients placed into jobs, the Employment Solutions team strives to reach the Ministry target of 69% in Sault Ste. Marie and 70% in Blind River. The SMA3 target will combine the data from both locations for performance measurement.

The Employment Solutions team will continue to successfully work with community and industry partners to undertake collaborative and innovative initiatives that will grow our economy and enhance our workforce. Some of the initiatives that will influence this metric include:

- All staff will be trained in motivational interviewing to enable them to effectively move clients from contemplation to employment
- Provide clients with connections to local employers and connections to employers in other areas through college networks or Northern Employment Partners
- Ongoing support for clients during job search, including career exploration, mock interviews and feedback
- Hosting Job fairs which will connect job seekers to employers
- Resource Centre for postings, screening, labour market information,
- Employment Solutions performs as a Human Resources department for small to medium sized employers in Sault Ste. Marie and Blind River
- Connected in community – employers and community partners providing supporting services (Hearing Society, LBS, Ontario Works, Credit Counselling, professional groups/services. When a job seeker is supported all around, it helps Employment Solutions to achieve its target.

It is anticipated that the Sault College Employment Solutions department will continue to realize strong results in this category and therefore the college will assign a moderate weighting to this metric.

Source: Employment Ontario Information Systems - Case Management System (EOIS-CaMS)

Revenue Attracted from Private Sector Sources

Total revenue attracted from private sector and not-for-profit sources

Metric initiated in 2021-22

Narrative

Sault College is located in a small northern community with a declining demographic and a small number of private sector companies which makes it challenging to generate revenue from private sources. In addition, due to cyclical economic conditions expecting steady growth in Sault College contract training revenue is not realistic regardless of the resources devoted to attracting business. The pandemic is expected to make securing private sector investment even more challenging.

Sault College has recently entered into a public-private partnership with a reputable private college with a campus in Brampton, Ontario. This partnership involves opening a second campus in the City of Toronto with a goal of reaching 3,000 students in four years' time and revenue from the partnership is expected to grow. The partnership is intended to allow Sault College to offer post-secondary opportunities in the GTA which is popular amongst international students. However, it is expected that other Ontario Colleges will be increasing capacity in the GTA market which may necessitate adjustments in the enrolment projections as competition for students intensifies in the future.

The college will assign a moderate weighting to this metric.

Source: College Financial Information System (CFIS)

Apprenticeship-related (Institution-specific)

Percentage of students who entered an apprenticeship level of instruction in a particular intake at Sault College and completed within a prescribed time frame

Metric initiated in 2022-23

Narrative

Sault College has been a leader in apprentice and skills-based training for many years and we recognize that a reliable supply of skilled workers is needed in our community and across northern Ontario. We take great pride in our apprenticeship completion rates and as such shall assign a moderate weighting to this metric.

The future in this area is unknown with the apprenticeship system reform underway. We will continue to monitor the changes as they occur.

Source: Sault College Student Information 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 Sault College Faculty Activity will be made publicly available in Year 3 (2022-23).

Faculty Compensation

Information regarding Sault 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 **3,751.33** Weighted Funding Units (WFUs) will be the corridor midpoint value for the five-year period from 2020-25 for Sault College. Enrolment-related funding will be will 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 Sault College's projection of funding-eligible full-time headcount as of July 30, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Ontario College Certificate	260	280	265	245	240
Ontario College Diploma/Advanced Diploma	1,106	1,200	1,180	1,169	1,160
Ontario College Graduate Certificate	25	45	60	75	75
Baccalaureate Degree in Applied Area of Study	202	212	219	215	213
Total	1,593	1,737	1,724	1,704	1,688

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)	109	109	109	107	110
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Projected International Enrolment

Below is Sault College's projection of funding-ineligible international full-time headcount at college-operated campuses as of July 30, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Ontario College Certificate	28	32	45	55	55
Ontario College Diploma/Advanced Diploma	250	208	215	245	245
Ontario College Graduate Certificate	273	960	1,040	1,200	1,200
Baccalaureate Degree in Applied Area of Study	0	0	0	0	0
Total	551	1,200	1,300	1,500	1,500

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

Below is Sault College's projection of funding-ineligible international full-time headcount at campuses operated by private partners as of July 30, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Ontario College Certificate	0	0	0	0	0
Ontario College Diploma/Advanced Diploma	22	436	436	596	596
Ontario College Graduate Certificate	317	1,679	2,164	2,404	2,404
Baccalaureate Degree in Applied Area of Study	0	0	0	0	0
Total	339	2,115	2,600	3,000	3,000

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.

Sault 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	71.64%									
	72.55%	74.01%	70.89%										
2. Institutional Strength/ Focus	2016-17	2017-18	2018-19	33.65%									
	23.54%	23.98%	27.61%										
3. Graduation Rate	2016-17	2017-18	2018-19	61.53%									
	63.54%	59.62%	65.17%										
4. Community/ Local Impact of Student Enrolment	2016-17	2017-18	2018-19	5.60%									
	5.72%	5.47%	5.68%										
5. Economic Impact (Institution-specific)	2016-17	2017-18	2018-19	70.15%									
	69.81%	70.31%	70.96%										
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				