

2020-2025 Strategic Mandate Agreement

CANADORE COLLEGE

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NORTH BAY ON P1B 8K9



MINISTRY OF COLLEGES AND UNIVERSITIES



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Signing Page

2020-2025 Strategic Mandate Agreement

Signed Between

Canadore College

And

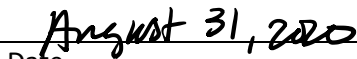
Ministry of Colleges and Universities

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

SIGNED for and on behalf of Canadore College by:


Shelley Tapp
Deputy Minister


George Burton
President & CEO


Date

2020-09-01
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 Canadore 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.

Performance-Based Funding

Notional Annual Allocation

For the 2020-2025 SMA cycle, Canadore 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. Canadore 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	\$4,412,078	\$6,139,321	\$7,866,563	\$9,593,806	\$10,457,427
Performance-based Grant	\$4,412,078	\$6,139,321	\$7,866,563	\$9,593,806	\$10,457,427

* 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%	\$441,208	5%	\$306,966	5%	\$393,328	5%	\$479,690	5%	\$522,871
2. Institutional Strength/Focus	30%	\$1,323,623	25%	\$1,534,830	15%	\$1,179,984	15%	\$1,439,071	15%	\$1,568,614
3. Graduation Rate	20%	\$882,416	15%	\$920,898	15%	\$1,179,984	15%	\$1,439,071	15%	\$1,568,614
4. Community/Local Impact – Student Enrolment	20%	\$882,416	15%	\$920,898	10%	\$786,656	10%	\$959,381	10%	\$1,045,743
5. Economic Impact (Institution-specific)	20%	\$882,416	10%	\$613,932	10%	\$786,656	10%	\$959,381	10%	\$1,045,743
6. Graduate Employment Earnings	--	--	5%	\$306,966	5%	\$393,328	5%	\$479,690	5%	\$522,871
7. Experiential Learning	--	--	10%	\$613,932	10%	\$786,656	10%	\$959,381	10%	\$1,045,743
8. Revenue Attracted from Private Sector Sources	--	--	15%	\$920,898	10%	\$786,656	10%	\$959,381	10%	\$1,045,743
9. Apprenticeship-related (Institution-specific)	--	--	--	--	15%	\$1,179,984	15%	\$1,439,071	15%	\$1,568,614
10. Skills & Competencies	--	--	--	--	5%	\$393,328	5%	\$479,690	5%	\$522,871

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 Canadore 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

Graduate Employment is a key driver for strategy development at Canadore. The College strives for enhancing employability at all levels of the operation starting with new program development; ensuring that it is in line with current market needs and through active engagement of relevant and representative Program Advisory Committees (PACs). This is thereafter followed by regular program evaluation and update. Canadore also works closely with the local schools and partners from the industry to raise awareness, amongst high school students and the community at large, of where the labour market is heading and to provide information on different career paths. Furthermore, the College has been enhancing its student services to ultimately improve employability. This includes creating new positions that facilitate a focus on student advising and success as well as establishing a Centre of Career Development. The Centre, which was established in 2018, and in its first year of operation posted 796 jobs on its portal, supported 111 part-time on campus jobs, organized 15 workshops with external partners and 25 community outreach events, invited 15 guest speakers and 47 employers, conducted 4 job fairs and reviewed 106 individual resumes (Source: Institutional Data). Canadore is committed to continuous evaluation and development in all such areas that lead to improving Graduate Employment.

The College recognises the following challenges in relation to this indicator:

1. Ability to obtain graduates’ data, historically and anticipated in the future at least for some categories of the student population;
2. A significant number of Canadore student population come from outside the region including international as well as indigenous communities and rural areas, which are experiencing a decline in growth opportunities for the job market; and
3. Some of the students, especially ones coming straight from high school, who enrol in college programs are yet to clearly determine a future career path, which is understandable.

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

Institutional Strength/Focus

Business & Entrepreneurship, Media & Design and Trades & Technology Programs

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

Metric initiated in 2020-21

Narrative

In the past few years, Canadore focused on Health Science and Social Services as well as Aviation and Aerospace Technology programs. The College invested in developing resources to support these programs. This included the establishment of "[The Village](#)"; a state-of-the-art health and wellness facility that enables a contemporary approach to education and blends Indigenous, Eastern and Western practices while offering student led clinics, custom built classrooms and a traditional Indigenous ceremony space. It also included setting up additional laboratories and training aids such as simulation, composite and non-destructive testing. Enrolment in these programs witnessed an increase from 1305 in 2016 to 1589 in 2018 (Health Science and Social Services programs) and from 202 in 2016 to 244 in 2018 (Aviation and Aerospace Technology programs).

While the above programs continue to be flagship ones for Canadore, The College will focus in the coming years on Business & Entrepreneurship, Media & Design and Trades & Technology programs. Currently, Canadore vs Province KPI scores as an overall average for programs offered in the three areas are 81% vs 76%, 77% vs 73% and 78% vs 77% respectively. Whereas the Graduation Rate scores of Canadore vs Province as an overall average for programs offered in the three areas are 71% vs 68%, 77% vs 70% and 68% vs 58% respectively. (Source: 2018-19 Graduation Rate submission and 2018 Student Satisfaction Survey results)

The College carefully selects the institutional strength/focus based on current market and community needs as well as relevant government reports and industry feedback. Canadore has already committed to enhancing resources to support the offering of existing programs, in these areas, as well as development of new ones. The College is also establishing an Entrepreneurship Academy with a renewed strategy and a fresh approach that brings together various stakeholders for a unique experience in developing and exchanging skills and knowledge for current business needs. Moreover, Canadore continues to invest on up-to-date technologies and facilities that support the Media & Design as well as the Trades & Technology programs while enhancing the physical capabilities of its Innovation Centre for Advance Manufacturing and Prototyping (ICAMP).

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

The Graduation Rate represents a key performance indicator for Canadore as a high-level reflection of several components that are central to the mission and operation of the College being a post-secondary institute. These include admission practices and processes, programs of study, faculty and staff, teaching and learning and student services. Canadore's Graduation Rate scores have been healthy in the past three years compared to the province ones; 72.9% vs 66.6% in 2016-17, 73.5% vs 66.8% in 2017-18 and 70.6% vs 67.28% in 2018-19. (Source: Graduation Rate submissions)

With the above in mind, Canadore believes that the Graduation Rate is best addressed through nurturing and enhancing an institutional planning and effectiveness culture. One that facilitates continuous evaluation of people, programs and services and triggers updated strategies, tactics and action plans. Almost all the initiatives presented in this Agreement aim to ultimately, directly or indirectly, improve this indicator.

More specifically and recently, the College has revamped its program review process to be more comprehensive and facilitate continuous improvement with a wider scope of factors that impact the educational programs. An Academic Centre of Excellence was also established with a prime goal of focusing on teaching and learning best practices, assessment strategies and quality assurance. Canadore also intends to revisit its institutional effectiveness cycle with identification of new key performance indicators that are mapped to its Strategic Plan and facilitate decision making and implementation planning. Several initiatives were also recently deployed at the student services front including improved advising and success models as well as the development of a renewed mental health strategy and international student experience strategy.

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 College recognizes that this metric is subject to a variety of external factors and has identified the following relevant strategies:

1. Commitment to work with the various governmental entities and private sector organizations to provide input for job evaluations as and where needed.
2. Focus on programs that are emerging and for which there is high demand.
3. Contribute to supporting new economies including film, design and technology.
4. Sustain strong ties with the industry.

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

Canadore views [Experiential Learning](#) as an integral ingredient of vocational education that facilitates hands-on experience and enhances preparedness for employment. In early 2019, the College completed an internal exercise with the aim of clarifying the definition and components of Experiential Learning amongst the College constitutes and identify the opportunities available within each program in order to evaluate and improve as needed. Here follows are the types of Experiential Learning incorporated into the college's different educational programs:

- Work/Field Placement
- Clinical Placement
- Service Learning
- Workplace/Lab Simulation
- Applied/Industry Sponsored Research
- Formal Course Projects
- Capstone Projects
- Job Shadow
- Performance/Artistic Production
- Internships
- Incubators/Entrepreneurial Activities
- Social Enterprise and Leadership

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

Canadore is committed to participating in the Education and Skills Online assessment tool. The College welcomes the initiative to recognise the development of skills through a formal process.

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 Canadore 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>Being the only college in the Nipissing – Parry Sound region, Canadore is a key provider for postsecondary education and training needs locally. The College also plays an instrumental role in attracting human resources to the Ontario’s Northern region. Currently, 31.25% of the student population, at the North Bay and Parry Sound campuses, are from the local area whereas 68.75% come from the outside. In 2018, 344 graduates were identified as local. (Source: Institutional Data)</p> <p>Canadore achieves this by being an active member of the community, maintaining strong ties with the local school boards and industry and continuing to be aggressive in organizing informative events, prioritizing support for at-risk learners and providing assistance and scholarship opportunities for students from the local area.</p>

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

Economic Impact (Institution-specific)

International Student Economic Impact on Local Community
Calculated by multiplying the Fall international enrolment headcount at the College by the “average per-student expenditures” figure identified in a 2017 Global Affairs Canada Study
Metric initiated in 2020-21
Narrative
<p>Canadore considers measuring its financial impact, based on added income to the region, as a key high-level indicator and a factual representation of the true value that the College brings to the community and province.</p> <p><u>Economic impact</u></p> <p>An economic impact study released in April 2017 demonstrates that Canadore College and its domestic and international students added \$243.8 million in income to Nipissing and Parry Sound (NPS) Service Area’s economy, approximately equal to 6.5% of the region’s gross regional product and 6,068 average-wage jobs.</p> <p><u>Student spending impact</u></p> <p>Around 2,751 students relocated to the NPS Service Area from outside of the region or outside of Canada to attend Canadore College. In addition, a number of students would have left the region if not for Canadore College. These out-of-region and retained students spent money at local businesses to purchase groceries, rent accommodation, and pay for transport.</p>

The expenditures of out-of-region and retained students during the analysis year added approximately \$11.8 million in income to the regional economy.

The international student economic impact on local community has permitted the College to invest in:

The Village

The Village is a ground-breaking approach to educating the next generation of our country's health and wellness professionals. Our model does not exist anywhere else in Canada.

The 38,000 sq. ft. Phase I facility encompasses Canadore's Schools of Indigenous Studies, Health, Human Care and Wellness, and Sport and Recreation which offers a comprehensive suite of student-run clinics, including general health, Eastern medicine, dental hygiene and safe mobility. Other labs include cognitive stimulation and early childhood education, as well as specialized Indigenous classrooms and ceremonial areas.

Phase II of The Village, the seniors' living facility will house 176 beds. The complex will offer intergenerational living opportunities for seniors and students, provide assisted living, respite care, transitional beds and affordable housing.

Through partnership with industry, Phase II residents and the broader community will have increased access to diverse health care options, including a fully-functioning pharmacy on-site and a health care provider with service, designed to be completely client-centric, offering innovative approaches to nursing, personal care, home making, companion services, accompanied visits and care giver relief to support safe and happy independent living.

ICAMP

Canadore's Innovation Center for Advanced Manufacturing and Prototyping (ICAMP) is a not-for-profit innovation center whose mission is to promote the growth and success of Canadian industry by providing direct, cost-effective access to the latest in advanced manufacturing technology and expertise.

This 13,300 sq. ft. industrial center is focused on product innovation, allowing companies to access the technologies and resources for the development and refinement of new and existing products and processes.

ICAMP operates as an independent, business facing unit within Canadore College. Using this hybrid model, ICAMP offers the following benefits to our clients and partners: responsive service 12 months of the year; access to funding for R&D activities; a secure facility with comprehensive R&D capabilities committed to protecting our clients' intellectual property; and the ability to leverage existing college infrastructure (shops and labs) to provide businesses with the support required during all phases of their product/process development.

Innovation Park

Canadore is planning the launch of an Innovation Park that will broaden program opportunities, generate revenue, enhance the leveraging ability of programs to obtain public and private funds to conduct applied research and diversify college revenues from non-government sources.

Source: Institutional Data and Global Affairs Canada

Revenue Attracted from Private Sector Sources

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

Canadore believes in the importance of diversifying its revenue generating avenues while providing valuable services to the community. Hence, the College has been active in reinvesting on innovative ventures such as the Village and ICAMP (please refer to the previous section for details). Canadore is also currently striving for enhancing its research capabilities as well as continuing education and corporate training.

Additional relevant strategies include:

- Continue investment toward international student growth with proceeds being used to recapitalize our campuses, improve diversity in equipment, and enhance entrepreneurial focus.
- Pursue projects with private partners.
- Actively explore provincial, national, and international activities to diversify revenue and provide stability.
- Continue to seek international partnership models as an additional source of revenue.

Source: College Financial Information System (CFIS)

Apprenticeship-related (Institution-specific)

Increase in Participation of Self Identified Indigenous Women in Trades Programs

Metric initiated in 2022-23

Narrative

Canadore will improve enrolment rates for Indigenous women in the trades programs. Our success with Indigenous Institute partnerships and community-based delivery models will support students seeking entry into trade occupations. The development of a suite of entry pathways including micro credential offerings of trade programs and preparatory apprenticeship programs delivered in community will provide enhanced access to the trades for Indigenous students. Canadore commits to expand College/High School credit, similar to the dual credit model, targeting trade programming where community access is challenged. This will be achieved through project funding application or coordinated donation with our industry partners.

There remains a stigma toward the trades and apprenticeship programs, we consistently see low representation of Indigenous students and women in particular. According to the 2015 Statistics Canada Survey on Apprenticeship *“There is notable underrepresentation of women, immigrants and visible minorities in apprenticeship programs. Women form about half the population of Canada but made up 13.7% of apprentices. Moreover, there was a lower percentage of them in the Red Seal trades compared with male apprentices (59.2% versus 81.2%).”*...*“Aboriginal apprentices saw a somewhat different situation, as they accounted for 6.3% of all apprentices in 2015, a slightly higher representation than their share of the Canadian population.”* (Statistics Canada, 2015) We have seen increased participation in trade programming through our Indigenous community-based delivery programming, however the participation rates for women are not shifting quickly enough to meet the employment needs of our northern communities.

“Education plays an important role in the types of jobs available to an individual. Among First Nations men, trades, transport and equipment operators and related occupations was either the largest or second largest occupational group for most First Nations men, no matter their level of education and was highest among those with an apprenticeship or trades certificate or diploma (65.1%)...For First Nations women, sales and service was the most common occupational group for those whose highest level of education was a high school diploma or equivalent (51.8%), those who had some postsecondary education (51.9%), those with an apprenticeship or trades certificate or diploma (41.9%) and those with no certificate, diploma or degree (47.3%).”(Statistics Canada, 2019) Providing flexible education opportunities for women on campus or in community with experiential learning and placement components augment their opportunity to attain employment in the sector.

References:

- <https://www150.statcan.gc.ca/n1/pub/81-598-x/81-598-x2017001-eng.htm>
- <https://www150.statcan.gc.ca/n1/pub/89-653-x/89-653-x2019004-eng.htm>

Source: College enrolment data

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

Faculty Compensation

Information regarding Canadore 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 **3,367.57** weighted Funding Units (WFUs) will be the corridor midpoint value for the five-year period from 2020-25 for Canadore 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 Canadore College's projection of funding-eligible full-time headcount as of March 31, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Ontario College Certificate	289	288	288	288	290
Ontario College Diploma/Advanced Diploma	2,097	2,230	2,299	2,311	2,319
Ontario College Graduate Certificate	69	95	95	95	95
Baccalaureate Degree in Applied Area of Study	0	25	69	103	131
Total	2,455	2,638	2,751	2,797	2,835

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)	150	170	190	200	200
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Projected International Enrolment

Below is Canadore College's projection of funding-ineligible international full-time headcount at college-operated campuses as of March 31, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Ontario College Certificate	48	65	65	65	65
Ontario College Diploma/Advanced Diploma	563	696	744	762	766
Ontario College Graduate Certificate	413	556	556	556	556
Baccalaureate Degree in Applied Area of Study	0	3	11	19	27
Total	1,024	1,320	1,376	1,402	1,414

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

Below is Canadore College's projection of funding-ineligible international full-time headcount at campuses operated by private partners (if applicable) as of March 31, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Ontario College Certificate	0	0	0	0	0
Ontario College Diploma/Advanced Diploma	1,100	1,100	1,100	1,100	1,100
Ontario College Graduate Certificate	1,900	1,900	1,900	1,900	1,900
Baccalaureate Degree in Applied Area of Study	0	0	0	0	0
Total	3,000	3,000	3,000	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.

Canadore 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	69.96%									
	69.40%	73.02%	73.03%										
2. Institutional Strength/ Focus	2016-17	2017-18	2018-19	38.77%									
	36.52%	36.36%	36.00%										
3. Graduation Rate	2016-17	2017-18	2018-19	73.83%									
	73.84%	75.70%	77.48%										
4. Community/ Local Impact of Student Enrolment	2016-17	2017-18	2018-19	4.75%									
	5.04%	4.60%	5.37%										
5. Economic Impact (Institution-specific)	2016-17	2017-18	2018-19	\$8,107,780									
	\$9,500,400	\$18,746,000	\$19,000,800										
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				