

2020-2025 Strategic Mandate Agreement

FANSHAWE COLLEGE
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Ontario 
MINISTRY OF COLLEGES AND UNIVERSITIES



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Signing Page

2020-2025 Strategic Mandate Agreement

Signed Between

Fanshawe College

And

Ministry of Colleges and Universities

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



Shelley Tapp
Deputy Minister

August 28, 2020

Date

SIGNED for and on behalf of Fanshawe College by:



Peter Devlin
President

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 Fanshawe 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.

Fanshawe College supports the three priority areas of the Ontario government (Community and Economic Impact; Skills and Job Outcomes; and Productivity, Accountability, and Transparency), as evidenced by its mission, values, and its newly developed 2020-25 Strategic Goals and Commitments.

The *Community and Economic Impact* priority area seeks to measure and evaluate the College's role in supporting Ontario's economy. In *SMA2*, Fanshawe proposed the creation of *Innovation Village* – designed to drive economic prosperity in the region by providing a comprehensive ecosystem where students and faculty, as well as local businesses and entrepreneurs, can collaborate, nurture new ideas and bring them to fruition. Construction for Fanshawe's Oxford street campus *Innovation Village* began in January 2020 and the initiative is projected to have a regional economic impact of \$64M and support over 840 jobs by 2030.

Another way the College has impacted its regional economy is through the recruitment of students from outside its catchment area - including international students. The funds students spend at local businesses toward living expenses greatly contribute to the region's economy. For this reason, one of its four strategic goals for the 2020-25 planning cycle is to "*manage enrolment growth*". The College intends to continue recruiting and retaining students from various market segments including indigenous, mature, apprenticeship, and international students. The College also demonstrates economic impact by attracting revenue from private sector sources for non-academic products and services. To this end, another of its goals is to "*build sustainable, complementary sources of revenue.*" This revenue will come from domestic and foreign firms as well as through advancement efforts.

The *Skills and Jobs Outcomes* priority area seeks to measure and evaluate the College's role in supporting student and graduate outcomes while strengthening Ontario's economy. This priority area aligns with Fanshawe's mission statement, which is to "*provide pathways to success, an exceptional learning experience and a global outlook to meet student and employer needs.*" The College commits to aligning the skillsets of its students and graduates to evolving labour market needs, while ensuring that students are educated in a positive and healthy environment. To that end, one of the College's strategic goals is to "*enhance innovative practices for exceptional student learning.*" Amongst other things, the outcomes of this goal are to ensure that all Fanshawe's postsecondary students engage in at least one Signature Innovative Learning experience (SILEx); develop work/human skills of the future; and are taught and learn in an environment conducive to their mental health and overall wellness.

Finally, in order to provide accurate data and information in a timely manner to help the Government meet its enhanced transparency and accountability objective (*Productivity, Accountability and Transparency* priority), the College is investing in two initiatives – (a) the implementation of a new ERP/integrated solutions project and (b) the implementation of a Data Strategy. These two initiatives are part of its final goal – "*optimize use of resources and enhance organizational capacity*" – and will support accurate and more efficient data collection and reporting.

The COVID-19 pandemic will likely impact the College's ability to meet many of these objectives. First, International student enrolment is projected to significantly decline in the 2020/21 academic year, and likely beyond. Fear of contracting the virus and the significant shift to virtual delivery will cause many students, including domestic, to defer or withdraw from PSE. Second, the impact of the pandemic has created severe damage to Ontario's economy, including uncertainty in the labour market, the ruin of many firms (specifically SMEs), and persistent unemployment. Finally, due to these uncertainties, the College's operating budget remains unknown in the short-term, making it extremely difficult to plan and meet proposed objectives.

Performance-Based Funding

Notional Annual Allocation

For the 2020-2025 SMA cycle, Fanshawe 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. Fanshawe 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	\$22,409,606	\$31,231,407	\$40,053,207	\$48,875,008	\$53,285,908
Performance-based Grant	\$20,434,050	\$28,607,669	\$36,781,289	\$44,954,909	\$49,041,719

* 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%	\$2,043,405	5%	\$1,430,383	5%	\$1,839,064	5%	\$2,247,745	5%	\$2,452,086
2. Institutional Strength/Focus	25%	\$5,108,512	10%	\$2,860,767	10%	\$3,678,129	10%	\$4,495,491	10%	\$4,904,172
3. Graduation Rate	20%	\$4,086,810	10%	\$2,860,767	10%	\$3,678,129	10%	\$4,495,491	10%	\$4,904,172
4. Community/Local Impact – Student Enrolment	35%	\$7,151,917	30%	\$8,582,301	25%	\$9,195,322	25%	\$11,238,727	25%	\$12,260,430
5. Economic Impact (Institution-specific)	10%	\$2,043,405	5%	\$1,430,383	5%	\$1,839,064	5%	\$2,247,745	5%	\$2,452,086
6. Graduate Employment Earnings	--	--	5%	\$1,430,383	5%	\$1,839,064	5%	\$2,247,745	5%	\$2,452,086
7. Experiential Learning	--	--	30%	\$8,582,301	25%	\$9,195,322	25%	\$11,238,727	25%	\$12,260,430
8. Revenue Attracted from Private Sector Sources	--	--	5%	\$1,430,383	5%	\$1,839,064	5%	\$2,247,745	5%	\$2,452,086
9. Apprenticeship-related (Institution-specific)	--	--	--	--	5%	\$1,839,064	5%	\$2,247,745	5%	\$2,452,086
10. Skills & Competencies	--	--	--	--	5%	\$1,839,064	5%	\$2,247,745	5%	\$2,452,086

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 Fanshawe 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

Historically, Fanshawe has performed well on this metric. In the most recent Key Performance Indicator reporting year (2018/19), 90.3% of Fanshawe graduates reported being employed six months after graduation – a rate that exceeded those of all other 23 colleges in the province¹. The College has been able to achieve this outcome through the implementation of various career-related strategies and initiatives including, but not limited to: Fanshawe’s Career Conference (Ignite) focused on soft skills; pre-career fair professional networking for students; the LEAP Junction, a Campus Linked Accelerator; and career fairs and other networking events.

In addition, through the Innovation Village initiative, the College has committed to preparing students and graduates for the labour market by providing them with relevant and innovative skills. This objective will be achieved in two ways. First, every postsecondary student will participate in at least one Signature Innovative Learning Experience as part of his or her program. Second, at least three of seven newly identified work/human skills for the future will be incorporated in the learning outcomes of all postsecondary programs. These objectives are expected to positively impact the College’s graduate employment rate.

Furthermore, the College’s intentional decision to develop new postsecondary programs is, amongst other factors, based on their ability to meet identified labour market needs. Moreover, existing programs undergo comprehensive reviews on a regular basis. These evaluations often include recommendations from industry stakeholders on how to improve programs in order to meet emerging labour market needs. New program development and revisions are expected to lead to better learning outcomes and more relevant job skills for students and graduates, and should positively impact the College’s graduate employment rate.

The College recognizes that factors outside the control of the College may impact this metric. For instance, the economic environment (e.g., the threat of a recession or an actual recession; the availability of jobs) and the personal choice of graduates, who may decide to change their fields of study after graduation, are strong

¹ Published on Ontario College’s website - <https://www.collegesontario.org/en/resources/2019-kpi-results>

influencers on this metric. For these reasons, the College has low to moderate control on this metric, and has decided to give it a 10% weighting in 2020/21 and a 5% weighting in subsequent years.

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

Institutional Strength/Focus

Business and Management, Leadership and Entrepreneurship; Information Technology and Aerospace
Enrolment (full-time headcount, domestic and international) in an institution's program area(s) of focus
Metric initiated in 2020-21
Narrative
<p>In the last few years, Fanshawe has embarked on an aggressive growth strategy, significantly increasing its student population. Most of this increase is attributed to international student growth in a high proportion of academic programs under the College's existing areas of strength. For instance, between the fall terms of 2016/17 and 2018/19, the Business and Management, Leadership and Entrepreneurship area experienced over a 30% enrolment growth. Over the past two years, the College has launched several new postsecondary programs contributing to this growth.</p> <p>The College is actively developing promising new programs for development in the areas of Business and Management, Leadership and Entrepreneurship; Information Technology and Aerospace. These new programs, in addition to existing programs in these three areas, will comprise Fanshawe's institutional strength/focus.</p> <p>These areas have also reported strong Key Performance Indicators. For example, in the 2017/18 reporting year, the Lawrence Kinlin School of Business, which hosts most programs in the Business and Management, Leadership and Entrepreneurship area of strength, reported an 88.5% Graduate Employment Rate. The Norton Wolf School of Aviation Technology, which offers all Aerospace programs, reported a 94.1% rating on this metric.</p> <p>In addition, the College has formed a strategic alliance with the London Economic Development Corporation in order to pursue a shared goal of developing a skilled workforce and contributing to the regional economy. The College's program areas of strength are aligned to the main regional industries that are the beneficiaries of this partnership.</p> <p>The College believes that it can exert a moderate level of control over this metric, as it has a history of successfully evaluating applicant demand and labour market needs (regionally and globally), developing programs aligned to these needs, and successfully recruiting students to fill these programs. It should be noted that in order to maximize the use of its resources such as facilities and equipment, a significant proportion of its enrolment growth will occur in the winter and summer terms.</p> <p>The College has proposed a 25% weighting for this metric in 2020/21 and 10% in subsequent years.</p>

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

Historically, Fanshawe has performed well on this metric. For example, in the most recent Key Performance Indicator reporting year (2018/19), the College reported a 69.5% Key Performance Indicator graduation rate – a rate that exceeded the provincial rate (67.2%) and those of all other large colleges². The College has been able to achieve this outcome through the implementation of various initiatives and activities that are designed to improve retention and graduation rates. These include, but are not limited to: the hiring of a Retention Analyst for the purpose of providing data and information on retention rates across academic programs as well as across student cohorts and groups; developing a detailed program retention dashboard; enhancing the experience of level one students through initiatives that support their transition through the College (e.g., Orientation Day); enhancing the College’s student advisement model; placing more emphasis on Universal Design for Learning (UDL); the identification of gatekeeper courses, and developing a Peer Mentor Support program.

Furthermore, for its 2020-25 planning cycle, the College has committed to developing and implementing strategies that are aimed at improving the experience of its various student groups. These strategies are also expected to positively impact retention and graduation rates, and include: a mental health strategy; a mature learner strategy; an Indigenous action plan; an equity, diversity, and inclusion initiative; and a global engagement framework.

The College has proposed a 20% weighting for this metric in 2020/21 and 10% in subsequent years.

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

Fanshawe College will continue to develop new programs that lead to jobs and careers with viable incomes, while also providing its students and graduates with the future work/human skills that they need to not only succeed in their chosen professions, but also negotiate reasonable job offers in a professional manner. In order to maximize graduate earnings, the College’s comprehensive program development process relies on data gathered from program advisory committees and external data sources which forecast future employment demand.

Nevertheless, economic factors are more likely to impact employment earnings. For example, a 2017 Bank of Canada study examined the causes of the subdued pace of wage growth in Canada since the commodity price decline in 2014³. At the time of the report, wage growth remained below the country’s historical average. Results of the study revealed that ongoing labour market slack and weak productivity growth were key factors impacting wage growth – factors that are external to the College. Other factors such as inflation expectations, demographic factors, globalization, and the changing nature of jobs could also impact earnings⁴.

The College has proposed a 5% weighting for the 2021/22 reporting year and beyond.

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

² Information obtained from the College’s Ontario website - <https://www.collegesontario.org/en/resources/2019-kpi-results>

³ <https://www.bankofcanada.ca/wp-content/uploads/2017/07/san2017-8.pdf>

⁴ <https://www.theglobeandmail.com/business/commentary/article-canada-needs-to-address-a-weak-wage-growth-conundrum/>

Fanshawe College offers a broad array of experiential learning opportunities for students – clinical placements, co-op and field placements, simulation labs, capstone projects and other activities. A significant proportion of postsecondary programs at the College provide students with these experiential learning opportunities. These programs include, but are not limited to the following: Aviation Technician – Aircraft Maintenance; Business – Finance; Law Clerk; Renewable Energies Technician; Software and Information Systems Testing; Pharmacy Technician; Dental Hygiene; Respiratory Therapy; and Advanced Care Paramedic.

Leap Junction, the College’s entrepreneurship centre, also provides experiential learning opportunities for students and alumni interested in launching start-ups. The centre provides one-on-one consultations, opportunities for networking, events, and workshops for interested students and alumni. The centre also provides a summer incubator program that focuses on new business-growth and in-depth education to foster success.

Furthermore, the College has committed to providing students in all its postsecondary programs with a Signature Innovative Learning Experience, by ensuring that at least one experiential learning activity is incorporated in all new and existing postsecondary programs by September 2021. In 2018/19, over 5,000 students participated in live client projects, which are industry-sponsored real-world projects. Services that students provided to industry clients included but were not limited to: product modifications; marketing services; event planning; product design and testing; web application development; and website design and outreach campaigns.

These initiatives should help the College meet or exceed the targets set by the government. For these reasons, the College believes that it can positively impact this metric and has proposed a 30% weighting in 2021/22 and a 25% weighting in subsequent years.

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

Fanshawe commits to participate in the Education and Skills Online assessment beginning in 2022-23.

Further, Fanshawe has developed a suite of seven job skills for the future and will embed a minimum of three of these skills in the learning outcomes of each postsecondary program. Each program will self-select the three skills that are most relevant to the success of their graduates. The seven skills are: novel and adaptive thinking, resilience, social intelligence, self-directed learning, global citizenship, complex problem solving and implementation skills.

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 Fanshawe 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>Over the last few years, Fanshawe has embarked on an aggressive growth strategy with the intention of recruiting, educating, and training students and graduates in order to positively impact the College’s regional communities and economies. This has led to a significant increase in its student population – primarily among international students.</p> <p>The College is engaging in various initiatives that are expected to impact enrolment growth. For instance, in the fall term of 2019, it opened a new campus – its London South Campus – located at 1060 Wellington Road, London. Four graduate certificate programs were offered at launch: Agri-Business Management, Business Management, Business and Information Systems Architecture, and Retirement Residence Management. Over 200 students enrolled in these programs and now call this campus home.</p> <p>A significant proportion of the College’s student body (including international students) relocate to its regional communities to enrol in its academic programs. In addition, if the College (and its regional campuses) did not exist, some regional residents would have left their homes in order to enrol in academic programs in other regions. As such, the funds that these relocated and retained students spend at local businesses towards living and other expenses can be attributed to the College, and constitute a positive community/local impact.</p> <p>Fanshawe College intends to continue growing its student enrolments (primarily its international student enrolments) in the next few years, which should positively impact this metric. For its 2020-25 planning cycle, the College has committed to developing and implementing strategies that are aimed at recruiting and retaining students from different segments. These strategies include: a mature/ part-time learner strategy, indigenous action plan, an apprenticeship strategy, and a global engagement strategy. For these reasons, it believes that it can positively impact this metric and has proposed a 35% weighting in 2020/21, a 30% weighting in 2021/22 and a 25% weighting in subsequent years.</p>

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

Economic Impact (Institution-specific)

<i>Number of co-op work placements</i>
Number of students in co-operative education placements each year
Metric initiated in 2020-21
Narrative
<p>To demonstrate the economic impact of Fanshawe College to its regional communities, the College will use the number of co-operative (co-op) work placements that it records each year.</p> <p>To meet the needs of its community, Fanshawe offers co-operative education opportunities to students. The College is a leader in the development of co-operative education at the college level in Canada. Co-op students are provided with mandatory employment preparation workshops and guidance; support in finding appropriate work term opportunities; advice and guidance in resolving workplace issues; and access to exclusive co-op job positions. Student performance during work terms is also monitored and evaluated.</p> <p>The College has over 50 co-operative education programs, including eight (8) degree programs. It enjoys a high placement rate, with most of its eligible students successfully securing jobs during their co-op work terms. Co-op continues to be a strong springboard for students to gain meaningful work experience while studying.</p> <p>Co-operative education at the College has been made possible by its Employment and Student Entrepreneurial Services department. In a 2016 study conducted by the Canadian Education and Research Institute for Counselling (CERIC) and Ontario Institute for Students in Education (OISE), this department was identified as having the most impressive model of postsecondary colleges across Canada⁵. The College will continue to improve on its model, ensuring that attractive employment opportunities are made available to students who are enrolled in co-operative education programs.</p> <p>Fanshawe College has proposed a 10% weighting for this metric in 2020/21 and 5% in subsequent years.</p>

Source: Orbis Career/Co-op Portal Professional

Revenue Attracted from Private Sector Sources

Total revenue attracted from private sector and not-for-profit sources
Metric initiated in 2021-22
Narrative
<p>In its 2014-17 planning cycle and as part of its goal to “<i>foster a high-performing and sustainable College,</i>” Fanshawe developed a framework for generating alternative sources of revenue. Alternative sources of revenue were mostly defined as business development activities (domestic and foreign) that were not part of the College’s core academic activity.</p> <p>In its 2017-20 planning cycle, the College decided to dedicate one of its four core goals to these activities – “<i>build sustainable sources of alternative revenue</i>”. This led to increased investments in regional (mostly through its Corporate Training Solutions department) and international (mostly through its Fanshawe Global department) business development activities. For its next planning cycle (2020-25), the College will maintain an alternative revenue-generating objective as one of its four core goals.</p> <p>Although the College has experienced revenue growth in this area (a 61.6% increase between 2016/17 and 2018/19), it should also be noted that external factors can impact business development activities such as changes in the political environments in countries abroad and economic changes that could make it less likely for organizations to purchase products and services they consider ‘non-essential’ (e.g., employee professional</p>

⁵ <https://ceric.ca/project/insight-into-canadian-post-secondary-career-service-models/>

development programs and consulting services). For this reason, the College believes that it can only exert a low to moderate control over this metric and is proposing a 5% weighting in 2021/22 and beyond.

Source: College Financial Information System (CFIS)

Apprenticeship-related (Institution-specific)

Graduation rates in trade-related programs with clearly identified pathways to apprenticeship (PLAR programs)

Metric initiated in 2022-23

Narrative

Fanshawe is a proud supporter of the skilled trades and engages in various activities and initiatives to promote the skilled trades in its regional communities. The College partners with local district school boards to expose high school students to the skilled trades and apprenticeship – for example, through the School-College Work Initiative (SCWI) – where the College hosts 15 transitional programs. In addition to this engagement, Fanshawe hosts an annual Skilled Trades Day, with over 1,800 secondary school visitors each year.

In the past three years (2016/17 to 2018/19), the overall graduation rate in trade-related programs with clearly identified pathways to apprenticeship (PLAR pathways) ranged from 67.3% (in 2016/17) to 71.4% (in 2018/19). Graduating from one of these post-secondary programs will help students more seamlessly enter the trades without having to duplicate schooling time, thereby improving completion rates within the apprenticeships themselves. These trade-related programs are: Auto Body Techniques (MCU: 46401), Motive Power Technician – Auto (56405), Motive Power Technician – Diesel (56405), Mechanical Engineering Technician – Industrial Maintenance (51007), Mechanical Techniques - CNC (41007), Mechanical Technician - CNC/CAM (51007), Mechanical Technician – Tool and Die (55300), Welding Techniques (44900), and Baking and Pastry Arts Management (53104).

Fanshawe is also a prominent and experienced provider of skilled trades and apprenticeship training in Ontario. Each of the four apprenticeship sectors is represented in the College's 21 program portfolio.

In the most recently reported Key Performance Indicator (Apprenticeship) Satisfaction Survey (2017/18), 87% of apprenticeship students reported being satisfied with the extent to which their programs gave them the knowledge and skills that will be useful for their future careers, and 83% of apprenticeship students reported being satisfied with their learning experiences in their programs; these percentages are above the provincial averages of 84% and 77%, respectively. Further, students in Fanshawe's apprenticeship programs have high completion rates; most recent rates were 94.1% and 94.4% for the fall term of 2018 and the winter term of 2019 respectively.

At present, the College is defining an apprenticeship strategy with four categories of strategic focus, including: provincial reform and industry alignment; growth and opportunity recognition; school board and community engagement; and local coordination efforts. A key aspect of the College's new strategy is an industry and municipally partnered Skilled Trades Education Centre proposal, now underway, which will serve as a regional apprenticeship hub for the communities the College serves.

The College believes that it can only exert a low to moderate control over this metric and is proposing a 5% weighting in 2022/23 and beyond.

Source: Graduation Rate File

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

Faculty Compensation

Information regarding Fanshawe 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 **17,199.67** Weighted Funding Units (WFUs) will be the corridor midpoint value for the five-year period from 2020-25 for Fanshawe 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 Fanshawe College's projection of funding-eligible full-time headcount as of August 18, 2020:

	2020-21	2021-22	2022-23	2023-24	2024-25
Ontario College Certificate	2,033	1,992	1,973	1,953	1,933
Ontario College Diploma/Advanced Diploma	8,488	8,318	8,235	8,152	8,071
Ontario College Graduate Certificate	566	555	550	544	539
Baccalaureate Degree in Applied Area of Study	870	853	844	836	827
Total	11,957	11,718	11,602	11,485	11,370

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)	678	685	691	698	705
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Projected International Enrolment

Below is Fanshawe College's projection of funding-ineligible international full-time headcount at college-operated campuses as of August 18, 2020:

	2020-21	2021-22	2022-23	2023-24	2024-25
Ontario College Certificate	248	275	286	301	316
Ontario College Diploma/Advanced Diploma	2,817	2,930	3,067	3,527	3,986
Ontario College Graduate Certificate	1,907	2,145	2,403	2,802	3,334
Baccalaureate Degree in Applied Area of Study	78	79	80	81	82
Total	5,050	5,429	5,836	6,711	7,718

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.

Fanshawe 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	71.67%									
	73.94%	70.81%	72.52%										
2. Institutional Strength/ Focus	2016-17	2017-18	2018-19	28.85%									
	26.18%	29.20%	30.58%										
3. Graduation Rate	2016-17	2017-18	2018-19	71.60%									
	71.99%	71.09%	72.45%										
4. Community/ Local Impact of Student Enrolment	2016-17	2017-18	2018-19	6.69%									
	6.28%	6.80%	7.26%										
5. Economic Impact (Institution-specific)	2016-17	2017-18	2018-19	1,716									
	1,610	1,786	1,899										
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					