

# 2020-2025 Strategic Mandate Agreement

**GEORGIAN COLLEGE**

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BARRIE ON L4M 3X9



MINISTRY OF COLLEGES AND UNIVERSITIES



# Contents

- Signing Page .....2
- Introduction.....3
- Institutional Profile .....4
- Performance-Based Funding .....6
- Priority Areas and Performance Metrics.....7
- Skills & Job Outcomes .....8
- Economic & Community Impact .....14
- Productivity, Accountability and Transparency .....18
- Enrolment Profile .....19
- Appendix: Metric Data, Targets and Results .....20

# Signing Page

## 2020-2025 Strategic Mandate Agreement

Signed Between


Georgian College

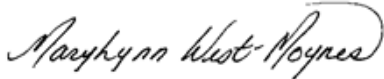
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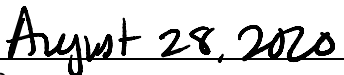
Ministry of Colleges and Universities

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

SIGNED for and on behalf of Georgian College by:

  
\_\_\_\_\_  
Shelley Tapp  
Deputy Minister

  
\_\_\_\_\_  
Dr. MaryLynn West-Moynes  
President & CEO

  
\_\_\_\_\_  
Date

August 31, 2020  
\_\_\_\_\_  
Date

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

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

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

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

# Introduction

## *Preamble*

This Strategic Mandate Agreement between the Ministry of Colleges and Universities and Georgian 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.

Georgian's mission is to inspire innovation, transform lives and connect communities through the power of education. Georgian is student-focused and values excellence, community engagement, integrity, inclusion, and sustainability. The college's Strategic Plan, [Accelerating Success 2016-2021](#) is formed by four pillars; accelerated success, meaningful collaboration, inspired innovation and strong foundations. These pillars emphasize the importance of providing innovative market-driven programs, incorporating experiential learning, and maintaining strong partnerships with our communities and employers to meet labour market needs by graduating skilled individuals who are job-ready.

Barrie is home to the Peter B. Moore Advanced Technology Centre, the first in our region to provide students and industry partners with access to research, incubator, changemaker and fabrication space. Georgian is also the first and only college in Canada to be designated as a changemaker college by Ashoka U for the college's role as a leader in social innovation and changemaking in higher education<sup>1</sup>.

Georgian's excellent reputation, innovative programming, and successful student outcomes have attracted 13,000 full-time students, including 3,600 international students, and the college has graduated 82,000 alumni. For twenty years, Georgian has exceeded the provincial average and the college is consistently among the Ontario colleges with the highest graduate employment rates. As recently reported, 89.7% of Georgian alumni found employment within six months of graduation, which was the 3<sup>rd</sup> highest among Ontario's 24 public colleges this year<sup>2</sup>.

All of Georgian's programs emphasize practical, hands-on learning and most offer formal work-integrated opportunities, which range from paid co-op terms to internships and field placements. In addition, entrepreneurial outcomes are embedded in all of our more than 130 academic programs, with support for students and community members offered through the Henry Bernick Entrepreneurship Centre and the Centre for Changemaking and Social Innovation. This exceptional learning experience, prepares our graduates for employment as well as supporting the labour market needs of Georgian's communities and our 6,200 employer partners. Georgian's partnership with Lakehead University remains under discussion.

When the pandemic hit in March of 2020, Georgian took decisive steps to curb the spread of COVID-19 and to safeguard the health and safety of our students, our staff and our communities. While the college continues to adapt, COVID-19 will result in a new 'normal' at Georgian, especially in terms of academic delivery, remote learning, experiential learning, and student services.

Georgian welcomes a significant number of international students to our campuses each year. The number of new and returning international students will continue to decrease as many are unable or unwilling to enroll during COVID-19. Similarly, our domestic students face barriers due to the pandemic, including financial hardship as well as uncertainty about a virtual experience and remote learning.

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<sup>1</sup> <https://www.simcoe.com/news-story/7537894-georgian-college-named-a-changemaker-for-commitment-to-social-innovation/>

<sup>2</sup> <https://www.collegesontario.org/en/resources?category=kpi>

Georgian’s strategic enrolment plan was based on a pre-pandemic model. However, COVID-19 has introduced uncertainty impeding the college’s ability to project future enrolment. This uncertainty extends to the local and regional economies as well as to graduate employment opportunities. Between February and May 2020, Barrie’s unemployment rate increased from 4.3% to 11.6% with the largest job losses experienced in the Business, Building and other Support Services Industry, followed by the Wholesale and Retail Trade industry<sup>3</sup>. While slight improvements in employment rates are expected as COVID-19 restrictions are lifted, Georgian’s campuses are situated outside of the GTA and/or outside urban centres, where economic recovery is expected to be much slower.

Georgian recognizes the multiple, and far-reaching, ripple effects of the pandemic, but remains hopeful that a full recovery is possible. Our internal review indicates that the SMA3 metrics are not immune to the pandemic, and it is impossible to predict the effect COVID-19 will have on Georgian’s performance metrics. For this reason, Georgian has elected to not alter its institutional-specific metrics and enrolment projections from the last version submitted to the Ministry on February 18, 2020. The college looks forward to reviewing the impact of COVID-19 on the SMA3 metrics with the Ministry in each of the next three years before performance-based funding is activated.

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<sup>3</sup> <https://www.fao.org/web/default/files/publications/EC2006%20Regional%20Labour%20Market/Labour%20Market-June-EN.pdf>

# Performance-Based Funding

## Notional Annual Allocation

For the 2020-2025 SMA cycle, Georgian 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. Georgian 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	\$15,528,804	\$21,756,779	\$27,984,755	\$34,212,731	\$37,326,718
Performance-based Grant	\$13,660,992	\$19,125,388	\$24,589,785	\$30,054,181	\$32,786,380

\* 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	20%	\$2,732,198	5%	\$956,269	5%	\$1,229,489	5%	\$1,502,709	5%	\$1,639,319
2. Institutional Strength/Focus	10%	\$1,366,099	5%	\$956,269	5%	\$1,229,489	5%	\$1,502,709	5%	\$1,639,319
3. Graduation Rate	20%	\$2,732,198	15%	\$2,868,808	15%	\$3,688,468	15%	\$4,508,127	15%	\$4,917,957
4. Community/Local Impact – Student Enrolment	25%	\$3,415,248	30%	\$5,737,616	25%	\$6,147,446	25%	\$7,513,545	25%	\$8,196,595
5. Economic Impact (Institution-specific)	25%	\$3,415,248	30%	\$5,737,616	25%	\$6,147,446	25%	\$7,513,545	25%	\$8,196,595
6. Graduate Employment Earnings	--	--	5%	\$956,269	5%	\$1,229,489	5%	\$1,502,709	5%	\$1,639,319
7. Experiential Learning	--	--	5%	\$956,269	5%	\$1,229,489	5%	\$1,502,709	5%	\$1,639,319
8. Revenue Attracted from Private Sector Sources	--	--	5%	\$956,269	5%	\$1,229,489	5%	\$1,502,709	5%	\$1,639,319
9. Apprenticeship-related (Institution-specific)	--	--	--	--	5%	\$1,229,489	5%	\$1,502,709	5%	\$1,639,319
10. Skills & Competencies	--	--	--	--	5%	\$1,229,489	5%	\$1,502,709	5%	\$1,639,319

# Priority Areas and Performance Metrics

## Summary

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

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

### **Skills & Job Outcomes**

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

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

### **Economic & Community Impact**

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

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

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

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

- Faculty Activity
- Faculty Compensation



# Skills & Job Outcomes

## Performance Metrics: Narrative

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

For the remainder of the SMA3 cycle, allowable performance targets will be calculated annually as per the Performance-based Funding Technical Manual using the most recent historical data available for Georgian 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

One of Georgian's key strategies is to offer quality, market-driven programs. The college has succeeded on this strategy having consistently outperformed the provincial average with regards to employment rates<sup>4</sup>. In 2018/19, a total of 89.7% of graduates found employment within six months of graduating<sup>5</sup>. With the college's focus on innovative and market-focused programming, combined with relevant curriculum for in-demand occupations and meaningful experiential learning, Georgian graduates are well-positioned for employment success. The college regularly analyzes student demand statistics as well as demographic and labour market projections to inform new program development and ensure that our existing programs remain current and relevant with strong outcomes.

Georgian is the #1 college with the highest percentage of students enrolled in paid co-op work terms as well as the highest percentage of programs with mandatory co-op<sup>6</sup>. Besides formal co-op programs, Georgian offers many internal experiential learning opportunities, including service learning, entrepreneurial activities, internships, applied research projects, capstone and curricular projects, laboratory and simulation activities, and co-curricular activities. Students who participate in work-integrated learning, such as co-op and internships, develop strong industry contacts and tend to be more competitive in the job market, thereby increasing their opportunities for graduate employment in their field. This exceptional learning experience prepares our graduates for employment and supports the labour market needs of Georgian's communities as well as our more than 6,200 employer partners. Georgian is committed to further expanding experiential learning opportunities in every program to ensure students have the skills and capabilities to succeed.

In addition, Georgian has established a successful and comprehensive annual program assessment process for the purpose of continuous improvement to ensure the highest quality programming is consistently delivered. This process includes analyzing quantitative program metrics, along with program-specific or credential-specific

<sup>4</sup> <https://www.collegesontario.org/en/resources?category=kpi>

<sup>5</sup> <https://www.georgiancollege.ca/about-georgian/corporate-information/key-performance-indicators/tab/results>

<sup>6</sup> <https://www.georgiancollege.ca/student-life/student-services/co-op-and-career-services/>

benchmarks, so that results can be examined in terms of relevant outcomes in similar programs. Metrics are aligned to Georgian’s strategic priorities and provide insights into how each programming supports students, promotes college priorities and contributes to the community.

Through its Research and Innovation department, Georgian also promotes innovation and economic growth by collaborating with industry to meet a wide range of evolving research, development and talent recruitment needs. The Peter B. Moore Advanced Technology Centre at the Barrie Campus brings together community, industry, faculty and students to turn ideas into products and grow the regional economy. Degree and diploma students access new technology emerging in robotics, environmental technology, manufacturing and assembly while conducting industry relevant research designed to address the challenges of local employers.

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

### Institutional Strength/Focus

*Health Sciences, Technology and Computer Sciences*

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

**Metric initiated in 2020-21**

**Narrative**

Georgian’s institutional program strength focuses on our health sciences and technology programs. These two areas are expanding and will require more skilled and trained graduates in the years to come. Labour market projections up to 2026 indicate that healthcare is expected to be one of the fastest growing industries in Georgian’s catchment area<sup>7</sup>. The changing demographics of our communities reflect an aging population, similar to other regions and the province in general. Analysis indicates that by 2046, the number of seniors as a proportion of the total population will range from less than 25% in Dufferin; to 27% in Simcoe; between 30% and 35% in Bruce and Grey Counties; and more than 35% of the total population of Muskoka<sup>8</sup>. Thus, Georgian’s existing health programs, such as pharmacy technician and practical nursing, are designed to equip graduates to provide healthcare and support to seniors and ensure that our communities have skilled workers to meet this growing demand.

Correspondingly, Georgian’s technology programs will support the changing labour market and the demand for advanced technical skills and training. Labour market data predicts that the number of people employed in occupations such as electrical engineers, mechanical engineers, and computer programmers will increase by 17% between 2019 and 2026 in the Georgian Catchment Area<sup>9</sup>. In addition, the influence of artificial intelligence, virtual reality and augmented reality, as well as other disruptive technologies, have prompted Georgian to introduce new programs, such as Mobile Application Development and Artificial Intelligence to prepare our graduates for employment in this transforming environment and to supply a workforce for the jobs of the future.

These two program areas exhibit overall strength in terms of graduation and related employment outcomes. In the health area, for example, programs such as advanced paramedic, pharmacy technician and practical nursing have achieved a three-year average graduation rate of 91.4%, 84.3% and 89.5% respectively. These programs have also performed strongly with respect to graduate employment rates with three-year averages of 100% for advanced paramedic, 83.7% for pharmacy technician and 82.2% for practical nursing. Similarly, technology programs such as mechanical engineer; electrical engineer and computer programmer analyst also show favourable graduate employment rates with the most recent three-year averages at 80.7%, 86% and 91% respectively.

<sup>7</sup> EMSI 2019.3 – Employees and Self-Employed

<sup>8</sup> Ontario Ministry of Finance, *Ontario Population Projections, 2018–2046 Table 11: Central Ontario and its census divisions, population by five-year age group, 2018–2046 — reference scenario*. Accessed December 4, 2019. <https://www.fin.gov.on.ca/en/economy/demographics/projections/table11.html>

<sup>9</sup> EMSI 2019.3 – Employees and Self-Employed

These two broad program areas include all levels of credentials and attract both domestic and international students. Future enrolment growth in health sciences and technology may be limited due to a variety of factors however given the strong labour demand and high graduate employment outcomes, Georgian will continue to target stable enrolment in these programs in order to meet community needs in these areas.

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

An important commitment in Georgian's current strategic plan is to provide effective student supports and services to increase overall student retention, satisfaction and engagement. Georgian's graduation rate has been steadily increasing year-over-year due to enhancements to Georgian's student advising model and initiatives such as early alert identification. Georgian is committed to building on this success with the recent conclusion of a comprehensive student services review aimed at improving overall student supports and services across all Georgian campuses and locations. The college has begun to implement recommendations from this review, including the introduction of new student service specialists as well as new resources to more effectively guide students to the most appropriate support service.

Georgian also recognizes that empowering students to participate actively in maintaining their wellbeing as well as addressing mental health issues is essential for their academic success and sets the foundation for a positive and sustained student learning experience. That is why, following extensive consultations, Georgian has launched a comprehensive and holistic mental health and wellbeing plan across all campus locations. Georgian will continue to operationalize its enhanced student services delivery model in an effort to better the overall student experience by ensuring that support services are easily accessible and responsive to changing student needs.

In addition, Georgian's comprehensive program assessment process includes key metrics that relate to student success, student satisfaction and engagement, program retention and graduate outcomes. A detailed scorecard is produced for each program, along with a report that provides historical data for program-specific key performance indicator statistics and retention information. Further analysis is conducted regarding course success outcomes as failed courses affect student retention and negatively affect graduation rates. Each program area reviews the course failure rates by subject areas along with results for individual courses to identify strategies to improve course outcomes and student retention.

The college also administers the Georgian Profile Survey (GPS) to new students at two points in their first semester to identify students who may be at risk of not persisting with their studies. This helps college service areas (including advisors and counsellors) reach out to offer these students support. It also serves to promote student awareness and use of college support services and activities in a way that is customized to students' responses to survey questions. The data acquired from the GPS helps Georgian build a better understanding of its new students so that it can help them to be successful at college.

Georgian is committed to expanding this type of data-driven analytical capability to proactively target specific interventions in order to continue to improve student retention rates.

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

A key commitment in Georgian's strategic plan is to offer quality, market-driven programs. While many factors contribute to graduate earnings, Georgian's continued strong graduate employment rates will positively influence student outcomes on this metric. Georgian's comprehensive program assessment process supports the college's commitment to offer relevant academic programs of exceptional quality. Key academic stakeholders engage annually in a review and analysis of specific program performance indicators related to program demand such as application data, related to program success including key performance metrics, and related to program resources such as co-op and experiential learning data.

In addition to examining program specific performance program data, Georgian regularly analyzes student demand statistics in general as well as demographic and labour market projections to inform new program development and ensure that our existing programs remain current and relevant with exceptional quality and strong student outcomes. Georgian has recently introduced a more integrated planning process to ensure that program offerings and resource decisions are data driven. As part of this process, an annual environmental scan is developed based emerging areas of both student and labour market demand providing valuable intelligence to inform program decisions. Through this process, the college ensures that its offerings respond to occupational needs in its surrounding communities, which also increases student success in obtaining employment in their chosen fields. As part of our ongoing program planning process, Georgian has prioritized a list of new programs for consideration in the coming years, which includes a variety of programs reflecting new and emerging areas of the labour market.

Another commitment in Georgian's strategic plan is to build strong community and industry connections. A key activity under this commitment is to continue to engage our Program Advisory Committees to ensure that our programs deliver the skills and knowledge relevant to current industry standards. The college is also focused on creating more pathways to ensure students have the options and flexibility to fulfil their learning objectives and succeed in their chosen fields.

This metric is also supported by the number of experiential learning opportunities Georgian offers throughout its programs including service learning, entrepreneurial activities, internships, applied research projects, capstone and curricular projects, laboratory and simulation activities, and co-curricular activities. Students who participate in work-integrated learning, such as co-op and internships, develop strong industry contacts and tend to be more competitive in the job market, thereby increasing their opportunities for graduate employment in their field.

Through these initiatives, Georgian is committed to continuing its strong performance in graduate employment outcomes for its students, and by doing so, contributing positively to the employment earnings of its graduates.

Source: Educational and Labour Market Longitudinal Platform/Statistics Canada

## Experiential Learning

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

**Metric initiated in 2021-22**

Narrative

One of the key strategies in Georgian's current strategic plan is to expand experiential learning opportunities in every program and offer a wide range of co-curricular activities to ensure students have the skills and capabilities to succeed. Georgian is well-known as a pioneer in offering co-operative education and continues to be a leader through our strong commitment to preparing students for employment. For decades, our students have benefited from co-op work terms and other work-integrated learning experiences, including internships, field placements and clinical placements. Today, Georgian offers the highest proportion of programs with co-op and has the greatest number of students enrolled in co-op programs. A significant advantage of Georgian's programs is that the college offers multiple program intakes and flexible academic progression with regards to the scheduling of co-op placement terms. Georgian has more than 6,200 employer contacts, including several international contacts, to facilitate co-op work term and graduate hiring and continues to build on these connections in each community it serves.

By providing students with an opportunity to work directly with the technology, equipment, materials, etc. that they will encounter in the workplace, Georgian graduates have an advantage in that they are work-ready upon graduation. The Peter B. Moore Advanced Technology Centre at the Barrie campus, for example, brings together community, industry, faculty and students to turn ideas into products and grow the regional economy. Degree and diploma students access new technology emerging in robotics, environmental technology, manufacturing and assembly while conducting industry relevant research designed to address the challenges of local employers. Over the past several years, our expanded suite of experiential learning opportunities has grown to include business and social entrepreneurship learning and meaningful applied research opportunities; additionally, every program at Georgian now embeds entrepreneurial outcomes, which are tracked through the annual program assessment process.

Georgian has also recently collaborated on the development of an experiential learning toolkit to help businesses, community partners and post-secondary institutions design, deliver and evaluate programs that provide students with hands on experience. The toolkit provides answers to common experiential learning questions asked by faculty, academic leaders, community and industry partners. This toolkit was developed to enable Georgian to build on its success in ensuring that its students get the practical experience they need to excel in the workforce and that its partners address their long-term talent needs with job-ready graduates.

Georgian continues to work on expanding relationships with its employer and community partners to ensure that the experiential learning components of each program are relevant to the tasks that the occupation will require, both now and in the future.

*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

Georgian is committed to ensuring that all programs are designed with the breadth and depth necessary to ensure that students are competent upon graduation.

Georgian upholds ministry program standards for all new program development which includes using vocational learning outcomes as the basis, and adding essential employability skills learning outcomes, integrated into vocational courses, and also through discrete courses such as communications to ensure students are workplace ready upon graduation. General education requirements are met and, in many programs, exceeded in program development to ensure that Georgian is developing well-rounded graduates with sound vocational knowledge and strong critical thinking skills.

Georgian uses a robust curriculum mapping tool to demonstrate where each learning outcome is taught, assessed and reinforced within the program. Each program goes through a five-year renewal cycle and opportunity exists each year for minor curriculum changes to ensure that curriculum remains current, and that our students are graduating employment ready. In addition to meeting the vocational, essential employability skills, and general education outcomes, Georgian has identified strategic priorities which are addressed during new program development as well as through the five-year program renewal cycle. These are considered to be 21<sup>st</sup> century skills, necessary for success in the workplace.

Georgian also maintains strong connections to the industry by creating a program steering committees for all new program developments. The success of Georgian programs is dependent upon our relationships with employers and community leaders who guide us to ensure our curriculum is relevant and responsive to emerging workplace trends. Once the programs are developed and approved, the Steering Committee disbands and a Program Advisory Committee (PAC) is formed to ensure the programs remain connected to industry. The PAC helps ensure the breadth and depth of the content meets and even exceeds industry needs. PACs also help in supporting experiential learning opportunities and providing co-op placements for students. This ensures our students graduate with the vocational skills and competencies to be successful in the workplace.

*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 Georgian College and included as part of the SMA3 Annual Evaluation process for performance-based funding. See appendix for details regarding historical data and annual allowable performance targets.

### Community/Local Impact of Student Enrolment

<b>Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located</b>
<b>Metric initiated in 2020-21</b>
<b>Narrative</b>
<p>Georgian is very responsive to the educational and training needs of students within Georgian’s catchment area which spans several different regions supported by the college’s seven different campuses. The majority of college students report that they enrol in a college program for career and employment goals in mind. By considering the current and changing labour market needs of our communities, Georgian ensures that the programs we offer, position our graduates for success.</p> <p>Comprehensive data analysis is conducted and reviewed for each region to ensure that the programs offered at local campuses reflect areas of occupational need. Labour market projections up to 2026 indicate that the fastest growing industries in Georgian’s catchment area are expected to be; Health Care and Social Assistance; Educational Services; and Accommodation and Food Services<sup>10</sup>. The top industries in terms of expected future job growth for Simcoe County specifically, include; Health Care and Social Assistance; Accommodation and Food Services; Manufacturing; Construction; and Educational Services, all of which exceed provincial growth averages for these sectors. Conversely, Muskoka exceeds provincial averages and other Georgian regions in Arts, Entertainment; and Retail Trade; while Grey County is differentiated by its growth in occupations related to Professional, Scientific and Technical Services; Transportation and Warehousing; and Natural Resources/Extraction, with the Trades and Transport related occupations forecasted to experience a growth rate of 16% by 2026. Bruce County reports the highest growth in the Utilities sector with 35% growth in jobs related to Natural and Applied Sciences, surpassing the provincial average of 21%. Lastly, Dufferin County has the highest expected growth among Georgian’s geographic catchment in Trade and is expected to surpass the provincial average for jobs in Health Care and Social Assistance with a projected increase of 27%.</p> <p>Georgian also analyzes student demand data by region and by program to focus recruitment and marketing activities in areas of greatest demand. Georgian will continue to assess regional job trends and use this data to inform program offerings in each of its communities.</p> <p>Georgian also promotes its programs locally through its strong alumni connections. Georgian’s Advancement and Alumni Relations department is dedicated to building long-term and highly engaged relationships with stakeholders including alumni, corporations, foundations, government, associations, and friends.</p> <p>Through these initiatives, Georgian is confident that it will continue to retain students located in our campus communities.</p>

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

<sup>10</sup> EMSI 2019.3 – Employees and Self-Employed

**Economic Impact (Institution-specific)**

<i>Total Economic Impact of Georgian</i>
The economic contribution made by Georgian to the regional economies of our Catchment Area (Counties of Bruce, Grey, Dufferin, Simcoe) and the District of Muskoka
<b>Metric initiated in 2020-21</b>
Narrative
<p>Georgian has engaged Emsi Economic Modeling (Emsi) as a third-party independent contractor to complete the economic data analysis and compute Georgian’s impact on our regional economy. <sup>11</sup> The economic impact analysis provides a regional analysis that estimates the new economic activity in the region that is solely attributable to Georgian College. These economic impacts are the most conservative and defensible measures of economic activity. To arrive at final figures, Emsi also includes in the analysis counterfactual effects so that the net, rather than gross, benefits are directly the result of Georgian College’s presence in the community.</p> <p>The comprehensive analysis completed by Emsi measures three different impacts via the multiplier effect. The <u>Operations Spending Impact</u> measures the direct and indirect employment and income effect of Georgian payroll and operations spending, like contractors and vendors. The <u>Student Spending Impact</u> measures the effect on the economy of students who have relocated to attend Georgian (i.e. money spent on food, housing, transportation, etc.), as well as the benefits produced by students who decide to remain in the region and enroll at Georgian. Finally, the <u>Alumni Impact</u> measures the impact of the higher earnings which students receive as a result of their education and of the higher productivity which their skills create for their employers. Using historical credit production and enrollment data, Emsi estimates the accumulated human capital active in the regional workforce that can be solely attributed to the institution.</p> <p>Emsi’s conservative methodology uses thousands of region and industry-specific multipliers, as well as earnings calculations specific to each student’s increase in education and their academic programs. The detailed calculations and proprietary algorithms that Emsi uses results in a customized approach recognizing Georgian’s activities and the economy of the college’s geographic area, while ensuring that the results reflect only the impact that is solely and directly attributable to Georgian.</p> <p>This economic impact analysis provides insight as to the contribution that Georgian College makes in our numerous communities and across our seven campuses. The economic impact analysis details how Georgian makes a difference to our local and regional economies providing our communities with an educated and skilled workforce prepared to meet labour market demands.</p>

Source: Emsi Economic Modeling LLC

**Revenue Attracted from Private Sector Sources**

Total revenue attracted from private sector and not-for-profit sources
<b>Metric initiated in 2021-22</b>
Narrative
<p>Georgian has had a successful track record in establishing several key partnerships for the college over the years. Most recently the college finalized a multi-year and multi-faceted partnership with Honda Canada which benefits students, faculty and industry and includes funding for leading-edge equipment, innovative research and development, collaborative program support and newly-established scholarships for Georgian students.</p>

<sup>11</sup> <https://www.economicmodelling.ca/economic-impact/>



Partnerships such as this one, are continually tracked and monitored through the college’s Partnership Relationship Management Committee. Georgian is committed to building partner relationships to ensure its strong community and industry connections continue to be collaborative and meaningful enabling the college to increase its number of industry connections, donor investments, and corporate training opportunities.

Georgian is also focused on growing relationships with its ever-expanding alumni community and will continue to promote advancement efforts by attracting and stewarding investment to Georgian, raising visibility/storytelling and effective program delivery, broadening and deepening the pipeline through engagement, and building for the long-term to secure funding for projects that are aligned with the college’s strategic priorities.

The college is also committed to enriching learning through meaningful research and scholarship by fostering a culture of research, scholarship and collegiality that connects students, employees and the community. Through its Research and Innovation department, Georgian also promotes innovation and economic growth by collaborating with industry to meet a wide range of evolving research, development and talent recruitment needs. The Peter B. Moore Advanced Technology Centre at the Barrie Campus brings together community, industry, faculty and students to turn ideas into products and grow the regional economy.

*Source: College Financial Information System (CFIS)*

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

**Completion rates for five trade-related programs for which Georgian College has Training Delivery Agent status**

**Metric initiated in 2022-23**

**Narrative**

Georgian offers 1,200 apprenticeship seats in five communities (Barrie, Bracebridge, Midland, Orillia and Owen Sound) in a variety of trades. In addition, pre-apprenticeship programs are offered across multiple communities and different trades. In the past five years, Georgian has received over \$3 million for new equipment, renewals, upgrades and renovations. Georgian also provides apprenticeship students with pathways and success strategies. In hiring apprentices, employers often prefer individuals who have previous experience and those that have already embarked upon the pathway for apprenticeship including college upgrading (literacy and basic skills/academic and career preparation), pre-apprenticeship and/or a one-year techniques certificate. Apprentices have access to all of the student supports that Georgian students have including counselling, academic support, library services and accessibility advising. The college also works with Indigenous communities and women to promote and support entrance into the trades.

Georgian has selected the completion rates of specific trade-related programs as the college’s institution-specific apprenticeship metric. These five programs include Carpentry Techniques; Electrical Techniques; Plumbing Techniques; Mechanical Techniques (Small Engine Mechanic); and Mechanical Techniques – Marine Engine Mechanic. Georgian specifically selected these programs as the college is an approved Training Delivery Agent (TDA) for all five. Labour market projections up to 2026 indicate that occupations associated with these five programs will increase in Georgian’s catchment by 12%.<sup>12</sup>

In the Electrical Techniques program, students are introduced to the theoretical and practical aspects of the electrical industry so they can perform most basic electrical techniques under the supervision of a qualified person. Upon completion of the program, students can apply for work as an electrical apprentice, or they may choose to continue their education and apply for an Electrical Engineering Technician or Technologist post-secondary program.

<sup>12</sup> EMSI 2019.3 – Employees and Self-Employed

Students who enroll in the Plumbing Techniques program engage in plumbing projects from design and drawing to implementation, working in accordance with codes and health and safety requirements of the plumbing trade. Upon completion of the program, graduates can apply for work as a plumber's apprentice. They may find a range of occupations in the plumbing field, including construction, maintenance, industrial, as well as service related opportunities in wholesale, retail and municipal waterworks. Graduates choosing to continue their education may opportunities HVAC, gas fitting and municipal utilities operation.

Georgian's trade-related programs position graduates for success in the Skilled Trades with the necessary preparation to advance to further apprenticeship training, or the pursuit of a technician or technologist credential.

*Source: Georgian College Graduation Rate Reporting Process*

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

### Faculty Compensation

*Information regarding Georgian 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 **12,142.55** Weighted Funding Units (WFUs) will be the corridor midpoint value for the five-year period from 2020-25 for Georgian 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 Georgian College's projection of funding-eligible full-time headcount as of February 18, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Ontario College Certificate	1,024	1,032	1,032	1,032	1,032
Ontario College Diploma/Advanced Diploma	5,177	5,155	5,157	5,169	5,224
Ontario College Graduate Certificate	274	339	371	407	439
Baccalaureate Degree in Applied Area of Study	350	406	441	470	476
<b>Total</b>	<b>6,825</b>	<b>6,932</b>	<b>7,001</b>	<b>7,078</b>	<b>7,171</b>

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

All other funding activity in full-time equivalent (FTE); Part-time, Tuition short, (PLAR)	177	171	166	161	156
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### Projected International Enrolment

Below is Georgian College's projection of funding-ineligible international full-time headcount at college-operated campuses as of February 18, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Ontario College Certificate	60	77	77	77	77
Ontario College Diploma/Advanced Diploma	3,117	3,141	3,165	3,178	3,198
Ontario College Graduate Certificate	627	634	646	658	669
Baccalaureate Degree in Applied Area of Study	22	29	29	39	39
<b>Total</b>	<b>3,826</b>	<b>3,882</b>	<b>3,917</b>	<b>3,952</b>	<b>3,983</b>

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

## Appendix: Metric Data, Targets and Results

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

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

Georgian College													
SMA3 Metric	Historical Data			SMA3 Performance									
				2020-21		2021-22		2022-23		2023-24		2024-25	
				APT	Actual	APT	Actual	APT	Actual	APT	Actual	APT	Actual
<b>1. Graduate Employment Rate in a Related Field</b>	2016-17	2017-18	2018-19	75.18%									
	74.92%	77.66%	78.61										
<b>2. Institutional Strength/ Focus</b>	2016-17	2017-18	2018-19	31.88%									
	31.16%	31.07%	33.30%										
<b>3. Graduation Rate</b>	2016-17	2017-18	2018-19	64.62%									
	64.42%	64.90%	66.95%										
<b>4. Community/ Local Impact of Student Enrolment</b>	2016-17	2017-18	2018-19	10.93%									
	10.39%	11.20%	11.76%										
<b>5. Economic Impact (Institution-specific)</b>	2016-17	2017-18	2018-19	\$1,489,523,810									
	\$1,400,000,000	\$1,500,000,000	\$1,600,000,000										
<b>6. Graduate Employment Earnings</b>	2016-17	2017-18	2018-19										
	\$	\$	\$										
<b>7. Experiential Learning</b>	2016-17	2017-18	2018-19										
	#	#	#										
	%	%	%										
<b>8. Revenue Attracted from Private Sector Sources</b>	2016-17	2017-18	2018-19										
	\$	\$	\$										
<b>9. Apprenticeship-related (Institution-specific)</b>	2016-17	2017-18	2018-19										
	%	%	%										
<b>10. Skills &amp; Competencies</b>								Survey initiated	E.g. Yes				