

2020-2025 Strategic Mandate Agreement

LAMBTON COLLEGE

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MINISTRY OF COLLEGES AND UNIVERSITIES



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Signing Page

2020-2025 Strategic Mandate Agreement

Signed Between

Lambton College

And

Ministry of Colleges and Universities

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

SIGNED for and on behalf of Lambton College by:

signed on

signed on

Shelley Tapp
Deputy Minister

Judith Morris
President and CEO

Date August 28, 2020

Date August 28, 2020

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 Lambton 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.

While Sarnia-Lambton is advancing toward the economic transformations characterized by the Fourth Industrial Revolution it is doing so within the context of the unprecedented economic impacts of the COVID-19 pandemic. The region is attracting and developing new industries in fields such as clean technologies, renewable energies, engineering and environmental services, information and communication technologies.

As the region prepares to thrive in a post-pandemic world, Lambton College is integral to these efforts. The College is a partner both with Industry and the Community, helping to develop the skilled workforce, applied research initiatives and entrepreneurship support essential economic renewal.

The [2019-2024 Lambton College Strategic Plan](#) demonstrates the College's alignment with the provincial priority areas: Skills & Job Outcomes as well as Community and Economic Impact. Lambton College's three areas of focus are the following: Our Students, Our People, and Our Local and Community. For each areas of focus, the College has articulated commitments along with performance focused measures of success. The commitments and success measures were designed to be intentionally expansive, so the College would be able to pivot to respond to a rapidly changing world and pursue new opportunities. The COVID-19 pandemic is an example of event which has changed the world and one which was not foreseen. The commitments and success measures, outlined within the strategic plan, remain a priority for Lambton College recognizing that the initiatives and tactics undertaken will be significantly influenced by the course of the pandemic.

Our Students

Excellent in teaching and learning equips students to be agile and flexible in pursuit of career aspirations.

- Learning environment encourages collaboration, curiosity and imagination
- Diverse array of technology-enhanced and experiential learning opportunities
- Quality academic programs prepare highly skilled graduates for a world of rapid transformation

An exemplary student experience

- Student services designed and delivered with a student first philosophy, recognizing the importance of mental and physical wellness on student success
- Under-represented student populations welcomed and supported
- A comprehensive student life experience, contributing to long-term affinity to Lambton College

Campuses that spark learning, collaboration and community engagement

- Learning environments promote innovative teaching and learning practices
- Campus environments promote social connections and engagement amongst diverse groups
- A welcoming and sustainable environment that interconnects within the community

Our People

Engaged employees and a healthy work environment

- Employee engagement above the post-secondary sector average
- Accessible, supportive employee wellness initiatives
- Development opportunities support our people to realize their full potential

Support for diversity and equity

- Social justice initiatives encourage collaboration and appreciation of diversity
- An inclusive workforce reflective of the communities we serve
- Collaborative partnerships mitigate socio-economic barriers to post-secondary education

Our Local and Global Community

Enrich our college through internationalization

- Enhanced multiculturalism and intercultural experience
- Meaningful opportunities for international student participation in the community
- Recruitment of international students in support of a sustainable College enrolment and our community's immigration strategy

Leadership in advancing Truth and Reconciliation in collaboration with Indigenous communities

- An environment that enhances Indigenous student engagement, reflected through improved access, retention, graduation and employment rates
- Indigenous culture and history embedded in all post-secondary program curriculum
- A campus that physically reflects culturally relevant Indigenous perspectives, art and traditions

Support prosperity in our local community through research, innovation and entrepreneurship

- Leader in applied research among Canadian colleges, advancing new areas of applied research in manufacturing, health, social sciences and humanities
- Support for economic development and diversification, and development of Highly Qualified Personnel (HQP) through establishment of a Centre for Automation & Information Technology
- Centre of Excellence in Energy & Bio-Industrial Technologies accelerates emerging opportunities that align with local, provincial and national strategies

Performance-Based Funding

Notional Annual Allocation

For the 2020-2025 SMA cycle, Lambton 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. Lambton College’s notional allocations will not be impacted by previous year performance, and will follow a graduated activation plan as follows:

	2020-21*	2021-22*	2022-23	2023-24	2024-25
Differentiation Envelope	\$4,639,169	\$6,427,075	\$8,214,980	\$10,002,886	\$10,896,838
Performance-based Grant	\$4,639,169	\$6,427,075	\$8,214,980	\$10,002,886	\$10,896,838

* 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	25%	\$1,159,792	20%	\$1,285,415	15%	\$1,232,247	15%	\$1,500,433	15%	\$1,634,526
2. Institutional Strength/Focus	20%	\$927,834	15%	\$964,061	15%	\$1,232,247	15%	\$1,500,433	15%	\$1,634,526
3. Graduation Rate	25%	\$1,159,792	20%	\$1,285,415	15%	\$1,232,247	15%	\$1,500,433	15%	\$1,634,526
4. Community/Local Impact – Student Enrolment	10%	\$463,917	5%	\$321,354	5%	\$410,749	5%	\$500,144	5%	\$544,842
5. Economic Impact (Institution-specific)	20%	\$927,834	15%	\$964,061	15%	\$1,232,247	15%	\$1,500,433	15%	\$1,634,526
6. Graduate Employment Earnings	--	--	5%	\$321,354	5%	\$410,749	5%	\$500,144	5%	\$544,842
7. Experiential Learning	--	--	15%	\$964,061	15%	\$1,232,247	15%	\$1,500,433	15%	\$1,634,526
8. Revenue Attracted from Private Sector Sources	--	--	5%	\$321,354	5%	\$410,749	5%	\$500,144	5%	\$544,842
9. Apprenticeship-related (Institution-specific)	--	--	--	--	5%	\$410,749	5%	\$500,144	5%	\$544,842
10. Skills & Competencies	--	--	--	--	5%	\$410,749	5%	\$500,144	5%	\$544,842

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 Lambton College 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

Lambton College delivers post-secondary credentials through an expanding roster of certificate, diploma, and degree programs. As the sole post-secondary institution in the Sarnia-Lambton area, Lambton College provides the breadth of educational opportunity sought after by learners and employers, contributes to the economic growth and diversification of the area, and has renewed and improved its infrastructure to support its ongoing ability to provide an exemplary learning experience for our students.

The College is committed to further differentiating and advancing the competitive edge of its graduates in the area of employment readiness. Over the period of SMA3, all full-time programs at Lambton College will offer all students a program focused work experience. This experience may include co-operative education; work integrated learning projects, capstone courses, internships, and/ or placement and field experiences. The College has a solid foundation upon which to build. For instance, the College offers 38 co-op programs, with an enrollment of more 1500 students, representing close to half of the College’s total enrollment. These co-op programs provide significant and relevant, real world work opportunities for students.

Experiential learning experiences facilitate student application of theoretical knowledge to the practical, reinforcing job readiness upon graduation and providing the important link to employment in the student’s chosen field. Further, Lambton College is committed to aligning programs with the needs of industry and the College is proud to have achieved 100% Employer Satisfaction in the 2018/19 Key Performance Indicator (KPI) report, and ranks third in Canada for Applied Research activity according to the 2019 Research Infosource Inc. ranking of Canada’s Top 50 Research Colleges. These rankings reinforce what the College has worked hard to achieve a supportive and innovative campus environment that bridges the gap between education and industry, which ultimately leads to strong graduate employment rates relevant to students program of study. The College has weighted performance on this metric between 15-25% over the term of the SMA.

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

Institutional Strength/Focus

Chemical Production and Engineering Technology, Health and Community Care

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

Metric initiated in 2020-21

Narrative

Lambton College is committed to student and community success and has developed core areas of programming, which support the economic and health needs of our community.

Chemical Production and Engineering Technology (CPET) Program

Created many years ago, in partnership with local industry, this high demand program has become the cornerstone technology education offered by the College. Graduates of this program are prepared to serve in roles as advanced level operators for various industrial sectors, most notably in the petrochemical and energy streams. The College is proud of the extensive applied research that is undertaken within this program area. This research has supported new applied learning opportunities for students as well as additional Co-Op assignments, which have expanded upon the previous Co-Op employment model. In the most recently available Key Performance Indicator (KPI) results (17/18), the CPET program had a 100% graduate satisfaction rate. The College has also made significant reinvestments in lab and facilities upgrades, over the past few years, ensure that this program remains responsive to the needs of industry and that the program continues to provide graduates with excellent employment opportunities.

Health and Community Care Cluster

The College has also demonstrated strength in the area of health and community services education as well as providing opportunities for those with significant learning challenges to participate in post-secondary education and contribute to their ability to gain meaningful employment. The College's Practical Nursing (PN) program is a historically highly competitive program for admission and serves the need of the local community in meeting the health human resources. The College recently opened a new state of art Health Sciences Centre that supports the latest advances in nursing education. Complementary to the PN program, the Colleges Social Service Worker (SSW) program has been a program that has provided graduates with a diverse range of employment options across the Health and Social Service sectors. In the most recently available KPI results (17/18), the SSW program had a 94% graduate placement rate. The College's SSW program has experienced consistent and solid student demand and the program is integral to the comprehensive program mix in the area of Health and Community Services. Apart from the SSW and PN programs, the College is proud of its legacy in providing individuals with significant learning challenges, the opportunity to participate in in post-secondary education through the Cooperative Education (CICE) program. Individuals within the CICE program complete a modified version of a current Lambton College program with a range of supports in place to support their success. While CICE programs have emerged at numerous other colleges, Lambton has maintained enrolment and consistently maintained this program as an oversubscribed program area. Lambton is proud that in the most recently available KPI results (17/18) graduate satisfaction for the CICE program was 100%.

The college has elected to assign a weight of 20% to the institutional strength metric beginning in 2020-2021 given program strength and distinctiveness coupled with the economic and social impact of graduates of these areas/programs. In 2021-2022, the metric weight will drop and remain at 15% throughout the remainder of SMA3 due to the addition of complementally metrics.

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

Lambton College has demonstrated ongoing commitment to the success of our students, with a stable graduation rate above the system average in each of the past four years and in six of the past seven years. These results are driven by specific, measurable interventions, such as our Day 28 early intervention initiative, through which faculty flags students who are at risk (based on early academic results) and students are proactively connected with through intrusive academic advising.

There remain opportunities for improvement, such as our graduation rates in diploma level programming. This combination of institutional commitment and opportunity has led us to prioritize graduation rate in our metric weighting, with 25% of funding tied to the metric in the initial year before transitioning to 20% as we incorporate other metrics.

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

Lambton College strives to be a leader in technology and innovative workforce development, offering programs that prepare students for success in a rapidly evolving and changing workforce. The College has a solid relationship with local employers and industry professionals who are engaged in advising on curriculum, programs and courses to ensure that students receive the most up-to-date training and programming.

Lambton College programs provides a blend of academic learning and practical skills training in which students are provided an array of work experiences within programs. Graduate employment earnings do vary amongst programs, are industry dependent, and are connected to external economic factor. Strong industry connections, innovation and an adaptability mindset allow Lambton to stay current and abreast of economic development. A flagship program in the School of Technology is the Chemical Production and Power Engineering Technology (CPET) which most recent graduate surveys report an average annual salary of \$ 76,631 in comparison to a program in the School of Health such as Practical Nursing, which reported an average annual salary of \$50,109. Again, earnings will vary by sector, can be volatile, but overall continue to be an area of importance and focus from program development to graduation.

Recognizing the degree to external economic factors impact this metric, the College has weighed this metric at 5% for the duration of SMA3.

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

In the 2019/2020, academic year the College offered 56 programs which included an experiential learning opportunity. The scope of programs, which have incorporated at least one-course dedicated to experiential learning, has been the consequence of a concerted effort by the College. Historically, experiential learning was focused upon the traditional areas of field placement, co-op and clinical. Lambton has seen a diversification of experiential learning opportunities, now encompassing 7 capstone and 21 non-mandatory cooperative learning opportunities. Lambton College will continue to recognize the importance of experiential and develop and expand opportunities for experiential learning throughout the term of SMA3. For instance, the College will expand access to capstone project courses which serve as a culmination of academic and intellectual experience for students that typically take place during the final year of their academic program. A capstone project allows students to pursue independent research on an approved topic of their choice, with the guidance of a faculty mentor. Capstone projects give students an opportunity to work in collaboration with external organizations and industry on real-world problems. As well, the College will expand its offering of Work Integrated Learning options to ensure that those students who are ineligible to complete the co-op component of their program of study have a comparable learning opportunity in a simulated environment.

The college has elected to weight experiential learning at 15% beginning in 2021-2022 and onward given the strength of experiential learning throughout the suite of programs delivered by the college.

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

Lambton College fully supports the implementation of the OECD Education and Online Assessment tool as a metric to ensure that students whom complete diploma programs have the Cognitive Literacy, Numeracy, Problem Solving Skills which are fundamental for gainful employment in the labour market. The college will include participation in the assessment upon the commencement of studies within diploma programs to determine education and skills benchmarks for incoming students. Upon completion of studies, students will be encouraged to participate in the online assessment to demonstrate the impact and value of their studies at Lambton College on their overall growth in education and skills capacity.

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 Lambton 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>We anticipate several challenges to maintaining our enrolment over the next five years:</p> <ul style="list-style-type: none"> • The local, direct from secondary market in the Lambton catchment is declining. According to the most recent Lambton-Kent District School Board Capital Plan, secondary enrolment has declined by 23.2% over the past ten years, and is expected to stagnate at that level over the next ten years; • We experienced a sharp dip in non-direct enrolment in 2019-2020, likely impacted by a strong local economy and changes to financial aid policy; • Sarnia-based international enrolment will be pressured by the introduction of new partner campuses from other Colleges in the Toronto area; • Competition for International enrolment at campuses operated by Lambton’s private partners will likely increase as new public-private partnerships emerge. This risk is mitigated by the government’s decision to cap enrollment at all public-private partnership sites. <p>We will counter these developments through by emphasizing retention and graduation, a responsive program mix, and aggressive recruiting of highly qualified international applicants from diversified markets. These strategies will ameliorate, but not completely reverse, enrolment decline.</p>

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

Economic Impact (Institution-specific)

<i>Companies Supported by the Research and Innovation Department</i>
<i>Companies, engaged with services, research and Innovation projects or special training. Companies are for profit, Canadian based companies that provide products or services and derive revenues from the sale of products and services. These companies include Start-ups as well as Small and Medium size companies.</i>
Metric initiated in 2020-21
Narrative

Since its inception in 2007, the Research and Innovation Department at Lambton College has grown to become and was recognized as the #1 Applied Research College in Canada in 2018, by Research Infosource Inc. The College is proud to have received close to \$40 million in research related funding from federal and provincial agencies. The main goal of research activities at Lambton College is to provide “Economic impact” to industry, Sarnia-Lambton and Ontario.

Lambton College’s Research & Innovation department strives to develop suitable working models for collaborative applied research and commercialization activities as the sole provider of research and development in the region. These initiatives range from direct research contracts to collaborative projects supported by public funding.

Since 2013, the department has developed and executed more than 700 projects. These projects have resulted in more than 100 new prototypes, 20 pilot plants and 300 new/improved processes, technologies and services. Additionally, Research and Innovation projects provided an excellent experiential opportunity for college students and graduates to obtain advanced, and industry needed expertise.

Support of Start-ups and Small-Medium sized Enterprises (SMEs) has been provided through six (6) research centres and four (4) research groups. Lambton College selected the metric below to show the economic impact of research and innovation activities at Lambton College.

1) Companies Supported by the Research and Innovation Department:

Definition: Companies, engaged with services, research and Innovation projects or special training. Companies are for profit, Canadian based companies that provide products or services and derive revenues from the sale of products and services. These companies include Start-ups as well as Small and Medium size companies.

The metric, Companies Supported by the Research and Innovation Department, is selected as Lambton College’s choice for the “Economic Impact” as it directly shows the magnitude of Lambton College’s activities to support companies through research and innovation activities and projects. Lambton College has an established process to track the number of companies supported. The College has weighted this metric significantly for the duration of the SMA based upon its successful record of accomplishment.

Source: Lambton College data

Revenue Attracted from Private Sector Sources

Total revenue attracted from private sector and not-for-profit sources
Metric initiated in 2021-22
Narrative
<p>Lambton College works with private sector partners to build and enhance services for students while, working to support economic diversification through its engagement in applied research.</p> <p>Building on its strength as a leader in applied research, the college has launched an Innovation Institute (II). A cornerstone of the II’s focus will be advancing the College’s micro-credential strategy, in collaboration with the private sector, enabling rapid development of educational experiences, which will ensure access to rapid skills and competency development need to support both employees and employers in a globally competitive labour market.</p> <p>The college will continue to demonstrate leadership in non-public sector revenue generation via its broad portfolio of entrepreneurial activities including, industrial contract training (i.e. – the provision of customized training services to the private sector), applied research, innovation, commercialization, advisory and consultancy services as well as educational delivery partnerships with two domestic and two Chinese third-party educational providers.</p> <p>The college will diversify its private sector revenue sources through active engagement and partnership leveraging its experience as well as depth of established relationships.</p> <p>The college has elected to weigh Innovation Revenue Attracted from Private Sector Sources Metric at 5% beginning in 2021-2022 and onward throughout the term of SMA3 given economic volatility and uncertainty associated with future international student enrolment, which may affect the third-party educational partnership revenues.</p>

Source: College Financial Information System (CFIS)

Apprenticeship-related (Institution-specific)

Apprenticeship Success Rate
Metric initiated in 2022-23
Narrative
<p>A partnership between Lambton College, the Ministry of Labour, local employers and unions, apprenticeship training in the skilled trades represents a key component of Sarnia’s regional economy. Our proposed metric for apprenticeship education is the completion rate of the level (basic, intermediate, or advanced) for which an apprentice is registered. The completion rate represents successful delivery of the training level in which the apprentice registered, fulfilling our contract and enabling the apprentice to return to their employer with the next level of progression in their training.</p> <p>Lambton College has a very high and stable completion rate over the past three years, evidence of our commitment to apprenticeship education. Nevertheless, there are some associated risks: the stability of the metric creates a narrow band of tolerance, which, combined with a relatively small overall cohort of apprentices each term, could result in insignificant variability dropping us below the bottom of the band. Therefore, we have allocated a relatively low weight to this metric.</p>

Source: Lambton College data

Productivity, Accountability and Transparency

Reporting Metrics – Attestation

This priority area of the Ontario government supports the government’s goal of increasing trust in Ontario’s finances and promoting accountability through transparency and improved performance outcomes in Ontario’s postsecondary education system.

These metrics are not tied to funding, and are used to measure and report on the following indicators:

- *Faculty Activity*
- *Faculty Compensation*

Faculty Activity

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

Faculty Compensation

Information regarding Lambton College Faculty Compensation will be made publicly available in Year 3 (2022-23).

Enrolment Profile

In addition to the performance-based funding outlined in sections above, institutions will receive enrolment-related funding through a funded corridor 'midpoint' to provide funding predictability to institutions.

Corridor Midpoint

For funding purposes **3,485.84** Weighted Funding Units (WFUs) will be the corridor midpoint value for the five-year period from 2020-25 for Lambton 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 Lambton 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	367	356	345	337	328
Ontario College Diploma/Advanced Diploma	1,737	1,728	1,727	1,720	1,710
Ontario College Graduate Certificate	0	0	0	0	0
Baccalaureate Degree in Applied Area of Study	0	0	0	0	0
Total	2,104	2,084	2,072	2,057	2,038

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)	166	166	166	166	166
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Projected International Enrolment

Below is Lambton 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	0	5	5	5	5
Ontario College Diploma/Advanced Diploma	102	174	341	389	385
Ontario College Graduate Certificate	384	326	655	842	1,012
Baccalaureate Degree in Applied Area of Study	0	0	0	0	0
Total	486	505	1,001	1,236	1,402

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

Below is Lambton College's projection of funding-ineligible international full-time headcount at campuses operated by private partners as of August 18, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Ontario College Certificate	0	0	0	0	0
Ontario College Diploma/Advanced Diploma	611	1,029	1,333	1,327	1,327
Ontario College Graduate Certificate	2,733	5,729	6,043	6,049	6,049
Baccalaureate Degree in Applied Area of Study	0	0	0	0	0
Total	3,344	6,758	7,376	7,376	7,376

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.

Lambton 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	72.22%									
	70.83%	76.36%	77.14%										
2. Institutional Strength/ Focus	2016-17	2017-18	2018-19	5.05%									
	11.81%	6.68%	6.44%										
3. Graduation Rate	2016-17	2017-18	2018-19	70.00%									
	70.46%	69.51%	70.30%										
4. Community/ Local Impact of Student Enrolment	2016-17	2017-18	2018-19	3.49%									
	4.66%	3.58%	3.52%										
5. Economic Impact (Institution-specific)	2016-17	2017-18	2018-19	103.04									
	106	173	162										
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					