

2020-2025 Strategic Mandate Agreement

CENTENNIAL COLLEGE

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MINISTRY OF COLLEGES AND UNIVERSITIES

**CENTENNIAL
COLLEGE**

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Signing Page

2020-2025 Strategic Mandate Agreement

Signed Between

Centennial 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 Centennial College by:



Shelley Tapp
Deputy Minister



Craig Stephenson
President & CEO

Aug. 28, 2020
Date

August 28, 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 Centennial 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.

Centennial College is committed to transforming lives and communities through learning. A vital component of our five-year strategic plan (our Book of Commitments) highlights Centennial as a progressive and inclusive student-centred institution.

The emergence of COVID-19 and its profound implications will have a humbling impact on our college community and may influence weighting, metric data, direction and performance in ways as yet unknown. Our Book of Commitments will continue to guide our long-term strategy, though our current environment demands a more tailored immediate approach focused on resilience and recovery. Maintaining our guiding principles of Enrolment, Employment, and Empowerment, we will continue to support the priorities of the Ontario government, while in the short-term, shifting Safety & Well-being and Academic Continuity to the forefront.

Key to our strategy is a bold plan which, by addressing the changing workplace and relevant current issues, offers learners more ways to gain skills for a world interconnected by digital technologies and shifting migration patterns. Our institutional priorities continue to include:

Skills & Job Outcomes

Global Skills: Centennial curates an innovative educational experience to prepare students for today's globalized reality. To reflect employers' needs, our academic programs integrate "New Essential Skills" (NES) such as entrepreneurship, innovation, applied ethics and global citizenship. Learners participate in comprehensive curricular and co-curricular offerings focused on leadership development, internationalization, applied research and more. Students can even complete courses towards specialized academic certificates in Indigenous Studies, Inclusive Leadership Practices or Entrepreneurism.

Experiential Learning: Centennial continues to expand and enhance work-integrated and experiential learning through curricular and co-curricular programming, including applied research that immerses students in industry-relevant projects. These efforts increase industry engagement, drive growth and strengthen graduate employment. Furthermore, Centennial facilitates global experiential learning opportunities through which students gain international experience while developing skills such as cross-cultural communication and global perspectives.

Employer Engagement: Centennial aspires to deepen employer and thought leader engagement to build new networks and open doors for students. In 2019, we relaunched our Signature Industry Experience as Solv., a single point of contact to connect industry to the College's business-enhancing opportunities and services. Over 500 companies in over 23 sectors have engaged with Solv. to date, enriching our external partnerships.

Community & Economic Impact

Access and Equity: Centennial is a leader in creating accessible postsecondary options for underrepresented groups, with programs and services tailored to the needs of students from historically marginalized or underserved communities. The College serves 14 of Toronto's Neighbourhood Improvement Areas, and we welcome students who are Indigenous, new to Canada and first-generation, those for whom English is an

additional language, adult returners and students with disabilities. To pursue education, a high proportion of Centennial students require financial support, with over 90 per cent participating in the Ontario Student Assistance Program — the highest percentage of any Ontario college. Centennial steadfastly leverages its social justice activism, global citizenship, internationalization and inclusion leadership to foster leaders, innovators and changemakers.

Community Impact: Centennial offers extensive applied arts, applied sciences, business, community services, health, performing arts, culinary arts, hospitality management, information technology, automotive, aerospace and trades programming. Over the next five years, we commit to grow science, technology, engineering and mathematics (STEM) programs through our new Downsview Campus Centre for Aerospace and Aviation.

Economic Impact: As a Scarborough anchor institution, Centennial promotes economic growth in the Greater Toronto Area's (GTA) eastern region. Our \$72-million Downsview campus is a gateway to the rapidly-growing aerospace industry. With the University of Toronto Scarborough (UTSC), Centennial is establishing the Environmental and Related Technologies Hub (EaRTH), uniting and leveraging the expertise and resources of industry, academia, government and community organizations to create Ontario's first truly "Green Campus".

Performance-Based Funding

Notional Annual Allocation

For the 2020-2025 SMA cycle, Centennial 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. Centennial 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	\$17,288,998	\$24,394,293	\$31,499,588	\$38,604,882	\$42,157,530
Performance-based Grant	\$13,428,217	\$18,799,504	\$24,170,791	\$29,542,078	\$32,227,721

* Activation of performance-based funding will not be in place for 2020-21 and 2021-22. Thereafter, activation for the following years will be determined through the SMA3 Annual Evaluation process.

**Further details on calculations are available in Ontario’s Performance-based Funding Technical Manual. The Performance-based Grant has been capped at the system-average annual proportion and residual funding remains part of the Differentiation Envelope. Notional allocation represents the Performance-based Portion of the Differentiation Envelope capped to the system-wide average.

***The notional allocations presented above are estimates based on 2019-20 final operating grant totals.

Institutional Weighting Strategy

The performance-based funding mechanism enables institutions to assign metric weightings to reflect institutional strengths and differentiated roles in the postsecondary education system. Assigned metric weightings will impact performance-based funding on a metric-by-metric basis per the table below. Metric details are described in the following section.

Metric	Institutional Assigned Weightings & Notional Performance-based Funding									
	2020-21		2021-22		2022-23		2023-24		2024-25	
	Max 35%, Min 10%		Max 30%, Min 5%		Max 25%, Min 5%		Max 25%, Min 5%		Max 25%, Min 5%	
	(%)	(\$)	(%)	(\$)	(%)	(\$)	(%)	(\$)	(%)	(\$)
1. Graduate Employment Rate in a Related Field	10%	\$1,342,822	5%	\$939,975	5%	\$1,208,540	5%	\$1,477,104	5%	\$1,611,386
2. Institutional Strength/Focus	13%	\$1,678,527	10%	\$1,879,950	8%	\$1,812,809	8%	\$2,215,656	8%	\$2,417,079
3. Graduation Rate	23%	\$3,021,349	23%	\$4,229,888	20%	\$4,834,158	20%	\$5,908,416	20%	\$6,445,544
4. Community/Local Impact – Student Enrolment	25%	\$3,357,054	25%	\$4,699,876	20%	\$4,834,158	20%	\$5,908,416	20%	\$6,445,544
5. Economic Impact (Institution-specific)	30%	\$4,028,465	23%	\$4,229,888	18%	\$4,229,888	18%	\$5,169,864	18%	\$5,639,851
6. Graduate Employment Earnings	--	--	5%	\$939,975	5%	\$1,208,540	5%	\$1,477,104	5%	\$1,611,386
7. Experiential Learning	--	--	5%	\$939,975	8%	\$1,812,809	8%	\$2,215,656	8%	\$2,417,079
8. Revenue Attracted from Private Sector Sources	--	--	5%	\$939,975	5%	\$1,208,540	5%	\$1,477,104	5%	\$1,611,386
9. Apprenticeship-related (Institution-specific)	--	--	--	--	8%	\$1,812,809	8%	\$2,215,656	8%	\$2,417,079
10. Skills & Competencies	--	--	--	--	5%	\$1,208,540	5%	\$1,477,104	5%	\$1,611,386

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 Centennial 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

Our graduate employment outcomes have shown positive gains over the last several years. The percentage of Centennial College domestic graduates who became employed within six months of graduation¹ has steadily improved from 73.1 per cent in 2014 to 79.5 per cent in 2019. Similarly, our international graduate employment outcomes have also increased, with over 80 per cent employed within six months of graduation. Of graduates working full time, 69.6 per cent were employed in program of study-related occupations, compared to the provincial college average of 74.0 per cent.

As employment is the primary reason students pursue a college education, Centennial’s competitive advantage depends on the capacity to meet their expectations and offer pathways to meaningful work. Our five-year strategic plan underscores our focus to “Build Powerful Pathways to Employment” (Centennial College Book of Commitments, 2019) so graduates can successfully transition to their chosen careers. The College has identified innovative strategies to achieve this objective, including expanding co-curricular and leadership learning experiences, increasing student participation in applied research by 30 per cent, making experiential learning a hallmark of a Centennial education, increasing work-integrated learning (such as co-operative experiences and field placements) across academic programs, and partnering with Ontario employers in skills development and training.

We have created a Graduate Employment Committee with a mandate to develop and oversee College-wide plans to improve the graduate employment rate and the quality of graduate employment outcomes. The Committee reviews relevant data and external trends to determine appropriate strategies to achieve these goals while ensuring the plan addresses the unique and diverse needs of our student body, including persons with disabilities, Indigenous learners and, international students.

¹ Source: Ontario College Graduate Outcomes/Graduate Satisfaction Survey, 2018-2019

The Committee has identified approaches that align with five key areas of a learner’s progression through their respective program of study. By implementing the below strategies, we will further enhance graduate employment outcomes.

- **Advising:** A comprehensive approach that includes career resource assessment and referral to timely interventions that direct and support students in accessing services and developing necessary skills.
- **Curricular:** Ensuring that current labour market needs, NES and emerging employability skills, and career readiness competencies are integrated across program curricula.
- **Co-curricular:** An environment that offers a suite of learning opportunities to help students develop transferable skills and connect their learning to the working world.
- **Employer Engagement:** Strong industry connections that actively engage employers in students’ career development and provide mentorship, training and meaningful employment.
- **Research and Advocacy:** A robust research agenda that continues to inform strategy development and drives continuous improvement plans to address inequities in employment outcomes.

Centennial is closely focused on working to improve graduate employment outcomes for all students and to close the skills gap and meet the needs of Ontario’s workforce. The past three years' results show that the year-over-year program-related graduate employment rates are stable with a small band of tolerance; hence, the College has assigned a low weighting.

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

Institutional Strength/Focus

Science, Technology, Engineering and Math (STEM) and Trades-focused Programs

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

Metric initiated in 2020-21

Narrative

We have selected our STEM and trades-focused programs as our institutional strength, while recognizing that the College offers a robust program mix across numerous professions and trades.

Centennial has a proven history of high-quality programming in its selected aerospace, automotive, chemistry and biological chemistry, and electronics and mechanical occupational clusters:

- We are the largest provider² in Ontario of Aircraft Maintenance Engineer (AME) programs, with diploma and advanced diploma programs in avionics (E) and maintenance (M).
- A partnership with Bombardier Aerospace makes us its trainer of choice for airframe assembly skills in the company’s Toronto plant.
- Our recently-opened Centre for Aerospace and Aviation breathes new life into the historic manufacturing facility that housed de Havilland Canada and SPAR Aerospace. The state-of-the-art facility enhances our capacity in advanced composites, computer numerical control machining, unmanned aerial vehicles (commonly known as drones), robotics and mechatronics to support the growth of this high-value industry sector.
- Our School of Engineering Technology and Applied Science leads the Ontario college sector with the largest number of nationally accredited programs. The external accreditation process reflects our commitment to quality standards and speaks to our programs meeting national technology benchmarks as defined by employers.

² Source: OCAS Data Warehouse, accessed January 2020

- We have a strong applied research focus, making us committed to incorporating experiential learning into curricula and to building strong links with industry partners.
- Our sophisticated laboratories house the latest equipment and technologies to provide students with hands-on, work-integrated learning.
- Dating back to the late 1960s, we have been Canada’s largest postsecondary trainer for automotive system maintenance and repair, which has resulted in automotive programming strengths that include reputable diploma programs in several disciplines, apprenticeship programs with notable industry partners and co-op options.

Each of these distinguished areas of institutional strength has been supported by impressive enrolment growth and strong program-related graduate employment among both domestic and international students.

Anchored by effective academic and industry-driven content, experiential learning and employment-focused curricula, these programs strongly align with labour market statistics. As such, they address projected labour shortages and skills gaps in Ontario’s economy. For example, the number of positions in the province for technologists and technicians in natural and applied sciences is expected to grow significantly, from 411,068 in 2019 to 461,239 in 2025 — a 12.2 per cent increase.

We have decided to give this metric a higher weighting because of its anticipated relative stability, its alignment with government objectives to strengthen competitive advantage in related sectors (i.e. STEM and trades) and our expectations for continued enrolment growth in the selected occupational clusters.

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

Centennial has been successful in attracting a highly diverse and internationalized student body. One third of these students are the first in their family to attend postsecondary and 90 per cent access student financial aid. In order to encourage students’ persistence and graduation, the College has implemented numerous approaches and supports.

Centennial Advising and Pathways Services provides students with holistic support as they transition in, through and out of their academic programs as well as back to the College for continuing skills development and learning. Pathways Advisors are available to guide prospective students in exploring academic programs that align with their career aspirations. They also advise current students who need to pause their studies on pathways back towards credential completion. Additionally, all Centennial students have a dedicated Success Advisor who provides them with proactive “just in time” coaching, support, referral and customized progression plans. We also carry out student success planning and intervention at the institutional level through cross-representational teams such as our local retention teams.

The College has created several other proactive advising initiatives. Upon confirmation of acceptance, students receive an invitation to connect with their advisors as a way to ease navigating their transition into the College. In 2019, Centennial also implemented START Smart. A two-day pre-orientation program, it was created to support equity-seeking students in exploring their full potential as they begin their time at the College. Because START Smart was specifically developed for learners who identify as Indigenous, LGBTQ+, students with disabilities and

those whose other language is English, participants take part in relevant interactive workshops, get connected with Centennial resources, build a first-year community, and gain success tips from upper-year peers.

The Centre for Accessible Learning and Counselling Services (CALCS) provides an array of programs and services aimed at empowering students to meet their wellness goals as well as to address accommodation and disability-related needs. It also creates a more accessible campus community. A team of psychotherapists, social workers, educators and staff offer services such as brief and solution-focused psychotherapy, accommodation planning, health and wellness education, group counselling, psychoeducational workshops, adaptive technology and peer support. CALCS also has a responsive personalized-care model, whereby counsellors see and equip students with a plan via same- or next-day delivery.

Cumulatively, these wide-ranging efforts have assisted in steadily and incrementally improving Centennial's graduation rate over the last three years. This has been one of the College's primary areas of focus, and the above-mentioned initiatives are poised to translate into continuous improvement for the next five years. Hence, we have assigned a relatively high weighting to this important metric.

Source: Graduate Rate Submission Process, College Graduation Rate Tool (CGRT)

Graduate Employment Earnings

Median employment earnings of college graduates in a given calendar year, two years after graduation

Metric initiated in 2021-22

Narrative

Centennial College recognizes that students invest in their education for career advancement and to enable economic prosperity for themselves and their families. Our diverse programs, initiatives and experiences are designed to open doors to opportunity, inclusive of students from historically marginalized communities who may face particular and often systemic barriers to employment.

The College works closely with industry and community organizations to ensure each program meets the needs of a particular industry or community. Our Program Advisory Committees (PACs) play an essential role in linking the College to the communities it serves by helping to inform program curriculum and potentially providing graduates with employment opportunities. Through PAC members, we are kept abreast on industry trends in real time, enabling us to align curriculum with industry needs by making necessary changes to skills and/or knowledge outcomes.

To help prepare students for careers, Centennial supports rich hands-on learning and career development opportunities. Since 2010, we have sent abroad more than 2,000 students by way of Global Citizenship and Equity Learning Experience (GCELE), Faculty-Led International Programs (FLIPs), and Work and Study Abroad programs. These opportunities provide students with an international context for practical knowledge relevant to their academic program.

Recently, Centennial launched the Design Jam Experiential Learning program. This programming engages employers from the community who are facing a business challenge by partnering them with recent graduates wanting to gain supplementary practical experience. Over 16 weeks, participants work with employers on a specific project, using their skills to find an innovative solution.

Furthermore, we actively engage students in applied research projects. We rank among the country's Top 10 colleges in number of students in paid research positions and number of completed applied research projects. Over the next five years, we will create more opportunities for our learners to further refine their talents, knowledge and skills — helping them transition to and make an immediate impact in an evolving economy.

Given the importance of mentorship for underrepresented groups, Centennial has established a mentorship program that leverages alumni connections and industry partners. Concurrently — by contributing to local advocacy efforts, knowledge-sharing to dispel myths and supporting employers in creating pathways to meaningful work — the College continues to address systemic barriers equity-seeking groups face in the workplace. We are also developing a network for historically marginalized students and staff to collaborate, engage and develop short-term mentoring relationships that support learners' transition into the workforce.

The graduate earnings metric depends on graduates' personal choices in industries that may offer lower earnings but provide value to society as well as hours worked and labour market conditions outside of the College's control. In light of this, the College has assigned a low weighting.

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

Centennial has longstanding work-integrated and experiential learning opportunities for students across its academic program offerings. In 2019-20, of Centennial's active full-time programs (excluding foundations and college and/or university preparation programs), approximately 67 per cent included work-integrated learning opportunities such as co-operative education, field placement, fieldwork, capstone projects, employer-sponsored apprenticeship training and interactive simulations. The College's goal is to systematically continue to embed work-integrated and EL into all new and existing offerings through its cyclical program review and new program development processes.

The Career Services and Co-operative Education department engages almost 3,000 active employers to help students in co-op programs obtain practical work experience. The well-established industry and community partnerships that exist in each academic school support student field and clinical placements. The College's Field Placement Coordinators liaise with external organizations to establish suitable field placement and clinical experiences that meet legal, contractual and academic requirements. Their ongoing involvement ensures field and clinical placements provide students with rich learning experiences and opportunities to meet course outcomes.

To match the increasingly complex, competitive and globalized workplace, there is also a need to embed innovative EL opportunities in program curricula. We seek to expand cutting-edge experiences built directly into the curriculum. These include client-driven project work, capstone projects and applied research that builds on institutional partnerships with industry.

Centennial's strategic plan commits to increasing the number of applied research opportunities available to students. While experiential learning is the primary purpose, it is underscored by a belief that innovation and entrepreneurship are relevant to the economy's every sector, must be embodied broadly as values and skill sets, and must allow for social innovation. Our Applied Research and Innovation Centre facilitates multifaceted ways for students to gain experiential learning while helping industry partners find practical solutions to real-world problems. In 2019, Centennial was among Canada's Top 50 Research Colleges with a research income value of \$3,897,000 and 182 students involved in applied research projects.

Furthermore, the College's focus on internationalization creates opportunities for international internships, faculty-led international work experiences, and applied research projects abroad that Centennial faculty members and industry mentors supervise.

The experiential learning performance indicator aligns with the College’s strategic plan and goals to provide authentic educational experiences that result in deep learning, build partnerships with industry, improve graduate employment outcomes and meet workforce needs. However, the inclusion criteria exclude applied research students, co-curricular experiential learning activities and other forms of experiential learning. Hence, the College considers this metric to be medium risk and has assigned a medium weighting.

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

Centennial College remains committed to ensuring graduates have the essential employability skills and competencies needed to meet global workforce standards – communication, numeracy, critical thinking and problem-solving, information management, and interpersonal and personal management skills. These are the skills that have long been viewed by employers as essential for its employees and are the skills that will become even more critical for the future workplace in the context of advanced technology and automation.

Further, the changing world demands a new set of essential skills, resulting in competent, caring and capable employees and citizens. We view these competencies as the new toolbox, incorporating such skills as applied ethics; collaboration and teamwork; cultural competencies, globalization perspectives and respect for Indigenous peoples; digital and data fluency; financial literacy; innovation and entrepreneurship; leadership and followership; personal resiliency; and reflective practice, empathy, civility and social responsibility. By offering students exceptional learning experiences that utilize technology, experiential learning, social innovation, applied research, and entrepreneurial activities, we will ensure students have the “new essential skills” needed to navigate, critically evaluate and curate knowledge, ensuring they graduate prepared to contribute meaningfully in their careers and to their communities.

In the pursuit of academic quality, Centennial has ensured we assess learning related to these skills through the incorporation of related learning outcomes into every course and program through an innovative online course outline tool that ensures these skills and competencies, expressed as learning outcomes, are mapped to student assessments, shifting the focus from content to learning, and from implicit assumption to the explicit measurement of learning through high-quality assessments.

Eager to explore alternate ways to measure the skills of our students, in 2016-2017 Centennial participated in a research study led by HEQCO, the Essential Adult Skills Initiative (EASI) project, which utilized the Education and Skills Online (ESO) assessment tool to examine the necessary knowledge and skills needed for students to be successful in work and life by assessing their literacy, numeracy and problem-solving competencies. The study found ESO to be an efficient measure of postsecondary student skills³ and has in scope the ability to also measure skills use, career interests, health and well-being, and behavioural competencies. With interest in determining the effectiveness of our teaching and assessment of a range of essential skills, Centennial affirms that we will participate in the ESO as administered by the ministry to provide data input for this performance metric.

Source: *Education and Skills Online Assessment, Organisation for Economic Co-operation and Development (OECD)*

³ Weingarten, H. P., Brumwell, S., Chatoor, K. & Hudak, L. (2018). *Measuring Essential Skills of Postsecondary Students: Final Report of the Essential Adult Skills Initiative*. Toronto: Higher Education Quality Council of Ontario

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 Centennial 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>Centennial College has been making great strides in the domestic market, despite the demographic decline of the traditional 18- to 24-year-old college-age population. With a heightened presence in local high schools, guidance counsellor advisory committees, increased financial aid supports, events, marketing and public awareness, Centennial is one of just two colleges in the system to experience an increase in domestic enrolment over the past three years . We also attribute this growth to our focus on preparing students to enter the workforce, while teaching them to be leaders. Moreover, we have worked to build lasting partnerships with communities that further equip our graduates to succeed globally.</p> <p>Locally, we continue to offer industry-recognized full- and part-time programs at five GTA campuses. Whether in our classrooms, our labs or the community, Centennial students experience the real world before they graduate. They are job-ready, as evidenced by over 90 per cent of employers who hire Centennial graduates reporting they are satisfied or very satisfied with their hires.</p> <p>With a presence in countries such as China, India, South Korea, Philippines and Brazil, Centennial has transformed from a local community college to a global institution. Due to our outreach, which is a key strength of our recruitment, our international student population has dramatically increased. In fact, with Centennial’s reputation as “the college to attend”, we have the province’s highest international student enrolment. Considering our large international student body, we have developed diversification strategies that not only impact learner success but also that of the local community.</p> <p>Centennial prides itself on outreach that connects the institution to the community through multifaceted partnerships with local businesses, community-based organizations and other educational institutes. Our award-winning Helping Youth Pursue Education (HYPE) program makes postsecondary education accessible for youth from 14 priority GTA neighbourhoods. HYPE, and the College’s many other outreach endeavours, encourage young people to overcome economic and social barriers by fostering an engaging and inclusive learning environment, and instilling the hope and confidence to complete postsecondary education. This is an effort that extends to Indigenous Peoples and women pursuing non-traditional careers. Because we believe so strongly that everyone should have an opportunity to complete postsecondary studies, we create access to more than \$3 million in Centennial College bursaries, Ministry-partnered bursaries and scholarships to help meet various financial needs.</p>

From pioneering research projects and real-world learning experiences to the breadth of meaningful and multilayered partnerships across the local community and the world, Centennial provides an education rooted in the principles of global citizenship, equity and social inclusion. Our vision also supports the very fabric of our work: to educate students for career success.

The Community/Local Impact metric is determined by increased domestic and international student enrolment, inclusive of part- and full-time students. Based on our recruitment initiatives and international reputation, we deem this metric low risk and have assigned a high weighting.

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

Economic Impact (Institution-specific)

<i>Co-operative Education</i>
Number of Co-operative Education Work Terms
Metric initiated in 2020-21
Narrative
<p>Centennial’s commitment to experiential and work-integrated learning is foundational to our college’s Strategic Plan, as we commit to “Building Powerful Pathways to Employment” (Centennial College Book of Commitments, 3rd Edition). Co-operative (co-op) education brings together students with employers, resulting in significant and positive benefits to both. A study by Deloitte Canada (2019) found that co-op programs generate "quantifiable gains for employers while setting students up to command wage premiums and succeed in their careers" (p. 70). The study found that, after salaries and training costs, companies that hired co-op students realized significant returns based on co-op student output during their work terms and subsidies for hiring co-op students. In addition to these quantifiable gains, co-op programs contribute to broader economic competitiveness and growth by providing organizations with access to the best talent to innovate and solve real-world challenges.</p> <p>A significant proportion of our students come to us with previous post-secondary education and work experience, both domestic and international, representing a source of future employees with diverse skills and perspectives across disciplines. Centennial graduates from co-op programs have a higher employment rate in a program-related field, enabling them to more quickly start to contribute their diverse experience to the workforce and economy. Centennial’s Career Services and Co-operative Education department engages close to 3,000 active employers to offer students a co-op learning experience that is hands-on, real-world, and future-ready.</p> <p>Centennial is committed to continuing to increase student access to co-operative education across a wide range of fields by growing our partnerships with industry and employers, further build on and expand co-op learning for our students and contribute to positive economic and social impact. We have assigned a medium weighting to this metric, recognizing that placement rates remain susceptible to economic factors and are discipline-specific.</p>

Source: College Statistical Enrolment Report (CSER). Total number of full-time co-op work terms (i.e., funding code “30”) as captured in annual enrolment reporting

Revenue Attracted from Private Sector Sources

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

Metric initiated in 2021-22

Narrative

Centennial College is nationally recognized as a college leader in applied research, innovation and entrepreneurship with research activities in health, aerospace, energy, advanced manufacturing and social innovation. Centennial earns revenues from the private sector through international and local applied research initiatives and contracted educational services. The many industry relationships and in-house initiatives connecting us with external partners afford our students exciting opportunities to work on innovative solutions or applications with a host of companies in a diverse sector range.

Our Wearable Interactive and Mobile Technology Access Centre in Healthcare (WIMTACH) has partnered with over 90 organizations in sectors that include health care, cybersecurity and mobile applications development. This Centre brings a world of expertise, ultra-modern facilities, and an international reputation for professionalism to Canada and Ontario’s digital health technology industry. The 325 students involved since WIMTACH’s April 2015 inception, meanwhile, have developed 59 new products and technologies. To continue to grow applied research activity and cash contribution from private industry, we recently submitted three major grant proposals to the Natural Sciences and Engineering Research Council — a renewal of the existing WIMTACH grant, WIMTACH Extend Innovation Enhancement grant and Renewable Energy Extend Innovation Enhancement grant.

Centennial’s Applied Research and Innovation Centre also progresses this agenda of hands-on ingenuity with SMEs, where activity tends to focus on larger organizations in sectors such as aerospace and advanced manufacturing. We are partnering with Ryerson University to grow our facilities in aerospace landing gear research. We anticipate continued growth in our partnerships with Bombardier, Safran, Lynch Fluid Controls, Collins Aerospace, MHI Canada Aerospace and other aerospace companies. In addition, we are entering into a partnership with the Autonomous Vehicle Innovation Network, with plans to leverage our School of Transportation’s resources to benefit this research stream.

A long history of providing customized, sector-specific training (contract training) to business, industry and community organizations even further enhances efforts. At present, we are engaged in training delivery for organizations such as Walkerton Clean Water Centre, Scarborough General Hospital, Beck Taxi and Orillia Soldiers' Memorial Hospital. The nature of these agreements ranges from online development for internal training purposes and delivery of customized training (e.g. programming for County of Simcoe Paramedic Services and York Region Paramedics) to administrative delivery of industry professional development courses (e.g. for the Canadian Fire Alarm Association and Xahive Inc).

As additional ways to support industry partner cash contribution, we are also exploring new initiatives with the Evolution of Networked Services through a Corridor in Québec and Ontario for Research and Innovation (better known as ENCQOR 5G) network and our new Artificial Intelligence program. Due to the high level of volatility in attracting private sector revenue year-over-year, we have assigned a low weighting to this metric.

Source: College Financial Information System (CFIS)

Apprenticeship-related (Institution-specific)

The seat utilization rate is the ratio of the actual number of full-time apprentices enrolled in full-time apprenticeship programs divided by the maximum number of seats allocated by the ministry through the seat purchase plan.

Metric initiated in 2022-23

Narrative

In-school apprenticeship training has been a core element of Centennial's programming for the past 50 years. Through substantial investments in labs, classrooms and equipment, we are recognized as the province's largest training delivery agent serving transportation and equipment sectors of Canada's most densely populated and industrialized region. We also have the capacity to increase the number of spaces to meet the needs of local apprentices. Our programs include Automotive Service Technician, Truck and Coach Technician, Auto Body Repair Technician, Heavy Duty Equipment Technician, Truck Trailer Service Technician and Powered Lift Truck Technician. Additionally, Centennial delivers training in the construction and service trade sectors, and it also hosts the college sector's largest Child and Youth Care Apprenticeship program.

Centennial uses numerous strategies to link apprenticeship training to the labour market's needs, including credit transfer and pathway initiatives, co-op program options and pre-apprenticeship programs. To provide the most relevant in-school training possible, we also have a number of modified apprenticeship programs, collaborating with partners such as the Toronto Transit Commission, Honda, Toyota, General Motors, Ford, Canadian Tire, Volvo Trucks and Mack Truck Canada. To ease the burden for employers who have difficulty releasing apprentices for the in-school portion of their training, we offer alternate delivery modes that include part-time instruction on weekdays, Saturdays and evenings. We look forward to participating in apprenticeship modernization efforts and leveraging increased flexibility to better serve employers and apprentices in our region.

Centennial has a distinct primary strategy to engage learners in apprenticeship opportunities and work with school boards to bring students into the College at a younger age. We offer youth opportunities to directly interact with sector-relevant technology through occurrences such as "trades sampling" activities designed for local elementary and middle school students. Other efforts include the Skills to College Work Initiative trade sample programs, dual credit course offerings, Ontario Youth Apprenticeship Program, skills contests at local and provincial levels, and skills camps in partnership with Skills Canada.

Our strong performance in this area is demonstrated by the rate at which Centennial consistently fills the maximum number of seats the Ministry assigns to our full-time apprenticeship training. Centennial's seat utilization rate for full-time apprenticeship programs has a three-year average of over 90 per cent, indicating consistently high levels. As the target is already high, it may not improve year-over-year according to the targets and band of tolerance calculation methodology. Therefore, we consider this metric to be of medium risk and have assigned a medium weighting.

Source: Centennial College Apprenticeship Training Seat Planning Audit

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

Faculty Compensation

Information regarding Centennial 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 **13,853.04** Weighted Funding Units (WFUs) will be the corridor midpoint value for the five-year period from 2020-25 for Centennial College. Enrolment-related funding will be will distributed consistent with this level of enrolment and subject to the policies contained within the *Ontario College Funding Formula Reform Technical Manual, May 2017, Version 1.1*.

NOTE: Midpoints were established using the average of funding-eligible enrolment from 2015-16, 2016-17, and 2017-18.

Projected Funding-Eligible Enrolments

Below is Centennial College's projection of funding-eligible full-time headcount as of August 24, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Ontario College Certificate	765	816	928	1,016	1,036
Ontario College Diploma/Advanced Diploma	6,784	6,358	6,820	7,584	7,736
Ontario College Graduate Certificate	545	640	715	783	799
Baccalaureate Degree in Applied Area of Study	93	93	90	100	102
Total	8,187	7,907	8,553	9,483	9,673

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)	234	236	238	241	246
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Projected International Enrolment

Below is Centennial College's projection of funding-ineligible international full-time headcount at college-operated campuses as of August 24, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Ontario College Certificate	230	293	418	482	492
Ontario College Diploma/Advanced Diploma	6,059	4,364	5,764	7,237	7,382
Ontario College Graduate Certificate	1,227	1,454	2,069	2,458	2,507
Baccalaureate Degree in Applied Area of Study	21	22	25	27	28
Total	7,537	6,133	8,276	10,204	10,409

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 be include COVID-19 pandemic impacts.

Centennial College													
SMA3 Metric	Historical Data			SMA3 Performance									
				2020-21		2021-22		2022-23		2023-24		2024-25	
				APT	Actual	APT	Actual	APT	Actual	APT	Actual	APT	Actual
1. Graduate Employment Rate in a Related Field	2016-17	2017-18	2018-19	69.55%									
	69.18%	70.56%	69.62%										
2. Institutional Strength/ Focus	2016-17	2017-18	2018-19	29.38%									
	31.54%	31.38%	29.85%										
3. Graduation Rate	2016-17	2017-18	2018-19	69.30%									
	68.84%	69.58%	71.78%										
4. Community/ Local Impact of Student Enrolment	2016-17	2017-18	2018-19	1.07%									
	0.98%	1.10%	1.21%										
5. Economic Impact (Institution-specific)	2016-17	2017-18	2018-19	911									
	917	946	1,130										
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					