

FANSHAWE COLLEGE
Strategic Mandate Agreement Annual Report 2017-18
Part 1. Overview

Introduction

The 2017-20 Strategic Mandate Agreements (SMAs) between individual colleges and the Ministry of Training, Colleges and Universities outline the role colleges perform in Ontario's postsecondary education system and how they will build on institutional strengths to fulfil their mandate and support system-wide objectives and government priorities.

Each priority area in the 2017-20 SMAs includes system-wide and institution-specific metrics and targets.

The SMA Annual Report is used by the ministry to track progress on metric performance on an annual basis. The SMA Annual Report is also an opportunity for institutions to provide contextual information and a narrative associated with metric performance in the shared priority areas. Part 1. Overview introduces the institutional context for metric performance, overall and by priority area. Part 2. Data Workbook includes historical data and most recently available values for both system-wide and institution-specific metrics.

For more information on the Strategic Mandate Agreements, please visit the Ontario Government webpage.

Institutional Narrative

Provide a brief description of the overall institutional context for the 2017-18 Strategic Mandate Agreement metric results. **(max. 600 words)**

In recent years, Fanshawe College has experienced significant enrolment growth, advanced ambitious capital projects, furthered its research agenda, joined the prestigious Polytechnics Canada network, and has taken bold steps to continue to improve on its student experience. In the 2017/18, the College launched twelve new and innovative programs designed to meet the needs of the emerging labour market. These and other initiatives continue to positively impact the College's annual results on the ministry-mandated KPI Satisfaction Surveys. In the most recent reporting year, Fanshawe surpassed most large colleges in multiple performance indicators, including the graduate employment rate (87.6%), graduate satisfaction rate (80.2%), employer satisfaction rate (94.2%), and student satisfaction rate (75.5%).

Specific initiatives are described in the following paragraphs.

The College remains committed to improving on its student experience through existing and new student initiatives, which include, but are not limited to: delivering financial aid literacy programs; providing mental health services; developing dedicated services for first-year

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students to improve on their retention rate; and applying Universal Design for Learning (UDL) principles in the classroom.

Access and equity remains an important priority for the College as evidenced by some of its new and ongoing initiatives. The College has recently developed an Indigenous Action Plan aligned with the Indigenous Education Protocol for Colleges and Institutes. The Plan will enable the College to strengthen its partnerships with Indigenous communities and to provide academic and non-academic programs and services that support their members. In addition, services are available for students with any type of accessibility need including 'non-visible' disabilities such as learning disabilities, medical conditions, and mental illness.

The College also continues to expand on its flexible learning opportunities through more part-time, weekend, accelerated, and online delivery program options. For example, the College has successfully piloted the MyPath initiative, which consists of programs that are highly-flexible, modular certificate programs designed for adult students seeking short-term, career-specific training options. The College also implemented the Part-Time Admissions and Registration Project, which is an admission/registration model for flexible and eLearning program offerings. The model also identifies best practices for inclusion in institutional policies, practices and procedures.

Supporting the career success of current students and alumni also continues to be of utmost importance to the College. The College continues to run programs (e.g., the Inspire program), workshops (e.g., the Rising Leaders, Career Closet, LEAP workshops), partnerships (e.g., with the College's First Nations Centre), conferences (e.g., Ignite Career Conference) and other services (e.g., career assessments, free headshot and resume critique) that are designed to positively impact the career success of students and alumni.

The culture of research and innovation is growing across the college, in both academic and non-academic areas. The integration of research or innovation components into the curriculum continues for all postsecondary programs. Since 2013, as part of the new program development process, academic areas have been asked to demonstrate that the curricula of proposed new programs include research and/or innovation components. A similar process is conducted during annual reviews for existing programs. As a result, newly developed programs and all those that have undergone reviews in the past five years have research and/or innovation components in their curricula. It is expected that most, if not all, programs will have research components by 2020.

Finally, the College has developed a Digital Strategy to explore new ways to evaluate the use of technology in providing students with optimal learning experiences and preparing them for employment now, and more importantly, in the future. The ultimate objective of this strategy is to enable and empower students, faculty, and staff to flourish in the digital age.

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Priority Areas

Provide trends and key outcomes for the 2017-18 Strategic Mandate Agreement metrics included within each of the five priority areas. **(max. 200 words per priority area).**

1. Student Experience

This priority area captures institutional strengths in improving student experience, outcomes and success, and recognizes institutions for measuring the broader learning environment, such as continuity of learning pathways, retention, student satisfaction, co-curricular activities and records, career preparedness and student services and supports.

Fanshawe College provides an exceptional student experience, as evidenced by its strong KPI student satisfaction results. The College has been able to achieve these results by offering a comprehensive suite of services to its diverse student population including students with disabilities, and first generation, international, and indigenous students. These services include, but are not limited to, the following: student advisement programs, international student services, counselling and accessibility services, library services, career services and financial aid services. The College also continues to work on its student wellness initiatives.

As an example, in its *2017-2020 Strategic Goals and Commitments*, the College made a commitment to *enhance the student first year experience through strategies that support transition into and through college*. This commitment ensures a focus on the first-year student experience from recruitment through to end of first year, and concentrates on issues such as barriers to student academic success, early alert of at-risk students, orientation and transition experience, career and academic advisement, and academic and social integration within the first year. Fanshawe also offers comprehensive orientation and transition programs, and now delivers an orientation day at the beginning of the term that is coordinated College-wide.

2. Innovation in Teaching and Learning Excellence

This priority area focuses on innovative efforts including pedagogical approaches, program delivery and student services that contribute to a highly skilled workforce and ensure positive student outcomes. It captures institutional strengths in delivering high-quality learning experiences such as experiential, entrepreneurial, personalized and digital learning, and student competencies that improve employability.

Fanshawe has been at the forefront of education, encouraging and supporting innovative pedagogical practices. Technology has played a central role in achieving this objective. The College regularly analyses its environment to identify technological changes that may have teaching, learning and service implications. The aim is to understand the relevance of emerging technologies at an early stage, the opportunities and risks they pose and how they can be incorporated into daily operations – in the classroom, through services and across facilities.

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Recently, the College developed its Digital Strategy. This initiative is aimed at digitalizing teaching, learning, and research. More specifically, it aims to discover, beyond the College's current capabilities and practices, how it can ensure that its students graduate with a mastery in using digital tools for the industry in which they will work. It also aims to revolutionize pedagogical practices in order to impact student learning and the student experience. Fanshawe already engages in some of these activities. However, given the global shift that has resulted from the new digital revolution, the College has decided to implement a more deliberate and organizational-wide strategy that will enable it maintain its competitive advantage, stay relevant, and adequately prepare its students for the workforce.

3. Access and Equity

This priority area recognizes institutions for their efforts in improving postsecondary education equity and access, and for creating opportunities that can include multiple entrance pathways and flexible policies and programming, with the focus on students who, without interventions and support, might not otherwise participate in postsecondary education.

The College serves a diverse population including Indigenous students, first generation students as well as students with disabilities, and has developed various initiatives and plans to serve these students. Most notably, the College developed an Indigenous Strategy in 2017/18 that aligns with the Indigenous Education Protocol for Colleges and Institutes. Through learning and teaching, research and community engagement activities, the Indigenous Action Plan endeavors to support a College system where: equity exists between Indigenous peoples and other Canadians in all areas including education and employment attainment, life expectancy and quality of life; Indigenous and non-Indigenous peoples are respectful of each other's history, values, ways of being and aspirations, working towards addressing the legacies of the past; the College supports an engagement process built on mutual respect and understanding, and a commitment to meaningful actions; Fanshawe advances research, knowledge and awareness of Indigenous peoples, cultures and issues; the College recruits, supports and retains Indigenous students and staff; and, Indigenous student outcomes are a shared responsibility.

The College also provides services to its student population with disabilities. Services are available for students with any type of accessibility need including 'non-visible' disabilities such as learning disabilities, medical conditions, and mental illness.

4. Applied Research Excellence and Impact

This priority area captures institutional strengths in producing high-quality applied research on the continuum of fundamental and applied research through activity that further raises Ontario's profile as a globally recognized research and innovation hub.

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To enhance innovative practices for exceptional student learning, the College has committed, amongst other things, to ensure that all its post-secondary students have a research or innovation experience as part of their programs. The College's Centre for Research and Innovation (CRI) provides assistance with identifying research opportunities with industry, business and community partners that enhance the student learning experience. It achieves this objective by: facilitating multi-disciplinary partnerships; developing partnerships with business, industry, community, and other educational/research institutions; and managing internal and external funding awards.

By providing all its postsecondary students with some form of research and/or innovation experience as part of their programs, the College hopes to cultivate key skills in its graduates that will enable them to succeed in and contribute to the labour market. Skill development will occur in a format that is relevant to students' fields of study and credentials.

It should also be noted that Fanshawe plays an active role with Polytechnics Canada. Research and Innovation continues to be a strong advocacy for this organization and membership with it allows the College to access federal funding agencies, share best practices with other members, and increase its network opportunities.

5. Innovation, Economic Development and Community Engagement

This priority area recognizes the unique role institutions play in contributing to their communities and to economic development, as well as to building dynamic partnerships with business, industry, community members and other colleges and universities. It focuses on regional clusters, customized training, entrepreneurial activities, jobs, community revitalization efforts, international collaborations, students, partnerships with Indigenous Institutes and a program mix that meets needs locally, regionally and beyond.

Through various initiatives, the College continues to contribute to the socio-economic development of its communities, and to build partnerships with business, industry, community members and other colleges and universities. Some of these initiatives are described below:

- SONAMI is the Southern Ontario Network for Advanced Manufacturing Innovation. This network consists of Fanshawe College, Niagara College, Sheridan College, Mohawk College, McMaster University, Conestoga College, and Lambton College. Funding that may be obtained as part of this initiative will be used for manufacturing-based applied research and innovation projects.
- AVIN is the Autonomous Vehicle Innovation Network, an Ontario initiative consisting of 5 Regional Technology Development Sites (RTDS). Fanshawe is part of the Southwestern Ontario RTDS, with a focus on vehicle cybersecurity and cross-border technologies.
- A Research Memorandum of Understanding has been developed to connect Fanshawe, St. Clair, Lambton, and Conestoga as a network of southern Ontario colleges. The agreement provides commitment to partnerships, support for each other, and sharing of

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resources – physical and talent - to help meet the need of the business, industry and community partners within the region.

- Research and innovation activities have expanded to include international opportunities for collaborative research projects, simultaneous research and research exchanges.

Attestation

Fanshawe College confirms that all information being submitted to the ministry as part of the 2017-18 SMA annual report is accurate and has received approval from the College President.

Please complete the contact information below.

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Fanshawe College SMA2 Annual Report 2017-18 Part 2
System-Wide Metrics

ID	Priority Area	Metric Name	2014-15	2015-16	2016-17	2017-18
10	Student Experience	Overall student satisfaction rate	78.1%	78.8%	77.7%	75.5%
82	Student Experience	Student satisfaction with services	69.0%	68.5%	67.1%	64.8%
85	Student Experience	Student satisfaction with facilities	76.1%	76.0%	75.2%	76.2%
7	Innovation in Teaching and Learning Excellence	Graduation rate	70.8%	71.4%	70.4%	68.8%
13	Innovation in Teaching and Learning Excellence	Number of students in experiential learning programs	2,710	2,691	2,691	2,735
18	Innovation in Teaching and Learning Excellence	Total number of registrations in ministry-funded courses offered at institution in eLearning formats	5,010	11,877	16,322	17,840
19	Innovation in Teaching and Learning Excellence	Total number of ministry-funded courses offered at institution in eLearning formats	822	601	1,065	1,109
88	Innovation in Teaching and Learning Excellence	Total number of ministry-funded programs offered at institution in eLearning formats	30	37	31	33
9	Innovation in Teaching and Learning Excellence	Retention rate (Yr1 to Yr2)	83.0%	76.9%	72.3%	76.0%
81	Innovation in Teaching and Learning Excellence	Student satisfaction with knowledge and skills that will be useful in future career	86.8%	88.6%	88.1%	84.9%
86	Innovation in Teaching and Learning Excellence	Student satisfaction with learning experience	80.5%	81.9%	80.5%	76.3%
100	Access and Equity	Number of first generation students enrolled at institution	3,067	3,342	3,179	3,228
102	Access and Equity	Number of French-language students enrolled at institution	33	45	36	52
99	Access and Equity	Number of students with disabilities enrolled at institution	2,190	2,482	3,049	3,454
30	Access and Equity	Overall student satisfaction rate for students with disabilities	76.2%	77.5%	75.1%	71.3%
91	Access and Equity	Overall graduate satisfaction rate for students with disabilities	79.3%	80.9%	74.7%	76.1%
59	Access and Equity	Employment rate for students with disabilities	77.0%	80.2%	79.6%	78.9%
101	Access and Equity	Number of Indigenous students enrolled at institution	353	227	379	452
90	Access and Equity	Overall student satisfaction rate for Indigenous students		77.2%	76.0%	75.6%
31	Access and Equity	Overall graduate satisfaction rate for Indigenous students		83.9%	75.6%	84.0%
58	Access and Equity	Employment rate for Indigenous students		83.3%	80.0%	69.7%
37	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	68.2%	71.6%		
80	Access and Equity	Percentage of university graduates enrolled in college programs	11.5%	13.2%	16.0%	21.4%
79	Access and Equity	Percentage of college graduates enrolled in university programs	2.6%	2.0%	1.5%	1.6%
78	Applied Research Excellence and Impact	Number of externally funded applied research projects	8	16	8	13
77	Applied Research Excellence and Impact	Number of partnerships/collaborations with community/industry firms	36	44	38	28
12	Innovation, Economic Development and Community Engagement	Number of active Program Advisory Committees (PACs)		99	103	107
76	Innovation, Economic Development and Community Engagement	Number of employers engaged in Program Advisory Committees (PACs)			1,100	1,133
2	Innovation, Economic Development and Community Engagement	Graduate employment rate	87.7%	87.6%	87.0%	87.6%
3	Innovation, Economic Development and Community Engagement	Employer satisfaction rate	87.3%	96.0%	90.6%	94.2%
4	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time*	66.2%	63.5%	58.9%	62.4%
5	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time in a related or partially-related field*	48.4%	45.2%	42.9%	43.8%

* The methodology calculating metrics with ID#4 and #5 will be refined going forward to exclude people who did not provide their hours as working part-time and those who did not answer if their job is related to their program

Grey-out cells: data not available

Institution-Specific Metrics

#	Priority Area	Metric Name	Objective of Metric	Frequency	2013-14	2014-15	2015-16	2016-17	2017-18
1	Student Experience	Retention rates of Level 1 students	To measure retention rates of Level 1 students	Annual	76.0%	77.0%	76.0%	77.3%	75.9%
2	Student Experience	Proportion of operating expenditures used for student services	To measure expenditures on services to support students.	Annual		11.0%	14.0%	14.0%	15.0%
3	Student Experience	Ratings on six reputational factors from the UCAS survey: Affordable, Quality, Technology, Career, Social, and Teaching	To measure students' perceptions of the College on six key factors: affordability, quality, technology, career, social and teaching.	Annual		Affordable = 6.56 Quality = 7.34 Technology = 7.20 Career = 7.49 Social = 8.37 Teaching = 7.34	Affordable = 6.64 Quality = 7.54 Technology = 7.35 Career = 7.68 Social = 8.34 Teaching = 7.54	Affordable = 6.59 Quality = 7.52 Technology = 7.35 Career = 7.72 Social = 8.30 Teaching = 7.78	
4	Innovation in Teaching and Learning Excellence	Students' ratings of their professors' effectiveness in their courses on Fanshawe's Student Feedback Survey	To measure professors' effectiveness in the classroom.	Bi-annual	Fall = 4.56 Winter = 4.56	Fall = 4.40 Winter = 4.40	Fall = 4.38 Winter = 4.37	Fall = 4.55 Winter = 4.53	Fall = n.a. Winter = 4.5
5	Innovation in Teaching and Learning Excellence	Proportion of programs with an experiential learning activity.	To measure experiential learning activities across College programs.	Annual		Info not available		92.0%	92.0%
6	Innovation in Teaching and Learning Excellence	Proportion of programs with entrepreneurship incorporated in their curriculum	To measure the degree to which the College is teaching entrepreneurial skills in curriculum.	Annual		Info not available		37.0%	37.0%
7	Innovation in Teaching and Learning Excellence	Proportion of programs with at least 5% online/blended course offerings.	To measure flexible learning options in curriculum.	Annual		Info not available.	Info not available	Info not available	
8	Access and Equity	Retention rates of Level 1 students from underrepresented groups (e.g. First Generation, Indigenous)	To measure retention rates of Level 1 students from underrepresented groups.		First Gen = 76% Indigenou s = 67%	First Gen = 81% Indigenou s = 69%	First Gen = 85% Indigenou s = 72%	First Gen = 82% Indigenou s = 67%	First Gen = 73.4% Indigenou s = 68.5%
9	Applied Research Excellence and Impact	Number of internally-funded applied research projects	To measure internal involvement with research	Annual		19	11	23	20
10	Applied Research Excellence and Impact	Number of external funding proposals submitted to the Center for Research and Innovation (CRI)	To measure involvement in research funded by external agencies	Annual		24	38	21	25
11	Applied Research Excellence and Impact	Proportion of programs with faculty/students involved in applied research	To measure proportion of programs involved with research	Annual				46.0%	46.0%
12	Innovation, Economic Development and Community Impact	The number of clients (e.g. students, youth) involved in the LEAP Junction (Campus Linked Accelerator)	To measure the number of clients involved in entrepreneurial activities through LEAP junction	Annual			63	55	100

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Appendix 1. Data inputs required for calculation of selected system-wide metrics

Metric ID	Metric Name	Data inputs - for calculating metrics	2016-17	2017-18
37	Share of OSAP recipients at a institution to its total number of eligible students	Total OSAP Award Recipients	8,967	10,299
		Eligible Headcount Enrolment	12,630	12,711

Note: There was a change in the calculation methodology of the OSAP metric (ID#37) in 2017-18 reflecting students that were issued funding rather than qualified for awards.

Appendix 2. College Metrics - Dictionary

ID	Metric Name	Description	Source	Reporting Period	Notes
10	Overall student satisfaction rate	Average percentage of college students who completed the survey and who responded to the four capstone questions that they were satisfied or very satisfied with their learning experience, support services, and educational resources	College Student Satisfaction Survey (CSSS)	Academic Year (survey year, current students)	Based on Q#13, Q#24, Q#39 and Q#49 of the survey. Students must be in semester two or above of their program. Excludes full-time students who are enrolled in their first semester of their program, including students with advanced standing, and part-time students who are not pursuing a certificate or diploma
82	Student satisfaction with services	Percentage of college students who completed the survey and who responded that they were satisfied or very satisfied with the overall quality of the services in the college	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	Based on Q#39 "The overall quality of services in the college". Students must be in semester two or above of their program. Excludes full-time students who are enrolled in their first semester of their program, including students with advanced standing, and part-time students who are not pursuing a certificate or diploma
85	Student satisfaction with facilities	Percentage of college students who completed the survey and who responded that they were satisfied or very satisfied with the overall quality of facilities/resources in the college	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	Based on Q#49 "The overall quality of facilities/resources in the college". The Students must be in semester two or above of their program. Excludes full-time students who are enrolled in their first semester of their program, including students with advanced standing, and part-time students who are not pursuing a certificate or diploma
7	Graduation rate	Percentage of students who entered a program of instruction in a particular enrolment reporting period and completed the program within the expected time period	College Graduation Rate Data Collections	Academic Year	Considers all entrants to a program who were enrolled as full-time at some point, including transfer-in students and excluding transfer-out students within the same institution. Includes only ministry-funded students, excludes preparatory programs and is not restricted to the Fall full-count headcount
13	Number of students in experiential learning programs	Total number of students who participated in one of the following Experiential Learning (EL) categories: Co-op Diploma Apprenticeship (CODA), co-op work placement (mandatory and non-mandatory), clinical placements, fieldwork, field placement/work placement, and mandatory degree work placement EL	Graduate Record file attached to the College Graduate Outcomes Survey (CGOS)	Academic Year	This metric is calculated based on the number of graduates but reflects their experience as students. Hence, the name of the metric refers to students.
18	Total number of registrations in ministry-funded courses offered at institution in eLearning formats	Total number of registrations in ministry-funded, eLearning courses, including fully online learning (asynchronous) and conferencing (synchronous) courses	Institutional data	Academic Year	Includes all Ontario and other college credentials, and courses with both Approved Program Sequence (APS) and MAESD codes
19	Total number of ministry-funded courses offered at institution in eLearning formats	Total number of ministry-funded, eLearning format courses, including fully online learning (asynchronous) courses and conferencing (synchronous) courses	Institutional data	Academic Year	Includes all Ontario and other college credentials, and courses with both Approved Program Sequence (APS) and MAESD codes
88	Total number of ministry-funded programs offered at institution in eLearning formats	Total number of ministry-funded, eLearning programs, including fully online learning (asynchronous) programs and conferencing (synchronous) programs	Institutional data	Academic Year	Includes all Ontario college credentials and other credentials, and courses with both Approved Program Sequence (APS) and MAESD codes
9	Retention rate	Year-over-year retention in multi-year programs based on November 1st full-time eligible for funding enrolment headcount. Calculated for Year 1 to Year 2	Institutional data	Academic Year	Multi-year programs are programs that report enrolment at least two times. Calculations include all students who were on work/co-op placements during the specified retention periods
81	Student satisfaction with knowledge and skills	Percentage of college students who completed the survey and who responded that they were satisfied or very satisfied that overall, their program was giving them knowledge and skills that will be useful in their future career	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	Based on Q#13 "Overall, your program is giving you knowledge and skills that will be useful in your future career". Students must be in semester two or above of their program. Excludes full-time students who are enrolled in their first semester of their program, including students with advanced standing, and part-time students who are not pursuing a certificate or diploma

ID	Metric Name	Description	Source	Reporting Period	Notes
86	Student satisfaction with learning experience	Percentage of college students who completed the survey and who responded that they were satisfied or very satisfied with the overall quality of the learning experiences in this program	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	Based on Q#24 "The overall quality of the learning experiences in this program". Students must be in semester two or above of their program. Excludes full-time students who are enrolled in their first semester of their program, including students with advanced standing, and part-time students who are not pursuing a certificate or diploma
100	Number of first generation students enrolled at institution	Total number of full-time first generation students enrolled at institution. Note: First generation student is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a first generation student	Institutional data and ministry enrolment data	Academic year	First generation student is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a first generation student
102	Number of French-language students enrolled at institution	Total number of full-time French-language students enrolled at institution	Institutional data and ministry enrolment data	Academic Year	A student is considered a French-language student if he or she meets at least one of the following criteria: His/her mother tongue is, or includes French (the student is a francophone); His/her language of correspondence with the institution is French; He/she was previously enrolled in a French-language education institution; and/or He/she was enrolled in a postsecondary program delivered at least partially in French
99	Number of students with disabilities enrolled at institution	Total number of students with disabilities (excluding apprentices)	Accessibility Fund for Students with Disabilities (AFSD) Report from the College Office for Students with Disabilities	Academic Year	Total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities
30	Overall student satisfaction rate for students with disabilities	The average percentage of students who self-identified as having a physical, intellectual, mental health or learning disability on the Student Satisfaction survey and who responded to the four capstone questions that they were satisfied or very satisfied	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	
91	Overall graduate satisfaction rate for students with disabilities	Percentage of college graduates who self-identified as having a physical, intellectual, mental health or learning disability and were either 'very satisfied' or 'satisfied' with the usefulness of their college education in achieving their goals six months	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year; previous year graduates)	
59	Employment rate for students with disabilities	Percentage of college graduates who identified as having a physical, intellectual, mental health or learning disability on the survey in the labour force, who were employed six months after graduation	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year; previous year graduates)	
101	Number of Indigenous students enrolled at institution	Total number of full-time Indigenous students enrolled at institution	Institutional data and ministry enrolment data	Academic Year	Indigenous is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Indigenous peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs.
90	Overall student satisfaction rate for Indigenous students	The average percentage of students who self-identified as Indigenous on the College Student Satisfaction Survey and who responded to the four capstone questions that they were satisfied or very satisfied with their learning experiences, the college facilities/resources and services	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	

ID	Metric Name	Description	Source	Reporting Period	Notes
31	Overall graduate satisfaction rate for Indigenous students	The percentage of college graduates who self-identified as Indigenous and were either 'very satisfied' or 'satisfied' with the usefulness of their college education in achieving their goals six months after graduation	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year; previous year graduates)	
58	Employment rate for Indigenous students	Percentage of college graduates who identified as Indigenous on the survey in the labour force, who were employed six months after graduation	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year; previous year graduates)	
37	Share of OSAP recipients at an institution relative to its total number of eligible students	Share of full-time OSAP recipients at an institution relative to its total number of full-time grant eligible enrolment.	Ministry OSAP records and enrolment data	Academic Year	The number of OSAP awards includes any student who has applied for full-time OSAP assistance and received funding from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant. FT enrolment is defined as a student taking at least 66 2/3 of a course load or 70% of student contact hours represents a full course load.
80	Percentage of university graduates enrolled in college programs	Derived from Q75: The education you completed before entering this program.	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	The metric does not focus on the program level; aggregate data is used to avoid small program sizes
79	Percentage of college graduates enrolled in university programs	Derived from Q2: During [reference week], were you attending a college, a university or other institution?	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year; previous year graduates)	The metric does not focus on the program level; aggregate data is used to avoid small program sizes
78	Number of externally funded applied research projects	Total number of applied research projects that received funding from industry and government	Institutional data	Academic Year	Includes all applied research projects funded by industry, provincial and federal government and other external sources in the reporting year
77	Number of partnerships/collaborations with community/industry firms	Total number of active partnerships and collaborations with community and industry firms	Institutional data	Academic Year	Includes all active partnerships and collaborations with community and industry in the reporting year
12	Number of active Program Advisory Committees (PACs)	Total number of active PACs that meet on a regular basis (as determined by the College's Board of Governors)	Institutional data	Academic Year	Includes all active PACs in the reporting period
76	Number of employers engaged in Program Advisory Committees (PACs)	Total number of employers who are engaged in College's PACs	Institutional data	Academic Year	Includes all members in all active PACs in the reporting period
2	Graduate employment rate	Percentage of college graduates in the labour force, who were employed six months after graduation	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year, previous year graduates)	The labour force includes persons who are employed, or not employed but looking for a job or those not employed but who had accepted a job to start shortly
3	Employer satisfaction rate	Percentage of those employers who hired college graduates and were satisfied or very satisfied with their employees' overall college preparation, six months after graduation	Employer Satisfaction Survey (ESS)	Academic Year (survey year; previous year graduates)	
4	Proportion of graduates employed full-time	Percentage of college graduates in the labour force, who were employed full-time, six months after graduation	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year; previous year graduates)	Graduate employment rates are based on the number of respondents who were employed part-time and/or full-time divided by the total number of respondents in the labour force. The labour force includes persons who are employed, or not employed but looking for a job.
5	Proportion of graduates employed full-time in a related or partially-related field	Percentage of college graduates in the labour force, who were employed full-time in a field related or partially related to their program six months after graduation	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year; previous year graduates)	Metric is based on the number of graduates employed in a job that is fully or partially related to their program of study, divided by all graduates in the labour force (including those who may not have indicated the relatedness of their job). The labour force includes persons who are employed, or not employed but looking for a job.