ST. LAWRENCE 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)**

St. Lawrence's strategic mandate agreement and its strategic plan focus on career-ready graduates, student success, sustainability and leadership in our communities. St. Lawrence is proud to be a community college serving the diverse needs of its students and communities across geographic, social and economic boundaries and is a vital contributor to the growth and development of the economy of Eastern Ontario.

CAREER-READY GRADUATES

Upon graduation, our students are ready to be leaders in their field. With over **85% of graduates** and **90% of employers satisfied** with the quality of the educational preparation of St. Lawrence College graduates, our graduates are experiencing a **90% employment rate**. At St. Lawrence College, student success is founded upon practical, hands-on learning. The College continues to expand experiential learning opportunities as over 5,000 students were enrolled in programs offering experiential learning and over 10,000 students were registered in eLearning format courses.

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STUDENT SUCCESS

The 2017-18 academic year was a successful year with a **graduation rate of 73%** and a continually increasing **retention rate of 72%**, while maintaining a **75% student satisfaction rate.** The Student Satisfaction rate exceeds the sector average.

In response to student feedback, the College modernized its spaces in 2017/18 with new Library & Learning Commons, cafeterias, renovated labs and classrooms and created new study spaces with upgraded technology. Construction also began on the Student Life & Innovation Centre, the largest expansion in the College's history, providing students on the Kingston Campus with a new double gym, fitness centre, student lounge, private study rooms, a consolidated space for student services, an expanded Indigenous Centre, upgraded academic space and labs, and a large-venue space for student-run conferences.

With a value of 'students first' at St. Lawrence, the College continued to improve and expand services, including Placement Services, Student Success Facilitators and Career Services.

SUSTAINABILITY

With a **strong financial health**, all seven financial health targets were achieved and the College continues to focus on financial sustainability in the long-term forecast. This is a result of strong enrolment as the College exceeded the International enrolment projections for 2017-18. The domestic enrolment of 5,356 students was slightly below the projection of 5,460, as approximately 200 students withdrew due to the labour disruption. The domestic enrolment for fall 2018 is exceeding projections. In addition to the strong enrolment, the College continues to focus on operational efficiencies to exceed the Annual Surplus and Net Income to Revenue ratio targets.

Targeting **LEED^{TM} Gold designation** for the largest construction project of the College's history, the Student Life and Innovation Centre is expected to **consume 57% less energy**.

GLOBALLY RECOGNIZED

Consistent with its vision of being a "globally-recognized" college, St. Lawrence continues to implement its International Strategy and has **exceeded the International enrolment projection** of 885 students. In March 2018, approximately 920 students were studying on all three campuses and in an increasing number of programs. The College continues to diversify its recruiting efforts with market development in new countries. The decision to allow Canadian affiliates to continue operations is a very positive step and the College is working with the Ministry on implementation plans.

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St. Lawrence College is dedicated to academic excellence. In June 2017, the College received its College Quality Assurance Audit Process (CQAAP) Audit Report, which concluded "SLC has strong and well-developed quality assurance policies, process and practices." The Audit Results indicated that the College met all six standards with 'mature effort'.

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.

Students First is one of the values of St. Lawrence College. The 2017-18 initiatives contributed greatly to the ongoing success of our students:

- Construction began on the Student Life & Innovation Centre, the largest expansion in the College's history. This expansion will add 80,000 square feet to the footprint of the Kingston campus and will include a new double gym, fitness centre, student lounge, private study rooms, a consolidated space for student services, an expanded Indigenous Centre, upgraded academic space and labs, and a large-venue space for student-run conferences.
- Modernized health simulation labs on all three campuses, including advanced technical training equipment to support applied learning and to ensure graduates meet the needs of the modern workplace.
- In response to student feedback, the college invested in modernizing spaces throughout the three campuses:
  - new Library & Learning Commons;
  - renovated cafeterias in Brockville & Cornwall;
  - the creation of new student study spaces and upgraded technology;
  - renovated labs & classrooms.
- With an objective to increase student success rates:
  - the college continued to focus on students' digital fluency, foundational literacy and numeracy skills;
  - centralized placement services and increased the number of full-time Placement Facilitators on the Kingston campus to improve the student placement experience;

- o centralized Student Success Facilitator Services and increased the number of facilitators on the Kingston campus;
- o expanded Career Services on all three campuses with approximately 40 employer events and job fairs for students to connect with employers.

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.

St. Lawrence offers high-quality learning experiences including experiential and digital learning opportunities, focused on competencies that improve employability. In 2017-18, the following initiatives contributed to this success:

- Creation of the School of Contemporary Teaching & Learning:
  - o eLearning Specialists provided training and resources for faculty to enhance teaching outcomes through the Learning Management System;
  - o increased usage of video management tools;
  - o created the "Contemporary Educator Toolbox", providing customized digital teaching tools and user guides to advance technology based teaching and learning;
  - o supported faculty development initiatives related to intercultural learning;
  - o created 360 video simulations to support experiential learning opportunities.
- Developed a series of digital online learning resources for incoming part-time online students to promote student success.
- Supported faculty employed by IOHAHI:IO to advance usage and student experience using the Learning Management system.
- Secured three Low Carbon Building Skills grants to develop case studies on student-industry partnerships, develop low-carbon curriculum courses and rebuild Energy House 2.0.
- Collaborative development of credentials underway with Galway Mayo Institute of Technology and Limerick Institute of Technology.
- Organized a Clinical In-service: ABA in the School Setting, involving international speakers for an 'in-service' type experience for students.

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.

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St. Lawrence College is proud to be a community college serving the diverse needs of its students and communities across geographic, social and economic boundaries. The College improved access and equity in 2017-18 by:

- strengthening partnerships with local Secondary School Boards to assist "at risk" students in considering and transitioning to post-secondary studies;
- creating new pathways with Olds College, St. Paul's University, Athabasca and University of Guelph-Humber;
- expanding articulation agreements between SLC and other institutions with the creation of 33 additional pathways for SLC graduates within Canada;
- granting 453 students with transfer credits;
- establishing Institutional objectives to support Truth and Reconciliation recommendations and CICAN's Indigenous Education Protocol;
- implementing an Indigenous Learner Program and begun work on a Facilitated Admission process for Indigenous learners;
- expanding Indigenous partnership with FNTI to offer additional programs;
- partnering with IOHAHI:IO and the Akwesasne Language School to develop frameworks for accreditation and pathway potentials with both organizations, including the accreditation of the immersion language training that is delivered in the community by the school;
- providing dedicated orientation sessions "Sail to Success" for students with disabilities to support ongoing student success;
- providing "Café Sessions" for Faculty targeting success strategies that support students with academic accommodations.
- In collaboration with 4 school boards, the SLC School College Work Initiative offered Dual Credit courses to 800 students on all three campuses. The program saw an 81% retention rate and 96% success rate. In addition, over 2,400 students participated in Connections Days, Mental Health and Wellness Days, and Indigenous Day of Learning.

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.

Once again, St. Lawrence College was named one of Canada's Top 50 Research Colleges by Research Infosource Inc., a Canadian research and development intelligence company. Of the 94 community colleges in Canada, SLC ranked first in research intensity. Throughout the past year, the College increased the number of industry clients across a variety of sectors with a 35% growth of the Applied Research portfolio, which supported the economic prosperity of our communities through industry-based research. The College's applied research has been primarily focused on Sustainable Energy and the Bio/Enviro technology areas. The College

engaged in over $1.5 million in research, with 5 primary researchers and employing 46 research students to deliver 24 projects with 14 research partners.

The College also supports two dedicated research facilities: The Sustainable Energy Applied Research Centre (SEARC), which conducts industry specific research; and the Centre for Behavioural Studies, which performs both academic and industry-based research. In 2017-18, construction began on a new space for the Centre for Behavioural Studies and is preparing for the official launch in the fall of 2018. During the 2017/18 year, the Centre achieved its objective by serving 174 clients with 89 students participating in projects, provided 20 unique field placement opportunities for students, participated in 6 applied research projects and developed 12 community partnerships.

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.

As a community college, the vision statement for St. Lawrence begins with "Rooted in our communities", emphasizing the College's commitment towards building partnerships with business, industry, and community members to support the economic development of the Eastern Ontario region. With a graduate employment rate of approximately 90%, the College continues to meet the needs of communities locally, regionally and beyond. Highlights for the 2017/18 year include:

- Signed a Memorandum of Understanding with the City of Kingston to support the growth and prosperity of the Kingston Community. The partnership will advance initiatives of mutual benefit with a focus on developing a Downtown Centre of Excellence in Tourism, Hospitality and Culinary arts.
- Opened the Innovation Hub to foster growth of the innovative capacity in our communities, including creativity, critical thinking, self-reflection, collaboration and social impact.
- Launch Lab, a regional innovation centre and part of the Ontario Network of Entrepreneurs, provided students with expert advice on how to launch and grow their business.
- Connected with approximately 11,000 Resource and Information clients in Kingston, Sharbot Lake and Ottawa through Employment Services.
- Corporate and Contract Training provided 85 custom training programs, workforce training, Indigenous Training to approximately 90 students in a variety of communities and programs and delivered approximately 50 programs for Federal Corrections to approximately 660 participants.

- Collaborated with community organizations to identify meaningful and mutually beneficial opportunities and placements for students, such as the development of a website for the Innovation Centre, a non-profit organization in the Cornwall community.

<u>Attestation</u>

St. Lawrence 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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		St Lawrence 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	80.7%	82.3%	80.0%	75.5%
82	Student Experience	Student satisfaction with services	69.8%	72.2%	69.6%	65.3%
85	Student Experience	Student satisfaction with facilities	79.0%	80.0%	77.5%	72.3%
7	Innovation in Teaching and Learning Excellence	Graduation rate	70.2%	73.0%	73.9%	72.9%
13	Innovation in Teaching and Learning Excellence	Number of students in experiential learning programs	4,265	4,224	4,309	5,040
18	Innovation in Teaching and Learning Excellence	Total number of registrations in ministry-funded courses offered at institution in eLearning formats	6,950	9,025	9,837	10,330
19	Innovation in Teaching and Learning Excellence	Total number of ministry-funded courses offered at institution in eLearning formats	1,032	1,081	1,063	1,063
88	Innovation in Teaching and Learning Excellence	Total number of ministry-funded programs offered at institution in eLearning formats	39	38	37	37
9	Innovation in Teaching and Learning Excellence	Retention rate (Yr1 to Yr2)	67.8%	69.5%	70.8%	72.1%
81	Innovation in Teaching and Learning Excellence	Student satisfaction with knowledge and skills that will be useful in future career	89.8%	91.5%	89.8%	86.5%
86	Innovation in Teaching and Learning Excellence	Student satisfaction with learning experience	84.3%	85.6%	83.0%	77.7%
100	Access and Equity	Number of first generation students enrolled at institution	1,954	2,610	2,409	2,353
102	Access and Equity	Number of French-language students enrolled at institution	69	87	82	79
99	Access and Equity	Number of students with disabilities enrolled at institution	1,113	2,010	1,933	2,032
30	Access and Equity	Overall student satisfaction rate for students with disabilities	77.9%	80.9%	77.6%	73.3%
91	Access and Equity	Overall graduate satisfaction rate for students with disabilities	84.2%	81.2%	79.7%	84.1%
59	Access and Equity	Employment rate for students with disabilities	72.1%	85.3%	75.9%	83.5%
101	Access and Equity	Number of Indigenous students enrolled at institution	274	320	398	452
90	Access and Equity	Overall student satisfaction rate for Indigenous students		82.0%	83.7%	76.2%
31	Access and Equity	Overall graduate satisfaction rate for Indigenous students		87.1%	80.0%	82.6%
58	Access and Equity	Employment rate for Indigenous students		86.0%	72.2%	85.3%
37	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	70.7%	73.0%	73.5%	79.6%
80	Access and Equity	Percentage of university graduates enrolled in college programs	9.2%	10.2%	11.9%	14.3%
79	Access and Equity	Percentage of college graduates enrolled in university programs	1.5%	1.6%	1.4%	1.5%
78	Applied Research Excellence and Impact	Number of externally funded applied research projects	7	8	13	16
77	Applied Research Excellence and Impact	Number of partnerships/collaborations with community/industry firms	7	21	25	13
12	Innovation, Economic Development and Community Engagement	Number of active Program Advisory Committees (PACs)			85	68
76	Innovation, Economic Development and Community Engagement	Number of external members engaged in Program Advisory Committees (PACs)			5	5
2	Innovation, Economic Development and Community Engagement	Graduate employment rate	88.1%	87.2%	86.5%	89.7%
3	Innovation, Economic Development and Community Engagement	Employer satisfaction rate	87.0%	91.6%	100.0%	89.2%
4	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time*	65.1%	58.4%	58.7%	66.6%
5	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time in a related or partially-related field*	46.4%	41.4%	40.1%	46.1%

* 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	Student satisfaction with Overall College Experience	To measure student satisfaction with their College experience.	Annual		76.4%	78.9%	76.0%	70.0%
2	Innovation in Teaching & Learning Excellence	Student satisfaction with their program in providing the skills and abilities specific to their chosen career.	To measure student satisfaction with their program in providing the skills and abilities specific to their chosen career.	Annual		90.8%	92.3%	90.0%	87.0%
3	Access and Equity	Student satisfaction with services for students with disabilities	To measure the student satisfaction with services for students with disabilities.	Annual	69.7%	71.0%	76.7%	72.0%	72.0%
4	Applied Research Excellence and Impact	# of student and faculty hours dedicated to internal and external Applied Research Projects	To measure participation of our students and faculty in Applied Research opportunities.	Annual		7,779	7,713	12,140	9,772
5	Innovation, Economic Development & Community Engagement	# of business engagement opportunities with community partners	To measure the College's engagement with community partners.	Annual		1,353	1,390	1,390	1,522

Grey-out cells: data not available

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	4,071	4,569
		Eligible Headcount Enrolment	5,541	5,855

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.