

**CANADORE 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 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 metrics 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). Charts, graphics and hyperlinks are allowed and should meet accessibility standards.*

Canadore College has made great progress to create a unique student experience that provides our graduates with a competitive advantage. As demonstrated by our performance metrics, Canadore is one of the leading colleges in providing experiential learning, student development services and community connected workforce development strategies. The College remains student focused validated by our own performance measure, KPI measures and community feedback. Creating applied learning experiences inside and outside the classroom, domestically and internationally, differentiates many of our programs. Canadore continues to access all existing, and create new, channels for the delivery of programs and services.

Canadore College remains a leader in a culturally respectful and holistic program design and delivery environment driven by current and future employment market needs. The College continues to pursue credentials that reflect the learning of our students and the needs of our employers as we develop the workforce for the 21<sup>st</sup> century. Canadore College will offer a complete array of credentials, ranging from certificates to degrees.

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As a leader in Indigenous education, we continue to ground our partnerships, program delivery and services in a principled and culturally appropriate way that respects Indigenous learners, nations and Aboriginal institutes. We are committed to assisting our partners in building community, educational and social infrastructure supported by self-determination.

Canadore continues to engage community, business and industry in new models of cooperation that enhance existing learning experiences, create new learning experiences, and address social and economic inequities in our region, our province, and our country.

Canadore continues to expand its research capacity as a regional applied research hub for our students, staff and community partners focused on economic and social development. Our primary vehicle for applied research is our living laboratories, innovation center (ICAMP), non-destructive materials testing center, The Village, and public-private partnerships.

Canadore is a major economic driver. We are a major influencer for immigration to the region. We represent 6.5 per cent of our gross regional product (GRP). We are the major catalyst assisting business and industry to evolve, grow, and thrive in the region and beyond through partnerships with academic institutions and private sector companies domestically and internationally.

We continue to evolve our programs and services in response to the ever-evolving employment market and the needs of our students. Our programs are developed and delivered consistent with Ministry requirements and continue to meet all provincial program standards utilizing innovative approaches. We will continue to diversify and expand our sources of revenue beyond government assistance through partnerships, leveraging of resources and revenue diversification on and off-shore to meet the demands of our mission, vision and mandate and strategic plan, Solution 2022.

### **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.*

Over the last 18 months, Canadore College has led the postsecondary sector on a number of activities that enhance the student experience. Through the Targeted Initiatives Fund, the college completed an inventory of high-school-Indigenous Institute-college-university pathways in collaboration with six other colleges, three Institutes and several universities. Canadore also

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provided a 3:1 investment return on the Nipissing Poverty Reduction through Education Project, expanded opportunity for co-curricular records and placed more than 250 domestic and international students into work-readiness programs and employment. The college dramatically expanded international student representation at its three North Bay campus locations while diversifying recruitment activities to more than 10 additional countries, with international students learning in every school of study at the college. Service evolution for this target student has included the implementation of strategic student orientation programming, job placement training, housing supports and transition from school-to-work. The college has completed an inventory of all experiential learning opportunities within the organization and has established standards and definitions of what constitutes this activity. Celebration of employee and student achievement is present on the college website and incorporated into course outlines and program renewal activities. The college has narrowed down development of degrees to three priority areas and will continue development into 2019.

## **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.*

Canadore invested in quality assurance during the last SMA period, focusing on program review and QA process in all program areas, at all delivery locations. This activity further evolved practices to include: policy on conducting applied research with Indigenous populations, the provision of additional training for faculty and program staff and the application of additional employees to support partner site program delivery. The results have been favourable as witnessed in several key metrics including KPI's, performance dashboards and student feedback. The college held the grand opening of The Village in November 2018 and has aggressively built partnerships that marry-up public education with private sector know-how. Several initiatives announced to-date will create more than 100 local jobs, integrate students, the community and employers while heightening learning outcomes and graduate readiness; further defining what sets Canadore graduates apart. The college developed additional capacity in all program areas by ramping up living labs such as the Post Production at Canadore, renewing equipment at ICAMP, constructing a green energy/building lab and reintroducing computer technology programs to the organization. A deliberate focus on artificial intelligence has informed this work and helped to set an entrepreneurial tone that is reinforced in the recently updated and launched, 4-year strategic plan. Canadore also secured nearly \$1M for social innovation through the Indigenous Poverty Reduction Program in partnership with 13 First Nations and secured a one-year extension on the highly successful NPREP project.

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**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.*

Student equity and access have moved even closer to the core of the Canadore experience through the launch of new tools and resources for students through wrap-around supports such as the introduction of 'Be College Ready' – an early alert tool for students and their family, the addition of LGBTQS+ training for all employees and students, the launch of full-time mental health nurse triage supports and the addition of the Ontario Telemedicine Clinic on-campus. More than 10 new certificate, diploma, and graduate certificate programs were developed, setting the stage for the introduction of three degree programs. The approach to pathways has been central to the inclusion of degrees in the college program offering line-up and ensures that pathways for both domestic and international learnings will be deliberate and meaningful. Canadore now completes more than 30 international and community-led training sessions per year in collaboration with international partners and First Nations. This approach builds buy-in to college offerings while ensuring that potential program participants are prepared for the vigor of full-time Canadore programs. More than 400 people participated in this training in 2017-18. Canadore also expanded and realigned program delivery capacity through partnerships with Seneca College, 7 of 9 Indigenous Institutes and through additional articulation opportunities with 29 block transfer university pathways to leverage access for students and seamless transition from one educational attainment to another.

**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.*

Canadore continues to expand its research capacity through a realignment of internal structures. Canadore has applied for, and secured, more than \$2M worth of research grants and holds eligibility with all tri-council organizations. The college is carrying out two Canadian Institutes of Health Research (CIHR) grants focused on improved simulation practices in health care settings, and on Indigenous health outcomes linked to traditional food and re-integration of cultural customs. Canadore maintains its priority on mental health, most recently engaging telemedicine services to maintain an individual's established continuum of care, and launching Indigenous addiction support circles. The 'Be College Ready' online early alert tool suggests personalized student supports to support positive mental health.

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With the launch of its new healthcare centre, The Village, Canadore is actively engaging with the Northern Ontario School of Medicine in concept design and program delivery. The college actively promotes new program offerings and pathways through our partners, including Laurentian University. Inbound and outbound pathway opportunities are promoted through an annual pathways fair, and furthered through representation on the Ontario Council on Articulation and Transfer.

In collaboration with the City of North Bay, North Bay Hydro and Canadian Tire, Canadore is a lead partner on the new community energy park. The college has secured hydrogen fuel cells, created training space and completed curriculum for training in this field. Canadore has also expanded its training space for screen and media-related industries by creating the Post Production at Canadore facilities, the most modern studio of its kind in Ontario, which supports a local industry of more than \$25 million annually.

## **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.*

Canadore College is an active, trusted and sought-after partner in labour market planning and development with various and diversified regional and provincial stakeholders. Recently, the college conducted two studies with 25+ First Nations along the Highway 17 corridor to determine labour market needs. Canadore routinely meets with the District of Nipissing Social Services Administration Board to collaborate on case load reduction.

Canadore College is building on its successful international academic partnership projects, notably hosting multiple summer camps, faculty and student exchanges and training opportunities. In the last academic cycle, 12 new countries were represented on campus. This new activity spurred new work opportunities on campus and with valued community stakeholders identifying skills and human capital shortages.

The Village at Canadore is centred on whole health and serves as an innovative educational, research and healthcare centre blending instructional and experiential learning. The overall vision is provide a continuum of care for populations of all ages, and to improve interprofessional practice through the lens of Indigenous, Eastern and Western wellness methods, while developing unmet capacity in the private sector.

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Canadore’s Innovation Centre for Advanced Manufacturing and Technology provides resources for companies to research and create new products without heavy investment in the specific enabling technologies. Coupled with Canadore’s Non-Destructive Testing Centre and its strong industry relationships, the College has unparalleled capacity to deliver programming and product creation through to quality assurance in advanced manufacturing.

With the recent re-introduction of Canadore’s computer programming offerings, as well as the School of Entrepreneurship, and a deliberate focus on artificial intelligence, Canadore is creating a community innovation hub, which will be leveraged as a technology access point.

Canadore offers five full-time programs relevant to the film industry, which contributed \$1.6 billion to the provincial economy in 2017. The college boasts Post Production at Canadore – the only studio of its kind in Ontario, is launching its own production company, Canadore Studios, and employs more than 100 student jobs on campus annually.

**Attestation**

**Canadore 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.

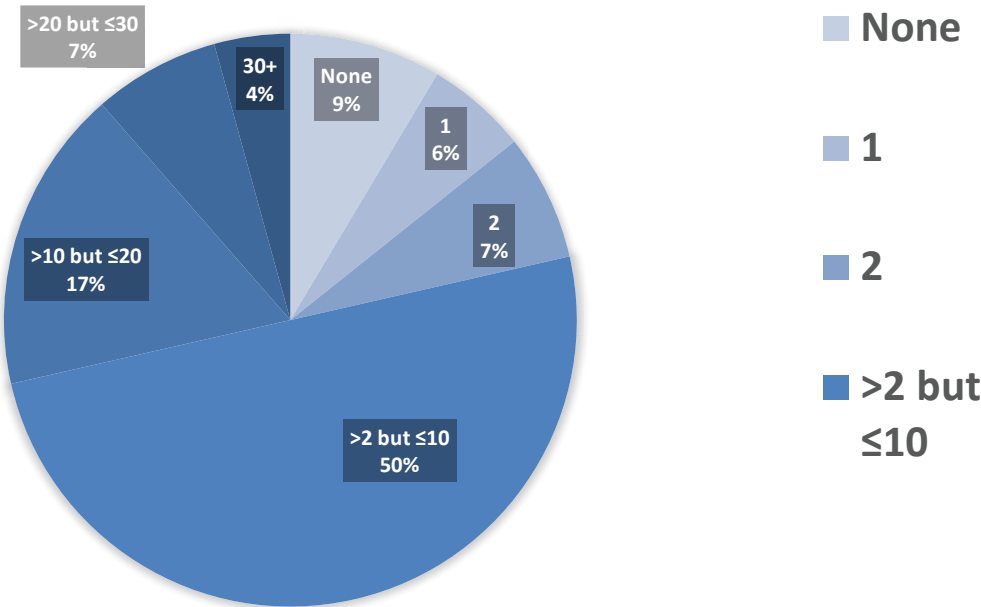
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<b>Website address for posting ministry approved report:</b>	<a href="http://www.canadorecollege.ca">www.canadorecollege.ca</a>

More information below on:

Percentage of Programs based on Experiential Learning Opportunity Ranges

KPIs

# PERCENTAGE OF PROGRAMS BASED ON EXPERIENTIAL LEARNING OPPORTUNITY RANGES



### Graduate Satisfaction/Employer Satisfaction/ Graduate Employment KPI Results

*\*Based on results provided by CCI Research Inc. as of **November 15, 2018***

The following is a summary of the KPI Results for Canadore College. Of particular note is the circumstance under which the survey was conducted. In Fall 2017, the college system was involved in a five week labour disruption which led to student discourse and a deviation from the regular April 2018 release by the previous government. Included is the comparison for 2014, 2015, 2016 and 2017.

#### **Graduate Satisfaction**

Very Satisfied/Satisfied							
2014	System 2014	2015	System 2015	2016	System 2016	<b>2017</b>	<b>System 2017</b>
79.2%	80.3%	81.0%	78.8%	81.0%	78.8%	<b>82.1%</b>	<b>79.1%</b>

The Canadore Grad Satisfaction Rate has improved by 1.1% as is ahead of the system by 3.0%.

#### **Employer Satisfaction**

Very Satisfied/Satisfied							
2014	System 2014	2015	System 2015	2016	System 2016	<b>2017</b>	<b>System 2017</b>
81.3%	88.1%	93.8%	91.4%	87.0%	91.2%	<b>93.8%</b>	<b>92.4%</b>

Strategies aimed at employer engagement are working and we are now above the system average.



**Graduate Employment Rate**

Employment rate after six months after graduation							
2014	System 2014	2015	System 2015	2016	System 2016	<b>2017</b>	<b>System 2017</b>
82.8%	84.0%	83.6%	83.6%	82.8%	83.0%	<b>91%</b>	<b>TBA</b>
The Canadore Employment Rate has improved significantly and should remain strong following the addition of new services.							

\*Note: The graduate satisfaction and employment surveys were conducted six months following graduation in August, December and April of each year.

## Student Satisfaction Survey Results

\*Based on results provided by CCI Research Inc. as of **November 15, 2018**

### Student Satisfaction Overall

This represents the average of the four "capstone" questions.							
2015	System 2015	2016	System 2016	2017	System 2017	2018	System 2018
77.8%	76.2%	78.6%	76.8%	79.3%	76.5%	<b>75.3%</b>	<b>73.4%</b>
Student satisfaction has decreased by 1.5% and is 1.9% above the system average.							

### The Student Satisfaction Survey is comprised of 4 capstone questions

1. Overall your program is giving you knowledge and skills that will be useful in your future career.							
2015	System 2015	2016	System 2016	2017	System 2017	2018	System 2018
90.0%	87.0%	90.0%	87.0%	91.4%	86.9%	<b>86.9%</b>	<b>84.4%</b>
Canadore has slipped 4.5% but remains above the system average.							

2. The overall quality of the learning experiences in this program.							
2015	System 2015	2016	System 2016	2017	System 2017	<b>2018</b>	<b>System 2018</b>
84.2%	79.8%	83.3%	80.0%	84.3%	79.5%	<b>79.8%</b>	<b>75.5%</b>
Canadore has slipped by 4.5% in this category and is 4.3% above the system average. The overall ranking is similar to last year.							

3. The overall quality of the facilities/resources in the college.							
2015	System 2015	2016	System 2016	2017	System 2017	<b>2018</b>	<b>System 2018</b>
69.8%	74.4%	72.6%	75.6%	72.6%	75.3%	<b>71.3%</b>	<b>72.6%</b>
Canadore has remained steady and is now only behind the system by 1.3%. This represents the narrowest gap in 12 years with good momentum.							

4. The overall quality of the services in the college.							
2015	System 2015	2016	System 2017	2017	System 2017	<b>2018</b>	<b>System 2018</b>
67.4%	63.8%	68.4%	64.6%	68.7%	64.6%	<b>63.1%</b>	<b>61.1%</b>
Canadore has remained ahead of the system for 6 years in this category. The college has slipped by 5.6% and the system by 3.5%.							

**College Graduation Overall**

This represents the graduation rate averages.							
2014	2014 System	2015	System 2015	2016	System 2016	<b>2017</b>	<b>System 2017</b>
74.9%	65.7%	72.4%	66.7%	72.3%	66.6%	<b>73.0%</b>	<b>TBA</b>

**Canadore 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	77.8%	78.6%	79.3%	75.3%
82	Student Experience	Student satisfaction with services	67.4%	68.4%	68.7%	63.1%
85	Student Experience	Student satisfaction with facilities	69.8%	72.6%	72.6%	71.3%
7	Innovation in Teaching and Learning Excellence	Graduation rate	74.9%	72.4%	72.9%	73.5%
13	Innovation in Teaching and Learning Excellence	Number of students in experiential learning programs		675	643	980
18	Innovation in Teaching and Learning Excellence	Total number of registrations in ministry-funded courses offered at institution in eLearning formats	583	648	1,434	1,976
19	Innovation in Teaching and Learning Excellence	Total number of ministry-funded courses offered at institution in eLearning formats	247	188	139	217
88	Innovation in Teaching and Learning Excellence	Total number of ministry-funded programs offered at institution in eLearning formats	41	37	4	36
9	Innovation in Teaching and Learning Excellence	Retention rate (Yr1 to Yr2)	79.9%	77.7%	80.0%	77.4%
81	Innovation in Teaching and Learning Excellence	Student satisfaction with knowledge and skills that will be useful in future career	90.0%	90.0%	91.4%	86.9%
86	Innovation in Teaching and Learning Excellence	Student satisfaction with learning experience	84.2%	83.3%	84.3%	79.8%
100	Access and Equity	Number of first generation students enrolled at institution	112	168	1,000	213
102	Access and Equity	Number of French-language students enrolled at institution		101	20	61
99	Access and Equity	Number of students with disabilities enrolled at institution	879	1,223	962	1,142
30	Access and Equity	Overall student satisfaction rate for students with disabilities	76.7%	77.0%	80.0%	72.4%
91	Access and Equity	Overall graduate satisfaction rate for students with disabilities	79.6%	65.3%	74.2%	85.4%
59	Access and Equity	Employment rate for students with disabilities	80.5%	67.4%	90.9%	85.2%
101	Access and Equity	Number of Indigenous students enrolled at institution	424	440	647	621
90	Access and Equity	Overall student satisfaction rate for Indigenous students		82.5%	83.7%	79.8%
31	Access and Equity	Overall graduate satisfaction rate for Indigenous students		87.5%	86.8%	90.2%
58	Access and Equity	Employment rate for Indigenous students		80.0%	81.8%	85.7%
37	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	60.0%	61.2%	62.4%	70.6%
80	Access and Equity	Percentage of university graduates enrolled in college programs	5.2%	5.9%	9.8%	9.3%
79	Access and Equity	Percentage of college graduates enrolled in university programs	4.1%	2.0%	1.7%	2.1%
78	Applied Research Excellence and Impact	Number of externally funded applied research projects			25	159
77	Applied Research Excellence and Impact	Number of partnerships/collaborations with community/industry firms			200	83
12	Innovation, Economic Development and Community Engagement	Number of active Program Advisory Committees (PACs)			27	28
76	Innovation, Economic Development and Community Engagement	Number of employers engaged in Program Advisory Committees (PACs)			276	181
2	Innovation, Economic Development and Community Engagement	Graduate employment rate	82.8%	83.6%	82.8%	88.6%
3	Innovation, Economic Development and Community Engagement	Employer satisfaction rate	81.3%	93.8%	87.0%	96.3%
4	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time*	63.0%	58.0%	46.6%	68.3%
5	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time in a related or partially-related field*	42.9%	37.0%	31.9%	49.1%

\* 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	Frequency	2016-17	2017-18
1	Student Experience	Student volunteers in the community	Annual	15.0%	20.1%
2	Student Experience	Number of students engaged in experiential learning as part of their program	Annual	40.0%	94.0%
3	Innovation in Teaching and Learning Excellence	Programs with Entrepreneurship and Social Innovation component			53
4	Innovation in Teaching and Learning Excellence	Programs offered by distance/flexible delivery			36
5	Access and Equity	Indigenous student retention rate			68.2%
6	Access and Equity	International student retention rate			84.6%
7	Access and Equity	Overall retention rate			77.4%
8	Applied Research Excellence and Impact (Coll)	Number of technical service projects		150	146
9	Applied Research Excellence and Impact (Coll)	Number of students involved in externally funded applied research projects		20	110
10	Applied Research Excellence and Impact (Coll)	Number of students involved in course applied research projects		150	175
11	Innovation, Economic Development and Community Engagement	ICAMP projects		30	150
12	Innovation, Economic Development and Community Engagement	Economic Modelling International (EMI) data - % of GRP		6.5%	6.5%
13	Innovation, Economic Development and Community Engagement	Startups (student-led businesses)		3	5

Grey-out cells: data not available

**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	1,425	1,678
		Eligible Headcount Enrolment	2,285	2,376

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	<b>Overall student satisfaction rate</b>	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	<b>Student satisfaction with services</b>	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	<b>Student satisfaction with facilities</b>	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	<b>Graduation rate</b>	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	<b>Number of students in experiential learning programs</b>	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	<b>Total number of registrations in ministry-funded courses offered at institution in eLearning formats</b>	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	<b>Total number of ministry-funded courses offered at institution in eLearning formats</b>	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	<b>Total number of ministry-funded programs offered at institution in eLearning formats</b>	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	<b>Retention rate</b>	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	<b>Student satisfaction with knowledge and skills</b>	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	<b>Student satisfaction with learning experience</b>	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	<b>Number of first generation students enrolled at institution</b>	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	<b>Number of French-language students enrolled at institution</b>	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	<b>Number of students with disabilities enrolled at institution</b>	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	<b>Overall student satisfaction rate for students with disabilities</b>	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	<b>Overall graduate satisfaction rate for students with disabilities</b>	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	<b>Employment rate for students with disabilities</b>	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	<b>Number of Indigenous students enrolled at institution</b>	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	<b>Overall student satisfaction rate for Indigenous students</b>	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	<b>Overall graduate satisfaction rate for Indigenous students</b>	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	<b>Employment rate for Indigenous students</b>	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	<b>Share of OSAP recipients at an institution relative to its total number of eligible students</b>	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	<b>Percentage of university graduates enrolled in college programs</b>	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	<b>Percentage of college graduates enrolled in university programs</b>	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	<b>Number of externally funded applied research projects</b>	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	<b>Number of partnerships/collaborations with community/industry firms</b>	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	<b>Number of active Program Advisory Committees (PACs)</b>	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	<b>Number of employers engaged in Program Advisory Committees (PACs)</b>	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	<b>Graduate employment rate</b>	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	<b>Employer satisfaction rate</b>	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	<b>Proportion of graduates employed full-time</b>	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	<b>Proportion of graduates employed full-time in a related or partially-related field</b>	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.