

# LOYALIST 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)**

Loyalist College supports the economic, social and cultural fabric of the surrounding region through the delivery of quality education and training programs, diversity and effectiveness of student engagement and providing relevant applied research and knowledge transfer to business, community and industry. Loyalist is proud to be an access College by serving and supporting the local community. It is important to retain the breadth of our programming to provide options to students who are unable to move outside of the region for post-secondary education. The College continues to serve a number of underrepresented groups including students with disabilities, Indigenous, lower-income and First Generation students.

As per our Strategic Mandate Agreement 2 (SMA2), Loyalist's vision is to be Ontario's Destination College, known locally, nationally and internationally as a deliberate choice of students and community for quality programs, student engagement and applied research, enabled by a creative, innovative and supportive organizational and learning culture. Regardless of unforeseen circumstances, such as the 2017 work stoppage, the College is committed to fulfilling its mandate by incorporating the key elements of the SMA, such as KPIs, response to

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TRC, delivery modalities and applied learning, into academic planning for each school. The College will closely monitor these results to ensure the mandate is met in 2020.

Loyalist is also focusing on creating and sustaining an environment that supports the health and wellness of our College community. We envision an environment that will allow students, staff and the community at large to be engaged in all aspects of building resilience, supporting mental health and providing experiential learning opportunities for our students and staff with health and wellness as a foundational component.

The College continues to create work-integrated, experiential and multi-disciplinary learning for students. In the SMA, Loyalist articulates two strategic approaches to differentiation: a focus on the desired characteristics of Loyalist graduates and on economic clusters. Focusing on new and emerging clusters in the regional economy, rather than program areas, will facilitate building strength in both multi-disciplinary programming and applied research. Six clusters were identified by reviewing economic development plans of the region, mapping current expertise and consulting internally.

The College's focus on student success aligns with its philosophy of an outcomes-based education and attaining the employability skills needed to thrive in Ontario's workforce. Its unique, differentiated resources and facilities have allowed Loyalist to create a niche for itself and build its foundation for robust applied research. In addition, Loyalist continues to align its research with the economic growth in the area to maintain relevance and competitiveness in Supercritical CO<sub>2</sub> Extraction.

### Student Experience

*This priority area captures institutional strengths in improving student experiences- 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.*

Loyalist College continues to improve its support for student learning through updated policies and standardized processes for access to learning pathways and increased flexibility through Prior Learning Assessment and Recognition (PLAR), established transfer credits and equivalencies, transferability between online and in-class deliveries and apprenticeship and post-secondary programs. The College has launched new programs in Computer Networking, Project Management, and Cannabis Applied Science, increased intake in four programs, and expanded trades training seats. In addition, the College continues to develop innovative programming in specialized areas and continues to incorporate the use of advanced educational technology to ensure graduates are equipped with the most current skills needed in their field.

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A formal mechanism for students to provide feedback on success services is being researched and will improve the College's ability to proactively address student needs and allow for service adjustments throughout the year as required.

Loyalist College has identified a set of attributes graduates will engage with, and acquire during their time as students. The Co-curricular Record initiative will inform student engagement in approved activities, drawing a connection between those activities and the attributes.

The Digital Badging initiative will be the graphical representation of the attributes. These badges will be earned through academic progress and through co-curricular involvement.

A Career Ready project is currently underway in which existing experiential learning opportunities have been identified in all programs and programs for enhanced opportunities have been identified and will be redeveloped in 2019.

### **Innovation in Teaching and Learning**

*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 delivery of high-quality learning experiences such as experiential, entrepreneurial, personalized and digital learning, and student competencies that improve employability.*

To ensure faculty are equipped with the pedagogical tools they need to contribute to students' successful achievement of outcomes and highly-skilled graduates, Loyalist is exploring the implementation of a teaching credential for all faculty.

A new Teaching and Learning unit has been formed to advance best practices and innovation in teaching and learning. The unit is currently developing a strategic plan that will outline a teaching and learning framework to support the College's initiatives.

Professional development (PD) activities for new faculty have been enhanced and supported with remuneration for part-time faculty. Additional PD activities that relate to educational technology will be offered, including eCampus Ontario activities.

The Teaching and Learning unit will assist in the redevelopment of enhanced experiential learning opportunities in identified programs and will assist with curriculum development to support several programs that have been identified, based on market demand and employer surveys, to be good candidates for a co-op opportunity.

General Education courses and new programs for volunteer and pre-service firefighters are delivered using a hybrid delivery model. This experience will be used to inform the College's

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actions toward its goal that all students will experience at least one hybrid course delivery and one other alternate delivery methodology.

### Access and Equity

*This priority area recognizes institutions for their efforts in improving post-secondary 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 post-secondary education.*

Loyalist had successful intakes in its Community Integration Through Co-operative Education (CICE) program since 2017 with 100% retention from year one to two. There are 29 students enrolled in core courses and vocational electives who will engage in placement opportunities in winter 2019.

Since fall 2016, 150 students enrolled in dual credit courses have completed OCAS applications for Loyalist programs.

Of those in the Literacy and Basic Skills (LBS) program, 80% of learners want to pursue post-secondary education; 20% are pursuing grade 12 equivalency for work or their Academic and Career Entrance (ACE) certificate for apprenticeship. The outreach focus includes skills training for laid off workers, and night school programming to serve the working population that want to develop their education.

The College is documenting its progress in all relevant areas of the recommendations from the Truth and Reconciliation Report. Loyalist is constructing an outdoor Indigenous learning space and has hired an Indigenous full-time faculty member who is developing a College-wide approach to Indigenous understanding and inclusion of the Indigenous learning style, and professional development for staff and faculty. Curriculum will include Indigenous outcomes from Confederation College and specific Indigenous General Education courses. The College will continue to integrate Indigenous and cross-cultural understanding for students in the context of its Graduate Attribute project.

### 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.*

Capacity is increasing in the Applied Research Centre for Natural Products and Medical Cannabis with additional faculty researchers being sought to support various new projects such

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as Culinary. Health, Human and Justice Studies faculty are engaged with theoretical research including evaluation of human simulation technology and virtual learning environments.

Students engage in applied research in a number of ways including being hired to work on applied projects with an industry partner, on-campus work initiatives, a full semester of project-based experiential learning, and work-integrated learning initiatives.

A formal “Research Day” is being established to recognize and celebrate both faculty and student commitment.

Engagement with industry continues through participation in regional and national conferences, and memberships in diverse organizations to stay current with sector needs and ensure technology and knowledge are up-to-date. The Quinte Economic Development Commission is located on campus, which provides insight to the needs of the regional industry.

There have been four applied research projects completed in 2017/18 through funding proposals with three more projects confirmed for 2018/19. Currently, there is a queue of 21 additional projects and 14 industry partners who are participating in a full semester project-based experiential learning course in winter 2019.

### **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 the Entrepreneurial Studies – Business Launch program, Loyalist is developing an innovative program with the YMCA to provide opportunities for staff to upgrade their qualifications while employed full-time using online learning, PLAR and on-site support services.

The Social Service Worker program continues to be offered through our partnership at Anishinabek Educational Institute and the Loyalist Training and Knowledge Centre continues to be a resource for employers looking for customized training.

Loyalist has been a long-time supporter of PLAR and has recently revived its efforts with the launch of a PLAR team.

Our International Department continues to successfully recruit students. The international population at Loyalist is now in excess of 800. Loyalist currently has recruitment offices and

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partnerships in Bengaluru India, Beijing China, Lagos Nigeria, Kampala Uganda, and Ho Chi Minh City Vietnam.

Curriculum partnerships continue to be a focus for the College with five joint partnerships with institutions in China with active enrolment (158 students) and projected intakes for fall 2019 (120 students) and a joint partnership with an institution in Nigeria with a projected intake of 20 students.

There are currently four pending applications for joint partnerships in China and one in Uganda.

**Attestation**

**Loyalist 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>Completion Date:</b>	January 16, 2019
<b>Website address for posting ministry approved report:</b>	<a href="http://www.loyalistcollege.com">www.loyalistcollege.com</a>

**Loyalist 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	80.5%	79.4%	79.5%	78.4%
82	Student Experience	Student satisfaction with services	71.0%	70.1%	70.3%	72.7%
85	Student Experience	Student satisfaction with facilities	74.3%	72.6%	75.5%	76.2%
7	Innovation in Teaching and Learning Excellence	Graduation rate	66.7%	66.7%	67.1%	69.0%
13	Innovation in Teaching and Learning Excellence	Number of students in experiential learning programs		1,457	1,446	1,441
18	Innovation in Teaching and Learning Excellence	Total number of registrations in ministry-funded courses offered at institution in eLearning formats	10,013	9,701	8,265	8,255
19	Innovation in Teaching and Learning Excellence	Total number of ministry-funded courses offered at institution in eLearning formats	1,872	1,903	1,237	1,040
88	Innovation in Teaching and Learning Excellence	Total number of ministry-funded programs offered at institution in eLearning formats	43	43	31	33
9	Innovation in Teaching and Learning Excellence	Retention rate (Yr1 to Yr2)	80.5%	85.3%	77.8%	85.8%
81	Innovation in Teaching and Learning Excellence	Student satisfaction with knowledge and skills that will be useful in future career	91.4%	90.9%	89.6%	86.6%
86	Innovation in Teaching and Learning Excellence	Student satisfaction with learning experience	85.2%	84.1%	82.6%	77.9%
100	Access and Equity	Number of first generation students enrolled at institution	800	1,056	639	637
102	Access and Equity	Number of French-language students enrolled at institution	22	22	15	6
99	Access and Equity	Number of students with disabilities enrolled at institution	522	548	520	214
30	Access and Equity	Overall student satisfaction rate for students with disabilities	77.3%	79.3%	77.2%	77.5%
91	Access and Equity	Overall graduate satisfaction rate for students with disabilities	84.7%	80.0%	73.9%	69.0%
59	Access and Equity	Employment rate for students with disabilities	81.6%	82.2%	59.3%	82.9%
101	Access and Equity	Number of Indigenous students enrolled at institution	265	37	123	169
90	Access and Equity	Overall student satisfaction rate for Indigenous students		78.8%	77.9%	82.9%
31	Access and Equity	Overall graduate satisfaction rate for Indigenous students		90.3%	70.8%	79.2%
58	Access and Equity	Employment rate for Indigenous students		85.0%	75.0%	92.9%
37	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	83.3%	87.9%	90.4%	94.1%
80	Access and Equity	Percentage of university graduates enrolled in college programs	4.6%	4.8%	5.3%	8.6%
79	Access and Equity	Percentage of college graduates enrolled in university programs	0.8%	1.6%	1.5%	1.6%
78	Applied Research Excellence and Impact	Number of externally funded applied research projects			5	
77	Applied Research Excellence and Impact	Number of partnerships/collaborations with community/industry firms			22	
12	Innovation, Economic Development and Community Engagement	Number of active Program Advisory Committees (PACs)				
76	Innovation, Economic Development and Community Engagement	Number of employers engaged in Program Advisory Committees (PACs)				
2	Innovation, Economic Development and Community Engagement	Graduate employment rate	89.3%	87.4%	86.0%	90.8%
3	Innovation, Economic Development and Community Engagement	Employer satisfaction rate	83.9%	92.2%	88.9%	96.5%
4	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time*	67.7%	62.6%	55.4%	68.2%
5	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time in a related or partially-related field*	47.3%	45.4%	42.6%	52.9%

\* 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	Key performance indicator (KPI Student Satisfaction & Engagement Survey Question 3 - Provides you with the skills and abilities specific to your chosen career	Annual	88.94%	87.36%
2	Innovation in Teaching and Learning Excellence	KPI Q14 Student Satisfaction and Performance Survey - Teachers are up-to-date/current in their fields	Annual	82.83%	79.35%
3	Access and Equity	KPI Student Satisfaction & Engagement Survey Question 51 Your overall college experience (Indigenous students selected) (Q81a = Yes, Q51=4 or 5)	Annual	70.7%	66.6%
4	Access and Equity	KPI Student Satisfaction & Engagement Survey Question 51- Your overall college experience (students with disability) (Q29U=3"High Use", Q51=4 or 5)	Annual	67.0%	65.8%
5	Access and Equity	KPI Student Satisfaction & Engagement Survey Question 51 - Your overall college experience (first-generation students selected) (Q79=2"No", Q51=4 or 5)	Annual	74.3%	84.6%
6	Applied Research Excellence and Impact (Coll)	Number of faculty engaged in research projects (excluding bioscience)			5
7	Innovation in Teaching and Learning Excellence	Q 24 Graduate Survey. Number of local companies and agencies employing grads		52.94%	47.0%

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	2,233	2,311
		Eligible Headcount Enrolment	2,470	2,457

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.