

**SIR SANDFORD FLEMING 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)**

2017-18 marked a year of transition for Fleming as new leadership took the helm and the college started the process to build a new five-year strategic plan. The college made progress against its goals through the launch of initiatives spanning student learning and success, access, research and community engagement.

The college achieved record enrolment, driven primarily by international enrolment. The college maintained its strength in strategic segments including environmental and natural resources sciences, art and design, and skilled trades and technology. Notably, the college has seen a significant increase in the number of women entering trades and technology programs in 2017-18, an increase of over 74%.

Extensive renovations at the college's two largest campuses were completed in late 2018, offering greater opportunities to enhance learning through new specialized and cross-disciplinary labs and classrooms. The renovations involved approximately 100,000 sq. ft. of campus space in Peterborough and Lindsay.

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Initiatives to enhance the student experience included the launch of career development maps for every program to assist students in building employability skills. Fleming responded to increased demand for mental health supports by introducing a stepped care model that broadened access and reduced wait times.

Fleming made great strides in providing rich and diverse applied learning experiences including new learning abroad experiences and a substantial increase in the number of applied projects, including a 50% increase in the business and trades and technology schools.

Leveraging technology to enhance learning, the Haliburton School of Art & Design launched a new Centre for Making integrating leading technology into the arts and design curriculum.

The Community Integration through Co-operative Education program in Peterborough experienced its highest enrolment ever with an intake of 20. The program offers access to college for students with various abilities and offers enhanced support including a new Autism support group.

Fleming has expanded its Indigenous services to include culturally appropriate supports, resulting in improved retention and student experiences. The college's unique Indigenous Perspectives Designation is exceeding expectations. In 2017-18, over 150 Indigenous and non-Indigenous students received diplomas with an Indigenous focus.

The college built on its strength in delivering dual credit courses. Approximately 1,800 students participate in dual credits through Fleming each year with a success rate of over 95%.

Fleming bolstered its leadership role in applied research with a particular focus on water. Fleming's Centre for Advancement of Water and Wastewater Technologies (CAWT) is globally recognized for its expertise and support of innovative water companies. The CAWT is involved in 12 industry-led applied research collaborations with over \$1.9M funded by the Southern Ontario Water Consortium.

In 2017, Fleming launched the Centre for Sustainable Municipalities to assist municipalities with infrastructure asset management. Applied research activities at the Centre began in 2017 after securing over \$650,000 in funding.

In Haliburton, the college has worked with community partners to launch the Youth Wellness Hub (YWHO), one of only ten hubs in Ontario. The hub supports underserved and marginalized youth.

Fleming is deeply embedded in each of its four communities and has 68 program advisory committees comprised of community members that meet annually to ensure the currency and relevance of our programs.

International students are having a significant impact on the economic and social development of our communities. Students partner with The New Canadian Centre, Peterborough

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Immigration Partnership and The Indo-Canadian Association of the Kawarthas and many other groups, to provide cultural activities and support for all community members.

While the college has experienced success in the past year, Fleming is poised for change and keen to engage our students and our communities to ensure mutual growth and prosperity for the benefit of all.

**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.*

A KPI improvement working group has been struck at Fleming and has identified short-, mid- and long-term goals within a comprehensive Action Plan. This plan will realign service and academic activities focused on enhancing and improving the student experience. Fleming College launched a number of initiatives in 2017-18 that enhanced the student experience outside of the classroom. New programs such as the Peer Mentor Initiative focus on supporting existing programming and developing new programs where needed to better support students in their learning. In an effort to address increasing mental health concerns, a Stepped Care Model for Counselling Service Delivery has reduced wait times and increased access to support.

Career Development Map tools were developed for each program the college offers. Available electronically, the maps assist students (prospective and current) in building core employability skills, researching program options and promoting earlier and increased engagement. One popular initiative is InterviewStream. The interactive software allows students to practice answering generic and discipline specific interview questions, records and enables feedback for performance improvement.

Ongoing improvement efforts include mapping the student journey as an assessment exercise to determine where to further customize/personalize, streamline and enhance self-service and improve customer service/the student experience.

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**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.*

Fleming made great strides in 2017-18 to provide students with hands-on learning experiences that were diverse and enriching, ensuring that a Fleming graduate was a global citizen. Seven programs provided international experiences, including one semester abroad in South Africa, a partnership with the University of the Witwatersrand. Environmental science faculty and students were invited to present at the National Council for Science and the Environment conference in Washington D.C.

The number of applied projects as part of program curriculum continue to increase, with a substantial increase of 50% in the School of Business and the School of Trades and Technology.

Fleming College is recognized for its hands-on learning opportunities. The addition of new, improved lab facilities and refreshed classrooms as a result of SIF renovations during 2017-18 will bring the student satisfaction metrics back in line for 2018-19.

Technology continues to enhance learning. The expansion of the Centre for Making at the Haliburton campus ensures that programs delivered as part of the School of Art + Design integrate leading technology into the curriculum.

The College's unique Indigenous Designation Perspectives (IPD) program is exceeding expectations; in 2017-18 over 150 IPD indigenous and non-indigenous students received diplomas with an indigenous focus.

**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.*

As a key Strategic Planning goal and objective the values of diversity and inclusion will be ingrained into everything we do, all that we are and all that we offer.

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Fleming expanded its Indigenous services to include culturally appropriate supports, resulting in improved retention and student experiences. Some initiatives included Bishkaa (Ojibwa for Rise Up) — an in-residence pre-orientation program for Indigenous students (including orientation to Fleming, the campus, services and the local Indigenous community; increased Elder Visits, language tutorials and healing perspectives; and partnerships with our local). Our Assistant Manager of Indigenous Student Services focused on increasing Indigenous student enrolment each year.

One aspect of the Career Ready Fund initiative is designed to smooth the path for students requiring accommodations in placement. Comprehensive guides for students, faculty and placement agencies, detailing legislative requirements as well as the benefits of employing individuals with varying abilities will be completed by March 31, 2019.

Fleming offered Dual Credit courses since 2006-07 including a very successful School-Within-A-College (SWAC) program. 1800 students participate in DCs annually with a success rate of over 95%.

In 2017-18, Fleming increased enrollment of women in Trades and Technology by over 74%. The Culinary School had an average of 50% of women enrolled.

#### **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.*

Fleming College continued to build capacity and recognition in applied research as an internationally recognized leader in advanced water technologies and solutions.

Fleming's Centre for Advancement of Water and Wastewater Technologies (CAWT) is recognized for its expertise in research, development, advancement and commercialization of water-related technologies as demonstrated by the \$2M received by the Southern Ontario Water Consortium for R&D with industry partners. Fleming's CAWT is also unique as having the only ISO 17025 accredited analytical laboratory among Ontario Colleges. Unique facilities and services allow Fleming to assist companies in addressing some of the major barriers affecting innovative water companies.

In 2017 Fleming launched the Centre for Sustainable Municipalities (CSM). Applied research activities at the Centre began in 2017 after securing over \$650,000 in research

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funding. The CSM connects the expertise of Fleming College's experienced and highly skilled faculty in areas relevant to infrastructure asset management in direct support of Ontario Reg 588/17, which requires municipalities to increase their asset management capabilities.

Building on its renowned and unique Aquaculture program, Fleming has increased the number of aquaculture-related applied research projects it undertakes. The global demand for aquaculture products is growing, along with demands for innovative technologies and products to support the industry.

**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 part of Fleming's Strategic Planning process, we will renew and re-engage our local businesses and partners within our communities. Innovation, economic development and community engagement will be the anchor for the new Strategic plan, with members from the economic development corporation and the business community advising on the Strategic Planning Steering Committee. The Strategic Planning activities also include reaching out to industry partners and the business community through a number of consultations. Fleming has 68 active PAC committees in the College that meet annually to provide valuable feedback that influences our program and annual review processes and ensures currency and relevance of our programs.

Fleming received \$16K in funding from the Eastern Ontario Development Program (EODP) to expand the Haliburton campus' Centre, providing enhanced opportunities for local businesses to develop prototypes and new products. The college partnered with local wellness agencies to develop a Youth Wellness Hub (YWHO) in Haliburton County. Core funding of \$900K was awarded by the province and we are one of 10 hubs in Ontario.

Fleming's International Student Community has partnered with The New Canadian Centre including: Peterborough Immigration Partnership; ESL Forum; International Student Retention Group; Trent Valley International Coffee House; The Indo-Canadian Association of the Kawarthas; Carmela Valles and the Filipino community.

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**Attestation**

Fleming 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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**Sir Sandford Fleming 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	80.3%	77.6%	78.6%	69.7%
82	Student Experience	Student satisfaction with services	69.3%	65.5%	67.1%	55.5%
85	Student Experience	Student satisfaction with facilities	80.6%	79.2%	79.7%	65.8%
7	Innovation in Teaching and Learning Excellence	Graduation rate	66.5%	66.9%	68.8%	69.5%
13	Innovation in Teaching and Learning Excellence	Number of students in experiential learning programs		2,214	2,300	2,207
18	Innovation in Teaching and Learning Excellence	Total number of registrations in ministry-funded courses offered at institution in eLearning formats	5,607	6,827	6,789	7,076
19	Innovation in Teaching and Learning Excellence	Total number of ministry-funded courses offered at institution in eLearning formats	605	681	611	658
88	Innovation in Teaching and Learning Excellence	Total number of ministry-funded programs offered at institution in eLearning formats	17	17	23	22
9	Innovation in Teaching and Learning Excellence	Retention rate (Yr1 to Yr2)	79.3%	80.2%	77.1%	76.0%
81	Innovation in Teaching and Learning Excellence	Student satisfaction with knowledge and skills that will be useful in future career	88.7%	85.8%	87.0%	82.9%
86	Innovation in Teaching and Learning Excellence	Student satisfaction with learning experience	82.6%	80.1%	80.8%	74.5%
100	Access and Equity	Number of first generation students enrolled at institution	1,695	1,806	1,513	1,414
102	Access and Equity	Number of French-language students enrolled at institution				
99	Access and Equity	Number of students with disabilities enrolled at institution	835	900	926	1,013
30	Access and Equity	Overall student satisfaction rate for students with disabilities	78.4%	76.0%	77.9%	65.8%
91	Access and Equity	Overall graduate satisfaction rate for students with disabilities	70.1%	78.3%	79.2%	76.6%
59	Access and Equity	Employment rate for students with disabilities	75.6%	74.6%	67.4%	73.0%
101	Access and Equity	Number of Indigenous students enrolled at institution	184	184	224	290
90	Access and Equity	Overall student satisfaction rate for Indigenous students		77.9%	77.8%	64.3%
31	Access and Equity	Overall graduate satisfaction rate for Indigenous students		75.8%	82.2%	78.1%
58	Access and Equity	Employment rate for Indigenous students		73.1%	69.7%	69.0%
37	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	76.6%	74.5%	76.7%	81.0%
80	Access and Equity	Percentage of university graduates enrolled in college programs	13.9%	13.8%	15.2%	23.8%
79	Access and Equity	Percentage of college graduates enrolled in university programs	4.1%	4.8%	3.1%	4.0%
78	Applied Research Excellence and Impact	Number of externally funded applied research projects		22	22	49
77	Applied Research Excellence and Impact	Number of partnerships/collaborations with community/industry firms		32	32	99
12	Innovation, Economic Development and Community Engagement	Number of active Program Advisory Committees (PACs)		58	58	68
76	Innovation, Economic Development and Community Engagement	Number of employers engaged in Program Advisory Committees (PACs)		580	580	630
2	Innovation, Economic Development and Community Engagement	Graduate employment rate	84.0%	84.5%	82.7%	85.3%
3	Innovation, Economic Development and Community Engagement	Employer satisfaction rate	93.2%	94.3%	92.1%	95.7%
4	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time*	67.1%	64.5%	56.3%	63.9%
5	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time in a related or partially-related field*	46.2%	44.5%	38.4%	45.5%

\* 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	2014-15	2015-16	2016-17	2017-18
1.3.4	Student Experience	Student satisfaction with Career Advising	To measure student satisfaction with Career Advising	57.9%	55.3%	55.7%	50.0%
1.3.5	Student Experience	# of programs with Work Integrated Learning (WIL)	To measure WIL activity		83	83	84
1.3.6	Student Experience	Proportion of operating expenditures used for Student Services	To determine resource allocation in student service experience		7.3%	7.03%	7.27%
2.3.9	Innovation in Teaching and Learning Excellence	Student satisfaction with hands-on learning		81.4%	79.1%	80.1%	74.1%
2.3.10	Innovation in Teaching and Learning Excellence	Student satisfaction with education technology used to assist teaching and learning in your program"					85.4%
2.3.11	Innovation in Teaching and Learning Excellence	# of students graduating with Indigenous Perspectives Designation (IPD)			20	32	145
3.3.16	Access and Equity	Percentage of first semester students who "plan to apply to university after Fleming"			43.0%	49.0%	49.0%
3.3.17	Access and Equity	Overall First Generation student satisfaction rates			74.9%	77.8%	69.3%
3.3.18	Access and Equity	Number of female students enrolled in school of Trades and Tech		231	291	316	549
4.3.3	Applied Research Excellence and Impact (Coll)	Number of hours college staff involved in applied research			21,082		28,505
4.3.4	Applied Research Excellence and Impact (Coll)	Number of students employed in externally funding applied research projects			8		15
4.3.5	Applied Research Excellence and Impact (Coll)	Amount of external funding per year			1,500,000		1,704,194.2
5.3.7	Innovation, Economic Development and Community Impact	Number of patents, licenses, invention disclosures and new products			15		29
5.3.8	Innovation, Economic Development and Community Impact	Overall international student satisfaction rates			68.0%	77.2%	74.1%

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	3,881	4,158
		Eligible Headcount Enrolment	5,057	5,132

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.