

CAMBRIAN 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)

Cambrian's 2017-18 Strategic Mandate Agreement year was one of both success and challenge as the institution continues along its pathway of becoming a "destinational" college for a growing number of domestic and international learners from across Canada and around the world.

Cambrian began the year with an unprecedented enrolment high in September. This was followed shortly thereafter with a notification of the wind-down of its public-private-partnership with Hanson International Academy. Subsequent to this news from the Ministry, the system experienced a province-wide work stoppage that put a halt to regular classroom activity for approximately 5 weeks. These latter two events, along with some of the considerable financial strains experienced by many of Ontario's small, northern and rural colleges, and the uncertain impacts of Bill 148, cast a shadow over the College's positive enrolment story. Nonetheless, these unfortunate circumstances also served to summon the resilience that has characterized Cambrian over the course of its 50-year history.

Cambrian continued to progress our tri-institutional partnership with Laurentian University and College Boréal, creating pathways opportunities, implementing best practices around procurement, while developing a proposal to further collaborative interests around recruitment of

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

Indigenous and international students. Guided by our strategic plan, Cambrian also made tremendous strides in the internationalization of our campus, with new orientation programs and the development of professional development opportunities around cultural sensitization, as well as a framework for our International Innovation Fund and an international recruitment diversification plan.

This past year saw our largest offering of January programs with both domestic and international markets responding with our highest ever winter student enrolment. With the addition of new program deliveries in May 2017, Cambrian established a benchmark for enrolment as we moved to a true 12-month, 3-intake college – the first in the North. Additionally, six new programs were launched as program development remains a key component to the College's growth mandate moving forward.

Our investment in teaching and learning in the 17-18 year culminated in over \$2.1M in funds directed toward the classroom environment, and the construction of Teaching and Learning Innovation Hub, which opened in the spring of 2018. The Hub will support innovation and quality in teaching and learning, ensuring that Cambrian is THE centre of excellence for educational innovation in Northern Ontario.

In 2017-18, Cambrian spearheaded a significant investment in furthering its relationships with industry, already a hallmark of the College in the region, by re-engaging past partners and identifying and recruiting new ones to our growing family of employers. These new and rekindled partnerships will play a key role in providing experiential learning opportunities for Cambrian's growing student body. Industry partnerships also helped the College retain its standing as the premiere applied research college in the North, and a top 25 research college in Canada.

The College remains committed to our rich tradition of supporting the northern labour market, while broadening our provincial and national influence as we grow to be a “destinational” college with an aspirational goal of exceeding 6,000 students. We have made, and will continue to make, prudent financial decisions that position Cambrian for sustainable growth, cementing ourselves as a consistent top performer in Ontario's college system.

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

CAMBRIAN COLLEGE

Strategic Mandate Agreement Annual Report 2017-18

Part 1. Overview

continuity of learning pathways, retention, student satisfaction, co-curricular activities and records, career preparedness and student services and supports.

Positive trends exemplify Cambrian's efforts to attain its strategic goals related to enhancing the student experience as it continues to evolve its infrastructure to provide flexibility in program delivery and services that support student success. Through its campus modernization plan, Cambrian invested over \$10M to upgrade existing academic space including the Chemistry, Nursing, Dental and Civil Engineering Labs.

In 2018, the College implemented a Wellness and Resiliency Framework to reinforce positive mental health and wellness and address barriers to full participation in the learning experience laying out the initial strategy for bringing wellness and mental health to the forefront of student success. As part of this, Cambrian plans to expand its integrated advising model and use of its case management tool including researching the impact of this model to enable seamless access and support success.

Cambrian's Strategic Enrolment Management Committee remains instrumental in program planning, enfolded recommendations from its retention and recruitment sub-committees. The resulting 5-year plan will effectively guide program development and delivery as well as advising services to meet the evolving needs of the student population.

Cambrian's unwavering student-centric focus continues to yield positive results. Moving forward, the College will look to introduce innovative approaches that transform the learning experience.

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.

Cambrian has made it a strategic priority to develop and expand its complement of 'hyflex' programs, enabling students to move seamlessly between fully online, blended and in-class deliveries. The main campus features 55 high-tech classrooms, including 21 for virtual program delivery. All new programs are developed with hyflex options for students. In addition, the College deployed enhancements to connectivity, mobile delivery, and a virtual desktop model.

Cambrian encourages its faculty to be at the forefront of innovation in how students are taught. To achieve this, Cambrian opened its Teaching and Learning Innovation Hub, to promote faculty exploration and adoption of new and emerging technologies that will enrich the teaching and learning experience. The College invested not only in capital but also in providing the right team to support a sustainable framework. Five new positions were added thereby ensuring expertise in instructional design, development, learning technologies and championing innovation.

As a result, our students succeed. With a graduate rate of 74%, Cambrian has over 50,000 alumni working around the world, many of whom are leaders in their fields and in their communities. Since 2005, Cambrian students have won more than 60 medals at Skills Ontario and Skills Canada competitions.

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

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.

Cambrian's strategic priority to establish a framework to support increased access and transferability of learning through streamlined pathways with other educational institutions is now operational. With the goal of assessing every program for the potential of five pathways – local, provincial, national, international and alternative delivery – pathways are in place for most programs. In total, more than 750 degree completion options exist for students and graduates to enhance their credentials.

The College places value in cultivating an environment that embraces ongoing skill development and learning for its staff. It recognizes that this active engagement in the learning process translates into an effective, quality learning experience for students. To this end, the College annually initiates professional development sessions, which have included topics such as academic integrity, cultural diversity, student readiness and student mental health.

Cambrian has a steadfast commitment to providing students with opportunities to engage in a variety of experiential learning experiences. As such, Cambrian has worked diligently with its community partners to develop and integrate these components within the curricula across disciplines. This strategy extends itself to a standard requirement for all new programs. At present, over 70% of programs contain some form of practical experiential learning.

4. Applied Research Excellence and Impact

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

The excellence and impact of Cambrian's Applied Research program is evidenced chiefly by the total research funding obtained by the College. Since 2014-15, Cambrian has secured \$6-million in funding from industry and government sources. This funding attests to the capacity the College has to carry out applied research projects and the confidence that industry partners have with Cambrian. Over that same span, Cambrian has carried out more than 100 externally funded applied research projects with industry partners from the mining industry to health sciences. As the College continues to position itself as a leader in innovation, particularly in the mining industry, the number of annual projects will continue to climb, along with the number of partnerships/collaborations with community/industry firms in Northern Ontario. This past year, Cambrian carried out 32 partnership agreements, contributing to its climb to 22nd overall on the list of Canada's top 50 research colleges. While these projects are powered by our expert faculty and cutting-edge equipment, the driving force behind Applied Research are our student researchers. Since 2014-15, Cambrian has had 1,356 paid/unpaid students working on

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

research projects. Among Canada’s medium-sized colleges, Cambrian is consistently near the top for employing the most number of paid student researchers.

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.

Cambrian is dedicated to contributing to a thriving and creative learning community. Its ability to develop and leverage value-added collaborations is evidenced through its achievements. Cambrian has acted on its strategic priority to position itself as a destination of choice for learners and approved 11 new programs. Complimenting new development has been the diversification of program delivery choice resulting in 8 new faculty positions. Signs of campus globalization and intercultural exchange everywhere demonstrate Cambrian’s growth as a global leader in postsecondary education. International student enrolment on campus is up by 61 percent over last year, with 1104 students spanning 39 countries. Augmenting this is a vibrant community of 859 Indigenous students from cities and remote First Nations communities across Canada.

Cambrian has made great strides on its Program Advisory Committee enhancement strategy focusing not only on ensuring compliance but also on stewardship, introducing initiatives that further support vocational outcomes and student success. Cambrian is launching a new recognition event to increase opportunities for PAC members to expand their professional networks while also learning more about the College, its strategic priorities and ways in which to support student success such as applied research, placement/internship opportunities, and support for scholarships and awards.

Attestation

Cambrian 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.

Institutional Contact Name:	Sherrill McCall
Telephone:	705-566-8101, ext. 7888
Email:	Sherrill.mccall@cambriancollege.ca
Completion Date:	January 16, 2019
Website address for posting ministry approved report:	https://cambriancollege.ca/

Cambrian 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	77.6%	76.7%	78.4%	77.7%
82	Student Experience	Student satisfaction with services	67.4%	65.7%	68.2%	65.2%
85	Student Experience	Student satisfaction with facilities	72.7%	73.8%	75.0%	75.2%
7	Innovation in Teaching and Learning Excellence	Graduation rate	66.6%	62.2%	64.2%	74.0%
13	Innovation in Teaching and Learning Excellence	Number of students in experiential learning programs		1,581	1,714	1,518
18	Innovation in Teaching and Learning Excellence	Total number of registrations in ministry-funded courses offered at institution in eLearning formats	218	230	4,220	3,980
19	Innovation in Teaching and Learning Excellence	Total number of ministry-funded courses offered at institution in eLearning formats	482	377	140	165
88	Innovation in Teaching and Learning Excellence	Total number of ministry-funded programs offered at institution in eLearning formats	9	8	8	16
9	Innovation in Teaching and Learning Excellence	Retention rate (Yr1 to Yr2)	69.4%	69.6%	71.9%	75.1%
81	Innovation in Teaching and Learning Excellence	Student satisfaction with knowledge and skills that will be useful in future career	88.8%	87.2%	88.6%	88.5%
86	Innovation in Teaching and Learning Excellence	Student satisfaction with learning experience	81.4%	80.3%	81.8%	81.7%
100	Access and Equity	Number of first generation students enrolled at institution	1,495	1,820	990	1,215
102	Access and Equity	Number of French-language students enrolled at institution	170	166	293	312
99	Access and Equity	Number of students with disabilities enrolled at institution	597	640	928	960
30	Access and Equity	Overall student satisfaction rate for students with disabilities	73.5%	76.1%	73.1%	74.5%
91	Access and Equity	Overall graduate satisfaction rate for students with disabilities	80.5%	80.0%	78.9%	75.0%
59	Access and Equity	Employment rate for students with disabilities	80.0%	58.3%	79.2%	81.8%
101	Access and Equity	Number of Indigenous students enrolled at institution	663	760	781	859
90	Access and Equity	Overall student satisfaction rate for Indigenous students		79.4%	78.1%	78.6%
31	Access and Equity	Overall graduate satisfaction rate for Indigenous students		77.3%	76.2%	88.7%
58	Access and Equity	Employment rate for Indigenous students		68.2%	78.8%	75.9%
37	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	59.9%	60.0%	59.2%	71.6%
80	Access and Equity	Percentage of university graduates enrolled in college programs	8.1%	10.4%	9.7%	12.8%
79	Access and Equity	Percentage of college graduates enrolled in university programs	2.4%	1.6%	1.8%	1.3%
78	Applied Research Excellence and Impact	Number of externally funded applied research projects	36	29	31	15
77	Applied Research Excellence and Impact	Number of partnerships/collaborations with community/industry firms	41	39	54	32
12	Innovation, Economic Development and Community Engagement	Number of active Program Advisory Committees (PACs)	41	39	39	59
76	Innovation, Economic Development and Community Engagement	Number of employers engaged in Program Advisory Committees (PACs)		437	419	504
2	Innovation, Economic Development and Community Engagement	Graduate employment rate	85.5%	81.7%	82.0%	83.0%
3	Innovation, Economic Development and Community Engagement	Employer satisfaction rate	96.1%	100.0%	85.4%	94.3%
4	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time*	66.3%	61.5%	57.9%	62.5%
5	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time in a related or partially-related field*	48.0%	46.5%	39.8%	43.7%

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

Grey-out cells: data not available

Institution-Specific Metrics

#	Priority Area	Metric Name	Objective of Metric	Frequency	2014-15	2015-16	2016-17	2017-18
1	Student Experience	Percent of students who would recommend Cambrian	To measure student satisfaction with their college experience	Annual	89.0%	87.0%	89.0%	86.0%
2	Student Experience	Student satisfaction with lab/shop facilities	To measure student satisfaction with lab/shop facilities	Annual	70.0%	70.0%	70.0%	71.0%
3	Innovation in Teaching and Learning Excellence	Student satisfaction with program preparation for placement	To measure student satisfaction with the educational preparation for placement	Annual	86.0%	85.0%	84.0%	82.0%
4	Innovation in Teaching and Learning Excellence	Proportion of programs with hyflex/ hybrid/ alternative deliveries	To measure hyflex/hybrid/alternative deliveries	Annual	16.0%	16.0%	16.0%	16.0%
5	Access and Equity	Student Satisfaction with Campus Environment Respects Diversity	To measure student satisfaction with campus diversity	Annual		93.0%	94.0%	92.0%
6	Access and Equity	# new pathway agreements	To measure new pathway agreements activity	Annual	14	40	25	14
7	Applied Research Excellence and Impact	# students (paid/unpaid) in applied research proj.	To measure student activity in applied research projects	Annual	294	346	354	362
8	Applied Research Excellence and Impact	Total research funding (\$M)	To measure total research funding activity	Annual	1.6	1.5	1.8	1.1
9	Innovation, Economic Development and Community Impact	PAC Satisfaction with Quality of Programs	To measure industry satisfaction with the quality of programs at Cambrian	Annual			92%	85%
10	Innovation, Economic Development and Community Impact	Number of International students on campus	To measure international student activity on-campus	Annual	226	289	353	1,104

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	2,136	2,593
		Eligible Headcount Enrolment	3,607	3,622

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

Appendix 2. College Metrics - Dictionary

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

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

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