

**DURHAM 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)**

At Durham College (DC), the student experience comes first. With campuses in Oshawa and Whitby, along with a learning site in Pickering, the college offers more than 140 market-driven, post-secondary programs in multiple disciplines.

This year, Durham College focused on infrastructure changes to classrooms that would improve the teaching and learning environment. For instance, in our welding labs and manufacturing centres new equipment and upgrades were added that will help ensure our students succeed.

Innovation in teaching and learning means pursuing vital partnerships to increase the variety of experiential learning opportunities that students can participate in. This includes working with the community on initiatives such as the Teaching City, or offering public services through programs such as Paralegal.

When it comes to access and equity, Durham College is committed to providing supports that encourage diversity in not only education but also industry. Through events such as our Young Women in Skilled Trades conference, we can promote diversity and gender parity in the technology and trades sectors.

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Our applied research activity continues to grow. Fostering faculty and student talent has led to numerous industry partnerships and created two new research environments. These new centres of research, focused on artificial intelligence and craft brewing, also provide students with opportunities to gain hands-on skills, knowledge and experience.

The college is recognized throughout the Region of Durham as a community builder and partner in economic development. This is evident in our services for local businesses and our economic impact.

We are proud to play a vital role in driving the local economy with a recent study performed by Economic Modeling Specialists International, indicating that our economic impact on Durham Region is \$913.3 million, which is equal to approximately 4.9 per cent of the area's total gross regional product and 9,558 jobs. This means that one out of every 24 jobs in Durham Region is support by our activities and our students.

It is not just our students making an impact. The report found that the accumulated contribution of the Durham College alumni community currently employed in the regional workforce is \$725.4 million in added income to the region, equal to 6,260 jobs.

Durham College strives to bring out the best in our people by fostering their knowledge, skills, dedication and true passion by:

- Creating work-life balance.
- Offering comprehensive benefits.
- Supporting good physical and mental health.
- Providing autonomy in new and innovative teaching practices.
- Providing funding and schedule flexibility.

Our positive organizational culture has been recognized for eight years in a row as one of the GTAs Top Employers.

In addition to supports for our team, Durham College was named one of Canada's greenest employers. Through one of our projects the college received \$14.7 million in funding from the provincial government through the Greenhouse Gas Campus Retrofits Program, to fund the new Simcoe Geothermal Field project at the Oshawa campus.

This report is an example of how Durham College is committed to putting the student experience first and provides a sample of the ongoing efforts to meet this goal and provide quality education.

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**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.*

The annual Key Performance Indicators (KPI) student satisfaction survey continued to show positive results in 2017-18, with an overall satisfaction rating of 72.5%. DC's investment in its state-of-the-art learning environment this year had a positive impact on the student experience.

For example, the Whitby campus welcomed more than 400 students in welding and welding trades programs with an addition of a third welding shop and upgrades to the other two shops. The new shop has 20 modular work booths to provide every student with their own workspace, fostering a sense of ownership that motivates them to maintain their area as they learn welding skills. In keeping with the welding programs' approach to teaching, in which students follow along with the professor, the setup of the new shop also includes a centrally-situated demonstration area.

In addition, a donation of state-of-the art equipment from Rockwell Automation to the Integrated Manufacturing Centre provides students with access to the latest firmware and technology used in the industry today. Partnerships with industry leaders such as Rockwell Automation, a world leader in industrial automation, are vital to helping DC continually adapt programs and curricula to ensure graduates are prepared to meet the needs of employers.

**2. Innovation in Teaching and Learning Excellence**

*This priority area focuses on innovative efforts including pedagogical approaches, program delivery and student services that contribute to a highly skilled workforce and ensure positive student outcomes. It captures institutional strengths in delivering high-quality learning experiences such as experiential, entrepreneurial, personalized and digital learning, and student competencies that improve employability.*

A significant area of focus has been the development of new and enhanced experiential learning opportunities. DC joined a partnership with the City of Oshawa, UOIT, University of Toronto, Trent University, and Canadian Urban Institute, to help Oshawa become the world's first Teaching City focused on experiential learning, applied research, and innovative teaching

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partnerships. One initiative is the Access to Justice HUB, a socially innovative experiential learning opportunity in which paralegal students provide services to disadvantaged members of the community.

The Practical Nursing program began offering flexible delivery to meet the needs of working students. The program is offered in a compressed 75-week period with week-end classes and six hours of online work during the week.

The Enactus social entrepreneurship team completed its second year, taking action to make a positive economic and social impact in society. Under the guidance of faculty/staff advisors, Enactus students applied their knowledge to cooperatively work with external partners to create impactful self-sustaining projects. Jay Fisher, FastStart faculty lead, and Lindsey Jeremiah, entrepreneurship coordinator, were inducted as John Dobson Enactus Fellows for their outstanding contributions as mentors and coaches. Fisher also received Enactus Canada's Rookie Faculty Advisor of the Year award for providing support and leadership.

### **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.*

DC deepened its commitment to improving access and equity for all students. For example, faculty worked to Indigenize the curricula for several programs in response to specific calls to action included in the Truth and Reconciliation Commission of Canada's final report. Working closely with the Aboriginal student advisors and visiting Elders faculty members have significantly increased the Indigenous content in their programs for implementation in the 2017-2018 academic year. The objective of curricular Indigenization is to give students a better grasp of Canada's shared history and issues connected to Indigenous communities in order to inform the ways in which they approach and work within their chosen field. It is also intended to provide Indigenous students with a greater sense of their cultural backgrounds being valued and positively reflected on campus and in their studies.

Women in Skilled Trades Durham College hosted a networking event for female students featuring guest speaker Stephanie Smith, plant manager at Ontario Power Generation (OPG) Pickering, and focused on gender parity at OPG and the employment opportunities available to women within skilled trades. The event was held in partnership with Habitat for Humanity and encouraged students and DC employees to volunteer at an Oshawa build site.

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**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.*

Named one of Canada's top 50 research colleges by Research Infosource for the fifth consecutive year, DC announced the launch of two new applied research centres dedicated to supporting industry innovation.

First was the launch of the AI Hub, offering companies access to expertise to develop and adopt Artificial Intelligence (AI) solutions. With significant funding from the Natural Sciences and Engineering Council and the Ontario Centres of Excellence, DC's AI Hub helps businesses improve productivity and customer service, and enhance innovation while addressing the need for AI talent through experiential learning.

Second was the launch of the Centre for Craft Brewing Innovation (CCBI). Consisting of a pilot brew line and brew lab, the CCBI offers craft brewers access to expertise and state-of-the-art technology to address challenges including new recipes and flavour profiles, propagating and maintaining yeast strains, and conducting scientific analyses to ensure the microbiological integrity of beer. Students gain valuable experience by working on projects with brewers, challenging them to apply their class learning to real industry problems. The CCBI's first research partner, Partake Brewing, secured a deal for its non-alcoholic India Pale Ale (IPA) craft beer on CBC's Dragons' Den. The IPA brew is now available at select Beer Stores and LCBO locations across Ontario.

**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.*

DC holds a unique position in Durham Region as a community builder and partner in economic development. This year, DC and Lakeridge Health signed a five-year collaboration agreement focused on growing experiential learning, applied research, and innovative education to address issues in health care.

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DC's Solutions for Business launched a new online presence, making it easier for local businesses to connect with the college's innovative suite of services. Service areas work with the business community to provide expertise, support, and training that aligns with the specific needs of employers. This includes talent acquisition, skills training and upgrading, research and development, funding procurement, corporate events, student placements, and charitable giving.

The Durham Idea Summit, led by ten of the region's largest and most innovative employers including DC, held the Durham Idea Summit 2.0 event, which confirmed the desire to establish an innovation hub in Durham Region. A tech asset map, highlighting the cluster of innovative tech businesses, start-ups, and support organizations across the region was unveiled as well as an Idea Summit discussion paper, entitled Building a Durham Innovation Hub, which outlined the Idea Summit's vision and proposed approach for establishing an innovation hub in Durham Region.

**Attestation**

**Durham 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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**Durham 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	75.5%	75.2%	75.3%	72.5%
82	Student Experience	Student satisfaction with services	63.0%	62.4%	63.2%	59.8%
85	Student Experience	Student satisfaction with facilities	74.0%	73.8%	74.1%	70.4%
7	Innovation in Teaching and Learning Excellence	Graduation rate	69.0%	69.0%	68.0%	68.1%
13	Innovation in Teaching and Learning Excellence	Number of students in experiential learning programs		2,636	2,722	2,618
18	Innovation in Teaching and Learning Excellence	Total number of registrations in ministry-funded courses offered at institution in eLearning formats	8,217	11,317	11,726	15,728
19	Innovation in Teaching and Learning Excellence	Total number of ministry-funded courses offered at institution in eLearning formats	742	662	675	655
88	Innovation in Teaching and Learning Excellence	Total number of ministry-funded programs offered at institution in eLearning formats	54	49	61	64
9	Innovation in Teaching and Learning Excellence	Retention rate (Yr1 to Yr2)	72.7%	72.5%	71.4%	72.1%
81	Innovation in Teaching and Learning Excellence	Student satisfaction with knowledge and skills that will be useful in future career	86.6%	86.4%	86.2%	85.2%
86	Innovation in Teaching and Learning Excellence	Student satisfaction with learning experience	78.6%	78.0%	77.6%	74.5%
100	Access and Equity	Number of first generation students enrolled at institution	2,006	1,984	1,869	1,808
102	Access and Equity	Number of French-language students enrolled at institution	75	92	78	75
99	Access and Equity	Number of students with disabilities enrolled at institution	889	1,189	1,572	2,111
30	Access and Equity	Overall student satisfaction rate for students with disabilities	74.1%	74.3%	73.8%	70.2%
91	Access and Equity	Overall graduate satisfaction rate for students with disabilities	74.4%	70.8%	72.1%	82.6%
59	Access and Equity	Employment rate for students with disabilities	68.9%	74.8%	74.0%	79.3%
101	Access and Equity	Number of Indigenous students enrolled at institution		265	242	236
90	Access and Equity	Overall student satisfaction rate for Indigenous students		67.7%	72.2%	73.7%
31	Access and Equity	Overall graduate satisfaction rate for Indigenous students		68.6%	71.1%	71.1%
58	Access and Equity	Employment rate for Indigenous students		96.3%	77.3%	76.7%
37	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	65.6%	66.1%	64.1%	72.2%
80	Access and Equity	Percentage of university graduates enrolled in college programs	8.6%	10.0%	10.2%	11.1%
79	Access and Equity	Percentage of college graduates enrolled in university programs	3.3%	3.2%	2.6%	3.7%
78	Applied Research Excellence and Impact	Number of externally funded applied research projects	8	8	25	30
77	Applied Research Excellence and Impact	Number of partnerships/collaborations with community/industry firms	4	7	21	17
12	Innovation, Economic Development and Community Engagement	Number of active Program Advisory Committees (PACs)	76	74	75	78
76	Innovation, Economic Development and Community Engagement	Number of employers engaged in Program Advisory Committees (PACs)	696	710	689	738
2	Innovation, Economic Development and Community Engagement	Graduate employment rate	85.1%	83.2%	84.2%	86.5%
3	Innovation, Economic Development and Community Engagement	Employer satisfaction rate	87.8%	92.3%	93.8%	94.3%
4	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time*	64.5%	61.2%	54.1%	64.6%
5	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time in a related or partially-related field*	44.4%	40.3%	35.9%	45.3%

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

Grey-out cells: data not available

### Institution-Specific Metrics

#	Priority Area	Metric Name	Objective of Metric	Frequency	2013-14	2014-15	2015-16	2016-17	2017-18
1	Student Experience	Number of students provided with academic support through Student Academic Learning Services.	Measure student access through Student Academic Learning Services (SALS) supports.	Annual		4,272	4,559	4,149	4,135
2	Student Experience	Impact of the Student Academic Learning Services (SALS) support	Measure student perception of the impact of the Student Academic Learning Services supports.	Annual		95% (n=64)	80% (n=182)	83% (n=476)	89% (n=96)
3	Innovation in Teaching and Learning Excellence	Number of professional development training sessions organized/delivered by the Centre for Academic and Faculty Enrichment (C.A.F.E.)	Measure professional development opportunities that faculty to participated in.	Annual		107	116	131	159
4	Innovation in Teaching and Learning Excellence	Number of students enrolled in non-credit entrepreneurial courses	Measure participation in non-credit entrepreneurial courses.	Annual			32	70	128
5	Innovation in Teaching and Learning Excellence	KPI Student Satisfaction Survey Q# 20 (Quality of the learning experiences related to practical skills or hands-on aspects of your program)	Measure student satisfaction with the quality of experiential learning experiences.	Annual		74.1%	73.9%	75.1%	71.3%
6	Access and Equity	Number of Durham College School-College-Work-Initiative students subsequently enrolled in a College of Applied Arts & Technology (CAAT)	Measure the transition of School-College-Work-Initiative students to post-secondary education.	Annual	498	372	577	659	
7	Access and Equity	Number of students who attended both Durham College and the University of Ontario Institute of Technology	Measure pathway activity between Durham College and the University of Ontario Institute of Technology.	Annual		404	495	649	627
8	Access and Equity	Enrolment in post-secondary preparatory programs	Measure participation in programs intended to prepare students for success in post-secondary studies.	Annual		1,120	1,252	1,398	1,491
9	Applied Research Excellence and Impact (Coll)	Internal funding for applied research	Measure financial support from Durham College for applied research activities.	Annual		\$55,000	\$55,000	\$220,000	\$355,000
10	Applied Research Excellence and Impact (Coll)	External funding for applied research	Measure financial support from external sources for applied research activities.	Annual		\$364,435	\$271,590	\$437,640	\$506,911
11	Applied Research Excellence and Impact (Coll)	Number of faculty and staff engaged in applied research	Measure applied research activity on the faculty/staff level.	Annual		21	23	21	20
12	Innovation, Economic Development and Community Engagement	Number of start-up companies	Measure entrepreneurial activity on the student/graduate level.	Annual			16	30	61
13	Innovation, Economic Development and Community Engagement	Number of students/graduates involved in start-up companies	Measure entrepreneurial collaborations on the student/graduate level.	Annual					81
14	Innovation, Economic Development and Community Engagement	Number of customized corporate training sessions	Measure usage of customized corporate training sessions.	Annual		379	341	400	537

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**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	6,016	6,985
		Eligible Headcount Enrolment	9,387	9,678

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.