

Sault 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

This past year has been both challenging and exciting for Sault College!

Students are at the core of everything we do. We remain committed to providing exceptional pedagogical experiences to students and we strive to continue to be the best-in-class in the programs and services the College offers.

Our commitment to Indigenous education remains stronger than ever as we continue to foster and encourage an understanding and appreciation of the histories, culture and traditions of Indigenous peoples. The College's commitment to advancing Indigenous Education is prevalent. In recognition of this, Sault College was honoured by Colleges and Institutes Canada (CICan) as the Gold recipient of the Indigenous Education Excellence Award.

Sault College experienced a 110.5% increase in the number of international students on campus from 2016-17. Resources in international admissions and support have expanded to service this increase. The International Office held events to commemorate the Day for the Elimination of Racism and Discrimination as well as International Students Day, and the team supported student leaders in the creation of a Pookalam to celebrate the Onam festival.

Sault College
Strategic Mandate Agreement Annual Report 2017-18
Part 1. Overview

Throughout the past year, Sault College continued its works on two unique international projects in Tanzania. The College is very proud of these partnerships and the remarkable work of our staff and students in various aspects of these projects. The benefits are far-reaching and will not only assist Tanzanians to reach their National goal of becoming an Industrial country by the year 2025, but also offer tremendous opportunities for personal and professional growth of all involved.

Sault College was awarded the 2018 Chamber of Commerce Outstanding Business Achievement Award for Diversity. The Diversity Award recognizes a business or organization that embraces, celebrates and applies holistic inclusion and participation of a diverse people, making the workplace a better environment in which to work, and the community a better place in which to live, work and raise a family. This accomplishment is particularly meaningful because our College prides itself on creating a campus and workplace that respects, embraces, and values diversity. We each play a role in achieving this within our College and the dedication and attention to this important goal of staff was instrumental in this amazing achievement.

The Sault College campus was under construction during the past year working towards the completion of the new \$19M Institute for Environment, Education and Entrepreneurship (iE3) facility. The iE3 will be a catalyst for innovation in cleantech and ICT-enhanced environmental technologies, forestry, water and wildlife resource management that will play a role in advancing Canada's sustainability goals. The Institute will be a valuable asset to various local industries and will help to attract and grow new industries, providing the physical resources and human capital to promote industry-academia-government partnerships on campus. It will provide world-class resources and opportunities for collaboration, experiential learning and development of advanced skills in these rapidly evolving fields.

This past year also marked the 50th anniversary of the Ontario College system. Celebrating this important milestone has allowed us to highlight the post-secondary system in Ontario and the positive impact it has had on so many through advanced education, skills training and personal and professional development. We're so proud to be a part of this outstanding educational system! Sault College continues to foster an exemplary learning environment that embraces both our invitational practices and desire for excellence.

For additional information on the 2017-18 fiscal year results please refer to our Annual Report (<https://www.saultcollege.ca/AboutUs/Reports.asp>).

Sault College
Strategic Mandate Agreement Annual Report 2017-18
Part 1. Overview

Priority Areas

Provide trends and key outcomes for the 2017-18 Strategic Mandate Agreement metrics included within each of the five priority areas.

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.

Sault College continued to foster the highest quality experience that has our students and apprentices declaring that they received the education they want here and more, that it was worth it to come here, and that the experience changed their lives for the better. Sault College is committed to continue to lead the way in becoming the destination college in northern Ontario.

Although the lengthy faculty strike had an impact on student satisfaction scores across the college system, Sault College remained higher than the provincial average and eighth overall in student satisfaction and within the top five colleges for overall quality of services. If Aviation scores were on average with the remainder of the college, the Sault College overall student satisfaction rate would be 85% or second highest to Boreal.

This past year, Sault College enhanced the student experience through investing strategically in campus renewal and expansion. The new \$19M iE3 (Centre for Education, Environment and Entrepreneurship) will be home to the Student Support Centre, Information and Communication Technology, GIS and Environmental programs and will promote cross-disciplinary activities. This technologically advanced facility will provide an ideal flexible collaboration platform, which will foster innovation, experiential learning and cultivate entrepreneurship in our students.

The Early Learning Centre was also constructed during the past year and now provides a state-of-the-art learning environment for the Early Childhood Education program while also providing daycare services for the children of students at the College and to the Sault College community.

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

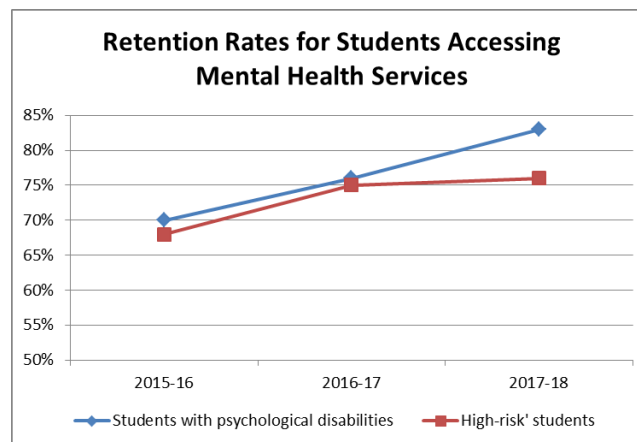
Sault College
Strategic Mandate Agreement Annual Report 2017-18
Part 1. Overview

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.

Sault College recognizes the changing needs of our students and of the industries with which they will be employed. To meet these changing needs, Sault College has implemented alternative delivery formats, redesigned classroom learning environments and enhanced technology in the classroom. Sault College continued to facilitate increased experiential opportunities to enhance student learning. Indigenous learning-approaches and diverse cultural contexts are being infused into pedagogical approaches and across the curriculum for the benefit of all learners.

Sault College is thrilled to report improvements in retention rates over the past year.

- Overall Retention: Year one to year two increased from 76.6% to 79.7%

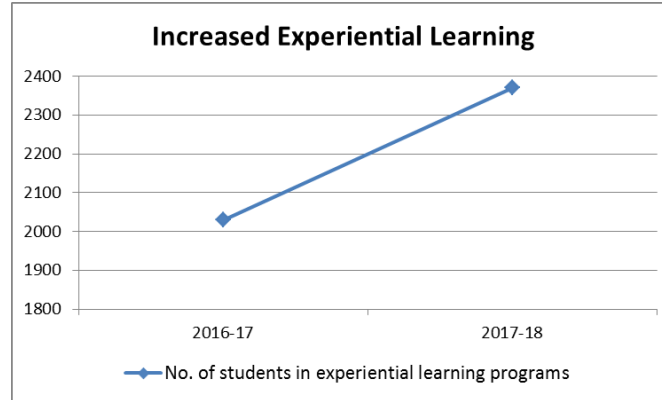


Sault College is pleased with the KPI results under this priority area:

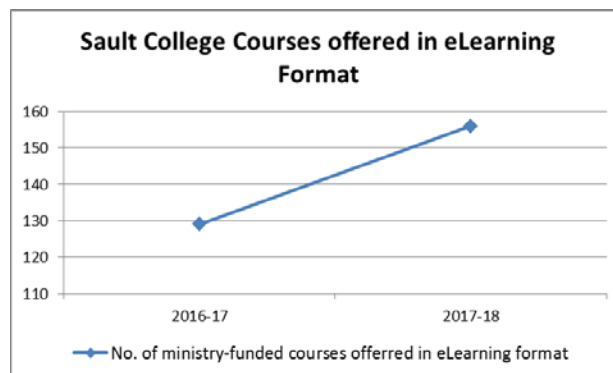
- Remained in the top eight and above the provincial average for overall student satisfaction with the overall learning experience.
- Remained in the top ten and above the provincial average for overall student satisfaction with knowledge and skills.

Increased experiential learning opportunities were facilitated throughout the year to enhance learning.

Sault College
Strategic Mandate Agreement Annual Report 2017-18
Part 1. Overview



Over the past year the College developed a Centre for E-Learning and has increased course offerings in a variety of online formats.



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.

Sault College is responsive and invitational with all students. Our priority has been to meet the needs of our learners including those who would not generally otherwise access post-secondary education. We actively promoted accessible admissions processes and preparation, including academic upgrading and other programs and services. Our college has taken a more holistic approach to serving these students with supports that enable success.

Over the past year Sault College executed a number of initiatives that improved overall equity and access for students. These included but were not limited to:

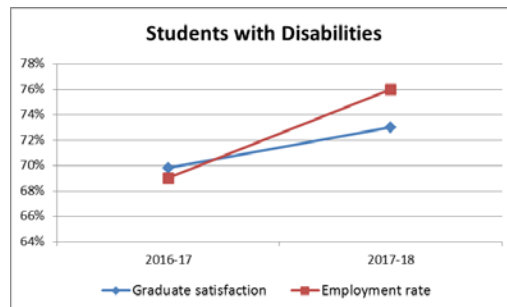
Sault College

Strategic Mandate Agreement Annual Report 2017-18

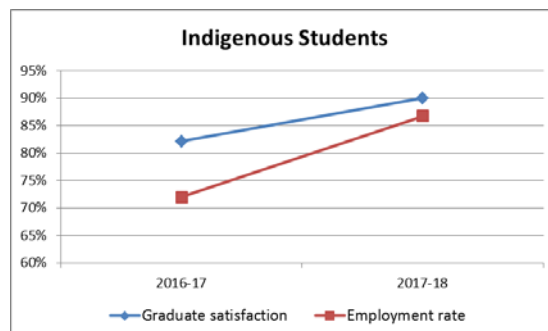
Part 1. Overview

- ✚ Delivered on-campus mental health services – 1,565 counselling appointments were held with students with average wait times remaining low.
- ✚ Provided culturally-specific services for Indigenous students (20% of the student population) experiencing difficulty with learning, mental health and/or requiring accommodations.
- ✚ Increased access and mobility through pathways. Over eighty-five pathways are now available for learners.
 - i.e. new Aviation pathway partnerships:
 - Air Georgian and Sault College announced an exciting partnership which provides our graduates a pathway into the industry.
- ✚ Increased in-community Indigenous programming.
- ✚ 11% of the 2017/18 graduating students accessed accommodation support for a disability and 76% of all first year students with a disability during the fall 2017 semester returned in the winter 2018 semester.

Improved KPIs for students with disabilities:



Improved KPIs for Indigenous students:



Sault College
Strategic Mandate Agreement Annual Report 2017-18
Part 1. Overview

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.

Sault College fully recognizes the importance of collaborative applied research and its potential to enrich the experiential learning components of student's education, while fostering industry innovation and economic development in the region. Throughout the past year, the College continued to provide strong support for applied research through the continued support of the Applied Research Centre and the continued efforts to grow and expand its applied research capacity.

Since the completion of its Robotics Labs, Sault College has continued to pursue the development of collaborative industry projects and has completed three automation projects with local manufacturers. During the 2017-18 fiscal year, the College assisted Atlas Copco, a global provider of industrial tools and equipment, to explore an innovative way to use robotics to improve the accuracy and reliability of producing a type of cutting tool in their product line. The improvement in the manufacturing process will allow Atlas Copco to increase its overall capacity and be more competitive in the market place.

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.

The direct economic impact of Sault College on the local economy is approximately \$150M annually. Sault College is currently the 5th largest employer in the community with a full time workforce of over 450 employees. More importantly, the College provides affordable access to post-secondary education which produces graduates with the diverse skills needed by the local economy in a variety of areas.

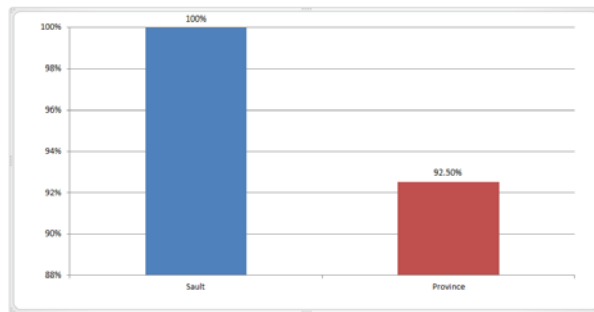
Sault College

Strategic Mandate Agreement Annual Report 2017-18

Part 1. Overview

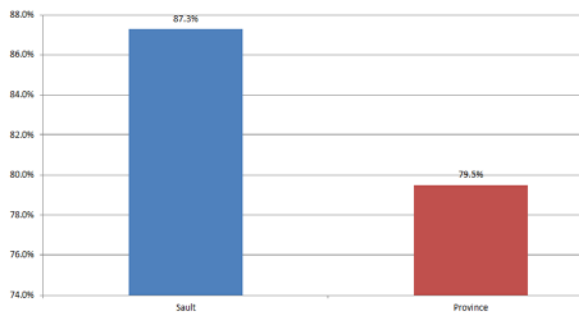
Sault College achieved outstanding KPI results under this priority area including, graduate satisfaction, employer satisfaction and graduate employment rate.

**Sault College KPI Employer Satisfaction
Compared with Provincial Average**



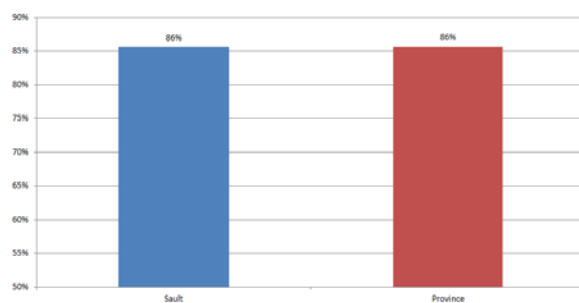
- Sault College has tied with Lambton as the highest college in the Province in Employer Satisfaction at 100%!
- An increase of 11.1% over last year.

**Sault College KPI Graduate Satisfaction
Compared with Provincial Average**



- Sault College is the second highest in Graduate Satisfaction in the Province next to Boreal College
- An increase of nearly 7% over last year.

**Sault College KPI Graduate Employment Rate
Compared with Provincial Average**



- 85.6% of Sault College graduates found employment within six months of graduation. This is outstanding given our local economy.
- This is in line with the provincial average and confirms that our students are finding jobs in their field.

During the past year, Sault College continued construction on its new \$19M Institute for Environment, Education and Entrepreneurship (iE3) facility. The iE3 will be a catalyst for innovation in cleantech and ICT-enhanced environmental technologies, forestry, water and wildlife resource management that will play a role in advancing Canada's sustainability goals.

Sault College
Strategic Mandate Agreement Annual Report 2017-18
Part 1. Overview

The Institute will provide world-class resources and opportunities for collaboration, experiential learning and development of advanced skills in these rapidly evolving fields.

The new iE3 will enable Sault College to cultivate an environment which fosters entrepreneurship, mentorship and cross disciplinary collaboration, in support of students who wish to pursue self-employment careers. Through its partnership in the Ontario Centre of Excellence (OCE) On-Campus Entrepreneurship Activities (OCEA) program, the College provides access to activities that promote entrepreneurship awareness and skills development.

Attestation

Sault 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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Completion Date:	January 15, 2019
Website address for posting ministry approved report:	www.saultcollege.ca/AboutUs/Reports.asp

Sault 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	88.6%	85.4%	86.0%	76.2%
82	Student Experience	Student satisfaction with services	81.3%	76.7%	78.3%	68.1%
85	Student Experience	Student satisfaction with facilities	88.7%	87.5%	85.2%	71.8%
7	Innovation in Teaching and Learning Excellence	Graduation rate	64.1%	64.5%	63.6%	60.7%
13	Innovation in Teaching and Learning Excellence	Number of students in experiential learning programs		2,080	2,029	2,370
18	Innovation in Teaching and Learning Excellence	Total number of registrations in ministry-funded courses offered at institution in eLearning formats	923	776	841	862
19	Innovation in Teaching and Learning Excellence	Total number of ministry-funded courses offered at institution in eLearning formats	119	189	129	156
88	Innovation in Teaching and Learning Excellence	Total number of ministry-funded programs offered at institution in eLearning formats	66	30	28	28
9	Innovation in Teaching and Learning Excellence	Retention rate (Yr1 to Yr2)	76.3%	77.9%	76.6%	79.7%
81	Innovation in Teaching and Learning Excellence	Student satisfaction with knowledge and skills that will be useful in future career	93.5%	90.1%	92.3%	86.0%
86	Innovation in Teaching and Learning Excellence	Student satisfaction with learning experience	90.8%	87.5%	88.2%	78.8%
100	Access and Equity	Number of first generation students enrolled at institution	631	592	504	481
102	Access and Equity	Number of French-language students enrolled at institution	22	12	26	27
99	Access and Equity	Number of students with disabilities enrolled at institution	512	481	468	452
30	Access and Equity	Overall student satisfaction rate for students with disabilities	90.4%	87.4%	86.6%	77.8%
91	Access and Equity	Overall graduate satisfaction rate for students with disabilities	88.3%	82.4%	69.8%	73.0%
59	Access and Equity	Employment rate for students with disabilities	87.2%	93.3%	69.0%	76.0%
101	Access and Equity	Number of Indigenous students enrolled at institution	500	431	503	501
90	Access and Equity	Overall student satisfaction rate for Indigenous students		85.9%	87.5%	78.8%
31	Access and Equity	Overall graduate satisfaction rate for Indigenous students		93.6%	82.1%	90.0%
58	Access and Equity	Employment rate for Indigenous students		70.4%	72.0%	86.7%
37	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	58.8%	57.7%	60.1%	70.8%
80	Access and Equity	Percentage of university graduates enrolled in college programs	5.3%	5.7%	5.7%	7.7%
79	Access and Equity	Percentage of college graduates enrolled in university programs	2.7%	2.8%	2.1%	2.5%
78	Applied Research Excellence and Impact	Number of externally funded applied research projects	1	1	2	1
77	Applied Research Excellence and Impact	Number of partnerships/collaborations with community/industry firms	1	1	2	2
12	Innovation, Economic Development and Community Engagement	Number of active Program Advisory Committees (PACs)	29	29	29	27
76	Innovation, Economic Development and Community Engagement	Number of employers engaged in Program Advisory Committees (PACs)			145	145
2	Innovation, Economic Development and Community Engagement	Graduate employment rate	85.4%	82.6%	80.4%	85.6%
3	Innovation, Economic Development and Community Engagement	Employer satisfaction rate	89.6%	95.5%	88.9%	100.0%
4	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time*	63.2%	59.7%	54.4%	68.2%
5	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time in a related or partially-related field*	45.8%	43.4%	39.2%	49.6%

* 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

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Institution-Specific Metrics

#	Priority Area	Metric Name	Objective of Metric	Frequency	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
1	Student Experience	Percentage of students who find counselling services important to maintain academic performance	To measure importance of counselling services relative to academic performance	Annual						92.0%	92.0%	92.0%
2	Student Experience	Percentage of students who find contact with student support services important to remaining in college	To measure importance of student support services relative to retention	Annual						84.0%	88.0%	82.5%
3	Innovation in Teaching and Learning	Retention rates for students with Psychological Disabilities (2016 baseline: 76%)	To measure the importance of mental health support services relative to retention	Annual					62.0%	70.0%	76.0%	83.0%
4	Innovation in Teaching and Learning	Retention rates for 'high-risk' students (2016 baseline: 75%)	To measure the importance of mental health support services relative to retention	Annual					65.0%	68.0%	75.0%	76.0%
5	Access and Equity	Number of students that move from preparatory programming to college programs	To measure number of students that move from preparatory programming into college programs.	Annual	45	81	70	84	73			
6	Access and Equity	Percentage of SCWI learners enrolled in post-secondary programming	To measure the number of SCWI learners that move directly into post-secondary programming	Annual	21.0%	30.0%	24.0%	24.0%	24.0%			
7	Access and Equity	Maintain success rate for Dual Credits and SCWI	To measure success rate for Dual Credit and SCWI programs	Annual			85.0%	85.0%	87.0%	85.0%	89.0%	96.0%
8	Access and Equity	Increase number of programs offered 'in-community' by 10-20% per year (one program per year).	To measure increase in number of programs offered 'in-community'	Annual						5	5	6
9	Research Excellence and Impact	Number of externally funded applied research projects	Target - 3 projects	Annual						2	2	1
10	Research Excellence and Impact	Number of partnerships / collaborations with community / industry firms	Target - 3 partnerships	Annual						2	2	2
11	Innovation, Economic Development and Community Engagement	Reduce Green House Gas Emmissions (mtCO2e)	Sault College has a long term goal to become net zero	Annual						1,893.0	1,894.9	2,141.0
12	Innovation, Economic Development and Community Engagement	Employment Services program delivery customer satisfaction	To ensure we exceed the provincial standard of 90%	Annual						95.0%	95.0%	99.0%
13	Innovation, Economic Development and Community Engagement	Employment Services: Expend a minimum of 95% of employer incentive funding	To expend as close to 100% of the funding as possible	Annual						100.0%	100.0%	100.0%

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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	1,220	1,422
		Eligible Headcount Enrolment	2,029	2,008

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.