HUMBER COLLEGE
INSTITUTE OF TECHNOLOGY & ADVANCED LEARNING
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 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 metrics 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.

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Institutional Narrative

Provide a brief description of the overall institutional context for the 2017-18 Strategic Mandate Agreement metric results. **(max. 600 words)**

Humber College's SMA institutional metrics were developed to reflect the college's leadership in polytechnic education and commitments to enhancing student success and achieving excellence in teaching and learning. The context for Humber's achievements toward its institutional aspirations and goals during 2017-2018 include the development of a five-year strategic plan and major organizational transformations to align academic schools and resources with new strategic priorities.

Humber's **2018-2023 Strategic Plan** sets out the priorities and actions that will position Humber to lead, transform and differentiate in polytechnic education. Focusing on preparing career-ready citizens, providing accessible education and creating a healthy and inclusive community, the plan articulates the college's strategy for achieving the vision set out in SMA2 (see detailed 2018-2023 Strategic Plan https://humber.ca/strategic-plan/). It begins with providing national leadership in developing a coordinated system of programs and learning pathways that maximize choice, flexibility and mobility for students. It highlights the investments that will be made in high-impact experiential learning that equip students with authentic work experience, 21st century employability skills and a network of potential employers. Finally, it recognizes that diversity is our strength and aims to cultivate a rich learning environment that is grounded in the fundamental values of equity, respect and inclusion.

Humber has undertaken a process to significantly transform its structure to **align academic resources, research capabilities and infrastructure with the five program areas of expansion** outlined in the SMA:

- Transmedia, arts and design
- Community services and social justice
- Health and wellness
- Business
- Technology

Commencing in the 2019/2020 academic year, all of Humber's current postsecondary credentials will be aligned within a **six-faculty structure**. These faculties will act as centres of coordination for subject matter expertise that foster inter-disciplinary approaches and learning opportunities. The five discipline-focused faculties that combine areas of program strength will be applied to Humber's areas of focus in applied research and innovation. They will be associated with existing and developing Centres of Innovation (COIs) including the Barrett

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Centre for Technology Innovation, the Centre for Entrepreneurship, the Centre for Innovation in Health and Wellness, and the Centre for Creative Business Innovation. The alignment between the COIs and the new faculties will increase synergies across programs, enhance applied research, innovation and entrepreneurship and create new, inter-professional opportunities for industry partnerships. Meanwhile, the sixth faculty will focus on strengthening Humber's delivery of breadth programming, improving pathways, and increasing access through more flexible learning options.

Humber's Transformational Structure

New Faculties	Centres of Innovation (COIs)	Other responsibilities
Applied Technology	Barrett Centre for Technology Innovation	
Business	Centre for Entrepreneurship	
Community Services and Social Innovation		Lakeshore Interpretive Centre and leadership for cross-college social innovation activities
Health and Wellness	Centre for Innovation in Health and Wellness	
Media and Creative Arts	Centre for Creative Business Innovation	
Liberal Education and Flexible Learning		Online and E-Learning activities, Liberal Education, Pathways, Part-Time and Continuing Studies

Finally, Humber's department of **Applied Research and Innovation** will act as a strategic hub for the college by engaging faculty in research, facilitating cross-disciplinary research and entrepreneurial developments, and fostering industry partnerships.

This new structure will position Humber to achieve the program expansion goals and polytechnic developments articulated in the strategic mandate agreement.

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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.

Humber's SMA aspiration of polytechnic leadership includes significant **changes to its credential and program mix** to further support career-focused learning and building new pathways and partnerships. Humber is partnering with two colleges to develop and deliver three Bachelor of Engineering programs which contribute to the successful implementation of our goals to incrementally increase our degree offerings, build institutional partnerships and increase access to degree programs.

Focused on maximizing success and retention, Humber implemented:

- An **integrated advising model** across all academic schools and trained 100 staff who will provide a high-quality, coordinated and consistent student advising experience.

- In-class **learning skills workshops aimed at boosting students' skills** in time management, studying and presentations for 787 students.

Humber offered programming to enhance the student experience beyond academic life and connect them to employers:

- Its **co-curricular record** program registered more than 4,300 students, representing a 90% increase over the previous year, and 5,550 eligible experiences.

> **HUMBER'S CO-CURRICULAR RECORD PROGRAM REGISTERED MORE THAN 4,300 STUDENTS, REPRESENTING A 90% INCREASE OVER THE PREVIOUS YEAR, AND 5,550 ELIGIBLE EXPERIENCES.**

- The **Transition to Work program** engaged more than 100 students with disabilities and 17 employers in skill building workshops and networking to assist students in finding and transitioning to employment.

- Humber co-hosted Canada's largest skilled trade and technology competition **Skills Ontario.** Benefiting more than 1,500 top students and 70 prospective employers, the competition featured interactive events to explore careers in the skilled trades and

technologies, and opportunities for participants to demonstrate and celebrate their successes and skills.

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.

Humber's institutional metrics focus on continued development of highly skilled faculty who are engaged in research, pedagogy and knowledge dissemination. To assist faculty and staff in staying abreast of the changing workforce needs and technological advances, Humber's **Centre for Teaching and Learning** engaged 1,360 employees in its courses, including digital learning, curriculum design and development, inclusive curriculum design and learning spaces, and scholarship of teaching and learning research.

> UNIQUE TO HUMBER AND THE COLLEGE SYSTEM IS AN INTENTIONAL, SYSTEMATIC COMMITMENT TO INTEGRATING THE STUDENT VOICE INTO QUALITY ASSURANCE PROCESSES.

To improve student satisfaction with the knowledge and skills acquired in their programs and with their overall learning experiences, Humber embarked on an renewed program quality process that began with a refresh of the **curriculum mapping of all programs** using a common template and methodology. The mapping provides the foundation for program renewal and rejuvenation activities that will continue to engage faculty, staff and program advisory committee members. Unique to Humber and the College system is an intentional, systematic commitment to integrating the student voice into quality assurance processes.

New **innovative and affordable tools for curriculum development and delivery** are now available through open educational resources and the development of a video streaming platform as a secure, flexible streaming media service for both students and educators. Since their launch, they have generated 1,000 videos, enrolled 300 active faculty and staff, and garnered over 8,000 Lynda.com users.

Focused on ensuring that all graduates develop core competencies to be successful in the workforce and society, Humber has established an **Institutional Learning Outcomes** framework. This framework defines core attributes that all students will possess upon

graduation, regardless of the program they attend. One of the ILOs focuses on digital fluency, and in 2017/18, the college provided instruction to over 11,700 students on how to locate, assess, and utilize data and information effectively.

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.

System and institutional metrics emphasize Humber's efforts to eliminate barriers to post-secondary education by under-represented groups. Humber's first line of intervention is early identification of students at risk through a survey and follow-up supports. In 2017-2018, all incoming students were surveyed and outreach was provided to high risk groups. In addition, a wide range of programs and services aimed at increasing participation and success in post-secondary were offered. Other successes include:

- The **First Year Experience** peer mentoring program witnessed a 41% increase in participation (2,352 students). Upper year students are paired with new students to help them transition to college life academically and socially. The program offers workshops that range widely in focus including topics like budgeting and wellness.

> **HUMBER'S FIRST YEAR EXPERIENCE PEER MENTORING PROGRAM WITNESSED A 41% INCREASE IN PARTICIPATION (2,352 STUDENTS).**

- The **Easy Start Transition Program** assisted 78 new students with disabilities in understanding and accessing academic accommodations.

- The **newcomer bridging program** assisted 288 internationally trained professionals with short-term, technical training, enabling them to gain credential recognition in Canada. 82% of this year's participants found employment or pursued further education or training.

- Through the annual **Indigenous Knowledge Gathering**, more than 500 educators, practitioners, scholars, students and members of Indigenous communities shared knowledge on issues impacting Indigenous post-secondary students, held meaningful discussions on the role and inherent responsibilities of education, and built new relationships and networks.

- Humber launched the **Black Academic Success and Engagement** program focused on enhancing Black student engagement and retention. 284 students participated in workshops on topics such as self-identity, leadership, networking, mentoring, academic planning, communication, self-management and career development.

- Humber formed the **Accommodation and Academic Inclusion Committee** to enhance faculty and staff understanding of accommodations and related practice, and how to support students with disabilities while in placements outside of the college.

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.

Humber's institutional and system-wide metrics related to applied research excellence and impact focus on garnering new resources, increasing the number of applied research projects that address industry and community challenges, and growing Humber's reputation as a regional, provincial and national research and innovation hub.

> **HUMBER LEAPT 10 SPOTS TO 20TH PLACE AMONG CANADA'S TOP 50 RESEARCH COLLEGES IN ONE YEAR.**

Humber received substantial **recognition for its applied research and innovation** this year. It leapt 10 spots to 20th place among Canada's Top 50 Research Colleges in one year, ranked in the top three Canadian colleges in key areas like the number of research partnerships and paid student researchers, and achieved a 45% increase in total research income - mainly attributable to MTCU's Career Ready Fund and new funding from SSHRC, the Natural Science and Engineering Council and the Ontario Centres of Excellence.

Humber is partnering with businesses and creating Centres of Innovation with the space and facilities to undertake collaborative interdisciplinary and multi-school applied research. Building on the **significant federal ($15.5 million) and private sector support**, Humber has developed a new Barrett Centre for Technology Innovation that is primarily focused on working with industry to overcome technical challenges and address skill gaps between their needs and educational programming. Through this centre, students, faculty, and industry and community partners will continue to mobilize fresh ideas, new technologies and entrepreneurial thinking to help Ontario businesses and communities prosper, and build on Humber's expertise in automation and robotics, systems integration, Industry 4.0 and user experience testing.

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.

Humber made a significant contribution to innovation and economic development through new partnerships and ventures aimed at supporting business and industry goals and expanding the college's international reach:

- Humber's partnership with the **Real Estate Council of Ontario** positions Humber as the new provider of real estate education in Ontario in 2019. With courses offered online and in locations across the province, learners will be able to commence their courses at any point during the year and learn at their preferred pace.

- Humber partnered with **Festo Didactic** and **Cisco** to bring leading advanced manufacturing equipment to Humber and enable them to work with the college on skills development in factory automation, cyber network communication and collaborative digital technologies. Humber will have the opportunity to develop a model for re-training employees in existing companies to be more aligned with emerging technologies and industry directions, and more experiential learning opportunities for its students.

- Humber entered into partnership agreements to establish **English Language Centres,** global learning hubs, and pathway opportunities to provide prospective students a chance to acquire English proficiency sufficient to study in Canada and Humber graduates with the opportunity to complete a Master's degree at universities around the world.

> **HUMBER ASSISTED 2,644 JOB SEEKERS THROUGH ITS COMMUNITY EMPLOYMENT CENTRES. 70% FOUND EMPLOYMENT.**

- Humber assisted 2,644 job seekers through its **community employment centres.** 70% of participants found employment.

- With financial support from the On Campus Entrepreneurship Activities Program, Humber supported 53 students in 39 **new business venture projects** more than quadrupling its goal of 13 participating students.

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Attestation

Humber College Institute of Technology & Advanced Learning 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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ID	Priority Area	Metric Name	2014-15	2015-16	2016-17	2017-18
		Humber College SMA2 Annual Report 2017-18 Part 2 System-Wide Metrics				
10	Student Experience	Overall student satisfaction rate	72.0%	74.2%	72.6%	70.4%
82	Student Experience	Student satisfaction with services	55.0%	58.4%	56.9%	55.0%
85	Student Experience	Student satisfaction with facilities	68.7%	74.5%	72.0%	72.7%
7	Innovation in Teaching and Learning Excellence	Graduation rate	63.7%	63.9%	62.8%	63.3%
13	Innovation in Teaching and Learning Excellence	Number of students in experiential learning programs	6,325	7,458	7,402	7,011
18	Innovation in Teaching and Learning Excellence	Total number of registrations in ministry-funded courses offered at institution in eLearning formats	14,356	18,613	18,999	18,476
19	Innovation in Teaching and Learning Excellence	Total number of ministry-funded courses offered at institution in eLearning formats	384	402	401	390
88	Innovation in Teaching and Learning Excellence	Total number of ministry-funded programs offered at institution in eLearning formats	3	4	4	4
9	Innovation in Teaching and Learning Excellence	Retention rate (Yr1 to Yr2)	77.3%	76.9%	75.5%	75.8%
81	Innovation in Teaching and Learning Excellence	Student satisfaction with knowledge and skills that will be useful in future career	85.6%	85.4%	84.4%	81.5%
86	Innovation in Teaching and Learning Excellence	Student satisfaction with learning experience	78.6%	78.4%	76.9%	72.6%
100	Access and Equity	Number of first generation students enrolled at institution	7,418	7,921	8,473	9,526
102	Access and Equity	Number of French-language students enrolled at institution	95	92	96	117
99	Access and Equity	Number of students with disabilities enrolled at institution	2,407	2,714	2,950	3,064
30	Access and Equity	Overall student satisfaction rate for students with disabilities	70.1%	70.7%	69.9%	65.9%
91	Access and Equity	Overall graduate satisfaction rate for students with disabilities	76.5%	76.3%	77.4%	74.9%
59	Access and Equity	Employment rate for students with disabilities	79.0%	77.7%	74.9%	76.4%
101	Access and Equity	Number of Indigenous students enrolled at institution	422	694	652	584
90	Access and Equity	Overall student satisfaction rate for Indigenous students		72.2%	68.7%	75.5%
31	Access and Equity	Overall graduate satisfaction rate for Indigenous students		90.2%	80.0%	80.0%
58	Access and Equity	Employment rate for Indigenous students		79.4%	84.6%	76.3%
37	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	63.7%	64.0%	64.4%	71.2%
80	Access and Equity	Percentage of university graduates enrolled in college programs	17.2%	17.3%	17.7%	18.1%
79	Access and Equity	Percentage of college graduates enrolled in university programs	2.6%	2.1%	1.8%	2.0%
78	Applied Research Excellence and Impact	Number of externally funded applied research projects	11	18	32	34
77	Applied Research Excellence and Impact	Number of partnerships/collaborations with community/industry firms	82	76	202	506
12	Innovation, Economic Development and Community Engagement	Number of active Program Advisory Committees (PACs)			120	129
76	Innovation, Economic Development and Community Engagement	Number of employers engaged in Program Advisory Committees (PACs)				865
2	Innovation, Economic Development and Community Engagement	Graduate employment rate	82.6%	82.4%	83.4%	85.4%
3	Innovation, Economic Development and Community Engagement	Employer satisfaction rate	90.9%	88.2%	90.6%	97.4%
4	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time*	64.2%	61.9%	57.6%	64.2%
5	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time in a related or partially-related field*	44.2%	42.8%	38.4%	44.9%

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

Institution-Specific Metrics

#	Priority Area	Metric Name	Objective of Metric	Frequency	2014-15	2015-16	2016-17	2017-18
1	Student Experience	Number of diploma to degree options	To measure the extent of pathways offered at Humber	Annual			165	105
2	Student Experience	Number of courses recognized for transfer	To assess extent to which Humber enables student mobility	Annual		2,608	2,205	3,239
3	Student Experience	Proportion of operating expenditures used for student services	To measure the level of investment in student support	Annual	7.0%	7.2%	7.1%	7.3%
4	Innovation in Teaching and Learning Excellence	Number of unique FT and PT faculty involved in Scholarship of Teaching and Learning (SOTL) activity	To assess ongoing development of faculty and Humber's leadership in SOTL	Annual	2,041	1,842	1,765	1,360
5	Innovation in Teaching and Learning Excellence	Number of FT and PT faculty engaged in internally funded SOTL research	To assess ongoing development of faculty and Humber's leadership in SOTL	Annual		11	30	34
6	Innovation in Teaching and Learning Excellence	Number of conference presentations made by Humber FT and PT academic personnel	To assess ongoing development of faculty and Humber's leadership in SOTL	Annual			132	85
7	Innovation in Teaching and Learning Excellence	Number of academic peer-reviewed publications by academic personnel	To assess academic engagement in research	annual			116	85
8	Innovation in Teaching and Learning Excellence	Number institutions and external organizations engaged in Humber's teaching and learning development programs.	To measure Humber's level of system-wide leadership in teaching and learning excellence.	Annual			43	45
9	Access and Equity	Number of student participating in the Humber Student Success Survey (HSSS)	To identify students at risk of attrition	annual			4,219	4,721
10	Applied Research Excellence and Impact	Total research funding (federal, provincial, industry).	To measure applied research activity on the college level	Annual	$478,671	$844,734	$850,616	$1,933, 575
11	Innovation, Economic Development and Community Engagement	Number of students involved in building a start up venture	To measure applied research activity on the student level	Annual	18	18	13	53

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	13,485	15,339
		Eligible Headcount Enrolment	20,926	21,747

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.