

GEORGIAN 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)**

Georgian's metrics are reflective of many highlights and successes from the past year. Nearly all metrics, with the exception of those associated with student satisfaction measures, are on or above target.

Increases in our graduate employment rate, the proportion of graduates employed full-time as well as the proportion of those employed full-time in related or partially related fields exemplify our [Strategic Plan](#) commitment to provide quality market-driven programs. [Our partnership with Lakehead University](#) continued to grow and evolve throughout the year, resulting in two additional combined degree-diploma programs in the areas of applied life science and computer studies. Georgian also increased the number of graduate certificate program offerings in 2017-18, which helped to promote a growth in the percentage of university graduates who enrolled at the college.

The college achieved one of its highest employer satisfaction rates ever in 2017-18, which speaks to the success of our recently implemented employer guarantee on student job readiness, our status as one of the largest mandatory co-operative education colleges in

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Canada and the engagement of our Program Advisory Committees. Applied and scholarly research and innovation expanded significantly at Georgian in 2017-18, engaging more students, faculty and industry partners than ever before.

Georgian's student supports and services continued to promote accessibility to postsecondary education in our seven campus communities. There were increases in 2017-18 in the number of students with disabilities as well as the number of first generation, French-language and Indigenous students and more than 80% of our students were OSAP recipients. Students were supported through the success of the student advising team, Indigenous services, accessibility services, and counselling, amongst other services, and the college worked closely with student leaders to support important projects to improve student services at all campuses. This year we unveiled a new sports field and Student Services Centre at our Barrie Campus, as well as several upgrades to student spaces at the Orillia and Owen Sound campuses.

The college is committed to being a trailblazer and inspiring students in entrepreneurship and social innovation education. In 2017-18, Georgian was designated the first changemaker college in Canada by Ashoka U, the world's largest network of social entrepreneurs. Our Henry Bernick Entrepreneurship Centre was also recognized as a top business accelerator and honoured with two major awards from UBI Global, a Swedish-based research and advisory firm.

In 2017-18, Georgian students studied in Barrie's downtown core for the first time with the opening of the Arch and Helen Brown Design and Digital Arts Centre, where our Digital Video, Graphic Design, Graphic Design Production, and Photography programs are delivered. The new location is providing opportunities for work-integrated learning and exciting collaboration with experts in Barrie's creative community.

The year was not without challenges, however, and this is evident in our KPI student satisfaction metrics, all of which declined this past year. As the provincial average also declined for student satisfaction which in turn reflects a system-wide decline, the college attributes the decrease in student satisfaction to the faculty work stoppage during the fall 2017 semester. While Georgian's 2017-18 results out-performed those of 2016-17 in the remaining four KPI measures, our student satisfaction rate decreased 3.7% from the previous year; however, we were encouraged that our rate remained above the provincial average by 1.9%).

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

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

After three years of steady growth and/or stability, the three system and one institutional student satisfaction metrics within this priority area declined in 2017-18 which, as previously mentioned, is primarily attributable to the 2017 faculty work stoppage. All metrics are below their target range. Despite this challenge, Georgian continued its steadfast commitment to improving the student experience through enhanced services, such as holistic student advising, the student co-curricular record and a unified student online portal, and through improved facilities, including the opening of the Arch and Helen Brown Design and Digital Arts Centre in Barrie's downtown core, a new state-of-the-art sports field and student services centre at the Barrie campus as well as upgrades to student spaces at the Orillia and Owen Sound campuses. The college also implemented ONEcard, the official student identification card that incorporates a library card, athletic centre pass, bus pass and payment for select vendors and services on and off campus. Retention data was analyzed for patterns in persistence to graduation and strategies for improvement are underway.

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.

Georgian's overall percentage of programs with articulation agreements and pathways in place for two and three year diploma programs fell slightly in 2017-18 but is still within target range and does not reflect the many programs that have multiple articulations and pathway options. The total number of registrations in eLearning courses increased in 2017-18.

Georgian continues to be a leader in co-op education: 6,200+ employers offer our students work experiences. The Technology Enabled Learning Environment Committee, established in 2017-18, developed and implemented processes for submitting and approving technology-enabled learning options and for assessing faculty proficiency in technology use. A technology-enabled mobile strategy was piloted and implemented in the Hospitality and Tourism academic area. Georgian's commitment to graduate students with the skills and mindset to be innovative thinkers and changemakers was evident through becoming the Canada's first changemaker college designation by Ashoka U. The community projects initiative was expanded in 2017-18 to include eight additional Social Entrepreneurship and Not For Profit programs. A framework for work

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integrated learning at Georgian was initiated, and a robust analysis of co-op data, including the effect of co-op on the graduation rate and the success of international students acquiring and completing co-op was completed.

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.

Georgian experienced increases in 2017-18 in the number of enrolled first generation students, French-language students, students with disabilities, and Indigenous students. The employment rate increased for students with disabilities as did the graduate satisfaction rates for Indigenous students and students with disabilities. These metrics are on or above target ranges. The student satisfaction measures for this priority area declined.

Georgian offered innovative approaches across a broad range of areas to promote and improve access and equity: Community Integration through Co-operative Education program for individuals with cognitive disabilities and learning challenges; Dual Credit and School Within A College programs where selected secondary school students take college credits; numerous awards, scholarships and bursaries; and Academic and Career Preparation programs for mature students to achieve secondary school equivalencies. Graduates from Georgian's preparatory programs who furthered their education through a career program increased by 8% in 2017-18. Our four Indigenous Resource Centres provide a comfortable, culturally supportive environment for students; further, Georgian has incorporated Indigenization learning objectives into several programs. Georgian continued to increase access to international education by enhancing study abroad and exchange opportunities, promoted by the GoAbroadSquad, a team of Georgian students, graduates and employees who promote study and work abroad opportunities.

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.

Georgian continued to emphasize the importance of applied research and innovation at the college by engaging industry partners, students and employees across disciplines in quality research opportunities and events. Both the number of externally funded applied

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research projects as well as the number of students and faculty participating in research projects continued their upward trajectories, jumping substantially in 2017-18 and are markedly above their target ranges.

Additionally, four Georgian students presented their applied research projects at the CIGan Applied Research Symposium in Ottawa. The college also delivered its second successful Research, Innovation and Scholarship Day to the college community to showcase the innovative work performed by employees, students and partners; the event included 11 oral presentations, six book readings and 12 poster presentations. Throughout 2017-18, the college focused on completing the construction of the new Advanced Technology Centre which opened in September 2018; this state-of-the-art facility provides an opportunity for students and employees to collaborate with local business and industry partners and support their research, innovation and commercial needs.

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.

Metrics in this section have increased over the past year and are above their target ranges; of particular significance is Georgian's graduate employment rate which is among the highest in the Ontario CAAT system. In 2017-18, both the proportion of graduates employed full-time in any field as well as the proportion of graduates employed full-time in a related or partially related field reached their highest levels since 2014-15. Employer satisfaction reached 93% and is among the highest rates ever achieved at Georgian for this measure.

Contract and customized training activity increased over the past year and the college continued to be an active partner with the regional economic development offices. The Henry Bernick Entrepreneurship Centre worked with CFB Borden in 2017-18 by offering Prince's Operation Entrepreneur and Second Career workshops. The Centre recruited students to participate in eCo-op opportunities and delivered several events and programming to support entrepreneurship and innovation in the community and beyond. Georgian's Research Ethics Board was established as Orillia Soldier's Memorial Hospital's Research Ethics Board of Record. Nursing program faculty collaborated with international colleagues in an applied research program, and Research and Innovation

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obtained multi-year partnership commitments for its Competitive Smart Manufacturing applied research program.

Attestation

Georgian 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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Georgian College SMA2 Annual Report 2017-18 Part 2
System-Wide Metrics

ID	Priority Area	Metric Name	2014-15	2015-16	2016-17	2017-18
10	Student Experience	Overall student satisfaction rate	77.7%	79.1%	79.0%	75.3%
82	Student Experience	Student satisfaction with services	65.6%	68.1%	68.6%	64.5%
85	Student Experience	Student satisfaction with facilities	77.8%	79.9%	79.7%	75.1%
7	Innovation in Teaching and Learning Excellence	Graduation rate	64.9%	64.5%	63.3%	63.6%
13	Innovation in Teaching and Learning Excellence	Number of students in experiential learning programs		3,428	3,317	3,462
18	Innovation in Teaching and Learning Excellence	Total number of registrations in ministry-funded courses offered at institution in eLearning formats	2,076	9,519	10,609	11,634
19	Innovation in Teaching and Learning Excellence	Total number of ministry-funded courses offered at institution in eLearning formats	553	578	601	577
88	Innovation in Teaching and Learning Excellence	Total number of ministry-funded programs offered at institution in eLearning formats	17	21	19	14
9	Innovation in Teaching and Learning Excellence	Retention rate (Yr1 to Yr2)	75.2%	75.8%	75.1%	73.9%
81	Innovation in Teaching and Learning Excellence	Student satisfaction with knowledge and skills that will be useful in future career	86.5%	87.3%	87.1%	84.9%
86	Innovation in Teaching and Learning Excellence	Student satisfaction with learning experience	80.9%	81.2%	80.5%	76.9%
100	Access and Equity	Number of first generation students enrolled at institution	2,753	2,167	2,647	2,685
102	Access and Equity	Number of French-language students enrolled at institution	81	110	160	163
99	Access and Equity	Number of students with disabilities enrolled at institution	1,753	2,147	1,864	1,927
30	Access and Equity	Overall student satisfaction rate for students with disabilities	75.1%	77.1%	76.1%	72.9%
91	Access and Equity	Overall graduate satisfaction rate for students with disabilities	74.6%	78.8%	76.5%	77.5%
59	Access and Equity	Employment rate for students with disabilities	82.4%	77.3%	79.3%	87.1%
101	Access and Equity	Number of Indigenous students enrolled at institution	567	381	481	488
90	Access and Equity	Overall student satisfaction rate for Indigenous students		79.6%	79.6%	77.2%
31	Access and Equity	Overall graduate satisfaction rate for Indigenous students		85.3%	82.8%	87.2%
58	Access and Equity	Employment rate for Indigenous students		83.3%	90.5%	77.1%
37	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	73.5%	74.9%	77.6%	84.0%
80	Access and Equity	Percentage of university graduates enrolled in college programs	8.6%	9.0%	9.1%	11.5%
79	Access and Equity	Percentage of college graduates enrolled in university programs	2.5%	2.1%	1.8%	1.3%
78	Applied Research Excellence and Impact	Number of externally funded applied research projects	30	50	76	114
77	Applied Research Excellence and Impact	Number of partnerships/collaborations with community/industry firms	24	53	51	76
12	Innovation, Economic Development and Community Engagement	Number of active Program Advisory Committees (PACs)	64	68	68	67
76	Innovation, Economic Development and Community Engagement	Number of employers engaged in Program Advisory Committees (PACs)	493	476	504	503
2	Innovation, Economic Development and Community Engagement	Graduate employment rate	88.3%	87.8%	87.3%	90.3%
3	Innovation, Economic Development and Community Engagement	Employer satisfaction rate	89.6%	90.5%	90.2%	93.0%
4	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time*	67.9%	65.5%	61.0%	66.3%
5	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time in a related or partially-related field*	51.3%	49.1%	44.9%	50.8%

* 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 (Coll)	Q51 KPI Student Survey: % of students satisfied with their overall college experience	To measure the satisfaction students have concerning their overall college experience at Georgian (Q51 on the KPI Student Satisfaction and Engagement Survey)	Annual	74.8%	76.5%	75.4%	70.2%
2	Innovation in Teaching and Learning Excellence (Coll)	Overall % of programs with articulation agreements/ pathways in place.	Georgian's Strategic Plan commits to increasing degree attainment in the college's geographic area(s) to reach the provincial average by increasing degree capacity and creating degree pathways in every diploma program.	Annual	92.2%	92.6%	86.2%	80.0%
3	Access and Equity (Coll)	Overall % of students from access pathways/preparatory programs proceeding to post-secondary programs	Georgian is committed to providing post-secondary access to diverse groups of students and increasing the number of pathways available to students to support lifelong learning.	Annual	70.3% (revised: 64.8%)	67.3% (revised: 67.9%)	70.85% (revised: 69.%)	78.8%
4	Applied Research Excellence and Impact (Coll)	Number of students and faculty participating in research projects	Georgian is beginning to develop a strong research and scholarship culture and works closely with industry partners to cultivate new research projects, innovation, entrepreneurship and commercialization in Central Ontario	Annual		94	153	250
5	Innovation, Economic Development and Community Engagement(Coll)	Overall % of programs with business and/or social entrepreneurship learning outcomes	Georgian has committed to inspiring innovation through entrepreneurship and social innovation to support students and graduates who want to turn ideas into businesses, innovations into careers and challenges into opportunities.	Annual	70.9%	74.3%	75.4%	

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	6,227	6,837
		Eligible Headcount Enrolment	8,021	8,135

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.