

# SENECA 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)**

Year One of the 2017-20 Strategic Mandate Agreement (SMA) included many accomplishments for Seneca and an important milestone as we celebrated our 50th anniversary.

After extensive consultation with students, faculty, staff and stakeholders, Seneca's Board of Governors approved a new five-year Strategic Plan, which outlines the overall strategic direction for Seneca as well as guidance for annual business planning through to 2022. Our past and current strategic plans share a foundation in Seneca's core mission – providing a great education for our students. A Seneca education is a valuable combination of practical and sophisticated skills underpinned by theoretical knowledge.

The 2017-18 SMA report documents an eventful, successful and, at times, challenging year at Seneca. The five-week labour disruption during fall 2017 was a difficult period for everyone, and resulted in an extended semester. Through this time, Seneca employees continued to provide tremendous support to our students.

Although some metrics associated with SMA deliverables were affected by this disruption, Seneca remained on track with a strong majority of deliverables, with improvements in most of our KPIs. We also successfully responded to a provincial SMA-related proposal to fund a

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student mobility model with other Ontario colleges. Seneca is building strong partnerships with several small, northern and rural colleges while also launching the Humber-Seneca Polytechnic Partnership.

In 2017-18, the student experience at Seneca was improved with more credential pathways provincially and globally, a new academic advising model, student/faculty exchanges, an increase in work integrated learning opportunities, additional athletic and recreational spaces and more career development resources that are helping new graduates prepare for successful work lives.

In 2017-18, Seneca was in the midst of transformational infrastructure projects at two campuses. The provincially-funded Magna Hall at King Campus opened in September 2018, providing space for an additional 1,500 students, while the 273,000 square-foot Centre for Innovation, Technology and Entrepreneurship (CITE) began welcoming students in January 2019. As well, Seneca began construction on Odeyto, the new home to First Peoples@Seneca, which opened in September 2018, and opened a new seasonal dome and artificial turf field.

These projects infused well over \$200 million into the local economy in 2017-18 and exemplified successful public-private partnerships, while providing students state-of-the-art academic, applied research and entrepreneurship facilities that emphasize practical skills development and mirror industry settings.

Seneca reflects, promotes and embraces respect and diversity, while providing flexible, accessible learning options for students of all ages and backgrounds. We also continue to offer innovative mental health and wellness resources and programs to students and employees.

In the areas of applied research and community engagement, Seneca continued to foster an environment of innovation, entrepreneurship and industry partnership. In 2017-18, Seneca saw an increase in applied research projects and partnerships. Our on-campus incubator, HELIX, provided mentorship and industry connections to many fledgling companies started by Seneca students and youth from the broader community, while also hosting its first summer institute. We also continued to develop partnerships internationally that led to student/faculty exchanges, curriculum sharing, corporate training and education consulting. On the domestic front, industry, government and community partnerships have supported experiential learning for students, information sharing and program development.

Since our founding 50 years ago, Seneca has strived to provide an education that equips students for a successful career. Equally important, we support them in becoming engaged and thoughtful citizens, building strong, healthy and inclusive communities around the world. That work continues each year and is reflected in our 2017-18 SMA report.

**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).**

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**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.*

- Established partnership agreements with postsecondary institutions in China, Vietnam and India.
- Launched a new academic advising model with improved adviser-to-student ratios and resources to orient new students prior to their first day
- Established new and strengthened existing academic pathways with postsecondary institutions in Ontario, including Cambrian, Canadore, Lambton and Humber colleges and Trent, Western and York universities; and with international institutions such as Arizona State University and the International Management Institute Switzerland
- Received approval for an ONCAT-funded, student-mobility-focused research project in collaboration with Ryerson and York universities
- Extended partnership with Belgium's Artevelde University College to continue student and faculty exchanges
- At Newnham Campus, opened the StingDome at Seneca Fields, consisting of a multi-purpose artificial turf field and seasonal dome, available year-round to students and the community
- Finalized Indigenous design elements for the Centre of Innovation, Technology and Entrepreneurship (CITE) and for the provincially-funded First Peoples@Seneca centre, Odeyto
- Collaborated with the Seneca Student Federation and Student Athletic Association on the funding and planning of student athletic and recreation spaces at Magna Hall, King Campus
- Developed 'Work Ready' workshops to help Seneca students improve professional skills, networking, email and social media etiquette as they begin their careers.

**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.*

- Piloted remote learning technology in collaboration with Canadore College in support of further development of the Ontario college network
- Expanded work integrated learning (WIL) activities into new academic programs, and focused on developing additional WIL partnerships
- Introduced a technology platform that facilitates experiential learning opportunities by embedding real-world industry projects into course curriculum

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- Developed a Digital Learning Strategy that helps to develop students' digital competencies and empowers educators to enhance teaching practices, design and develop an engaging and enriched curriculum and create a flexible and adaptable IT infrastructure
- Launched Seneca's Faculty Portfolio framework, a professional development process that encourages experimentation, reflection and development of teaching practices
- Expanded Seneca's online Learning Centre resources to include more resources for academic writing, language comprehension and grammar; the Writing Hub for the Learning Portal – Colleges Libraries Ontario launched in January 2017
- Provided new online courses on the eCampus OntarioLearn portal, offering learners additional course options province-wide
- Developed an Indigenous education framework in consultation with the Seneca Aboriginal Education Council
- Celebrated the first national championship for Seneca's men's varsity basketball team, which was recognized as team of the year by the Toronto Sports Hall of Honour.

### 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.*

- Launched the Program for Education and Enrichment of Relational Skills (PEERS) for students experiencing Autism Spectrum Disorder (ASD) and led a webinar about supporting students with ASD for the Centre for Innovation in Campus Mental Health; in April 2019, Seneca will host a three-day training session on PEERS
- Trained Seneca counselling and accessibility staff to deliver a 'Go-to Faculty' module that focuses on awareness of mental health issues faced by postsecondary students
- Partnered with [Specialisterne](#) to provide options to students and recent graduates who are on the autism spectrum or are living with other neurodiversities; this partnership leverages resources to reduce barriers that traditional recruitment and hiring processes may create for some individuals
- Obtained an Accessibility Program sponsorship commitment from the Canadian Imperial Bank of Commerce, which allowed Seneca to provide more resources for students with disabilities, raise awareness about accessibility and support the development of innovative solutions for accessibility challenges through entrepreneurship
- Implemented a new Sexual Assault and Sexual Violence Policy and provided online training to more than 1,700 employees
- Launched the Seneca SAFE program, which includes a mobile app and mass notification system
- Added psychiatric services to Seneca's on-campus health centre.

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**4. Applied Research Excellence and Impact**

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

- Hosted Seneca's second annual Applied Research, Innovation and Entrepreneurship (ARIE) Showcase, which brought together students, faculty and staff with current and potential research partners, regional innovation ecosystem players, government, funders, investors and members of the community
- Expanded Seneca's relationship with ventureLAB by becoming a tenant within its incubation space in Markham; this enabled Seneca to build and strengthen relationships with both regional ecosystem players and growth stage companies; the informal collisions resulting from Seneca's presence in this space has allowed us to initiate five new applied research collaborations with ventureLAB tenant companies
- Established the cross-disciplinary Data Analytics Research Centre (DARC), which has brought together students and professors from the faculties of Applied Science and Engineering Technology, Business and Creative Arts and Design. Through DARC, Seneca addresses research challenges across the continuum of data science. This cross-disciplinary approach enables us to grow applied research capacity and support external partners more effectively
- Received approval on 15 research grants from Ontario Centres of Excellence in support of current and new projects
- Established an Industry Advisory Board to increase ARIE activities at Seneca.

**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.*

- Held the first-ever HELIX Summer Institute, an intensive two-week boot camp for entrepreneurs at Seneca's on-campus incubator; the program was a collaboration among Seneca, Markham Stouffville Hospital and the IBM Innovation Space; the camp drew more than 40 participants, including 16 from India and Brazil
- Developed and obtained funding for Seneca 360, an initiative that provides not-for-profits and charities access to a broad range of quality consulting services provided by students, graduates and professors that these organizations could otherwise not afford

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- Secured India's National Institute of Financial Management as a long-term partner for program delivery in the field of public-sector financial management, including financial technology, anti-corruption, anti-money laundering, cybercrime and blockchain technology
- Established a multi-year training program with the University of Central Asia, funded by Global Affairs Canada and the Aga Khan Development Network
- Launched degree programs in Behavioural Psychology, Community Mental Health and Healthcare Management
- Continued construction of major capital projects at Newnham and King campuses.

**Attestation**

**Seneca 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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**Seneca 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	71.6%	70.1%	72.5%	70.4%
82	Student Experience	Student satisfaction with services	57.4%	52.7%	57.2%	55.5%
85	Student Experience	Student satisfaction with facilities	69.3%	68.5%	71.7%	71.0%
7	Innovation in Teaching and Learning Excellence	Graduation rate	60.4%	60.3%	60.4%	61.5%
13	Innovation in Teaching and Learning Excellence	Number of students in experiential learning programs		3,366	3,994	6,042
18	Innovation in Teaching and Learning Excellence	Total number of registrations in ministry-funded courses offered at institution in eLearning formats	11,104	11,483	11,852	12,623
19	Innovation in Teaching and Learning Excellence	Total number of ministry-funded courses offered at institution in eLearning formats	332	344	347	401
88	Innovation in Teaching and Learning Excellence	Total number of ministry-funded programs offered at institution in eLearning formats	43	46	64	75
9	Innovation in Teaching and Learning Excellence	Retention rate (Yr1 to Yr2)	78.2%	82.0%	71.4%	66.3%
81	Innovation in Teaching and Learning Excellence	Student satisfaction with knowledge and skills that will be useful in future career	83.9%	83.5%	84.3%	82.4%
86	Innovation in Teaching and Learning Excellence	Student satisfaction with learning experience	75.8%	75.6%	76.9%	72.6%
100	Access and Equity	Number of first generation students enrolled at institution	2,664	3,924	5,575	7,731
102	Access and Equity	Number of French-language students enrolled at institution		256	208	219
99	Access and Equity	Number of students with disabilities enrolled at institution	2,520	2,717	3,390	3,171
30	Access and Equity	Overall student satisfaction rate for students with disabilities	68.5%	67.4%	70.3%	67.1%
91	Access and Equity	Overall graduate satisfaction rate for students with disabilities	79.1%	82.3%	72.8%	73.4%
59	Access and Equity	Employment rate for students with disabilities	72.8%	72.0%	68.9%	76.6%
101	Access and Equity	Number of Indigenous students enrolled at institution	560	541	474	504
90	Access and Equity	Overall student satisfaction rate for Indigenous students		67.5%	73.4%	68.2%
31	Access and Equity	Overall graduate satisfaction rate for Indigenous students		67.7%	57.7%	83.3%
58	Access and Equity	Employment rate for Indigenous students		78.3%	68.4%	80.0%
37	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	70.3%	72.9%	77.7%	83.8%
80	Access and Equity	Percentage of university graduates enrolled in college programs	19.3%	20.7%	21.1%	21.7%
79	Access and Equity	Percentage of college graduates enrolled in university programs	3.9%	2.6%	2.4%	3.0%
78	Applied Research Excellence and Impact	Number of externally funded applied research projects		6	19	35
77	Applied Research Excellence and Impact	Number of partnerships/collaborations with community/industry firms		22	48	51
12	Innovation, Economic Development and Community Engagement	Number of active Program Advisory Committees (PACs)				89
76	Innovation, Economic Development and Community Engagement	Number of employers engaged in Program Advisory Committees (PACs)				550
2	Innovation, Economic Development and Community Engagement	Graduate employment rate	78.0%	78.9%	75.6%	81.7%
3	Innovation, Economic Development and Community Engagement	Employer satisfaction rate	88.8%	92.4%	91.0%	90.2%
4	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time*	58.8%	57.9%	52.1%	60.1%
5	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time in a related or partially-related field*	42.4%	42.3%	36.7%	44.7%

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

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Institution-Specific Metrics								
#	Priority Area	Metric Name	Objective of Metric	Frequency	2014-15	2015-16	2016-17	2017-18
1	Student Experience	Number of users accessing the Learning Centre's online resources	To measure online learning resources usage.	Annual		1,370	1,882	2,307
2	Student Experience	Inventory of career services provided and student and agency participation in career building events/activities	To measure overall career support activity on both student and employer levels.	Annual		3,859 one-to-one appointments, workshops, clinics and events  13,366 student/employer participants	4,262 one-to-one appointments, workshops, clinics and events  13,300 student/employer participants	3,280 one-to-one appointments, workshops, clinics and events  14,500 student/employer participants
3	Student Experience	Number of new pathway opportunities established	To measure pathway development with new and existing college and university partners.	Annual			10	20
4	Student Experience	Expand infrastructure for academic, student and community activities	To measure net new infrastructure at all Seneca campuses.	Annual				
5	Innovation in Teaching and Learning Excellence	Number of students finding work placements	To measure the success of eligible students finding work placements.	Annual		1,573	1,634	1,745
6	Innovation in Teaching and Learning Excellence	Proportion of full-time faculty engaged in Faculty Portfolio process	To measure engagement of full-time faculty in the Faculty Portfolio process.	Annual				21.0%
7	Innovation in Teaching and Learning Excellence	Infusion of Indigenous knowledge into the core curriculum of programs in Health, Community Services and Journalism	To measure the number Health, Community Services and Journalism programs that share Indigenous knowledge during the course of students' studies.	Annual				3
8	Access and Equity	Percentage of self-identified First Generation students who have received services, or participated in programs, related to orientation, mentorship, advising, tutoring, leadership and career preparation	To measure the number of self-identified First Generation students, as a comparative percentage of total self-identified First Generation students, who have participated in support services.	Annual		75.0%	61.0%	
9	Access and Equity	Number of staff and students engaged in mental health training	To measure the mental health training activity on both staff and student levels.	Annual			200	100

10	Access and Equity	Number of students with Autism Spectrum Disorder (ASD) engaged in Seneca social skills development and mentoring	To measure the level of participation of students with ASD in ASD-specific programs.	Annual				8
11	Applied Research Excellence and Impact (Coll)	Number of students engaged in applied research projects in collaboration with industry and/or community partners	To measure applied research activity on the student level.	Annual	457	509	714	898
12	Applied Research Excellence and Impact (Coll)	Number of faculty engaged in applied research projects	To measure applied research activity on the faculty level.	Annual	16	34	75	74
13	Innovation, Economic Development and Community Impact	Number of new ventures accelerated through HELIX program	To measure entrepreneurship activity among youth.	Annual			58	76
14	Innovation, Economic Development and Community Impact	Number of Seneca students participating in HELIX activities	To measure HELIX activity on the specifically among Seneca students.	Annual			900	1,755
15	Innovation, Economic Development and Community Impact	Number of employees serving as TRIEC mentors	To measure industry mentorship of skilled immigrants.	Annual			15	19
16	Innovation, Economic Development and Community Impact	Number of corporate training partners	To measure the number of active corporate training partnerships.	Annual	4	8	12	8

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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	12,276	13,546
		Eligible Headcount Enrolment	15,804	16,173

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

## Appendix 2. College Metrics - Dictionary

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

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

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