

GEORGE BROWN 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)**

George Brown College continues to be a leader in responding to the digital disruption and broad economic changes facing Ontario. As evidenced by this report, our priorities include broad support for the digital economy; programs that improve health and social outcomes; business programs and programs that support infrastructure renewal and sustainability.

Not unexpectedly, annual key performance indicators show that like other GTA colleges, George Brown student satisfaction was negatively affected by the fall 2017 faculty strike. We will continue to monitor subsequent reports to determine if there has been a lasting impact.

We continue to work with our extensive network of industry, community, and international partners to ensure that we are preparing workers not only for today's global workplace, but for the workplace of the future. Through our 68 program advisory committees and industry partners, in Toronto and around the world, we develop programs that provide industry with the talent they require to respond to emerging jobs in new sectors.

This year offered many accomplishments and achievements to celebrate.

- **Top research college in Canada.** For the second time in three years, George Brown College was named top research college by Research Infosource. We achieved top results across various categories including: first in research income; first in number of paid students in research; second for number of partnerships; and second for number of completed projects. We also offered 1,429 student research experiences, including 182 applied research collaborations with industry and community partners.

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- **“Smart” welding lab.** This leading-edge lab allows instructors to demonstrate and digitally document welding techniques and gives students a chance to practice in a controlled environment using realistic simulations. The smart lab also features an accessible welding station for people with special needs.
- **Architectural innovation in the form of the province's first tall wood institutional building.** Designed to be a catalyst for sustainability and economic growth, construction like the Arbour will spur Ontario's forestry sector. In 2018, we announced its design, by the team of Moriyama & Teshima Architects + Acton Ostry Architects. Their innovative architectural plan will include solar chimney systems for sustainable natural ventilation and flexible learning spaces constructed with mass wood components.
- **R&D and learning facilities for Hospitality and Culinary Arts.** Through these new facilities, we continue to help our culinary arts students gain hands-on experience and provide much-needed space for industry professionals to test and develop new products.
- **New academic programs to meet evolving labour market needs.** This year we launched a series of new programs focused on areas identified as priority based on market trends and industry demand.
- **Internationalized learning.** We continued to increase our international work and study opportunities for domestic students while also supporting international students here in Toronto, we were recognized by Colleges and Institutes Canada (CICAN) as a gold recipient of their Internationalization Excellence Award.

While George Brown College's graduate satisfaction and employer satisfaction rates remained high, at 78 and 91 per cent respectively, we continue to work to improve student satisfaction rates.

As we look ahead to our Strategic Plan for 2022, we're reimagining how and what we teach, incorporating new technologies and reworking our learning environments. At the heart of this transformation is the mandate that's always guided us: preparing a remarkably diverse group of learners for job success. Together with our partners, we're helping students build the skills they need to embrace change and to lead it themselves—in Toronto, across the province and around the world.

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.

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With a sharpened focus on student experience, GBC aligned departments and programs that support student learning and development into the new Division of Student Success. Led by a new Vice-President, interdisciplinary teams across the division work collaboratively with academic centres and faculty to enhance student persistence and develop human skills through co-curricular activities and engagement.

The college continues to increase its efforts to provide work integrated learning opportunities for students. The new Director of Work Integrated Learning is developing a collaborative community of practice and provides strategic leadership in the areas of field education, capacity building, alignment with internationalization strategy, and improvement of student access to impactful field learning experiences. The new director is helping to move the college closer to its objective of offering a field education component in 100% of qualifying programs by 2020, and ultimately, developing supports for workplace-ready graduates.

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.

In 2017/18, more than 1200 faculty members took advantage of professional development and training opportunities, helping the college continue to innovate in teaching and learning.

StartGBC, the college's student entrepreneur development department, saw a record number of classroom engagements to promote entrepreneurship as a career path, with 1,681 students attending 39 entrepreneurship events and 387 mentor hours clocked to support 68 start-ups. We're also pleased to see 1,490 students participating in entrepreneurial academic programs during our fall and winter semesters.

George Brown offers 'microcredentials' in the form of digital badges to students. This began in 2014 as a way to recognize excellence in research and innovation, and as a method to encourage student researcher achievement. Since that time, the badge system has continued to grow every year and now awards students for entrepreneurial activities as well. In 2017, we extended this to include a set of 12 badges awarded for completion of online learning modules in research activities. The modules employ a variety of digital learning content, appealing to a variety of learning styles.

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.

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In 2017/18, George Brown College disbursed \$132 million in OSAP and Ontario Tuition Grants to 13,800 students, and \$7.6 million in scholarships & bursaries to 6,300 students. Among those awards, the George Brown College Foundation supported 983 scholarships worth more than \$1.2 million.

Since 2014, the college has been required to significantly increase its support for students who self-identify with a disability. This population has increased 45 per cent - far beyond the pace of enrolment- to 3,334 students.

The Community Partnerships Office's successful Dual Credit & School Within a College SWAC program provides opportunity for students identified as at risk with the potential to succeed with the unique opportunity to experience new and varied learning that appeals to their learning profile. 2017/18

saw over 750 high school students come to George Brown College. 87% of these students successfully completed their college course.

George Brown provides a range of academic programming and supports for newcomers to Canada. Including *Entry Advising Services* and *The School of English as a Second Language*, the largest of any public college in the province.

George Brown also maintained its focus on Indigenous teachings and cultural competence, including a 2.5-day retreat with more than 70 staff developing action plans to integrate increased cultural awareness into their work and lives, and collaboration with Miziwe Biik Aboriginal Employment & Training to create an Introduction to Construction Trades course. The purpose of the course is to prepare students with the necessary skills for a Level 1 Carpentry apprenticeship.

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.

For the second time in three years, George Brown College was named #1 research college in Canada by Research Infosource for 2017, raising the profile of Ontario's reputation in innovation and R&D. Since 2007, its work in Applied Research has made George Brown a meaningful enabler of Canada's innovation economy, directly impacting its ability to train highly qualified and skilled personnel while helping local industry innovate, create new jobs and compete internationally.

We promote Canadian innovation through industry-driven applied research projects, supported by facilities able to develop and test new products or services in real-world conditions and tapping into faculty and student expertise. Companies of all sizes need a way to de-risk the innovation lifecycle and to navigate the growing complexity of commercializing new products or services in an ever-changing market. George Brown offers this access by way of its skilled and knowledgeable research teams and state of the art research infrastructure.

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Over the 2017/18 year, the college's Research and Innovation team bolstered financial sustainability with more than \$7M in funding; strengthened engagement with students and faculty participation through research opportunities; built capacity with expanded labs, research infrastructure and employee development; and enabled innovation through partnerships, projects, products and services in established and emerging areas.

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.

George Brown is an innovator across our academic programs with unique initiatives that improve the learning experience and contribute to the city of Toronto. We work with industry partners across our programs in the form of Program Advisory Councils, or PACs. This helps us maintain a steady stream of more than 9,000 work-ready graduates per year and high employer satisfaction rates that keep Ontario's economic engine running.

Exceptional learning opportunities abound, from our Food Innovation Research Studio (FIRSt) to our Fashion Exchange.

We also continue to form unique international partnerships with leading educational institutions. The prospect of studying fashion in Italy, baking in France or design in Ireland is exciting and provides great competitive advantage to our students as they enter the workforce.

Our next development project, The Arbour (slated to begin construction in 2021) will be Ontario's first institutional tall wood building. It will serve as a living lab and will be home to the Mass Timber Institute, so we can share our research and learnings from sustainable building practices.

Attestation

George Brown 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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George Brown 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	70.9%	72.3%	74.5%	71.5%
82	Student Experience	Student satisfaction with services	57.7%	59.4%	62.8%	60.4%
85	Student Experience	Student satisfaction with facilities	67.7%	70.6%	74.7%	70.6%
7	Innovation in Teaching and Learning Excellence	Graduation rate	66.8%	67.6%	67.1%	67.7%
13	Innovation in Teaching and Learning Excellence	Number of students in experiential learning programs		13,524	5,524**	5,607**
18	Innovation in Teaching and Learning Excellence	Total number of registrations in ministry-funded courses offered at institution in eLearning formats	11,807	13,524		13,474
19	Innovation in Teaching and Learning Excellence	Total number of ministry-funded courses offered at institution in eLearning formats	131	154		148
88	Innovation in Teaching and Learning Excellence	Total number of ministry-funded programs offered at institution in eLearning formats	9	9		4
9	Innovation in Teaching and Learning Excellence	Retention rate (Yr1 to Yr2)	68.4%	69.0%	71.3%	66.1%
81	Innovation in Teaching and Learning Excellence	Student satisfaction with knowledge and skills that will be useful in future career	83.8%	84.0%	84.4%	82.0%
86	Innovation in Teaching and Learning Excellence	Student satisfaction with learning experience	74.5%	75.3%	76.2%	73.0%
100	Access and Equity	Number of first generation students enrolled at institution	5,181	5,508		5,376
102	Access and Equity	Number of French-language students enrolled at institution		0		
99	Access and Equity	Number of students with disabilities enrolled at institution	2,296	2,748	3,029	3,334
30	Access and Equity	Overall student satisfaction rate for students with disabilities	69.9%	71.1%	72.2%	70.1%
91	Access and Equity	Overall graduate satisfaction rate for students with disabilities	77.9%	85.9%	76.6%	76.6%
59	Access and Equity	Employment rate for students with disabilities	71.4%	81.7%	77.4%	73.1%
101	Access and Equity	Number of Indigenous students enrolled at institution	623	701		503
90	Access and Equity	Overall student satisfaction rate for Indigenous students		67.2%	71.8%	75.5%
31	Access and Equity	Overall graduate satisfaction rate for Indigenous students		83.9%	75.0%	85.0%
58	Access and Equity	Employment rate for Indigenous students		88.1%	63.6%	79.3%
37	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	71.3%	72.3%	75.6%	85.5%
80	Access and Equity	Percentage of university graduates enrolled in college programs	19.8%	21.4%	22.4%	23.4%
79	Access and Equity	Percentage of college graduates enrolled in university programs	2.6%	2.5%	2.1%	2.5%
78	Applied Research Excellence and Impact	Number of externally funded applied research projects				106
77	Applied Research Excellence and Impact	Number of partnerships/collaborations with community/industry firms				182
12	Innovation, Economic Development and Community Engagement	Number of active Program Advisory Committees (PACs)				68
76	Innovation, Economic Development and Community Engagement	Number of employers engaged in Program Advisory Committees (PACs)				743
2	Innovation, Economic Development and Community Engagement	Graduate employment rate	82.9%	85.0%	81.2%	81.9%
3	Innovation, Economic Development and Community Engagement	Employer satisfaction rate	85.7%	88.6%	92.3%	90.6%
4	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time*	60.3%	60.7%	55.0%	61.4%
5	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time in a related or partially-related field*	45.4%	45.3%	41.5%	46.2%

* 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

**The definition used to calculate Metric 13 changed in 2016-17. George Brown is now reporting graduates (in 2015-16, numbers of students were reported).

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	Increase retention rate	To measure student retention and persistence.	Annual	68.4%	69.0%	71.3%	66.1%
2	Student Experience	Increase in student use of career advising and job search assistance	To measure usage of career advising services	Annual	36.0%	36.0%	37.0%	36.1%
3	Student Experience	Increase student satisfaction with Career Advising and Job Search Assistance	To measure satisfaction with career advising services	Annual	49.0%	48.0%	50.0%	49.8%
4	Innovation in Teaching and Learning Excellence	Increased usage of LMS	To measure overall faculty usage of LMS	Annual				70.0%
5	Innovation in Teaching and Learning Excellence	Increased depth of usage of LMS	To measure level of faculty engagement with LMS	Annual				
6	Innovation in Teaching and Learning Excellence	Student Feedback Questionnaire Response rate	To track response rate for our course evaluation survey	Annual				34.6%
7	Access and Equity	Student Satisfaction with Disability Services	To measure satisfaction with disability services	Annual	64.0%	66.0%	69.0%	63.3%
8	Access and Equity	Student Satisfaction with Accessibility of Building, Labs and Classrooms	To measure satisfaction with accessibility services	Annual	46.0%	48.0%	53.0%	48.9%
9	Applied Research Excellence and Impact	Number of research ready faculty	To measure faculty engagement with applied research	Annual				128
	Applied Research Excellence and Impact	Number of Research Modules Completed by Students		Annual				81
10	Innovation, Economic Development and Community Engagement	Number of repeat research partners	To measure engagement with industry	Annual				51
11	Innovation, Economic Development and Community Engagement	Number of students using digital innovation badges on LinkedIn/social media	To measure student innovation literacy	Annual				68

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	12,140	13,833
		Eligible Headcount Enrolment	16,062	16,172

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.