ST. CLAIR
C O L L E G E

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2017-2018

STRATEGIC MANDATE AGREEMENT ANNUAL REPORT

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.

Overview 2017-18 Strategic Mandate Agreement Results

2017-18 was truly a remarkable year for St. Clair College. The College broke the 10,000 foot ceiling in student enrolment achieving 10,539 students in Fall 2017. This represents an 11.2% increase over 2016. St. Clair College experienced a dramatic increase in international students. In 2016, the College had 581 international students. In Fall 2017, there were 2,564 international students across all campuses, an 69% increase. Domestic enrolment held its own in the face of continued declining catchment enrolment. As a result of the five-week faculty work stoppage, St. Clair College experienced a loss of 1,100 students who withdrew with refunds from the College by early December 2017. This loss was more than compensated for by an unprecedented January intake of 1,487 students, 1,250 of international origin. St. Clair College welcomed international students from a record 58 different countries in 2017-18. The main

countries of representation within the student body were India, China, Philippines, Vietnam and Nigeria. During the 50th anniversary year, the St. Clair College Alumni Association grew to over 100,000 graduates.

Both domestic and international students have recognized St. Clair as an exceptional postsecondary destination, offering unparalleled instruction and state-of-the-art technology to pursue careers of the 21st century. St. Clair College has quickly become one of the sought after educational destinations with international students seeking the higher education and skills expertise that St. Clair College delivers. This higher education and proficiency provides the College's students with the know-how and tools to start careers in today's global workforce.

Coupled with the crucial task of addressing the skills gap in trades-and-technology, St. Clair College continues to supply proficient graduates to the fields of health care, engineering, manufacturing, business, information technology, social services and the applied arts, all of which are essential to the well-being of the communities of Windsor-Essex and Chatham-Kent, and the prosperity of the local, provincial and national economies. In order to be responsive to industry needs, St. Clair College launched three new graduate certificates - Human Resources Management, Web and Interactive Advertising, and Event Management. These programs proved to be popular with both international and domestic students. Construction for the new National Powerline Training Centre was completed in the winter of 2018 at the Chatham Campus. The $2.1 million, 6,500 sq. ft. state-of-the-art facility offers flexible learning space and features an indoor climbing lab, rescue/repelling lab, underground training lab, with multi-use truck bay space, tool and equipment storage, and staff offices. This partnership between education, government, and private-sector industries demonstrates how Canada can effectively address its skilled trades' gap. The Centre provides training for students in the Powerline Technician program, which continues to enjoy significant enrolment growth, and the in-demand Powerline Maintainer - Red Seal Trade. St. Clair College is proud to be serving both the nation and young people with this program, the largest post-secondary training program for this trade in the Province.

St. Clair College's Business School has been named the Zekelman School of Business and Information Technology, the first School naming in St. Clair College's history. St. Clair College has proudly honoured the Zekelman family for their contributions to community as well as the leadership they have provided in industry and philanthropy. This unprecedented move set a new standard for business, raising the bar in advanced education. The Zekelman family welcomed the opportunity to influence the leaders of tomorrow by doing its part in supporting St. Clair College and helping to ensure quality post-secondary education that prepares the next generation for leadership.

A number of provincial and global issues have had a significant impact on the operation of the College. Particularly, the five week work stoppage, as well as the introduction of provincial

legislation, created challenges. In the face of those challenges, through hard work and on-going communication and collaboration, staff and students took positive steps to continue moving the College forward. The significant increase in international student enrolment, while creating challenges, has not only improved the College's fiscal position but has afforded the College the benefits that diversity brings. St. Clair College prides itself on being an institution that is vibrant and agile, and readily evolving to remain on the cutting edge of academic programming. The College continues to be responsive to economic and societal trends ensuring that St. Clair College will continue to offer unparalleled service to its students and communities that it serves. The services and programs continue to be aimed at providing the skills required by an ever-changing labour market and, based on the input of the College's stakeholders, are flexible and adaptable to market needs. Having celebrated its 50th anniversary in 2017, St. Clair College moves forward into its next half century of service and will continue its focus on 'Excellence in All We Do'.

Many initiatives were accomplished in support of the College's Strategic Mandate Agreement and key examples of the academic achievements, community contributions, and athletic triumphs of students, faculty, and staff are outlined in the priority areas below.

Priority Areas

Trends and key outcomes for the 2017-18 Strategic Mandate Agreement metrics for each of the five priority areas, include:

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

St. Clair College has demonstrated success in improving student experience through its focus on service excellence, enriched learning environments, increased pathways, improved retention, high student satisfaction, co-curricular and extra-curricular activities, and holistic career services.

For the fourth year in a row, St. Clair College has exceeded the provincial average and topped the provincial colleges in southern Ontario for student satisfaction. St. Clair College scored 80.2% in student satisfaction (provincial average of 76.5%). St. Clair College has also ranked in the top five colleges in the province for Student Satisfaction for the first time in 2017. St. Clair College continues to impress students with the overall quality of the learning experience,

providing the knowledge and skills that will be useful in their future career, and their overall satisfaction with the quality of the services, facilities and resources at the College. St. Clair College staff work extremely hard to ensure programs are of the highest quality, its facilities and resources are there to support student success, and that the College has created an atmosphere that supports great student life. The College also exceeded the provincial average in the Graduate Employment Rate at 84% as compared to the provincial average of 83%. This is a strong indicator in a market that has seen high unemployment in the recent past. Graduate's satisfaction also exceeded the provincial average (81.3% compared to the provincial average of 78.8%).

St. Clair College was selected as one of five Ontario colleges and universities to participate in ONCAT's Faculty Fellows pilot project intended to: raise the profile of transferability for students within their department/institution; improve faculty processes related to evaluating transfer credits, working with transfer students, and share emerging models of successful student mobility initiatives.

St. Clair College has a number of articulation and pathway agreements with post-secondary institutions in Ontario, Canada, and internationally. The College achieved its goal to add one additional pathway per Faculty of Specialization, including a unique pathway with Schlegel Villages Long Term Care and Retirement facility, where St. Clair College will deliver a Personal Support Worker program at their institution. St. Clair College coordinated a University Transfer Agreement Fair on February 1, 2018, hosting 18 local and international institutions on campus to promote pathways and answer students' questions about transfer credits.

St. Clair College developed 'Career Central', a comprehensive service centre and online tool that provides an all-inclusive array of career services for students and employers. Through its Industry Liaison Office, St. Clair College has developed a coordinated approach to outreach to local industry and employers through a single point of contact.

 Students took advantage of numerous activities outside the classroom that enhanced their academic studies. Accounting students competed in the Ontario College Accounting Case Competition in Toronto. Students competing in the Ontario Technological Skills Competition brought home ten medals in eight unique competition categories and two students who competed in the National Skills Competition in Edmonton, Alberta brought back a gold and a silver medal qualifying to join Team Canada for the Worlds Skills Competition in Russia in 2019. The Enactus Club at St. Clair College was founded in 2017-18 and in its inaugural year earned an Enactus Canada National Team Spirit Award in Toronto, Ontario then travelled to London, England achieving 2nd runner-up in the Youth Empowerment category. Our Saints Athletes shone in the OCAA and CCAA. Men's baseball won their fifth consecutive OCAA championship, and their second National championship. Women's softball and the Men's Cross Country both earned a silver medal at their OCAA Provincial finals. The College launched its first eSports

team, Saints Gaming, and students representing the College exceeded expectations in the competition field.

St. Clair College continues to build on its strategic focus of having buildings, facilities and grounds that reflect its culture of accessibility, inclusivity, quality, and sustainability. The College is dedicated to creating a world-class campus that enhances and complements students' education experience. A number of campus beautification projects were undertaken including: additional student common spaces; enhanced staff lounge facilities; and, unique landscaping features. Investments were made to improve classrooms, computers labs, and lab equipment including the purchase of eight ABB robots. The College continued to address deferred maintenance projects through the support of the Federal Strategic Investment Fund (SIF), the Provincial Facilities Renewal Fund (FRP) and Capital contributions from the College. The College has reduced deferred maintenance by approximately $7.3 million dollars.

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.

Through the Centre for Academic Excellence (CAE), St. Clair College has developed and implemented a rigorous mapping process as part of its academic program review. The program mapping process used by the College promotes and monitors important pedagogical approaches and practices within academic programming to ensure skilled graduates and positive student outcomes. These approaches and practices include: outcome-based and content-based evaluation of pre-requisite and co-requisite requirements within programs of instruction to determine genuine need and curricular barriers to student success; analysis and assessment of all learning outcomes within a program of study to determine the level of learning achieved thereby promoting proper gap analysis and scaffolding of outcomes; evaluation of the use of capstone experiences and/or experiential learning activities to promote student attainment of complex and holistic skills; analysis of all course evaluations to promote proper alignment with learning outcomes and student success; and, analysis of Essential Employability Skills to improve delivery and assessment of those skills.

St. Clair College created special Coordinator positions including: BlackBoard Coordinator to provide additional resources and assistance in using BlackBoard Collaborate as well as integration concerns; and, Coordinator of New Program Development to assist with planning and program design ensuring outcome-based requirements and meet College requirements of

work integrated learning, capstone and assessment requirements.

The CAE implemented learning cafes where faculty can meet face-to-face or join through technology to discuss current articles and papers on teaching and learning. Faculty had the opportunity to participate in the 3rd Annual Faculty Retreat and Professional Development day, with approximately one-third of the College's faculty in attendance. The CAE launched a new portal packed with information and resources to assist faculty with teaching and learning.

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.

St. Clair College is committed to offering accessible and equitable learning opportunities within an inclusive environment.

St. Clair College continues to see major increases in the number of students with disabilities as well as increasing complexity of disabilities, in addition to the number of students accessing academic accommodations. The first phase of an enhanced tutoring model was initiated in 2017 with the establishment of a dedicated space where workshops and support services are offered to provide a holistic set of sessions that support the College's diverse student population. Community partners also provide on-campus sessions, such as the Canadian Mental Health Association (CMHA) and the New Canadians' Centre of Excellence Inc. In support of the College's goal to reduce the number of student issues and increase compliance to the Code of Student Rights and Responsibilities, the College implemented information/outreach initiatives that included attending class representative meetings, conducting monthly meetings with student government, collaboration with student residence leaders and conducting 'bystander' training. These combined strategies have produced positive results in compliance with the Code, yielding a 24% decrease in the number of formal complaints, year over year.

St. Clair College is pleased to see a substantial increase in first-generation students as a result of actively engaging this student population through recruitment and marketing initiatives.

St. Clair College also continues to experience a significant increase in First Nation, Métis and Inuit (FNMI) students who self-identify. St. Clair College has an active Aboriginal Education and Training Council that meets on a quarterly basis.

St. Clair College's awards, scholarships, bursaries and work study on-campus student placements are the major sources of financial assistance available to students who are pursuing

a postsecondary education. St. Clair College is pleased to have increased the number of students accessing non-OSAP financial assistance by 32% from the prior year (2,407 in 2016-17 as compared to 3,169 in 2017-18) by providing $2.95 million to support our students financially.

With declining domestic enrolment and in an effort to be responsive to needs of non-traditional students and encouraging future enrolment, St. Clair College continued to enhance efforts towards a seamless transition for students from secondary school to college through the School-College Work Initiative (SCWI), a partnership that includes Lambton Kent District School Board, St. Clair Catholic District School Board, Greater Essex District School Board and Windsor Essex Catholic District School Board. SCWI initiatives primarily target high school students who are at risk, disengaged or underachieving. In 2017-18, St. Clair College increased Dual Credit participation to 1,175 registrations (up from 926 in 2016-17). Part of that growth was due to the addition of an Adult Dual Credit pilot program for students over 21 years of age trying to earn their OSSD. Our adult pilot was the largest in the Province with three school boards participating and 170 registrations.

In January 2018, the College celebrated the first anniversary of the St. Clair College Skilled Trades Regional Training Centre. The Centre enrolled 49 students in the 46-week program called 'Earn While You Learn' during the 2017-18 academic year. This unique program features strong partnerships with industry, exemplifying how the College and industry are working together to close the skilled trades gap. All participants obtained full-time employment.

Based on community need and community support, St. Clair College delivered Pre-apprenticeship Truck and Coach with 16 students and Pre-Apprenticeship General Machining with 21 students. A Job Fair was coordinated with 35 employers in attendance with the majority of students being successful in finding a job placement and proceeding on with an apprenticeship.

The College partnered with the Windsor Essex Catholic District School Board (WECDSB) to deliver specialized summer camps to introduce girls to skilled trades' activities at a younger age. The camps provided the opportunity for youth in the community to build their skills, become better students and experience something that they would not have had the opportunity to do otherwise.

St. Clair College continues to be a Gold Sponsor for FIRST Robotics Canada. The College hosts several FIRST events and the regional FIRST Lego League competition, supports all local FIRST Robotics Challenge teams with an $1000 sponsorship (19 teams), supports all FIRST alumni with a $1000 entrance scholarship, supports the Windsor-Essex FIRST Robotics District event with a custom mobile machine shop, and a large number of volunteers and in-kind donations.

A Coordinator role was created for Part-Time Nursing Studies and the College revised and reactivated the international nurse and nurse refresher programs. These programs meet the

needs of internationally trained nurses and nurses that are out of practice.

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.

St. Clair College Applied Research and Development Department has three key priorities: providing students with innovative industry experience; engaging faculty in research projects to bring new knowledge into curriculum; and, partnering with industry to increase economic development. Accomplishment of these key priorities contributes to St. Clair College's strategic mandate of being a destination College. St. Clair College was awarded Ontario Centres of Excellence (OCE) grants totaling $330,000 to work on applied research projects with a number of industry clients. These projects enhanced local companies' processes and products, increasing competitive advantages. Specifically, the College provided companies with simulation solutions. The researchers simulated processes in a CAD environment and optimized the parts to improve the product before building the part, resulting in a significant cost savings. Another area of research involved robotics and automation. The College programmed and tested a robot in a specification workstation to determine the feasibility of the robot. In addition, researchers programmed robots to locate various sized and shaped parts in different orientations and the robot placed those parts in their appropriate locations. These projects elevated the capabilities of faculty and students, with several students being hired as a direct result of their project work. The College also increased capacity with the award of an Applied Research Tools and Instruments (ARTI) grant. This grant funded the purchases of 3D printers and 3D scanners, further enhancing the research capabilities of the College and raising its profile as a valued research and innovation centre.

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.

ST. CLAIR COLLEGE ECONOMIC VALUE

■ Student Spending   ■ Operations Spending   ■ Alumni Impact

$3.9M
$113.4M

$789.6M
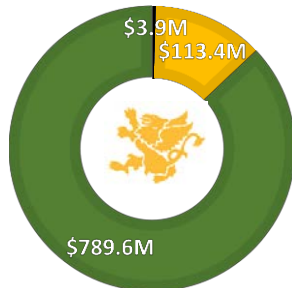
Total Impact
$906.9M

St. Clair College creates significant economic impact in the Windsor- Essex and Chatham-Kent regions. The College engaged EMSI in February 2018 to conduct an economic impact analysis to calculate the benefits received by its key stakeholders. St. Clair College promotes economic growth in the regions in a variety of ways including: as an employer (570 full-time employees with a total payroll of $78.9 million who live in the regions expending monies on household expenses); a large-scale buyer of goods and services ($49.9 million for facilities, professional services and supplies); and, the living expenses of students benefit local businesses in the regions. Approximately 400 students relocated to the Windsor-Essex and Chatham-Kent regions to attend St. Clair College, including international students (generating $3.9 million in new income in the economy during the analysis year). In addition, the College is a primary source of education to regional residents and a supplier of trained workers to regional industries. The education and training St. Clair College provides for regional residents results in the greatest impact (higher wages of former students, increased output of businesses that employed former students, and the multiplier effects that occurred as former students and their employers spent money at other businesses). The total impact of St. Clair College on the regional economies during the analysis year amounted to $906.9 million, equal to the sum of the operations spending impact, the student spending impact, and the alumni impact. The added income is equal to approximately 4.1% of the region's gross regional product. By comparison, this contribution that the College provides on its own is twice as large as the entire Accommodation and Food Services industry in the region. The College creates value from multiple perspectives. The College benefits local businesses by increasing consumer spending in the region and supplying a steady flow of qualified, trained workers into the workforce. It enriches the lives of students by raising their lifetime incomes and helping them achieve their individual potential. It benefits society as a whole in Ontario by creating a more prosperous economy and generating a variety of savings through the improved lifestyles of students. It benefits provincial taxpayers through increased tax receipts across the Province and a reduced demand for government-supported social services.

St. Clair College truly acts on its commitment to the communities it serves well beyond the

boundaries of traditional post-secondary education and training. In 2017-18, the College's Continuing Education Department maintained quality educational programming for adult community members with 7,153 student registrations.

St. Clair College's Corporate and Professional Training division extends the College's programs and training services to business and industry through custom-designed offerings to fit industry's specific needs, delivering affordable, results-oriented training, both nationally and internationally. Corporate Training revenue continued to increase year over year adding new clients/employers as well as new training initiatives. St. Clair College delivered customized corporate and professional training for several key local and global businesses including: City of Windsor, Ford Motor Company, FCA Fiat Chrysler Automobiles, Hiram Walker, Martinrea, as well as a number of Tier 1 and 2 suppliers to Original Equipment Manufacturers (OEMs).

In 2017-18, the International and Corporate Training Departments continued their collaboration with the Mexican government, the North American automotive industry, and Mexican education partners to train students in Mexico on the production of tool and die and mold making. Projects included work in Hermosillo and Basilio, Mexico as well as continued work with Martinrea Structures, Ford Motor Company of Mexico, and the Government of Mexico's Instituto de Technologico. These projects continue to garner positive attention from other organizations in Mexico and the College is continuing further training opportunities in Mexico.

In May 2017, President Patricia France led a delegation to China to sign Memorandum of Understanding agreements with four of the College's Chinese partner schools. These arrangements allows Chinese students to continue their program of study in Canada and earn credentials from their institution in China and St. Clair College. These agreements also further strengthens the College's commitment to providing opportunities for St. Clair College students to experience studies abroad. There were 42 St. Clair College students who benefited from experiential learning opportunities in China.

Through the EPIC/Genesis Entrepreneurship Centre, St. Clair College continued its partnership with the University of Windsor to enhance entrepreneurship training for students. Many workshops were held at both campuses to provide students with entrepreneurship training and strategies that will help them in business start-up opportunities or further enhance their employability skills. Over 100 students competed in the first EPIC Sales Pitch Competition, held on campus in October 2017. A Windsor-Essex Mini Maker Faire was held at St. Clair College and was sponsored in partnership with the University of Windsor and other community partners.

St. Clair College's Computer Networking programs, which are Cisco Network Academy certified, were ranked number one in Canada for having the largest enrolment of females in the programs. With 50 female students enrolled, it represents 23% of the student population in

these programs (national average is 13%). The College is also ranked number two in total enrolment in computer networking programs in Canada for 2017.

St. Clair College hosted the 2018 Ontario College Council of Chief Information Officers (OCCCIO) Conference in May. The conference provided an opportunity for Ontario college CIO's and IT leaders to share insights and best practices and to explore emerging trends.

St. Clair College continues to enhance its partnership with The Anishinabek Education Institute (AEI) through expanding program offerings in Early Childhood Education (ECE) and Social Service Worker tailored to Indigenous learners. The programs were developed in collaboration with AEI staff. A program in carpentry techniques was developed for delivery at Walpole Island First Nation Reserve.

St. Clair College Employment Centres, located in Windsor, Wallaceburg, and Amherstburg, continued to support job seekers and employers in our communities with employment services and training funded through the provincial government. The Centres:

- assisted 6,288 persons, hosting 4,469 attendees at information sessions, orientations and workshops;
- provided $489,182 in employment training incentives to local employers and $17,612 in training supports making it possible for 662 unemployed community members to gain employment;
- assisted 208 highly-barriered youth with pre-employment training and employment placements providing incentives totaling $386,103; and,
- assisted 187 local employers providing training incentives in the amount of $668,761 to train 1,068 of their existing staff or new hires.

Through St. Clair College's Industry Action Committee, quarterly meetings are held with representatives from industry who represent various sectors from the local community and provide invaluable insight and input on facility and program improvement for the Ford Center for Excellence in Manufacturing (FCEM) enhancing graduates' value to employers. Through this Committee, a new Manufacturing Engineering Technology Program was developed that was designed specifically for regional industry needs. New equipment was also identified and installed such as 3D printing utilizing plastic and metal.

Unifor Local 444 presented a donation to the College to support student success and foster a continued interest in skilled trades and apprenticeship training. Unifor and the College have worked in partnership to help address the needs of Windsor-Essex as well as the needs of students in our communities. Unifor recognizes a serious shortfall when it comes to skilled trades workers in this region and the need to train students today for the jobs of tomorrow.

The 2017-18 academic year was an opportunity to recognize the incredible work done by

students and staff as they raised money, volunteered, donated blood, donated books to elementary schools, and hosted events to help those in need in our communities. Through the College's 50th Anniversary celebration '50 Acts from the Heart' project, the College catalogued and supported an astounding 85 'Acts from the Heart' that helped community groups and individuals.

Attestation

St. Clair 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.

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ID	Priority Area	Metric Name	2014-15	2015-16	2016-17	2017-18
		St. Clair College SMA2 Annual Report 2017-18 Part 2				
		System-Wide Metrics				
10	Student Experience	Overall student satisfaction rate	79.3%	80.5%	80.2%	78.0%
82	Student Experience	Student satisfaction with services	66.7%	69.7%	70.5%	67.5%
85	Student Experience	Student satisfaction with facilities	77.3%	77.4%	77.5%	75.5%
7	Innovation in Teaching and Learning Excellence	Graduation rate	67.2%	67.7%	68.7%	67.2%
13	Innovation in Teaching and Learning Excellence	Number of students in experiential learning programs		2,550	2,741	2,615
18	Innovation in Teaching and Learning Excellence	Total number of registrations in ministry-funded courses offered at institution in eLearning formats	6,030	8,927	6,234	4,403
19	Innovation in Teaching and Learning Excellence	Total number of ministry-funded courses offered at institution in eLearning formats	318	411	327	362
88	Innovation in Teaching and Learning Excellence	Total number of ministry-funded programs offered at institution in eLearning formats		2	2	2
9	Innovation in Teaching and Learning Excellence	Retention rate (Yr1 to Yr2)	82.6%	76.6%	76.3%	77.1%
81	Innovation in Teaching and Learning Excellence	Student satisfaction with knowledge and skills that will be useful in future career	89.6%	90.5%	89.7%	87.7%
86	Innovation in Teaching and Learning Excellence	Student satisfaction with learning experience	83.6%	84.5%	83.0%	81.2%
100	Access and Equity	Number of first generation students enrolled at institution	2,033	2,355	2,290	4,856
102	Access and Equity	Number of French-language students enrolled at institution		366	25	48
99	Access and Equity	Number of students with disabilities enrolled at institution	967	1,076	1,222	1,693
30	Access and Equity	Overall student satisfaction rate for students with disabilities	77.4%	77.8%	78.0%	75.4%
91	Access and Equity	Overall graduate satisfaction rate for students with disabilities	80.0%	78.8%	73.7%	75.9%
59	Access and Equity	Employment rate for students with disabilities	72.6%	75.3%	78.6%	83.5%
101	Access and Equity	Number of Indigenous students enrolled at institution	123	145	244	627
90	Access and Equity	Overall student satisfaction rate for Indigenous students		79.0%	74.9%	75.7%
31	Access and Equity	Overall graduate satisfaction rate for Indigenous students		53.6%	67.7%	80.0%
58	Access and Equity	Employment rate for Indigenous students		88.9%	88.5%	94.4%
37	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	69.4%	69.8%	69.7%	75.0%
80	Access and Equity	Percentage of university graduates enrolled in college programs	8.2%	8.7%	10.6%	13.9%
79	Access and Equity	Percentage of college graduates enrolled in university programs	2.0%	2.2%	1.5%	2.3%
78	Applied Research Excellence and Impact	Number of externally funded applied research projects			3	16
77	Applied Research Excellence and Impact	Number of partnerships/collaborations with community/industry firms			8	15
12	Innovation, Economic Development and Community Engagement	Number of active Program Advisory Committees (PACs)			78	83
76	Innovation, Economic Development and Community Engagement	Number of employers engaged in Program Advisory Committees (PACs)			663	842
2	Innovation, Economic Development and Community Engagement	Graduate employment rate	85.0%	85.8%	84.0%	87.2%
3	Innovation, Economic Development and Community Engagement	Employer satisfaction rate	90.5%	91.3%	88.7%	86.7%
4	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time*	58.8%	55.7%	49.9%	62.6%
5	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time in a related or partially-related field*	38.6%	36.5%	31.7%	42.8%

* 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
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#	Priority Area	Metric Name	Objective of Metric	Frequency	2013-14	2014-15	2015-16	2016-17	2017-18
1	Student Experience	Overall positive Student Satisfaction Survey Results	Continual improvement to increase overall student satisfaction results in an effort to achieve goal of a destination college	Annual		79.3%	80.5%	80.2%	78.0%
2	Student Experience	Overall positive results with the Q39 'satisfaction with services' capstone question	Continual improvement to increase student satisfaction with services in an effort to achieve goal of a destination college	Annual		66.6%	69.7%	70.5%	67.5%
3	Student Experience	Overall positive results with the Q49 'satisfaction with facilities' capstone question	Continual improvement to increase student satisfaction with facilities in an effort to achieve goal of destination college	Annual		77.3%	67.7%	77.5%	75.5%
4	Innovation in Teaching and Learning Excellence	Implementation of WIL across all programs	Have work integrated learning opportunities available for all programs thus increasing skill set of graduates and increased connection with industry/employers	Annual		70.0%	75.0%	80.0%	85.0%
5	Innovation in Teaching and Learning Excellence	Increase number of online courses	Increase access to alternative learning formats and increased use of our innovative electronic infrastructures (e.g. Blackboard Collaborate)	Annual		318	411	327	362
6	Access and Equity	Support student success	Increase number of under-represented students utilizing services (tutoring, academic advising, support officers, FNMI Centre)	Annual		n/a-new measure	n/a - new measure	1,834	3,779
7	Access and Equity	Support student access	Increase number of students accessing non-OSAP financial assistance	Annual		n/a - new measure	n/a - new measure	2,407	3,169
8	Applied Research Excellence and Impact	Build faculty and student experiences, knowledge, skills and abilities, as it relates to research	Increase interdisciplinary research projects that involve community based partners and peer institution experts	Annual		n/a - new measure	n/a - new measure	3	16
9	Innovation, Economic Development and Community Impact	Establish stronger industry connections	Increase number of student placements	Annual		n/a-new measure	n/a - new measure	627	639

Grey-out cells: data not available

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	5,276	5,743
		Eligible Headcount Enrolment	7,567	7,661

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.