CONFEDERATION 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)**

The 2017-18 academic year marked year two of the Colleges Strategic Plan – Wiicitaakewin – the path to 2020. During the reporting year, the College has faced a variety of anomalies which both positively and negatively impact our institutions metrics and targets.

These anomalies include a work stoppage by faculty which has resulted in a significant reduction in the number of learners in postsecondary and non-postsecondary programming. The work stoppage also resulted in the reorganization of the academic year which has disrupted data collection associated with this report. In addition, the implementation of staffing and compensation changes associated with Bill 148 required significant resources and caused further disruption of data collection. As a result, direct multi-year comparisons of the data should be reviewed with these limitations in mind.

Aggregate year-to-year differences are summarized as being due to: the work stoppage; the reorganization of the academic year resulting in changes to when or how data was collected; in addition to real differences caused independently of these issues. These differences will be

evaluated as the institution undergoes its regular strategic and operational planning with normalized data.

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.

The College has developed and began implementing a Student Retention Plan. The focus of the plan is on improving systems for improving: early identification/intervention; high demand student supports; student recovery pathways; modified academic plans; and a review of policies/processes that directly impact the persistence, resilience and success of learners.

The College is dedicated to our Mental Health and Well-Being Strategy. The focus is to create an environment where students build strong social connections with classmates, faculty, staff and members of the broader community. Some initiatives are safeTalk (Suicide Prevention for Students) offered to the majority of first year students, Mental Health First Aid training, specialized training for Peer Mentors, and Egale workshops.

Students have access to services including Learning Commons, Student Success Advisors, Indigenous Navigators, Counseling, Tutoring, Accessibility Services, Co-op and Work Placements, Health Centre, and Peer Mentoring.

There are a number of activities and events that contribute to student experience. Examples are career and job fairs, pow-wows, mental health awareness days, student success fairs, bead-ins, safe campus awareness presentations, mental health education, wellness activities, outdoor cultural ceremonies and more.

In addition, Confederation provides opportunity for students to participate in and record their co-curricular activities. These activities are recognized on each student's official transcript and through a certificate.

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.

Significant progress continues in implementing the 5-year capital plan: the SUCCI Wellness Centre, Minowaadiziiwin, is complete and opened. The Technology Education and Collaboration (TEC) Hub Capital Build project is substantially complete and is in operation. The Sioux Lookout and High School campus co-location project was in the construction phase in 2017-18. We will be moving into this space in winter 2019.

Throughout this new infrastructure, the College is developing entrepreneurial opportunities across digital manufacturing, artificial intelligence, virtual reality and augmented reality. A gap analysis has been conducted which identifies essential equipment required to support manufacturing innovation and community needs in the TEC Hub. Confederation College is working with industry partners to provide both equipment and workplace experiences to support students.

The synergies created between modern infrastructure and state of the art technology, combined with an already established integrated regional plan, allows Confederation College to offer a variety of synchronous, and asynchronous, digital learning experiences for our students.

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.

Confederation College continues to expand its delivery of programs to a network of eight Regional Campuses via Distance Education. Learners from any location can join programming in a number of different areas (Health, Community Services, Engineering, Business, Indigenous Studies, Hospitality and Tourism) using Technology Enabled Learning. This allows access to learners regardless of their geographic location within Northwestern Ontario and beyond. By offering both synchronous and asynchronous deliveries, learners have increased flexibility when balancing education with employment and family commitments.

The college continues to offer a number of access (preparatory) programs both at the main campus and throughout Northwestern Ontario including Academic Upgrading and Personal Career Development, College Access, pre-programs such as pre-health and pre-technology and General Arts and Science.

We also foster and develop close relationships with Indigenous communities and organizations, School Boards as well as Community Agencies to reach out to early leavers, mature learners, and at-risk potential prospective post-secondary learners. We provide access, outreach and transitional supports to provide alternative pathways. There are many workshops and

presentations in the region, online and in Thunder Bay. The Student Success team acts as a link and provides informed referral and assessment services.

Our integrated regional plan accesses a variety of programs regardless of their geographic location.

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.

Included here are some selected examples of the outcomes and deliverables associated with Applied Research in 17/18:

- TEC Hub Capital Build (55,000 s.f.) and TEC Hub Equipment Fundraising Campaign ($5 million).
- Makers and Innovators (MI) Zone – Located in in the TEC Hub, this partnership with Northwestern Ontario Innovation Center (NOIC) and Kam Valley Industries fosters innovation in Thunder Bay's manufacturing sector.
- On Campus Entrepreneurship Activities (OCEA) ($500,000 to date). A partnership with Lakehead University and NOIC since 2015 which in 2017/18 reached 1,942 students from both institutions.
- Voucher for E-Business ($115,000 to date). Since 2015 Confederation College has engaged over 50 regional companies and 150 college students in the production of E-Commerce strategies and technical solutions for small business. Computer Programmer and Interactive Media Development programs work with local Small and Medium Enterprises to develop custom solutions. Students are also linked with OCEA.
- Tele-Oral Health Project with Health Canada ($50,000). Using high resolution digital imagery for remote assessment of oral health. Allows for delivery into remote sites that would not otherwise receive this valuable health service.
- Forest inventory and Remote Sensing ($185,000). Through partnerships with local industry, leading edge technology is adapted/validated in the field and brought into our classrooms.

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.

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Confederation College is a significant contributor to the well-being of communities in Northwestern Ontario. The eight regional campuses encompass a vast geographic area. Staff at these campuses build relationships and respond to local community need.

Through our Workforce Development team, we offer a number of customized training opportunities, in partnership with government agencies, Indigenous communities and training institutes, business and industry and other colleges and universities. The customized training provided ranges from half-day workshops to large scale specialized training for hundreds of participants. Confederation College works with a variety of funders in order to deliver this training in the participant's community, eliminating geographic barriers.

A specific project of celebration is the development of the business case and long-term training plan in order to establish a First Nations Water Authority in northern communities, the first of its kind in Canada. It will provide operational independence and self-governance to Indigenous communities, utilizing education and training strategies, technology and business development practices. We are also the strategic training partner for six Indigenous communities within the SuperCom project. This project will construct an energy transmission line from Fort William First Nation to Michipicoten First Nation, connecting the six Indigenous communities. We have successfully delivered a series of training modules to 244 students (Essential Skills, Career Development, Specific Skills such as Trades Training and Pre-Apprenticeship) that lead to employment. Over 130 graduates from these programs have secured employment in fields related to their training.

Attestation

Confederation 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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ID	Priority Area	Metric Name	2014-15	2015-16	2016-17	2017-18
	Confederation College SMA2 Annual Report 2017-18 Part 2 System-Wide Metrics					
10	Student Experience	Overall student satisfaction rate	78.1%	79.3%	77.0%	77.4%
82	Student Experience	Student satisfaction with services	63.1%	66.1%	64.5%	63.1%
85	Student Experience	Student satisfaction with facilities	73.5%	75.8%	71.1%	74.5%
7	Innovation in Teaching and Learning Excellence	Graduation rate	65.7%	64.8%	65.5%	67.9%
13	Innovation in Teaching and Learning Excellence	Number of students in experiential learning programs		653	604	716
18	Innovation in Teaching and Learning Excellence	Total number of registrations in ministry-funded courses offered at institution in eLearning formats	578	2,988	5,804	5,291
19	Innovation in Teaching and Learning Excellence	Total number of ministry-funded courses offered at institution in eLearning formats	1,110	909	779	740
88	Innovation in Teaching and Learning Excellence	Total number of ministry-funded programs offered at institution in eLearning formats	39	49	22	30
9	Innovation in Teaching and Learning Excellence	Retention rate (Yr1 to Yr2)	71.8%	72.1%	83.0%	86.5%
81	Innovation in Teaching and Learning Excellence	Student satisfaction with knowledge and skills that will be useful in future career	90.4%	90.1%	89.0%	87.8%
86	Innovation in Teaching and Learning Excellence	Student satisfaction with learning experience	85.5%	85.1%	83.3%	84.3%
100	Access and Equity	Number of first generation students enrolled at institution	1,417	1,174	1,029	823
102	Access and Equity	Number of French-language students enrolled at institution	20	12	29	25
99	Access and Equity	Number of students with disabilities enrolled at institution	464	505	561	573
30	Access and Equity	Overall student satisfaction rate for students with disabilities	79.1%	76.2%	71.5%	76.4%
91	Access and Equity	Overall graduate satisfaction rate for students with disabilities	80.7%	85.7%	91.7%	80.0%
59	Access and Equity	Employment rate for students with disabilities	81.8%	76.5%	81.3%	83.3%
101	Access and Equity	Number of Indigenous students enrolled at institution	759	742	824	730
90	Access and Equity	Overall student satisfaction rate for Indigenous students		81.9%	80.1%	78.8%
31	Access and Equity	Overall graduate satisfaction rate for Indigenous students		86.5%	93.6%	83.3%
58	Access and Equity	Employment rate for Indigenous students		82.6%	77.8%	82.4%
37	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	47.2%	43.7%	48.5%	58.9%
80	Access and Equity	Percentage of university graduates enrolled in college programs	10.2%	11.7%	12.4%	18.0%
79	Access and Equity	Percentage of college graduates enrolled in university programs	2.3%	1.4%	1.5%	1.7%
78	Applied Research Excellence and Impact	Number of externally funded applied research projects	22	23	22	21
77	Applied Research Excellence and Impact	Number of partnerships/collaborations with community/industry firms	35	41	34	30
12	Innovation, Economic Development and Community Engagement	Number of active Program Advisory Committees (PACs)				44
76	Innovation, Economic Development and Community Engagement	Number of employers engaged in Program Advisory Committees (PACs)				386
2	Innovation, Economic Development and Community Engagement	Graduate employment rate	89.2%	84.6%	82.8%	87.9%
3	Innovation, Economic Development and Community Engagement	Employer satisfaction rate	88.9%	92.6%	89.5%	93.8%
4	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time*	73.0%	65.1%	50.2%	67.3%
5	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time in a related or partially-related field*	52.6%	49.8%	38.8%	49.2%

* 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

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
200	Applied Research Excellence and Impact (Coll)	Percentage of students engaged in applied research projects and entrepreneurial activity	To measure applied research activity on the student level	Annual	3%	4%	4%	4%
1	Student Experience	Percentage of students using Learning Resource Division	To measure LRD utilization	Annual	1956/7904 = 24.7%	3157/7605 = 45.7%	3477/7328 = 47.4%	3308/7160 =46.2%
2	Student Experience	Percentage of students participating in cultural and recreational events	To measure uptake of cultural offerings	Annual			3724/7328 = 50.8%	5551/7160 =77.5%
3	Innovation in Teaching and Learning Excellence	Percentage of employees completing Indigenous specific Professional Development	To measure the pace of uptake for indigenous specific PD	Annual	16.0%	23.0%	38.0%	40.0%
4	Innovation in Teaching and Learning Excellence	Percentage of programs and courses with Indigenous Learning Outcomes	To work towards indigenous ways of learning and knowing being represented across curriculum	Annual	58.0%	95.0%	100.0%	100.0%
5	Access and Equity	Number of students participating in upgrading and pre-programming	To track upgrading and pre-programming activity	Annual	1,042	1,238	1,326	1,726
6	Access and Equity	Number of learners served through Integrated Plan	To track IP activity	Annual	20	29	24	28
7	Access and Equity	Number of learners participating in SCWI and Confederation Bound	To track dual credit activity	Annual	982	1,095	1,060	1,076
8	Applied Research Excellence and Impact (Coll)	Percentage of programs which incorporate Indigenous ways of learning and understanding	To work towards indigenous ways of learning and knowing being represented across curriculum	Annual				20.0%
9	Innovation, Economic Development and Community Impact	Number of training initiatives with regional communities	Tracking contract training	Annual	50	49	64	79
10	Innovation, Economic Development and Community Impact	Number of contract training leaners served and placed	Tracking placement efficacy	Annual	4048 served and 66% placed	3450 served and 61% placed	4356 served and 78% placed	4395 served and 82% placed
		SCWI student ladder to Confederation College	Track pre-PS pathway activity	Annual	278	354	403	353
		Percentage of programs with four or more ILO's	To work towards indigenous ways of learning and knowing being represented across curriculum	Annual	0.0%	0.0%	0.0%	0.0%
		Number of learners involved with non-postsecondary access programming	To track non ps activity	Annual	3,415	3,139	2,821	2,272
		Number of faculty engaged in applied research projects and entrepreneurial activity	To track facutly engagement in entrepreneurial activity	Annual	11	17	16	14
		Number of training learners in regional communities	To track regional contract training learners	Annual	599	601	406	390
		Participation in PIE initiative reach	To track PIE initiative uptake	Annual	63	318	726	971

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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	1,386	1,649
		Eligible Headcount Enrolment	2,855	2,798

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.