

COMMITTEE REPORT

SESSION:

Public
Non-Public

ACTION REQUESTED:

Decision
Discussion/Direction
Information

TO: **Strategy and Planning Committee**

DATE: **May 11, 2023**

PRESENTED BY: **Dr. Lori Livingston, Provost and Vice-President Academic
Sarah Cantrell, AVP Planning and Strategic Analysis**

SUBJECT: **Institutional and SMA3 Metrics Annual Report**

COMMITTEE/BOARD MANDATE:

The Committee is responsible for overseeing all aspects of the university's strategic planning efforts, including the implementation and assessment of these plans in the context of the university's vision, mission and values.

BACKGROUND/CONTEXT & RATIONALE:

At its June 2022 meeting, the Board approved the proposed the set of institutional metrics that would provide a basis for the University to track its progress towards its strategic goals as outlined in the 2021-2023 Integrated Academic and Research Plan. At the same meeting, a commitment was made to engage in a process throughout fall 2022 to develop and recommend meaningful targets to achieve for each metric that would culminate into an annual Institutional Metrics report dashboard. The report is part of evolving the integrated planning framework by systematizing the accountability of our progress towards our plans.

In addition to the Institutional Metrics Annual report, the Strategic Mandate Agreement 2020-2024 (SMA3) annual report is included to demonstrate the University's achievement to target on the Ministry of Colleges and University's performance metrics. Each year the University validates the data, assesses risks for each of the metrics and adjusts where necessary any of the metric weightings for future years to minimize any potential funding loss. The 2022-23 year marks year three of five in the SMA3 reporting cycle. Performance funding gains or losses for years 1,2 and 3 of SMA3 are notional in nature as MCU decoupled target achievement and performance funding due to the impact of the pandemic. For years 4 and 5, performance funding will be recoupled and any funding loss or gains through the annual evaluation process will impact the University's performance grant funding envelope.

We are pleased to present to Board Strategy and Planning the 2022-23 Institutional Metrics and the SMA3 Metrics Annual report dashboards that illustrates progress towards our 2021-23 Integrated Academic and Research Plan and our year three achievement of our SMA3 targets as reported to the MCU.

CONSULTATION:

Proposed institutional metric targets were developed after consultation with Academic Council, SLT and ALT members, key university stakeholders via email, and meetings with area Directors throughout the Fall 2022. In addition, the Faculty Association (via Joint Committee) was provided with a summary of the target setting process to date in December 2022.

Academic Council will be provided with the Institutional Metric and SMA3 Annual reports for information its May meeting.

NEXT STEPS:

Incorporate feedback from S&P, Academic Council and SLT into institutional metric dashboard for end of year reporting to the Board of Governors in June. SMA3 dashboard/results will be provided to Board in June as part of the annual reporting process.

SUPPORTING REFERENCE MATERIALS:

Institutional Metrics 2022-23_final for S and P May 11.pdf

SMA Dashboard Report_2022-23_final for S and P May 11.pdf



2022-23 Report on Institutional Metrics

April 2023

Ontario Tech University Metrics

Integrated Academic-Research Plan – Strategic Priorities

Tech with a conscience:

Innovating to improve lives and the planet by incorporating technology-enhanced learning strategies, and promoting the ethical development and use of technology for good through intensive research and inquiry.



Learning re-imagined:

Co-creating knowledge by adapting to the ever-changing educational landscape through the provision of flexible and dynamic learning and research opportunities.



Creating a sticky campus:

Cultivating student- and community-centric engagement opportunities by encouraging an inclusive culture for our institution through online and on-campus activities.







Partnerships:

Uncovering innovative solutions for their most pressing problems through purposeful research and collaboration with industry, community, government and academic partners especially as it relates to all facets of global sustainability and well-being.



Ontario Tech University Metrics

		IARP Priority Alignment			
		Tech with a Conscience	Learning Re- Imagined	Sticky Campus	Partnerships
					
Comprehensive Access Institution					
Student mix (Actual and Proportion)	●		●	●	●
Enrolment Targets to Actuals	●		●	●	
Demographics of our community		●		●	
Transfer students from universities and colleges	●		●		
Student retention rates	●			●	
Student participation in Transition activities	●		●	●	
LEAP participation	●		●	●	
Employee Retention (Academic and Non-Academic)	●			●	
Transformational Education & Research Excellence					
Student Participation in Work Integrated Learning Opportunities	●		●		●
Partnerships supporting Work Integrated Learning	●		●		●
Students graduating with courses on Ethics or Impact	●	●	●		
Courses taught by FT faculty	●			●	
Student: Faculty ratios	●		●	●	
NSSE results: overall student satisfaction	●		●	●	
NASM/FTE ratio in instructional categories	●		●	●	
Flexible course formats offered (online or hybrid)	●		●		
Research Chairs & Institutes	●	●			●
Research Sponsorship	●				●
Alumni Engagement	●			●	●
Economic Stewardship					
Net Income/Loss Ratio	●	<div style="border: 1px solid black; padding: 5px;"> <p>Legend:</p> <ul style="list-style-type: none"> ● - On Track/Meeting Target ● - Progressing towards target ● - Behind/Below target </div>			
Viability Ratio	●				
Primary Reserve Ratio	●				
Net Operating Revenues Ratio	●				
Credit Rating	●				

Ontario Tech University Metrics

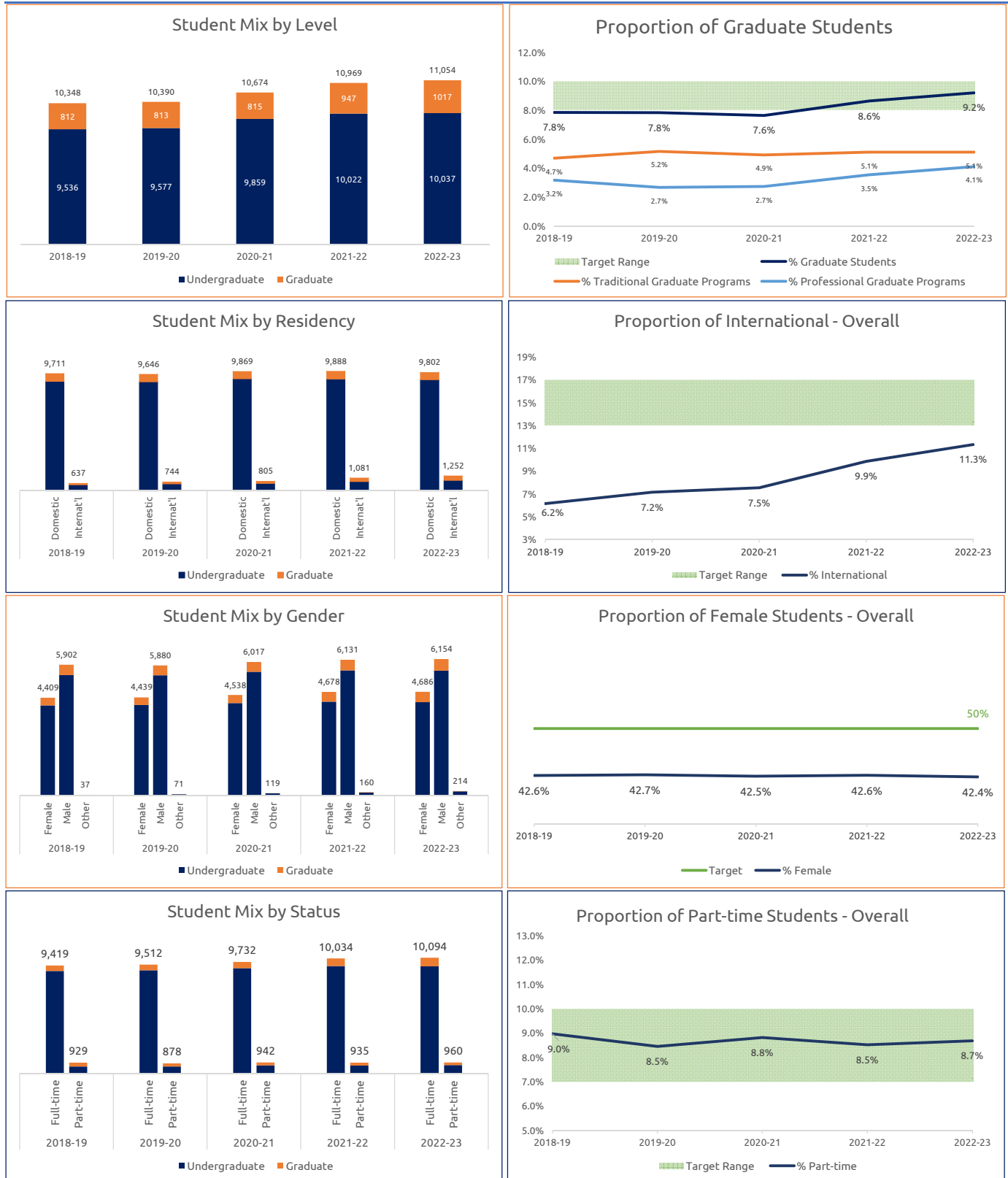
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Metric: **Student Mix - Overall**

Definition: Number and proportion of official student enrolment as reported by Ontario Tech University to the Ministry of Colleges and Universities. Overall Enrolment numbers include GR, PR and UG.

Data Source: University Statistical and Enrolment Report (USER) (Fall Report)

Target: Proportion of Graduate Students: between 8-10%
 Proportion of International Students: 13-17% (15% by end of SMA) Proportion of Part-Time Students: 7-10%



Ontario Tech University Metrics

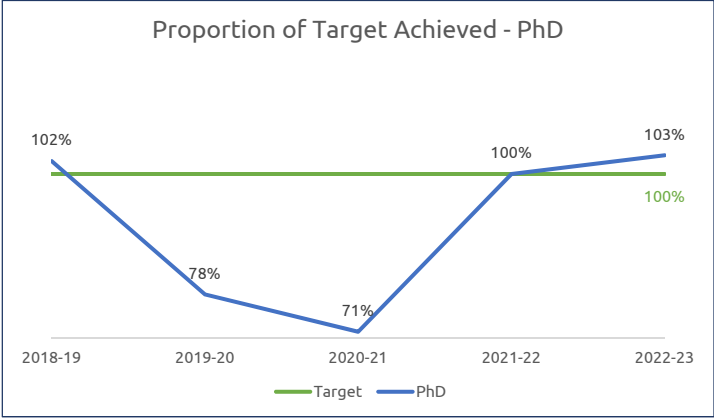
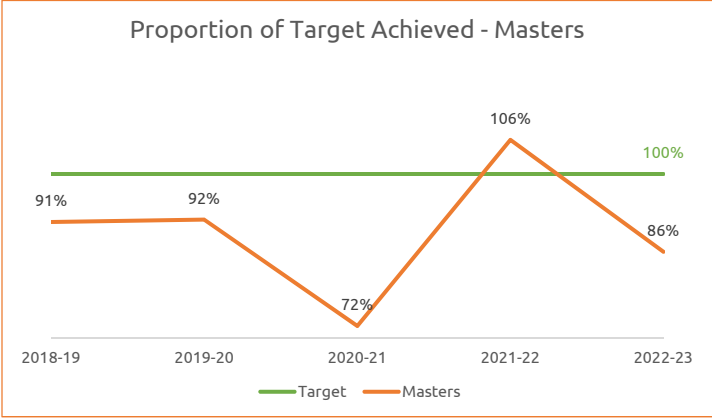
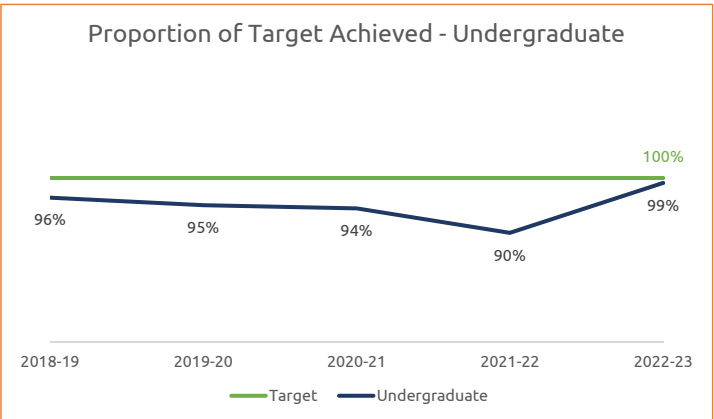
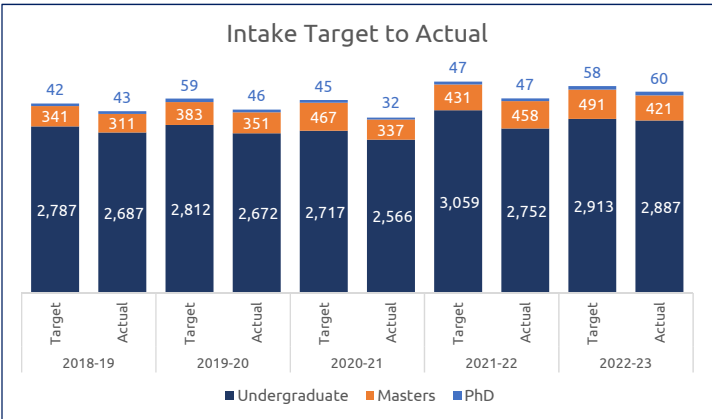
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Metric: **Enrolment Targets to Actual**

Definition: Comparison of the established Day 10 Enrolment Targets with the Day 10 Actual Enrolment, presenting the proportion of target achieved for Undergraduate, Masters, and PhD enrolment.

Data Source: Enrolment Targets, and Day 10 Enrolment Reports (UG: Fall, GR: Annual).

Target: 100% of Enrolment Targets Achieved



Ontario Tech University Metrics

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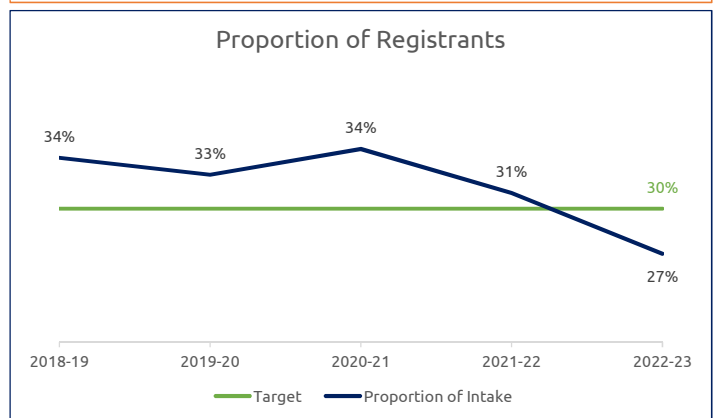
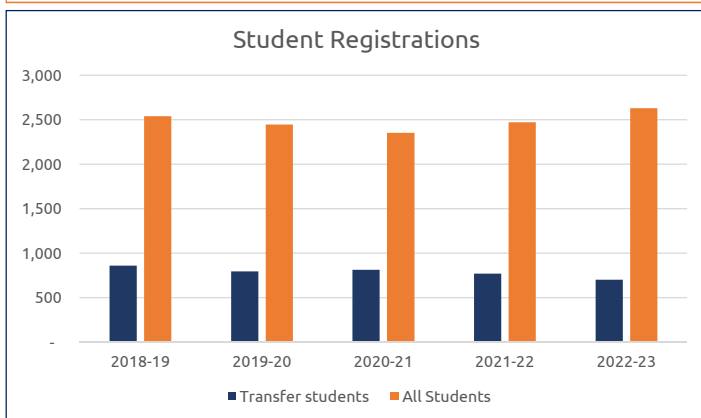
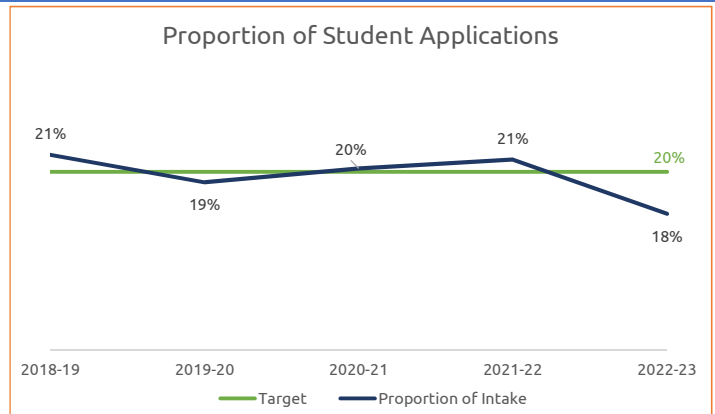
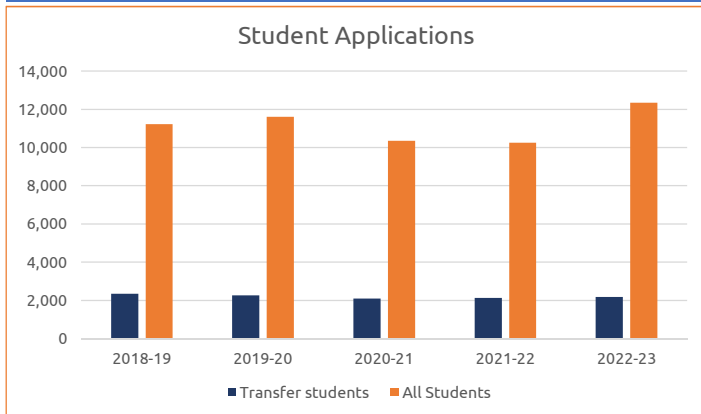
Metric: Transfer students from college and university

Definition: Number and proportion of UG transfer student applicants (from either another university or college) to overall new UG applicants.

Number and proportion of UG transfer student registrants (from either another university or college) to overall UG registrants.

Data Source: Day 10 Applicant Tracking Report and Official Fall USER report

Target: Maintain 30% of applications and 20% of registrations



Ontario Tech University Metrics

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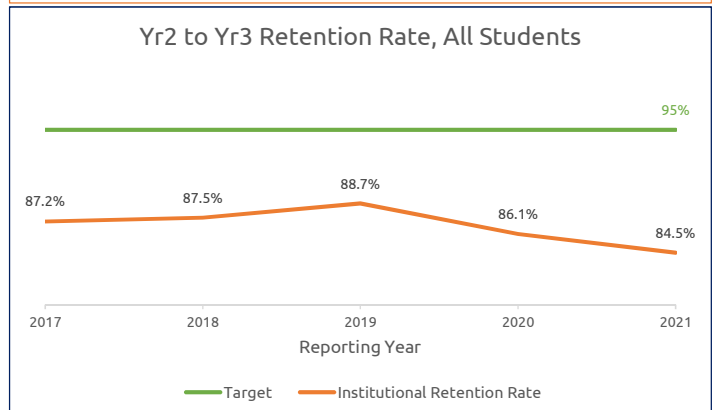
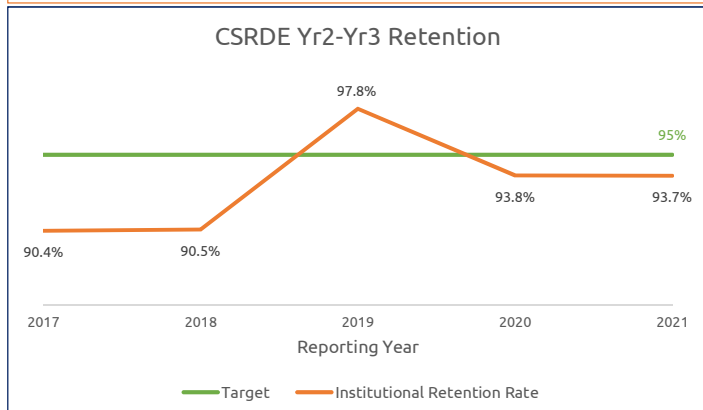
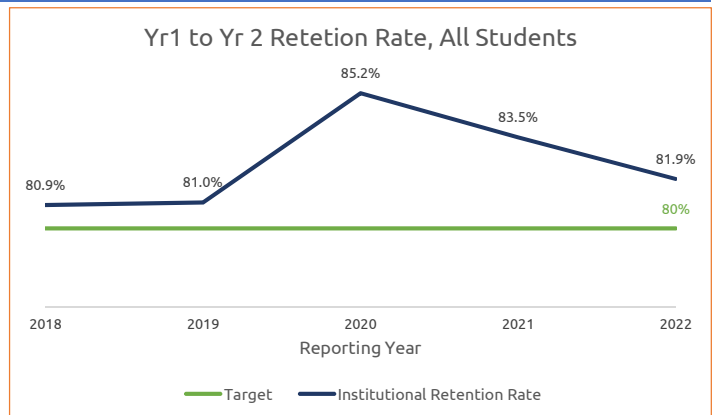
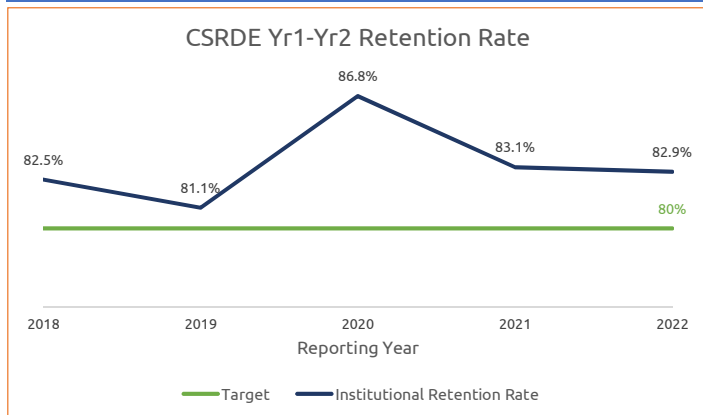
Metric: Student Retention Rates

Definition: Percentage of students who study in a given Fall term and have continued to study at the same institution in the next Fall term.

- CSRDE Year 1 to Year 2 Retention rates are based on first-time, full-time undergraduate students who commenced studies in the previous year and have continued to study at the same institution in the reporting year.
- All Year 1 to Year 2 Retention rates are based on all incoming Year 1 students who commenced studies in the previous year and have continued to study in the same institution in the reporting year.
- Applicable methodology applied to Year 2 to Year 3 Retention rates.

Data Source: Official Fall USER Reports

Target: CSRDE Year 1 to Year 2 Retention Rate: 80% or above
 CSRDE Year 2 to Year 3 Retention Rate: 95%



Ontario Tech University Metrics

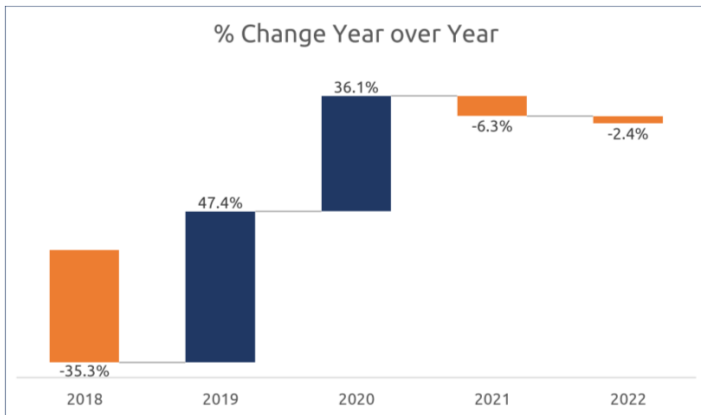
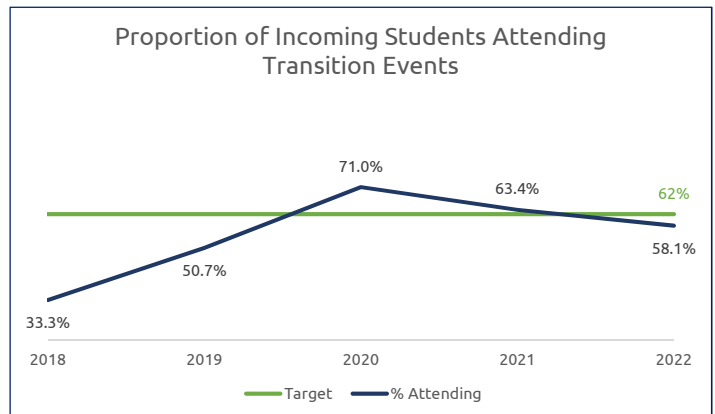
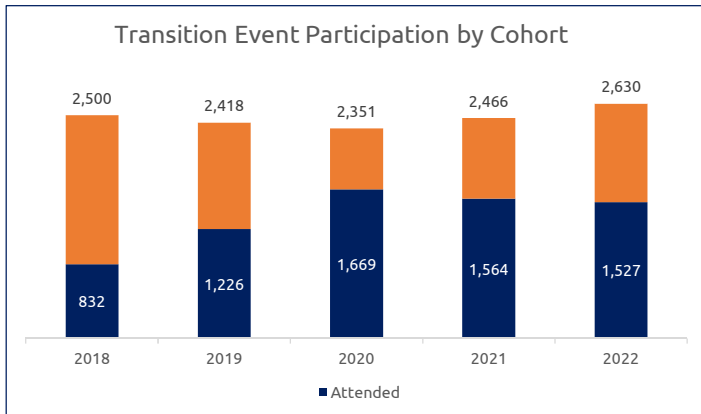
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Metric: Participation in New Student Transition Events

Definition: Distinct count and proportion of incoming UG students who attended one or more Transition Events (include Ridgeback Orientation, Ridgeback U, & MyStart)

Data Source: Students Life event attendance tracking reports, and overall new UG student counts (Fall USER)

Target: Proportion of Incoming Students (cohort) attending one or more Transition Events: 62% or above



MyStart is a series of online modules and live workshops that provide new students with a head start (both academically and an orientation to services and supports) in their university career. The program is offered throughout July and August to help students prepare for classes in September.

Ridgeback Orientation is the university's largest transition program specifically geared toward students who are beginning classes in September. This is a chance for students to connect with other new students, get familiar with their academic program, and get to know their way around campus. Scheduled activities provide fun and exciting opportunities for all incoming students to learn about the university's vibrant campus culture.

Ridgeback U is a yearly event that happens in July for incoming first year students that provides them and their supporters with the opportunity to experience the Ontario Tech community and prepare for September.

Notes:

2019 and prior: Orientation and MyStart were held fully in-person only.

2020: Orientation and MyStart were held fully online only.

Ontario Tech University Metrics

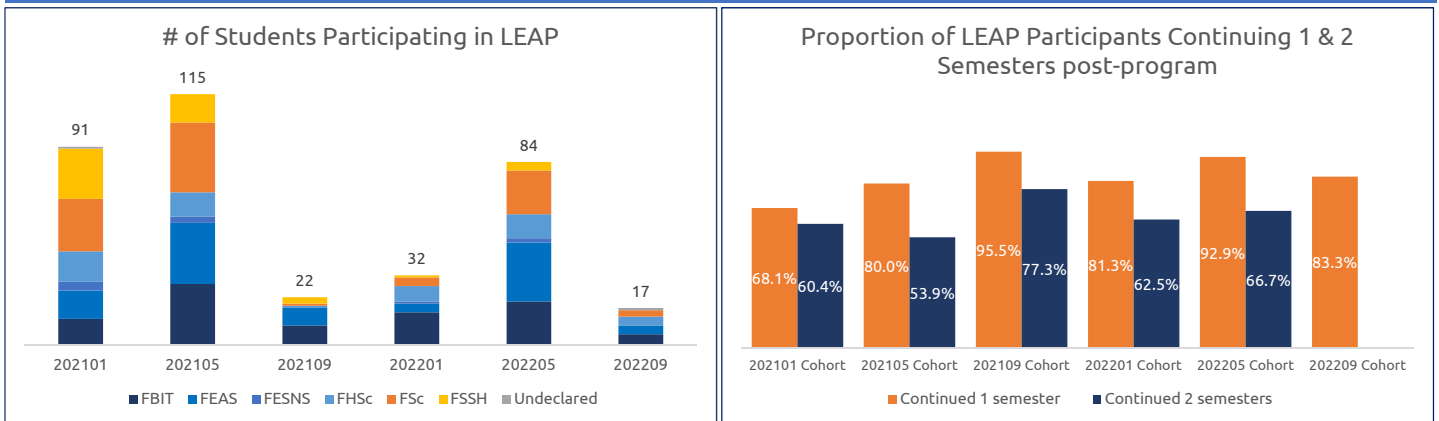
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Metric: **LEAP participation**

Definition: Post-program continuation of students who participated in and completed the LEAP program (count and proportion) term over term (one and two terms after program participation).

Data Source: LEAP course registration/grades and Annual USER data

Draft Target: Target will be set after 22-23, to allow for 3 yrs of data.



The Learner Engagement Academic Program (LEAP) program is a not-for-credit course aimed at giving students who have been suspended or dismissed the tools needed to successfully re-integrate into their program of study. LEAP combines the innovative principles of Burnett & Evans (2016) Designing Your Life with Covey's (2019) 7 Habits of Highly Effective People. The highly interactive curriculum includes, but is not limited to, design thinking processes, learning opportunities specifically designed to provide participants with skills to ensure a successful transition back into our university community and beyond. Additionally, participants are expected to apply in-class hands-on activities with external experiential learning opportunities that include interactions with guest professionals, individual mentoring, and academic support. All of these components are delivered using multiple modalities that emulate those used in typical academic courses.

The program runs for 12 weeks and the content is delivered using a hybrid model (combination of in-person and virtual meetings, asynchronous material), as well as meeting with an academic coach. Successful completion of the program (i.e. achieving 70 per cent overall, successfully passing all components) is necessary in order to be re-admitted to the university.

Ontario Tech University Metrics

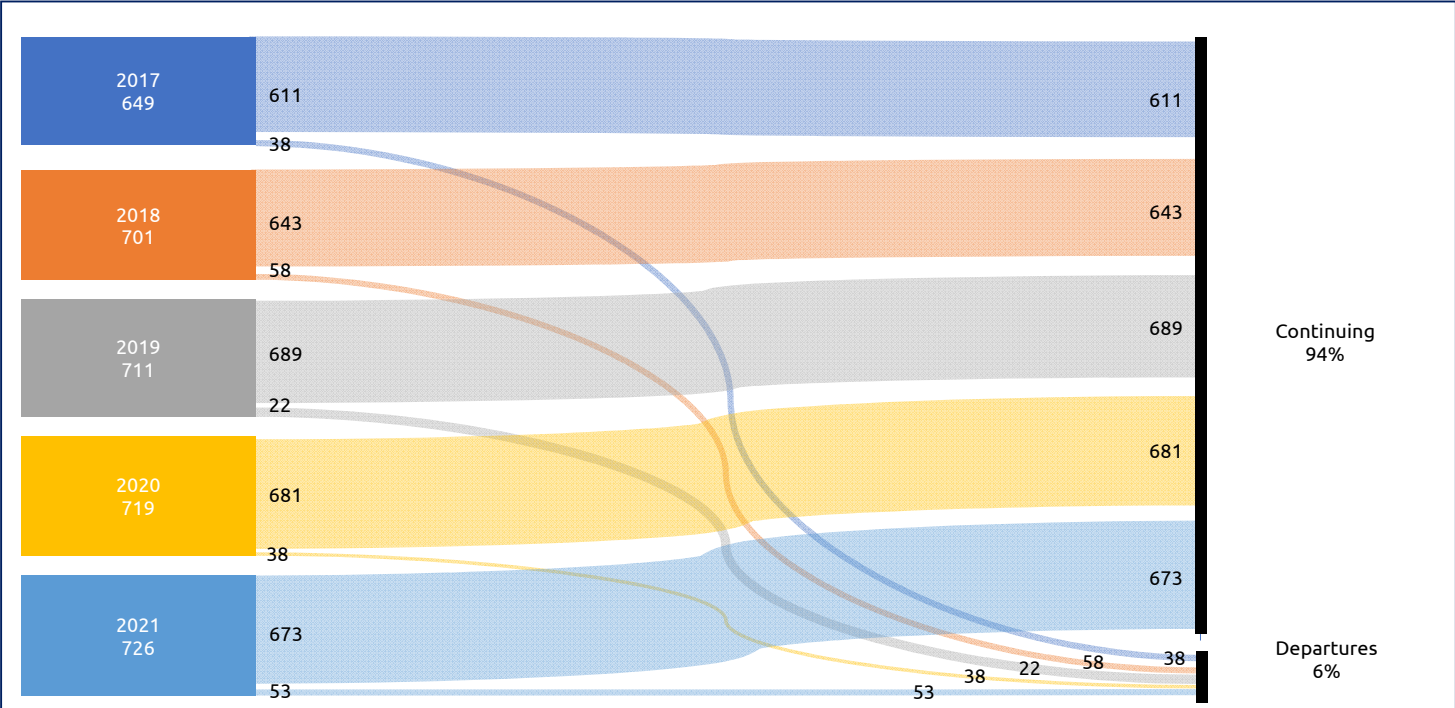
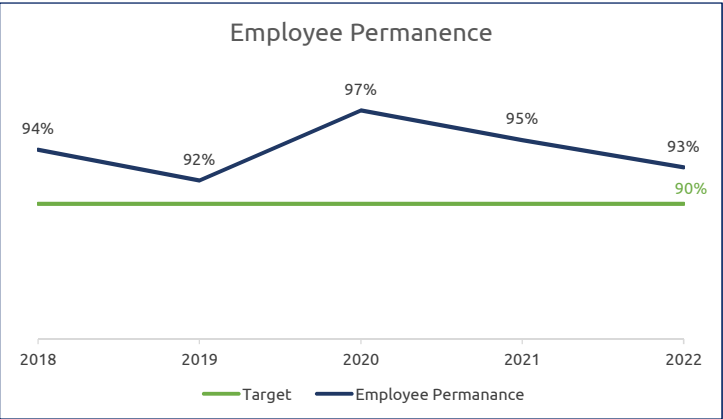
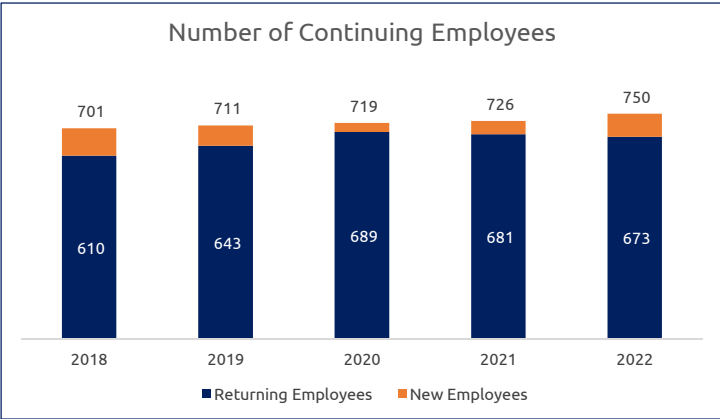
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Metric: **Employee Retention**

Definition: Number and proportion of employees that remain at Ontario Tech University from the previous year.

Data Source: Official Employee Counts made on October 1 of each year.

Target: Employee Permanence: above 90%



Ontario Tech University Metrics

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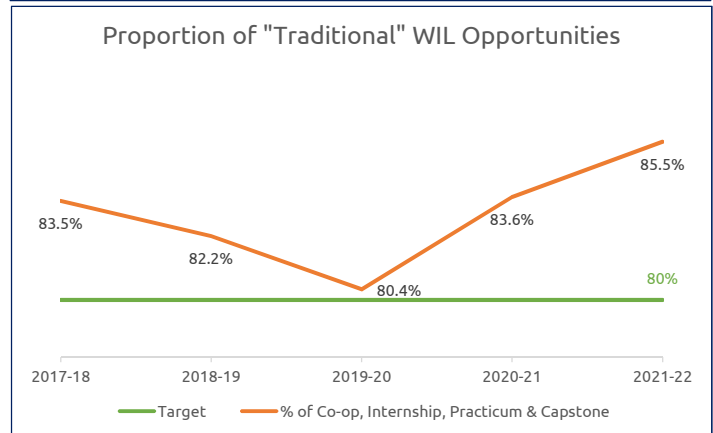
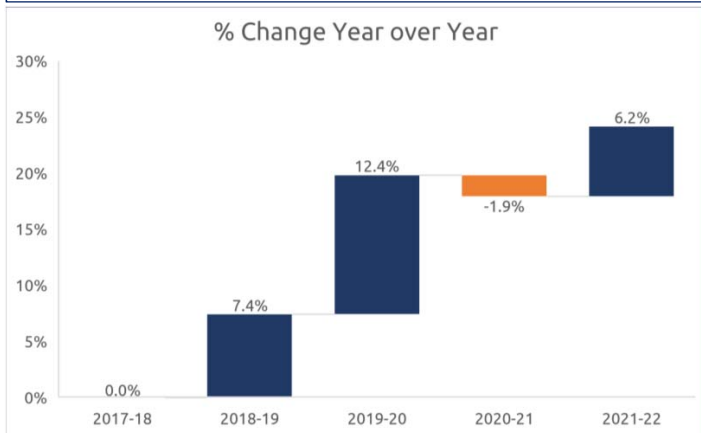
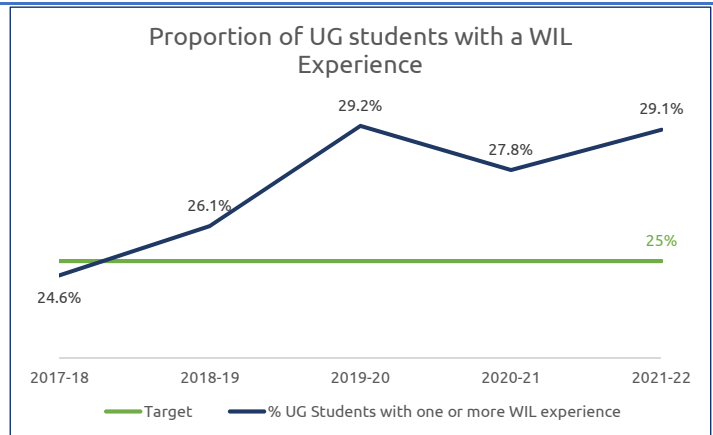
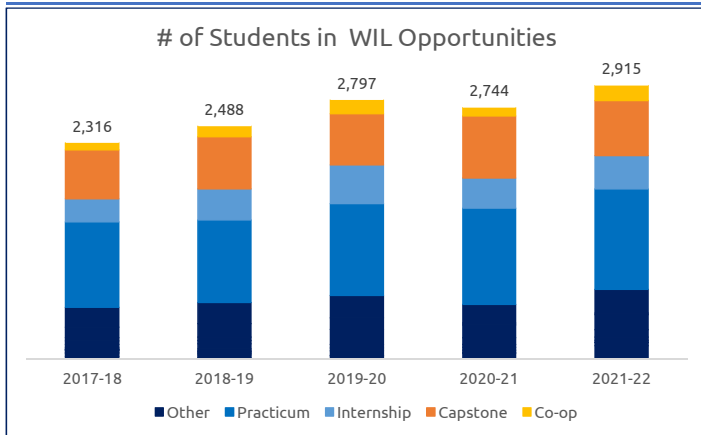
Metric: Student Participation in Working Intergated Learning (WIL) opportunities.

Definition: Distinct Count and Proportion of undergraduate students enrolled in one or more WIL opportunity including, but not limited to, the traditional experiences of Co-operative Education, Internships, Practicums, and Capstone Projects, reported for the Ministry Reporting year.

Data Source: Experiential Learning Database housed in the Office of Institutional Research and Analysis (OIRA).



Target: Proportion of Undergraduate Students participating in at least one WIL opportunity: 25% or higher
Proportion of all WIL opportunities classified as a "Traditional WIL experience"(Co-op, Internship, Practicum, and Capstone): 80%



Ontario Tech University Metrics

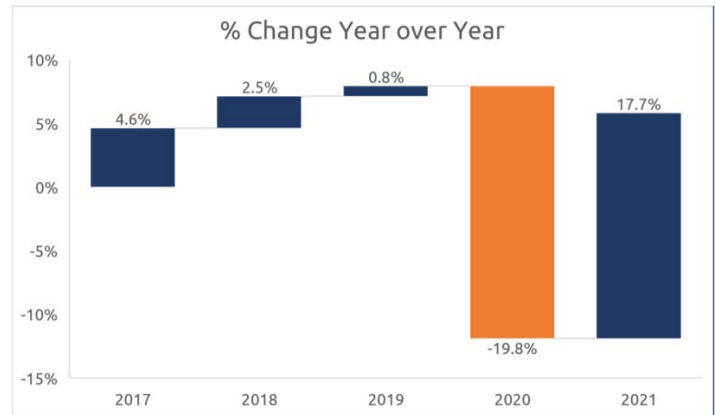
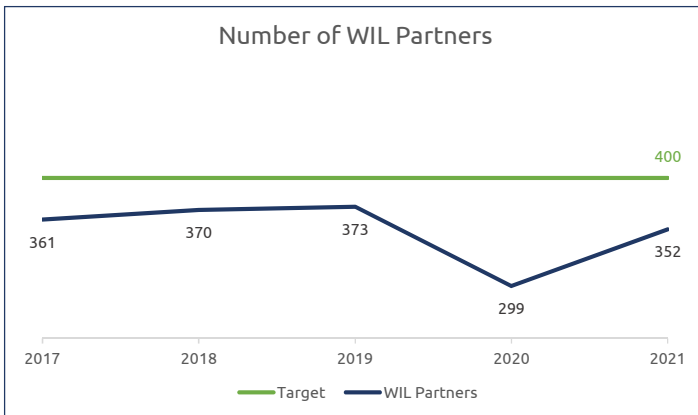
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Metric: **Partnerships in support Work Integrated Learning**

Definition: Distinct Count of partners supporting Work Integrated Learning included, but not limited to, Co-operative Education, Practicums, Internships, and Capstone projects. Note: Partner may have more than one project supporting WIL opportunities recorded for the Ministry Reporting year.

Data Source: Experiential Learning Database housed in the Office of Institutional Research and Analysis (OIRA).

Target: Number of Partners supporting WIL: 400



Ontario Tech University Metrics

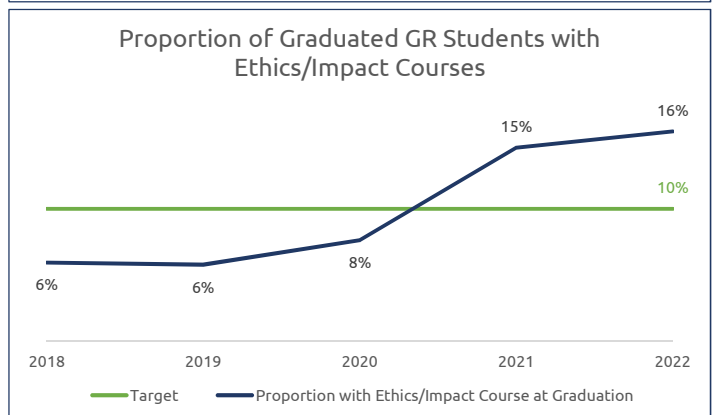
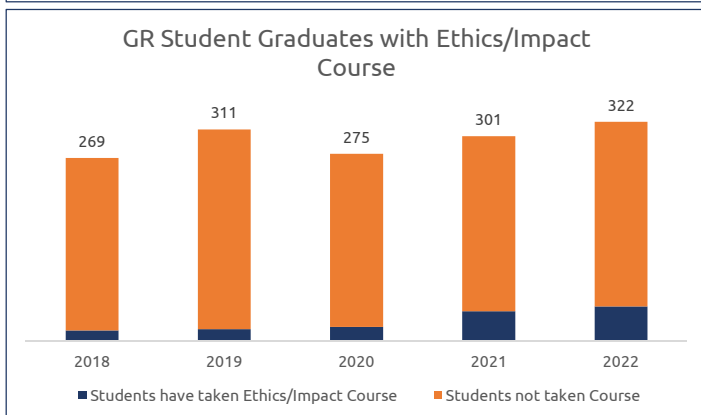
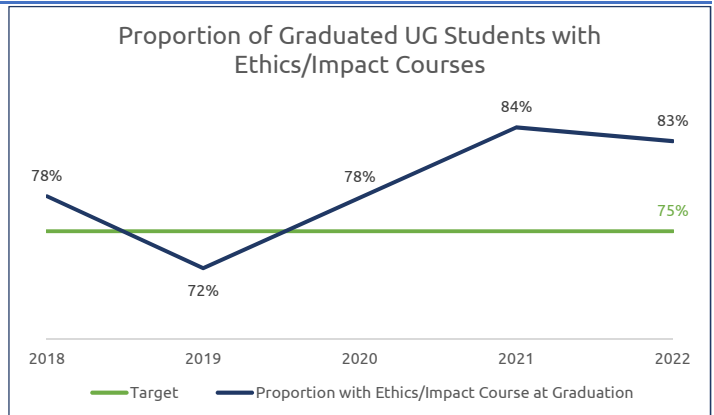
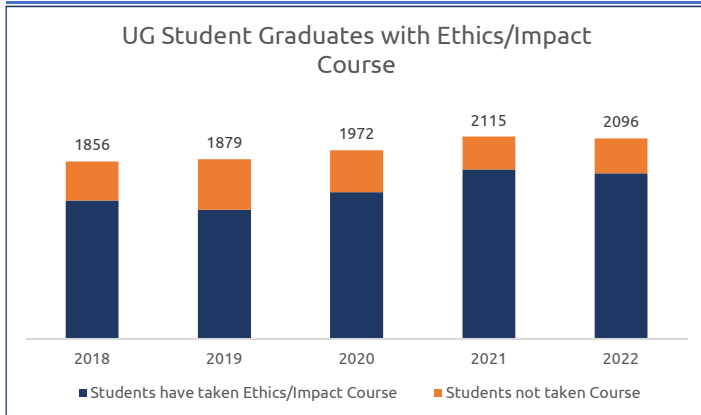
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Metric: Students graduating with a course on Ethics or Impact

Definition: Count and proportion of students, at time of graduation, who have taken in a course that has an ethical or impact component listed (indicated in course title within the Academic Calendar).

Data Source: Annual (Calendar Year) Graduation Census report, Student Registration Data Report

Target: Proportion of Undergraduate students graduating with at least one course with an Ethics or Impact component: 75%
 Proportion of Graduate students graduating with at least one course with an Ethics or Impact component: 10%



Ontario Tech University Metrics

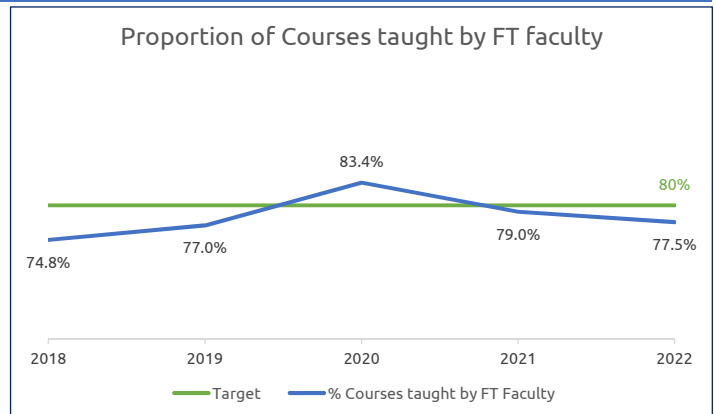
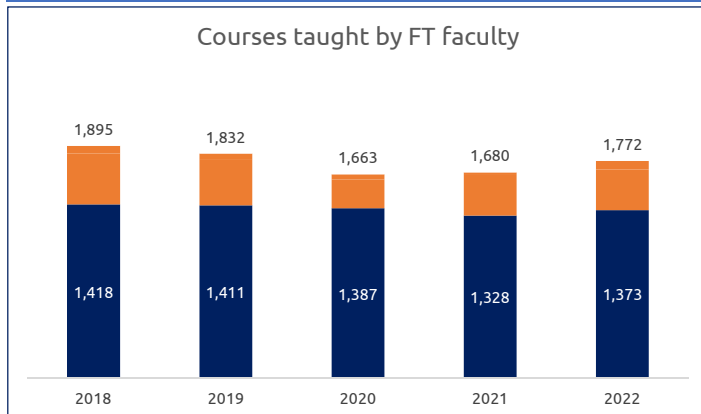
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Metric: **Courses taught by Full-time faculty**

Definition: Count and proportion of courses (CRN with credit hour weighting) taught by FT faculty members (Includes TTT, TF and Limited Term Faculty Members), per Ministry Reporting year.

Data Source: Course data and enrolment reports

Draft Target: Proportion of Courses taught by FT faculty members: 80%



Ontario Tech University Metrics

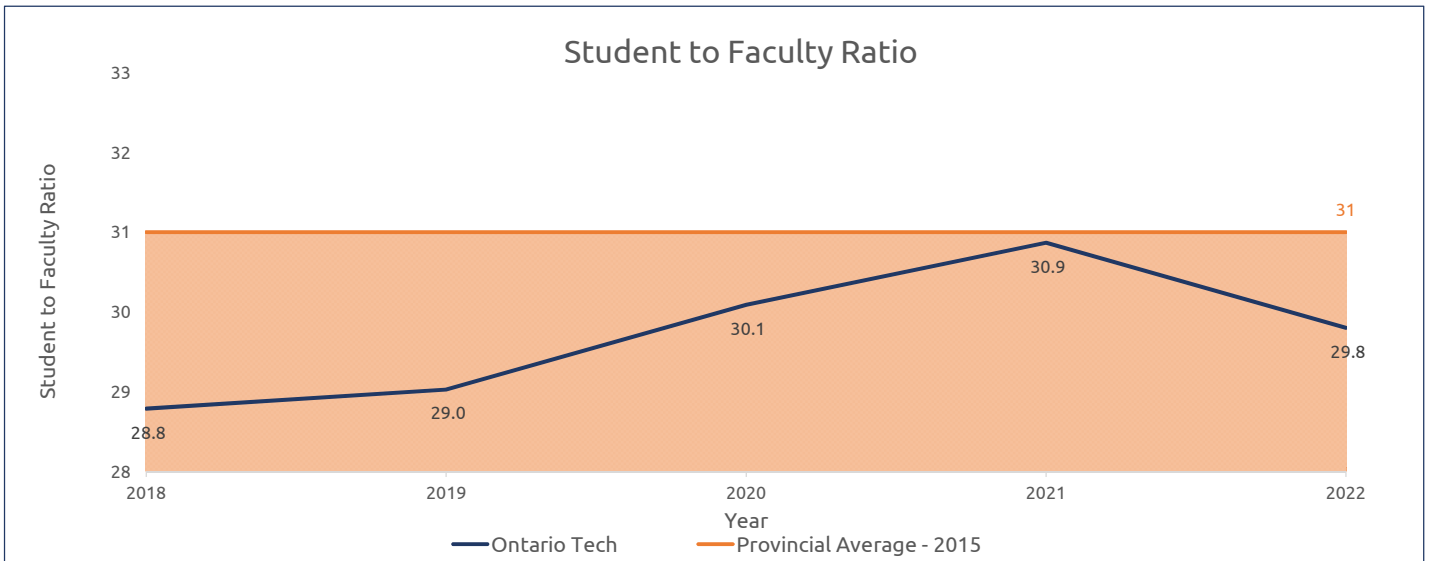
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Metric: **Student: Faculty ratios**

Definition: The ratio of students taught to number of academic teaching staff (TTT & TF). (Measure of FTE to FTE)

Data Source: Annual USER data and Official Human Resources counts as of October 1st of each year.

Target: 31 to 1 or better (2015 Provincial Average)



Ontario Tech University Metrics

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Metric: **Overall Student Satisfaction**

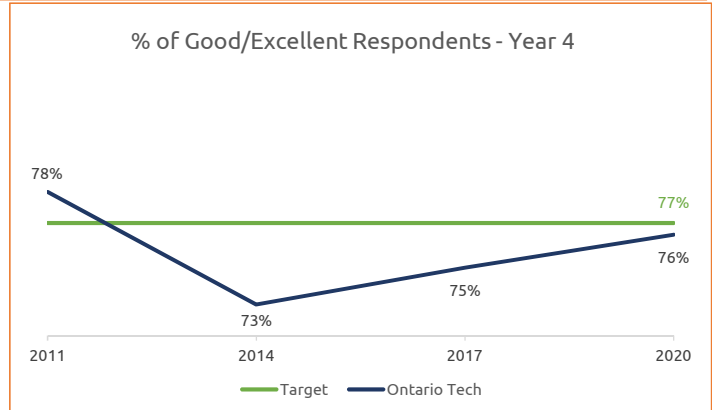
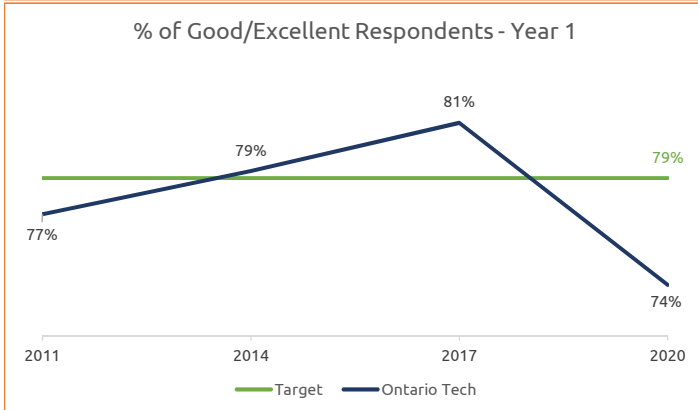
Definition: Reponse to NSSE questions on entire educational experience (% "good" or excellent" respondents) at Year 1 and Year 4

Data Source: National Survey of Student Engagement (NSSE); administered every 3 years to Year 1 and 4 Undergraduate students

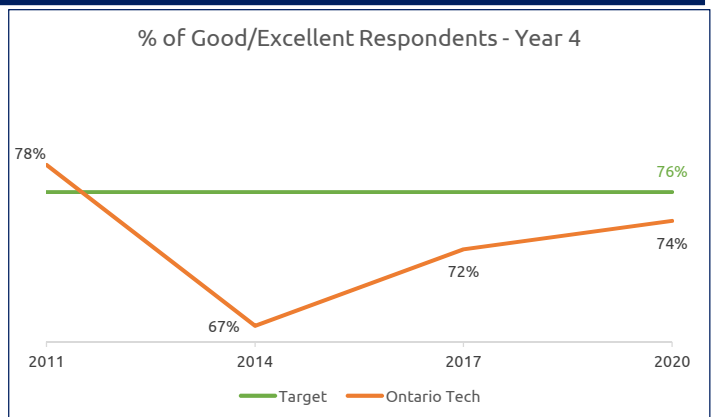
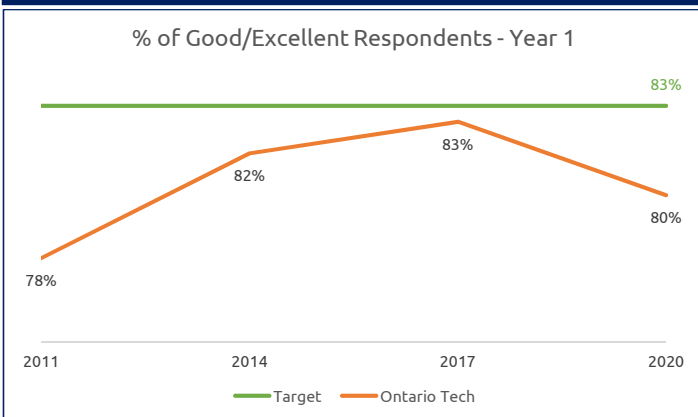
Target: Question 1 - Year 1: 79%, Year 4: 77%
 Question 2 - Year 1: 83%, Year 4: 76% (based on Provincial Averages)



Question: How would you evaluate your entire educational experience at this institution?



Question: If you could start over again, would you go to the same institution you are now attending?



Ontario Tech University Metrics

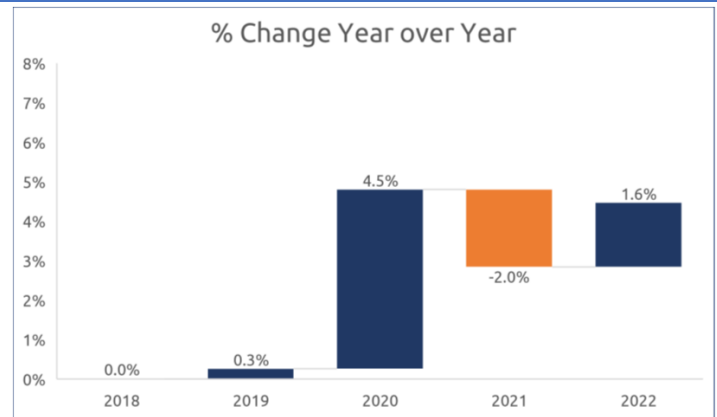
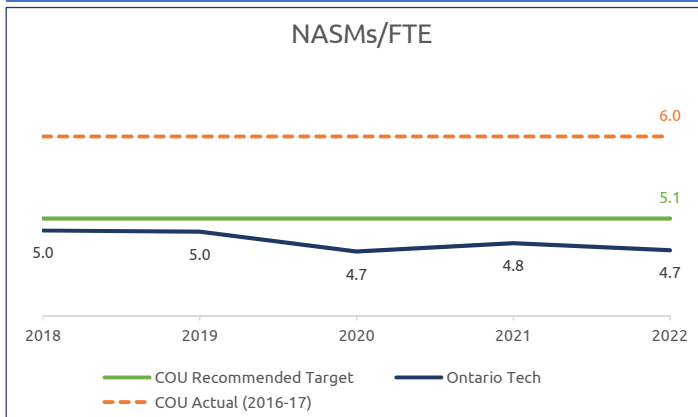
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Metric: **NASM/FTE ratio in instructional categories**

Definition: Ratio of Net Assignable Square Meters (NASM) of instructional space to Overall Student FTEs (COU methodology used)

Data Source: Official space database (OCIS), Annual USER data

Target: COU Recommended Target of 5.1



Ontario Tech University Metrics

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Metric: **Flexible course formats offered (online or hybrid)**

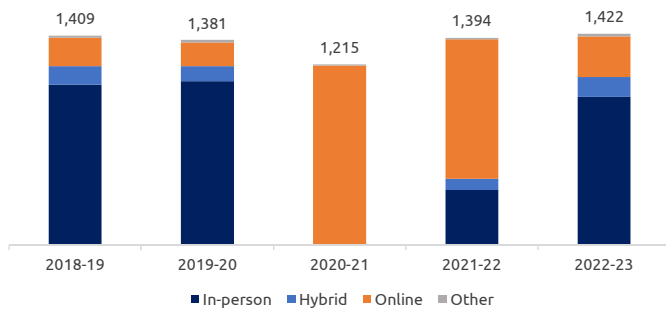
Definition: Count of In-person, Hybrid, Online, and Other undergraduate course offerings (*Other includes "Offsite, Independent Study, N/A"). Proportion of undergraduate e-learning course offerings (hybrid/online).

Data Source: Official course scheduling and enrolment data (Ministry Reporting year)

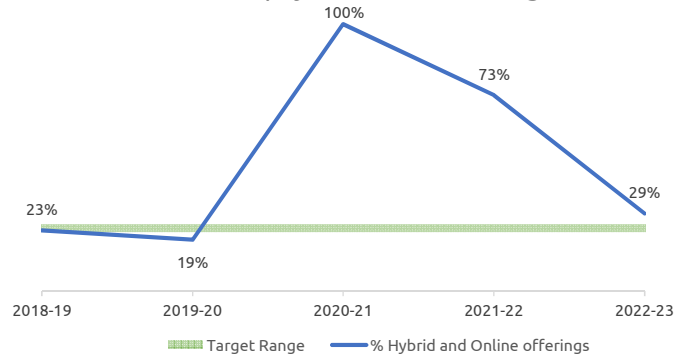
Target: Proportion of online/hybrid undergraduate course offerings: between 22-25%



Course Offerings by Instructional Method



% of Online/Hybrid Course Offerings



Ontario Tech University Metrics

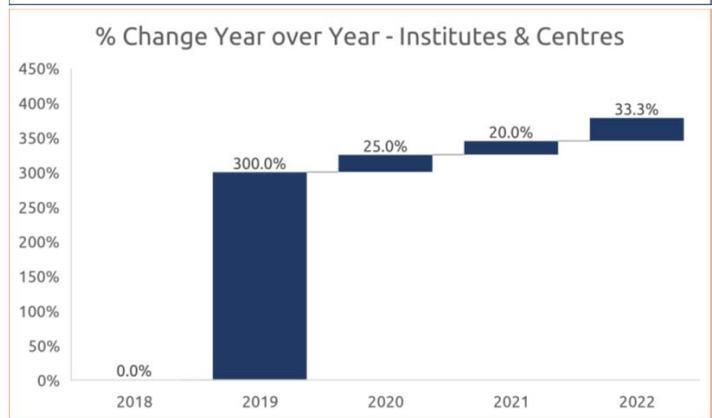
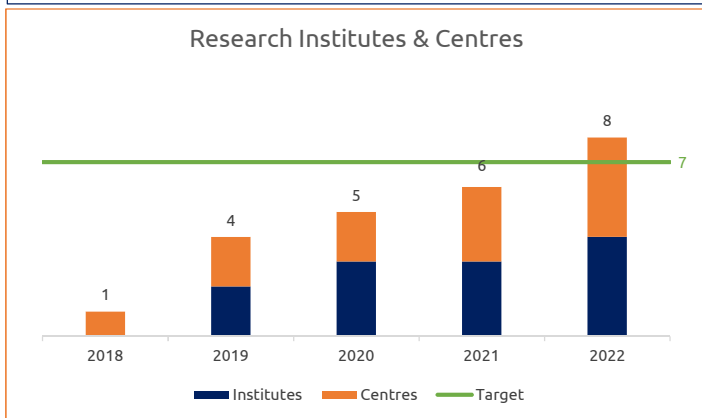
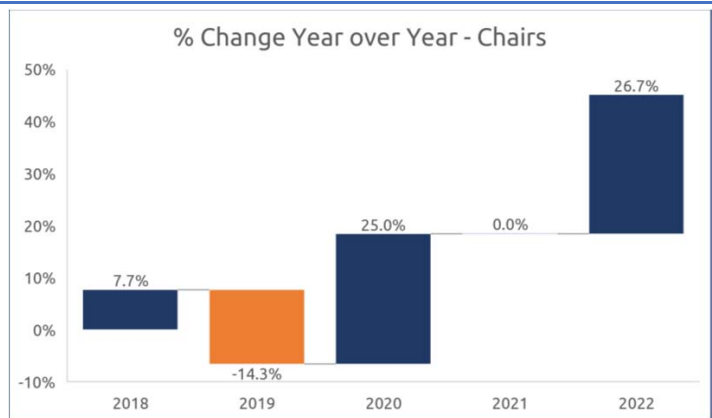
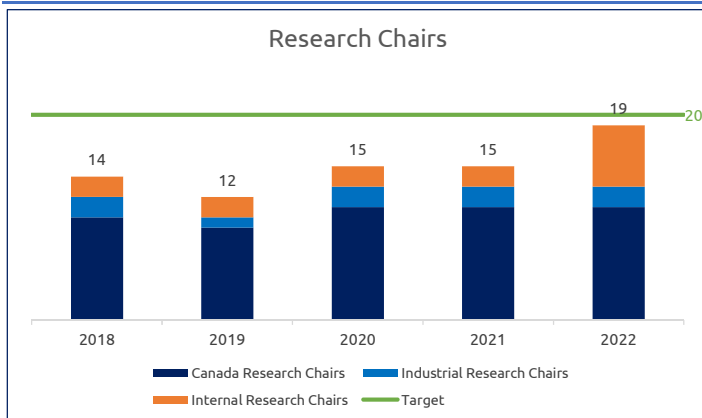
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Metric: **Research Chairs & Institutes**

Definition: Count of Research Chairs, Institutes, and Centres, by year. Includes internal, CRC, and industry chairs.

Data Source: Office of Research Services

Draft Target: Count of Research Chairs: 20
Count of Research Institutes and Centres: 7



Ontario Tech University Metrics

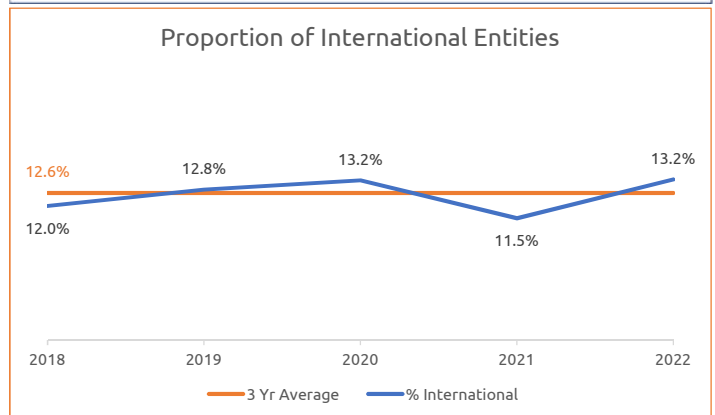
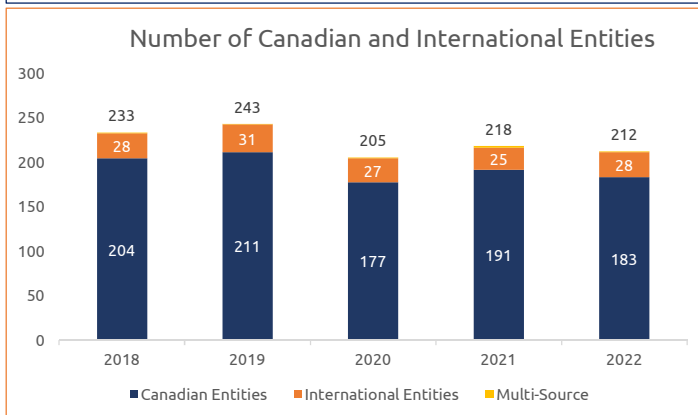
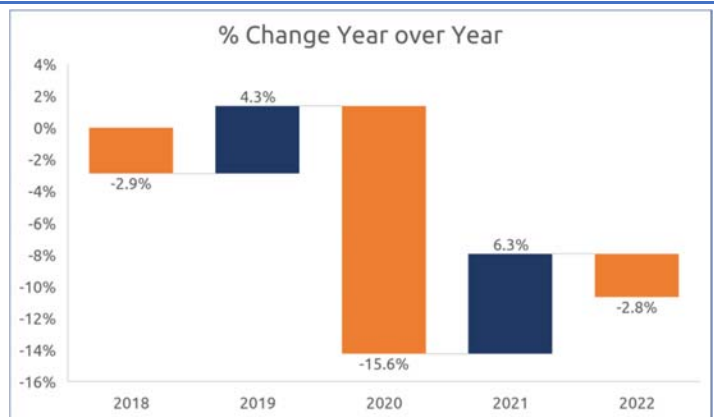
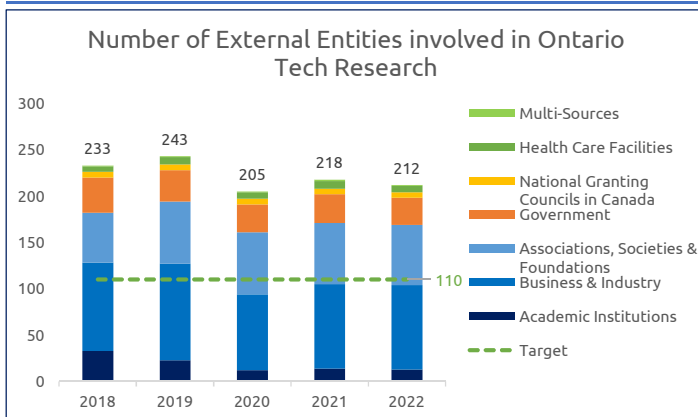
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Metric: **Research Sponsorships**

Definition: Count of external entities involved in sponsored research with Ontario Tech U. per fiscal year. Each entity is shown only once per year, regardless of how many projects they are involved in. However, an entity can be repeated in more than one fiscal year if they disbursed in more than one fiscal year.

Data Source: Office of Research Services

Target: Number of external entities involved in sponsored research: 110



Ontario Tech University Metrics

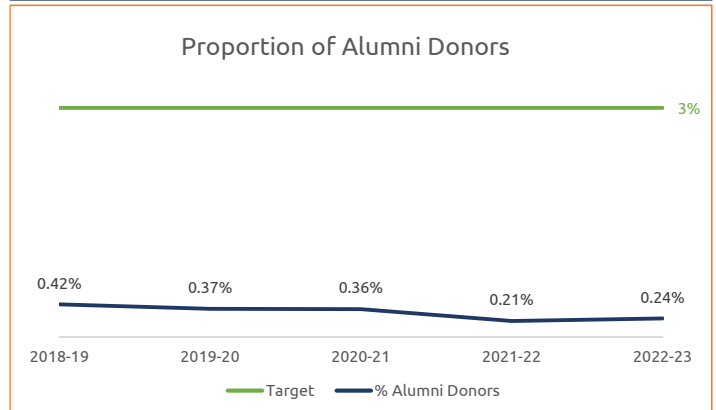
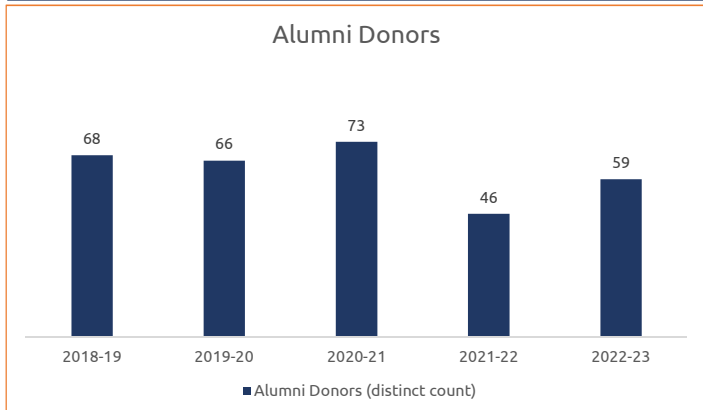
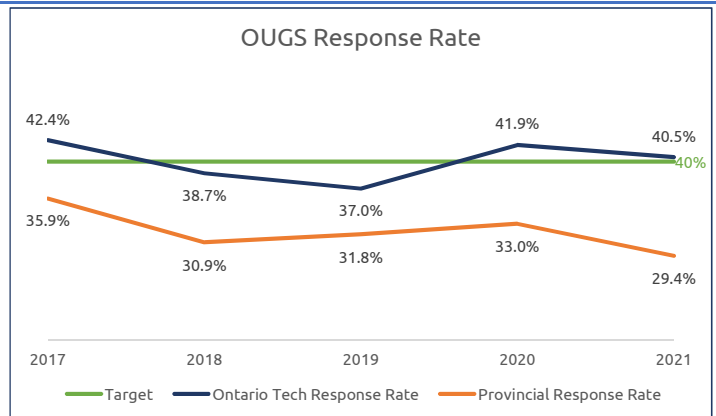
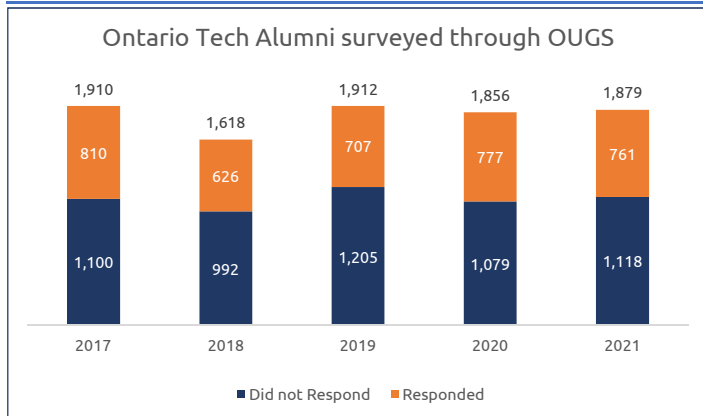
[Return to Metrics Listing](#)

Metric: **Alumni Engagement**

Definition: Proportion of eligible alumni who responded to Ontario University Graduate Survey (OUGS) (administered two years after graduating from an undergraduate or first professional degree program). Proportion of alumni donors per fiscal year (unique donors against rolling distinct count of total alumni).

Data Source: OUGS survey response data, Student Graduation Reports, donor records maintained by the Advancement and Alumni Office

Target: Engagement rate on OUGS: 40%
Engagement rate on Alumni donors: 3%



Ontario Tech University Metrics

[Return to Metrics Listing](#)

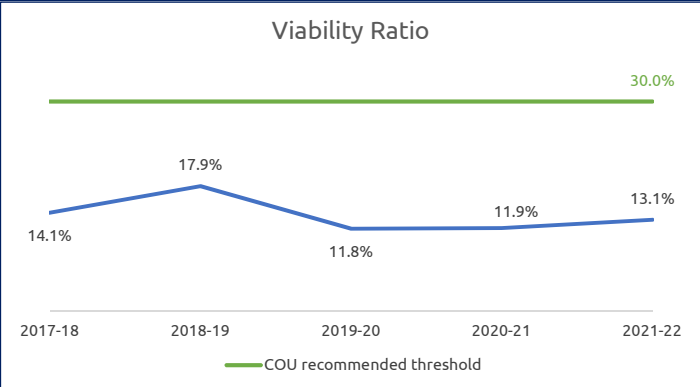
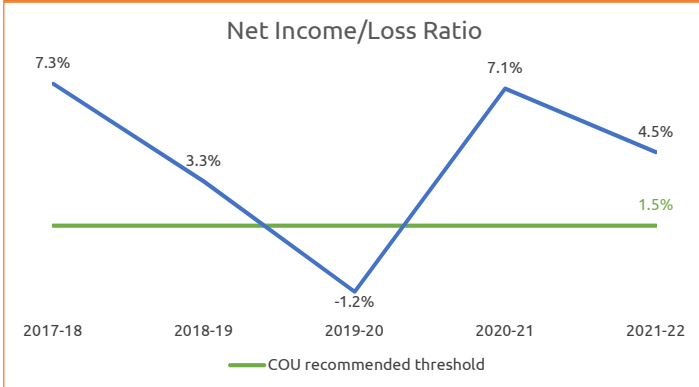
Metric: **Economic Stewardship**
 Definition: As provided below
 Data Source: Finance

Target: COU recommended thresholds.
 Net Income/Loss Ratio: 1.5%
 Primary Reserve Ratio: 30

Viability Ratio: 30%
 Net Operating Revenues Ratio: 2.0%

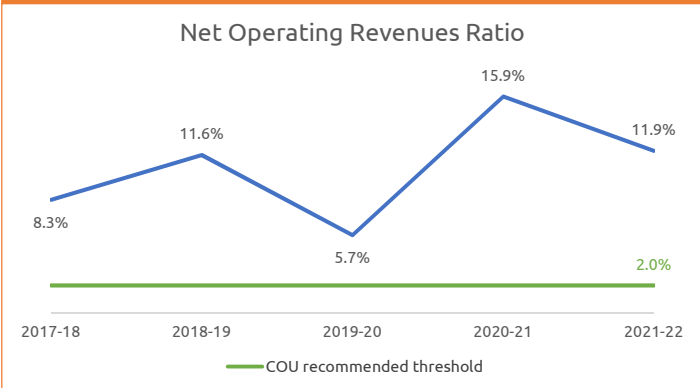
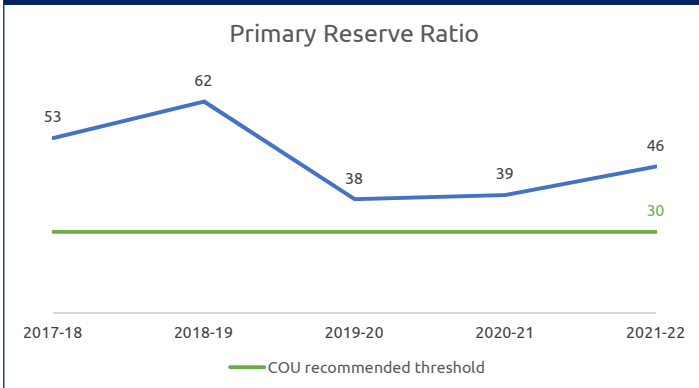
The Net Income/Loss Ratio measures the percentage of revenues that contributes to net assets. The objective of this ratio is to track trends in net earnings.

The Viability Ratio is a basic determinant of an institution's financial health, as it provides an indication of the funds on hand that can be used should an institution need to settle its long-term obligations.



The Primary Reserve Ratio is a measure of financial viability that compares expendable net assets to total expenses by determining how many days an institution could function using only its financial resources that can be

The Net Operating Revenues Ratio is a financial performance metric that provides an indication of the extent to which institutions are generating positive cash flows in the long run to be financially sustainable.



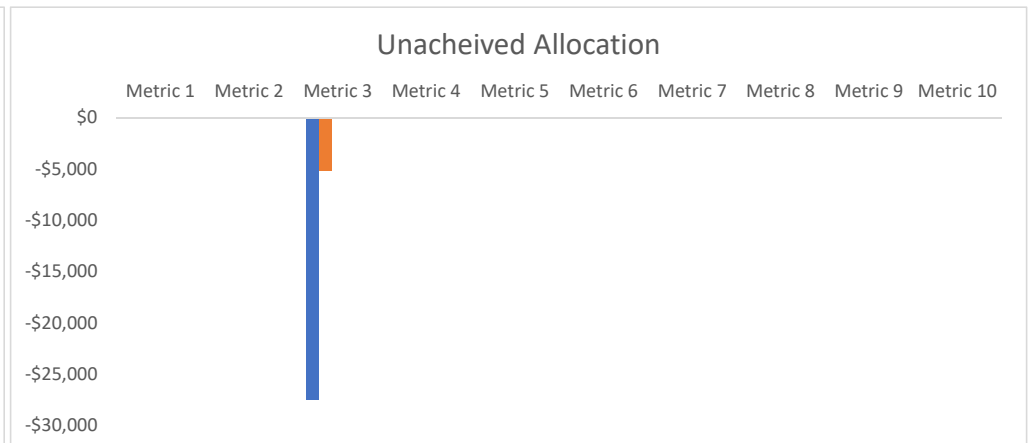
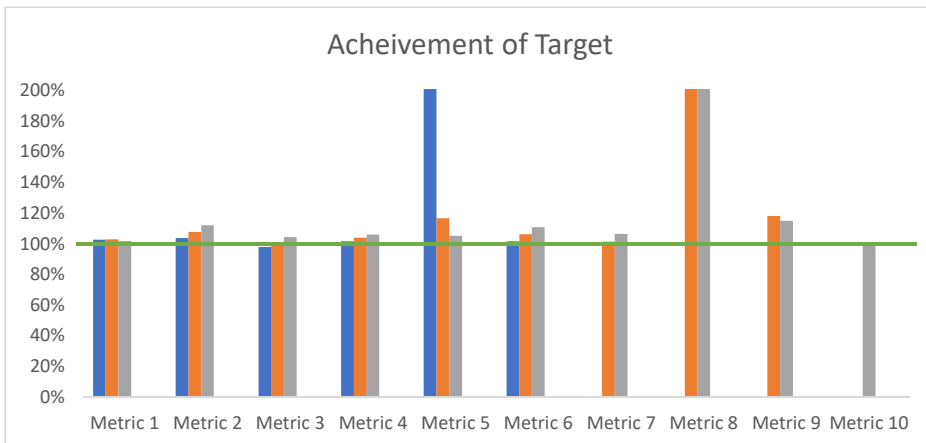
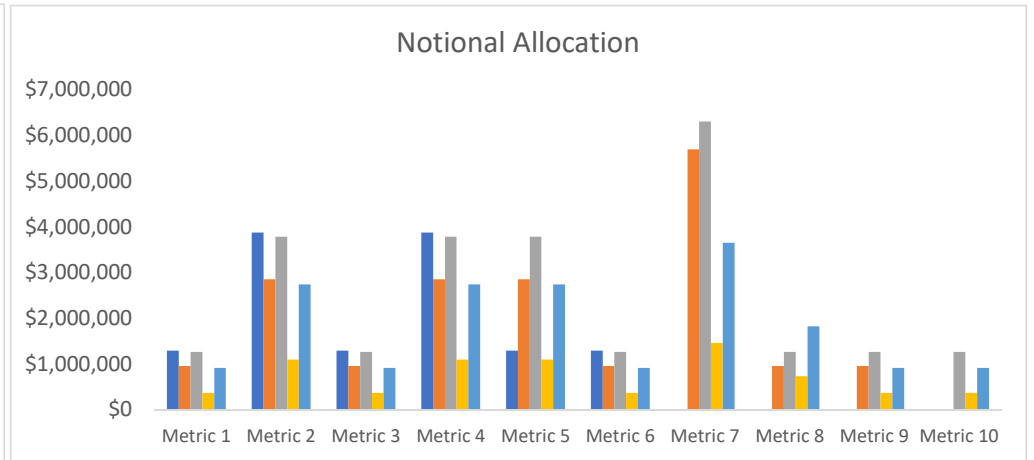
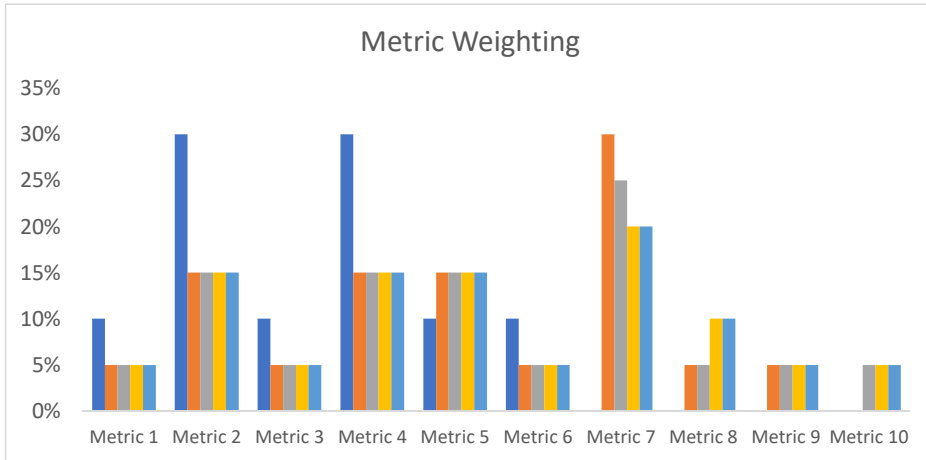
Credit Rating	Moody's	DBRS
2017-18	A1 Stable	A(low) Stable
2018-19	A1 Stable	A(low) Stable
2019-20	A1 Stable	A(low) Stable
2020-21	A1 Stable	A(low) Stable
2021-22	A1 Stable	A(low) Stable

SMA Dashboard - Year 3 Reporting

2020-21 2021-22 2022-23 2023-24 2024-25

- Metric 1: Graduate Employment Rate in a Related Field**
- Metric 2: Institutional Strength/Focus**
- Metric 3: Graduation Rate**
- Metric 4: Community/Local Impact of Student Enrolment**
- Metric 5: Economic Impact (Institution-specific)**

- Metric 6: Research Funding and Capacity: Federal Tri-Agency Funding Secured**
- Metric 7: Experiential Learning**
- Metric 8: Research Revenue Attracted from Private Sources**
- Metric 9: Graduate Employment Earnings**
- Metric 10: Skills and Competencies**



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

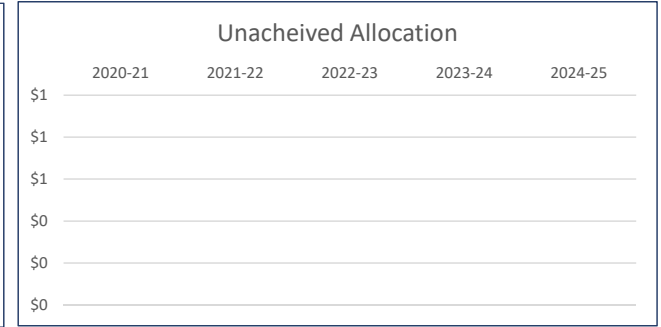
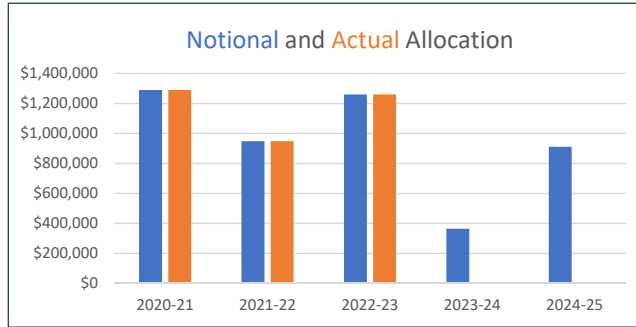
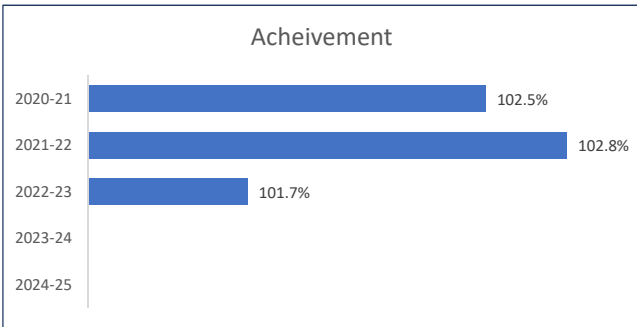
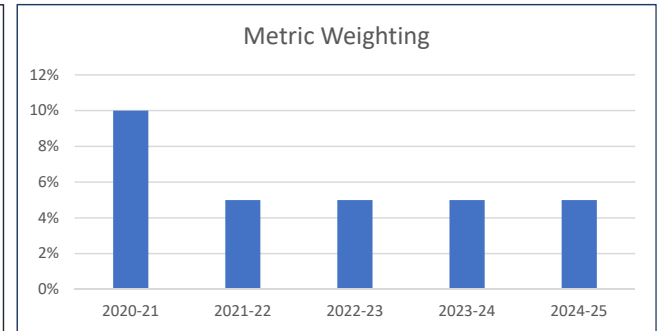
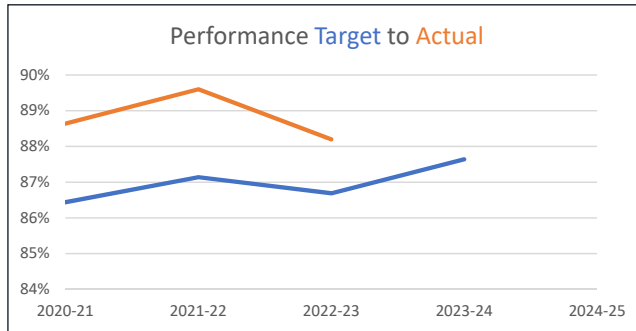
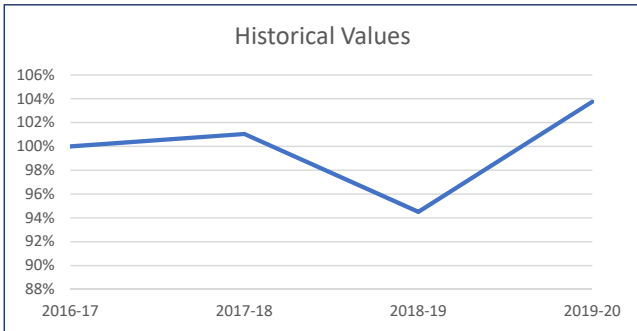
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

Definition

Proportion of graduates of undergraduate (bachelor or first professional degree) programs employed full-time who consider their jobs either “closely” or “somewhat” related to the skills they developed in their university program, two years after graduation.

Data Source

MCU Ontario University Graduate Survey (OUGS)



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

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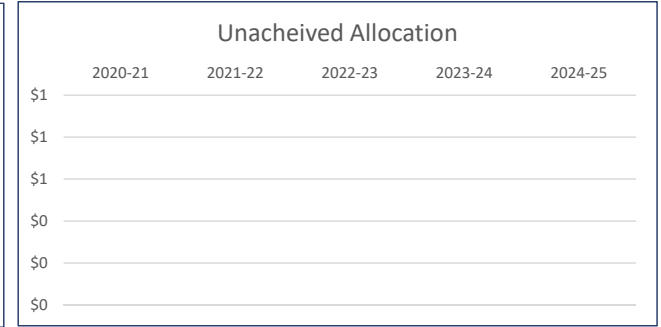
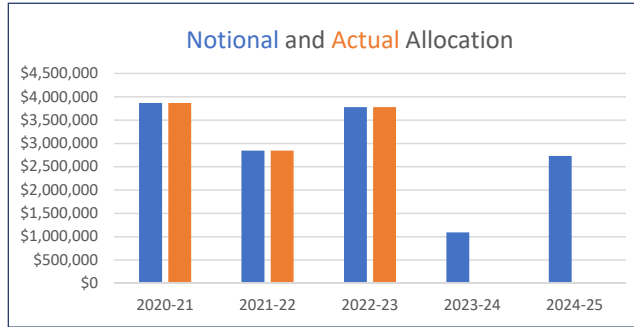
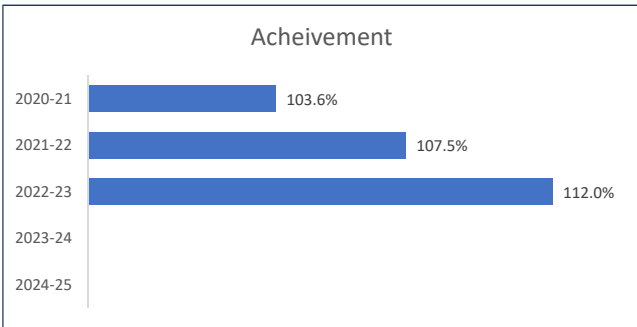
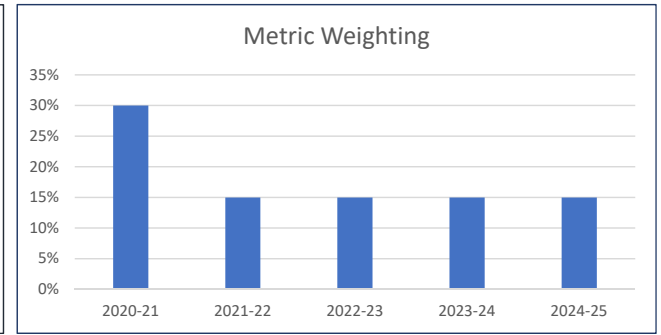
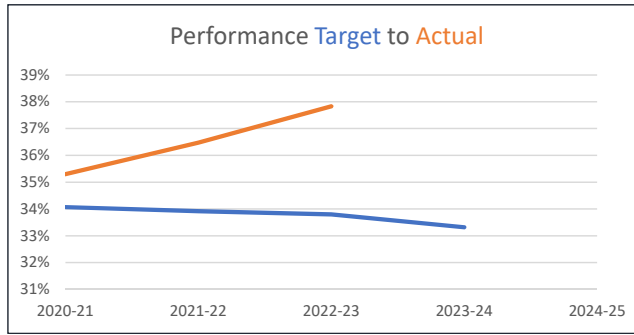
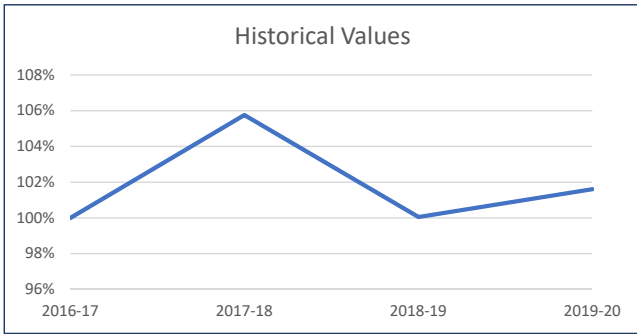
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

Definition

Proportion of enrolment in an institution's program area(s) of strength.

Data Source

University Statistical and Enrolment Report (USER), Enrolment data collection



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

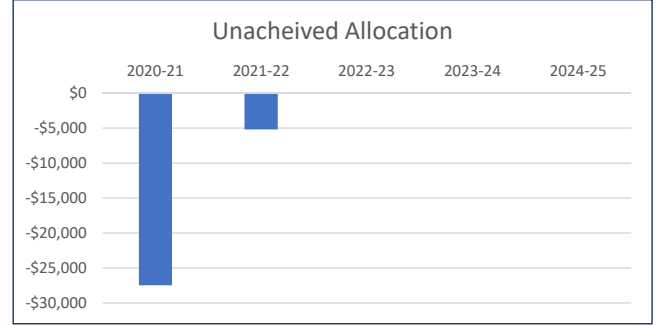
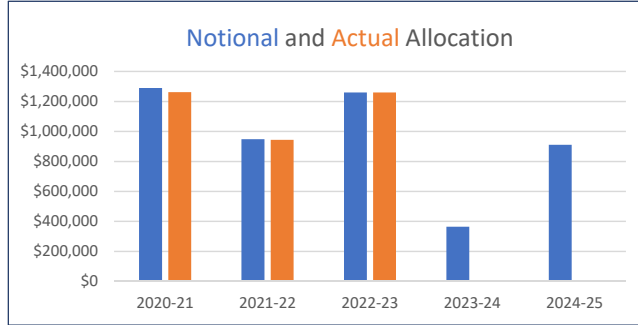
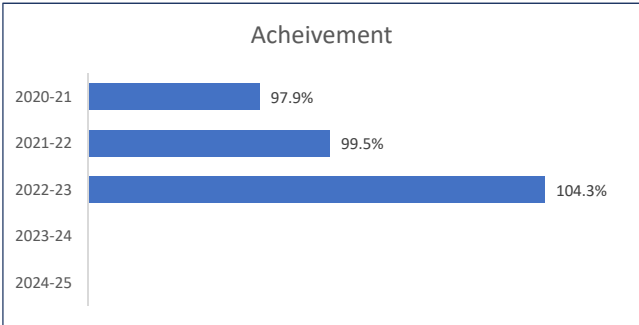
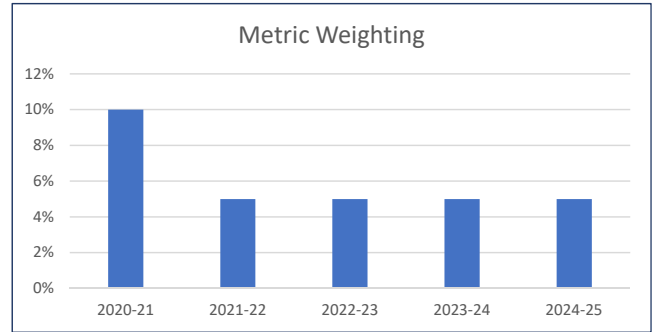
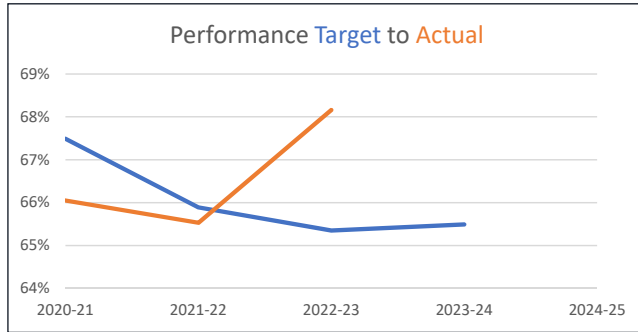
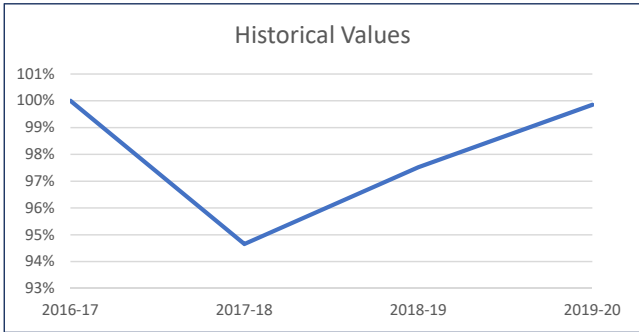
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

Definition

Proportion of all new, full-time, year one university students of undergraduate (bachelor or first professional degree) programs who commenced their study in a given fall term and graduated from the same institution within 7 years.

Data Source

University Statistical and Enrolment Report (USER) - Enrolment and Degrees Awarded data collections



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

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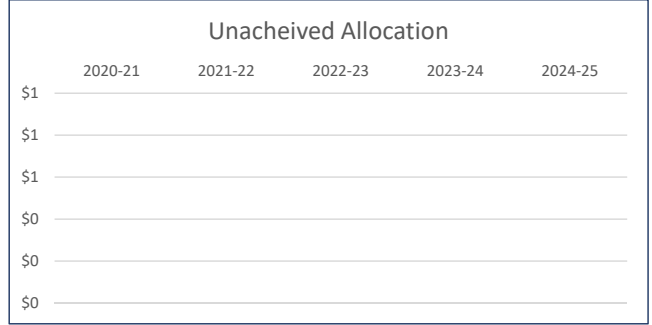
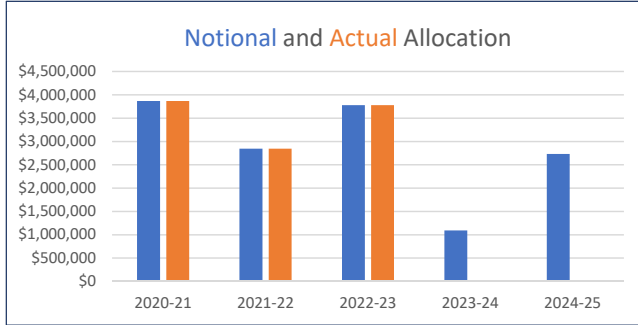
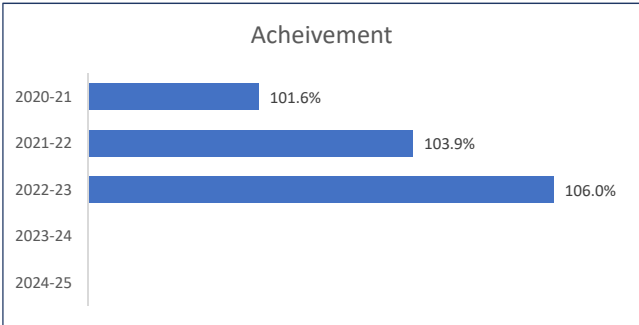
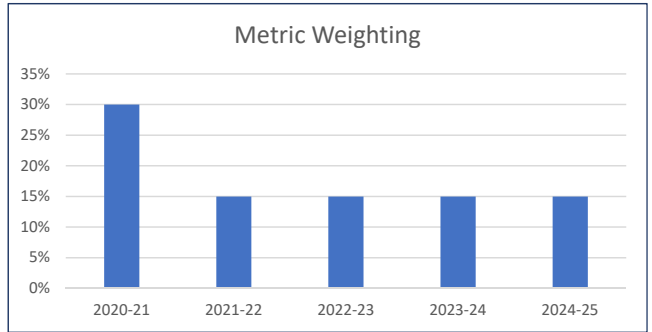
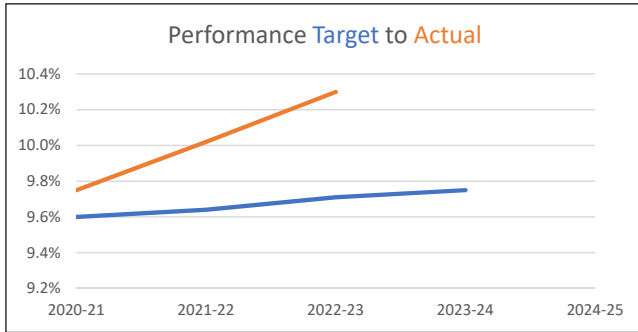
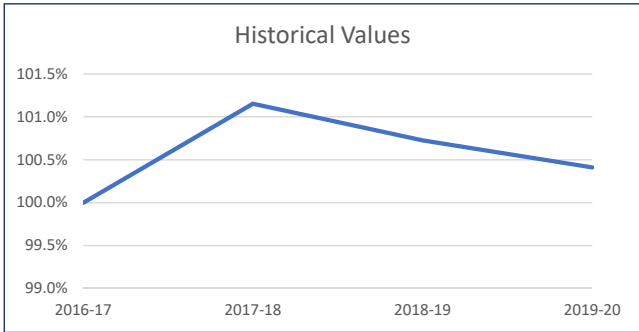
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

Definition

Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located.

Data Source

University Statistical Enrolment Report (USER), Enrolment data collection; Census Data (Statistics Canada)



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

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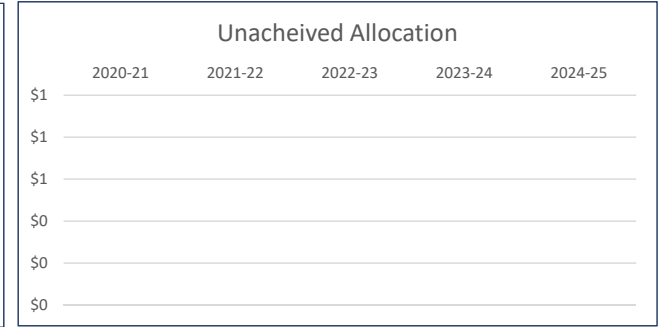
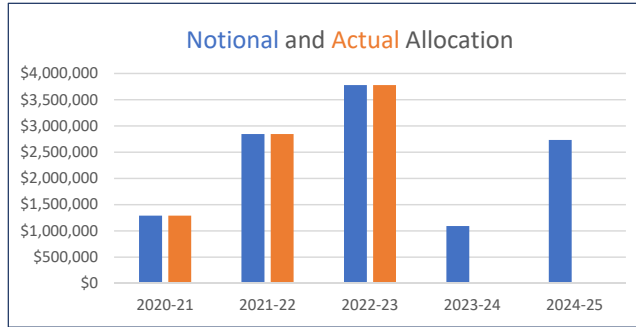
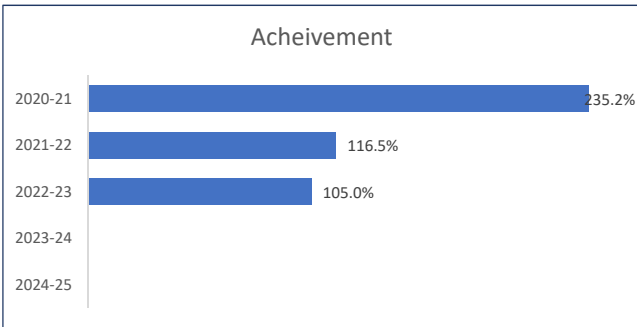
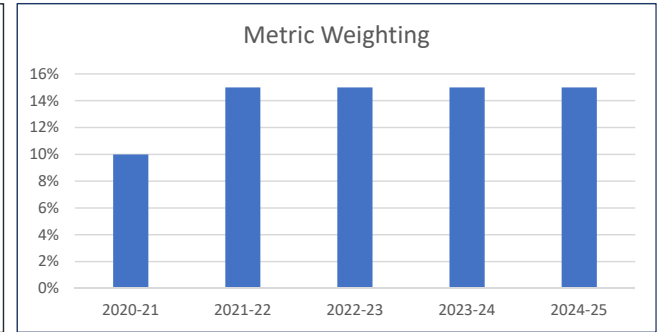
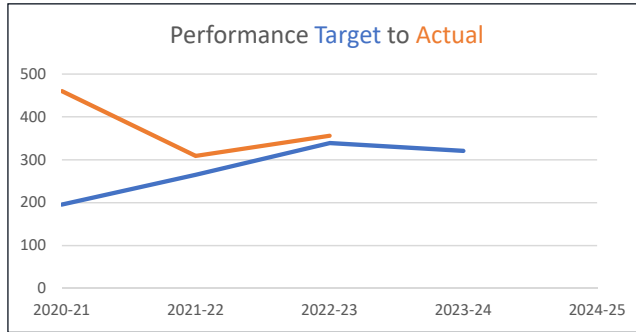
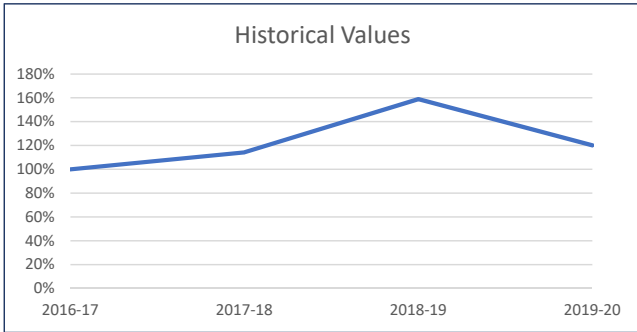
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

Definition

The number of assessment-based student work-related placements in Durham/Northumberland Region.

Data Source

Institutional Experiential Learning Database



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

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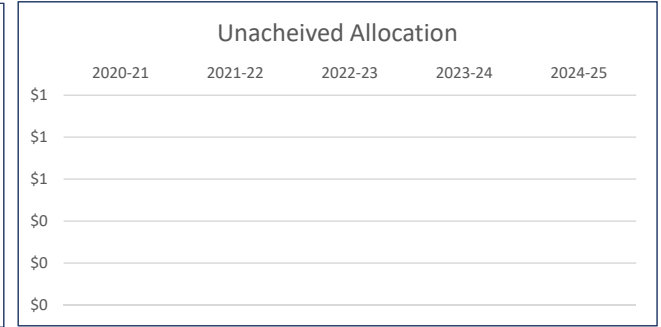
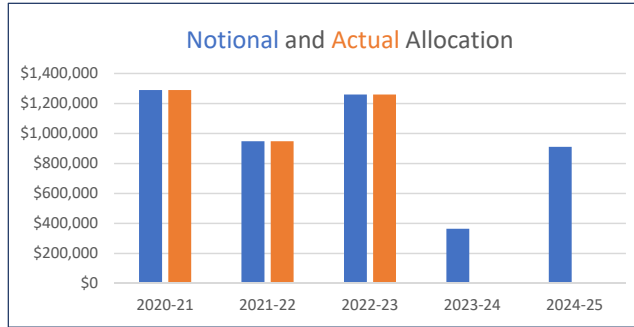
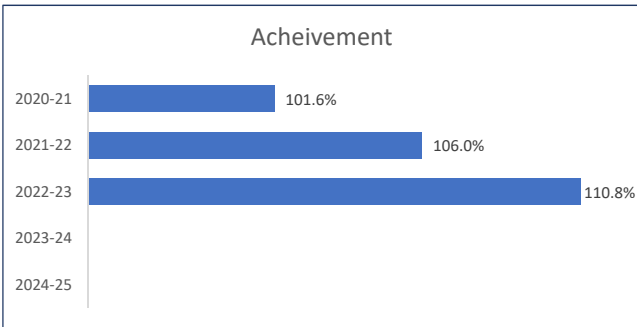
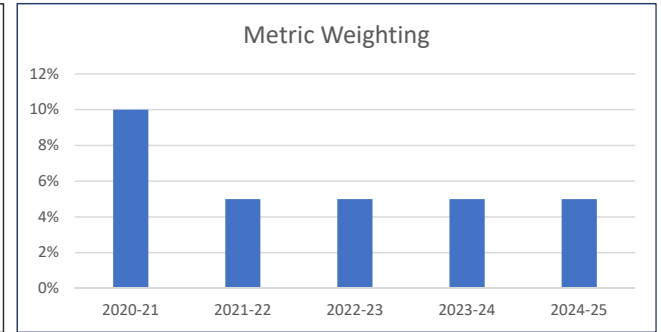
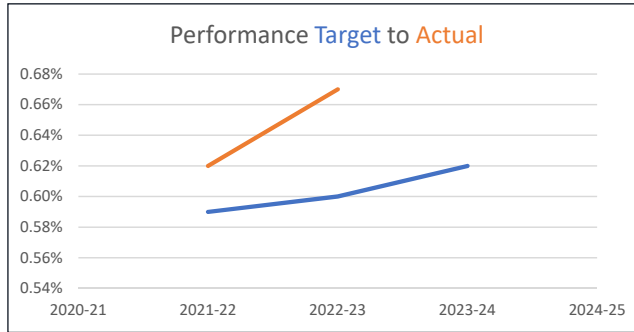
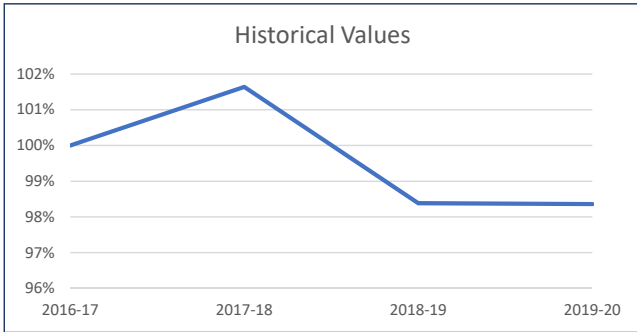
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

Definition

Amount of funding received by university from federal research granting agencies and proportion of total Tri-Agency funding received by Ontario universities.

Data Source

Research Support Program, The Tri-Agency Institutional Programs Secretariat (TIPS)



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
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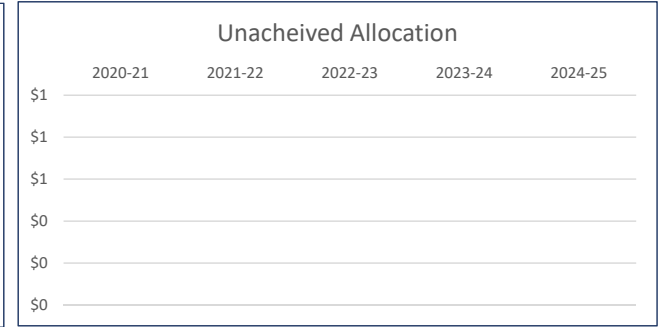
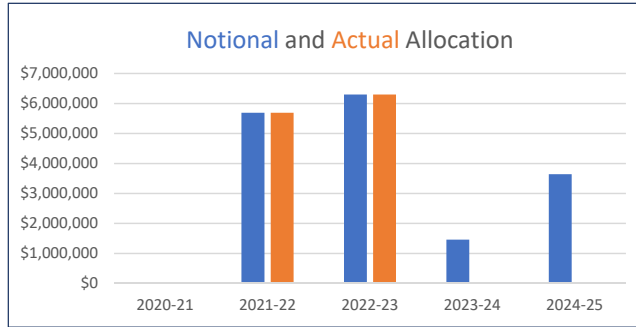
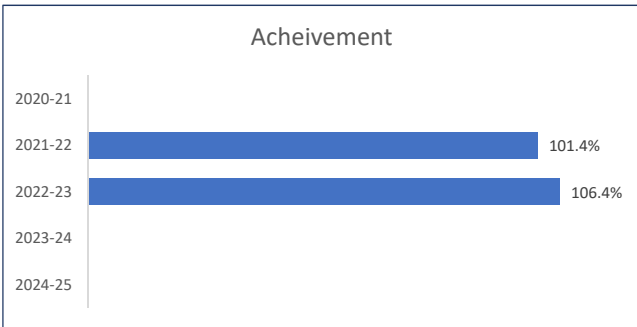
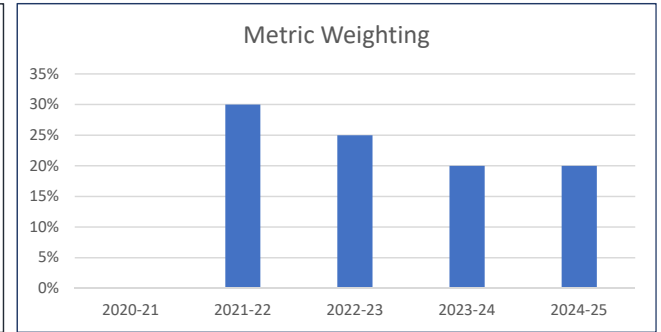
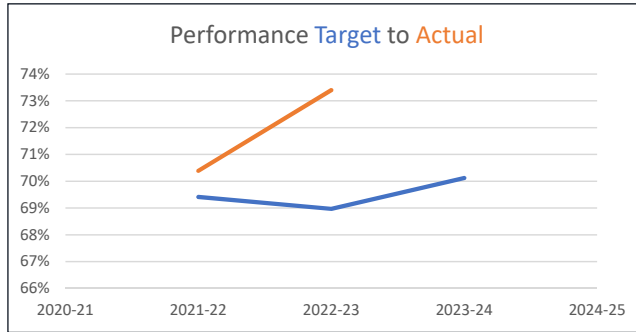
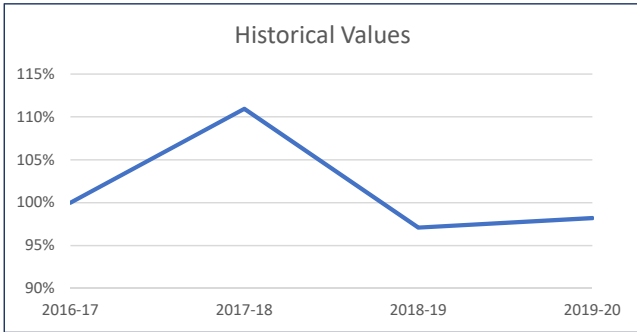
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

Definition

Number and proportion of graduates in undergraduate programs, who participated in at least one course with required Experiential Learning (EL) component(s).

Data Source

Institutional data



Note: Metrics 1-6 active during Year 1 (2020-21)
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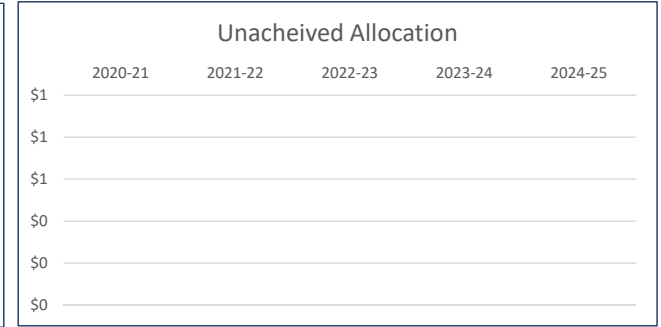
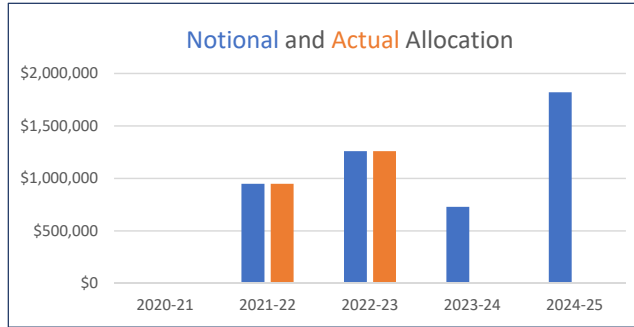
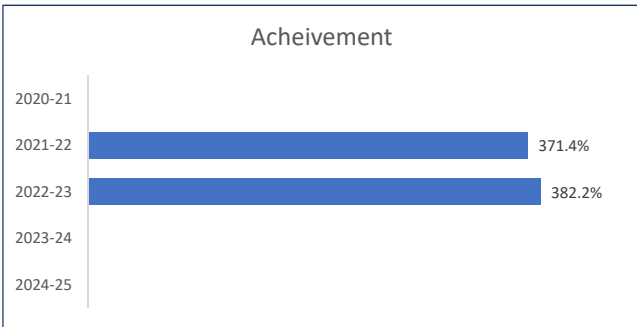
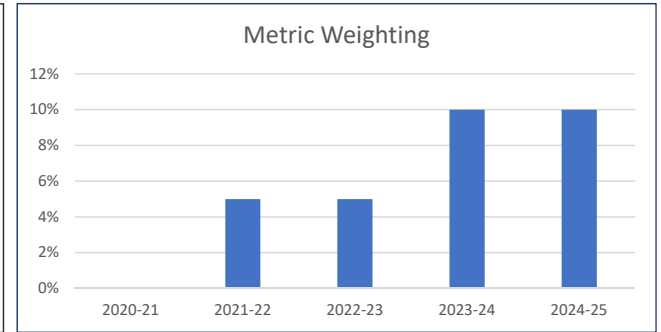
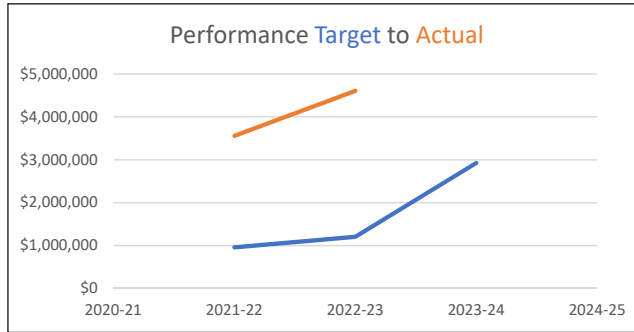
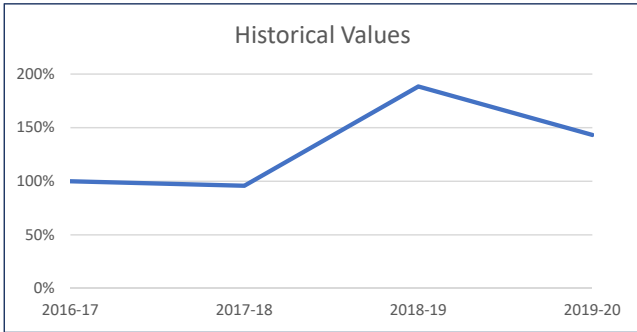
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

Definition

Total research revenue attracted from private sector and not-for-profit sources

Data Source

Council of Ontario Finance Officers (COFO)



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

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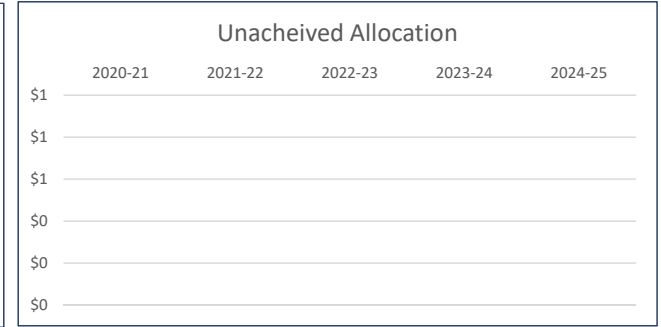
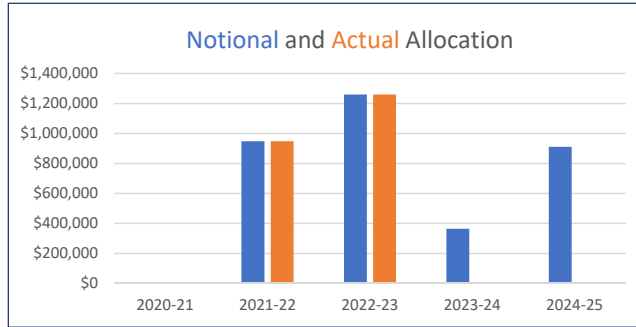
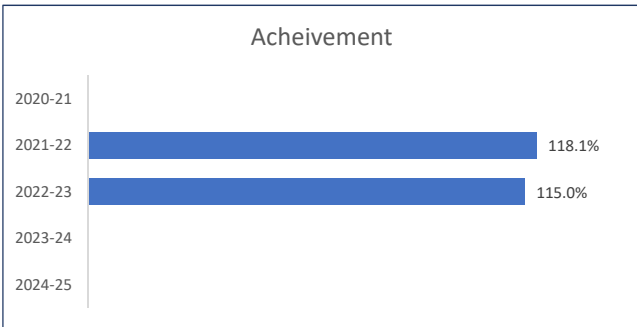
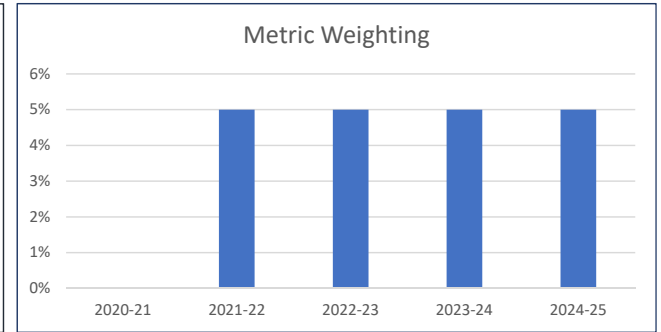
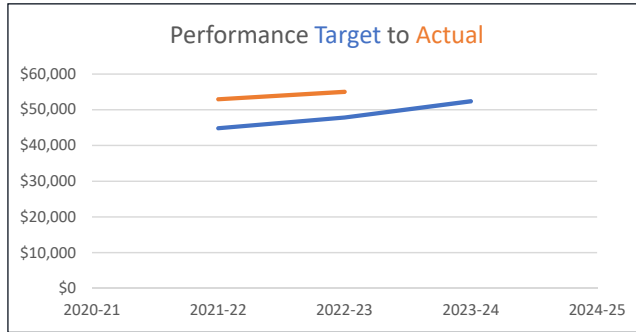
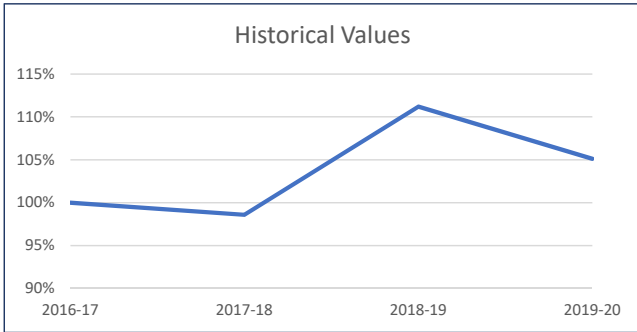
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

Definition

Median employment earnings of university graduates, two years after graduation.

Data Source

Education and Labour Market Longitudinal Platform (ELMLP), Statistics Canada



Note: Metrics 1-6 active during Year 1 (2020-21)
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data not appearing indicates full allocation achieved

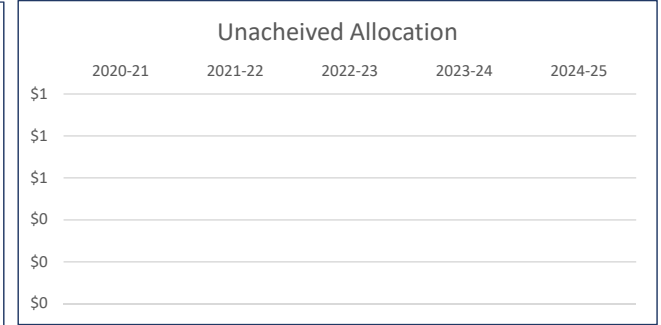
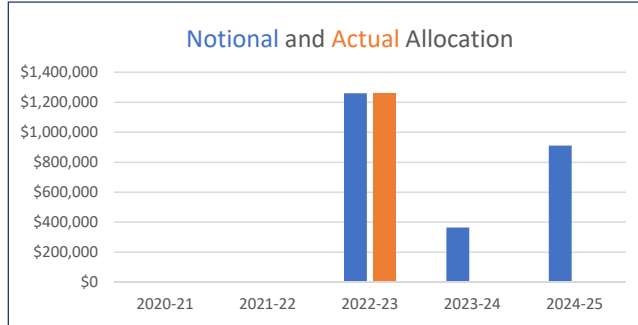
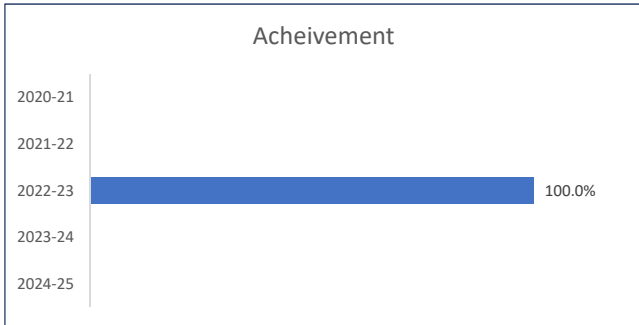
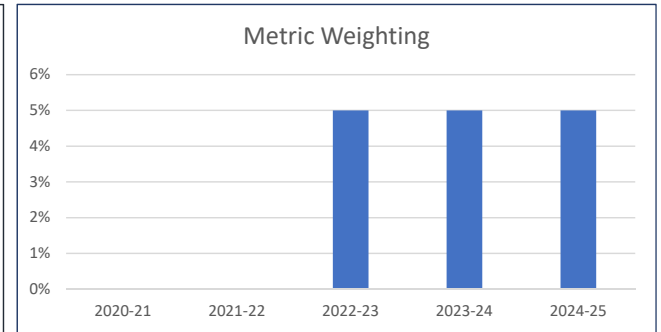
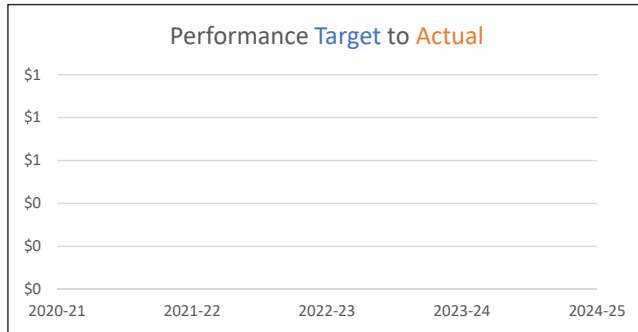
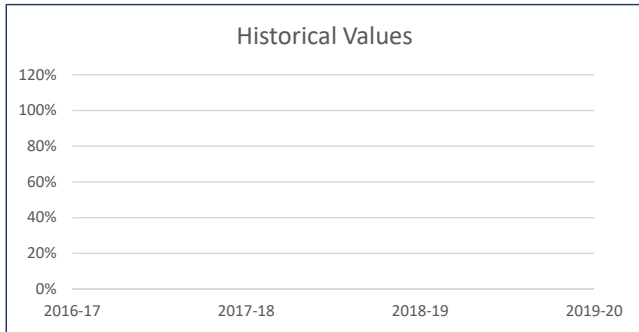
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

Definition

Proportion of graduates of undergraduate (bachelor or first professional degree) programs who consider the skills they developed to be, "Quite a bit" or "Very much" attributed to their university program.

Data Source

2023 NSSE Q18 (Senior Year Students) for SMA3 Yr4, Internal Graduation Survey Q1 for SMA3 Yr5



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward
 (Metric 10: Skills & Competencies began in Fall 2022, as such there is no data prior to this year to report.)

data not appearing indicates full allocation achieved

MCU Enroment Based - Corridor Funding

