Introduction

The Technical Addendum outlines the definitions, methodologies and details regarding the system-wide metrics that are identified in *Ontario's Differentiation Policy Framework for Postsecondary Education.*

In general, the definitions found in this document are aligned with existing definitions and accepted methodologies used to collect information through other ministry programs and reporting tools (e.g. Multi-year Accountability Agreement Report Backs, Key Performance Indicators and annual enrolment reporting for funding). Please note that the set of metrics identified in the Differentiation Policy Framework and defined in this document is not intended to replace or supplant other metrics currently collected by the ministry, including through the mechanisms noted above.

The ministry recognizes that many of these metrics are proxy measures and that more robust metrics will need to be developed. Following the release of the Differentiation Policy Framework, the ministry will be engaging the sector on refining and developing metrics to support the differentiation process. This document will be updated as new system-wide metrics become available.

	DEFINITIONS & METHODOLOGIES	SOURCE	YEARS
Jobs, Innovation, and Economic Development			
1. Graduate employment rates as captured in KPI report - University	Percentage of graduates of bachelors or first professional degree programs in the labour force who were employed six months and two years after graduation.	KPI	2009-10 to 2012-13
2. Graduate employment rates as captured in KPI report - College	The percentage of graduates in the labour force who were employed 6 months upon graduation.	KPI	2009-10 to 2012-13
3. Employer Satisfaction Rates (college specific) as captured in KPI report - College	The percentage of those employers who hired college graduates and were satisfied with the employees' college preparation for the type of work being done, 6 months upon graduation.	KPI	2009-10 to 2012-13
4. Number of graduates employed full-time in a related job.	For universities, graduates of bachelors or first professional degree programs in the labour force who were employed full-time in work related to skills acquired in their program of study, six months and two years after graduation.	Graduate Survey	2009-10 to 2012-13
	For colleges, graduates employed full-time in a job related to their field of study six months after graduation.	KPI	2009-10 to 2012-13

	DEFINITIONS & METHODOLOGIES	SOURCE	YEARS
Teaching and Learning			
1. Graduation rates as collected through Key Performance Indicators (KPI) report - University	The university graduation rate is calculated through the selection of all first year, new to the institution, undergraduate students from the Fall enrolment file 8 years prior, who received a bachelor or first professional degree. For example, the 2013 university graduation rate is calculated upon the 2005 Year One enrolments (first-year, new to the institution, undergraduate students) matched against records of students who received a bachelors or first professional degree from the same institution during the period 2006 – 2012 (subsequent 7 years).	KPI	2009-10 to 2012-13
2. Graduation rates as collected through KPI report - College	The college Graduation Rate KPI is based on tracking individual students who entered a program of instruction in a particular enrolment reporting period and assessing how many of those individuals completed the program a number of years later. The normal program duration used to establish a student's program completion time frame equals approximately 200 per cent of the normal program duration (except 7 years for students enrolled in baccalaureate programs). For example, the 2012-2013 College Graduation Rate is based on students who started one-year programs in 2010-2011, two-year programs in 2008-2009, and three-year programs in 2006-2007, and who graduated by the 2011-2012 academic year.	KPI	2009-10 to 2012-13
3. Retention rates as collected from the Consortium for Student Retention Data Exchange (CRSDE)	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.	CRSDE	2009-10 to 2012-13
4. Retention rates as reported in the Multi-year Accountability Agreement (MYAA) report back	Retention rates are based on November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs on which enrolment is reported at minimum twice).	MYAA	2009-10 to 2012-13

	DEFINITIONS & METHODOLOGIES	SOURCE	YEARS
Teaching and Learning			
5. Total number of programs offered at institution with a co-operative education stream by level of study as reported in the MYAA report back – University	Total number of programs offered with a co-operative stream is reported at the graduate and undergraduate level. A co-operative education program is defined as one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012): • Each work situation is approved by the co-operative education institution as a suitable learning situation. • The co-operative education student is engaged in productive work rather than merely observing. • The co-operative education student receives remuneration for the work performed. • The co-operative education student's progress on the job is monitored by the cooperative education institution. • The co-operative education student's performance on the job is supervised and evaluated by the student's employer. • The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study.	MYAA	2009-10 to 2012-13
6. Total number of programs offered at institution with a co-operative education stream by credential as reported in the MYAA report back – College	Total number of programs offered with a co-operative stream is reported by Certificate, Diploma, Advanced Diploma, Graduate Certificate and Degree in Applied Areas of Study. For definition of co-operative program, see #5.	MYAA	2009-10 to 2012-13

	DEFINITIONS & METHODOLOGIES	**SOURCE**	**YEARS**
Teaching and Learning			
7. Total number of students enrolled in a co-operative education program at institution back by level of study as reported in the MYAA report – University	Total number of students enrolled in a university program with a co-operative stream is reported at the undergraduate and graduate level.	MYAA	2009-10 to 2012-13
8. Total number of students enrolled in a co-operative education program at institution by credential as reported in the MYAA report back - College	Total number of students enrolled in a college program with a co-operative stream is reported by Certificate, Diploma, Advanced Diploma, Graduate Certificate and Degree in Applied Areas of Study.	MYAA	2009-10 to 2012-13

	DEFINITIONS & METHODOLOGIES	SOURCE	YEARS

Teaching and Learning

9. Total number of ministry funded courses offered at institution in eLearning format as reported in the MYAA report back

eLearning Format Courses Include:

a) A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

b) A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

SOURCE: MYAA

YEARS: 2010-11 to 2012-13

Teaching and Learning	**DEFINITIONS & METHODOLOGIES**	**SOURCE**	**YEARS**
10. Total number of ministry funded programs offered at institution in eLearning format as reported in the MYAA report back	**eLearning Format Programs Include:** a) A Fully Online Learning (asynchronous) program describes a program, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program. b) A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.	MYAA	2010-11 to 2012-13
11. Total number of eLearning registrants at institution as reported in the MYAA report back	Total number of registrants registered in ministry funded eLearning course at institution.	MYAA	2010-11 to 2012-13
12. Student satisfaction rate as captured in KPI - College	Per the College Key Performance Indicator (KPI) results reported: Question #14 *"Overall, your program is giving you knowledge and skills that will be useful in your future career"* Question #26 *"The overall quality of the learning experiences in this program"* Question #44 *"The overall quality of the facilities/resources in the college"* Question #45 *"The overall quality of the services in the college"*	KPI	2009-10 to 2012-13

	DEFINITIONS & METHODOLOGIES	**SOURCE**	**YEARS**
Teaching and Learning			
13. Undergraduate Student Satisfaction results as captured in the National Survey of Student Engagement Survey (NSSE) - University	**Per the National Survey of Student Engagement (NSSE)** a) The undergraduate student satisfaction rate (total of excellent and good responses) of senior respondents for NSSE question *"How would you evaluate your entire educational experience at this institution?"* b) The undergraduate student satisfaction rate (total of definitely yes and probably yes responses) of senior respondents for NSSE question *"If you could start over again, would you go to the same institution you are now attending?"*	NSSE	Cycle 1 (2008) Cycle 2 (2011)

	DEFINITIONS & METHODOLOGIES	SOURCE	YEARS
Student Population			
1. Total number of full-time first generation students enrolled at institution as reported in the MYAA report back	First generation 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. Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student. Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate). As universities and colleges used a variety of methodologies for counting and reporting under-represented student populations, sector wide comparisons are difficult and possibly unreliable.	MYAA	2009-10 to 2012-13
2. Proportion of first generation students enrolled at institution as reported in the MYAA report back	Total full-time first generation students enrolled at institution / Total headcount of students enrolled at institution (based on November 1st reporting). As universities and colleges used a variety of methodologies for counting and reporting under-represented student populations, sector wide comparisons are difficult and possibly unreliable.	MYAA	2009-10 to 2012-13
3. Total number of part-time first generation students enrolled at institution as reported in the MYAA report back	See #1 for definition of first generation student.	MYAA	2009-10 to 2012-13

	DEFINITIONS & METHODOLOGIES	SOURCE	YEARS
Student Population			
4. Total number of full-time students with disabilities at institution as reported in the MYAA report back	Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of the institutions' annual report to the Ministry for the Accessibility Fund for Students with Disabilities (AFSD). As universities and colleges used a variety of methodologies for counting and reporting under-represented student populations, sector wide comparisons are difficult and possibly unreliable.	AFSD	2009-10 to 2012-13
5. Proportion of students with disabilities enrolled at institution as reported in the MYAA report back	Total full-time students with disabilities at institution / Total headcount of students enrolled at institution (based on November 1st reporting). As universities and colleges used a variety of methodologies for counting and reporting under-represented student populations, sector wide comparisons are difficult and possibly unreliable.	AFSD	2009-10 to 2012-13
6. Total number of part-time students with disabilities at institution as reported in the MYAA report back	See #4 for definition of students with disability.	AFSD	2009-10 to 2012-13
7. Total number of full-time Aboriginal students enrolled at institution as reported in the MYAA report back	Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs. As universities and colleges used a variety of methodologies for counting and reporting under-represented student populations, sector wide comparisons are difficult and possibly unreliable.	MYAA	2009-10 to 2012-13

	DEFINITIONS & METHODOLOGIES	SOURCE	YEARS
Student Population			
8. Proportion of Aboriginal students enrolled at institution as reported in the MYAA report back	Total full-time Aboriginal students enrolled at institution / Total headcount of students enrolled at institution (based on November 1st reporting). As universities and colleges used a variety of methodologies for counting and reporting under-represented student populations, sector wide comparisons are difficult and possibly unreliable.	MYAA	2009-10 to 2012-13
9. Total number of part-time Aboriginal students enrolled at institution as reported in the MYAA report back	Please see #7 for definition of Aboriginal student.	MYAA	2009-10 to 2012-13
10. Total number of full-time French-language students enrolled at institution as reported through annual enrolment reporting	A French-language student is defined as a student whose mother tongue is French or includes French.	USER CSER	2009-10 to 2012-13
11. Proportion of French-language students enrolled at institution	Total number of full-time French-language students enrolled at institution / Total headcount of students enrolled at institution (based on November 1st reporting).	USER CSER	2009-10 to 2012-13

	DEFINITIONS & METHODOLOGIES	SOURCE	YEARS
Student Population			
12. Total number of full-time international students enrolled in Ontario at institution as captured in annual enrolment reporting	International enrolment is the headcount of full-time students studying in Ontario (based on November 1st reporting) who are not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) reported to the ministry through annual fall enrolment reporting, including students who are both eligible and ineligible for operating grant purposes who are taking part in university or college courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses). The Ministry may include international students studying offshore in future.	USER CSER	2009-10 to 2012-13
13. Proportion of full-time international students enrolled in Ontario at institution	Total headcount of full-time international students studying in Ontario enrolled at institution/Total headcount of students enrolled at institution (based on November 1st reporting). The Ministry may include international students studying offshore in future.	USER CSER	2009-10 to 2012-13
14. Proportion of an institution's enrolment that receives OSAP	Total full-time OSAP awards at institution based on academic year-end data (OSAP academic year starts August 1, with academic year end data available at end of August in the following year)/Total Fall operating grant eligible headcount enrolment enrolled at institution (based on November 1st reporting)	OSAP Data USER CSER	2009-10 to 2012-13

	DEFINITIONS & METHODOLOGIES	SOURCE	YEARS
Research and Graduate Education			
1. Total Sponsored Research	Total sponsored research, as defined by the Canadian Association of University Business Officers (CAUBO).	FIUC	1979 to 2011
2. Number of Research Chairs	Total Federal and Provincial government sponsored research chairs (e.g., Tier 1 and Tier 2 Canada Research Chairs, NSERC Industrial Research Chairs, Ontario Research Chairs)	Canada Research Chairs, NSERC, COU	2008, 2010 and 2012
3. Number of Graduate Degrees Awarded (Total, Master's and PhD level)	Total number of graduate-level degrees awarded. Sum of total number of Master's-level degrees awarded and PhD-level degrees awarded.	USER	1991 to 2012
4. Number of Graduate Awards/Scholarships	Total number of Federal and Provincial government sponsored graduate awards and scholarships (e.g., OGS, SSHRC, NSERC, CIHR).	Internal (OGS), SSHRC, NSERC, CIHR	2008 to 2010
5. Graduate degrees awarded to undergraduate degrees awarded	Total number of graduate degrees awarded divided by total number of undergraduate degrees awarded.	USER	1991 to 2012
6. PhD degrees awarded to undergraduate degrees awarded	Total number of PhD level degrees awarded divided by total number of undergraduate degrees awarded.	USER	1991 to 2012
7. Graduate to undergraduate ratio	Total eligible graduate FTEs divided by total eligible undergraduate FTEs.	USER	1991 to 2012
8. Total Tri-council funding (normalized)	Average share of tri-council funding, normalized by source. The share of funding by institution by source (e.g., SSHRC, NSERC, and CIHR) averaged and multiplied by the total amount of tri-council funding.	NSERC, SSHRC, CIHR	2000 to 2011

	DEFINITIONS & METHODOLOGIES	SOURCE	YEARS
Research and Graduate Education			
9. Total Tri-council funding (normalized) per full-time faculty	Normalized Tri-council funding (#8) divided by full-time faculty.	#8 and CUDO	2006 to 2011
10. Total number of publications	Total number of academic journal publications annually by institution. [Methodology under development.]	Under Consideration (InCites, Research InfoSource)	2008 to 2012
11. Total number of publications per full-time faculty	Total number of publications (#10) divided by full-time faculty.	#10 and CUDO	2008 to 2012
12. Total number of citations	Total number of citations in academic journals annually by institution. [Methodology under development.]	Under Consideration (InCites, Research InfoSource)	2008 to 2012
13. Total number of citations per full-time faculty	Total number of citations (#12) divided by full-time faculty.	#12 and CUDO	2008 to 2012
14. Citation impact (normalized average citation per paper)	Total number of citations (#12) divided by total number of publications (#10). [Methodology under development.]	Under Consideration (InCites, Research InfoSource)	2008 to 2012
15. Ratio of international to domestic graduate FTEs	Total international graduate FTEs divided by total domestic graduate FTEs.	USER	1991 to 2012

	DEFINITIONS & METHODOLOGIES	SOURCE	YEARS
Research and Graduate Education			
16. Aggregate of international global rankings	Aggregation of institutional rankings in international global rankings (i.e., Times Higher Education Rankings and Shanghai Rankings). [Methodology under development.]	Times Higher Education and Shanghai Rankings	2004 to 2013

	DEFINITIONS & METHODOLOGIES	**SOURCE**	**YEARS**
Program Offerings			
1. Undergraduate enrolment concentration by program major, as a share of institutional enrolment	Total undergraduate full-time headcount (eligible) enrolled in program major, as a proportion of total undergraduate full-time headcount (eligible) at institution. Program Major is aligned with enrolment reported through SPEMAJ in USER.	USER	2009-12 to 2012-13
2. Master enrolment concentration by program major, as a share of institutional enrolment	Total master full-time headcount (eligible) enrolled in program major, as a proportion of total master full-time headcount (eligible) at institution.	USER	2009-12 to 2012-13
3. Doctoral enrolment concentration by program major, as a share of institutional enrolment	Total doctoral full-time headcount (eligible) enrolled in program major, as a proportion of total doctoral full-time headcount (eligible) at institution.	USER	2009-12 to 2012-13
4. 2 & 3 year diploma enrolment concentration by occupational cluster, as a share of institutional enrolment	Total 2 & 3 year diploma full-time headcount (eligible) enrolled in occupational cluster, as a proportion of total 2 & 3 year diploma fulltime headcount (eligible) at institution. The ministry organizes college programs according to a subject hierarchy – System, Occupational Division, Occupational Cluster, Program – as follows: All programs in the system are grouped into one of 4 broad program areas known as the occupational divisions: Applied Arts; Business; Health; and Technology. Each division is made up of a number of occupational clusters. The occupational cluster is a grouping of MTCU codes, containing a number of programs leading to related occupations.	CSER	2009-12 to 2012-13

	DEFINITIONS & METHODOLOGIES	SOURCE	YEARS
Program Offerings			
5. Enrolment concentration in degrees in applied areas of study by occupational cluster, as a share of institutional enrolment	Total full-time headcount (eligible) enrolled in degrees in applied areas of study by occupational cluster, as a proportion of total full-time headcount (eligible) enrolment in degrees in applied areas of study at institution.	CSER	2009-12 to 2012-13
6. Undergraduate enrolment concentration by program major, as a share of system enrolment	Total undergraduate full-time headcount (eligible) enrolled in program major, as a proportion of total undergraduate full-time headcount (eligible) enrolled in program major across the system.	USER	2009-12 to 2012-13
7. Master enrolment concentration by program major, as a share of system enrolment	Total master full-time headcount (eligible) enrolled in program major, as a proportion of total master full-time headcount (eligible) enrolled in program major across the system.	USER	2009-12 to 2012-13
8. Doctoral enrolment concentration by program major, as a share of system enrolment	Total doctoral full-time headcount (eligible) enrolled in program major, as a proportion of total doctoral full-time headcount (eligible) enrolled in program major across the system.	USER	2009-12 to 2012-13
9. 2 & 3 year diploma concentration by occupational cluster, as a share of system enrolment	Total 2 & 3 year diploma full-time headcount (eligible) enrolled in occupational cluster, as a proportion of total 2 & 3 year diploma full-time headcount (eligible) enrolled in occupational cluster across the system.	CSER	2009-12 to 2012-13

	DEFINITIONS & METHODOLOGIES	SOURCE	YEARS
Program Offerings			
10. Enrolment concentration in degrees in applied areas of study by occupational cluster, as a share of system enrolment	Total full-time headcount (eligible) enrolled in degrees in applied areas of study by occupational cluster, as a proportion of total full-time headcount (eligible) enrolment in degrees in applied areas of study by occupational cluster across the system.	CSER	2009-12 to 2012-13
11. Enrolment concentration within current program areas of focus	Current full-time headcount (eligible) enrollment in programs of strength, as a proportion of total full-time headcount (eligible) enrolled in institution.	Institution	2012-13
12. Target enrolment within program areas of strategic focus	Target full-time headcount (eligible) enrolment in strategic programs of focus.	Institution	2012-13
13. Enrolment concentration within program areas of strategic focus	Target full-time headcount (eligible) enrolment in strategic program of focus, as a proportion of the total target full-time headcount (eligible) enrolment at institution.	Institution	2016-17
14. Number of apprentices in each trade as reported in the Employment Ontario Information System – Apprenticeship (EOIS-APPR) - College	A count of in school training seats purchased for classes comprised of apprentices with an active program participation and registered training agreement (by trade).	EOIS-APPR	2010-11 to 2012-13
15. Pass/Fail rates of apprentices in each trade as reported in the (EOIS-APPR) - College	Apprenticeship in school training is administered on a PASS/FAIL basis. If an apprentice has completed all curriculums to the satisfaction of the course instructor, they will be assigned a class completion status of "PASSED". The pass/fail rate is calculated by taking the number passed into the total number of completed statuses (Passed + Failed).	EOIS-APPR	2010-11 to 2012-13

Program Offerings	DEFINITIONS & METHODOLOGIES	SOURCE	YEARS
16. Funding for apprenticeship by trade as reported in the (EOIS-APPR) - College	Amount in dollars transferred to the college based on the number of seats purchased using the Ministry formula of daily per-diem * class duration + any applicable class room fees (by trade).	EOIS-APPR	2010-11 to 2012-13

Institutional Collaboration to Support Student Mobility	DEFINITIONS & METHODOLOGIES	SOURCE	YEARS
1. Number of transfer applicants as captured by the Ontario University Application Centre (OUAC)	Total number of transfer applicants. OUAC collects information on the number of transfer student applications and registrations. • The transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC. • A significant number of transfer students apply directly to the university and as such, are not captured in OUAC data. • Only includes full-time students applying and registering in the fall to the first year of a university program.	OUAC	2009-10 to 2012-13
2. Number of transfer registrants as captured by OUAC	Total number of transfer registrants (see notes above).	OUAC	2009-10 to 2012-13
3. Number of college graduates enrolled in university as captured by KPI report	Total number of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation.	KPI	2009-10 to 2012-13
4. Number of college and university pathways and/or articulation agreements as reported through the Ontario Council on Articulation (ONCAT)	Number of agreements or published transfer arrangements between two or more institutions.	ONCAT	2012-13