SHERIDAN 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)

At the beginning of the 2017/18 academic year, Sheridan articulated three Priority Areas of Focus:

- ➢ Support the implementation of our new **Academic Plan 2017-2022**
- ➢ Support and celebrate our **Our People**
- ➢ Act as stewards of Sheridan to ensure long term **Operational Sustainability**

In 2017/18, all academic and administrative departments at Sheridan developed multi-year plans that align to our Academic Plan 2017-2022. Support and celebration of Our People was realized through an expansion of leadership training, the introduction of a leadership competency framework, the establishment of an employee awards program and the launch of Sheridan's first-ever employee engagement survey. To support our long-term commitment to Operational Sustainability, Sheridan undertook several pan-institutional initiatives including a study of space utilization and the development of a Strategic Enrolment Management Plan.

With respect to our 2017/18 metrics, we are currently on track to meet or exceed targets on 33 of the metrics outlined in our Strategic Mandate Agreement. There are three metrics which are currently under

target, and where improvement plans are in place to bring results to target by 2019-2020. There is one metric where data is currently insufficient.

Additional measures of success can be seen in the noteworthy achievements of Sheridan and our students, graduates and employees. Examples include:

- In 2018, a Sheridan alumnus won an Academy Award for the Best Animated Short Film.
- In 2018, a Sheridan professor became the first-ever college professor to be named to the 3M National Teaching Fellowship
- 2018 marked the fourth time in the past five years that a Sheridan student was named Provincial Co-op Student of the Year by Education at Work Ontario (EWO).
- In 2018, Sheridan's Visual Effects program was ranked a top ten program of its kind in the world by the Hollywood Reporter
- In 2017, a Sheridan student won the Bronze Medal at Skills Canada in precision machining.
- In 2017, Sheridan became the first postsecondary institution in Canada to be nominated for a Tony Award, with a producing credit on Come From Away, a musical first developed through Sheridan's research centre of excellence and incubator, the Canadian Music Theatre Project
- In 2017, fourth year students from Sheridan's Bachelor of Game Design program won 10 of the 12 awards available at the Level Up student showcase, open to colleges and universities
- Sheridan achieved its first large-scale commercialization called SIRTNet – a pioneering fibre-optic based collaborative network for the Ontario Screen Industries

Sheridan is currently developing a new five-year Strategic Plan: Sheridan 2024. Significant internal and external community engagement is underway to help shape the future of Sheridan to ensure we meet – and surpass – students' and employers' needs, both now and in the future.

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.

Sheridan is currently on–track to meet the 2019-2020 targets in all four metrics in the Student Experience priority area.

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Given its importance and in the spirit of continuous improvement, Sheridan regularly seeks out opportunities to improve the student experience, within and beyond the classroom. Two examples are the development of a new Campus Master Plan and a comprehensive Strategic Enrolment Management (SEM) Plan.

In both initiatives, and in other efforts underway at Sheridan, the principles guiding our student-centered decisions focus on the core themes of *Character*, *Quality* and *Accountability*, which underpin our teaching and learning philosophy, as outlined in Sheridan's Academic Plan 2017-2022.

The new Campus Master Plan will be a bold and comprehensive long-term plan that transforms Sheridan's built environment in the near term and over the course of the next three decades. The goal is to provide our students, faculty and staff with inspiring spaces to learn, teach, work, collaborate and innovate. The SEM Plan builds on the current work that Sheridan does to keep the student experience squarely at the forefront of our decision making. It will provide us with the evidence we need to be more calculated, thoughtful and intentional in our recruitment and retention practices so that we attract the right students into the right programs and increase student persistence and satisfaction.

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.

There are nine metrics identified in the priority area of Innovation in Teaching and Learning Excellence. Sheridan is currently on–track to meet the 2019-2020 targets on eight of these, and Sheridan is exceeding its target on one metric, Faculty Registrations in Centre for Teaching and Learning Activities, which increased by more than 80% in one year.

Sheridan continues to excel in student retention; for the third year running, Sheridan out-performed all GTA colleges and exceeded the provincial average with an overall graduation rate of 68.7%. The results for Sheridan's degree programs were even better, with a graduation rate of 74.6% placing us first in the GTA, and well ahead of the provincial average of 70.5%. For the fifth consecutive year, the proportion of students satisfied with the quality of their learning experience (76.7%) placed us ahead of all other Greater Toronto Area (GTA) colleges as well as above the provincial college average.

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.

There are 14 metrics identified in the priority area of Access and Equity. Sheridan is currently on–track to meet the 2019-2020 targets on eight metrics, and is exceeding its target on four metrics, including Indigenous student enrolment. Sheridan recently approved a new admissions policy that is intended to further increase Indigenous Peoples' access to, and participation in, Sheridan's programs.

Sheridan is currently tracking slightly below target on one metric: the overall graduate satisfaction rate for students with disabilities. Promoting and valuing diversity, equity and inclusivity is fundamental to Sheridan's future. To ensure this work is optimally supported, Sheridan has significantly increased its investment in its Centre for Equity and Inclusion and related programming. We have also recently hired a new Manager of Accessible Learning.

There is one Access and Equity metric where data is currently insufficient for assessment.

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.

Sheridan is currently on track to meet the 2019-2020 targets for all three metrics in the priority areas of Applied Research Excellence and Impact. According to the annual ranking of Canada's Top 50 Research Colleges released by Research Infosource Inc., Sheridan ranks in the top five research colleges in Canada. Along with this milestone achievement, Sheridan maintains its first overall ranking of completed research projects while retaining its status as a top-five institute in the categories of research partnerships, paid student researchers, industry research income and industry research intensity.

Many of these projects are led through one of our five Research Centres (Sheridan's Centre for Elder Research, the Screen Industries Research and Training Centre, the Centre for Advanced Manufacturing and Design Technologies, the Centre for Mobile Innovation; and, the Canadian Music Theatre Project), and/or our EDGE Entrepreneurship Hub. At Sheridan, faculty-led projects drive academic quality, economic development, social innovation, and entrepreneurship. By deliberately involving students, our projects offer highly compelling, hands-on experiences that position students for success in today's knowledge economy and deliver exceptional value to partner organizations.

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.

The priority area of Innovation, Economic Development and Community Engagement has seven metrics. Sheridan is currently on track in five of them.

Sheridan is currently tracking below target on two metrics, the Number of Active Program Advisory Committees (PACs) and Number of Employers Engaged in Program Advisory Committees (PACs). It is expected that results will meet the target range by 2018-2019. Strategies being deployed, for example, include a comprehensive community engagement process that was designed to inform our new Strategic Plan. The active recruitment of PAC members – including employers – is also currently underway to help ensure that our curriculum is attuned to the needs of industry and our communities, in order to give our graduates the skills they need to be successful in their chosen fields.

<u>Attestation</u>

Sheridan 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
		Sheridan College SMA2 Annual Report 2017-18 Part 2 System-Wide Metrics				
10	Student Experience	Overall student satisfaction rate	75.2%	75.1%	73.4%	71.5%
82	Student Experience	Student satisfaction with services	61.1%	61.2%	58.2%	56.7%
85	Student Experience	Student satisfaction with facilities	72.3%	72.1%	70.8%	68.3%
7	Innovation in Teaching and Learning Excellence	Graduation rate	68.4%	69.3%	69.2%	68.7%
13	Innovation in Teaching and Learning Excellence	Number of students in experiential learning programs		7,065	6,951	6,937
18	Innovation in Teaching and Learning Excellence	Total number of registrations in ministry-funded courses offered at institution in eLearning formats	5,667	5,667	5,971	6,562
19	Innovation in Teaching and Learning Excellence	Total number of ministry-funded courses offered at institution in eLearning formats	515	515	644	668
88	Innovation in Teaching and Learning Excellence	Total number of ministry-funded programs offered at institution in eLearning formats	119	119	117	113
9	Innovation in Teaching and Learning Excellence	Retention rate (Yr1 to Yr2)	75.9%	79.3%	78.6%	80.0%
81	Innovation in Teaching and Learning Excellence	Student satisfaction with knowledge and skills that will be useful in future career	86.7%	86.6%	85.4%	84.3%
86	Innovation in Teaching and Learning Excellence	Student satisfaction with learning experience	80.6%	80.4%	79.1%	76.7%
100	Access and Equity	Number of first generation students enrolled at institution	3,863	5,224	5,581	5,681
102	Access and Equity	Number of French-language students enrolled at institution	121	185	252	260
99	Access and Equity	Number of students with disabilities enrolled at institution	2,473	2,446	2,600	2,603
30	Access and Equity	Overall student satisfaction rate for students with disabilities	70.9%	73.0%	69.6%	68.5%
91	Access and Equity	Overall graduate satisfaction rate for students with disabilities	78.2%	79.4%	79.2%	73.3%
59	Access and Equity	Employment rate for students with disabilities	76.6%	70.5%	73.7%	78.2%
101	Access and Equity	Number of Indigenous students enrolled at institution	177	317	329	321
90	Access and Equity	Overall student satisfaction rate for Indigenous students		74.5%	76.0%	72.1%
31	Access and Equity	Overall graduate satisfaction rate for Indigenous students		82.8%	85.2%	61.9%
58	Access and Equity	Employment rate for Indigenous students		72.2%	100.0%	81.3%
37	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	64.5%	66.9%	72.7%	76.2%
80	Access and Equity	Percentage of university graduates enrolled in college programs	14.3%	13.6%	13.8%	14.1%
79	Access and Equity	Percentage of college graduates enrolled in university programs	2.7%	1.6%	1.8%	1.8%
78	Applied Research Excellence and Impact	Number of externally funded applied research projects			67	95
77	Applied Research Excellence and Impact	Number of partnerships/collaborations with community/industry firms			340	356
12	Innovation, Economic Development and Community Engagement	Number of active Program Advisory Committees (PACs)				52
76	Innovation, Economic Development and Community Engagement	Number of employers engaged in Program Advisory Committees (PACs)				609
2	Innovation, Economic Development and Community Engagement	Graduate employment rate	81.9%	80.9%	82.8%	83.3%
3	Innovation, Economic Development and Community Engagement	Employer satisfaction rate	82.2%	85.0%	94.0%	93.6%
4	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time*	62.5%	60.1%	57.0%	62.3%
5	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time in a related or partially-related field*	43.1%	41.8%	40.1%	43.4%

* 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
1	Applied Research Excellence and Impact	Number of faculty and staff engaged in applied research	The objective of this metric is to measure the level of engagement in applied research activities by Sheridan faculty and staff	Annual			116	126
2	Innovation, Economic Development and Community Engagement	Number of new programs in development	The objective of this metric is to measure Sheridan's activities related to renewing its program portfolio to meet new and emerging industry and community needs.	Annual			12	8
3	Student Experience	Student persistence from Term 1 to Term 2	The objective of this metric is to measure Sheridan's success at engaging first year students and enabling them to persist to the second term.	Annual	86.7%	89.2%	89.1%	88.4%
4	Innovation in Teaching and Learning Excellence	Total faculty registrations in Centre for Teaching and Learning activities.	The objective of this metric is to measure the level of faculty activity in professional development directly related to teaching and learning.	Annual			630	1,156
5	Access and Equity	Total Number of Pathways Into Sheridan Degree Programs	The objective of this metric is to measure the opportunity for diploma students, both internal and external, to access a pathway to Sheridan's degree programs.	Annual			71	72

Grey-out cells: data not available

Metric ID	Metric Name	Data inputs - for calculating metrics	2016-17	2017-18
37	Share of OSAP recipients at a institution to its total number of eligible students	Total OSAP Award Recipients	10,084	10,587
		Eligible Headcount Enrolment	13,869	13,893

Appendix 1. Data inputs required for calculation of selected system-wide metrics

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.

ID	Metric Name	Description	Source	Reporting Period	Notes
		Appendix 2. College Metrics - Dictionary			
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.