ALGONQUIN 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)**

2017-18 represented a year of both challenges and accomplishments for Algonquin College. Like all Ontario colleges, we experienced a five-week province-wide work stoppage in late 2017 that had a significant impact on our student satisfaction and student retention metric results for 2017-18. With the return to regular academic operations and the College's strategic direction to establish Algonquin as a leader in providing a personalized college experience for students, we anticipate that these metrics will improve in 2018-19 and onwards.

Algonquin achieved a number of milestones and awards in 2017-18 including:

- Fall 2017 saw the highest level of full-time post-secondary and graduate certificate enrolments in its history
- the opening of our state-of-the-art DARE District facility, dedicated to Discovery, Applied Research and Entrepreneurship
- The College received the Experiential Learning Employer Excellence Award from the Council for Experiential Learning

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- The College was awarded the prestigious NACCE (National Association for Community College Entrepreneurship) College of Excellence Award, for "demonstrating entrepreneurial excellence." Algonquin College was the only Canadian college to be a finalist in this category

Algonquin College is committed to quality, impact and innovation across all of its schools and program areas which is evident by the number of students placed in high quality experiential learning experiences with organizations such as Shopify, Siemens Canada, The Perley and Rideau Veterans' Health Centre and The Ottawa Hospital.

Algonquin remains committed to providing access programs and pathways to provide learners with flexible opportunities to turn their hopes and dreams into lifelong success. Examples include the number of articulation agreements we have with partner institutions, the progressive initiatives and services offered by our Centre for Accessible Learning, events, and initiatives aimed at engaging Indigenous students and promoting and celebrating Indigenous culture across our campuses.

Algonquin College endeavors to provide an applied education and training experience that exceeds the requirements and expectations of its learners and the wider community.

Algonquin remains committed to its mission as a community college and to supporting local economic growth and workforce development.

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.

Although Algonquin's overall student satisfaction decreased by 4 percentage points as a result of the work stoppage, in the category of student satisfaction with the quality of services in the College, Algonquin placed second among large colleges, and was well above the college-system average by 2 percentage points. Algonquin anticipates improved student retention and satisfaction results for 2018-19.

Key outcomes demonstrating Algonquin's commitment to providing a flexible, supported and personalized student experience include:

- Completion of the new DARE District (Discovery, Applied Research, Entrepreneurship) which includes the College's new library and learning centre, an Indigenous Commons,

Makerspaces, entrepreneurship and innovation space that provide students with latest technology in facilities such as a Cybersecurity Centre, an Energy Research Lab, and a Data Analytics Centre.

- Algonquin College, Carleton University, La Cité, and the University of Ottawa have joined forces to create the "Education City with a Capital Advantage." This pilot project is intended to develop a unique learner-driven partnership focusing on flexible, personalized education delivery and career pathways that will help students develop the skills required to meet the workforce needs of business and industry in Ottawa and eastern Ontario.

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.

Algonquin experienced positive metric performance in several areas including number of students in experiential learning programs (+8% year-over-year increase) and number of registrations in eLearning formats courses (+30% year-over-year increase). Although student satisfaction metrics decreased, Algonquin ranked second among large colleges for program relevance (giving our students "the knowledge and skills that will be useful" in their future careers), with nearly 85 per cent of our students satisfied or very satisfied with their college programs.

Key outcomes demonstrating Algonquin's commitment to delivering high quality, experiential learning experiences include:

- Expansion of partnership with the Ottawa Hospital including a specially renovated space in the College that will serve as a hub for collaboration on various aspects of medical technology, particularly in digital and mobile health care.
- Official launch of a new hands-on classroom at The Perley and Rideau Veterans' Health Centre, allowing students from Algonquin's Personal Support Worker program to take part in a full work-integrated learning environment.
- For the first time in the College's history, co-op education achieved more than 1,000 placements, with 90 per cent of those students stating they would recommend participation in co-op education. Employers reported a 97 per cent satisfaction rate with Algonquin's co-op students.

3. Access and Equity

This priority area recognizes institutions for their efforts in improving postsecondary education equity and access, and for creating opportunities that can include multiple entrance pathways

and flexible policies and programming, with the focus on students who, without interventions and support, might not otherwise participate in postsecondary education.

The majority of system-wide metrics are demographic in nature and therefore actual 2017-18 results are compared to expected value ranges rather than target ranges. Aside from student satisfaction rates, Algonquin's system-wide metrics are in line with or greater than the expected value ranges. Of note from an institution specific metric, the number of academic upgrading students that proceed to postsecondary programs has increased by 5% year-over-year (624 students overall).

Key outcomes demonstrating Algonquin's continued investment in improving access and equity to postsecondary education include:

- The appointment of the College's first Executive Director of Truth, Reconciliation & Indigenization, the first at a Canadian post-secondary.
- Introducing a new Pathways to Indigenous Empowerment — Preparation, college certificate
- The creation of three ceremonial drums at our Ottawa, Perth, and Pembroke campuses, as part of a collaborative effort to embed Indigenous traditions and knowledge within campus culture.
- Continuation of the Transition Support Centre, a pilot project with the aim of assisting students with Autism Spectrum Disorder (ASD) as they transition to post-secondary education
- The introduction of a new Culinary and Job Skills for Newcomers to Canada course that teaches Syrian refugees language, kitchen, and hospitality skills.

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.

Algonquin's system-wide metrics for number of externally funded research projects and the number of partnerships with community / industry partners increased significantly year-over-year (+50% and +23% respectively). Algonquin's institution-specific metric of number of students engaged in applied research was lower than the previous year by 217 students due to the Fall 2017 work stoppage.

Key highlights include:

- First clinical research study at Algonquin's Garbarino Girard Centre for Innovation in Seniors Care, in partnership with the Bruyère Research Institute, Carleton University, the University of Alberta, and the Western Ottawa Community Resource Centre Adult Day Program, and supported by the AGE-WELL Network of Centres of Excellence. The study will help researchers design and deliver integrated assessment systems to monitor

movement and brain health with a view to early detection of cognitive decline, including dementia

- Algonquin's Data Analytics Centre was launched in 2017 to work with local and national partners to harness the power of big data for purposes of data mining and machine learning for predictive analytics. The Centre has engaged in 13 projects to date, including Dancing Data, a data visualization tool that won first prize at Algonquin's Applied Research Day and was presented at Queen's Park for Colleges Day.

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.

Algonquin had very positive results for both system-wide and institution-specific metrics including a 16% increase in the number of employers engaged in Program Advisory Committees. Algonquin's graduate employment rate of 87% increased by 2.5 percentage points compared to last year, while employer satisfaction increased by 5 percentage points to almost 96% which ranked second among large colleges and well above the Ontario college system average. Algonquin also performed very well against its institution-specific metric, increasing the number of global and community partners offering opportunities for Algonquin student volunteerism by 42%.

Key outcomes include:

- Continuation of the Future of Health and Wellness Speaker Series as part of Algonquin's Healthy Living Education initiative to promote better health for Ontarians by educating, and informing our community.
- Students work directly with seniors from the Western Ottawa Community Resource Centre Adult Day Program in a simulated home environment at Algonquin's Garbarino Girard Centre for Innovation in Seniors Care.
- Hosting community events such as our dental clinic providing help to those who do not have access to oral health care services. Another example is students and employees from our Hairstyling program, volunteering their time to Hair Donation Ottawa to raise funds for cancer research

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<u>Attestation</u>

Algonquin 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
		Algonquin College SMA2 Annual Report 2017-18 Part 2				
		System-Wide Metrics				
10	Student Experience	Overall student satisfaction rate	80.2%	80.4%	77.4%	73.2%
82	Student Experience	Student satisfaction with services	70.9%	72.2%	67.5%	63.1%
85	Student Experience	Student satisfaction with facilities	80.0%	79.3%	74.8%	71.0%
7	Innovation in Teaching and Learning Excellence	Graduation rate	64.5%	65.9%	66.0%	66.1%
13	Innovation in Teaching and Learning Excellence	Number of students in experiential learning programs		4,751	5,003	5,417
18	Innovation in Teaching and Learning Excellence	Total number of registrations in ministry-funded courses offered at institution in eLearning formats	25,038	29,319	28,224	36,686
19	Innovation in Teaching and Learning Excellence	Total number of ministry-funded courses offered at institution in eLearning formats	568	615	613	626
88	Innovation in Teaching and Learning Excellence	Total number of ministry-funded programs offered at institution in eLearning formats	62	63	68	68
9	Innovation in Teaching and Learning Excellence	Retention rate (Yr1 to Yr2)	76.9%	79.5%	80.2%	77.4%
81	Innovation in Teaching and Learning Excellence	Student satisfaction with knowledge and skills that will be useful in future career	88.7%	88.5%	88.3%	84.6%
86	Innovation in Teaching and Learning Excellence	Student satisfaction with learning experience	81.1%	81.7%	79.2%	73.9%
100	Access and Equity	Number of first generation students enrolled at institution	3,809	3,809	3,665	3,414
102	Access and Equity	Number of French-language students enrolled at institution	648	613	676	730
99	Access and Equity	Number of students with disabilities enrolled at institution	2,365	2,595	2,909	3,200
30	Access and Equity	Overall student satisfaction rate for students with disabilities	79.6%	79.4%	77.3%	70.8%
91	Access and Equity	Overall graduate satisfaction rate for students with disabilities	77.2%	74.3%	75.2%	71.7%
59	Access and Equity	Employment rate for students with disabilities	78.5%	80.3%	80.6%	79.9%
101	Access and Equity	Number of Indigenous students enrolled at institution	1,079	1,186	1,161	1,182
90	Access and Equity	Overall student satisfaction rate for Indigenous students	80.9%	83.0%	81.9%	76.2%
31	Access and Equity	Overall graduate satisfaction rate for Indigenous students		83.8%	87.4%	77.1%
58	Access and Equity	Employment rate for Indigenous students		87.7%	71.9%	80.3%
37	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	57.6%	58.3%	63.2%	75.0%
80	Access and Equity	Percentage of university graduates enrolled in college programs	13.0%	13.1%	13.4%	15.9%
79	Access and Equity	Percentage of college graduates enrolled in university programs	2.8%	1.6%	1.5%	1.9%
78	Applied Research Excellence and Impact	Number of externally funded applied research projects	180	130	90	135
77	Applied Research Excellence and Impact	Number of partnerships/collaborations with community/industry firms	120	178	110	135
12	Innovation, Economic Development and Community Engagement	Number of active Program Advisory Committees (PACs)	105	119	136	131
76	Innovation, Economic Development and Community Engagement	Number of employers engaged in Program Advisory Committees (PACs)			973	1,129
2	Innovation, Economic Development and Community Engagement	Graduate employment rate	85.5%	84.8%	84.1%	86.6%
3	Innovation, Economic Development and Community Engagement	Employer satisfaction rate	88.8%	92.0%	90.2%	95.6%
4	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time*	64.4%	62.2%	57.4%	63.4%
5	Innovation, Economic Development and Community Engagement	Proportion of graduates employed full-time in a related or partially-related field*	45.9%	43.9%	40.9%	46.2%

* The methodology calculating metrics with ID#4 and #5 will be refined going forward to exclude people who did not provide their hours as working part-time and those who did not answer if their job is related to their program

Grey-out cells: data not available

Institution-Specific Metrics

#	Priority Area	Metric Name	Objective of Metric	Frequency	2014-15	2015-16	2016-17	2017-18
1	Student Experience	Student term to term retention	To measure student persistence from term to term	Fall term to Winter term	86.3%	86.8%	86.9%	83.1%
2	Innovation in Teaching and Learning	Number of students enrolled in co-op	To measure the number of high-quality co-op learning experiences for our students	Annual			25.0%	23.2%
3	Access and Equity	Number of Academic Upgrading students that proceed to post-secondary programs	To measure the number of academic upgrading students that were able to transition into postsecondary and apprenticeship programs	Annual	620	616	593	624
4	Applied Research Excellence and Impact	Number of students engaged in applied research projects	Measure of the involvement of students in applied research activity who acquire applied research skills	Annual	1,035	1,497	1,317	1,100
5	Innovation, Economic Development and Community Engagement	Number of global and community partners offering opportunities for Algonquin student volunteerism	To measure the quantity and quality of industry partnerships	Annual			88	125

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	9,737	12,247
		Eligible Headcount Enrolment	15,412	16,334

Note: There was a change in the calculation methodology of the OSAP metric (ID#37) in 2017-18 reflecting students that were issued funding rather than qualified for awards.

Appendix 2. College Metrics - Dictionary					
ID	Metric Name	Description	Source	Reporting Period	Notes
10	Overall student satisfaction rate	Average percentage of college students who completed the survey and who responded to the four capstone questions that they were satisfied or very satisfied with their learning experience, support services, and educational resources	College Student Satisfaction Survey (CSSS)	Academic Year (survey year, current students)	Based on Q#13, Q#24, Q#39 and Q#49 of the survey. Students must be in semester two or above of their program. Excludes full-time students who are enrolled in their first semester of their program, including students with advanced standing, and part-time students who are not pursuing a certificate or diploma
82	Student satisfaction with services	Percentage of college students who completed the survey and who responded that they were satisfied or very satisfied with the overall quality of the services in the college	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	Based on Q#39 "The overall quality of services in the college". Students must be in semester two or above of their program. Excludes full-time students who are enrolled in their first semester of their program, including students with advanced standing, and part-time students who are not pursuing a certificate or diploma
85	Student satisfaction with facilities	Percentage of college students who completed the survey and who responded that they were satisfied or very satisfied with the overall quality of facilities/resources in the college	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	Based on Q#49 "The overall quality of facilities/resources in the college". The Students must be in semester two or above of their program. Excludes full-time students who are enrolled in their first semester of their program, including students with advanced standing, and part-time students who are not pursuing a certificate or diploma
7	Graduation rate	Percentage of students who entered a program of instruction in a particular enrolment reporting period and completed the program within the expected time period	College Graduation Rate Data Collections	Academic Year	Considers all entrants to a program who were enrolled as full-time at some point, including transfer-in students and excluding transfer-out students within the same institution. Includes only ministry-funded students, excludes preparatory programs and is not restricted to the Fall full-count headcount
13	Number of students in experiential learning programs	Total number of students who participated in one of the following Experiential Learning (EL) categories: Co-op Diploma Apprenticeship (CODA), co-op work placement (mandatory and non-mandatory), clinical placements, fieldwork, field placement/work placement, and mandatory degree work placement EL	Graduate Record file attached to the College Graduate Outcomes Survey (CGOS)	Academic Year	This metric is calculated based on the number of graduates but reflects their experience as students. Hence, the name of the metric refers to students.
18	Total number of registrations in ministry-funded courses offered at institution in eLearning formats	Total number of registrations in ministry-funded, eLearning courses, including fully online learning (asynchronous) and conferencing (synchronous) courses	Institutional data	Academic Year	Includes all Ontario and other college credentials, and courses with both Approved Program Sequence (APS) and MAESD codes
19	Total number of ministry-funded courses offered at institution in eLearning formats	Total number of ministry-funded, eLearning format courses, including fully online learning (asynchronous) courses and conferencing (synchronous) courses	Institutional data	Academic Year	Includes all Ontario and other college credentials, and courses with both Approved Program Sequence (APS) and MAESD codes
88	Total number of ministry-funded programs offered at institution in eLearning formats	Total number of ministry-funded, eLearning programs, including fully online learning (asynchronous) programs and conferencing (synchronous) programs	Institutional data	Academic Year	Includes all Ontario college credentials and other credentials, and courses with both Approved Program Sequence (APS) and MAESD codes
9	Retention rate	Year-over-year retention in multi-year programs based on November 1st full-time eligible for funding enrolment headcount. Calculated for Year 1 to Year 2	Institutional data	Academic Year	Multi-year programs are programs that report enrolment at least two times. Calculations include all students who were on work/co-op placements during the specified retention periods
81	Student satisfaction with knowledge and skills	Percentage of college students who completed the survey and who responded that they were satisfied or very satisfied that overall, their program was giving them knowledge and skills that will be useful in their future career	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	Based on Q#13 "Overall, your program is giving you knowledge and skills that will be useful in your future career". Students must be in semester two or above of their program. Excludes full-time students who are enrolled in their first semester of their program, including students with advanced standing, and part-time students who are not pursuing a certificate or diploma

ID	Metric Name	Description	Source	Reporting Period	Notes
86	**Student satisfaction with learning experience**	Percentage of college students who completed the survey and who responded that they were satisfied or very satisfied with the overall quality of the learning experiences in this program	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	Based on Q#24 "The overall quality of the learning experiences in this program". Students must be in semester two or above of their program. Excludes full-time students who are enrolled in their first semester of their program, including students with advanced standing, and part-time students who are not pursuing a certificate or diploma
100	**Number of first generation students enrolled at institution**	Total number of full-time first generation students enrolled at institution. Note: First generation student is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a first generation student	Institutional data and ministry enrolment data	Academic year	First generation student is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a first generation student
102	**Number of French-language students enrolled at institution**	Total number of full-time French-language students enrolled at institution	Institutional data and ministry enrolment data	Academic Year	A student is considered a French-language student if he or she meets at least one of the following criteria: His/her mother tongue is, or includes French (the student is a francophone); His/her language of correspondence with the institution is French; He/she was previously enrolled in a French-language education institution; and/or He/she was enrolled in a postsecondary program delivered at least partially in French
99	**Number of students with disabilities enrolled at institution**	Total number of students with disabilities (excluding apprentices)	Accessibility Fund for Students with Disabilities (AFSD) Report from the College Office for Students with Disabilities	Academic Year	Total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities
30	**Overall student satisfaction rate for students with disabilities**	The average percentage of students who self-identified as having a physical, intellectual, mental health or learning disability on the Student Satisfaction survey and who responded to the four capstone questions that they were satisfied or very satisfied	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	
91	**Overall graduate satisfaction rate for students with disabilities**	Percentage of college graduates who self-identified as having a physical, intellectual, mental health or learning disability and were either 'very satisfied' or 'satisfied' with the usefulness of their college education in achieving their goals six months	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year; previous year graduates)	
59	**Employment rate for students with disabilities**	Percentage of college graduates who identified as having a physical, intellectual, mental health or learning disability on the survey in the labour force, who were employed six months after graduation	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year; previous year graduates)	
101	**Number of Indigenous students enrolled at institution**	Total number of full-time Indigenous students enrolled at institution	Institutional data and ministry enrolment data	Academic Year	Indigenous is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Indigenous peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs.
90	**Overall student satisfaction rate for Indigenous students**	The average percentage of students who self-identified as Indigenous on the College Student Satisfaction Survey and who responded to the four capstone questions that they were satisfied or very satisfied with their learning experiences, the college facilities/resources and services	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	

ID	Metric Name	Description	Source	Reporting Period	Notes
31	**Overall graduate satisfaction rate for Indigenous students**	The percentage of college graduates who self-identified as Indigenous and were either 'very satisfied' or 'satisfied' with the usefulness of their college education in achieving their goals six months after graduation	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year; previous year graduates)	
58	**Employment rate for Indigenous students**	Percentage of college graduates who identified as Indigenous on the survey in the labour force, who were employed six months after graduation	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year; previous year graduates)	
37	**Share of OSAP recipients at an institution relative to its total number of eligible students**	Share of full-time OSAP recipients at an institution relative to its total number of full-time grant eligible enrolment.	Ministry OSAP records and enrolment data	Academic Year	The number of OSAP awards includes any student who has applied for full-time OSAP assistance and received funding from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant. FT enrolment is defined as a student taking at least 66 2/3 of a course load or 70% of student contact hours represents a full course load.
80	**Percentage of university graduates enrolled in college programs**	Derived from Q75: The education you completed before entering this program.	College Student Satisfaction Survey (CSSS)	Academic Year (survey year; current students)	The metric does not focus on the program level; aggregate data is used to avoid small program sizes
79	**Percentage of college graduates enrolled in university programs**	Derived from Q2: During [reference week], were you attending a college, a university or other institution?	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year; previous year graduates	The metric does not focus on the program level; aggregate data is used to avoid small program sizes
78	**Number of externally funded applied research projects**	Total number of applied research projects that received funding from industry and government	Institutional data	Academic Year	Includes all applied research projects funded by industry, provincial and federal government and other external sources in the reporting year
77	**Number of partnerships/collaborations with community/industry firms**	Total number of active partnerships and collaborations with community and industry firms	Institutional data	Academic Year	Includes all active partnerships and collaborations with community and industry in the reporting year
12	**Number of active Program Advisory Committees (PACs)**	Total number of active PACs that meet on a regular basis (as determined by the College's Board of Governors)	Institutional data	Academic Year	Includes all active PACs in the reporting period
76	**Number of employers engaged in Program Advisory Committees (PACs)**	Total number of employers who are engaged in College's PACs	Institutional data	Academic Year	Includes all members in all active PACs in the reporting period
2	**Graduate employment rate**	Percentage of college graduates in the labour force, who were employed six months after graduation	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year, previous year graduates)	The labour force includes persons who are employed, or not employed but looking for a job or those not employed but who had accepted a job to start shortly
3	**Employer satisfaction rate**	Percentage of those employers who hired college graduates and were satisfied or very satisfied with their employees' overall college preparation, six months after graduation	Employer Satisfaction Survey (ESS)	Academic Year (survey year; previous year graduates)	
4	**Proportion of graduates employed full-time**	Percentage of college graduates in the labour force, who were employed full-time, six months after graduation	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year; previous year graduates)	Graduate employment rates are based on the number of respondents who were employed part-time and/or full-time divided by the total number of respondents in the labour force. The labour force includes persons who are employed, or not employed but looking for a job.
5	**Proportion of graduates employed full-time in a related or partially-related field**	Percentage of college graduates in the labour force, who were employed full-time in a field related or partially related to their program six months after graduation	College Graduate Outcomes Survey (CGOS)	Academic Year (survey year; previous year graduates)	Metric is based on the number of graduates employed in a job that is fully or partially related to their program of study, divided by all graduates in the labour force (including those who may not have indicated the relatedness of their job). The labour force includes persons who are employed, or not employed but looking for a job.