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Program Evaluation
& Market Research

EVALUATION OF DEGREES IN APPLIED AREAS OF STUDY

FINAL REPORT
Version 2.2

Prepared for
Ministry of Training, Colleges and Universities

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A. ACKNOWLEDGEMENTS

The research team of R. A. Malatest & Associates would like to express their appreciation to all the individuals whose participation in the Evaluation of Degrees in Applied Areas of Study contributed to its success. The Consultant is particularly appreciative to the students, graduates, non-graduates, and employers who made the time to share their experiences in the surveys. The research team also wishes to thank the numerous key informant interviewees who generously contributed valuable insights to this research.

B. EXECUTIVE SUMMARY

In response to stronger demand for access to degree programs and changing expectations from employers due to labour market needs, the Ministry made a number of decisions about how to increase access to a broader range of degree opportunities in April 2000. One of those decisions was to allow Colleges of Applied Arts and Technology (CAATs) to offer degrees in applied areas of study. These degrees differ from research-focused degrees because they have a strong focus on preparation for entry to practice occupations. The first degree programs began development in 2001. As of the evaluation period, thirteen of the twenty four colleges in Ontario were offering college degree programs.

Purpose of Evaluation

The purpose of the evaluation was to analyze, at a system-wide level, the extent to which:

➢ Degrees meet student and graduate needs in areas that are expanding significantly where a degree-level education is required, but existing program offerings do not meet demand;

➢ Degrees meet demonstrated employer and labour market demand for degree-level applied education and training, where current programs are not meeting emerging needs;

➢ CAATs have the capacity to develop and offer degrees that meet student, graduate, labour market and other stakeholder needs; and

➢ Degrees meet needs where professional bodies are increasing entry-to-practice qualifications and requiring degree-level education where a different credential was previously required.

Methodology

Multiple lines of evidence were employed in the evaluation. A mixed methods approach was used, combining both quantitative and qualitative inquiry. All participants had the opportunity to contribute to this evaluation in their preferred official language.

The qualitative component of this evaluation included a literature review and document analysis, and key informant interviews with a range of stakeholders. Interviews were conducted with a total of 61 key informants, representing various stakeholders, including colleges that offer degree programs and those that do not, Ontario universities, high school guidance counsellors, PEQAB, MTCU and various other stakeholders.

The quantitative component of this evaluation consisted of student surveys and employer surveys. Twelve colleges that offer degree programs participated in the student survey, leading to a total of 1,056 completions of the student survey. This consisted of 537 telephone completions and 519 online completions.

The employer survey was administered to employers who are affiliated, in one way or another, with colleges that offer college degree programs. Some employers hire/had only hired co-op students. Others hire/had hired graduates of college degree programs; many did both. A total of 378 employers completed the employer survey.

See section 3 for details on the methodology.

Research Limitations

The results of this evaluation were subject to a rigorous analysis and review process by the research team. Any evaluation, however, is subject to its own particular research limitations. The findings of this evaluation should be interpreted with an understanding of the following limitations:

Boundaries of Qualitative Inquiry

The qualitative component of this research provides deep insight into the issues discussed. Key informant interviews were conducted with leaders in the institutions involved.

It should be noted that any qualitative inquiry involves a certain level of subjectivity and interviewees can often inject their personal perspectives based on their experiences. To deal with this, the researcher made sure that where appropriate, the interviewee was asked if the opinion or view he/she had just expressed represented their institution's view. Additionally and wherever possible, data were validated against other sources, including administrative data, survey data, etc.

Sampling Limitations & Confidentiality Concerns

It is not possible to say that survey findings are representative of the perspectives and experiences of all colleges for the following reasons:

➢ Although all colleges - participating and non-participating - were invited to participate in the evaluation, only 12 participating colleges and nine non-participating colleges agreed to interviews.

➢ Some CAATs were offering more college degree programs at the time of the evaluation than others e.g. Humber (15); Seneca (11); Sheridan (9); Conestoga (8). These CAATs also have more student representation than others in the survey, with affiliated respondents making up three quarters of all respondents in the student survey.

➢ The Consultant only had student sample from six colleges and employer sample from five colleges. While some of the colleges that provided sample were able to provide the names and contacts of all their students, others were not able to, releasing only partial lists of their students. Participation was voluntary within the sample acquired.

➢ Employers in the survey were all affiliated with the colleges that provided their sample in some way, including as advisors to college degree programs or employers of their degree work placement or graduate students. However, not all colleges were able to provide the names of all employers who had ever been affiliated with their college degree programs. Participation in the survey was voluntary.

➢ As some colleges chose to send out an e-mail invitation to their students and employers instead of providing sample, the Consultant had no control over this sample. The Consultant was able to get confirmation from just two of the colleges that the e-mail invitations were sent to their students and employers. For those reasons, the full sample for both the student and employer surveys is unknown. Nevertheless, the majority of the colleges participated and permitted their students / graduates / discontinuers and employers to be contacted for the surveys, and therefore, survey findings still hold relevance.

Profile of Respondents in Student Survey

Half of the respondents came from 2 out of the 12 colleges that participated, namely Humber Institute of Technology and Advanced Learning and Seneca College. Student respondents who participated in this survey were 53% male and 47% female. The majority of respondents who participated in the student survey were between the ages of 18-24. Seven out of ten participants (69%) had completed high school or GED while close to a third (30%) had previous post-secondary education. Close to seven in ten (68%) were currently enrolled and 22% were graduates. See section 4 for further details.

Profile of Respondents in Employer Survey

A total of 378 employers completed the employer survey. The distribution of employer survey respondents by industry was fairly even, with about three industries fairly well represented comparatively, namely: arts, entertainment and recreation (23%); health care and social assistance (20%); and other services (15%). Employers hired co-op students from a fairly wide range of industries. The top programs from which employers hired students included: creative advertising/illustration (21%); with animation, film/media production, music; computers, software, information technology; and athletic therapy, health and health promotion making up 14% each. It is important to remember that based on the sample of employer respondents, these data should not be viewed as representative of all employers who are actively involved and affiliated with college degree programs or as representative of all employers in Ontario. See section 5 for further details.

Key Findings and Recommendations Presented in this Report

Degrees meet student and graduate needs in areas that are expanding significantly where a degree-level education is required, but existing program offerings do not meet demand.

➤ **Finding 1.1:** *College degree programs are meeting student and graduate occupational/ career needs.*

- Thirty seven percent of student and graduate respondents chose to enroll in a college degree program because it would give them the skills to practice in their desired occupations. Together with those who indicated that they chose a college degree program because of its hands-on / co-op/practical experience (17%), we can establish that the primary drivers/motivators for enrolling into a college degree for over half (54%) of the respondents was for career/occupational related reasons.

- Thirty-eight percent of students who were employed full time or part time in the twelve months prior to enrolling in a college degree program came back to school for a college degree because it would give them the skills to practice in their desired occupation. In addition to those who selected college degrees for career/occupational reasons, the analysis showed that 53% of those who were working prior to enrolling in the program enrolled for occupational/career reasons The college degree programs are therefore meeting the career/occupational goals of over half of those students who left employment to come back to school.

- Close to a quarter (23.4%) of those who enrolled in a college degree program were in post-secondary institutions in the 12-month period prior to enrolling in a college degree program. Of these, 11% were enrolled in a university program, 11% in a college diploma program, and 1.4% has been in a different college degree program or a trade/apprenticeship program.

- Just 6% of those who lived 49 km or less from their colleges indicated proximity as a consideration in their choice of their college degree program. Only 2% of students indicated lower cost as a motivator for enrolling in a college degree program.

- The data seem to indicate that graduate respondents of these programs were highly employable. Seven in ten (69.4%) indicated that they were employed in full time positions, with another 11% in part-time positions. Of those who were employed, seven in ten indicated that they were permanent employees; respondents from technology (86%) and business programs (81%) had the highest proportions of permanent employees, followed by health (75%) and arts graduates (57%).

> **Finding 1.2: College degree programs are meeting student and graduate academic needs.**

- College degree programs were meeting the advanced study needs of 9% of students and graduates who wanted to study at a level more advanced than a diploma or because it would allow them to pursue university graduate studies (10%).

- Respondents in the survey were very pleased with their college degree programs (86%). Respondents agreed or strongly agreed that they were academically prepared when they started their degree programs (85%); that their degrees would increase their opportunities for employment (93%); that the degree was providing them with the knowledge and skills that they expected (89%); and that it would increase their income (78%). Respondents also registered high satisfaction with aspects of their programs including course content, quality of instruction, equipment and skills development. Four out of five were satisfied or very satisfied with the quality of their co-op experience. Over eight in ten (82%) indicated that they would recommend a college degree to someone else. It is prudent to remind the reader that satisfaction levels in various areas may be skewed by over- or under-representation of participants in certain program areas.

- Majority of the surveyed employers (84%) see co-ops as a recruitment channel for future employees. Four out of five student and graduate respondents were satisfied or very satisfied with their co-op experiences. They agreed or strongly agreed that their co-op employers valued their applied skills from their degree programs (82%); that their degree courses prepared them for their co-ops (77%); that their employers were a good match for their learning objectives (76%); that they received regular feedback from their employers during their co-ops (76%); that their co-op provided them with up-to-date equipment or technology (73%); and that their co-ops provided them with high quality training (72%).

- A majority of graduate respondents (85%) thought their courses were up to date; were satisfied with the theoretical knowledge they received (83%), and with the applied skills development in courses (81%). Graduates were satisfied with their course content (80%), thought that their equipment was up to date (79%) and were satisfied with the overall quality of instruction in their programs (72%). Two thirds (66%) were satisfied with their preparation for the job market, and 62% were satisfied with the usefulness of their programs in achieving their goals after graduation.

> **Finding 1.3: Students who intend to pursue graduate studies face some barriers due to perceptions regarding the quality of their college degree programs and their competencies.**

- One-fifth of the students enrolled at the time of the survey indicated that they intended to pursue a university program, the majority (85%) of whom indicated that they planned to enroll in a Masters program at a university. Just over 10% of graduate respondents had applied to a Masters program at a university.

- Of those who said that they had applied for a Masters program, over a third (36%) indicated that their degree had not been recognized by the admissions office of the university they had applied to.

- One university stated that there was evidence that their college transfer students have difficulties adapting to university, which made them question the quality of programming and competencies of the students. Most university participants shared similar concerns. Some universities indicated that the relative newness of the degrees means that they may not be perceived to have the same value as university degrees, an opinion that was echoed by the high school guidance counsellors.

> **Finding 1.4: Perceptions of the value of a university undergraduate degree over a college degree persist, even among respondents who were overall very pleased with their college degree programs.**

- Close to half (45%) of student and graduate respondents indicated that a college degree was not their first choice for a post-secondary education. However seven in ten felt that their college degree program was the right fit for their professional goals for reasons that included the fact that the program was in their field of interest, was related to their careers or was a fit because of its hands-on/practical component. Close to half (46%) of those who said that it was the right fit for their professional goals disagreed about the value of their college degree over a university degree. While a majority of the students agreed or strongly agreed that for their professional goals, the college degree was better than a diploma (88%), an apprenticeship (72%) or no degree (84%), just 37% agreed or strongly agreed that a college degree was better than a university degree. These statements clearly reflect ongoing, widely held perceptions that a university degree is more valuable than a college degree.

> **Recommendations to Findings 1.3 and 1.4: Students, other educational institutions and the public in general would benefit from messaging that dispels erroneous perceptions of the value of the degrees or the quality of college degree programming.**

- Opportunities exist for the MTCU, colleges and Colleges Ontario to play a more direct role by supporting and broadly disseminating the findings from studies such as this one to provide evidence on the value and quality of college degree programs.

- MTCU and colleges can publicly affirm and utilize evidence-based research to provide insight, advance policies, and conduct awareness campaigns on college Degrees as a viable post-secondary education option and on the contribution of College degree programs to Ontario's highly skilled workforce.

- The Ministry can facilitate the process to identify and facilitate pathways for college degree graduates that want to pursue post-graduate education opportunities in universities.

- The government of Ontario can fund agencies such as HEQCO to research and disseminate knowledge on college degrees in Ontario, and provide evidence-based policy advice to the government.

Degrees meet demonstrated employer and labour market demand for degree-level applied education and training, where current programs are not meeting emerging needs

> **Finding 2.1: College degrees are meeting demonstrated employer and labour market demand for degree-level applied education and training, where current programs are not meeting emerging needs.**

- The fact that colleges continue to increase their program offerings and to successfully sustain them is an indication that the programs are meeting needs among employers and students. The disciplines covered by these degrees demonstrate the close relationships that the colleges have with industries, with programs often designed to respond to emerging needs.

- Graduates of these programs were found to be highly employable: 80% of the graduates were employed, with seven in ten (69.4%) indicating that they were employed in full time positions. Graduates were employed in all thirteen industries represented in the survey.

- A high proportion of surveyed employers (64%) have hired college degree graduates; 81% had hired a graduate in the 24 month period prior to the survey. Less than a third (30%) of employers had specifically sought graduates with a college degree credential for their job openings. Most (83%) of these employers indicated that the jobs were very related to the graduates' fields of training. Close to half of employers (49%) indicated that they found it easy or very easy to find the graduates that they were seeking.

- Just two in five (41%) employed respondents indicated that their employers required a minimum university or college degree education for their position at the time of hiring. However, when hired, 84% indicated that their jobs were very (54%) or somewhat related (30%) to their training, suggesting that employers were seeking hires with their knowledge and skills backgrounds.

> **Finding 2.2: Employers are overall very satisfied with college degree program co-op students and graduate employees.**

- Surveyed employers indicated high levels of satisfaction, both with co-op students and graduate employees. Overall, majority (91%) of surveyed employers indicated that they were very satisfied or satisfied with their co-op students. A majority (over 8 in 10) agreed or strongly agreed that college degree co-op students possessed skills to utilize or adjust to advancing technology and possessed a blend of theoretical and practical knowledge. These employers indicated that co-ops helped them to recruit future employees (84%).

- The majority of employers who had hired graduates of college degree programs indicated that they possessed job ready skills needed for the workplace (70%), worked well in team settings (84%), had professional attitudes (75%) and possessed a blend of theoretical and practical knowledge (83%). Half of the surveyed employers agreed that college degree graduates were more job ready (51%) and had a higher level of skills (47%) than graduates with similar training backgrounds.

> **Finding 2.3: Employers of college degree graduates are likely to specify minimum education level requirements that are lower than degree level when hiring.**

- Just two in five (39%) employers in the survey that had hired college degree graduates required a college or university bachelor degree or a master's degree as a minimum level of education when hiring for the positions. More than half would have hired someone with a level of education below a degree.

- Nonetheless, 64% of the employers surveyed had hired college degree graduates in the 24 month period prior to the survey, a period when a large number of highly experienced workers were unemployed and seeking work alongside recently graduated candidates.

> **Recommendation to findings 2.1, 2.2 and 2.3: Relevant stakeholders should take advantage of the demonstrated success of college degrees to create greater awareness of this post-secondary option within the general public and among employers and students.**

- As specified in recommendations to findings 1.3 and 1.4 (a), there are numerous opportunities for colleges and Colleges Ontario to disseminate the findings about the demonstrated success of college degree students and graduates within the labour force e.g. the colleges can disseminate findings among their industry partners. The MTCU has a potential role in disseminating findings to Ministries involved in employment standards and labour law, economic development units, Ministry of Education, Municipalities and provinces.

- Employers' Human Resource functions can ensure that their job descriptions and postings include college degrees as acceptable requirements, identify appropriate candidates for jobs, and develop career paths that take into consideration theoretical knowledge and applied skills of graduates.

CAATS have the capacity to develop and offer degrees that meet student, graduate, labour market and other stakeholder needs.

> **Finding 3.1: Over half of Ontario's colleges, including five Institutes of Technology and Advanced Learning, had developed the capacity to successfully offer college degrees as an alternative post-secondary educational pathway at the time of the survey.**

- At the time of the survey, over half (13) of Ontario's public colleges had developed the capacity to design, develop and successfully offer college degrees. The growth of degree programs attests that colleges continue to develop degree programs that meet the board standards.

- Evidence from the survey indicates that students sought these programs, with more than half of them (54%) indicating that they selected their college degree programs for occupational/career purposes.

- Colleges that were not currently offering degree programs, including those that may have offered programs in the past had reasons that included inadequate financial and human resource capacity to do so; one college cited its small size and location; another indicated that it would only offer degrees if graduates have reliable pathways to further their education. Three colleges that had received consent but had not offered, or had discontinued their programs indicated that they were unable to attract sufficient numbers of students to the programs.

> **Recommendation to finding 3.1: Colleges to network and share best practices and lessons learnt on designing, developing and running successful college degree programs.**

- Colleges that are not currently offering degrees should benefit from a network specifically to share best practices/lessons learned on how to design, develop and run successful programs.

> **Finding 3.2: Public perception that college degree programs are of lesser quality and value compared to university degrees is negatively affecting their broader acceptance in society.**

- The stakeholder groups seemed to agree that the relative newness of college degrees contributes to the uncertainty and even suspicion regarding the quality of programming and value of the degrees. They also concurred that there is limited awareness of, and information on college degrees.

- Colleges felt that some Ontario universities contribute to the perception that college degrees are second tier degrees by not acknowledging college degrees as legitimate degrees, demonstrated by universities that would not accept graduates of college degrees into their graduate programs. A majority of the eight Ontario universities interviewed indicated that they assess applications from college degree transfer students and applicants to their graduate programs on a case by case basis to determine if they meet the requirements for admission or if they need additional courses.

- The small sample of high school guidance counsellors stated that students and parents are sceptical about the value of a degree obtained at a college and think that a university degree is more prestigious and therefore more valuable than a college degree. One counsellor at a school with a large number of immigrants explained that the parents have little knowledge of the available post-secondary educational pathways and understand university to be the only pathway. Overall, the counsellors felt that there was a general lack of awareness and understanding of college degree programs and that they were unable to address the information gap because they did not have adequate information.

> **Recommendation to finding 3.2: Colleges and Colleges Ontario and other relevant stakeholders need to invest in greater marketing and promotion efforts that reach a broad cross-section of the population to communicate key, factual messages about college degree programs to counter the erroneous perceptions.**

- As specified in previous sections, numerous opportunities exist for colleges and Colleges Ontario to disseminate factual messages about college degree programs. Through their websites, the Ministry and PEQAB can affirm the quality and value of college degree programs e.g. the Ministry can link and refer to university undergraduate and college degrees as equivalent credentials, placing greater emphasis on the disciplinary content of the two degree pathways, rather than on the institutions that confer the degrees.

> **Finding 3.3: Participating colleges wish that the application and renewal of consent process was more streamlined and less tedious.**

- The colleges indicated that the process was still too long, repetitious and costly, the amount of detail required making it an onerous process.

- Colleges that have successfully applied for consent to offer multiple degree programs indicated that the process of their assessments should reflect their credibility and capacity i.e. there should be a graduated system for consent renewals for those who have already received consent for and run successful programs that would reduce the burden and length of time in the current process without sacrificing expected rigour.

- Colleges also thought that the length of time to get approval is problematic, taking anywhere from 2-3 years. This has an impact on currency of curriculum and retention of faculty identified in the application.

> **Recommendation to finding 3.3: The Ministry, PEQAB representatives, college degree representatives and any other relevant stakeholders need to come together in a committee charged with discussing and arriving at workable solutions to the issues related to application and renewal of consent.**

- The aforementioned representatives have opportunities to meet, discuss the challenges and come up with workable solutions that will make the process more streamlined and efficient.

> **Finding 3.4: All colleges surveyed indicated that they faced three main challenges, namely: (a) insufficient funding; (b) attracting faculty with terminal degrees, and (c) a general lack of awareness of college degree programs by the public.**

- Finding 3.4(a): Colleges indicated that their funding was based on student contact hours for a diploma program of study, rather than for a degree program, and therefore did not reflect the significantly higher teacher contact hours typical to a diploma program.

- The MCTU indicated that the funding parameters are set for the delivery methods and number of hours for the specific degree program, adding that degree programs receive a 2.5% top-up. A ministry interviewee stated that universities get an average $8,843 in grants while colleges get $6,643. Colleges indicated that this implies a difference in the value of the degrees.

- Colleges indicated that there were no incentives or funding available from the government for the front end investment in developing a degree program, including for infrastructure and facilities such as laboratories and libraries to support the degree programs.

- Interviews revealed that some colleges are better resourced than others, particularly the larger ITALs, some of which indicated that they received research funding from traditional sources like SSHRC, NSERC and CIHR. However, even the better resourced colleges indicated that they faced funding and resource challenges to a certain degree, and would like to see longer term solutions developed with the Ministry.

> **Recommendations to finding 3.4(a): Relevant Ministry and college representatives should consider a roundtable discussion that will focus on a review of funding of college degree programs to determine whether they are relatively undersupplied.**

- Given the concerns associated with the perception of inadequate resources for college degrees, it will be important for the Ministry to work with the colleges to come to a common understanding on the funding challenges and to find creative ways to address any funding needs that are determined to be critical to the continuing integrity of college degrees. Colleges could also learn from each other on how to access external funding to support their programs.

- Finding 3.4(b): Colleges indicated that getting faculty who have substantial experience in the field as well as a terminal degree as required, can be a challenge.

- Colleges indicated that because of the hands-on component of the applied programs, experience of faculty is an important factor. However, getting faculty who have substantial experience in the field as well as a terminal degree as required, can be a challenge.

- Colleges also mentioned that their collective agreement, which does not recognize and therefore, compensate the higher qualifications of faculty with terminal degrees, makes it difficult to recruit highly qualified faculty.

> **Recommendations to finding 3.4(b): The PEQAB and college degree representatives need to meet and discuss with the colleges creative solutions to the faculty recruitment challenges.**

- Roundtable discussions will not only create opportunity for the PEQAB and the colleges to work towards creative solutions, but will also provide opportunities for the colleges to learn from those that have successfully recruited highly qualified faculty .

- If the case is made by the colleges, the Ministry should consider financial and non-financial solutions to help the colleges deal with the recruitment challenges e.g. funding to attract and retain qualified faculty or facilitating access to any underutilized teaching resources e.g. qualified immigrants.

- *Finding 3.4(c): The general public is relatively unaware of college degrees. Those that are aware tend to have little information or erroneous perceptions of the degrees.*

- Some colleges felt that there wasn't sufficient support from the province in marketing of college degree programs. They point out that the lack of communication from the Ministry on the quality and value of college degree programs contributes to a context of uncertainty around college degrees.

- The evaluation cannot determine if there is awareness of college degree programs across a broader segment of employers in Ontario as the survey focused on employers affiliated with colleges.

- Colleges mentioned a few challenges associated with the co-op component, including the fact that it can be difficult to place students during difficult economic times when employers may be cutting back and that finding paid placement – particularly in some agencies like police forces - can also be difficult.

➢ **Recommendation to finding 3.4(c): As mentioned in recommendations to findings 1.3; 1.4; 2.1; 2.2; 2.3; and 3.2, the MTCU, colleges and Colleges Ontario have specific roles to play in disseminating studies and reports that affirm the value and quality of college degrees.**

Degrees meet needs where professional bodies are increasing entry-to-practice qualifications and requiring degree-level education where a different credential was previously required.

➢ **Finding 4.1: There is evidence from the evaluation that some professional bodies are increasing entry-to-practice qualifications to require degree-level education.**

- Most interviewed professional bodies indicated that a college diploma or its equivalent is still the minimum level of education required for membership, although a number are changing their minimum requirements to a degree e.g. the early childhood educators (ECE), human resources professionals associations (HRPA) and the association of registered interior designers of Ontario (ARIDO).

➢ **Finding 4.2: Evidence from the evaluation suggests that degree programs are responsive to increasing entry-to-practice requirements by offering degree level education that prepares graduating students to meet the qualification requirements of their respective bodies.**

- Participating professional bodies indicated that they consult with colleges and that colleges do the same with them as necessary, during degree program development. Colleges consult to ensure that programs prepare graduates to meet the qualification standards of their respective bodies and/or that program content meets accreditation standards.

➢ **Recommendation to findings 4.1 and 4.2: Industry professional bodies/associations should publicly acknowledge and affirm college degree programs that meet qualification or association membership standards.**

- As protectors of reputation of skilled/specialized occupations, professional bodies should acknowledge and affirm college degrees (or curricula) that meet qualification or association membership standards e.g. if college degrees are also sufficient where university degrees are required for membership or qualification, the college degree should be validated and its status augmented.

General Recommendation to Facilitate Future Research

Future evaluations would benefit from more widespread participation by the colleges with regard to providing samples of the students and employers. Recognizing that participation by the students and employers is voluntary, the survey results are more likely to be representative when the samples provided are complete and representative. As with all studies involving research with students and/or faculty, privacy and the protection of personal information is of paramount importance. Sufficient time needs to be allocated to research activities to allow colleges to have the research purpose and methodology scrutinized by their respective Research Ethics Boards. The application to these boards requires that all data sharing agreements, data collection instruments and consent forms be incorporated into the application. The application process can take up to three months to complete. The Ministry needs to build this time into future research work plans to help facilitate greater participation and more representative data.

Summary of Recommendations

MTCU
1. MTCU to publicly affirm the evidence-based research on college degrees and disseminate the findings beyond the education sector to reach and inform the general public, Ontario employers, and relevant target groups about college degrees as a post-secondary education option. Specifically, disseminate the results of such studies on its website pages on post-secondary education options in Ontario.
2. MTCU can initiate and/or support efforts to create greater awareness of college degree programs among Ontario employers. Specifically, the MTCU has a potential role in disseminating findings to Ministries involved in employment standards and labour law, and economic development units, Ministry of Education, Municipalities and Provinces.
3. Through its website, the Ministry can affirm the quality and value of college degree programs and play a role in dispelling the perceptions that college degrees are of lesser value than university undergraduate degrees. The Ministry can link and refer to university undergraduate and college degrees as equivalent credentials, and place greater emphasis on the different disciplinary content of the two degree pathways, rather than on the institutions that confer the degrees.
4. The Ministry can facilitate discussions between colleges and universities to identify pathways for college degree graduates that want to pursue post-graduate education opportunities in universities.

PEQAB
1. The PEQAB can affirm the quality and value of college degree programs through its website thereby helping to dispel the perception that college degrees are of lesser value than university undergraduate degrees.

MTCU, PEQAB and Colleges
1. The Ministry, PEQAB representatives, college degree representatives (including Colleges Ontario, as relevant) need to come together in a committee charged with discussing and arriving at workable solutions to the issues related to application and renewal of consent. This would create opportunities to discuss the challenges that colleges face.
2. Relevant Ministry and college representatives should consider a roundtable discussion on a review of funding of college degree programs to determine whether they are relatively undersupplied. Given concerns associated with the perception of inadequate resources for college degrees, it will be important for the Ministry to work with the colleges to come to a common understanding on the funding challenges. **3**. The PEQAB, Ministry and college degree representatives (including Colleges Ontario, as relevant) need to come together in a committee **c**harged with discussing and arriving at workable solutions to the issues related to application and renewal of consent.
4. The PEQAB and college degree representatives need to meet and discuss with the colleges creative solutions to the faculty recruitment challenges. Roundtable discussions will create opportunity for the PEQAB and the colleges to work towards creative solutions. If the case is made by the colleges, the Ministry should consider financial and non-financial solutions to assist the colleges to get the faculty they need.
5. The Ministry can facilitate discussions between colleges and universities to identify pathways for college degree graduates that want to pursue post-graduate education opportunities in universities.

Colleges and Colleges Ontario

1. Utilize evidence-based research on college degrees to provide insight, advance policies and run awareness campaigns. Key messages would include affirmation of the quality and value of college degree programs, evidence of student and graduate satisfaction and employability of graduates, and the contribution of College degree programs to Ontario's highly skilled workforce.

2. The colleges, which have direct connections with employers and professional bodies in related industries, can ensure that findings on the success of graduates within the labour force are disseminated among their industry partners.

3. Colleges need to network and share best practices and lessons learnt on designing, developing and running successful college degree programs and creative ways to attract identified faculty to their colleges.

4. On the funding challenges, colleges could learn from each other on how to access external funding to support their programs.

Professional Bodies

1. As protectors of reputation of skilled/specialized occupations, professional bodies should acknowledge and affirm college degrees/degree programs (or curricula where relevant) that meet qualification or association membership standards. If college degrees are also sufficient where university degrees are required for membership or qualification, the college degree should be validated and its status augmented.

Employers

1. Human Resource functions for employers should draw implications about the value and quality of degrees from the success of graduates and ensure that job descriptions/postings include college degrees as acceptable requirements, identify appropriate candidates for jobs, and develop career paths that take into consideration dual theoretical knowledge and applied skills of college degree graduates.

Government of Ontario

1. The government of Ontario can provide funding to agencies such as HEQCO to research and disseminate knowledge on college degrees in Ontario, and provide evidence-based policy advice to the government.

C.   TABLE OF CONTENTS

1 INTRODUCTION

1.1 Acronyms

The following acronyms were used in this report.

AUCC	Association of Universities and Colleges of Canada
CAAT	College of Applied Arts and Technology
CCVPA	Coordinating Committee of Vice Presidents, Academic
CDOG	College Degree Operating Group
COU	Council of Ontario Universities
DSA	Data Sharing Agreement
ITAL	Institute of Technology and Advanced Learning
MTCU	Ministry of Training, Colleges and Universities
OUAC	Ontario Universities' Application Centre
PEQAB	Postsecondary Education Quality Assessment Board

1.2   Background

With the absence of any federal system of education at any level in Canada, each province and territory has established their own systems of controlling credentials offered by post secondary institutions and have developed unique procedures regarding the approval of new credentials and new institutions. In Alberta, all post-secondary institutions are governed under one post-secondary learning act. New institutions are established by Order in Council or specific institutional legislation. In British Columbia, there are two acts; one for universities and one for colleges. In Ontario, each university has its own act; all public colleges are individually mandated under the Colleges of Applied Arts and Technology Act, 2002; and all registered private career colleges are governed by the Private Career Colleges Act, 2005. Ontario's post secondary sector consists mostly of 20 public universities and 24 Colleges of Applied Arts and Technology (CAATs). The terms 'college' and 'colleges' will be used in this report to refer to CAATs. Apart from one "quasi-public" institution, the other post secondary institutions in the province consist of private colleges and universities (awarding mostly religious degrees) and private career colleges (Jones & Skolnik, 2009).

In response to stronger demand for access to degree programs and changing expectations from employers due to labour market needs, the Ministry made a number of decisions about how to increase access to a broader range of degree opportunities in April 2000. One of those decisions was to allow colleges to offer degrees in applied areas of study. The term 'college degrees' is used in this report in place of 'degrees in applied areas of study'. The Post-Secondary Education Quality Assurance Board (PEQAB) was created by the Post-Secondary Education Choice and Excellence Act, 2000. Its mandate is to review all applications for the Minister's consent, including those from colleges, private providers (in or outside Ontario), public organizations from outside Ontario, and public organizations within the province without statutory authority to award degrees. The first degree programs in colleges began development in 2001.

It should be noted that there are three types of Baccalaureate/Bachelor Honours degrees offered by Ontario public universities and consent holders (e.g. consent-holding public colleges) pursuant to the Post-secondary Education Choice and Excellence Act, 2000. The descriptions of the qualifications for the baccalaureate/bachelor honours degrees in the qualifications framework capture the most generic aspects of the degree levels; however, distinctions can be made depending on the disciplines and program type e.g. practice-oriented fields and those that are more theoretical and research based (Handbook for Ontario Colleges: *Applying for Ministerial Consent Under the Post-secondary Education Choice and Excellence Act, 2000*, PEQAB 2010). These three types of honours degrees are distinguished by the Ontario Qualifications Framework as:

- Academically-oriented degrees, which colleges are not mandated to offer
- Profession-oriented degrees, which colleges offer. These degrees have titles that are usually specific to the field e.g. Bachelor of Interior Design, Bachelor of Commerce.
- Degrees in an applied area of study, which colleges offer. These degrees are expected to have the disciplinary content oriented to an occupational field of study, in addition to a level of conceptual sophistication, specialized knowledge, and intellectual autonomy similar to that in an academically-oriented honours program.

(Handbook for Ontario Colleges: Applying for Ministerial Consent Under the Post-secondary Education Choice and Excellence Act, 2000, (PEQAB 2010)

Honours degrees offered by colleges differ from research-focused degrees in that they have been designed to accommodate entry to practice in designated fields of study. PEQAB reviews the degrees against the *Bachelor Degree: Honours* standard contained in the Ontario Qualifications Framework and other standards. Regardless of the discipline, the degree programs, whether offered by universities or colleges, must meet the Board's Baccalaureate/Bachelor Honours Degree Standard.

While the decision to allow colleges to offer degrees was largely made in order to increase access to a broader range of degree opportunities, PEQAB also specified that these rigorous programs must incorporate the same level of knowledge, sophistication and autonomy as an academically-oriented honours program but "with the disciplinary content oriented to an occupational field of practice"[1] The Ontario Qualifications Framework specifies that students of an honours Bachelor's program in an applied area of study must demonstrate competencies in the following areas:

- ➢ Depth and breadth of knowledge`
- ➢ Conceptual & Methodological Awareness/Research and Scholarship
- ➢ Communication Skills
- ➢ Application of Knowledge
- ➢ Professional Capacity/Autonomy
- ➢ Awareness of Limits of Knowledge

The Ministry of Training, Colleges and Universities determined that the time was due for an evaluation of the degree programs in applied areas of study in order to examine the extent to which they are meeting student, college, employer and other stakeholder needs.

1.3   Evaluation Goal and Objectives

The evaluation analyzed, at a system-wide level, the extent to which:

- ➢ Degrees meet student and graduate needs in areas that are expanding significantly where a degree-level education is required, but existing program offerings do not meet demand
- ➢ Degrees meet demonstrated employer and labour market demand for degree-level applied education and training, where current programs are not meeting emerging needs
- ➢ CAATs have the capacity to develop and offer degrees that meet student, graduate, labour market and other stakeholder needs
- ➢ Degrees meet needs where professional bodies are increasing entry-to-practice qualifications and requiring degree-level education where a different credential was previously required

1.4   Overview of the Report

This report outlines the results and key findings of the evaluation.

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[1] Handbook for Ontario Colleges: Applying for Ministerial Consent under the Post-secondary Education Choice and Excellence Act, 2000. Toronto. PEQAB 2010. p. 18.

- Section 1 introduces the background of degrees in applied areas of study, and the evaluation goals and objectives.
- Section 2 reviews selected literature on post-secondary education, with a focus on the current situation in Ontario, available options for students in post-secondary education, and future needs in the province. It goes on to examine how college degrees can help fill economic need, including filling labour market gaps, and moves on to examine the recognition of these degrees by professional organizations. The section ends with a brief review of some of the resource challenges that colleges face in offering degree programs.
- Section 3 describes the mixed methodology used in the evaluation which combined both quantitative and qualitative modes of inquiry, as well as privacy and confidentiality procedures, and research limitations.
- Section 4 provides demographic information about respondents in the student survey.
- Section 5 provides demographic information about respondents in the employer survey.
- Section 6 is a compilation of data analysis and key findings, presented along the lines of the four main lines of enquiry outlines in the objectives of the evaluation.
- Conclusions and Considerations are presented in Section 7.
- A bibliography is presented in Section 8.
- Appendices include the instruments used in the data collection process as well as anonymized data and open-end responses from key questions in the surveys.

2 LITERATURE AND ADMINISTRATIVE DATA REVIEW

2.1 College Degrees: Current and Future Student Needs

Student demand for post-secondary education in Ontario is growing. The Ontario Ministry of Training, Colleges and Universities (MTCU) has estimated that a further increase of about 50,000 eligible student enrolments in colleges and universities for 2010-2011 to 2015-2016 is not unrealistic, with potential for further growth in the longer term (MTCU, 2010). In their paper *A New Vision for Higher Education in Ontario*, the Presidents of Ontario's 24 public colleges suggest that to meet the increasing demand for post-secondary education, particularly baccalaureate degrees, Ontario needs to expand the range of programs available through the province's colleges (Colleges Ontario, 2009a).

In Ontario, only institutions holding degree granting authority can offer degree programs. Ontario's publicly funded universities through their own Acts of Legislature offer Bachelor, Master and PhD level degrees. All public colleges, out of province public institutions, private career colleges, private universities and institutions must have the consent of the Minister of Training, Colleges and Universities to offer degrees (MTCU).

The public college system has expanded over its 40 year existence to deliver a broad range of programs (Colleges Ontario, 2009b). This includes two types of degree programs; the 4 year college degree known formally as the baccalaureate/bachelor honours degree (of which there are three types; academically oriented (which colleges cannot offer as it is not within their mandate), profession oriented and in applied areas of study), and joint/concurrent degree programs in collaboration with universities. For joint/concurrent degree programs, students often take courses at both a college and a university, with joint programs meaning the credential is obtained from one institution whereas concurrent means the student receives a credential from each institution (Jones, 2009). Collectively, all 24 Ontario public colleges offer over 100 joint/concurrent degree programs in partnership with universities (OUAC, 2010). This literature review will focus on the 4 year college degree offered pursuant to Ministerial consent by Ontario colleges.

In 2001, 22 degree program applications from 15 colleges were referred to PEQAB, of which 13 were granted consent. The number of program offerings has continued to increase over the years. As at the compilation of this report, college websites indicate that 12 Ontario public colleges are offering 61 college degree programs, with an additional two new programs slated to begin in the Fall of 2011 (Ontario Colleges, 2010). MTCU indicates that as of Fall 2010, 14 colleges have ministerial consent to offer 70 college degree programs. Appendix H lists the college degree programs public colleges in Ontario offer or plan to offer by Fall 2011. The majority of college degree programs (64%) are offered by 4 public colleges, all of which have been given the designation Institute of Technology and Advanced Learning (ITAL). ITALs are permitted to have up to 15% of their program activity as degrees, whereas Colleges of Applied Arts and Technology (CAATs) are restricted to 5% of program activity in degrees (MTCU, 2003). Half of the colleges offering college degrees are located in the Central region of Ontario, with Eastern and Western regions each having three colleges that offer college degrees. There are no colleges in the Northern region of Ontario that offer college degree programs.

By offering degrees, colleges increase student access to post-secondary education. Laden's paper *Examining Access and Opportunity: The Community College Baccalaureate Degree in North America* describes "access" as the ability to attend college or university. For 40% of all Canadian students enrolled in higher education, community colleges were chosen based on a student's socio-economic

status, academic preparation, geographic location, and career goals (Laden, 2005). Jones and Skolnik in their paper, *Degrees of Opportunity: Broadening Student Access by Increasing Institutional Differentiation in Ontario Higher Education* (HEQCO), echo the issue of access as being a determining factor in a student's choice of college or university for their postsecondary education (Jones, 2009).

An original mandate of CAATs was to offer programs in fields of vocational, technological, general and recreational education, day or evening for full or part time students; providing services to primarily local communities (Ministry of Education and Training, 1996). The population of colleges typically mirrors the communities they serve through the students who are enrolled (Laden, 2005). The 2009 Colleges Ontario proposal states that colleges provide access to degrees where demand is warranted, such as in urban centres or smaller communities with no university campus, and cater to students of lower and middle income, aboriginal, and students with disabilities, who are more likely to attend college than university (Colleges Ontario, 2009c).

Part of the mandate of colleges includes preparing students who wish to pursue further studies at a university, including in a graduate institution (Bramwell, 2009), thus increasing the pathways in post-secondary education. Colleges Ontario cites a 2007 survey of college applicants that shows almost 25% of applicants indicate preparing for university as a major reason for applying to college (Colleges Ontario, 2009a). In addition to university degrees, which tend to be academically oriented with a focus on theoretical knowledge, Ontario's post-secondary system now has the ability to provide Ontarians with college degrees that offer a blend of theoretical and applied knowledge designed to accommodate entry to practice in designated fields of study. The increase of degrees and degree-granting institutions, however, has created confusion around the meaning and value of these new degrees, and the preparation of these college degree graduates for further study (Marshall, 2008). Colleges and universities have historically been seen as having distinct mandates which now are being blurred due to the introduction of college degrees and more mobility of students between these institutions (Weingarten, 2010).

A common issue discussed is whether graduates with college degrees are admissible for further study at the university graduate level. The tendency among universities to place theoretical knowledge above applied knowledge is discussed by Jones and Skolnik, who add that without the existence of a clear policy intervening against it, most universities eventually evolve toward this 'common ideal'. They define the characteristics of this 'common ideal' as institutions that put considerable effort into developing graduate programs, have the expectation that faculty will divide their time equally between teaching and research, and where theoretical knowledge is more highly valued than applied knowledge (Jones, 2009). In their paper "*Twelve Propositions on Diversity in Higher Education*", Codling and Meek echo Jones and Skolnik by concluding that the tendencies of institutions will predominate unless very specific environmental and economic conditions prevail, and/or specific directed policy is implemented (Codling & Week, 2006). Placing one type of degree above another creates tiering. This tiering of degrees creates barriers for students by not providing college degree graduates with equal eligibility opportunities for advanced study (Marshall, 2005, 2008).

The absence of a national accreditation mechanism for post-secondary studies has caused graduate schools to rely on membership in the Association of Universities and Colleges of Canada (AUCC) as their de-facto accreditation body (Marshall, 2005). Caroline Alphonso's article *What's a college degree worth*?, appearing in the Globe and Mail in 2006, highlights the issue that since colleges are not eligible to become members of AUCC despite offering degrees, there is no clear understanding of the level of

access that graduates with college degrees have to graduate and professional schools. In a study by Marshall in 2005, he asked a sample of Anglophone Canadian universities what the eligibility of college degree graduates for admission to graduate or professional schools would be. The results are as follows:

> ➢ 7 institutions replied that only graduates from AUCC schools would be eligible for admission,
> ➢ 12 institutions said that AUCC graduates are given first consideration and others are considered on a case-by case basis,
> ➢ 4 said that non-AUCC graduates are unlikely to gain admission.

Even if some of these institutions said that they would consider admitting college degree graduates, meaning that they are eligible, Marshall warns against the lack of clear distinction between "eligible" and "admissible". Institutional policy may determine eligibility, but department or faculty make most admission decisions and may reflect a different reality (Marshall 2005).

Skolnik (2006) states that this is not a unique condition characterizing the relationship between universities and college degrees in Ontario, but that the policy decisions of other provincial governments to authorize new providers of degrees is also being nullified by universities refusing to recognize this authority. This is evidenced in Marshall's study where nearly half of the universities sampled stated that non-AUCC graduates would be unlikely to gain admission to their graduate or professional schools or that only graduates from AUCC schools would be eligible to gain admission. Skolnik adds that this is seen by some as universities protecting their own self-interest. The author goes on to discuss that the best education is one that integrates three types of knowledge, theoretical, practical and personal development. He argues, that actually, the curriculum of college degrees have a better balance between these types of knowledge however this fact is not well recognized, by universities and beyond (Skolnik, 2006). The Marshall study quoted above took place in 2005. It is entirely possible that since then, some universities have reassessed their positions with regard to admission of graduates from non-AUCC schools into their graduate and professional schools. Indeed, as will be seen with the sample of Ontario universities interviewed in this evaluation, most indicated that college degree graduates who apply to their graduate schools are considered on a case by case basis. This review did not attempt to identify and cross-check the universities in Marshall's study against the sample of universities in this evaluation to establish if there was evidence of such a shift in position.

2.2   College Degrees Responding to Labour Market Needs

The global economic challenges of today have emphasized the need for Ontario to develop a stronger more skilled work force. The Conference Board of Canada estimates that Ontario will face a skilled labour shortage of over 500,000 employees by 2030 (Colleges Ontario, 2009a). Although Ontario has a 62% postsecondary education attainment rate (one of the highest worldwide), about 70% of new jobs in the future are expected to be in occupations requiring post-secondary credentials (MTCU, 2010).

As a condition of recommendation for ministry approval to offer degrees, colleges must show that their degree programs fulfill an identified economic need (PEQAB, 2006). PEQAB requires colleges to provide evidence of the need for degree level graduates by methods such as analysis of economic forecasts, surveys of employers, and employer commitments to offer placements to students or to hire graduates of the program. This economic need is readily established, partly through the strong relationships that colleges have developed with employers via co-op type programs and industry participation on advisory councils (Colleges Ontario, 2009c). The relationship between colleges and employers is evidenced in a

Colleges Ontario report "A New Vision For Higher Education in Ontario", which claims that in the past three years, colleges and businesses have established 415 new innovation partnerships and completed 143 industry-led micro projects. According to Laden (2005), the close working relationships with industry enable colleges to react to industry labour demands by quickly responding to changing needs and adapting or creating curriculum more quickly than universities. Further, a report for the Martin Prosperity Institute found that colleges provide more pathways and make greater contributions than universities in creative occupations in arts, design, applied science and engineering fields through their degrees programs (Bramwell, 2009).

The MTCU recognizes that education and skills are cornerstones for the future growth and prosperity of Ontario (MTCU, 2010). According to Colleges Ontario's 2009 Environmental Scan, Ontario employers have a skills advantage over their U.S. competitors due to their access to more college graduates with an education designed to meet their requirements (Colleges Ontario, 2009c). An indication that college degree programs are meeting skilled labour needs can be seen in the high satisfaction rates of employers with college graduates (Colleges Ontario, 2009c). In addition, MTCU states that 85% of college graduates found employment within 6 months of graduating (MTCU, 2010). Bramwell in her paper *Ontario Community Colleges in the Creative Age: Bohemians, Bioinformatics, and the Built Environment* also notes that college degree graduates in some creative occupations earn higher incomes than their university peers (Bramwell, 2009).

2.3 Recognition of College Degree Programs

> *"The degree has gradually become the professional and employment credential of choice"*
>
> *(Marshall, 2008)*

Employers have raised job entry-level requirements (Laden, 2005) and more professional groups are requiring a bachelor's degree for certification or entry into the profession (Marshall, 2008). The pressure to meet defined competence standards is rising and has increased demands for degrees (Colleges Ontario, 2009c). As part of the application for approval to offer degree programs, colleges must show evidence of consultation with relevant regulatory bodies and the accrediting agency (where applicable) regarding requirements for entry into practice (PEQAB, 2006). This helps to establish the recognition of the degree credential within a professional field. Employers may also have difficulty understanding college degrees. College degrees have existed in Ontario for nearly nine years, with the first cohort of 22 graduates with a college degree credential emerging in 2006 (MTCU, 2007). The number of graduates has increased to just fewer than 900 in 2009; still, the degree is little known to employers (Colleges Ontario, 2009b). In addition, employers who operate nationally may confuse the Ontario college degree (4 year academic program + work placement) with Alberta's college degree (3 year academic program + 1year work placement) (Colleges Ontario, 2009b).

2.4 Resource Demands Resulting from Offering College Degrees

Literature reviewed seems to suggest that internally, colleges offering college degrees are struggling in two general areas, namely:

➢ Adjusting to the new financial strains caused by offering degrees; and
➢ Issues around human resources.

Funding, or the lack of it, seems to be at the core of these struggles. Laden (2005) states that while gaining approval to offer degrees, colleges were not receiving additional funding to assist with the demands that these programs created within their institutions. In order to meet PEQAB criteria, the colleges had to upgrade facilities such as laboratories and libraries. These transformations come with added cost and require a long time to complete. The lack of funding meant that colleges could not implement all of their approved programs at once, and in some cases, traditional programs suffered due to colleges using resources to get the new college degree programs started (Floyd, 2005).

Since 2005, the government has increasingly committed more funds to address colleges' operational needs. In 2007-08, government grants accounted for half of college revenues, with student tuition fees providing 22% of revenues (Colleges Ontario, 2009c). Additional infrastructure funding was provided by both federal and provincial governments in 2009-10 (MTCU, 2010). However, according to Colleges Ontario (2009c), colleges continue to lag behind universities and secondary schools on a funding per student basis.

The delivery of college degree programs has also put some pressure on the relationship between the institutions and their faculty. College faculty teaching degree programs in Ontario are required to have at minimum a master's degree and that at least 50% of their faculty to hold the terminal academic credential in their field, which in most cases is a PhD (PEQAB, 2006). In order to effectively teach college degree programs, faculty members are expecting higher salaries and reduced course loads (Laden, 2005) as well as more preparation time to offer courses that include more theory (Floyd, 2005).

The need for businesses and educators to be more involved in research is growing (Colleges Ontario, 2009c) and with that, an expectation that faculty will undertake such research (Laden, 2005). To meet this challenge, colleges have developed innovation partnerships with industries to jointly undertake applied research projects. Increasing the applied research capacity of colleges and college degree programs requires continued funding support (Colleges Ontario, 2009c).

3   RESEARCH APPROACH AND METHODOLOGY

3.1   Research Design

In the evaluation, multiple lines of evidence were employed. A mixed methods approach was used, combining both quantitative and qualitative inquiry. Data collection instruments are presented in the appendices. The data collection methodologies used in the evaluation are described below.

3.2   Qualitative Component

The qualitative component of this evaluation included a literature review (see Section 2 of this report), document analysis, and key informant interviews. The report utilizes the terms 'participating colleges' to refer to those colleges that currently offer degree programs, and 'non-participating colleges' to refer to those that do not currently offer degrees, although some of them had offered degrees in the past or had applied to offer degree programs.

Interviews were conducted with a total of 61 key informants, representing various stakeholders, including:

- ➢ 9 non-participating colleges: A total of 9 interviews;
- ➢ 13 participating colleges: A total of 20 people at these institutions were interviewed;
- ➢ 8 Ontario universities: A total of 8 interviewees;
- ➢ 6 professional bodies: A total of 6 interviews;
- ➢ 8 high school guidance counsellors: A total of 8 interviews;
- ➢ PEQAB: A total of 1 interview;
- ➢ Ministry of Training Colleges and Universities: A total of 4 interviews; and
- ➢ Other stakeholders, including the College Degree Operating Group (CDOG); Coordinating Committee of Vice Presidents Academic (CCVPA); Council of Ontario Universities (COU): A total of 5 interviews.

As the study involved a wide representation of stakeholders, a communication plan was developed to organize and coordinate all correspondence (either by mail, e-mail, or telephone) with all the stakeholders and to outline the timelines for doing so. The Consultant liaised with the Council of Ontario Universities to facilitate introduction to, and participation of the selected universities. In order to contact high school guidance counsellors, the Consultant coordinated with the Ontario School Counsellors Association to facilitate communication and selection of a sample of counsellors.

Participants from the universities and high school counsellors were selected using a judgmental, non-probability sampling method.[2] Consideration was made to ensure that every region was represented in both groups. With universities, the Consultant ensured that institutions of varying sizes were represented; additionally, a bi-lingual university was selected.

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[2] A form of convenience sampling in which population elements are selected based on the judgment of the researcher. In this case, the Consultant sought to ensure that the sample included bi-lingual universities, large, mid-size and smaller institutions as well as regional representation.

Key informant interviews were semi-structured and took up to an hour in duration, either in person or on the telephone, depending upon the geographical location of the interviewees and their preference. Most key informant interviews consisted of one individual but in some instances, two to three individuals participated in the interview. Interview guides (key informant interview guides) were followed throughout the interviews; however, there was fluidity and flexibility within the conversations. Interviewees were advised to let the researchers know if any questions were not applicable to their situation, and that they were welcome to introduce any points that were important to the evaluation but which may not have been addressed by the questions in the interview guide. Four interviewees pre-filled their interview guides and e-mailed them to the Consultant prior to the actual interviews.

With informed consent from participants, interviews were usually audio-taped. Later, interview transcriptions and write-ups were analyzed for common themes by the research team.

Interview guides were produced in both English and French. Interviews were conducted in the interviewee's official language of preference. Only one interview was conducted in French – with La Cité Collégiale. This interview was conducted by a fully-bilingual Francophone member of the R.A. Malatest & Associates research team.

Document analysis included a review of a range of documents including, but not limited to: PEQAB documents that included handbooks and guidelines, standards and requirements documents, and policy documents: proceedings from the CDOG Degree Conference 2010; 2007, 2008 and 2009 Ontario KPI Graduate Data; Employment Profile – Report on 2007-2008 College Graduates; etc.

3.3   Quantitative Component

Both student surveys and employer surveys were administered in this evaluation. Surveys were field-tested prior to administration, and factors such as length of time to complete, clear terminology, etc. were taken into consideration. Both instruments underwent pilot-testing with a sample of participants. A report and proposed modifications based on the feedback were sent to the Ministry to approve before a full launch of surveying.

Student Survey

For the student survey, there were three target groups: currently enrolled college degree students, graduates, and non-graduates i.e. those who did not complete their programs.

Six colleges presented sample of student names to the Consultant. These students were contacted by phone through the R.A. Malatest Survey Houses. Some of the students requested to complete the survey online when contacted; these were then e-mailed a link immediately.

Six colleges chose to directly contact their students through an e-mail that was prepared by the Consultant. The e-mail outlined the purpose of the survey, legal privacy and confidentiality considerations, and contained a link to an online version of the survey.

The following provides more details on the student survey:

➢ All 13 colleges in Ontario that were offering college degree programs at the time of the evaluation were invited to participate in the student survey; 12 colleges chose to do so.

➢ The Consultant received a total of 2,866 student telephone contacts from six colleges, and attempted to reach all of these. More students were contacted by their colleges directly through e-mail – the total number of these students is unknown.

> There were a total of 1,056 completions of the student survey. This consisted of 537 telephone completions and 519 online completions.

> There was a 26.14% response rate for the student survey based on the contacts that the Consultant had (a total of 2,866 student contacts) and the resulting completions from these. The response rate is based on an empirical MRIA calculation method: $R/(U+IS+R)$ where R is in-scope responding units, U is unresolved units (e.g. busy or no answer), IS is in-scope, non-responding units (language problem, household refusal, etc).

Employer Survey

The employer survey was administered to employers who are affiliated, in one way or another, with colleges that offer college degree programs. Some employers hire/had only hired co-op students. Others hire/had hired graduates of college degree programs; many did both.

Respondents in the employer survey had the option of completing the survey via telephone guided by a trained interviewer, online or by faxing back the completed survey. As with the student survey, some colleges provided sample to the Consultant – in this case, five colleges provided sample. The remaining colleges, all who indicated that they would be unable to provide employer contacts to the Consultant, were sent a copy of the prepared e-mail invitation to employers. The e-mail outlined the purpose of the survey, legal privacy and confidentiality considerations, and contained a link to an online version of the survey.

The following provides more details on the employer survey:

> All 13 colleges in Ontario that were offering college degree programs at the time of the survey were invited to participate in the employer survey. Five colleges provided sample to the employer. The Consultant was only able to receive confirmation from two colleges that sent out the e-mail invitation to their employers.

> The five colleges that provided sample gave the names of employers affiliated with current and past students for the purpose of soliciting their participation in the survey;

> The Consultant received a total of 1,589 employer contacts from the five colleges, and attempted to reach all of these. More employers were contacted by some colleges directly through e-mail – the total number of these employers is unknown.

> A total of 378 employers completed the employer survey.

> There was a response rate of 35.32% for the employer survey based on the contacts that the Consultant had (a total of 1,589 employers) and the resulting completions from these. The response rate is based on an empirical MRIA calculation method: R/(U+IS+R) where R is in-scope responding units, U is unresolved units (e.g. busy or no answer), and IS is in-scope, non-responding units (language problem, household refusal, etc).

3.4 Confidentiality and Privacy

R. A. Malatest & Associates is legally bound to treat all information collected in the course of this evaluation in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA) and the Personal Information Protection and Electronic Documents Act (PIPEDA) as well as other applicable privacy laws. In accordance with such principles, R. A. Malatest & Associates offered Data Sharing Agreements (DSA) to all 13 colleges, detailing the research team's procedures with respect to privacy,

security, and confidentiality of data. It also communicated to all the 13 colleges its willingness to apply for approval of the evaluation through the college's internal Ethical Review process.

The colleges had different views on whether the evaluation needed to be reviewed by their Research Ethics Boards (REB); while some thought that it might have to go through their REB, others were satisfied with the Data Sharing Agreement that the Consultant sent to them. Several of the colleges consulted their privacy officers regarding the DSA and/or the evaluation. Two colleges requested the Consultant to submit an initial application to their REB, which would determine if the evaluation needed to go through a full ethics review process. Ultimately, both colleges determined that the evaluation did not have to go through a full ethics review.

All participants in this study (key informant interviewees and survey respondents) were advised that their participation in the research was completely voluntary. They were informed that their specific responses would remain anonymous and would not be attributed to the participant in any report resulting from the evaluation. All information collected in the course of this evaluation is to be used for research purposes only.

3.5   Research Limitations

The results of this evaluation were subject to a rigorous analysis and review process by the research team. Any evaluation, however, is subject to its own particular research limitations. The findings of this evaluation should be interpreted with an understanding of the following limitations:

Boundaries of Qualitative Inquiry

The qualitative component of this research provides deep insight into the issues discussed. Key informant interviews were conducted with leaders in the institutions involved. These leaders were selected because of their involvement in college degree programs in their colleges and within affiliated post-secondary committees such as the CDOG and CCVPA. The Consultant therefore presents these views as those of knowledge leaders in their respective areas of responsibility and who are charged with representing their institutions' views, opinions and perspectives on matters examined in the evaluation.

However, it should be noted that any qualitative inquiry involves a certain level of subjectivity and interviewees can often inject their personal perspectives based on their experiences. To deal with this, the researcher made sure that where appropriate, the interviewee was asked if the opinion or view he/she had just expressed represented their institution's view. Additionally and wherever possible, data were validated against other sources, including administrative data, survey data, etc.

Sampling Limitations & Confidentiality Concerns

It is not possible to say that survey findings are representative of the perspectives and experiences of all colleges for the following reasons:

➢ Although all colleges - participating and non-participating - were invited to participate in the evaluation, only 12 participating colleges and nine non-participating colleges agreed to interviews.

➢ Some colleges were offering more college degree programs at the time of the evaluation than others e.g. Humber (15); Seneca (11); Sheridan (9); Conestoga (8). These colleges also have more student representation than others in the survey, with affiliated respondents making up three quarters of all respondents in the student survey.

- ➢ The Consultant only had student sample from six colleges and employer sample from five colleges. While some of the colleges that provided sample were able to provide the names and contacts of all their students, others were not able to, releasing only partial lists of their students. Participation was voluntary within the sample acquired.

- ➢ Employers in the survey were all affiliated with the colleges that provided their sample in some way, including as advisors to college degree programs or employers of their degree work placement or graduate students. However, not all colleges were able to provide the names of all employers who had ever been affiliated with their college degree programs. Participation in the survey was voluntary.

- ➢ As some colleges chose to send out an e-mail invitation to their students and employers instead of providing sample, the Consultant had no control over this sample. The Consultant was able to get confirmation from just two of the colleges that the e-mail invitations were sent to their students and employers. For those reasons, the full sample for both the student and employer surveys is unknown. Nevertheless, the majority of the colleges participated and permitted their students / graduates / discontinuers and employers to be contacted for the surveys, and therefore, survey findings still hold relevance.

4   DEMOGRAPHICS OF STUDENT SURVEY RESPONDENTS

The student survey had 1,056 completions. Respondents were given the choice of completing the survey by telephone or online. The response rate was 26.14%. This was based on the contacts that the Consultant had (a total of 2,866 student contacts) and the resulting completions from these. The response rate is based on an empirical MRIA calculation method: R/(U+IS+R) where R is in-scope responding units, U is unresolved units (e.g. busy or no answer), and IS is in-scope, non-responding units (language problem, household refusal, etc).

Half of the respondents came from 2 out of the 12 colleges that participated, namely Humber Institute of Technology and Advanced Learning and Seneca College. The following demographic data provide a profile of student survey respondents.

4.1   Gender

Student respondents who participated in this survey were 53% male and 47% female; a minority did not indicate their gender. Figure 4.1 shows the respondent population breakdown by college program division.

Figure 4.1: Student respondents by program and gender

	Arts			Business		Health		Technology			Unspecified		Total
Gender	M	F	U*	M	F	M	F	M	F	U*	M	F	
Count	165	261	5	143	144	13	28	236	58	1	1	1	1056
Percentage	15.6%	24.7%	0.5%	13.5%	13.6%	1.2%	3.7%	22.3%	5.5%	0.1%	0.1%	0.1%	

n=1056   U = Unspecified gender*
Source: Student Survey: I1: What is your gender?

4.2   Age

The majority of respondents who participated in the student survey were between the ages of 18-24. Further breakdown revealed that just one participant was under 18 years old; 49 did not give their age.

Figure 4.2: Respondents' age
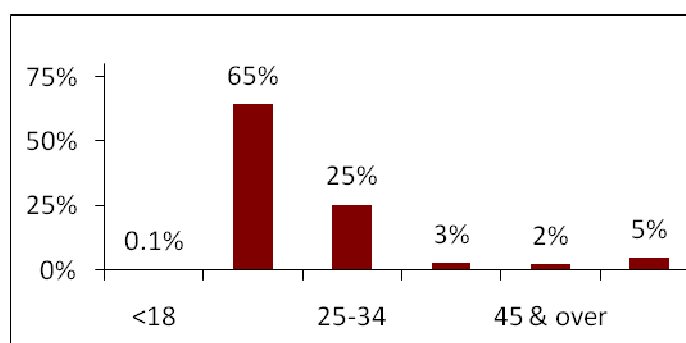
n=1056
Source: Student Survey: I2: In what year were you born?

4.3   Level of Education

Figure 4.3 below shows the highest level of education student participants in the evaluation had prior to enrolling in their college degree program. Seven out of ten participants (69%) had completed high school or GED while close to a third (30%) had previous post-secondary education.

Figure 4.3: Respondents' level of education prior to enrollment
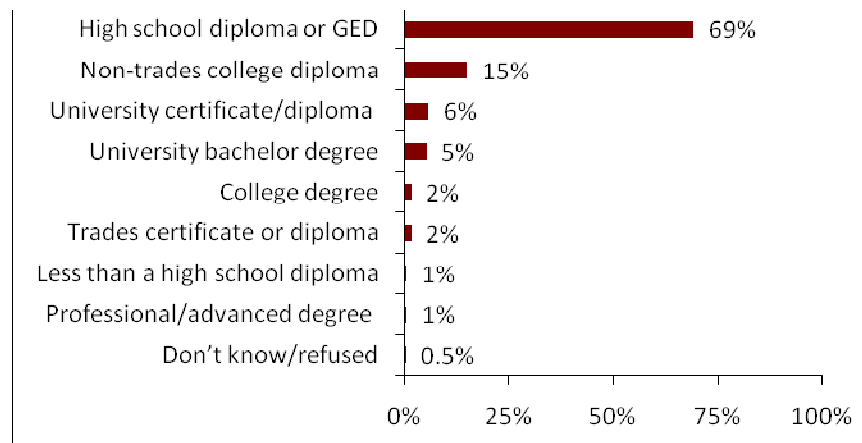
n=1056

Source: Student Survey: I3: Before attending the college degree program, what was the highest level of education that you obtained?

Note: Sums to more than 100% due to rounding.

4.4   Student Aboriginal Status

Four percent of the student respondents indicated that they were Aboriginal.

4.5   Student Visible Minority Status

Of the survey respondents, about one in five (19%) indicated that they were a member of a visible minority group. The largest of this group (46%) were South Asian, followed by Black/African/Indo Caribbean (22%) and East Asian (15%).

4.6   Student First Generation Status

Figure 4.6 below shows that slightly less than one third (31%) of the respondents are First Generation Students i.e. those students whose parents have not attended a post-secondary institution.

Figure 4.6: First Generation Students
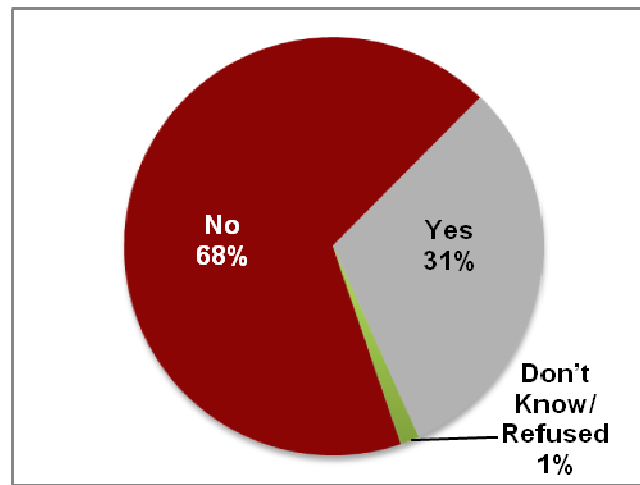
4.7 Primary Language

A majority (83%) of student survey respondents reported that their primary language was English. Just 3% indicated French as their primary language.

4.8 Proximity of Permanent Home to College

A large proportion of respondents (62%) attended a college within 50km of their permanent home. Figure 4.8 shows the breakdown of distance from permanent home to college attended.

Figure 4.8: Proximity of college to permanent home
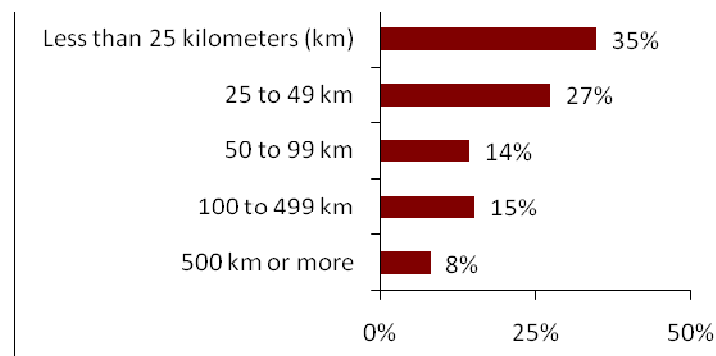
4.9 College Affiliation

The following Figure 4.9 shows a breakdown of the college affiliation of student survey respondents. Since some CAATs offer more college degree programs than others, they will have more student representation. Additional factors affected representativeness of these data, including: the fact that not all colleges that offer college degree programs participated in the evaluation, and so their students are not represented; some colleges released only partial lists of their students; and, participation in the

survey was voluntary, ruling out any control measures to ensure a representative sample. Half of the student completions are from two colleges, namely Humber Institute of Technology and Advanced Learning and Seneca College. Regardless of their higher representation in the survey, the sample of students was still low in each college, including Humber and Seneca. For example, of 228 students that graduated from Seneca's various degree programs between 2006/7-2008/9, just 31 (13.6%) participated in the evaluation. In Algonquin, just 7 of 102 graduates (6.8%) from 2007/8 and 2008/9 programs participated in the survey. Appendix 17 shows the breakdown of graduates by year and program in the colleges in the years 2006/7 – 2008/9 compiled from MTCU data, and a side by side comparison of number of graduates from these programs and years that participated in the survey.

Figure 4.9: College affiliation of respondents
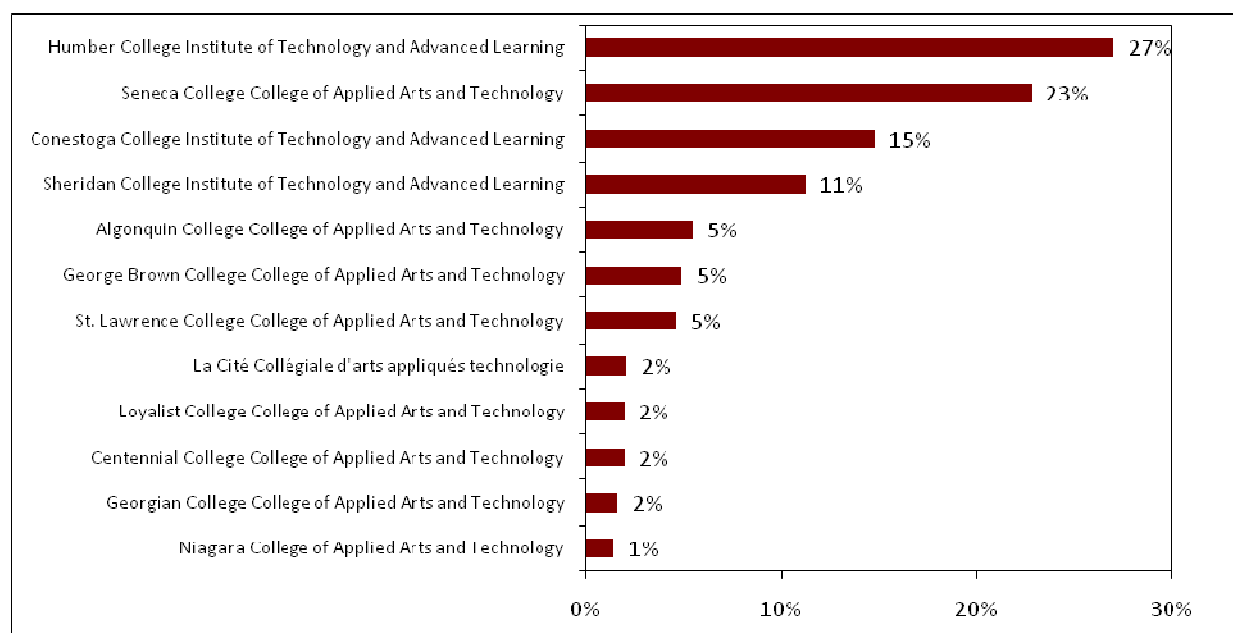
n=1056

Source: Student Survey: A1: Which institution do you/did you attend (enrol/register at)?

4.10 College degree Program

Figure 4.10 shows the college degree grouping of programs (divisions) that student respondents were enrolled in. Two out of five students were enrolled in Arts programs, which included arts, music, information sciences and human services programs. This is likely due to a combination of greater student representation from some larger colleges, as well as overall higher enrolment in these programs.

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Figure 4.10: College degree divisions of respondents
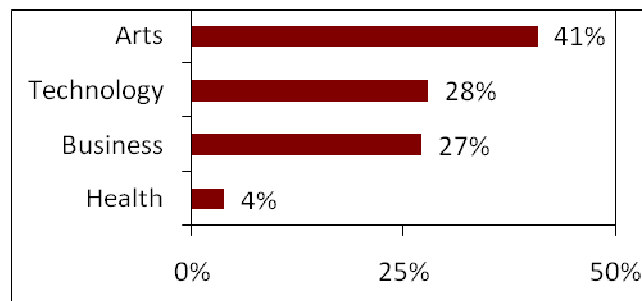
4.11   Enrollment Status

Most (68%) of the survey participants were currently enrolled students, as can be seen in Figure 4.11. Practically all survey participants were enrolled full time in their programs, with just 1% attending on a part-time basis.

Figure 4.11: Enrollment status of respondents
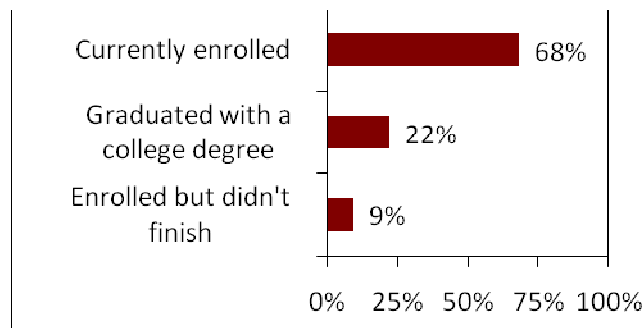
4.12   Year of Graduation

Figure 4.12 shows the year graduated or of expected graduation of survey respondents. The chart confirms the current enrolment status of most of the respondents.

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Figure 4.12: Year of graduation
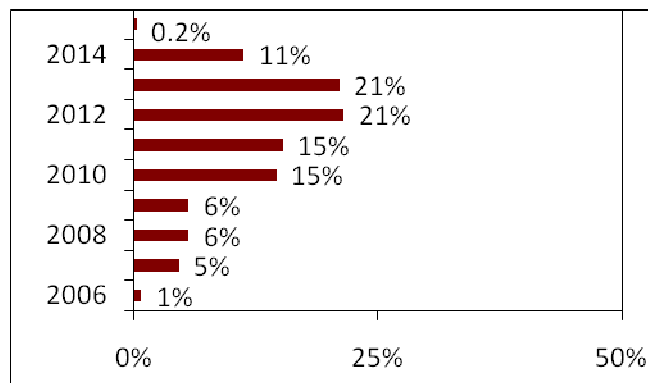
4.13 Gross Household Income

Figure 4.13 shows the respondents' approximate gross household income for 2009. Gross household income, for the purposes of the survey, was defined as the value of all household income from all sources before deductions for all household members. Note that 40% either don't know or have chosen not to indicate their household income. This, in addition to the relatively high percentage of those in the lower income range are likely a reflection of the fact that a majority (68%) of the respondents are currently students who may not be working or are working on a part-time basis.

Figure 4.13: Gross household income, 2009
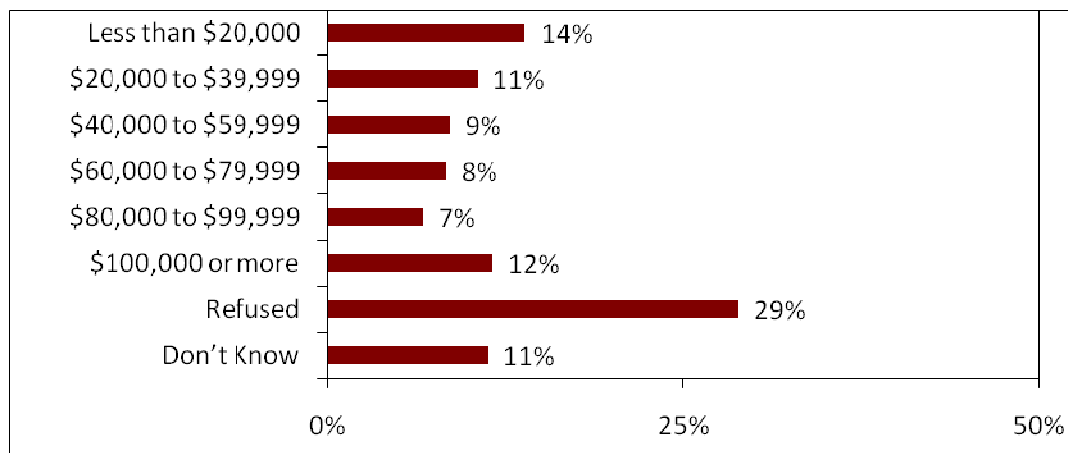
5 DEMOGRAPHICS OF EMPLOYER SURVEY RESPONDENTS

A total of 378 employers completed the employer survey. Respondents were given the choice of completing the survey by telephone, online or by faxing back the completed survey. The response rate was 35.32%. This was based on the contacts that the Consultant had (a total of 1,589 employers) and the resulting completions from these. The response rate is based on an empirical MRIA calculation method: R/(U+IS+R) where R is in-scope responding units, U is unresolved units (e.g. busy or no answer), and IS is in-scope, non-responding units (language problem, household refusal, etc).

Sample was obtained from five colleges. The rest of the colleges chose to send an e-mail with an invitation to complete the survey online directly to their employers. There were 50 online completions from employers, representing those who were contacted by phone and who chose to complete the survey online, and those who were contacted directly by their affiliated colleges through the e-mail.

The following demographic data provide a profile of employer survey respondents.

5.1 Industries

The distribution of employer survey respondents by industry was fairly even, with about three industries fairly well represented comparatively. It is important to remember that these data should not be viewed as representative of all employers who are actively involved and affiliated with college degree programs.

Figure 5.1: Employer's industries
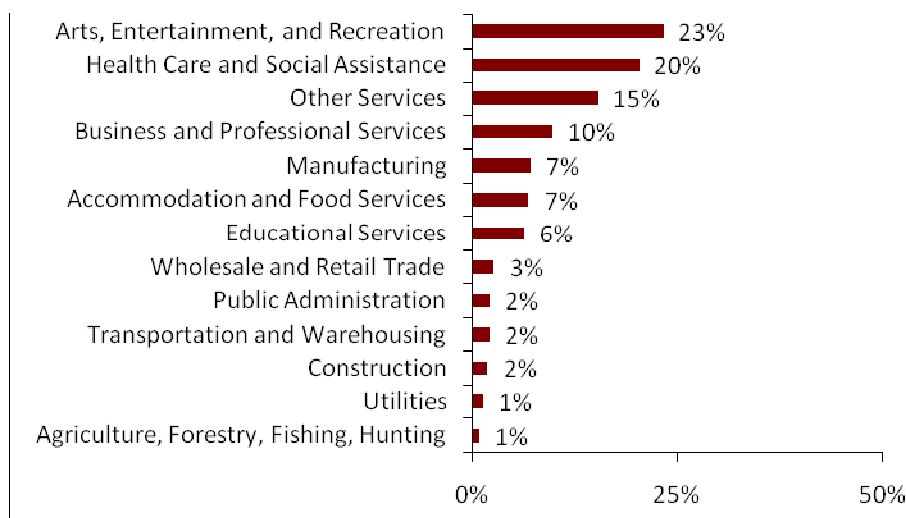
n=378

Source: Employer Survey: E3: Please indicate the primary source industry in which your company operates

5.2 Programs from which Employers take Co-op Students

A co-op/work placement is a required component of the college degree program. Students are expected to complete a 14-week co-op within a workplace or with an employer in an area related to their training as part of the program. Figure 5.2 shows the programs from which employers take college degree co-op students. It is important to interpret this graph accurately. If all employers that take college degree co-

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op students across the province had participated in the employer survey, the distribution and categories of programs may have differed from that presented below.

Figure 5.2: Programs from which employers take co-op students

Creative Advertising/Illustration — 21%
Animation, Film/Media Production, Music — 14%
Computers, Software, Information Tech — 14%
Athletic Therapy/Health/Health Promotion — 14%
Business — 9%
Hospitality/Tourism — 8%
Behavioural Psychology — 8%
Architecture — 6%
Engineering — 4%
Administration — 4%
Biotechnology — 4%
Community and Criminal Justice — 3%
Social Science — 3%
Construction — 3%
Accounting/Audit/Financial Management — 3%
Industrial Design/Photonics — 2%
Fashion Management/Interior Design — 2%
Child Development — 1%
Human Resources — 1%
Golf Management — 1%
Flight Program — 0.3%
Automotive Management/Manufacturing — 0.3%
Other — 13%

n=359

Source: Employer Survey: E1: From which College degree program(s) do you currently take co-op/work placement students?

Note: Sums to more than 100% due to multiple responses; excludes missing responses.

5.3   Colleges from which Employers Hire Graduates

Figure 5.3 shows the colleges from which employers hire college degree graduates. As with Figure 5.2, caution should be taken in trying to interpret this graph. The colleges represented below only reflect employers that responded to the phone and online survey invitations and that were affiliated with the colleges who either provided employer sample or that e-mailed invitations to their employers. If all employers affiliated with all college degree colleges had participated in the survey, the distribution of colleges may have differed from that presented below.

Figure 5.3: Colleges from which employers hire college degree graduates
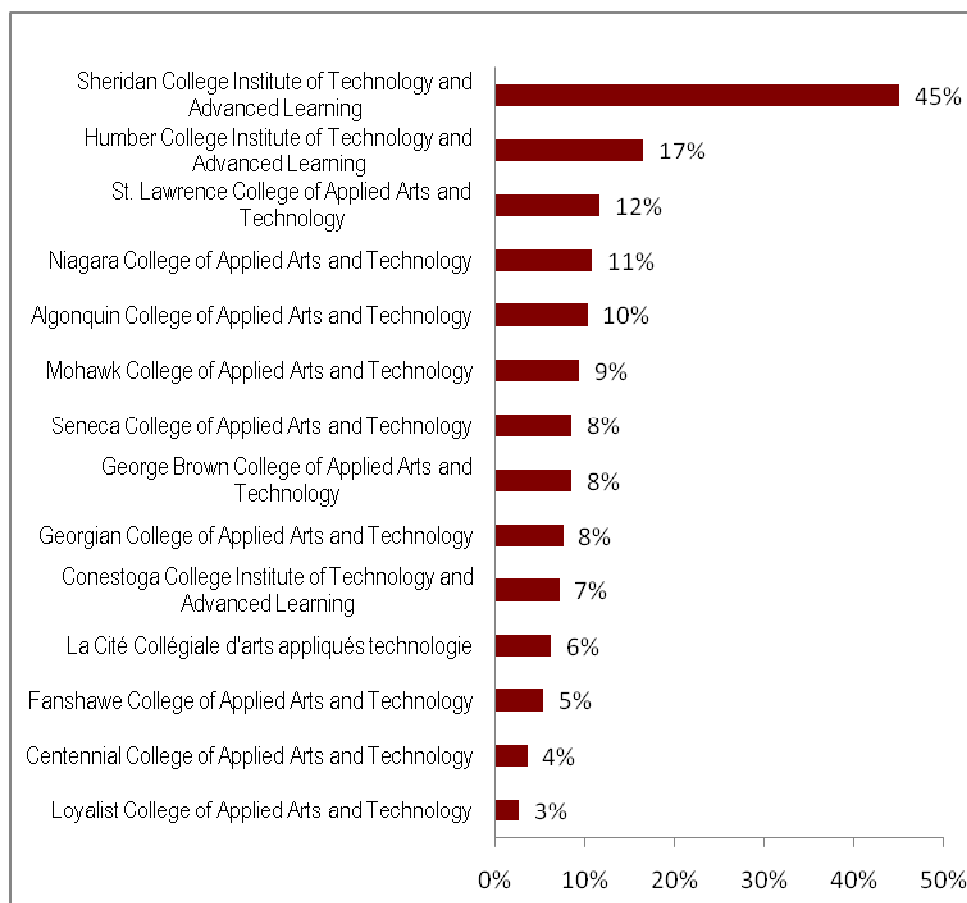
n=224

Source: Employer Survey: E2: From which College has your firm/organization employed College Degree students?

Note: Sums to more than 100% due to multiple responses; excludes missing responses.

6   DATA ANALYSIS

6.1   Do degrees meet student and graduate needs in areas that are expanding significantly where a degree-level education is required, but existing program offerings do not meet demand?

Introduction

College degree programs offered by Ontario colleges are distinct in that they are expected to fill identified gaps where degree level education is required, but existing program offerings do not meet demand. These areas are often directly linked to labour market needs. In order to obtain Ministerial consent to offer these programs, colleges must meet the PEQAB economic need standard by demonstrating the economic need for their programs. This is just one of several standards and benchmarks that the proposed programs must meet. For the Colleges, sustainability of the programs is also important; for that reason, they conduct research in their market area to determine if there is sufficient interest from students and others who would enroll into the program.

Students that are currently enrolled in, have graduated from, or that discontinued from these programs were surveyed in order to answer this question, among others. Data were also analyzed for survey participants who were in the labour force in the twelve months prior to enrolling in the programs in order to understand their motivation for returning to school and enrolling in a college degree program instead of another program.

The evaluation also attempts to understand students' choices from the point of view of high school students and their parents. Parents are recognized as major influencers of students' post-secondary education choices.[3] As the evaluation was unable to directly survey parents and high school students, interviews were conducted with a sample of high school guidance counsellors who are able to provide information from the perspectives of these two groups due to counsellors' roles in career guidance and their frequent interactions with secondary school students and their parents.

6.1.1   Student and Graduate Needs

In order to understand and put into context the students' and graduates' experiences in college degree programs, it is useful to determine the factors that influence their decisions to apply for these programs in the first place. To do this, it was appropriate to look at the largest single source of applicants to college degree programs, namely high school students.

Factors that Influence Students' Decisions to Apply for College degree Programs

As it was not possible to survey parents or high school students within the scope of this evaluation, eight Ontario high school guidance counsellors from the four regions in the Province were asked about the decision factors that influence students' choice of college degree programs. The reader is reminded to keep in mind that the opinions expressed and conclusions drawn in relation to the guidance counsellors reflect the aforementioned very small sample of counsellors. There are instances, however, where the opinions of the counsellors triangulated against the views of other stakeholders in the evaluation confirm widely held viewpoints from other stakeholders in the evaluation.

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[3] R.A. Malatest & Associates, Ltd. "Pan-Canadian Study of Career Development Practices in K-12 Public Schools." Montreal: Canada Millennium Scholarship Foundation, 2009, pg. 7.

In their opinion, the main factor contributing to a student's choice is parental influence, and along with that, parents' and sometimes, students' perceptions of university versus college education.[4]

Most of the counsellors reported that their students apply to college as a 'backup plan' in case they do not get into university. Students choices of specific programs/areas of study, whether through the college or university, were often personal and based on their interests or aptitudes and sometimes, parental influence.

The Consultant sought to understand why students applied to college as a back-up plan. Counsellors confirmed what is commonly known – that parents have tremendous influence on their children's choice of post secondary programs. When discussing students' pathways with parents, counsellors noted that most have predetermined that if their child is capable of getting into a university, then that is where they would go; parents were often adamant about this and unwilling to look at alternative pathways. One counsellor offered this explanation: *"There is a real value to education in this area and a lot of pressure on the students to succeed".*

When queried directly about parents' understanding (or lack thereof) of college degree programs, one counsellor revealed that their students and parents are cautious about college degree programs as they are relatively new; they are sceptical about the value of a degree obtained at a college rather than a university. Another counsellor believes that *"parents underestimate today's college programs and what they can offer students".* Parents and students alike think that a university degree is more prestigious and therefore more valuable than a college degree.

All the counsellors also felt that a general lack of awareness of college degree programs throughout their schools and communities was an additional influencing factor. They stated that there was a general lack of understanding of college degree programs among teachers and even colleagues in their schools, and suspected that this may also be true for employers and professional bodies.

They indicated that they expose students to educational options throughout high school. A counsellor at a large urban school noted that they deliver seminars to local grade 8 students on planning for high school and beyond, including a mandatory careers course in grade 10 where students explore career choices and the types of certificates, degrees and diploma programs available at learning institutions. Grades 11 and 12 students receive more detailed information on post-secondary options via seminars, college / university days, open houses and one-on-one counselling. However, they did not feel that they had enough information on college degree programs to effectively communicate this option.

A counsellor at a school where the majority of students are immigrants or whose parents are immigrants explained that the parents have little knowledge of the available post-secondary educational pathways and understand university to be the only pathway. While the counsellors were not asked if they hold career education workshops for parents/guardians, previous research has shown that this is not a common practice. In a previous study, just 41% of counsellors in Ontario noted that their schools offer such career education workshops, generally once per year at the grade 9 through 12 level.[5]

Counsellors felt that they were unable to address this information gap because they did not have adequate information to inform students and parents. They echoed findings from previous studies

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[4] Ibid.

[5] Ibid, pg. 33-34.

indicating the existence of post-secondary information gaps[6] and the importance of presenting this information together with careers information.[7] A few counsellors mentioned that having complete course descriptions for degree programs allowed students to better plan their high school courses. Many reported difficulty in finding such information on college degree programs, some saying they had to "dig" online for specific information. They stated that information "can be found in bits and pieces"; however counsellors felt that there is no single comprehensive site or package readily available to them.

Finally, counsellors felt that proximity to home towns was another influencing factor in choice of college degree programs. They qualified that students who had financial limitations and/or those who were not ready to leave home were more likely to select the college degree programs because of the twin advantages of proximity to their communities and (more) affordable education. Counsellors from the Northern region indicated that students living in Northern Ontario towns, especially Aboriginal communities, have very close ties to their communities and are often reluctant to leave their home towns.

The counsellors also noted that when such students selected a college degree program, they most frequently selected a program that had strong links to an industry or industries which were often very prominent in their communities. In other words, once students had determined to study close to home, their choice of program was based on an assessment of future employment opportunities within the community. This was the one decision factor that made a direct link to opportunities within an industry, albeit as a secondary objective.

The Consultant filtered those students who were studying in colleges close to home in order to analyze the reasons why they chose to enroll in college degree programs. The findings from the survey, as seen in Figure 6.1, seem to contradict the view of the counsellors that proximity and cost were influencing factors as just six percent of students indicated that they enrolled in a college degree because one is offered near their home. Further, just 1% indicated cost of a college education as a consideration in their choice. Of those students who attended colleges that were 49 kilometers or less from their homes, a third (34%) indicated that they chose to enroll in a college degree program instead of another education pathway because it would give them the skills to practice their desired occupation. In addition to a proportion of students who selected these degrees primarily for the hands-on/practical experience, we find that 41% of students who chose to study close to home selected these programs primarily because of the unique aspects of the program that prepare students with the knowledge and skills to practice in specific occupations after they graduate. While the counsellors may be right in their view that cost and proximity to home influence student's choice of colleges, this was not a priority for the respondents in the survey; it may be a greater issue for those who are going to college for other college offerings. Based on the findings in Figure 6.1, it is possible to conjecture that students who enroll in college degree programs are driven by reasons other than cost or proximity to home.

The finding, however, supports to a certain extent, counsellors' views that students who select college degree programs close to their homes most frequently select a program that has strong links to local

[6] R.A. Malatest & Associates Ltd. « The Class of 2003: High School Follow-Up Survey." Montreal: Canada Millennium Scholarship Foundation, 2007, pg. 13-15.

[7] Council of Ministers of Education, Canada and Canada Millennium Scholarship Foundation. "An Examination of Barriers to Pursuing PSE and Potential Solutions." Montreal: Canada Millennium Scholarship Foundation, 2008 pg. 21-22.

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industries. While there are no data to conclusively link the students' program choices to industries and employers that are prominent in their communities, it is safe to assume that colleges will generally focus on college degree programs with demonstrated economic demand and that respond to the needs of industry partners, stakeholders and communities, often within their catchment area.

Figure 6.1: Reasons why students with permanent homes 49 km

or less from college enrolled in a college degree program

Reasons for enrolling in college degree programs

The study looked at students' activities in the 12-month period prior to enrolling into their college degree program. As can be seen from Figure 6.2, two out of every five respondents were full time high school students prior to enrolling in their degree programs. About a quarter were working full time.

Nineteen percent of those who indicated that they were unemployed and seeking work prior to enrolling in the program identified reasons for their unemployment. Their most frequently selected reasons were lack of adequate experience for available jobs and insufficient jobs. Half of the students who indicated that they were enrolled in a different college degree or diploma program in the twelve month period prior had transferred into the college degree program.

Figure 6.2: Main activities in the 12-month period prior to enrolling in college degree program
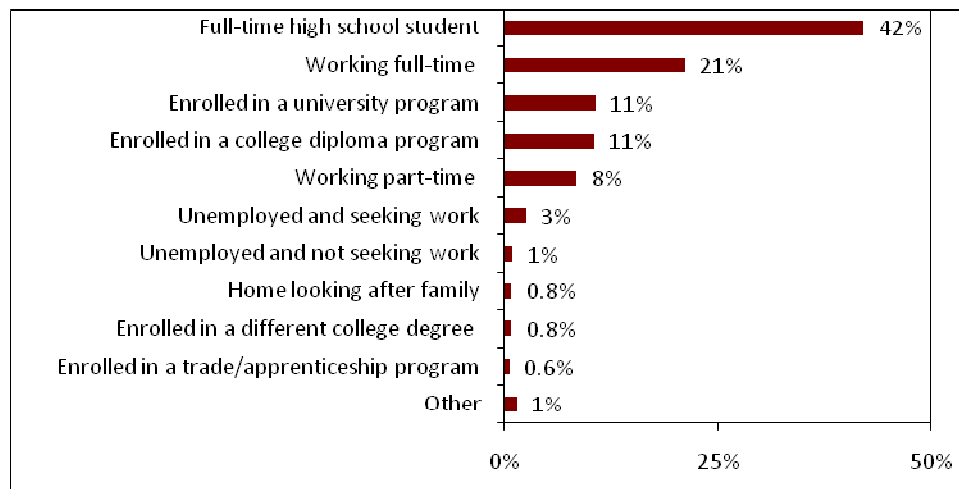
It is important to understand why students chose to enroll in a college degree program instead of another educational/work pathway. The response most frequently selected (37% of respondents) was that a college degree would give them the skills to practice in their desired occupations (Figure 6.3). Together with those who selected the hands-on / co-op/practical experience of the college degree, we also find in this full sample of respondent students that two out of every five students seem to have selected college degree programs because they impart a mix of knowledge and practical skills that prepare graduates to practice in specific occupations.

On further analysis, it can be argued that over half (54%) of those who chose to enroll in a college degree program did so for career/occupational reasons (coded green in Figure 6.3, including reasons such as college degree would give me the skills to practice my desired occupation; make me more attractive to employers; for the hands-on/co-op/practical component; no work/jobs available in previous field; and my (prospective) employer required/encouraged it). About a quarter (22% - coded orange in Figure 6.3) selected it for academic - related purposes e.g. small class size/student-teacher ratio. Other reasons were personal e.g. costs less (coded blue) or fall into an 'other' category.

Figure 6.3: Main reason enrolled in a college degree program
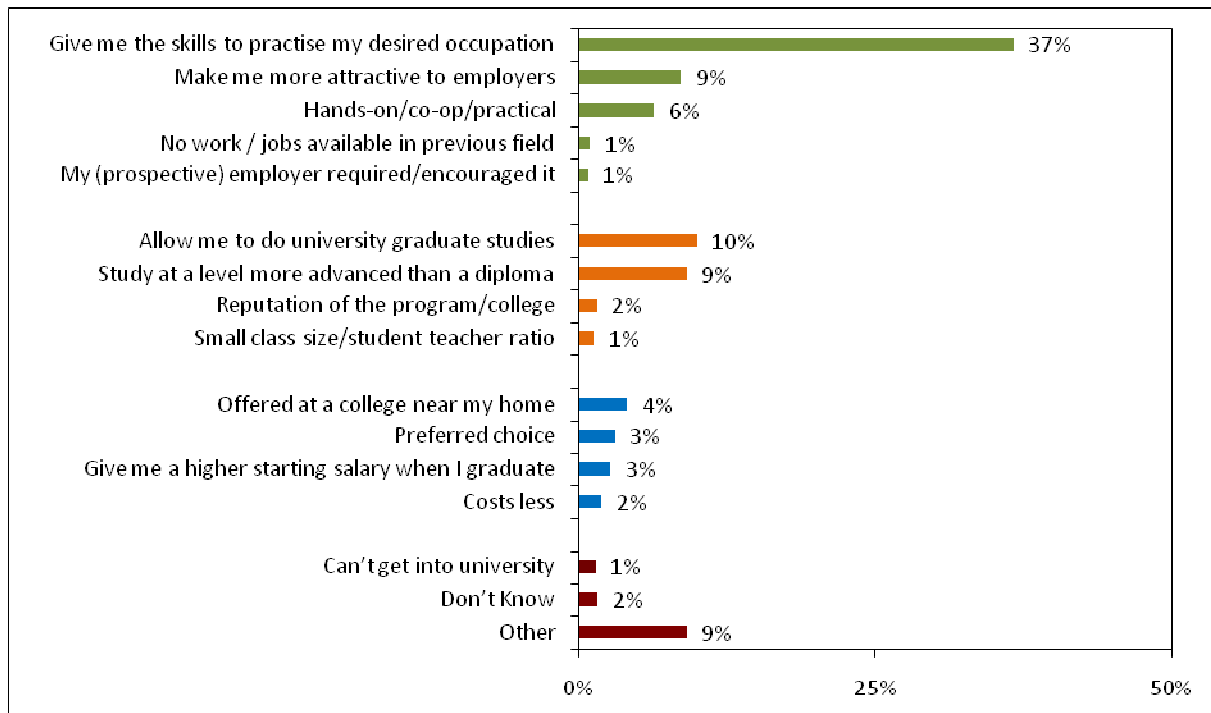
n=1044

Source: Student Survey: B5: What is the main reason you enrolled in a college degree instead of another educational pathway?

Further analysis was conducted on the students who were working as full time or part time workers in the twelve months prior to enrolling to assess the main reason why they enrolled in a college degree program. Thirty-eight percent of this group came back to school for a college degree because it would give them the skills to practice in their desired occupation (Figure 6.4). A recode of 'other' responses found than an additional 5% enrolled for the 'hands-on/practical' component of the programs. This sample once again, although to a slightly higher percentage (43%), confirm the finding that about two out of every five students in the college degree program have a desire to engage in a program that imparts knowledge and practical skills in work-related areas of their choice. This chart was analyzed further as was done in Figure 6.3. The analysis indicates that 53% of those who were working prior to enrolling in the program enrolled for occupational/career reasons (coded green in Figure 6.4).

It is noteworthy that a tiny minority indicate that they enrolled in a college degree program because they could not get into university. The fact that only a minority indicated this may seem to contradict the statements from some of the secondary school guidance counsellors that those students who apply to college are doing so as a 'back-up' plan in case they do not get into university. It would be safe to assume that the guidance counsellors were communicating long-held perceptions that have been formed about college education in general, with the complement of 'traditional' credentials that they confer, including diploma and certificate programs. A survey of parents and high school students that examined their perceptions of a college degree over a university undergraduate degree may yield different results.

Figure 6.4: Main reason why those working in the 12-month period prior enrolled in a college degree program
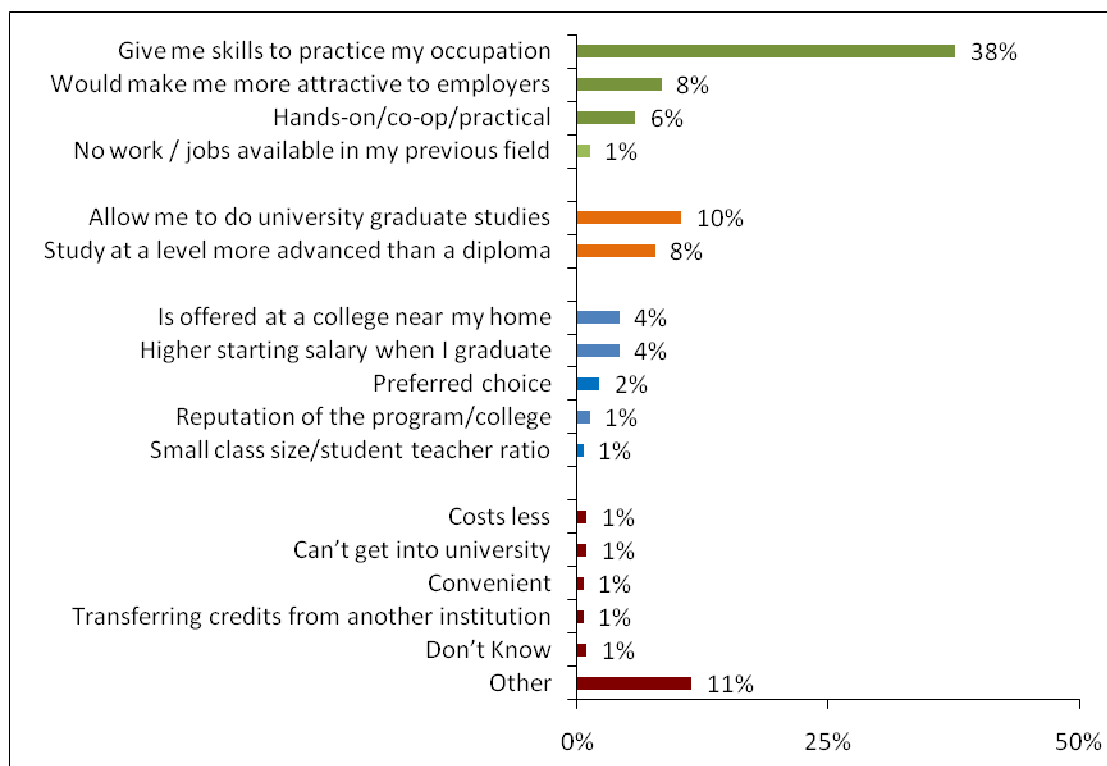
6.1.2   Student and Graduate Satisfaction

Student and graduate satisfaction with their programs of study is important for reasons that include retention as well as program reputation, marketing and employment opportunities. In order to place the findings in context, the Consultant looked at whether a college degree was the students' preferred choice for post-secondary education. The section also examines the connection between the students' professional goals and fit with their degree programs, also an influencing factor on satisfaction levels.

<u>Program fit with student goals</u>

As can be seen in Figure 6.5, close to a half of the students would have preferred a different post-secondary pathway.

Figure 6.5: College degree as a first choice for postsecondary education

	Frequency	Valid Percent
Don't know	23	2%
No	478	45%
Yes	555	53%
Total	1056	100%

Source: Student Survey: A7: Was a college degree your first choice for a post secondary education?

As with preferred choice of pathway, an assumption is made that if a student does not think that a program is the right fit for their professional goals, then their assessment of aspects of the program would reflect this. The data in Figure 6.6 show that seven in ten students who responded to the survey felt that their college degree program was the right fit for their professional goals. Close to a quarter (22%) thought it was somewhat right. When asked, a third of the students did not care to explain in their own words why they thought that it was the right fit; however, a quarter of the students stated that the program was in their field of interest, was related to their careers or was a fit because of its hands-on/practical component.

Figure 6.6: A college degree is the right fit for my professional goals

	Frequency	Valid Percent
Don't know	16	2%
No	67	6%
Somewhat	235	22%
Yes	736	70%
Total	1054	100%

Source: Student Survey: C1: I feel that my college degree is the right fit for my professional goals.

In a second level of analysis, students were asked whether and to what extent they agreed with a set of five statements designed to further explore the fit between their choice of a college degree program and their professional goals. As can be seen in Figure 6.7, a majority of the students agreed or strongly agreed that for their professional goals, the college degree was preferred over a diploma or no degree.

What stood out was the fact that a much lower proportion of the students (37%) agreed that their college degree was better than a university degree (Figure 6.7). Further analysis revealed that just over half (52%) of those who indicated that a college degree was not a good fit or that it was somewhat of a good fit for their professional goals also disagreed or strongly disagreed with the statement that a college degree was better than a university degree. These responses seem to speak to ongoing perceptions among the students that a university degree is better than a college degree.

Of interest is that close to half (46%) of those who indicated that a college degree was the right fit for their professional goals disagreed about the value of a college degree over a university degree. Without the benefit of qualitative enquiry, we can only assume that this response may reflect a perception that a university degree is more valuable than a college degree.

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Figure 6.7: Fit between professional goals and choice of postsecondary education pathway
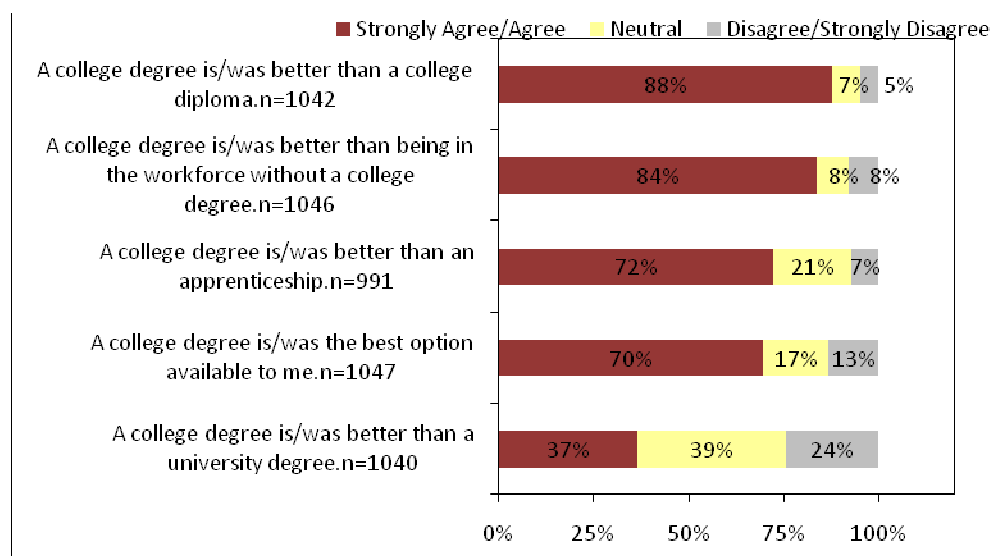
Source: Student Survey: C3: Please indicate your level of agreement with the following statements about your choice of post-secondary education or work pathways. Difficult to read

Students were asked to assess their college degree in relation to five different statements. The results were filtered by programs that the participants were enrolled in; however due to low numbers of cases in specific programs, the results are reported in aggregate. As can be seen in Figure 6.8, overall, the students were very pleased with their college degree programs.

Figure 6.8: Assessment of college degree experience

Statement		Agreed or Strongly Agreed All Programs Average (%)
When I started my College Degree program, I was academically prepared for it	n = 671	85%
My College Degree will increase my opportunities for employment	n = 710	93%
My College Degree is providing me with the skills and knowledge in my field that I expected	n = 679	89%
My College Degree will increase my income	n = 711	78%
Overall, I am pleased with my College Degree Program	n = 677	86%

Source: Student Survey: C4: Please rate your level of agreement with the following statements about your college degree experience.

6.1.3   Co-op Experience (Internships, Work term/Placement, Practica)

The 14-week co-op is a required and key aspect of the college degree program. This is an opportunity for the student to apply what they have learnt in an industry workplace and to learn directly from experienced individuals. Participating colleges indicated that students enjoyed and looked forward to their co-op experiences.

Assessment of co-op experience

About an equal proportion had completed their co-ops or had not yet, but would as they completed their studies. The proportion that had not completed their co-ops included those who did not complete their degrees.

Figure 6.9: Completed Co-op
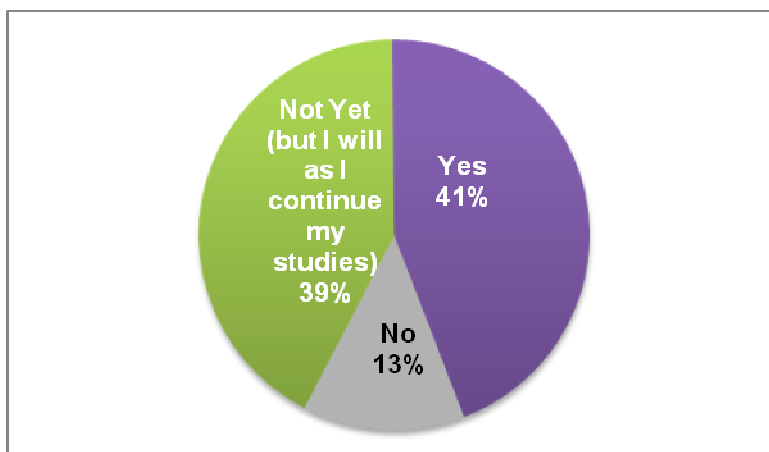
n=1054

Source: Student Survey: D1: Did you complete a Co-op during your college degree?

Students who had gone though their work placements/co-ops were more likely to be hired by small and medium-sized businesses. As can be seen in Figure 6.10, small and medium businesses with between 5 to 500 employees hired over half (55%) of the co-op students.

Figure 6.10: Approximate number of employees working for co-op employer

Employees	Frequency	Valid %
1 to 4	56	13%
5 to 49 employees	144	34%
50 to 499 employees	94	22%
More than 500 employees	107	25%
Don't Know	22	5%

n=423

Source: Student Survey: D2: Approximately how many employees worked for your co-op employer?

Students rated the quality of their co-op experience by indicating their agreement with six statements. These data were analyzed by program to assess if students' experiences differed by program; due to low numbers of cases in some programs, the results are presented in aggregate. As can be seen in Figure 6.11, students were quite pleased with the quality of their co-op experience. Between programs, the lowest agreement was 60% on the statement that 'my co-op provided me with high quality training', as rated by Bachelor of Applied Human Services students.

Overall, students who responded to the survey were very satisfied with their co-op experiences, with four out of every five students indicating that they were satisfied or very satisfied.

Figure 6.11: Quality of co-op experience

Statement		Agreed or Strongly Agreed All Programs Average (%)
My Co-Op employer valued my applied skills from my college degree program	n=428	82%
My college degree courses prepared me for my Co-Op	n=430	77%
My employer was a good match for my Co-op learning objectives	n=426	76%
I received regular feedback from my employer during my Co-Op	n=426	76%
My Co-Op provided me with up-to-date equipment or technology	n=420	73%
My Co-Op provided me with high quality training	n=422	72%

Source: Student Survey: D3: Please indicate your level of agreement with the following statements about the quality of your co-op experience.

6.1.4 Trends and Reasons in Completion/Non-Completion

As with any post-secondary program, a number of students drop out of their programs for various reasons. None of the college interviewees identified early leavers as an issue in any of their programs. The issue that was identified was much more about getting sufficient numbers of students to enroll into programs. Nonetheless, the survey indicates that a minority (9% of respondents representing 99 students) enrolled in, but did not complete their college degree programs. These respondents were queried on reasons why they did not complete their programs and impacts of their decision, if any, on their careers.

Non-completers

About one quarter (23%) of the non-completers transferred to, or were admitted into a different public college or university. Of those who did not transition into other post-secondary pathways, reasons for not completing their college degree programs included disappointment with the program or college (38%) and a change of education-related goals (22%); the rest had other reasons including family and financial matters.

Non-completers were queried further about impacts of their decision on their prospects for employment and advancement in their fields. A significant proportion (62%) indicated that their decision had made no difference to their prospects for employment or advancement in their fields. Less than a fifth (16%) indicated that it had had a negative impact on their prospects for employment, and a somewhat higher proportion (23%) that it negatively impacted their prospects for advancement in their field.

When asked if they intended to return to complete their studies, about 6 out of every 10 students (58%) indicated that they would not (Figure 6.12).

Figure 6.12: Intend to return to complete studies
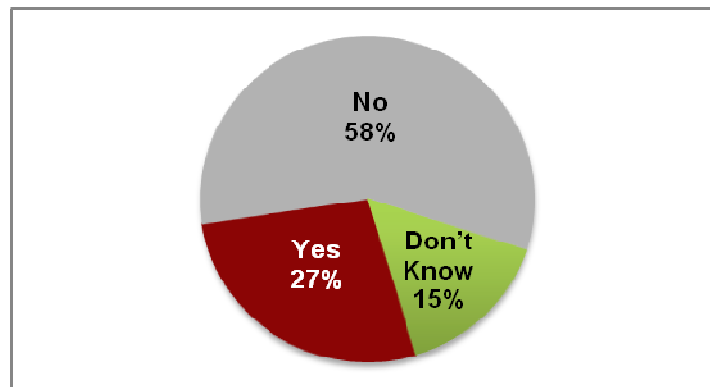
n=99

Source: Student Survey: E3: Do you intend to return to complete your college degree?

Of those who indicated that they intended to return to complete their studies, seven out of ten indicated that they intended to do so within the next five years, with a higher proportion of these (41%) intending to return within the next year.

Those who intended to return were asked about their reasons for wanting to continue their studies. As can be seen from Figure 6.13, a majority of the respondents had multiple reasons for wanting to return to school, not the least of which was to get a degree and the associated advantages.

Figure 6.13: Reasons for returning to complete studies
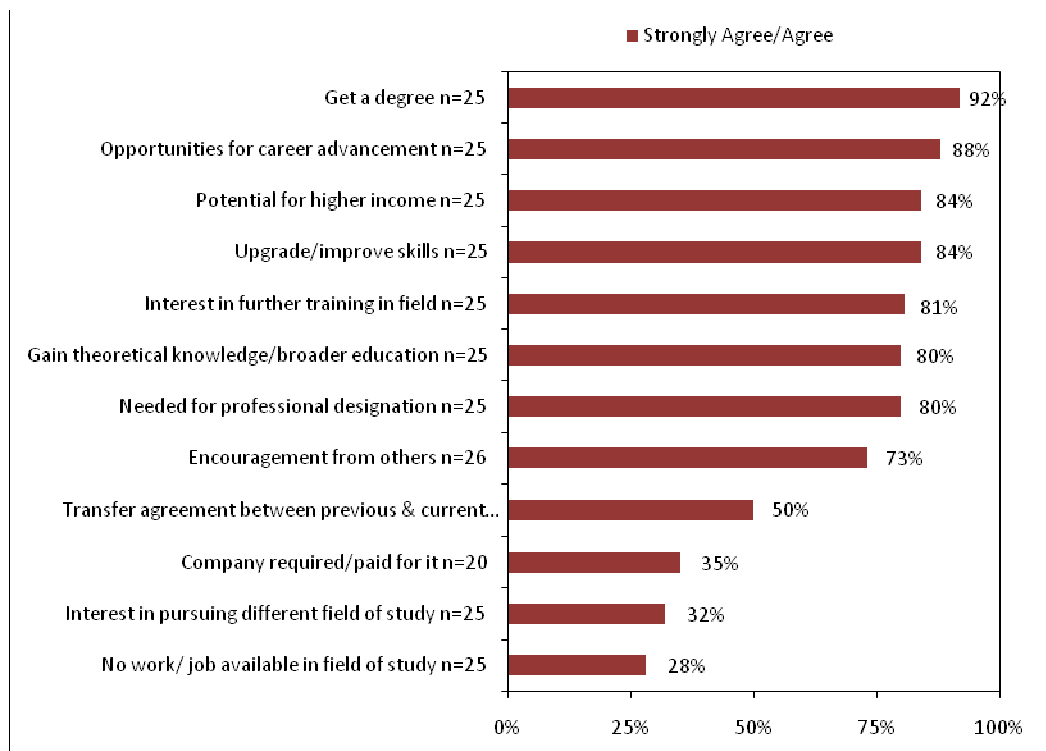
Source: Student Survey: E5: Please indicate your level of agreement with the following statements about your reasons for returning to continue with your education.

Student intentions after completion

Those students who were currently enrolled in their college degree programs were asked about their plans on completion of the program. As can be seen in figure 6.14, seven out of ten intend to pursue employment. When asked, less than half (46%) felt very confident and a similar proportion felt somewhat confident that they would be able to obtain a job related to their current field of study when they graduate. One can argue that the economic situation at the time of the survey may have been a contributing factor on these responses. While the economy is on the road to recovery, it is a very slow recovery with employment numbers still well below where they were before the downturn.

Figure 6.14: Main activity plan to pursue after graduating
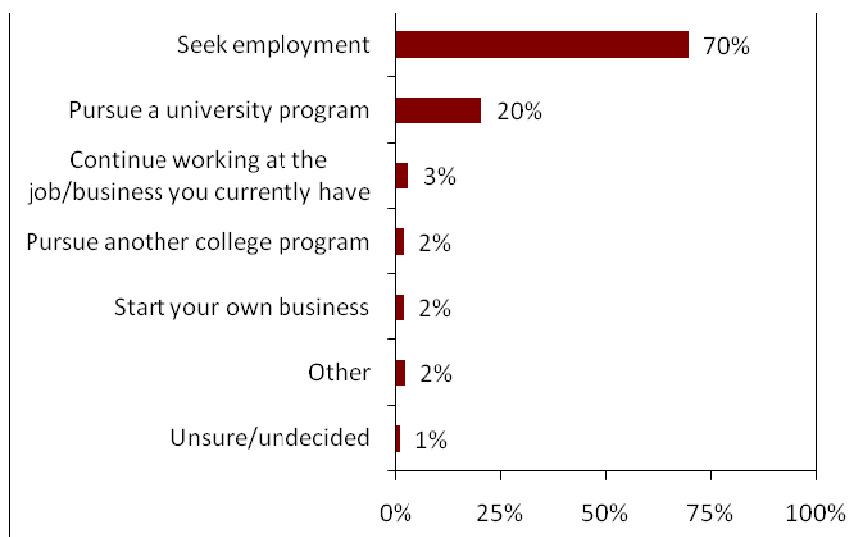
n=719

Source: Student Survey: F1: What is the main activity that you plan to pursue after graduating from your current program?

Colleges Ontario reports that in a 2008 survey of college applicants, 12% indicated that they intended to pursue a university professional or graduate degree (Colleges Ontario, 2009). One-fifth of the currently enrolled students in the survey indicated that they intended to pursue a university program. On further inquiry, the majority of these students indicated that they planned to enroll in a Masters program at a university, as can be seen in Figure 6.15.

Figure 6.15: Plans to enroll in a Masters program at a university

	Frequency	Valid Percent
Yes	115	85%
No	7	5%
Don't Know	14	10%

n=136

Source: Student Survey: F2: Do you plan to enroll in a Masters program at a university?

In the aforementioned report, Colleges Ontario reported that 9% of college graduates in Ontario pursue a university education. In order to track the conversion from intent to action, graduates of college degree programs were asked if they had applied to complete a Masters program at a university. Just over 10% of the graduates had applied to a Masters program (Figure 6.16).

A concern that was raised by colleges that offer college degree programs was the struggle that their students face in getting their degrees accepted in Ontario universities when they apply to pursue graduate studies in these institutions. Of those who said that they had applied for a Masters program, over a third (36%) indicated that their degree had not been recognized by the admissions office of the university they had applied to.

Figure 6.16: Applied at a Masters program at a university / Degree recognized by university
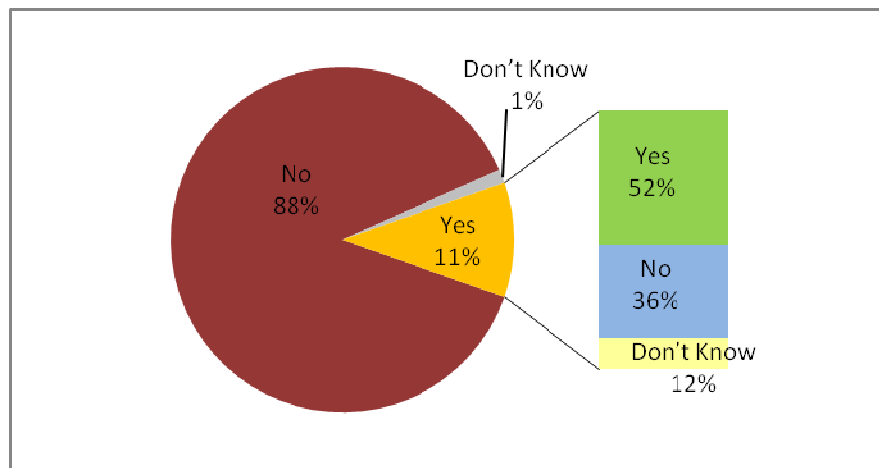
n=233

Source: Student Survey: H1: After completing your college degree, did you apply to a Masters program at a university? H2: Was your college degree recognized by the admissions office at the university you applied to?

6.1.5   Graduate Employment Outcomes

All the colleges that offer college degree programs indicated that one of the hallmarks of a successful program is whether students are able to get employment in their fields after they graduate. It was therefore important to look at the employment outcomes of the graduates, and if they were working in jobs that are related to their fields of training. These results were filtered for those who had graduated.

Graduate Employment

Colleges Ontario reported that 91% of the first cohort of degree graduates who sought employment were working within six months after graduation (Colleges Ontario, 2009). The report does not state whether the graduates were working in the fields in which they were trained.

In this evaluation, all graduates were asked about their employment status. These findings were viewed against the KPI graduate outcomes for 2007, 2008 and 2009. As can be seen in Figure 6.17, seven in ten (70.6%) of the 2007 graduates, and a slightly higher 73.1% of the 2008 graduates surveyed in the KPI study were employed full time. A lower proportion of the 2009 graduates were employed full-time, although a higher percentage (16.6%) had part-time employment in that year compared to the two previous years. This may be a reflection of the impacts of the economic downturn. Full-time employment numbers for the degrees evaluation graduates closely mirrored the higher proportions seen in the 2007 and 2008 KPI graduates at 69.4%, with a higher proportion (11.2%) in part-time employment, and about 15% unemployed.

It is prudent to point out that the Ontario-wide KPI graduate outcomes data are based on a more representative sample of the student body. The college degree evaluation student survey had some

limitations that have an impact on the results (see limitations). The numbers of participating graduates were too few to allow analysis of employment by division and gender.

Figure 6.17: Graduates' current employment status / Ontario KPI graduate employment outcomes

Employment Status	Ontario KPI '06-'07 Graduates n=323	Ontario KPI '07-'08 Graduates n=442	Ontario KPI '08-'09 Graduates n=618	College degrees Evaluation Graduates n=232
Employed Full Time	70.6%	73.1%	61.5%	69.4%
Employed Part Time	9.3%	6.3%	16.6%	11.2%
Unemployed	8.7%	8.6%	13.8%	14.7%
Employed Unknown	2.2%	1.6%	0.6%	0.0%
Not in Labour Force	9.3%	10.4	11.5%	4.7%

Source: Student Survey: H3: What best describes your current employment situation? Ontario KPI Graduate Outcomes, Graduate Satisfaction Survey.

The survey looked at the type of employment held by graduates as some types of occupations tend to be more seasonal or contractual based. As can be seen in Figure 6.18, a majority of graduates (71%) were employed in permanent positions. Close to a quarter (22%), excluding the self-employed, were working in contract, seasonal or other non-permanent positions.

Figure 6.18: Graduate employment status

Employment Type	% Employed
A permanent employee	71%
A contract employee	15%
A seasonal or summer employee	4%
A temporary/occasional or on-call employee	2%
Self-employed	6%
Freelance	1%
Don't Know	1%

n=187
Source: Student Survey: H4: What is your employment status?

Further examination was done on the type of employment by division (program grouping) to shed light on whether certain programs had more of one type of employment than others. The numbers of employed graduates were too few to allow analysis of employment by specific program. Figure 6.19 indicates that overall, over half of graduates from the four main divisions had permanent positions, with graduates from business and technology programs having the highest proportions of permanent employees.

Figure 6.19: Employment status by division
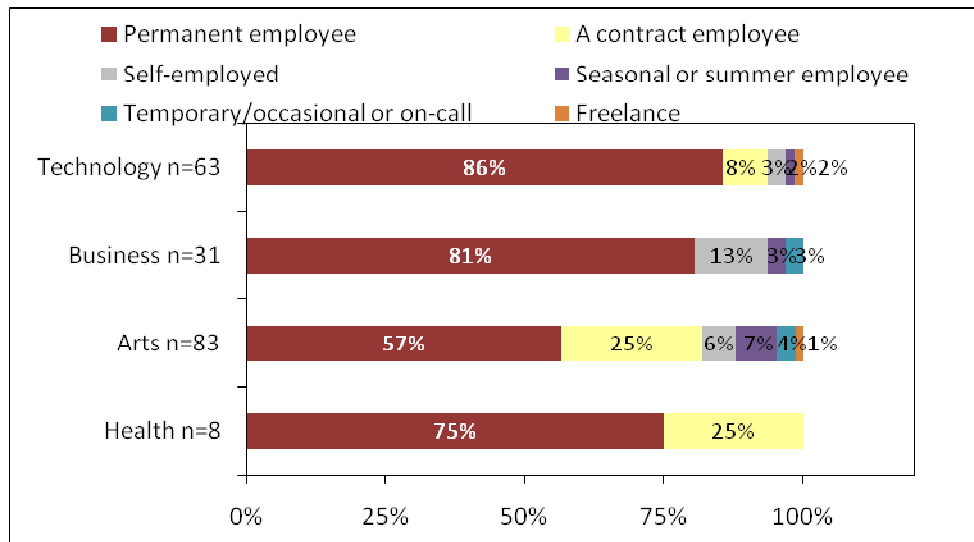
Source: Student Survey: H4: What is your employment status?
Note: excludes unknown, no response and don't know responses

Of those who indicated that they were currently working (n=187), 41% indicated that they had worked in more than one job since graduating from their programs.

It is notable that close to a quarter (24%) indicated that they had started working for their current employers while in their programs. The graduates were not asked if their employers were the same that had hired them for their co-op/work placements; it is feasible that some of these jobs may be linked to the graduates' terms as co-op students, particularly as a majority of employers (84%) see co-ops as a recruitment channel for future employees (see figure 6.37).

Graduates who indicated that they started working for their current employers prior to starting (10%) or during the program (24%) were asked if they are currently performing the same job with the employer as they were before graduating. More than half (55%) indicated that they were performing the same job.

The Consultant took into consideration that the respondents may have placed various interpretations on the term 'same job' including the same job title or similar responsibilities, while there may be some differences in the work they perform, such as having more responsibilities or autonomy. In order to assess whether there were actually changes in their jobs, the graduates who indicated that they were performing the same job were asked to respond to five statements that would assess changes, if any, in the work they were performing as compared to what they did prior to graduating. Overall, half or more indicated that their jobs were more satisfying, paid more money, and had more responsibility (Figure 6.20).

Figure 6.20: Current position vis-à-vis before graduation
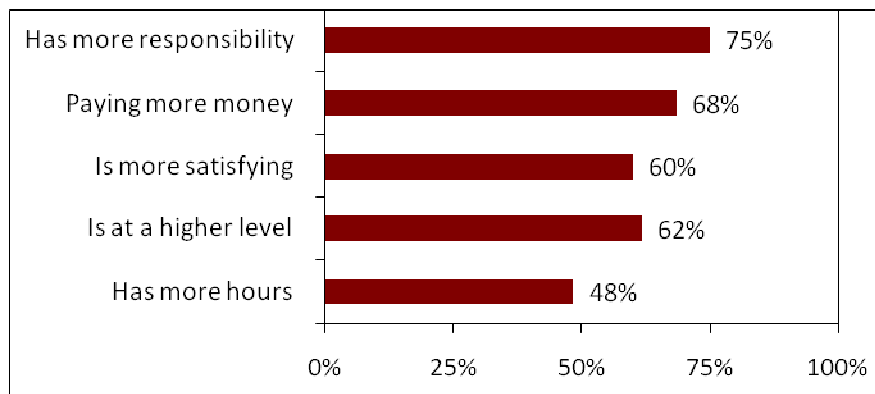
Correlation between jobs and degree programs

One of the key success factors mentioned by colleges regarding college degree programs is if graduates are getting employed in their areas of training. It was therefore important to see if graduates were working in jobs that were related to their degrees.

In the employer survey, 37% of employers indicated that the minimum level of education required for the college degree graduates that they had hired was a university undergraduate or college degree, as shown in Figure 6.33. Graduates who responded to the survey were asked about the minimum level of education required for their positions at the time when they were hired. As shown in Figure 6.21, 41% indicated that the minimum level of education required at the time they were hired was a university undergraduate or college degree.

Figure 6.21: Minimum level of education required for job
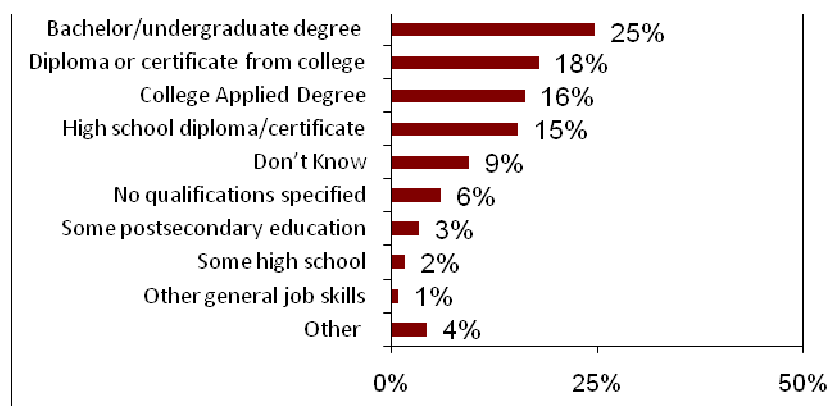
Further analysis was conducted on this subset of graduates to assess if their jobs were related to the training that they took. Over half (54%) indicated that their jobs were very related to their training,

while 29% had jobs that were somewhat related to their training. This suggests that employers were seeking hires with their knowledge and skills training.

Comparatively, all graduates who responded to the survey who were employed were asked if their jobs were related to their training. As can be seen in Figure 6.22, the statistics were quite similar: half (51%) indicated that their jobs were very related to their training and 28% indicated that their jobs were somewhat related to their training. Higher proportions of college degree graduates surveyed in the KPI data in the three years indicated that their jobs were very related to their training. Overall, similar proportions in the KPI surveys as in the evaluation indicated that their jobs were very related or partially related to their training.

Figure 6.22: Job related to college degree program

Job related to college degree program	KPI '06-'07		KPI '07-'08		KPI '08-'09		Degrees Evaluation Graduates	
	Number	%	Number	%	Number	%	Number	%
Yes	193	68.7%	266	69.6%	329	63.6%	95	50.8%
Yes, Partially	42	14.9%	39	10.2%	81	15.7%	53	28.3%
No	46	16.4%	77	20.2%	107	20.7%	39	20.9%
Total	281	100.0%	382	100.0%	517	100%	187	100.0%

For employed graduates, the relationship between their training and employment was further broken down by program division. The goal was to see if there are any areas where graduates are not getting employment in their fields of training. As can be seen in Figure 6.23, graduates from health and technology programs were most likely to be employed in jobs that were related or somewhat related to their training (note that only 8 were in the health field). Overall, at least 7 in 10 across all program divisions were employed in jobs that were related or somewhat related to their training, with technology students leading at nine in ten employed in related areas.

Figure 6.23: Relationship between job and division
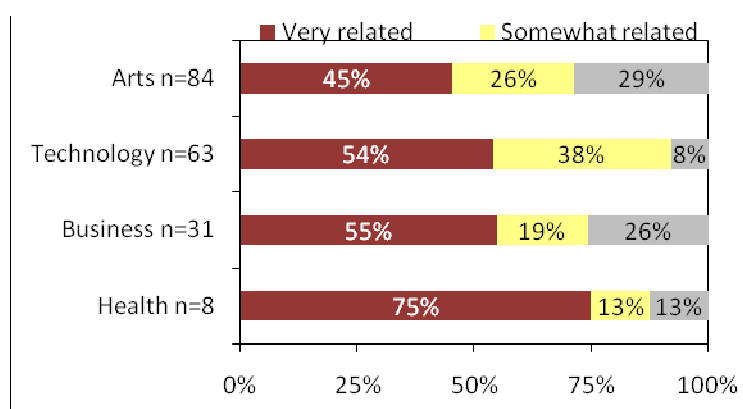
Source: Student Survey: H11: Is your job related to your college degree?
Note: Excludes unknowns and don't know.

One-fifth of graduates were unemployed at the time of the survey (15%) or not in the labour force (5%).[8] Of these, a significant proportion (60%) had not been employed since graduating from their programs. When asked about the main reasons why they were unemployed, the graduates had a number of reasons, mainly related to lack of jobs or job experience, as can be seen in Figure 6.24..

Figure 6.24: Main reasons for unemployment
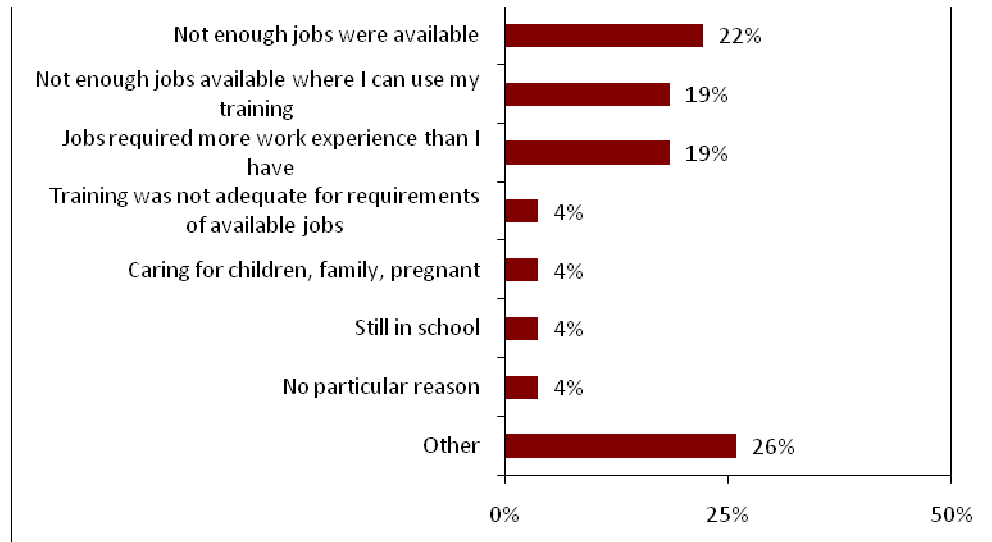
n=27 (Caution: small base)
Source: Student Survey: H13: What is the main reason you are not employed?

A small number of graduates (11) were self employed. Of these, 18% had started their businesses prior to, or while in their programs.

Graduate Incomes

A higher salary was not the main reason indicated for enrolling in a college degree program for most students. For research purposes, it was useful to look at salary information to get a better understanding of salaries earned by college degree program graduates. It should be noted that the salary information reported here does not take into consideration length of time that the graduate had spent in the workforce. However, it is filtered for those graduates who indicated that they are working in a field that is very or somewhat related to their training.

As seen in Figure 6.25, applied technology graduates who were working in jobs that were related or somewhat related to their training were most likely to be earning salaries in excess of $50,000, followed by those in the arts program groupings. No business students recorded earnings of less than $30,000. The few students from the health field were more likely to earn salaries under $40,000.

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[8] 'Not in the labour force' is defined as graduates who, at the time of the survey, were unemployed and not looking for work, including those attending school full-time, travelling, or staying home for health reasons or because of family responsibilities.

Figure 6.25: Annual earnings of graduates in FT jobs related/partially related
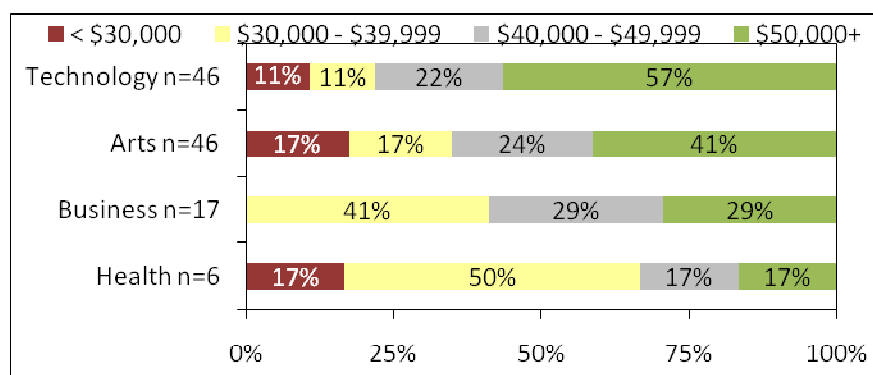
The data were broken down further by gender to facilitate a level of comparability, as shown in Figure 6.26. With total numbers in some program grouping categories as low as six, care is taken in trying to interpret this specific data as representative of college degree program graduate earnings by gender. Overall, the data from this sample indicates that across the board, a higher proportion of male graduates of college degree programs who were working in jobs related to their training were more likely to earn higher salaries ($50,000 and over) than their female counterparts.

Figure 6.26: Annual earnings of graduates in FT jobs related/partially related, by gender

	Arts n=46			Business n=17			Health n=6			Technology n=46			Total n=115		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
< $30,000	20%	16%	17%	0%	0%	0%	0%	17%	17%	10%	14%	11%	11%	13%	12%
$30,000 - $39,999	0%	26%	17%	44%	38%	41%	0%	50%	50%	10%	14%	11%	13%	29%	20%
$40,000 - $49,999	27%	23%	24%	22%	38%	29%	0%	17%	17%	15%	57%	22%	19%	29%	23%
$50,000 and over	53%	35%	41%	33%	25%	29%	0%	17%	17%	64%	14%	57%	57%	29%	44%
Total excludes records without gender information															

About fifty graduates were employed in the twelve month period prior to enrolling in the college degree program and were also working at the time of the survey. These graduates were asked to compare their salaries for the two time periods (i.e. their current salary as graduates of their college degree programs against their pre-program salary). Two thirds (65%) were earning more now than they did previous to their program, while 20% indicated that they were still earning the same as they did previous to the program. About 10% indicated that they were earning less now and 4% percent declined to respond to the question.

Graduates' satisfaction levels

All graduates were asked to rate their satisfaction levels with aspects of their degree programs in light of the demands of their jobs and the labour market. Care must be taken to note that the degrees evaluation satisfaction levels in various areas may be skewed by over-representation in some program areas.

Overall, as seen in Figure 6.27, a majority of graduates were satisfied or very satisfied with six aspects of their programs. Somewhat fewer were satisfied with their preparation for the job market (66%) and the usefulness of their programs in achieving their goals after graduation (62%).

Figure 6.27: Satisfaction of graduates with aspects of degree programs
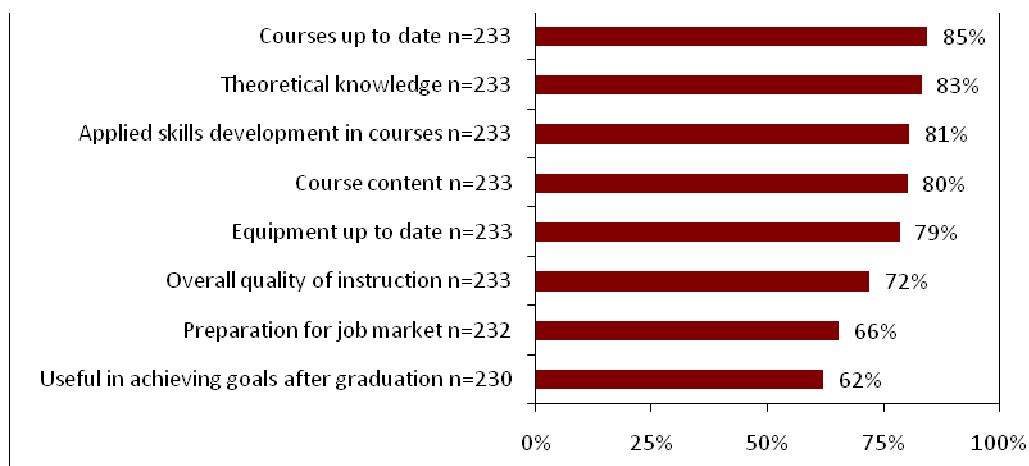
Source: Student Survey: H18: How would you rate your satisfaction with each of the following aspects of your college degree?

The statement on whether graduates were satisfied with the usefulness of their college degree program in achieving their goals after graduation is comparable with a similar question in the Ontario KPI graduate outcomes data for 2007, 2008 and 2009. Figure 6.29 shows that, on average, three quarters or more of college degree graduates surveyed in the KPI were satisfied or very satisfied with the usefulness of their college degree program in achieving their goals after graduation. The degrees evaluation respondents registered a somewhat lower 62% satisfaction with the usefulness of their degree program.

Two thirds of the degrees evaluation respondents were satisfied or very satisfied with their preparation for the job market. There was generally high satisfaction with course content, with four out of five respondents indicating this. The KPI data for the 2007-2009 period seems to confirm the generally high satisfaction levels with this aspect of the program.

Graduates, both of the degrees evaluation and the KPI outcomes also registered high satisfaction levels (on average, 7 to 8 in 10) indicating that they were satisfied or very satisfied that their courses and equipment were up to date; with overall quality of instruction in their programs, and with their applied skills development in courses.

Figure 6.29: Graduate satisfaction levels with aspects of their college degree program

Satisfaction	Ontario KPI '06-'07 Graduates	Ontario KPI '07-'08 Graduates	Ontario KPI '08-'09 Graduates	College Degrees Evaluation Graduates
Usefulness of college education in achieving goals after graduation				
	n=307	n=415	n=602	n=230
Very Dissatisfied	2.9%	2.2%	3.0%	7.4%
Dissatisfied	7.2%	5.8%	6.5%	8.3%
Neither Satisfied nor Dissatisfied	14.0%	13.0%	14.8%	22.2%
Satisfied	49.8%	53.0%	51.8%	40.0%
Very Satisfied	26.1%	26.0%	23.9%	22.2%
Preparation for the job market				

	n=278	n=375	n=514	n=232
Very Dissatisfied	5.4%	1.1%	2.9%	9.9%
Dissatisfied	10.1%	11.7%	9.1%	10.3%
Neither Satisfied nor Dissatisfied	11.9%	13.9%	12.8%	14.2%
Satisfied	55.4%	52.3%	55.8%	42.7%
Very Satisfied	17.3%	21.1%	19.3%	22.8%
Course content				
	n=278	n=382	n=511	n=233
Very Dissatisfied	5.4%	0.5%	1.0%	2.6%
Dissatisfied	10.1%	6.0%	4.9%	3.4%
Neither Satisfied nor Dissatisfied	11.9%	8.9%	10.0%	13.7%
Satisfied	55.4%	62.3%	61.6%	50.6%
Very Satisfied	17.3%	22.3%	22.5%	29.6%
Courses up to date				
	n=273	n=383	n=516	n=233
Very Dissatisfied	8.1%	0.5%	0.8%	3.9%
Dissatisfied	11.0%	4.7%	4.3%	3.0%
Neither Satisfied nor Dissatisfied	8.1%	6.5%	7.2%	8.6%
Satisfied	45.1%	59.8%	56.6%	51.1%
Very Satisfied	27.8%	28.5%	31.2%	33.5%
Overall quality of instruction				
	n=278	n=381	n=515	n=233
Very Dissatisfied	1.4%	0.8%	1.2%	3.9%
Dissatisfied	5.4%	5.0%	4.5%	8.6%
Neither Satisfied nor Dissatisfied	11.5%	10.8%	10.7%	15.5%
Satisfied	60.8%	63.3%	62.1%	47.6%
Very Satisfied	20.9%	20.2%	21.6%	24.5%
Equipment was up to date				
	n=276	n=380	n=508	n=229
Very Dissatisfied	0.4%	1.1%	2.0%	3.1%
Dissatisfied	3.6%	3.9%	6.1%	3.9%
Neither Satisfied nor Dissatisfied	6.2%	8.9%	9.8%	14.4%
Satisfied	56.5%	57.4%	53.0%	45.0%
Very Satisfied	33.3%	28.7%	29.1%	33.6%
Applied skills development in courses[9]				
	n=274	n=382	n=507	n=233
Very Dissatisfied	8.0%	3.7%	3.4%	2.6%
Dissatisfied	10.9%	6.5%	7.7%	5.6%
Neither Satisfied nor Dissatisfied	8.4%	8.6%	8.3%	11.2%
Satisfied	44.9%	44.2%	39.6%	46.8%
Very Satisfied	27.7%	36.9%	41.0%	33.9%

Source: Student Survey: H18: How would you rate your satisfaction with each of the following aspects of your college degree?

Ontario Graduate Outcomes, Graduate Satisfaction Survey: 22e: How satisfied are you with each of the following aspects of your program?

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[9] The wording is slightly different in the KPI; "Skills developed in courses"

Graduates were also asked whether they felt academically prepared at the time they started their college degree programs. By a large majority (88%), graduates agreed or strongly agreed that they had felt academically prepared. The high satisfaction levels were confirmed by the graduates of whom a majority (82%), when asked, indicated that they would recommend a college degree program to someone else.

6.1.6   Summary

1. Respondents in the survey were very pleased with their college degree experiences, including their co-ops. When asked to assess their college degree experience, respondents gave overall high marks (average 86%) for their academic preparation, opportunities for employments, knowledge and skills and prospects for increased income. Respondents also registered high satisfaction with aspects of their programs including course content, quality of instruction, equipment and skills development. Four out of five were satisfied or very satisfied with the quality of their co-op experience. Over eight in ten (82%) indicated that they would recommend a college degree to someone else. College degree programs are therefore meeting or have met the educational preparation needs of the majority of the student and graduate respondents in this study.

2. Colleges and other stakeholders that participated in the evaluation indicated that the differentiating advantage and primary selling point of college degree programs is the blend of theoretical and practical education. The programs are often directly linked to, and informed by particular industries, and prepare students to work in occupational areas in which colleges have provided evidence of present and anticipated economic need for the program and how the program closes a gap in labour force skills. Analysis of student survey data indicated that two out of every five respondents who chose a college degree program did so primarily because of this unique aspect of the programs. Further, the data showed that the primary drivers/motivators for enrolling into a college degree for over half (54%) of the respondents was for career/occupational related reasons. These students were seeking the knowledge and skills that will enable them to practice in their desired occupations i.e. they were focused on their employability. The college degree programs are therefore meeting the career/occupational goals of over half of the student and graduate respondents in the survey.

3. With regard to their employment outcomes and related to finding 1.2, the data seem to indicate that the graduate respondents of these programs were highly employable. Seven in ten (69.4%) of the respondents indicated that they were employed in full time positions, mirroring trends with graduates from the KPI surveys, with another 11% in part-time positions. Of those who were employed, seven in ten indicated that they were permanent employees; respondents from technology (86%) and business programs (81%) had the highest proportions of permanent employees, followed by health (75%) and arts graduates (57%). In addition to meeting the career/occupational goals of over half the student respondents, college degree programs have also produced graduate respondents that were highly employable, meeting the graduates' employment needs and providing skilled labour to Ontario employers.

4. The evaluation confirmed that perceptions of the value of a university undergraduate degree over a college degree still persist, even among the respondents who were overall very pleased with their programs. Close to half (45%) indicated that a college degree was not their first choice for a post-secondary education and only 37% agreed that a college degree was better than a university degree. Seven in ten of the respondents indicated that their college degree program was the right fit for

their professional goals; yet of this same group, close to half (46%) disagreed about the value of a college degree over a university degree.

5. Less than half (41%) of employed respondents indicated that their employers required a minimum university or college degree education for their position at the time of hiring. However, when hired, 84% indicated that their jobs were very (54%) or somewhat related (30%) to their training, suggesting that employers were seeking hires with their knowledge and skills backgrounds. This finding may be one indication of unawareness of college degrees among some employers, particularly those who may be seeking employees with a practical complement to their theoretical training.

6.2 Degrees meet demonstrated employer and labour market demand for degree-level applied education and training, where current programs are not meeting emerging needs

6.2.1 Employer Awareness and Involvement

The literature review revealed that there is inadequate general awareness of college degree programs, and/or misperceptions associated with the programs. In order to gain some understanding of the employers in the survey, the first sets of questions were designed to reveal what and how much the employers know about degrees in applied areas of study.

Knowledge of college degree programs

In the survey, employers were asked about how they first learnt about college degree programs. At the beginning of the survey, employers were told that the Consultant was evaluating degrees in applied areas of study, 'also known as college degrees'. They were also informed that the term 'college degrees' would be used throughout the survey.

One quarter of surveyed employers (25%) indicated that they had found out about college degrees through a college degree coordinator/placement coordinator and about as many (24%) had found out through an industry colleague within or external to their company. A fifth indicated that they had prior knowledge of these programs (Figure 6.30).

Figure 6.30: How employers learned about college degree programs
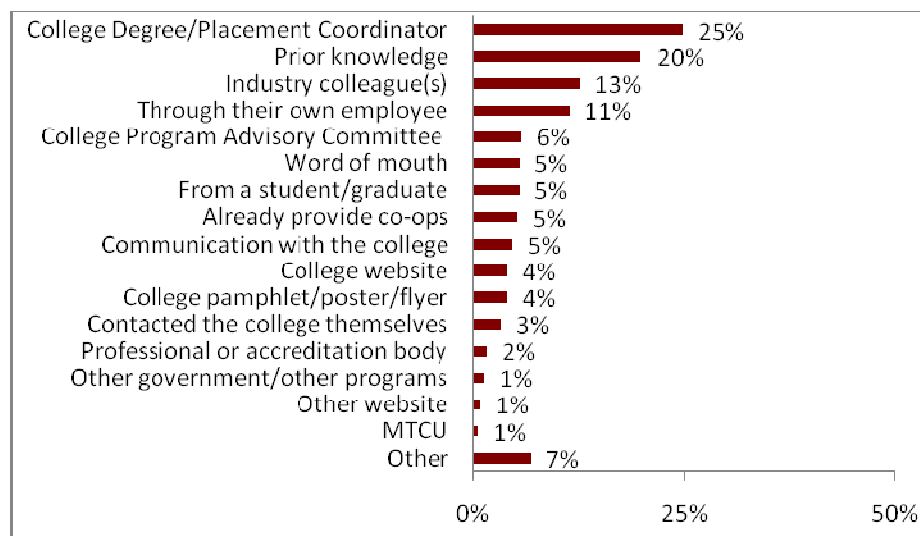
n=367
Source: Employer Survey: A1: How did you first learn about college degree programs?
Note: Excludes don't know responses.

As employers that participated in the study were all familiar with college degree programs, college participants were asked if they thought that employers in general were aware of college degree programs. They stated that employers that they work with in related industries are aware of college degrees; they thought however, that other employers for the most part are unaware that colleges offer degree programs. Colleges also recognized that there would be increased awareness as more students graduate from the programs and enter the workforce. They believe that awareness is slowly growing,

but that there would need to be more promotional efforts for awareness within a broader cross-section of employers.

The fact that the majority of the employers found out about college degree programs through their connections with the colleges or others within the industry is not surprising as college degree programs are often closely linked to the industries/employers related to their areas of training, and students approach these employers for co-op/work placement opportunities. A college participant indicated that the reason that awareness was limited to certain industries was because of the requirement of colleges to offer degrees in areas not normally offered by universities; the participant indicated that the key to increased awareness would be if the specificity requirements were relaxed to enable colleges to offer a wider range of degree programs with applicability for a wider range of employers. This, according to the participant, would enable colleges to conduct widespread promotion and broad marketing campaigns in the general population and among employers to increase awareness of their degree programs.

While this assertion may be true to a certain extent, a few of the colleges have proven that an excellent degree (or even diploma) program can gain widespread recognition based on the quality of the program and its graduates. A good example is Sheridan College's acclaimed Bachelor of Applied Arts Animation program, which is a leader in its field in North America and had gained a reputation even while it was still a diploma program. A well noted point is that awareness of this program is likely generally limited to those within industries that utilize animation programs, those who hire animation graduates and those who are exploring this specific area of work. The public's lack of awareness of the program may represent lost opportunities for the college.

Familiarity with MTCU's website on Degrees in Applied Areas of Study

A very low percentage of employers (8%) indicated that they were familiar with the MTCU's website on Degrees in Applied Areas of Study. Most of these employers (81%) found the information on the website useful and fewer (65%) thought that it answered all the questions they had.

College participants were asked to comment on what they thought were employers' perceptions of college degree programs. Colleges agreed that if employers have been involved in the degree process as participants in an advisory committee or employers of co-op students, then they would likely understand the programs well. Two colleges recounted cases of students or graduates having to explain their degree programs to unaware potential employers, and in some cases, having to write letters on behalf of their graduates in response to inquiries from potential employers. They also indicated that the greater problem was awareness of degree programs in general, and to a lesser degree, employer perceptions of specific degree programs as employers in specific industries are generally consulted in the development of specific programs.

6.2.2   Fulfillment of Labour Market Needs

College degree students in the labour force

Of employers who participated in the evaluation, almost two-thirds (64%) had hired a graduate of a college degree program. These employers were asked about the last time that they had hired a graduate; they were reminded that graduates are those who have completed all the requirements of their college degree program (in contrast to co-op students). Close to 40% of employers had hired a college degree graduate less than six months ago (at the time of the survey). It is noteworthy that a total of 81% of those who had hired a graduate had done so in the last 24 months, a period which was

marked by massive layoffs and high unemployment rates triggered by the economic downturn (Figure 6.31).

Figure 6.31 Length of time since employers have hired a graduate of a college degree program
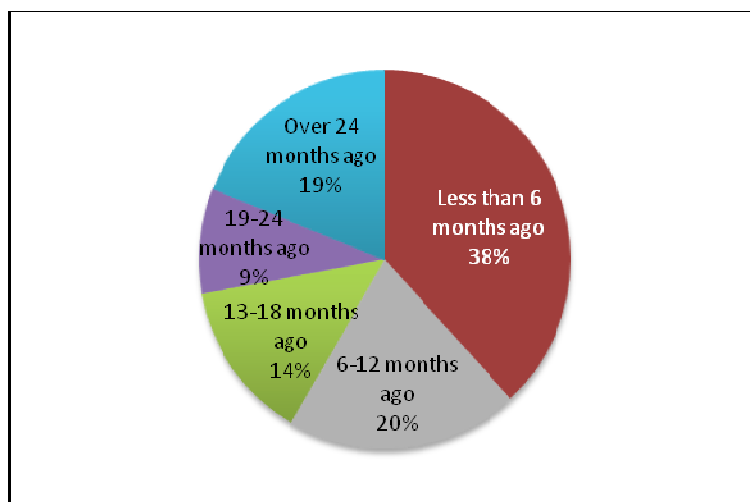
n=233

Source: Employer Survey: C2: When was the last time you hired a graduate of a college degree program?

Note: Excludes don't know and refused responses.

The data on employment were filtered further by industry in order to examine if there were some industries that had hired more than others. Employers in the natural resources sector and accommodation and food services were some of the 'newest' employers to have hired graduates of college degree programs.

Figure 6.32 Length of time since employers have hired a graduate of a college degree program by industry.

Industry	Count	Range
Agriculture, Forestry, Fishing and Hunting	2	Less than 6 months ago
Utilities	3	< 6 mos - 24 mos ago
Construction	6	< 6 mos - >24 mos ago
Manufacturing	21	< 6 mos - >24 mos ago
Wholesale and Retail Trade	7	< 6 mos - >24 mos ago
Transportation and Warehousing	3	< 6 mos - >24 mos ago
Finance, Insurance, Business, Professional Services	23	< 6 mos - >24 mos ago
Educational Services	13	< 6 mos - >24 mos ago
Health Care and Social Assistance	46	< 6 mos - >24 mos ago
Arts, Entertainment, and Recreation	55	< 6 mos - >24 mos ago
Accommodation and Food Services	14	< 6 mos - 18 mos ago
Public Administration	6	< 6 mos - >24 mos ago
Other Services	34	< 6 mos - >24 mos ago
Total	233	

Source: Employer Survey: C2: When was the last time you hired a graduate of a college degree program?

Employers who had hired college degree graduates were asked about the minimum level of education for these positions. Close to a third (30%) of the employers indicated that a college degree was the minimum level of education required for the jobs in which they had hired (Figure 6.33). A total of 38% required a degree as a minimum, including university or college degrees.

Further analysis was conducted to see if these jobs were related to the employees' training. A majority (83%) of employers confirmed that the jobs for which they hired college degree graduates were very related to their training; the rest were somewhat related. While this was a higher agreement rate than students (of whom 52% indicated that their jobs were very related to their training), nonetheless, the responses from the students and employers confirm that employers are seeking and finding graduates that are working in suitable positions that are related to their training.

It is worth noting that at least half or more of employers would have accepted a minimum level of education that was below a degree. The Consultant assumes that a number of these jobs were likely of an applied nature. Experience in the field would therefore be a key decision factor in employers' assessments of job applicants, in addition to their credentials. It is prudent to point out that most of these hires took place in the midst of an economic downturn, a period when a large number of highly experienced workers were unemployed and seeking work alongside recently graduated candidates (on average, five years or less of on-the-job experience) who would likely not have had the same level of on-the-job experience.

Figure 6.33 Minimum level of education needed for job
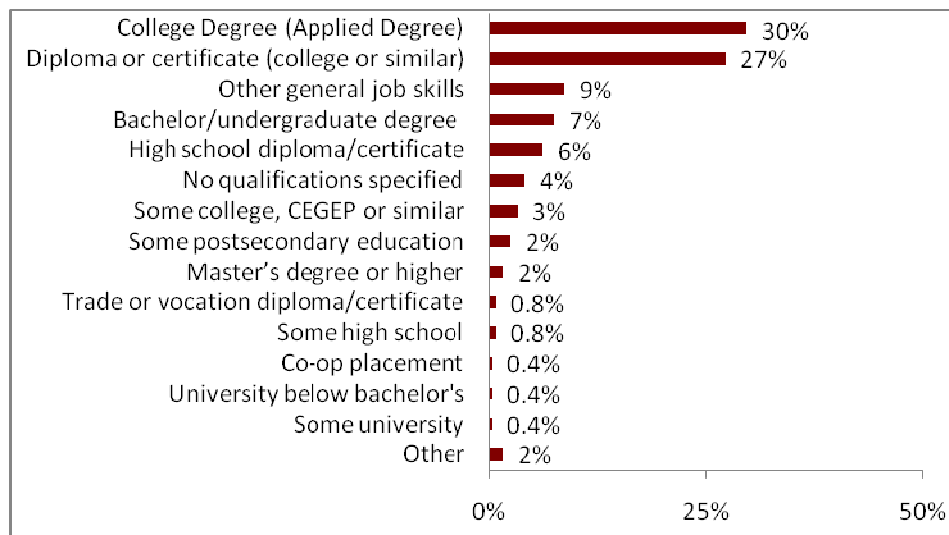
n=231

Source: Employer Survey: C3: What was the minimum level of education needed to get this job?

Note: excludes don't know and refused responses.

Employers who had not previously hired a college degree graduate gave several different reasons why they hadn't. The reason most frequently selected by employers (37%) was that they had no available positions. Not hiring because of the economic downturn was the second most frequently cited response, with 17% of employers selecting this reason (Figure 6.34).

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Figure 6.34: Reasons for not previously hiring a college degree graduate
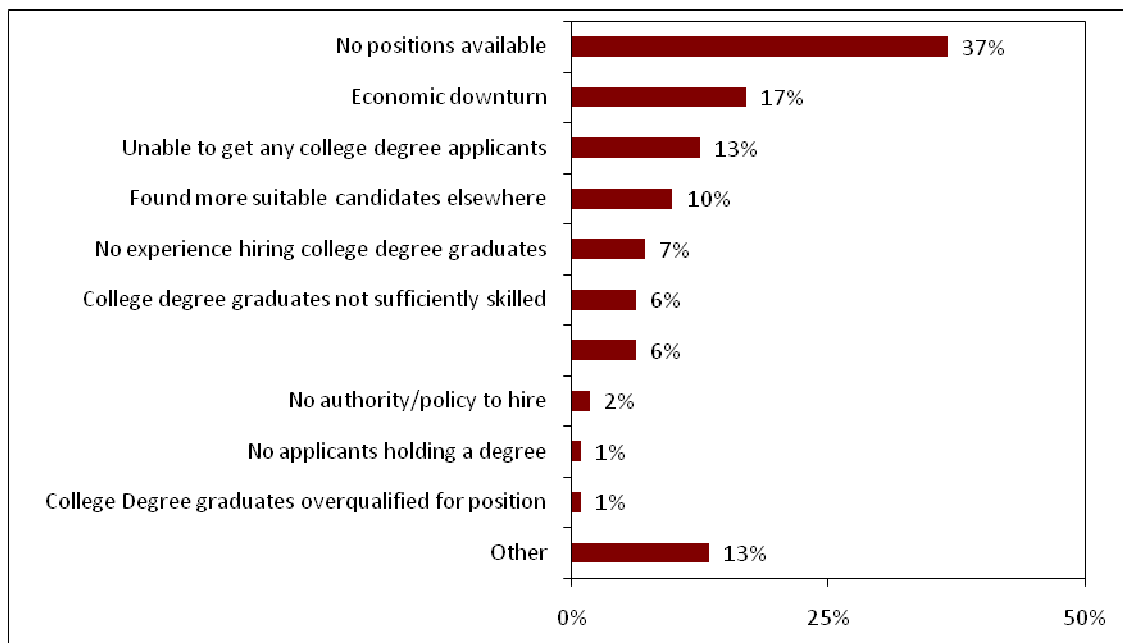
n=112

Source: Employer Survey: C7: Why have you not previously hired a college degree graduate?

Note: Sums to more than 100% due to multiple responses. Excludes missing responses

Given the fact that college degrees have only been around in the last ten years, with graduates of programs for an even shorter length of time, the study looked at how easy or difficult it was for employers to find suitably qualified employees with a college degree as their minimum level of education. Of the employers who had hired employees with college degrees (n=72), close to half (49%) found it easy or very easy to find the candidates they were seeking.

Further analysis was conducted to assess whether those employers who sought employees with a minimum college degree qualification were hiring these graduates for jobs related to their degree programs. The results confirm that the majority (83%) of hired college degree program graduates were working in jobs very related to their training, and the rest in jobs that were somewhat related to their training. These results serve as a practical indicator, at least in part, of the convergence between identified economic demand and the supply of qualified graduates of college degree programs.

Of interest was the average starting salaries that college degree graduates commanded, particularly when employed in jobs that were related or somewhat related to their areas of study. This was broken down by industry. As shown in Table 6.35, there was quite a range of starting salaries as there are different employers within each industry. Nonetheless, it was clear that employers in the natural resources sector had the lowest starting salaries at under $30,000, while those in the utilities and health care and social assistance areas had the widest range, with starting salaries up to $69,999.

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Table 6.35: Average starting salary of college degree graduates

Industry	Valid Count	Salary Range
Agriculture, Forestry, Fishing and Hunting	2	Less than $30,000
Utilities	3	$30,000 - $69,999
Construction	4	$30,000 - $44,999
Manufacturing	17	<$30,000 - $59,999
Wholesale and Retail Trade	8	<$30,000 - $44,999
Transportation and Warehousing	4	<$30,000 - $44,999
Finance, Insurance, Business and Professional services	23	<$30,000 - $44,999
Educational Services	10	<$30,000 - $44,999
Health Care and Social Assistance	45	<$30,000 - $69,999
Arts, Entertainment, and Recreation	49	<$30,000 - $59,999
Accommodation and Food Services	14	<$30,000 - $34,999
Public Administration	5	<$30,000 - $54,999
Other Services	39	<$30,000 - $64,999
Total	223	

Source: Employer Survey: C6: What is the average starting salary of the college degree graduates that your organization employs? Filtered by E3: Please indicate the primary industry in which your company operates.

6.2.3 Employer Assessment of Degree Students and Graduates

Participating colleges mentioned that one of the markers of a successful college degree program was if students got jobs after graduation. On the other hand, employers have to be satisfied with the knowledge and skills of the graduates in order to hire them year after year. This section examines employers' satisfaction with co-op students and with graduates of the programs as employees.

Employers' assessment of co-op students

In response to the question on whether their college degree co-op students differed from other kinds of co-op students with respect to their knowledge and skills, close to half of all the employers (46%) indicated that their degree students were different; 26% did not think so. Further inquiry of those who said that the students differed revealed that a third (33%) thought that the students possessed better and/or more skills; a quarter (26%) stated other reasons for the differences. Less than 10% thought that the students were less desirable (Figure 6.36).

Figure 6.36 Reasons college degree co-op students differ from other co-op students with respect to their knowledge and skills
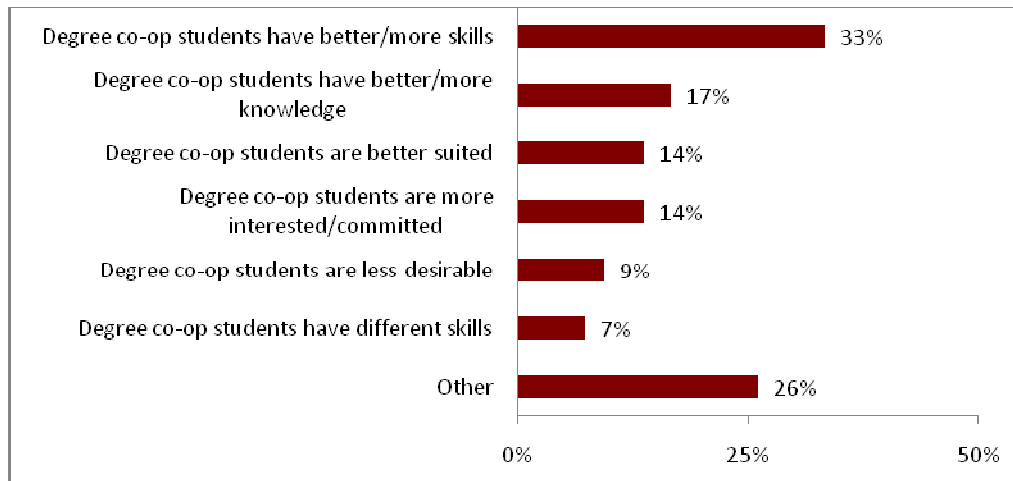
The majority of employers who had hosted co-op/work placement degree students agreed that the students were well prepared; possessed the knowledge and skills required; that the co-ops were scheduled at times that were convenient for the employers, and that co-ops were a channel for recruiting future employees (Figure 6.37). Student data indicated that a quarter of employed graduates started working for their employers while still in the program (see section 6.1.5 – Graduate Employment Outcomes). The data do not indicate if these were also their co-op employers.

Less than half (46%) agreed that the students brought few interruptions to the workplace. A qualitative follow-up would be required to confirm why fewer employers agreed with this statement. It is possible that this may reflect employer's knowledge that any new person in the workplace requires an orientation period, which brings a certain level of interruption in the workplace.

Figure 6.37: Employers' assessments of experiences with college degree co-op students
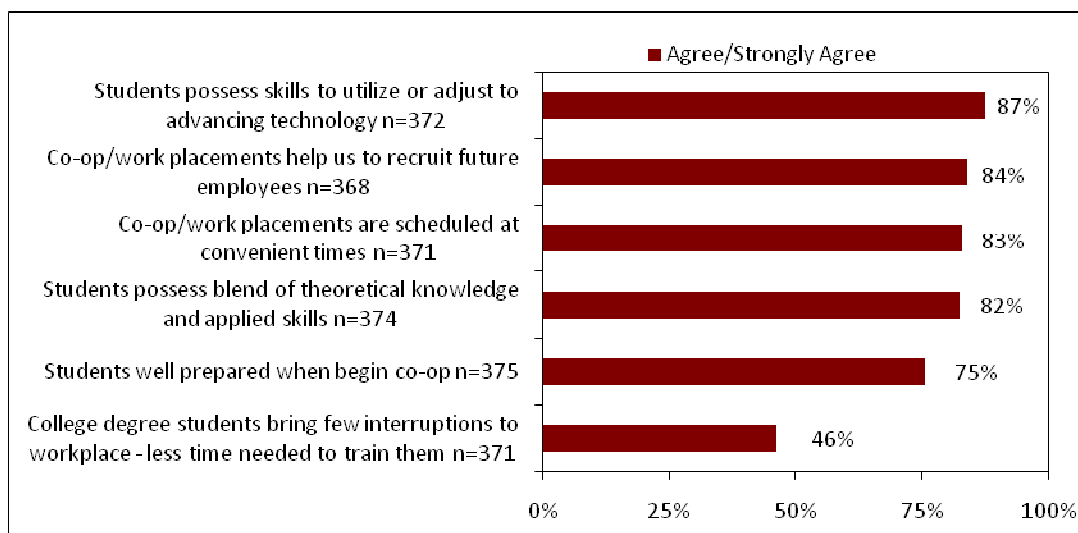
Overall, the majority of employers (91%) indicated that they were very satisfied or satisfied with their co-op students.

Employers' assessment of graduates

Employers who had hired graduates of college degree programs were asked to assess their employees by indicating their level of agreement on a set of six statements. As can be seen in Figure 6.38, a majority of employers agreed with four statements assessing graduates attitudes, teamwork, and skills preparation for the job. About half agreed or strongly agreed that college degree graduates are more job ready (51%) or have a higher level of skills (47%) than graduates of programs with similar training backgrounds.

Figure 6.38: Employers' assessments of college degree graduates
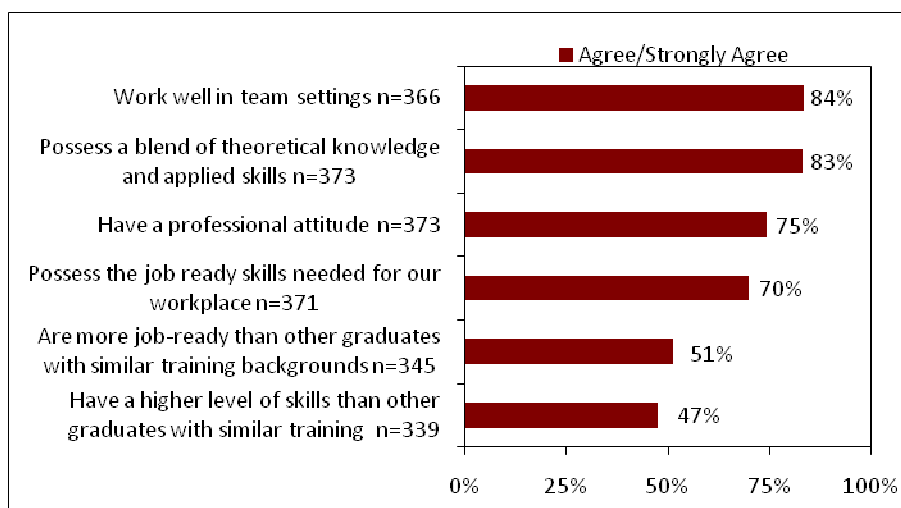
Employers were asked if they had any additional comments on college degree co-op students or graduates. As can be seen in Figure 6.39, a quarter of employers thought that the students were not prepared. These comments could be from the one-fifth to a quarter of employers who did not think that students were well prepared when they began their co-ops or employers who did not think that they were job ready. However, since these were open-ended responses, it was not possible to filter responses in order to confirm this assumption. About as many employers (23%) thought that the students were well prepared, and loved the program and program students.

Figure 6.39: Employer comments about college degree students or graduates
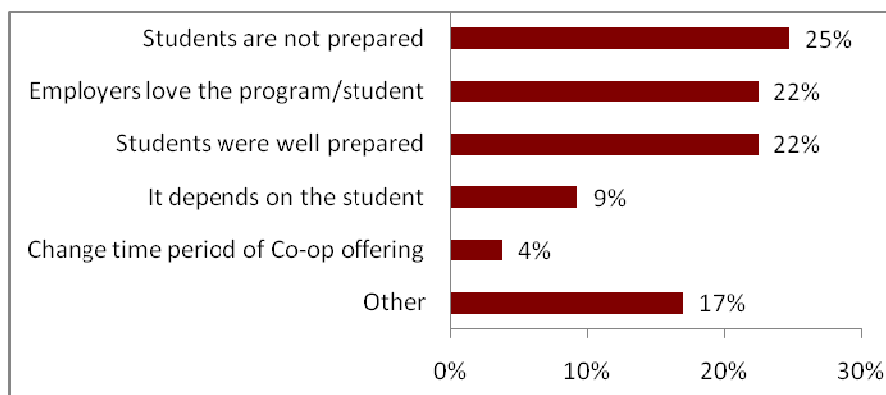
n=129

Source: Employer Survey: D1: Do you have any additional comments about college degree students or graduates?

Excludes missing responses, not applicable responses and no comments selected.

6.2.4   Summary

1. Surveyed employers indicated high levels of satisfaction, both with co-op students and graduate employees. Overall, majority (91%) of surveyed employers indicated that they were very satisfied or satisfied with their co-op students. A majority (over 8 in 10) agreed or strongly agreed that college degree co-op students possessed skills to utilize or adjust to advancing technology and possessed a blend of theoretical and practical knowledge. These employers indicated that co-ops helped them to recruit future employees (84%).

2. The evaluation indicated that college degree programs are filling a gap in the labour market by offering training in areas that are not normally offered by universities, and where, in some cases, entry to practice requirements will soon require a degree. As mentioned in the literature review, the numbers of college degree program offerings have continually increased over the years, from 13 Ministerial consents granted in 2001 to 14 colleges having ministerial consent to offer 70 college degree programs as of the Fall of 2010. A high proportion of surveyed employers (64%) have hired college degree graduates; 81% had hired a graduate in the 24 month period prior to the survey. Employers have also sought graduates specifically with a college degree credential for job openings (30%). As consent to offer these programs are partly based on meeting the economic need standard (i.e. graduates will fulfill an identified current or anticipated economic need and the program closes a gap in labour force skills), the increased numbers of programs offered by colleges, increased numbers of students applying for and enrolling into the programs (student demand), and the evidence of employability of the graduate respondents in finding 1.3 suggest that these programs

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did not only meet respondents training needs (findings 1.1 and 1.2) but are also meeting identified employer and labour market needs.

3. The majority of employers who had hired graduates of college degree programs indicated that they possessed job ready skills (70%), worked well in team settings (84%), had professional attitudes (75%) and possessed a blend of theoretical and practical knowledge (83%). Half of the surveyed employers agreed that college degree graduates were more job ready than graduates with similar training backgrounds (51%) and had a higher level of skills (47%).

4. Most (83%) of the employers who had hired graduates of college degree programs indicated that the jobs were very related to the graduates' fields of training. Close to half of employers (49%) indicated that they found it easy or very easy to find the graduates that they were seeking.

5. It is notable that just over half (53.8%) of employers who had hired a college degree graduate indicated that they would have accepted a minimum level of education below a degree or general skills/experience when hiring the college degree graduate(s). Without the details of the jobs, it would be difficult to draw any conclusions regarding the suitability and/or match between the job and the employee's training.

6. Employers from a wide range of industries hired college degree graduates; graduates were employed in all the thirteen industries represented in the survey, including health care and social assistance; finance/insurance/business and professional services; arts, entertainment and recreation; and manufacturing.

6.3 Do CAATs have the capacity to develop and offer degrees that meet student, graduate, labour market and other stakeholder needs?

6.3.1 Application Process and Decision Factors

<u>Decision to Offer Degree Programs</u>

Colleges reflected on the factors that informed their decision apply for consent to offer college degrees. These included:

➤ Demonstrated need among students i.e. sufficient numbers of students interested to make it sustainable.

➤ Economic need demonstrated by employer demand and job opportunities. When there is a change in the industry or profession that requires or indicates that a degree level education is now a desirable credential, then colleges will consider if they can offer that, particularly if they are already offering the program and it is a niche/unique area. Colleges will work with the industry to understand its needs and requirements for higher credentials, and where accreditation required, understand the requirements and ensure that these are addressed in the curriculum.

➤ The colleges had to have capacity to offer the programs, ideally by building on a pre-existing specialty. This involves having a curriculum that meets standards and qualified faculty to deliver the program. Capacity also means that it has the financial resources to be able to do so.

➤ It has to meet the strategic goal of the college i.e. colleges plan to do this; because of the resources required to research, prepare application and apply for consent to offer a degree, this is generally a well thought out process that is part of college plan.

➤ Do it as an opportunity to create opportunities for their students i.e. creating pathways for their students.

➤ Colleges will also often assess the competition in other jurisdictions i.e. is anyone else offering this degree? Is it a successful program? Are their graduates getting jobs? etc.

<u>Challenges in the Application Process</u>

➤ Colleges indicated that while they were appreciative of recent changes to try and streamline the process, it was still too long, repetitious and costly: the amount of detail required makes it an onerous process. Colleges indicated that the process can be rigorous without undue repetitiousness and can take less time than they experience. Colleges which have successfully applied for consent to offer multiple degree programs indicated that the process of their assessments should reflect their credibility and capacity i.e. there should be a graduated system for consent renewals for those who have already received consent for and run successful programs.

➤ The length of time to get approval also makes a curriculum outdated by the time of delivery i.e. by the time students get to Year 4 of their studies, they would be using curriculum that was developed 6-7 years ago. For these reasons, some interviewees suggested that applications should focus on outline of the curriculum only, with the material changed as needed.

> The above challenge applied to the naming of faculty as well; because the process takes anywhere between 2-3 years, the faculty may have moved on in that time.

> Two colleges indicated that they thought PEQAB makes recommendations outside of their scope e.g. they did not feel that space and capital requirements or determination of economic need were within the Board's scope; they felt that these were determinations that the College's Board of Governors should make. They instead indicated that the PEQAB Board's focus should be pedagogical, with a focus on the curriculum.

> Some of the college interviewees commented that the structure of the degree programs was based on a model of Ontario universities and not on those across Canada. They indicated that there are other models of college degrees that may work better than using the model of Ontario universities.

> Requirement of recognition of credential by other post-secondary institutions at application stage is premature as the degree does not exist at the time.

6.3.2   Strengths and Weaknesses of Degrees

Participating colleges reflected on what they viewed as strengths and weaknesses of their degree programs.

<u>Strengths of Degrees</u>

The colleges agreed that degree programs have credibility because of the rigorous process that they have to go through in order to obtain Ministerial consent to offer degree programs. They indicated that the mix of theoretical knowledge and practical teaching, with material developed from the respective industries give the graduates a strong differentiating advantage by making the teachings more relevant to the workplace.

Colleges also thought that the ability to offer Ontario students pathways to get degrees, with degrees helping to round out their program offerings to students and facilitating transferability to graduate programs was a strong point.

Colleges also see degree programs as opening up higher skill employment opportunities, for example, in federal government positions that require a degree as a minimum qualification. Further, the process required to offer a degree program enables Colleges to put in place infrastructure and facilities to support the programs; these facilities have flow-over benefits to other faculty and students in the college.

When asked about the strengths of the degree programs, PEQAB took the opportunity to affirm that the programs are equivalent to any undergrad degree and have all of the attendant strengths associated with any undergraduate level education. The representative added that degree programs were particularly useful for students intent on entering a particular profession as they blend both the theoretical and the practical, and graduate students who are job ready for professions that have demonstrated demand.

Universities that participated in the evaluation were also asked about strengths of college degree programs. Participants indicated that college degree programs fill a gap by identifying needs directly related to the labour market, and niche areas that meet local community needs, thereby opening up areas outside of traditional degrees and making the system much more "nimble" for students. The ongoing connections with the industry e.g. through advisory boards, enabled them to offer degrees with

curriculum that is current. They affirmed that the mix of theoretical and applied knowledge prepares students to be "good, creative workers in their fields." Two university participants indicated that the applied aspect of the college degrees may see more university students coming to colleges after their studies to gain that aspect. One participant indicated that their university was seeing more university students wanting access to a bridge between theory and practice. A university indicated that they have an agreement with a college that allows their students to take applied courses at the college.

A sample of eight Ontario high school guidance counsellors participated in the evaluation. The counsellors were asked about the strengths of college degree programs. The counsellors are quite receptive to college degrees, and felt that they offer unique opportunities that might not otherwise be available to students. One counsellor based in the Northern region was less optimistic about the appeal of these programs to her students, stating that: "In seven years, I have had only one student apply to a college degree program".

The counsellors considered the combination of applied and theory based learning as the greatest asset of the programs. Some counsellors had also received feedback from former students indicating that having industry leaders teach their degree courses provided valuable insight into their chosen field. One counsellor felt that the combination of in-class and real work experience made the students "highly employable", while another stated: "Our students get excited about the idea of it".

The counsellors noted three additional strengths that they considered 'accessibility strengths'. They spoke about accessibility of the programs with respect to costs. The counsellors' perception was that tuition and other costs associated with college degree programs are lower than university programs. Counsellors felt that this was of great benefit to many students from middle and low income families.

They also noted that colleges' grade admission requirements are generally lower than for university, which for one school meant that 70% of their students were able to meet this requirement. However, one counsellor felt that the requirement should be higher.

Smaller class size was also noted by the counsellors as allowing students to be better connected to faculty. A student could develop their networks through the faculty that had direct involvement with their industry. A smaller student – teacher ratio translated into a better learning experience in some counsellors' opinions.

Weaknesses of Degrees

Colleges indicated that due to the Minister's requirement that college degrees not duplicate those offered by universities, their degrees have to be unique, making them difficult to market.

College interviewees also said that they are seeing a number of their degree graduates are interested in pursuing graduate studies. For this reason, they indicated that there needed to be greater clarity on whether the degrees are terminal or if they can provide mobility to advanced studies. Colleges felt that the government needed to ensure that graduates of the degree programs have mobility to move between institutions.

Universities thought that a key strength of college degrees may also be their weakness – the fact that because students are trained in particular skills for specific or niche job areas, they may not be easily adaptable to changing situations where the skills or the degree may become irrelevant. They argued that a broader education gives one the ability to adapt to such situations and were not sure that the college students received sufficient breadth for such adaptability. The findings from this evaluation

suggest that employers are greatly satisfied with their college degree employees, whether as co-op students or graduate employees.

The PEQAB requirements include that to the extent that vocational outcomes are not jeopardized, college degrees are expected to be designed to qualify graduates for consideration for further study, and to ensure that graduates have sufficient breadth of knowledge such that students are prepared to adapt and evolve as their field of study does. The requirements for breadth and depth of knowledge in the field are given in the degree level standard, which applies to both colleges and universities (PEQAB).

One university stated that there was evidence that their college transfer students have difficulties adapting to university, which made them question the quality of programming and competencies of the students. Most university participants shared similar concerns. One participant indicated that colleges end up with a 'weaker' group of students, partly due to their entry levels and because "when given a choice, the better student will almost always choose a university degree over a college degree program". One university interviewee indicated that while in the beginning the institution had concern about the rigour and quality of the college degree programs with regard to the coursework and resources available to the students, 'experience' has demonstrated that this is no longer true. When asked, the participant clarified 'experience' as the fact that the students are satisfied with their programs; are gainfully employed; some are moving on to graduate school; that some programs have strong numbers and are increasing; and that there was mobility of students from diploma to the degree programs.

Some universities also indicated that the relative newness of the degrees means that they may not be perceived to have the same value as university degrees. They acknowledged that this is having an impact on their acceptance in graduate schools in Ontario. At least one university expressed concern that this leads to the risk of permanently losing such graduates to other provinces or countries that accept them into their graduate schools, to the detriment of Ontario.

Universities were concerned that college degrees are not resourced or funded in the same way as universities. As a result, colleges would have to put in more of their funds, which has implications as not all colleges have the same levels of resources.

They also mentioned as a weakness the fact that in many cases college faculty are not linked to research labs or are not active researchers, which they felt was important to quality of programming.

All the high school guidance counsellors agreed that the main weakness of the degree programs lay in two areas, namely proof of value and marketing.

Counsellors echoed the view expressed by universities over the relative newness of college degrees. They felt that college degrees have yet to prove their value. These programs currently comprise only a small percentage of the total programs offered by colleges. The counsellors indicated that they had little or no information regarding the employment outcomes for degree graduates, and the extent to which their credentials are recognized by industry sectors and universities. While some colleges indicate that they get evaluations on specific students from co-op/work placement employers, there has been no large scale survey of all such employers in the Province until now. A counsellor from Northern Ontario felt that there is little if any knowledge of, or support from local industry in her area for college degrees. Counsellors were also unsure of the extent to which the degree programs are recognized by other professional schools and stated this as being a challenge in promoting the program.

Counsellors felt strongly that the colleges needed to promote the degree programs a lot more. They spoke of many instances where a degree was not specifically discussed by college representatives visiting their schools unless brought up by a student or teacher. They thought that a separate brochure with information specific to the degree programs would be of great use to them and would enable them to better explain and promote the degree programs and to send the information home to the student's parents.

A third weakness identified by some counsellors is the process for applying for a college degree program. These counsellors indicated that some students found the application process confusing as they were unclear on whether to apply through the Ontario Universities' Application Centre or the Ontario College Application Service.

6.3.3   What is a Successful and Unsuccessful Program?

Successful Programs

Colleges were asked to characterize what would be considered successful and unsuccessful degree programs. The colleges indicated the following as indicators of successful programs:

1. Sustainability was considered important; this was defined as programs that had sufficient numbers of students registering to the program on a sustained basis.

2. A successful program meets the demands of employers and students i.e. there are job opportunities in the industry for students who graduate from the program.

3. A successful program has recognition from the profession or industry, ideally students (including high school students), parents and in the marketplace.

4. When students complete the program and regularly give it positive reviews.

5. When there is movement from diploma into the degree program; additionally, when there are agreements with universities that enable graduates who want to, to move on to graduate programs in universities with fewer reachback courses.

6. When it is not difficult to find faculty with expertise and terminal credentials.

7. A successful program presents opportunity for faculty and student research that contributes to the field of study.

8. Successful programs also have advisory committees that have representation from the professional bodies and the industry.

Unsuccessful Programs

1. Unsuccessful programs were defined as those that did not meet the criteria for successful programs, including no student enrolment or unsustainable numbers of students enrolling; graduates cannot find job opportunities and does not address employer needs; programs unable to find the faculty with the terminal degrees or expertise to teach; programs with no industry involvement, placements for students or unrecognized by professional associations. A few colleges indicated that programs that had low affinity with graduate programs would be considered unsuccessful.

6.3.4   Student Preparation: Knowledge, Skills, Workplace Preparation

Colleges were asked about the knowledge and skills expected of their graduates. They indicated that the academic rigor and a theoretical base was expected of the baccalaureate degrees, in addition to a level of hands on practical experience that was relevant to the students' fields. This was considered an education that provides the best of both worlds. College degree programs have a unique focus on career preparation, part of which is achieved through the 14-week co-op component of the programs. According to colleges, the co-ops give students an edge when applying to employers as they bring workplace experience to a job.

Colleges acknowledged that there were challenges associated with the co-op component of the programs, including:

1. Placing students during difficult economic times when employers may be cutting back;

2. Finding paid placements; it can be difficult for students to work for up to three months without compensation and most hope to get paid co-ops. One college in particular mentioned that this was a challenge for their criminal justice program since the placements tend to be in government agencies like police forces, which do not pay co-op students;

3. Finding a 14-week placement may be a challenge in some industries; there were also questions whether a 14-week requirement makes the most sense for every industry; and

4. At least one college indicated that it has lost some students who were offered full time work by their co-op employers in certain programs. However, these numbers were not substantial enough to point to a trend.

Challenges notwithstanding, colleges indicated that the co-op was a highly valued component of the program for their students and employers and have consistently received favourable comments from external reviewers.

6.3.5   Challenges in Offering Degree Programs and Efforts to Circumvent Them

Challenges

Colleges were clear that they still face barriers and challenges in offering degree programs. Their challenges, for the most part, were related to resources.

Funding

The biggest concern that colleges had was funding. Colleges indicated that their funding was based on student contact hours for a diploma program of study, rather than for a degree program. Because of this, they indicated that their faculty have significantly more teacher contact hours than students taking a university degree, yet their funding did not reflect these contact hours. The MCTU indicated that the funding parameters are set for the delivery methods and number of hours for the specific degree program. In addition, the degree programs receive a 2.5% top-up.

A ministry interviewee stated that grants to colleges are less than universities, with universities getting an average $8,843 compared to colleges that get $6,643. Colleges indicated that this implies a difference in the value of the degrees. This, however, may reflect different costs borne by colleges and universities, particularly faculty salaries.

While some colleges indicated that they had research funding from traditional sources like SSHRC, NSERC and CIHR, other colleges said that they had difficulty getting research funding.

Additional costs mentioned by colleges include the front end investment in developing a degree program. They indicated that there were no incentives or funding available from the government for these costs. Related to this are costs for infrastructure and facilities such as laboratories or funds to develop libraries to support the degree programs.

This concern over funding/resources was shared by some of the universities interviewed. They indicated that inadequate resources and funding for degree programs has an impact on the quality of programming offered.

Faculty

Another challenge was related to faculty: colleges indicated that because of the hands-on component of the applied programs, experience of faculty is an important factor. However, getting faculty who have substantial experience in the field as well as a terminal degree as required, can be a challenge. Colleges gave examples of areas such as accounting or automotive studies, where the most experienced people do not necessarily have terminal degrees in their fields. The opposite was also true, where colleges may find people with terminal degrees but not necessarily the accompanying years of solid experience in the industry.[10]

Another issue that spanned the two aforementioned challenges was related to colleges' collective agreement, which they said makes it difficult to recruit highly qualified faculty with practical experience and terminal degrees. Among other things, the collective agreement does not recognize and therefore, compensate the higher qualifications of faculty with terminal degrees. One college indicated that the faculty it had for one program had accepted a cut in pay, something that not everyone would be willing to do. Another college indicated that it fully expects faculty with terminal degrees (PhD, in this case) to want to conduct research activities. However, it is not funded for research activity and its collective agreement does not cover the kind of research activity that a PhD may want to undertake.

Awareness of Degrees

One of the challenges mentioned by all colleges was related relative lack of awareness and/or understanding of College degrees by the public, high school students and their parents and universities. This concern was confirmed in interviews with high school guidance counsellors who indicated that high school students and their parents were largely unaware of the option of college degree programs. The counsellors themselves indicated that they felt that that they did not have adequate information from Colleges to enable them to communicate authoritatively on college degrees. One university representative aptly summarized what colleges needed to do:

> *"Colleges will need to establish summary packages of information on their degree offerings and provide this to the Ministry, universities and other schools."*
>
> *University representative*

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[10] PEQAB refers to a terminal degree in its handbooks thus: "The doctorate is normally the terminal academic credential in all fields or disciplines with the exception of studio disciplines where a master's degree in the field/discipline is more typical."

This is clearly an area that Colleges will need to address if the message about college degrees needs to be (better) communicated to high school students, their parents, universities and the public in general.

Somewhat related to this, some colleges felt that some universities did not acknowledge college degrees as legitimate degrees. They indicated that this was demonstrated by universities that would not accept graduates of college degrees into their graduate programs, forcing such students to seek opportunities for graduate studies out of province or country, where they are accepted. This rejection by some Ontario universities, they felt, contributed to the perception that college degrees are second tier degrees. The universities acknowledged that originally there had been some concern, even suspicion about rigour and quality of the programs. Some of the universities indicated that their concerns still remain to date. A majority of the eight Ontario universities that participated in this evaluation indicated that they assess applications from college degree transfer students and applicants to their graduate programs on a case by case basis. Two universities indicated that assessment of such students included a review of the curriculum covered by the student to assess if they met the requirements for admission or if they needed additional courses. The Ministry indicated that this is standard practice for such decisions in cases where the sending institution is new to the university.

Some colleges felt that there wasn't sufficient support from the province in marketing of college degree programs. There are no communications from the Ministry (for example on its web site or any other vehicle) that speak to the quality and value of college degree programs. There was a sense that this lack of communication contributes to a context of uncertainty around college degrees and that if the Ministry were to actively communicate the value of the college degrees and their quality, it would shorten the period of uncertainty for employers, the general public and the universities. This sentiment was echoed by a participating college:

> *"The problem exists because of a lack of awareness and there isn't an acceptance either. The lack of a government statement or endorsement of college degrees makes it difficult for the colleges to say that their degrees are equivalent to university degrees..."*
> *Participating CAAT*

Other stakeholders, including universities, high school guidance counsellors and various professional bodies were asked about their awareness of degree programs.

The eight Universities that participated in the evaluation all indicated that they had a general awareness of college degree programs. There has been increased awareness among universities that have received applications from college degree students who apply to transfer into their undergraduate programs.

Representatives of six professional bodies that participated in the evaluation were all aware of college degree programs and further, were familiar with core programs offered by colleges for their respective industries.

Eight Ontario guidance counsellors from four regions in the province and representing public and catholic schools in urban and rural areas were also asked about their awareness of degree programs. All were aware of degree programs, although their level of awareness differed, with some more informed than others.

PEQAB Guidelines, Standards and Benchmarks

The Minister requires that college degrees have direct relevance to the labour market and strong industry support. A press release by the Association of Colleges of Applied Arts and Technology of

Ministry of Training, Colleges and Universities
R.A. Malatest & Associates Ltd.
Evaluation of Degrees in Applied Areas of Study
December 2010

Ontario (now Colleges Ontario) in April 28, 2000 indicated that the primary focus of a 'college degree' is on career preparation i.e. preparing students for the workplace. This phrasing implies that the degrees are geared towards a terminal objective – that of preparing the students to apply their skills in their industry related workplaces. There is confusion about the status of college degrees evidenced by the various opinions on whether this meant that the degrees are terminal, particularly given that colleges are finding that more of their graduates are expressing interest in continuing on to graduate studies.

Colleges also mentioned the fact that they cannot make changes to their programs as a condition of the Minister's consent as changes had to be approved by the PEQAB. The colleges indicated that there was some confusion over what constituted a change, specifically the type and nature of change that needed to be submitted for review. There can also be significant delays between filing a request for a change and receiving the consent for the changes.

The Ministry indicated that changes in programs had to be discussed with Ministry staff to determine if they could be considered substantial. The Ministry also added that changes, depending on their nature may be referred to PEQAB by the Minister for review. PEQAB does not approve changes; rather, it makes a recommendation to the Minister who then decides if he wants to amend the consent to reflect this proposed change.

A key area of college degrees is the co-op component. Some colleges mentioned that co-ops should be structured to be program/industry specific, rather than simply trying to fulfill the Minister's requirement that there be a 14-week benchmark set for this component. A college gave an example of programs like animation, which can often be project-specific, with up to 5 weeks of intensive activity. Once such a project ends, a student is then expected to seek another placement for the remaining nine weeks and may end up finding a one-week project – leaving them seeking more placements to fulfill their 14-week requirement.

Circumventing Challenges

While they cannot address all the challenges that they face, colleges have nonetheless found resourceful and sometimes creative ways to address or circumvent the challenges that they face.

Funding

This is the most often mentioned challenge that the colleges face, in part because it is linked to all aspects of the development and delivery of degree programs. The colleges indicated that they augment the funding that they receive for their degree programs with their own funds as the current levels of funding are not adequate to cover the cost of delivery of the programs. (The Ministry indicated that funding for other parts of a college's operations also come from the government. By own funds, the Ministry suggested that colleges meant adjustment of allocations within the operating grant funding that they receive for different programs).

Colleges acknowledged federal and provincial stimulus funding for physical infrastructure, which has helped them develop the facilities they require to support their programs.

Faculty

Restrictions from collective agreements mean that colleges cannot pay what desirable faculty may require. However, they have come up with creative ways to attract faculty, for example, two colleges indicated that they promoted the lower stress lifestyles and lower cost of living in their smaller, more

rural communities as a trade off. Colleges with limited research funding will recruit faculty whose primary focus is teaching and not research. Some colleges are also creating a reimbursement fund for existing faculty who want to pursue advanced academic credentials. However, one college pointed out that the search for faculty with terminal degrees can sometimes be an exercise in futility where there may be very few doctoral level prepared faculty or programs in the industry.

Awareness

Colleges have come up with sub-committees such as marketing advisory committees that look after promotion and delivery of their programs. Such committees often work directly with employers and build stronger relationships with them, particularly with regard to the co-op components of the programs. These committees get feedback from their sources on a regular basis.

A key part of colleges' marketing campaigns involve incentives to attract and retain students in the programs. At least one college indicated that the knowledge that they can pursue graduate studies should they want to at the end of their programs is an important factor for their degree program students. This college had asked universities to write them a letter that they would consider their degree program graduates for their graduate programs and have had success with out of province institutions. This assertion is supported by a study administered in 2007 by the Academia Group, Inc. and cited in a report by Colleges Ontario, which found that 25% of college applicants and registrants said preparing for university was a major reason for applying for college. The same report cited a 2008 survey in which 18% of college applicants indicated that they intended to pursue a university bachelors degree and an additional 12% intended to pursue a professional or graduate degree (Colleges Ontario, 2009). The studies' findings are confirmed by one university participant who indicated that their university is seeing an increasing number of college students wanting to transfer to university programs after two years in college. These were presumed to be diploma students.

A number of colleges also work with their industry sponsors to develop student scholarship funds and bursaries through corporate donations; these funds are even more effective where they can be matched by the province. Such funds contribute significantly to attracting students into the programs.

PEQAB Guidelines, Standards and Benchmarks

Colleges are grateful for committees such as the College Degree Operating Group (CDOG), which has been at the forefront of trying to address, and where necessary, advocate for changes to issues perceived as barriers in PEQAB standards, guidelines and benchmarks.

6.3.6   Unintended Outcomes of Degree Programs

In addition to adding pathways for students in colleges, the development and delivery of degree programs have also had some unintended outcomes for the colleges. One often mentioned example is the unintentional creation of a tiered institutional culture in some colleges. One college mentioned that faculty with doctorate degrees are perceived as the 'haves' compared to the 'have nots' – those without terminal degrees. Additional issues arise, for example, when faculty with higher credentials have to be assigned more fully in the degree programs "even if they may not be the best faculty for certain subjects or curriculum" in order to meet the PEQAB's requirements. This can sometimes create feelings of ill-will within the institution. On a related note, colleges are reporting that they are seeing increased interest among their existing faculty in going back to school to pursue Masters and PhD degrees and in professional development, research and other scholarly activity. One college indicated that they are

particularly seeing this pursuit of higher credentials from faculty who are interested in teaching in the degree programs. This movement may also partly be a result of colleges' incentives, such as reimbursement funds for those pursuing higher credentials. A hypothetical but nonetheless possible situation was described by one interviewee; that if a college elected to drop a diploma program to offer a degree in its stead, faculty in the program without significant qualifications may face layoffs. Even if hypothetical, these kinds of scenarios may realistically factor into faculty's decisions to seek higher credentials, particularly if they are seeing their colleges develop more degree programs.

Colleges realized that the two-tier problem can also potentially develop within the student body, where students in degree programs may be perceived differently than those in certificate and diploma programs. Closely related to this was a concern among some colleges that there may be a shift in interest and focus on degree programs. Not all colleges thought that this was a legitimate concern. These colleges indicated that their administration and strategic planning would ensure that their mission to deliver diverse programs that serve their local communities would remain front and center.

Some colleges think that the degree offerings may potentially lead to an eventual drop in enrolment in diploma programs, particularly the 3-year advanced diploma programs.

Some colleges reported that they have had complaints from their degree students regarding the number of hours in their programs. These students are presumed to be comparing themselves to degree students in universities who have less contact hours than their college counterparts. However, colleges are bound by the standards and guidelines for delivery of their degree programs and the related funding guidelines.

6.3.7   CAATs meeting Standards and Benchmarks for Degrees

Colleges were asked if they thought they were meeting the standards and benchmarks for offering college degree programs. The response was unanimous: colleges indicated that they met and even exceeded the rigorous requirements and standards, including peer and external reviews. Not meeting these standards and requirements meant that programs could not get recommendation from the PEQAB Board for Ministerial consent. The standards, benchmarks and requirements were established under the Post-Secondary Education Choice and Excellence Act, 2000 to ensure that consent holders have the compentence and ability to provide the education they propose and that the interests of consumers in Ontario are protected. Some colleges indicated that they thought they were asked for more than what is required of universities applying to offer a degree program, although the Ontario Qualifications Framework shows that there is a single standard of quality. This point was also brought up by the PEQAB representative, who indicated that the rigour of the college degree programs must be upheld because the risks of inadequate programming may harm the reputation of degrees in general, as employers don't always make the distinction between the pathways that students took toward their credential.

Colleges took the opportunity to point out that there is normal curriculum change that occurs on a continual basis that they would not want to have to seek the permission of the Minister to make, particularly as each application for change has a cost. This is tied in to their indication that there was confusion over the type and nature of change that needed to be submitted for review. The Ministry pointed out that there has been communication to the colleges on what types of changes require a submission to PEQAB for review, and ones that do not.

6.3.8   Non-Participating CAATs

As part of this evaluation, nine out of eleven colleges that did not offer college degree programs at the time of the survey were interviewed (two colleges did not participate in the evaluation). Of these, seven had previously applied for consent to offer degree programs and two had not. One college had run their program for 4-5 years before terminating it.

On Decision Not to Offer Degree Programs

One Northern college indicated that its small size and location was a factor in why it did not seek to offer degree programs:

> "Our first mandate is to be an access college, and that is to provide a breadth of programs primarily for the local community and the region."
>
> Non-participating CAAT

The college indicated that its resources were stretched thin and that it was more interested in collaborative degrees with university partners. One other college indicated that it had made a strategic decision not to pursue college degrees and instead to partner with a neighbouring university in offering pathways through collaborative degrees.

Three of the colleges that had received consent to offer degree programs indicated that the primary reason that they had terminated it or not offered it was because they were unable to attract sufficient students to run the programs sustainably. Two of them indicated that in retrospect, they thought that a lot more research and planning should have gone into the process.

Three colleges indicated that they were looking at the possibility of developing degree programs and one indicated that they would likely re-evaluate the option to offer programs. One college stated that they would only offer degrees if graduates have reliable pathways to further their education. Across the board, the colleges called for open credit transfers, and the development of more seamless articulation and transfers between colleges and universities.

Application Process

All the colleges that had applied for consent to offer degree programs indicated that they thought the process was lengthy, onerous and complex. They also mentioned the cost of the process - with regard to actual dollar amounts and human resources required - as restrictive. However, the colleges also saw the rigorous process as a positive feature that ensured that degree programs had credibility.

Impacts of Not Offering Degrees

The majority of the colleges indicated that they did not perceive any negative consequences to not offering degree programs. Most of them have collaborative programs with university partners. One participant said that there may be a perception among some that a college that does not offer degree programs is not as 'advanced' as others that do and so might not take it as seriously. The participant expressed that this might affect their ability to promote the college as schools compete for students and funding.

The colleges were asked if there was interest within their student body and local catchment areas for degree programs. Three indicated that they have not had requests or inquiries regarding degree programs, although one said that they cannot say conclusively that there is no interest as they have not

done any formal research to assess interest. The rest of the colleges all indicated that they were aware of interest and were experiencing it through an increasing number of students showing interest in and applying for collaborative degree programs. One college stated that 30% of their high school students leave the area to pursue degree programs elsewhere; they thought that if they had degree programs that the students were interested in, some of those students would stay in the community.

One college stated that employers in two industries in their area had indicated a need for graduates with applied experience and more academic knowledge than what was offered in the diploma program. The rest indicated that they were not aware of such needs from the employers they were working with.

The colleges affirmed that where there was demand, colleges needed to continue to offer college degree programs. However, they cautioned that as community institutions, they should take care not to abandon or lose their mandate of providing vocational training for the benefit of their communities. Two participants also noted that with some colleges offering degrees and others not, there was a risk of creating different tiers within the college community, creating even more confusion among the public, who are already confused over distinction between ITALS and community colleges.

6.3.9   Summary

1. This evaluation has found that over half of Ontario's colleges had developed the capacity to successfully offer college degrees as an alternative post-secondary educational pathway at the time of the survey, including five Institutes of Technology and Advanced Learning. Further, students are seeking these programs, with more than half of surveyed students (54%) indicating that they selected their college degree programs for occupational/career purposes, citing among other reasons, the blend of theoretical and practical knowledge that they receive in their programs. Of surveyed employers, close to two thirds (64%) had hired college degree graduates and close to a third were specifically seeking employees with college degrees. These confirm not only that the colleges have the capacity to develop and offer programs, meeting the rigorous standards and benchmarks, including the fact that the programs are successfully filling identified economic needs in Ontario.

2. A review of applications to offer degree programs indicates that not all applications have been granted Ministerial consent. It was beyond the scope of this study to review and evaluate the reasons why consent was denied for these applications. Interviews with three colleges also found that they had received consent but had not offered, or offered but discontinued their programs. The colleges indicated that inability to attract sufficient numbers of students led to discontinuation of the programs. Reasons why they were unable to get sufficient enrolment numbers were unclear, but these examples suggest that there is still a growth curve for some colleges with regard to 'getting it right' with selection of programs to apply to offer.

3. The evaluation found that college degree programs are suffering the effects of perception of their value vis-à-vis university degrees. Interviewed stakeholders agreed that there was still uncertainty and even suspicion regarding the quality of programming and value of college degrees due to their relative newness (with the first graduates only since 2006). The colleges, counsellors and other stakeholders interviewed all concur that there is limited awareness of, and information on college degrees. They also agree that primarily time will provide opportunities to disprove these suspicions. This challenge has a direct impact on those students who would desire to continue on to graduate studies, as well as high school students and parents who may be looking for alternative post-secondary pathways.

4. Participating colleges wish that the application and renewal of consent process was more streamlined and less tedious. However, they value the rigour of the process because it gives credibility to their degrees. Colleges do not want their degrees to be perceived as watered-down or second tier degrees, so they indicated that they follow the requirements and standards "to a T".

5. All colleges indicated that they faced three main challenges, including:

   a) Insufficient funding;
   b) The challenge of attracting faculty with terminal degrees; and
   c) A general lack of public awareness of college degree programs.

Some colleges are better resourced than others, particularly the larger ITALs. However, even the better resourced colleges indicated that they faced these challenges to a certain degree, and would like to see longer term solutions developed with the Ministry. A concern for the colleges (and universities, as expressed in the college degree weaknesses section) is the potential impact on programming for those colleges that may not be as well resourced as the larger, better resourced ones. Colleges recognize that the credibility of their degrees lie in all colleges having the resources they require to provide quality programming.

MTCU forecasts indicate a sizeable increase in eligible student enrolments in colleges and universities in the next five years; there is also research that indicates that up to 70% of new jobs in the future will be in occupations that require post-secondary credentials. This, along with minimum education levels for entry into some professions increasing to degrees suggests that there will likely be increased demand for college degree spaces. This demand will require that colleges, along with the Ministry and other relevant stakeholders, address the aforementioned challenges in ways that will enable colleges, along with other post-secondary institutions, to support the education and training needs of the province's labour force.

6.4 Degrees meet needs where professional bodies are increasing entry-to-practice qualifications and requiring degree-level education where a different credential was previously required

6.4.1   Meeting Requirements for Professional Body Memberships

Six professional bodies that represent various industries in finance, information technology, business and professional services and educational services participated in the evaluation. Each body was associated with an accredited college degree programs. All have set requirements and standards that either programs or individuals must meet to qualify for membership.

Consultation with Colleges

All the professional bodies indicated that they had had some level of consultation with colleges when the programs were being developed and were still consulted as needed. Two bodies – the early childhood educators and human resources professionals associations (HRPA), were in ongoing consultation with colleges as their entry to practice requirements were in the process of being changed. The bodies make the colleges aware of, at the least, the requirements and standards for acceptance into the professional body. Some, like the HRPA, set standards that colleges embed into their programs.

Some professional bodies look at the content of college programs and determine if it meets their standards e.g. HRPA and registered interior designers (ARIDO). Others bodies provide training with specific curriculum content to their members. Such members (e.g. Canadian marketing association (CMA) or certified general accountants (CGA)) review the curriculum of the college degree program to see if it matches their curriculum content. Other bodies, such as the early childhood educators (ECE) or the information technology professionals (CIPS), review the curriculum to see if it meets set requirements or outcomes that they expect members to have in order to qualify for membership.

Qualifications for Membership

The professional bodies indicated that usually a diploma or its equivalent is the minimum qualification required for membership in their associations. Some associations are increasing their qualification requirements, for example, as of 2011, the HRPA will require a college degree as the minimum level of training to qualify for membership; ARIDO is similarly looking at a college degree as the minimum training level as of 2015. To determine eligibility, all bodies look at the courses or program's criteria an individual has taken to see if it matches their recognized list of approved programs or courses. It should be noted that in addition to the diploma or degree, some professional bodies will require members to complete some courses and/or write exams in order to qualify for membership in the body e.g. HRPA. ARIDO requires a certain level of experience from its members in addition to a written exam to gain entry into the association. Some, like the CMA, do not have individual memberships. Since 2003, the association has offered programs to employees of their members.

The bodies indicated that graduates almost always meet the membership requirements with exceptions on an individual basis, and these are often not degree graduates. CIPS feels that "graduates from degree programs have a depth of knowledge and skills that are more rounded and better developed than, for instance, graduates from a diploma [program]". ECE felt it was too early to tell whether college degree program graduates were meeting requirements as there were not enough or any graduates to date.

Employer Expectations

When asked what their employers were seeking from employees, the professional bodies all indicated that the main thing employers were looking for is the combination of knowledge & experience regardless of whether they have a diploma or a college or university degree. However, they also acknowledged that the trend is for employers to hire the person with the highest level of education and practical experience.

The HRPA is unsure of the extent to which employers understand the difference between college degrees and other programs, or even if they place a great amount of importance on a potential employee having a particular degree i.e. either a university or a college degree.

All bodies indicated that they support college degree programs, but would not go so far as to recommend them over another degree, diploma or certificate program.

6.4.2   Other Stakeholders Views

Students, graduates and colleges were asked their views on professional bodies. For students and graduates, the survey sought to establish their knowledge of, and involvement with professional bodies. Colleges were asked about their relationships with professional bodies, particularly with regard to their consultation, if any, on program curricula development.

College degree students' involvement with professional bodies

It was important to first establish students' awareness of a professional body for their field of study. As shown in Figure 6.40, about an equal proportion was aware of the existence of one for their field of study, as those who did not.

Figure 6.40: Knowledge of a professional body in field of study
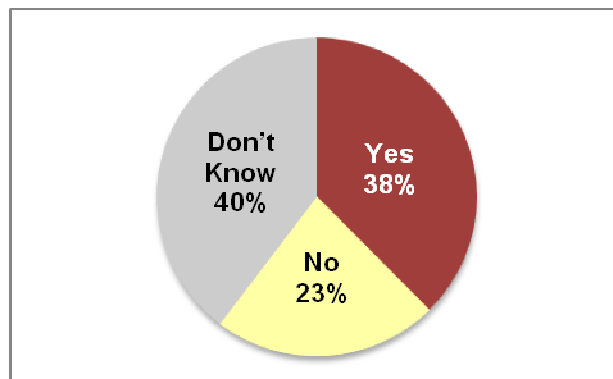
n=1056

Source: Student Survey: G1: Do you know if there is a professional body for your field of study?

Students who were aware of a professional body in their field were asked if they knew the name of the body. The names of the bodies were filtered by programs as shown in Figure 6.41. More respondents from the arts (45%) and business programs (35%) indicated that they knew the names of their respective professional bodies.

Figure 6.41: Knowledge of the name of professional body
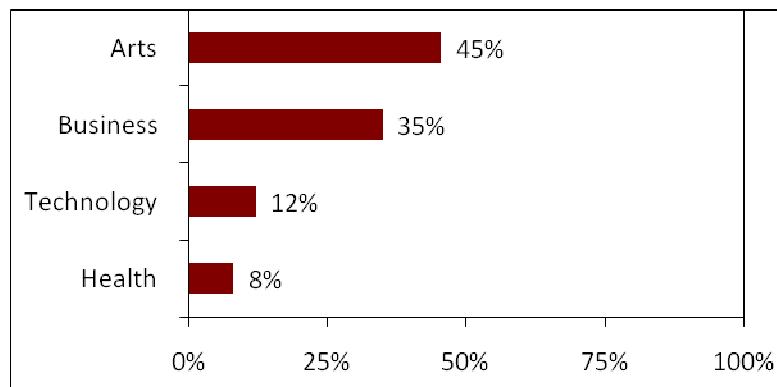
Students were asked if they were members of their professional bodies. The reader should take into consideration that not every professional body has student membership. Just 27% of students indicated that they were members of their professional bodies. However, 72% expressed interest in becoming a member of a body in their related degree program.

The students who expressed interest in membership were asked about the benefits of joining a professional body. Their responses, as shown in Figure 6.42, indicate that student see a lot of value in professional bodies, including networking opportunities, professional development and as a source when seeking employment. For some students, membership was a requirement that would enable them to practice in their fields.

Figure 6.42: Benefits of joining a professional body

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Colleges' involvement with professional bodies

Participating colleges were in turn asked about their relationships with professional bodies, as well as the degree to which the requirements of these bodies were taken into consideration in their curriculum. One participating college is responsible for delivering certification in the industry in which they offer a degree. For this reason, the college works very closely with the industry in order to understand its needs for student training and certification.

The requirements of professional bodies drive the curriculum, to a certain extent, of colleges for whom a professional body exists. For all colleges, where accreditation of a program was required, this was the main consideration. Professional bodies played a consultative role on curriculum development where relevant.

Colleges indicated that their goal was to enable students to seamlessly acquire accreditation as well as their degree where possible.

College participants were also asked if graduates were meeting requirements for membership to a professional body, where applicable. Colleges recognized that the requirements of professional bodies can be different, with some memberships granted on completion of an accredited program, while others may require further courses beyond the program and or examinations for membership. They indicated that most important was meeting accreditation requirements, where relevant, from the industry bodies to ensure that the programs were certified. Beyond that, there was a fine balance between meeting the learning needs of the students and requirements of their industry professional bodies. Colleges indicated that their students were often able to successfully write exams for their license or membership into their professional bodies.

University participants were asked if they thought that professional bodies and other stakeholders would recommend the college degree pathway. One participant indicated that they were aware that the engineering body was frustrated with the lack of equipment in some of the programs and did not think that the engineering accreditation board would recommend a college degree program in that field. However, Conestoga College Institute of Technology and Advanced Learning has recently (September 2010) received accreditation from the Canadian Engineering Accreditation Board for their Mechanical Systems Engineering program.

Most participants indicated that there are students for whom a college degree was the best fit and those for whom a university degree was better, so they would not give a blanket recommendation of a college pathway.

6.4.3   Summary

1. Professional bodies consult with colleges and vice versa, as relevant, during degree program development. This speaks to the connections that the colleges have and/or maintain with the industry and industry professional bodies to inform their programs and ensure that their students and graduates are prepared to integrate into workplaces related to their training. The evaluation found that professional bodies are aware of college degree programs and familiar with the core programs offered in their respective industries due to their consultative connections with the colleges.

2. While most professional bodies in the evaluation indicate that a college diploma or its equivalent is still the minimum level of education required for membership, they point

out that a number of bodies are changing their minimum requirements to a degree. Students that want to practice in their fields will need access to degree level education in order to qualify for membership and sometimes, to practice in their professions. This finding confirms the relevance of college degrees, particularly for filling gaps in areas of practice that are not normally offered by universities, but whose entry to practice requirements are increasing.

7   SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

The following section presents a summary of the conclusions. Where relevant, considerations are offered on practices and strategies that the researchers believe would contribute to the effectiveness of college degrees and to maximizing the benefits realized by students, graduates and employers. The conclusions are based on analysis of information from five sources:

1. Perspectives of college degree students, graduates, and discontinuers through student survey participation;

2. Perspectives of college degree employers through employer survey participation;

3. Perspectives of colleges – both participating and non-participating, professional bodies, and other stakeholders through key informant interview data;

4. Analysis of pertinent documents; and

5. Literature review on post-secondary education, with a focus on the current situation in Ontario; perceptions around Ontario's college degrees; challenges that colleges face in offering degree programs; and challenges facing college degrees institutionally.

7.1   Conclusions

The evaluation has found that college degree programs are meeting / have met the educational preparation and career/occupational goals of respondent student and graduates. A key feature of college programs are their blend of theoretical knowledge and practical components. This feature makes college degree programs attractive to over half (54%) of surveyed students, who chose to enrol in a program for related occupational and/or career reasons. Students and graduates gave overall high marks for their co-op and college experiences, as well as specific aspects of their programs. The surveyed students were also highly employable, with seven in ten employed in full time positions and a similar proportion as permanent employees working in areas that are generally very or somewhat related to their fields of training.

The evaluation also indicated that college degree programs are meeting an economic need and filling a gap in the labour market by offering training in areas that are not normally offered by universities, and where, in some cases, entry to practice requirements will soon require a degree level qualification. A high proportion of surveyed employers (64%) have hired college degree graduates, sought graduates with college degrees for job openings (30%) and further, indicate high levels of satisfaction, both with co-op students and graduate employees. The survey also indicated that graduates of college degree programs are hired in a wide range of industries and that a majority of these employers (83%) indicate that the jobs performed by these college degree graduates were very or somewhat related to the graduates' training.

This evaluation has found that approximately half of Ontario's colleges have developed the capacity to successfully offer college degrees as an alternative post-secondary educational pathway, increasing program offerings with Ministerial consent from 13 in 2001 to over 60 programs in late 2010.

Nonetheless, colleges are experiencing some challenges, including insufficient funding; the challenge of attracting faculty with terminal degrees; and a general lack of public awareness of college degree programs. Further challenges include an application and consent for renewal process that they still

thought rather onerous, although they appreciated the need for rigour to preserve the credibility of the programs. Perceptions of college degrees as being of less quality/value than university degrees still persist, and present a further challenge to colleges which need to attract more students into their programs. The latter challenge has a direct impact on those students who would desire to continue on to graduate studies, as well as high school students and parents who may be looking for alternative post-secondary pathways. Some colleges, including those that do not currently offer degree programs, have also faced challenges in trying to offer degree programs, mainly related to insufficient student enrollment numbers for programs that have received Ministerial consent.

The evaluation has also found that colleges are actively engaging professional bodies, particularly where entry to practice requirements are closely linked to program curriculum. Professional bodies are aware of college degrees and familiar with core programs offered in their respective industries. A few professional bodies already have or will soon increase their minimum entry to practice requirements to degree level education.

7.2   Recommendations

There are opportunities for colleges as well as the Ministry to work to together to ensure that Ontarians have access to post-secondary education through multiple pathways, including access to college degrees. While the evaluation indicates that respondents are generally very satisfied with their college degrees and that surveyed employers are getting their labour market needs filled, there are challenges that will need to be addressed in order to ensure that college degrees successfully expand to meet anticipated demand for post-secondary education and to address identified economic needs in Ontario. In relation to the key findings summarized above, the following are recommendations to address some of the identified issues.

7.2.1   Messaging that dispels erroneous perceptions of the value of degrees or the quality of college degree programming.

Students, other educational institutions and the public in general would benefit from messaging that dispels erroneous perceptions of the value of the degrees or the quality of college degree programming.

> ➢ Opportunities exist in studies such as this one, that examine and present hard evidence of the value of the credential and quality of programming offered by college degree programs, and that report on whether they are meeting expectations. There are opportunities for the MTCU, Colleges and Colleges Ontario to play a more direct role by supporting and broadly disseminating the findings from studies that continue to provide evidence on the value and quality of college degree programs.

    a) Colleges can utilize evidence-based research on college degrees to provide insight, advance policies and awareness campaigns on the contribution of College degree programs to Ontario's highly skilled workforce. Results can be disseminated to:

        i.   College Registrar's offices, where tactical recruitment programs are executed with/through high schools, applicants, high school guidance counsellors, college career counsellors, orientation programs, campus visits, phone campaigns etc.

        ii. College Business Development/Fundraising units, which can utilize these results to support their approaches to industry partners, endowment funds, alumni fundraising, etc. and to generate additional funding to support any

funding shortfalls in programs, to support relevant degree programs, including establishment of scholarships, construction of labs, to set up research funding, etc.

 iii. College marketing and communications units, which can make use of these results to develop promotional materials, disseminate through the web sites, advertisement campaigns, etc. to increase awareness of college degrees.

 iv. Program viability functions in colleges, which need data to test validity of implementation decisions. The units should utilize such results to support analysis of those decisions and support quality improvement efforts in program development at colleges.

 v. Student Services that deliver non-classroom student services such as career counselling and job finding can incorporate information about college degree programs and employers/ industries that hire college degree graduates. Career counselling functions in each college, which should make significant use of this information in helping students make program choices or changes.

b) MTCU, colleges and Colleges Ontario can publicly affirm the evidence gathered, and disseminate the findings beyond the education sector to reach and inform the general public, Ontario employers, and relevant target groups about college degrees as a post-secondary education option.

c) Utilizing the evidence of the quality and value of college degree programs, the Ministry can facilitate discussions between colleges and universities to identify pathways for college degree graduates that want to pursue post-graduate education opportunities in universities.

d) The Ministry, specifically, can disseminate the results of such studies on its website pages on post-secondary education options in Ontario. Having such information on a page that is not specifically geared to college degree programs will ensure that those who are not aware of college degrees can find this information without having to first know about their existence. Additional websites geared to parents, employers, second career applicants, and others who may not be aware of college degrees would be an effective awareness creation method.

e) The government of Ontario can support these efforts by providing funding to agencies such as HEQCO to research and disseminate knowledge on college degrees in Ontario, and providing evidence-based policy advice to the government.

7.2.2 Utilize demonstrated success of college degrees to create greater awareness of degrees.

Relevant stakeholders should take advantage of the demonstrated success of college degrees to create greater awareness of this post-secondary option within the general public and among employers and students.

➢ As specified in recommendation 7.2.1 above, there are numerous opportunities for colleges and Colleges Ontario to disseminate the findings about the demonstrated success of college degree students and graduates within the labour force.

> The MTCU can initiate and/or support efforts to create greater awareness of college degree programs among Ontario employers. Specifically, the MTCU has a potential role in disseminating findings to:

a. Ministries involved in employment standards and labour law, and economic development units, which can then disseminate the findings further to employers, human resource agencies and other labour agencies.

b. Ministry of Education, which can disseminate the findings to relevant stakeholders in the public K-12 education system such as school boards, which can disseminate further to reach important influences like parents.

c. Municipalities and provinces pitching industries to locate in their cities based on an expanding skilled labour pool. These findings also support municipalities' and the province's efforts to attract industry and increase their tax bases. Having a second source of degree graduates (other than universities) is a selling point for Ontario. Local economic development and labour force management strategies can incorporate and sell college degree graduates as part of the skilled labour force within their municipalities.

> Human Resource functions for employers that hear about graduates' successes should be able to draw implications about the value and quality of the degrees. Human Resource personnel can ensure that their employers' job descriptions and postings include college degrees as acceptable requirements and identify appropriate candidates for jobs, where relevant. Develop career paths that take into consideration dual theoretical knowledge and applied skills of college degree graduates.

> The colleges, which have direct connections with employers and professional bodies in related industries, can ensure that findings on the success of graduates within the labour force are disseminated among their industry partners.

7.2.3   College network to share best practices and lessons learnt on college degree programs.

Colleges to network and share best practices and lessons learnt on designing, developing and running successful college degree programs.

> Colleges, particularly those that want to start offering degree programs, and those that have tried to offer degree programs unsuccessfully should benefit from a network specifically to share best practices/lessons learned on how to design, develop and run successful programs. Colleges with programs that were discontinued, or approved and never started can share their lessons on what happened and how this can be avoided by other colleges. Successful programs can share lessons on program life cycle management and factors for success.

7.2.4   Investment in greater marketing and promotion of college degrees required.

Colleges, Colleges Ontario and other relevant stakeholders need to invest in greater marketing and promotion efforts that reach a broad cross-section of the population to communicate key, factual messages about college degree programs.

➢ As specified in previous recommendations, numerous opportunities exist for colleges and Colleges Ontario to disseminate messages about college degree programs through their internal units and departments, their websites, marketing and promotional material and outreach staff. Materials can target important college student sources such as high schools, influencers such as guidance counsellors and parents, and groups such as new Canadians. Key messages communicated by colleges and the Ministry would include affirmation of the quality and value of college degree programs, and evidence of student and graduate satisfaction and employability of graduates.

➢ The MTCU and PEQAB have specific roles to play in dispelling the perceptions that college degrees are of lesser value than university undergraduate degrees. Through their websites, the Ministry and PEQAB can affirm the quality and value of college degree programs.

The Ministry can link and refer to university undergraduate and college degrees as equivalent credentials, and place greater emphasis on the different disciplinary content of the two degree pathways, rather than on the institutions that confer the degrees.

7.2.5   Stakeholder committee to discuss solutions to application and renewal of consent issues.

The Ministry, PEQAB representatives, college degree representatives and any other relevant stakeholders need to come together in a committee charged with discussing and arriving at workable solutions to the issues related to application and renewal of consent.

➢ The aforementioned representatives have some opportunities to meet and discuss the challenges that colleges face e.g. the College Degree Operating Group has had opportunities to meet and dialogue with relevant Ministry representatives on issues related to degree programs. Such dialogue and feedback between college, PEQAB and Ministry representatives have led to some solutions. For example, PEQAB has recently concluded a comprehensive internal review that led to several revisions to its criteria as well as a redesigned renewal process. The renewal process will enable the Board to make recommendations to the Minister on which colleges, if any, are able to quality assure themselves and are ready for increasing independence in degree granting. Workable solutions that will make the process more streamlined and efficient need to come from dialogue between the stakeholders in the process.

7.2.6   Stakeholder roundtable discussion to review funding of college degree programs.

Relevant Ministry and college representatives should consider a roundtable discussion that will focus on a review of funding of college degree programs to determine whether they are relatively undersupplied.

➢ Given the concerns associated with the perception of inadequate resources for college degrees, it will be important for the Ministry to work with the colleges to come to a common understanding on the funding challenges. A discussion that brings together the Ministry with colleges that offer degrees and those that are considering offering programs would present the Ministry with an opportunity to learn more about the funding challenges they face and if Ministry intervention is warranted. The colleges would get better information on the Ministry`s funding structure for colleges and universities. Such a meeting would offer the stakeholders opportunity to find creative ways to address any funding needs that are determined to be critical to the continuing integrity of college degrees. Solutions could include greater flexibility from the Ministry on college operating grants, allowing colleges to adjust their allocations internally in ways that enable them to allocate sufficient funds to support college degree programs. Colleges could also learn from each other on how to access external funding to support their programs.

7.2.7   Stakeholder discussions to find creative solutions to faculty recruitment challenges.

The PEQAB and college degree representatives need to meet and discuss with the colleges creative solutions to the faculty recruitment challenges.

➢ Roundtable discussions will not only create opportunity for the PEQAB and the colleges to work towards creative solutions, but will also provide opportunities for the colleges to learn from each other. For example, some colleges have come up with creative ways to attract identified faculty to their colleges. One college attracts qualified faculty by marketing its location as a `lifestyle community` - faculty are sold on the advantages of moving to a quieter, greener, less harried community in the country, but close enough to a mid-sized city to have the benefits of big city life within an easy commuting distance.

➢ If the case is made by the colleges, the Ministry should consider providing colleges with extra funding that they could use to attract and retain qualified faculty. None financial solutions could include assisting the colleges to tap into any underutilized teaching resources e.g. working with relevant authorities to facilitate the process for qualified immigrants to get their qualifications recognized in the province, thus increasing the pool of qualified faculty.

7.2.8   Professional bodies to affirm college degree programs that meet membership standards.

Industry professional bodies/associations should publicly acknowledge and affirm college degree programs that meet qualification or association membership standards.

➢ While there is no evidence that professional bodies/industry associations do not accept college degrees, the need for public awareness of these degrees, even among employers, makes it necessary for all stakeholders to do their part in increasing awareness of the degrees.

As protectors of reputation of skilled/specialized occupations, these bodies should acknowledge and affirm college degrees/degree programs (or curricula where relevant) that meet qualification or association membership standards. If college degrees are also sufficient where university degrees are required for membership or qualification, the college degree should be validated and its status augmented. For example, the HRPA of Ontario, which has a degree requirement for membership specifies in its website that "…Applied degrees which are awarded by colleges are degrees."

7.2.9   General Recommendation to Facilitate Future Research

Future evaluations would benefit from more widespread participation by the colleges with regard to providing samples of the students and employers. Recognizing that participation by the students and employers is voluntary, the survey results are more likely to be representative when the samples provided are more representative. As with all studies involving research with students and/or faculty, privacy and the protection of personal information is of paramount importance. Sufficient time needs to be allocated to research activities to allow colleges to have the research purpose and methodology scrutinized by their respective Research Ethics Boards. The application to these boards requires that all data sharing agreements, data collection instruments and consent forms be incorporated into the application. The application process can take up to three months to complete. This time needs to be built into future research work plans to help facilitate participation and more representative data.

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9   APPENDIX A – KEY INFORMANT GUIDES

Participating CAAT Interview Guide

The Ontario Ministry of Training, Colleges and Universities (MTCU) is conducting an evaluation of Degrees in Applied Areas of Study (Degrees). In the year 2000, in response to stronger demand for access to degree programs and changing expectations from employers due to labour market needs, the government allowed Colleges of Applied Arts and Technology (CAATs) to offer Degrees in Applied Areas of Study. These degrees differ from research-focused degrees because they have a stronger focus on preparation for entry to practice occupations. An honours bachelor's program in an applied area of study requires a level of conceptual sophistication, specialized knowledge, and intellectual autonomy similar to that in an academically-oriented honours program but with the disciplinary content oriented to an occupational field of practice. This evaluation will analyze, at a system-wide level, the extent to which:

Degrees in Applied Areas of Study meet student and graduate needs in areas that are expanding significantly where a degree-level education is required, but existing program offerings do not meet demand

Degrees in Applied Areas of Study meet demonstrated employer and labour market demand

Degrees in Applied Areas of Study meet needs where professional bodies are increasing entry-to-practice qualifications and requiring degree-level education where a different credential was previously required.

Confidentiality and Anonymity:	The interview should take approximately 30-60 minutes.
	Information you provide will not be attributed to you in any report back to the Ministry.
Questions:	If you have any questions about the project, please do not hesitate to contact Rob Assels, Research Manager (R.A. Malatest & Associates) at 1-800-598-0161 r.assels@malatest.com or Hema Vyas, Evaluation Coordinator (MTCU) at hema.vyas@ontario.ca or (416) 212-5533.

Evaluation of Degrees in Applied Areas of Study Contact Information

Name: ❍ Mr.   ❍ Mrs.   ❍ Ms.   ❍ Miss.

(First)   (Last)

Organization/Institution:

Address:

Telephone: (   )   Fax: (   )

E-mail: @

Interview Date: _____   Time: _____

Q   Please describe your role and relationship to Degrees in Applied Areas of Study Programs.

CAPACITY OF CAATS TO MEET STUDENT, GRADUATE, LABOUR MARKET AND OTHER STAKEHOLDER NEEDS

Q   What are factors that determine a college's decision to apply/not apply for consent to offer Degrees in Applied Areas of Study? (Probe: list of determining factors; perceptions/misperceptions of application process; Role of Professional Bodies (PBs) and employers, CAAT Board, trustees/governing body; Postsecondary Education Quality Assessment Board (PEQAB) process)

Q   What, from your perspective, are the strengths and weaknesses of the application for consent to offer a degree: Preparation, Submission, and Implementation? (Probe: number and type of degree programs offered, planned, discontinued; resources required; internal and external supports)

Q   From your perspective, what constitutes a successful degree program? (Probe: trends: enrolment, retention, graduation; resources including human, e.g. faculty, support staff, and physical, e.g. labs; employer engagement, funding, role of professional bodies, characteristics of successful degree programs including program design, delivery, content, facilities)

Q   From your perspective, what constitutes an unsuccessful degree program? (including when they are designed and not delivered; or when delivery is stopped) Probe: trends (enrolment, retention, graduation); resources (e.g. faculty, support staff, and physical, e.g. labs); employer engagement; funding; role of professional bodies; characteristics (program design, delivery, content, facilities); challenges (resources, content, employer engagement, enrolment)

Q   From your perspective, what are the strengths and weaknesses of degrees in applied areas of study, if any?

Q   Where relevant, to what extent do professional bodies' membership requirements affect program design? (Probe: role/requirements of professional bodies, level of consultation prior to design, evaluation/feedback, program changes)

Q   What are barriers (if any) in attaining necessary resources to offer degrees? (Probe: type of barrier such as faculty, facility, funding, employer engagement; best practices in attaining resources to offer degrees).

Q   What are some efforts that are / have been made to circumvent barriers to attaining resources to offer degrees?

Q   Have there been unintended outcomes to attaining the additional resources? (Probe: Benefits or drawbacks to other programs, faculty, employers; knowledge transfer / mobilization)

STUDENT AND GRADUATE NEEDS

Q   From your perspective, to what extent does the workplace component of the program prepare graduates for the workplace? Please elaborate. (Probe: how well-prepared are the students; value of the workplace component – appropriateness to program; learning outcomes are clear; what are its strengths/weaknesses)

EMPLOYER AND LABOUR MARKET DEMAND

Q   From your perspective, are employers aware of Degrees in Applied Areas of Study? Please elaborate. (Probe: employers aware of relevant degrees in applied areas in their field of work)

Q   From your perspective, what are employers' perceptions of these degrees?

OTHER STAKEHOLDERS INCL. PEQAB & PROFESSIONAL BODIES

Q   From your perspective, are graduates of Degrees in Applied Areas of Study meeting the requirements for membership to their professional body, where applicable? (Probe: how is this determination made, are all requirements met equally, is feedback provided and to whom?)

Q   From your perspective, to what extent do colleges meet the Board's standards and benchmarks for Degrees in Applied Areas of Study? (Probe: are standards/benchmarks applied equally to all institutions – why or why not? Are there any feedback mechanisms/reviews of programs? How often? Are these conducted as scheduled? Why or why not? (Potential) consequences, if not; Are there particular applied areas that appear to do better in meeting the board's standards and benchmarks? How effective is the current model of decision-making for a change, suspension or revocation of a consent)

Q   What kinds and levels of knowledge and skills are expected of graduates of Degrees in Applied Areas of Study? (Probe: specific expectations, differences with non-college degrees, how are expectations assessed?)

ADDITIONAL COMMENTS

Are there any additional points or themes related to Degrees in Applied Areas of Study that you feel are important to this program evaluation? If yes, please elaborate.

NON-PARTICIPATING CAAT INTERVIEW GUIDE

The Ontario Ministry of Training, Colleges and Universities (MTCU) is conducting an evaluation of Degrees in Applied Areas of Study (Degrees). In the year 2000, in response to stronger demand for access to degree programs and changing expectations from employers due to labour market needs, the government allowed Colleges of Applied Arts and Technology (CAATs) to offer Degrees in Applied Areas of Study. These degrees differ from research-focused degrees because they have a stronger focus on preparation for entry to practice occupations. A bachelor's program in an applied area of study requires a level of conceptual sophistication, specialized knowledge, and intellectual autonomy similar to that in an academically-oriented honours program but with the disciplinary content oriented to an occupational field of practice. This evaluation will analyze, at a system-wide level, the extent to which:

Degrees in Applied Areas of Study meet student and graduate needs in areas that are expanding significantly where a degree-level education is required, but existing program offerings do not meet demand

Degrees in Applied Areas of Study meet demonstrated employer and labour market demand

Degrees in Applied Areas of Study meet needs where professional bodies are increasing entry-to-practice qualifications and requiring degree-level education where a different credential was previously required.

Confidentiality and Anonymity:	The interview should take approximately 30-60 minutes. Information you provide will not be attributed to you in any report back to the Ministry.
Questions:	If you have any questions about the project, please do not hesitate to contact Rob Assels, Research Manager (R.A. Malatest & Associates) at 1-800-598-0161 r.assels@malatest.com or Hema Vyas, Evaluation Coordinator (MTCU) at hema.vyas@ontario.ca or (416) 212-5533.

EVALUATION OF DEGREES IN APPLIED AREAS OF STUDY CONTACT INFORMATION

Name: ○ Dr. ○ Mr. ○ Mrs. ○ Ms. ○ Miss.

(First)   (Last)

Organization/Institution:

Address:

Telephone: (   )   Fax: (   )

E-mail: @

Interview Date: _____   Time: _____

Q   Does your college have experience with degrees in applied areas of study? [IF YES, GO TO 1.2. IF NO, GO TO 1.3]

Q   If yes, please describe your role and relationship to degrees in applied areas of study.

Q   If no, please describe your role at the college.

CAPACITY OF CAATS TO MEET STUDENT, GRADUATE, LABOUR MARKET AND OTHER STAKEHOLDER NEEDS

Q   Has your college ever applied to the Minister for permission to offer a degree? [IF YES, GO TO 2.2] If not: please elaborate on the decision not to apply. (Probe: why not? list of determining factors; resources required, qualifications and availability of faculty and support staff; funding; perceptions/misperceptions of application process; role of Professional Bodies (PBs) and employers, CAAT Board, trustees/governing body, if at all; Postsecondary Education Quality Assessment Board (PEQAB) process)?

Q   [GO TO 2.5]

Q   The next question will briefly explore your college's experience with applying for consent to offer a degree in applied areas of study. (Probe: Did PEQAB grant/deny consent? Did the Ministry grant/deny consent? Did your college withdraw the submission? Was consent granted but the degree not delivered? Was consent granted, the degree delivered but then not submitted for renewal? Does your College currently have any submissions to PEQAB pending an approval decision?)

Q   If your college applied for consent, please elaborate on the circumstances that led to your college not currently offering a degree program. (Probe: reasons behind decisions made by college, PEQAB or Ministry; barriers/obstacles in delivering the degree; resources required; qualifications of faculty and support staff, role of Professional Bodies (PBs) and employers, CAAT Board, trustees/governing body; Postsecondary Education Quality Assessment Board (PEQAB) process)

Q   From your perspective, what are the strengths and weaknesses of the application for consent to offer a degree: Preparation, Submission, and Implementation? (Probe: resources required; internal and external supports)

Q   From your perspective, what are the strengths and weaknesses of degrees in applied areas of study?

Q   Have there been unintended outcomes at your college to not offering a degree program? (Probe: benefits or drawbacks to other college programs; student attraction/retention; impact, if any, on faculty, employers; knowledge transfer / mobilization)

STUDENT AND GRADUATE NEEDS

Q   Is there interest within your student body / local catchment area in degrees in applied areas of study? (Probe: how and from whom are you collecting your information?)

Q   From your perspective, do you think students at your college would benefit if a degree program were (again) an optional pathway at your college? (Probe: more post-secondary pathway choices; programs offer a blend of applied and theoretical knowledge, possible increase in student employment outcomes?)

EMPLOYER AND LABOUR MARKET DEMAND

Q   From your perspective, are employers aware of degrees in applied areas of study? Please elaborate. (Probe: if aware, what are employers' perceptions of these degrees; do employers request college graduates hold relevant degrees in applied areas in their field of work?)

ADDITIONAL COMMENTS

Q   Are there any additional points or themes related to degrees in applied areas of study that you feel are important to this program evaluation? If yes, please elaborate.

MINISTRY STAFF

The Ontario Ministry of Training, Colleges and Universities (MTCU) is conducting an evaluation of Degrees in Applied Areas of Study (Degrees). In the year 2000, in response to stronger demand for access to degree programs and changing expectations from employers due to labour market needs, the government allowed Colleges of Applied Arts and Technology (CAATs) to offer degrees in applied areas of study. These degrees differ from research-focused degrees because they have a stronger focus on preparation for entry to practice occupations. An honours bachelor's program in an applied area of study requires a level of conceptual sophistication, specialized knowledge, and intellectual autonomy similar to that in an academically-oriented honours program but with the disciplinary content oriented to an occupational field of practice. This evaluation will analyze, at a system-wide level, the extent to which:

- Degrees in applied areas of study meet student and graduate needs in areas that are expanding significantly where a degree-level education is required, but existing program offerings do not meet demand

- Degrees in applied areas of study meet demonstrated employer and labour market demand for degree-level applied

- Degrees in applied areas of study meet needs where professional bodies are increasing entry-to-practice qualifications and requiring degree-level education where a different credential was previously required.

Confidentiality and Anonymity:	The interview should take approximately 30-60 minutes. Information you provide will not be attributed to you in any report back to the Ministry.
Questions:	If you have any questions about the project, please do not hesitate to contact Rob Assels, Research Manager (R.A. Malatest & Associates) at 1-800-598-0161 r.assels@malatest.com or Hema Vyas, Evaluation Coordinator (MTCU) at hema.vyas@ontario.ca or (416) 212-5533.

EVALUATION OF DEGREES IN APPLIED AREAS OF STUDY CONTACT INFORMATION

Name: ❍ Mr. ❍ Mrs. ❍ Ms. ❍ Miss.

(First)   (Last)

Organization/Institution:

Address:

Telephone: (   )   Fax: (   )

E-mail: @

Interview Date: _____   Time: _____

KEY EVALUATION QUESTION FOR MINISTRY STAFF:

Can you identify opportunities for success and barriers for degrees in applied areas of study within the postsecondary system?

BACKGROUND INFORMATION

Q   Please describe your role and relationship to Degrees in Applied Areas of Study programs.

STUDENT AND GRADUATE NEEDS

Q   From your perspective, what are the strengths and weaknesses of the Degrees in Applied Areas of Study programs with respect to students and graduates?

Q   Are students and graduates having their needs met? How do you know? Please elaborate. Probe: academic needs / workplace preparation needs.

EMPLOYER AND LABOUR MARKET DEMAND

Q   How have Degrees in Applied Areas of Study programs addressed industry's need for more advanced levels of education and training? Probe: What indicators should be used to indicate if this is in fact the case?

CAPACITY OF CAATS TO MEET STUDENT, GRADUATE, LABOUR MARKET AND OTHER STAKEHOLDER NEEDS

Q   From your perspective, what are the strengths and weaknesses of the Degrees in Applied Areas of Study programs with respect to CAATs?

Q   In your view, have Degrees in Applied Areas of Study programs put any pressure on CAAT faculty to upgrade their qualifications? Please elaborate.

Q   In your view, have Degrees in Applied Areas of Study programs put any pressure on CAATs to transform all or part of their institution to a polytechnic or university? Could you provide an example?

professional bodies, PEQAB, & other stakeholders

Q   From your perspective, what are the strengths and weaknesses of the Degrees in Applied Areas of Study programs with respect to the requirements of professional bodies?

Q   From your perspective, in what ways do professional bodies support the CAATs and other stakeholders involved in the Degrees in Applied Areas of Study programs?

Q   What has been the impact on Ontario universities that offer College degrees programs?

Q   In your view, has any unwarranted credentialism (introducing a degree program at a CAAT where a diploma program would suffice) occurred?

Q   What policy features or regulations would best serve distance education models of Degrees in Applied Areas of Study?

Q   How effective is the current model for assessing CAATs applications for Degrees in Applied Areas of Study programs? How could the model be improved?

Q   How effective is the current model of decision-making for a change, suspension or revocation of a consent? How could the model be improved?

Q   Please describe the issues involved when a CAAT program changes to the extent that an institution is no longer in compliance with the terms and conditions of its consent.

Q   From your perspective, to what extent do colleges meet the Board's standards and benchmarks for degrees in applied areas of study?

Q   What knowledge and skills are expected of graduates of degrees in applied areas of study? Are these expectations different from graduates of non-college degrees at the bachelor level? How does the Board assure that the expectations are met?

GUIDANCE COUNSELLORS

The Ontario Ministry of Training, Colleges and Universities (MTCU) is conducting an evaluation of Degrees in Applied Areas of Study (Degrees). In the year 2000, in response to stronger demand for access to degree programs and changing expectations from employers due to labour market needs, the government allowed Colleges of Applied Arts and Technology (CAATs) to offer Degrees in Applied Areas of Study. These degrees differ from research-focused degrees because they have a stronger focus on preparation for entry to practice occupations. An honours bachelor's program in an applied area of study requires a level of conceptual sophistication, specialized knowledge, and intellectual autonomy similar to that in an academically-oriented honours program but with the disciplinary content oriented to an occupational field of practice. This evaluation will analyze, at a system-wide level, the extent to which:

- Degrees in Applied Areas of Study meet student and graduate needs in areas that are expanding significantly where a degree-level education is required, but existing program offerings do not meet demand
- Degrees in Applied Areas of Study meet demonstrated employer and labour market demand
- Degrees in Applied Areas of Study meet needs where professional bodies are increasing entry-to-practice qualifications and requiring degree-level education where a different credential was previously required.

Confidentiality and Anonymity:	The interview should take approximately 30-40 minutes. Information you provide will not be attributed to you in any report back to the Ministry.
Questions:	If you have any questions about the project, please do not hesitate to contact Rob Assels, Research Manager (R.A. Malatest & Associates) at 1-800-598-0161 r.assels@malatest.com or Hema Vyas, Evaluation Coordinator (MTCU) at hema.vyas@ontario.ca or (416) 212-5533.

EVALUATION OF DEGREES IN APPLIED AREAS OF STUDY CONTACT INFORMATION

Name: ❍ Mr.   ❍ Mrs.   ❍ Ms.   ❍ Miss.

(First)   (Last)

Organization/Institution:

Address:

Telephone: (   )   Fax: (   )

E-mail: @

Interview Date: _____   Time: _____

BACKGROUND INFORMATION

Q   Please describe your relationship to Degrees in Applied Areas of Study programs.

STUDENT AND GRADUATE NEEDS

Q   From your perspective, what are the strengths and weaknesses of Degrees in Applied Areas of Study? (Probe: trends, enrolment, retention, graduation; resources including human, e.g. faculty, support staff, and physical, e.g. labs; employer engagement, funding, role of professional bodies, program design, delivery, content, facilities)

Q   From your perspective, what factors contribute to students' choice to enrol in Degrees in Applied Areas of Study? (Probe: Prior knowledge of sector, students' goals/identification of aims, program selection in alignment with student goals?)

Q   From your experience as a guidance counsellor, what are parents' perspectives on Degrees in Applied Areas of Study and what impact, if any, do parents' perspectives on the degrees have on student choice of this post secondary education pathway? (Probe: Prior knowledge of sector, parental aspirations for student, students' goals/identification of aims, program selection in alignment with student goals and parental aspirations?)

Q   From your perspective, what information did students have about Degrees in Applied Areas of Study before deciding to apply for the program? (Probe: how did they first become aware of program, what resources did they consult, was information sufficient & helpful, ranking of Degrees in Applied Areas of Study versus other post-secondary education choices)

EMPLOYER AND LABOUR MARKET DEMAND

Q   From your perspective, what information do employers have about Degrees in Applied Areas of Study? (Probe: knowledge of program details; how received, e.g. materials obtained from CAATs, or visited TCU website, visited CAAT, Program Advisory Committee member)

Q   From your perspective, do employers have any impressions of the programs? Please elaborate. (Probe: satisfaction with graduates of program, their needs being filled, suggestions on areas to improve/changes)

Q   From your perspective, how do you think these impressions have been formed? (Probe: formal/informal assessment, feedback/interaction with CAATs / professional bodies.)

other stakeholders incl. PEQAB & professional bodies

Q   From your perspective, do professional bodies and other stakeholders recommend this pathway? Please elaborate. (Probe: recommendations: why/why not/how; do employers follow the recommendation: require it, advertise it)

ADDITIONAL COMMENTS

Q   Are there any additional points or themes related to Degrees in Applied Areas of Study that you feel are important to this program evaluation? Please elaborate.

OTHER STAKEHOLDERS

The Ontario Ministry of Training, Colleges and Universities (MTCU) is conducting an evaluation of Degrees in Applied Areas of Study (Degrees). In the year 2000, in response to stronger demand for access to degree programs and changing expectations from employers due to labour market needs, the government allowed Colleges of Applied Arts and Technology (CAATs) to offer degrees in applied areas of study. These degrees differ from research-focused degrees because they have a stronger focus on preparation for entry to practice occupations. An honours bachelor's program in an applied area of study requires a level of conceptual sophistication, specialized knowledge, and intellectual autonomy similar to that in an academically-oriented honours program but with the disciplinary content oriented to an occupational field of practice. This evaluation will analyze, at a system-wide level, the extent to which:

- Degrees in applied areas of study meet student and graduate needs in areas that are expanding significantly where a degree-level education is required, but existing program offerings do not meet demand
- Degrees in applied areas of study meet demonstrated employer and labour market demand
- Degrees in applied areas of study meet needs where professional bodies are increasing entry-to-practice qualifications and requiring degree-level education where a different credential was previously required.

Confidentiality and Anonymity:	The interview should take approximately 30-40 minutes. Information you provide will not be attributed to you in any report back to the Ministry.
Questions:	If you have any questions about the project, please do not hesitate to contact Rob Assels, Research Manager (R.A. Malatest & Associates) at 1-800-598-0161 r.assels@malatest.com or Hema Vyas, Evaluation Coordinator (MTCU) at hema.vyas@ontario.ca or (416) 212-5533.

EVALUATION OF DEGREES IN APPLIED AREAS OF STUDY CONTACT INFORMATION

Name: ◯ Mr. ◯ Mrs. ◯ Ms. ◯ Miss.

(First)   (Last)

Organization/Institution:

Address:

Telephone: (   )   Fax: (   )

E-mail: @

Interview Date: _____   Time: _____

BACKGROUND INFORMATION

Q   Please describe your relationship to Degree in Applied Areas of Study programs.

EMPLOYER AND LABOUR MARKET DEMAND

Q   What information do you have about degrees in applied areas of study? (Probe: awareness of degrees; how received information; perceptions of programs and how these have been formed.

Q   From your perspective, what are the strengths and weaknesses of degrees in applied areas of study? (Probe: trends, enrolment, retention, graduation; resources including human, e.g. faculty, support staff, and physical, e.g. labs; employer engagement, funding, role of professional bodies, program design, delivery, content, facilities) ask about their perspectives on degrees in applied areas of study probe.

other stakeholders incl. PEQAB & professional bodies

Q   From your perspective, do professional bodies and other stakeholders recommend this pathway? (Probe: recommendations: why/why not/how; do employers follow the recommendation: require it, advertise it)

ADDITIONAL COMMENTS

Q   Are there any additional points or themes related to Degrees in Applied Areas of Study that you feel are important to this program evaluation? If yes, please elaborate.

PROFESSIONAL BODIES

The Ontario Ministry of Training, Colleges and Universities (MTCU) is conducting an evaluation of Degrees in Applied Areas of Study (Degrees). In the year 2000, in response to stronger demand for access to degree programs and changing expectations from employers due to labour market needs, the government allowed Colleges of Applied Arts and Technology (CAATs) to offer Degrees in Applied Areas of Study. These degrees differ from research-focused degrees because they have a stronger focus on preparation for entry to practice occupations. An honours bachelor's program in an applied area of study requires a level of conceptual sophistication, specialized knowledge, and intellectual autonomy similar to that in an academically-oriented honours program but with the disciplinary content oriented to an occupational field of practice. This evaluation will analyze, at a system-wide level, the extent to which:

- Degrees in Applied Areas of Study meet student and graduate needs in areas that are expanding significantly where a degree-level education is required, but existing program offerings do not meet demand

- Degrees in Applied Areas of Study meet demonstrated employer and labour market demand

- Degrees in Applied Areas of Study meet needs where professional bodies are increasing entry-to-practice qualifications and requiring degree-level education where a different credential was previously required.

Confidentiality and Anonymity:	The interview should take approximately 30-40 minutes. Information you provide will not be attributed to you in any report back to the Ministry.
Questions:	If you have any questions about the project, please do not hesitate to contact Rob Assels, Research Manager (R.A. Malatest & Associates) at 1-800-598-0161 r.assels@malatest.com or Hema Vyas, Evaluation Coordinator (MTCU) at hema.vyas@ontario.ca or (416) 212-5533.

EVALUATION OF DEGREES IN APPLIED AREAS OF STUDY CONTACT INFORMATION
Name: ❍ Mr. ❍ Mrs. ❍ Ms. ❍ Miss. (First)   (Last) Organization/Institution: Address: Telephone: (   )   Fax: (   ) E-mail: @ Interview Date: _____   Time: _____

BACKGROUND INFORMATION

Q   Please describe your relationship to Degrees in Applied Areas of Study programs.

Q   What information do you have about Degrees in Applied Areas of Study? (Probe: type and source of information, how received; interaction with CAATs)

CAPACITY of CAATS to MEET STUDEnt, GRADUATE, LAbour market and other stakeholder needs

Q   Where relevant, to what extent do your membership requirements affect program design? (Probe: role/requirements of professional bodies; level of consultation prior to design, if any; evaluation/feedback, if any; resulting program changes, if any)

Q   Do you see any trends in employer response to the degrees?

other stakeholders incl. PEQAB & professional bodies

Q   Do you see any trends with degree graduates/students with respect to entry to practice requirements?

Q   From your perspective, are graduates of Degrees in Applied Areas of Study meeting the requirements for membership to your professional body,? Please elaborate. (Probe: How is this determination made; Are all requirements met equally; Is feedback provided, and to whom?)

Q   Does your professional body recommend this pathway? Please elaborate. (Probe: recommendations: why/why not/how; do employers follow the recommendation: require it, advertise it)

ADDITIONAL COMMENTS

Q   Are there any additional points or themes related to Degrees in Applied Areas of Study that you feel are important to this program evaluation? If yes, please elaborate.

10 APPENDIX B – STUDENT SURVEY

INTRODUCTION: (TELEPHONE SURVEY)

[FOR USE IN TELEPHONE VERSION ONLY]

Hello, may I please speak with _____ (name of student)?

[SURVEYOR NOTE: If individual is available, go to Introduction #2]

If the individual is not available:

[SURVEYOR NOTE: Try to find out when they might be available. If requested to identify yourself, go to Introduction # 1. Do not explain the purpose of the call (even if requested)].

If the individual does not live in this household:

[SURVEYOR NOTE: Try to obtain a new telephone number. If requested to identify yourself, go to Introduction # 1. Do not explain the purpose of the call (even if requested). Thank the person providing the information].

New Phone Number #1: _____

New Phone Number #2: _____

New Phone Number #3: _____

INTRODUCTION #1:

My name is _____ and I'm calling, on behalf of the Ministry of Training, Colleges and Universities (MTCU).

INTRODUCTION #2:

Hello, my name is _____ and I'm calling from R.A. Malatest & Associates, a research firm on behalf of the Ministry of Training, Colleges and Universities (MTCU). We're contacting students who are enrolled or were enrolled in college degrees, also known as degrees in applied areas of study, because we're interested in hearing about your experiences through a survey. The survey will take about 15 minutes to complete.

[SURVEYOR NOTE: If the student is not familiar with the term "college degrees," explain that college degrees are also known as degrees in applied areas of study, applied college degrees, applied college programs.]

Your responses will not impact your future dealings with any of the institutions involved. Would you be interested in sharing your experiences with us?

❍ Yes [Go to Introduction #3)

❍ No [Offer participant opportunity to complete the survey online. Take down their e-mail address and let them know that they will receive an e-mail shortly with a link to the online survey. Thank participant for their time and end call]

❍ Schedule a callback time

INTRODUCTION #3:

Thank you for agreeing to participate! Before we get started, the Ministry of Training, Colleges and Universities needs me to review the privacy and ethical considerations of this project.

Your participation is voluntary and your responses or your refusal to participate will not affect your relationship with any of the Institutions involved. Your specific responses will remain anonymous; they will not be attributed to you in any report resulting from this study. Responses to the questions will not be linked to individual respondents in any project reporting. If there are any questions you do not feel comfortable answering, please tell me and we can skip them. Upon completion of the study, the researchers will destroy all of the identifiers and personal information.

Are you willing to complete the survey?

❍ Yes, I give my consent to participate in this study.

❍ No, I do not want to continue with this survey. [SURVEYOR NOTE: Thank participant and terminate call]

[Surveyor Note: Either Yes or No must be checked for the survey results to be valid. Do not continue with survey unless Yes is checked]

INTRODUCTION: (INTERNET SURVEY)

[FOR USE IN ONLINE SURVEY ONLY]

The Ministry of Training, Colleges and Universities (MTCU) is evaluating college degrees, which are also known as degrees in applied areas of study. College degrees have a strong focus on preparation for entry into the workplace in order to practice a wide range of occupations.

We are surveying students who are or have been college degree students because we're interested in hearing about their experiences. Your participation in the research is completely voluntary. Your responses or your refusal to participate will not impact your future dealings with any of the institutions involved. Upon completion of the study, the researchers will destroy all of the identifiers and personal information.

Your specific responses will remain anonymous; they will not be attributed to you in any report resulting from this study. All information collected will be used for research purposes only. If there are any questions you do not feel comfortable answering, please skip them.

Are you willing to complete this survey?

❍ Yes, I give my consent to participate in this study [PROGRAMMER NOTE: checking this button should lead to first page of survey]

❍ No, I do not want to continue with this survey. [PROGRAMMER NOTE: Exit Button]

QUESTIONS & COMMENTS?	
Louise Gormley Research Analyst R.A. Malatest & Associates Ltd. l.gormley@malatest.com 416-644-0161 1-800-598-0161	Hema Vyas Evaluation Coordinator Ministry of Training, Colleges and Universities hema.vyas@ontario.ca (416) 212-5533

PART A: STUDENT SCREENER

To begin, I need to ask you a couple of questions to confirm your eligibility to participate in the survey.

Which institution do you or did you attend (enroll/register at)?

[PROGRAMMER NOTE: for unidentified respondents]

[PROGRAMMER NOTE: show the below options as drop-down menu]

- ❍ Algonquin College of Applied Arts & Technology
- ❍ Centennial College of Applied Arts & Technology
- ❍ Conestoga College Institute of Technology and Advanced Learning
- ❍ Fanshawe College of Applied Arts & Technology
- ❍ George Brown College of Applied Arts & Technology
- ❍ Georgia college of Applied Arts and Technology
- ❍ Humber College Institute of Technology and Advanced Learning
- ❍ La Cité Collégiale d'arts appliqués et de technologie
- ❍ Loyalist College of Applied Arts and Technology
- ❍ Mohawk College of Applied Arts & Technology
- ❍ Niagara College of Applied Arts and Technology
- ❍ Seneca College of Applied Arts and Technology
- ❍ Sheridan Institute of Technology and Advanced Learning
- ❍ St. Clair College of Applied Arts and Technology
- ❍ St. Lawrence College of Applied Arts and Technology
- ❍ Don't Know

a) Do you or did you attend (enroll/register) at [INSTITUTION]? [SURVEYOR: Don't read]

- ❍ Yes
- ❍ No
- ❍ Don't Know
- ❍ No Response

[PROGRAMMER NOTE: Online survey should show the below options as drop-down menu.]

- ❍ Algonquin College of Applied Arts & Technology
- ❍ Centennial College of Applied Arts & Technology
- ❍ Conestoga College Institute of Technology and Advanced Learning
- ❍ Fanshawe College of Applied Arts & Technology
- ❍ George Brown College of Applied Arts & Technology
- ❍ Georgia college of Applied Arts and Technology

❍ Humber College Institute of Technology and Advanced Learning
❍ La Cité Collégiale d'arts appliqués et de technologie
❍ Loyalist College of Applied Arts and Technology
❍ Mohawk College of Applied Arts & Technology
❍ Niagara College of Applied Arts and Technology
❍ Seneca College of Applied Arts and Technology
❍ Sheridan Institute of Technology and Advanced Learning
❍ St. Clair College of Applied Arts and Technology
❍ St. Lawrence College of Applied Arts and Technology
❍ Don't Know

[PROGRAMMER NOTE: IF A1=Yes, Go to A3; Else, go to A2]

To confirm, you DID NOT ever attend, enroll or register at [INSTITUTION]? [SURVEYOR NOTE: If did not attend or enroll, then thank participant and terminate]. (ccsos)

❍ Yes, I did. [PROGRAMMER NOTE: Go to A3]
❍ No, I did not. [PROGRAMMER NOTE: Terminate]
❍ Don't Know [SURVEYOR NOTE: Don't read this response] [PROGRAMMER NOTE: Terminate]
❍ No Response [SURVEYOR NOTE: Don't read this response] [PROGRAMMER NOTE: Terminate]

What statement best describes your current status? [SURVEYOR NOTE: Read List. If the student is not familiar with the term "college degrees," explain that college degrees are also known as degrees in applied areas of study, applied college degrees, applied college programs]

❍ I am currently enrolled in a college degree program.
❍ I graduated with a college degree.
❍ I was enrolled in a college degree program, but I didn't finish the degree.
❍ I have never been enrolled in a college degree program.
❍ Don't Know [SURVEYOR NOTE: Don't read response]
❍ Refused [SURVEYOR NOTE: Don't read response]

[SURVEYOR NOTE: IF A3 = "I was enrolled in a college degree program, but I didn't finish the degree", Go to A5; IF A3 = "I have never been enrolled in a college degree program" thank participant & Terminate; Else, Go to A4.]

A4. When is your expected graduation date / when did you graduate?

_____ Month _____ Year

Don't Know

No Response/Refused

A5. Which college degree were/are you enrolled in? [Surveyor Note: You can give example "e.g. Bachelor of Applied Arts." Do not read list. If respondent changed degrees, ask them to pick their current degree (if currently enrolled) or degree they completed or dropped out of. If respondent replies with extra information, for example, "Bachelor of Applied Arts, Interior Design," check off Bachelor of Applied Arts].

[PROGRAMMER NOTE: Online survey should show the below options as drop-down menu]

- ❍ Bachelor of Applied Arts
- ❍ Bachelor of Applied Business
- ❍ Bachelor of Applied Health Sciences
- ❍ Bachelor of Applied Human Services
- ❍ Bachelor of Applied Information Sciences
- ❍ Bachelor of Applied Music
- ❍ Bachelor of Applied Technology / Baccalaureat en technologie appliqué
- ❍ Other (please specify)_____
- ❍ Don't Know

A6.   Is/was your degree program:

- ❍ Full time
- ❍ Part time
- ❍ Don't know [SURVEYOR NOTE: Don't read this response]

A7.   Was a college degree your first choice for a post-secondary education?

- ❍ Yes
- ❍ No
- ❍ Don't know

 [Go to B1]

PART B: DECISION TO ENROLL IN A COLLEGE DEGREE

B1. What were your main activities in the 12 month period prior to enrolling in your college degree program? [SURVEYOR NOTE: Don't read the list, however you can prompt them if need be.]

- ❍ I was working full-time (30 hours per week or more)
- ❍ I was working part-time (less than 30 hours per week)
- ❍ I was unemployed and seeking work
- ❍ I was unemployed and not seeking work
- ❍ I was a full-time high school student
- ❍ I was enrolled in a college diploma program
- ❍ I was enrolled in a different college degree program
- ❍ I was enrolled in a university program
- ❍ I was enrolled in a trade/vocation/apprenticeship program
- ❍ Other (Please specify) _____

❍ Don't know
❍ Refused

[PROGRAMMER NOTE: If B1 = "I was enrolled in a different college degree program" or "I was enrolled in a college diploma program", Go to B2; IF B1 = "I was unemployed, and seeking work", GO to B3; Else, go to B4]

B2. Did you transfer from the college diploma / different degree program into the college degree program that you enrolled into?

❍ Yes
❍ No
❍ Don't know
❍ Refused

[Go to B4]

B3. What is the main reason that you were unemployed? [SURVEYOR NOTE: Do not read the list]

❍ Not enough jobs were available
❍ Not enough jobs were available where I can use my training
❍ Available jobs required more work experience than I have
❍ Jobs with suitable pay were not available
❍ Unable or unwilling to leave the area
❍ Training was not adequate to meet requirements of available jobs
❍ Laid off/downsized
❍ Still in school/returning to school/studies
❍ Caring for children/pregnant
❍ Seeking part-time work
❍ VISA student
❍ On vacation/travelling
❍ No particular reason
❍ Other
❍ Refused
❍ Don't know

[Go to B4]

B4. How did you first learn about college degrees/your college degree program? (Check all that apply). Note: An example of a college degree is "Bachelor of Applied Arts." [SURVEYOR NOTE: If the student is not familiar with the term "college degrees," explain that college degrees are also known as degrees in applied areas of study, applied college degrees, applied college programs]

❍ College hard copy publications ((A calendar/pamphlet/brochure/poster)
❍ Other media campaign (radio, TV, billboard)
❍ A member of the college visited my high school
❍ My high school Guidance Counsellor
❍ I visited a college
❍ Internet/website

○ Friend/Family members
○ Other (please specify)_____
○ Don't Know

B5.   What is the **MAIN** reason you enrolled in a college degree instead of another education/work pathway? [SURVEYOR NOTE: Do not read the list. Please select only ONE answer]

○ A college degree would give me the skills to practice my desired occupation.
○ A college degree would enable me to study at an advanced level than a diploma
○ A college degree would make me more attractive to employers.
○ A college degree would give me a higher starting salary when I graduate.
○ A college degree would allow me to do university graduate studies, e.g., Masters.
○ A college degree is offered at a college near my home.
○ My (prospective) employer required / encouraged it.
○ There was / is no work / jobs available in my previous field.
○ Other (please specify) _____
○ Don't Know
○ Refused

PART C: PROFESSIONAL GOALS AND STUDENT SATISFACTION

Next we are going to ask you about your professional goals and overall satisfaction with your College Degree experience.

I feel that my college degree is the right fit for my professional goals.

○ Yes
○ Somewhat
○ No
○ Don't Know
○ Refused [PROGRAMMER NOTE: Go To C3]

In your own words, please explain your answer:

Prefer not to answer

C3.   Please indicate your level of agreement with the following statements about your choice of post-secondary education or work pathways. Do you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
For my professional goals, a *college degree* is/was better than a *college diploma*.						
For my professional goals, a *college degree* is/was better than a *university degree*.						
For my professional goals, a *college degree* is/was better than an *apprenticeship*.						

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable

For my professional goals, a *college degree* is/was better than being in the workforce without a college degree.

For my professional goals, a *college degree* is/was the best option available to me

C4.   Please rate your level of agreement with the following statements about your College

Degree experience. Do you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree? [SURVEYOR NOTE: Ask current students only.]

[PROGRAMMER NOTE: Only ask C4 if A3 = "I am currently enrolled in a College Degree program"]

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
When I started my College Degree program, I was academically prepared for it.						
My College Degree will increase my opportunities for employment.						
My College Degree is providing me with the skills and knowledge in my field that I expected.						
My College Degree will increase my income.						
Overall, I am pleased with my College Degree Program.						

[Go to section D]

PART D: CO-OP EXPERIENCE (INTERNSHIP, WORK TERM / PLACEMENT, PRACTICA)

The following questions ask about your experience during your co-op work placement for your college degree. (A Co-Op is sometimes called supervised practica, work term, internship.)

[SURVEYOR NOTE: Ask all]

Did you complete a Co-Op during your College Degree?

- ❍ Yes
- ❍ No
- ❍ Not Yet (but I will as I continue my studies)
- ❍ Not Applicable
- ❍ Refused

[PROGRAMMER NOTE: IF D1 = "Yes", Go to D2; Else, go to E1]

 Approximately how many employees worked for your Co-Op employer?

[SURVEYOR NOTE: Do not read the list]

❍ 1 to 4
❍ 5 to 49 employees
❍ 50 to 499 employees
❍ More than 500 employees
❍ Don't Know
❍ Not Applicable

Please indicate your level of agreement with the following statements about the quality of your Co-Op experience. Do you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
My college degree courses prepared me for my Co-Op.						
My Co-Op employer valued my applied skills from my college degree program.						
My Co-Op provided me with up-to-date equipment or technology.						
My Co-Op provided me with high quality training.						
My employer was a good match for my Co-Op learning objectives.						
I received regular feedback from my employer during my Co-Op.						

D4.   In general, how would you rate your satisfaction with your Co-Op/work placement(s)? Are you very satisfied, satisfied, neither satisfied nor dissatisfied, dissatisfied or very   dissatisfied?

❍ Very Satisfied
❍ Satisfied
❍ Neither satisfied nor dissatisfied
❍ Dissatisfied
❍ Very Dissatisfied
❍ Don't know/refused [SURVEYOR: Do not read]

PART E: STUDENT PATHS TOWARD (NON) COMPLETION

[PROGRAMMER NOTE: USE "STUDENT PATHS-1" FOR ONLINE VERSION]

[PROGRAMMER NOTE: The following questions are for respondents who did not complete the college degree: A3="I was enrolled in a college degree program but I didn't finish the degree"]

E1. Which of the following describes your reasons for discontinuing your college degree? (Check all that apply). [SURVEYOR NOTE: Do not read list.]

❍ My education related goals or plans changed while I was in my college degree program.
❍ My work related goals or plans changed while I was in my college degree program.

❍ My Co-Op employer (supervised practica, internship, work term, work placement) offered me a job right away and so I left my college degree program.
❍ I was disappointed with the program or college.
❍ Transferred to/qualified for admission at another public college / university
❍ Inconvenience (e.g. transportation, scheduling, etc.)
❍ Financial (e.g. could not afford to continue).
❍ I felt there weren't enough jobs in the field I was studying for.
❍ I felt that getting a college degree would not increase my income.
❍ I had family or personal circumstances that made me leave (health, family).
❍ Other (Please specify)_____
❍ Not Applicable

E2. How has your decision to not complete your college degree impacted your prospects for employment in your field? Has it had a…[SURVEYOR: Read list]

❍ Positive impact
❍ No change
❍ Negative impact
❍ I prefer not to answer [Surveyor: Do not read]

E3.　　Do you intend to return to complete your college degree in the future? [SURVEYOR NOTE: Do not read the list]

❍ Yes
❍ No
❍ Refused
❍ Don't know

[If E3 = "Yes", ask E4. Else, Go to E6]

E4.　　When do you plan to return to complete your college degree? [SURVEYOR NOTE: Do not read the list]

❍ Next term/semester
❍ Sometime within the next year
❍ Sometime in the next 2-5 years
❍ Not sure when
❍ I prefer not to answer

[Go to E5]

E5. Please indicate your level of agreement with the following statements about your reasons for returning to continue with your education? Do you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
Potential for higher income						

No work/ job available in your field of study
To get a degree
Interest in further / more in-depth training in field
Interest in pursuing a different field of study
Needed for professional designation
Gain theoretical knowledge/ broader education
Encouragement from others (family members, friends, faculty)
More opportunities for career advancement
Upgrade/ improve skills
There was a formal transfer agreement between your previous and your current program
Company required/ paid for it

E6. How has your decision to not complete your college degree impacted your prospects for advancement in your field? Has it had a…[SURVEYOR: Read list]

❍ Positive impact
❍ No change
❍ Negative impact
❍ I prefer not to answer [Surveyor: Do not read]

PART F: STUDENT PATHS TOWARD COMPLETION

[PROGRAMMER NOTE: USE "STUDENT PATHS-2" FOR ONLINE VERSION]

[PROGRAMMER NOTE: Ask F1 IF A3 = "I am currently enrolled in a college degree program"; Else, Go to G1]

F1. What is the main activity that you plan to pursue after graduating from your current program? (Check ONE only) [SURVEYOR NOTE: Do not read list]

❍ Pursue another college program
❍ Pursue a university program
❍ Seek employment
❍ Continue working at the job/business you currently have
❍ Start your own business
❍ Other _____(please specify)

[IF F1 ="Pursue a university program", Go to F2; IF F1 = "Seek employment", Go to F3; Else, Go to Part G]

F2. Do you plan to enroll in a Masters program at a university?

❍ Yes
❍ No
❍ Don't know

❍ Refused

[Go to F3]

F3.   How confident are you that you will be able to obtain a job related to your current field of study after you graduate? Are you…

❍ Very confident
❍ Somewhat confident
❍ Not very confident
❍ Not at all confident
❍ Don't know [SURVEYOR NOTE: Don't read response]
❍ Not applicable [SURVEYOR NOTE: Don't read response]

PART G: PROFESSIONAL BODY MEMBERSHIP

Professional bodies are non-profit organizations seeking to further a particular profession, the interests of individuals engaged in that profession, and the public interest (e.g. The Association of Registered Interior Designers of Ontario).

G1.   Do you know if there a professional body for your field of study?

❍ Yes
❍ No
❍ Don't know

[If G1 = Yes, Go to G2; Else, Go to H1]

G2.   Do you know the name of the professional body? [Provided list for Surveyors: DO NOT   READ. Clarify, if necessary]

❍ Association of Municipal Managers, Clerks and Treasurers of Ontario (AMCTO)
❍ Association of Registered Interior Designers of Ontario (ARIDO)
❍ Behavior Analyst Certification Board (BACB)
❍ Canada's Association of Information Technology Professionals (CIPS)
❍ Canadian Athletic Therapists Association (CATA)
❍ Canadian Information Processing Society
❍ Canadian Institute of Management
❍ Canadian Marketing Association
❍ Canadian Professional Sales Association
❍ Canadian Securities Institute(CSI)
❍ Canadian Society for Exercise Physiology
❍ Certified General Accountants of Ontario (CGA) / Certified General Accountants Association of Canada.
❍ Certified Management Accountants of Ontario (CMA)
❍ College of Early Childhood Educators
❍ Financial Planners Standards Council
❍ Forum for International Trade Training (FITT)
❍ Human Resources Professionals Association of Ontario (HRPAO)
❍ Institute of Chartered Accountants of Ontario (CA)

❍ Institute of Internal Auditors
❍ Interior Designers of Canada (IDC)
❍ International Facility Management Association (IFMA)
❍ Life Office Management Association (LOMA)
❍ National Council of Interior Design Qualification (NCIDQ)
❍ National Strength and Conditioning Association
❍ Ontario Institute of the Purchasing Management Association of Canada
❍ Ontario Kinesiology Association
❍ Other (please specify):_____

G3. Are you a member of your professional body?

○ Yes
○ No
○ Don't know [SURVEYOR NOTE: Don't read response]

[IF G3=Yes, Go to G5; IF G3 =No, go to G4; Else, Go to H1]

G4. Are you interested becoming a member in the professional body for your field?

○ Yes
○ No
○ Don't know [SURVEYOR NOTE: Don't read response]

[PROGRAMMER NOTE: IF "Yes" Go to G5; Else Go to H1]

G5.What are the benefit(s) of your joining a professional body? (Check all that apply).[SURVEYOR NOTE: Do not read list]

❍ Membership is a requirement in order to work in my field
❍ Increased credibility in my field
❍ Additional earning power
❍ Updates on recent news or trends in my field
❍ Networking events/tools to meet others
❍ Information on new work opportunities
❍ Professional development opportunities
❍ Other (please specify):_____
❍ Don't Know

PART H: GRADUATE EMPLOYMENT OUTCOMES

[PROGRAMMER NOTE: Skip Part H if A3="I was enrolled in a college degree program, but I didn't finish the degree";

[IF A3 = "I graduated with a college degree", ask H1; Else, Go to H3]

H1.   After completing your college degree, did you apply to a Masters program at a university?

○ Yes
○ No
○ Don't know
○ Refused

[If H1 = "Yes", ask H2. Else, Go to H3]

H2.   Was your college degree recognized by the admissions office at the university you applied to?

- ❍ Yes
- ❍ No
- ❍ Don't know
- ❍ Refused

[Go to H3]

H3. What best describes your current employment situation? [SURVEYOR NOTE: Do not read list]

- ❍ I am working full-time (30 hours or more per week)
- ❍ I am working part-time (Less than 30 hours per week)
- ❍ I am not working, but I am looking for work
- ❍ I am not working, and I am not looking for work (e.g. maternity leave, taking time off, other)
- ❍ Don't Know
- ❍ I prefer not to answer

[IF H3 = "I am not working, but I am looking for work"; or "I am not working, and I am not looking for work (e.g. maternity leave, taking time off, other)", Go to H12; Else, Go to H4]

H4. What is your employment status? Are you… [SURVEYOR NOTE: READ LIST]

- ❍ A permanent employee
- ❍ Self-employed
- ❍ Freelance
- ❍ A contract employee
- ❍ A temporary/occasional or on-call employee
- ❍ Seasonal or summer employee
- ❍ Elect-to-work employee
- ❍ Don't know [SURVEYOR NOTE: Don't read response]
- ❍ No Response [SURVEYOR NOTE: Don't read response]

[IF H4 = "self employed", Go to H10; Else, Go to H5]

H5.   When did you start working for this employer? [SURVEYOR NOTE: Read List]

- ❍ Prior to starting my program at [INSTITUTION]
- ❍ While in my program at [INSTITUTION]
- ❍ After I graduated from [INSTITUTION]

    [IF H5 = "After I graduated from [INSTITUTION] ", Go to H8; Else, Go to H6]

H6.   Are you currently performing the same job with this employer as you were before?

- ❍ Yes
- ❍ No
- ❍   Don't know

H7.   Would you say Yes or No to the following statements? Compared to when you started this job, your current position… [SURVEYOR NOTE: READ LIST]

	Yes	No	Not Applicable	Refuse /Don't Know
Is at a higher level				
Has more responsibility				
Has more hours				
Is more satisfying				
Paying more money				

[Go to H11]

H8.   Is your current job the first job you obtained after leaving your program?

❍   Yes
❍   No
❍   Don't know
❍   No Response

H9. When you were selected for this job, what was the minimum level of education needed to get this job? [SURVEYOR NOTE: Do not read list] [RECORD ONLY ONE MENTION]

❍   Some high school
❍   High school diploma/certificate
❍   Some postsecondary education
❍   Some trade or vocational (apprentice)
❍   Trade or vocation diploma/certificate (apprentice)
❍   Some college, CEGEP or similar institution including nursing school
❍   Diploma or certificate from college, CEGEP or similar institution including nursing
❍   School
❍   College Degree (College degree)
❍   Some university
❍   University diploma or certificate below bachelor's level
❍   Bachelor/undergraduate degree (e.g. B.A., B.Sc., B.Ed.)
❍   Master's degree or higher
❍   Other general job skills
❍   Co-op placement
❍   No qualifications specified
❍   Other
❍   Refused
❍   Don't know

[Go to H11]

H10. You indicated that you are self employed. When did you start your business? [SURVEYOR NOTE: Read List]

❍ Prior to starting my program at [INSTITUTION]
❍ While in my program at [INSTITUTION]
❍ After I graduated from [INSTITUTION]

[Go to H11]

H11.   Is your job related to your college degree? [SURVEYOR NOTE: Ask all]

❍ Yes, very related to the training I received
❍ Somewhat related to the training I received
❍ Not related to the training I received
❍ Don't Know [SURVEYOR NOTE: Don't read response]
❍ I prefer not to answer [SURVEYOR NOTE: Don't read response]

[Go to H15]

H12. Have you ever been employed since leaving your program?

❍ Yes
❍ No
❍ Don't Know
❍ No Response

[PROGRAMMER NOTE: IF H12= "No", Go to H13; Else, Go to H14]

H13. People may not be working for a wide variety of reasons. What is the main reason you are not employed? [SURVEYOR NOTE: WAIT FOR RESPONSE, MATCH TO LIST, CONFIRM SELECTED RESPONSE, SELECT ONE RESPONSE / PLEASE SELECT THE BEST RESPONSE]

❍ Not enough jobs were available
❍ Not enough jobs were available where I can use my training
❍ Available jobs required more work experience than I have
❍ Jobs with suitable pay were not available
❍ Unable or unwilling to leave the area (move for job)
❍ Training was not adequate to meet requirements of available jobs
❍ Still in school
❍ Not yet legally entitled to work in Canada
❍ Caring for children or family/pregnant
❍ No particular reason
❍ Other (Please specify)_____
❍ Don't know
❍ No Response

[Go to H18]

H14. Was your last job related to your college degree? [SURVEYOR NOTE: Read list]

❍ Yes, very related to the training I received
❍ Somewhat related to the training I received

❍ Not related to the training I received
❍ Don't Know [SURVEYOR NOTE: Don't read response]
❍ I prefer not to answer [SURVEYOR NOTE: Don't read response]

[Go to H16]

H15. What is your current salary? [SURVEYOR NOTE: Don't read list]

❍ Less than $30,000
❍ $30,000- $34,999
❍ $35,000- $39,999
❍ $40,000- $44,999
❍ $45,000- $49,999
❍ $50,000- $54,999
❍ $55,000- $59,999
❍ $60,000- $64,999
❍ $65,000- $69,999
❍ $70,000- $74,999
❍ $75,000- $79,999
❍ $80,000- $84,999
❍ $90,000- $94,999
❍ $95,000- $99,999
❍ $100,000 or more
❍ Don't Know
❍ I prefer not to answer

H16. What was your salary before you were unemployed? [SURVEYOR NOTE: Don't read list]

❍ Less than $30,000
❍ $30,000- $34,999
❍ $35,000- $39,999
❍ $40,000- $44,999
❍ $45,000- $49,999
❍ $50,000- $54,999
❍ $55,000- $59,999
❍ $60,000- $64,999
❍ $65,000- $69,999
❍ $70,000- $74,999
❍ $75,000- $79,999
❍ $80,000- $84,999

❍ $90,000- $94,999
❍ $95,000- $99,999
❍ $100,000 or more
❍ Don't Know
❍ I prefer not to answer

[PROGRAMMER NOTE: Ask H17 IF B1= "I was working full-time (30 hours per week or more)" or "I was working part-time (less than 30 hours per week)" AND IF H3 = "I am working full-time (30 hours or more per week)" or "I am working part-time (Less than 30 hours per week)"; Else, Go to H18]

H17. Since leaving your program, is/was your salary less, the same or more than prior to attending the degree program?

❍   Less
❍   The same
❍   More
❍   I prefer not to answer

H18. Thinking about the demands of your job and the labour market, how would you rate your satisfaction with each of the following aspects of your College Degree? Are you very satisfied, satisfied, neutral, dissatisfied, or very dissatisfied?

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Not Applicable
Course content						
Courses up to date						
Overall quality of instruction						
Equipment was up to date						
Theoretical knowledge						
Applied skills development in courses						
Preparation for the job market						
Useful in achieving my goals after graduation						

H19. Please rate your level of agreement with the following statement: When I started my College Degree program, I was academically prepared for it. Do you strongly agree, agree, neither agree nor disagree, disagree or strongly disagree?

❍ Strongly Agree
❍ Agree
❍ Neither Agree nor Disagree
❍ Disagree
❍ Strongly Disagree
❍ Not applicable [SURVEYOR NOTE: Don't read response]

H20. Would you recommend a college degree to someone else?

○ Yes, would recommend
○ No, wouldn't recommend
○ Don't know
○ No Response

PART I: DEMOGRAPHICS

Finally, we're going to ask you some questions about yourself so we can create an accurate profile of respondents. Your specific responses will remain anonymous; they will not be attributed to you in any report resulting from this study. All information collected will be used in aggregate form and for research purposes only.

I1.   What is your gender? [Telephone Interviewer Note: Surveyor Determined]

○ Male
○ Female
○ Don't Know [PROGRAMMER NOTE: Online version should read "Prefer not to Answer" instead of D/K]

I2.   In what year were you born?

○ _ _ _ _ (yyyy)
○ Refused/Prefer not to answer

I3.   Before attending the College Degree program, what was the highest level of education   that you had obtained? [SURVEYOR NOTE: Don't read the list]

○ Less than a high school diploma
○ High school diploma or GED
○ Trades program certificate or diploma (Apprenticeship and Entry Level Trades Training)
○ Completed non-trades college diploma / certificate or CEGEP
○ Completed college degree
○ University certificate or diploma below bachelor level
○ Completed university bachelor degree (e.g. B.A., B.Sc.)
○ Completed a professional degree (e.g. Doctor (M.D.), Dentist (D.D.S.))
○ Completed an advanced degree (i.e. Masters or Doctorate e.g. MA, PhD)
○ Don't Know
○ Refused

I4.   Do you consider yourself to be an Aboriginal person?

○ No
○ Yes [Go to I6]

❍ Don't Know/Refused

I5. Do you consider yourself to be a member of a visible minority group (other than
Aboriginal)?

❍ No
❍ Yes (please specify)   _____
❍ Don't Know/Refused

I6. What is your primary language?

❍ English
❍ French
❍ Other (please specify)_____

I7. Do you consider yourself to be a First Generation Student (SURVEYOR NOTE: If necessary, explain
that a first generation student is one whose parents have not attended a post-secondary institution such
as a college or university]

❍ No
❍ Yes
❍ Don't Know/Refused

I8.   Approximately how far away from your permanent home is the college you attend/
attended? [SURVEYOR NOTE: Do not read list]

❍ Less than 25 kilometers (km)
❍ 25 to 49 km
❍ 50 to 99 km
❍ 100 to 499 km
❍ 500 km or more

I9.   What was your approximate gross household income for 2009? [SURVEYOR NOTE: Do   not
read list]

❍ Less than $20,000
❍ $20,000 to $39,999
❍ $40,000 to $59,999
❍ $60,000 to $79,999
❍ $80,000 to $99,999
❍ $100,000 or more
❍ Don't Know
❍ Refused

Thank you very much for your time.

The information you have provided to us is very important and will help to make the educational
experience a better one for future students.

11   APPENDIX C – EMPLOYER SURVEY

INTRODUCTION

Introduction #1

Hello, my name is _____ and I'm calling from R.A. Malatest and Associates on behalf of the Ministry of Training, Colleges and Universities (MTCU). We're contacting employers who have provided co-op work placements for college degree students and/or hired college degree graduates in order to understand whether college degrees are meeting their needs. We would like to speak with someone at your firm who is in a supervisory or decision-making role with such students and/or graduates.

[SURVEYOR NOTE: Establish that the person who answered the telephone is such a person or ask to be transferred to such person. If transferred to another person, repeat the above information and then continue].

The survey will take about 10 minutes to complete. Would you be interested in sharing your experiences with us?

❍ Yes [SURVEYOR NOTE: Go to Introduction #2]
❍ No [SURVEYOR NOTE: Offer participant opportunity to complete the survey online or to fax it in. If they agree to this, take down their:
(a) E-mail address: Inform them that they will receive an e-mail shortly with a link to the online survey and our toll-free fax number. They can complete it online or print a copy and fax it back to us. Thank participant for their time and end call.]
   OR
(b) Mailing address. Inform them that they will receive a survey shortly in the mail. They can then fax it back to us at the toll-free fax number on the survey. Thank participant for their time and end call.]
❍ Schedule a callback time

Introduction # 2

Thank you for agreeing to participate!

Your participation is voluntary and your responses or your refusal to participate will not affect your relationship with any of the institutions involved. To ensure anonymity, responses to the questions will not be linked to individual respondents in any project reporting. Responses will be reported in aggregate form only and without attribution for research, statistical and policy purposes.

If there are any questions you do not feel comfortable answering, please tell me and we can skip them. Upon completion of the study, the researcher will destroy all of the identifiers and personal information.

Would you be willing to participate in this study by completing this survey?

❍   Yes, I give my consent to participate in this study.

❍ No, I do not want to continue with this survey. [SURVEYOR NOTE: Thank participant and terminate]

[Surveyor Note: Either Yes or No must be checked for the survey results to be valid. Do not continue with survey unless Yes is checked]

INTRODUCTION: (MAIL & INTERNET SURVEY)

[FOR USE IN MAILBACK & ONLINE SURVEY ONLY]

The Ministry of Training, Colleges and Universities (MTCU) is evaluating College Degrees. College Degrees are also known as degrees in applied areas of study. For this survey, the term 'College Degrees' will be used.

In the year 2000, in response to stronger demand for access to degree programs and changing expectations from employers due to labour market needs, the Government of Ontario allowed Colleges of Applied Arts and Technology (CAATs) to offer degrees in applied areas of study. MTCU is now conducting an evaluation of degrees in applied areas of study. We are surveying employers who have provided co-op work placements for college degree students or hired college degree graduates because we're interested in hearing about your experiences with students/graduates of the programs.

Your participation is voluntary and your responses or your refusal to participate will not affect your relationship with any of the Institutions involved. To ensure anonymity, responses to the questions will not be linked to individual respondents in any project reporting. If there are any questions you do not feel comfortable answering, you can skip the question. Upon completion of the study, the researchers will destroy all of the identifiers and personal information.

The survey will take about 10 minutes to complete.

Would you be willing to participate in this survey?

❍   Yes, I give my consent to participate in this study. [PROGRAMMER NOTE: checking this button should lead to first page of survey]
❍   No, I do not want to continue with this survey. [PROGRAMMER NOTE: Exit Button]

QUESTIONS & COMMENTS?	
Pauline Achola Assistant Research Manager R.A. Malatest & Associates Ltd. p.achola@malatest.com 416-644-0161 1-800-598-0161	**Hema Vyas** Evaluation Coordinator Ministry of Training, Colleges and Universities hema.vyas@ontario.ca (416) 212-5533

PART A: PROGRAM AWARENESS

A1. You have been contacted because your organization provides co-op, internship or work placement opportunities to College Degree Students. How did you first learn about College Degree programs offered by Ontario Colleges? (Select all that apply)
[SURVEYOR NOTE: If necessary, explain that College Degree programs are officially known as Degrees in Applied Areas of Study]
- ❍ College Degree Coordinator/Placement Coordinator
- ❍ College Program Advisory Committee member
- ❍ Ministry of Training, Colleges and Universities (MTCU)
- ❍ Professional or accreditation body
- ❍ Industry colleague(s)
- ❍ College pamphlet/poster/flyer
- ❍ College website
- ❍ Other website
- ❍ Other (please specify) _____

A2. Are you familiar with the MTCU's website on Degrees in Applied Areas of Study?
- ❍ Yes
- ❍ No
- ❍ Don't know
- ❍ Not applicable

[PROGRAMMER NOTE: If A2 = Yes, then ask A3] [Else, skip to A5]

A3. Please indicate your level of agreement with the following statements about the MTCU website on Degrees in Applied Areas of Study: Do you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
a. I found the information on the website to be useful.	❍	❍	❍	❍	❍	❍
b. The information on the website answered all of my questions.	❍	❍	❍	❍	❍	❍

A4. Do you have any suggestions to improve the website?

- ❍ Not Applicable

PART B: COLLEGE DEGREE CO-OPS

The next set of questions would like to ask you about your experiences with College Degree student Co-ops/work placements.

B1. Please indicate your level of agreement with the following statements. Do you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
a. College degree students are well prepared when they start their Co-op at your workplace	❍	❍	❍	❍	❍	❍
b. College degree students possess the skills to utilize or adjust to advancing technology	❍	❍	❍	❍	❍	❍
c. Co-op/ work placements are scheduled at convenient times for our organization	❍	❍	❍	❍	❍	❍
d. College degree students bring few interruptions to the workplace because less time is needed to train them	❍	❍	❍	❍	❍	❍
e. Co-op/work placements help us to recruit future employees	❍	❍	❍	❍	❍	❍
f. College degree students possess a blend of theoretical knowledge and applied skills that make them appealing future employees	❍	❍	❍	❍	❍	❍

B2. Do your College Degree Co-op students differ from other kinds of Co-op students with respect to their knowledge and skills?
- ❍ Yes
- ❍ No
- ❍ Don't know
- ❍ Not applicable

[PROGRAMMER NOTE: If B2 = Yes, then ask B3] [Else, skip to B4]

B3. In your own words, please explain your answer:

- ❍ Prefer not to answer

B4. In general, how would you rate your satisfaction with Co-op/work placement students from College Degree Programs? Are you very satisfied, satisfied, neither satisfied nor dissatisfied, dissatisfied or very dissatisfied?

❍ Very Satisfied
❍ Satisfied
❍ Neither satisfied nor dissatisfied
❍ Dissatisfied
❍ Very Dissatisfied
❍ Don't know/refused

[Ask B5 if B4= Dissatisfied or Very Dissatisfied] [All other responses=skip to Part C]

B5. Based on your experience, what if any, improvements would you recommend?

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❍ Not Applicable

PART C: LABOUR MARKET NEEDS

[SURVEYOR NOTE – READ FOLLOWING PREAMBLE] College Degree programs were established in 2000 to meet employer and labour market demand for degree-level applied education and training.

C1. Have you previously hired a graduate of a College Degree program? [SURVEYOR NOTE: If necessary, explain that a college degree graduate is someone who has completed all the requirements of a college degree program]

❍ Yes
❍ No
❍ Not applicable
[Ask C2 if C1= Yes] [GO to C7 if C1 = No] [Else, skip to C8]

C2. When was the last time you hired a graduate of a College Degree program? [SURVEYOR NOTE: Do not read the list]
❍ Less than 6 months ago
❍ 6-12 months ago
❍ 13-18 months ago
❍ 19-24 months ago
❍ Over 24 months ago
❍ Don't Know
❍ Refused

C3.   When you selected the graduate for this job, what was the minimum level of education   needed to get this job? [SURVEYOR NOTE: DO NOT READ THE LIST. RECORD ONLY   ONE MENTION]
❍ Some high school
❍ High school diploma/certificate
❍ Some postsecondary education
❍ Some trade or vocational (apprenticeship)

○ Trade or vocation (apprenticeship) diploma/certificate
○ Some college, CEGEP or similar institution including nursing school
○ Diploma or certificate from college, CEGEP or similar institution including nursing school
○ College Degree (College degree)
○ Some university
○ University diploma or certificate below bachelor's level
○ Bachelor/undergraduate degree (e.g. B.A., B.Sc., B.Ed.)
○ Master's degree or higher
○ Other general job skills
○ Co-op placement
○ No qualifications specified
○ Other
○ Refused
○ Don't know

[Ask C4 if C3= College Degree (College degree); Else, Go to C8]

C4. How easy or difficult was it for your organization to get suitably qualified applicants with   college degrees? Would you say that it was:

○ Very easy
○ Easy
○ Neither easy nor difficult
○ Difficult
○ Very Difficult
○ Don't know
  [Go to C5]

C5. Is/was the job related to the employee's college degree?

○ Yes, very related to the training they received
○ Somewhat related to the training they received
○ Not related to the training they received
○ Don't Know
○ Prefer not to answer

C6. What is the average starting salary of the college degree graduate/s that your organization employed/employs? [SURVEYOR NOTE: Don't read list]

○ Less than $30,000
○ $30,000- $34,999
○ $35,000- $39,999
○ $40,000- $44,999
○ $45,000- $49,999
○ $50,000- $54,999
○ $55,000- $59,999
○ $60,000- $64,999
○ $65,000- $69,999
○ $70,000- $74,999
○ $75,000- $79,999

❍ $80,000- $84,999
❍ $90,000- $94,999
❍ $95,000- $99,999
❍ $100,000 or more
❍   Don't Know
❍   I prefer not to answer

[Go to C8]

C7. Your company has not previously hired a College Degree graduate; please tell us why not. (Check all that apply). [SURVEYOR NOTE: Do not read list]

❍   We have not been hiring because of the economic downturn.
❍   The College Degree graduates who applied were not a good fit for our firm.
❍   The College Degree graduates who applied were not sufficiently skilled.
❍   College Degree graduates are overqualified for the positions for which we often hire.
❍   We would like to hire College Degree graduates but have been unable to get any applicants.
❍   We found more suitable candidates elsewhere.
❍   Other (please specify) _____
❍   Don't Know

[Go to C8]

C8. Please indicate your level of agreement with the following statements: Do you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree?

College Degree graduates…

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
a.	Have a higher level of skills than other program graduates with similar training backgrounds	❏	❏	❏	❏	❏	❏
b.	Are more job-ready than other program graduates with similar training backgrounds	❏	❏	❏	❏	❏	❏
c.	Possess a blend of theoretical knowledge and applied skills	❏	❏	❏	❏	❏	❏
d.	Have a professional attitude (e.g. are punctual, reliable etc.)	❏	❏	❏	❏	❏	❏
e.	Work well in team settings (e.g. are collaborative)	❏	❏	❏	❏	❏	❏
f.	Possess the job ready skills they need for our workplace	❏	❏	❏	❏	❏	❏

PART D: ADDITIONAL COMMENTS

D1. Do you have any additional comments about College Degree students or graduates?

❍   Not Applicable

PART E: DEMOGRAPHICS

Finally, we're going to ask you some questions about yourself so we can create an accurate profile of respondents.

E1.   From which College Degree program(s) do you currently take co-op work placement students?
[Telephone Surveyor Note: You can give example "e.g. Interior Design". Do not read list. Check all that apply]

All programs:
❍   Administration
❍   Animation/Film and Media Production/Music
❍   Accounting/Audit/Financial Management
❍   Architecture
❍   Athletic Therapy/Health/Health Promotion
❍   Automotive Management/Manufacturing
❍   Behavioural Psychology
❍   Biotechnology
❍   Business
❍   Child Development
❍   Community and Criminal Justice/Criminology and Corrections/Police/Security/ Paralegal
❍   Computers/Software Development/Information Technology
❍   Construction
❍   Creative Advertising/Illustration
❍   Fashion Management/Interior Design
❍   Flight Program
❍   Golf Management
❍   Hospitality/Tourism
❍   Human Resources
❍   Industrial Design/Photonics
❍   Integrated Land Planning Technologies
❍   Other: Please specify _____
❍   Don't Know
❍   Refused

[Ask E2 if C1= Yes; Else, skip to E3]
E2.   You mentioned that you have previously hired a graduate / graduates of a College Degree program. From which College has your firm/organization employed College Degree students? (Check all that apply) [Telephone Interviewer Note: Do not read list.]

❍   Algonquin College of Applied Arts & Technology
❍   Centennial College of Applied Arts & Technology
❍   Conestoga College Institute of Technology and Advanced Learning
❍   Fanshawe College of Applied Arts & Technology

○ George Brown College of Applied Arts & Technology
○ Georgia college of Applied Arts and Technology
○ Humber College Institute of Technology and Advanced Learning
○ La Cité Collégiale
○ Loyalist College of Applied Arts and Technology
○ Mohawk College of Applied Arts and Technology
○ Niagara College
○ Seneca College of Applied Arts and Technology
○ Sheridan Institute of Technology and Advanced Learning
○ St Lawrence College of Applied Arts and Technology
○ Don't Know

E3.   Please indicate the primary and secondary (if applicable) industry in which your company operates:

PRIMARY	SECONDARY	INDUSTRY
		Agriculture, Forestry, Fishing and Hunting
		Mining, Quarrying, and Oil and Gas Extraction
		Utilities
		Construction
		Manufacturing
		Wholesale and Retail Trade
		Transportation and Warehousing
		Finance, Insurance, Business and Professional Services
		Educational Services
		Health Care and Social Assistance
		Arts, Entertainment, and Recreation
		Accommodation and Food Services
		Public Administration
		Other Services

[SURVEYOR NOTE: End Survey]
Thank you for your participation in this survey!

12   APPENDIX D – STUDENT DATA

```
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                              Table 3
          QA3. What statement best describes your current status?



                                  Total


Base: Total Respondents           1056


I am currently enrolled in a       719
college degree program.            68%

I graduated with a college         233
degree.                            22%

I was enrolled in a college         99
degree program, but I didn't        9%
finish the degree.

I have never been enrolled in        –
a college degree program.            –

Don't Know                           5
                                     *



                              Table 4
     QA4. When is your expected graduation date / when did you graduate?



                                  Total


Base: Total Answering              957


June 1989                            1
                                     *

June 2003                            1
                                     *

August 2003                          1
                                     *
```

April 2006	2 *
May 2006	1 *
June 2006	2 *
August 2006	1 *
2007	1 *
April 2007	15 2%
May 2007	5 1%
June 2007	10 1%
August 2007	10 1%
March 2008	1 *
April 2008	16 2%
May 2008	7 1%
June 2008	10 1%
July 2008	1 *
August 2008	13 1%
September 2008	1 *
December 2008	1 *

Table 4

QA4. When is your expected graduation date / when did you graduate?

	Total
Base: Total Answering	957
April 2009	15 2%
May 2009	4 *
June 2009	10 1%
July 2009	1 *
August 2009	14 1%
September 2009	1 *
October 2009	1 *
November 2009	4 *
2010	1 *
April 2010	30 3%
May 2010	4 *
June 2010	45 5%
July 2010	1 *
August 2010	30 3%
September 2010	2 *
October 2010	5 1%

November 2010	3 *
December 2010	10 1%
2011	1 *
January 2011	1 *

Table 4
QA4. When is your expected graduation date / when did you graduate?

	Total
Base: Total Answering	957
April 2011	58 6%
May 2011	17 2%
June 2011	23 2%
July 2011	1 *
August 2011	25 3%
September 2011	3 *
October 2011	4 *
December 2011	4 *
2012	10 1%
January 2012	2 *
March 2012	1 *

| April 2012 | 89 |
| | 9% |

| May 2012 | 30 |
| | 3% |

| June 2012 | 31 |
| | 3% |

| July 2012 | 2 |
| | * |

| August 2012 | 16 |
| | 2% |

| September 2012 | 4 |
| | * |

| October 2012 | 1 |
| | * |

| November 2012 | 2 |
| | * |

| December 2012 | 5 |
| | 1% |

Table 4
QA4. When is your expected graduation date / when did you graduate?

	Total
Base: Total Answering	957
2013	15
	2%
April 2013	81
	8%
May 2013	44
	5%
June 2013	34
	4%
July 2013	2
	*
August 2013	9
	1%

September 2013	2	*
December 2013	2	*
2014	9	1%
April 2014	51	5%
May 2014	20	2%
June 2014	18	2%
August 2014	1	*
September 2014	2	*
April 2015	1	*
May 2015	1	*
Don't Know	47	5%
No Response/Refused	7	1%

Table 5
QA5. Which college degree were/are you enrolled in?

	Total
Base: Total Respondents	1056
ARTS (NET)	431
	41%
Bachelor of Applied Arts	271
	26%
Bachelor of Applied Human	39

Services	4%
Bachelor of Applied Information Sciences	60 6%
Bachelor of Applied Music	61 6%
BUSINESS (NET)	287 27%
Bachelor of Applied Business	287 27%
HEALTH (NET)	41 4%
Bachelor of Applied Health Sciences	41 4%
TECHNOLOGY (NET)	295 28%
Bachelor of Applied Technology	295 28%
Don't Know	2 *

Table 6
QA6. Is/was your degree program:

	Total
Base: Total Respondents	1056
Full time	1043 99%
Part time	12 1%
Don't know	1 *

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Table 7
QA7. Was a college degree your first choice for a post-secondary education?

	Total
Base: Total Respondents	1056
Yes	555 53%
No	478 45%
Don't Know	23 2%

Table 8
QB1. What were your main activities in the 12 month period prior to enrolling in your college degree program?

	Total
Base: Total Respondents	1056
I was working full-time (30 hours per week or more)	220 21%
I was working part-time (less than 30 hours per week)	88 8%
I was unemployed and seeking work	26 2%
I was unemployed and not seeking work	10 1%
I was a full-time high school student	437 41%
I was enrolled in a college diploma program	109 10%
I was enrolled in a different	8

college degree program	1%
I was enrolled in a university program	111 11%
I was enrolled in a trade/ vocation/apprenticeship program	6 1%
At home looking after family	8 1%
Enrolled in a certificate program	5 *
New resident in Canada	5 *
Recovering from an illness	3 *
Other	15 1%
Don't know	4 *
Refused	1 *

Table 9
QB2. Did you transfer from the college diploma / different degree program into the college degree program that you enrolled into?

	Total
Base: Those Who Were Enrolled In A College Diploma Program / Different College Degree Program	117
Yes	56 48%
No	58 50%
Don't Know	3 3%

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Table 10
QB3. What is the main reason that you were unemployed?

	Total
Base: Those Who Were Unemployed, And Seeking Work	26
Not enough jobs were available	5 19%
Not enough jobs were available where I can use my training	4 15%
Available jobs required more work experience than I have	5 19%
Jobs with suitable pay were not available	1 4%
Training was not adequate to meet requirements of available jobs	2 8%
Laid off/downsized	4 15%
Still in school/returning to school/studies	1 4%
Seeking part-time work	2 8%
On vacation/travelling	1 4%
Refused	1 4%

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Table 11
QB4. How did you first learn about college degrees/your college degree
program?

	Total
Base: Total Respondents	1056
College hard copy publications (A calendar/pamphlet/brochure/ poster)	222 21%
Other media campaign (radio, TV, billboard)	47 4%
A member of the college visited my high school	81 8%
My high school Guidance Counsellor	165 16%
I visited a college	96 9%
Internet/website	485 46%
Friend/Family members	280 27%
While enrolled in college	13 1%
College representative or faculty	21 2%
Elementary or high school teacher	12 1%
Other organizations/groups	2 *
At a university	3 *
Alumni information	2 *

Other   37
                                                4%

Don't Know   11
                                                1%

Table 12
QB5. What is the MAIN reason you enrolled in a college degree instead of
another education/work pathway?

	Total
Base: Total Respondents	1056
A college degree would give me the skills to practice my desired occupation.	387 37%
A college degree would enable me to study at an advanced level than a diploma	96 9%
A college degree would make me more attractive to employers.	91 9%
A college degree would give me a higher starting salary when I graduate.	28 3%
A college degree would allow me to do university graduate studies, e.g., Masters.	105 10%
A college degree is offered at a college near my home.	43 4%
My (prospective) employer required / encouraged it.	8 1%
There was / is no work / jobs available in my previous field.	10 1%
Hands-on/co-op/practical	67 6%
Can't get into university	15 1%
Preferred choice	32

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	3%
Small class size/student teacher ratio	13 1%
Transferring within the same college	3 *
Transferring credits from another institution	4 *
Theory plus hands on	3 *
Reputation of the program/ college	16 2%
Costs less	20 2%
Convenient	2 *

Table 12
QB5. What is the MAIN reason you enrolled in a college degree instead of another education/work pathway?

	Total
Base: Total Respondents	1056
Other	96 9%
Don't Know	17 2%

Table 13
QC1. I feel that my college degree is the right fit for my professional goals.

	Total
Base: Total Respondents	1056
Yes	736 70%
Somewhat	235 22%

No   67
                                       6%

Don't Know   16
                                       2%

Refused   2
                                       *

Table 14
QC2. In your own words, please explain your answer:

	Total
Base: Total Respondents	1056
Paths to higher education	22 2%
To get a job/job ready	27 3%
Field of interest/career related	114 11%
Hands on, practical, co-op	75 7%
Get skills and knowledge	28 3%
Variety of options for the future	11 1%
Appropriate/quality of training	28 3%
Credentials/designation	17 2%
Cons of an applied degree	70 7%
Pros to an applied degree	32 3%
College degrees still aren't widely recognized	22 2%
Unsure/No comment	17

```
                                              2%

Other                                         82
                                               8%

Prefer not to Answer                         254
                                              24%

None of the above                            292
                                              28%
```

Table 15
QC3. Please indicate your level of agreement with the following statements
about your choice of post-secondary education or work pathways.

SUMMARY OF AGREE / STRONGLY AGREE


```
                                           Total


Base: Total Respondents                    1056


For my professional goals, a                915
college degree is/was better                87%
than a college diploma.

For my professional goals, a                381
college degree is/was better                36%
than a university degree.

For my professional goals, a                716
college degree is/was better                68%
than an apprenticeship.

For my professional goals, a                877
college degree is/was better                83%
than being in the workforce
without a college degree.

For my professional goals, a                729
college degree is/was the best              69%
option available to me
```

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Table 16
QC3. Please indicate your level of agreement with the following statements
about your choice of post-secondary education or work pathways.

For my professional goals, a college degree is/was better than a college
diploma.

	Total
Base: Total Respondents	1056
AGREE / STRONGLY AGREE (NET)	915 87%
Strongly Agree	594 56%
Agree	321 30%
Neither Agree nor Disagree	77 7%
Disagree	27 3%
Strongly Disagree	23 2%
Not Applicable	14 1%

Table 17
QC3. Please indicate your level of agreement with the following statements
about your choice of post-secondary education or work pathways.

For my professional goals, a college degree is/was better than a university
degree.

Total

Base: Total Respondents	1056
AGREE / STRONGLY AGREE (NET)	381
	36%
Strongly Agree	136
	13%
Agree	245
	23%
Neither Agree nor Disagree	405
	38%
Disagree	182
	17%
Strongly Disagree	72
	7%
Not Applicable	16
	2%

Table 18
QC3. Please indicate your level of agreement with the following statements about your choice of post-secondary education or work pathways.

For my professional goals, a college degree is/was better than an apprenticeship.

	Total
Base: Total Respondents	1056
AGREE / STRONGLY AGREE (NET)	716
	68%
Strongly Agree	362
	34%
Agree	354
	34%
Neither Agree nor Disagree	204

19%

Disagree   47
                                             4%

Strongly Disagree   24
                                             2%

Not Applicable   65
                                             6%

Table 19
QC3. Please indicate your level of agreement with the following statements
about your choice of post-secondary education or work pathways.

For my professional goals, a college degree is/was better than being in the
workforce without a college degree.

	Total
Base: Total Respondents	1056
AGREE / STRONGLY AGREE (NET)	877
	83%
Strongly Agree	601
	57%
Agree	276
	26%
Neither Agree nor Disagree	86
	8%
Disagree	45
	4%
Strongly Disagree	38
	4%
Not Applicable	10
	1%

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Table 20
QC3. Please indicate your level of agreement with the following statements
about your choice of post-secondary education or work pathways.

For my professional goals, a college degree is/was the best option available
to me

	Total
Base: Total Respondents	1056
AGREE / STRONGLY AGREE (NET)	729 69%
Strongly Agree	327 31%
Agree	402 38%
Neither Agree nor Disagree	180 17%
Disagree	98 9%
Strongly Disagree	40 4%
Not Applicable	9 1%

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Table 21
QC4. Please rate your level of agreement with the following statements about
your College Degree experience.

SUMMARY OF AGREE / STRONGLY AGREE

	Total
Base: Those Who Are Currently Enrolled In A College Degree Program	719
When I started my College Degree program, I was academically prepared for it.	568 79%
My College Degree will increase my opportunities for employment.	662 92%
My College Degree is providing me with the skills and knowledge in my field that I expected.	607 84%
My College Degree will increase my income.	556 77%
Overall, I am pleased with my College Degree Program.	579 81%

Table 22
QC4. Please rate your level of agreement with the following statements about
your College Degree experience.

When I started my College Degree program, I was academically prepared for it.

	Total
Base: Those Who Are Currently Enrolled In A College Degree Program	719

AGREE / STRONGLY AGREE (NET)	568 79%
Strongly Agree	280 39%
Agree	288 40%
Neither Agree nor Disagree	55 8%
Disagree	39 5%
Strongly Disagree	9 1%
Not Applicable	48 7%

Table 23
QC4. Please rate your level of agreement with the following statements about your College Degree experience.

My College Degree will increase my opportunities for employment.

	Total
Base: Those Who Are Currently Enrolled In A College Degree Program	719
AGREE / STRONGLY AGREE (NET)	662 92%
Strongly Agree	385 54%
Agree	277 39%
Neither Agree nor Disagree	31 4%

Disagree   6
                                            1%

Strongly Disagree   11
                                            2%

Not Applicable   9
                                            1%

Table 24
QC4. Please rate your level of agreement with the following statements about
your College Degree experience.

My College Degree is providing me with the skills and knowledge in my field
that I expected.

                                          Total

Base: Those Who Are Currently   719
Enrolled In A College Degree
Program

AGREE / STRONGLY AGREE (NET)   607
                                           84%

   Strongly Agree   318
                                           44%

   Agree   289
                                           40%

Neither Agree nor Disagree   46
                                            6%

Disagree   13
                                            2%

Strongly Disagree   13
                                            2%

Not Applicable   40
                                            6%

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Table 25
QC4. Please rate your level of agreement with the following statements about
your College Degree experience.

My College Degree will increase my income.

	Total
Base: Those Who Are Currently Enrolled In A College Degree Program	719
AGREE / STRONGLY AGREE (NET)	556 77%
Strongly Agree	257 36%
Agree	299 42%
Neither Agree nor Disagree	123 17%
Disagree	21 3%
Strongly Disagree	11 2%
Not Applicable	8 1%

Table 26
QC4. Please rate your level of agreement with the following statements about
your College Degree experience.

Overall, I am pleased with my College Degree Program.

Total

Base: Those Who Are Currently Enrolled In A College Degree Program	719
AGREE / STRONGLY AGREE (NET)	579 81%
Strongly Agree	265 37%
Agree	314 44%
Neither Agree nor Disagree	67 9%
Disagree	14 2%
Strongly Disagree	17 2%
Not Applicable	42 6%

Table 27
QD1. Did you complete a Co-Op during your College Degree?

	Total
Base: Total Respondents	1056
Yes	435 41%
No	132 13%
Not Yet (but I will as I continue my studies)	415 39%
Not Applicable	72 7%
Refused	2

*

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Table 28
QD2. Approximately how many employees worked for your Co-Op employer?

	Total
Base: Those Who Did Complete A Co-Op During College Degree	435
1 to 4	56 13%
5 to 49 employees	144 33%
50 to 499 employees	94 22%
More than 500 employees	107 25%
Don't Know	22 5%
Not Applicable	12 3%

Table 29
QD3. Please indicate your level of agreement with the following statements about the quality of your Co-Op experience.

SUMMARY OF AGREE / STRONGLY AGREE

	Total
Base: Those Who Did Complete A Co-Op During College Degree	435
My college degree courses prepared me for my Co-Op.	332 76%

My Co-Op employer valued my applied skills from my college degree program.	352 81%
My Co-Op provided me with up-to-date equipment or technology.	307 71%
My Co-Op provided me with high quality training.	302 69%
My employer was a good match for my Co-Op learning objectives.	322 74%
I received regular feedback from my employer during my Co-Op.	323 74%

Table 30
QD3. Please indicate your level of agreement with the following statements about the quality of your Co-Op experience.

My college degree courses prepared me for my Co-Op.

	Total
Base: Those Who Did Complete A Co-Op During College Degree	435
AGREE / STRONGLY AGREE (NET)	332 76%
Strongly Agree	125 29%
Agree	207 48%
Neither Agree nor Disagree	43 10%
Disagree	34 8%
Strongly Disagree	21 5%

Not Applicable   5
                                                    1%

Table 31
QD3. Please indicate your level of agreement with the following statements
about the quality of your Co-Op experience.

My Co-Op employer valued my applied skills from my college degree program.

                                                  Total

Base: Those Who Did Complete A   435
Co-Op During College Degree

AGREE / STRONGLY AGREE (NET)   352
                                                    81%

  Strongly Agree   147
                                                    34%

  Agree   205
                                                    47%

Neither Agree nor Disagree   37
                                                     9%

Disagree   30
                                                     7%

Strongly Disagree   9
                                                     2%

Not Applicable   7
                                                     2%

Table 32
QD3. Please indicate your level of agreement with the following statements
about the quality of your Co-Op experience.

My Co-Op provided me with up-to-date equipment or technology.

                                                  Total

Base: Those Who Did Complete A Co-Op During College Degree	435
AGREE / STRONGLY AGREE (NET)	307 71%
Strongly Agree	137 31%
Agree	170 39%
Neither Agree nor Disagree	61 14%
Disagree	40 9%
Strongly Disagree	12 3%
Not Applicable	15 3%

Table 33
QD3. Please indicate your level of agreement with the following statements about the quality of your Co-Op experience.

My Co-Op provided me with high quality training.

	Total
Base: Those Who Did Complete A Co-Op During College Degree	435
AGREE / STRONGLY AGREE (NET)	302 69%
Strongly Agree	131 30%
Agree	171

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	39%
Neither Agree nor Disagree	53
	12%
Disagree	50
	11%
Strongly Disagree	17
	4%
Not Applicable	13
	3%

Table 34
QD3. Please indicate your level of agreement with the following statements
about the quality of your Co-Op experience.

My employer was a good match for my Co-Op learning objectives.

	Total
Base: Those Who Did Complete A Co-Op During College Degree	435
AGREE / STRONGLY AGREE (NET)	322
	74%
Strongly Agree	171
	39%
Agree	151
	35%
Neither Agree nor Disagree	52
	12%
Disagree	35
	8%
Strongly Disagree	17
	4%
Not Applicable	9
	2%

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Table 35
QD3. Please indicate your level of agreement with the following statements
about the quality of your Co-Op experience.

I received regular feedback from my employer during my Co-Op.

	Total
Base: Those Who Did Complete A Co-Op During College Degree	435
AGREE / STRONGLY AGREE (NET)	323 74%
Strongly Agree	132 30%
Agree	191 44%
Neither Agree nor Disagree	37 9%
Disagree	43 10%
Strongly Disagree	23 5%
Not Applicable	9 2%

Table 36
QD4. In general, how would you rate your satisfaction with your Co-Op/work
placement(s)?

	Total
Base: Those Who Did Complete A Co-Op During College Degree	435

```
SATISFIED / VERY SATISFIED          344
(NET)                               79%


  Very Satisfied                    189
                                     43%


  Satisfied                         155
                                     36%

Neither Satisfied nor               45
Dissatisfied                        10%

Dissatisfied                        23
                                     5%

Very Dissatisfied                   21
                                     5%


Don't know/refused                   2
                                     *
```

Table 37
QE1. Which of the following describes your reasons for discontinuing your college degree?

```
                                   Total


Base: Those Who Did Not             99
Complete The College Degree


My education related goals or       22
plans changed while I was in        22%
my college degree program.


My work related goals or plans      15
changed while I was in my           15%
college degree program.


My Co-Op employer (supervised        2
practica, internship, work           2%
term, work placement) offered
me a job right away and so I
left my college degree
program.


I was disappointed with the         37
```

program or college.   37%

Transferred to/qualified for   23
admission at another public   23%
college / university

Inconvenience (e.g.   5
transportation, scheduling,   5%
etc.)

Financial (e.g. could not   12
afford to continue).   12%

I felt there weren't enough   5
jobs in the field I was   5%
studying for.

I felt that getting a college   3
degree would not increase my   3%
income.

I had family or personal   19
circumstances that made me   19%
leave (health, family).

College discontinued the   1
program when I was in it   1%

Other   19
                                        19%

Not Applicable   1
                                         1%

Table 38
QE2. How has your decision to not complete your college degree impacted your
prospects for employment in your field?

                                        Total

Base: Those Who Did Not   99
Complete The College Degree

Positive impact   19
                                        19%

No change   61
                                        62%

Negative impact   16

16%

I prefer not to answer   3
                                               3%

                        Table 39
   QE3. Do you intend to return to complete your college degree in the future?

                                              Total

Base: Those Who Did Not   99
Complete The College Degree

Yes   27
                                               27%

No   57
                                               58%

Don't know   15
                                               15%

                        Table 40
     E4. When do you plan to return to complete your college degree?

                                              Total

Base: Those Who Intend To   27
Return To Complete The College
Degree

Next term/semester   4
                                               15%

Sometime within the next year   11
                                               41%

Sometime in the next 2-5 years   8
                                               30%

Not sure when   3
                                               11%

I prefer not to answer   1
                                               4%

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Table 41
QE5. Please indicate your level of agreement with the following statements
about your reasons for returning to continue with your education?

SUMMARY OF AGREE / STRONGLY AGREE

	Total
Base: Those Who Intend To Return To Complete The College Degree	27
Potential for higher income	21 78%
No work/ job available in your field of study	7 26%
To get a degree	23 85%
Interest in further / more in-depth training in field	21 78%
Interest in pursuing a different field of study	8 30%
Needed for professional designation	20 74%
Gain theoretical knowledge/ broader education	20 74%
Encouragement from others (family members, friends, faculty)	19 70%
More opportunities for career advancement	22 81%
Upgrade/ improve skills	21 78%
There was a formal transfer agreement between your	9 33%

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previous and your current
program

Company required/ paid for it   7
                                              26%

                          Table 42
   QE5. Please indicate your level of agreement with the following statements
       about your reasons for returning to continue with your education?

                   Potential for higher income

                                            Total

Base: Those Who Intend To   27
Return To Complete The College
Degree

AGREE / STRONGLY AGREE (NET)   21
                                              78%

   Strongly Agree   13
                                              48%

   Agree   8
                                              30%

Neither Agree nor Disagree   3
                                              11%

Disagree   –
                                                –

Strongly Disagree   1
                                               4%

Not Applicable   2
                                               7%

                          Table 43
   QE5. Please indicate your level of agreement with the following statements
       about your reasons for returning to continue with your education?

           No work/ job available in your field of study

	Total
Base: Those Who Intend To Return To Complete The College Degree	27
AGREE / STRONGLY AGREE (NET)	7 26%
Strongly Agree	- -
Agree	7 26%
Neither Agree nor Disagree	5 19%
Disagree	7 26%
Strongly Disagree	6 22%
Not Applicable	2 7%

Table 44
QE5. Please indicate your level of agreement with the following statements about your reasons for returning to continue with your education?

To get a degree

	Total
Base: Those Who Intend To Return To Complete The College Degree	27
AGREE / STRONGLY AGREE (NET)	23 85%

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Strongly Agree	15	
	56%	
Agree	8	
	30%	
Neither Agree nor Disagree	2	
	7%	
Disagree	–	
	–	
Strongly Disagree	–	
	–	
Not Applicable	2	
	7%	

Table 45
QE5. Please indicate your level of agreement with the following statements
about your reasons for returning to continue with your education?

Interest in further / more in-depth training in field

	Total
Base: Those Who Intend To Return To Complete The College Degree	27
AGREE / STRONGLY AGREE (NET)	21
	78%
Strongly Agree	13
	48%
Agree	8
	30%
Neither Agree nor Disagree	3
	11%
Disagree	–
	–
Strongly Disagree	2
	7%

Not Applicable   1
                                           4%

                          Table 46
  QE5. Please indicate your level of agreement with the following statements
      about your reasons for returning to continue with your education?

              Interest in pursuing a different field of study

                                          Total

Base: Those Who Intend To   27
Return To Complete The College
Degree

AGREE / STRONGLY AGREE (NET)   8
                                          30%

    Strongly Agree   7
                                          26%

    Agree   1
                                           4%

Neither Agree nor Disagree   6
                                          22%

Disagree   9
                                          33%

Strongly Disagree   2
                                           7%

Not Applicable   2
                                           7%

                          Table 47
  QE5. Please indicate your level of agreement with the following statements
      about your reasons for returning to continue with your education?

              Needed for professional designation

                                          Total

Base: Those Who Intend To Return To Complete The College Degree	27
AGREE / STRONGLY AGREE (NET)	20 74%
Strongly Agree	13 48%
Agree	7 26%
Neither Agree nor Disagree	3 11%
Disagree	2 7%
Strongly Disagree	– –
Not Applicable	2 7%

Table 48

QE5. Please indicate your level of agreement with the following statements about your reasons for returning to continue with your education?

Gain theoretical knowledge/ broader education

	Total
Base: Those Who Intend To Return To Complete The College Degree	27
AGREE / STRONGLY AGREE (NET)	20 74%
Strongly Agree	12 44%
Agree	8

	30%
Neither Agree nor Disagree	4
	15%
Disagree	1
	4%
Strongly Disagree	–
	–
Not Applicable	2
	7%

Table 49
QE5. Please indicate your level of agreement with the following statements
about your reasons for returning to continue with your education?

Encouragement from others (family members, friends, faculty)

	Total
Base: Those Who Intend To Return To Complete The College Degree	27
AGREE / STRONGLY AGREE (NET)	19
	70%
Strongly Agree	9
	33%
Agree	10
	37%
Neither Agree nor Disagree	2
	7%
Disagree	4
	15%
Strongly Disagree	1
	4%
Not Applicable	1
	4%

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Table 50
QE5. Please indicate your level of agreement with the following statements
about your reasons for returning to continue with your education?

More opportunities for career advancement

	Total
Base: Those Who Intend To Return To Complete The College Degree	27
AGREE / STRONGLY AGREE (NET)	22 81%
Strongly Agree	11 41%
Agree	11 41%
Neither Agree nor Disagree	2 7%
Disagree	1 4%
Strongly Disagree	– –
Not Applicable	2 7%

Table 51
QE5. Please indicate your level of agreement with the following statements
about your reasons for returning to continue with your education?

Upgrade/ improve skills

	Total
Base: Those Who Intend To	27

Return To Complete The College
Degree

AGREE / STRONGLY AGREE (NET)   21
                                             78%

   Strongly Agree   9
                                             33%

   Agree   12
                                             44%

Neither Agree nor Disagree   2
                                             7%

Disagree   1
                                             4%

Strongly Disagree   1
                                             4%

Not Applicable   2
                                             7%

Table 52
QE5. Please indicate your level of agreement with the following statements
about your reasons for returning to continue with your education?

There was a formal transfer agreement between your previous and your current
program

                                             Total

Base: Those Who Intend To   27
Return To Complete The College
Degree

AGREE / STRONGLY AGREE (NET)   9
                                             33%

   Strongly Agree   5
                                             19%

   Agree   4

	15%
Neither Agree nor Disagree	2
	7%
Disagree	5
	19%
Strongly Disagree	2
	7%
Not Applicable	9
	33%

Table 53
QE5. Please indicate your level of agreement with the following statements about your reasons for returning to continue with your education?

Company required/ paid for it

	Total
Base: Those Who Intend To Return To Complete The College Degree	27
AGREE / STRONGLY AGREE (NET)	7
	26%
Strongly Agree	2
	7%
Agree	5
	19%
Neither Agree nor Disagree	3
	11%
Disagree	6
	22%
Strongly Disagree	4
	15%
Not Applicable	7
	26%

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Table 54
QE6. How has your decision to not complete your college degree impacted your prospects for advancement in your field?

	Total
Base: Those Who Did Not Complete The College Degree	99
Positive impact	12 12%
No change	61 62%
Negative impact	23 23%
I prefer not to answer	3 3%

Table 55
QF1. What is the main activity that you plan to pursue after graduating from your current program?

	Total
Base: Those Who Are Currently Enrolled In A College Degree Program	719
Pursue another college program	14 2%
Pursue a university program	147 20%
Seek employment	501 70%
Continue working at the job/	21

business you currently have   3%

Start your own business   13
                                                2%

Unsure/undecided   7
                                                1%

Other   16
                                                2%

Table 56
QF2. Do you plan to enroll in a Masters program at a university?

                                              Total

Base: Those Who Plan To Pursue   136
A University Program

Yes   115
                                                85%

No   7
                                                5%

Don't Know   14
                                                10%

Table 57
QF3. How confident are you that you will be able to obtain a job related to
your current field of study after you graduate?

                                              Total

Base: Those Who Plan To Pursue   633
A University Program / Seek
Employment

VERY CONFIDENT / SOMEWHAT   583
CONFIDENT (NET)   92%

  Very confident   290
                                                46%

Somewhat confident	293	
	46%	
Not very confident	31	
	5%	
Not at all confident	5	
	1%	
NOT VERY CONFIDENT / NOT AT ALL CONFIDENT (NET)	36	
	6%	
Don't know	11	
	2%	
Not Applicable	3	
	*	

Table 58
QG1. Do you know if there a professional body for your field of study?

	Total
Base: Total Respondents	1056
Yes	397
	38%
No	240
	23%
Don't Know	419
	40%

Table 59
QG2. Do you know the name of the professional body?

	Total
Base: Those Who Know There Is A Professional Body For The Field Of Study	397
Business	116
	29%

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Health Sciences	26	
	7%	
Arts	61	
	15%	
Human Sciences	23	
	6%	
Information Sciences	28	
	7%	
Music	13	
	3%	
Technology	40	
	10%	
Human Services	26	
	7%	
Other	22	
	6%	
Don't Know	41	
	10%	
Refused/No Response	1	
	*	

Table 60
QG3. Are you a member of your professional body?

	Total
Base: Those Who Know There Is A Professional Body For The Field Of Study	397
Yes	106
	27%
No	286
	72%
Don't Know	5
	1%

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Table 61
QG4. Are you interested becoming a member in the professional body for your field?

	Total
Base: Those Who Do Not Have Membership Of Professional Body	286
Yes	206 72%
No	51 18%
Don't Know	29 10%

Table 62
QG5. What are the benefit(s) of your joining a professional body?

	Total
Base: Those Who Know There Is A Professional Body For The Field Of Study	389
Membership is a requirement in order to work in my field	74 19%
Increased credibility in my field	148 38%
Additional earning power	84 22%
Updates on recent news or trends in my field	148 38%
Networking events/tools to meet others	186 48%

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Information on new work opportunities	122 31%
Professional development opportunities	157 40%
Other	36 9%
Don't Know	36 9%
None of the above	1 *

Table 63
QH1. After completing your college degree, did you apply to a Masters program at a university?

	Total
Base: Those Who Graduated With A College Degree	233
Yes	25 11%
No	205 88%
Don't Know	3 1%

Table 64
QH2. Was your college degree recognized by the admissions office at the university you applied to?

	Total
Base: Those Who Applied To A Masters Program At A University	25
Yes	13 52%

No   9
                                                   36%

Don't Know   3
                                                   12%

                          Table 65
        QH3. What best describes your current employment situation?

                                                  Total

Base: Those Who Did Not   957
Discontinue After Enrolled In
A College Degree Program

I am working full-time (30   390
hours or more per week)   41%

I am working part-time (Less   285
than 30 hours per week)   30%

I am not working, but I am   149
looking for work   16%

I am not working, and I am not   106
looking for work (e.g.   11%
maternity leave, taking time
off, other)

Don't Know   8
                                                    1%

I prefer not to answer   19
                                                    2%

                          Table 66
             QH4. What is your employment status?

                                                  Total

Base: Those Who Are Employed   702

A permanent employee   308
                                                    44%

Self-employed   26
                                                    4%

Freelance   11
                                              2%

A contract employee   96
                                             14%

A temporary/occasional or on-   61
call employee   9%

Seasonal or summer employee   160
                                             23%

Elect-to-work employee   2
                                              *

Don't know   18
                                              3%

No Response   20
                                              3%

                        Table 67
        QH5. When did you start working for this employer?

                                           Total

Base: Those Who Are Not Self   676
Employed

Prior to starting my program   234
at ...   35%

While in my program at ...   312
                                            46%

After I graduated from ...   130
                                            19%

                        Table 68
 QH6. Are you currently performing the same job with this employer as you were
                          before?

                                           Total

Base: Those Who Started   546
Working For The Employer Prior
to Start Degree Program /

While in Degree Program

Yes	368
	67%
No	150
	27%
Don't Know	28
	5%

Table 69
QH7. Compared to when you started this job, your current position ...

Is at a higher level

	Total
Base: Those Who Started Working For The Employer Prior to Start Degree Program / While in Degree Program	546
Yes	208
	38%
No	243
	45%
Not Applicable	75
	14%
Refuse /Don't Know	20
	4%

Table 70
QH7. Compared to when you started this job, your current position ...

Has more responsibility

	Total
Base: Those Who Started Working For The Employer Prior to Start Degree Program / While in Degree Program	546

Yes	290
	53%
No	176
	32%
Not Applicable	64
	12%
Refuse /Don't Know	16
	3%

Table 71
QH7. Compared to when you started this job, your current position ...

Has more hours

	Total
Base: Those Who Started Working For The Employer Prior to Start Degree Program / While in Degree Program	546
Yes	206
	38%
No	258
	47%
Not Applicable	63
	12%
Refuse /Don't Know	19
	3%

Table 72
QH7. Compared to when you started this job, your current position ...

Is more satisfying

	Total
Base: Those Who Started Working For The Employer Prior to Start Degree Program / While in Degree Program	546

Yes   238
                                                   44%

No   215
                                                   39%

Not Applicable   71
                                                   13%

Refuse /Don't Know   22
                                                    4%

Table 73
QH7. Compared to when you started this job, your current position ...

Paying more money

                                                  Total

Base: Those Who Started   546
Working For The Employer Prior
to Start Degree Program /
While in Degree Program

Yes   239
                                                   44%

No   228
                                                   42%

Not Applicable   60
                                                   11%

Refuse /Don't Know   19
                                                    3%

Table 74
QH8. Is your current job the first job you obtained after leaving your
program?

                                                  Total

Base: Those Who Started   130
Working For The Employer After
Graduated

Yes	72
	55%
No	48
	37%
Don't know	2
	2%
No Response	8
	6%

Table 75

QH9. When you were selected for this job, what was the minimum level of education needed to get this job?

	Total
Base: Those Who Started Working For The Employer After Graduation	130
Some high school	3
	2%
High school diploma/ certificate	18
	14%
Some postsecondary education	4
	3%
Some college, CEGEP or similar institution including nursing school	1
	1%
Diploma or certificate from college, CEGEP or similar institution including nursing School	22
	17%
College Degree (Applied Degree)	21
	16%
Bachelor/undergraduate degree (e.g. B.A., B.Sc., B.Ed.)	29
	22%
Other general job skills	1
	1%

No qualifications specified   8
                                    6%

Other   6
             5%

Refused   1
             1%

Don't know   16
             12%

Table 76
QH10. You indicated that you are self employed. When did you start your business?

	Total
Base: Those Who Are Self Employed	26
Prior to starting my program at ...	9 35%
While in my program at ...	7 27%
After I graduated from ...	10 38%

Table 77
QH11. Is your job related to your college degree?

	Total
Base: Those Who Are Employed	702
Yes, very related to the training I received	230 33%
Somewhat related to the training I received	144 21%
Not related to the training I received	297 42%

Don't Know   13
                                         2%

I prefer not to answer   18
                                         3%

Table 78
QH12. Have you ever been employed since leaving your program?

                                       Total

Base: Those Who Are Not   255
Employed

Yes   43
                                        17%

No   106
                                        42%

Don't know   18
                                         7%

No Response   88
                                        35%

Table 79
QH13. People may not be working for a wide variety of reasons. What is the
main reason you are not employed?

                                       Total

Base: Those Who Have Never   106
Been Employed Since Leaving
Degree Program

Not enough jobs were available   14
                                        13%

Not enough jobs were available   7
where I can use my training   7%

Available jobs required more   11
work experience than I have   10%

Jobs with suitable pay were   2
not available   2%

Training was not adequate to   2
meet requirements of available   2%
jobs

Still in school   49
                                     46%

Not yet legally entitled to   3
work in Canada   3%

Caring for children or family/   1
pregnant   1%

No particular reason   4
                                   4%

Other   13
                                 12%

Table 80
QH14. Was your last job related to your college degree?

	Total
Base: Those Who Have Ever Been Employed Since Leaving Degree Program	149
Yes, very related to the training I received	26 17%
Somewhat related to the training I received	20 13%
Not related to the training I received	72 48%
Don't Know	7 5%
I prefer not to answer	24 16%

Table 81
QH15. What is your current salary?

Total

Base: Those Who Are Employed   702

<$30,000   394
                                              56%

$30,000- $34,999   41
                                               6%

$35,000- $39,999   20
                                               3%

$40,000- $44,999   27
                                               4%

$45,000- $49,999   14
                                               2%

$50,000- $54,999   20
                                               3%

$55,000- $59,999   15
                                               2%

$60,000- $64,999   12
                                               2%

$65,000 or more   17
                                               2%

Don't Know   66
                                               9%

I prefer not to answer   76
                                              11%

                         Table 82
        QH16. What was your salary before you were unemployed?

                                            Total

Base: Those Who Have Ever Been   149
Employed Since Leaving Degree
Program

<$30,000   60
                                              40%

$30,000- $34,999   6
                                               4%

$35,000– $39,999	7	
	5%	
$40,000– $44,999	6	
	4%	
$45,000– $49,999	2	
	1%	
$50,000 or more	6	
	4%	
Don't Know	24	
	16%	
I prefer not to answer	38	
	26%	

Table 83
QH17. Since leaving your program, is/was your salary less, the same or more
than prior to attending the degree program?

	Total
Base: Those Who Were / Are Working Full-Time or Part-Time	201
Less	21
	10%
The same	56
	28%
More	52
	26%
I prefer not to answer	72
	36%

Table 84
QH18. Thinking about the demands of your job and the labour market, how would
you rate your satisfaction with each of the following aspects of your College
Degree?

SUMMARY OF SATISFIED / VERY SATISFIED

Total

Base: Those Who Did Not Discontinue After Enrolled In A College Degree Program	957
Course content	713 75%
Courses up to date	736 77%
Overall quality of instruction	647 68%
Equipment was up to date	687 72%
Theoretical knowledge	731 76%
Applied skills development in courses	717 75%
Preparation for the job market	598 62%
Useful in achieving my goals after graduation	640 67%

Table 85

QH18. Thinking about the demands of your job and the labour market, how would you rate your satisfaction with each of the following aspects of your College Degree?

Course content

	Total
Base: Those Who Did Not Discontinue After Enrolled In A College Degree Program	957
SATISFIED / VERY SATISFIED (NET)	713 75%
Very Satisfied	236 25%

Satisfied	477
	50%
Neutral	120
	13%
Dissatisfied	22
	2%
Very Dissatisfied	16
	2%
Not Applicable	86
	9%

Table 86
QH18. Thinking about the demands of your job and the labour market, how would you rate your satisfaction with each of the following aspects of your College Degree?

Courses up to date

	Total
Base: Those Who Did Not Discontinue After Enrolled In A College Degree Program	957
SATISFIED / VERY SATISFIED (NET)	736
	77%
Very Satisfied	293
	31%
Satisfied	443
	46%
Neutral	96
	10%
Dissatisfied	25
	3%
Very Dissatisfied	13
	1%

Not Applicable   87
                                             9%

                        Table 87
QH18. Thinking about the demands of your job and the labour market, how would
you rate your satisfaction with each of the following aspects of your College
                         Degree?

                Overall quality of instruction

                                           Total

Base: Those Who Did Not   957
Discontinue After Enrolled In
A College Degree Program

SATISFIED / VERY SATISFIED   647
(NET)   68%

   Very Satisfied   216
                                             23%

   Satisfied   431
                                             45%

Neutral   144
                                             15%

Dissatisfied   58
                                              6%

Very Dissatisfied   18
                                              2%

Not Applicable   90
                                              9%

                        Table 88
QH18. Thinking about the demands of your job and the labour market, how would
you rate your satisfaction with each of the following aspects of your College
                         Degree?

                Equipment was up to date

                                           Total

Base: Those Who Did Not   957
Discontinue After Enrolled In
A College Degree Program

SATISFIED / VERY SATISFIED   687
(NET)   72%

  Very Satisfied   289
                                        30%

  Satisfied   398
                                        42%

Neutral   117
                                        12%

Dissatisfied   38
                                         4%

Very Dissatisfied   16
                                         2%

Not Applicable   99
                                        10%

Table 89
QH18. Thinking about the demands of your job and the labour market, how would you rate your satisfaction with each of the following aspects of your College Degree?

Theoretical knowledge

                                      Total

Base: Those Who Did Not   957
Discontinue After Enrolled In
A College Degree Program

SATISFIED / VERY SATISFIED   731
(NET)   76%

  Very Satisfied   264

	28%
Satisfied	467
	49%
Neutral	104
	11%
Dissatisfied	20
	2%
Very Dissatisfied	10
	1%
Not Applicable	92
	10%

Table 90
QH18. Thinking about the demands of your job and the labour market, how would you rate your satisfaction with each of the following aspects of your College Degree?

Applied skills development in courses

	Total
Base: Those Who Did Not Discontinue After Enrolled In A College Degree Program	957
SATISFIED / VERY SATISFIED (NET)	717
	75%
Very Satisfied	305
	32%
Satisfied	412
	43%
Neutral	87
	9%
Dissatisfied	43
	4%
Very Dissatisfied	16
	2%

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Not Applicable   94
                                       10%

Table 91
QH18. Thinking about the demands of your job and the labour market, how would
you rate your satisfaction with each of the following aspects of your College
Degree?

Preparation for the job market

                                      Total

Base: Those Who Did Not   957
Discontinue After Enrolled In
A College Degree Program

SATISFIED / VERY SATISFIED   598
(NET)   62%

  Very Satisfied   225
                                        24%

  Satisfied   373
                                        39%

Neutral   162
                                        17%

Dissatisfied   57
                                         6%

Very Dissatisfied   37
                                         4%

Not Applicable   103
                                        11%

Table 92
QH18. Thinking about the demands of your job and the labour market, how would
you rate your satisfaction with each of the following aspects of your College
Degree?

Useful in achieving my goals after graduation

                                      Total

Base: Those Who Did Not Discontinue After Enrolled In A College Degree Program	957
SATISFIED / VERY SATISFIED (NET)	640 67%
Very Satisfied	237 25%
Satisfied	403 42%
Neutral	141 15%
Dissatisfied	32 3%
Very Dissatisfied	24 3%
Not Applicable	120 13%

Table 93
QH19. Please rate your level of agreement with the following statement:
When I started my College Degree program, I was academically prepared for it.

	Total
Base: Those Who Did Not Discontinue After Enrolled In A College Degree Program	957
AGREE / STRONGLY AGREE (NET)	769 80%
Strongly Agree	380 40%
Agree	389 41%

Neither Agree nor Disagree   79
                                                   8%

Disagree   47
                                                   5%

Strongly Disagree   6
                                                   1%

Not Applicable   56
                                                   6%

Table 94
QH20. Would you recommend a college degree to someone else?

                                               Total

Base: Those Who Did Not   957
Discontinue After Enrolled In
A College Degree Program

Yes, would recommend   836
                                                  87%

No, wouldn't recommend   46
                                                   5%

Don't know   67
                                                   7%

No Response   8
                                                   1%

Table 95
QI1. What is your gender?

                                               Total

Base: Total Respondents   1056

Male   558
                                                  53%

Female   492
                                                  47%

Don't Know   6
                                       1%

                              Table 96
                              QI2. Age

                                    Total

Base: Total Respondents   1056

Under 18   1
                                        *

18 to 20   269
                                      25%

21 to 24   413
                                      39%

25 to 34   269
                                      25%

35 to 44   31
                                       3%

45 to 54   16
                                       2%

55 +   8
                                       1%

Refused/Prefer not to answer   49
                                       5%

Mean   24.1

Standard Deviation   6.2

Standard Error   0.2

                              Table 97
  QI3. Before attending the College Degree program, what was the highest level
                  of education that you had obtained?

                                    Total

```
Base: Total Respondents               1056


Less than a high school                  7
diploma                                 1%

High school diploma or GED             730
                                       69%

Trades program certificate or           17
diploma (Apprenticeship and             2%
Entry Level Trades Training)

Completed non-trades college           158
diploma / certificate or CEGEP         15%

Completed college degree                17
                                        2%

University certificate or               60
diploma below bachelor level            6%

Completed university bachelor           56
degree (e.g. B.A., B.Sc.)               5%

Completed a professional                 2
degree (e.g. Doctor (M.D.),              *
Dentist (D.D.S.))

Completed an advanced degree             4
(i.e. Masters or Doctorate               *
e.g. MA, PhD)

Don't Know                               2
                                         *

Refused                                  3
                                         *
```

Table 98
QI4. Do you consider yourself to be an Aboriginal person?

```
                                      Total


Base: Total Respondents               1056


No                                     997
                                       94%

Yes                                     45
```

                                        4%

Don't Know/Refused   14
                                         1%

                            Table 99
  QI5. Do you consider yourself to be a member of a visible minority group
                     (other than Aboriginal)?

                                      Total

Base: Those Who Do Not   1011
Consider To Be An Aboriginal
Person

No   728
                                        72%

Yes   233
                                        23%

Don't Know/Refused   50
                                          5%

                           Table 100
              QI6. What is your primary language?

                                      Total

Base: Total Respondents   1056

English   853
                                        81%

French   31
                                          3%

Other   172
                                        16%

                           Table 101
      QI7. Do you consider yourself to be a First Generation Student?

                                      Total

Base: Total Respondents   1056

No   715
                                            68%

Yes   326
                                            31%

Don't Know/Refused   15
                                             1%

Table 102
QI8. Approximately how far away from your permanent home is the college you attend/ attended?

                                           Total

Base: Total Respondents   1056

Less than 25 kilometers (km)   368
                                             35%

25 to 49 km   290
                                             27%

50 to 99 km   152
                                             14%

100 to 499 km   160
                                             15%

500 km or more   86
                                              8%

Table 103
QI9. What was your approximate gross household income for 2009?

                                           Total

Base: Total Respondents   1056

Less than $20,000   147
                                             14%

$20,000 to $39,999   112
                                             11%

$40,000 to $59,999	91	
	9%	
$60,000 to $79,999	88	
	8%	
$80,000 to $99,999	71	
	7%	
$100,000 or more	123	
	12%	
Don't Know	305	
	29%	
Refused	119	
	11%	

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13   APPENDIX E – EMPLOYER DATA

```
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                              Table 1
             QA1.  How did you first learn about College Degrees?


                                    Total


Base: Total Respondents             378


College Degree Coordinator/          91
Placement Coordinator                24

College Program Advisory             21
Committee member                      6

Ministry of Training, Colleges        2
and Universities (MTCU)               1

Professional or accreditation         6
body                                  2

Industry colleague(s)                46
                                     12

College pamphlet/poster/flyer        15
                                      4

College website                      15
                                      4

Other website                         3
                                      1

Already provide co-ops               19
                                      5

From a student/graduate              20
                                      5

Prior knowledge                      73
                                     19

Communication with the college       17
                                      4

Contacted the college                12
themselves                            3
```

Other government/other programs	5 1
Word of mouth	20 5
Through their own employee	42 11
Other	25 7
Don't know	11 3

Table 2
QA2. Are you familiar with the MTCU's website on Degrees in Applied Areas of Study?

	Total
Base: Total Respondents	378
Yes	30 8
No	343 91
Don't know	5 1
Not applicable	- -

Table 3
QA3. Please indicate your level of agreement with the following statements about the MTCU website on Degrees in Applied Areas of Study:

SUMMARY OF AGREE / STRONGLY AGREE

	Total
Base: Respondents Familiar With MTCU's Website On Degrees In Applied Areas Of Study	30

```
I found the information on the          21
website to be useful                    70

The information on the website          17
answered all of my questions            57
```

Table 4
QA3. Please indicate your level of agreement with the following statements
about the MTCU website on Degrees in Applied Areas of Study:

I found the information on the website to be useful

	Total
Base: Respondents Familiar With MTCU's Website On Degrees In Applied Areas Of Study	30
AGREE/STRONGLY AGREE (NET)	21 70
Strongly agree	1 3
Agree	20 67
Neither agree nor disagree	5 17
Disagree	– –
Strongly disagree	– –
Not applicable	4 13

Table 5
QA3. Please indicate your level of agreement with the following statements
about the MTCU website on Degrees in Applied Areas of Study:

The information on the website answered all of my questions

	Total
Base: Respondents Familiar With MTCU's Website On Degrees In Applied Areas Of Study	30
AGREE/STRONGLY AGREE (NET)	17 57
Strongly agree	1 3
Agree	16 53
Neither agree nor disagree	6 20
Disagree	3 10
Strongly disagree	– –
Not applicable	4 13

Table 6
QB1. Please indicate your level of agreement with the following statements.

SUMMARY OF AGREE / STRONGLY AGREE

	Total
Base: Total Respondents	378
College degree students are well prepared when they start their Co-op at your workplace	283 75
College degree students possess the skills to utilize or adjust to advancing technology	325 86
Co-op/ work placements are	307

```
scheduled at convenient times              81
for our organization

College degree students bring             171
few interruptions to the                   45
workplace because less time is
needed to train them

Co-op/work placements help us             308
to recruit future employees                81

College degree students                   308
possess a blend of theoretical             81
knowledge and applied skills
that make them appealing
future employees
```

Table 7
QB1. Please indicate your level of agreement with the following statements.

College degree students are well prepared when they start their Co-op at your workplace

	Total
Base: Total Respondents	378
AGREE/STRONGLY AGREE (NET)	283 75
Strongly agree	63 17
Agree	220 58
Neither agree nor disagree	63 17
Disagree	23 6
Strongly disagree	6 2
Not applicable	3 1

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Table 8
QB1. Please indicate your level of agreement with the following statements.

College degree students possess the skills to utilize or adjust to advancing technology

	Total
Base: Total Respondents	378
AGREE/STRONGLY AGREE (NET)	325
	86
Strongly agree	84
	22
Agree	241
	64
Neither agree nor disagree	31
	8
Disagree	13
	3
Strongly disagree	3
	1
Not applicable	6
	2

Table 9
QB1. Please indicate your level of agreement with the following statements.

Co-op/ work placements are scheduled at convenient times for our organization

	Total
Base: Total Respondents	378

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AGREE/STRONGLY AGREE (NET)   307
                                              81

   Strongly agree   104
                                              28

   Agree   203
                                              54

Neither agree nor disagree   38
                                              10

Disagree   20
                                               5

Strongly disagree   6
                                               2

Not applicable   7
                                               2

Table 10
QB1. Please indicate your level of agreement with the following statements.

College degree students bring few interruptions to the workplace because less
time is needed to train them

                                            Total

Base: Total Respondents   378

AGREE/STRONGLY AGREE (NET)   171
                                              45

   Strongly agree   34
                                               9

   Agree   137
                                              36

Neither agree nor disagree   102
                                              27

Disagree   83
                                              22

Strongly disagree   15
                                                4

Not applicable   7
                                                2

Table 11
QB1. Please indicate your level of agreement with the following statements.

Co-op/work placements help us to recruit future employees

                                             Total

Base: Total Respondents   378

AGREE/STRONGLY AGREE (NET)   308
                                                81

   Strongly agree   128
                                                34

   Agree   180
                                                48

Neither agree nor disagree   42
                                                11

Disagree   12
                                                 3

Strongly disagree   6
                                                2

Not applicable   10
                                                 3

Table 12
QB1. Please indicate your level of agreement with the following statements.

College degree students possess a blend of theoretical knowledge and applied
skills that make them appealing future employees

                                             Total

Base: Total Respondents	378
AGREE/STRONGLY AGREE (NET)	308
	81
Strongly agree	92
	24
Agree	216
	57
Neither agree nor disagree	44
	12
Disagree	20
	5
Strongly disagree	2
	1
Not applicable	4
	1

Table 13
QB2. Do your College Degree Co-op students differ from other kinds of Co-op
students with respect to their knowledge and skills?

	Total
Base: Total Respondents	378
Yes	174
	46
No	98
	26
Don't know	56
	15
Not applicable	50
	13

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Table 14
QB3. In your own words, please explain your answer:

	Total
Base: Respondents Who Think College Degree Co-op Students Differ From Other Kinds Of Co-op Students	174
Better/more knowledge	23
	13
Better/more skills	46
	26
Students are more interested/ commited	19
	11
Better suited	19
	11
They have different skills	10
	6
Less desirable	13
	7
Other	36
	21
Not applicable	1
	1
Prefer not to answer	17
	10
None of the above	18
	10

Table 15
QB4. In general, how would you rate your satisfaction with Co-op/work
placement students from College Degree Programs?

Total

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Base: Total Respondents   378

SATISFIED/VERY SATISFIED (NET)   341
                                        90

  Very satisfied   141
                                        37

  Satisfied   200
                                        53

Neither satisfied nor   22
dissatisfied   6

Dissatisfied   7
                                        2

Very dissatisfied   3
                                        1

Don't know/refused   5
                                        1

Table 16
QC1. Have you previously hired a graduate of a College Degree program?

                                       Total

Base: Total Respondents   378

Yes   242
                                        64

No   123
                                        33

Not applicable   13
                                        3

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Table 17
 QC2. When was the last time you hired a graduate of a College Degree program?

	Total
Base: Respondents Who Hired Graduate Of A College Degree Program	242
Less than 6 months ago	89 37
6-12 months ago	47 19
13-18 months ago	32 13
19-24 months ago	21 9
Over 24 months ago	44 18
Don't Know	8 3
Refused	1 *

Table 18
 QC3. When you selected the graduate for this job, what was the minimum level
of education needed to get this job?

	Total
Base: Respondents Who Hired Graduate Of A College Degree Program	242
Some high school	2 1
High school diploma/	15

certificate	6
Some postsecondary education	6
	2
Trade or vocation (apprenticeship) diploma/ certificate	2
	1
Some college, CEGEP or similar institution including nursing school	8
	3
Diploma or certificate from college, CEGEP or similar institution including nursing school	66
	27
College Degree (Applied Degree)	72
	30
Some university	1
	*
University diploma or certificate below bachelor's level	1
	*
Bachelor/undergraduate degree (e.g. B.A., B.Sc., B.Ed.)	18
	7
Master's degree or higher	4
	2
Other general job skills	21
	9
Co-op placement	1
	*
No qualifications specified	10
	4
Other	4
	2
Refused	1
	*
Don't know	10
	4

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Table 19
QC4. How easy or difficult was it for your organization to get suitably
qualified applicants with college degrees?
Would you say that it was:

                                        Total

Base: Respondents Who Hired   72
Graduate With Minimum
Requirment Of College Degree
(Applied Degree)

EASY/VERY EASY (NET)   34
                                        47

  Very easy   7
                                        10

  Easy   27
                                        38

Neither easy nor difficult   25
                                        35

Difficult   10
                                        14

Very difficult   1
                                        1

Don't know   2
                                        3

Table 20
QC5. Is/was the job related to the employee's college degree?

                                        Total

Base: Respondents Who Hired   72
Graduate With Minimum
Requirment Of College Degree
(Applied Degree)

```
Yes, very related to the                    60
training they received                       83

Somewhat related to the                      12
training they received                       17

Not related to the training                   -
they received                                 -

Don't Know                                    -
                                              -

Prefer not to answer                          -
                                              -
```

Table 21
QC6. What is the average starting salary of the college degree graduate/s
that your organization employed/employs?

```
                                           Total


Base: Total Answering                       361


Less than $30,000                            48
                                             13

$30,000 - $34,999                            58
                                             16

$35,000 - $39,999                            38
                                             11

$40,000 - $44,999                            40
                                             11

$45,000 - $49,999                            20
                                              6

$50,000 - $54,999                            11
                                              3

$55,000 - $59,999                             4
                                              1

$60,000 - $64,999                             2
                                              1

$65,000 - $69,999                             2
                                              1
```

$70,000 – $74,999	– –
$75,000 – $79,999	– –
$80,000 – $84,999	– –
$85,000 – $89,999	– –
$90,000 – $94,999	– –
$95,000 – $99,999	– –
$100,000 or more	– –
Don't Know	96 27
I prefer not to answer	42 12

Table 22
QC7. Your company has not previously hired a College Degree graduate; please tell us why not.

	Total
Base: Respondents Who Did Not Hire Graduate Of A College Degree Program	123
We have not been hiring because of the economic downturn	19 15
The College Degree graduates who applied were not a good fit for our firm	7 6
The College Degree graduates who applied were not sufficiently skilled	7 6
College Degree graduates are overqualified for the	1 1

positions for which we often
hire

| We would like to hire College Degree graduates but have been unable to get any applicants | 14 11 |

We found more suitable
candidates elsewhere   11
                                         9

No positions available   41
                                        33

No applicants holding a degree   1
                                         1

New experience   8
                                         7

No Authority/policy to hire   2
                                         2

Other   15
                                        12

None of the above   11
                                         9

Table 23
QC8. Please indicate your level of agreement with the following statements:
College Degree graduates ...

SUMMARY OF AGREE / STRONGLY AGREE

                                      Total

Base: Total Respondents   378

Have a higher level of skills   161
than other program graduates   43
with similar training
backgrounds

Are more job-ready than other   177
program graduates with similar   47
training backgrounds

Possess a blend of theoretical   311
knowledge and applied skills   82

Have a professional attitude   278

```
(e.g. are punctual, reliable          74
etc.)

Work well in team settings           306
(e.g. are collaborative)              81

Possess the job ready skills         260
they need for our workplace           69
```

Table 24
QC8. Please indicate your level of agreement with the following statements:
College Degree graduates ...

Have a higher level of skills than other program graduates with similar
training backgrounds

```
                                    Total


Base: Total Respondents              378


AGREE/STRONGLY AGREE (NET)           161
                                      43


  Strongly agree                      30
                                       8


  Agree                              131
                                      35

Neither agree nor disagree           116
                                      31

Disagree                              56
                                      15

Strongly disagree                      6
                                       2


Not  applicable                       39
                                      10
```

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Table 25
QC8. Please indicate your level of agreement with the following statements:
College Degree graduates ...

Are more job-ready than other program graduates with similar training
backgrounds

	Total
Base: Total Respondents	378
AGREE/STRONGLY AGREE (NET)	177
	47
Strongly agree	27
	7
Agree	150
	40
Neither agree nor disagree	106
	28
Disagree	58
	15
Strongly disagree	4
	1
Not applicable	33
	9

Table 26
QC8. Please indicate your level of agreement with the following statements:
College Degree graduates ...

Possess a blend of theoretical knowledge and applied skills

	Total
Base: Total Respondents	378

```
AGREE/STRONGLY AGREE (NET)            311
                                       82


   Strongly agree                      61
                                       16


   Agree                              250
                                       66

Neither agree nor disagree             45
                                       12

Disagree                               13
                                        3

Strongly disagree                       4
                                        1


Not  applicable                         5
                                        1
```

Table 27
QC8. Please indicate your level of agreement with the following statements:
College Degree graduates ...

Have a professional attitude (e.g. are punctual, reliable etc.)

```
                                     Total


Base: Total Respondents              378


AGREE/STRONGLY AGREE (NET)            278
                                       74


   Strongly agree                      52
                                       14


   Agree                              226
                                       60

Neither agree nor disagree             61
                                       16

Disagree                               28
                                        7
```

Strongly disagree   6
                                           2

Not applicable   5
                                           1

Table 28
QC8. Please indicate your level of agreement with the following statements:
College Degree graduates ...

Work well in team settings (e.g. are collaborative)

	Total
Base: Total Respondents	378
AGREE/STRONGLY AGREE (NET)	306 81
Strongly agree	70 19
Agree	236 62
Neither agree nor disagree	50 13
Disagree	8 2
Strongly disagree	2 1
Not applicable	12 3

Table 29
QC8. Please indicate your level of agreement with the following statements:
College Degree graduates ...

Possess the job ready skills they need for our workplace

Total

Base: Total Respondents   378

AGREE/STRONGLY AGREE (NET)   260
                                            69

   Strongly agree   53
                                            14

  Agree   207
                                            55

Neither agree nor disagree   77
                                            20

Disagree   31
                                            8

Strongly disagree   3
                                            1

Not applicable   7
                                            2

Table 30
QD1. Do you have any additional comments about College Degree students or graduates?

	Total
Base: Total Respondents	378
Students were well prepared	29 / 8
They love the program/student	29 / 8
It depends on the student	12 / 3
Students are not prepared	32 / 8
Change time period of Co-op offering	5 / 1

```
Other                             22
                                   6

Not applicable                   171
                                  45

No comments                       35
                                   9

None of the above                 48
                                  13
```

```
                        Table 31
  QE1. From which College Degree program(s) do you currently take co-op work
                     placement students?
```

```
                                Total


Base: Total Respondents          378


Administration                    14
                                   4

Animation/Film and Media          52
Production/Music                  14

Accounting/Audit/Financial         9
Management                         2

Architecture                      20
                                   5

Athletic Therapy/Health/Health    49
Promotion                         13

Automotive Management/             1
Manufacturing                      *

Behavioural Psychology            30
                                   8

Biotechnology                     13
                                   3

Business                          33
                                   9

Child Development                  5
                                   1

Community and Criminal            12
```

Justice/Criminology and Corrections/Police/Security/ Paralegal	3
Computers/Software Development/Information Technology	49 13
Construction	9 2
Creative Advertising/ Illustration	76 20
Fashion Management/Interior Design	8 2
Flight Program	1 *
Golf Management	4 1
Hospitality/Tourism	30 8
Human Resources	4 1

Table 31
QE1. From which College Degree program(s) do you currently take co-op work placement students?

	Total
Base: Total Respondents	378
Industrial Design/Photonics	8 2
Engineering	14 4
Social Science (eg. Behavioural science)	9 2
Other	45 12
None of the above	19 5

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Table 32
QE2. You mentioned that you have previously hired a graduate / graduates of a
College Degree program.
From which College has your firm/organization employed College Degree
students?

                                          Total

Base: Respondents Who Hired   242
Graduate Of A College Degree
Program

Algonquin College of Applied   23
Arts & Technology   10

Centennial College of Applied   8
Arts & Technology   3

Conestoga College Institute of   16
Technology and Advanced   7
Learning

Fanshawe College of Applied   12
Arts & Technology   5

George Brown College of   19
Applied Arts & Technology   8

Georgian College of Applied   17
Arts and Technology   7

Humber College Institute of   37
Technology and Advanced   15
Learning

La Cite Collegiale   14
                                           6

Loyalist College of Applied   6
Arts and Technology   2

Mohawk College of Applied Arts   21
and Technology   9

Niagara College   24
                                          10

Seneca College of Applied Arts and Technology	19 8
Sheridan Institute of Technology and Advanced Learning	101 42
St Lawrence College of Applied Arts and Technology	26 11
Don't Know	18 7

Table 33
QE3. Please indicate the primary and secondary (if applicable) industry in which your company operates:

Primary

	Total
Base: Total Respondents	378
Agriculture, Forestry, Fishing and Hunting	3 1
Mining, Quarrying, and Oil and Gas Extraction	– –
Utilities	5 1
Construction	7 2
Manufacturing	27 7
Wholesale and Retail Trade	10 3
Transportation and Warehousing	8 2
Finance, Insurance, Business and Professional Services	37 10
Educational Services	24 6
Health Care and Social	77

Assistance	20
Arts, Entertainment, and Recreation	88 23
Accommodation and Food Services	26 7
Public Administration	8 2
Other Services	58 15

Table 34
QE3. Please indicate the primary and secondary (if applicable) industry in which your company operates:

Secondary

	Total
Base: Total Respondents	378
Agriculture, Forestry, Fishing and Hunting	2 1
Mining, Quarrying, and Oil and Gas Extraction	2 1
Utilities	1 *
Construction	2 1
Manufacturing	9 2
Wholesale and Retail Trade	10 3
Transportation and Warehousing	2 1
Finance, Insurance, Business and Professional Services	18 5
Educational Services	15 4

Health Care and Social Assistance	13
	3
Arts, Entertainment, and Recreation	20
	5
Accommodation and Food Services	11
	3
Public Administration	8
	2
Other Services	47
	12
Not Applicable	218
	58

14 APPENDIX F – STUDENT OPEN RESPONSES

QC2: I feel that my college degree is the right fit for my professional goals. In your own words, please explain your answer.
(used to be diploma) degree offers opportunity to further training and school (ie. advance to masters) and reduced amount of work experience to get accredited
1.Teachers have hands on experience 2. Field placement component is very useful
A business degree is useful to have for any position in pretty much any field, and an applied degree will give me a better understanding of the field itself.
A college atmosphere gives you the specific skills for your desired profession unlike universities degrees that are very general
A college degree allowed me to have hands-on experience which was important for me in order to be confident in my profession.
A college degree allows me to practise what I am learning as well as having a more advanced learning. This way I am completly prepared to work once I am done my schooling.
A College Degree equip with the knowledge I need to advance my career path in a friendly, small and interactive environment.
A college degree has a more realistic education to the real life, it's more application related, you learn more. There is a variety of choices, offers more choices to pick from, and the range of your learning can be larger.
A college degree is a right fit for my personal goals. It will show employers that i can stick to something for 4 years and not give up.
A college degree is nowhere near a university degree. A college usually has limited resources like faculty members, classroom/lab spaces, scholarships/bursuraies etc. As a result, a college student faces various problems, for instance, conflicting class t
A college degree is seen to be equal to a diploma. it is not seen as a degree. It will not let you pursue further post-secondary (graduate) studies at a university.
A college degree offers the hands on skills that I am interested in acquiring. However, I would prefer the program length of a diploma but there is not diploma offered for that area of study at the school
A college degree will make me a better competitor for future job opportunities.
A college degree would equip me with the knowledge, skills & credentials to support myself
A college diploma gives me a more hands on experiance towards my career goal, as opposed to a university degree, where it is mainly based on theory. I am able to learn from a professor who has had experiance in the field that I wish to get into, and I fee
A degree allows me to work outside of the country and makes me more appealing to employers within

Canada.
A degree give the the position/oppertunity to move forwerd
A degree in Applied Arts in animation offers me the time and resources to learn the specific skills required of me in the industry, as well as allows me the oppurtunity to create a portfolio and recieve critiques from my teachers.
A degree in Applied Business seems more impressive than most.
A degree isn't needed to play music. In pursuing the degree, many courses were too heavy on theory of questionable value. Also, the academic offerings were too narrow to be of much value. For example, there was only one science elective available at any o
A degree would have been better than a certificate, but I was not able to get into university
A lot of hands on experience and placement hours.
A wide array of possible jobs, and what I want to go into is one of the options, so its perfect.
Actually i want to do something in hte computers and i find this degree and then i go for it
After being educated, I see how important everything that we learned is. I feel very confident going into the workforce from everything we've learned.
After completing my degree, my goal is to get my masters degree in my desired area of study.
After graduating had a hard time finding a job as employers preferred university degrees and did not think much of college degrees often associating them with diplomas. Also, no university in Canada i have contacted is willing to accept my college degree
After high school i didnt know exactly what to get into and do in the future. However I did wanted to get a degree to be safe with work opportunities. I do like construction, but i also like business and a few other fields. This degree wil give me the abi
After taking a 4 year degree program Humber created a certificate program for the same profession without removing the degree program as well. In my case, professionals in the field feel I am over qualified and it is making my chances of finding a job har
Allows good hands on experience along with communication and writing skills.
Although my program was focused on technology, it also had a number of courses in business. A good match, as I am currently working as a Business Analyst.
Although this program is stimulating, I fear that the field is moving along quickly, and the program is not being updated in a timely fashon. Skills learned in class may be outdated once one enters the workforce.
Answering this question is not easy because i want to create something for everyone and im going to learn how to do it
Applied skills.
As I am currently not started in the program yet, Just the way the book outlined the course, it had everything I really wanted and it was the best program for me overall

Athletic therapy can be done only at specific schools

Basic skills to work in the field.

Basically, with the current market, I wasn't learning anything, and anything I learned I had to teach myself. The courses offered weren't useful for the industry.

Because as a degree, it didn't really matter for what kind of degree it was, the only thing that mattered was the things you can do, a certificate of skills.

Because at other institutions i wouldn't have got placements and thats what i was looking for.

Because didn't finish the course

Because for business it is better to know to practice the knowledge rather than just purely theoretical

Because i'd have to take another 2 yrs of university and a year of teachers college after i'm done my degree.

Because I'm applying while learning, because right now I have co-op.

Because I'm more interested in the facility management side of the program.

Because I am going into music performance, I strongly believe that the college experience is what will benefit me msot. I think that the hands on approach provided by colleges is what a performer needs as opposed to more analysis that you would recieve at

Because i changed my goals.

Because I did the Diploma programme, which was great but in the Degree programme I had to take the same courses which was very frustrating.

Because I didn't finish the program.

Because I get practical experience as well as theoretical knowledge.

Because i have not gotten a job yet.

Because I know after this degree program, I will be able to develop my skills and help people and be in the career that I want to be in.

Because I learn the things I need to know.

Because I learned it was the right work path for me. I found out HR was better for me than science.

Because I plan to specialize with in the field of my choice.

Because I still haven't found a job that I'm really interested in.

Because I want to choose technology as my field, because there is a lot of job opportunities in this field, I think it is good for me.

Because I want to do my CHRP and a college degree gives me all the courses I need and I will get a degree and able to get my certification as well.

Because I want to teach in the university.

Because i wanted to become a behavioural psychiatrist so i'm learning exactly what i need to follow

this route. every course is necessary in order for me to achieve what i wanted in my future career.
Because I went to school to get a job and within 8 months I already found a job in my field.
Because it's always been my hobby or interest in computers. learning about computers in depth and how they work.
Because it's more hands-on than I would have at a university.
Because it's the main focus of the program. It gives you hands on experience and profound knowledge on the program.
Because it allows me to practice rather than just read about it and instead of answering questions, you are actually doing the work that you would do on the job.
Because it has stuff I want to do but not everything completely. I plan to adding other stuff to the things I've already learned.
Because it is offering a hands-on experience to the schooling which I wanted.
Because it is the only school that offers the degree for the program so it gives an advantage to other degree.
Because it offers for co-op term. I've already completed 3, they've all been a good experience and all have been different from one another and I'm enjoying the program very much.
Because it provided me with the skills that I use everyday. Technical and non-technical. I'm really glad that I was in the program, it paid off. The combination of the degrees and applied research projects increased the values of my degree.
Because it provides me with experience. University provides you with theory and college degree provides you with hands-on experience.
Because it was my favorite choice.
Because my placements gave me the practical experience along with really great in class knowledge.
Because of co-op experience I will receive before I graduate
Because of my background as a doctor.
Because of the co-op program and I have being doing some jobs and I found it useful what i learned in schools
Because of the hands on experience, I believe that I would gain more knowledge, experience and understanding in my field of study.
Because of the licensing, ratings and pretty much the knowledge they provide for the airline.
Because of the sheer lack of organization and very poor execution and outright lying they did about the workload (several classes were called "split" but were actually two courses with a full course load, and full amounts of work) and the sheer amount of
Because the degree that seneca had was focused mostly on the technicality of the whole thing and it helps you in your profession.

Because the degree was geared towards doing I.T toward healthcare but the job i have now has nothing to do with healthcare, it is just I.T.
Because the degree would be the most appropriate for me.
Because the field i wanted to get into which is manufacturing is a field i really wanted to get into.
Because the practicality of the college degree was precise to my career goals but on the other hand it wasn't diverse so i couldn't do what i wanted to do in the future.
Because the professors are not experienced in the field and the developmental state of the program is lacking.
Because this will give me enough experience and certificates for the jobs I may apply in four years. Gives me pretty good guidance.
Because uni has too much book work for an artistic course in my opinion
Because we get the field experience. better to have hands on experience than just book knowledge.
Because what I am doing, I don't really need a degree, but it will look nice when I graduate.
Before i enrolled i knew the industry that i wanted to go into and it fit what i wanted to do. it was easy because they offered a lot of programs that i wanted to get into. it gave me more opportunities within that field.
Being a nurse and being in the military in the sense of helping others and having that leadership capability. i combined different aspects of who i am into a degree.
Being enrolment in a College degree provides a competitive atmosphere for dynamic self-improvement on my instrument and enables me to meet many new talented people in the work field who bring opportunities for work so I can ultimately make a living at som
Being in sciences, employers look for a university degree. Having a college degree, to them, isn't equivalent.
Being in the aviation program teaches me the practical lessons for the future.
Ce programme me permet d'apprenre toute la thérorie ainsi que les manipulations en laboratoire nécessaire pour le marché de travail. Les professeurs sont très connaissant.
Challenges I face at my school is extremely hard, if I could get through this, after graduation will be much easier.
CHRP designation, continue to get certificate and a membership.
Co-op experience; the hands on learning makes me more attractive to employers. The information is accurate and is taught by professionals
Co-op internship was hands on experience. The teachers have experience and inform us about it. And the experience is more hands on. People show you how to prepare for the financial industry.
Co-op placement will provide work experience in the field. Plan to do my masters degree and will get an option to do so from current college
Co-op was very important

Co-op, three tiered consulting courses working in the industry,
College degree allows me to go into several different type of careers.
College degree are mostly hands-on and very practical oriented than university degrees.
College degree is a good stepping stone for post graduate studies.
College degree is giving me hands on which i wouldnt have recived in any university. Hands on is something thatis helping we work in my co-op
College degree is not well recognized by employers.
College degree is similar to university degree but with co-op element.
College degree offers more hands on experience.
College degree program has a more hands-on approach, that will be more useful in job market than a University degree.
College degree will allow me to get a position in management.
College degrees aren't still widely recognized.
Compared to the university program I was enrolled in, this college degree has given me the time and opportunity to practice and play as well as a solid theoretical background. The actual playing experience is what's most important for the music field.
Computer security course is very broad category. I feel many of the students are getting short-shrift because the courses demand a level of knowledge they don't have. I have an advantage because I have a diploma in commuter field but students who do not m
Couldn't do my job without it, it me taught all the skills i need to have a professional career.
Credential help for future studies
Definitely best approach to my field of service. Getting practical knowledge in this field made a big difference
Degree had opened a lot doors but not everyone recognizes College Degree as equivalent to University degree.
Degree is better than a diploma because there is a professional ceiling to which person can reach
Degree program prepared me for to field and is a good intro for jobs in the field.
Did not receive relevent training to the industry today
Didn't like the program(the course matter itself).
Different experiences to draw from, wasn't pure business courses, wanting a degree in something different then what i do day-to-day
Directed to supply-chain management and the courses are a good fit.
Don't know my own professional goals
Dont really like the program i'm in.

During the course of study i obtained certain designations and they helped me in my career
Employers do no think college not equivalent to University degree. Most Universities do not consider College degree sufficient for MBA program.
Engineering related, and related to the workforce.
Entered into an employment position where post-secondary education was not an asset. Have yet to explore other fields that will determine whether or not my college degree is an asset over university degree or college diploma
Everything I learned will be useful in my upcoming job.
Faculty are supportive; Co-ordinator is responsive; student services (e.g., Writing, Centre, LRC) excellent.
Feel it is a good program and they have the right idea, however i am not impressed with the limited amount of courses there is to choose from
Felt it was pushing towards the wrong direction; pushing towards manufacturing rather than the other forms of business that were more stable at the time.
Fits my personality, computer degree, love working and programming with computers
Focuses on human resources
Focuses on specifics and also gives you knowledge on other areas.
Focuses on the buildings that ill work in and on.
Following my graduation from Humber College, i would like to attend law school and taking this program will enable me to do so
For aviation i could have done the same curriculum through flight school and i could have worked while i was doing it so i would have had a lot more free time. we put up with a lot of extra stress which is unnecessary.
For me personally i thought it was pretty good but I would have personally chose a different path.
For now I think it may work but I want to do my master's program later on
For personal reasons-health
For the airlines they are looking for someone that has a degree, so I am looking to get the hours and my degree art the same time.
For the practical(applied skills) aspect
For what I've heard from people who are further on in the program, it's a good for getting a job after I graduate and I'm also very interested in the program.
From having a college degree, i can go to university and study further. Next, i want to graduate having a degree instead of a diploma and this is a good preparation for university.
Gave her an all around feel for business, aswell as the internationals and globalization
GBC's Degree program is tailored to my future profession and will allow me to challenge the CFP

designation once the degree is complete.

General stuff now, but after will specialize.

Get a pretty good job when I am done, because it's preparing for the workforce I guess.

Get more education, more background information about the field, better prepares you for the workforce.

Give's me the business side of the fitness field I am working in.

Given opportunities to apply skills (practical), and gives real life experiences

Gives me all the hands on experience/practice i will need for the real industry

Gives me hands on experience.

Gives me the technical experience I think I need for the work place.

Gives the training required to work in the industry, co-op term.

Gives tools necessary to qualify for desired profession

Gives you more freedom to choose which career i'm going to take.

Giving me the license I need would put me where I want to be. Putting me where I want to be when I graduate.

Going into aviation requires more hands on and I actually get a degree instead of a diploma. Also, a college degree is a lot cheaper than a university degree.

Good background information but that's all it was. The program was not specific, too general.

Good balance of practical and theoretical

Good fit, designed for industry which is my area.

Grâce au programme de Baccalauréat en technologie appliquée-Biotechnologie je vais pouvoir faire directement une maîtrise dans le domaine que j'ai toujours voulu exercer due à La Cité collégiale! J'adore ce programme fait dans un collège qui est autant et

Had interest in technology, course fit interest for desired fields, and for a hobby as well

Hands on, co-op all terms. professors are good, the content is related to "real world".

Having a College Degree, it will give me more experience and skills towards the field I am pursuing. Being young and already graduated a College Diploma program, it will give me more time to determine what I want to do in the end result.

Having a degree was adventagous when applying for my current position, however not required

Having a progam that was previously a 3 year diploma program updated to a 4 year degree program meant a loss of more hands-on courses (due to the introduction of more academic courses) and consequently there were less industry trained professionals enroll

Having graduated from the Fashion Arts program, the college degree program allows me to complete a degree in the shortest amount of time. This is extremely important to me because I have consistenly

worked full time (in my indistry of focus). I look for

Honestly because of the co-op you get experience with the degree.

Hr was something I wanted to get into.

Humber's college degree gave me lots of practical knowledge and set me up in a way that I could handle any particular music endeavor that would come my way.

Humber's music degree program is the only program I am aware of that combines performance and production, along with the directed recording project that gives all graduates a full length CD.

Humber's music program combines performance, theory, composition and other musical areas, with practical ensembles and real-life music business courses. I feel that, in terms of becoming a practicing musician, I am way ahead of people from universities.

Humber college allowed me to upgarde my diploma to a degree by attending an additional 2.5 years of schooling.

Humber is a fantastic school, and my program is lead by practical musicians whose skills translate completely to the real world and help immensely in the classroom.

Humber offered me an exception program, lead by an elite group of faculty, which provided me with a very learning friendly environment. My college degree program at Humber provided me with the skills I need to work in the field I love AND pursue graduate

I'm a musician. A club or a bar doesn't care if you have a degree or not, they care if you can bring in a crowd. A music degree isn't that valuable to begin with if you're going to be doing touring/live performance when you're older.

I'm an American. Most American companies in my field expect employees to have at least a Bachelor's Degree. Also, the skills I learned are directly applicable to my day-to-day responsibilities.

I'm applying for a job in banks, insurance companies etc. A lot of companies I already applied for look positively towards my degree since I have a lot of experience in the field, because of the co-op I have done.

I'm confused about what career path after I complete my degree to take. I am majoring in fashion and know it is a hard industry to break into.

I'm definitely a social person, I want to help people, social services would be best suited to my personality and i really enjoy working with people so its a good place for me

I'm doing all the tasks at work based on stuff i learned in college.

I'm happy with what I'm learning, and the teachers are very helpful.

I'm interested in software technology, and they give a lot of experience in doing what I want to achieve.

I'm learning what I do and do not like about the profession. There's a lot more you can do with the degree than most people think. It is very architecturally based.

I'm looking to get into the airline industry, so this degree will provide practical experience and the knowledge I need.

I'm more focus learning in business. I wanted to know more about the financial world, that is why I chose it.

I'm not completely sure as to what I would like to do after I finish the degree program. More school might be an option or entering the work place.

I'm planning to work for a computer company after I graduate.

I'm really interested in business and this is what I wanted to do when I grow up. I want to work in HR or open up my own firm.

I'm very interested in ID and because it's a degree programme(longer 4yr).

I'm working right now in the Government. I deal with a lot of stuff that I studied in school.

I've always considered teaching to be a goal of mine and although im earning a degree, i feel as though the program doesnt help me earn credits in other areas that could help me become a teacher. i didnt feel that the gen ed courses were set up in a way t

I've been able to have experience with the kinds of jobs I want and I've gotten practice through co-ops which prepared me for my career.

I've been having the opportunity to work on my field, since my program has as requirement a coop period, and everyting I learned at school has been very useful on my work term.

I've been told that my program may not specifically recognized in other countries or in Canada

I've got the best job right now out of college.

I ideally want to continue on from my program to University.

I already have 2 job offers and i have job offers from overseas that i will be pursuing soon.

I always wanted to become a pilot. It's one of the best programs for aviation in Canada and I couldn't imagine being anywhere else.

I always wanted to further develop my drawing skills, illustration was a program that offered endless opportunities for skill developing and future employment advantages.

I am a hands-on person , so the practical training suits me better than a University program would.

I am aiming for working in a business or maybe running my own business and I think that my program is the right fit for it

I am aiming to specialize in Accounting with my Bachelor's Degree. It is recognized by the Certified General Accountants Association of Ontario, the Certified Management Accountants of Ontario, the Institute of Chartered Accountants of Ontario, the Financ

I am considering teachers college.

I am currently enrolled as a graduate student in Computer Science for my Master's degree. I will be starting my Ph.D. in the fall.

I am doing what i aspired to do and it was because of this degree

I am excited to get involved with my program at Humber. I have always been interested in criminals

and being able to learn more indepth about criminals in the justice system is so exciting! When I graduate I am hoping to work in jails or as a parole offic

I AM GOING INTO A FIELD WHERE NOT ONLY THEORY BUT HANDS ON TECHNICAL KNOWLEDGE IS A MUST, AND i WILL GET BOTH WITH A COLLEGE DEGREE

I am hoping so im not sure if it will get me where i want to be

I am hoping to get experience through workplacement..tht is my hope

I am looking for an accounting job.

I am not sure where I will concentrate, and courses are broad in scope, which will allow me to figure out what my specialty should be.

I am still unsure as to exactly what I would like my career to be when I graduate. Therefore I am unsure whether studying Human Resources will allow me to reach my goals.

I am very interested in mechanical engineering, and college degree offers both theoretical and practical aspects. I like that it has a hands on approach to the field, it's project based so we can use the theory part and implement it, which is good practic

I answered somewhat because I aspire to attend law school and become a practicing criminal lawyer and the criminal justice program is along that same field, however it is not law school.

I answered yes to the previous question because I believe that the field I am studying now is really the field of my interest and passion. And with these, I want to achieve that kind of profession.

I believe a college degree gears you towards being a skilled worker and doing well in your chosen proffesion.

I believe it gave me the skills and knowledge.

I believe that a degree will put me at an advantage against my competition when I am seeking my future career.

I believe that having a college degree differentiates me from other applicants and gives me an advantage in the workplace.

I believe that my college education will help me go towards my career path of flim making

I believe that the degree I will receive will open doors to working internationally, as many animation studios now require its employees to have a degree; however, the numerous electives we need to take remove many hours that should be developing my skill

I can get hands on experience in my field.

I can implement my knowledge.

I cant really know for sure because my degree has professional options so there is no real way to tell how well i will fare. because no matter what i specialize in i don't know how marketable i am until i get in the job market.

I chose my concentration in the first year, compared to other univeristy that you get access after the 3rd year. I found it beneficial. It did prepare for the work-force and I did get a job.

I chose to go back to Laurier U.
I could not attain the required experience using my first degree. The area was limited in that the jobs on offer would not allow me to further my studies.
I decided to go a different way.
I did get the knowledge, and helped me get into a master's program but a bit hard to find a job, may be because of the economical conditions
I did not see the main difference between a degree or a diploma in my specific field of study.
I didn't like the way program was run. The marking.
I didn't really have a good experience. Either it ran out a little too fast, the quality of teachers weren't good. I had one teacher who was teaching and said he didn't too much know what he was talking about.
I discovered that the skills gained in adult mental health are not enough/I don't qualify for jobs without master's degree.
I do intend to move into the management level in a technological role. i do believe the knowledge ive got through seneca in this degree has given me the knowledge i need.
I do not know for sure if the value of a college degree is the same as a university degree and/or if I will be able to get into a masters program at a university. Also I do not know if employers will give preference to a university degree over a college d
I do three different placements which helps me get ready for real job.
I don't know what exactly what i am going to do but gives me a broad idea.
I don't know what I want to do, my family encouraged the degree.
I don't need it to succeed in the areas that are important to me. The learning in the program I chose is all that I really care about.
I don't want to be stuck behind a desk so the degree is gonna help me in the future because institutions consider the college degree somewhat the same as university degree.
I ended up switching because i was tired of the program and a better program came along.
I enjoyed the marketing classes the most in my college degree program so I decided to move into a diploma program specialized in marketing.
I enrolled in the program unsure as to whether I would work as a college degree graduate or attempt to further my studies at a university, I had a brief period of time where I looked for work as a graduate and generally my applications were well recieved
I enrolled in this program to get a job specifically.
I entered the program expecting to learn more than what was offered in the 2 years Diploma program and also to return to school late on to gain another degree towards my future
I fear that a college degree might hinder my success in applying for Graduate programs.

I feel a degree is the perfect academic accomplishment to prove not only are you knowledgeable, but also can apply that knowledge in a practical way.

I feel as though a college degree will get me where I want to go, however I may have to work a bit harder because employers may lean towards people with a university degree.

I feel as though my college degree will give me the opportunity to develop my skills with a hands-on perspective. My degree program includes a co-op work term which gives me valuable experience which employers value when looking at job candidates.

I feel it is the right fit, because I look to pursue business in the future. However, I'm unsure specifically which area of business I may branch into. Also, I was accepted to U of T for International Relations, and now somewhat regret not accepting that

I feel like I'm learning everything I need to know to be part of the industry I'm going to be in.

I feel like I'm progressing, all the courses I have are very useful. It's today's work expectations.

I feel my degree first the Human Services, but limits people if they want to branch away from the public sector

I feel other 1 year and 2 year programs will not prepare you enough to actually fly a plane.

I feel people with a university degree have an advantage in getting into post-graduate programs.

I feel satisfied that I learned what i needed for my current occupation.

I feel that i am learning the skills that i need to go into the work place and become successful

I feel that I am not learning skills at the level I should be learning them in this program

I feel that I would still like to pursue further education to meet my goals/ambitions.

I feel that if I was in a different school, I wouldn't have made it this far. The one-on-one experience, the teachers know me by name, also it's the atmosphere.

I feel that in a workplace, a college degree is not viewed as reputable as a university degree.

I feel that my college degree is the right fit for my professional goals because It has the right classes in place for me and they are so well related to my future career path.

I feel that my college degree will benefit me in the future as opposed to having only a college diploma. With both attained I should be able to get a good job in my field of study. It is important to note, however, that a university degree would be a lot

I feel that my current degree will help in terms of finding better work but I feel it is also limiting when it comes to applying for masters programs. It is not as prestigious as a university degree.

I feel that some of my courses will benefit me in the career that i want to go in. Some of them were not necessarily what i thought they would be.

I feel that the college degree is more practical.

I feel that the degree was a good asset in terms of the theoretical knowledge and has been able to make me go on into a Master's degree.

I feel that the music degree at Humber provides alot of practical education and experience related to a music career (according to what I've heard from friends that attend there and musicians i know)

I feel that the program isn't geared enough towards my goal of doing my CAs, it is more focused on CGA or CMA certs

I feel that there are very few different oppertunites with this degree after graduation. Most if not all universities and professional schools in Ontario do not recgonize the degree. I feel like this program should not have been advertised as a degree if

I feel that this degree provides me with hands-on skills along with academic skills that combine to prepare me for my chosen field.

I feel that this degree will help me get a higher paying job and be sucessful in the industry I want to pursue

I feel that with a college degree, I get both the technical skills of a college education, and the intellectual side of a Bachelor degree.

I feel that with a degree and my experience I have a better chance of getting the job I want. It also gives me the hands-on experience.

I feel the mix of theory and application was to me benfit now, but i didnt feel that way when i was in the program. I only thought about the definicenies (i.e. it being from a college, not a university, not being a well known program, etc.) but now that

I feel there is very good professors and really interesting assignments and i'm sure i'm going to be in this profession.

I find business interesting, especially international business and i want to travel in the future so i find it a good fit for my future plans.

I find that our professors are very knowledgeable.

I found job immediately

I found out it wasn't exactly what i wanted to go into, they weren't helping me to continue on to the work I wanted

I get a mix of hands-on experience and theoretical experience

I get all my flying licenses and eventually that's all i need and along with a degree in aviation I can get a job in any airlines or flight companies.

I get the required hands on knowledge that is not available through other universities or college diploma's

I got a good job that i enjoy doing and i want to grow with the company i'm with and the degree program made that possible.

I got a job right after my education.

I got a job right away. Mostly everything I learned at school is in the job I have now.

I got a position as Team Leader at Mental health agency.

I got everything I wanted.

I graduated from a reputable university with a bachelor's degree in science. I failed to obtain a job after graduation, because my degree did not offer the necessary work related experience for me to get a job. I now have to start over and get a second de

I graduated with a Bachelor of Applied Arts in Paralegal Studies, and have since worked at a law firm. It's worked out ;)

I has already started result. The practical aspect of the program makes me more than ready to start my new career.

I have a family member who really likes the profession that she is in and it's very similar to my college career. I believe that this program will help me achieve my life satisfaction.

I have always wanted to work with people, but especially learn from people that teach me not only the theory of my career but also the practical part. I believe this is the only way that skills can be developed and exercised to fully understand and grasp

I have an internship in the field I wanted.

I have found it to be an engaging program and it has benefited me greatly. With an employer knowing that you are in a degree program you have more of a better chance to get hired.

I have friends who are in this program or graduated, some have taken the co-op so they recommended it to me. I'm not sure if the program fits the job or not. I just started this summer and only took 4 courses, so I'm not sure yet. I'll be more able to ans

I have had real-life experience though co-ops and other that have changed career plans.

I have learned a lot from some of the best in the country. I will use what I have learned for the rest of my life.

I have not been in class yet, and do not know how i will like it.

I have not started my degree program yet so i am unable to determine if it will fit my professional goals

I have to have this degree to register in my field.

I haven't graduated yet so I'm not sure if it will help me or not.

I hit a lot of walls and ceilings because college degree is "not a real degree" as I was told, it was hard to get into university, courses were recognized as not equivalent to university level, I felt I was treated worse than a diploma student because nob

I honestly don't know where I want to work after this program. I'm hoping that this program will be able to help me find a suitable career.

I hoped my college degree would give me more hands on practise and experience. I feel once i got into the field of work it was a different ball game. (So to speak)

I intend to become an actuary and University Degree would be better for that field.

I intended to get more hands-on learning in the education while still getting knowledge of a University

degree.
I know I am in the wrong field, but I enjoy the degree.
I know I wanted to work with people and gain that experience. People are so complex and I wanted the knowledge to critically look at their personal situation so that you can offer them the best advice. It is my professional goal because it gave access to
I learn better hands-on but I need to get a degree. Humber college meets my needs. Humber offers me experience, education, a degree, and only 4 years in school.
I learned what i wanted to learn but the degree program was phased out at the college and its like we don't exist anymore so i have no backup so i have not gotten where i want to be professionally and it would have helped if we got more support from the c
I like architecture.
I like business.
I like computer programming, I do it for fun and I do it for home work.
I like how we have the opportunities lincenses and certificates
I like that the classes are smaller than a university. I am familiar with school because of previous. This program is also shorter because of the college allowed me to transfer more credits than a University would have.
I like the aspect of the intership which will allow for furthing my career in the future
I like the combination of theory and practice and co-op and social interaction with fellow students.
I like the skill base the program has given me but there some lack of the recognition of the degree.
I like to get more knowledge for specific programs that i studied in the diploma program. also the co-op will involve the real job situations and different theory .
I like to work in the field of human services.
I like to write software and develop computer programs.
I liked that classes are taught by working professionals and focus on practical matters. The program left me well prepared for work.
I liked the degree, but the program itself was horrid. The program was not well administered. There were instances where the program was not in compliance with the law. Students would pointed this out to the instructors were deliberately failed.
I liked the more practical aspects.
I love management and have somewhat recently learned that I love the construction industry. Although unsure in which branch of construction management/consulting I'd like to go into ultimately, this program is definitely going to play a key role in gettin
I may change my mind of what I would like to do in the near future.
I need the degree program to take the following program, its a pre-requisite

I need to get into law school, don't know if this degree will get me in.

I needed specialized training and I had background in supply management already.

I plan on becoming a teacher when I'm done.

I plan to be a programmer after graduation and because the course trains me to be a programmer.

I plan to be in automotive design and the program will allow me to get the hands-on training to achieve my goal.

I prefer more hands-on learning, and the College degree offered that while still offering a degree.

I pursued electronics diploma before which is similar to my current program

I really want to go into international business, it's really specific. The classes are smaller, it's more personal.

I really wanted to get the basic skills down for computer programming and I feel college provides that better than university, where the focus is more on algorithms and less on computer programming.

I see a lot of benefit in having the theoretical knowledge and applied skills, work placement gets contacts and develops applied skills

I selected somewhat because I feel that the program needs some more science classes not just History classes within the electives, since I want to become a medical Illustrator.

I still don't know what I want to do.

I switched career plans so College degree became unnecessary.

I switched to the diploma program and i feel that i can get the same jobs as with a college degree.

I think it's the best for what I want to do.

I think it really applies to my profession, I encourage my colleagues on what I learned in school.

I think it teaches us what we need to know

I think its very specifically targeted to specific jobs, and that's what industries look for.

I think my professional goals have changed. Right now, I am more interested in trade.

I think practical experience is extremely important and while this program provides more practical experience than a University program that is not a substitute for real world experience.

I think that a college degree will give me a wider range of skills than a university business degree partly due to the co-op and also the hands on approach to teaching as well as smaller class sizes and individual attention

I think that every avenue will be open after my degree.

I think that having a degree is more valuable than a diploma, at the same time I am still able to get a hands on experience, as if i was in a diploma degree

I think that the college degree is a great fit for my career, but in terms of going back to school for post graduate education to further excel in my career, I have been experiencing resistance from post

graduate institutions.
I think the degree is relevant to what i am currently practicing. It helped in preparing my future career path.
I think the way the program teaches a management and business will allow me to get a management position. We have practical, not just theoretical knowledge of system design. The Co-op program will also be helpful.
I think they should teach us more hours and give us more practical assignments to improve our knowledge.
I thought and was told during my 1st year that this degree would count as an undergraduate degree when applying to law school. I found out in 2nd or 3rd year that it does not
I thought that I was going to get the best of both worlds (college and university), but it turned out to be worse than the other university degree. The university set out the requirements, taking away any type of learning from colleges. For example, our b
I thought that this degree would take me somewhere. i want to find my path through this.
I thought the college degree would be like a regular 4 years University Degree and I would be able to get into Law School. But that was not the case. I was under the impression the whole time, as the program I was in was the 1st year it was implemented.
I took development, but it didn't concentrate on different fields, and it didn't prepare me for jobs in my field.
I took some college degree courses in hopes I could eventually transfer to a University. I found out that I couldn't not get credit for all of my courses if I transferred to University so I left program.
I use most of what i've learned everyday in IT Security, taking this degree is the best decision i've ever made. I had the option of quite a few universities, but choose this path because I strongly believe in a mix of theoretical and practical hands on k
I used it as a stepping stone to continue my education
I want to help people and thats what i want to do.
I want a career in IT security and I feel this program will be helpful.
I want a career in management in areas such as supply chain, logistics and operations; and/or finance. This degree takes me closer to careers in these areas.
I want be a electrical engineer and I feel that a university degree would be better for that.
I want be part not only of the Interior Design Industry, however the Architecture Industry as well
I want to be a computer security professional, doing research and participating in the world-wide information security community. This degree program was the gateway to my professional life.
I want to be a lawyer and a paralegal degree can give me insight and knowledge, you also need a degree to go to law school. However, I know that it is very unlikely that i'll get into law school with a college degree.

I want to be a programmer. But education wise, programmers usually come from university
I want to be a Project Manager, and all the classes that I'm taking are putting towards that career option.
I want to be a Psychiatrist. I like the courses offered in this program, but am not too thrilled with a college diploma. I plan to transfer to a university that is more specialized in my area of interest, that will lead me towards being a scholar, not an
I want to be an airline transfer pilot and I can get that license through this program. I can also potentially get an aeronautical engineering certificate through program.
I want to be an entrepreneur, this one [program] concentrates more on global development
I want to become a project construction manager.
I want to become a SPC consultant and we are learning the system
I want to become a teacher and the degree is helping me achieve this goal.
I want to do character design, not animation, but animation teaches what i need to know in order to do so.
I want to get into hardware design as this program will prepare me for this industry.
I want to graduate qualified with practical experience.
I want to help people, especially child soldiers, and with this Psychology program I can help people not focus on their problems but be respectful individuals.
I want to learn as much as possible - the intro program was not enough
I want to practice as a paralegal once licensed. As well, I wanted to option of continuing my education by getting a masters.
I want to start a company, getting degree would make that easier.
I want to take an MBA and this program can allow me to take an MBA program.
I want to work in international business.
I want to work in the financial department and that will help me to get there.
I want to work in the pscyology fieal and this is giveing experience with the placement opportunity
I wanted a degree with hands on because I have a lot of friends in university, it's a lot of theory and when they get into the work force they have no idea what to do. I like that it's a good combination between theory and practicality. Conestoga has a go
I wanted a job working as a software developer and I got one.
I wanted it to show me to start my own business in Canada(Canadian laws). I also wanted to have computer skills.
I wanted to become a counsellor or continue onto graduate school.
I wanted to become a pilot and while the degree is helpful it is not necessary.

I wanted to do International Business and Development.
I wanted to further my knowledge in project management.
I wanted to get into hr and this program offered what I wanted.
I wanted to get into the financial industry.
I wanted to get the academic info from a degree progamme that I'd get from college and put into training through the placements we get, i want to do counseling, the psychology programme addresses that
I wanted to go into a career in mutual funds and the program gave me the necessary tools.
I wanted to go into marketing and management as a profession so the program does fit in it.
I wanted to go into the field of HR and thought that this degree program would provide me with the education to obtain a job in this field
I wanted to study information security since high school. Initially I did not think that there would be a university or college program that taught information security, so I applied for computer science programs. Then I found out that Sheridan offered a
I wanted to study jazz/contemporary music. Humber offers this degree course, which is fairly unique to Ontario. I want to go to teacher's college after, so even though I am going to a colelge I can still receive an applied degree from this program.
I wanted to work for a commercial airline and the program fit right in.
I wanted to work in the building industry but at a managerial level.
I wanted to work with children, it allowed me to do that.
I was a bit unsure but I'm in a co-op term right now and the things we learned are exactly what they are using in the field. It's very specialized towards the field, get more experience with equipment. Most universities don't offer specialized programs, t
I was able to go to a co-op program, get industry experience through the 2nd year with the co-op. I was able to fast track with the degree.
I was disappointed that promised courses were dropped. This action prevented me from entering my chosen field of choice.
I was expecting more options for further education (ie. Masters) after completing my degree.
I was interested in healthcare and information technology.
I was interested in the program and i wanted to learn more about it and the college degree offered that.
I was into the application, software development field. Me knowing the software development got me into the career that I am right now.
I was looking for something different from what i was doing. im not sure that this is exactly it but i definitely found the knowledge that i gained beneficial.

I was looking for to get into something in the financial services field.
I was looking to get into a more technical background
I was planning on policing so I just wanted a University degree. But thing changed and now I want a different field.
I wasn't all too sure about what I wanted to do in terms or post secondary. I got into universities, but I figured the hands on learning would be more beneficial with regards to film production. I was also debating taking graphic design instead of film, s
I wasn't sure program would be accepted in the real world.
I wasn't sure what I wanted to do. My original goal was something in the Arts field because I like art, but after going there for a while, I wasn't overly happy with the program and I changed my mind regarding the career I wanted to do. I ended up pursuin
I went on to get my masters, excepted straight from college degree program.
I will be studying International Business; however, I do have other goals. Therefore, it will somewhat, and not entirely, help me surpass my goals.
I wish to persue music as a career in whatever capacity becomes available to me. I am of the opinion that a school such as Humber will not only teach me the skills I need to advance my own musical development, but wil also hep direct me to a field in the
I wish to pursue a career in music, and the program I enrolled in will give me the chance to find a spot in many aspects of the music industry.
I worked for 3 years in construction while atending George brown and have now been working full time for a year and have found that I am using skills and knowledge gained from my program on a daily basis.
I would have liked to take Architecture but this is actually quite close. I'll be doing most of the stuff that I wanted to do (eg design small buildings, large interiors) which is not quite what I wanted to do but it's close.
I would like to be an entrepreneur and am learning interesting skills to attain my goals.
I would like to become a professional architect and the program doesn't give me that.
I would like to get a feel of human services and having the degree would enhance my chances of getting in.
I would like to pursue a career in information technology/e-business
If it was up to me i would be doing something i enjoy doing.
If not for poor decision making in high school, I would have gone straight to a university to pursue a bachelor of science, as I am now. None of the programs in college interested, challenged, or motivated me, they were just a means to an end.
If you are paying for a degree level education (university education) you should recieve the same level of education that those universities provide. I feel that if i attended university for the same program i

would have recieved a better education. Some

Illustration at Sheridan is the most prestigious school to graduate from, in my profession. Employers demand practicality over theory and that is exactly what Sheridan offers in the program.

In aviation there are a couple of ways to go: privately, college program or university program and aviation on the side. For me, this program is the best one because the classroom stuff we do is geared towards to the industry, as well as the flying portio

In finance you have to have designation after the degree. So college is good because you can get the designation while doing your degree.

In my specific program they focus on everything we need to know and cover it over four years whereas a non degree program may cover it over two years and not cover everything so I feel that in the end I am learning more and will have a bette knowledge of

In order to get my designation I need this program or three years of experience.

In order to get to where I want to be I need to earn the skills, and college will help me with that.

In order to pursue teaching at a post-secondary institution one needs a Masters Degree, which is not attainable without a Bachelors degree.

In order to work in this field you should have an accreditation.

In order to write the National certification exam for athletic therapy, you need to graduate from an accredited institution. Sheridan is one.

In terms of the program, it was a good opportunity to learn a bit about a lot. It's a good thing in terms of having a stabled position in the working career.

In the field that I studied for they only higher people with University degrees

In the past two years of my program I have repeated courses more then once because I feel that there is nothing more to teach the students. This year they have introduced a diploma program which is very similar if not identical to the degree program. The

In the practical feild of music, having a practical education as opposed to a theoretical one makes a lot more sense!

In this program I come into contact with many people and things that help me realize what kind of an artist I want to be. The people I meet, whether its a teacher, fellow student, or other members of the faculty help and inspire me to find my voice and my

Interested in buildings and construction

It's a great fit. The program pushes me hard compared to other Universities. It allows me to study instead of going partying compared to other Universities. It isn't like the other schools where it's just kids that come from high school.

It's a lot easier to understand how to do this kind of things instead of theoretical learning about them. In college I can also make connections and work in groups whereas in university you don't do that. I like the smaller classroom size.

It's a really good fit. I could apply for a large airline(Air Canada). It puts me above other college

degrees in my field at other colleges.

It's a right fit because you get more practical experience, more time for questions. In accounting things are not black and white, there are a lot of gray areas. Also, there is more interaction with the professors.

It's an interesting field with many jobs opportunities.

It's completely hands on and business experience. We got to learn business trends and it's pretty much teaching me for my career goals in the future.

It's covered all the different pathways I could take in my career because specifically at my company we began as developers then move into other roles like teach lead or management, so there's something to fit everyone's individual talents.

It's exactly what I want to be. It teaches you everything about being a pilot and it gets you hired easily.

It's given me a deeper perspective into human resources.

It's gives you all the licenses that you need for a career in the future and the appropriate training

It's good and not too heavy in theoretical concepts and is project based.

It's not a perfect learning environment, but it does achieve a lot of the goals I want and it covers a lot of ground. Being in 1st year of study right now, it's still early to say but there's a lot of good stuff in a college environment.

It's not a university degree, but it's still pretty good. At least I'll be provided with something to show that I went to school, so that's good. I'm hoping it's going to prepare me educationally to do a job in the future.

It's not very proteges, I will be getting my Masters from a University so I won't have to deal with this, I just want a higher level of education. I'm going to be in an exchange program which I'll be going to Germany to do a co-op there. That's something

It's practical, the co-op experience puts my foot in the door. The degree allows me to work immediately.

It's really not worth anything; especially within the feild I chose to follow.

It's the industry that is currently needed. It is something I like to study in.

It's the right program for my career choice.

It's what I need to succeed in life.

It's what i wanna do both theoretically and practically.

It can lead me to do my masters

It covers a lot of the subject matters I'm interested in. I also decided because of the co-op.

It didn't really help me with what i wanted to do. I wanted to open up my own business and it didn't help me with that.

It fits what I want to do. I want to work with young offenders and people in corrections. The field

placement gives an opportunity to test the field and not just get a degree and have no experience whatsoever.
It focuses on software and the development of programs which is exactly what i was interested in.
It gave me a lot more hands on experience as well as theoretical, i learned a lot through college learning tactics rather than learning straight out theory.
It gave me actual hands on experience of the career that I want to get into.
It gave me all the skills I needed to get out in the workforce and find a job. It also applies to different areas to find work because it's so broad. I didn't know what I wanted to do going into school, so it gave me the opportunity to try out different a
It gave me the appropriate business foundations.
It gave me the technical background.
It gave me the tools I needed to achieve my goals.
It gave the right tools to succeed.
It give me practical skills in my field.
It gives me a lot of opportunities and get me far ahead of other programs and I don't need a college degree to get into my field.
It gives me the level of education that universities offer for my field of studies but with the smaller class sizes and hands on skills required to succeed in my field of study
It grants sufficient academic, as well as practical background. It also have co-ops, which can help me get experience and get a feel for the industry.
It has a co-op and the college teaching method is far superior to university.
It has given me more of the hands on that I want I have a friend who is in university and does more textbook work than I do and that is the reason why I wanted to go to the college route than the university route.
It has set me up for to gain experience and practical knowledge from the co-op.
It helps me acheive my goials in life
It helps me participate in the program I want and gives me hands on experience.
It involves architecture and how to run a business which is what i want.
It is a degree program that related fashion and business. It is a new program and is not as extensive as my first choice, but it was more economical.
It is a further achievement in ECE (Early Childhood Education)
It is a more current degree (attended college 20 yr ago). It is an equivalency to a university degree program.
It is a very specific field, I would have preferred to do a Bachelor.
It is everything i need to learn and nothing more.

It is good in the long term. Airlines require a degree for their pilot. I am not at an airline, but eventually, I will be.

It is perfect because it teaches me the business end of fashion as well as everything ill need to know about fashion

It is providing me the skills I need for the field that I want to work in

It is tailored to becoming a professional pilot.

It is the proper training I need in the art field to help me in my business and future career. It encompasses all fields of art and illustration including film, graphic and commercial art. My skill level has also dramatically improved

It is what I wanted to do and Seneca college has a good reputation.

It makes sense to me for what I intend to do in the future.

It offered a lot of placement and work experience

It offers a wide variety of courses.

It offers courses in the field of work I am interested in working in afterward. A college degree is not as broad as a university degree, whereas most people with a university degree end up going to college afterward anyway.

It opens up a lot of doors.

It provided hands on experience. It also provided the opportunity to obtain co-op experience and see what the field is like.

It provided me with the experience in financial area and a co-op.

It seems quite hard to find employment in the music industry doing exactly what you want, but I feel that Humber prepared me for this and provided a plethora of skills that would enable me to work in the music field doing what I want as well as other brea

It seems to be the right fit because you get a co-op.

It seems to suit what I like.

It sends me in the right degree.

It sets you up best for the aviation career, it gives you the best range of licensing and ratings you need for it. Compared to the other colleges, it's the best.

It teaches me current construction knowledge which is what the industry is looking for when hiring

It teaches me skills that will be applicable to what I am going to do.

It trains you very well for the job market.

It was a good music education, but I am now studying Engineering

It was a specialized program, and the program content was specific to the job market.
Didn't finish because program was discontinued.

It was a stepping-stone for me to get my masters degree

It was for flying, all my instructors were really good, there were really experienced flight instructors & class room teachers. I'm currently instructing, and it all really helped me do my job better.

It was more for hobby/person interest

It was the perfect balance of realism and practicality for the field I was entering as well as a creative and enlightening approach to learning an artform

It wasn't something I wanted to become; it gave me insight into one aspect of IT.

It will align me into the goals I have for the future.

It will give me a more in depth pool of knowledge so that I can excel in my desired field, with confidence, after graduation.

It will help be become a registered interior designer.

It will help be pave a pathway towards other occupations in that chosen field

It would help me get to my professional goals

Its a field that im interested in and it will help me obtain a job in the field i want to.

Its geared towards becoming a commercial pilot.

Its really taught me a lot about what I'm interested in doing, and different populations I'm interested in working with, its provided a lot of [work] opportunities through my placement experiences.

Its the telecom degree and not many universities offer it.

Jazz studies, both theoretical and practical are crucial to my development both as a practicing musician and future music educator.

Je veux éventuellement être technicienne de laboratoire et je crois qu'avec 2 stage COOP de 4 mois et environ une dizaine de laboratoire différents à l'école va me permettre d'accomplir ce poste.

Je veux poursuivre à la maîtrise et mon grade collégial me permettra d'y accéder. De plus, je suis une personne qui a de la difficulté à suivre des cours uniquement théorique, mon grade collégial offre plutôt un apprentissage pratique.

Je voulais un programme qui puisse m'ouvrir des portes et me permettre de poursuivre mes études le plus loin possible. Je voulais une approche technique et des cours intéressants et diversifiés pour répondre plus facilement à la demande d'un employeur et

Just felt like university opened more doors for me

Just furthering my education. I Think of this of as a grad school kind of thing.

Just having gone through some of the classes I feel that they could be applied in real life cases

Keeping up with the technology that's out there(new technology}. Directly relates to the work in the field.

Landed me a job, the co-op aspect was helpful.

Le programe collégiale que je suis est appliquée donc j'ai acquis beaucoup de connaissances techniques qui sont recherchées dans le milieu de travail de ma profession.

Les programmes appliqués permettent à l'étudiant de developper des compétences pratiques neccesaires pour le milieu de travail en plus de lui donner les connaisances théoriques adequates.

Les techniques apprises tout au long du baccalauréat permet de remplir les attentes de nos employeurs. De plus, le coté pratique permet de mieux comprendre les cours théoriques.

Like doing the hands on work more than the theoretical. The program was more geared towards the management aspect rather than the physical work.

Makes me able to go into masters program.

Mon programme de grade collégiale répond à tout les critères nécessaires pour accéder à la maitrise; par contre, malgré tout les cours obtenues dans le programme de Biotechnologie à la Cité collégiale il reste très difficile d'accédé à des programmes de m

More applicable and able get a better job.

More Experience in real life situations

More practical , smaller classes, would recomment to keep the first year less generalized and more specialized. to have college teachers to not read off slides everyday.

More practical based, productive in first month. A different approach than other diplomas.

More specialised. Universties does not have same degree I was looking for. Ex : BSC Quantity Surveying.

Most of the courses were necessary and some were'nt.

Mostly gives me the right skills, need the experience out there on the job

Mostly hands on, learn how to apply the knowledge.

Much more practical than theory. compared to university where it is all based on theory and you don't get to do hands on experience.

My college degree gave me a higher practical experience in my field. It gave me an edge to other new graduates. It helped me develop personally and intelectually

My college degree is preparing me to be able to do my job as soon as I graduate with stronger emphasis on real-world learning rather than theory-only.

My college degree is related to information security. People knowledgeable in this field can prove themselves to be useful no matter the industry they choose to work in. My business is related to online securities trading, and the skills I learned from th

My college degree was in Illustration and a degree in this field adds no benefit to work prospects. Additionally, as a degree it is very limiting and I have had much difficulty in having it recognized as equivalent to a university degree when seeking alte

My college degree will give me lots of options in terms of different types of jobs in criminal justice.

My degree program was in music and I am interested in performance. I am not interested in gen ed

courses. The gen ed portion of my degree took too much time from practise and where I am not a "reader", I found organizing my time quite challenging. Befo

My dream is to become a certified Athletic Therapist in North America. This program is the beginning of this professional goal.

My electives have no direction or relation to my main studies. There are no current or foreseeable uses for the information learned in past electives. Languages should be offered as a credit.

My goal is to be a great animator like Don Bluth, or Walt Disney.

My goal is to become an airline pilot. The program at Seneca directs to that career path. We do a lot of focus on being professional and being a safe pilot.

My intend a software and this is the best program to let me do that

My interested field is Computer Networks and only three institute were offering degree in computer networks, so I choose College degree program to get hands on knowledge as well as theory

My plan at the moment is to take two semesters in this program, and then apply to a Bachelor of Arts program at Ryerson in 2011.

My plan was always to acquire a college diploma and afterwards receive a degree in my field, which is Tourism Management. I always enjoy learning and I wanted to learn more advanced information pertaining to my field and wanted to be more in-depth in it,

My preference is a degree course because i wanted to do bachelors in international business and after that do masters in a related field. this way i can get advanced learning and also higher pay package when i complete my studies.

My professional goal in life is having a job that I love.I believe that if I am able to take a degree that takes 4 or more years of study, it shows dedication and passion. I would like to work in a feild that I am able to master & enjoy. Afterall , it wou

My professional goals are to work with kids with disabilities, which fully applies to what I achieved in my college degree program.

My professional goals didn't mesh properly with SSW program.

My program introduced me to a lot of physical references and software that I would use in my work.

My program is one of the best in the world, and graduates are reguarly scouted for work.

My program provides a wide variety of skills that would help me achieve my career goals

My program was a 4-year one because it was a degree, but at a different college it would be a 2-year program, which means 2 more years of experience instead of school. That would have given me more hours, like 1000h, because now when an employer looks at

Need a degree to be an airline pilot and then i get a license to be a pilot.

No focus, business i broad. need to specialize more

No one can gurantee a person's success but his or her self.

Not exactly what was expected, but still interested in the field

Not much choice for me
Not Sure
Not sure if its as police relation as id like it to be. It sounds more corrections based
Not sure where headed. Knows from other people that it opens up doors
Not ultimate goal, changed programs
Once I graduate, I am already eligible for CHRP certification without having to take an extra year to take all the courses required after a regular Bachelor Degree.
One of the biggest flaws in my program which I believe to be quite serious is the way the Co Op opportunity was presented to us during the time running up up to the co op selection term. We as the students of the T302 program believed that their would be
Only degree towaqrds amnagement percherement
Oriented towards the industry, the coop is related to real world experience.
Permet d'acquérir les compétences théoriques et pratiques nécessaires pour exercer ma profession de choix
Placement prepare you well for employment
Practical applications
Practical based learning, gives you everything you'd need.
Practical experience and hands on training
Practical, hands on learning.
Prepare me for the job and it has co-op which I like, I get hands-on experience and its not theoretical.
Prepares for the future, prepares academically and socially
Pretty much a good program. Part time at DND but hopefully in the future, I'll be a full time employee there.
Profession Designation
Professional Degree earned with benefit of Hands on college atmosphere.
Program elements are highly relevant to the employment in the field.
Program is designed to mimic future line of work
Program is flexible because you can upgrade to a University degree.
Program is low level with hardware and software, were-as most programs only focus on one or the other.
Program keeps doors open, broad porgram
Program makes you more ready for job position and increased my confidence in my ability to get a job.

Program offers what industry needs.
Program taught me a lot about security and will help me in the future.
Provide for family, the outcome of people who get jobs after graduation is very high.
Provided hands-on experience
Provided minimum requirements for Transport Canada.
Pursue a career later in the financial district. It's similar to a university degree, and is better than diploma.
Quality of the education. Opportunities.
Really enjoy psychology which is what i am in but my overall career goal is to be a teacher but i think a psychological background would be great.
Required for licenses/practicum
Right now, we're trying to be accredited so if we get accredited then yes, it is the right fit for my goals, if we don't then it won't be good. I get more hands-on experience as opposed to university programs.
Seneca is the best one and the programme is one where employment is good.
Seneca prepares you for the airlines. All the teachers and classes are relevant to their airline experience.
Sheridan's BAHSc (AT) will allow me to meet the academic requirements to become a certified Athletic Therapist. The program is offered by both colleges and universities. This program is considered the best
Sheridan College offers the best Athletic Therapy program in Canada. It's graduates have the most success at the Canadian Athletic Therapy Asssociation Certification exams and the best reputation in the field.
Sheridan has excellent teachers and I wanted to get a degree in my field of art.
Sheridan has one of the most respected Athletic Therapy programs in the country
Sheridans bA in Illustration has LOTS of studio time. more than any other course i know. That is an important element of learning to be an illustrator... putting in hours and hours drawing is really the only "long short cut" to mastery of art.
Short-term goals are important but now I don't know.
Simply because, Seneca is more related to the real world as compared to the other Universities.
Since I have changed I've noticed discrepancies between college and university
Since I have only completed my first year, I am unsure whether or not this college degree will help me attain my goals. One goal being to obtain a high-status job at a legal office. Third year students who have a paid work term, have told me that it is ve
Since the profession of technology is more applied, theory plays less part and when you have hands on experience you're better prepared for the technology world.

Since the program a am going to be in is a co-op program, that will give me a taste of what to experience in the work force. Moreover i belive that college will prepare me better than a university program.

Since,I have graduated in a college advance diploma it would be better to finish the degree within shorter time frame,and simply get ajob.
Thanks Duku

Some courses will help me in my path that i want to go down, but others i find will not.

Some employers do not willingly to proceed job applications by candidates who possess applied degree from a college in Canada.

Some of the courses I was required to take weren't applicable and other courses I felt were applicable we didn't spend enough time/was never offered.

Some of the information I learned applied but most is not useful

SOME OF THE THINGS THAT WE WERE TOLD THAT WE COULD DO WHEN IT WAS COMPLETED, WE COULDN'T DO IT WITH THE DEGREE

Something i feel i can do , it's not the hardest profession, it's something i can do.

Sometime I worry if a university degree would have put me up as a more desirable employee than a college degree

Somewhat satisfied, although disappointed that after being enrolled in the program, we learned that the college degree doesn't hold the same weight as a university degree for some Master's programs.

Specialized training, and degree will give an advantage in the field of study

Staff was not friendly or willing other then the odd exception. Feel as if they did not teach you the skills you should have been learning. Professors were not interested in students.

Teaches everything to do management with in a business related job.

Teaches skills and foundational material first, and theory second. Skill and process precede theory, therefore movement into a masters program would make more sense with an applied degree.

Teaching style, type of projects and work, teachers experience.

Technology based credential to help in future employment

That particular degree program qualified me for a professional designation.

That programme does not suit my desire to achieve a career.

The academic and practical training is exactly what employees are looking for. very specialized program.

The applied degree program did not have a long run time, it was offered only for 2-3 years because there was not enough interest in it. It was hard because people have not heard of it and it held no merit.

The applied degree program I am going into requires completion of a work term of 450 hours, and includes courses on business and other skills I will need to learn to be successful in my career.

The Applied Information Science program I was enrolled in is important to working anywhere in the field of information science. After completing the course and gaining real work experience I found that the program gave me more knowledge and practical hand

The areas of study were totally applicable to my job's duties and responsibilities

The Bachelor of Applied Business - Golf Management program gives me both a business degree and the contacts and hands on learning that I would gain from the college diploma level PGM program.

The Bachelor of applied business program at George Brown college is recognized by the major accounting designation bodies.

The best way to get into employment is to get a degree and College offers that.

The co-op we do is very oriented towards the government and I would like to get into the government

The college could elevate the program into higher level.

The college degree focused more on management than technology.

The college degree gives me in-depth, personal, hands-on skills, as well as an opportunity to go on to graduate studies

The college degree I am enrolled in is providing me with the skills I need.

The college degree program allows me to not only excel in the theoretical aspects of the occupation but it also prepares me with more hands-on experience. Which i believe will ultimately benefit me in the long run.

The College Degree Program fits with my goals.

The college degree program taught the skills I wanted to learn, but I was not fully trained to enter the work force in the position I saw for myself.

The college degree will not only give me the theoretical portion of my study but also give me the hands on with the co-op portion of the course

The college had a more personal feeling than university. You are a talent not just a number!

The college staff have been giving be top quality information that will be useful towards my success in the future

The college that I'm attending is giving me the right skills to work at Operation Springboard. I love what I do.

The college was a joke. we were the first to be enrolled in the program, and the administration never cared about our interests. for example, we complained that assignments/exams were all piled up ontop of each other. assignments were given a two week win

The combination of theory and applied studies will be very useful and suits my personality. However, I have not started my program yet. I am enrolled for September 2010. Thus, I am using my expectations to answer the question.

The course description contained the skills required to enter my field.

The course I'm attending now, is giving me the possibility to go towards my career goals in the future.

The course is specific to the industry I have chosen for future employment.
The courses I'm taking have a lot to do with what I want to do when I graduate. This program out of all the programs is probably the best program for what I want to do when I graduate.
The courses teach me what I need to know in the workforce.
The current college degree that I am enrolled in now gives me many opportunities to work for the employer that I desire. OPP Headquarters is next store and give many opportunities to meet the people who work there. The program also has a university
The curriculum was relevant to my field of study; however, I found that the teaching materials lacked theoretical depth.
The degree did not take me where the school said it would. I ended up having go back to school to complete a proper undergraduate degree.
The degree I'm studying is exactly what I want to do in the future.
The degree i took had set courses that would help with my future career.
The degree is in the field I wish to work in
The degree is related to my future career.
The degree is specifically pertinent to my field of work.
The degree matches what I wanted to do.
The degree program covers all aspects of the industry and skill that will prepare me for when I graduate. Along with the skills I gain through the program I will also have my own calling card in the form of an album which I will have produced and recorded
The degree program I am attending gives me a variety of courses that teach me through studies and hands on experience. When I graduate I will be more confident because of the hands on experience.
The degree program I was enrolled in prepared me specifically for the profession I wanted to be in.
The degree program is going to give me all the training i need for the future.
The degree program that i have chosen will allow me to fulfill my professional goal which is to travel on behalf of multinational companies representing them both locally and internationally and be able to experience global ideas from a business point of
The degree was more focused on facilities management and im more focused on construction and design.
The degree will be better to get a job, and it's better than a diploma.
The employees don't look at college degrees the same as university degrees.
The field i was going into was exactly what the programme offered.
The Flight Program and I will be getting my private licenses and getting background information about aircraft's, compared to other schools which don't offer this
The hours of hands on work gave me skills to further my own development as an artist, while the

Breadth courses helped me to better understand how I learn as an individual. I feel I have a better understanding of my capabilities as an artist because of t
The Humber Paralegal degree was not widely accepted throughout the law schools in Canada.
The industry was completely different from what I had envisioned, and was completely turned off, by the method of teaching when compared to what we were told the industry entailed.
The Information Systems Security (Bachelor of Applied Information Sciences) program offered at Sheridan gives me a stepping stone into a Masters degree in Information Systems Security.
The job i have is what i really wanted to do. it presented me with the opportunities that got me where i am.
The learning environment was very good, a lot of the instructors were from the industry in the field, so we could apply what we learned to what we'd be working on in the future. It was also a new program so it wasn't polished, there were a lot of problems
The mix of theory & application with placements is really preparing me for work.
The music degree's curriculum gives me the skills, knowledge and experience I need to be an effective musician.
The narrow focus of the program (jazz) makes it less applicable to life as a musician, especially since it is billed as a "Jazz AND Contemporary Music" program. Also, class sizes are too big to really get a lot out of them, especially masterclass.
The practical knowledge, things we learn in class plus co-op placement will really help to prepare me for the work place
The professors know what to expect in the future so they inform us about it.
The program and college i chose is the number one in aviation industry by the way the program is designed and handled. so i am pretty much satisfied with the nature and design of the program.
The program does give sufficient training, but there areas of study that are not relevant to what i want to do.
The program gives a basic understanding and exposure to principles and techniques that are widely used in the industry. furthermore, the industry recognizes the program and come to see the final films, so there is a good opportunity to get hired.
The program had alot of different courses which make the program very interesting and widespread.
The program helped me get a job.
The program I enrolled gives me a better chance to the outside world and it is a program I like.
The program I graduated from was the only one of its kind in Canada and enabled me to pursue my craft.
The program i was in afforded me the degree and the applied training i need to pursue a career as a pilot.
The program is brand new and the promises they made at the beginning were not kept

The program is more hands on and employment rate is higher than university.

The program is preparing us for the workforce. We will get a 5 month co-op program.

The program provided a good mix of technology, business and human skills.

The program seems to be appropriate program for what I want to do in software development. It offers the proper tools.

The program seems to be really good but Centennial is not the right colleges to offer such a program...
The professors do not teach anything there...It is not differemt from a diploma program

The program should fit what was promised to me initially.

The program taught me what I needed to know, but was not accredited with the LSUC as a pre-law program

The program teaches me the appropriate information to become skilled in my profession as well as the experience to become successful

The program was challenging.

The program was more geared towards mechanical engineering while i was more interested in the electrical engineering.

The program was poorly organized and lacked relevancy

The program was very week when i joined. many classes didn't have teachers, and many teachers had zero experience teaching. the whole thing was poorly organized and i left the program feeling robbed.

The program, run by brad doey, is extremely unorganized. I am heading into my third year and it is absolutely ridiculous. We have been lied to on numerous occasions by all leadership in the program, and have been pushed through classes without completing

The skill set we've been taught will allow to work in gov't.

The structure of the program covers various courses that are very practical in most jobs/occupations in Business.

The teachers are nice, they're willing to help you. The classes are small, the teachers knows everyone individually.

The teachers teach exactly what i need to know , it was a professional choice .

The training i received at the college was very focused towards the flying. It was all professional courses geared towards what we were looking to do in out careers.

Their course is the purpose I'm learning. The professional course relates to the stuff I will be working in the future.

There's a diverse amount of education you can learn from Seneca and all the education information are current.

There's a lot of application in which the field uses.

There is a cohesion between the theory and practice. College offers both

There is a lot of hands-on training and practical knowledge, so that will help with my career.

There is alot of promise in the beginning since it is a new program and because it has few graduates it's potential is suspect.

There is more weight on courses that have no relevance what so ever to the main program itself. Some courses were a joke, with teachers not doing their job. There was a lot of bias towards students with more connections/playing ability.

There isn't enough preparation for graduates trying to get a job, neither was there any help before graduation to obtain a job.

There seems to be opportunity of growth in the specific fields that the degree covers, and the fields are closely related but so broad that one can definably find something that one is interested in.

They gave us classes that didn't seem that they should fit with what we should be learning.

They have classes that ate tailored to security and they also teach non security courses like law. Things you need to know in the business world.

They only offered one corrections course in a 9 semester program

They prepared me well to get a job and I just got a job.

This degree has been tailored to my profession as I am unable to practice as a Paralegal without a four year degree in Paralegal studies. It has been structured by The Law Society standards and criteria.

This degree is hands on and uptodate.

This degree is the only way for me to be able to be a certified athletic therapist so in all reality i had no choice but to attend sheridan college.

This degree no longer exists, there must be a reason why...just took our money and now with no skills its impossible to find a job. Should have quit this program at the beginning

This Degree Program will assist in my career goals such as becoming a Child and Youth Advocate and gaining a PhD in Justice Sciences.

This institution and program provided me with a hands on education, allowing me to gain valuable skills making me more valuable to an employer. I was still learning advanced academia in the classroom, but the opportunity to apply material is a very valuab

This is because my employer will see not only did I study the field I also had an opportunity to have an co-op opportunity as well

This is the field I wanted to get into, currently I am working as a banker, and it deals a lot with what I am learning

This particular course was building on my experiences from volunteering so it wasn't only a business degree it was a program on trading in global development.

This program entails law classes to help me prepare for further studies beyond my associates.

This program gives direct access to industry professionals.

This program offers the credentials I need for my programme.

This program will give me the backround to eventually get my BA.
This program will give me the skills I need, to do what I want in the future. Also it will give me more of a chance to succeed compared to just a college diploma program.
This specific program introduces me to a variety of applications . It was a development environment and so it opens up my options for the future.
Through a co-op experience, I learned hands-on skills which helped me in finding a full time career upon graduation.
Through the co-op experiences I have gained invaluable workplace knowledge that I will be able to apply to a future position in policing. Also with the University Auxiliary Direct Entry (UADE) program I have gained practical experience with the Ontario P
To this day I'm not entirely sure whether I'd made the right decision to enroll into that degree program because I am now burdened with the payments I incurred. However, had I gone through with the full program I'm certain I'd be in a much better position
Too much focus on certain areas of the industry.
Too much software development
Un programme collégiale et appliqué est beaucoup plus stimulant et motivant. De plus, les classes peu nombreuses permette d'obtenir réponse à nos questions très rapidement. Nous ne sommes pas que des numéros, nos professeurs connaissent nos noms.
Unsure of proffessional goals.
Very disorganized, tried to make programs in one. At some point I didn't know what kind of courses I had. I had 3 types of software programs crammed in one but I wasn't able to keep up.
Want to be a professional engineer, and it's giving me all the training I feel I need.
Wanting to become a movie/game concept artist will require both illustration skills and animation skills. So far, I've only been practicing one side of it.
We get a similar outcome as if i had gone to university, but smaller class sizes and a better learning experience.
We learn a variety of different aspects in the business world.
Well I feel that there is more I still need to do. I.e other certification and a Master's degree.
Well i have switched my program. My program now is in theatre arts so it is not in technology, so in technology a degree would be better but in arts or creative professions it might not always be like that.
What i was looking for was more hands on approach then the strict theoretical engineering.
What were learning is relevant to real life.
When I entered the BaISc program, the course structure changed on numerous occasions.
When i first applied for the program i thought that it was what i needed for my future goals, however during the my four years, I experienced a strike that lasted an entire semester which we never got

back and lost those classes. Secondly because we were

When we started college degree program we were told we would graduate with certification, but that turned out not to be the case. This has limited my employment opportunities.

While it was a fantastic program, there was not enough flexibility with online learning and being a hospitality program, the scheduling did not allow for enough work time in the industry.

While my program has a rich traditional grounding which is a great edge on other programs, its cluttered with extra unneeded classes that don't further me as a potential employee.

Wide range of fields it allows me to get into

Wish i went to a better institute that was more recognized.

With a College degree I was going to get the education and hands on experience with known professionals in the field.

With a college degree, you get to do hands-on courses/class that are directly related to job you want to do. You gain experience which the employers will value. Also access to university class which enhance your knowledge and you do not have to take 4 yr

With hands on guidance and the right courses to take for the program that i am going into i think that it would help me alot for when i actually start working in the business field.

With my career choice I think the benefit of the hands on experience I have throughout my studies with Humber College would/will be benifical in the work feild.

With my choice of college im sceptical about being competitive in the work force

With regards to what the outcome of my program would be like, I was a bit uneasy with the fact that it's still so new. There weren't even any graduates from my particular program and I didn't have any benchmarks or examples of what to expect as per succe

With the college degree i had more experience, had an option of going to co-op, classmates were actively involved in the education process with you. The professors were amazing.

With this degree i will be able to get practicality and the experience necessary within the field i am going into.

Yes it is something i would say is good because it would definitely help me to get that career job i want.

You get the hands on experience, you get to meet people in the industry. I already got to meet people that I wouldn't have met if I had taken the traditional road without the co-op.

15   APPENDIX G – EMPLOYER OPEN RESPONSES

QA4: Do you have any suggestions to improve the website?
Clarity in just simple language would be my main recommendation. Steps should be taken in chronological order so that someone new to the site could easily adapt the timing to when student placements are available.
I think the biggest thing was it was too general as far as what my milestones would be. It needs the milestones expected from me by the MTCU. I don't know what I'm expected to write in the final report. If they're here to work with special needs adults, I
It should be more industry friendly as opposed to having an academic nature. The vernacular is more academically centered than industry centered.
Regarding the class size tracker, we have the implication that the classes are smaller but in effect it doesn't actually turn out to be that way, because we have classes that are up to 35 students in the 7th and 8th grades. A person reading this would get
The information is completely disorganized, impossible to find anything without going through 3-4 pages. Links take you someplace else; it's a 3-step process to find what you're looking for.
There could be someone to call to if you have any questions.

QB3: Do your college degree co-op students differ from other kinds of co-op students with respect to their knowledge and skills? In your own words, please explain your answer:
Balanced skills and knowledge: both business and technical competencies.
Because college degree students have more background and knowledge of the industry.
Because it's more specific to their career. to the job they're doing.
Because it's newer degree program, so still has a learning curve, and because of student population not as recognized
Because the program we take students from is highly technical/highly skilled
Because they have hands on, it's not just lecture. I think it's important to them to have hands on.
Because they have more interpersonal skills and they are more mature. Plus they have more knowledge.
Better Trained, more talent
College Co-Op students are given more practical knowledge which make them more functional than university students
College degree student differ from high-school students because they are more mature and have better skills.

College degree students are specifically looking for a job in the field, as a developmental service worker. There is not a huge difference, maybe college students have more practical skills and 'hands on' experience.

College degree students have more of an understanding of research and clinical application of the research.

College degree students have superior abilities.

College degree students know music theory pretty well which is important to us. When I get non educated musicians I generally can not hire them

College degree students tend to have more hands on experience, whereas university students focus too much on theory and have little hands on experience.

College studebts have more practical knowledge and I find it very easy to work with them

College Students have more knowledge with students without co-op option

Contrairement aux étudiants Universitaire, les étudiants de programme appliquées ont la capacité de comprendre la matières, mais aussi de l'appliquée à une problématique réel et concrète. Partout ou nous passons, ont nous félicite d'être aussi polyvalent

Dealt with both secondary and post-secondary students/graduates, naturally the college degree program is more advanced

Degree students are more professional in nature.

Different skills set. Maturity, either or not they are ready, based on age, the college's short length program may rush someone and not be ready for the position. The information they receive is the same, they are not coming with less information. Not bad

Each individual is different. Generally, most students stick to what they know with the courses they studied but a few venture off.

Generally, they have an idea of what the industry is like, however, i find that once they start work, they are shocked at the amount of work that is done.

I feel that once they've been technically trained and come to the job site they are now experiencing the application of that knowledge first hand.

I find a lot of times there's a different level of maturity and that really helps. expectations are closer to university level and they produce really good quality and work programs.

I find that the college degree program students are hands on and they are a lot more trained on theory and application whereas other students are only theory with not a lot of hands on application.

I find that with the college it was very specific, either a specific skill or a specific way, whereas with university you get more well rounded because you are exposed to different subjects.

I find the current group of college degree students are not as focused as the diploma based on equivalence were. By that I mean the educational process is more broad to accommodate the broad undergraduate study processes but the industry requires sometime

I guess the specific programs we are hiring in Ontario are better
I own a sports medicine clinic. So the student I take in possess the skills that other students don't possess.
I recruit from specific areas where people already have interest in the field, as opposed to university where people aren't interested in construction. Students get very little support from the co-op office. College students want to be here, it's not just
I screen them and I took the ones that had the most talent, that I felt could handle it.
I suppose I am talking about One person she was very bright and engaging student and she came to the work place with higher knowledge compared to the high school co-op student we had.
I think it's based on their own interests, and where their strengths and weaknesses lie
I think other co-op students that we have come better prepared with more communication skills and more writing skills.
I think that the student we had had much stronger technical skills than we're used to.
I think the individuals are adaptable in the industry I want to put them in.
I think they do have previous good placements before they come here and they think they're not afraid to go out in the field and try something. They have already went and gotten dirty in the field, whereas university students do not have too much experien
I train my students through out the year so I know what to expect. It's just a further learning from what they're learning at school. It's not a huge leap from what they're learning at school.
If I have co-op student in a discipline related to the hospitality industry versus a student in the accounting program, for example, the second student isn't as in tune as the first one in regard to the area of specialization.
Ils semblent avoir plus de connaissances derrière les techniques apprises.
In terms of general skills they are the same however in terms of their athletic therapy skills then they excel.
In the knowledge they contain
It's a career, not just a job for them so they are invested.
It's a specialized field that we have here. It's co-op placement for the students.
It's a very specific school and a very specific education. I know the school very well and what they teach. A lot of students work really hard and it shows.
It's a very specific training they're getting for what we do.
It's just different in terms of what they've learned in college. Specifically our jobs are very specific and it's only knowledge they can gain if they took specific courses in our industry.
It depends on how the student is in respect to their field and knowledge
It depends on their program. If they're in the engineering program, they are more likely to understand

what we're doing here; if they are in other programs it's harder. University co-op students have a more wider understanding of technical specs, but we h
It depends on what programs we need, sometimes we need administrative support, sometimes under auditor's help.
It differs from student to student, but often some of the college students are not as motivated to work hard. Again, it depdends on the individual student, as some of them are extremely hard workers.
Less capable to University students.
Leur formation est davantage pratique versus les formations théoriques universitaire.
Meilleure formation pratique car ils passent plus de temps en laboratoire lors de leur formation académique.
More education.
More mature than others.
More specialized courses to provide necessary skills
My coop student was an amazing young woman who brought all of her energy and creative juices to work with her every day. She was able to expand my computer knowledge while functioning in a full time position. Amazingly helpful and knowledgable.
On remarque immediatement qu'ils sont mieux preparés des leur entrevue. La preuve est que depuis 2 ans nous acceptons seulement les stagiaires provenant de la cite collegiale!
Once they leave us, they're well prepared, maybe better than at another co-op. When we do get a co-op, we allow them to take over some programs, run with them and make them their own. We're a small school so it's not like they're going to follow someone.
Other coop students would likely be high school students. because they're higher educated and more matured.
Other students just have the theory but not the practical abilities.
Our college students are practically oriented
Our experience with university students are higher calibre (i.e.) writing skills
Our requirements are verbs specific in terms of their background and courses in software. We specifically look for the field of study they're in.
Post-graduate courses have more training and if it's a two year program they don't have much skills
Probably course load in terms of experience, well rounded
Puisque les programmes dans lequel les étudiants embauchés poursuivent leurs études sont des programmes très appliqués, le nouveau stagiaire qui entre en laboratoire maîtrise de façon très satisfaisante les techniques pratiques. Sa formation se fait donc
Sheridan College has a higher admission standard than others, students are more mature
Some of them come from very well structured programs. Very well prepared. Depending on the

program they come from the USA, their skills will vary.

Some students are chosen from universities who are pre-degree and can be bridged, while college degree students can't. Depending on the requirements of the position, sometimes the college student is more suitable. It really depends on the individuals.

Sometimes when you have other co-op students they might be high-school students, they might not have the work ethic that is required. In my classroom I accept 3rd and 4th year Behavioral Psychology students and they're very well versed in collecting data

Specific skill

Specific studies undertaken that differ from other programs

Student was trained in the necessary software we use everyday.

Students are more prepared to face a challenge and have basic tools to be resourceful. Eager to learn a live process and understand the role they are meant to have.

Students with College degrees in applied areas of study have a great deal of "hands-on" experience therefore they are ready to work with very little training. On the other hand, students with a more theoretical degree have very little "hands-on" training

Tend to take people in behavioural techniques. Students need to have special knowledge when they come to us.

The co-op's that we hire are highly technical, so they are different from other co-op students because we look for specialized skills.

The college organization already has an alliance with our organization, they know what we do and what are needs are, so they know what types of co-op students to send. We have so many different types of placements, I can't really provide a more detailed a

The college students have practical education and understand how to produce specific documents/presentations etc

The emphasis with college students is over practical ability. It's easy to know what the individuals are able to do when they come into the organization, they have a consistent set of skills and it's easy for us to shape them. The college students are mor

The extra depth to their education shows

The non college degree students seem to have a little more street sense.

The ones I worked with were technically trained very well.

The other co-op students we've used in other industries are more hands on than the ones from the Graphic department.

The other group of people that we recruit here all come with master degrees.

The program is different. We hire planning students which only come from university because that program is not offered at college.

The sheridan program students are much more prepared.

The skill set is more highly developed. They also bring with them more focus in regard to what it is what they want to be doing and that helps us.

The students bring with them actual usable/technical skills that can be brought to bear on an assignment.

The university students possess better writing skills, and better theoretical knowledge, while college degree students have better applied skills.

Their skills are more advanced. They're more prepared.

There is a difference between education and training: if you go to a college for a training program, you are trained to do a skill, whereas in a university you are educated to do the things that need to be done. Same difference between doctors and nurses,

There is more support needed for basic skills in literacy, writing, and communicating.

These kids go on the floor. If there is an injury, they make their determinations, and deal with the situation. Instead of asking the their "boss" because they are trained on it.

They're less developed because they went to college at a younger age. Even to apply for a co-op you wouldn't be able to get one in universities until your 2nd or 3rd year of study, but in college you're forced into it instantly because the program is shor

They're more educated and skilled than high school co-op students.

They're more knowledgeable in the area we need them in. They're more skilled and more prepared.

They're prepared to work, they have a good work ethic. I think their courses are practical, they challenge the student and make them work longer hours. They're trained for a skill similar to the workplace environment. Compared to the theoretical experienc

They're really well prepared in terms of theory. Had 2 years experience with college students and never had a negative impact from it. Just time consuming due to training them.

They're specialized for our specific areas of work.

They're technical knowledge is stronger, but they maybe lack in other areas, such as creativity (we deal with interior design). The design knowledge is not current, but the technical one is.

They've already been given technical or creative skills at the institution. There's a difference between high-school co-op students and college students because the technical skills at a higher education level are more specific to the working environment.

They've got more knowledge and experience skills then other co-op students.

They are able to apply their skills practically a little bit more than other co-op students.

They are better prepared. More academic background.

They are educated in my field compared to high-school co-op are not.

They are just more eager to learn, to apply theory.

They are more mature and skilled than High School interns

They are not prepared and a little bit arrogant because they think they know it all.
They are prepared to face the market so they are kind of prepared already as opposed to theory only. They feel like they are part of a group, that makes them feel like they are special.
They come in with a stronger set of applied skills and stronger community service skills.
They come in with practical skills already developed.
They come to do the internship and are interested in what we are doing rather than any random people.
They differ because they have a great deal of hands on skill and the theoretical base to back it.
They do appear to have more theoretical background and are better prepared to respond to the demands of the role.
They don't differ from University students because they're all at the same knowledge base and it's a very specialized program, but differ from high school students. We get our co-op college students from the 3rd year (out of a 4th year program), so by the
They had a better understanding of software applicable in the legal field. They also had greater drive to learn.
They have a background that is applied and that is useful for development.
They have a better grasp of the practical aspect of the work.
They have a better knowledge of Altocad.
They have a great balance of theory and practical. They tend to be very open to new ideas and feedback. They are a pleasure.
They have a very in depth knowledge of skills that can translate into an immediate impact in workplace where their hands on skills are much more refined than many of the other students I've been in contact with. I find that the confidence levels of the st
They have better skills, they are a little bit more prepared due to the training they had.
They have more more experience and there taking a program they are applying their knowledge from.
They have more other skills set than other individuals
They have more theoretical experience so it's easier to train them.
They have more theoretical knowledge but not necessarily any more experienced as they are gaining experience and training while on the co-op term.
They have specific technical abilities that other co-op students don't. For example, we have an Illustration intern that we took on because of her skill set. We could only find that through a college degree.
They have the background and they have logical experience
They have the skills and knowledge and the theoretical training. They make good employees because they're up to speed to what they need to know. Our student had very good theoretical knowledge.

Generally, college students have chosen a profession they're
They really care to learn, to be good and they know they'll be judged join their performance. I believe they're very well prepared. They really want to learn.
They see the bigger picture, their knowledge is more theoretical. The university students pick up things quicker. I have had only one experience and based on that I find that university students are more proactive.
They seem better prepared, they learn the skills that can be applied to real life situations very quickly. I find that because they learn the skills, they bring a sense of maturity with them as well.
They seem to be a little more knowledgeable of all the elements of what their position would require. So they're more rounded.
They seem to be more technical, more understanding of the hands on stuff, not so focused on theory.
They understand our environment- terminology, overall processes
They were able to apply their skills immediately as opposed to other co-op students not being able to get it as fast.
University co-op students have different knowledge and skills, have more higher level technical knowledge and perhaps more developed skills.
University student's don't have first hand knowledge. They want to join on-board to learn instead to work
University students go more in-depth than college students in regard to studying. If a student is a quick learner, then it doesn't matter it he or she is from university or college.
University students have more theory and more management organizational skills, whereas college degree students are more practical in their approach.
Usually higher caliber of student and more academic history
Usually their writing communication skills are not at the level of university graduates and their areas of expertise are much narrower.
We're a museum, which requires skills not generally found in most workplaces, eg. handling artifacts
We also accept University students
We are a teen magazine and we also work with high school co-op students. Those extra years of college are improving college students' ability in the key fields we're looking for which are graphic design and journalism. They're definitely more responsible,
We get much better qualified people from out of the country colleges.
We have a lot of high school co-ops so they are not nearly as prepared.
We have a say to what they're studying. We want it to be relevant to our organization.
We have employed from different courses and have narrowed it down to certain courses. There is a difference between courses and availability to work here just because of what they're doing in the course.

We have had high school students in the past and they are obviously not nearly as ready for the experience as College students.

We have had high school, college, and college-degree students. It is my opinion that the degree students are more prepared to enter the workforce. They require less supervision, adapt and learn faster, and are better candidates for employment.

We have some college students do placements in other programs and the one that came from the degree program had a more theoretical program and was able to do more with the literature and research part of the job.

When it comes to technology the college students are more ready than other co-op students.

QB5: Based on your experience, what if any, improvements would you recommend?

An investigation on Herzing College. They've used free interns from Herzing College and they're not at all qualified for the program.

I can't recall any/don't know any

I don't know if there is something that specifically need to be done, it's more a problem with the attitude: they don't seem to be prepared or interested in working. Working hard isn't a high priority. I find that co-op students feel that the degree is go

I think the main problem I have is with work ethics, they don't go above and beyond their job. When they start, at the beginning of the learning curve, I get 75%, but as they progress and get comfortable, the curve drops and probably goes down to 50% of w

I would say stronger focus on practical skills and a stronger work ethic.

THE 2 GIRLS WE HAD WERE NOT PROPERLY TRAINED, DID NOT THINK, ENGLISH WAS BAD, AND THEY RESENTED INSTRUCTIONS. I WOULD PROBABLY RECOMMEND THAT YOUR COURSE WAS NOT LONG ENOUGH AND THAT YOU BUILT THE STUDENT EXPECTATIONS BEYOND THEIR CAPABILITIES.

The students we've had need to be more rounded in regards to what they want. They know only a specific thing as appose to a general education.

They need to have knowledge of being there on time, being properly dressed, be respectful to staff and clients and not have the entitlement attitude.

Writing skills is a huge area that needs to be improved. my experience is few and far between having a college student that knows how to write.

QD1: Do you have any additional comments about college degree students or graduates?

'love' to hire them for their program (knowing they have the skills), always hire them, and with the

nature of the program there is a lot of opportunities for them with this organization

As long as what we're hiring is within the industry of hospitality it is great for them. They are dedicated, they want to get out into the workforce and into the field they studied for. They are well prepared for the industry.

At anytime, if a college degree graduate was applying for a position in our company and someone else was applying but didn't have the education, a graduate would have more focus and I would consider the graduate a bit more, even if both of them would have

Based on my experience, in my business the college degree graduates posses the sufficient skills to give them basic knowledge, then we train them. They have sufficient basic knowledge that allows us to train them to the level we need. We do not hire them

Because of the nature of the work we do here, we have very special requirements so even someone coming out of a college degree program, they still have to go through a 90 day training program in some special processes here before we let them loose in the

Being a college degree and a university graduate myself, I have to say I found the college very hands on (I was in the same program we now take students from). I think it's great to have the hands on, not just the theoretical aspect behind you. I've never

College Degree Students should be recognized in par with university degree students. They should introduce more theoretical education with college degree students and they shouldn't be any biases when differentiating amongst university and college graduat

College degree students, although i agreed with everything, i couldn't strongly agree because they needed more experience in the workplace. We only take students from Sault College.

Colleges are vital components to provide applicable skills.

Colleges should be quicker to implement new technology into current programs. Current coops do not have SCCM, Windows 7 or W2K8 courses/training.

En tant qu'ancienne étudiante de programme appliquée, je dois dire que cette formation m'a permis de recevoir plusieurs prix et bourses ainsi que la possibilité de faire une maitrise dans le domaine que j'ai choisit. Le taux de satisfaction de mes employ

For our industry there just not learning the right things. There seems to be a disconnect between what we need and what they're learning.

From the first the term of co-op they come without any skill sets, but usually after the second co-op term the skills are much improved. We usually look at the students who have completed their first co-op term and would hire them if we don't get any such

General weakness in writing skills, compared to University students.

Generally satisfied with students as have hired students as casual and one for full time.

Generally, they are very well prepared, they meet our expectations.

Good idea that they get a degree with practical skills.

Have only had one such co-op student, minimal exposure from which to draw conclusions

I'd love to continue having more co-op students. I wouldn't be able to run the place without them!

I've been very satisfied by the skills they brought to the placement, both presently and in the past.

I've found that the workforce in general in the last 10-15 years has become much lower quality. People coming out of school have higher salary expectations that are unwarranted based on their lack of practical experience and knowledge.

I've found that, while it varies from individual to individual, some students, regardless of where they're at in the program, they are ready, willing and able to do the tasks we assign to them, while other students still need to learn, grow and mature. T

I've had both situations turn out to be positive, one was actually extremely positive. I was surprised there was no government program or assistance in place, and we had to fund it ourselves entirely.

I've had very little communication from the co-op program. I get very last minute expectations and demands from the co-op office and the students get very little help from the co-op office.

I am looking for someone who takes pride in their work and that is more likely to come from a college degree student because it's something they are trained to do, as opposed to someone who does it just to pay the mortgage, for example.

I am pleased with the people we have. They are all good workers, they have good attitudes which is important, punctuality is never an issue, they are all good team players (very team oriented which is what I'm looking for). They show interest in the work,

I am university graduate from many years ago and I think university students have a lot of spirit behind them and sometimes not enough practical aspect. I think college students have a great practical background provided by the college, whereas university

I am very satisfied with the program, it's a great program that should have been implemented a long time ago.

I believe it still depends on the person, with any post-secondary education, you must have the right student, not all students or graduates are job ready. In my experience I have found that the right employee requires education as well as personal experi

I don't have experience with the college degree graduates, just with students who are in their 3rd or 4th year of study doing co-op with us. I don't find the applied degrees students necessarily better prepared than other students. We also take students w

I don't think students and graduates are ready to make the commitment that is needed. They lack maturity in the workplace, they often lack a professional presence that seems to be acquired only through time and experience. Some students and graduates come

I don't think that you could possibly group within the same program, within the same skill because it's up to what the individual brings to the table in both their professional and personal outlook.

I find college students are very ready for the work place, as are university graduates and when you do surveys you should be more open minded for the questions. I hire college degree graduate as opposed to university graduates because my work place is not

I find some of the junior students could have more training in terms of Office tools (eg Microsoft

Ministry of Training, Colleges and Universities
Evaluation of Degrees in Applied Areas of Study
R.A. Malatest & Associates Ltd.
December 2010

Office). That should be a part of their curriculum.

I find them strong in some areas but not in others. They're not seasoned in the workplace. They should learn to work as a team, not as a individual. In the real world, they rarely work by themselves and I find college doesn't make them team ready. They do

I have been recruiting from these programs for a few years and i think the only recomendation i would have is for the colleges to specify to ALL organizations a time frame in which you can extend an offer to a co-op student

I know that at that level, they get the hands-on training they need. They learn in college the skills that are required for the job that I have and bring those skills into the job.

I look forward to seeing many more. The college degree program I'm involved with is still evolving. The scope of the programs and how the students in them can apply their skills is still developing, but that is a positive.

I only supervised one student. She was prepared and she did what we asked her to do.

I think colleges tend to sugar coat industries more than they should. I think that certain industries are a lot more competitive and a lot harder than what is being described to the college students.

I think in our field part of the education should be less design orientated, the program should be more focused on skills. Some students I had to let go, some left on their own because they had no clue regarding accountability. As an architecture firm, we

I think in some cases their university backgrounds provided them with stronger writing skills than college students. I found them to be professional and they performed well during their placement.

I think it's a great program, I find the survey strange because every person is different, learns differently at a different rate and you can't judge them based on the program they're taking. So it's hard for me to say a student learns more from college d

I think it's a step in the right direction.

I think it's a win-win situation for both parties. Students gain experience and employer's keep low costs by getting cheap labour

I think that some are not as good as others, some are more ready than the others.

I think that the students who come put of the degree programs seem to be better prepared in regard to their ability to do research, they tend to be better writers than diploma students. Once they finish their program, they are better equipped to cope inte

I think that there good for certain types of positions within large companies like Bell, but there definitely not as equipped for some of the standard theoretical work we need in the technology departments. They need more analytical skills (that is a big

I think that they have a little more practical experience, not so much theoretical, which is a little bit of an advantage to them.

I think the basis is there for students to start looking for work in the field of child welfare but we have a hard time integrating them because the workplace is fast paced. They would probably not receive a job unless they did 2 co-ops with us or have so

I think the biggest thing I like is the fact they use real life scenarios in the learning. I think its a good thing once they graduate they can enter the workforce more easily.

I think the first comment I would make is that the quality of students is entirely dependent on the institution providing the degree. Universally, the undergraduate programs in Ontario are generating students that are atypical to undergraduate programs, m

I think they're fantastic, I'm really glad we're able to access them. I wish when I was a student I would have had that opportunity because it's incredible for students to have the opportunity to work in the real world and get an idea of the things they a

I think they should have more information graphics knowledge specifically visual journalism, not just illustration.

If colleges can change to make the coop programs flexible, it would help the students a lot. If the employer can hire students at the time they need them, not at a semester time. If the information can be sent to all employers in advance because it is usu

If they could be available for the next period, that would be very good.

Il y a un problème de reconnaissance du Bac collégial par certaines Universités Ontariennes. Il faut les reconnaître.

In comparison to higher the same level as students in the u.s., they are not as up to speed.

In comparison to university students, they are much better employees. Their working skills and their attitudes are better.

In general, they have low knowledge of economics and financial.

In regards to the placement term, 2 months at 5 days a week is not optimal for learning in a cooperative environment. The placement term needs to be expanded. There needs to be change and flexibility in that area in terms of the school working with flexib

It's a good start for sure.

It's all new to me as an employer, I've only had 1 college degree student in the 12 yrs I've been operating my school.

It's been a wonderful partnership.

It's great

It's very individual, some are more professional and ready for the work force than others. Generally, they are ready to work and want to work.

It depends on the program/school and the course

It makes a difference whether they are diploma or college degree students. There are some students that we have seen who I couldn't consider to be great quality students. The timing of the workplace is a disaster for us - we train them and then they have

It varies on the program, on the school and on the individual. My answers are only based on my personal experience. In regard to college students, there's a strong technical knowledge which

prepares them more for the job, sometime more than university gra

It would be nice to have more of them, especially during those times of the year when I'm busier, but it's nice to have them when they're available nonetheless.

Je voudrais déplorer le fait que les programmes de grade collégiaux ne sont pas assez connus et reconnus par les employeurs, les universités et les futurs étudiants. Je crois qu'il y aurait plus d'embauche de la part d'employeurs et plus d'étudiants inscr

Last winter was the first time we did this. We had 3 Humber College interns from various programs. All three were vey capable.

Leur formation leur permet d'être très polyvalents.

Like any other program some are better than others. there is quite a bit of variability when we get a student on placement. the key thing is there is a lot of variability.

Most of the time it depends on the individual's skill level.

Most of them are motivated and interested in the work they're doing. It's difficult to give a broad statement, because it depends on the individual.

My entire team is comprised of college degree graduates

My experience with co op students was positive. I found them to be motivated, knowledgeable and technology savvy.

My experience with the last student that the student was unprofessional, unresponsive and totally rude after the end of the co-op work

My experience with the one co-op intern that i had was very positive.

Need experience and knowledge of the industry

Need more "hands-on" work expirence. I don't know if this is possible in an educational program.

Not always are you going to get the best candidate just because they have a college or university degree. Sometimes a guy who worked in the field might have a better knowledge of how the job is done. Sometimes they just know what they're doing because the

Now we are eligible for the $3000 at the end of the term but the government is not applicable because we don't use it.

One of the things i noticed taking students from st lawrence college, the writing skills of the students are weak. i don"t think there is enough emphasis placed on good writing skills in these programs.

Our experience has been positive apart from one negative experience which has soured the program.

Our experiences thus far have been positive, hopefully for both parties.

Our field (game development) has very distinct needs. Theses needs are presently not being met by the schools contacting us for co-op placement.

As such, we need to figure in training as a part of our cost/time commitment to giving a student co

Overall I think their preparedness is satisfactory for entry level but they need more training, and they have the general knowledge

Practicum experience is vital in order to attain practical experience essential to employers. Many college programs have not only practicums but hands on experience in practical form, within the context of the program (ie: Child and Youth Care Worker prog

Preparation wise they're good. The training is still just as strong as when i went to college.

Some colleges seem to be moving towards having their students have Bachelors and I think it's pointless. This is what universities are for, colleges should not offer university level degrees because they're meant to bringing people in the workforce, not g

Sometimes they lack the maturity we look for in our workplace.

Sometimes you have remind them to keep it professional. The down side is the girls(team players) dating male team players sometimes.

Students/grads have a practical approach, willing to intern, will excel

The Behavioral Psychology students have a very good knowledge of understanding the function of behavior. I have no experience or knowledge of Early Childhood Education students, and I don't think their program is necessarily as demanding.

Tthe biggest shock to me is their writing skills. that starts with the initial application, cover letters and resume process.

THE cANDIDATES NEED TO BE MORE SKILLED AND LESS SURE THAT THEY KNOW EVERYTHING WHICH BASICALLY COMES DOWN TO BETTER TRAINED.

The first few months of their employment is a huge learning curve because of the industry we deal with. After 2 months, they improve considerably and they are a big asset to our team. Very rarely do they fail, only a few didn't succeed. So far, I would sa

The internships should be more promoted

The knowledge they have is very broad and it wasn't specific enough to the needs of my department and what we were looking for. They needed more on the job training.

The one main observation I have is they do lack the normal professional behavior in an office environment and workplace as compared to classroom setting.

The one thing they lack is written skills. There are often very young and inexperienced and might not to be totally prepared for a work situation. Often the maturity level is not there because the students are around 19 years old, whereas before we used t

The one which I had was very enthusiastic

The ones we've seen have been very professional and mature.

The only reason I checked off agree and not strongly agree is: I find that humber college and other music colleges need to prepare their instructors a little more for the world of teaching. The students from these schools are great players and posess a

The reason we hire college students is that they do posses the mixture of practical and theoretical skills we require. We often chose them over university students because there's a great variance between university students. College programs are familiar

The student did a project for us and did a very good job on it.
The students are not prepared to manage more than one project at a time. At college they are given one project to complete and once complete they are given another. Reality is different.
The students are well trained, but they don't know the opportunities/benefits of the post-graduate qualifications and they focus more on the job market
The students from Sheridan College were sometimes too specialized in a specific area as opposed to well-rounded. This was the only co-op program we dealt with.
The students require more skills regarding practical administrative and secretarial areas. Although the level of theoretical knowledge is acceptable, they are missing an integral part of these "working skills".
The students that i have are very good at technically at what they do, there general work skills however are poor. For example, there writing skills are atrocious but there technical computer skills are good.
The theoretical base is there but the hands on skills are not something i find can be taught in the classroom and each workplace has different needs. certain skills can only be learned on the job.
Their education is theoretical, so there's no way they can have the qualifications for a practical setting.
Their grammar and written skills are atrocious.
There's a big difference between different schools especially when I hire from schools internationally.
There's a wide variety so it's hard to generalize, some were useless and some were very dedicated.
There's always one student that won't excel like the others. This is just based on the program.
There's gotta be a way to make it fair. They should make it fair for the 4th year students that can't get into the program because it's a 3rd year program.
There is a wide range, some students are good, some not. We have some students from other countries who lack basic knowledge (eg don't know how to use Excel).
There should be more placements within a year.
They're a great asset and come out ready to work.
They're committed to their school, they're good and they won't have a hard time to find a job. It's easy to apply their knowledge to their work.
They're great, socially not so much, and I don't believe they can handle responsibilities.
They're keen to prove themselves in the workplace. They're motivated, they have very good computer skills and they are more knowledgeable about computers in general.
They're well rounded when they get here, they take advice and criticism well.
They've worked out as well as other students we've hired. we've been happy with them but would i take one of them over another student placement...i'm not sure.
They all have been doing schooling and working for me, most of them graduated and they have obtained the skills needed for the job. It's an asset to be in the field so that you are ready when you

graduate.

They are a good element to our annual staffing plan and it's good to keep relationships with colleges and universities.

They are definitely more prepared for the 'hands on'/'common sense' approach to employment for our industry specifically. They are also more willing to take a line level position and move up through the ranks than a university graduate.

They are more ready because of the hands on experience they get at college whereas they don't get that at university.

They are really willing to perform well

They are thirsty for knowledge, they want to learn the job, their knowledge of the subject is more wide, not very relevant, more general I would say, so when they come in, they have to learn what the relevant technologies and skills are. But they are lear

They are well prepared in the courses. We had people in Business Administration, we were hoping for a Program Management program that would apply directly to our work but there are none offered. Right now we have competitions regarding hiring university s

They blend in the workplace a little better.

They could use a course in fitting into office structure/office politics. They need to be prepared a little bit in regard to how to fit into an office structure.

They do come ready to try. In our experience, the program expectation itself is not realistic to how we do our work, but we have managed to find a compromise with their instructors.

They do have basic theoretical knowledge(navigating pc, using the internet..), good work ethics, good team players and creative and good attitude.

They felt that they were still in the school setting. They were a little unprepared for the real world. This is the hurdle we had to over come in the beginning.

They have a sense of professionalism. The only downside is that they need more practical skills and that's why we're here for. They were excellent during the co-ops and I haven't had any problems. The only problem is that when they leave in September they

They have applied knowledge that can be used immediately.

They have worked out pretty well for us. They come with a certain skill level already. most of our business is may to october so when we hire we have to have people that can get ready quickly. they are perfect because they have a lot of knowledge and i ca

They just have to be self disciplined. They need to work on their own well.

They need more Excel training.

They need to have experience, to be more proactive in finding the right job. Co-op students don't really have the skills needed. Experience needs to come from their applied programs. It varies, I've had bad and good students, but it depends on the persona

They require some training in professionalism and dealing with employer and clients. Customer

service skills are lacking. Knowledge and training base are sufficient. However, people skills are required - perhaps role playing in class or bringing in emplo

They seem to be very knowledgeable for the task they have been assigned to do.

They should be motivated to take ownership of their career and become leaders of their own future. This can be done by understanding the industry in more detail and a curriculum that is better informed of industry needs.

University graduates have a better knowledge then college degree graduates because they have the applied skills necessary.

Very happy with the experience they come in with.

We've always been satisfied with college degree students. they are mature and professional and they work really well in our workplace and we're really happy with them.

We've been OK with the couple of them we've hired in the past.

We've been quite pleased with the ones we hired, we have a few in the company. College degree students have worked out reasonably well for us, we have had some positive experiences.

We've been using co-op students for 10 years now and it's a great tool for us. Our work is project based and fluctuates. One disadvantage is that each school that uses this has different procedures so for a major company like us it is sometimes hard to de

We've had a good time using them so it's been very beneficial for us.

We've had great experience, we train, we bring them in as co-ops and pick from the co-op group for hiring,. They are up and running, working underneath our more skilled people. It's a continuation in training.

We are a small company and we tend to ask more of them than larger firms. We have found that going out of their scope of work in regard to training and software, their abilities surpass what it's expected. They're able to fit into more than one avenue of

We are in the printing industry with graphic design. Everyone who comes out of a graphic course should be print ready, should have knowledge of printing background. We've had good luck with our students, they've been excellent.

We brought in Humber students from their Music program to perform in our cafe. We wanted to not only support young talent in our community but also let them have a platform to perform. They have been great so far!

We definitely try to give back very strongly to the students so their experience is enriching. We do find they lack some self promotion and interpersonal skills, so we try to enhance that side of them. They might have their technical skills down. We alway

We had one college degree graduate and one co-op student. They definitely show they're willing to learn the new requirements of the job and to do what it takes to get the job done.

We had some that put in the time and others that come to learn and they excel. The last 2 years we've had 2 amazing students, so it all depends on the individuals themselves.

We have a screening process for students to come here so they aren't always mature enough and sometimes lack healthy boundaries and would require more education regarding pharmaceutical training.

We have just had one so far so i don't have a lot of experience.

We hire mainly Coop students for seasonal operations. We hire approximately 110 seasonal staff and only have 12 full time staff in our operation. Our past coop students have for the most part been a very nice addition to our program.

We started co-op about two years ago and we have been thrilled

We were impressed with the technological savvy of our students we hired in terms of the use of latest software and familiarity with various programs. They were really current in the knowledge in what was in use in the workplace

We would have a preference for certain institutions. Some schools are very well prepared and we also look for individual personality traits of the students we hire.

What we look for in the college degree is the hands on experience. What we like is the internship because they get hands on experience while they go to school.

Work term should be 8 months to a year instead of 4 months.

You need to have proper expectations when hiring college students. If they had more skills with organizational behaviors that would be beneficial. They're trained, educated and eager to learn so if they get organizational training on top of their skills,

16   APPENDIX H – LIST OF COLLEGE DEGREE PROGRAMS OFFERED BY COLLEGES

College	Degree Program
Algonquin College of Applied Arts and Technology	• Bachelor of Applied Arts (Interior Design) • Bachelor of Applied Business (e-Business Supply Chain Management) • Bachelor of Hospitality and Tourism Management (Co-op) (Fall 2011)
Centennial College of Applied Arts and Technology	• Bachelor of Applied Information Sciences (Computer and Communication Networking) • Bachelor of Applied Information Sciences (Software Systems Design)
Conestoga College Institute of Technology and Advanced Learning	• Bachelor of Applied Arts (Public Relations) (Co-op) • Bachelor of Applied Business (Accounting, Audit and Information Technology) (Co-op) • Bachelor of Applied Business (International Business Management) (Co-op) • Bachelor of Applied Health Sciences (Health Informatics Management) (Co-op) • Bachelor of Applied Human Services (Community and Criminal Justice) (Co-op) • Bachelor of Applied Technology (Architecture – Project and Facility Management) (Co-op) • Bachelor of Applied Technology (Integrated Advanced Manufacturing Technologies) (Co-op) • Bachelor of Applied Technology (Integrated Telecommunication and Computer Technologies) (Co-op) • Bachelor of Interior Design (Fall 2011)
Fanshawe College of Applied Arts and Technology	• Bachelor of Applied Arts (Early Childhood Leadership) • Bachelor of Applied Arts (Integrated Land Planning Technologies) • Bachelor of Applied Technology (Biotechnology)
George Brown College of Applied Arts and Technology	• Bachelor of Applied Arts (Early Childhood Leadership) • Bachelor of Applied Business (Financial Services) • Bachelor of Applied Business (Hospitality Operations Management) with Niagara • Bachelor of Applied Technology (Construction Science and Management)
Georgian College of Applied Arts and Technology	• Bachelor of Applied Business (Automotive Management) • Bachelor of Applied Business (Golf Management)

	• Bachelor of Applied Human Services (Police Studies)
Humber College Institute of Technology and Advanced Learning	• Bachelor of Applied Arts (Creative Advertising) • Bachelor of Applied Arts (Criminal Justice) • Bachelor of Applied Arts (Film and Media Production) • Bachelor of Applied Arts (Interior Design) • Bachelor of Applied Arts (Paralegal Studies) • Bachelor of Applied Business (e-Business Marketing) • Bachelor of Applied Business (Fashion Management) • Bachelor of Applied Business (Human Resources Management) • Bachelor of Applied Business (International Business) • Bachelor of Applied Business (Tourism Management) • Bachelor of Applied Music (Contemporary Music) • Bachelor of Applied Technology (Industrial Design) • Bachelor of Child and Youth Care • Bachelor of Commerce (Accounting) • Bachelor of Public Relations
La Cité collégiale d'arts appliqués et de technologie	• Baccalaureat en techologie appliquee (Biotechnologie)
Niagara College of Applied Arts and Technology	• Bachelor of Applied Business (Hospitality Operations Management) with George Brown • Bachelor of Applied Business (International Commerce and Global Development)
Seneca College of Applied Arts and Technology	• Bachelor of Applied Arts (Child Development) • Bachelor of Applied Arts (Therapeutic Recreation) • Bachelor of Applied Business (Financial Services Management) • Bachelor of Applied Business (Human Resources Strategy and Technology) (Co-op) • Bachelor of Applied Business (International Accounting and Finance) (Co-op) • Bachelor of Applied Business (Municipal and Corporate Administration) (Co-op) • Bachelor of Applied Technology (Control Systems Technology) (Co-op) • Bachelor of Applied Technology (Flight Program) • Bachelor of Applied Technology (Integrated Environmental Site Remediation) • Bachelor of Applied Technology (Software Development) (Co-op) • Bachelor of Technology (Informatics and Security)

Sheridan Institute of Technology and Advanced Learning	• Bachelor of Applied Arts (Animation) • Bachelor of Applied Arts (Early Childhood Leadership) • Bachelor of Applied Arts (Illustration) • Bachelor of Applied Arts (Interior Design) • Bachelor Of Applied Arts (Photography) • Bachelor of Applied Business (Global Business Management) • Bachelor of Applied Health Sciences (Athletic Therapy) • Bachelor of Applied Health Sciences (Exercise Science and Health Promotion) • Bachelor of Applied Information Sciences (Information Systems Security)
St. Lawrence College of Applied Arts and Technology	• Bachelor of Applied Arts (Behavioural Psychology)

Source: College Websites.

17 APPENDIX I – GRADUATE SURVEY RESPONDENTS vis-à-vis TOTAL DEGREE GRADUATES

Algonquin College

Degree	05-'06 MTCU	05-'06 Evaluation	06-'07 MTCU	06-'07 Evaluation	07-'08 MTCU	07-'08 Evaluation	08-'09 MTCU	08-'09 Evaluation	09-'10 Evaluation
Applied Arts	-	-	-	-	23	3	33	-	1
Applied Business	-	-	-	-	22	2	16	2	6
Applied Technology	-	-	-	-	4	-	4	-	-
Total	-	-	-	-	49	5	53	2	7

Centennial College

Degree	05-'06 MTCU	05-'06 Evaluation	06-'07 MTCU	06-'07 Evaluation	07-'08 MTCU	07-'08 Evaluation	08-'09 MTCU	08-'09 Evaluation	09-'10 Evaluation
Applied Information Sciences	-	-	31	-	19	1	11	-	-
Total	-	-	31	-	19	1	11	-	-

Conestoga College

Degree	05-'06 MTCU	05-'06 Evaluation	06-'07 MTCU	06-'07 Evaluation	07-'08 MTCU	07-'08 Evaluation	08-'09 MTCU	08-'09 Evaluation	09-'10 Evaluation
Applied Arts	-	-	-	-	-	-	-	1	-
Applied Business	-	-	-	-	-	1	-	-	11
Applied Health Sciences	-	-	-	-	-	-	-	2	3
Applied Human Services	-	-	-	-	-	-	-	-	2
Applied Technology	-	-	-	9	53	8	62	15	13
Total	-	-	-	9	53	9	62	18	29

Fanshawe College

Degree	05-'06 MTCU	05-'06 Evaluation	06-'07 MTCU	06-'07 Evaluation	07-'08 MTCU	07-'08 Evaluation	08-'09 MTCU	08-'09 Evaluation	09-'10 Evaluation
Applied Arts	-	-	-	-	-	-	28	-	-
Applied Technology	-	-	-	-	-	-	8	-	-
Total	-	-	-	-	-	-	36	-	-

Georgian College

Degree	05-'06 MTCU	05-'06 Evaluation	06-'07 MTCU	06-'07 Evaluation	07-'08 MTCU	07-'08 Evaluation	08-'09 MTCU	08-'09 Evaluation	09-'10 Evaluation

Applied Business	-	-	-	-	31	-	37	-	2
Applied Human Services	-	-	-	-	15	-	31	-	2
Unspecified	-	-	-	-	-	-	-	1	-
Total	-	-	-	-	46	-	68	1	4

George Brown College									
	05-'06		06-'07		07-'08		08-'09		09-'10
Degree	MTCU	Evaluation	MTCU	Evaluation	MTCU	Evaluation	MTCU	Evaluation	Evaluation
Applied Business	-	-	41	2	49	-	56	1	2
Applied Technology	-	-	-	-	12	-	43	4	2
Unspecified	-	-	-	-	-	-	-	-	1
Total	-	-	41	2	61	0	99	5	5

Humber College*									
	05-'06		06-'07		07-'08		08-'09		09-'10
Degree	MTCU	Evaluation	MTCU	Evaluation	MTCU	Evaluation	MTCU	Evaluation	Evaluation
Applied Arts	-	-	-	10	-	3	-	4	7
Applied Business	-	1	-	3	-	3	-	1	6
Applied Information Sciences	-	-	-	-	-	-	-	1	-
Applied Music	-	-	-	-	-	-	-	1	9
Technology	-	-	-	-	-	-	-	-	1
Total	-	-	-	13	0	6	0	7	23

Loyalist College									
	05-'06		06-'07		07-'08		08-'09		09-'10
Degree	MTCU	Evaluation	MTCU	Evaluation	MTCU	Evaluation	MTCU	Evaluation	Evaluation
Applied Arts	10	2	15	3	14	4	10	1	2
Applied Human Services	-	2	-	-	-	-	-	-	-
Total	10	4	15	3	14	4	10	1	2

Niagara College									
	05-'06		06-'07		07-'08		08-'09		09-'10
Degree	MTCU	Evaluation	MTCU	Evaluation	MTCU	Evaluation	MTCU	Evaluation	Evaluation
Applied Business	-	-	23	-	21	-	25	-	6
Applied Technology	-	-	-	3	5	1	5	2	1
Total	-	-	23	3	26	1	30	2	7

Seneca College								
	05-'06		06-'07		07-'08		08-'09		09-'10
Degree	MTCU	Evaluation	MTCU	Evaluation	MTCU	Evaluation	MTCU	Evaluation	Evaluation
Applied Arts	-	-	-	-	-	1	-	-	-
Applied Business	12	1	23	2	28	3	17	3	10
Applied Technology	-	-	51	3	51	7	46	8	20
Unspecified	-	-	-	2	-	1	-	-	-
Total	12	1	74	7	79	12	63	11	30

Sheridan College								
	05-'06		06-'07		07-'08		08-'09		09-'10
Degree	MTCU	Evaluation	MTCU	Evaluation	MTCU	Evaluation	MTCU	Evaluation	Evaluation
Applied Arts	-	-	173	3	155	5	166	1	9
Applied Health Sciences	-	-	25	-	31	2	34	1	4
Applied Information Sciences	-	-	-	1	-	4	11	1	-
Unspecified	-	-	-	-	-	-	-	-	1
Total	-	-	198	4	186	11	211	3	14

St. Lawrence College*								
	05-'06		06-'07		07-'08		08-'09		09-'10
Degree	MTCU	Evaluation	MTCU	Evaluation	MTCU	Evaluation	MTCU	Evaluation	Evaluation
Applied Arts	-	-	-	-	-	-	-	-	8
Unspecified	-	-	-	-	-	-	-	-	2
Total	-	-	-	-	-	-	-	-	10

Source: MTCU Graduate Outcomes Survey, Student Survey

*No MTCU data available for Humber College and St. Lawrence College