



Profile of Non-Direct Entrants to Ontario's Colleges, 2008

June 2008

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Introduction

Non-direct entrants to Ontario's colleges have not been well understood through research. Shifting demographics and a changing labour market indicate that the colleges need to attract a greater number of individuals from a variety of entry pathways.

The objective of this report is to profile applicants and students coming to Ontario colleges through a non-direct route, relative to those who have come directly from high school, in terms of their demographics, perceptions, influences, finances and use of student services. Creating profiles of non-direct entrants, segmented by various entry pathways, provides valuable insight for recruitment strategies, admissions processes, anticipation of student needs and services, and programming decisions. This report utilizes existing data sources that have been re-configured and analyzed to enable the development of a profile of non-direct entrants.

Depending on whether or not they applied directly from secondary school, individuals were categorized as either direct or non-direct entrants. The latter group was further divided into delayed entrants (no PSE experience), incomplete PSE (some college or university experience, but no credential) and complete PSE (college, trades or university credential). Full definitions and details of data sources are available in Appendix 1.

Summary Findings

Of the total 2007-08 Ontario college student population, 37% had already participated in PSE prior to entering their current college program, with 19% having completed a PSE credential and 18% having an incomplete PSE credential. A further 23% of students had delayed entry to college after secondary school, with only 38% entering directly from secondary school. The percentage of each segment varies considerably by college (see Table 1, page 8).

Several important findings were similar across the four student groups (direct entry, delayed entry, incomplete PSE and complete PSE). First generation students represented a large proportion of the registrants in each of the four groups. Similar levels of personal savings were reported by all groups, and many of the reasons for pursuing a college education were common across groups.

While there are many similarities amongst the four groups, there are also important differences. The demographic analysis revealed some distinctive characteristics; most notable were those in the complete PSE segment (high percentage reported a first language other than English, were born outside Canada, considered themselves visible minorities), likely reflecting internationally trained immigrants. Distinctive characteristics of each student group, based upon the data in this report, are outlined below:

Direct Entry

- 27% saw college as a goal for further education
- 18% applied to both college and university
- highest ratings of student satisfaction

Delayed Entry

- 29% self-reported high school grade averages of less than 70%
- 31% had no grade 12 math
- higher proportion of males
- higher proportion of Aboriginal students
- high proportion had a first language other than English or French
- 21% were enrolled in certificate programs
- only 6% applied to both college and university
- greatest use of college financial aid services

Incomplete PSE

- 36% were under age 20
- large proportion applied to health science programs
- similar discipline application pattern to complete PSE

Complete PSE

- 53% self-reported high school grade averages of 80% or higher
- 56% had a majority of U level courses in high school
- almost half had advanced grade 12 math
- higher proportion of females
- over one-third were age 25 or older
- one-quarter had a first language other than English or French
- approximately 20% were not born in Canada
- least likely to get an offer/lower conversion rate of applicants to registrants
- over 50% were pursuing a diploma or advanced diploma

In addition to differences by pathway, some of these variables would be expected to differ within the various provincial regions. The diverse population patterns of Ontario have produced distinct regional differences which are reflected in the characteristics of the college populations within each region. Thus, this report includes a breakdown of many of these student variables as they apply to Central, Eastern, Northern, and Western Ontario.

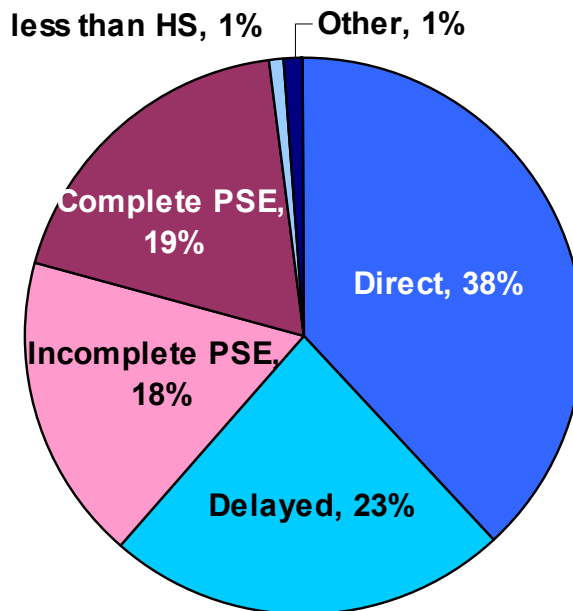
The report ends with a discussion of labour market outcomes. It concludes that college graduates who entered college with complete or incomplete PSE, achieved higher earnings than direct or delayed entrants. Those in the delayed entry segment had the lowest employment rate (both 2 and 5 years after graduation) of the four pathways. The analyses in this report clearly demonstrate that each of the four student groups have unique characteristics. Understanding the similarities and differences amongst the groups will strengthen institutional efforts to recruit, support and retain students. Developing a more refined and segmented approach to the analysis of student experiences will strengthen our capacity to understand the trends at the institutional and sector level and to advance the important role of colleges in serving the diverse needs of Ontario's population.

Findings

Pathway Segments and Sizes

The Student Satisfaction Survey data, when organized into the various segments, reveals that only 38% of college students entered directly from secondary school (Figure 1). Of the non-direct entrants, 23% had delayed entry to college after high school and 37% had entered with previous PSE (18% with partial and 19% with complete PSE). For 2007-08, there has been a slight increase in the percent of students with complete PSE, as compared to previous years.

Figure 1. Pathways to college

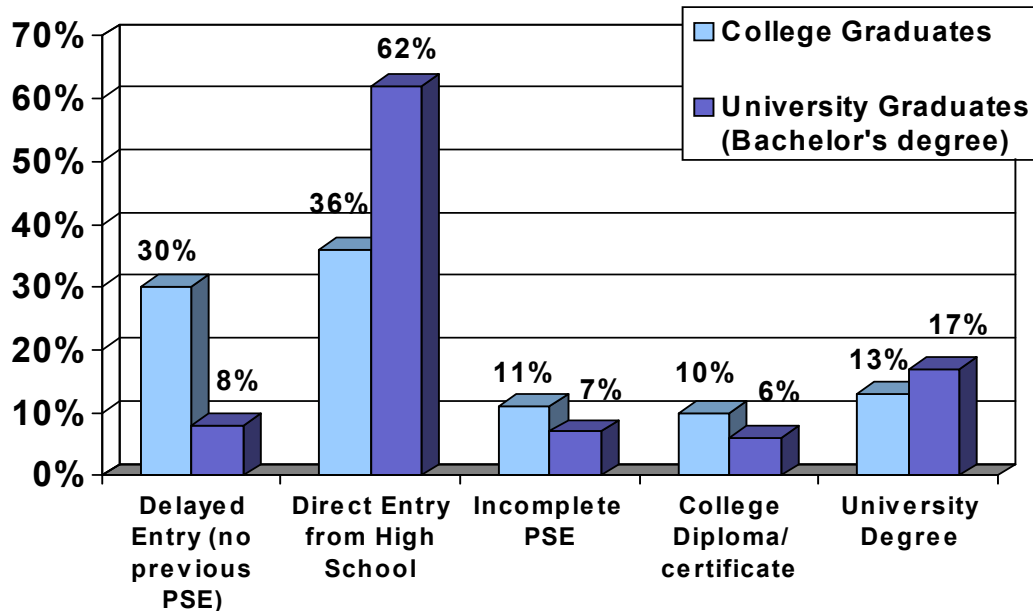


Source: 2007-08 Student Satisfaction Survey

According to the latest National Graduates Survey (Statistics Canada), the majority of graduates had been out of school for some time prior to starting their university or college programs, or they had some PSE prior to enrolling in their programs. In 2000,

only 36% of Ontario college graduates and 62% of university graduates had entered their programs directly after high school (Figure 2). Thirty percent of college graduates had taken time off after high school, 11% had incomplete PSE and a further 23% had a college or university credential.

Figure 2. Educational background of Ontario college and university graduates, Class of 2000 (National Graduate Survey)



Source: Statistics Canada

College Attended

There is considerable variation between colleges regarding the percentages of students who enroll as non-direct entrants. Within the non-direct categories, delayed entrants represent between 20 and 27% of college enrolments, while the percentage of students with incomplete PSE ranges from 12 to 22% and complete PSE between 12 and 28%. Ontario's francophone colleges (Boréal and La Cité) show the highest proportions of direct entrants, while the metro Toronto colleges (Centennial, George Brown, Humber and Seneca) show the highest proportions of students with previous complete PSE. A percentage breakdown for all 24 colleges is presented in Table 1.

Table 1. Pathway by college

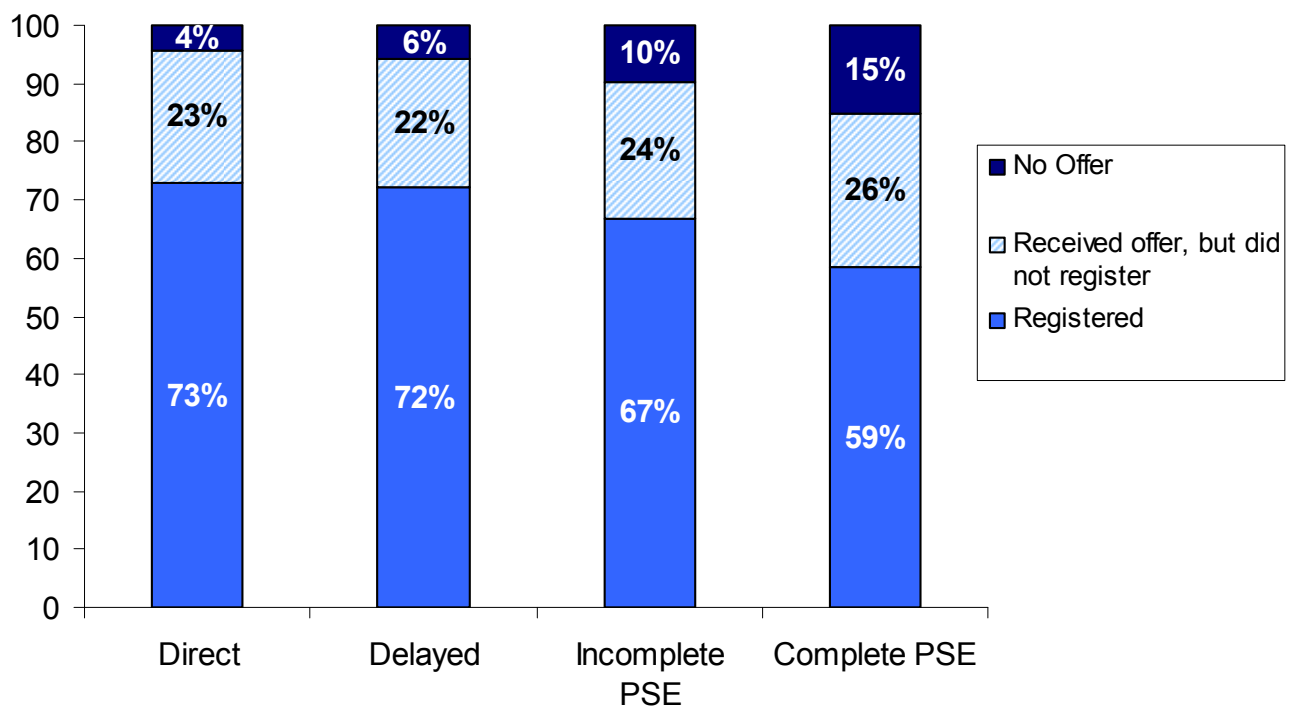
| | Direct | Delayed | Incomplete PSE | Complete PSE | less than high school | other |
|------|--------|---------|----------------|--------------|-----------------------|-------|
| ALGO | 37.0 | 20.6 | 21.3 | 19.3 | 1.1 | 0.7 |
| BORE | 51.0 | 19.7 | 11.8 | 15.6 | 0.9 | 1.1 |
| CAMB | 38.9 | 20.3 | 19.2 | 19.5 | 0.7 | 1.4 |
| CANA | 46.0 | 21.9 | 15.8 | 12.6 | 1.8 | 1.8 |
| CENT | 28.5 | 27.1 | 14.5 | 27.5 | 1.0 | 1.4 |
| CONF | 33.2 | 25.1 | 21.7 | 16.6 | 0.7 | 2.6 |
| CONS | 41.4 | 25.2 | 18.8 | 13.1 | 0.6 | 0.8 |
| DURH | 46.3 | 22.1 | 17.4 | 13.2 | 0.4 | 0.7 |
| FANS | 43.3 | 22.2 | 17.3 | 16.3 | 0.4 | 0.6 |
| GEOR | 38.9 | 25.9 | 16.6 | 16.1 | 1.4 | 1.1 |
| GRBR | 29.7 | 22.5 | 17.8 | 27.7 | 0.9 | 1.4 |
| HUMB | 35.8 | 22.6 | 15.9 | 24.1 | 0.8 | 0.9 |
| LACI | 48.3 | 20.4 | 17.0 | 12.0 | 1.3 | 0.9 |
| LAMB | 39.7 | 20.7 | 19.3 | 17.7 | 0.9 | 1.7 |
| LOYT | 42.7 | 20.9 | 16.6 | 18.2 | 0.7 | 0.9 |
| MOHA | 36.9 | 24.8 | 17.9 | 18.5 | 1.0 | 0.9 |
| NIAG | 41.5 | 21.7 | 18.2 | 17.4 | 0.5 | 0.8 |
| NORT | 30.8 | 26.0 | 18.1 | 19.7 | 2.3 | 3.0 |
| SAUL | 36.4 | 22.9 | 21.7 | 16.0 | 1.1 | 1.8 |
| SENE | 32.2 | 25.9 | 16.7 | 23.0 | 1.0 | 1.2 |
| SHER | 43.0 | 23.3 | 16.5 | 15.7 | 0.7 | 0.8 |
| SLAW | 40.3 | 21.6 | 18.9 | 17.8 | 0.8 | 0.5 |
| SSFL | 43.6 | 20.9 | 16.5 | 18.1 | 0.4 | 0.5 |
| STCL | 34.9 | 25.2 | 22.3 | 16.3 | 0.5 | 0.7 |

Source: 2007-08 Student Satisfaction Survey

Conversion Rates by Pathway

College applicants who responded to the 2007 College Applicant Survey (CAS) were matched to OCAS files such that those who registered at a college could be compared to those who did not. Relative to direct entrants, non-direct applicants were less likely to receive an offer from a college (Figure 3). Across the four groups, complete PSE applicants were less likely than all other groups to register when they did receive an offer. Possibly, this may reflect a competitive nature of the programs to which these applicants are applying.

Figure 3. Application outcome by pathway



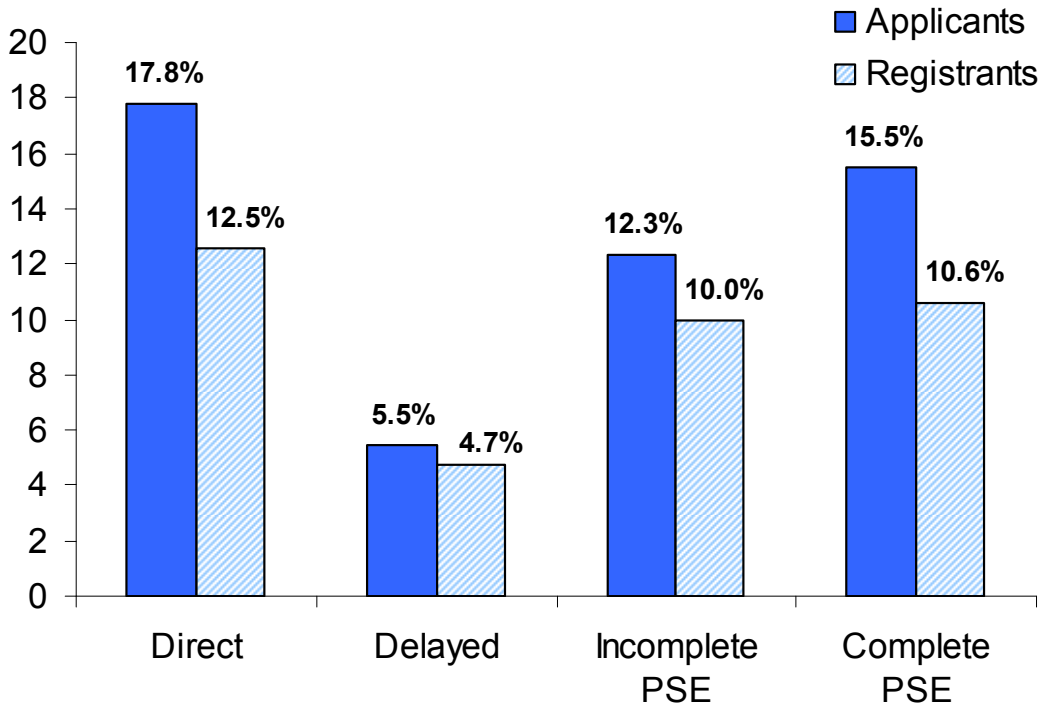
Source: 2007 CAS/OCAS

Applications to Universities

Some of the individuals who did not register at a college may have chosen to register at a university. Applicants and registrants were asked if they had also applied to a university, either in Ontario or elsewhere. As shown in Figure 4, individuals applying to college directly from high school were the most likely to apply to university as well (18%), although those with complete PSE were quite similar (16%). The relatively large drop from applicants to registrants in both of these groups could imply that these students were attractive to universities and/or their real preferences tended towards

universities. Those who had delayed entry to PSE were the least likely to have also applied to university, with only 6% of applicants and 5% of registrants having applied to both.

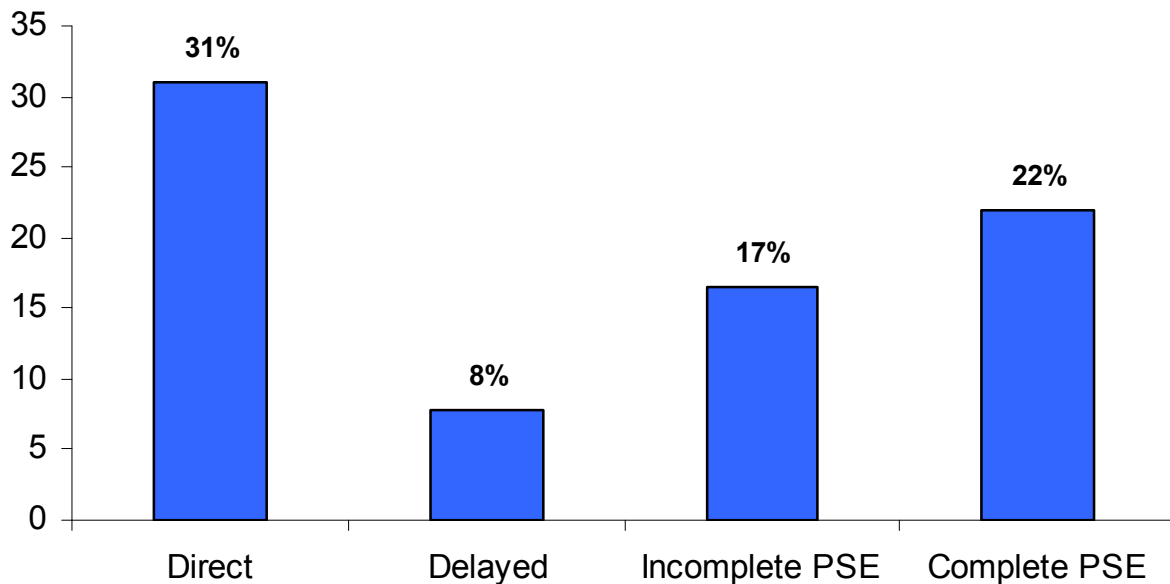
Figure 4. Percentage of college applicants and registrants who also applied to university



Source: 2007 CAS/OCAS

As over 20% of applicants in all groups received an offer but did not accept it, this subset was explored further. Figure 5 shows that these individuals were much more likely to also apply to a university, particularly the direct entrants and those with previous complete PSE.

Figure 5. Percent of college applicants who also applied to university (only those who received a college offer but did not register)



Source: 2007 CAS/OCAS

Demographics

Demographic data on applicants and registrants for each segment are detailed in Table 2. Across all groups, approximately one-third of registrants indicated that they were first generation students (i.e. neither parent had a PSE credential). The data show that those applicants and registrants with a PSE credential were quite different from the other segments, in that higher proportions were born outside Canada, considered themselves visible minorities or had dependent children. Incomplete PSE applicants and registrants were most likely to report having a disability. Of all segments, delayed entrants were slightly more likely to self-identify as Aboriginal individuals.

Table 2. Demographic profile of college applicants (top) & registrants (bottom)

| APPLICANTS | Direct | Delayed | Incomplete PSE | Complete PSE |
|--------------------------|--------|---------|----------------|--------------|
| % Aboriginal | 4.4 | 5.2 | 4.6 | 3.6 |
| % 1st generation student | 30.9 | 36.0 | 30.5 | 28.3 |
| % not born in Canada | 14.7 | 12.9 | 17.0 | 22.7 |
| % visible minority | 13.9 | 11.7 | 15.3 | 17.7 |
| % with a disability | 5.6 | 5.8 | 9.3 | 5.0 |
| % with children | 3.3 | 9.3 | 14.9 | 17.7 |

| REGISTRANTS | Direct | Delayed | Incomplete PSE | Complete PSE |
|--------------------------|--------|---------|----------------|--------------|
| % Aboriginal | 4.6 | 5.6 | 4.4 | 3.7 |
| % 1st generation student | 30.5 | 35.2 | 30.4 | 27.6 |
| % not born in Canada | 13.3 | 11.7 | 15.8 | 18.5 |
| % visible minority | 12.7 | 10.9 | 13.1 | 16.0 |
| % with a disability | 5.9 | 5.6 | 9.1 | 5.2 |
| % with children | 2.8 | 7.9 | 14.3 | 15.8 |

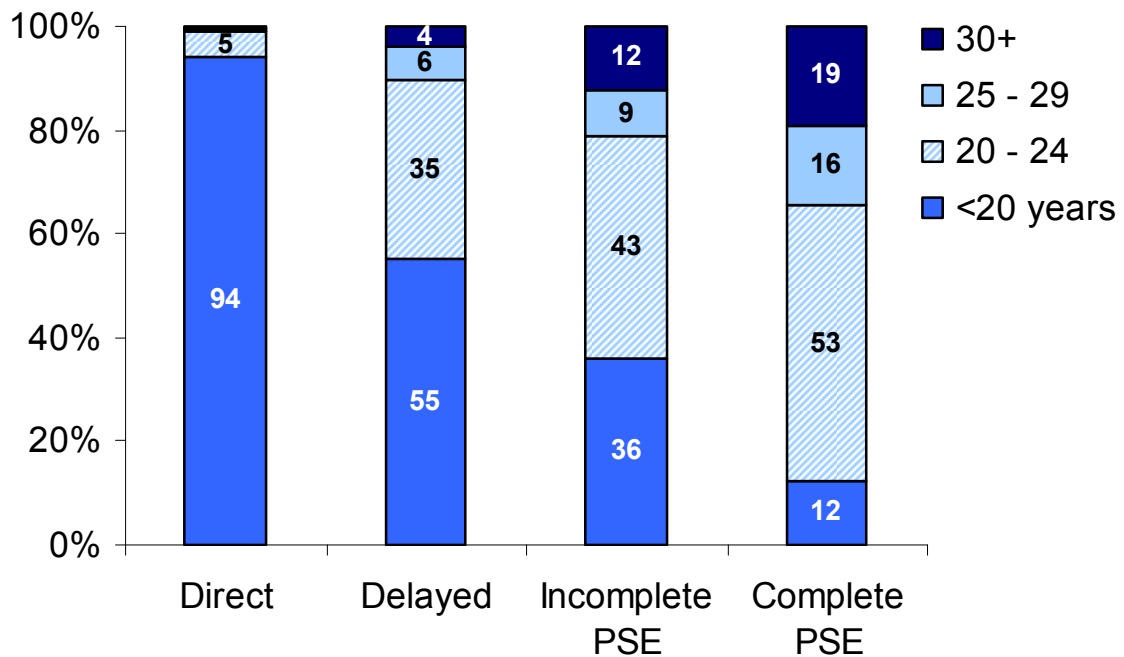
Source: 2007 CAS/OCAS

As expected, some of these demographic variables from the CAS differed across the various regions of Ontario. Registrants were categorized by region, based on the college at which they registered, and demographic data for these registrants of each provincial region are presented in Appendix 2.

Age

Age differed substantially by segment. For example, registrants with complete PSE tended to be older (over one-third were age 25 or older), while delayed entrants were quite young, with 90% of these registrants being under 25 years of age (Figure 6).

Figure 6. Age at date of application (registrants)



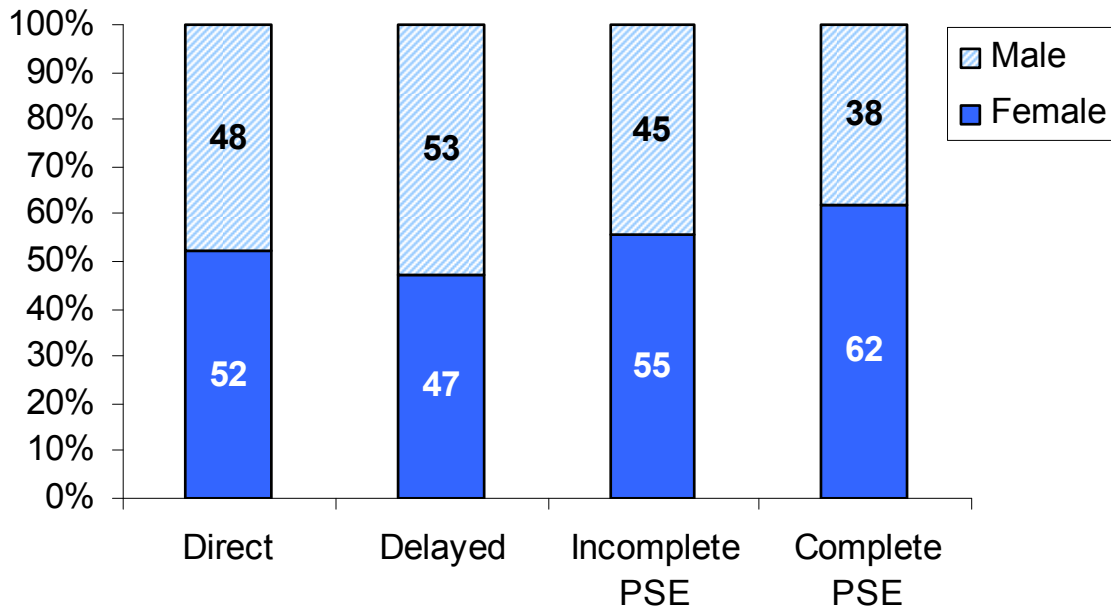
Source: 2007 CAS/OCAS (age in March 2007)

In addition to that of the CAS, the Student Satisfaction Survey demographic data also provided some useful insights into each segment along the following dimensions:

Gender

The gender ratio for direct entry students was almost even (Figure 7). The percentages of females were higher than males in three of the four groups however, with the most striking disparity in the complete PSE group. In contrast, males outnumbered females in the delayed entry group, 53% to 47%.

Figure 7. Gender by pathway

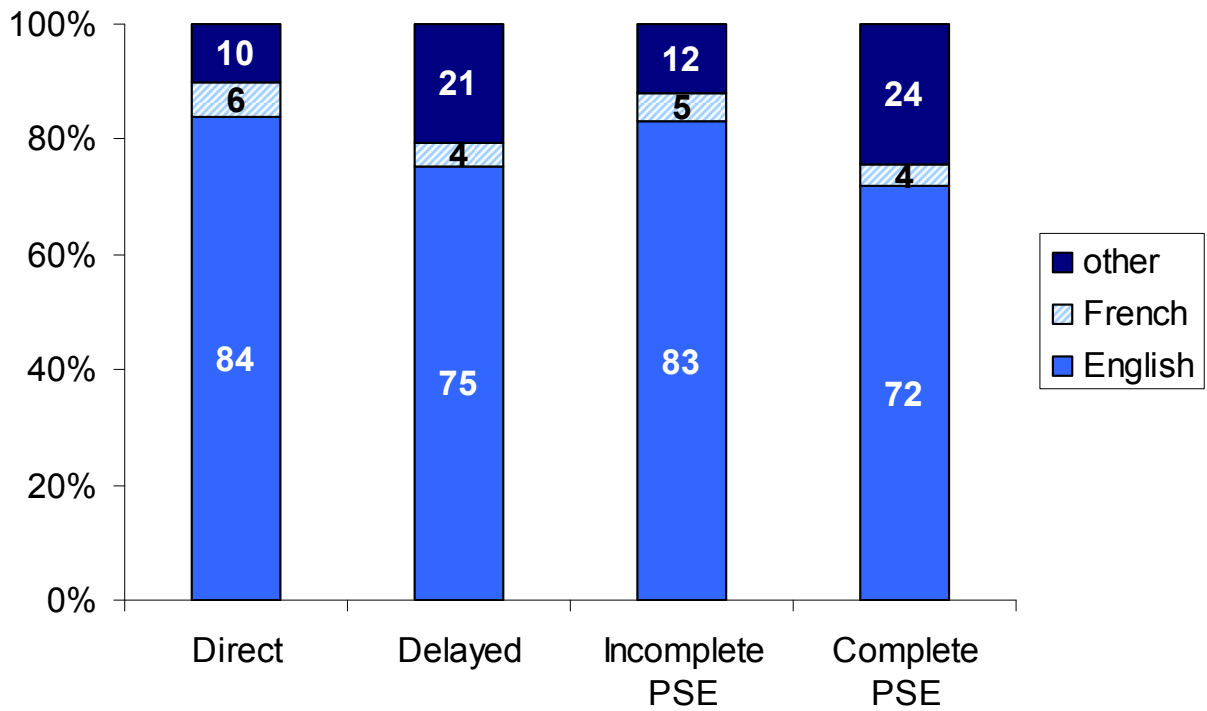


Source: 2007-08 Student Satisfaction Survey

Language

Provincially, students with a complete PSE credential were far more likely to report their “first language” as being neither French nor English (24%) as compared to the other groups (Figure 8). A relatively high proportion of delayed entrants (21%) also indicated that English or French was not their first language.

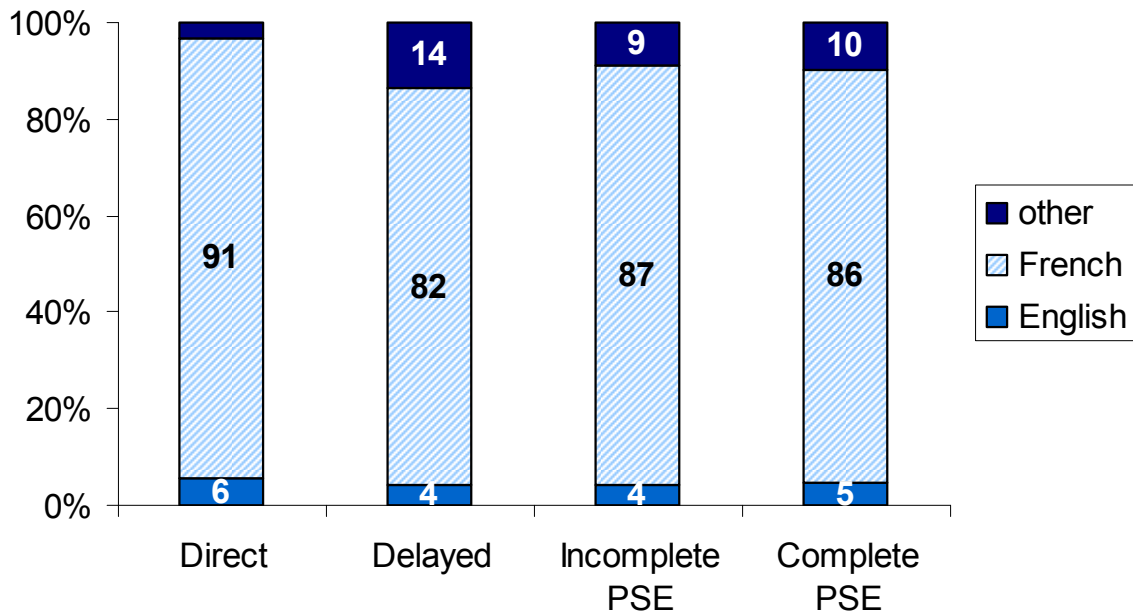
Figure 8. First language



Source: 2007-08 Student Satisfaction Survey

As expected, this pattern was quite different for students attending Boréal and La Cité, where French was by far the most common first language across groups (Figure 9). For these two colleges, students reporting neither French nor English as their first language were most likely to be delayed entrants.

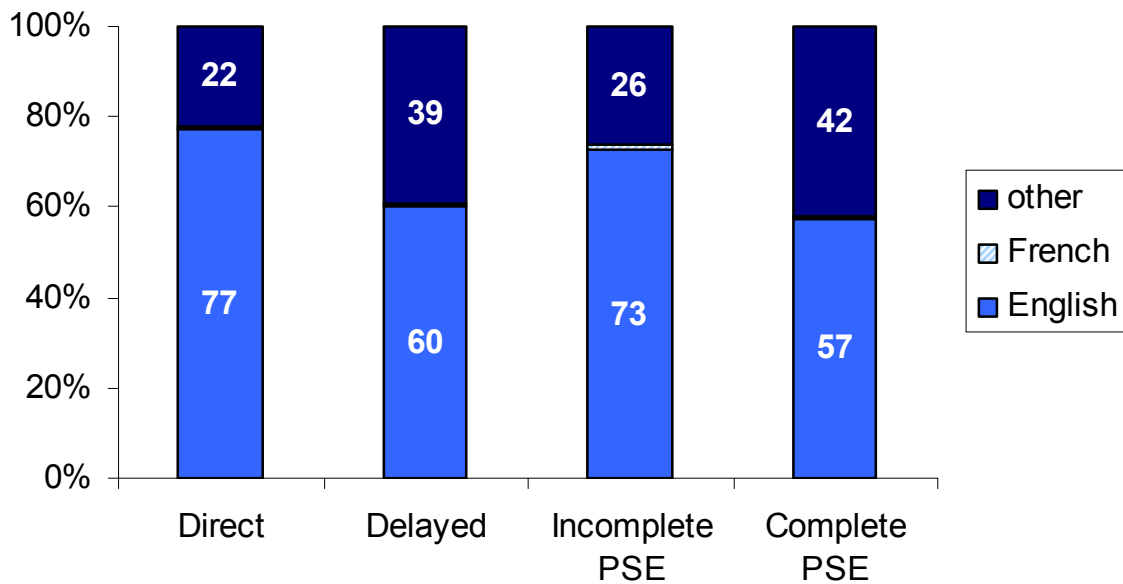
Figure 9. First language, Collège Boréal and La Cité Collégiale



Source: 2007-08 Student Satisfaction Survey

Significant differences in first language were also observed for the Metro Toronto colleges (Centennial, George Brown, Humber, and Seneca), most likely due to the higher numbers of immigrant students attending these colleges (Figure 10). Forty-two percent of complete PSE students reported that neither English nor French was their first language, followed closely by delayed entrants at 39%. Of all the groups, direct entrants in the Metro colleges were the most likely to report English as their first language.

Figure 10. First language, Metro colleges



Source: 2007-08 Student Satisfaction Survey

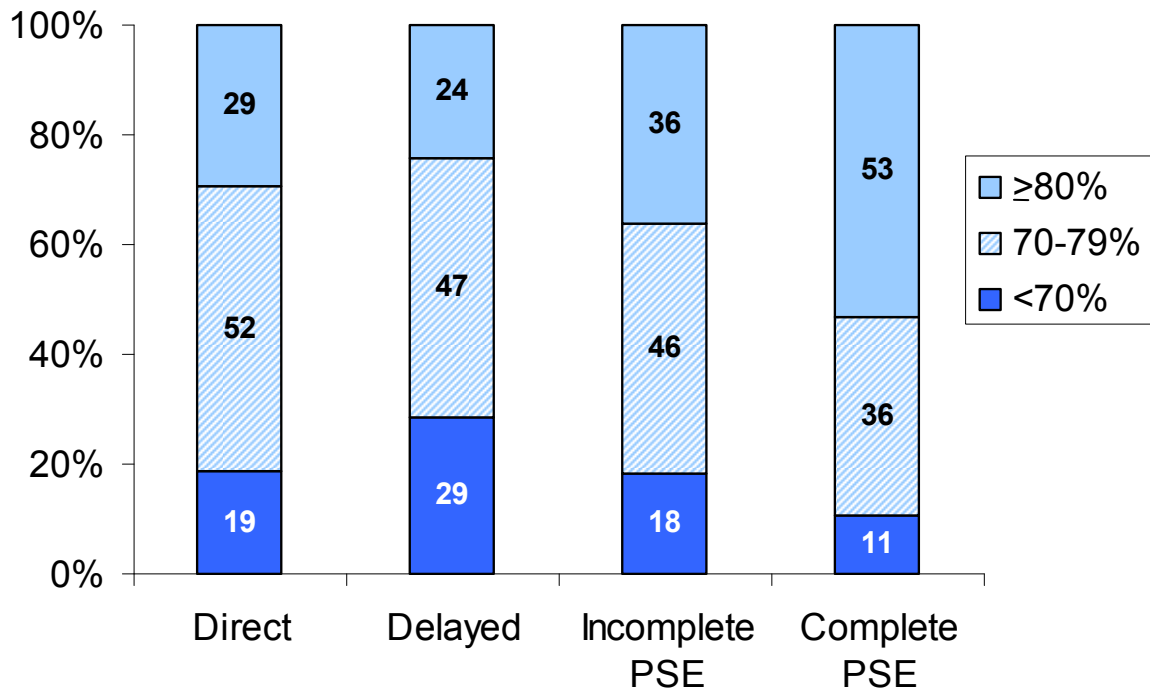
Academic Background

An understanding of the academic background of applicants can help to create smoother transitions to college. The academic backgrounds of college students are quite diverse, so use of the categories outlined in this report may be a helpful method for sorting these data.

Grades in Last year of High School

The distinct grade profiles of the applicant groups are evident. As expected, those with previous complete PSE were academically the strongest, with more than half reporting an average of 80% or higher in high school (Figure 11). In contrast, just under one-quarter of delayed entrants self-reported a grade average of 80% or higher, and twenty-nine percent had grade averages under 70%. This finding may provide some insight into reasons for delaying participation in PSE. For those applicants with incomplete PSE, over one-third reported a grade average of 80% or above.

Figure 11. Overall average in last year of high school for college applicants

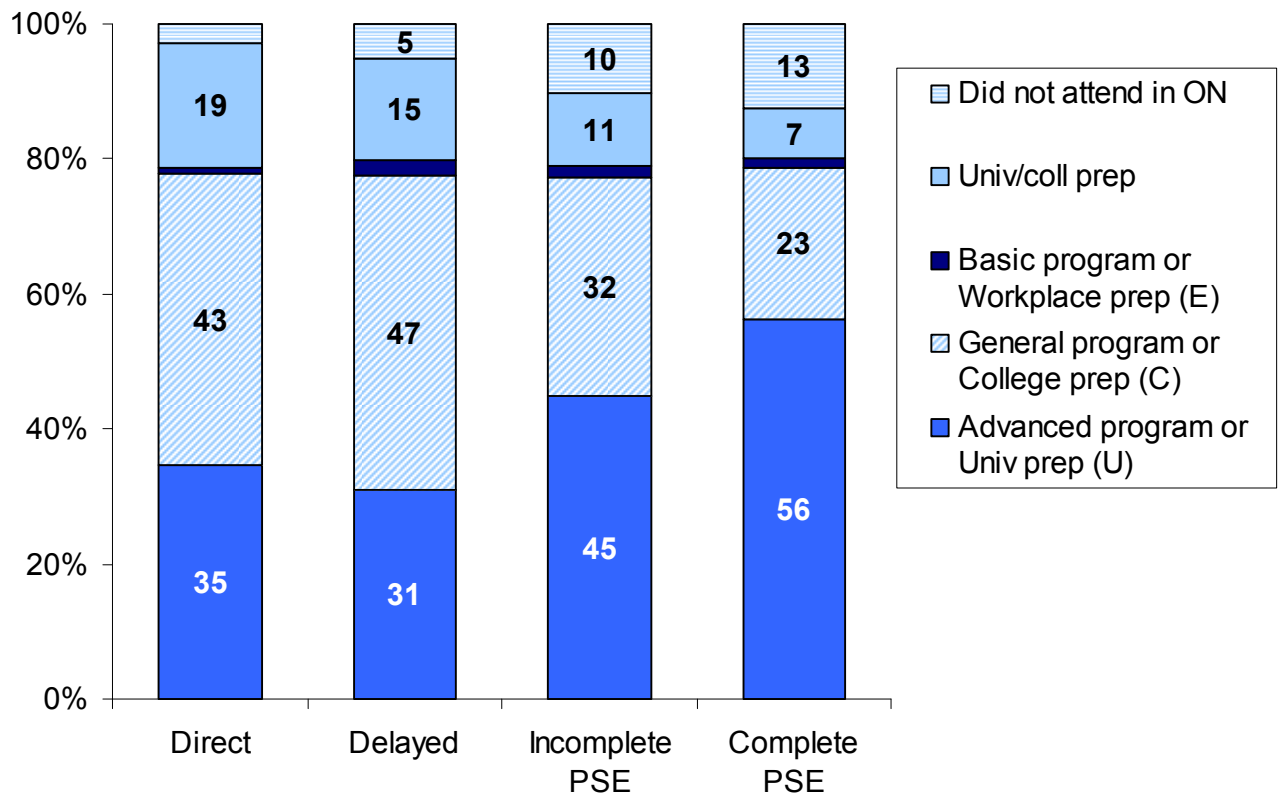


Source: 2007 CAS

Course Types

College students have diverse academic backgrounds in terms of secondary school course selection (Figure 12). Despite Ontario's destination-based curricula, over one-third of registrants who had applied directly from high school had taken a majority of university preparatory (U) courses. Both direct and delayed entrants however, were most likely of all groups to have taken college preparatory (C) courses. Those with previous PSE, particularly those with a credential, were much more likely to have taken the university preparatory courses.

Figure 12. Types of courses taken by registrants (in the greatest number) in grades 11 & 12



Source: 2007 CAS/OCAS

The CAS asks specifically about the type of math taken in high school. Almost half of those with complete PSE had taken university prep or advanced program math in grade 12. In contrast, registrants in other groups were more likely to have taken the college preparatory or general program math. Thirty-one percent of registrants in the delayed entrant group did not take grade 12 math, a much higher percentage than those seen for the other groups (Appendix 3).

Decision-Making Process

Both the CAS and the Student Satisfaction Survey provide evidence supporting the importance of career and employment preparation as reasons for attending college. Across groups, many of the responses regarding the decision-making process were similar, although some interesting differences emerged. For example:

1. When applicants and registrants were asked to indicate if particular factors were major reasons for applying to college, preparing for career/employment was chosen as a major reason by most respondents (Appendix 4). When applicants were asked to choose a single, main reason for applying to college, preparing for career/employment was again the most common reason within each group (Table 3). Other career-related reasons (e.g. career change; career advancement) were more commonly cited by those applicants with previous complete PSE. In complement with this finding, personal development was least likely to be cited by those with complete PSE as their main reason for applying to college.

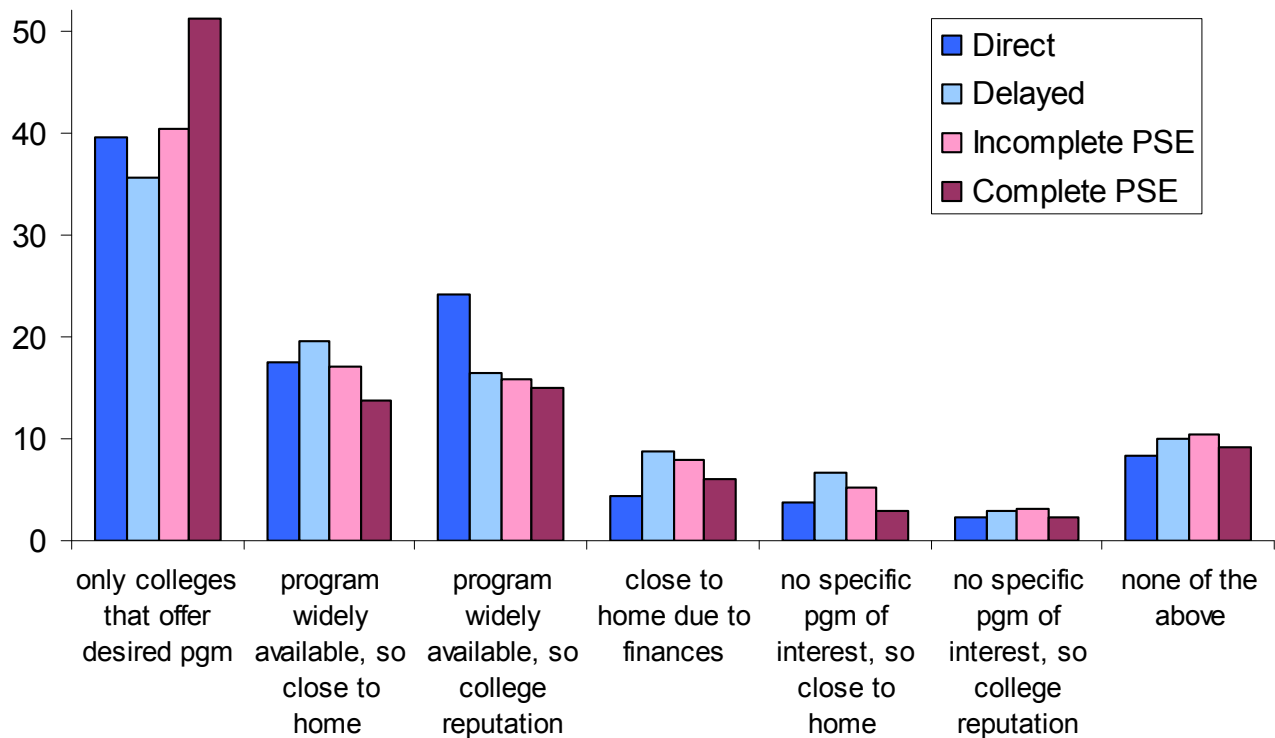
Table 3. Main reason for applying to college by group (%)

| | Direct | Delayed | Incomplete PSE | Complete PSE |
|----------------------------------|--------|---------|----------------|--------------|
| To prepare for career/employment | 32.7 | 26.9 | 25.7 | 24.9 |
| Personal development/interests | 18.5 | 23.2 | 17.0 | 12.4 |
| To get credential | 16.9 | 13.3 | 13.6 | 9.3 |
| Career advancement | 9.3 | 10.8 | 10.7 | 15.6 |
| Prepare for univ. | 9.1 | 4.3 | 5.4 | 2.8 |
| To make more money | 5.9 | 9.9 | 8.5 | 6.5 |
| Encouragement from others | 2.2 | 2.5 | 1.7 | 1.1 |
| Prepare for college | 1.7 | 1.4 | 1.5 | 1.6 |
| Career change | 1.3 | 4.3 | 11.4 | 17.2 |
| Could not find job | 0.4 | 1.7 | 2.2 | 6.4 |
| Employer required | 0.3 | 0.3 | 0.6 | 0.3 |
| Add to foreign cred. | 0.1 | 0.0 | 0.2 | 0.9 |
| None of the above | 1.6 | 1.3 | 1.5 | 0.9 |

Source: 2007 CAS

2. When asked about their postsecondary options regarding colleges and programs, a large proportion of registrants indicated that they only considered colleges that offered their desired programs, but this was particularly true for those registrants with complete PSE (Figure 13).

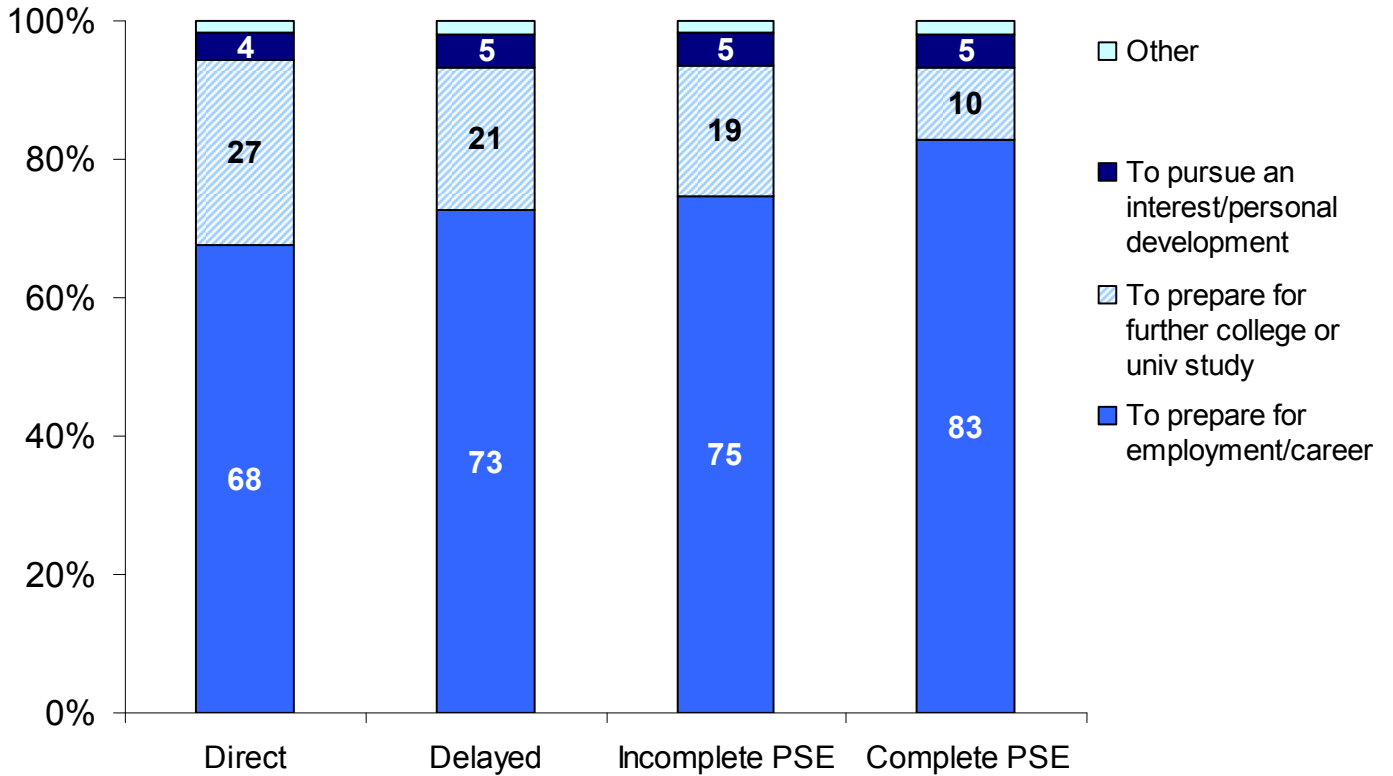
Figure 13. “When considering postsecondary options, which of the following best describes your process of decision making?”



Source: 2007 CAS/OCAS

3. In the Student Satisfaction Survey, students are asked to indicate their main goal in enrolling in their current programs. Those with completed PSE were more focused on employment and career goals, with 83% stating that as their main goal (Figure 14). Only 10% of this segment was interested in further education. Contrasted with direct entry students, both delayed and incomplete PSE segments had more students who were interested in employment and career goals; however, further education was stated as the main goal for 21% and 19% respectively.

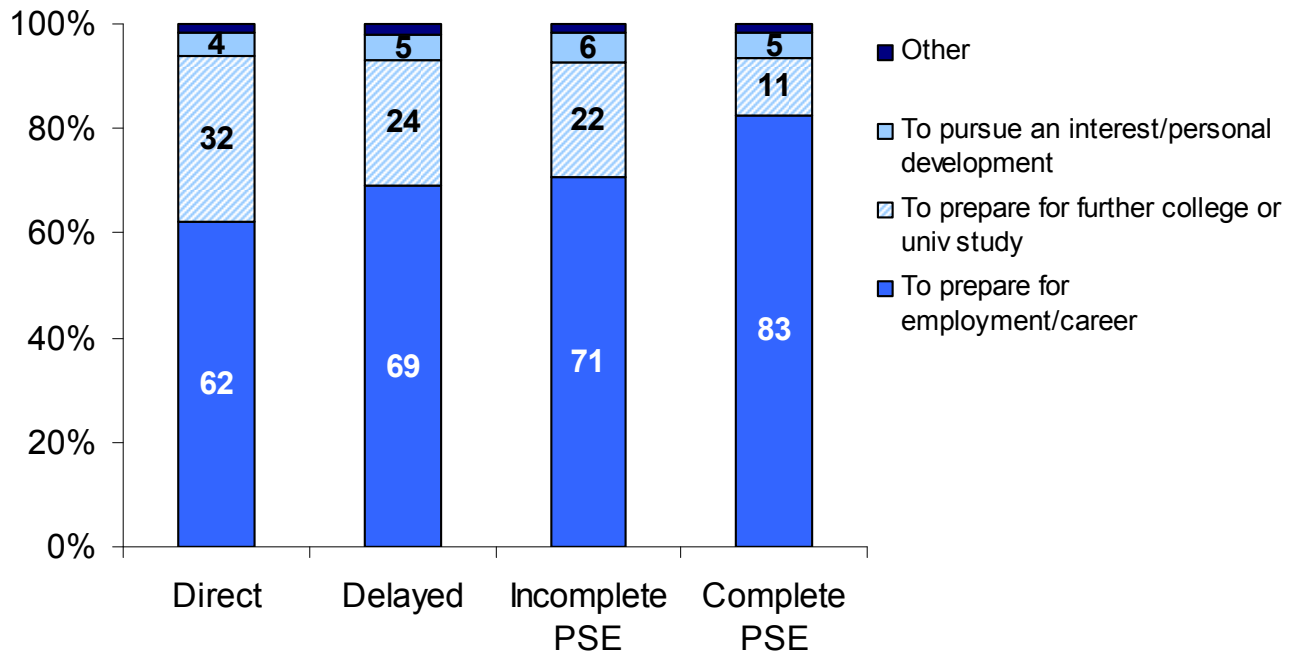
Figure 14. Students' main goal in enrolling in program



Source: 2007-08 Student Satisfaction Survey

When examined by region, the most striking difference was seen for the direct, delayed and incomplete PSE students from the central region (Figure 15); these students were much more likely to indicate that preparing for further education was their main goal, as compared to these segments in other provincial regions.

Figure 15. Students' main goal in enrolling in program, Central region

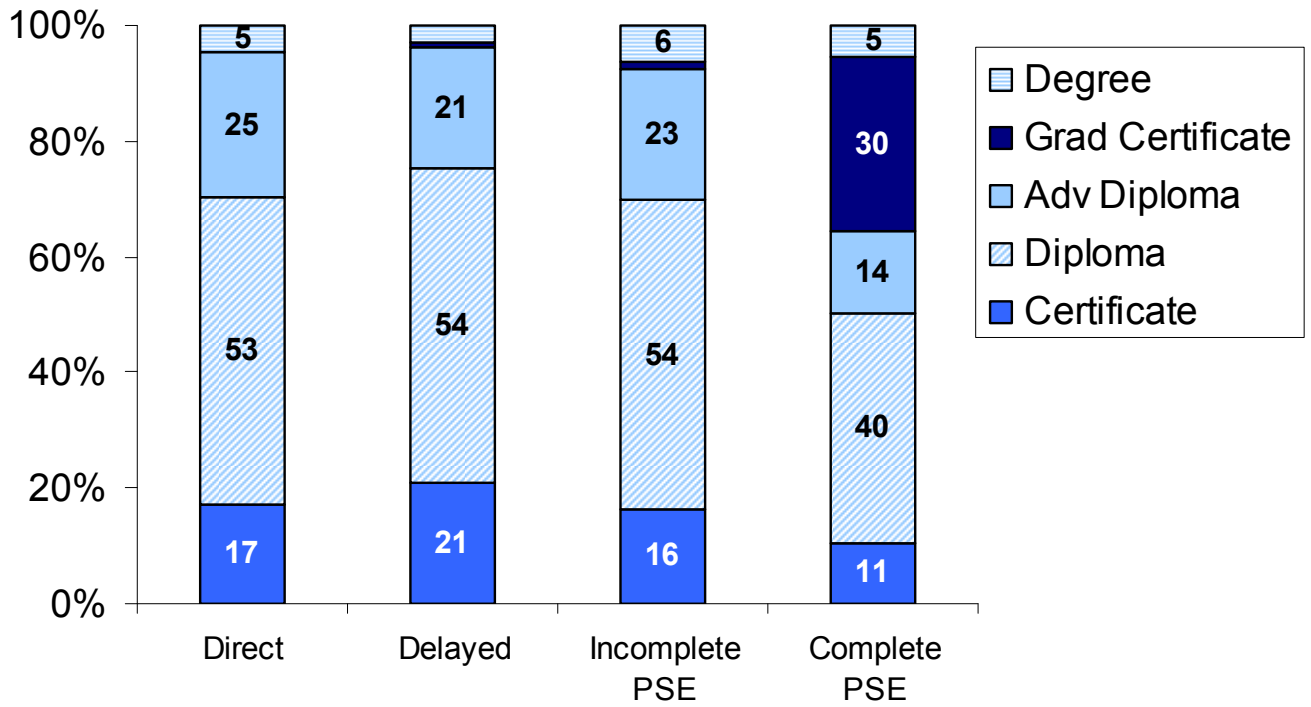


Source: 2007-08 Student Satisfaction Survey

Program Selection

Students who have taken different pathways to colleges have slightly different patterns of both credential and program areas of enrolment. Those who had delayed entry to college were more likely to be enrolled in a one-year certificate program. Only 30% of those with a previous PSE credential were enrolled in a graduate certificate program (Figure 16).

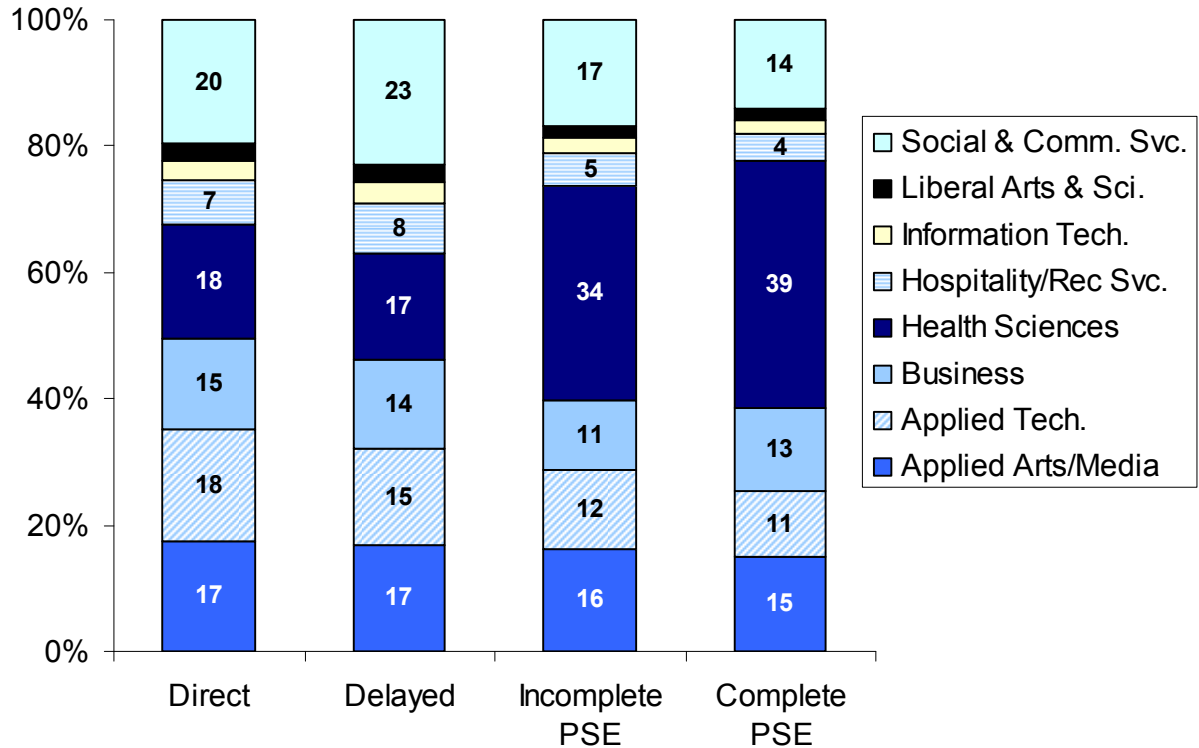
Figure 16. Type of college credential by pathway



Source: 2007-08 Student Satisfaction Survey; only first year students included

Those with previous PSE were far more likely to apply to a program in health science and less likely to have chosen social and community services or applied technology than those without previous PSE (Figure 17). Delayed and direct entrants were very similar in their first choice of programs.

Figure 17. Applicants' area of first choice



Source: 2007 CAS

Using the Student Satisfaction Survey data, the most popular programs within each group were determined. Appendix 5 provides a breakdown of the top ten college programs for each group within each of the four provincial regions. Certain programs appear on most lists (e.g. Early Childhood Education), while others tend to draw students from specific groups (e.g. Paramedic and Dental Hygiene mainly draw students with previous PSE). Although there were strong similarities across regions, some programs appear to be particularly popular within specific regions (e.g. Electrical Techniques in the North; Tourism & Travel in the East).

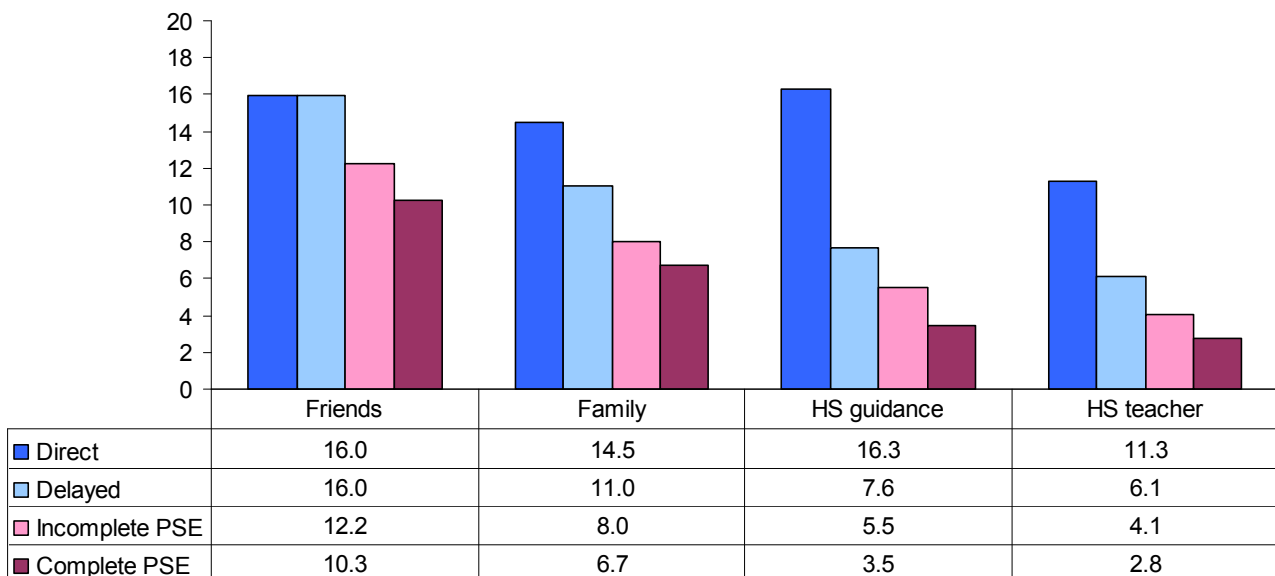
Influences on College Selection

The CAS contains several detailed lists of potential influences on college selection. In one section, respondents were asked to rate the various factors in terms of the impact they had on their choice of college. Results tended to be very similar across groups, although there was a slight tendency for registrants with complete PSE to place less emphasis on non-academic factors. Examples of some of these factors and their ratings are detailed in Appendix 6.

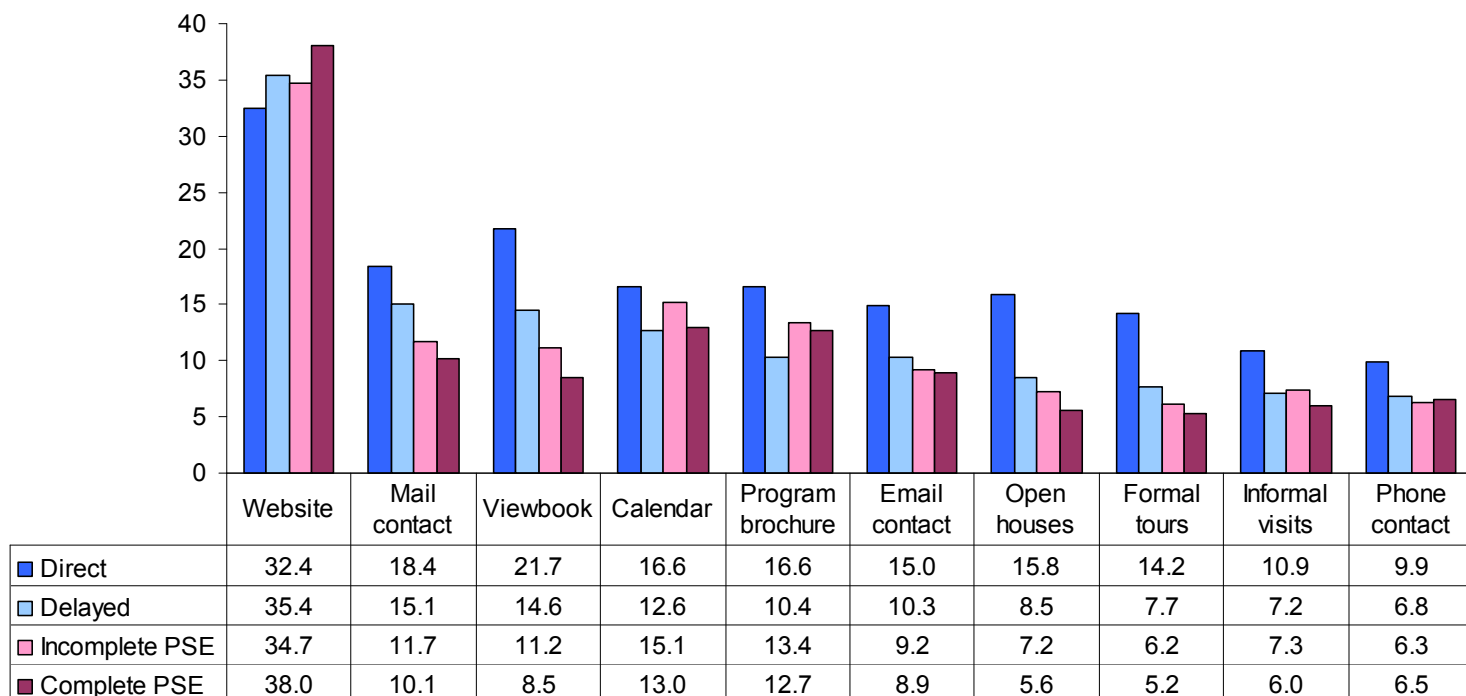
In another question, respondents are asked to rate the influences of various individuals and college-related materials or activities on their choice of college. As seen in Figure 18, individuals tended to have less of an influence on non-direct entrants as compared to direct entrants (it should be noted that this year’s survey did not ask specifically about the influence of parents). In terms of college materials, the college website was by far the most influential for all groups, but particularly for those with complete PSE. Other college materials tended to be more influential with direct entrants as opposed to non-direct entrants.

Figure 18. Percent of registrants “very much” influenced* by these factors for first choice college

(a) Individuals



(b) College-related materials/activities



*Percentage of each group choosing “very much”. Respondents could choose one of six possible responses for the influence of each factor: did not use; not at all influenced; very little; somewhat influenced; quite a bit; very much influenced.

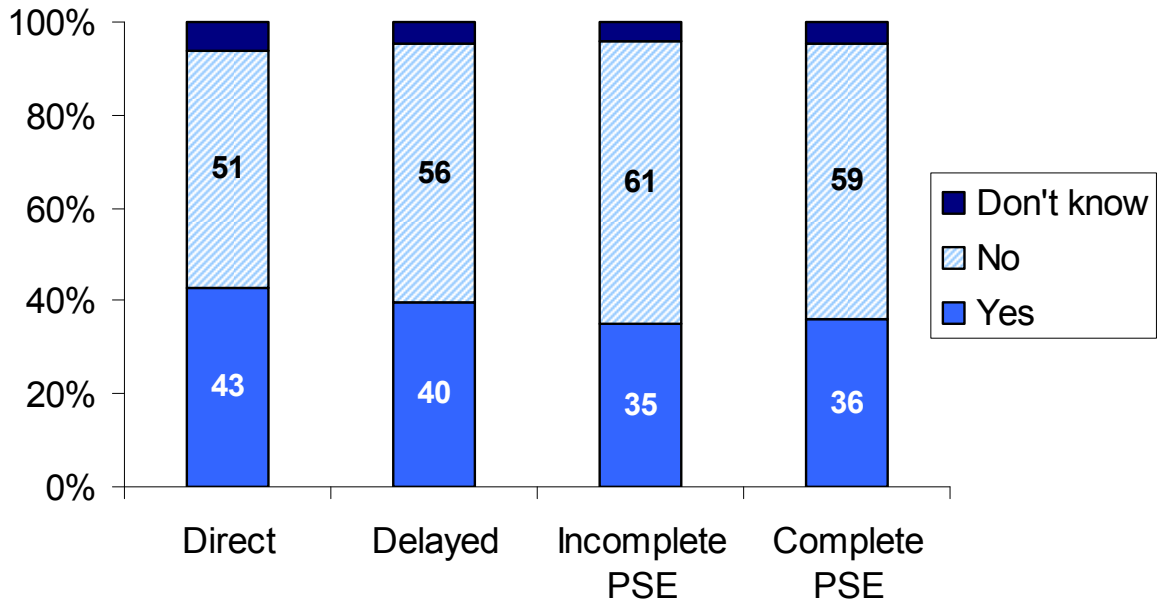
Source: 2007 CAS/OCAS

Finances

Living Arrangements

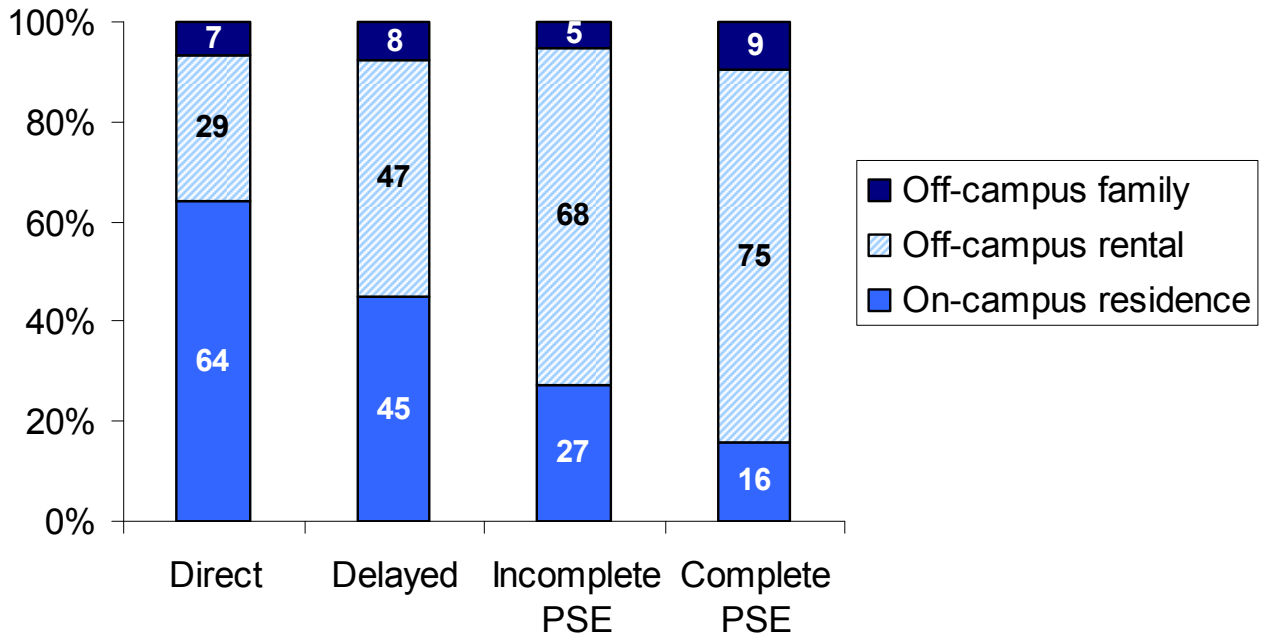
Living arrangements play an important role in the financing of a college education. Survey respondents were asked whether they were planning to move to attend their first choice colleges, and if so, what types of living arrangements they were going to make. Overall, approximately 60% did not plan to move from their current living arrangement. By group, those with previous PSE experience were the least likely to plan to move (Figure 19). Of those who planned to move, non-direct entrants were much less likely than direct entrants to plan on living in on-campus college residences (Figure 20), although 45 % of those delayed entrants planned on doing so.

Figure 19. Registrants' plans to move in order to attend their first choice colleges



Source: 2007 CAS/OCAS

Figure 20. If planning to move, where will you live?

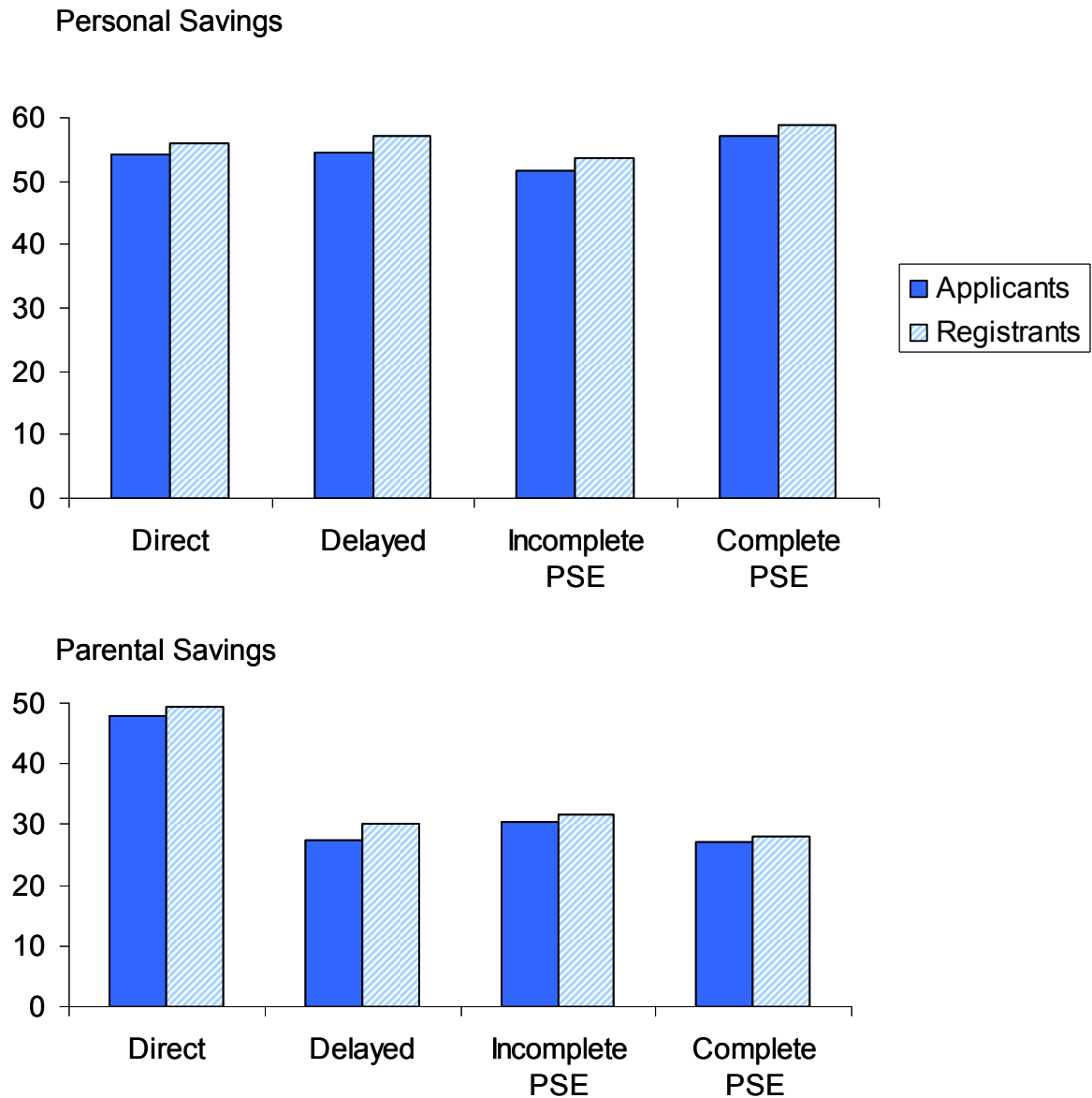


Source: 2007 CAS/OCAS

Money Saved for College

Slightly over half of all applicants reported having personal savings for their college education (Figure 20). These percentages increased only very slightly for registrants, and patterns were similar across all groups. As expected, direct entrants were more likely than non-direct entrants to have parental savings to contribute towards their education. Again, for all groups, registrants were slightly more likely than applicants to have parental savings.

Figure 20. Percentage of college applicants and registrants with money saved for college

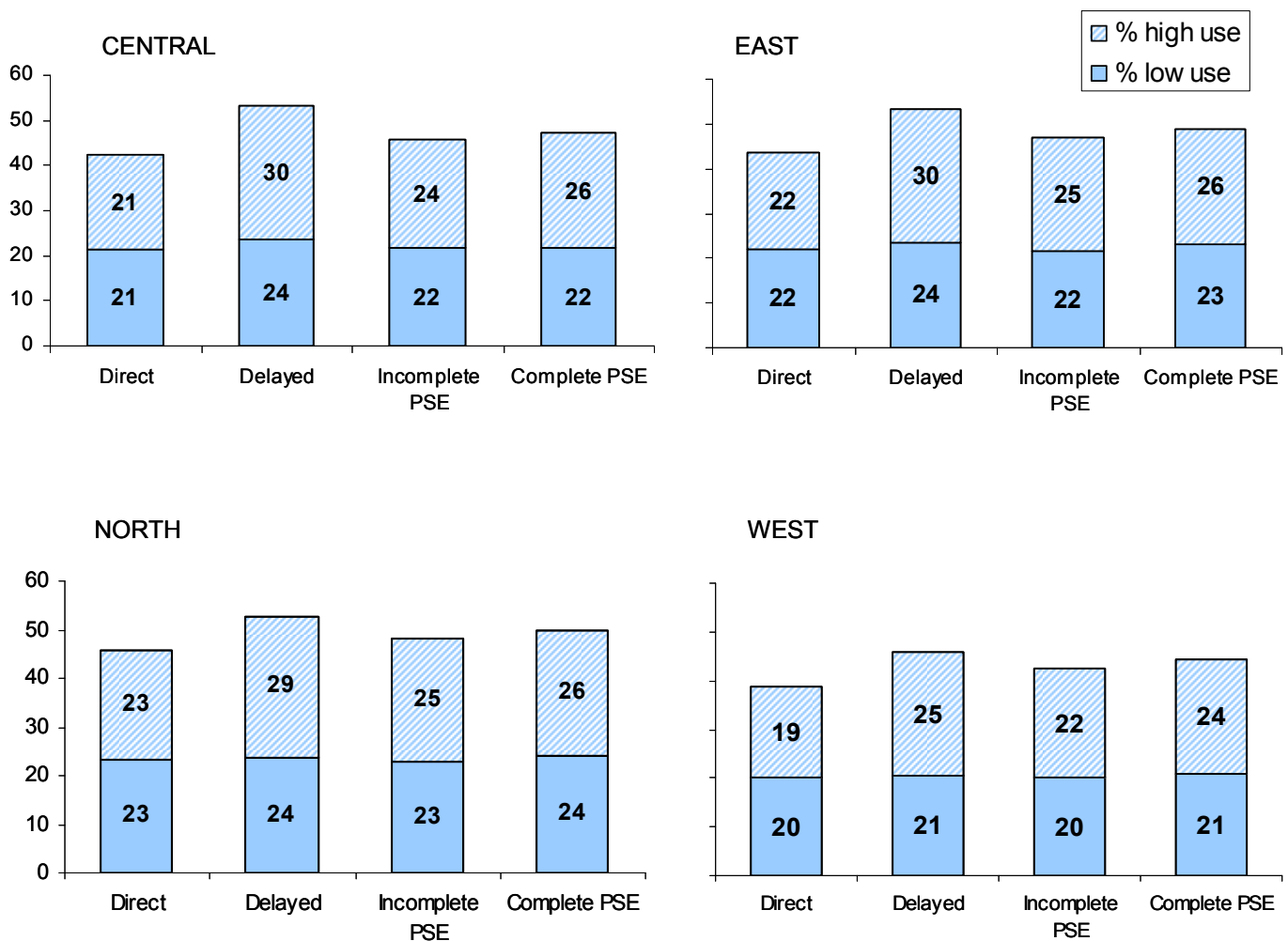


Source: 2007 CAS/OCAS

Students' Use of Financial Services

Data from the Student Satisfaction Survey indicate that non-direct entrants were more likely to be using college financial aid services as compared to direct entrants (Figure 21). This was true within each provincial region. Notably, over half of delayed entrants in Central, Eastern and Northern Ontario reported using these services, followed closely by complete PSE entrants. Across all groups, students in Western Ontario were the least likely to make use of financial aid services.

Figure 21. Students' use of financial services by region



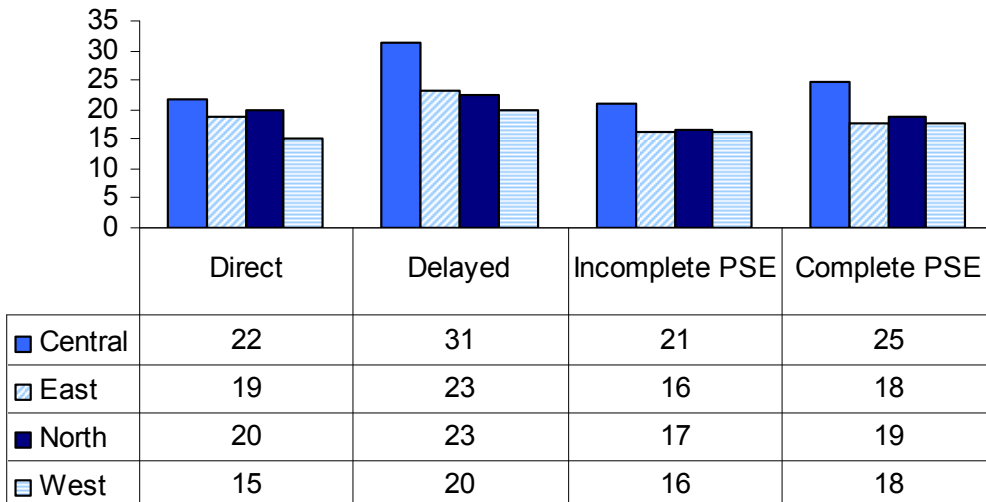
Source: 2007-08 Student Satisfaction Survey

Students' Use of College Services

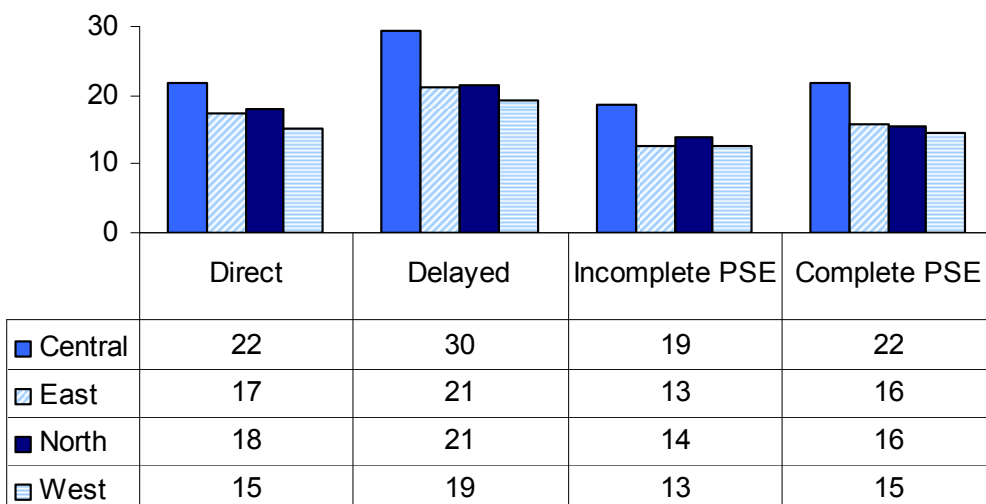
The Student Satisfaction Survey addresses student use of various college services including peer tutoring (Q29), special skills (Q30), counselling/ native counselling / advising (Q32) and special needs/disability services (Q33). Student use of these services differed according to group and region (Figure 22). Within all regions, delayed entrants were the most likely to make use of all of these services. Students in the central region made much more use of peer tutoring, special skills, and counselling/ native counselling / advising services, as compared to the rest of the province.

Figure 22. Students' use of college services by region (% total use)

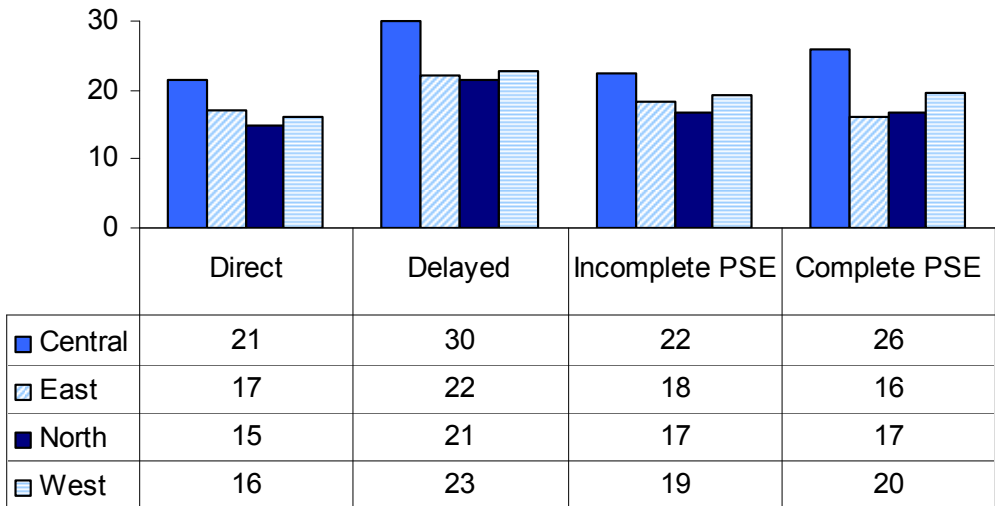
(a) Peer Tutoring Services



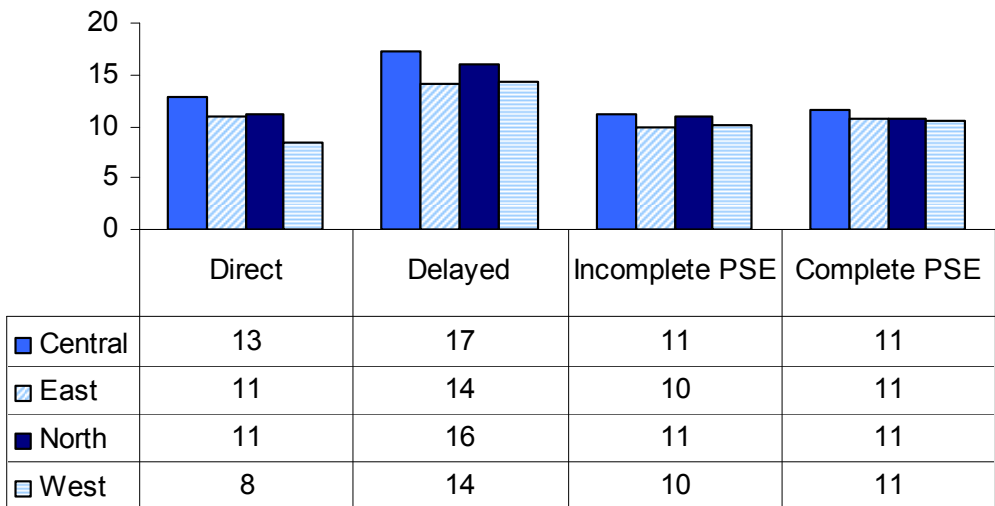
(b) Special Skills Services



(c) Counselling/ Native Counselling / Advising Services



(d) Special Needs/ Disability Services



Source: 2007-08 Student Satisfaction Survey

Satisfaction with College Experience

Ratings of key performance indicator (KPI) student satisfaction capstone questions were related to educational pathway. For example, for all indicators, non-direct entrants were less satisfied than direct entrants. As seen in Table 4, of the non-direct entrants across the province, those with previous complete PSE were as likely or more likely to report the lowest satisfaction levels.

Table 4. Mean Satisfaction*: Key Performance Indicator (KPI) capstone questions

| | Knowledge and Skills (Q14) | Quality of Learning Experience (Q26) | Quality of facilities/ resources (Q44) | Quality of College Services (Q45) |
|----------------|----------------------------|--------------------------------------|--|-----------------------------------|
| Direct | 4.25 | 4.06 | 3.87 | 3.86 |
| Delayed | 4.18 | 4.00 | 3.77 | 3.77 |
| Incomplete PSE | 4.24 | 4.04 | 3.76 | 3.77 |
| Complete PSE | 4.18 | 3.98 | 3.70 | 3.71 |

*Satisfaction is determined using a five point scale; 1= very dissatisfied; 2=dissatisfied; 3=neither satisfied nor dissatisfied; 4=satisfied; 5=very satisfied

Source: 2007-08 Student Satisfaction Survey

Labour Market Outcomes

Labour market outcomes for those who have taken non-direct pathways to PSE have been studied for the National Graduate Survey, class of 1995 (Table 5). Two years after graduation, those who entered PSE directly earned 10% less than those who had delayed entry, 17% less than those with previous incomplete PSE, 20% less than those with a college credential, and 27% less than those with a previous university degree. Five years after graduation, with the exception of those with a previous degree, the earnings differential among the segments was narrowed considerably. In terms of employment, those who delayed entry to PSE were more likely to be out of the labour force and to be unemployed than those who entered directly and those with previous PSE. The delayed entry group, five years after graduation, continued to have the lowest employment rate of all the segments.

Table 5. Labour market outcomes of college graduates in Canada, 2 and 5 years after graduation, Class of 1995 (National Graduates Survey)

| | Earnings | | Employment Rates | | Unemployment rates | |
|--------------------------------|----------|--------|------------------|-------|--------------------|-------|
| | 2 yrs | 5 yrs | 2 yrs | 5 yrs | 2 yrs | 5 yrs |
| Direct Entry | 23,557 | 33,078 | 90 | 92.3 | 6 | 3.7 |
| Delayed Entry to PSE | 25,828 | 33,726 | 83.6 | 87.4 | 11.2 | 5 |
| Incomplete PSE | 27,501 | 35,135 | 89.5 | 90 | 5.9 | 4.9 |
| Previous college credential | 28,174 | 35,767 | 90.5 | 92 | 5.4 | 2.9 |
| Previous university credential | 29,888 | 40,278 | 84.3 | 90.5 | 8.1 | 2.4 |

Source: Dubois; HRSDC 2007

Appendix 1. Data and Definitions

Primary Data Sources

This report includes data for Ontario college applicants, registrants and students for the 2007-08 academic year. Data on college applicants were obtained from the 2007 College Applicant Survey (CAS; Academica Group Inc.). Applicants were randomly selected to participate in this survey, which was delivered by the Ontario College Application Service (OCAS). Data for college registrants were obtained by matching 2007 OCAS registration information with CAS respondents. Thus, a subset of survey data were available for those applicants who went on to register at a college. Data for college students were obtained from the 2007-08 Student Satisfaction Survey (Ontario Ministry of Training, Colleges and Universities; MTCU). This is an in-class survey of all funded students beyond their first semesters.

Definitions

2007-08 Student Satisfaction Survey (MTCU). The groups were derived using the questions on previous education (Q51) and age (Q49). As there was no information to determine explicitly whether a student delayed entry to PSE after high school, the age category was used as a proxy. 'Less than 21 years' is the youngest age selection possible on this survey. Therefore, those with and without education beyond high school were split into direct and non-direct entrants in terms of being either under 21, or over 21 yrs of age.

Direct entrants: less than 21 yrs of age with HS only

Delayed Entrants: 21 yrs and over, with HS and/ or college upgrading only

Incomplete PSE: "some previous college" and/ or "some university" but no credential

Complete PSE: college diploma and/or university degree

Less than high school: selected "none of the above" only for the education question

Other: selected "other" only for the education question

2007 College Applicant Survey (Academica Group Inc.) The groups were derived based on responses to the following questions:

1. Please indicate the highest level of education that you will have completed by September 2007 (Q6)

2. Please indicate your current educational status (Q10)
3. Please indicate the last month and year you were in school (Q11/12)

Direct entrants: those who attended high school full- or part-time in the past 12 months (prior to September 2007) and have no PSE experience

Delayed entrants: those who did not attend school in the past 12 months, whose highest education attained was grade 13 or less (includes those without HS diploma), and who have no PSE experience. It should be noted that these entrants were somewhat under-represented in the CAS as compared to the Student Satisfaction Survey.

Incomplete PSE: those who indicated they had partial college/ CEGEP and/or partial university, or indicated that they were currently attending a college or university. All of these individuals indicated that they would not have attained a PSE credential by September 2007

Complete PSE: those who indicated they had attained a college/ CEGEP diploma, trades certificate or a university degree

Colleges by provincial region:

Central: Centennial College, George Brown College, Georgian College, Humber College Institute of Technology and Advanced Learning, Seneca College, Sheridan College Institute of Technology and Advanced Learning

East: Algonquin College, Durham College, Fleming College, LaCité Collégiale, Loyalist College, St. Lawrence College

North: Collège Boréal, Cambrian College, Canadore College, Confederation College, Northern College, Sault College

West: Conestoga College Institute of Technology and Advanced Learning, Fanshawe College, Lambton College, Mohawk College, Niagara College, St. Clair College

Appendix 2. Demographic profile of college registrants by region

CENTRAL

| | Direct | Delayed | Incomplete PSE | Complete PSE |
|--------------------------|--------|---------|----------------|--------------|
| % Aboriginal | 2.8 | 3.9 | 2.6 | 1.8 |
| % 1st generation student | 31.0 | 29.8 | 29.1 | 26.1 |
| % not born in Canada | 26.8 | 20.2 | 24.9 | 28.0 |
| % visible minority | 26.0 | 21.4 | 23.9 | 25.2 |
| % with a disability | 5.6 | 5.8 | 9.0 | 4.0 |
| % with children | 3.4 | 7.0 | 13.8 | 16.2 |

EAST

| | Direct | Delayed | Incomplete PSE | Complete PSE |
|--------------------------|--------|---------|----------------|--------------|
| % Aboriginal | 6.5 | 6.2 | 5.1 | 5.0 |
| % 1st generation student | 30.1 | 36.8 | 27.8 | 25.1 |
| % not born in Canada | 5.7 | 4.3 | 12.2 | 8.4 |
| % visible minority | 6.5 | 6.0 | 7.9 | 7.8 |
| % with a disability | 7.5 | 6.5 | 7.0 | 6.3 |
| % with children | 2.4 | 7.0 | 10.8 | 14.0 |

NORTH

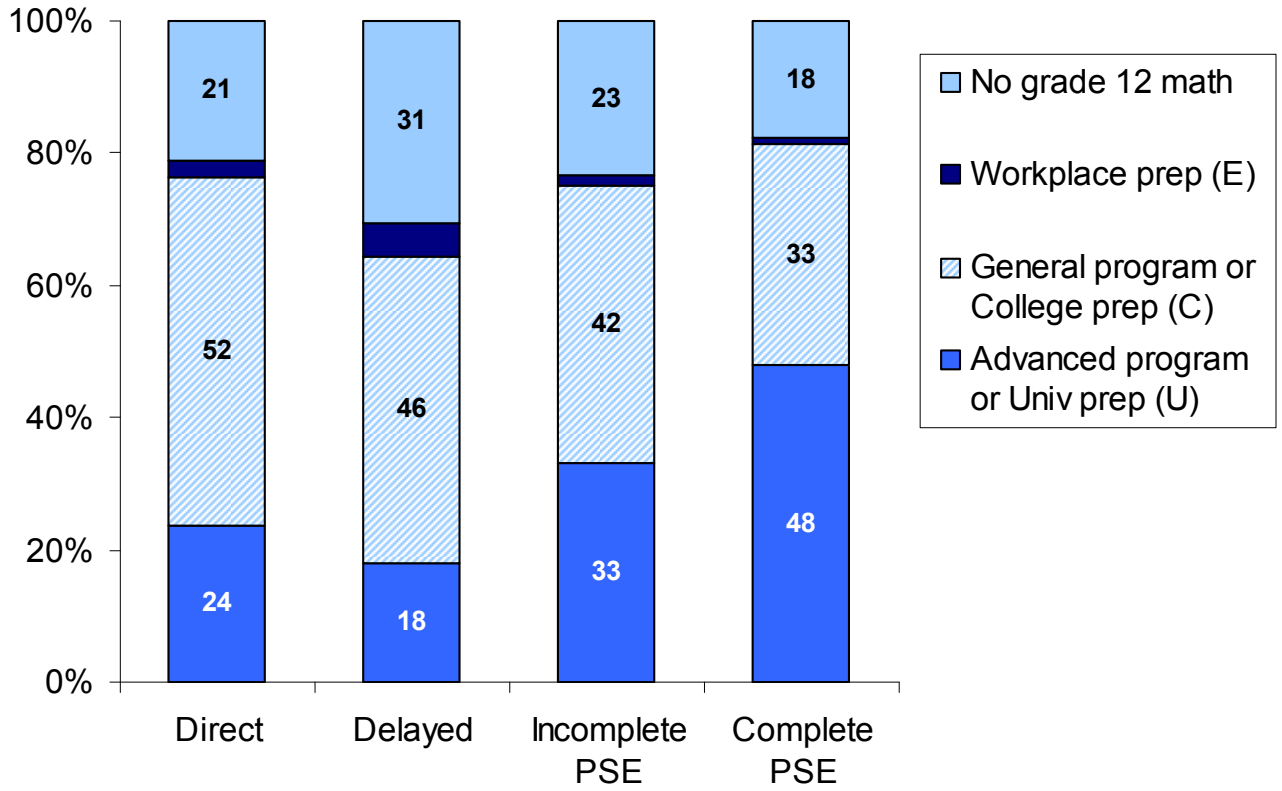
| | Direct | Delayed | Incomplete PSE | Complete PSE |
|--------------------------|--------|---------|----------------|--------------|
| % Aboriginal | 9.5 | 14.5 | 10.9 | 14.9 |
| % 1st generation student | 28.6 | 44.4 | 38.6 | 37.4 |
| % not born in Canada | 1.9 | 4.7 | 4.0 | 7.6 |
| % visible minority | 2.4 | 2.5 | 3.1 | 4.7 |
| % with a disability | 6.4 | 6.2 | 10.2 | 5.9 |
| % with children | 2.3 | 11.5 | 20.5 | 26.1 |

WEST

| | Direct | Delayed | Incomplete PSE | Complete PSE |
|--------------------------|--------|---------|----------------|--------------|
| % Aboriginal | 3.5 | 4.6 | 3.8 | 2.2 |
| % 1st generation student | 30.9 | 37.2 | 31.5 | 29.4 |
| % not born in Canada | 7.1 | 10.0 | 11.5 | 14.6 |
| % visible minority | 4.7 | 5.4 | 7.0 | 10.4 |
| % with a disability | 4.6 | 4.4 | 10.7 | 6.0 |
| % with children | 2.8 | 8.5 | 15.5 | 13.1 |

Source: 2007 CAS/OCAS

Appendix 3. Type of grade 12 math taken by college registrants



Source: 2007 CAS/OCAS

Appendix 4. “Major” reasons* for applying to college -- registrants

| | Direct | Delayed | Incomplete PSE | Complete PSE |
|--------------------------------|--------|---------|----------------|--------------|
| Prepare for career/employment | 90.7 | 87.0 | 87.3 | 85.7 |
| To get credential | 81.8 | 79.4 | 79.8 | 67.2 |
| For career advancement | 74.5 | 77.4 | 72.9 | 73.2 |
| Personal development/interests | 74.0 | 74.3 | 72.2 | 66.6 |
| To make more money | 56.2 | 63.8 | 60.8 | 56.9 |
| Career change | 18.0 | 29.6 | 49.5 | 50.1 |
| Encouragement from others | 37.3 | 35.9 | 30.7 | 22.2 |
| Prepare for college | 35.9 | 28.7 | 34.4 | 25.7 |
| Prepare for univ. | 28.8 | 19.9 | 22.2 | 13.3 |
| Could not find job | 6.2 | 15.3 | 16.1 | 22.7 |
| Add to foreign cred. | 9.3 | 6.4 | 8.5 | 10.5 |
| Employer required | 8.0 | 3.6 | 6.8 | 5.4 |

*survey asks respondents to rate each factor as a “major reason”, “minor reason” or “not a reason” for applying to college. Only the percentages choosing “major reason” are shown.

Source: 2007 CAS/OCAS

Appendix 5. Top ten programs*(in rank order) by pathway within each region

(a) CENTRAL

| <u>Direct</u> | <u>Delayed</u> | <u>Incomplete</u> | <u>Complete</u> |
|--------------------------------|-------------------------------------|-------------------------------------|--|
| Early Childhood Education | Social Service Worker | Nursing (collab degree) | Human Resources Management (grad cert) |
| Police Foundations | Practical Nursing | Social Service Worker | Public Relations (grad cert) |
| Business (2-yr) | Police Foundations | Early Childhood Education | Practical Nursing |
| Business Admin (3-yr) | Early Childhood Education | Business (2-yr) | Nursing (collab degree) |
| Art Fundamentals | Business (2-yr) | General Arts & Science (1-yr) | Bridging to Univ Nursing (grad cert) |
| Nursing (collaborative degree) | Nursing (collab degree) | Practical Nursing | Early Childhood Education |
| Social Service Worker | Pre-Health | Business Admin (3-yr) | Intl Business Management (grad cert) |
| Pre-Health | General Arts & Science (1-yr) | Pre-Health | Marketing Management (grad cert) |
| Child and Youth Worker | Business Admin -- Accounting (3-yr) | Business Admin -- Accounting (3-yr) | Social Service Worker |
| General Arts & Science (2-yr) | Culinary Skills (1-yr) | Art Fundamentals | Business Admin -- Accounting (3-yr) |

(b) EAST

| <u>Direct</u> | <u>Delayed</u> | <u>Incomplete</u> | <u>Complete</u> |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Police Foundations | General Arts & Science (1-yr) | General Arts & Science (1-yr) | Practical Nursing |
| General Arts & Science (1-yr) | Business Admin -- Accounting (3-yr) | Business Admin -- Accounting (3-yr) | Social Service Worker |
| Early Childhood Education | Police Foundations | Social Service Worker | Event Management (grad cert) |
| Business Admin -- Accounting (3-yr) | Social Service Worker | Police Foundations | Nursing (collab degree) |
| Social Service Worker | Practical Nursing | Practical Nursing | Paramedic |
| Practical Nursing | Personal Support Worker | Early Childhood Education | Dental Hygiene |
| Child and Youth Worker | Community & Justice Services (2-yr) | Business Admin -- Marketing (3-yr) | Geographic Info Systems (grad cert) |
| Business Admin -- Marketing (3-yr) | Early Childhood Education | Paramedic | Early Childhood Education |
| Nursing (collab degree) | Business Admin -- Marketing (3-yr) | Nursing (collab degree) | Business Admin -- Accounting (3-yr) |
| Tourism & Travel | Law & Security Admin (2-yr) | Journalism (2-yr) | General Arts & Science (1-yr) |

(c) NORTH

| <u>Direct</u> | <u>Delayed</u> | <u>Incomplete</u> | <u>Complete</u> |
|-------------------------------|-------------------------------|---------------------------|--|
| Pre-Health | Social Service Worker | Pre-Health | Practical Nursing |
| Police Foundations | Pre-Health | Social Service Worker | Dental Hygiene |
| Early Childhood Education | Practical Nursing | Practical Nursing | Nursing (collab degree) |
| Electrical Techniques | Police Foundations | Early Childhood Education | Pre-Health |
| Social Service Worker | General Arts & Science (1-yr) | Child and Youth Worker | Human Resources Management (grad cert) |
| Aviation (3-yr) | Early Childhood Education | Nursing (collab degree) | Social Service Worker |
| General Arts & Science (2-yr) | Office Admin (1-yr) | Electrical Techniques | Early Childhood Education |
| Child and Youth Worker | Mechanical Techniques | Dental Assistant | Electrical Techniques |
| Nursing (collab degree) | Pre-Technology | Police Foundations | Paramedic |
| Mechanical Techniques | Electrical Techniques | Dental Hygiene | Power Engineering Technician (2-yr) |

(d) WEST

| <u>Direct</u> | <u>Delayed</u> | <u>Incomplete</u> | <u>Complete</u> |
|-------------------------------------|-------------------------------------|-------------------------------------|--|
| Early Childhood Education | Personal Support Worker | Practical Nursing | Nursing (collab degree) |
| Police Foundations | Practical Nursing | Nursing (collab degree) | Practical Nursing |
| Pre-Health | Pre-Health | Business Admin -- Accounting (3-yr) | Paramedic |
| Law & Security Admin (2-yr) | Law & Security Admin (2-yr) | Social Service Worker | Human Resources Management (grad cert) |
| Nursing (collab degree) | General Arts & Science (1-yr) | General Arts & Science (1-yr) | Public Relations (grad cert) |
| General Arts & Science (1-yr) | Early Childhood Education | Law & Security Admin (2-yr) | Autism & Beh Science (grad cert) |
| General Arts & Science (2-yr) | Business Admin -- Accounting (3-yr) | Early Childhood Education | Dental Hygiene |
| Business Admin -- Accounting (3-yr) | Business - Accounting (2-yr) | Paramedic | Event Management (grad cert) |
| Child and Youth Worker | Police Foundations | Business - Accounting (2-yr) | Social Service Worker |
| Business (2-yr) | Pre-Technology | Child and Youth Worker | Environmental Engineering (grad cert) |

*by first year enrolment

Source: 2007-08 Student Satisfaction Survey

Appendix 6. Percent of registrants reporting strong positive impact* of these factors on first choice college

| | Direct | Delayed | Incomplete PSE | Complete PSE |
|---------------------|--------|---------|----------------|--------------|
| Related jobs | 51.9 | 48.7 | 49.3 | 54.5 |
| Rep. of program | 48.9 | 41.4 | 49.0 | 51.9 |
| Grads get good jobs | 47.9 | 42.4 | 45.0 | 49.7 |
| Rep. of college | 47.6 | 39.2 | 41.7 | 42.4 |
| Graduation rates | 36.3 | 31.1 | 32.6 | 30.4 |
| Quality teachers | 35.0 | 32.0 | 34.2 | 34.4 |
| Rep for std exper | 34.1 | 28.6 | 29.4 | 25.2 |
| Co-op | 33.9 | 29.6 | 34.4 | 42.5 |
| Public transit | 30.9 | 30.4 | 29.6 | 22.9 |
| Small class size | 24.5 | 19.3 | 22.9 | 21.3 |
| Entrance sch'lp opp | 22.4 | 18.2 | 17.7 | 14.1 |
| Social and extra | 20.5 | 14.4 | 13.7 | 8.8 |
| Transfer agreements | 20.2 | 14.9 | 20.2 | 14.7 |
| High admission std. | 18.7 | 12.8 | 17.1 | 15.8 |
| Mid-size std. pop. | 12.4 | 9.7 | 10.8 | 8.9 |
| Small student pop. | 11.1 | 9.0 | 11.0 | 8.1 |
| Campus food | 11.1 | 8.0 | 9.2 | 6.0 |
| Athletic teams | 9.7 | 6.5 | 5.4 | 5.2 |
| Large std. pop. | 8.8 | 7.2 | 7.5 | 5.0 |

*percent of each group choosing +3, the strongest positive rating on a scale of -3 to +3

Source: 2007 CAS/OCAS