

Pacific Issues Partners

CANADIAN ATTITUDES ON POST-SECONDARY EDUCATION

A Report for the Canadian Council on Learning

CANADIAN ATTITUDES ON EDUCATION

TABLE OF CONTENTS

- 1 FOREWORD 4
- 2 EXECUTIVE SUMMARY 5
 - 2.1 The Importance of Post-secondary Education 5
 - 2.2 How Well is the Post-secondary Sector Doing? 5
 - 2.3 The Local Impact of Colleges and Universities 7
 - 2.4 Access to a Post-secondary Education 8
 - 2.4.1 The Cost of Post-secondary Education 9
 - 2.5 Priorities for Improvement 9
- 3 OVERALL PERFORMANCE OF THE POST-SECONDARY SECTOR. 11
 - 3.1 Summary of Performance 11
 - 3.1.1 Comparison with Assessments of the U.S. College System . 12
 - 3.2 Topic-Specific Assessments of Performance 12
 - 3.3 Relationship between Overall Assessments and Specific Performance Assessments 15
 - 3.4 Evaluation Summary 15
- 4 PRIORITIES FOR IMPROVEMENT 17
 - 4.1 Patterns of Support for Priorities 19
 - 4.2 Effecting Change: The Responsiveness of Colleges and Universities 19
- 5 THE IMPORTANCE OF THE POST-SECONDARY SECTOR. 20
 - 5.1 The Importance of Post-secondary Education for Individuals 20
 - 5.2 The Importance of the Post-secondary Sector for Canada. 21
 - 5.2.1 A Skilled Workforce. 21
 - 5.2.2 Patterns in Attitudes on a Skilled Workforce. 22
 - 5.2.3 Research and Innovation. 23
 - 5.2.4 Cooperation between the Post-secondary Sector and the Broader Economy 24
 - 5.3 The Importance of a Broad Education 25

5.4	Encouraging Values and Behaviours.	26
5.4.1	Performance Encouraging Values and Behaviours	27
5.5	Summary: Expectations and the Importance of Post-secondary Education	28
6	ACCESS TO POST-SECONDARY EDUCATION.	29
6.1	Geography and Proximity.	29
6.2	Who Is Most Concerned about Barriers to Access?	31
6.3	Access and Assessments of the Post-secondary Sector	33
6.4	Who Lacks Opportunity and Access?	33
6.5	Is a Post-secondary Education Becoming More Difficult to Get?	36
6.6	Access, Funding and the Cost of Post-secondary Education	37
6.6.1	Are Cost and Finances Barriers?	37
6.7	Lifelong Learning and Meeting Older Students' Needs.	39
7	FINANCING POST-SECONDARY EDUCATION	41
7.1	The Cost of Post-secondary Education.	41
7.2	Who Pays and Who Should Pay?	42
7.3	Value of Government Spending on Education	44
8	COLLEGES, UNIVERSITIES AND THEIR COMMUNITIES	45
8.1	Assessing the Local Impact of Colleges and Universities	45
8.1.1	Encouraging Local Students	46
9	TECHNICAL APPENDIX	48
9.1	Sample Stratification and Disposition.	48
9.1.1	Additional Note on Sample Frame	48
9.2	Respondent Selection.	49
9.3	Interviewing	49
9.4	Canadian Council on Learning Questionnaire	49
9.4.1	English Questionnaire	49
9.4.2	Le Questionnaire Français.	63
9.5	Record of Outcomes for Numbers Dialed	69

1. FOREWORD

This report analyzes the results of a poll conducted for the Canadian Council on Learning.

Pacific Issues Partners was engaged to design a sample and questionnaire appropriate for developing a better understanding of the public's attitudes, preferences and knowledge on a number of issues related to post-secondary education.

The major topics included:

- Overall evaluation of post-secondary education in Canada
- Importance of post-secondary education to society and the individual
- Access and barriers, in general and for specific groups
- Funding and financial barriers to education
- Purpose of education and relation to potential employment
- Relations with and importance of post-secondary institutions to community
- Values and broader goals for education
- Priorities for change and the future of education

The questionnaire was administered to a sample of 2,000 Canadian residents, aged 16 and over, between April 11 and 23. The sampling frame over-weighted Atlantic Canada; however, the results in this analysis are based on weighted results that reflect the actual distribution of provincial population. The details of these samples, with the associated confidence limits, are available in the Appendix.

The Strategic Counsel / BBM conducted the fieldwork, including data entry, under the direction of Pacific Issues Partners. Ian McKinnon of Pacific Issues Partners designed the poll and analyzed the results presented in this report.

The report includes analysis of all the topics listed above. It also includes a methodological report and a copy of the top-line results.

2. EXECUTIVE SUMMARY

2.1 The Importance of Post-secondary Education

Canadians overwhelmingly believe that education and the post-secondary sector are critical for the future.

For individuals there is a firm belief in the importance—the growing importance—of post-secondary education. Overwhelmingly, a college or university education is seen to be more important than in the past. The majority of job openings will require such training, and, indeed, a slim majority say that work-world success cannot be achieved without it.

Colleges and universities are also important for the society as a whole. Overwhelming majorities agree ‘a highly skilled and educated workforce is the single most important thing Canada needs to ensure its economic future’ and that ‘Canada’s economic future increasingly depends on the research and innovation that goes on in our colleges and universities.’ These instrumental reasons for the importance of post-secondary education also lead respondents to want that sector to work closely with Canadian companies.

However, support for the post-secondary sector is not limited to its instrumental value—whether for the individual or society. There is also strong support for education for its own sake and for encouraging a range of personal values and social behaviours.

The most striking aspect of these responses is the underlying belief in the importance and breadth of education. It is strongly supported not for narrow or specific reasons, but rather from a basic commitment to the importance of education in all its forms. We do not have a public that supports one form or purpose to education at the expense of other objectives. At its most basic, the Canadian consensus says ‘education is important,’ both for the individual and for the broader society.

The approval of education as a good thing in itself and in serving practical goals does not mean that there are no serious issues. The importance of college or university education for the individual is consistent with the deep concern over access to post-secondary education. If education is the key to an individual’s future, then barriers to access must raise basic questions about fairness.

2.2 How Well is the Post-secondary Sector Doing?

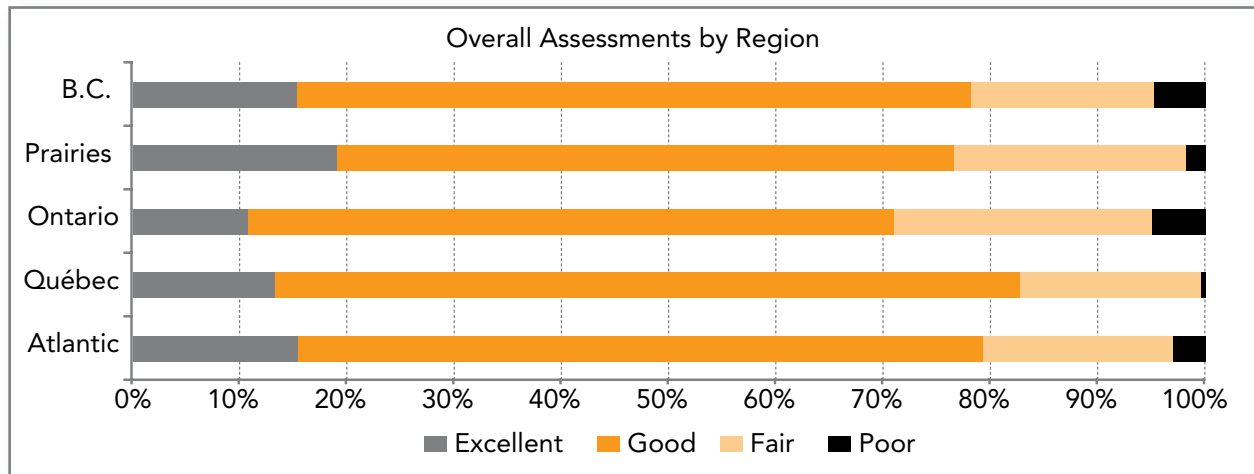
The poll began with a general question “how good a job are the universities and colleges and institutes of applied arts or technology in your province doing?” Overall, Canadians display a significant level of satisfaction with colleges and universities: 12% rate them as doing an ‘excellent’ job, a further 53% ‘good,’ 17% ‘fair’ and only 3% ‘poor.’

The general satisfaction with colleges and universities is consistent across most of the demographic and socio-economic groups—neither family income nor education levels, nor the presence of a university in the community affected responses to this question.

Similarly, with the exception of the youngest respondents who had higher regard for the post-secondary sector, age of the respondents did not affect views.

There were, however, some differences by region. The regional responses are shown in Figure 1.

Fig 1 **Regional Assessments of Performance of Province’s Universities and Colleges**

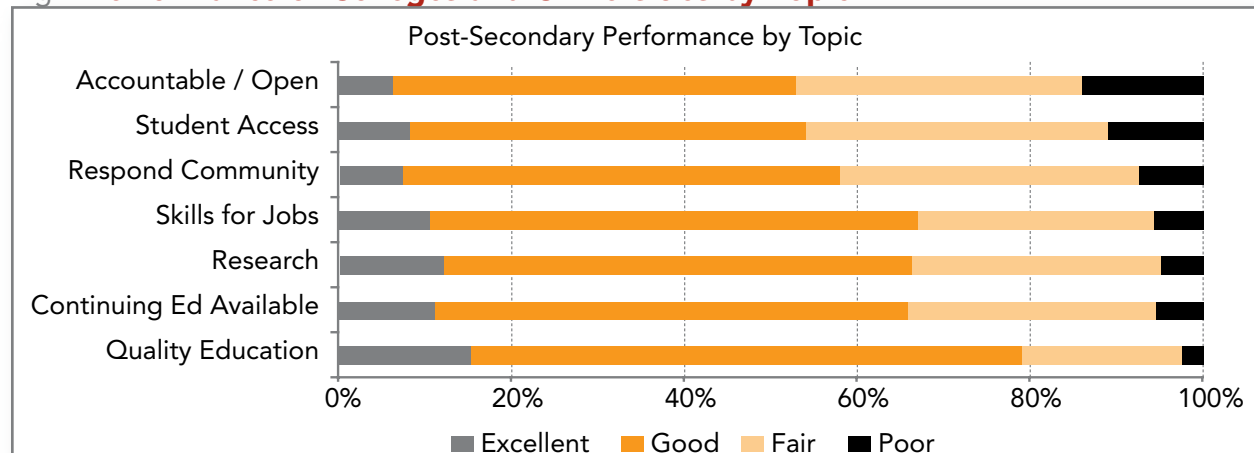


Turning to the performance of the sector in seven specific areas, respondents were asked to rate the sector in each of the following:

- Providing a high-quality education for students
- Ensuring that continuing education is available to people throughout their lives
- Doing world-class research
- Ensuring that students have the skills they need to get good jobs
- Responding to the needs of their community
- Ensuring that qualified students are able to attend college or university if they want
- Being accountable and open about how it works

The results for these areas are shown in Figure 2.

Fig 2 **Performance of Colleges and Universities by Topic**



This figure shows one clear leader: almost 80% of respondents think that universities and colleges do a ‘good’ or ‘excellent’ job of ‘providing a high-quality education for students.’ Their performance on other measures is also good—a majority of respondents give a ‘good’ or ‘excellent’ rating in each of the seven topics rated. Generally, the sector scores very well in areas related to its core functions of research and education. Ratings are somewhat lower in two less tangible areas: being open and accountable, and responding to community needs.

There is also a lower rating on one central function of the sector—ensuring qualified students are able to attend.

The responses to all of these questions are surprisingly consistent across demographic, regional groups. There are, however, two important exceptions.

First, Quebec is different. Quebecers are far more likely to give their post-secondary sector much higher ratings for accessibility, responsiveness and relevance. Whether the issue is ensuring access for qualified students, being open and accountable, responding to community needs, or providing job-relevant skills, the Quebec sector far outscores any other in the country. Quebecers are generally more positive in their overall assessment of the province’s post-secondary sector, as Figure 1 shows, but when looking at the specific areas, it is only on the measures of access, responsiveness and serving the students’ or regional needs that Quebecers are so different.

An intriguing group is part-time students, who are clearly more skeptical about the post-secondary sector than their full-time student colleagues. They differ particularly in their views about the accessibility of post-secondary education and the relevance of their education to the job market.

2.3 The Local Impact of Colleges and Universities

Post-secondary institutions affect individuals and the whole society, but they also have a real impact on their local communities. Particularly for smaller centres, the college or university may be a critical part of the cultural as well as educational life of the community. Solid majorities agree that the institutions make their communities a better place to work and live, and that they do a good job being involved in the community.

Table 1 **Assessment of University and College’s Performance—Provincial and Local**

PERFORMANCE ASSESSMENT	OVERALL PROVINCIAL PERFORMANCE (%)	MAKE COMMUNITY BETTER PLACE TO LIVE AND WORK (%)	INVOLVEMENT IN LOCAL COMMUNITY (%)
Excellent	14	16	19
Good	63	55	51
Fair	20	24	25
Poor	3	5	5

Smaller communities’ residents tend to give the colleges and universities higher ratings, while the largest cities give them somewhat lower marks.

The lesson from this table is the important role these institutions play in supporting local communities, being a resource for the local economy and serving local students. These create strong and supportive ties.

2.4 Access to a Post-secondary Education

In considering access to post-secondary education, the poll confirms the sector's reach and its proximity for most Canadians. Table 2 shows the extensive presence of post-secondary institutions through their principal and satellite campuses.

Table 2 **The Presence of Colleges and Universities**

DOES YOUR COMMUNITY HAVE A ...	YES (%)
University	63
College / CEGEP	83

Despite the physical proximity to colleges and universities for most people, there is still a majority view that access is not ensured. Only a minority (37%) agree, 'in your province, the vast majority of people who are qualified to go to college or university have the opportunity to do so.' In contrast, a majority (59%) think 'that there are many people who are qualified to go but don't have the opportunity to do so.'

Who then has less access to education?

When asked about the opportunity different types of students have to attend college or university, one group, qualified students from low-income families, stood out. More than three-quarters of Canadians (76%) said that these students had much less (35%) or somewhat less (41%) opportunity.

Canadians do not believe that personal finances should be a barrier to attending post-secondary institutions. An overwhelming majority (92%) either strongly (42%) or somewhat (50%) agreed 'we should not allow the price of a college or university education to keep students who are qualified and motivated from doing so.' Out of a battery of 23 statements tested, this was tied with one other statement for the strongest support.

The overall logic of the issue is clear. Access for qualified students is important and financial constraints should not keep students from attending post-secondary. There is a division as to whether almost all students do or do not have access to loans or financial aid to pay for their education. Finally, there is broad agreement (80%) that student debt is too onerous, implying that, while the education may be accessible for some through loans, the burden of those loans may be crippling.

Additionally, there is a significant correlation between belief that many qualified students cannot attend and low ratings for the post-secondary sector.

Why would issues of access drive overall assessments of the post-secondary sector?

Canadians have the joint belief that post-secondary education is very important, and that many qualified students do not have the opportunity to attend. In a culture that holds equality of opportunity as a basic principle, it should not be surprising that this disjuncture leads to concern

2.4.1 The Cost of Post-secondary Education

When we turn to the cost of getting an education, despite their lack of knowledge of the current financing of colleges and universities, respondents say that the governments should pay more of the costs and students less. Canadians say that governments should spend more (75%) rather than less (17%) on colleges and universities, and that the government gets good value for money (51% agree, 31% disagree) spent in that area.

Overall, there is substantial public concern to ensure that finances do not bar qualified students from pursuing post-secondary education. We also know that the cost of tuition and fees are somewhat over-estimated, particularly for those least able to afford them. Finally, while there is awareness and some optimism about students being able to use student loans and financial assistance to pay for their education, there is nearly universal agreement that these loans leave students with debts that are too great.

2.5 Priorities for Improvement

Respondents were asked for their current evaluations of performance and priorities 'for universities and colleges to improve over the coming years.' They were asked to rank four areas for future improvement:

- Improve access so that more people who want to further their education will be able to attend
- Improve classroom education for students
- Improve the research and innovation that they do
- Improve access for mature students and to continuing education

The first priority stands out very clearly: respondents want improved access so that more people who want to further their education can attend colleges or universities. A majority of all the respondents gave wider access as the first priority.

We can compare future priorities with the assessments of current performance by the post-secondary sector in analogous areas. Table 3 shows the percentage that gave a 'good' or 'excellent' rating to performance and then the percentage that gave similar topics as their first priority for improvement in the future.

Table 3 **Comparing Performance Assessments by Topic with Priorities for improvement**

ISSUE AREA	EXCELLENT OR GOOD RATING (%)	FIRST PRIORITY FOR IMPROVEMENT (%)
Improve / Widen Access	52	52
Classroom Education	75	22
Access for Continuing / Mature	63	16
Research and Innovation	57	18

This table confirms the importance of ensuring wider access and facilitating qualified students attendance. It also shows that quality classroom education is an area of real strength—the clear leader in assessments of current performance. It is good now and should not be allowed to deteriorate; however, it is not the top priority for the future.

3. OVERALL PERFORMANCE OF THE POST-SECONDARY SECTOR

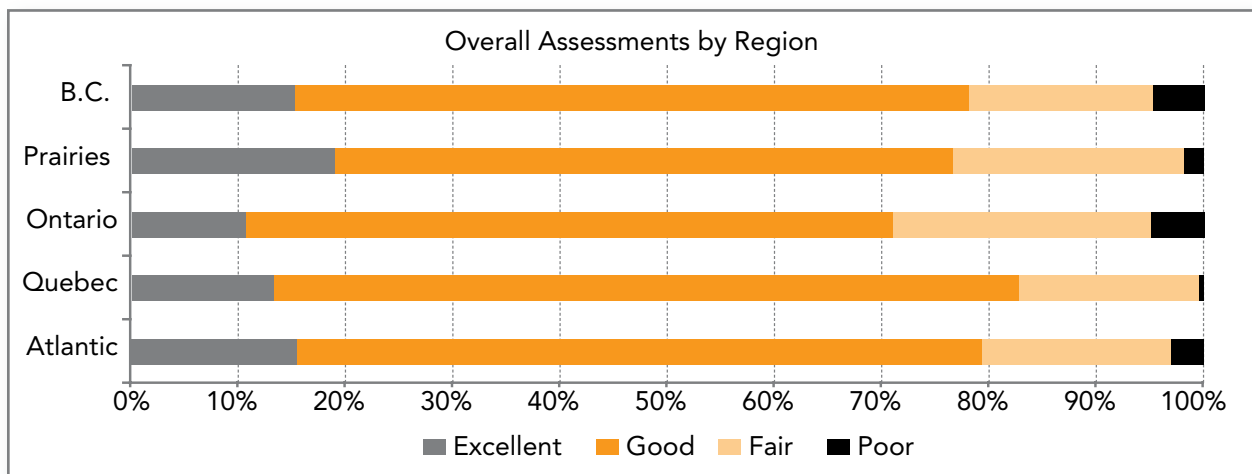
3.1 Summary of Performance

The poll began with a general question, “How good a job are the universities and colleges¹ and institutes of applied arts or technology in your province doing?” The responses show a significant level of satisfaction with 12% answering ‘excellent,’ a further 53% ‘good,’ 17% ‘fair’ and only 3% ‘poor.’²

The general satisfaction with colleges and universities is consistent across most of the demographic and socio-economic characteristics of the respondents—as examples, neither family income nor education levels, nor the presence of a university in the community affected responses to this question. Similarly, with the exception of the youngest respondents who had better opinions of the post-secondary sector, age of the respondents did not affect views.

While responses were similar across many demographic groups, there were significant differences by region and language of interview. The regional responses are shown in Figure 3.³

Fig 3 **Regional Assessments of Performance of Province’s Universities and Colleges**



Ontario has less favourable assessments than any other province or region. Quebec leads with the largest proportion of respondents who give an ‘excellent’ or ‘good’ rating, while the Prairies has the highest percentage of ‘excellent.’ Given Quebec’s high rating, we also find francophone respondents giving better ratings than anglophones.

The poll also asked respondents how they thought Canada’s colleges and universities were doing compared to colleges and universities in other countries. The responses

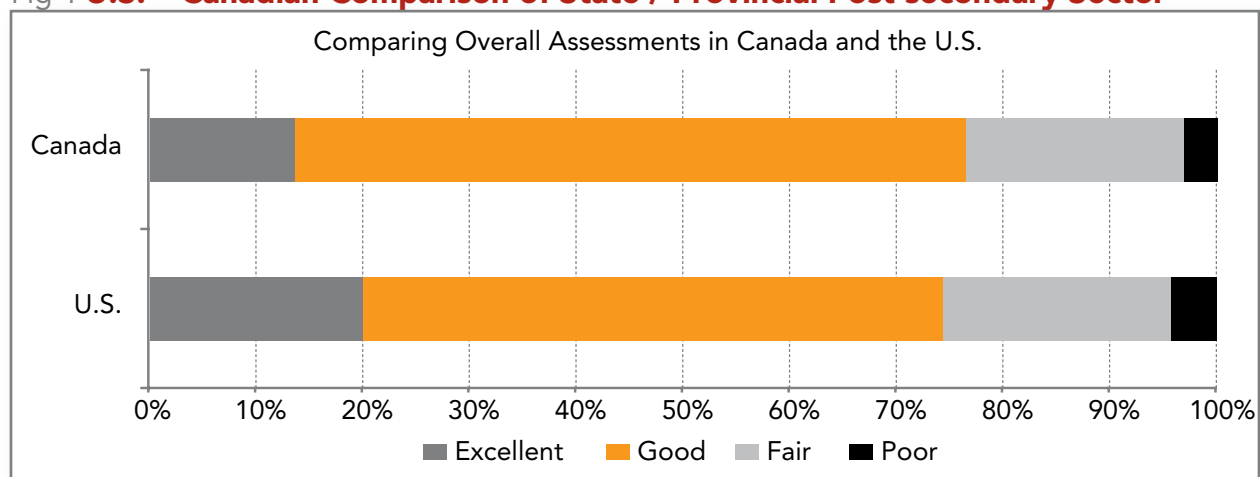
1 For Quebec respondents throughout the poll, CÉGEP was used rather than ‘college’ in both English and French language versions of the questionnaire.
 2 The ‘don’t know / refused’ for this question was 15%. This is quite high for this poll; however, it is principally due to this question’s being first, rather than from a lack of knowledge about the Canadian post-secondary sector.
 3 In Table 1, as in most of the tables that will be presented in this report, the ‘don’t knows’ and ‘no answers’ (DK/NAs) are removed to enhance comparability across groups.

were strongly correlated to the responses to the first question, with the same pattern of regional differences and the general consistency across other demographics.

3.1.1 Comparison with Assessments of the U.S. College System

While respondents have similar assessments of their provincial post-secondary sectors and overall assessments of the Canadian PSE sector compared to that of other countries, we can make a direct comparison to one international assessment. A similar question was asked in the United States about assessments of the states' colleges.⁴ Results are displayed in Figure 4.

Fig 4 **U.S. – Canadian Comparison of State / Provincial Post-secondary Sector**



This table shows similar overall assessments by Americans of their PSE sector and by Canadians of theirs. The principal difference between the assessments is the greater tendency of American respondents to give more polarized ratings of their system: they are more likely to say either 'excellent' or 'poor' than are Canadians.

3.2 Topic-Specific Assessments of Performance

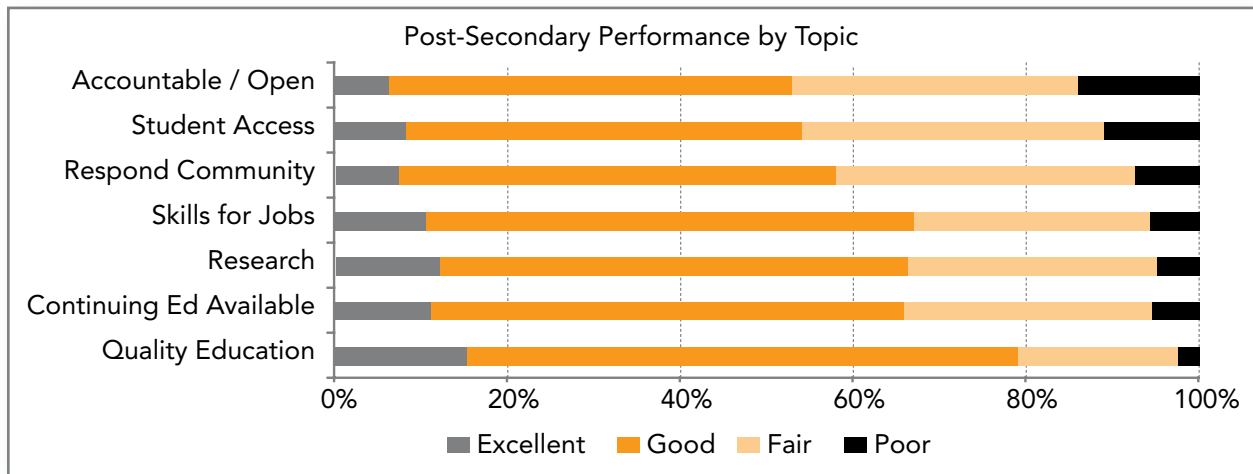
Near the end of the questionnaire, respondents were asked to rate the performance of Canada's colleges and universities in the following specific areas:

- Providing a high-quality education for students
- Ensuring that continuing education is available to people throughout their lives
- Doing world-class research
- Ensuring that students have the skills they need to get good jobs
- Responding to the needs of their community
- Ensuring that qualified students are able to attend college or university if they want
- Being accountable and open about how they work

The results for these areas are shown in Figure 5.

4 John Immerwahr, *Public Attitudes on Higher Education – A Trend Analysis, 1993–2003*, The National Center for Public Policy and Higher Education, 2004. All future references to American attitudes in this paper will refer to the results from this study.

Fig 5 **Performance of Colleges and Universities by Topic**



This figure shows one clear leader: almost 80% of respondents think that universities and colleges do a ‘good’ or ‘excellent’ job of ‘providing a high-quality education for students.’ Their performance on other measures is also good—a majority of respondents give a ‘good’ or ‘excellent’ rating in each of the seven topics rated.

Next to providing quality education, three measures—ensuring continuing education is available, doing world-class research, and ensuring students have skills needed for jobs—are tightly grouped with two-thirds of decided respondents saying ‘good’ or ‘excellent.’ The three areas with the least positive ratings include two less tangible areas—responding to community needs, and being accountable and open—and an issue that will be highlighted later, ensuring access for qualified students.

Although it is not displayed in Figure 5, these two less tangible, also had much higher levels of non-response. While the other questions averaged 6% non-response, 11% did not respond on universities and colleges’ performance being open and accountable and 16% did not respond on doing world-class research. For assessments on doing world-class research, there was a consistent tendency for older respondents, the less affluent and those with less education to have higher non-responses. These higher non-response levels mean the public has significantly less knowledge about these topics than about about other post-secondary issues. It does not mean that they view these as unimportant topics.

If we look at the demographic patterns of these assessments, we find the most consistent responses in assessments of providing a high-quality education for students. Not only is this the most highly rated of the measures, but it also has the most consistent rating. The second-highest rated attribute, ensuring continuing education is available, also receives consistent ratings across demographic groups.

For other areas, some respondents stand out:

- Ensuring students have skills to get good jobs
Francophones (74% 'excellent' or 'good') and Quebecers (72%) are much more likely to say the universities or CÉGEPs are doing an excellent or good job. The youngest (16–24) respondents (78%) and current full-time students (75%) are also much more positive on this measure.
- Doing world-class research
There were few differences on this question, although younger respondents (16–34) are somewhat more likely (63% 'excellent' or 'good') to give positive assessments.
- Being accountable and open
Once again, francophones (69%) and Quebecers (67%) stand out; they are more than 25 percentage points more likely to give a positive assessment. B.C. (34%) ranks lowest. The only other trend is a mild tendency for better-educated respondents to give lower ratings.
- Ensuring continuing education is available
Responses were consistent across almost all groups, although there was a mild tendency for francophones (69%) to be more positive and part-time students (51%) to be less so.
- Responding to the needs of their community
Again, responses were largely consistent or 'flat' across the various groups, although francophones (66%) and Quebecers (66%) were most positive. The gap between full-time (62%) and part-time (39%) students is particularly large.
- Access for qualified students
Again francophones (69%) and Quebecers (70%) are much more likely than others to give an excellent or good rating. At the other end of responses, current part-time students (36%) give among the lowest ratings—34 percentage points below current full-time students.⁵

There is a large difference across regions in assessments of the performance of post-secondary institutions, as shown in Table 4.

Table 4 **Post-secondary Sector Performance Ensuring Access for Qualified Students by Region**

REGION	EXCELLENT OR GOOD	FAIR OR POOR
Quebec	70	26
Ontario	50	44
Atlantic	48	48
Prairies	43	51
B.C.	38	52
Average for all respondents	52	43

Finally, there was a strong correlation between responses to these assessments on access performance and responses to a question asking, 'How good a job are post-secondary

⁵ This gap is large but not an aberration. Throughout the poll, part-time and full-time students gave markedly different assessments of post-secondary education, particularly with respect to practical issues like accessibility and whether or not graduates have the skills needed to get jobs. The number of part-time students is fairly small (93), so only large differences—like those in this question—are statistically significant. With a sample size of 93, the confidence limits are $\pm 10.2\%$ at the 95% confidence level.

institutions in your region doing to make your community or region a better place to live and work?’ It is clear that ensuring and accommodating access is very important in how people view their local institutions.

3.3 Relationship between Overall Assessments and Specific Performance Assessments

As a summary of the assessments of specific attributes of the performance of post-secondary institutions, we will look at the correlation⁶ between the early question asking respondents, ‘How good a job are the universities and colleges ... in your province doing?’ and each of the specific assessments we have just examined. This will show which aspects of performance have the closest association with overall assessments of performance.

Table 5 **Strength of Association between Specific and Overall Performance Assessments**

SPECIFIC PERFORMANCE ISSUES	CORRELATION (τb)
Quality education for students	.34
Students get skills for good jobs	.31
Respond to community needs	.26
Accountable and open	.24
World-class research	.23
Ensure qualified students can attend	.21
Continuing education available	.20

Table 5 shows us that the strongest association with overall assessments is agreeing that the sector provides quality education for students and that it ensures that students have the skills needed to get good jobs. Quality and relevance of education are central to positive overall evaluations.

3.4 Evaluation Summary

From this section, we have learned that the Canadian post-secondary sector tends to get high ratings in general and across a range of specific issues, particularly in the core area of providing high-quality education for students. On a number of the specific topics, ratings are lower, particularly on being open and accountable, ensuring qualified students are able to attend and responding to community needs.

The responses to all of these questions are surprisingly consistent across demographic, regional groups. There are, however, a few important exceptions.

An intriguing group is part-time students,⁷ who are clearly more skeptical (or at least, less optimistic) than their full-time colleagues. They also differ markedly in their views

6 In looking at the correlation for these cross tabulations, we will use τb (tau-b).

7 Part-time, post-secondary students differ systematically from full-time students. Part-time students are far less likely to be single (29% versus 83%), far more likely to have a full-time job (56% versus 9%), and their median age is 15 years older than full-time students. The post-secondary sector is serving two very different types of students.

about the accessibility of post-secondary education and the relevance of their education to the job market.

Francophones and Quebecers are far more likely than other respondents to give the PSE sector much higher ratings for accessibility, responsiveness and relevance. Whether the issue is ensuring access for qualified students, being open and accountable, responding to community needs, or providing job-relevant skills, the Quebec sector far outscores any other in the country. Quebecers are generally more positive in their overall assessment of the province's post-secondary sector, as Figure 3 shows, but when looking at the specific areas, their ratings on providing a quality education or doing world-class research are the same as the other regions. It is only on the measures of access, responsiveness and serving the students' or regional needs that Quebecers are so different.

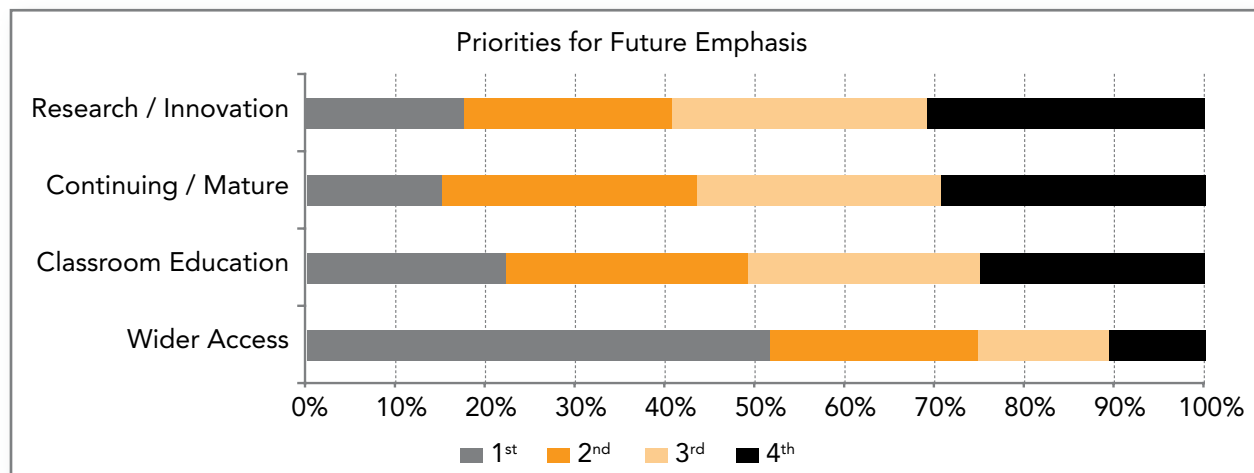
4 PRIORITIES FOR IMPROVEMENT

In addition to asking for current evaluations, another way to understand better overall views of the post-secondary sector is to ask which areas need improvement. This poll asked for current evaluations of performance and priorities 'for universities and colleges to improve over the coming years.' The respondents were asked to rank four areas for future improvement:

- Improve access so that more people who want to further their education will be able to attend
- Improve classroom education for students
- Improve the research and innovation that they do
- Improve access for mature students and to continuing education

Figure 6 displays the results with respondents' first through fourth priorities for each of these topics.

Fig 6 **Priorities for Post-secondary Future**



The first priority stands out very clearly: respondents want improved access so that more people who want to further their education can attend colleges or universities. A majority of all the respondents had wider access as the first priority. The other areas are all tightly grouped with only relatively small differences between them.

One of the most interesting aspects of these rankings is apparent when we compare future priorities with the assessments of current performance by the post-secondary sector in analogous areas. Table 6 shows the percentage that gave a 'good' or 'excellent' rating to performance and then the percentage that gave similar topics as their first priority for improvement in the future.

Table 6 **Comparing Performance Assessments by Topic with Priorities for Improvement**

ISSUE AREA	EXCELLENT OR GOOD RATING (%)	FIRST PRIORITY FOR IMPROVEMENT (%)
Improve / Widen Access	52	52
Classroom Education	75	22
Access for Continuing / Mature	63	16
Research and Innovation	57	18

This table shows the importance of ensuring wider access and facilitating qualified students' attendance. While the current performance ratings on this topic are low, they do not stand out dramatically from the other areas tested. On the other hand, it is the area that is the majority choice for first priority. The second area, improving classroom education, receives the highest mark in assessments of current performance but still edges out two other topics for first priority.

We can break the four issue areas offered up for setting priorities into three different groups:

- Ensuring wider access for qualified students gets moderate (low in a range of good ratings) assessments, but is the clear priority for the future.
- Quality classroom education is an area of real strength—the clear leader in assessments of current performance—and yet only receives moderate support as the future priority. It is good now and should not be allowed to deteriorate; however, it is not the top priority for the future.
- Improving research and innovation, and ensuring access for mature students and continuing education both get moderately good assessments but relatively low ratings as the priority for the future.

4.1 Patterns of Support for Priorities

The strongest pattern differentiating respondents' preferences should not be a surprise. Given Quebecers' and francophones' significantly higher level of satisfaction with access for qualified students, while improving access is still their first priority (40%), this is 10 to 15 percentage points below the priority given in other regions. Most of that difference is made up by Quebecers' increased first priority on improving classroom education (25%).

Respondents from families with higher socio-economic status (those with higher family incomes and higher levels of education) also display a mild but consistent difference from other respondents. Again, improving access dominates their first preferences; however, this is about 10 points below other respondents. The difference is made up by their greater support for research and innovation, and for improving classroom education.

Finally, for those more likely to have direct experience with current post-secondary education, there is a mild tendency to put additional emphasis on classroom education. While improving access for more students still dominates, for those aged 16–34, improving classroom education is the first priority for 27% (versus 17% for those 35+). Similarly, for full-time (30%) or part-time (23%) students improving classroom education is more likely to be the first priority than for non-students (18%).

4.2 Effecting Change: The Responsiveness of Colleges and Universities

While the poll looked at the public's priorities for improvement in the sector, there was also a question on the responsiveness of the sector. Respondents were asked to agree or disagree with the following statement:

- Universities and colleges aren't very good at responding to the changes in our economy or society ... they are still too slow in responding to changing needs.

A majority (55%) strongly agreed (11%) or agreed (44%) with the statement, while one-third disagreed (31%) or strongly disagreed (2%). This is one of the few questions in the poll on which a majority, albeit a slim majority, had a negative view of colleges and universities.

The responses were fairly consistent across demographic groups, although younger respondents and those with lower family incomes (less than \$40,000) tended to have more confidence in the responsiveness of the post-secondary sector. The one big difference between groups was the difference between respondents based on current attendance at a post-secondary institution.

Table 7 **Post-secondary Sector Too Slow Responding to Changes in Society or Economy**

CURRENT EDUCATION STATUS	AGREE %	DISAGREE %
Full-time Post-Sec Student	36	58
Part-time Post-Sec Student	66	24
Not Attending Post-Sec	57	31
Average for all respondents	56	33

As we see with a range of questions, the biggest difference is between full-time and part-time post-secondary students. The full-time students are significantly more optimistic and give their institutions positive ratings. The part-time students are skeptical and much less likely to give the institutions a good rating.

5 THE IMPORTANCE OF THE POST-SECONDARY SECTOR

To understand better the views of Canada’s post-secondary sector, the poll looked at the importance of that sector both to individuals and to society as a whole. We will begin by looking at the importance of the sector for the individual, and then on its impact on the economy and the country.

5.1 The Importance of Post-secondary Education for Individuals

Respondents overwhelmingly agreed that ‘compared to 10 years ago ... getting a college or university education’ is much (61%) or somewhat (17%) more important. Only 6% say that it is now less important, while 15% say that it has remained about the same importance. These opinions are held consistently across almost every demographic group. Almost the only groups that differ significantly are francophones and Quebecers who agree even more strongly than do other respondents.

The importance of post-secondary education can also be judged by looking at the skills people expect will be needed for future jobs. In the poll, respondents were asked, ‘Thinking about the jobs that are going to be open over the next 10 years, what percentage do you think will require post-secondary education?’ The median response (i.e., half of the respondents gave this number or a larger one, while half gave this number or a smaller one) was 75%, the largest single answer was 80% and the mean (mathematical average) was 70%. The responses were remarkably stable across demographic groups: the mean remained at 70% across income and education levels, language, age and whether or not there were post-secondary students in the household. The only mild exception was a slightly lower percentage (65%–67%) given in the four western provinces and in the Vancouver CMA (64%).

Finally, we also looked at the issue of the importance of post-secondary education by asking whether ‘a college or university education is necessary for a person to be

successful in today's work world, or ... there are many ways to succeed in today's work world without a college or university education?' Given this forced choice, a slim majority (51%) said that post-secondary education was necessary for success, while almost as many (47%) said that it was possible to succeed without that education. There is a slight tendency for older and less affluent respondents to agree more strongly that post-secondary education is necessary to succeed. We also see the same geographic split that is evident in views about the percentage of jobs that will require post-secondary: respondents in B.C. and the Prairies are significantly less likely (42%) than are others (54%) to agree that success requires further education.

The question is also one where Canadian and American responses differ significantly. When this question was asked in the U.S., only 37% responded that 'a college education' is necessary to success in the work world. Canadians, with the partial exception of those from the West, are significantly more likely than Americans to believe that post-secondary education is a precondition of workplace success.

In summing up these questions, there is a firm belief in the importance—the growing importance—of post-secondary education for everyone. Overwhelmingly, a college or university education is much more important than in the past. The majority of job openings will require such training, and, indeed, a slim majority say that work-world success cannot be achieved without it. The importance of college or university education for the individual is consistent with the deep concern over access to post-secondary. If this education is the key to an individual's future, then barriers to access must raise basic questions about fairness.

5.2 The Importance of the Post-secondary Sector for Canada

In addition to the benefits that accrue to the individual who has further education, there are also societal benefits from the cultural and community impact of post-secondary institutions, having a better-educated workforce and active programs of research. The poll asked questions about the importance of having an educated workforce and about the importance of university research and development.

5.2.1 A Skilled Workforce

To look at the importance of this issue, respondents were asked to agree or disagree with the aggressive statement: 'A highly skilled and educated workforce is the single most important thing Canada needs to ensure its economic future.'

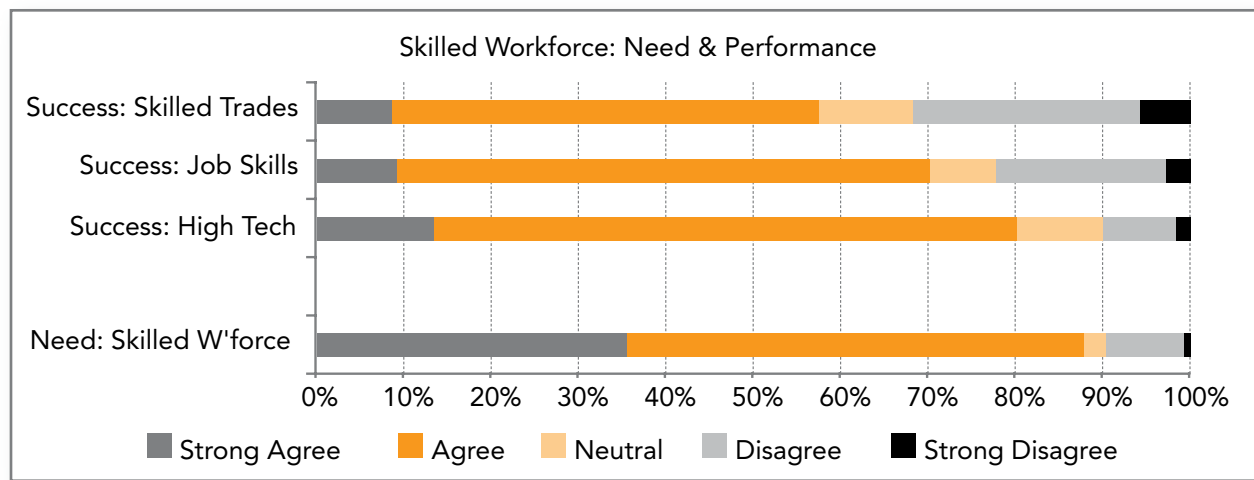
Looking at the performance of the post-secondary sector on this topic, respondents were asked whether students got the skills they needed and whether the sector did well in training the traditional skilled trades and the new technology skills area. The three tested statements were:

- Canada does a good job training students for the new technologies and jobs like medical technician or computer and software technicians.

- Colleges and universities do a good job of preparing students and ensuring that they have the skills they need to get good jobs.
- Canada does a good job training students for the skilled trades in fields like construction and manufacturing.

Figure 7 compares the results of these four questions.

Fig 7 **A Skilled Workforce: Need and Performance**



This figure shows the very high levels of agreement that the skills of the workforce are the most important guarantor of Canada’s future. The strong statement—that it is the single most important determinant—receives some of the strongest support of any statement tested. Given this support, then, how do people assess the performance of our post-secondary sector?

In each of the three areas tested, a majority agreed that a good job was done whether ‘training for the skilled trades’ (58%), ‘preparing students and ensuring’ they have skills for ‘good jobs’ (70%), or ‘training for the new technologies and jobs’ (80%). However, the strength of agreement was not strong—even where 80% agreed overall, only 13% agreed strongly.

There is also a clear ranking between the different aspects of ensuring the skills needed by the workforce. The post-secondary sector is seen to perform best in areas of the new technologies and less well in the traditional skilled trades.

5.2.2 Patterns in Attitudes on a Skilled Workforce

Not only is there very high agreement that a ‘highly skilled and educated’ workforce is critical, the level of agreement is also quite consistent across the groups of respondents. Respondents with more education and those with higher family incomes are more likely to agree, or to agree more strongly. On the other side, the youngest (16-24) respondents

and those who were currently full-time students were somewhat less likely to agree than were others. As an example, among current full-time students, 27% 'strongly agreed' (35% overall), and 53% 'agreed' (52% overall).

In looking at assessments of the success of colleges and universities in preparing students for the workforce—whether in general, in the new technologies or in traditional skilled trades—a limited number of patterns recur across all three questions:

- Younger respondents, particularly full-time students, are significantly more likely to say the colleges and universities are doing a good job. We may ask whether their higher approval comes from more immediate familiarity with the current post-secondary sector or from less familiarity with the labour market.
- In each of these three areas, there is a correlation between these specific assessments of the post-secondary sector's performance and different overall measure of its performance. In other words, this is a 'driver' of overall support for the post-secondary sector.

There were also significant regional differences, as displayed in Table 8. The percentages show how many agree that the post-secondary sector is doing a good job preparing students.

Table 8 **Assessment of University and College's Performance on Skills Training and Labour Force Preparation by Region**

REGION / PROVINCE	NEW TECHNOLOGIES AND JOBS (%)	GENERAL SKILLS FOR GOOD JOBS (%)	TRADITIONAL SKILLED TRADES (%)
Atlantic Canada	85	75	58
Quebec	80	75	71
Ontario	80	70	49
Prairies	82	70	67
B.C.	76	60	46

While the performance on preparing students for the new technologies and trades is both high and fairly consistent across regions, the assessment on the traditional 'skilled trades in fields like construction and manufacturing' is lower and varies considerably. In this case, Quebec does well while Ontario and B.C. trail the other provinces. On the general question—'ensuring students have the skills they need to get good jobs'—B.C. trails the other regions significantly.

5.2.3 Research and Innovation

In addition to looking at skills training and job readiness, the questionnaire posed a number of questions about the importance of and performance in research and innovation.

As with the statement on the importance of a well-educated workforce for the country's future, a very large majority (87%) strongly (26%) or somewhat (61%) agreed that Canada's economic future increasingly depends on the research and innovation that

goes on in our colleges and universities.’ While the agreement was not as intense as with the importance of a well-educated workforce, the overall support is almost equal.

The importance of research and innovation varied little across demographic, regional or attitudinal groups. This is a value shared across the population.

If the public believes so broadly in the importance of research and innovation in Canada’s post-secondary sector, how well do they believe the sector performs? The responses have been examined earlier in looking at specific assessment of performance of the post-secondary sector ‘doing world-class research.’ There are, however, a number of points from that analysis that should be repeated:

- There was broad agreement that universities and colleges were doing excellent (11%) or good (46%) work in this area.
- While those who were willing to rate ‘doing world-class research’ were largely positive, many did not know enough to venture an opinion (16%)—the largest group in the battery of topics assessed.

When asked what priority for the coming years universities and colleges should give to ‘improve the research and innovation that they do,’ respondents ranked it on a par with two other options—all of which trailed well behind improving access for those who want to attend.

In summary then, academic research and innovation are seen to be important for the country’s future. While current performance on this topic is thought to be good, there is little knowledge about what is happening in our universities. This translates into a solid priority for the future, but one that lags behind improving access.

5.2.4 Cooperation between the Post-secondary Sector and the Broader Economy

As a summary question on the importance of cooperation with external partners and ensuring broader relevance for research, respondents were asked to agree or disagree with the statement, ‘Universities and colleges should work more closely with Canadian companies so that the research they do and the courses they offer are what our economy needs.’ Respondents gave it the highest level of overall agreement (91%) of the list of statements tested, tied with only one other—that cost should not keep qualified and motivated students from attending. Overall agreement was consistent across the various demographic groups examined.

In summarizing this section, it is very clear that colleges and universities are seen to be very important both for individuals who want and need the education they offer and for the general economy in ensuring relevant training. This preparation for jobs will benefit both the individual and the broader society and economy. Similarly, though less well-known, post-secondary research and innovation are important. Because of the broad desire to see education serve both the individual and the broader society, there is very strong support for having universities and colleges work actively with others to ensure that everyone will benefit.

5.3 The Importance of a Broad Education

While the focus of the questions analyzed thus far in this section has been on job-ready skills that match needs in the economy, the poll also asked about broader educational goals and their benefit for students. Two statements were tested, each of which met with broad agreement:

- It is more important for students to learn general skills like how to work in teams, how to problem solve and communicate, than it is to get specific training for a particular job.
- A university or college education is a good thing in itself, whether or not you take courses that are designed to lead to a particular job.

The first of these statements is a simplified version of one from the Conference Board's Employability Skills⁸ and represents a business view of fundamentally important skills. While it champions general skills over job-specific skills, its orientation is still directly on employability. The second is a general statement of the benefits of education, independent of their effect on future employment.

The responses to these two statements are summarized in Table 9.

Table 9 **Comparing Responses to Two Views of Education**

	GENERAL SKILLS—WORK IN TEAMS, PROBLEM SOLVE, COMMUNICATE—MORE IMPORTANT (%)	UNIVERSITY EDUCATION GOOD IN ITSELF, WHETHER OR NOT LEADING TO A JOB (%)
Strongly Agree	16	28
Somewhat Agree	49	60
Neutral	7	2
Somewhat Disagree	26	9
Strongly Disagree	3	1

Of the two views, it is the general statement of the value of education that gains the greater approval. As these two both gain solid majority approval, it is clear that one is not being favoured at the expense of the other. Indeed, we find very little correlation between the responses to these two questions. This means that individuals do not view these statements as representing a dichotomous choice; rather, they represent independent choices.

For both of these statements, there is little difference in responses across demographic groups. Even the often-different full-time students give similar responses to other groups. On the statement that university or college education is good in itself, Quebecers do, however, show higher and more intense levels of agreement.

8 For more details on the Conference Board employability skills see www.conferenceboard.ca/education/learning-tools/pdfs/esp2000.pdf

Looking through this whole grouping of questions about the importance of education, there is clear support for ensuring that the post-secondary sector meets job-related needs of individuals, while also reaffirming the importance of education in itself. There is clearly a broad view of education and the wide range of goals it serves. This is particularly apparent, as we shall see, in responses to questions we put forward on the role of education in encouraging values and behaviours.

5.4 Encouraging Values and Behaviours

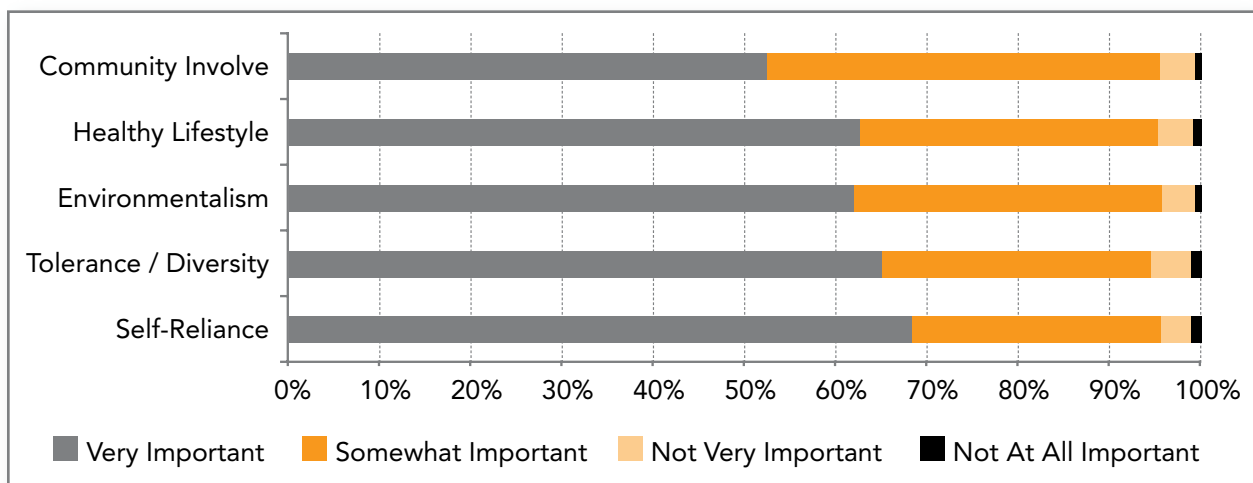
We have seen support for both applied and broad education—education pursued for specific purposes and for its intrinsic value. The questionnaire also asked about the importance of encouraging personal behaviours (e.g., ‘encouraging healthy lifestyles’) and social involvement (e.g., ‘encouraging involvement in the community’) that went well beyond narrow definitions of education. Specifically, respondents were asked the following battery:

In addition to their academic education and training, there are a number of things that colleges and universities might encourage among their students. For each of the following things, please tell me whether it is very important, somewhat important, not very important or not important at all that universities and colleges encourage them among their students.

- Encouraging involvement in the community
- Encouraging more tolerance and openness to the diversity and range of people
- Encouraging healthy lifestyles
- Encouraging self-reliance and independence
- Encouraging environmental awareness

The responses are summarized in Figure 8.

Fig 8 **Encouraging Personal Behaviours and Social Values**



9 With the very high levels of overall support, it is important to note here that we are not talking about opposition to encouraging any of these values or behaviours in any demographic group; instead, we are only looking at degrees of intensity in the support for each topic.

10 This question was only asked of those who, in response to an earlier question, said that they had a college or university in their region or community; however, this group exceeds 97% of the whole sample.

The principal conclusion from this figure comes from looking at the similarities, rather than at the differences across the questions. In every case, a majority of respondents said that it was 'very important' that universities and colleges encourage the values or behaviours among their students. Further, approximately 95% said that each was very or somewhat important. The differences between ascribed importance for each of these goals is more one of degree, with the least specific, 'encouraging involvement in the community,' receiving a somewhat lower level of importance than the other topics tested.

If we look at the degree of importance⁹ for these topics across demographic groups, there are a few general patterns that cross most of the topics:

- As the age of the respondent increases, the importance of encouraging these values and behaviours increases.
- As the education and family income of the respondent increases, the importance of encouraging these values and behaviours generally decreases.
- Women believe these are more important than do men.
- With the exception of 'environmental values,' anglophone respondents believe these are more important than do francophones.

5.4.1 Performance Encouraging Values and Behaviours

A majority (56%) of the respondents¹⁰ say that 'the college or university in [their] area' is doing an excellent (9%) or good (47%) job 'at encouraging these sorts of values and civic behaviours.' One-third (33%) said that the college or university was doing a fair (27%) or poor (6%) job. In comparison with the specific performance measures that were discussed earlier in Section 3.2, the post-secondary sector gets a rating in the middle range for encouraging values and behaviours.

Looking at who gives the post-secondary sector a better performance rating on this issue, we find few systematic differences across demographic groups. One exception is the higher approval ratings among francophone respondents and those in Atlantic Canada.

While there are few demographic differences, there is a strong correlation between overall assessments of the performance of the post-secondary sector and specific assessments of performance encouraging values and civic behaviour. A first reaction might be to conclude that the post-secondary sector's performance in encouraging social values and personal behaviours plays a large part in individuals' evaluation of the sector as a whole. There is, however, evidence that the evaluative criteria run in the other direction: in the absence of much information on which to base their evaluation of the institutions' success at encouraging values and behaviours, respondents take their cues and base assessments on their overall impression of the institutions.

In this study, an earlier question asked respondents to agree or disagree with the proposition 'colleges and universities do a good job of encouraging healthy lifestyles among students.' The responses to this question had the highest level of 'don't know / no answer' responses (12%) in the 23-item battery of questions. Further, the responses

tended to cluster towards the weaker categories ('agree' and 'disagree'), with few respondents (9%) choosing either of the two stronger responses ('strongly agree' or 'strongly disagree').

Overall, we conclude that there is broad support for colleges and universities' role in promoting behaviours and values, although it is less clear that there is a sophisticated understanding of the institutions' performance in pursuing those goals.

5.5 Summary: Expectations and the Importance of Post-secondary Education

Looking at the responses analyzed in this section, it seems that respondents have both broad expectations of their education system and wide approval of its performance.

For the individual, there is a firm belief in the growing importance of post-secondary education. The majority of future job openings are seen to require such training and, indeed, a slim majority say that work-world success cannot be achieved without it.

Colleges and universities are also considered important for society as a whole. Overwhelming majorities agree 'a highly skilled and educated workforce is the single most important thing Canada needs to ensure its economic future' and that 'Canada's economic future increasingly depends on the research and innovation that goes on in our colleges and universities.' These instrumental reasons for the importance of post-secondary education also lead respondents to want that sector to work closely with Canadian companies.

Support for the post-secondary sector is not, however, limited to its instrumental value—whether for the individual or society. There is also strong support for education for its own sake and for encouraging a range of personal values and social behaviours.

The most striking aspect of these responses is the underlying belief in the importance and breadth of education. It is strongly supported, not for narrow or specific reasons, but rather from a basic commitment to its importance. We do not have a public that supports one form or purpose to education at the expense of other objectives. At its most basic, the Canadian consensus says 'education is important'—for the individual and for the broader society.

The approval of education as a good thing in itself and in serving practical goals does not mean that there are no serious issues. The importance of college or university education for the individual is consistent with the deep concern over access to post-secondary education. If PSE is the key to an individual's future, then barriers to its access must raise basic questions about fairness. The report will turn to this topic next.

6 ACCESS TO POST-SECONDARY EDUCATION

Near the beginning of the questionnaire, respondents were asked about the accessibility of post-secondary education:

Do you believe that currently, in your province, the vast majority of people who are qualified to go to college or university have the opportunity to do so, or do you think that there are many people who are qualified to go but don't have the opportunity to do so?

As shown in Table 10, a majority of respondents said that many qualified people do not have the opportunity to attend.

Table 10 **Accessibility of Post-secondary for Qualified Students**

	%
Vast majority have the opportunity to attend	37
Many qualified don't have the opportunity to attend	59

Table 11 **Accessibility of Post-secondary for Qualified Students: U.S. – Canadian Responses**

	CANADA %	U.S. %
Vast majority have the opportunity to attend	37	37
Many qualified don't have the opportunity to attend	59	57

A similar question has also been asked in the United States with very similar results, as shown in Table 11.

We saw earlier that one of the lower ratings on performance of the post-secondary education sector was given on 'ensuring that qualified students are able to attend college or university if they want;' although, even with this lower level of approval, a majority thought that the colleges and universities did a 'good' (44%) or 'excellent' job (8%). We also saw that improving 'access so that more people who want to further their education will be able to attend' was clearly the first priority for future improvement by the sector.

6.1 Geography and Proximity

As an initial way of looking at the issue of access, the poll had three different ways of gauging physical proximity to a post-secondary institution:

- Respondents were asked whether their community had a college or university,
- Respondents were asked how long it would take them to drive to a college or university, and

- The sample frame located the respondent’s telephone and linked the boundaries of the telephone exchange to census geography. This allowed Census Metropolitan Areas (CMAs), Census Agglomerations (CAs) and others¹¹ to be broken out, providing a robust measure of urbanization and a proxy for access to post-secondary institutions.

The answers to the questions ‘Does your community have a university?’ and ‘Does your community have a college/CEGEP?’ show the extensive presence of post-secondary institutions through their principal and satellite campuses.

Table 12 **The Presence of Colleges and Universities**

DOES YOUR COMMUNITY HAVE A ...	YES (%)
University	63
College / CEGEP	83

These responses may seem high; however, they are consistent with the population distribution of Canada’s highly urbanized population. If we use the 2001 Census results for a comparison and generalize that census metropolitan areas (CMAs) have universities¹² while census agglomerations (CAs) are likely to have a college presence at least, 64% of Canadians live in CMAs and 79% live in either a CMA or a CA. These tend to confirm the accuracy of the respondents’ answers, and underscore the reach of the Canadian post-secondary sector.

Responses on the length of time it would take to drive to the nearest post-secondary institution are even more striking. Approximately 90% of the respondents say that they could drive to a university or college within an hour; over three-quarters say that they are within a 30-minute drive.

What is the effect of geography on views about access to a post-secondary education? Table 13 compares the various geographic groups’ responses to the question asking whether the vast majority of qualified students have the opportunity to attend.

11 CMAs and CAs are areas consisting of one or more adjacent municipalities situated around a major urban core. To form a census metropolitan area, the urban core must have a population of at least 100,000. To form a census agglomeration, the urban core must have a population of at least 10,000.

12 The only partial exceptions in the 2001 census are Abbotsford and Oshawa. Each of these, however, abuts larger CMAs with universities and have themselves institutions that are close to being free-standing universities.

Table 13 **The Impact of Proximity on Views of Accessibility of the Post-secondary Sector**

PROXIMITY	VAST MAJORITY HAVE THE OPPORTUNITY TO ATTEND (%)	MANY QUALIFIED DON'T HAVE THE OPPORTUNITY TO ATTEND (%)
Community has a University		
Yes	39	57
No	34	62
Community has a College / CEGEP		
Yes	38	58
No	33	63
Driving Distance		
≤ 30 Minutes	38	58
31 – 60 minutes	34	63
≥ 61 minutes	28	70
Average for all respondents	37	59

No matter which metric we choose for proximity, the results show relatively minor effects on views about accessibility. While it is theoretically possible that there is a general recognition—unaffected by distance to a post-secondary institution—that distance can be a serious barrier, this is unlikely. It is far more likely that proximity to post-secondary institutions is only mildly related to heightened concerns about access for qualified students.¹³

These results are important for two different reasons:

- A large majority of Canadians are within reach of a post-secondary institution.
- The widespread concern that there are many qualified students who do not have an opportunity to attend college or university is only mildly related to the respondent’s proximity to those institutions. Even households without ready access to a post-secondary institution view access in ways that are very similar to those in close proximity to the institutions.

Who, then, is most concerned about access and what underlies that concern?

6.2 Who Is Most Concerned about Barriers to Access?

While a majority of respondents, in almost all demographic groups, agrees with the pessimistic assessment about access, there are significant differences across demographic groups. First, francophone¹⁴ respondents (46%—12 percentage points higher than anglophones) and Quebecers (47%) are among the most likely to say that the vast majority can attend. We should note two characteristics that differentiate the

13 While, on the surface, there is a mild relationship with location or proximity, given the correlation between living in major urban areas and having more education—especially having a degree—the difference in views about access to education is at least as likely to be the product of socio-economic status, particularly education, as location or proximity.

14 The poll was administered in both English and French. The respondents who answered the French-language questionnaire are termed ‘francophone’ and those who answered the English-language questionnaire are termed ‘anglophone.’

post-secondary sector in Quebec: first, tuition is lower than in any other province¹⁵ and second, with CEGEPs beginning after grade 11, there is a difference among students who may enter.

There is also a difference between the responses across gender: women (32%) are significantly less likely to believe that the vast majority have the opportunity to attend than are men (42%). Those in affluent families (family incomes \$80,000+) are more likely to believe the vast majority can attend (47%),¹⁶ as are those who have completed university degrees (44%). Immigrant families (i.e., in which at least one adult was born in a foreign country) are also significantly more optimistic (44%) that qualified students have the opportunity to attend. Finally, those who are in the prime age group to attend, those 16–24, are also more optimistic about the opportunity for the majority to attend (45%). Even among the groups who are most optimistic about the opportunity for most qualified students to attend, only a minority agree that the opportunity exists for most qualified students.

One striking difference on this question is the range of responses related to current academic status. The questionnaire asked whether the respondent was attending school and, if so, whether as a full-time or part-time student. Although the sample sizes are relatively small for full-time (N=191) and especially part-time (N=93) students, the differences in responses are both striking and statistically significant.¹⁷

Table 14 **Agree that Vast Majority Has Opportunity to Attend by Student Status**

	AGREE (%)
Full-time student	47
Part-time student	26
Non-student	37

The remarkable difference in this table is not between students and non-students, but rather between full-time and part-time students. We may hypothesize that many part-time students have that status because of their need to work to support their studies. They would, therefore, have immediate awareness of the financial constraints affecting access.

It is also revealing to look at some of the groups whose responses are similar to the whole population. One of the demographic questions asked parents whether anyone from the household attended a post-secondary institution now or in the past five years. Among those who had this direct, recent experience with a child in post-secondary, only 38% said that the vast majority of qualified students had the opportunity to attend. This response was no different statistically than the 37% response among those without that direct experience. This similarity allows us to conclude that the belief that many cannot attend is not based on lack of familiarity with the post-secondary sector.

15 Statistics Canada, *Education Indicators in Canada, 2005* Ottawa, Canada 2006, p. 26.

16 Belief that the vast majority of qualified students are able to attend does NOT rise gradually with income—it remains near 32% agreement for all income groups under \$80,000 then jumps 15 percentage points for the more affluent households. There is a ‘step function’ or threshold effect, rather than gradually increasing agreement.

17 The confidence limits for 95% probability with N=93 is ±10.2%.

6.3 Access and Assessments of the Post-secondary Sector

Table 15 shows the relationship between views on access and overall assessments of the post-secondary sector.

Table 15 **The Impact of Views about Access by Qualified Students on Assessments of the Post-secondary Sector**

OVERALL ASSESSMENT OF POST-SECONDARY SECTOR	VAST MAJORITY HAVE THE OPPORTUNITY TO ATTEND	MANY QUALIFIED DON'T HAVE THE OPPORTUNITY TO ATTEND
Excellent	47	49
Good	40	57
Fair	33	64
Poor	21	77
Average for all respondents	37	59

This table shows 'poor' assessments of the sector are strongly linked to views that many qualified students do not have the opportunity to attend. While, even among those who give the post-secondary sector 'excellent' ratings, half think that access is limited, the critical point is the rapid increase in the percentage who believe access is limited as assessments of the post-secondary sector drop from 'excellent' to 'poor.'

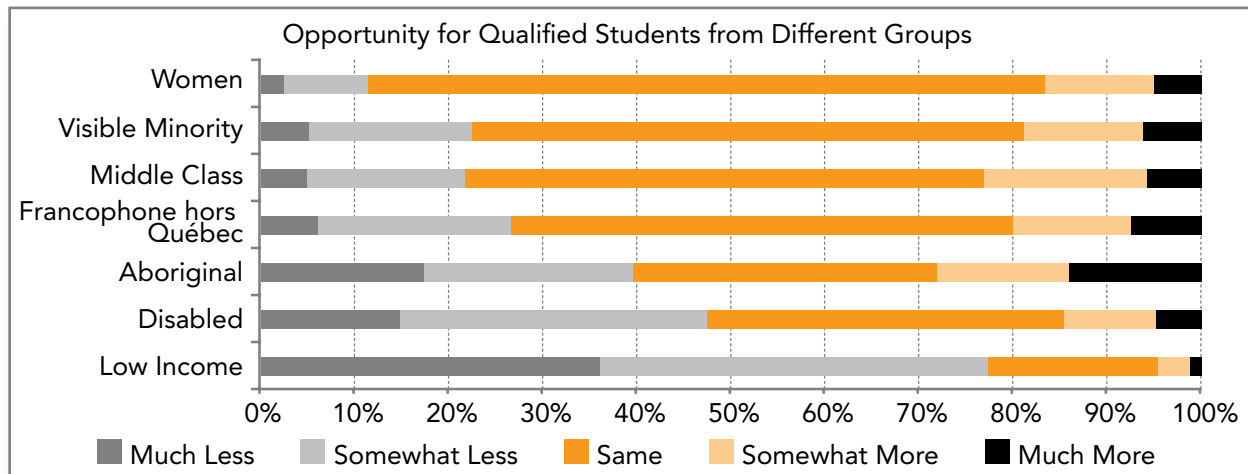
Overall, we find a majority of respondents who agree that many people who are qualified to go to post-secondary don't have the opportunity to do so. Quebec residents and the more affluent and well-educated are somewhat less likely to agree; however, even for those groups, this means that the split is about even, not that they believe the vast majority of qualified students are able to attend. Finally, there is a significant correlation between the belief that many qualified students cannot attend and low ratings for the post-secondary sector.

Why would issues of access drive overall assessments of the post-secondary sector? An answer may come from the question (Q. 3) on the importance of a college or university education. More than three-quarters of respondents said that such an education was 'much more important' (61%), or 'somewhat more important' (17%) 'compared to 10 years ago.' Thus, we have the joint belief that post-secondary education is very important and that many qualified students do not have the opportunity to attend. In a culture that holds equality of opportunity as a basic principle, it should not be surprising that this disjuncture leads to dissatisfaction.

6.4 Who Lacks Opportunity and Access?

We have seen a concern about accessibility, but who then is thought to face the most significant barriers to attendance? Figure 9 shows the results for seven groups.

Fig 9 **Opportunity for Qualified Students from Different Groups**



The question battery asked whether respondents ‘feel that [‘qualified’ students from the specific group] have much less opportunity, somewhat less opportunity, about the same opportunity, somewhat more opportunity, or much more opportunity than others to get a college or university education.’

6.4.1 Students from Low-income Families

One group, qualified students from low-income families, stands out from all the other groups. Over three-quarters of respondents (76%) believe that they have much (35%) or somewhat (41%) less opportunity than others. Only 5% of respondents said that they had more opportunity than others. No other group comes close to the results for these students.

Not only is there much stronger agreement on the obstacles facing students from low-income families, that agreement is held at approximately the same level across all demographic groups. Even the high socio-economic status respondents, who were less likely than other groups to think that many qualified students don’t have the opportunity to attend post-secondary schools, agree equally with other groups that students from low-income families have less opportunity. The only partial exception to the consistency across groups is Quebec respondents, who are less likely to say that these students have ‘much less opportunity.’

6.4.2 Students with Disabilities

A near majority (45%) agree that students with disabilities have less opportunity. This agreement is, however, both lower than for students from low-income families and significantly less intense (14% ‘strongly agree’ as against 35% for low income). There are some demographic differences—women and francophones are more likely to agree—but the differences are not large.

6.4.3 Aboriginal Students

The next category, qualified Aboriginal students, is most interesting because responses diverge most sharply. While 38% say Aboriginals have less opportunity, 24% say they have more opportunity than others. There are some notable demographic factors on this question:

- Socio-economic factors have little effect on responses
- Those aged 45 and older believe that qualified Aboriginals have **less** opportunity
- Atlantic Canadians and Prairie residents believe qualified Aboriginals have **more** opportunity, while residents of Quebec, Ontario and B.C. say they have **less** opportunity
- Students and parents of a student in the past five years also believe qualified Aboriginals have **more** opportunity

It may be that respondents see contradictory forces that lead them to these divergent opinions. On one hand, the outcomes for Aboriginal students throughout the whole education system are deeply discouraging and disproportionately few Aboriginal students complete secondary or post-secondary programs. On the other hand, many universities and colleges are making quite visible efforts to help Aboriginal students, providing academic, cultural and personal support. Seeing the outcomes, some respondents may say there is 'less opportunity' while, seeing the efforts of some of the institutions, others may say 'more opportunity.'

In either case, fewer than a third (31%) of respondents believe that qualified Aboriginal students have the same opportunity as others.

6.4.4 Francophone Students outside Quebec

The next group, qualified French-speaking students who live outside Quebec, are more closely divided ('less opportunity' 24%, 'more opportunity' 18%), with a near-majority (48%) saying they have the 'same opportunity.' The higher levels of non-responses among anglophones and non-Quebecers indicate less awareness or salience for this issue in those communities. The differences across linguistic groups are shown in Table 16.

Table 16 **Opportunity for Qualified Francophone Students outside Quebec by Language of Interview**

	ANGLOPHONE (%)	FRANCOPHONE (%)
Much less opportunity	4	10
Somewhat less opportunity	17	25
About the same opportunity	48	50
Somewhat more opportunity	13	4
Much more opportunity	8	4

While francophone respondents do not view this issue as being as disproportionate as the lack of opportunity for qualified students from low-income families, it is a solid secondary concern for them.

6.4.5 Middle-class Students, Women and Visible Minorities

Each of these three categories of qualified students had majorities saying that they had the same opportunity as other students. Further, those who felt they had less opportunity approximately balanced those who felt they had more opportunity. The responses were consistent across most demographic groups for each of these categories of students. Women were, for example, as likely to say that ‘qualified students who are women’ had more opportunity, as they were to say women had less opportunity. Quebecers and francophones do stand out, saying that visible minorities have less (25%) rather than more (9%) opportunities. This is not a radical departure from other respondents, but it is one of the few areas where responses diverge from the average. In contrast, households with an adult born outside Canada (and hence more likely to contain visible minorities) are little different from the overall population in their views about whether visible minorities have more or less opportunity than other qualified students.

If we look back to the earlier general concern about access for qualified students, it is clear that the one group dominates concerns: students from low-income families. A secondary group, students with disabilities, is seen to face obstacles, however, the dominant response is they face ‘somewhat less opportunity’ rather than the ‘much less’ for low-income students. Aboriginal students produce divergent responses: only a third said they had the same opportunity as other qualified students, a quarter felt they had more opportunity, and yet they were also the second-largest group (behind only low-income students) that were seen to have ‘much less opportunity.’ Finally, for francophones outside Quebec, there was little awareness or reaction among anglophones, but a view that they had less opportunity among francophones.

6.5 Is a Post-secondary Education Becoming More Difficult to Get?

We have looked in detail at the concerns over access and we saw that people strongly believe getting a post-secondary education is becoming more important in today’s world. The next question to ask is whether it is becoming more or less difficult to get that necessary education.

A slim majority (52%) of respondents agreed (35%) or strongly agreed (18%) that ‘[g]etting a college or university education is more difficult today than it was 10 years ago.’ On the other side, almost four in 10 somewhat (35%) or strongly (4%) disagreed.

The demographic patterns of responses are similar to those we saw earlier with the question on whether or not the ‘vast majority’ of qualified students had the opportunity to attend a college or university. In particular, the affluent were more likely to say that getting a college or university education had not become more difficult, although even among that group almost as many agreed that it was now harder (50% ‘no harder’ to 43% ‘harder now’). Again, language and province made the greatest difference on this question: francophone respondents (37%) and Quebecers (38%) were least likely to say that getting a post-secondary education was harder today than 10 years ago.

If we combine the results from this question with the question asking whether the vast majority of qualified students have the opportunity to attend, we get a good overall picture of both current accessibility and whether conditions are improving. For the respondents who had a response on both questions:

- Many qualified students can't attend AND harder now to get post-secondary education: 44%
- Many qualified can't attend BUT no harder now to get post-secondary education: 18%
- Many qualified attend BUT harder now to get post-secondary education: 14%
- Many qualified attend AND no harder now to get post-secondary education: 24%

This summary shows the mild polarization of results: the plurality (44%) think that many qualified students do not have the opportunity to attend and that it is getting harder to get the increasingly necessary college or university education; however, the second-largest group (24%) believe most qualified students can attend and that it is no harder to get an education than a decade ago. Consistent with the concern over financial barriers to access for poorer students, the two groups that do not agree with the plurality are the affluent (less affected by financial constraints) and Quebecers (with substantially lower tuition fees).

6.6 Access, Funding and the Cost of Post-secondary Education

Three findings bring funding and the cost of education to students to the fore.

- The current post-secondary sector receives some of its lower—or lowest—marks for 'ensuring that qualified students are able to attend college or university if they want.'
- Respondents overwhelmingly identify 'qualified students from low-income families' as having less opportunity than others to get a college or university education.
- The clear priority for the future is improving 'access so that more people who want to further their education will be able to attend.'

Together, these findings show the critical importance of ensuring access in overall Canadian views of post-secondary education.

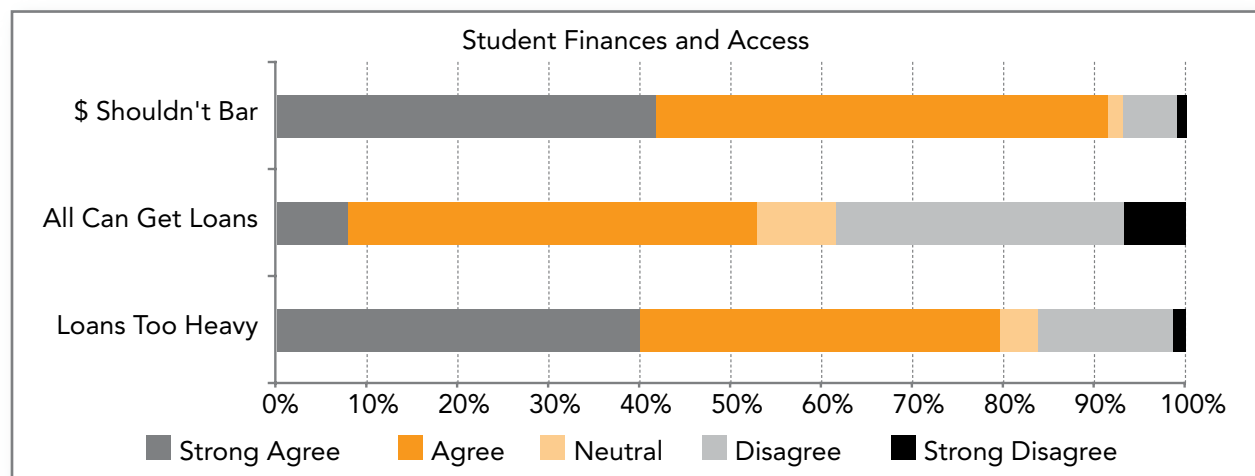
6.6.1 Are Cost and Finances Barriers?

In a world where more education is viewed as necessary for the individual to succeed, financial barriers are a great concern. We can see this commitment in the responses to the the statement, 'We should not allow the price of a college or university education to keep students who are qualified and motivated from doing so.' An overwhelming majority (92%) either strongly (42%) or somewhat (50%) agreed. Out of a battery of 23 statements, this was tied with one other for the strongest agreement.

With overall agreement this high, it is impossible to find any demographic group that does not agree strongly. Indeed, there is very little difference from one group to another in the level of agreement.

In addition to asking whether students should be kept from post-secondary for financial reasons, the questionnaire had questions on access to loans and scholarships ('Almost anyone who wants to go to college or university can get loans or financial aid to pay their way') as well as on student debt burdens ('Students have to borrow too much money to pay for their college or university education.'). The results for these three questions are summarized in Figure 10.

Fig 10 **Financial Barriers and Burdens for Students**



The overall logic of the issue is clear from the figure. Access for qualified students is important and financial constraints should not keep students from attending post-secondary. There is a division as to whether almost all students do or do not have access to loans or financial aid to pay for their education. Finally, there is broad agreement (80%) that student debt is too onerous, implying that while the education may be accessible for some through loans, the burden of those loans may be crippling.

If we look at patterns of differences in these views, we find that there is a strong correlation between belief that almost all students can get loans or financial aid to attend and the more general view that most qualified students can and do attend college or university. Overall, there are few demographics that differentiate responses on whether or not financial help is available, with the exception that younger respondents (≤ 34 years) are somewhat more likely to agree it is available.

The issue of student loan burden does differentiate respondents more. Older respondents (≥ 55), women and residents of Atlantic Canada are much more likely to believe that the debt is too large. In contrast, those from families with incomes over \$80,000 are significantly less likely to think the debt load is too heavy.

Overall, there are concerns about financial and economic barriers, especially for students who do not come from affluent families. For a slim majority of respondents there is agreement that students can borrow and may receive some assistance to pay for their education. Even given this, however, there is very broad agreement that students are having to borrow too much money to pay for their education.

6.7 Lifelong Learning and Meeting Older Students' Needs

A final aspect of access is the flexibility needed to meet the continuing education needs of working adults.

The study asked about general need for lifelong education and received a strong response. A very substantial majority (94%) strongly agreed (36%) or somewhat agreed (58%) that 'the pace of change in the world makes it more important than ever to ensure that people can get more education or training at any time of their life.' This view was held particularly intensely by those of prime working age (35–64), those with higher family incomes, those who already have more education and those who are currently part-time, post-secondary students.

Given the importance ascribed to ensuring people can get education throughout their lives, the study asked about the performance of colleges and universities in meeting this need. For each of the two types of institutions, respondents were asked to agree or disagree with the statement: 'Universities / Colleges do a good job at being flexible in when and where they offer courses so that the needs of older students who are working can be met.'

The responses are compared for the two types of institutions in Table 17.

Table 17 **Comparing Colleges and Universities in Meeting Lifelong Learning's Need for Flexibility**

	UNIVERSITIES ARE FLEXIBLE IN MEETING NEEDS OF OLDER, WORKING STUDENTS (%)	COLLEGES ARE FLEXIBLE IN MEETING NEEDS OF OLDER, WORKING STUDENTS (%)
Strongly Agree	9	9
Somewhat Agree	58	60
Neutral	12	12
Somewhat Disagree	19	17
Strongly Disagree	3	3

The responses show broad, but not intense, agreement with the two statements. Not only are the results of these two questions very similar, the results are also strongly correlated ($\tau_b = 0.53$). This means that the public does not distinguish between colleges and universities in terms of their flexibility and openness in meeting the continuing education needs of older working students.

There are a few systematic differences in patterns of response. Middle-aged respondents (age 45–64) are less likely to agree that the institutions are flexible. In contrast, full-time students are more likely to say the institutions are flexible. Regionally, Quebec respondents are most likely to say their institutions are flexible, while B.C. respondents are least likely to say their colleges and universities are flexible in meeting the lifelong learning needs of older students.

Overall, the public strongly believes that being able to continue to learn and get training is vital. Colleges and universities get majority approval, but approval that is not intense, for being flexible. Further, the public does not differentiate between universities and colleges on this issue. This is a topic where the intensity expressed in the need is not matched by performance assessments of the post-secondary sector's responsiveness.

7 FINANCING POST-SECONDARY EDUCATION

7.1 The Cost of Post-secondary Education

We have seen that financial barriers are broadly seen to be critical to access, particularly for students from less affluent households. To assess the knowledge about one aspect of this issue, respondents were asked to estimate 'the yearly tuition and fees for a typical Arts or Science program ... at a university in your province.' The average (mean) estimate was \$7,900, while the more useful median estimate was \$6,000.¹⁸ Both of these estimates are higher than the current Statistics Canada report for the average in-province undergraduate tuition plus compulsory fees of \$4,820 for the 2005–2006 academic year.¹⁹

The high levels of non-response to these questions (21% for universities, 23% for colleges), tell us that the public does not feel well-informed about the details of the cost of education, despite having strong consensus that the costs represent a barrier, particularly for lower income students.

Consistently, those respondents who are more likely to have had personal exposure to attending university (e.g., younger respondents, parents of a child who now attends or recently attended post-secondary, those with a university in their community, those with a shorter drive to the nearest university, those who had ever attended a university and those who currently attend post-secondary) had lower average estimates of current tuition and fees. Notably, while we should expect these respondents to have a more informed estimate, this is one of the few questions where familiarity or proximity to the post-secondary sector leads to answers that differ from those of other respondents.

Respondents do over-estimate the cost of tuition and related fees; however, the median estimate is high by only about 25%. Given additional living costs, particularly for students who do not or cannot attend while living at a parent's home, views on the cost to attend university are not out of line with reality.

When respondents were asked about tuition and fees 'for a typical program at a college/CEGEP in your province,' their mean estimate was \$5,100 and the median estimate was \$4,000.

The strong pattern for university cost estimates that saw those with familiarity or proximity to post-secondary education or institutions give lower estimates of tuition and fees was repeated for colleges.

Reflecting the policy choice by that provincial government regarding tuition, Quebec stands out sharply in respondents' estimates of both university and CEGEP tuition and fees. The estimates for university tuition and fees in Quebec were lower than in the rest

18 Using the median (half of the estimates are higher and half are lower) rather than the arithmetic mean is more useful as it is not affected by the small number of very high (\$20,000+) estimates.

19 Statistics Canada, *The Daily*, September 1, 2005, pp. 3f. These numbers include the relatively small number of students taking undergraduate degrees in subjects like medicine and dentistry where tuition is much higher than for arts and science degrees.

of the country (mean=\$5,000; median=\$3,000), each approximately \$3,000 lower than the Canadian average (which itself includes Quebec). The CEGEP estimates were even further from the Canadian averages (mean=\$2,350; median=\$1,000).

There are two final patterns that are important.

First, there is a consistent relationship between overall assessment of the provincial post-secondary sector and estimates of tuition costs: the higher the estimates, the lower the rating of the post-secondary sector. We may hypothesize that those lower evaluations are driven by concerns that the high fees make accessibility more difficult.

Secondly, the lower the family income of the respondent, the higher is his or her estimate of tuition and fees in the post-secondary sector. This has the perverse effect that those who are most cost-sensitive or for whom higher costs are the greatest burden are precisely the people most likely to think that fees are substantially higher than they actually are.

From the responses earlier, it is clear that there is substantial public concern to ensure that finances do not bar qualified students from attending post-secondary. We also know that the cost of tuition and fees are somewhat over-estimated, particularly by those least able to afford post-secondary education. Finally, while there is awareness and some optimism about students' being able to use student loans and financial assistance to pay for their education, there is nearly universal agreement that these loans leave students with debt that is too great.

7.2 Who Pays and Who Should Pay?

Against this background, the questionnaire asked what proportion of the 'cost of providing a university education ... comes from student fees' and what proportion 'comes from government'. It then asked respondents what they thought the percentages should be for each group. While this neglects such sources of revenues as grants and endowments, as well as payment for commercial services and other such sources, it does look at the two sources that are best understood and of greatest policy relevance for the public.

The first thing to note about the factual questions about the percentage paid by government and students is the widespread acknowledgement by respondents that they do not know. In response to these two questions, nearly one-third of respondents (32% in both cases) do not have a response. To put this into context, this is almost three times as great as the non-response for household income—routinely one of the most sensitive questions—and also about three times higher than almost any other topic question. With only two-thirds willing to venture a guess, we have a strong signal that very few people know much at all about levels of government funding for post-secondary education. Larger numbers (10% non-response) are, however, willing to say what the proportions ought to be.

Table 18 **What Proportion of University Costs Are and Should Be Paid by Students and Governments?**

	WHAT IS CURRENT PROPORTION? (%)	WHAT SHOULD PROPORTION BE? (%)
University Costs Paid by Students	53	39
University Costs paid by Government	46	61

Responses to the two questions asking for the current distribution of revenues are consistent across most demographic groups. Most revealing, the difference between Quebecers and other Canadians is small—only four or five percentage points. Thus, despite awareness that student tuition and fees are much lower in Quebec, those same respondents have not concluded that students must be paying a lower proportion of costs. This reinforces the earlier conclusion that the public does not have much knowledge of the current financing of post-secondary education, particularly by government.

Despite the lack of knowledge of the current financing of colleges and universities, respondents overall are willing to say that the governments should pay more of the costs and students less. In looking at the proportions that respondents suggest, we should look more closely at the direction away from what they believe to be the status quo more than at the absolute percentages. From that perspective, the respondents are clearly indicating a preference for some change in financing that would remove some of the burden from students.

Again, responses tend to be consistent across demographic groups. Remarkably, current full-time students' responses as to the share of the costs of university that should come from students are the same as those of non-students.

Early in the questionnaire (specifically, before any discussion of current tuition or fee levels), respondents were asked to agree or disagree with the proposition ... 'governments in Canada don't spend enough on post-secondary education.' The results are displayed in Table 19.

Table 19 **Governments Don't Spend Enough on Post-secondary**

	%
Strongly Agree	28
Agree	47
Neither / DK / NA	9
Disagree	15
Strongly Disagree	2

Responses are consistent across groups, with a mild tendency—a difference of four or five percentage points—typically for students and families of recent students to

be more strongly in agreement. The biggest difference is not between demographic groups, but between those who think that the 'vast majority' of qualified students have the opportunity to go to post-secondary institutions (67% say government doesn't spend enough) and those who disagree on this question about access (81% government doesn't spend enough).

7.3 Value of Government Spending on Education

To look at current value, not just whether governments should spend more, the poll asked for agreement or disagreement to the statement, 'Canada gets good value for the money that governments spend on colleges and universities.' The results are shown in Table 20.

Table 20 **Canada Gets Good Value for Money Governments Spend on Post-secondary**

	%
Strongly Agree	8
Agree	48
Neither / DK / NA	13
Disagree	26
Strongly Disagree	5

Again, the responses are consistent across demographic groups, although current students are almost 10 percentage points more likely to agree than are non-students. The biggest difference, again, is between those who believe that the vast majority of qualified students has the opportunity to attend and those who disagree. Those who agree are almost 20 percentage points (67% versus 50%) more likely to agree that the government's education spending gives good value. Perceptions of access and equity in access are, therefore, a component in people's judgements about whether government money is being well spent or not.

8 COLLEGES, UNIVERSITIES AND THEIR COMMUNITIES

This poll has looked at the impact of higher education and access to higher education on both the individual and the broader society. It also asked a number of questions about the impact of post-secondary institutions on their community or region. Before looking directly at those impacts, however, it is useful to recall that 63% of respondents said that they had a university in their community and that 83% said that their community had a college (see Table 12 above).

8.1 Assessing the Local Impact of Colleges and Universities

Two assessment questions were asked to gauge the institutions' involvement in the local community ('Rate the involvement of the local college or university with your community or region.') and their overall impact on the community (Rate the job they are doing 'making your community a better place to live and work.'). Table 21 shows the results for these two questions and compares them with the opening question in the poll that asked for an overall job assessment for the province's post-secondary sector.

Table 21 **Assessment of University and College's Performance—
Provincial and Local**²⁰

PERFORMANCE ASSESSMENT	OVERALL PROVINCIAL PERFORMANCE (%)	MAKE COMMUNITY BETTER PLACE TO LIVE AND WORK (%)	INVOLVEMENT IN LOCAL COMMUNITY (%)
Excellent	14	16	19
Good	63	55	51
Fair	20	24	25
Poor	3	5	5

Each of these performance assessments is quite similar and reflects solid approval ratings. The local assessments tend to have both more strongly favourable and more weak responses than the provincial measure despite this overall similarity.

The two local assessments are highly correlated, indicating that respondents do not distinguish significantly between an institution's direct involvement in a community and their general impact on the community. Further, the similarity between provincial assessments and the local assessments means that there is little tendency to view the provincial sector in ways that differ significantly from the local college or university.

There are some regional and demographic differences to these responses:

- Quebec and Atlantic Canada respondents give higher ratings for local involvement and impact than do residents of other provinces.
- Residents of the Toronto and, to a lesser extent, Vancouver regions give significantly lower ratings for local involvement and impact.²¹

²⁰ The DK/NA responses as well as the 3% who volunteered that they did not have a local college or university have been removed to enhance comparability.

²¹ These are the cities that are also most likely to support such things as recruiting the best students from whatever location – responses consistent with a broader and less local focus.

- Part-time post-secondary students also give significantly lower ratings for local involvement and impact.

As a final way of looking at the local effects of having post-secondary institutions in the community, respondents were asked to agree or disagree with the statement, 'The local college or university makes a significant contribution to culture in my community.' Over two-thirds of respondents (68%) strongly agreed (15%) or somewhat agreed (53%) with this statement.

Atlantic Canadians were particularly likely to agree (78%), while residents of major centres, particularly Torontonians, were less likely to agree. There is a clear pattern that residents of smaller cities with universities or colleges say their impact is greater on the community's cultural life. Proximity also matters: the shorter the drive to the nearest university or college, the more likely one is to agree that the school contributes to culture in the community.

8.1.1 Encouraging Local Students

In addition to the general impact of post-secondary institutions on their local communities, having local institutions has a direct impact on local students. To test the importance people assigned to serving local students, they were asked to agree or disagree with two quite different statements about priorities for the recruitment of students:

- Colleges and universities should try to attract the best students from around the country and the world.
- Colleges and universities should focus first on local students before they worry about attracting students from other parts of Canada or other countries.

The responses are shown in Table 22.

Table 22 **Student Recruitment: Local Preference or Broad Recruitment**

	ATTRACT BEST STUDENTS FROM COUNTRY AND WORLD (%)	FOCUS ON ATTRACTING LOCAL STUDENTS FIRST (%)
Strongly Agree	12	32
Somewhat Agree	51	41
Neutral	5	3
Somewhat Disagree	29	20
Strongly Disagree	4	3

Respondents are more likely to favour giving local students priority, rather than broad recruitment of the best students. Notably, almost one-third (32%) of the respondents say that they strongly agree with looking to local students first.

The respondents who most strongly support recruiting local students first include those who give lower assessments of the performance of both the provincial post-secondary

sector and of the performance of local colleges or universities. Also older respondents, those with less education and lower family incomes all support preferences for local students. Conversely, those with higher family incomes and education, those with more positive assessments of the post-secondary sector (both local and provincial), current full-time students and particularly Toronto residents support recruiting the best students regardless of location.

While we may think that the two statements about student recruitment are mutually contradictory, it is also clear from the results that solid majorities agree with both propositions: focus first on local students and recruit the best students from across the country and the world. In fact, 48% of respondents agree with both of these statements, 20% want them to attract the best and not give first priority to serving local students, while 30% want first priority for local students and do not think the schools should be recruiting the best from across the country and world.

This response—wanting the best students with priority for local students—reflects the typical respondent’s desire for both quality and an institution that is locally responsive. While the two have a clear tension between them, this desire for a win-win outcome may overcome the tension between the two goals.

It is revealing to look at the two groups who opt for one of the two more ‘logical’ answers: focus first on local students and do not recruit the best students from other places, or recruit the best students from everywhere and do not focus first on local students. Comparing these two groups

- Those who want to ‘attract the best’ students tend to be more educated and have higher family incomes—43% have graduated from university and 32% come from households with incomes over \$80,000. In contrast, among those who want local preference 22% have graduated from university and 25% come from households with incomes over \$80,000.
- There is a distinct difference between Ontario and the rest of the country—49% of the ‘recruit the best’ group comes from Ontario, while only 34% of the local priority group does. This gap is even more accentuated in the Toronto region. All other regions of the country are above the national average in their preference for focussing on local students first.
- There is also a tendency for families with at least one adult who was born in a foreign country and for people who live in larger centres to be more likely to support recruiting the best students.

9 TECHNICAL APPENDIX

Ian McKinnon of Pacific Issues Partners designed and analyzed the survey.

The poll population consists of Canadian residents, 16 years of age or older. Male and female respondents were selected in equal number.

9.1 Sample Stratification and Disposition

Effective poll research must be based on a sample that truly represents the universe of interest. To this end, industry-standard, multi-stage random selection techniques were employed.

The sample was constructed using provincial strata and census divisions within provinces. This stratification was used to ensure that the sample was distributed in a geographically uniform manner and to ensure that sampling was proportional-to-population within each stratum. The sampling frame over-weighted Atlantic Canada to ensure that there were sufficient completions to for statistical robustness. While sampling was disproportional, all results in the report are based on weighted data files that restore proportionality through regional weights.

Table 23 summarizes the proportional and suggested sample dispositions based on Statistics Canada’s 2005 population estimates for each of the five regions in Canada.

Table 23 **Sample Disposition**

	2005 POPULATION	POPULATION %	PROPORTIONAL SAMPLE	ACTUAL SAMPLE	CONFIDENCE LIMIT (95%)
Atlantic	2,344,000	7.29%	146	250	±6.2%
Quebec	7,598,100	23.62%	472	450	±4.6%
Ontario	12,541,400	38.99%	780	700	±3.7%
Prairies	5,428,500	16.88%	338	325	±5.4%
B.C.	4,254,500	13.23%	265	275	±5.9%
Total	32,166,500	100.00%	2001	2000	≈ ±2.2%

9.1.1 Additional Note on Sample Frame

As a part of the sampling process, interviews were differentiated between census metropolitan areas (CMAs), census agglomerations (CAs) and other areas of the country. As geographic access to post-secondary institutions is closely correlated with community size, this gives us an excellent measure of community size and a solid externally measured proxy for access.

The sample also flagged the three major metropolitan areas—Toronto, Montreal and Vancouver—using CMA boundaries. This created a variable for residents of these major cities.

9.2 Respondent Selection

The sampling technique produced a systematic, random sample of households with the probability of selection proportionate to the population within each of the provinces. Individual households were selected using a random-digit dialling technique to ensure that unlisted numbers were included in the sample.

Within each selected household, the individual to be interviewed was randomly chosen using the ‘most recent birthday’ technique, with an added control to ensure that each sex was equally represented.

9.3 Interviewing

A pre-test was conducted April 10–11. This pre-test was designed to evaluate questionnaire wording to ensure that the respondents understood clearly the meaning of each question. As a result of the pre-test, some changes were made to the questionnaire

The interviewing was conducted April 11–23 from centralized and monitored telephone banks in Toronto and Montreal. The interviews were conducted using a CATI (Computer Assisted Telephone Interviewing) system to ensure conformity to the sample, questionnaire wording—including all skip patterns and wording rotations—and data entry requirements.

9.4 Questionnaire

9.4.1 English Questionnaire

Introduction and respondent selection

- Overall, how good a job are the universities and colleges²² and institutes of applied arts or technology in your province doing? Would you say they are doing an excellent, good, fair or poor job?

	%
Excellent	12
Good	53
Fair	17
Poor	3
DK / NA	15

- And how about the job Canada’s colleges and universities are doing compared to the colleges and universities in the other countries? Do you think that they are doing an excellent, good, fair or poor job?

	%
Excellent	11
Good	47
Fair	18
Poor	2
DK / NA	22

- Compared to 10 years ago, would you say getting a college or university education is much more important, somewhat more important, somewhat less important, much less important or about the same importance as it was?

	%		%
Much more important	61	Somewhat less important	5
Somewhat more important	17	Much less important	1
About the same importance	15	DK / NA	1

22 For Quebec respondents CÉGEP was used rather than college.

4. Do you believe that currently, in your province, the vast majority of people who are qualified to go to college or university have the opportunity to do so, or do you think that there are many people who are qualified to go but don't have the opportunity to do so?

	%
Vast majority attend	37
Many don't attend	59
DK / NA	4

I am going to read a number of statements that different people have made about colleges or universities and, for each one, I want to know whether you strongly agree, agree, disagree or strongly disagree. The first is...(READ AND ROTATE Q5-27) (Don't know – volunteered)

5. Getting a college or university education is more difficult today than it was ten years ago. [US Survey]
6. Colleges and universities do a good job of encouraging healthy lifestyles among students.
7. Governments in Canada don't spend enough on colleges and universities.
8. Canada does a good job training students for the skilled trades in fields like construction and manufacturing.
9. Colleges and universities should try to attract the best students from around the country and the world.
10. Colleges do a good job at being flexible in when and where they offer courses so that the needs of older students who are working can be met.
11. We should not allow the price of a college or university education to keep student who are qualified and motivated to attend from doing so. [US Survey]
12. A highly skilled and educated workforce is the single most important thing Canada needs to ensure its economic future.
13. With all the changes in technology, we are going to do a lot more of our learning with on-line education and we will move away from the traditional campuses and classrooms.
14. The local college or university makes a significant contribution to culture in my community. [Revised]
15. Canada's economic future increasingly depends on the research and innovation that goes on in our colleges and universities.
16. Colleges and universities should focus first on local students before they worry about attracting students from other parts of Canada or other countries.

17. Canada does a good job training students for the new technologies and jobs like medical technicians or computer and software technicians.
18. Universities do a good job at being flexible in when and where they offer courses so that the needs of older students who are working can be met.
19. Canada gets good value for the money that governments spend on colleges and universities.
20. It is more important for students to learn general skills like how to work in teams, how to problem solve and communicate, than it is to get specific training for a particular job.
21. Almost anyone who wants to go to college or university can get loans or financial aid to pay their way.
22. Colleges and universities do a good job of preparing students and ensuring that they have the skills they need to get good jobs.
23. Students have to borrow too much money to pay for their college or university education. [US Survey]
24. Universities and colleges aren't very good at responding to the changes in our economy or society ... they are still too slow in responding to changing needs.
25. The pace of change in the world makes it more important than ever to ensure that people can get more education or training at any time in their life.
26. A university or college education is a good thing in itself, whether or not you take courses that are designed to lead to a particular job.
27. Universities and colleges should work more closely with Canadian companies so the research they do and the courses they offer are what our economy needs.

END OF ROTATION

	STRONGLY AGREE	AGREE	NEITHER (VOL)	DISAGREE	STRONGLY DISAGREE	DK / NA
5. Getting education is more difficult	18	35	3	35	4	7
6. Schools encourage healthy lifestyles	5	47	5	28	4	12
7. Gov'ts don't spend enough on post-sec	28	47	3	15	2	6
8. Good job training skilled trades	9	49	3	26	6	8
9. Should attract best students / non-local	12	51	3	29	4	2
10. Colleges flexible for older & working	9	60	2	17	3	9
11. Don't allow cost to exclude qualified	42	50	1	6	1	1
12. Educated workforce key to future	35	52	1	9	1	1
13. Technology: go on-line / fewer classroom	13	48	2	29	4	4
14. School contributes to community culture	15	53	3	20	2	7
15. Econ future depends on post-sec R&D	26	61	2	7	1	4
16. Should attract local students first	32	41	2	20	3	1
17. Good job training high tech skills	13	67	2	8	2	10
18. Universities flexible for older & working	9	58	3	19	3	9
19. Good value from money gov't spends	8	48	4	26	5	9
20. General skills are most important	16	49	5	26	3	2
21. Students can get loans / aid needed	8	45	2	32	7	7
22. Schools ensure skills to get a job	9	61	4	19	3	4
23. Students too indebted	40	40	2	15	1	2
24. Schools slow to meet changing needs	11	44	3	31	2	8
25. Change pace needs lifelong learning	36	58	1	4	0	1
26. Education good thing in itself	28	60	1	9	1	1
27. Schools should work with firms on R&D	43	48	1	6	1	1

I am going to read you a list of different types of qualified students and for each one I would like you to tell me if you feel that they have much less opportunity, somewhat less opportunity, about the same opportunity, somewhat more opportunity, or much more opportunity than others to get a college or university education? The first is.....
(READ AND ROTATE)

28. Qualified students from LOW-INCOME families?

29. Qualified students with disabilities?

30. Qualified students who are French-speaking but who live OUTSIDE Quebec?

31. Qualified students who are Aboriginal, for example First Nations, Inuit or Métis?
(IF ASKED THIS INCLUDES NATIVE AMERICAN INDIAN)

32. Qualified students from MIDDLE-CLASS families?

33. Qualified students who are women?

34. Qualified students who are visible minorities, for example Asians, Blacks or Latinos?

END OF ROTATION

	MUCH LESS OPPORTUNITY	SOME LESS OPPORTUNITY	SAME OPPORTUNITY	SOME MORE OPPORTUNITY	MUCH MORE OPPORTUNITY	DK / NA
28. Students from low-income families	35	41	18	3	1	2
29. Students with disabilities	14	31	36	9	5	6
30. Francophone outside Quebec	6	19	48	11	7	9
31. Students who are Aboriginal	17	21	31	12	12	5
32. Students from middle-class families	5	17	54	17	6	1
33. Students who are women	2	9	69	11	5	4
34. Students who are visible minorities	5	17	56	12	6	4

35. Is the college or university in your region doing an excellent, good, fair or poor job at making your community or region a better place to live and work?

NONE IN REGION (VOLUNTEERED) SKIP TO Q37

	%
Excellent	15
Good	49
Fair	21
Poor	4
None in region (Vol)	2
DK / NA	9

36. And overall, would you rate the involvement of the local college or university with your community or region as excellent, good, fair or poor?

	%
Excellent	18
Good	49
Fair	24
Poor	5
DK / NA	4

37. Which of the following is the most important thing for colleges and universities to improve over the coming years ... [ROTATE OPTIONS]

- Improve classroom education for students
- Improve the research and innovation that they do
- Improve access for mature students and to continuing education
- Improve access so that more people who want to further their education will be able to attend.

END ROTATION

38. And which is the second most important thing?

39. And which is third?

40. [IMPUTE FOURTH CHOICE]

	FIRST CHOICE	SECOND CHOICE	THIRD CHOICE	FOURTH CHOICE
Classroom education	20	24	23	23
Research and innovation	16	21	25	25
Access—mature continuing students	14	25	24	24
Access—more students	48	21	13	13
DKNA	3	9	14	14

In addition to their academic education and training, there are a number of things that colleges and universities might encourage among their students. For each of the following things, please tell me whether it is very important, somewhat important, not very important or not important at all that universities and colleges encourage them among their students.

ROTATE

- 41. Encouraging involvement in the community.
- 42. Encouraging more tolerance and openness to the diversity and range of people.
- 43. Encouraging healthy lifestyles.
- 44. Encouraging self-reliance and independence.
- 45. Encouraging environmental awareness.

END ROTATION

	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT VERY IMPORTANT	NOT AT ALL IMPORTANT	DK / NA
41. Involvement in community	52	43	4	1	1
42. Tolerance & openness to diversity	64	29	4	1	1
43. Encourage healthy lifestyles	62	32	4	1	1
44. Self-reliance and independence	68	27	3	1	1
45. Environmental awareness	62	34	4	1	1

IF "NONE" AT Q35 SKIP TO PREAMBLE TO Q47

- 46. And overall, are the colleges or universities in your area doing an excellent, good, fair or poor job at encouraging these sorts of values and civic behaviour?

	%
Excellent	9
Good	47
Fair	27
Poor	6
DK / NA	11

Thinking about colleges and universities in Canada, are they doing an excellent, good, fair or poor job at ...

ROTATE

- 47. Providing a high-quality education for students.
- 48. Ensuring that students have the skills they need to get good jobs.
- 49. Ensuring that qualified students are able to attend college or university if they want.
- 50. Doing world-class research.

- 51. Being accountable and open about how they work.
- 52. Ensuring that continuing education is available to people throughout their lives.
- 53. Responding to the needs of their community.

END OF ROTATION

	Excellent	Good	Fair	Poor	DK / NA
47. Quality education for students	15	60	19	2	4
48. Ensure students have skills needed to get jobs	10	53	26	6	5
49. Ensure qualified students able to attend	8	44	33	10	6
50. Doing world-class research	11	46	24	4	16
51. Accountable and open about operations	5	42	30	12	11
52. Ensuring continuing education available	11	52	27	5	5
53. Responding to community needs	7	47	33	7	8

- 54. Do you think that a college or university education is necessary for a person to be successful in today's work world, or do you think that there are many ways to succeed in today's work world without a college or university education?

	%
Yes, necessary	9
No, many ways to succeed	47
DK / NA	11

- 55. Thinking about the jobs that are going to be open over the next ten years, what percentage do you think will require post-secondary education?

Mean = 70%

Median = 75%

No Response = (7%)

Finally, we have a few questions on the cost of a university or college education.

- 56. How much would you estimate the YEARLY tuition and fees for a typical Arts or Science program is at a university in your province? This is only for fees and tuition, not for housing costs or living expenses. (DO NOT ACCEPT A RANGE)

Mean = \$7,900

Median = \$6,000

No Response = (21%)

- 57. And how much would you estimate the YEARLY tuition and fees for a typical program at a college is in your province? (DO NOT ACCEPT A RANGE)

Mean = \$5,100

Median = \$4,000

No Response = (23%)

Some of the cost of providing a university education comes from the fees that students pay and some of it comes from money that the provincial governments give to the universities.

58. What percent of the cost of providing a university education in your province comes from student fees and

Mean = 53%

Median = 50%

No Response = (33%)

59. ...What percent comes from government?

Mean = 46%

Median = 50%

No Response = (33%)

What do you think the percentage should be ...

60. From fees that students pay.

Mean = 39%

Median = 40%

No Response = (10%)

61. From government.

Mean = 61%

Median = 60%

No Response = (11%)

Demographics

Now, I have a few final questions for statistical purposes....

62. In what year were you born?

16 – 24 12%

25 – 34 14%

35 – 44 21%

45 – 54 22%

55 – 64 15%

65 + 14%

63. Are you currently attending school, college/CEGEP or university on a full time or part time basis?

Yes, full-time	10%
Yes, part-time	5%
No	84%

64. [IF 'ATTENDING FULL OR PART TIME IN PRECEDING...']What is the type of schooling? (READ LIST)

•High school/Secondary school	28%
•Community college/applied arts & technology /CEGEP	17%
•Trade or vocational school	7%
•Business or commercial school	5%
•University	42%

65. [If 'part-time' or 'not'] ... What is the highest level of schooling that you have completed?

1 - Public/elementary school (Grade 1 - 8)	3%
2 - Some high school	9%
3 - Graduated high school (Grade 12 or 13)	19%
4 - Some vocational/technical/college/CEGEP	7%
5 - Completed vocational/technical/college/CEGEP	20%
6 - Some university	6%
7 - Graduated university	23%
8 - Post graduate / Professional	12%

66. Are there any other post-secondary students in household

a.[if 'yes'] ... How many full-time	19%
b.[if 'yes'] ... How many part-time	79%

67. Are you currently employed for pay on a full time or part time basis?

Yes full time	53%
Yes part-time	15%
No	31%

68. Does your community have a university?

Yes	62%
No	36%

69. Does your community have a college/CEGEP?

Yes	81%
No	17%

70. How long would it take you to drive to the nearest college or university?

≤ 30 minutes	83%
31 – 60 minutes	11%
61 – 90 minutes	2%
91 – 120 minutes	1%
≥ 121 minutes	2%

71. What is your marital status? Are you...?

READ - CODE ONE ONLY

1. Married	51%
2. Living common law or partnered	8%
2. Single	24%
3. Widowed	5%
4. Divorced or separated	9%

72. How many children under the age of 18 are currently living in your home?

None	53%
One	16%
Two	19%
Three	7%
Four	1%
Five +	1%

[if '1 or more' ask:]

73. What is the age of the oldest child currently living at home?

Mean Age = 15.1 years

74. Are you the parent or guardian of any children who are or were enrolled in college or university in the past five years?

Yes	21%
No	77%

74B. Were you or any other adult in your household, born outside of Canada?

Yes	23%
No	75%

75. Would your annual household income from all sources before taxes be under \$50,000 or \$50,000 or more per year?

1 - Under \$50,000 (GO TO Q75a)
2 - \$50,000 or more (SKIP TO 75b)

75a. Is that... READ

01 - Less than \$5000,	1%
02 - \$5000 to just under \$10,000,	2%
03 - \$10,000 to just under \$15,000,	2%
04 - \$15,000 to just under \$20,000,	3%
05 - \$20,000 to just under \$25,000,	4%
06 - \$25,000 to just under \$30,000,	4%
07 - \$30,000 to just under \$35,000,	4%
08 - \$35,000 to just under \$40,000,	3%
09 - \$40,000 to just under \$45,000, OR	3%
10 - \$45,000 to just under \$50,000,	4%

75b. Is that... READ

01 - \$50,000 to just under \$55,000,	5%
02 - \$55,000 to just under \$60,000,	4%
03 - \$60,000 to just under \$65,000,	5%
04 - \$65,000 to just under \$70,000,	4%
05 - \$70,000 to just under \$75,000,	3%
06 - \$75,000 to just under \$80,000,	4%
07 - \$80,000 to just under \$85,000,	3%
08 - \$85,000 to just under \$90,000,	2%
09 - \$90,000 to just under \$100,000,	5%

10 - \$100,000 to just under \$125,000,	7%
11 - \$125,000 to just under \$150,000,	3%
12 - \$150,000 to just under \$200,000, OR	3%
13 - \$200,000 and over?	2%

76. Gender [By observation]

Male	50%
Female	50%

77. Language of interview

English	78%
French	22%

78. Province / Region [from sample frame]

Atlantic	7.3%
Quebec	23.6%
Ontario	39.0%
Prairies	16.9%
British Columbia	13.2%

79. Community size [CMA / CA / OTHER from sample frame]

< 1,000	1%
1,000 – 9,999	19%
10,000 – 29,999	10%
30,000 – 49,999	5%
50,000 – 99,999	3%
100,000 – 249,999	12%
250,000 – 499,999	5%
500,000 – 999,999	11%
≥ 1,000,000	34%

80. Vancouver/Toronto/Montreal CMA [from sample frame]

Vancouver CMA	6.8%
Toronto CMA	16.0%
Montreal CMA	11.2%
All Other	65.9%

9.4.2 Le Questionnaire Français

1. Dans l'ensemble, à quel point trouvez-vous que les universités, les cégeps et les écoles de métiers d'arts ou de technologie de votre province font un bon travail? Diriez-vous qu'ils font un excellent travail, un bon travail, un travail passable ou un mauvais travail?
2. Et qu'en est-il du travail des collèges et des universités du Canada par rapport aux collèges et aux universités des autres pays? Croyez-vous qu'ils font un excellent travail, un bon travail, un travail passable ou un mauvais travail?
3. Par rapport à il y a 10 ans, diriez-vous qu'il est beaucoup plus important, un peu plus important, un peu moins important ou beaucoup moins important d'avoir une éducation post-secondaire.
4. Croyez-vous qu'à l'heure actuelle, dans votre province, la grande majorité des gens qui sont admissibles au cégep ou à l'université ont l'occasion d'y aller, ou croyez-vous qu'il y a beaucoup de gens admissibles qui n'ont pas la chance d'y aller?

Je vais vous lire un certain nombre d'affirmations que des personnes ont faites au sujet des cégeps et des universités et, pour chacune d'entre elles, j'aimerais savoir si vous êtes fortement d'accord, d'accord, ni d'accord, ni en désaccord (réponse spontanée), en désaccord ou fortement en désaccord. La première est... (LIRE ET RENOUVELER Q5-27) (Ne sait pas – réponse spontanée)

5. Obtenir une éducation postsecondaire est plus difficile aujourd'hui qu'il y a 10 ans.
6. Les cégeps et les universités font un bon travail pour encourager un mode de vie sain parmi leurs étudiants.
7. Les gouvernements au Canada n'investissent pas suffisamment dans les cégeps et les universités.
8. Le Canada fait un bon travail de formation des étudiants à des métiers qualifiés comme la construction et la fabrication.
9. Les cégeps et les universités devraient essayer d'attirer les meilleurs étudiants du pays et du monde.
10. Les cégeps font un bon travail pour ce qui est d'être souples quand au moment et à l'endroit où ils offrent leurs cours afin que les besoins des étudiants plus âgés qui travaillent puissent être comblés.
11. Nous ne devrions pas permettre que le coût d'une éducation postsecondaire empêche des étudiants admissibles et motivés d'en obtenir une.

12. Une main-d'œuvre hautement qualifiée et formée est ce dont le Canada a le plus besoin pour garantir son avenir économique.
13. Avec tous les changements technologiques, nous allons effectuer beaucoup plus d'études en ligne et nous allons nous éloigner des salles de classe et des campus traditionnels.
14. L'université ou le cégep de ma localité apporte une contribution importante à la culture dans ma communauté.
15. L'avenir économique du Canada dépend de plus en plus de la recherche qui se déroule dans nos cégeps et nos universités et des innovations qu'ils font.
16. Les cégeps et les universités devraient mettre l'accent d'abord sur les étudiants locaux avant de penser à attirer des étudiants d'autres régions du Canada ou d'autres pays.
17. Le Canada accomplit un bon travail de formation professionnelle des étudiants quant aux nouvelles technologies et à des emplois comme techniciens médicaux, informatiques ou logiciels.
18. Les universités font un bon travail pour ce qui est d'être souples quand au moment et à l'endroit où ils offrent leurs cours afin que les besoins des étudiants plus âgés qui travaillent puissent être comblés.
19. Le Canada obtient un bon rapport qualité-prix pour l'argent que les gouvernements investissent dans les cégeps et les universités.
20. Il est plus important pour les étudiants d'apprendre des compétences générales comme le travail d'équipe, la résolution de problèmes et la communication que d'être formés pour un emploi précis.
21. Presque tout le monde qui veut aller au cégep ou à l'université peut obtenir un prêt ou une aide financière pour financer ses études.
22. Les cégeps et les universités font un bon travail pour ce qui est de préparer les étudiants et de garantir qu'ils ont les compétences nécessaires pour décrocher de bons emplois.
23. Les étudiants doivent emprunter trop d'argent pour payer leurs études post-secondaires.
24. Les universités et les cégeps ne sont pas très efficaces pour réagir aux changements économiques ou sociaux. Ils sont encore trop lents à réagir aux besoins changeants.

25. Le rythme des changements dans le monde rend plus important que jamais de garantir que les gens puissent poursuivre leurs études ou suivre un perfectionnement tout au long de leur vie.
26. Une éducation postsecondaire est une bonne chose en soi, que vous suiviez des cours conçus pour vous préparer à un emploi particulier ou non.
27. Les universités et les cégeps devraient travailler en plus étroite collaboration avec les entreprises canadiennes afin que la recherche qu'ils effectuent et les cours qu'ils offrent répondent à nos besoins économiques.

FIN DE LA ROTATION

Je vais vous lire une liste de différents types d'étudiants admissibles et, pour chacun d'entre eux, j'aimerais que vous me disiez si vous croyez qu'ils ont beaucoup moins de chance, un peu moins de chance, environ la même chance, un peu plus de chance ou beaucoup plus de chance que d'autres d'obtenir une éducation postsecondaire? Le premier type est les... (LIRE ET RENOUVELER)

28. Étudiants admissibles provenant de familles à FAIBLE REVENU?
29. Étudiants admissibles handicapés?
30. Étudiants admissibles francophones qui vivent à l'EXTÉRIEUR du Québec?
31. Étudiants admissibles autochtones, par exemple issus des Premières nations, inuits ou métis? (SI DEMANDÉ, COMPREND LES AUTOCHTONES AMÉRICAINS)
32. Étudiants admissibles de familles de CLASSE MOYENNE?
33. Étudiantes admissibles?
34. Étudiants admissibles issus de minorités visibles, par exemple, asiatiques, noirs ou latinos?

FIN DE LA ROTATION

35. Est-ce que le cégep ou l'université de votre région fait un excellent travail, un bon travail, un travail passable ou un mauvais travail pour faire de votre communauté ou de votre région un meilleur endroit pour vivre et travailler?

(SI LE RÉPONDANT DEMANDE CE QU'ON ENTEND PAR RÉGION, DIRE LE PÉRIMÈTRE À MOINS DE 1 ½ HEURE)

AUCUN DANS LA RÉGION (RÉPONSE SPONTANÉE). PASSER À Q37

36. Et, dans l'ensemble, est-ce que vous évalueriez la participation de l'université ou du cégep local à votre communauté ou région comme excellente, bonne, passable ou mauvaise?

37. Lequel de ces aspects les cégeps et les universités doivent-ils améliorer en priorité au cours des prochaines années... [RENOUVELER LES OPTIONS]

- Améliorer l'enseignement en classe pour les étudiants
- Améliorer la recherche et l'innovation qu'ils font
- Améliorer l'accès aux étudiants adultes et à l'éducation permanente
- Améliorer l'accès pour que davantage de personnes qui désirent poursuivre leur scolarité puissent le faire

FIN DE LA ROTATION

38. Et quel est le deuxième aspect le plus important?

39. Et quel est le troisième?

40. [QUATRIÈME CHOIX]

En plus de l'enseignement régulier et de la formation qu'ils offrent, les cégeps et les universités peuvent encourager plusieurs valeurs chez leurs étudiants. Pour chacune de ces valeurs, veuillez me dire si c'est très important, assez important, pas très important ou pas du tout important que les universités et les cégeps l'encouragent chez leurs étudiants.

RENOUVELER

41. Encourager la participation au sein de la communauté

42. Encourager plus de tolérance et d'ouverture envers la diversité et les diverses personnes

43. Encourager un mode de vie sain

44. Encourager l'autonomie et l'indépendance

45. Encourager la prise de conscience environnementale

FIN DE LA ROTATION

SI « AUCUNE » À Q35, PASSER À L'INTRO À LA Q47

46. Et, dans l'ensemble, est-ce que les cégeps et les universités de votre région font un excellent travail, un bon travail, un travail passable ou un mauvais travail pour encourager ces types de valeurs et de comportements civiques?

En pensant aux collèges et aux universités au Canada, est-ce qu'ils font un excellent travail, un bon travail, un travail passable ou un mauvais travail pour ce qui est...

RENOUVELER

47. d'offrir un enseignement de haute qualité aux étudiants.
48. de garantir que les étudiants ont les compétences nécessaires pour décrocher de bons emplois.
49. de garantir que les étudiants admissibles sont en mesure de fréquenter le collège ou l'université s'ils le désirent.
50. d'effectuer des recherches de niveau international.
51. d'être responsables de la façon dont ils travaillent et ouverts à ce sujet.
52. de garantir que l'éducation permanente est disponible aux personnes tout au long de leur vie.
53. de répondre aux besoins de leur communauté.

FIN DE LA ROTATION

54. Croyez-vous qu'une éducation postsecondaire est nécessaire pour qu'une personne réussisse dans le monde du travail d'aujourd'hui, ou croyez-vous qu'il y a plusieurs façons de réussir dans le monde du travail d'aujourd'hui sans éducation post-secondaire?
55. En songeant aux emplois qui seront ouverts au cours des 10 prochaines années, quel pourcentage, selon vous, exigera une éducation post-secondaire?

Finalement, j'ai quelques questions sur le coût des études collégiales et universitaires.

56. À combien évaluez-vous les droits et les frais de scolarité ANNUELS pour un programme type en arts ou en sciences dans une université de votre province? Nous parlons uniquement des frais et des droits de scolarité et non des coûts de l'hébergement et des frais de subsistance. (NE PAS ACCEPTER UNE FOURCHETTE)
57. Et à combien évaluez-vous les droits et les frais de scolarité ANNUELS pour un programme type dans un cégep de votre province? (NE PAS ACCEPTER UNE FOURCHETTE)

Une partie du coût d'une éducation supérieure est défrayée par les frais que paient les étudiants et le reste provient de l'argent que le gouvernement provincial verse aux universités.

58. Quel pourcentage du coût d'une éducation supérieure dans votre province est défrayé par les étudiants et

59. ...quel pourcentage provient du gouvernement?

Quel devrait être le pourcentage selon vous qui provient...

60. des frais que paient les étudiants

61. du gouvernement

Données démographiques

J'ai quelques dernières questions à des fins statistiques....

62. En quelle année êtes-vous né?

63. À l'heure actuelle, fréquentez-vous une école, un cégep ou une université, que ce soit à temps plein ou à temps partiel? SI OUI, DEMANDER SI C'EST À TEMPS PLEIN OU À TEMPS PARTIEL.

64. [SI FRÉQUENTE À TEMPS PLEIN OU À TEMPS PARTIEL À Q63...] De quel genre d'établissement scolaire s'agit-il? (LIRE LA LISTE)

- École secondaire
- Collège communautaire / école d'arts appliqués et de technologie / CÉGEP
- École de métier ou de formation professionnelle
- École de gestion ou commerciale
- Université

65. [Si « temps partiel » ou « non » à Q63]... Quel est le plus haut niveau de scolarité que vous avez complété?

- 1 – Études primaires (1er à 8e année)
- 2 – Études secondaires en partie
- 3 – Diplôme d'études secondaires (12 ou 13e année)
- 4 – Études professionnelles / techniques / collégiales / cégep en partie
- 5 – Diplôme d'études professionnelles / techniques / collégiales / cégep
- 6 – Études universitaires en partie
- 7 – Diplôme d'études universitaires
- 8 – Études supérieures

66. Y a-t-il d'autres étudiants postsecondaires au sein de votre ménage?

a.[si « oui »] ... Combien à temps plein

b.[si « oui »] ... Combien à temps partiel

67. À l'heure actuelle, travaillez-vous à temps plein ou à temps partiel contre rémunération? SI OUI, EST-CE À TEMPS PLEIN OU À TEMPS PARTIEL

Oui, à temps plein

Oui, à temps partiel

Non

68. Est-ce que votre communauté a une université?

69. Est-ce que votre communauté a un cégep?

70. Combien de temps vous faudrait-il pour vous rendre en voiture à l'université ou au cégep le plus près? (INSCRIRE EN NOMBRE DE MINUTES)

71. Quel est votre statut matrimonial? Êtes-vous...?

LIRE – CODER UNE SEULE RÉPONSE

1. Marié-e

2. Conjoint-e de fait

2. Célibataire

3. Veuf ou veuve

4. Divorcé-e ou séparé-e

72. À l'heure actuelle, combien d'enfants vivent dans votre foyer?

[si « 1 ou plus », demander :]

73. Quel est l'âge de l'enfant le plus âgé qui vit actuellement dans votre foyer?

74. Êtes-vous le parent ou le tuteur d'un enfant qui fréquente un collège ou une université, ou qui le fréquentait au cours des cinq dernières années?

74B. Est-ce que vous êtes, ou un autre adulte du ménage est-il, né à l'extérieur du Canada?

75. Est-ce que le revenu annuel total de votre ménage, en provenance de toutes sources mais avant impôts, est de moins de 50 000 \$ ou de 50 000 \$ ou plus?

1 – Moins de 50 000 \$ (ALLER À Q75a)

2 - 50 000 \$ ou plus (PASSER À 75b)

9.5 Record of Outcomes for Numbers Dialed

Record Of Contact

Project Name: Pacific Issues #10011 Project Number: STRA687PACIFIC Field Start Date: Monday, April 10, 2006 Field End Date: Sunday, April 23, 2006	Call Centre(s) Toronto Moncton Montreal
---	--

	TOTAL #	%
Total Completes	2,001	7.93%
A. Total Numbers Attempted		
Total Call Records	57,240	
Total Unallocated		
Quota Full - No Dial	31,996	
Total Numbers Attempted (Net Potential Sample)	25,244	
B. Total Eligible Numbers		
Number Changes / NIS	4,102	16.25%
Business / Fax / Cell Phone / Computer	2,094	8.30%
Phone Number Problem	59	0.23%
Call Blocked	14	0.06%
Quota Full	487	1.93%
Duplicate Numbers	2	0.01%
Total Invalid Numbers	6,758	26.77%
Total Eligible Numbers (Net Potential Sample - Total Invalid #s)	18,486	73.23%
C. Total Asked		
Call Back: Hard Appointments	172	0.68%
Call Back: Soft Appointments	966	3.83%
Partial Complete	23	0.09%
Not Available Until After Survey	386	1.53%
No Answer	2,529	10.02%
Answering Machine	3,305	13.09%
Busy	177	0.70%
Language Problem: French	69	0.27%
Language Problem: Other	488	1.93%
Respondent Not Available	245	0.97%
Other Problem	78	0.31%
Didn't Dial	60	0.24%
Total Unreachable	8,498	33.66%
Total Asked (Total Eligible Numbers - Total Unreachable)	9,988	39.57%

Refusals		
Upfront	7,394	29.29%
2 nd Refusals	7	0.03%
Do Not Call [22]	92	0.36%
Eligible Respondent Refusal	302	1.20%
Middle Refusal	88	0.35%
Total Refusals	7,883	31.23%
D. Cooperative Contacts		
(Total Asked - Refusals)	2,105	
31] No 18+/Canadian	69	0.27%
32] Wrong Household	24	0.10%
33] Occupation	1	0.00%
34]		
35]		
Disqualified Reason 36		
Disqualified Reason 37		
Disqualified Reason 38		
Disqualified Reason 39		
Disqualified Reason 10		
Disqualified Reason 11		
Disqualified Reason 12		
Disqualified Reason 13		
Disqualified Reason 14		
Disqualified Reason 15		
No Call Status	10	0.04%
Completed Interviews	2,001	7.93%
Total Cooperative Contacts	2,105	8.34%