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ACAATO ARCHIVE DOCUMENT

2005 Environmental Scan

Chapter 3: Performance and Perception

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PERFORMANCE AND PERCEPTIONS

SECTION THREE

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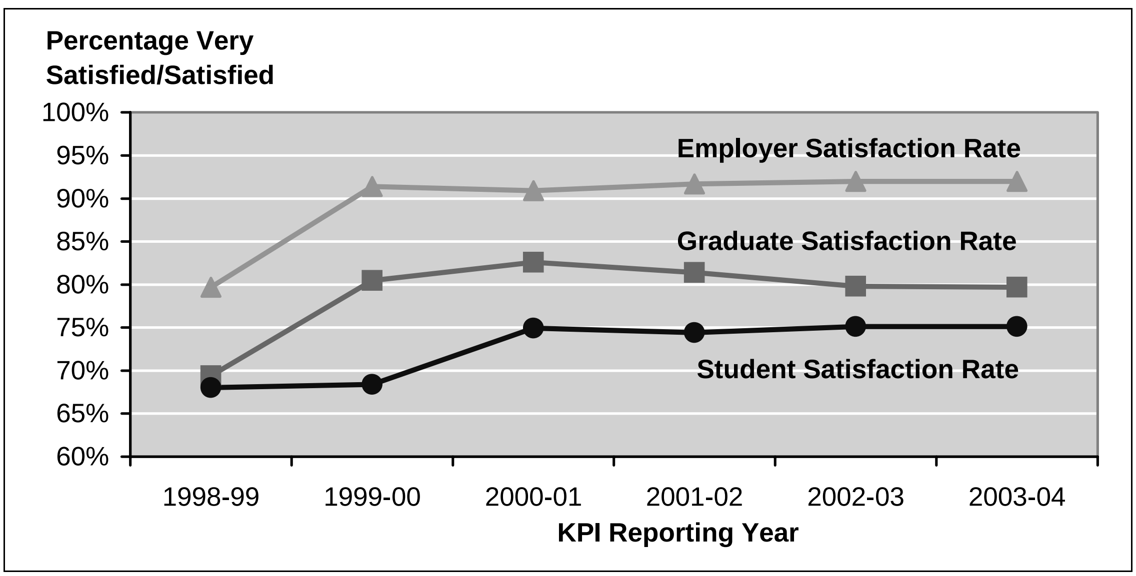
1.0 KEY PERFORMANCE INDICATORS (KPI)

1.1 KPI Overview

Ontario college data collection on graduate outcomes, graduate satisfaction and employer satisfaction began in the fall of 1998. The indicators were factored into the mechanism for distributing government transfer payments among colleges, starting in 2000-01. The amount of performance funding has remained constant for the last four years at $16.4 million and is distributed to colleges on a formula that reflects the size of the college and its KPI scores. Student satisfaction data has also been collected since 1998-99, but is not tied to funding distribution. All students are surveyed beyond their first semester, and graduates and employers are surveyed six months after student graduation.

1.2 Trends in CAAT KPIs

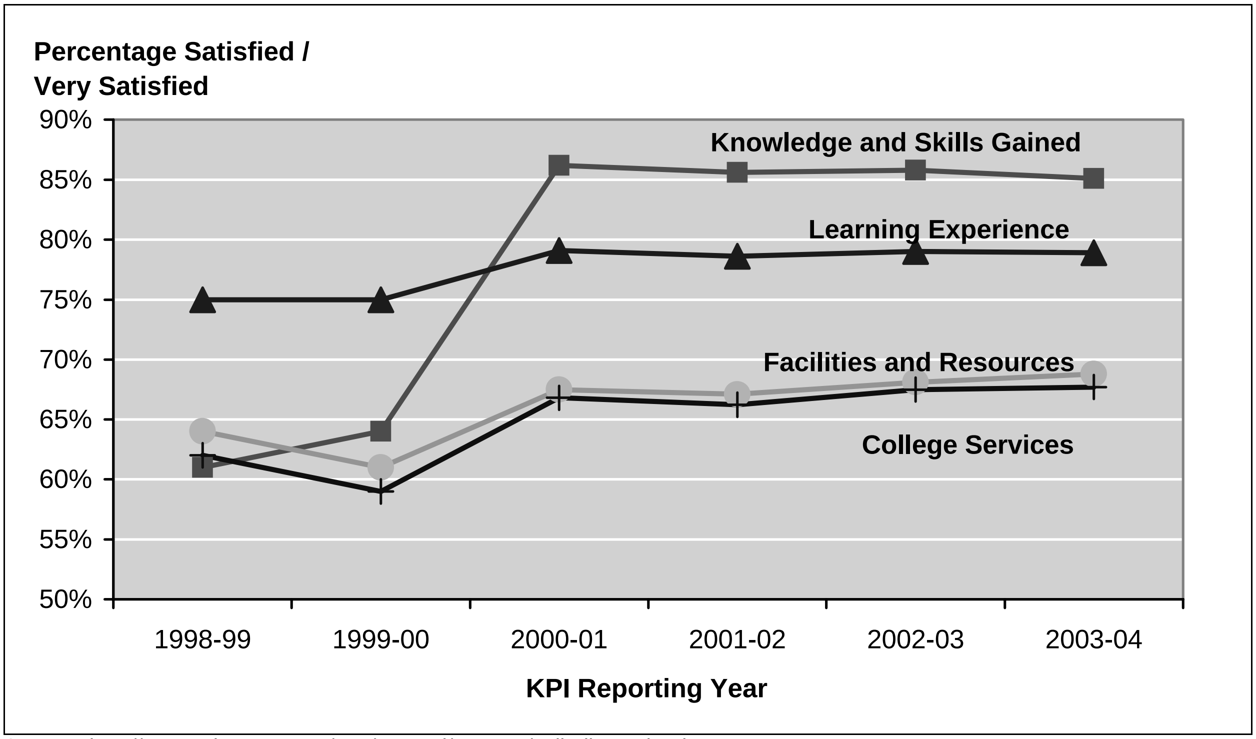
Figure 1: Trends in Graduate, Employer and Student Satisfaction Rates



Source: http://www.edu.gov.on.ca/eng/general/postsec/colindicator.html

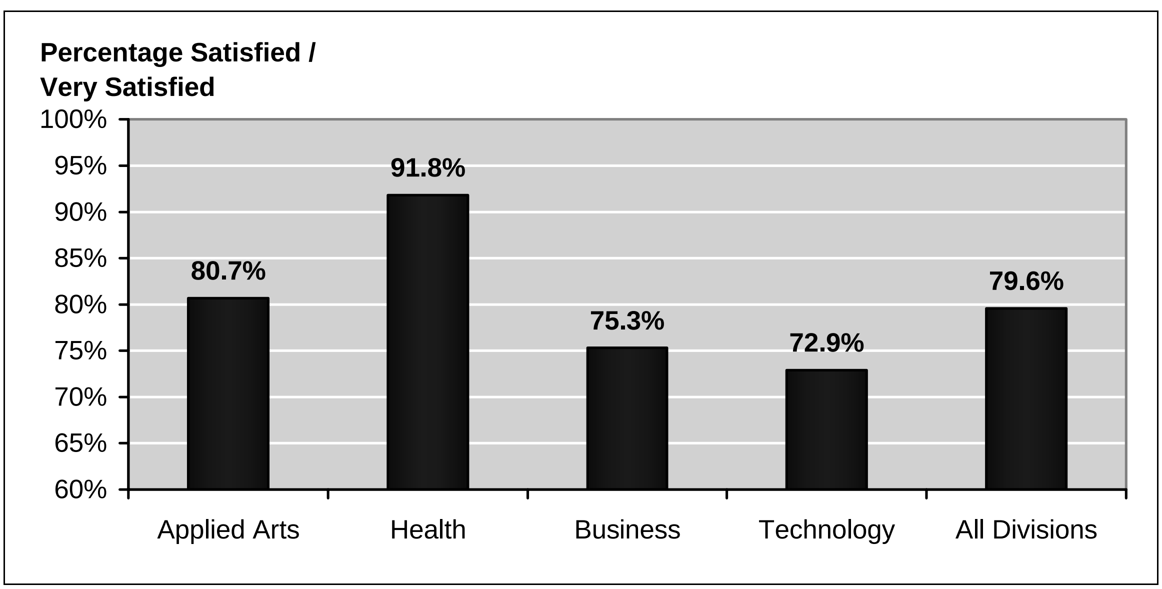
Figure 2: Summary of Student KPI Results

This graph shows the percentage of students satisfied or very satisfied with four aspects of their college experience.



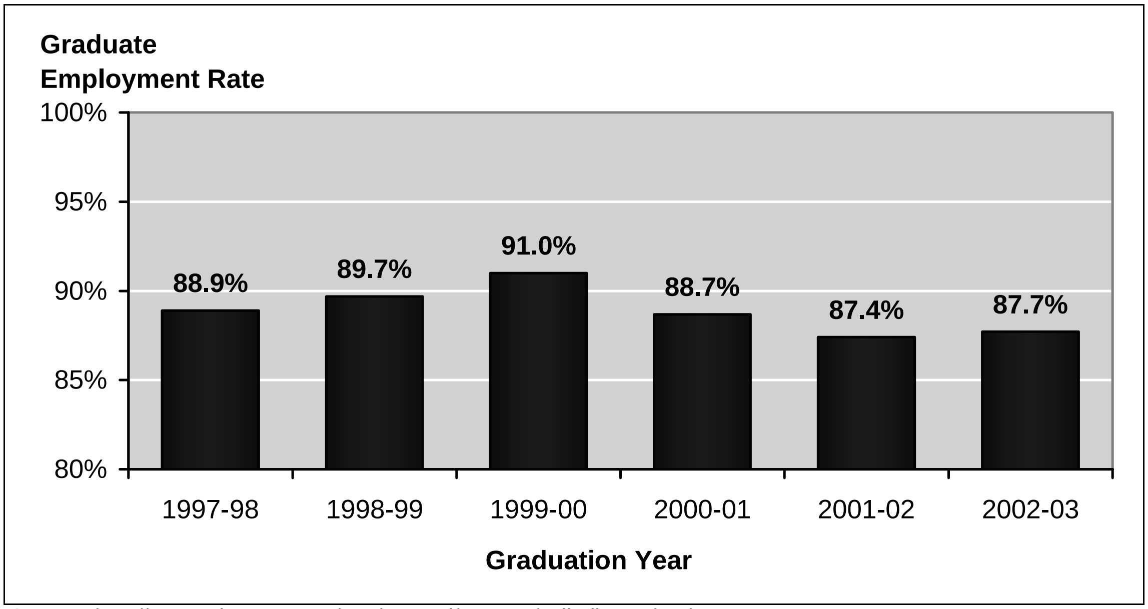
Source: http://www.edu.gov.on.ca/eng/general/postsec/colindicator.html

Figure 3: Graduate Satisfaction, by Division (2002-03 Graduates, six months after graduation)



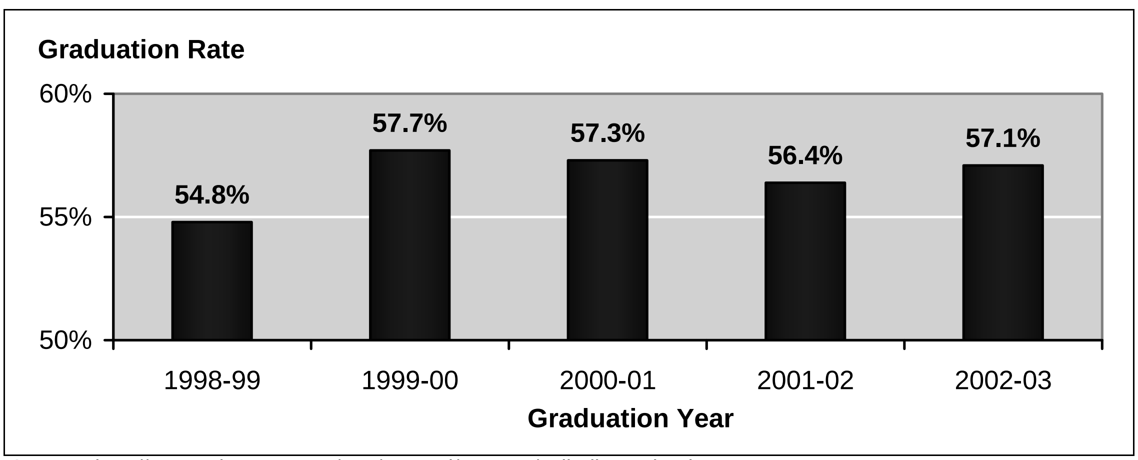
Source: MTCU Graduate Employment Profile 2004.

Figure 4: Trends in Graduate Employment Rates (Percentage employed six months after graduation)



Source: http://www.edu.gov.on.ca/eng/general/postsec/colindicator.html

Figure 5: Trends in Graduation Rates



Source: http://www.edu.gov.on.ca/eng/general/postsec/colindicator.html

2.0 RETURN ON INVESTMENT OF AN EDUCATION AT ONTARIO'S CAATS

Background

In 2003, the CAATs commissioned a study, "The Socioeconomic Benefits Generated By 24 Colleges of Applied Arts and Technology In Ontario." The study was conducted by CCbenefits Inc. The model employed was complex and relied on data collected from individual colleges, which was then translated into common sense benefit/cost and investment terms. The model has been subjected to peer review, field tested on more than 350 different colleges throughout the United States and Canada, and subsequently applied to the colleges in Ontario. The findings are based on solid economic theory, carefully drawn functional relationships, and a wealth of national and local education-related data.

Findings reflect the impacts of all college activity, i.e., not just activity with respect to full-time students.

Four types of benefits were tracked:

1. **Taxpayer**: The return to taxpayers for their support of Ontario's 24 colleges.
2. **Student**: Higher earnings captured by exiting students;
3. **Provincial**: regional economic benefits (contributions to local job and income formation); and
4. **Social**: A broad collection of social benefits (improved health, reduced crime, lower welfare and unemployment).

Key Findings

The key findings are summarized in Table 1 on the next page. A full copy of this report can be found on the ACAATO website at http://www.acaato.on.ca.

Table 1: Key Findings on the Benefits Generated by CAATs in Ontario

	Key Finding	Detail Regarding the Finding
Taxpayer	**12.1% real money "book" return** is seen by taxpayers on their annual investments in the colleges.	This benefit stream is based on increased tax collections and expenditure savings. The results indicate a rate of return of 12.1%, a benefit/cost ratio of 2.3 (every dollar of provincial or local tax money invested today returns a cumulative $2.31 over the next 30 years), and a short payback period of only 10.7 years.
Student	**A 9% annual return** on their investment of time and money is experienced by students.	For every $1 the student invests in a college education, he or she will receive a cumulative $2.16 in higher discounted future earnings over the next 37 years. For every instructional contact hour completed, students will, on average, earn $70 more per year, each year they are in the workforce. The payback period (the time needed to recover all costs) is 14.4 years.
Provincial	**$11.4 billion** of all annual earnings in the provincial economy are explained by the 24 CAATs. These earnings are equal to that of roughly 281,600 jobs.	<u>Operations and capital spending</u>: $1.5 billion Direct faculty and staff wages, salaries, benefits and other operating and capital expenditures and the impact of spending these wages and revenues by recipients. <u>Higher earnings due to past instruction</u>: $9.9 billion Each year, students leave the 24 colleges and join or rejoin the local workforce. Their added skills translate to higher earnings and a more robust economy. The accumulated contribution of past instruction adds some $9.9 billion in annual earnings to the economy of Ontario.
Social	**$159.6 million per year** is saved by the Government of Ontario through benefits from improved health and reduced welfare, unemployment and crime.	<u>Annual Savings</u>: Improved Health: $100.3 million Reduced Crime: $1.6 million Reduced Welfare/Unemployment: $57.7 million

3.0 COLLEGE APPLICANT SURVEY 2004

The second annual College Applicant Survey was conducted in the Spring 2004. It provides an overview of applicants' perceptions of, and interest in, various postsecondary education institutions and examines factors that influence college selection. Completed surveys were received from 4, 232 of the 17,000 applicants surveyed, for a response rate of 25 per cent.

3.1 Findings

- While 76 per cent of applicants had applied only to college, a further 17 per cent had applied to university as well (14 per cent to Ontario universities). Of those who applied to both, 58 per cent would prefer university.
- The most important factor for those who preferred college over university was program/career choice, while family expectations had the least influence. For those preferring university, the program/ career choice was also the most important, with attainment of a degree also important.
- Sixty-nine per cent chose their college based on the college offering a program of interest. Of the 23 per cent who were interested in widely available programs, their decision was based on college appeal.
- Forty-one per cent spent ten or more hours researching their college choice; 33 per cent spent between four and 10 hours.

3.1.1 Reasons for Selecting a Particular College

Applicants were asked to rate the impact of various influences on their choice of college. They were then asked to choose the single most important factor in each of the following categories: college characteristics, marketing/recruitment influences, and influence of individuals.

- **College characteristics**: The one characteristic that had the most influence on college selection was that the college offered the desired program (42 per cent), followed by being close to home (16 per cent) and program reputation (nine per cent).
- **Marketing/recruitment influences**: When asked specifically about marketing and recruiting influences, the college website (25 per cent), interactions with past or current students (22 per cent), and on- campus visits (19 per cent) had the most influence.
- **Influence of individuals**: Parents (33 per cent) and friends (19 per cent) had the most influence on college selection. The guidance counsellor, college representative and other members of their families had significant and equivalent influence (nine to 11 per cent).
- **Overall influences:** College characteristics are by far the most influential on college selection. The top ones in order of importance were: offered desired program, reputation of program, reputation of college, and quality of teachers and professors.
- Interesting components that have minimal influence on college selection include KPI results, high school guidance counsellor, high school teacher, and college advertising. However, this was not broken down for secondary and non-secondary students, which can explain the minimal effect of high school staff.

3.1.2 Concerns about College

- The most important concerns that applicants had about college were finding employment upon graduation, doing well in college, not knowing what future careers they will have, and finances. Females, people with lower family income, and members of visible minorities had higher degrees of concern than others for most factors.
- Despite these concerns, 87 per cent were very confident about completing their program of interest; and 88 per cent had much confidence in improving career opportunities.

For more information on college applicants, please see Section One, Learners and Learner Profiles.

4.0 ASPIRATIONS OF CANADIAN YOUTH REGARDING HIGHER EDUCATION (HRSD STUDY)

In May 2004, Human Resources and Skills Development (HRSD) released a report on the "Aspirations of Canadian Youth for Higher Education." This report was based on the responses of 29,687 15 year olds who were part of the Canadian PISA/YITS survey. HRSD defined "educational aspiration" as "the amount and type of education someone would ideally like to have" in contrast to "educational expectations," which were defined as aspirations tempered by a variety of reality constraints.

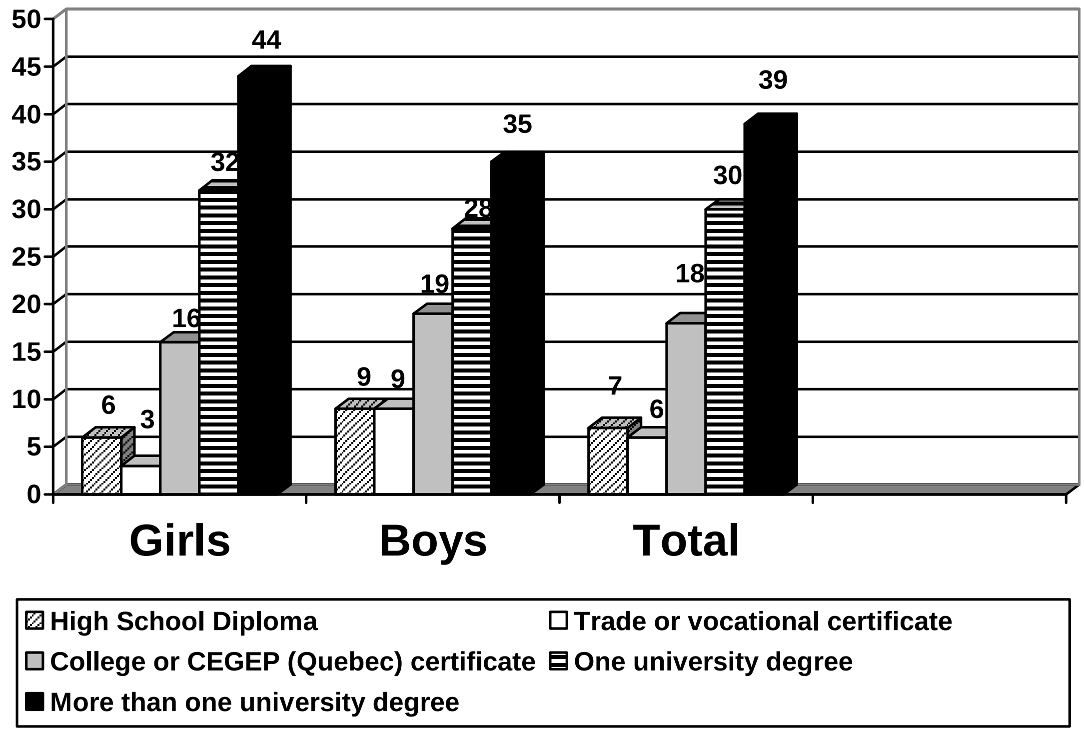
There has been considerable change in the aspirations of youth, when results are analyzed by gender. Prior to the 1980s, the aspirations of women were lower than those of men. Since then, women have caught up with and even surpassed men, especially on the educational front.

Almost 70 per cent of teenagers say they want one or more university degree(s) (see Figure 6 below). The most frequent response (39.3 per cent of the respondents) was that they wanted more than one university degree. Few (6.2 per cent) said the highest level of education they want is an apprenticeship or some trade or vocational diploma or certificate.

The study found that youth see a very close link between education and getting good jobs. Approximately 90 per cent of the respondents agreed or strongly agreed that getting a good job later depends on their success in school now. Just over 85 per cent believed they will need to go to college or university to achieve what they want in life, and, about the same per cent believed that they would enjoy going to college or university. Close to 12 per cent of the respondents felt that no matter how much education they got, they would most likely end up with low-paying jobs while almost 29 per cent were pessimistic about their chances of finding a good job after completing all their education.

For more information on this study, please visit the HRSD website at http://www.hrsdc.gc.ca/en/home.shtml

Figure 6: Educational Aspirations by Gender



Source: HRSD website http://wwww11.sdc.gc.ca/en/cs/sp/lp/publications/2004-002631/page05.shtml

5.0 15Th OISE/UT Study on Public Attitudes Towards Education in Ontario

The Ontario Institute for Studies in Education of the University of Toronto recently released the findings of its bi-annual survey on Public Attitudes Towards Education in Ontario. They surveyed 1,002 Ontarians in the fall of 2004 to examine public perceptions of educational policy issues.
A complete copy of this survey is available at http://www.oise.utoronto.ca/OISE-Survey. Historical versions of the survey are also available on the OISE website.

The following are the key findings from the report regarding Postsecondary Education, Adult Education and Secondary Education in Ontario.

5.1 Ontarians' Perceptions of Postsecondary Education

Accessibility:

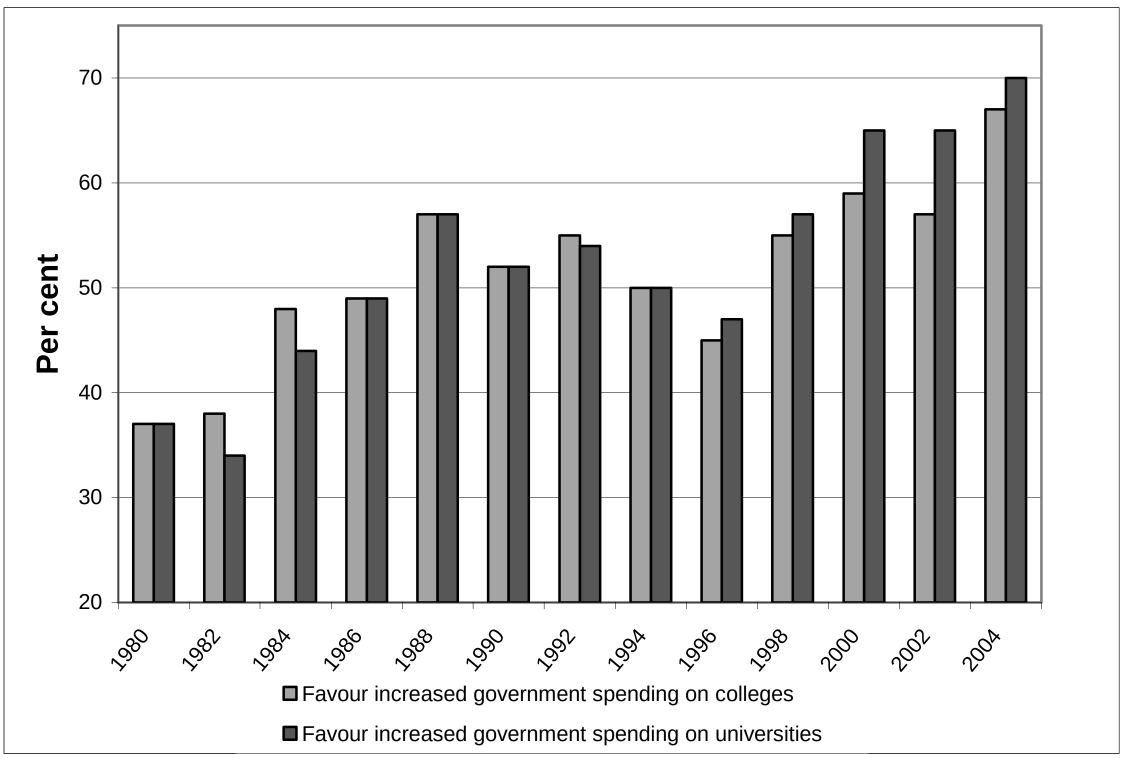
- The majority (66 per cent) recognized that students from low-income families have less of a chance of obtaining a postsecondary education.
- However, only a minority of the public believe that black (21 per cent) or Aboriginal students (40 per cent) or students with a physical disability (37 per cent) have less of chance of getting

a higher education. This perception contradicts well-documented research that shows there is educational discrimination on the basis of race and disability.

Funding:

- Support for increased government spending on colleges and universities is at an all-time high, with two thirds of the public in favour. In the past two surveys, a gap had appeared in which more people favoured increased spending on universities than colleges. However, this trend has apparently been reversed as results for this survey showed similar percentages favour increased spending on colleges and universities (see Figure 7).
- The support for increased government spending on apprenticeship training in skilled trades was higher than in any other area of education (78 per cent). This was attributed to the chronic shortages in these areas.
- There was almost no public support for reliance mainly on tuition fees rather than government grants to meet increasing costs (four per cent); 43 per cent would increase government grants and 51 per cent would increase both tuition and grants equally.

Figure 7: Spending Preferences for Colleges and Universities



5.2 Ontarians' Perceptions of Adult Education

- Results showed a strong majority of Ontarians support funding for adult literacy and job retraining. Although support for adult literacy has remained fairly stable, support for increased government spending on job retraining has increased to 74 per cent, becoming similar to previous surveys conducted in recession eras.

5.3 Ontarians' Perceptions of Secondary Schools

- Twenty-eight per cent think high schools have improved in the last 10 years, but 30 per cent think they are getting worse.
- More than two-thirds of the respondents support legislation to keep young people in school (including enrolment in job related training) until age 18.
- Forty-eight per cent support academic streaming by destination at or before grade 10.
- Sixty-nine per cent support the grade 10 literacy and numeracy test, a drop from 78 per cent in 2002.

6.0 CANADIAN MANUFACTURERS AND EXPORTERS 2004-05 "MANAGEMENT ISSUES SURVEY – CONQUERING CHALLENGES"

Rating of Training Programs

In its 2004-05 "Management Issues Survey," the CME found that internal training, colleges and apprenticeship programs were the most effective in responding to companies' skills requirements. Immigration services, on-line and collaborative training and university post-graduate programs were the least effective.

Table 2: Respondents' Ratings of Educational and Training Programs

	Not applicable to Business	Not Effective	Poor	Somewhat Effective	Good	Very Effective
	Per cent of companies reporting					
High Schools	18%	16%	9%	29%	12%	15%
Colleges	11%	8%	7%	27%	28%	19%
University Graduate Programs	19%	10%	9%	18%	24%	20%
University Post-Graduate Programs	33%	15%	15%	13%	16%	12%
Apprenticeship Programs	21%	9%	7%	15%	21%	29%
External Training Programs	21%	10%	10%	22%	21%	16%
Immigration	49%	31%	7%	6%	4%	3%
On-line Learning	38%	27%	11%	13%	7%	4%
Professional Training Programs	22%	12%	12%	25%	19%	10%
Collaborative Learning	44%	24%	8%	9%	12%	3%
Internal Training	6%	6%	3%	25%	26%	33%

Training Budgets

Just over 30 per cent of respondents said they spent three per cent or more of their payroll on formal and informal skills training, while half said they spent over 30 per cent of payroll on informal skills training.

One third of respondents reported an increase in their training budgets from 2003 to 2004 and 42 per cent expected training budgets to further increase in 2005. Only four per cent predicted that their companies spending on training would decrease in 2005.

Employee Skill Sets That Need to Be Improved

Table 3: Per Cent of Respondent Companies Reporting These Skills As Unsatisfactory

Problem Solving	34%
Technical Skills	28%
Teamwork	24%
Reading/Writing	18%
Project Management	18%
Supervisory/Management	17%
Basic Employability Skills[1]	17%
Innovation/Creativity	17%
Learning/Flexibility	15%
Entrepreneurship	13%
Interpersonal	11%
Computer	10%
Math	6%
Verbal communications	2%

Suggested improvements to primary and secondary educational curriculum: The areas ranked highest for improvement were problem solving (58 per cent of respondents), trades/vocational skills (47 per cent), personal responsibility (46 per cent) and basic employability skills (46 per cent).

For further information, please see the complete survey on CME’s website at: http://www.cme-mec.ca/pdf/SURVEY%20FINAL.pdf

7.0 PERCEPTIONS OF BARRIERS IN ACCESSING AND COMPLETING APPRENTICESHIP TRAINING IN CANADA

In early 2004 the Canadian Apprenticeship Forum hired the Canadian Labour and Business Centre (CLBC) to do research on the barriers that individuals, unions, employers, governments and educators perceive as preventing Canadians from accessing and/or completing apprenticeship training.

A set of nine generic barriers were identified:

1. **“Negative attitudes** to apprenticeship and a poor image of trades.
2. A **lack of information** and awareness of apprenticeship.
3. Difficulties with **unwelcoming workplaces** or training environments.
4. **Costs of apprenticeship** to individuals, employers and unions.
5. Concerns over the **impacts of economic factors** on work and apprenticeship continuation.
6. Concerns about the **lack of resources** to support apprenticeship.
7. Concerns about apprentices’ **basic and essential skills**.
8. Shortcomings of **workplace-based and technical training.**
9. Issues regarding **regulations** governing apprenticeship”.

The report discussed nine areas where stakeholders may wish to look at measures that:

1. Change perceptions and attitudes about apprenticeship and trades.
2. Increase efforts within secondary school systems to support and promote the trades, through counselling, information, programs and enhanced teacher awareness.
3. Develop within the workplace cultures that are more inclusive and welcoming of women, Aboriginal people and other equity groups.
4. Address the costs that apprenticeship stakeholders encounter to initiate apprenticeship programs, as well as costs faced by apprentices who pursue these programs.
5. Mitigate the impact of economic factors that can lead to a lack of work, and an interruption or termination of apprenticeships.
6. Reassess, within jurisdictions, the adequacy of resources devoted to apprenticeship.
7. Understand and promote essential skills (numeracy, literacy, computer use) that individuals must have to enhance their chances of success in apprenticeship programs.
8. Provide accessible technical training arrangements, and up-to-date training curricula and equipment.
9. Seek to harmonize, across jurisdictions, rules, regulations and standards affecting apprenticeship and trades.

For more information please access the report on the Canadian Apprenticeship Forum website at: http://www.caf-fca.org/files/access/1-Report_jan04_e.pdf.

8.0 WEBSITES OF INTEREST

ORGANIZATION / SUBJECT	WEBSITE
Ministry of Training, Colleges and Universities	http://www.edu.gov.on.ca
Canada Millennium Scholarship Foundation	http://www.millenniumscholarships.ca/en/main.html
Canadian Manufacturers and Exporters	http://www.cme-mec.ca
Human Resources and Skills Development	http://www.hrsdc.gc.ca/
Ontario Institute for Studies in Education at University of Toronto (OISE/UT)	http://www.oise.utoronto.ca
KPI Section of MTCU Site	http://www.edu.gov.on.ca/eng/general/postsec/colindicator.html

APPENDIX 1: Key Performance Indicators 1998-99 through 2003-04

Ontario Colleges of Applied Arts and Technology

Reporting Year	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Graduation Rate (for the KPI reporting year)**	- -	- -	55.0	57.7	57.3	57.1
Graduate Employment Rate	89.0	90.0	91.0	88.7	87.4	87.7
Graduate Satisfaction Rate						
Very Satisfied / Satisfied	69.0	80.0	82.6	81.4	79.8	79.7
Neither	21.0	11.0	9.3	9.7	11.0	10.5
Very Dissatisfied / Dissatisfied	10.0	9.0	8.0	8.9	9.1	9.8
Employer Satisfaction Rate						
Very Satisfied / Satisfied	80.0	91.0	90.9	91.7	92.0	92.0
Neither	17.0	6.0	6.3	6.0	6.0	5.4
Very Dissatisfied / Dissatisfied	3.0	3.0	2.9	2.4	2.0	2.6
Student Satisfaction Rate						
Very Satisfied / Satisfied	68.0	68.0	74.9	74.4	75.1	75.1
Neither	23.0	23.0	17.6	18.6	17.9	17.8
Very Dissatisfied / Dissatisfied	8.0	9.0	7.5	7.0	7.0	7.0
Knowledge and Skills Gained (Question 14*)						
Very Satisfied / Satisfied	61.0	64.0	86.2	85.6	85.8	85.1
Neither	32.0	28.0	9.2	10.3	9.8	10.4
Very Dissatisfied / Dissatisfied	6.0	7.0	4.6	4.1	4.3	4.5
Quality of Learning Experience (Question 26*)						
Very Satisfied / Satisfied	75.0	75.0	79.1	78.6	79.0	78.9
Neither	18.0	18.0	14.7	15.7	15.2	15.3
Very Dissatisfied / Dissatisfied	7.0	7.0	6.2	5.8	5.8	5.9
Quality of Facilities/Resources (Question 44*)						
Very Satisfied / Satisfied	64.0	61.0	67.5	67.1	68.1	68.8
Neither	25.0	27.0	22.6	23.5	22.5	22.2
Very Dissatisfied / Dissatisfied	11.0	12.0	9.9	9.4	9.3	9.0
College Services (Question 45*)						
Very Satisfied / Satisfied	62.0	59.0	66.8	66.2	67.5	67.7
Neither	27.0	29.0	24.0	25.0	23.9	23.5
Very Dissatisfied / Dissatisfied	11.0	11.0	9.3	8.8	8.6	8.7

***Actual Survey Questions:**

- Capstone Question 14: Overall, your program is giving you the knowledge and skills that will be useful in your future career
- Capstone Question 26: The overall quality of the learning experience in this program
- Capstone Question 44: The overall quality of facilities/resources in the college
- Capstone Question 45: The overall quality of services in the college

** Graduate data for the KPI reporting year listed are graduates of the previous academic year.
Source: www.acaato.on.ca/home/research/performance.html