



COLLEGES | COLLÈGES
ONTARIO | ONTARIO

ACAATO ARCHIVE DOCUMENT

2006 Environmental Scan

Chapter 3: Performance and Perception

PERFORMANCE AND PERCEPTIONS

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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 Key Performance Indicators

The student and graduate satisfaction rates increased slightly over last year, with the employer satisfaction rates decreasing slightly:

Graduate Satisfaction rate: This is determined from the percentage of graduates who are very satisfied/satisfied with the usefulness of their college education in achieving their goals after graduation. For the 2005-06 graduates, 81.6 per cent were satisfied or very satisfied, up from 80.5 per cent in the previous year.

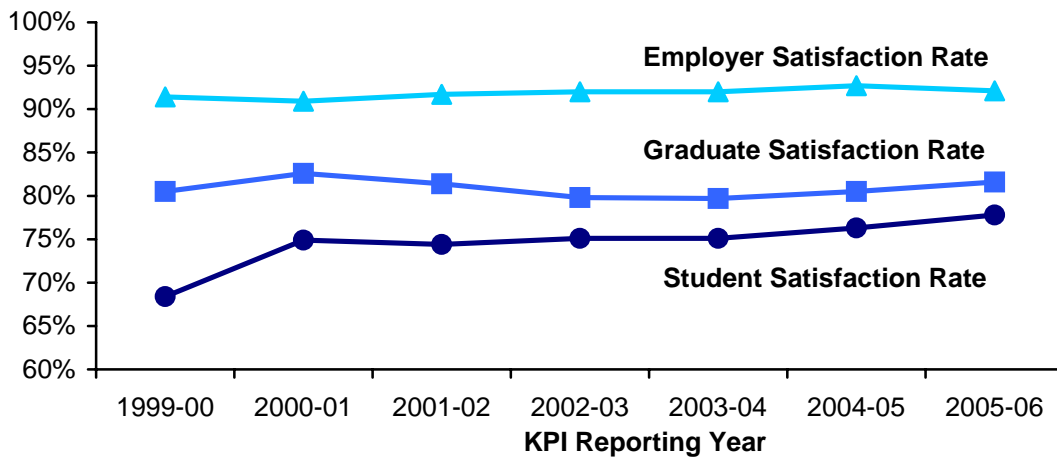
Student Satisfaction rate: This rate is calculated from four key indicators: the knowledge and skills that will be useful in their future career, overall quality of the learning experience, overall quality of facilities/resources, and overall quality of services. The average satisfaction rate for students in the 2004-2005 academic year was 77.8 per cent, an increase from 76.3 per cent in the previous year. All four indicators registered increases over the previous year.

Employer Satisfaction Rate: This is determined from the employers' overall satisfaction with their employees "college preparation for the type of work he/she is doing". It dropped slightly from the previous year, going from 92.7 per cent to 92.1 per cent.

Graduate Rate: The KPI Graduation Rate is based on the proportion of students who completed one-year programs within two years, two-year programs within three years, and three-year programs within five years. For example, the 2005-06 KPI graduation rate is based on students who started one-year programs in 2003-04, two-year programs in 2001-02, and three-year programs in 1999-2000, and who had graduated by 2004-05. It increased substantially from 58.5 per cent last year to 60.1 per cent this year.

Employment Rate: The KPI Employment rate is the percentage of graduates who are working full or part time within 6 months of graduation. It excludes those who are in school full time, or are not actively looking for work. It increased from 88 per cent to 89.3 per cent over last year.

Figure 1: Trends in Graduate, Employer and Student Satisfaction Rates
 Percentage Satisfied/ Very Satisfied

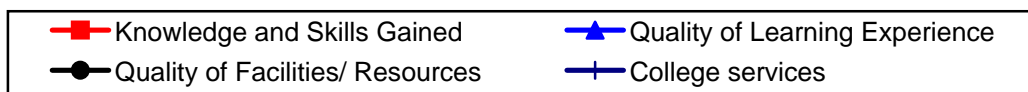
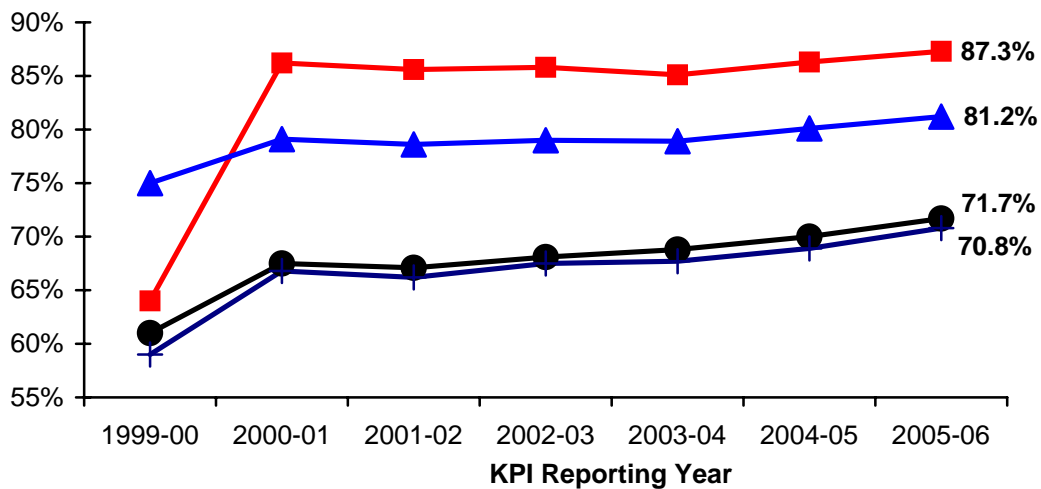


Source: <http://www.edu.gov.on.ca/eng/general/postsec/colindicator.html>

Figure 2: Summary of Student KPI Results

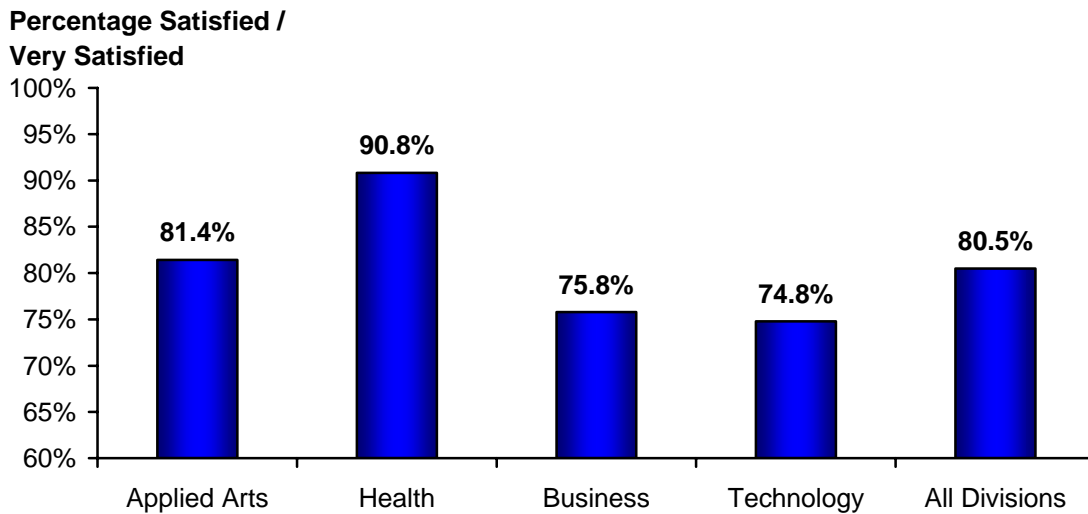
This graph shows the percentage of students satisfied or very satisfied with four aspects of their college experience.

Percentage Satisfied / Very Satisfied



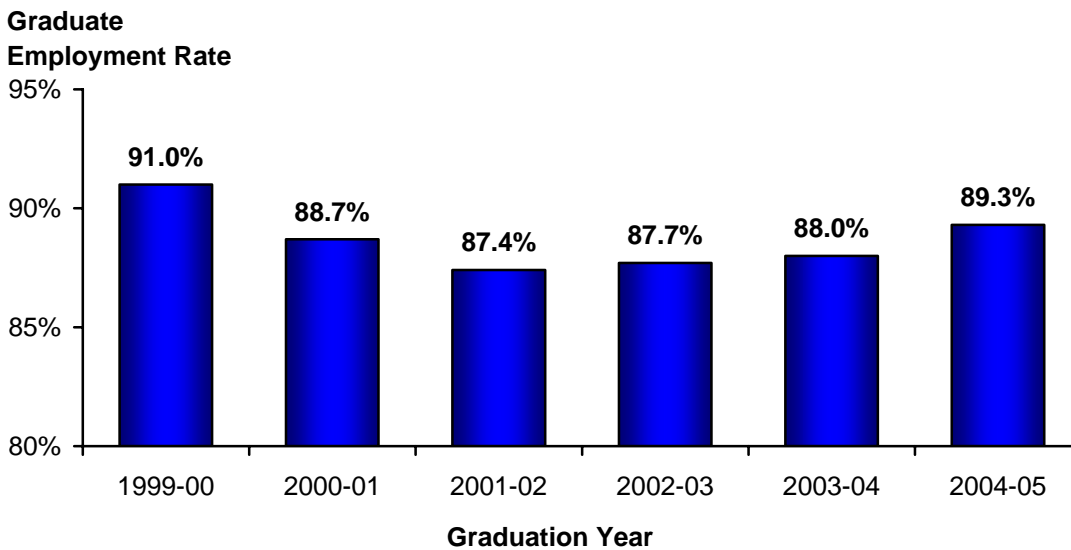
Source: <http://www.acaato.on.ca/home/research/performance/survey.html>

Figure 3: Graduate Satisfaction, by Division (2003-04 Graduates, six months after graduation)



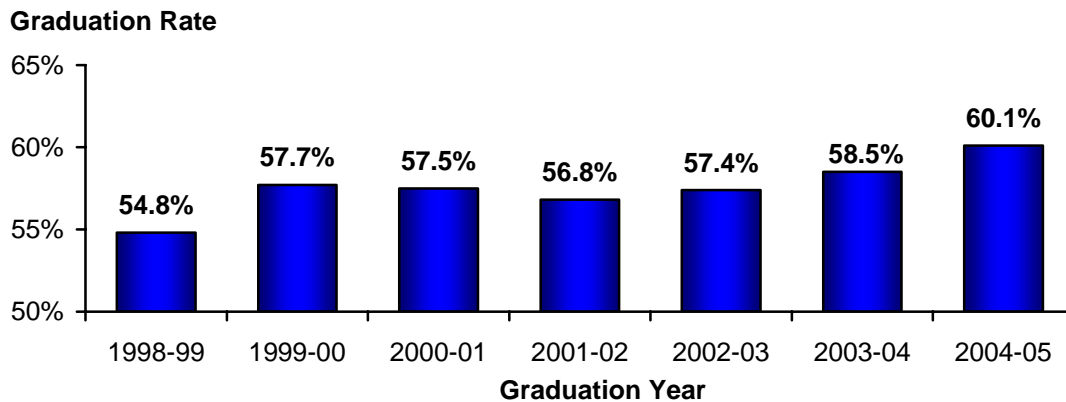
Source: MTCU Graduate Employment Profile 2005 (Data by Division not yet available for 2004-05 graduates)

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>

* The 2005-06 KPI Graduation Rate is based on students who started one-year programs in 2003-04, two-year programs in 2001-02, and three-year programs in 1999-2000, and who had graduated by 2004-05.

1.3 Employer Satisfaction Survey

Telephone interviews were performed with almost 7,500 employers of the 2003-04 college graduates six months after graduation. Some highlights include:

- 92.7 per cent were satisfied or very satisfied with their employee's overall college preparation for the type of work they were doing
- 94 per cent of employers were satisfied or very satisfied with the highly valued skills of teamwork and adaptability and
- 91 per cent were satisfied or very satisfied with their new employee's productivity.

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

The most current study demonstrating the return on investment of Ontario's colleges (CAATS) is the 2003, "The Socioeconomic Benefits Generated By 24 Colleges of Applied Arts and Technology In Ontario." The study was conducted by CC benefits Inc. using a model that had been field tested on more than 350 different colleges throughout the United States and Canada.

Key Findings

Four types of benefits were tracked; taxpayer, student, provincial and social. The key findings are summarized in Table 1 on the next page.

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.	<p>This benefit stream is based on increased tax collections and expenditure savings.</p> <p>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.</p>
Student	A 9% annual return on their investment of time and money is experienced by students.	<p>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.</p> <p>For every instructional contact hour completed, students will, on average, earn \$70 more per year, each year they are in the workforce.</p> <p>The payback period (the time needed to recover all costs) is 14.4 years.</p>
Provincial	<p>\$11.4 billion of all annual earnings in the provincial economy are explained by the 24 CAATs.</p> <p>These earnings are equal to that of roughly 281,600 jobs.</p>	<p><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.</p> <p><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.</p>
Social	\$159.6 million per year is saved by the Government of Ontario through benefits from improved health and reduced welfare, unemployment and crime.	<p><u>Annual Savings:</u> Improved Health: \$100.3 million Reduced Crime: \$1.6 million Reduced Welfare/Unemployment: \$57.7 million</p>

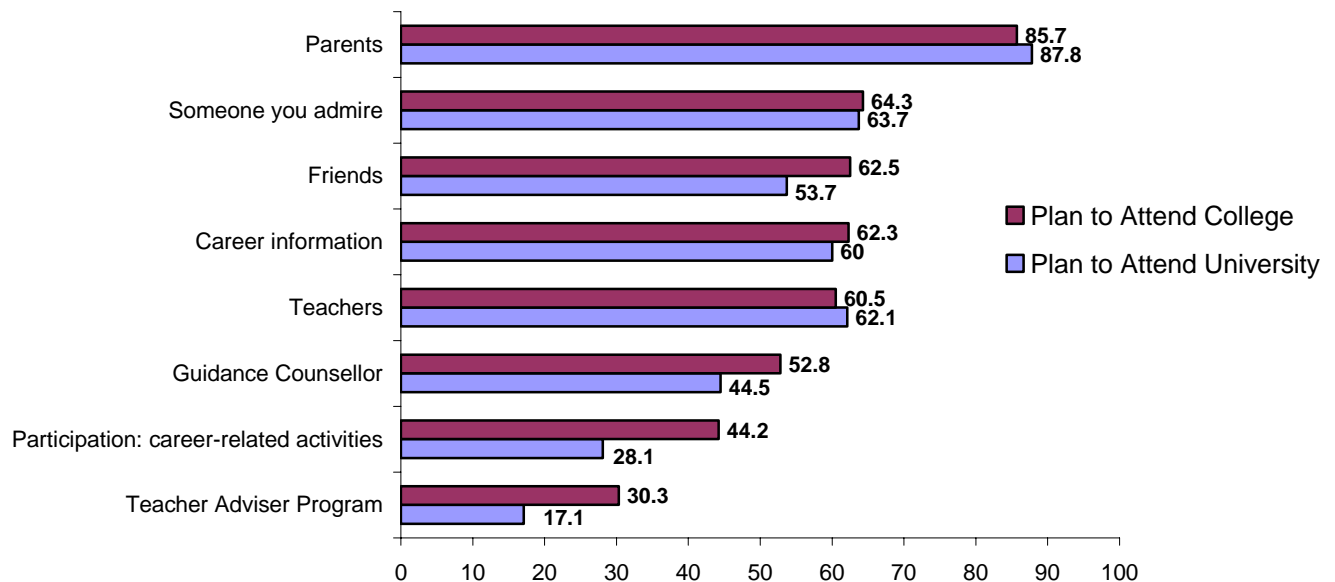
3.0 PERCEPTIONS OF ONTARIO HIGH SCHOOL STUDENTS

The Phase 4 Report of the Double Cohort Study, which Alan King and colleagues in the Social Policy Evaluation group at Queen’s conducted for the Ministry of Education, was released by the government October 2005. This report is the final in a series of four.

The Phase 4 Report examines the effect of the reorganized secondary school program on future college and university enrolments and the factors affecting student progress and graduation rates of the 1st five cohorts in the “new” secondary school program.

- The decision to attend college evolves over time. Of the Grade 12 students who planned to attend college, only 51 per cent had planned to go to college in Grade 10, 33 per cent had planned to go to university, and 16 per cent had other plans or were uncertain. In sharp contrast, 89 per cent of Grade 12 students who planned to attend university had planned to attend university in Grade 10. It is easier to provide destination-based programming for the group of students whose aspirations remain relatively consistent over time.
- Only 30 per cent of the students participating in OYAP in Grade 12 or 5th Year plan on entering an Apprenticeship program upon graduation.
- Responses to the student survey indicate that parents have the most influence on students’ educational and career plans, followed by “someone you admire”, friends, career information, and teachers.
- When the influences on grade 12 students planning to go to college versus university are compared, friends, guidance counselors, participation in career related activities, and the teacher advisor program were of greater influence than for students planning to go to university.

Figure 6. Influences on Grade 12 Ontario students planning to go to University and College (% very important and % important)



Source: Double Cohort Study. Phase 4 Report, 2005.

4.0 COLLEGE APPLICANT SURVEY 2005

The third annual College Applicant Survey was conducted in Spring 2005. It provides an overview of applicants' perceptions of, and interest in, various postsecondary education institutions and examines factors that influence college selection. This year the survey was administered online, therefore a much higher number of applicants could be surveyed. Completed surveys were received from 22 per cent of the 50,000 applicants surveyed.

4.1 Findings

- While 73 per cent of applicants had applied only to an Ontario public college, a further 18 per cent had applied to university as well (17 per cent to Ontario universities). Of those who applied to both, 61 per cent would prefer university.
- Those who applied to both college and university were more likely to be younger, to be applying to college in order to prepare for university, and were more likely to aspire to completing an applied or collaborative degree.
- Seventy-two per cent chose their college based on the college offering a program of interest (up from 69 per cent in 2004). Of the 21 per cent who were interested in widely available programs, their decision was based on college appeal.

4.1.1 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 (34.5 per cent), followed by being close to home (15.2 per cent) and program reputation (12.0 per cent). Compared with last year, the influence of college and program reputation is up, while the influence of program offered is down. The proportion of applicants citing university transfer agreements is almost double this year; 6.2 per cent cited these agreements as the college characteristic that had the most influence.
- **Marketing/recruitment influences:** When asked specifically about marketing and recruiting influences, the college website (27.9 per cent), interactions with past or current students (24.5 per cent) and on-campus visits (18.4 per cent) had the most influence.
- **Influence of individuals:** Parents (42.4 per cent) and friends (15.5 per cent) had the most influence on college selection. The influence of parents increased significantly from last year, from 33 to 44 per cent. The guidance counsellor, college representative and other members of their families had significant and equivalent influence (six to nine 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 parents.

4.1.2 Concerns about College

- The most important concern that applicants had about college were finding employment upon graduation (64 per cent were very concerned). Other concerns included knowing what future careers will be (57 per cent), an ability to do well in college (54 per cent), finances (51 per cent), and completing their programs (51 per cent). Females, applicants with lower family income, members of visible minorities, and immigrants had higher degrees of concern than others for most factors.

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

5.0 PUBLIC ATTITUDES TOWARDS EDUCATION IN ONTARIO

The Ontario Institute for Studies in Education of the University of Toronto performs a bi-annual survey on “Public Attitudes Towards Education in Ontario.” It 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:

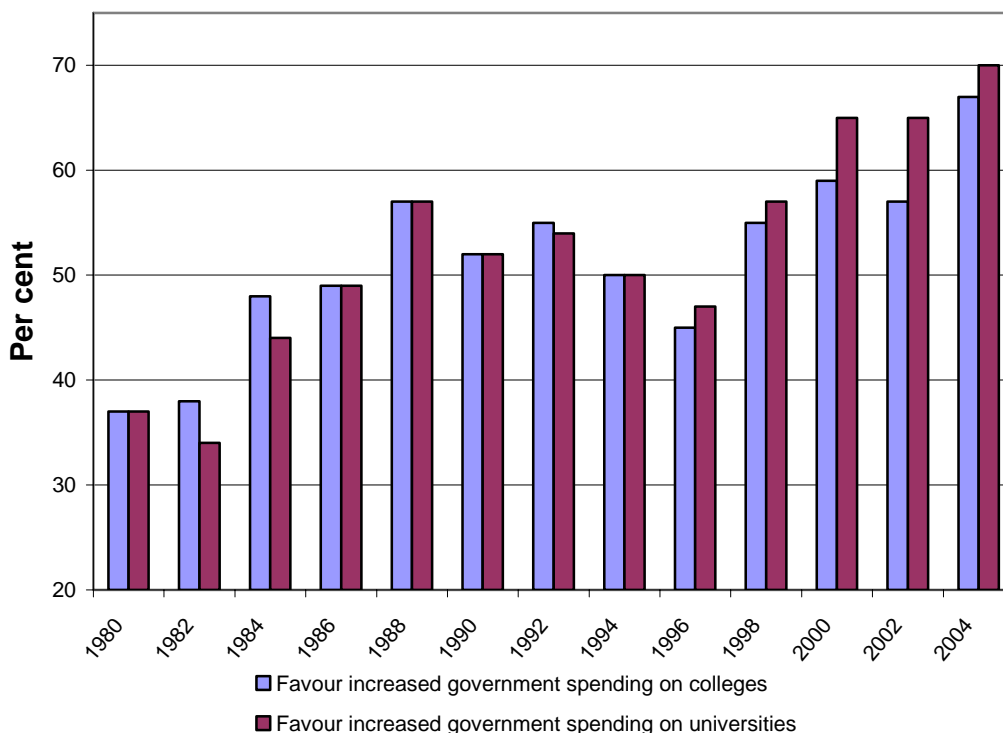
- The majority (66 per cent) recognized that students from low-income families have less of a chance of obtaining a postsecondary education.
- However, only a minority of the public believe that black (21 per cent) or Aboriginal students (40 per cent) or students with a physical disability (37 per cent)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

The first report from the *Pathway to Prosperity* consultations was publicly released at the 2006 ACAATO conference. It is a summary of the consultations held throughout Ontario in fall 2005 and an assessment of the challenges ahead as Ontario and Canada try to address the workforce challenges of the 21st century.

More than 2,000 individuals and more than 600 organizations were represented. Information was provided through open forums, breakfast meetings, written submissions and in responses provided on the *Pathway to Prosperity* website. The consultations involved a wide range of participants representing employers, students, educators, labour and government. The participants throughout the province were concerned about Canada's ability to address the challenges of globalization, rapidly changing technology and an aging workforce.

Five key themes emerged from the consultations:

1. **Relevant skills** – the new economy demands both a higher level of skills (both hard and soft) and a greater number of people with skills;
2. **Flexible system** – a more versatile postsecondary education and training system is needed that can accommodate diverse needs of learners and employers;
3. **Improved labour force participation** – potential of the workforce needs to be increased by better including traditionally underrepresented groups;
4. **Better planning** – long-term labour market planning where employer needs are identified early; and
5. **Investments** – the capacity to train people for the skills the economy demands.

The report outlined the next steps needed in Ontario and Canada to strengthen the country's competitive advantage:

Leadership. We need leaders to provide the vision, the direction and the incentive to make change happen. The Prime Minister and the First Ministers must assume a leadership role in setting the agenda for a National Skills Strategy.

Benchmarks. For a vision to be meaningful, we must be able to set specific goals so we are confident that we are getting the results we want. We must establish measurable targets and assessment standards.

Planning. There needs to be greater co-ordination and co-operation among the players in our system. Federal and provincial governments must put a comprehensive plan in place so that we can meet our future education and training needs.

7.0 PERCEPTIONS OF THE SKILLED TRADES

The *Skilled Trades and Apprenticeship Awareness and Perception Study* was conducted in two phases in 2004 and 2005 by Ipsos-Reid for the Canadian Apprenticeship Forum (CAF-FCA) and Skills Canada (S/CC). It was part of their joint campaign called, “Skilled Trades: A Career You Can Build On,” launched in September 2004. Their results showed that youth aged 13 to 17 have much poorer perceptions of the skilled trades than parents.

- Only 32 per cent of youth surveyed in 2005 said they would be likely to consider a career in skilled trades, and only 22 per cent have actually considered this option in the past year.
- 69 per cent of target parents with children aged 13 to 24 say they would be likely to recommend careers in skilled trades to their children, yet only 28 per cent of youth say their parents have encouraged them to pursue this option.
- Only 14 per cent of youth indicated that their guidance counselors have recommended this career option.

Table 2. Youth and Parents’ Perceptions of the Skilled Trades

	Youth (13-17 yrs) (% who agree)	Parents (at least one child 13-24 yrs) (% who agree)
Comparing Skilled Trades to University/Professional Positions		
University is their first choice over college or apprenticeships in skilled trades.	58%	53%
Agree that university is a much better option than going into skilled trades	34%	20%
Awareness and Information		
Aware of all the career options available in skilled trades	25%	36%
Understand the apprenticeship process and earning potential involved with careers in skilled trades	30%	56%
Aware of how much money individuals can make in skilled trades	32%	58%
Attitudes Towards Skilled Trades		
Careers in skilled trades will always be in demand	68%	87%
Skilled trades are valued careers	58%	77%
You can easily achieve an above average lifestyle working in skilled trades	47%	66%
Skilled trades are typically low-paying positions	16%	11%
Perceptions of Skilled Tradespersons		
People in skilled trades contribute a great deal to the quality of life in our communities	69%	88%
Skilled tradespersons are respected in society	47%	57%
Skilled tradespersons are creative thinkers	46%	67%
Positions in skilled trades involve a lot of hard physical labour	58%	46%

While 63 per cent of youth agree skilled trades require formal studies and training, fewer agree that skilled trades offer valued careers, that they are careers and not just jobs, or that they are challenging and fun. This contrasts to target parents who consistently viewed skilled trades as a valuable career that would be challenging, interesting and fun to pursue.

The study also examined the effectiveness of an advertising campaign promoting the skilled trades. It demonstrated that the advertisements were successful in making viewers more interested in skilled trades and teaching youth something new about skilled trades. Sixty-one per cent of youth agreed the ads have made them more interested in skilled trades, versus only 39 per cent who disagree with this statement.

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
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 1999-00 to 2005-06

Ontario Colleges of Applied Arts and Technology

Reporting Year	199 9-00	2000- 01	2001- 02	2002- 03	2003- 04	2004- 05	2005- 06
Graduation Rate (for the KPI reporting year**) (%)	--	57.7	57.5	56.7	57.4	58.5	60.1
Graduate Employment Rate (%)	89.7	91.0	88.7	87.4	87.7	88.0	89.3
Graduate Satisfaction Rate (%)							
Very Satisfied / Satisfied	80.5	82.6	81.4	79.8	79.7	80.5	81.6
Neither	11.0	9.3	9.7	11.0	10.5	10.3	9.9
Very Dissatisfied / Dissatisfied	9.0	8.0	8.9	9.1	9.8	9.2	8.5
Employer Satisfaction Rate (%)							
Very Satisfied / Satisfied	91.4	90.9	91.7	92.0	92.0	92.7	92.1
Neither	6.0	6.3	6.0	6.0	5.4	4.6	5.1
Very Dissatisfied / Dissatisfied	3.0	2.9	2.4	2.0	2.6	2.7	2.9
Student Satisfaction Rate (%)							
Very Satisfied / Satisfied	68.4	74.9	74.4	75.1	75.1	76.3	77.8
Neither	23.0	17.6	18.6	17.9	17.8	17.1	16.2
Very Dissatisfied / Dissatisfied	9.0	7.5	7.0	7.0	7.0	6.6	6.1
Knowledge and Skills Gained (Question 14*)(%)							
Very Satisfied / Satisfied	64.0	86.2	85.6	85.8	85.1	86.3	87.3
Neither	28.0	9.2	10.3	9.8	10.4	9.7	8.8
Very Dissatisfied / Dissatisfied	7.0	4.6	4.1	4.3	4.5	4.0	3.9
Quality of Learning Experience (%) (Question 26*)							
Very Satisfied / Satisfied	75.0	79.1	78.6	79.0	78.9	80.1	81.2
Neither	18.0	14.7	15.7	15.2	15.3	14.5	13.7
Very Dissatisfied / Dissatisfied	7.0	6.2	5.8	5.8	5.9	5.4	5.1
Quality of Facilities/Resources (%) (Question 44*)							
Very Satisfied / Satisfied	61.0	67.5	67.1	68.1	68.8	70.0	71.7
Neither	27.0	22.6	23.5	22.5	22.2	21.4	20.5
Very Dissatisfied / Dissatisfied	12.0	9.9	9.4	9.3	9.0	8.6	7.8
College Services (%) (Question 45*)							
Very Satisfied / Satisfied	59.0	66.8	66.2	67.5	67.7	68.9	70.8
Neither	29.0	24.0	25.0	23.9	23.5	22.9	21.7
Very Dissatisfied / Dissatisfied	11.0	9.3	8.8	8.6	8.7	8.2	7.5

***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.htm