

# STUDENT AND GRADUATE PROFILES

**Environmental Scan** ∴ 2010

AN ANALYSIS  
OF TRENDS AND  
ISSUES AFFECTING  
ONTARIO



COLLEGES | COLLÈGES  
ONTARIO | ONTARIO

# Student and graduate profiles

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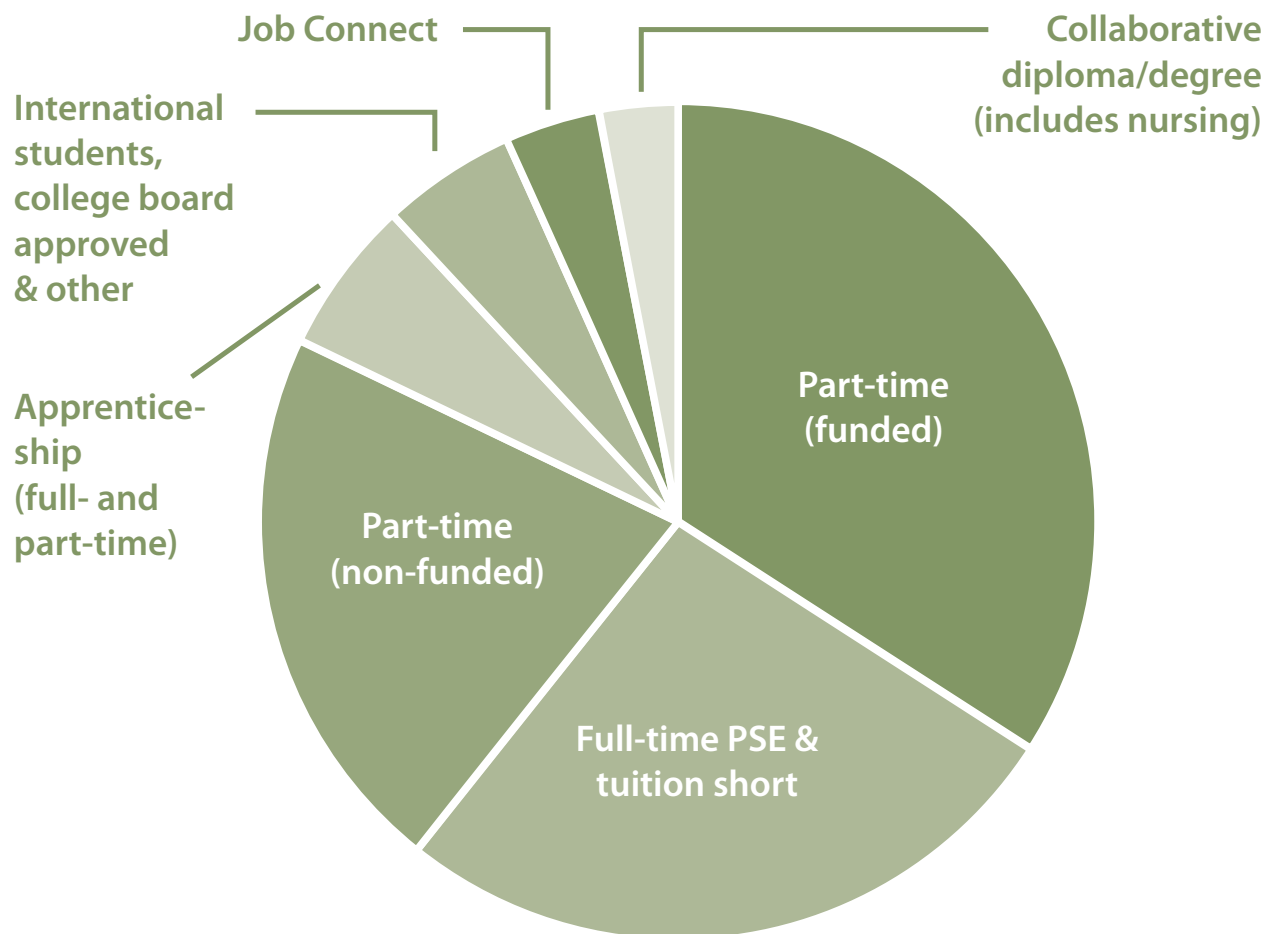
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## 1.0 HIGHLIGHTS

- Each year, more than 500,000 students and clients are served by Ontario's Colleges of Applied Arts and Technology (CAATs). Of the 500,000, approximately 200,000 are full-time students and 300,000 are part-time students and clients.
- There were 174,832 distinct applicants for the 2008-09 academic year, representing a 6.2 per cent increase over 2007-08.
- Seventeen per cent of surveyed college applicants were not born in Canada; 27 per cent of these individuals came to Canada between 2000 and 2004, while another 27 per cent arrived since 2005.
- One-quarter of college applicants reported a household income of less than \$30,000, and 54 per cent had incomes less than \$60,000.
- Total funded full-time equivalent (FTE) postsecondary enrolment in the colleges was 193,420 (including funded full-time, part-time and tuition short programs).
- Almost 40 per cent of college students have previous postsecondary education (PSE), just over 21 per cent of whom previously attained a college or university credential (12 per cent college, 10 per cent university).
- Twelve per cent of Ontario college students indicated use of "Special Needs/Disability Services," half of whom reported high usage.
- Colleges delivered approximately 87 per cent of apprenticeship "in-school" training in 2008-09.
- Over the past five years, approximately 60,000 individuals graduated from Ontario colleges from postsecondary programs per year.
- About 85 per cent of 2008-09 graduates in the labour force were working, six months after graduation.
- Approximately one-quarter of graduates resume full- or part-time studies within six months of graduation.

## 1.1 COLLEGE ACTIVITY

Figure 1. Relative distribution of learners/clients served by Ontario's colleges



Source: MTCU; OCAS; Job Connect; Continuing Education Surveys; Colleges Ontario

- Learners at Ontario colleges comprise a diverse population. In addition to traditional postsecondary education, colleges offer many other types of programs and courses, including apprenticeship training, continuing education courses, collaborative programs with universities, and literacy and basic skills programs.

## 1.2 NUMBERS OF ONTARIO COLLEGE APPLICANTS, STUDENTS AND GRADUATES

### APPLICANTS

Table 1. Per cent of CAAT applicants\* direct from secondary school vs. non-direct by year

Year	Direct		Non-direct		Total
	Number	% of total	Number	% of total	
2002-03	64,761	40.4%	95,681	59.6%	160,442
2003-04	68,762	41.2%	98,082	58.8%	166,844
2004-05	61,389	38.6%	97,663	61.4%	159,052
2005-06	60,289	38.9%	94,596	61.1%	154,885
2006-07	60,225	38.6%	95,743	61.4%	155,968
2007-08	64,952	39.5%	99,652	60.5%	164,604
2008-09	68,056	38.9%	106,776	61.1%	174,832

\*distinct applicants for fall/winter/spring

Direct = applicants applying directly from high school (for OCAS applicant data, this category includes school board-run adult day schools)

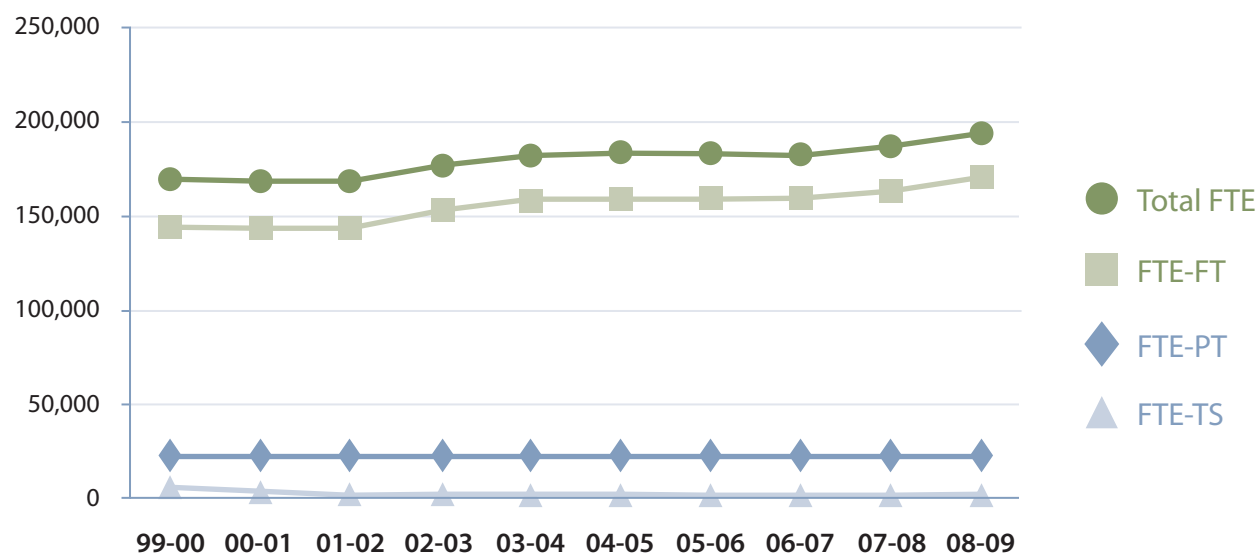
Non-direct = applicants not applying directly from high school

Source: OCAS

### STUDENTS

#### Postsecondary funded enrolment

Figure 2. Funded college enrolment as FTE\* from 1999-00 to 2008-09

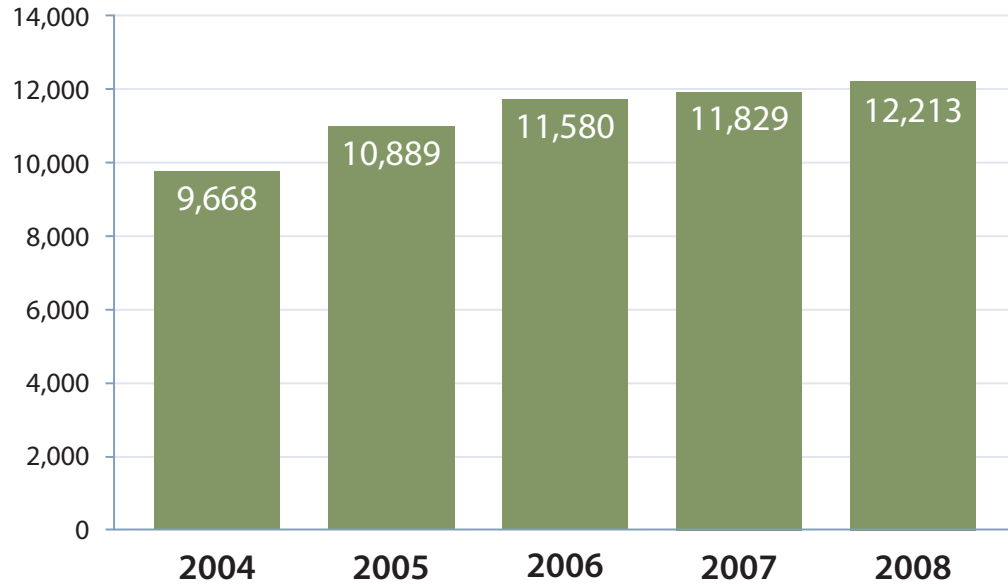


\* FTE = full-time equivalent; FT = full time; PT = part time; TS = tuition short (typically, these programs are less than 52 weeks in duration)  
Note that funded students do not comprise the total college population.

Source: MTCU.

## Collaborative nursing students

Figure 3. Ontario college-university collaborative nursing programs: total fall enrolment\* by year



\* Includes full- and part-time students reported either through the colleges or the universities

Source: MTCU.

- Collaborative nursing programs are offered through college-university partnerships; although individual models vary, nursing students typically complete courses at both the college and university campuses. Students in these nursing programs are counted separately from the postsecondary funded FTEs and enrolment numbers are reported either through the college or the university.

### International students

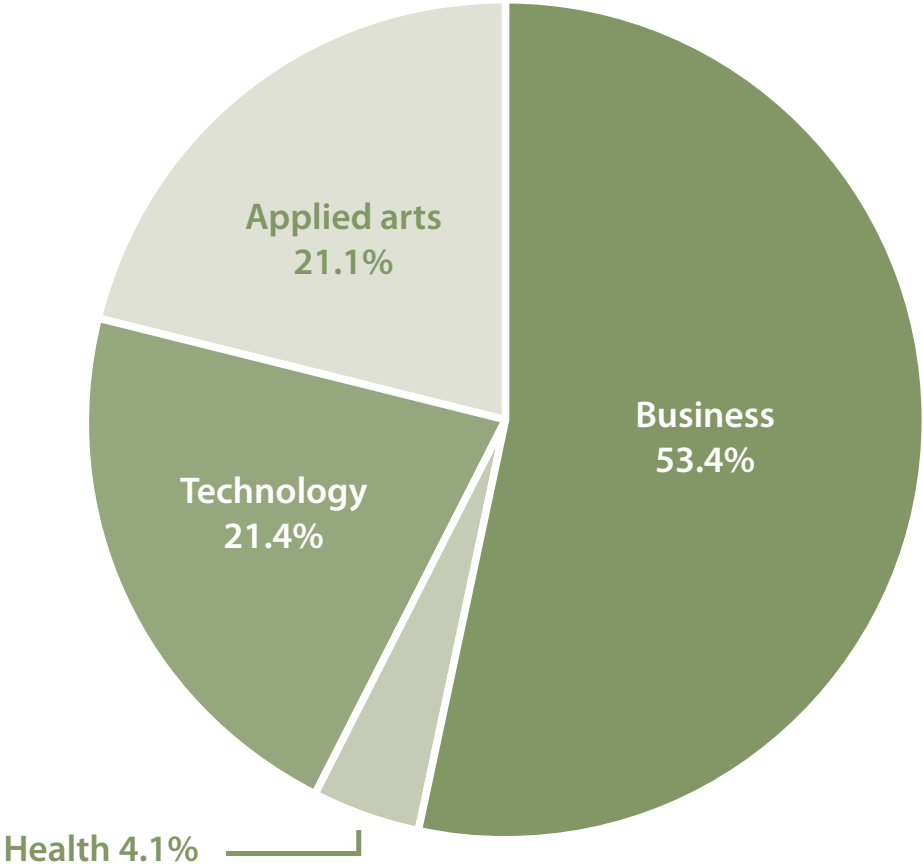
Table 2. International student full-time enrolment by year

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
International full-time	2,777	3,707	4,685	5,855	6,193	6,172	6,722	6,958	8,025	9,864

Source: OCAS enrolment cube, November enrolment count. Note that not all international student enrolments are reported to OCAS.

- International enrolment in the colleges is continuing to increase year over year. For example, 2009 international student full-time enrolment increased 23 per cent over 2008 .

Figure 4. International student enrolment by program category



Source: OCAS enrolment cube, November enrolment count.

## GRADUATES

Table 3. Number of graduates by college and semester of graduation, 2007-08

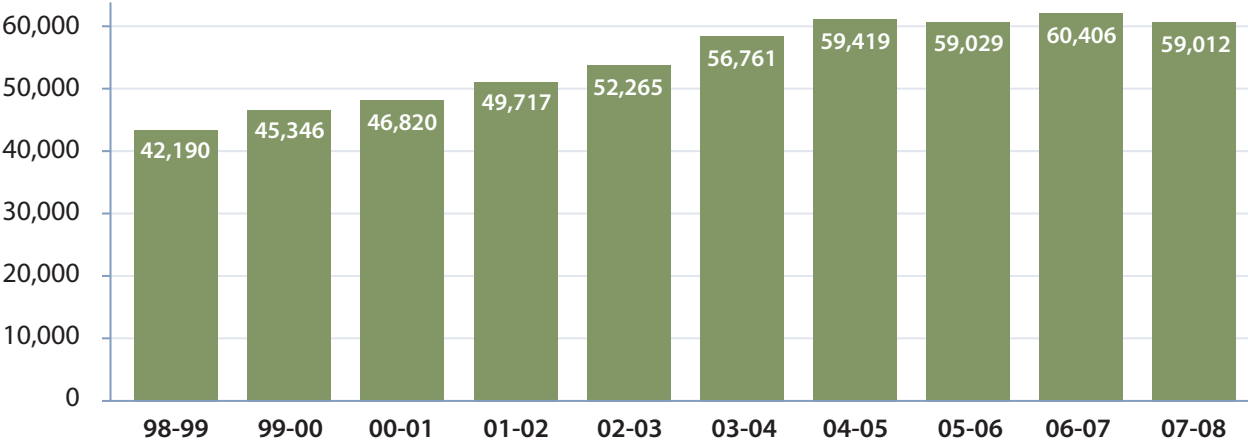
College	Summer 2007	Fall 2007	Winter 2008	Total
Algonquin	890	423	3,486	4,799
Collège Boréal	143	71	388	602
Cambrian	380	65	1,277	1,722
Canadore	126	27	845	998
Centennial	475	500	2,065	3,040
Conestoga	419	340	1,481	2,240
Confederation	120	33	871	1,024
Durham	377	53	1,779	2,209
Fanshawe	1009	568	3,166	4,743
Fleming	297	262	1,555	2,114
George Brown	806	637	3,477	4,920
Georgian	985	215	1,107	2,307
Humber	1059	618	3,345	5,022
La Cité collégiale	78	82	793	953
Lambton	120	55	600	775
Loyalist	87	42	1,060	1,189
Mohawk	479	396	2,258	3,133
Niagara	449	160	1,769	2,378
Northern	107	44	346	497
St.Clair	650	41	1,728	2,419
St. Lawrence	509	64	1,360	1,933
Sault	188	31	484	703
Seneca	1,252	1041	2,932	5,225
Sheridan	580	427	3,060	4,067
<b>Total</b>	<b>11,585</b>	<b>6,195</b>	<b>41,232</b>	<b>59,012</b>

Note that these totals exclude the graduates of collaborative nursing programs.

Source: MTCU.



Figure 5. Ontario college graduates by year, 1998-99 to 2007-08



Source: MTCU.

### 1.3 LEARNER DEMOGRAPHICS AND CHARACTERISTICS

Table 4. College applicants

	Per cent
<b>Gender</b>	
Female	55%
Male	45%
<b>First-generation status*</b>	43%
<b>Immigrant status</b>	
Born in Canada	83%
Immigrant	17%
• Immigrated prior to 2000	46%
• Between 2000-2004	27%
• Between 2005-2009	27%
<b>Employment status</b>	
Full time	22%
Part time	44%
Unemployed	28%
Military	1%
Not in the labour force	5%
<b>Average applicant age</b>	23 years
Direct from secondary school	19.8 years
Non-direct	25.5 years

Table 5. College students

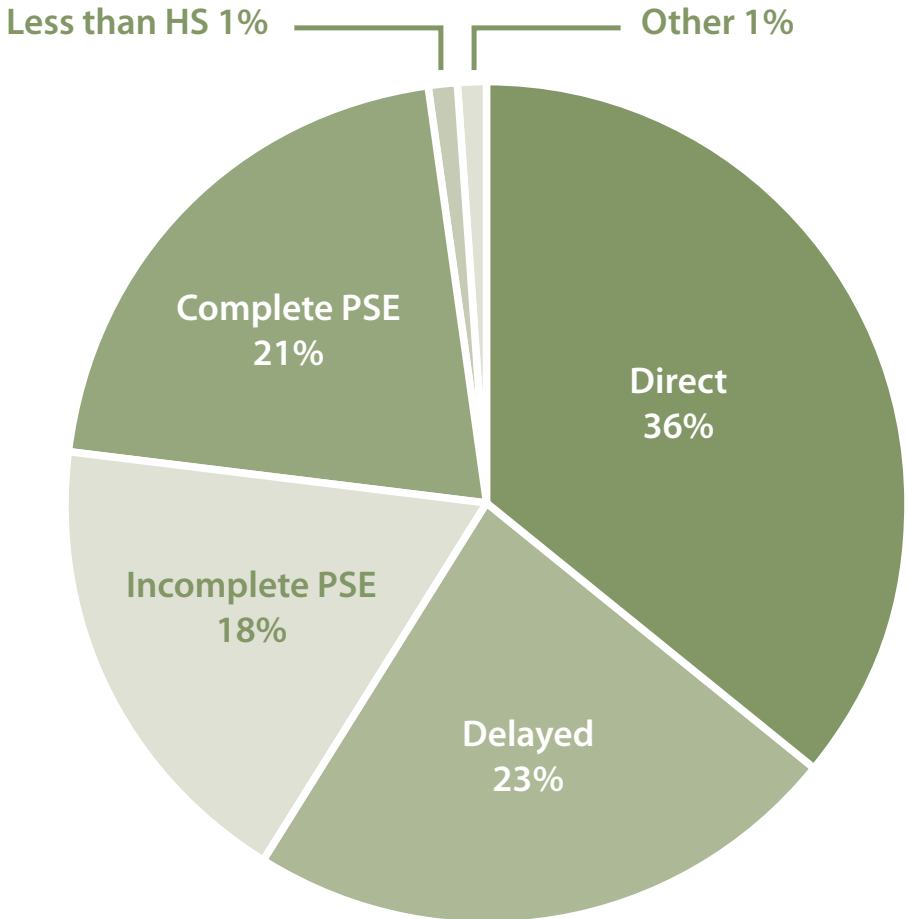
	Per cent
<b>Gender</b>	
Female	52%
Male	48%
<b>Age</b>	
<21 years	41%
21-25 years	36%
26-30 years	9%
31-35 years	5%
>35 years	9%
<b>First language</b>	
English	78%
French	5%
Other	17%

\*First generation is defined as neither parent having completed a PSE credential. If defined as neither parent having attended PSE, then the value would be 22 per cent.

Source: OCAS; 2009 Applicant Survey; 2009-10 Student Satisfaction Survey (MTCU); Colleges Ontario

**LEVEL OF EDUCATION**

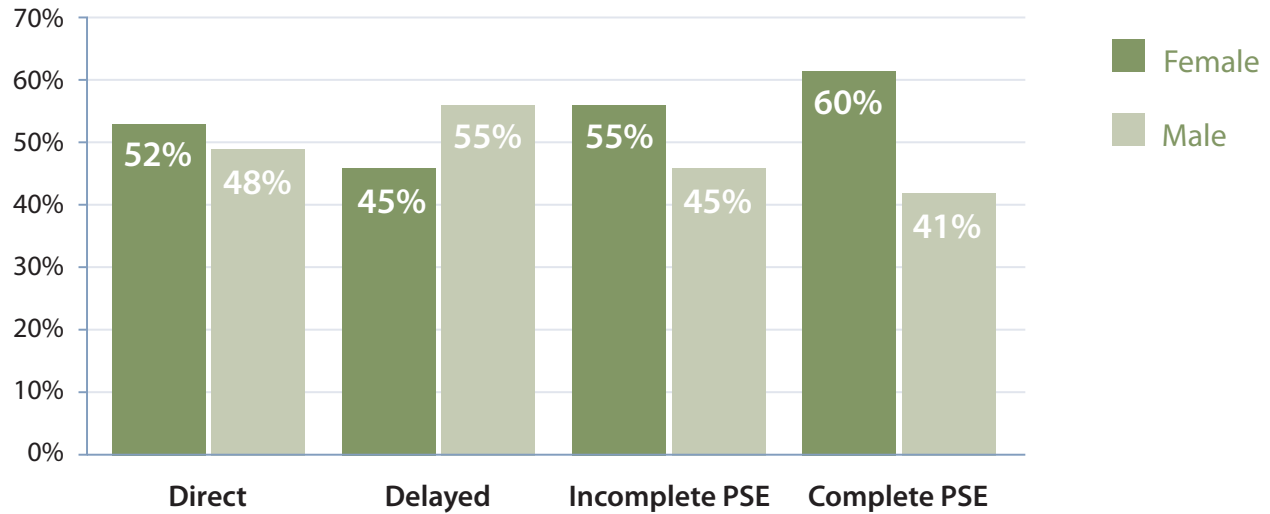
Figure 6. Pathways to college



Direct: entered college directly from secondary school  
 Delayed: no prior PSE experience, but did not enter directly from secondary school  
 Incomplete PSE: previous PSE experience, without a completed credential  
 Complete PSE: previous attainment of a diploma or degree  
 Source: Student Satisfaction Survey 2009-10 (MTCU); Colleges Ontario

- In 2009-10, 36 per cent of college students came directly from high school and an additional 23 per cent were delayed entrants (i.e. no prior postsecondary education experience, but did not come directly from high school). Thirty-nine per cent of students had previous postsecondary education, slightly more than 21 per cent of whom previously completed a college or university credential (about 12 per cent college, 10 per cent university).

Figure 7. Gender distribution of college students by entrant type\*



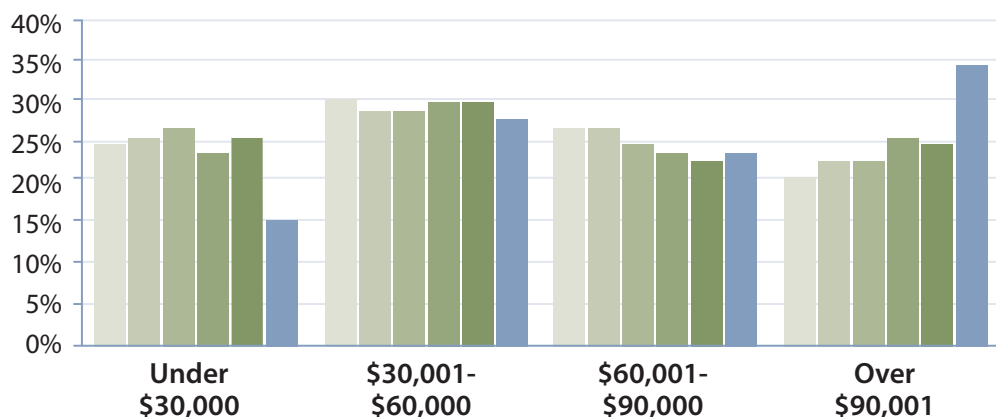
\*Direct: entered college directly from secondary school  
Delayed: no prior PSE experience, but did not enter directly from secondary school  
Incomplete PSE: previous PSE experience, without a completed credential  
Complete PSE: previous attainment of a diploma or degree

Source: 2009-10 Student Satisfaction Survey; Colleges Ontario

- The gender differential is smallest for students who come directly from secondary school and largest for those who come to college with a previous postsecondary credential. Males outnumber females only for delayed entrants (i.e., students who do not come directly from secondary school, and do not have previous PSE experience)

## HOUSEHOLD INCOME

Figure 8. Per cent of college applicants by household income quartile over time



	Under \$30,000	\$30,001-\$60,000	\$60,001-\$90,000	Over \$90,001
2004 college applicants	24%	30%	26%	20%
2005 college applicants	25%	28%	26%	22%
2006 college applicants	26%	28%	24%	22%
2008 college applicants	23%	29%	23%	25%
2009 college applicants	25%	29%	22%	24%
Ontario population*	15%	27%	23%	34%

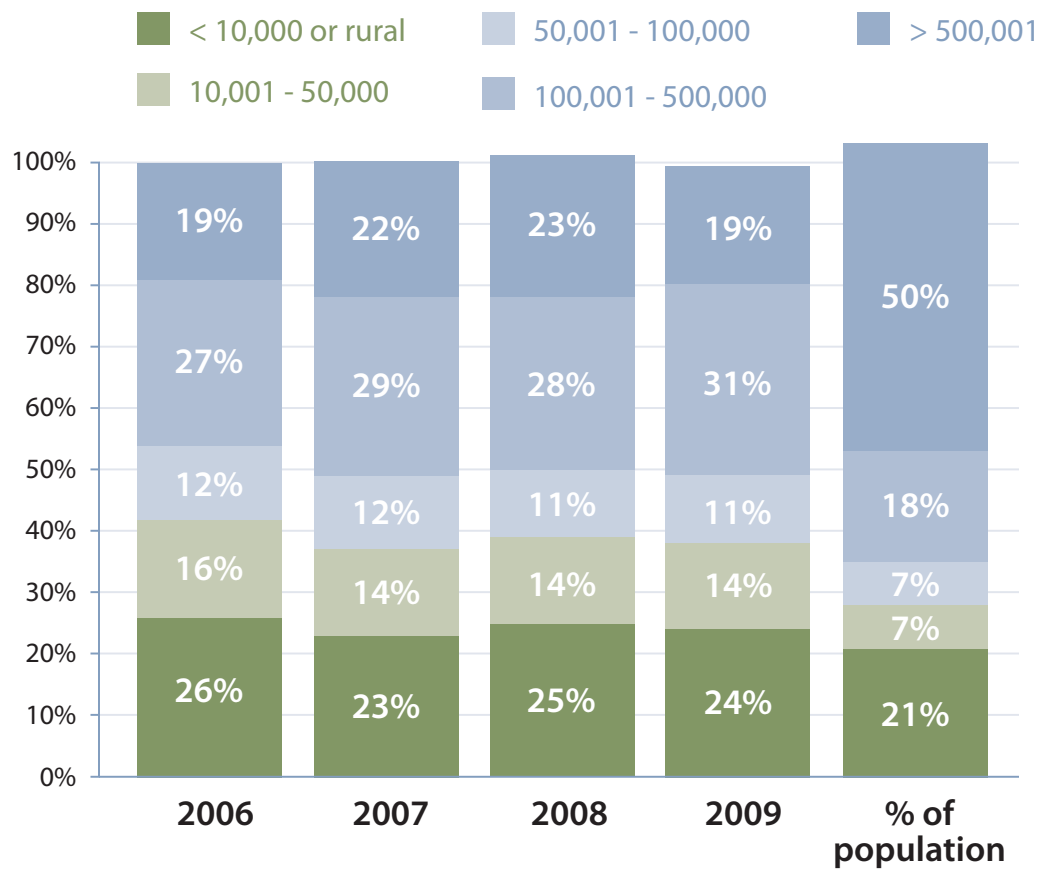
\*Statistics Canada, Census 2006 (topic-based tabulation = Ontario, total income, census family).

Source: Applicant Surveys, Academica Group Inc. (respondents who did not know their household incomes were not included). Household income data were not available in a directly comparable format for 2007.

- In 2009, one-quarter of college applicants reported a household income of less than \$30,000, and 54 per cent had incomes less than \$60,000

## POPULATION OF APPLICANT COMMUNITIES

Figure 9. Approximate population of applicant community



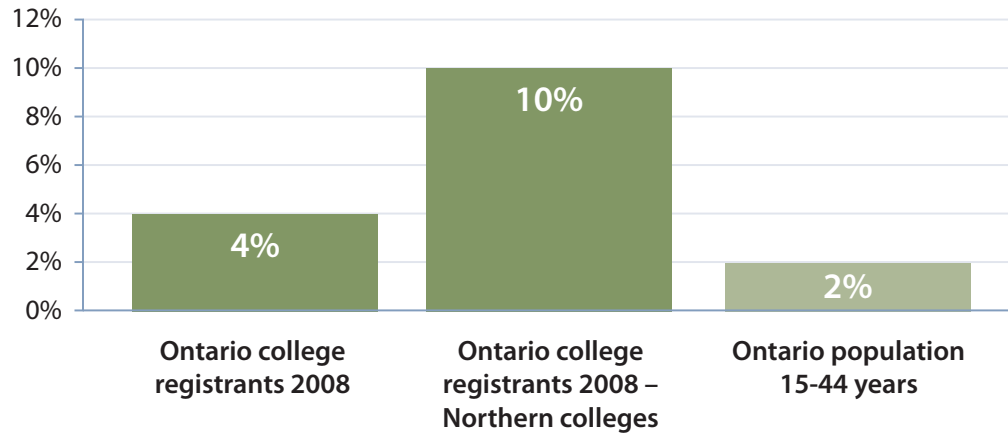
Note that categories may not sum to 100 per cent due to rounding.

Source: Applicants Surveys (Academica Group Inc.); Statistics Canada

- In 2009, 38 per cent of applicants came from communities of less than 50,000 people. For comparison, only 28 per cent of the Ontario population live in communities of this size, based on the latest available census data.

## ABORIGINAL STATUS

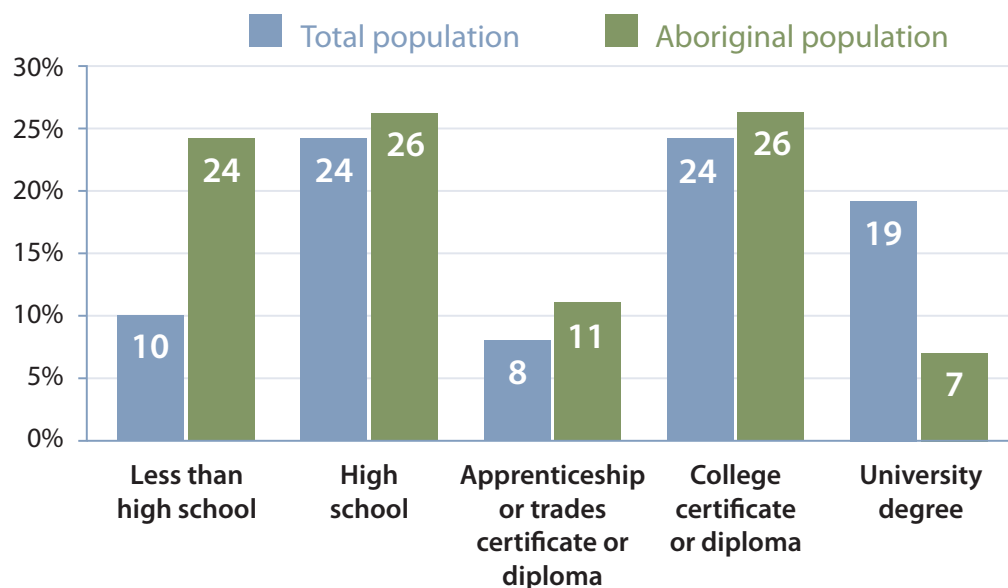
Figure 10. Proportion of registrants of aboriginal identity.



Sources: OCAS registrants matched to 2008 Applicant Survey respondents; Census 2006, Statistics Canada

- According to the latest available data, a higher proportion of college registrants self-identify as aboriginal persons as compared to the Ontario population. The proportion of aboriginal registrants was significantly higher for colleges in northern Ontario.

Figure 11. Educational attainment of the total Ontario population and the aboriginal population.



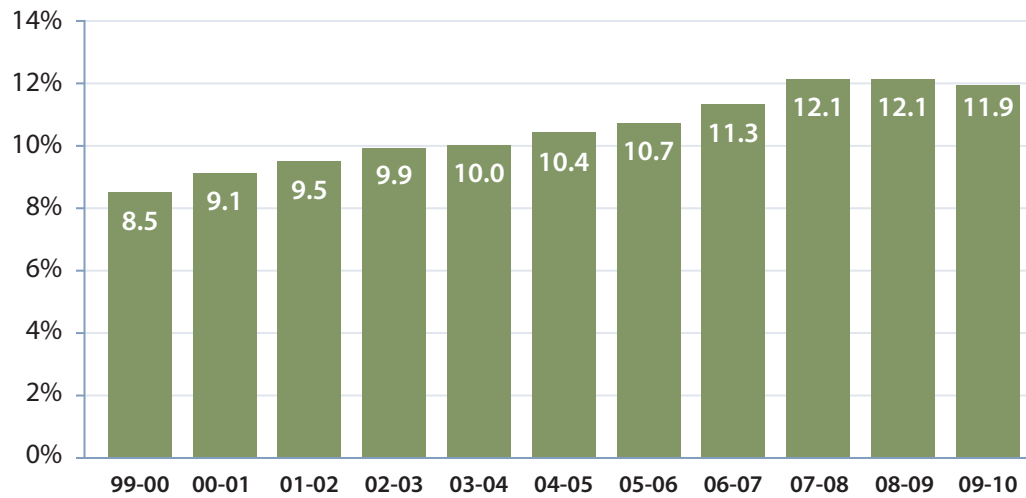
Source: Census 2006, Statistics Canada; Colleges Ontario

- Census data show that the aboriginal population was more likely than the general population of Ontario to have completed a trade or college certificate, and much less likely to have completed a university degree.



## STUDENTS WITH DISABILITIES

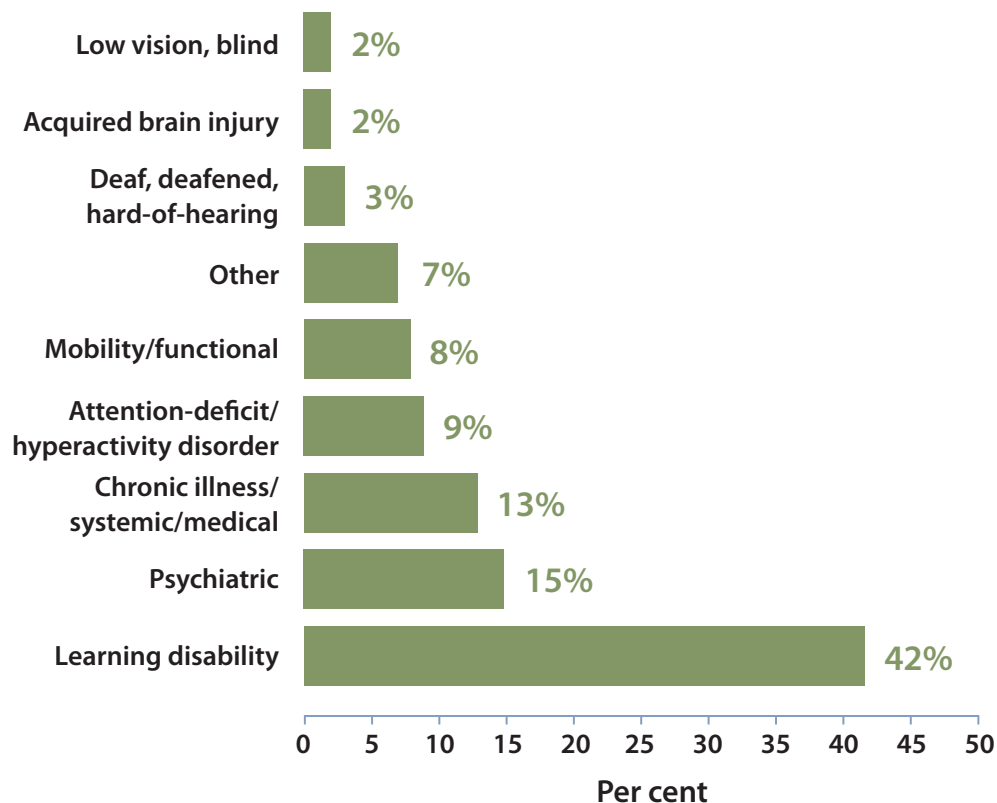
Figure 12. Per cent of students self-reporting the use of special needs/disability services



Source: Student Satisfaction Surveys; Colleges Ontario

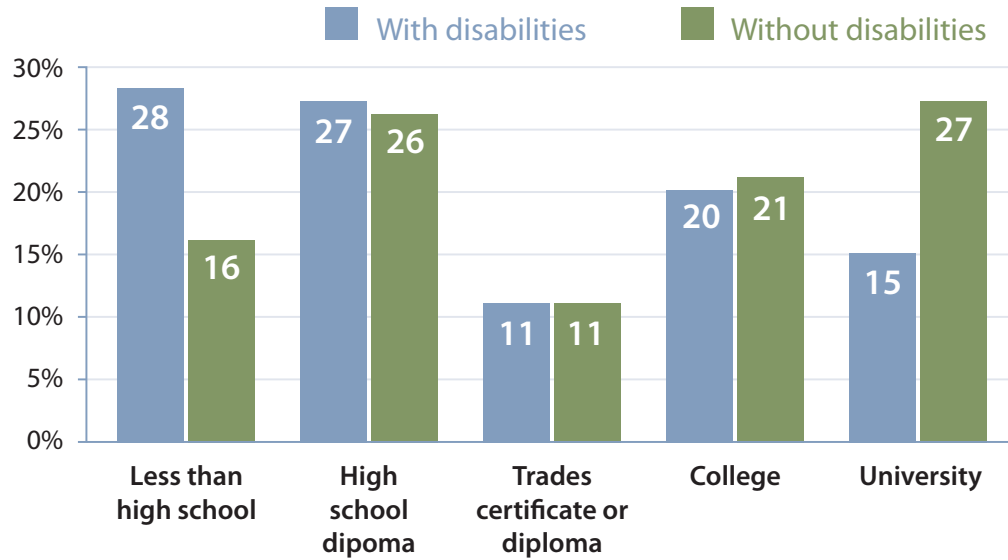
- Of the 12 per cent of Ontario college students who indicated use of “Special Needs/Disability Services” at their colleges in the last few years, half reported high usage.

Figure 13. Students with disabilities: Per cent distribution by disability type.



Source: 2008-09 College Disability Offices Year-End Reports, MTCU; Colleges Ontario

Figure 14. Educational attainment of the Ontario population with and without disabilities, Age 25 - 54 years

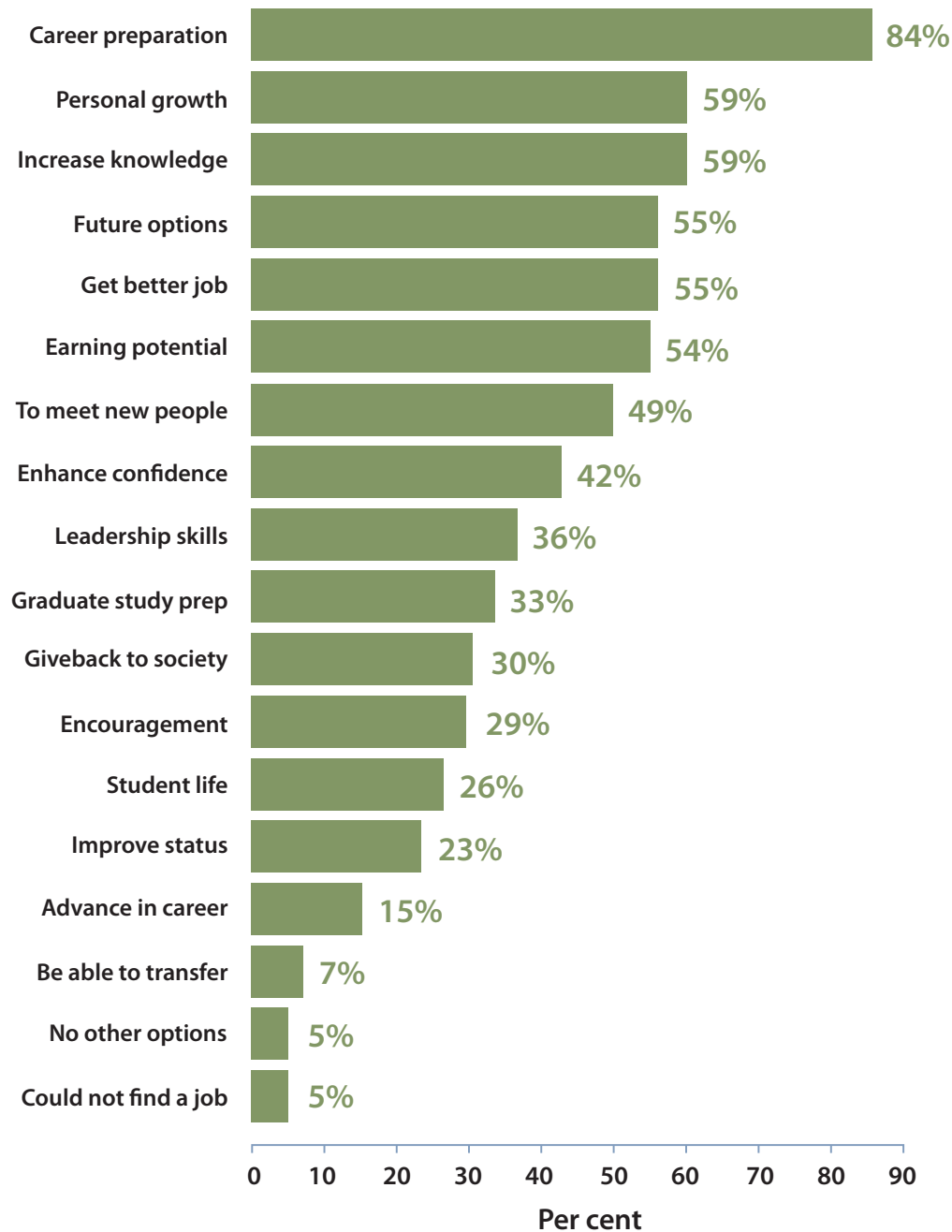


Source: Participation and Activity Limitation Survey 2001, Statistics Canada

- The most recent data available from Statistics Canada on educational attainment of Ontarians with disabilities show that these individuals are much less likely to complete high school, and also much less likely to attain a university credential than individuals without disabilities. In contrast, individuals with disabilities are as likely as those without disabilities to attain a trade or college credential.

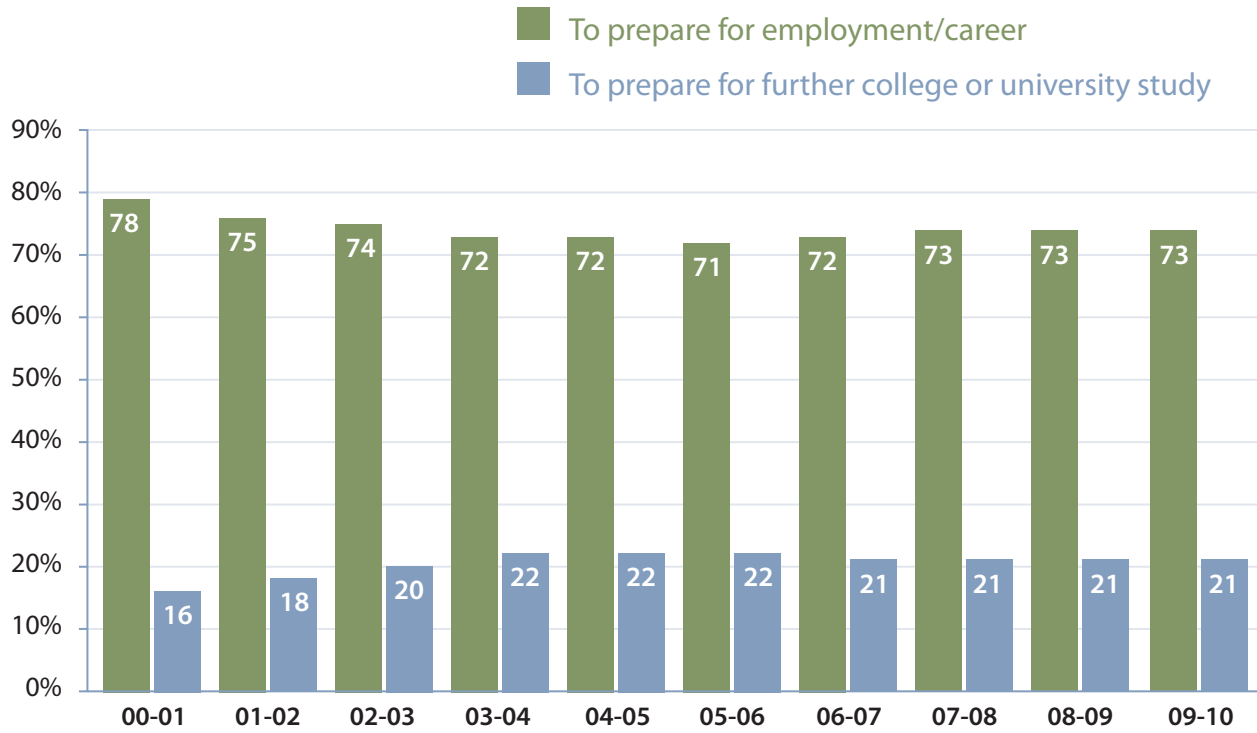
## MAIN GOALS

Figure 15. Major reasons for applying to college as reported by college applicants



Source: 2009 Applicant Survey, Academic Group Inc.

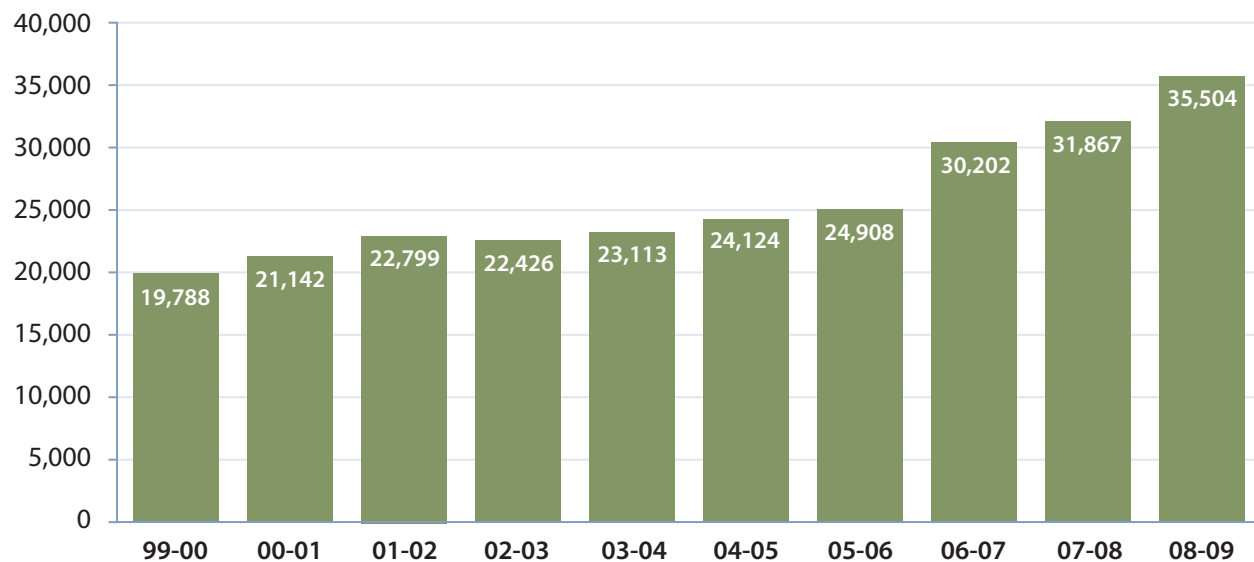
Figure 16. 'Main goal' of college students in enrolling in their programs



Source: Student Satisfaction Surveys.

## 1.4 APPRENTICES

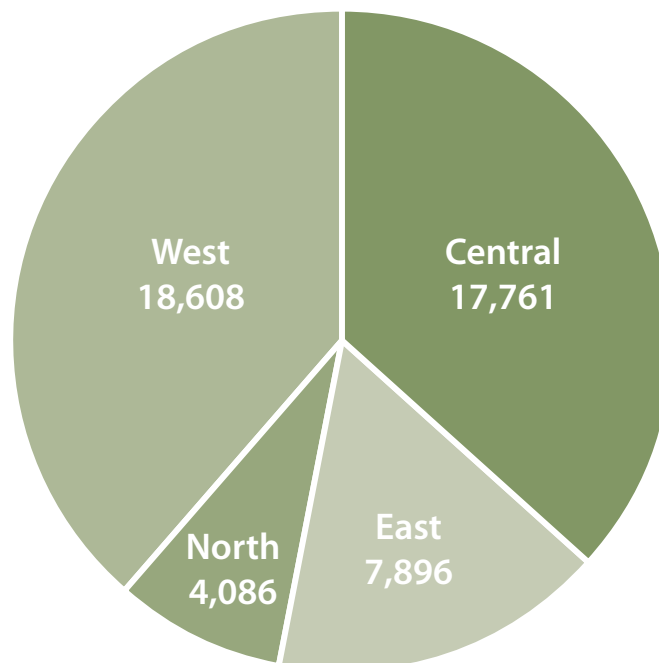
Figure 17. New CAAT apprenticeship starts by year



Source: MTCU.

- In 2008-09, 87 per cent of the new apprenticeship seats in Ontario were allocated to the colleges, for a CAAT total of 35,504. For 2009-10, a total of 48,348 new CAAT apprenticeship seats were planned

Figure 18. New CAAT planned apprenticeship starts by region for 2009-10



Source: MTCU.

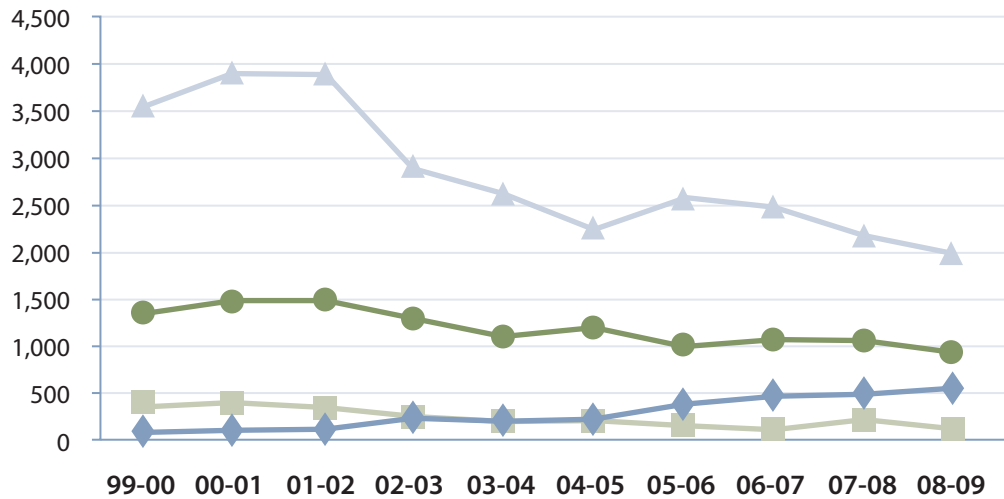
Figure 19. CAAT apprenticeship new starts by sector and region, by year



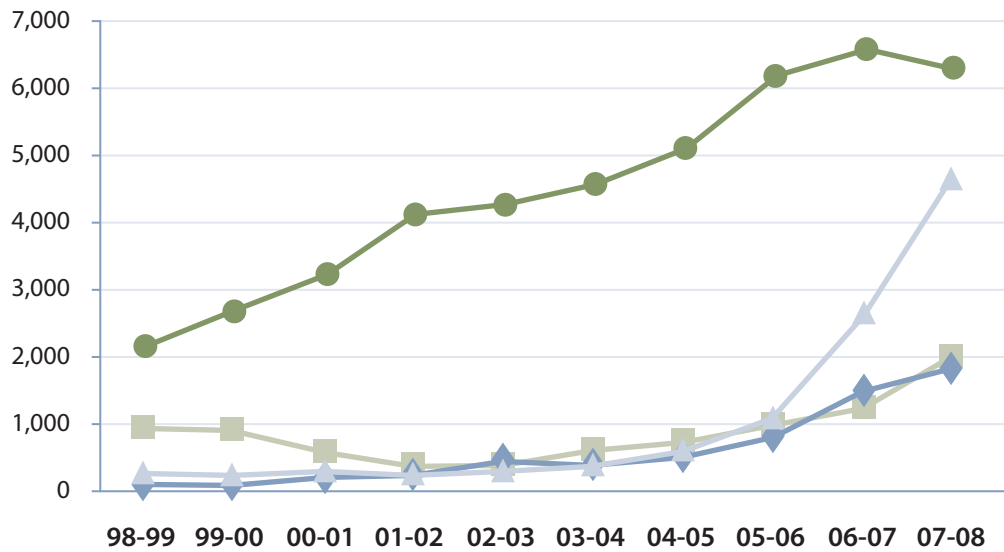
Source: MTCU; Colleges Ontario

● Central   ■ East   ◆ North   ▲ West

## Industrial



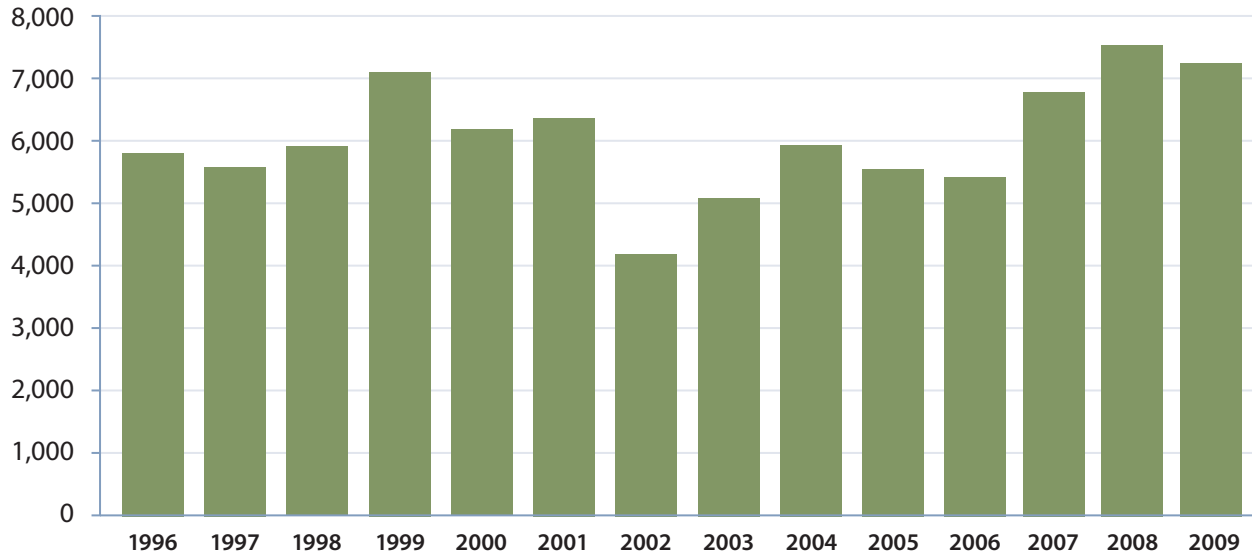
## Service



Source: MTCU; Colleges Ontario

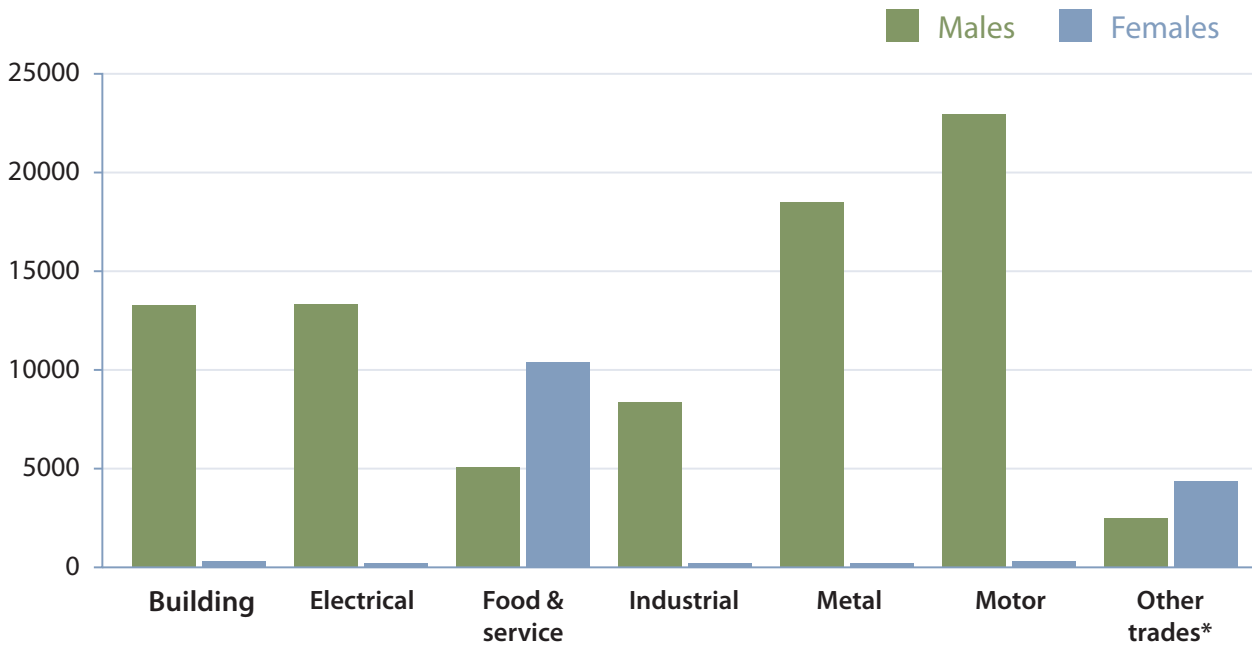
- Reflecting local economies, the distribution of new apprenticeship starts and the pattern of change across employment sectors differs by provincial region. For example, new starts in the service sector are highest in central Ontario, but western Ontario has shown recent growth in this sector. The number of new starts in the industrial sector continues to decline, particularly in western Ontario, while the number of annual motive power new starts remains relatively stable across regions.

Figure 20. Number of certificates\* issued in Ontario by year



\*Certificate of Qualification (C of Q) or a Certificate of Apprenticeship (C of A) where the C of A is the only requirement of the trade.  
Source: MTCU

Figure 21. Per cent distribution of registered apprentices by gender



\*Statistics Canada notes that the "Other trades" category includes many of the apprenticeship trades and occupations that have been introduced since the 1990s. Examples provided include child and youth worker, early childhood educator, pork production technician, and those related to motion picture and theatre.

Source: Statistics Canada 2006, Table 477-0051.

- Detailed information on the gender of registered apprentices is available from Statistics Canada. In Ontario, females comprise only about 17 per cent of total registered apprentices, and are significantly under-represented in most of the trades.



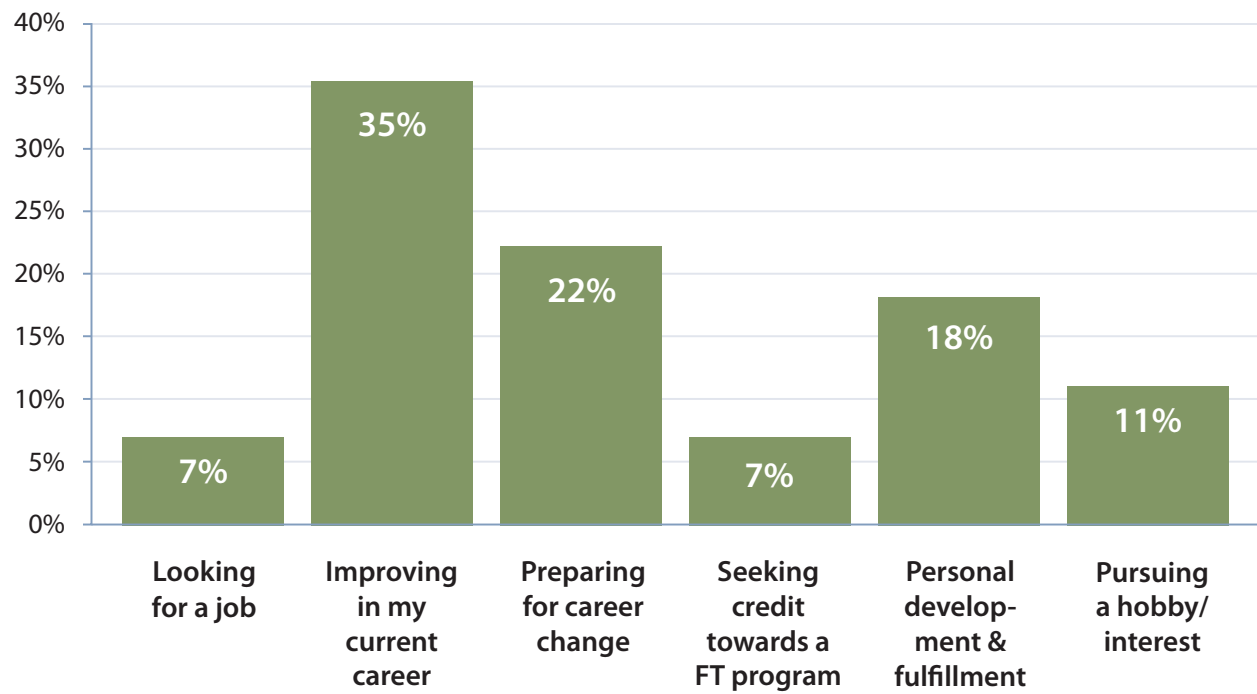
## 1.5 CONTINUING EDUCATION STUDENTS

Table 6. Background characteristics of college continuing education students

Gender	Per cent
Female	66%
Male	34%
<b>Age</b>	
<20 years	2%
20-24 years	12%
25-34 years	31%
35-44 years	28%
45-54 years	19%
>54 years	8%
<b>First language</b>	
English	70%
French	3%
Other	27%
<b>Immigrant status</b>	
Recent immigrant (last 10 years)	19%
<b>Previous education</b>	
High school or less	29%
College certificate	12%
College diploma	24%
University degree	35%
<b>First-generation status</b>	
Neither parents nor siblings attended college or university	32%
<b>Employment status</b>	
Full time	69%
Part time	15%
Unemployed	7%
Homemaker	3%
Retired	3%
Other	3%

Source: 2008 Continuing Education Survey (CCI Research Inc.); Colleges Ontario

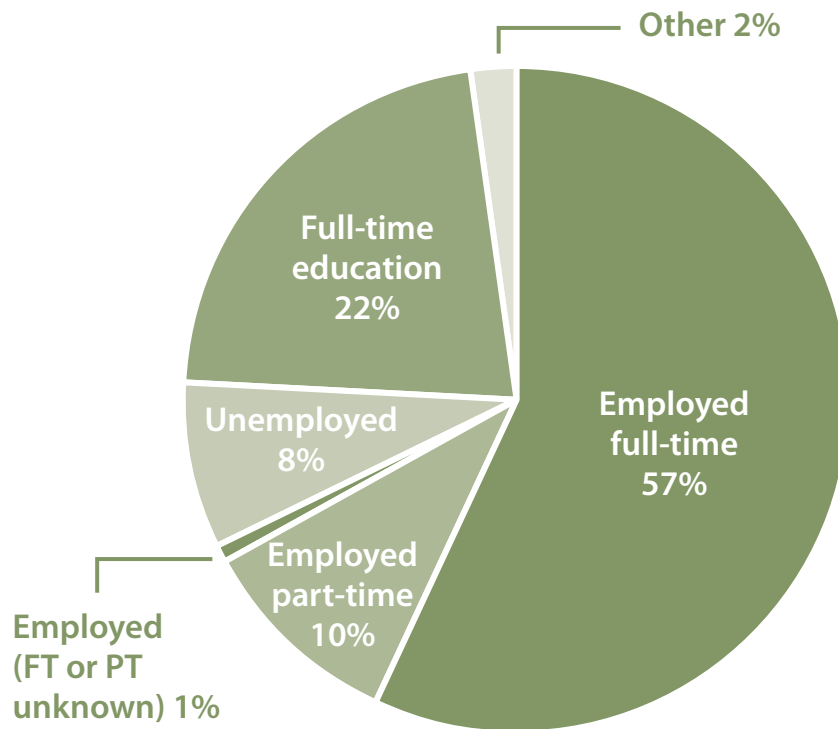
Figure 22. Main reason for taking a continuing education course



Source: 2008 Continuing Education Survey (CCI Research Inc.)

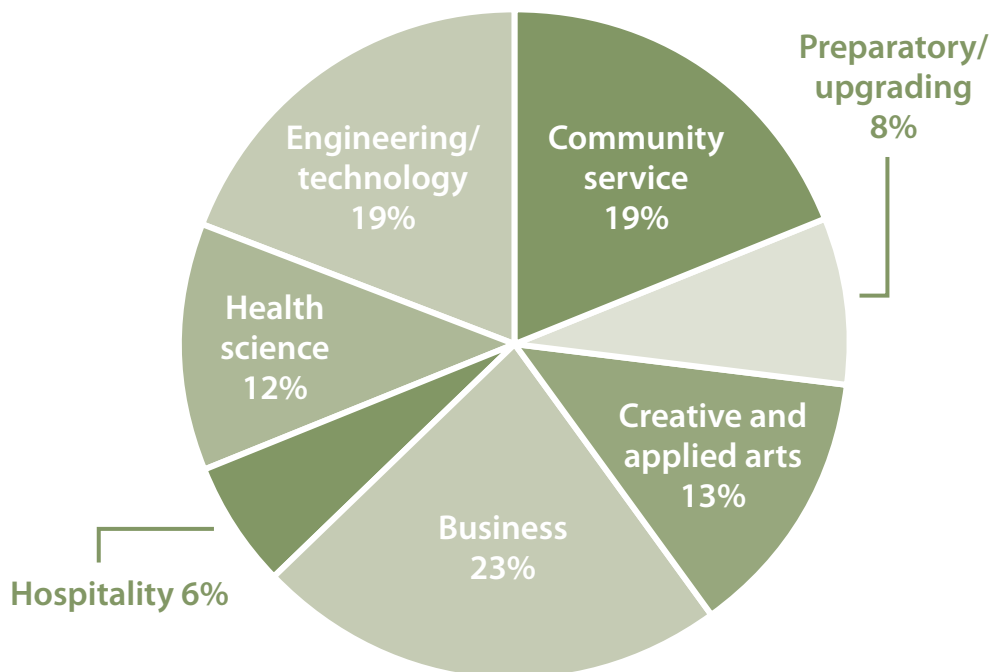
## 1.6 GRADUATES

Figure 23. Current status of 2007-08 graduates (six months after graduation)



Source: 2009 Employment Profile (MTCU); Colleges Ontario

Figure 24. College graduates by employment sector (i.e., field in which graduates were employed, six months after graduation)



Note that this chart does not include any graduates of collaborative nursing programs. This exclusion results in an understatement of the proportion of graduates employed in the health sector.

Source: 2009 Employment Profile (MTCU); Colleges Ontario

Table 7. Graduates by occupation cluster: 2007-08

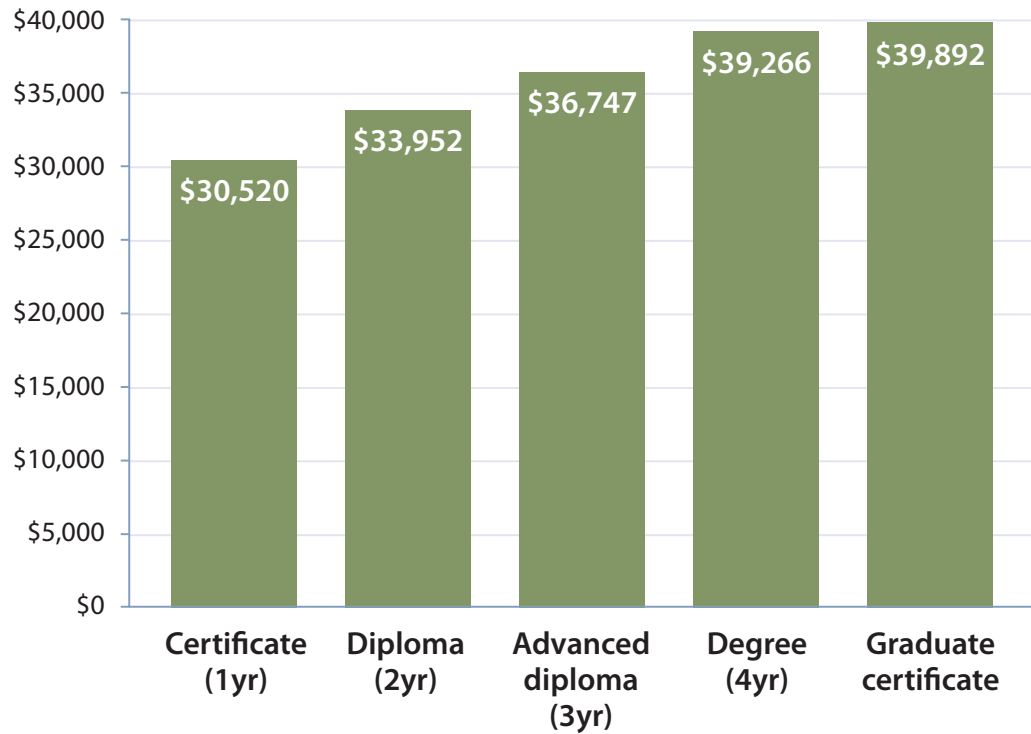
Applied arts	Number of graduates	% of total graduates	% change over previous year
Advertising and design	1808	3.1	-1.5
Art	827	1.4	1.1
Child/youth worker	825	1.4	-8.3
Community planning	21	0.0	-8.7
Crafts	91	0.2	-20.9
Developmental services worker	523	0.9	-11.5
Education	3143	5.3	-8.4
Fashion	703	1.2	2.2
Graphic arts/printing	26	0.0	0.0
Horticulture	264	0.4	19.5
Law and security	3307	5.6	-10.5
Library	98	0.2	10.1
Media	3282	5.6	-0.8
Native community worker	35	0.1	0.0
Performing arts	401	0.7	-15.8
Preparatory/upgrading	4720	8.0	0.0
Public relations	519	0.9	-3.9
Recreation/fitness	967	1.6	-12.3
Social services	2538	4.3	0.5

<b>Business</b>	<b>Number of graduates</b>	<b>% of total graduates</b>	<b>% change over previous year</b>
Accounting/finance	2777	4.7	4.1
Aviation management	38	0.1	-30.9
Business computer	872	1.5	-22.0
Business legal	992	1.7	-5.3
Business management	3018	5.1	-7.8
Culinary arts	1231	2.1	7.8
Government/real estate	23	0.0	4.5
Hospitality management	1276	2.2	5.3
Human resources/industrial relations	1271	2.2	0.0
Marketing/retail sales	2029	3.4	-2.0
Materials management	241	0.4	18.7
Office administration	1090	1.8	3.9
Office administration – health	553	0.9	6.6
Office administration – legal	177	0.3	-7.3
Small business	205	0.3	12.6
Travel/tourism	1032	1.7	15.4
<b>Health sciences</b>	<b>Number of graduates</b>	<b>% of total graduates</b>	<b>% change over previous year</b>
Animal care	463	0.8	8.4
Health – miscellaneous	933	1.6	-7.5
Health technology	1961	3.3	-11.3
Nursing related	3753	6.4	3.3

Technology	Number of graduates	% of total graduates	% change over previous year
Architectural	526	0.9	-9.9
Automotive	668	1.1	-14.1
Aviation – flight	86	0.1	7.5
Aviation – maintenance	219	0.4	10.6
Chemical/biological	719	1.2	6.2
Civil	1295	2.2	16.9
Drafting	75	0.1	-5.1
Electronics	2440	4.1	-5.0
Furniture/wood products	331	0.6	13.7
Geology/mining	78	0.1	23.8
Industrial	29	0.0	-39.6
Instrumentation	135	0.2	-14.0
Machining	420	0.7	-7.9
Marine	55	0.1	5.8
Mechanical	2068	3.5	-4.3
Power	175	0.3	3.6
Resources	841	1.4	3.8
Technology miscellaneous	692	1.2	6.5
Welding	127	0.2	-13.0
<b>Total</b>	<b>59,012</b>	<b>100</b>	<b>-2.3</b>

Source: 2009 Employment Profile (MTCU); Colleges Ontario

Figure 25. Average annual salaries of 2007-08 graduates (six months after graduation) by college credential earned

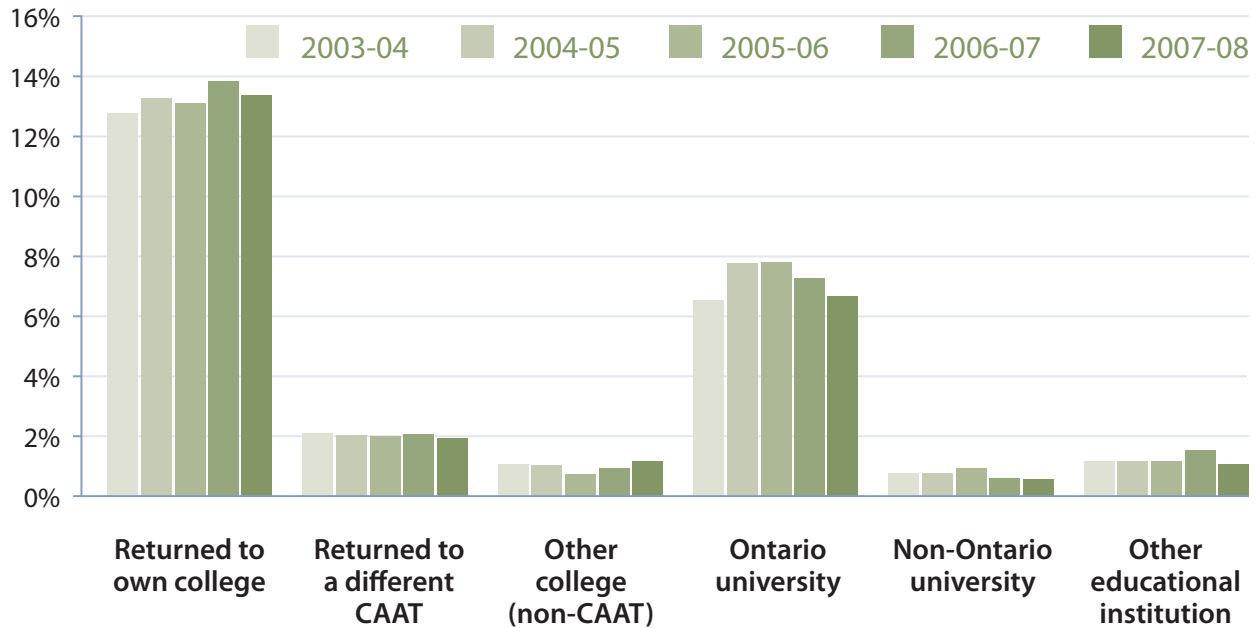


Salaries are for those working full time in jobs related to their fields of study, six months after graduation. There were 46 salaries > \$100,000, which were not used in salary calculations.

Source: 2009 Employment Profile (MTCU).

- Graduate salaries are related to program duration and type of program. Graduates of one-year graduate certificate programs (specialist programs requiring a previous diploma or degree) earned the highest salaries on average (\$39,892), followed by degree programs, three-year advanced diploma programs, two-year basic diplomas, and then one-year certificate programs, demonstrating a greater return on investment with a longer duration of study.

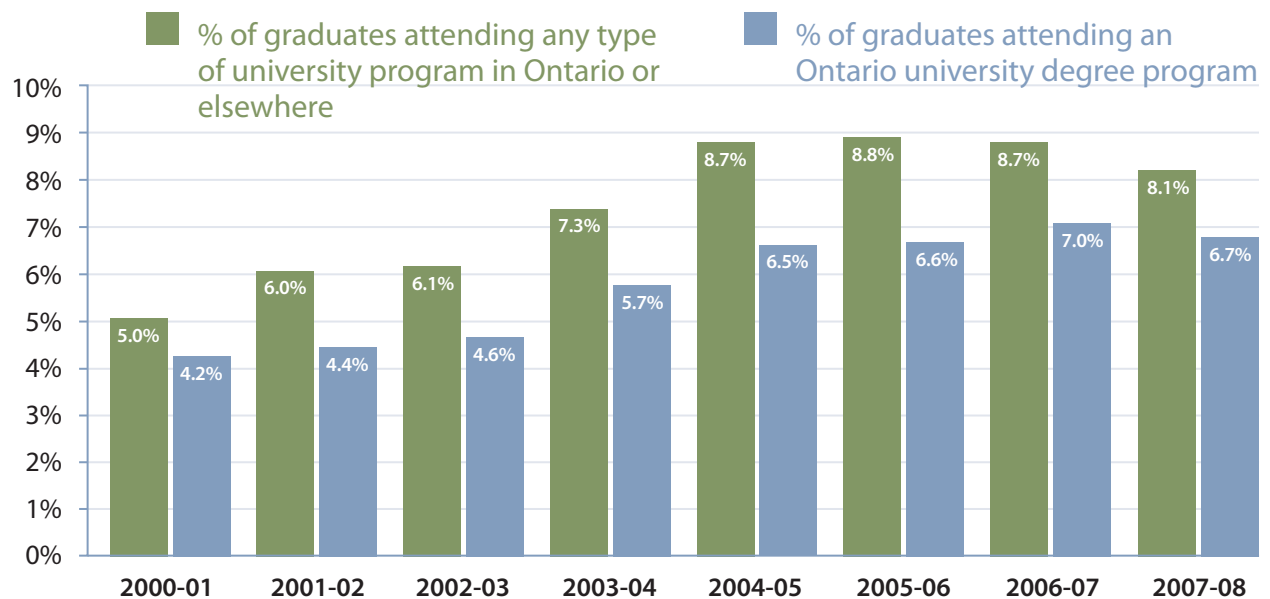
Figure 26. Further education of graduates



Source: Graduate Satisfaction Surveys (MTCU); Colleges Ontario

- In recent years, approximately one-quarter of college graduates continue their education immediately (i.e., within six months) of graduation. The percentages vary slightly from year to year, but returning to their college of graduation or enrolling in an Ontario university continue to be the most popular choices. For example, approximately 13 per cent of 2007-08 graduates returned to their college of graduation to further their education, while seven per cent enrolled immediately in an Ontario university.

Figure 27. College graduates attending university\* by year



\*Data include those graduates who went on to register for collaborative degree programs, either through the college or the university. Survey questions were changed as of 2006-07, in order to distinguish collaborative degrees.

Sources: Graduate Satisfaction Surveys; Colleges Ontario



## 1.7 PERCEPTIONS

### STUDENTS

As part of the annual Student Satisfaction Survey, college students are asked to rate their satisfaction with numerous aspects of their college experience. Student satisfaction with academic components specific to teaching and learning experiences tend to be rated very highly.

Table 8: Examples of student satisfaction survey items on teaching and learning

Student Satisfaction Survey item	Per cent very satisfied/satisfied
Provides you with skills and abilities specific to your chosen career	87%
Includes topics relevant to your future success	86%
Teachers' knowledge of their subjects	85%
Teachers are up-to-date/current in their fields	84%
Develops your ability to work with others	82%

The quality of other key areas of facilities/resources and services that impact students' experiences, however, have not been rated as highly. Examples of such responses include:

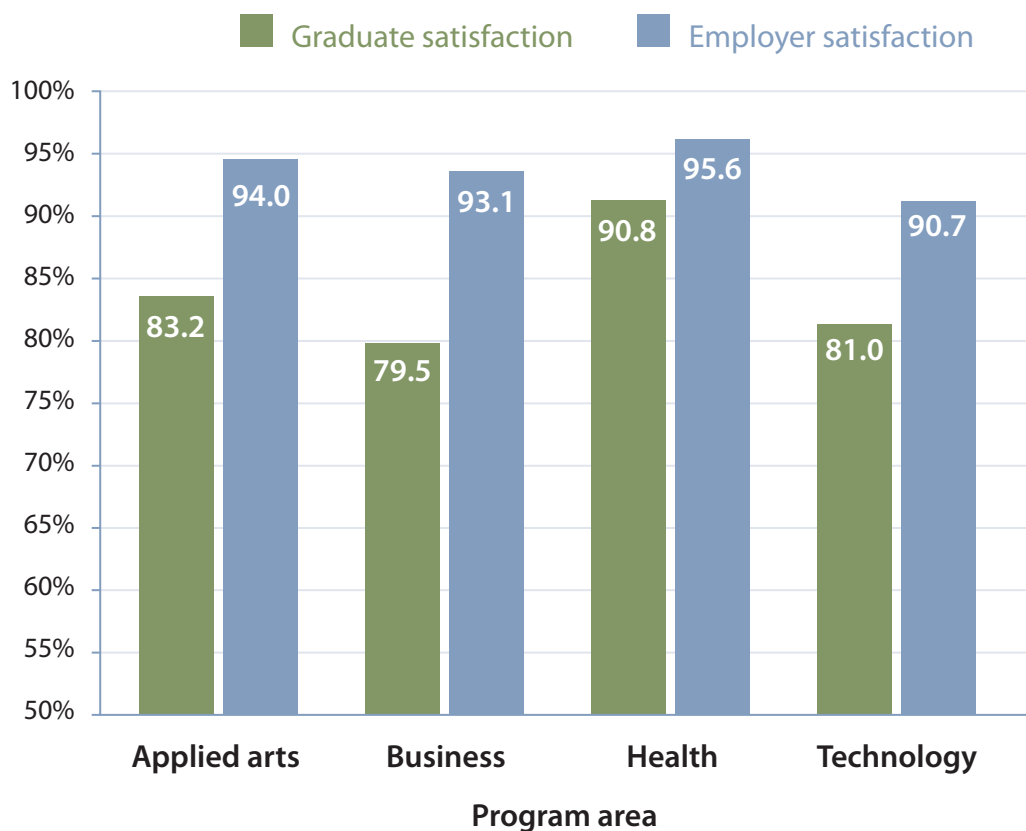
- Sixty-nine per cent were very satisfied/satisfied with the overall quality of their colleges' facilities/resources.
- Sixty-nine per cent were very satisfied/satisfied with the overall quality of the services in the colleges.

## GRADUATES

In addition to the KPIs, many other details regarding graduate experiences are available from the Graduate and Employer Surveys. Some of the highlights from last year's survey include:

- Ninety-six per cent of graduates would recommend their colleges to someone else, and 89 per cent of graduates would recommend their specific programs.
- Ninety-one per cent of college graduates were very satisfied/satisfied that the course material in their programs was up to date.
- Eighty-nine per cent of graduates were very satisfied/satisfied with the course content and 89 per cent with the overall quality of instruction.
- Eighty-seven per cent of graduates were very satisfied/satisfied that the equipment was up to date

Figure 28. Graduate and employer satisfaction by division (2007-08 graduates, six months after graduation; percentages very satisfied/satisfied)



Source: Employment Profile 2009 (MTCU).

Table 9. Graduate and employer beliefs about the importance of the following skills and abilities for the graduates' current position and their satisfaction with graduates' educational preparation (Percentages)

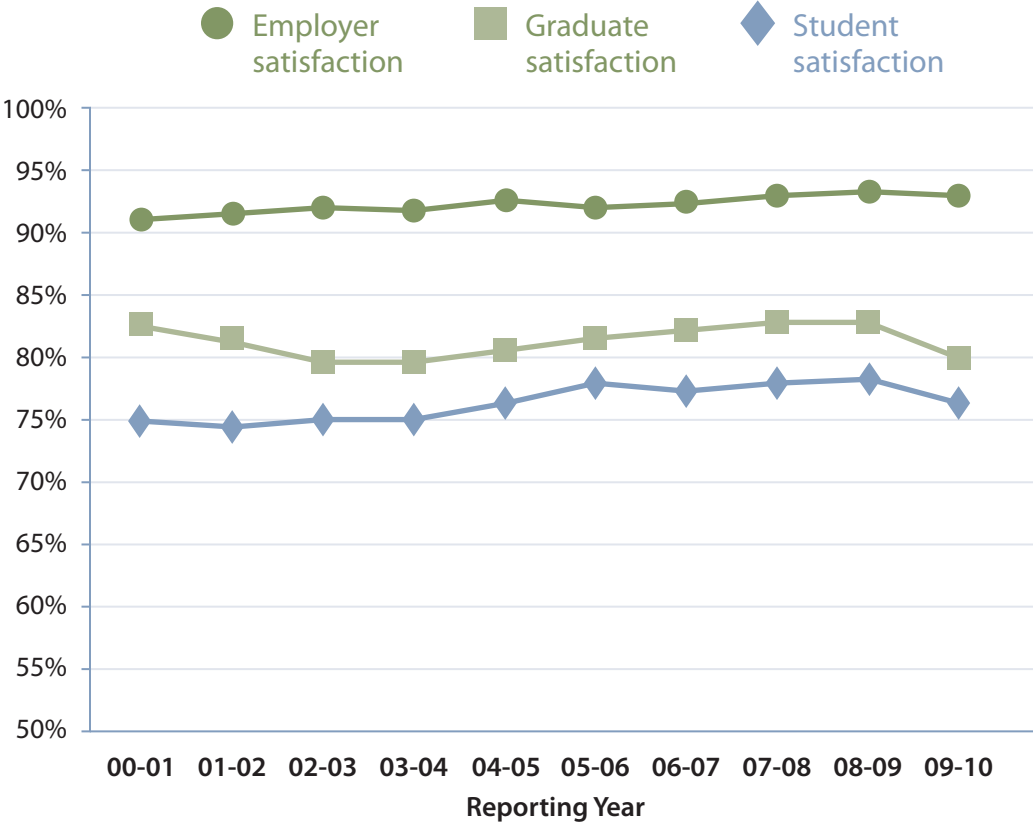
	Importance (extremely important /important)		Satisfaction (very satisfied/satisfied)	
	Graduate-rated	Employer-rated	Graduate-rated	Employer-rated
A. Specific job-related knowledge	92	92	86	87
B. Specific job-related skills	92	94	87	88
C. Oral communication	96	98	91	93
D. Written communications	84	89	89	89
E. Comprehension	96	98	93	95
F. Math skills	60	66	74	82
G. Computer skills	74	79	83	90
H. Critical thinking	92	95	91	89
I. Problem solving	95	97	91	89
J. Research and analysis	64	61	81	75
K. Teamwork	93	99	92	95
L. Organization and planning	94	95	90	89
M. Time management	96	97	90	88
N. Quality of work	98	100	92	94
O. Productivity	95	98	90	91
P. Creative and innovative	74	82	82	82
Q. Adaptable	94	97	90	94
R. Responsible	99	100	93	95

Source: Graduate Satisfaction Survey 2007-08; Colleges Ontario

- Graduates and employers display very high agreement in their ratings of the relative importance of each of these components to the work the graduates are doing. Ratings of satisfaction with preparation are also quite high, with a somewhat greater difference between the ratings of graduates and employers.

# 1.8 KEY PERFORMANCE INDICATORS: STUDENTS AND GRADUATES

Figure 29. Satisfaction scores by year\*

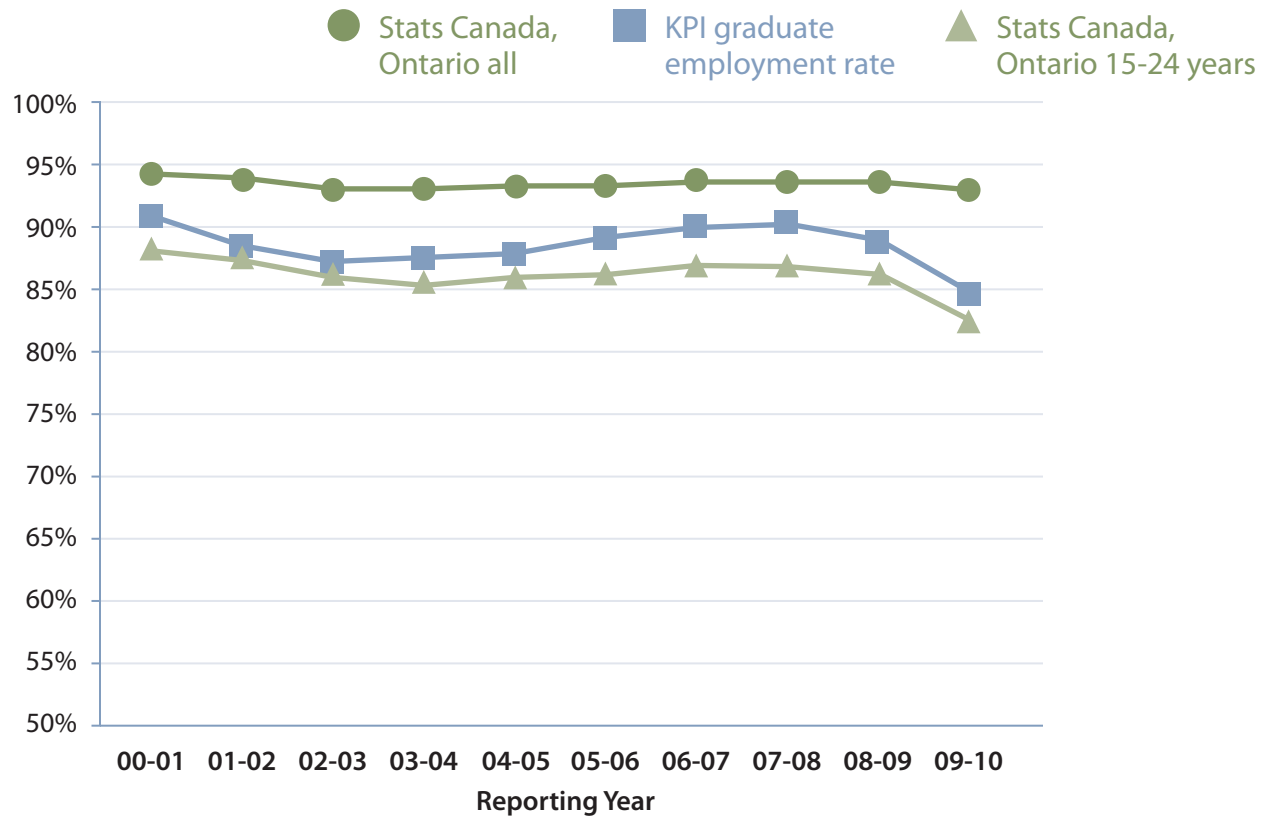


\*KPI reporting year

Source: Student Satisfaction Surveys, Graduate Satisfaction Surveys, Employer Satisfaction Surveys (MTCU); Colleges Ontario

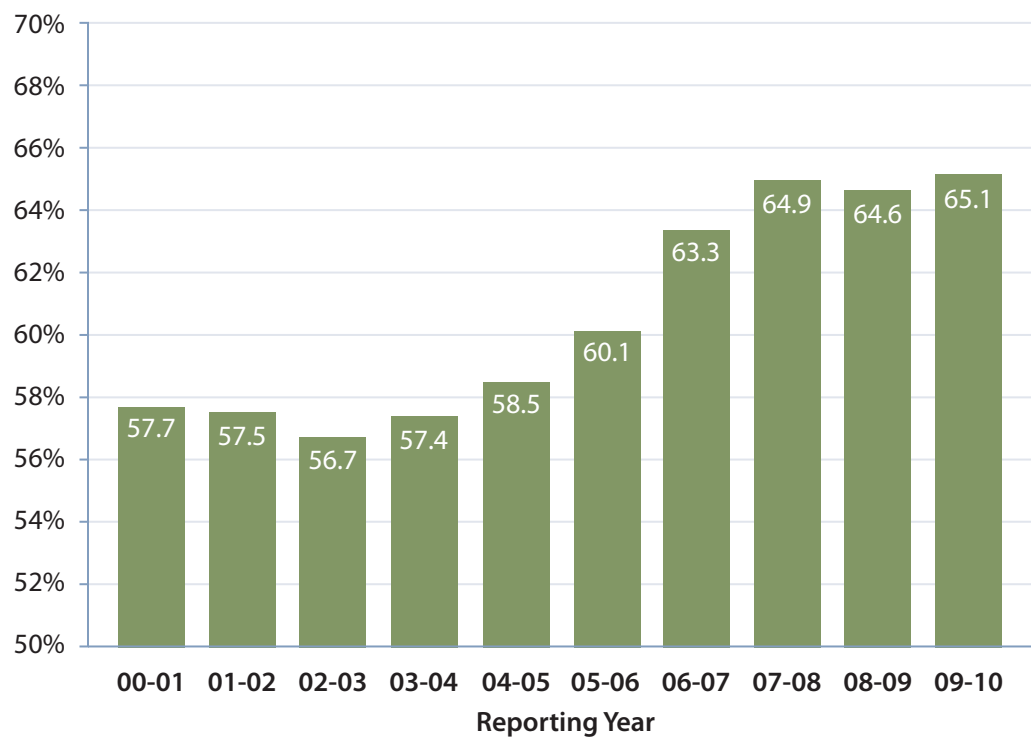
- Ontario college data include five key performance indicators (KPIs): student satisfaction rate, graduate satisfaction rate, employer satisfaction rate, graduation rate, and graduate employment rate. Graduation rates are reported by the colleges, while surveys are used to collect all other information. Independent research firms collect the survey data on behalf of the colleges and the ministry.

Figure 30. Employment rates: KPI graduate employment rate vs. provincial employment rates (ON total and ON age 15-24 years)



Source: MTCU.

Figure 31. College graduation rates by year



Source: MTCU.

Table 10. Key performance indicators 2001-02 to 2009-10\*

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Graduate employment rate (%)	88.7	87.4	87.7	88.0	89.3	90.1	90.5	88.9	84.8
Graduation rate (%)	57.5	56.7	57.4	58.5	60.1	63.3	64.9	64.6	65.1
<b>Graduate satisfaction rate (%)</b>									
<b>Very satisfied/satisfied</b>	<b>81.4</b>	<b>79.8</b>	<b>79.7</b>	<b>80.5</b>	<b>81.6</b>	<b>82.0</b>	<b>82.8</b>	<b>82.7</b>	<b>79.8</b>
Neither	9.7	11.0	10.5	10.3	9.9	10.0	10.0	9.6	11.4
Very dissatisfied/dissatisfied	8.9	9.1	9.8	9.2	8.5	8.0	7.2	7.7	8.8
<b>Employer satisfaction rate (%)</b>									
<b>Very satisfied/satisfied</b>	<b>91.7</b>	<b>92.0</b>	<b>92.0</b>	<b>92.7</b>	<b>92.1</b>	<b>92.6</b>	<b>93.1</b>	<b>93.3</b>	<b>93.0</b>
Neither	6.0	6.0	5.4	4.6	5.1	4.8	4.2	4.2	4.9
Very dissatisfied/dissatisfied	2.4	2.0	2.6	2.7	2.9	2.6	2.7	2.5	2.1
<b>Student satisfaction rate (%)</b>									
<b>Very satisfied/satisfied</b>	<b>74.4</b>	<b>75.1</b>	<b>75.1</b>	<b>76.3</b>	<b>77.8</b>	<b>77.4</b>	<b>77.9</b>	<b>78.4</b>	<b>76.3</b>
Neither	18.6	17.9	17.8	17.1	16.2	16.4	16.2	15.8	17.0
Very dissatisfied/dissatisfied	7.0	7.0	7.0	6.6	6.1	6.1	5.9	5.8	6.7
<b>• Knowledge and skills gained (Question 14)</b>									
Very satisfied/satisfied	85.6	85.8	85.1	86.3	87.3	87.2	87.5	88.1	87.2
Neither	10.3	9.8	10.4	9.7	8.8	9.0	8.8	8.4	8.9
Very dissatisfied/dissatisfied	4.1	4.3	4.5	4.0	3.9	3.8	3.7	3.4	3.9
<b>• Quality of learning experience (Question 26)</b>									
Very satisfied/satisfied	78.6	79.0	78.9	80.1	81.2	81.1	81.8	82.4	80.2
Neither	15.7	15.2	15.3	14.5	13.7	13.7	13.4	13.0	14.4
Very dissatisfied/dissatisfied	5.8	5.8	5.9	5.4	5.1	5.2	4.8	4.7	5.4
<b>• Quality of facilities/resources (Question 44)</b>									
Very satisfied/satisfied	67.1	68.1	68.8	70.0	71.7	71.0	71.3	71.8	69.3
Neither	23.5	22.5	22.2	21.4	20.5	20.9	20.8	20.4	21.5
Very dissatisfied/dissatisfied	9.4	9.3	9.0	8.6	7.8	8.0	7.8	7.8	9.2
<b>• Quality of college services (Question 45)</b>									
Very satisfied/satisfied	66.2	67.5	67.7	68.9	70.8	70.3	70.9	71.3	68.6
Neither	25.0	23.9	23.5	22.9	21.7	22.2	21.8	21.5	23.0
Very dissatisfied/dissatisfied	8.8	8.6	8.7	8.2	7.5	7.5	7.3	7.2	8.4

\* Reporting year (graduate data refer to graduates of the previous academic year).

Source: MTCU

## 1.9 NOTES ON DATA SOURCES

Data shown in this chapter were derived from the following sources:

- Applicants: Ontario College Application Service (OCAS) application data and responses to survey questions from the annual Applicant Survey (Academica Group Inc.).
- Students: Demographic and opinion data were obtained from OCAS enrolment reports and from the Student Satisfaction Surveys (MTCU), an annual in-class survey of all funded students beyond first semester.
- Apprentices: Ontario Ministry of Training, Colleges and Universities (MTCU).
- Continuing Education Students: Continuing Education Surveys conducted by CCI Research Inc. on behalf of the colleges.
- Graduates (and employers): The Graduate Satisfaction Survey (MTCU) provided data for college graduates six months after graduation. Annual response rate for graduates is typically more than 70 per cent.