



COLLEGES ONTARIO | COLLÈGES ONTARIO

# Student and Graduate **PROFILES**

2011 ENVIRONMENTAL SCAN



# Student and Graduate **PROFILES**



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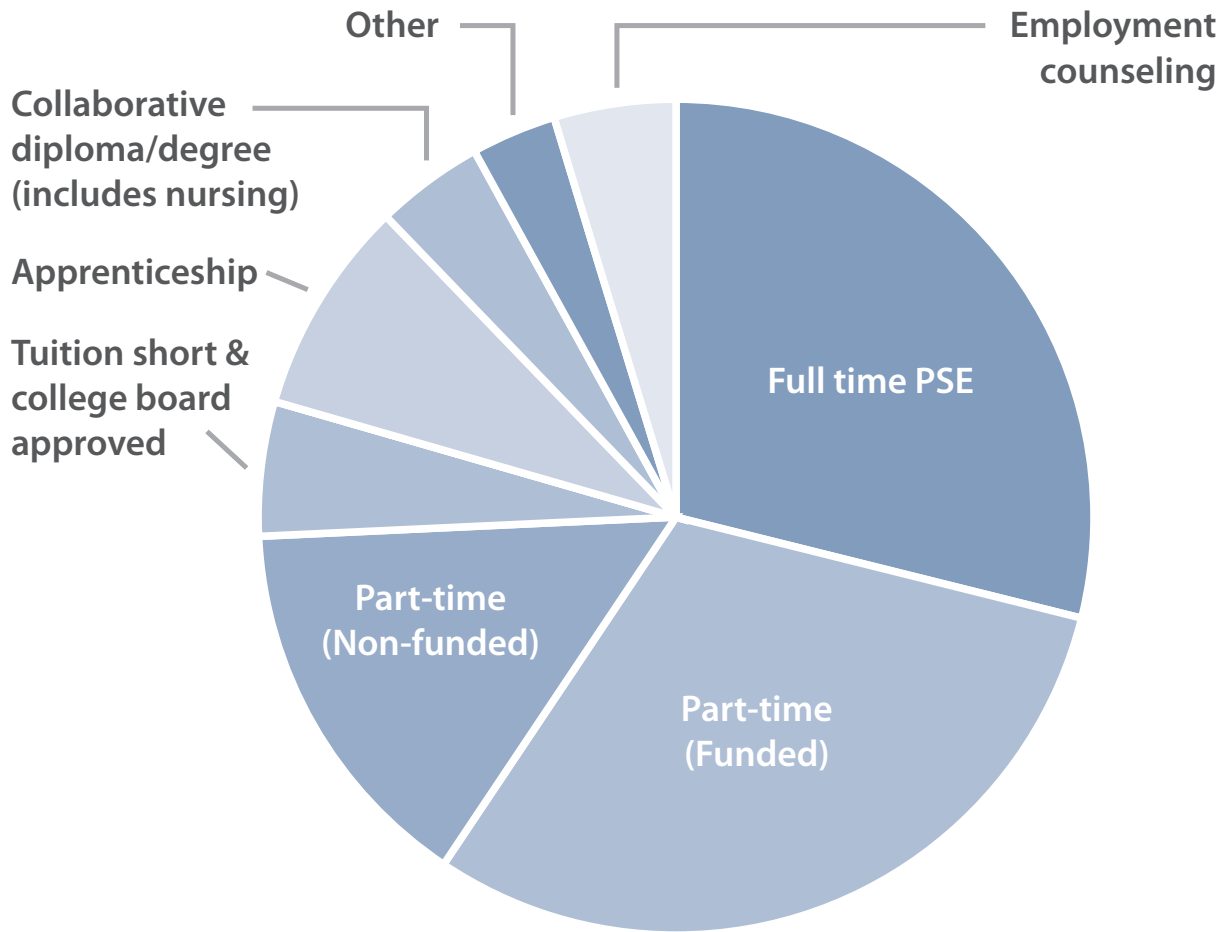
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## 3.0 HIGHLIGHTS

- Each year, approximately 600,000 students and clients are served by Ontario's Colleges of Applied Arts and Technology (CAATs). Of the 600,000, more than 200,000 are full-time students.
- There were 194,567 distinct applicants for the 2009-10 academic year, representing an 11.3 per cent increase over 2008-09.
- Seventeen per cent of surveyed college applicants were not born in Canada; 26 per cent of these individuals came to Canada between 2001 and 2005, while another 27 per cent arrived since 2006.
- Over 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 205,203 (including funded full-time, part-time and tuition short programs).
- Almost 15,000 international students were enrolled in Ontario colleges in 2010, representing a 48 per cent increase over 2009.
- Twelve per cent of Ontario college students indicated use of "Special Needs/Disability Services," half of whom reported high usage.
- Colleges delivered approximately 90 per cent of the apprenticeship "in-school" training in 2009-10.
- Over the last five years, Ontario colleges have graduated approximately 60,000 individuals per year from postsecondary programs.
- Eighty-three per cent of 2009-10 graduates in the labour force were working six months after graduation.
- Twenty-eight per cent of graduates continued their education with full- or part-time studies within six months of graduation.

### 3.1 COLLEGE ACTIVITY

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



Sources: MTCU; OCAS; CSES; 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.

## 3.2 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
2009-10	70,970	36.5%	123,597	63.5%	194,567
2010-11**	72,991	36.8%	125,170	63.2%	198,161

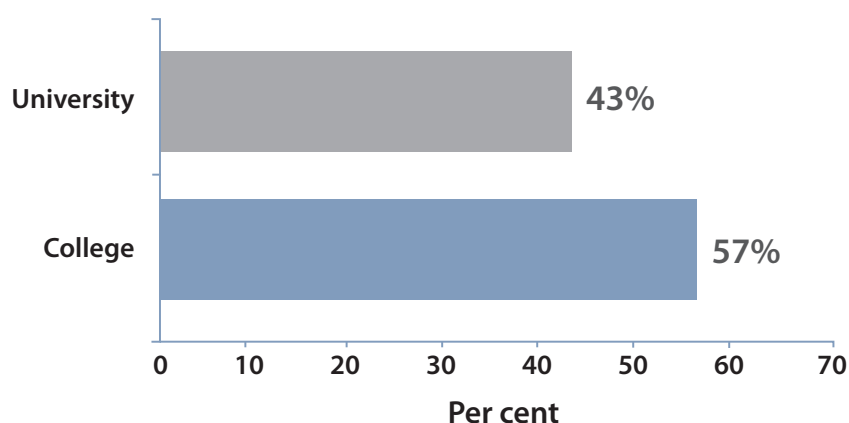
\*Distinct applicants for fall/winter/spring

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

\*\* Not final, as the cycle is not complete. To date, April 2011. Source: OCAS

Figure 2. Ontario fall 2010 postsecondary entrants by sector



Note: University and college data include first-year full-time undergraduate headcounts for fall 2010. Significant numbers of students also enrol in colleges during the winter and spring intake periods, not shown in the above figure. New full-time CAAT apprentices planned for 2010-11 are included with the college data.

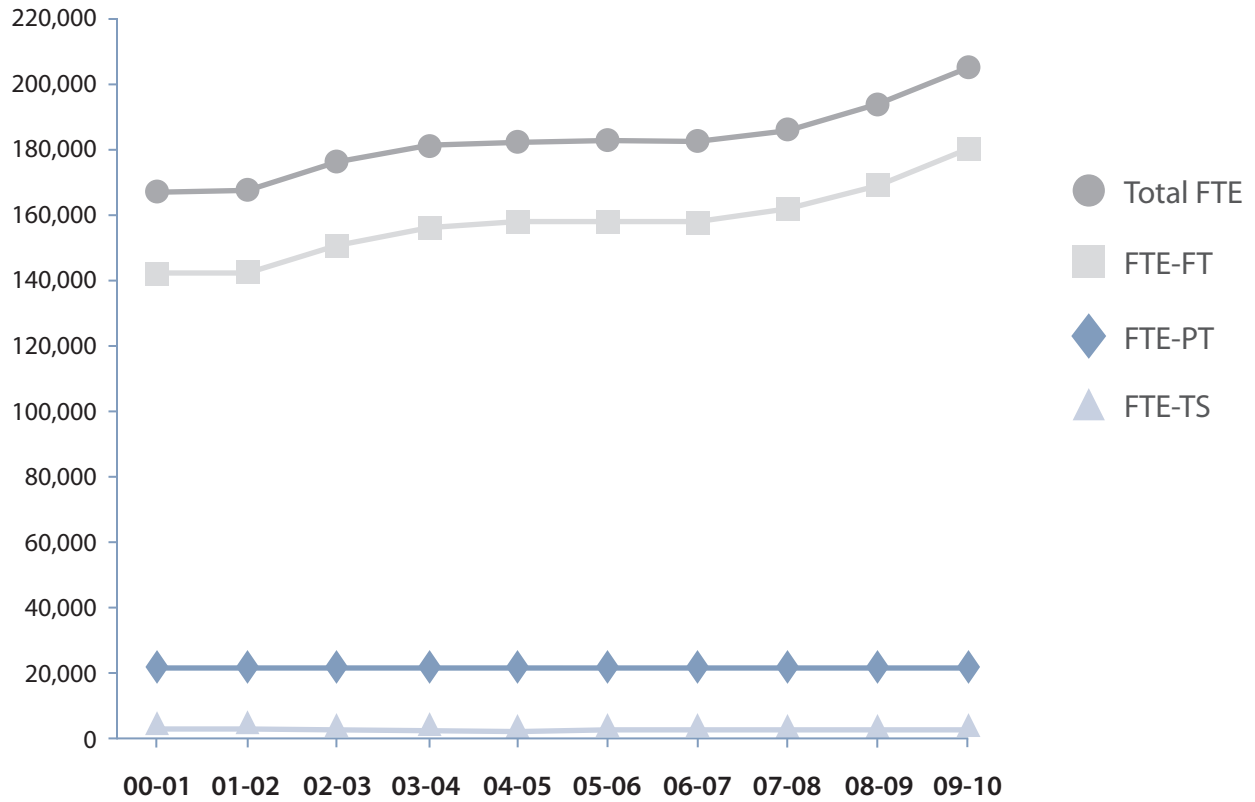
Sources: MTCU; OCAS

- A majority (57 per cent) of fall 2010 new entrants to PSE in Ontario enrolled in a college.

## STUDENTS

### Postsecondary funded enrolment

Figure 3. Funded college enrolment as FTE\* from 2000-01 to 2009-10



\* 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.

Table 2. Total funded college enrolment as FTE\* by college, 2009-10

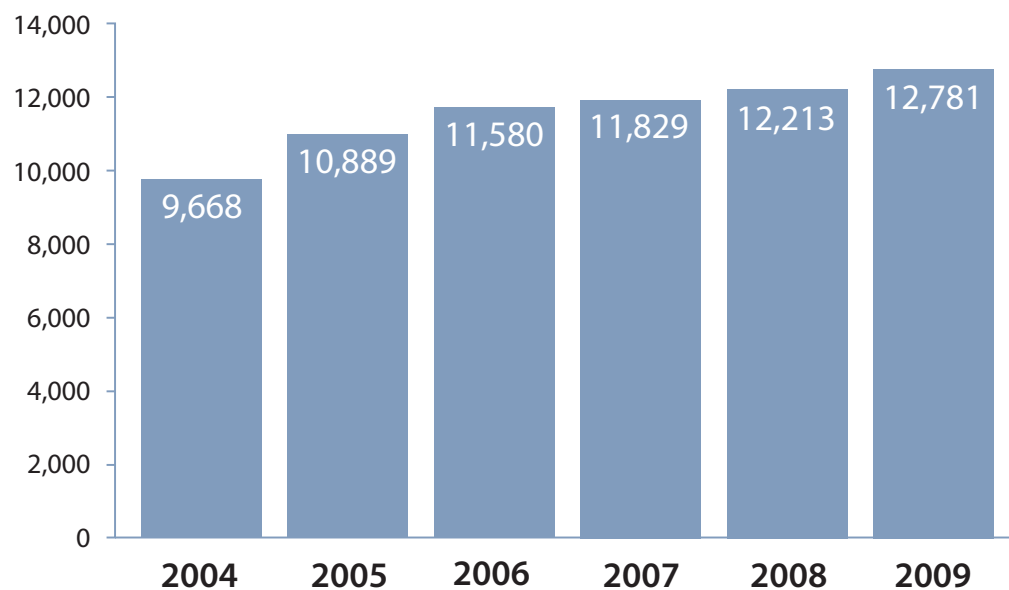
College	2009-10 FTE
Algonquin	16,236.4
Collège Boréal	1,585.7
Cambrian	3,658.9
Canadore	2,904.8
Centennial	10,851.2
Confederation	3,293.9
Conestoga	8,755.2
Durham	7,869.1
Fanshawe	13,851.9
Fleming	6,297.0
Georgian	8,468.4
George Brown	19,124.5
Humber	18,878.2
La Cité collégiale	4,009.2
Lambton	2,713.3
Loyalist	3,518.2
Mohawk	11,617.4
Niagara	7,608.9
Northern	1,383.9
Sault	2,189.3
Seneca	20,481.1
Sheridan	16,024.2
St. Lawrence	5,698.0
St. Clair	8,184.2
<b>Total</b>	<b>205,202.9</b>

\* FTE = full-time equivalent; FT = full time; PT = part time; TS = tuition short  
 Note that funded students do not comprise the total college population.

Source: MTCU.

## Collaborative nursing students

Figure 4. 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

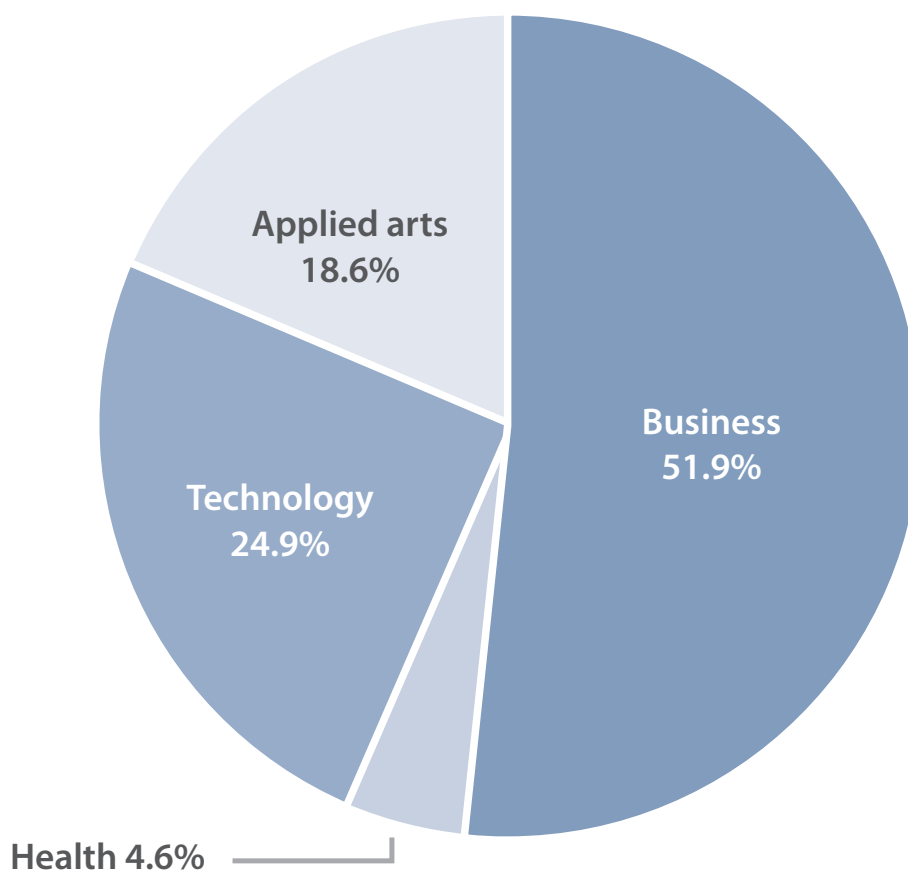
Table 3. International student full-time enrolment by year

2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
3,707	4,685	5,855	6,193	6,172	6,722	6,958	8,025	9,861	14,576

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, with the largest such increase observed last year; 2010 international student full-time enrolment increased 48 per cent over 2009.

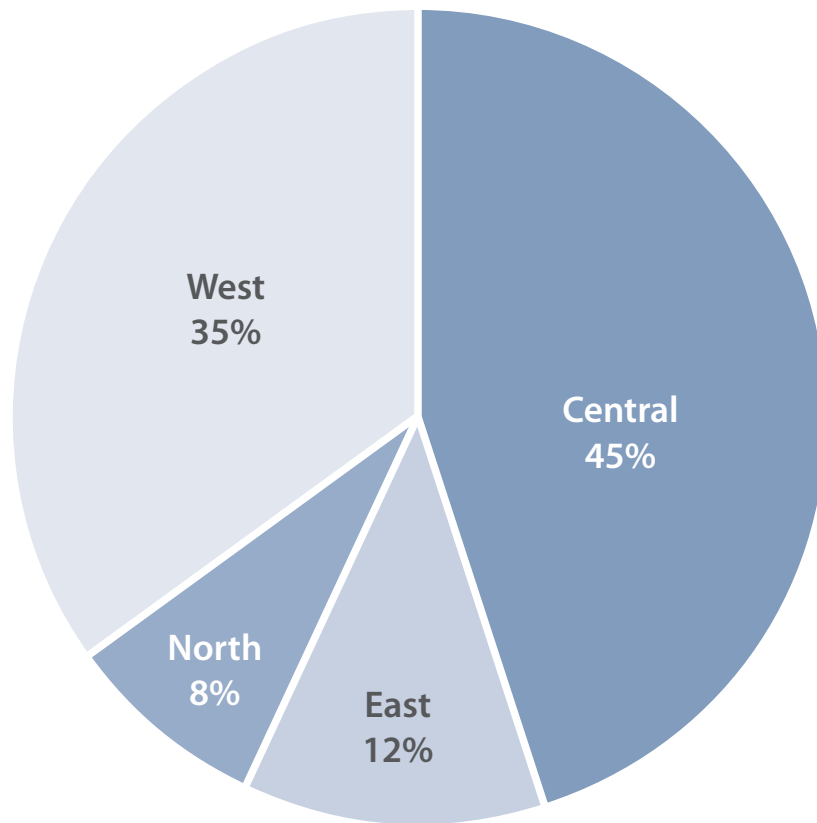
Figure 5. International student enrolment by program category



Source: OCAS enrolment cube, November enrolment count.

## Second career Students

Figure 6. Relative distribution of Second Career clients by provincial region



Source: MTCU

- The Ontario Government's Second Career program has provided funding for re-training of more than 40,000 individuals since 2008. Second Career clients can pursue their training at public or private colleges in Ontario. As shown in Figure 6, the relative distribution of these clients across the provincial regions generally reflects local population densities.
- The average age of Second Career clients has been approximately 40 years, with an almost equal distribution of males and females. Clients pursue a range of career options, with the top five most popular occupations currently being truck driving, accounting, nurse aides and orderlies, heavy equipment operators and community and social service workers.

## GRADUATES

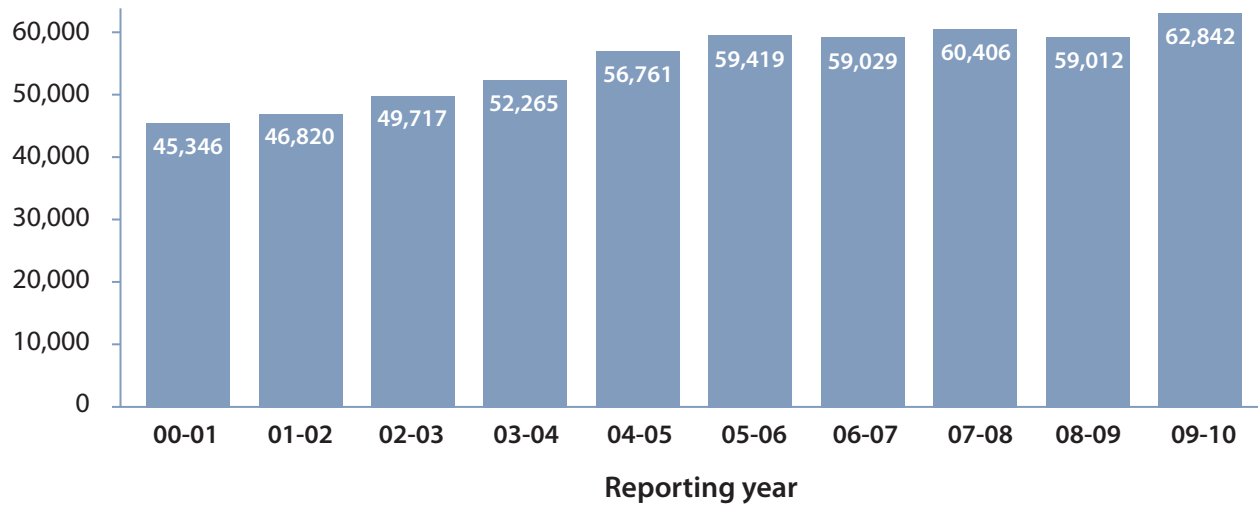
Table 4. Number of graduates by college and semester of graduation, 2008-09

College	Summer 2008	Fall 2008	Winter 2009	Total
Algonquin	1,092	441	3,539	5,072
Collège Boréal	140	93	401	634
Cambrian	421	88	1,191	1,700
Canadore	163	50	849	1,062
Centennial	602	630	2,224	3,456
Conestoga	407	380	1,658	2,445
Confederation	145	49	921	1,115
Durham	459	59	1,838	2,356
Fanshawe	943	563	3,419	4,925
Fleming	406	293	1,534	2,233
George Brown	1,005	773	3,784	5,562
Georgian	1,085	322	1,273	2,680
Humber	930	732	3,594	5,256
La Cité collégiale	271	52	843	1,166
Lambton	87	54	617	758
Loyalist	110	39	1,030	1,179
Mohawk	543	349	2,465	3,357
Niagara	682	132	2,079	2,893
Northern	74	31	428	533
St.Clair	617	103	1,714	2,434
St. Lawrence	497	94	1,400	1,991
Sault	170	44	457	671
Seneca	1,218	943	2,739	4,900
Sheridan	643	458	3,363	4,464
<b>Total</b>	<b>12,710</b>	<b>6,772</b>	<b>43,360</b>	<b>62,842</b>

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

Source: MTCU.

Figure 7. Ontario college graduates by year, 2000-01 to 2009-10



Source: MTCU.

### 3.3 LEARNER DEMOGRAPHICS AND CHARACTERISTICS

Table 5. College applicants

	Per cent
<b>Gender</b>	
Female	55%
Male	45%
<b>First Generation Status*</b>	33%
<b>Immigrant Status</b>	
Born in Canada	83%
Immigrant	17%
• Immigrated prior to 2001	47%
• Between 2001-2005	26%
• Between 2006-2010	27%
<b>Employment Status</b>	
Full-time	19%
Part-time	43%
Unemployed	30%
Military	1%
Not in the labour force	7%
<b>Average Applicant Age</b>	23 years
Direct from secondary school	19.9 years
Non-direct	25.7 years

\*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 25 per cent.

Sources: OCAS; 2010 Applicant Survey; Colleges Ontario

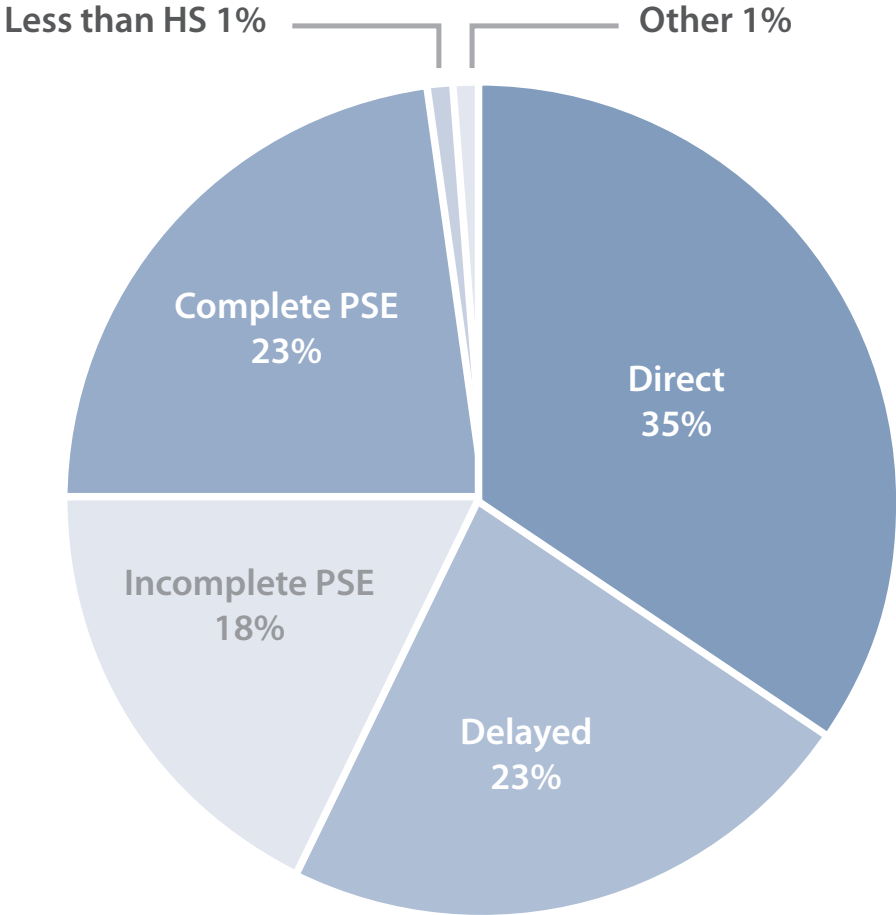
Table 6. College students

	Per cent
<b>Gender</b>	
Female	52%
Male	48%
<b>Age</b>	
<21 years	40%
21-25 years	37%
26-30 years	10%
31-35 years	5%
>35 years	9%
<b>First language</b>	
English	78%
French	4%
Other	18%

Sources: 2010-11 Student Satisfaction Survey (MTCU); Colleges Ontario

LEVEL OF EDUCATION

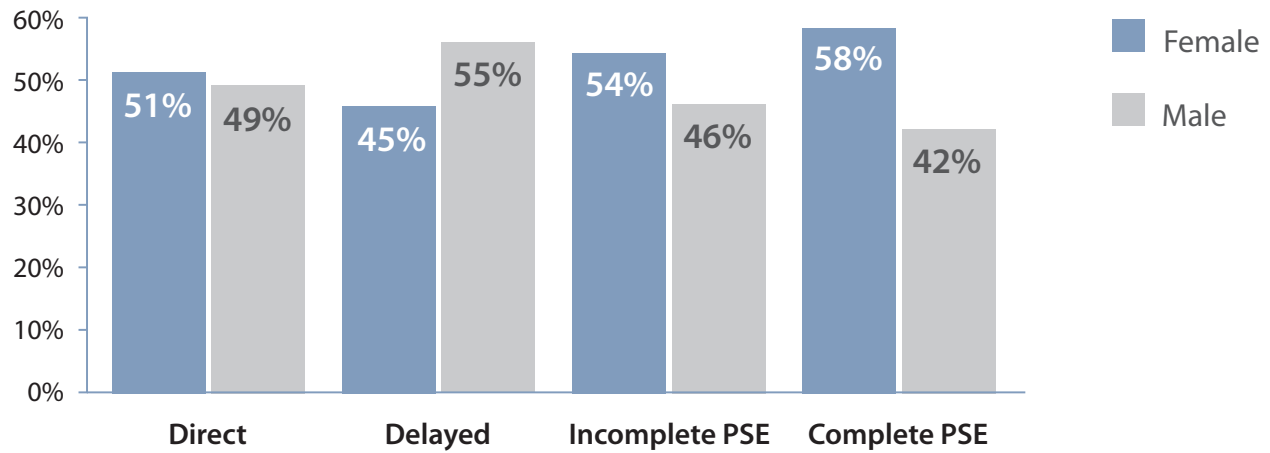
Figure 8. Pathways to college



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  
Sources: Student Satisfaction Survey 2010-11 (MTCU); Colleges Ontario

- In 2010-11, 35 per cent of college students came directly from high school and an additional 23 per cent were delayed entrants (i.e., no prior PSE experience, but did not come directly from high school). Forty-one per cent of students had previous postsecondary education, 23 per cent of whom previously completed a college and/or university credential (11 per cent university).

Figure 9. Gender distribution of college students by entrant type\*

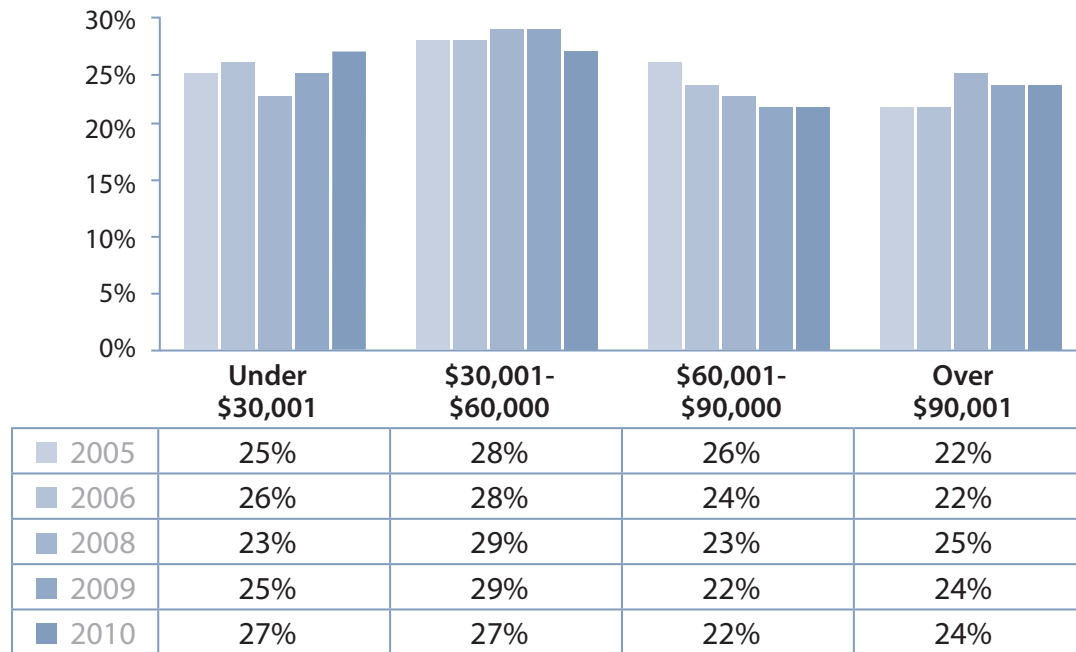


\*Direct: entered college directly from secondary school  
Delayed: no prior PSE experience, but did not enter directly from secondary school  
Incomplete PSE: previous PSE experience, without a completed credential  
Complete PSE: previous attainment of a diploma or degree  
Sources: 2010-11 Student 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 10. Per cent of college applicants by household income quartile over time

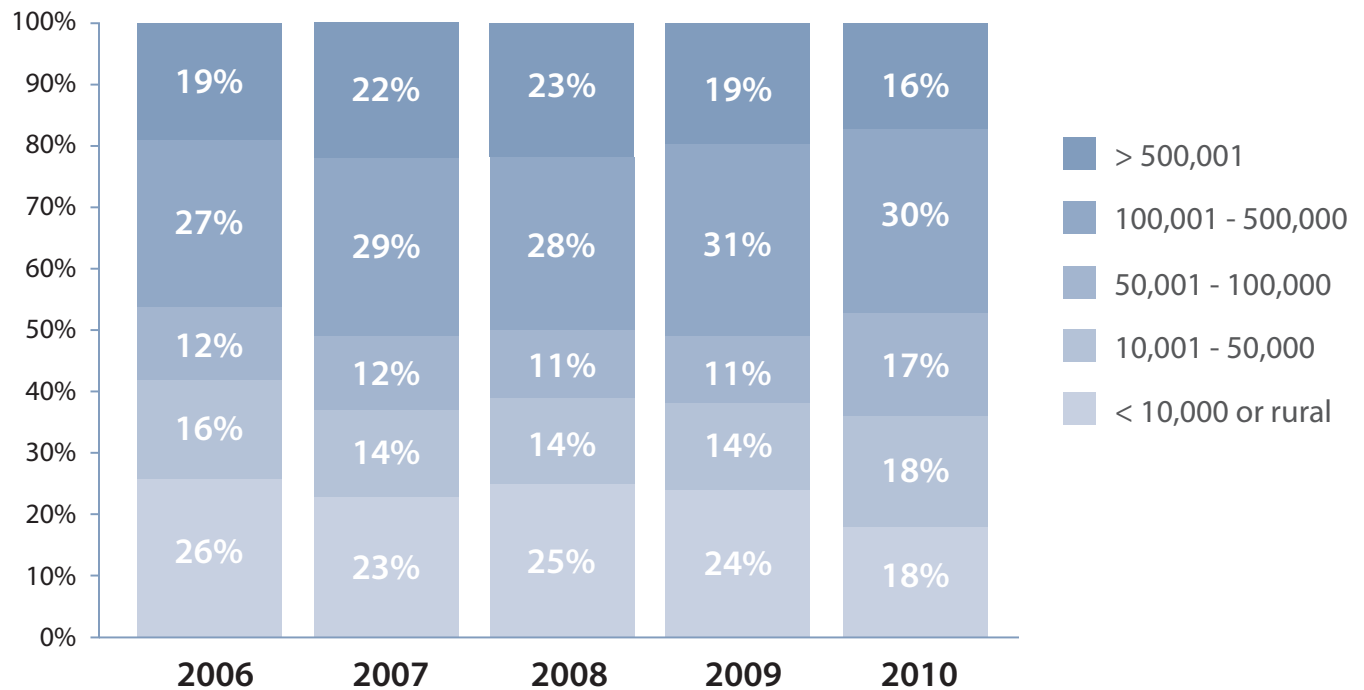


Source: Applicant Surveys, Academica Group Inc. (respondents who did not know their household incomes were not included). Household income data were not available in a directly comparable format for 2007.

- In 2010, more than 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 11. Approximate population of applicant community

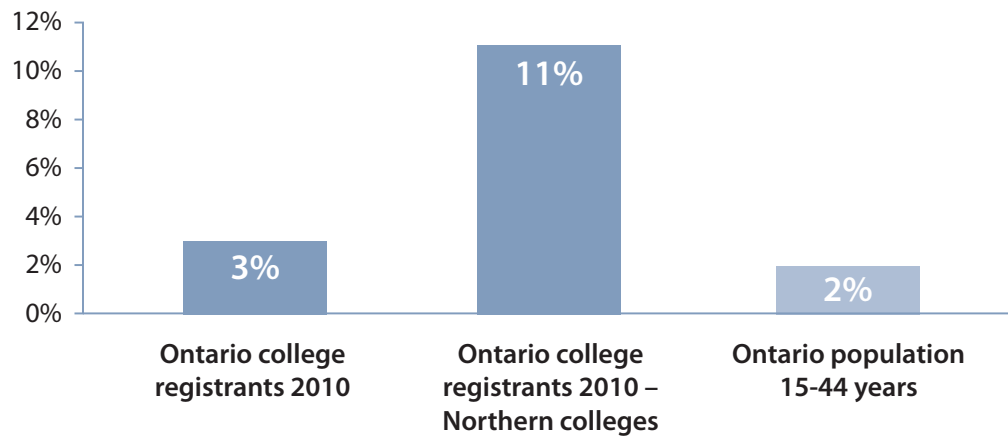


Source: Applicants surveys (Academica Group Inc.)

- In 2010, 36 per cent of applicants came from communities with fewer 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

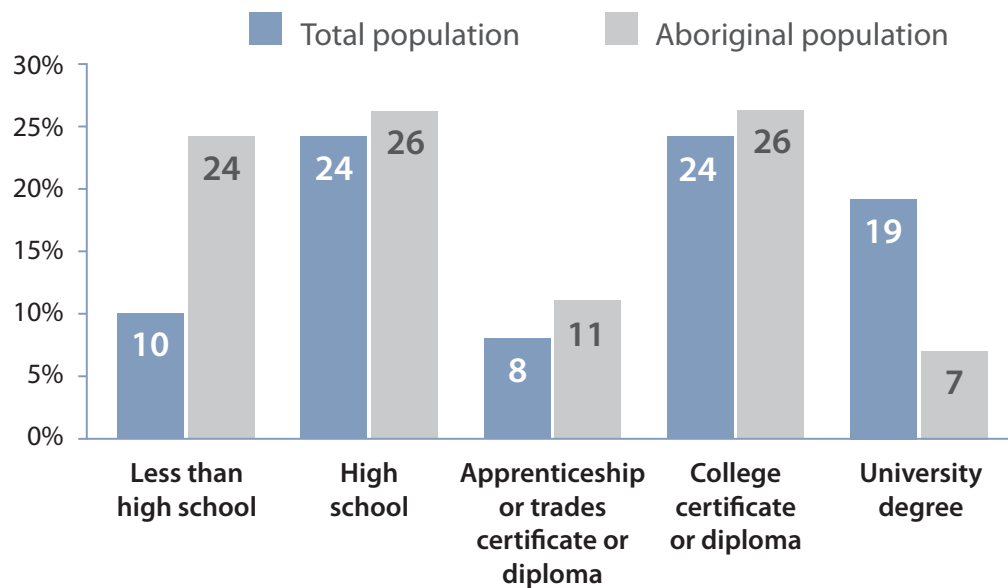
Figure 12. Proportion of registrants of aboriginal identity



Sources: OCAS registrants matched to 2010 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 13. Educational attainment of the total Ontario population and the aboriginal population

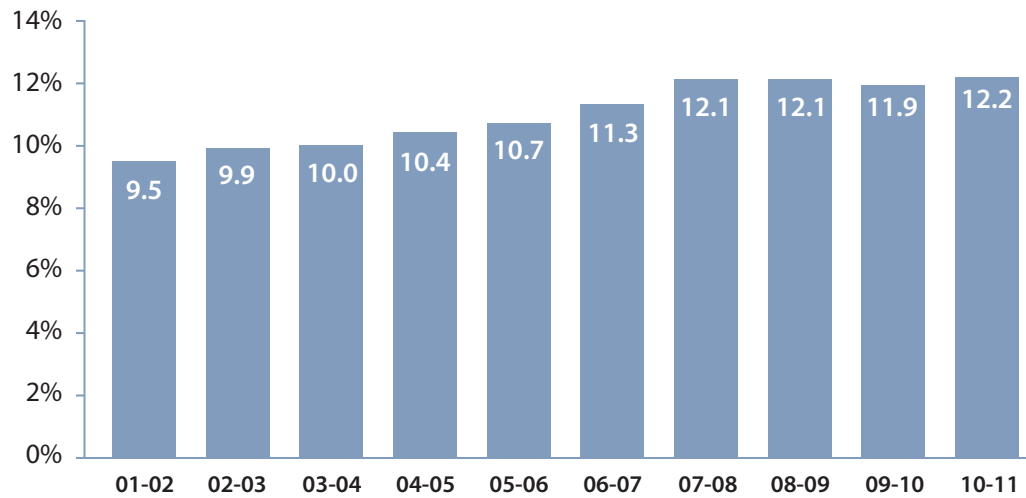


Sources: Census 2006, Statistics Canada; Colleges Ontario

- 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

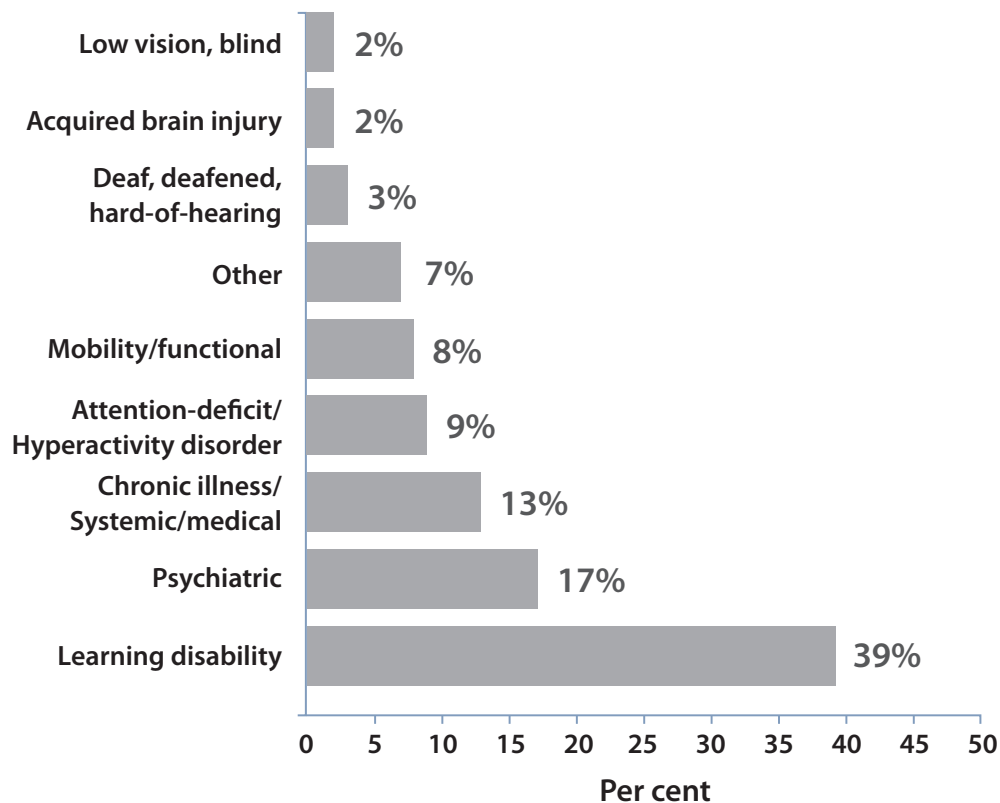
Figure 14. Per cent of students self-reporting the use of special needs/disability services



Sources: Student Satisfaction Surveys; Colleges Ontario

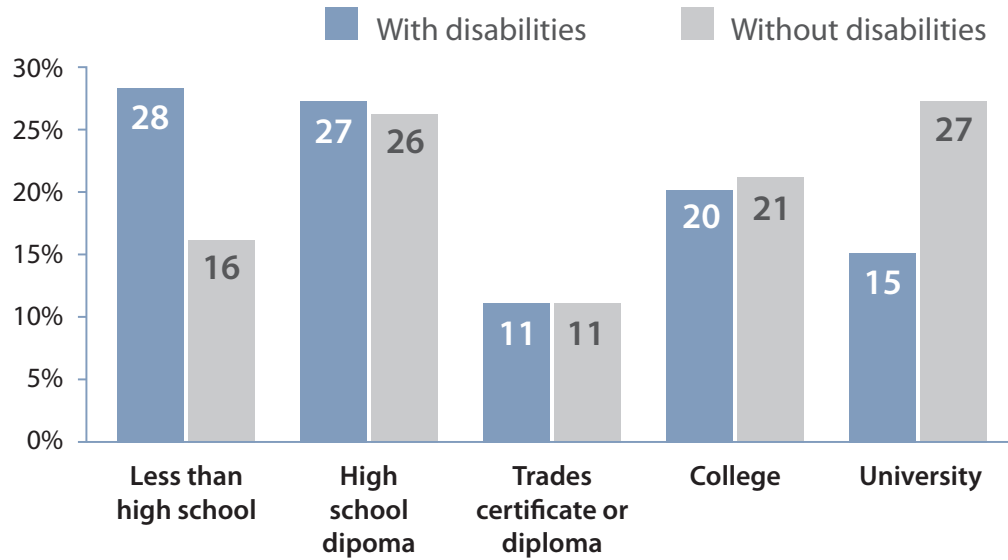
- Of the 12 per cent of Ontario college students who indicated use of “Special Needs/Disability Services” at their colleges in the last few years, half reported high usage.

Figure 15. Students with disabilities: Per cent distribution by disability type



Sources: 2009-10 College Disability Offices Year-End Reports, MTCU; Colleges Ontario

Figure 16. Educational attainment of the Ontario population with and without disabilities, ages 25 to 54

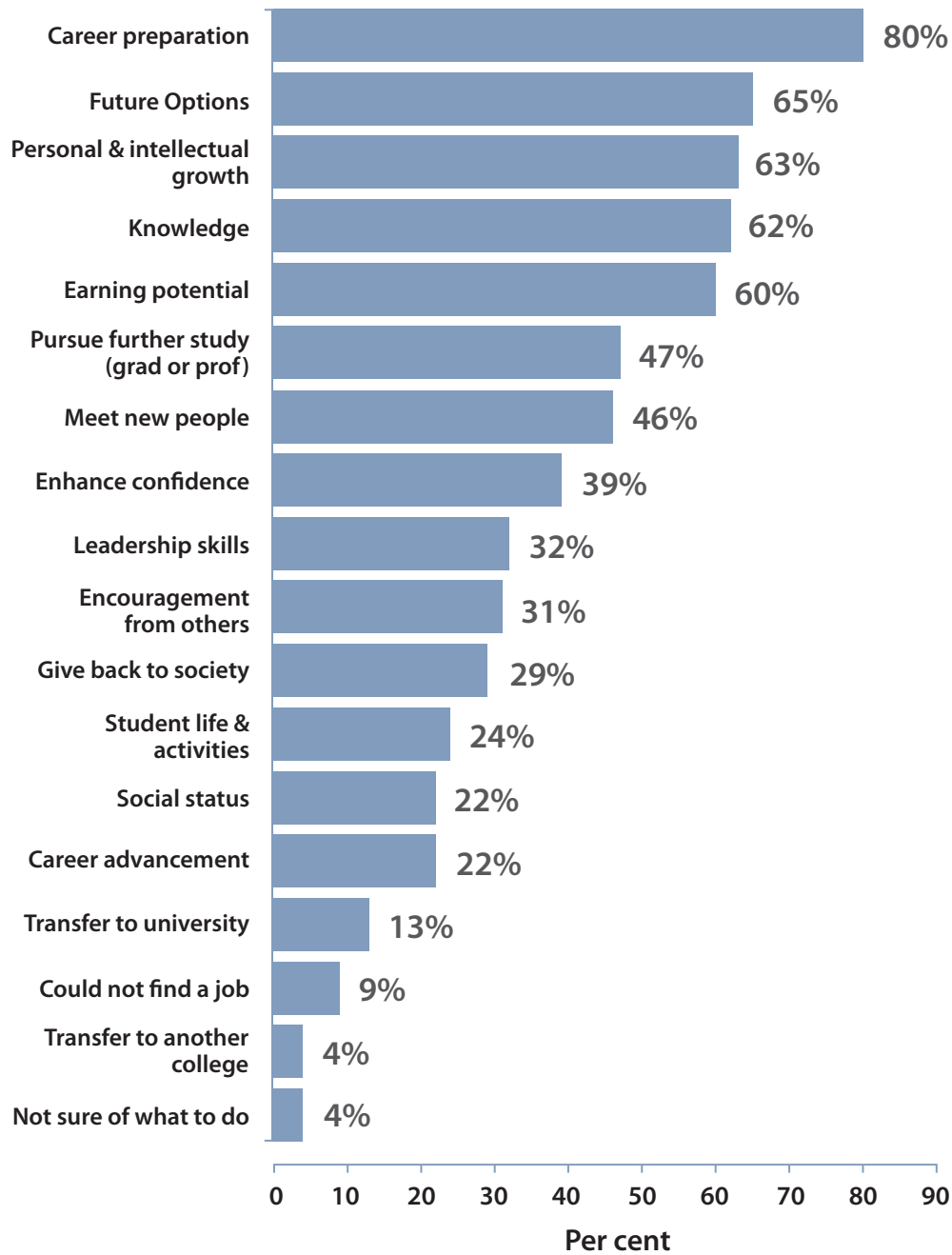


Source: Participation and Activity Limitation Survey 2001, Statistics Canada

- 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.

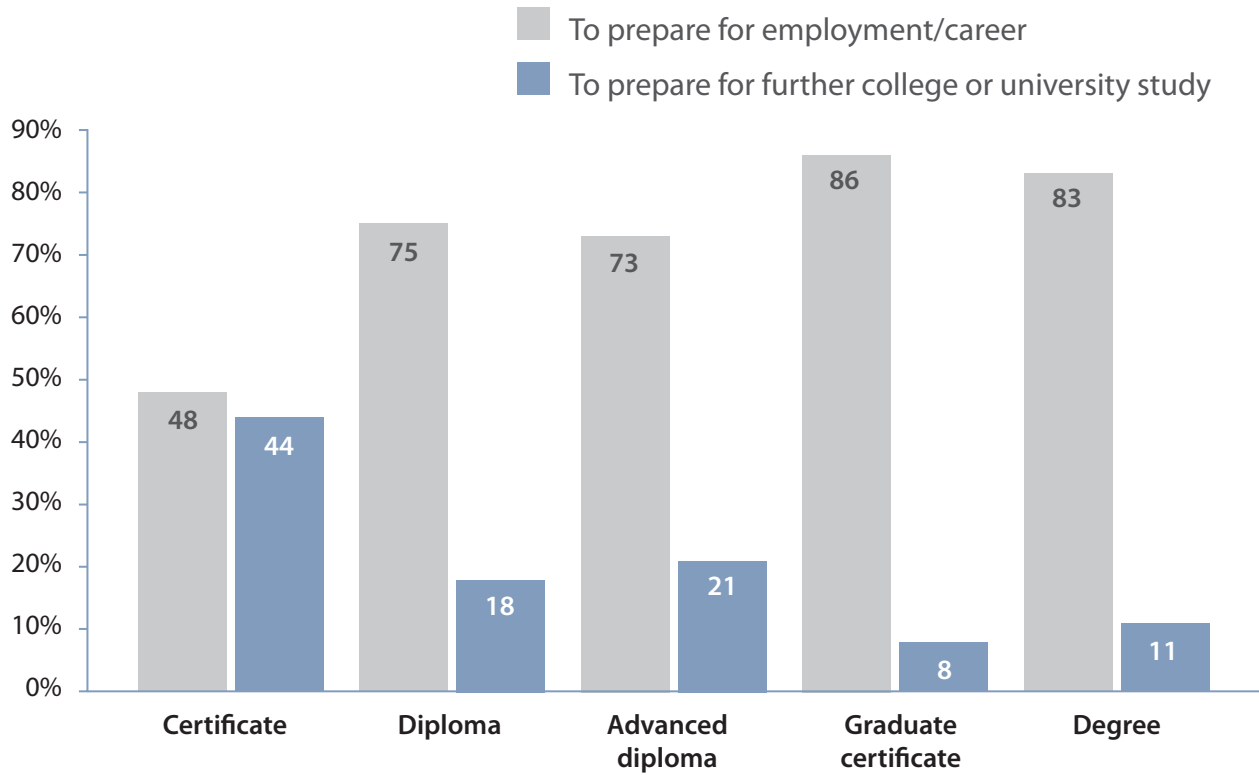
## MAIN GOALS

Figure 17. Major reasons for applying to college as reported by college applicants



Source: 2010 Applicant Survey, Academic Group Inc.

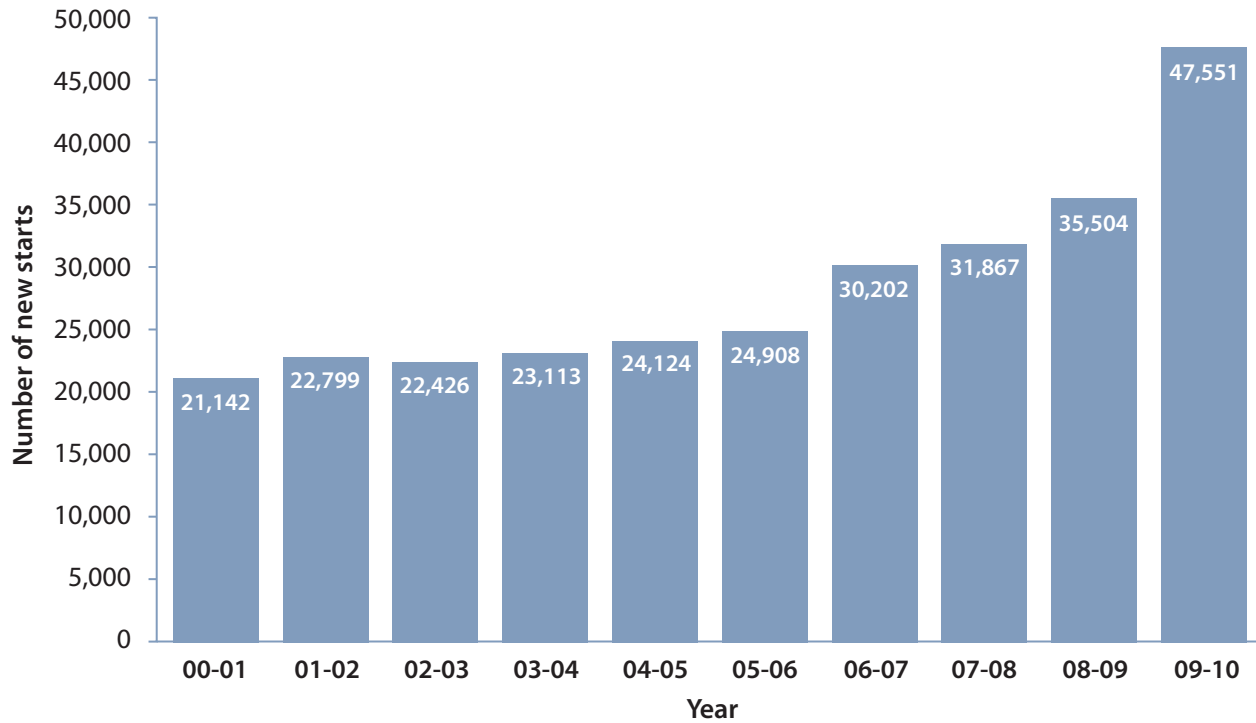
Figure 18. 'Main goal' of college students in enrolling in their programs by credential



Source: Student Satisfaction Survey 2010-11

### 3.4 APPRENTICES

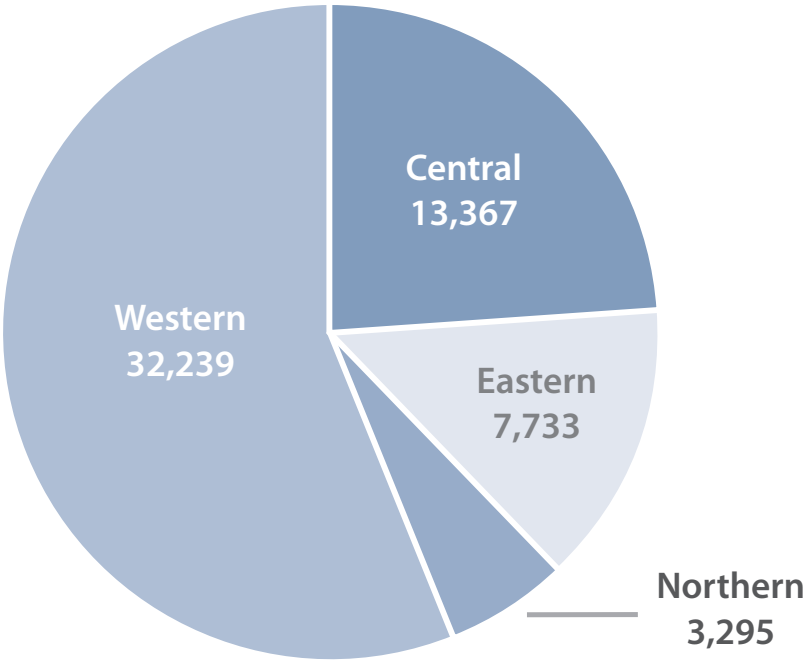
Figure 19. Total new CAAT apprenticeship starts by year



Source: MTCU.

- In 2009-10, 90 per cent of the new apprenticeship seats in Ontario were allocated to the colleges, for a CAAT total of 47,551. This represents a 34 per cent increase in the number of CAAT new starts, and is due to significant increases in part-time apprenticeship activity.
- Another large increase was planned for 2010-11, for a total of 56,634 new CAAT apprenticeship seats (Figure 20). Much of this increase is due to increases in part-time apprenticeships in the service sector planned for the western region of the province.

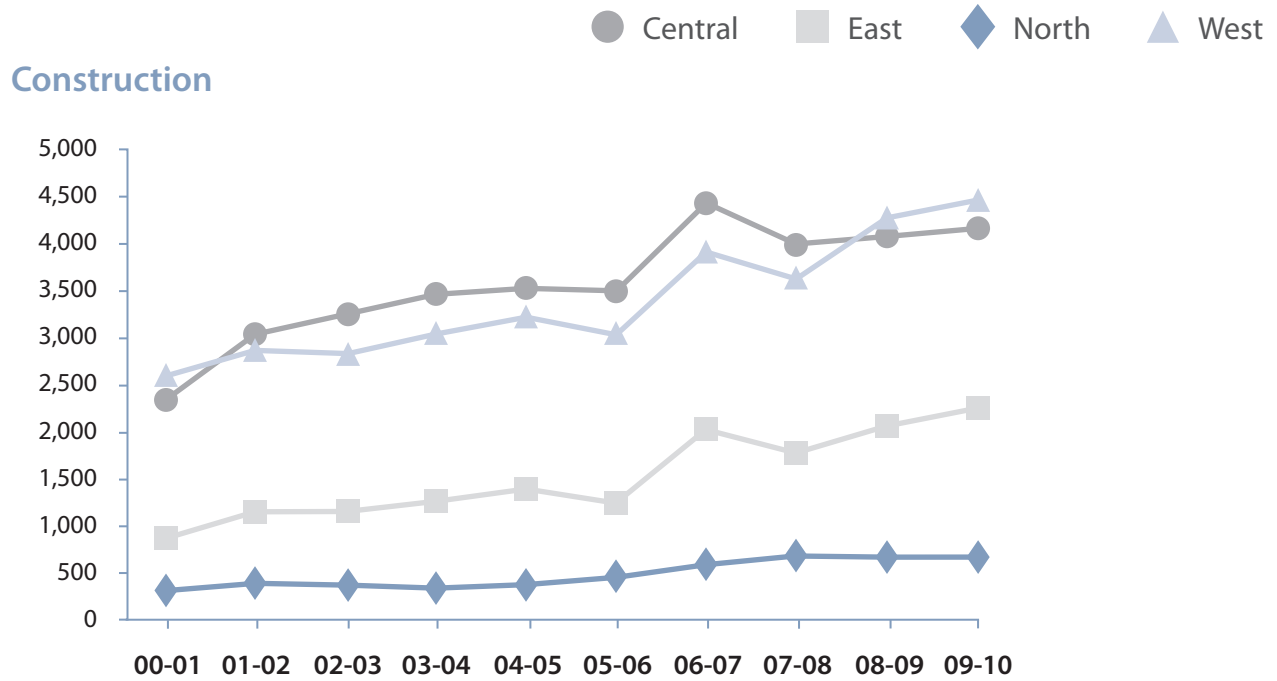
Figure 20. New CAAT planned apprenticeship starts by region for 2010-11



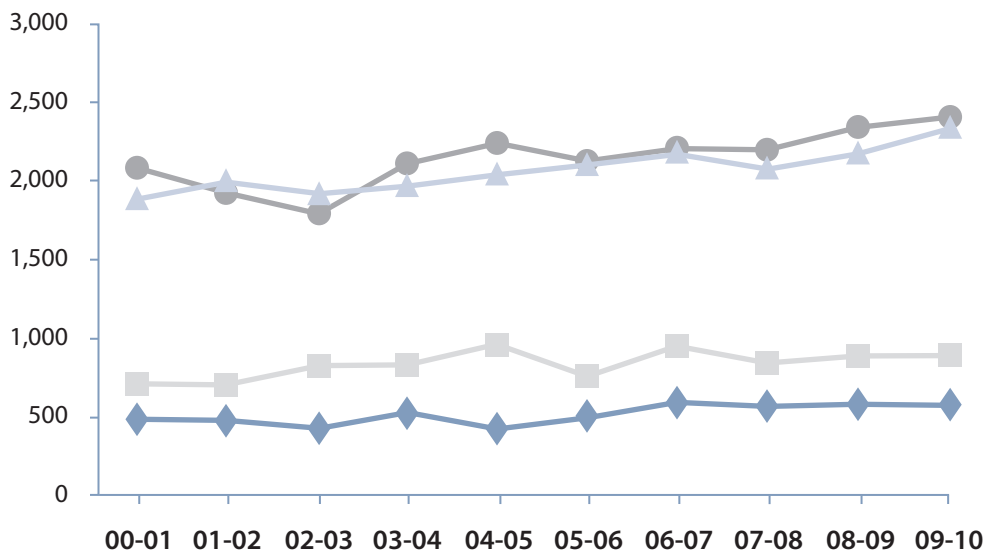
Source: MTCU.

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Figure 21. CAAT apprenticeship new starts\* by region and year



**Motive power**

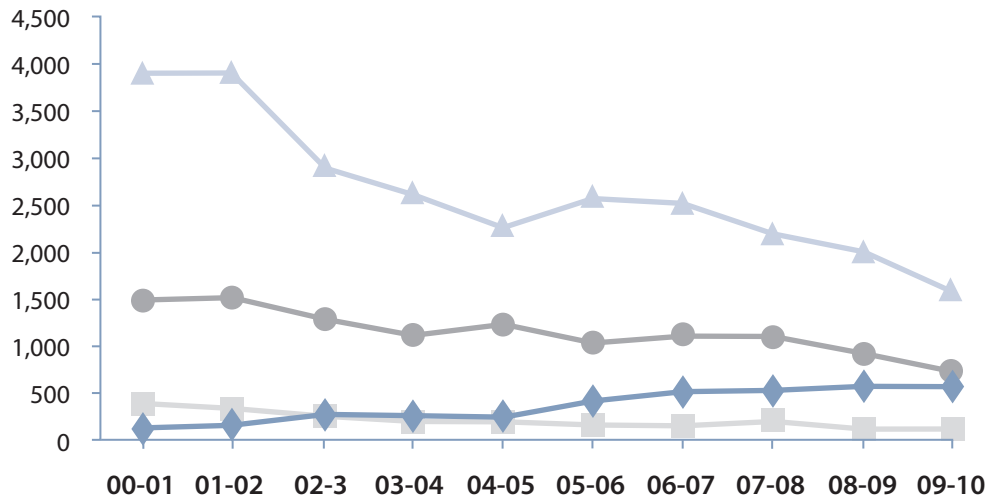


\*Total, full and part time

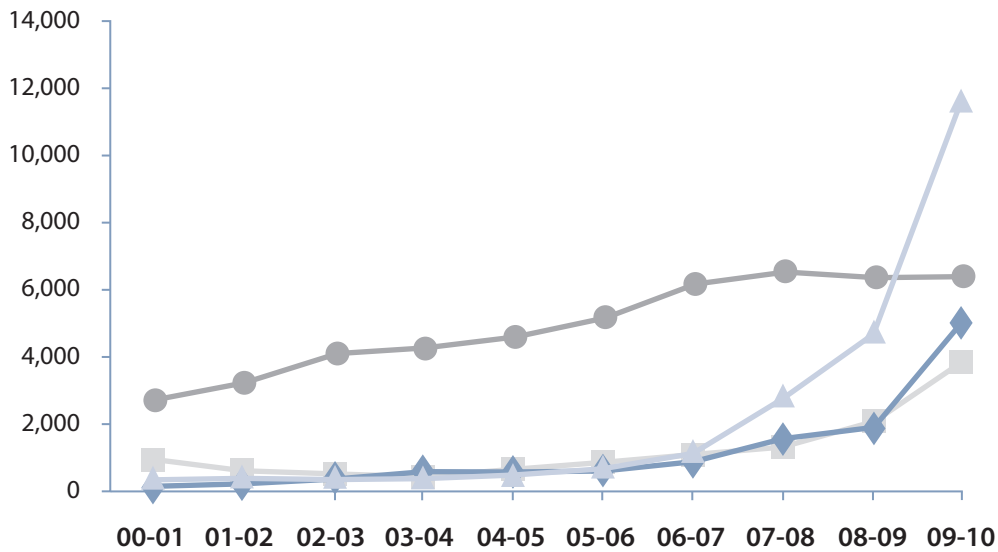
Sources: MTCU; Colleges Ontario

● Central   ■ East   ◆ North   ▲ West

## Industrial



## Service

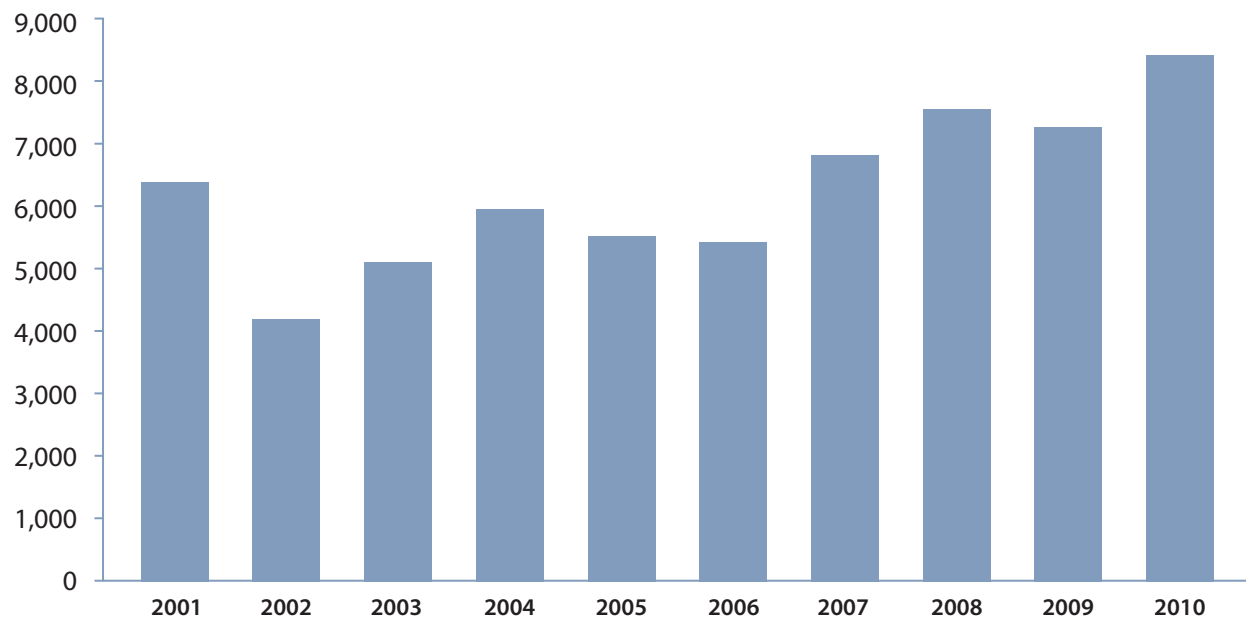


\*Total, full and part time

Sources: MTCU; Colleges Ontario

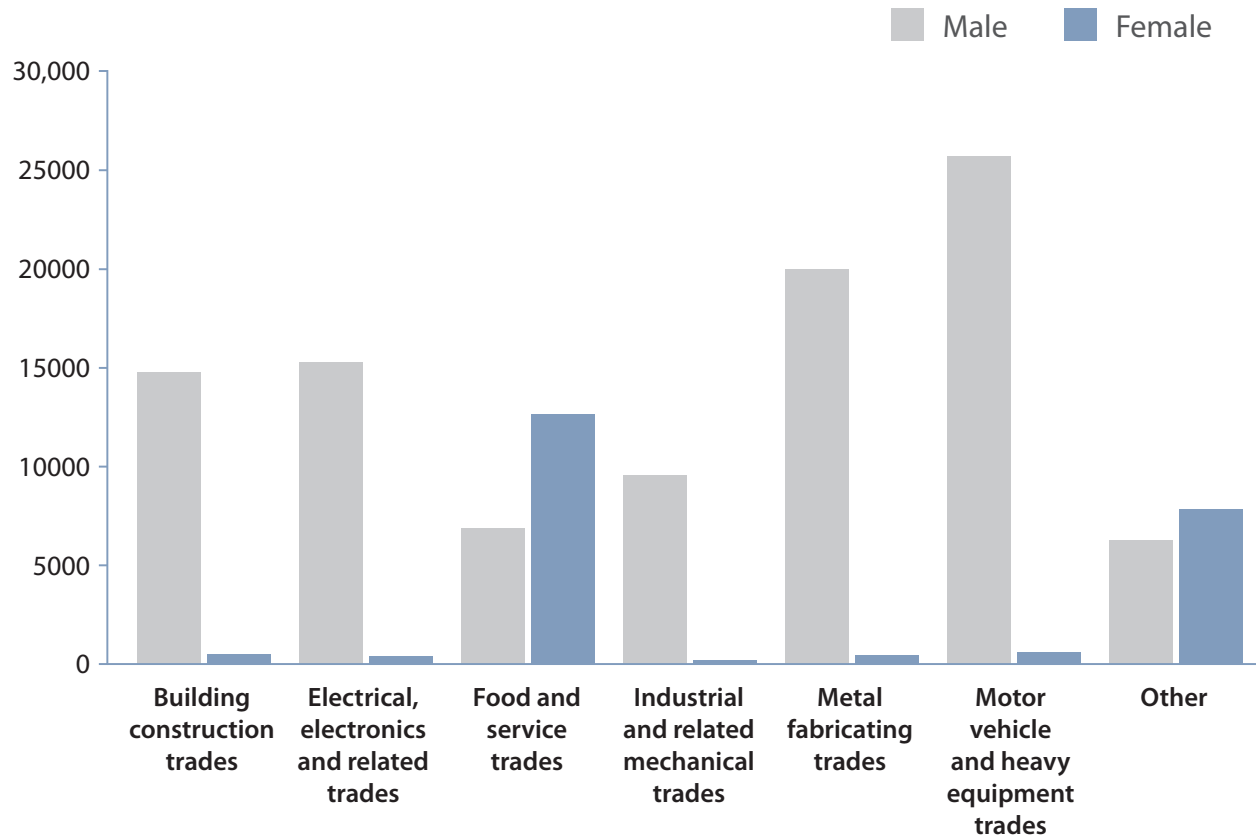
- Reflecting local economies, the distribution of new apprenticeship starts and the pattern of change across employment sectors differs by provincial region. Particularly apparent in recent years is the growth in number of new starts in the service sector, especially in western Ontario. Compared to the construction and service sectors, the numbers of new starts in the motive power and industrial sectors are relatively low across regions.

Figure 22. 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 23. 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 1990's. Examples provided include child and youth worker, early childhood educator, pork production technician, and those related to motion picture and theatre.

Source: Statistics Canada 2007, Table 477-0051

- Detailed information on the gender of registered apprentices is available from Statistics Canada. In Ontario, females comprise just under 19 per cent of total registered apprentices, and are significantly under-represented in most of the trades.

### 3.5 CONTINUING EDUCATION STUDENTS\*

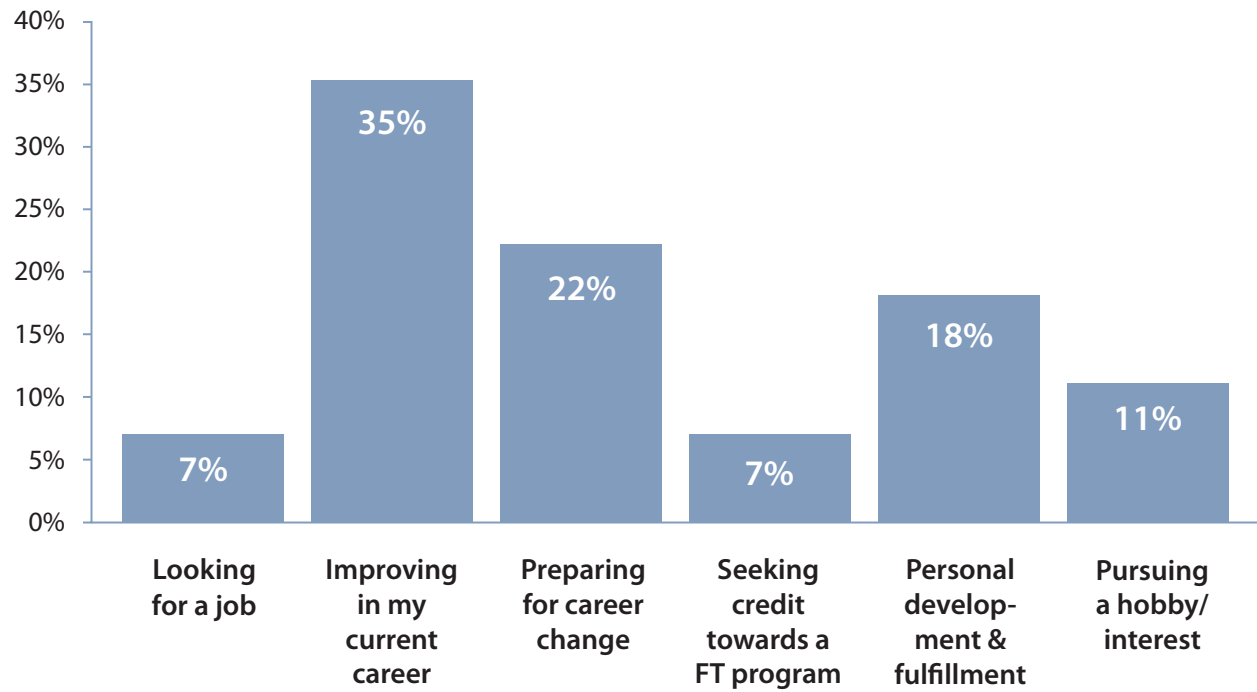
Table 7. Background characteristics of college continuing education students

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%

\*The survey from which these data are derived is typically administered every two to three years. These are the most recent data available for this student group.

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

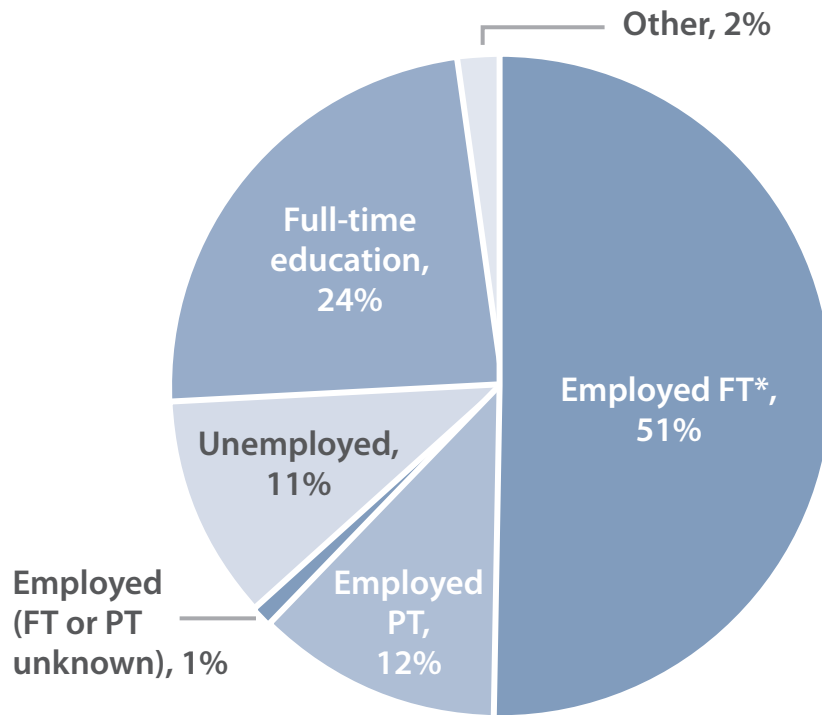
Figure 24. Main reason for taking a continuing education course



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

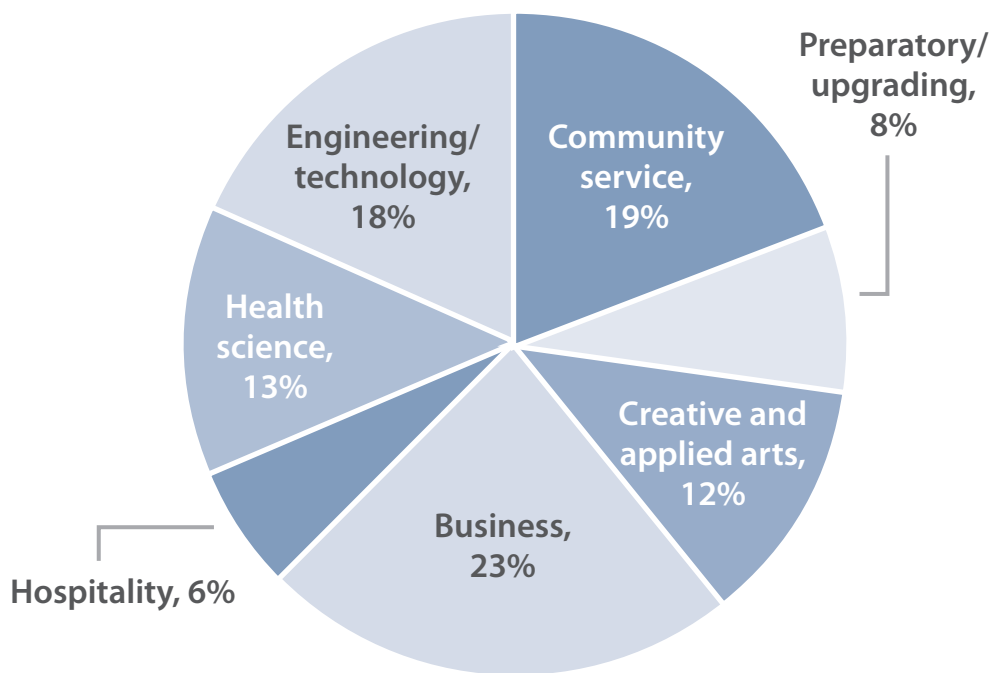
### 3.6 GRADUATES

Figure 25. Current status of 2008-09 graduates (six months after graduation)



\*Includes graduates who are self-employed full time  
Sources: 2010 Employment Profile (MTCU); Colleges Ontario

Figure 26. College graduates by employment sector



Note that this chart does not include any graduates of collaborative nursing programs.  
Sources: 2010 Employment Profile (MTCU); Colleges Ontario

Table 8. Graduates by occupation cluster: 2008-09

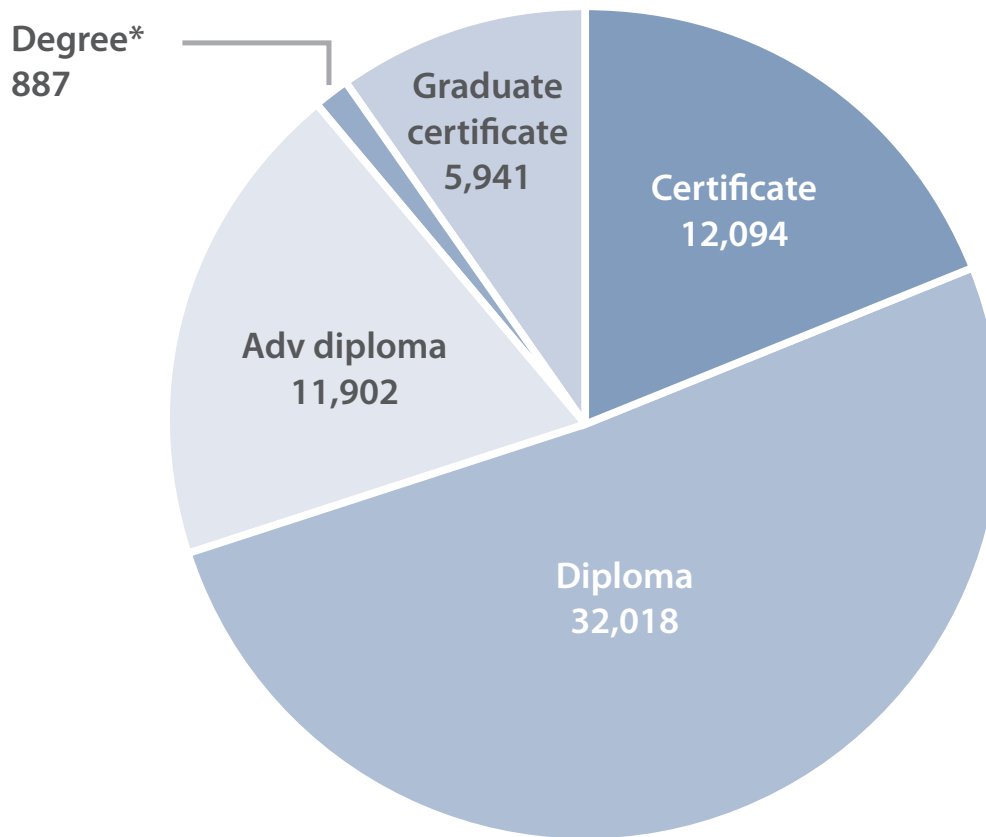
Applied arts	Number of graduates	% of total graduates	% change over previous year
Advertising and design	1,717	2.7	-5.0
Art	893	1.4	8.0
Child/youth worker	926	1.5	12.2
Community planning	20	0.0	-4.8
Crafts	108	0.2	18.7
Developmental services worker	527	0.8	0.8
Education	3262	5.2	3.8
Fashion	887	1.4	26.2
Graphic arts/printing	27	0.0	3.8
Horticulture	253	0.4	-4.2
Law and security	3549	5.6	7.3
Library	105	0.2	7.1
Media	3411	5.4	3.9
Native community worker	22	0.0	-37.1
Performing arts	503	0.8	25.4
Preparatory/upgrading	5230	8.3	10.8
Public relations	545	0.9	5.0
Recreation/fitness	1110	1.8	14.8
Social services	2636	4.2	3.9

<b>Business</b>	<b>Number of graduates</b>	<b>% of total graduates</b>	<b>% change over previous year</b>
Accounting/finance	2686	4.3	-3.3
Aviation management	31	0.0	-18.4
Business computer	799	1.3	-8.4
Business legal	986	1.6	-0.6
Business management	3428	5.5	13.6
Culinary arts	1329	2.1	8.0
Government/real estate	28	0.0	21.7
Hospitality management	1386	2.2	8.6
Human resources/industrial relations	1452	2.3	14.2
Marketing/retail sales	1972	3.1	-2.8
Materials management	271	0.4	12.4
Office administration	1112	1.8	2.0
Office administration – health	599	1.0	8.3
Office administration – legal	220	0.4	24.3
Small business	198	0.3	-3.4
Travel/tourism	1068	1.7	3.5
<b>Health sciences</b>	<b>Number of graduates</b>	<b>% of total graduates</b>	<b>% change over previous year</b>
Animal care	417	0.7	-9.9
Health – miscellaneous	1054	1.7	13.0
Health technology	2167	3.4	10.5
Nursing related	4418	7.0	17.7

Technology	Number of graduates	% of total graduates	% change over previous year
Architectural	505	0.8	-4.0
Automotive	842	1.3	26.0
Aviation – flight	96	0.2	11.6
Aviation – maintenance	197	0.3	-10.0
Chemical/biological	740	1.2	2.9
Civil	1416	2.3	9.3
Drafting	72	0.1	-4.0
Electronics	2656	4.2	8.9
Furniture/wood products	311	0.5	-6.0
Geology/mining	87	0.1	11.5
Industrial	57	0.1	96.6
Instrumentation	118	0.2	-12.6
Machining	442	0.7	5.2
Marine	40	0.1	-27.3
Mechanical	2052	3.3	-0.8
Power	137	0.2	-21.7
Resources	900	1.4	7.0
Technology miscellaneous	624	1.0	-9.8
Welding	198	0.3	55.9
<b>Total</b>	<b>62,842</b>	<b>100%</b>	<b>6.5%</b>

Sources: 2010 Employment Profile (MTCU); Colleges Ontario

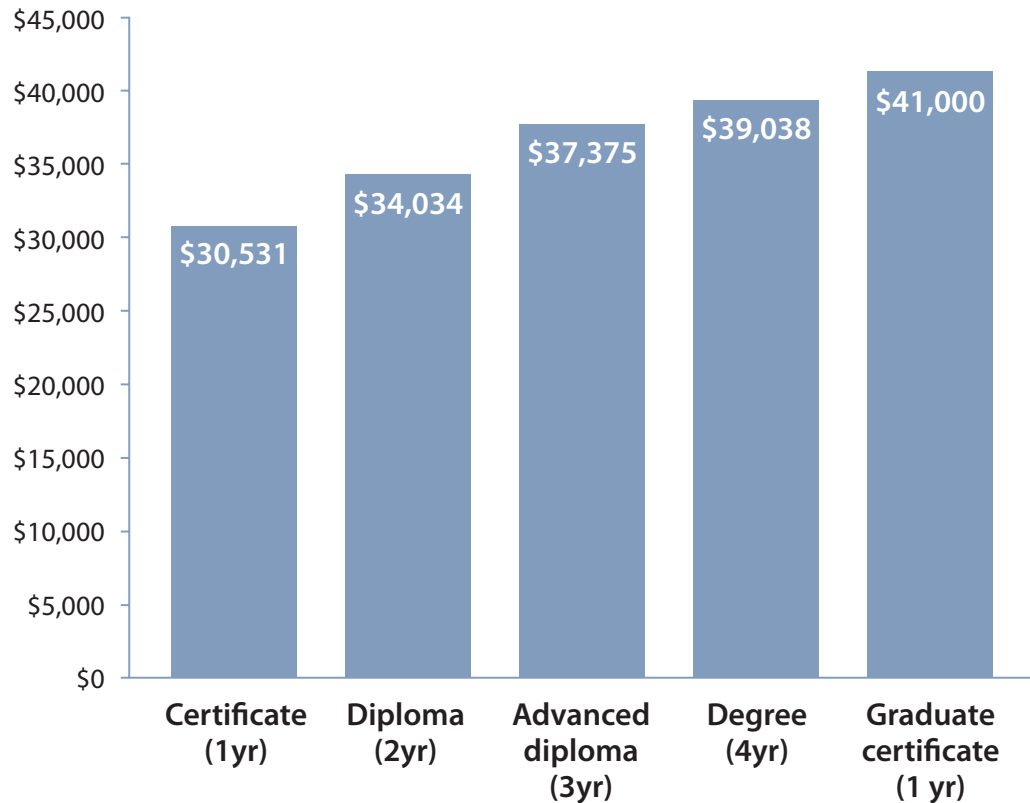
Figure 27. 2008-09 graduates by credential



\*Note: This is an early cohort for college degree graduates (the first college degree programs began in 2002). The degree category does not include collaborate college-university degree programs.

Source: Employment Profile, 2010

Figure 28. Average annual salaries of 2008-09 graduates (six months after graduation) by college credential earned

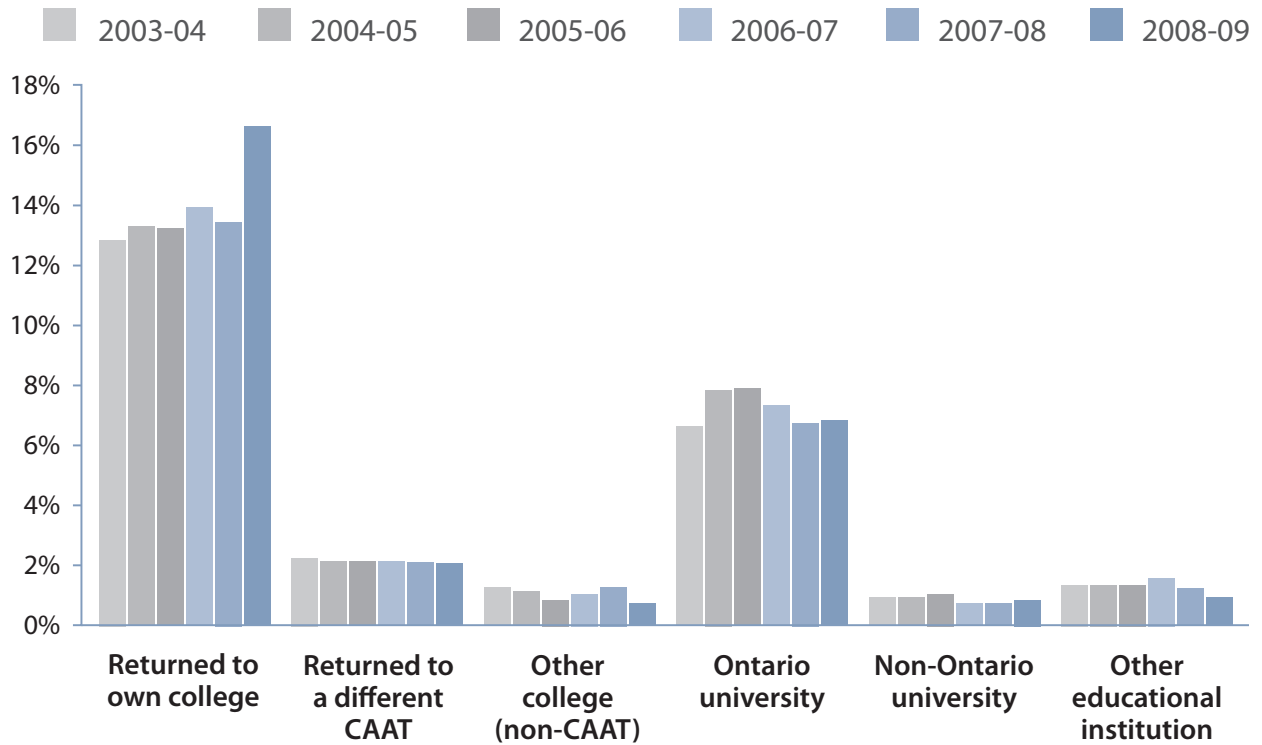


Salaries are for those working full time in jobs related to their fields of study, six months after graduation. There were 60 salaries > \$100,000, which were not used in salary calculations.

Source: 2010 Employment Profile (MTCU).

- Very early in their labour market experience, salaries of college graduates are clearly 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 (\$41,000), 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.

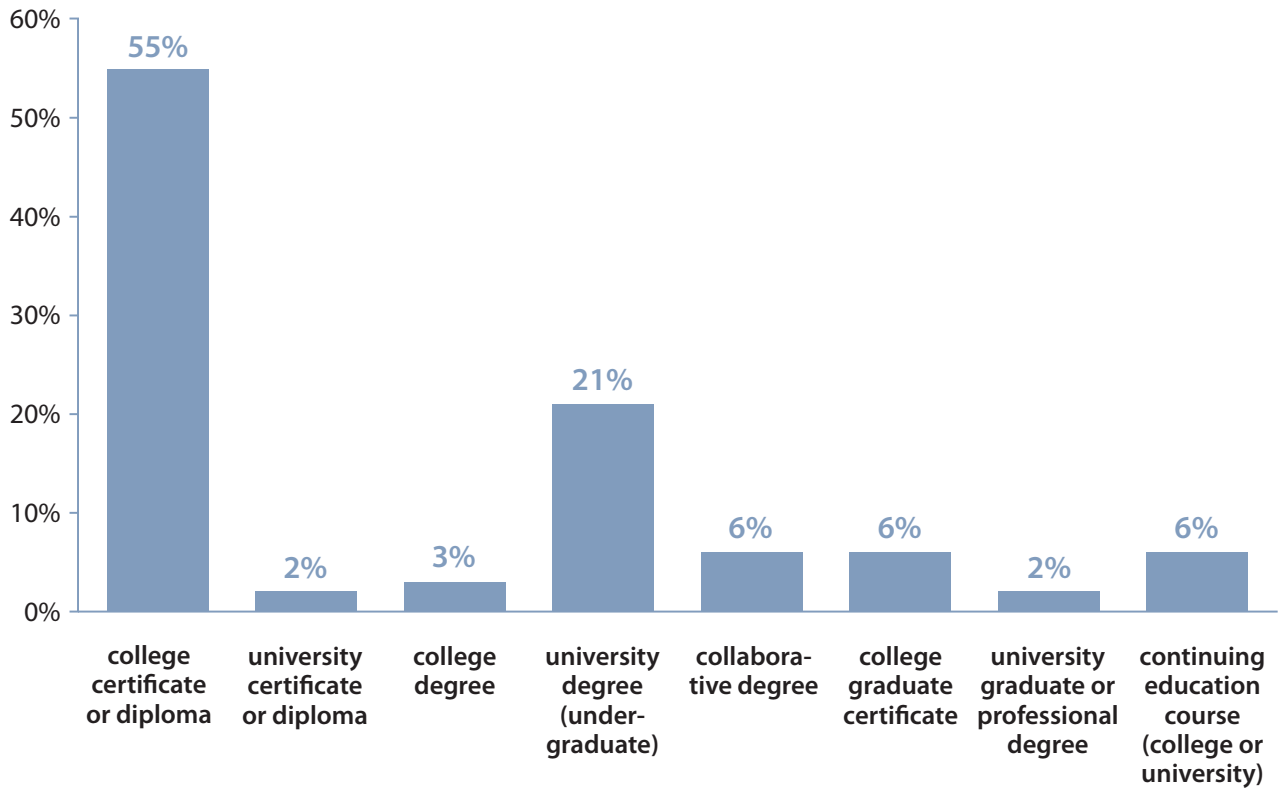
Figure 29. Further education of college graduates (within six months of college graduation)



Sources: Graduate Satisfaction Surveys; Colleges Ontario

- Typically, about one-quarter of college graduates continue their education immediately (i.e., within six months) after graduation. The percentages vary slightly from year to year, but returning to their college of graduation or enrolling in an Ontario university continues to be the most popular choices. As shown in Figure 29 above, an increase was observed last year, with a total of 28 per cent of graduates choosing to further their education.

Figure 30. Further education credential choices of college graduates (within six months of college graduation)



Sources: 2009-10 Graduate Satisfaction Survey; Colleges Ontario

- Of the college graduates who continue their education immediately after graduation, 55 per cent chose to enrol in a college certificate or diploma program. Undergraduate degrees were chosen by 30 per cent of college graduates (three per cent college degree, 21 per cent university degree and six per cent collaborative college-university degree). A further eight per cent pursued graduate work, either through a college (six per cent) or university (two per cent).

## 3.7 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 9: 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	83%

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:

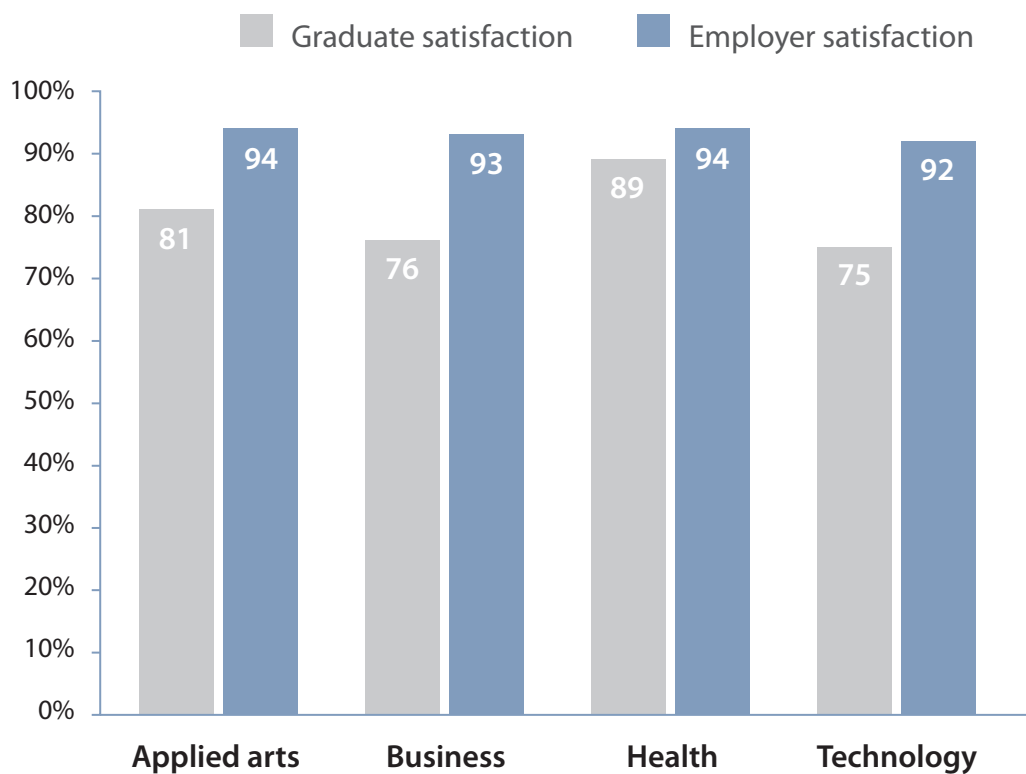
- Sixty-nine per cent were very satisfied/satisfied with the overall quality of their colleges' facilities/resources.
- Sixty-eight per cent were very satisfied/ satisfied with the overall quality of the services in the colleges.

## GRADUATES

In addition to the KPI's, 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-five per cent of graduates would recommend their colleges to someone else, and 88 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-eight per cent of graduates were very satisfied/satisfied with the course content and with the overall quality of instruction.
- Eighty-seven per cent of graduates were very satisfied/satisfied that the equipment was up to date

Figure 31. Graduate and employer satisfaction by division (2008-09 graduates, six months after graduation; percentages very satisfied/satisfied)



Source: Employment Profile 2010 (MTCU)

Table 10. 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)

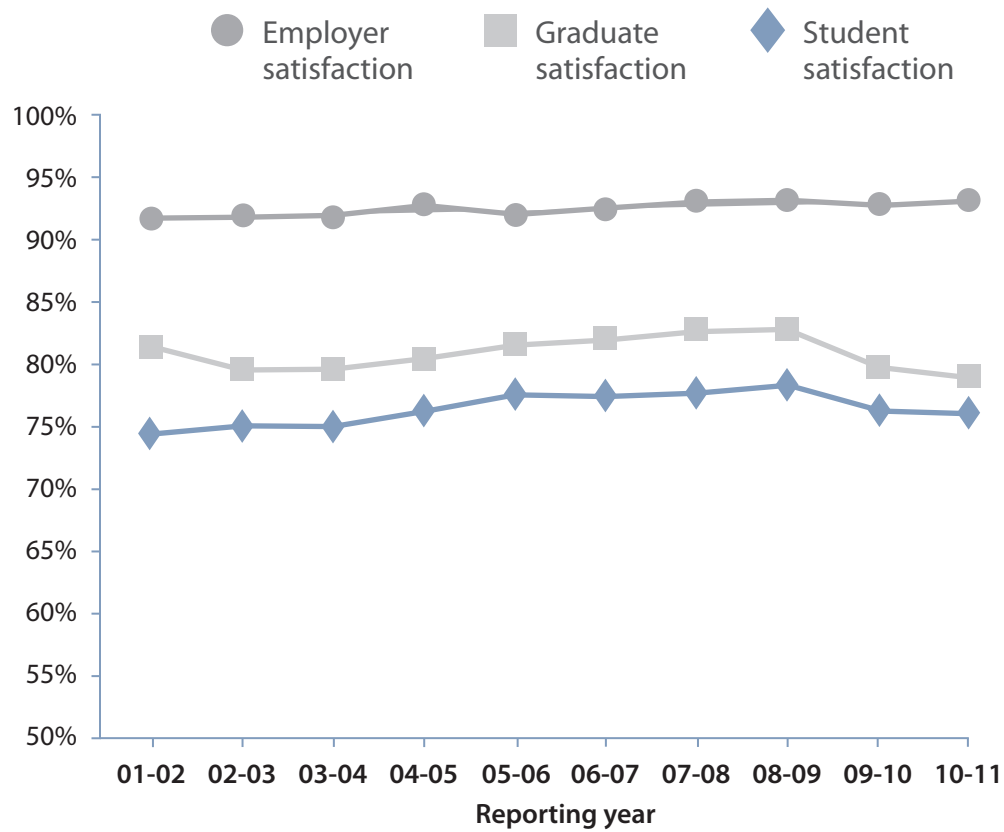
	Importance (extremely important /important)		Satisfaction (very satisfied/satisfied)	
	Graduate-rated	Employer-rated	Graduate-rated	Employer-rated
A. Specific job-related knowledge	91	92	85	88
B. Specific job-related skills	91	94	85	90
C. Oral communication	96	98	90	93
D. Written communications	83	87	88	90
E. Comprehension	95	98	92	95
F. Math skills	59	65	72	80
G. Computer skills	71	75	82	89
H. Critical thinking	91	94	91	89
I. Problem solving	94	96	91	89
J. Research and analysis	62	58	80	74
K. Teamwork	95	99	92	96
L. Organization and planning	94	95	90	90
M. Time management	95	98	89	89
N. Quality of work	98	100	91	94
O. Productivity	95	98	89	91
P. Creative and innovative	73	80	82	81
Q. Adaptable	93	98	89	94
R. Responsible	99	100	93	95

Sources: Graduate Satisfaction Survey 2008-09; 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.

### 3.8 KEY PERFORMANCE INDICATORS: STUDENTS AND GRADUATES

Figure 32. Satisfaction scores by year\*

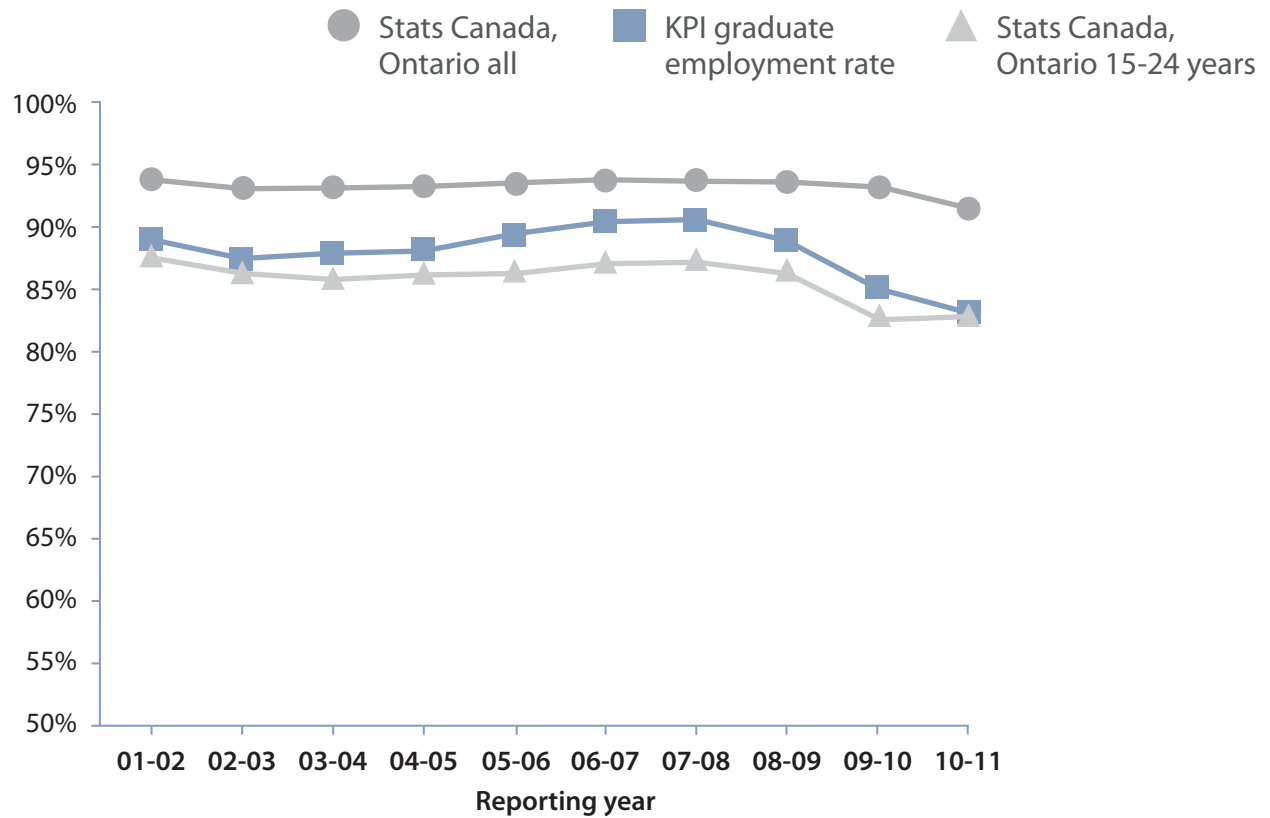


\*reporting year

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

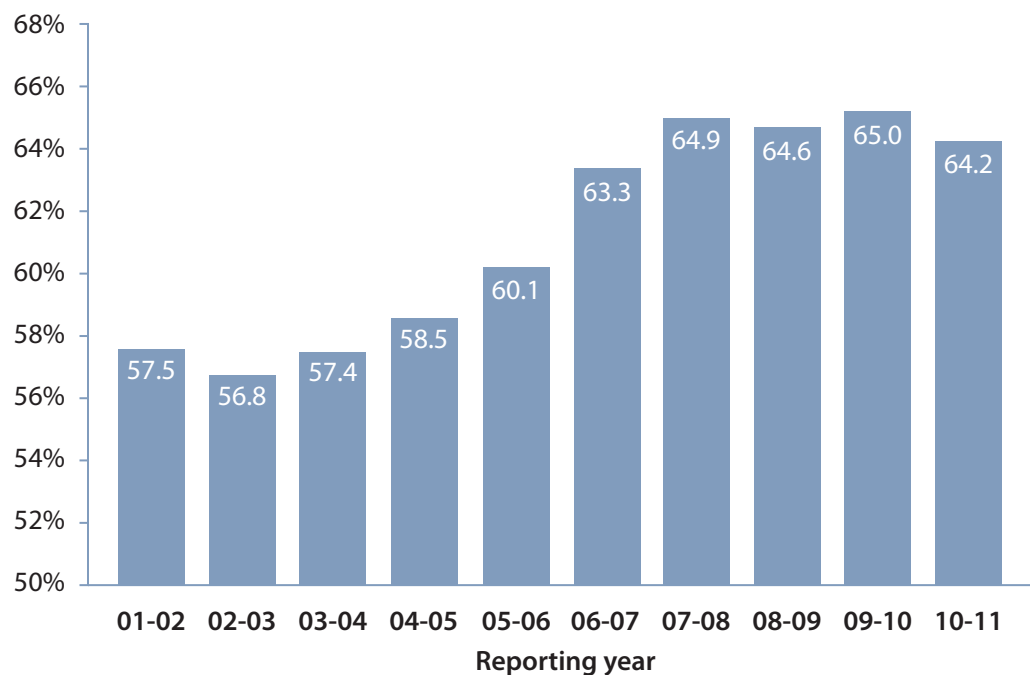
- Ontario college data include five key performance indicators (KPIs): student satisfaction rate, graduate satisfaction rate, employer satisfaction rate, graduation rate, and graduate employment rate. Graduation rates are reported by the colleges, while surveys are used to collect all other information.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

Figure 33. Employment rates: KPI graduate employment rate vs. provincial employment rates (Ontario total and Ontario age 15-24 years)



Source: MTCU.

Figure 34. College graduation rates by year



Source: MTCU.

Table 11. Key performance indicators 2001-02 to 2010-11\*

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
Graduate employment rate (%)	88.7	87.4	87.7	88.0	89.3	90.1	90.5	88.9	84.8	83.0
Graduation rate (%)	57.5	56.8	57.4	58.5	60.1	63.3	64.9	64.6	65.0	64.2
<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>	<b>79.1</b>
Neither	9.7	11.0	10.5	10.3	9.9	10.0	10.0	9.6	11.4	11.8
Very dissatisfied/dissatisfied	8.9	9.1	9.8	9.2	8.5	8.0	7.2	7.7	8.8	9.1
<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>	<b>93.2</b>
Neither	6.0	6.0	5.4	4.6	5.1	4.8	4.2	4.2	4.9	4.5
Very dissatisfied/dissatisfied	2.4	2.0	2.6	2.7	2.9	2.6	2.7	2.5	2.1	2.4
<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>	<b>76.1</b>
Neither	18.6	17.9	17.8	17.1	16.2	16.4	16.2	15.8	17.0	16.9
Very dissatisfied/dissatisfied	7.0	7.0	7.0	6.6	6.1	6.1	5.9	5.8	6.7	7.1
<b>• Knowledge and skills gained (Question 14)</b>										
<b>Very satisfied/satisfied</b>	<b>85.6</b>	<b>85.8</b>	<b>85.1</b>	<b>86.3</b>	<b>87.3</b>	<b>87.2</b>	<b>87.5</b>	<b>88.1</b>	<b>87.2</b>	<b>87.1</b>
Neither	10.3	9.8	10.4	9.7	8.8	9.0	8.8	8.4	8.9	8.9
Very dissatisfied/dissatisfied	4.1	4.3	4.5	4.0	3.9	3.8	3.7	3.4	3.9	4.0
<b>• Quality of learning experience (Question 26)</b>										
<b>Very satisfied/satisfied</b>	<b>78.6</b>	<b>79.0</b>	<b>78.9</b>	<b>80.1</b>	<b>81.2</b>	<b>81.1</b>	<b>81.8</b>	<b>82.4</b>	<b>80.2</b>	<b>80.2</b>
Neither	15.7	15.2	15.3	14.5	13.7	13.7	13.4	13.0	14.4	14.2
Very dissatisfied/dissatisfied	5.8	5.8	5.9	5.4	5.1	5.2	4.8	4.7	5.4	5.6
<b>• Quality of facilities/resources (Question 44)</b>										
<b>Very satisfied/satisfied</b>	<b>67.1</b>	<b>68.1</b>	<b>68.8</b>	<b>70.0</b>	<b>71.7</b>	<b>71.0</b>	<b>71.3</b>	<b>71.8</b>	<b>69.3</b>	<b>68.8</b>
Neither	23.5	22.5	22.2	21.4	20.5	20.9	20.8	20.4	21.5	21.4
Very dissatisfied/dissatisfied	9.4	9.3	9.0	8.6	7.8	8.0	7.8	7.8	9.2	9.7
<b>• Quality of college services (Question 45)</b>										
<b>Very satisfied/satisfied</b>	<b>66.2</b>	<b>67.5</b>	<b>67.7</b>	<b>68.9</b>	<b>70.8</b>	<b>70.3</b>	<b>70.9</b>	<b>71.3</b>	<b>68.6</b>	<b>68.1</b>
Neither	25.0	23.9	23.5	22.9	21.7	22.2	21.8	21.5	23.0	23.0
Very dissatisfied/dissatisfied	8.8	8.6	8.7	8.2	7.5	7.5	7.3	7.2	8.4	8.9

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

Source: MTCU

### 3.9 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): Graduate Outcomes/Satisfaction Survey and Employer Satisfaction Survey (MTCU) provide data for college graduates six months after graduation.