

Final Report
**SURVEY of CANADIAN CAREER COLLEGE
STUDENTS**
Phase II: In-School Student Survey

Prepared for
Human Resources and Social Development Canada
Strategic Communications and Public Involvement Branch

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Ce rapport est également disponible en français

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Phase II: In-School Student Survey***

***Human Resources and Social Development Canada
and
The Canada Millennium Scholarship Foundation***

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The views expressed in this report are those of the authors and do not necessarily reflect the opinion of Human Resources and Social Development (HRSD), Government of Canada, of Canada Millennium Scholarship Foundation, or National Association of Career Colleges.

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The project was made possible through the co-operation provided by the more than 380 private career colleges across Canada that participated in this study. Detailed in Appendix A is an alphabetical listing of the participating organizations by province.

Executive Summary

1.0 Overview

The *Survey of Canadian Career College Students* was conducted to further understand student participation in the private post-secondary educational system. Students from 384 private career colleges participated in an in-school survey to ascertain socio-economic background, factors influencing selection of the private college system, debt levels, student satisfaction, work and educational transition plans. In total 13,721 students from private institutions receiving less than 50% government funding, with less than 30% enrollment in ESL or correspondence, participated in the survey. Among those students that completed the survey 61% agreed to participate in a follow-up survey 6 to 12 months post-graduation to determine graduate outcomes.

1.1 Highlights of Findings

Research findings showed that a high proportion of the students entering the private system are female (72%). Students tend to be older in age (mean age=29) and thus more likely to have dependants under the age of 18 (34%). Students are commonly single (75%), although 33% are currently or have been married. Just under one in six (15%) are single parents.

One-quarter (25%) of the students surveyed were born outside of Canada, with 11% being recent immigrants who came to Canada after the year 2000. The higher proportion of immigrants in the private career college system contributes to a greater proportion holding prior post-secondary education (PSE) degrees compared to public college students, who tend to enter the public PSE system directly out of high school. Slightly higher proportions of private career college students identify themselves as a person of Aboriginal or native ancestry (12%) or a visible minority (9%). Household incomes are generally low among private career college students, with 39% reporting a household income of less than \$20,000. Household income is commonly earned by the student (40%), their parents (36%) or the student's spouse/common law partner (21%).

Private career college students' preferred educational route appears to be college, either private (80%: current 72% or another private 8% institution) or public (12%). Among students surveyed, approximately three-quarters (72%) indicated that their current private career college was their institution of choice. Few (8%) students indicated that they would have preferred to attend university rather than their current private career college.

Students take a wide variety of pathways into PSE and specifically into a program provided at a private career college. In total 40% of students entered post-secondary education, although not necessarily the private career college they were attending when surveyed, immediately after leaving high school. The remaining 60% took a break between high school completion and post-secondary. For those not entering into PSE immediately after high school the most common barriers were career indecision and lack of interest (62%), although financial (27%) and personal or family (20%) issues impacted many. Private career college students enter PSE to change a career or pursue a job (36%) and for general interest or personal development (25%).

Despite these similarities, private career college students do not constitute a uniform group that differs from those attending public colleges. It is therefore important to stress that private career college students instead appear to make up a number of unique sub-groups, including:

- older males, retraining after health concerns or limited employment opportunities reduced the viability of a previous career;
- older females, retraining or reentering the workforce after a leave due to family responsibilities;
- younger students attending programs that are not available in the public college system;
- students, both young and old, interested in a program of short duration that will provide specific workforce skills. These students may or may not have previous degrees from college or university;
- young students that intend to pursue additional college or university education after a first degree at a private career college; and
- immigrants, retraining or changing careers because their education or qualifications are not recognized in Canada.

At private career college students are enrolled in a wide variety of programming, with students most commonly taking programming related to Health (38%) and Media or Information Technology (24%). The majority (97%) of the students surveyed attended full-time programming. Across all programs, career college programs are commonly seven to 12 months in duration. In contrast, programming in the public college system tends to run for a longer duration, more often running two years or longer (public 62%, 24 months or longer; private 12%, 24 months or longer).

Students are commonly drawing upon the Canada Student Loans system or other government assistance to fund their private career college education. At the time of the survey 41% of the students were in receipt of a student loan and 53% anticipate using a government loan to fund some portion of their private career college program. One in ten (13%) use EI or other government assistance as a funding source. Parents and spouses contribute less to this group (26%) than is the case among public college students (59%).

Private college students are not generally utilizing work income (in-study employment) to finance their PSE. Only 37% are employed while in school and few finance their education through personal savings (19%) or earnings from current employment (8%). This is in marked contrast to public college students, among which 47% have personal savings and 70% will use earnings from current employment in financing their education.

Current and anticipated debt levels are generally higher among private career college students than public college students. More private career college students have and anticipate having education-related debt and the amount of that debt is greater. Additionally, private career college students are accruing debt at a higher rate than public college students, given that private career college programs are generally shorter in length than public programs. On average, private career college programs are seven to 12 months in length as compared to one to four years in public colleges. Despite the fact that private career college students are heavily reliant on the Canada Student Loans Program, students in the system are not very knowledgeable about the federal and provincial loan

systems, nor the Registered Education Savings (RESP) or Canada Education Savings Grants (CESG) programs.

Private career college students are also not overly concerned about the debt they are incurring while in school. Only one-quarter (25%) of students are very concerned that they will have insufficient funds to complete their PSE and a further one-quarter (28%) are not at all concerned. Only one in three is very concerned about the amount of debt they will incur by the time they graduate (32%) or their ability to repay that debt (28%).

The lack of concern about educational and student loan debt may come from an optimistic view of their employment opportunities post-program. Students express high levels (86%) of confidence that they will obtain employment related to their field of study after they graduate, although a slightly lower proportion (76%) believe their program is adequately preparing them for the job market. Most (76%) intend to seek employment after graduation.

To obtain more information on this study, please e-mail por-rop@hrsdc-rhdsc.gc.ca

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Acronyms and Short Forms

Alphabetical by Acronym/Short Form

AB	Alberta
BC	British Columbia
CATI	Computer-Assisted Telephone Interviewing
CMSF	Canada Millennium Scholarship Foundation
CSLP	Canada Student Loan Program
DASH	Data Analysis Software Handling
ESL	English as a Second Language
HRSDC	Human Resources and Social Development Canada
MB	Manitoba
NACC	National Association of Career Colleges
NB	New Brunswick
NL	Newfoundland and Labrador
NS	Nova Scotia
NT	North West Territories
NU	Nunavut
ON	Ontario
PCC	Private Career College
PE	Prince Edward Island
PSE	Post-Secondary Education
PTI	Private Post-Secondary Training Institutions
QC	Quebec
SCCCS	Survey of Canadian Career College Students
SK	Saskatchewan
YT	Yukon

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1. Project Background

While extensive Canadian research exists at the national and provincial levels examining student and graduate satisfaction and the transition from public post-secondary systems to the world of work, very little research has been completed to ascertain debt levels, student satisfaction and/or outcomes associated with participation in a private postsecondary educational program. Given that Canada's private post-secondary education system provides program instruction to in excess of 150,000 students each year, it is critical that reliable research be conducted with this group to establish perceptions, institutions and financial assistance needs, similar to that conducted for students enrolled in Canada's public post-secondary education system. Additionally, since many students who attend such institutions also utilize the Canada Student Loans Program (CSLP), there is also a public policy interest in assessing the usage/need of student financial assistance programs in Canada's private post-secondary education system.

Human Resources and Social Development Canada in partnership with the Canada Millennium Scholarship Foundation commissioned R.A. Malatest & Associates Ltd. to conduct the *Survey of Canadian Career College Students*. The National Association of Career Colleges supported this research through the provision of in-kind assistance. The research, conducted in three phases, began with a survey of private career colleges (Institutional Survey) to ascertain the number of institutions and students eligible to participate in the *Survey of Canadian Career College Students*. An in-school survey was then conducted with students enrolled in eligible programs in private career colleges throughout Canada. The in-school student survey will be followed up with a graduate outcomes survey to determine outcomes associated with participation in the private post-secondary educational system.

This report focuses on the findings of the in-school survey of students of private career colleges (Phase II). The findings of the Institutional Survey can be found under a separate report entitled: *Survey of Canadian Career College Students Phase I: Institutional Survey*. Findings from the Graduate Outcomes Survey will be published under a third report: the *Survey of Canadian Career College Students Phase III: Graduate Outcomes Survey*.

1.1 Project Objectives

The key objectives of the in-school survey were as follows:

- to understand the socio-economic background of students attending private post-secondary training institutions (PTIs).
- to identify reasons/factors that influenced the selection of a private post-secondary program/institution rather than a public post-secondary program;
- to assess work and educational transition plans of students post-program; and
- to detail the level of student satisfaction with the education/services provided.

2. Research Methodology

The following section describes the methodology used for Phase II of the *Career Colleges Student Survey 2005 -2006*, the in-school student survey.

2.1 Scope of Work

Phase II involved the following research activities:

- Recruitment of private career colleges to allow in-school surveying of students;
- Development and pre-test of an in-school student survey; and
- In-school surveying of students attending private career colleges throughout Canada.

Each of these research activities is described in greater detail in the following sections.

2.2 Private Career College Recruitment

To facilitate the *Survey of Canadian Career College Students*, an Institutional Survey was designed to collect information on programs, credentials, funding, instructors and willingness to participate in the in-school survey of students. The Institutional Survey was distributed to a random and representative sample of 800 private career colleges selected from a database of private career colleges. The database, which included registered private career colleges Canada-wide, was compiled from provincial and territorial Ministry of Education and/or Advanced Education government websites. For further refinement, the database was cross-referenced against the NACC member list and the Canada Student Loans Program list of designated schools across Canada. Duplicate records were removed and unique records were added to the database, resulting in 2,423 institution entries.

The database was modified as institutions were contacted and further information was collected on their eligibility to participate in the student survey. An institution was considered eligible if:

- less than 30% of the student population was enrolled in either English as a Second Language or correspondence programs; and
- the institution receives less than 50% of its total funding directly from government sources.

Initially 1,622 institutions received the Institutional Survey to determine eligibility to participate in the *Survey of Canadian Career College Students*. Of the 1,622 schools contacted 824 provided information and 447 were deemed ineligible to participate in the in-school student survey due to their proportion of ESL or correspondence students and their level of government funding. A private vocational career college was classified as being unable to participate if the institution or campus:

- no longer offered classes or had no students enrolled;
- was closing down;
- offered English as a Second Language to 30% or more of its student population;
- offered correspondence programs to 30% or more of its student population;
- did not offer programming at the location contacted, acting only as a head office (programs were offered at an alternate location);
- was a high school, CEGEP, public college or university; or
- directly received 50% or more of its funding from the provincial or federal government.

Of those eligible to participate, 286 agreed to allow the Consultant to survey students in class. A delay in the survey start date, due to privacy concerns of HRSDC, resulted in attrition of a large number of institutions from the study. To compensate, the Consultant contacted the remaining institutions. Of the total 2,423 institutions contacted, 384 were eligible and agreed to participate in the in-school survey. Detailed in Table 2-1 is the outcome of all 2,423 contacts to the estimated universe of private career colleges to determine eligibility and willingness to participate in the in-school student survey. Information is presented for both NACC-affiliated institutions and organizations that were not affiliated with NACC (non-NACC).

Table 2-1
Outcome of Contacts with Private Career Colleges

Outcome	Total	NACC	Non-NACC
<i>Refused Institutional Survey (No Information on School)</i>	504	65	439
<i>Refused to participate in the Institutional Survey or provide information on eligibility</i>	504	65	439
<i>Non-Qualifier (Not Included in Defined Population)*</i>	1,121	107	1,014
<i>Institution no longer in business</i>	186	20	166
<i>Institution not in estimated universe**</i>	312	30	282
<i>Institution does not give classes or have students</i>	48	8	40
<i>Institution has no full-time students</i>	237	21	216
<i>More than 30% ESL or correspondence students</i>	89	17	72
<i>More than 50% government funding</i>	187	6	181
<i>Combination of more than 30% ESL/correspondence and more than 50% government funding</i>	27	3	24
<i>Unspecified</i>	35	2	33
<i>Qualified (Included in Defined Population)</i>	798	269	529
<i>Provided information through the Institutional Survey and qualified</i>	781	265	516
<i>Provided information through telephone interview</i>	17	4	13
Total	2,423	441	1,982

* Institution did not have to complete the Institutional Survey to be classified as a non-qualifier.

**Institutions not considered a private career college included private elementary/high schools, non-profit centres, immigrant training centres with ESL, hospital centres with practicum component of university program, duplicate schools, etc.

**It should be noted that additional information pertaining to the Canadian career college system is available in the *Phase I: Institutional Survey* report.

2.3 Development and Pre-Test of the In-School Student Survey

The Consultant began working with HRSDC, NACC and CMSF in November of 2005 to develop the in-school student survey. The survey was designed to gather information concerning the:

- socio-economic profile of students who attend career colleges;
- highest level of education obtained by career college students prior to enrolling in their current program;
- reasons for enrolling in current career college program;
- student satisfaction with program/school; and
- methods used by career college students to finance education, in addition to other finance issues.

The survey was approved for field-testing in March 2006. Field-testing of the In-School Student Survey was conducted in Edmonton, Alberta, at two colleges: Academy of Learning (Wednesday, March 15, 2006) and Marvel College (Thursday, March 16, 2006). In total, 159 students completed the student survey at these two institutions, with 44% of the students agreeing to participate in the follow-up Graduate Outcomes Survey to be conducted at a later date. The student survey was programmed and tested on Teleform, a survey scanning instrument, to support the field-test. Given that the field test did not find any issues with the survey instrument, it was finalized for use in full survey administration.

2.4 In-School Student Survey Administration

Full in-school survey administration occurred from September 18, 2006, to February 21, 2007. The Consultant contacted schools:

- eligible and agreeing to participate in the in-school student survey based on the Institutional Survey; and
- that had not yet provided information to assess participation eligibility.

Once assessed as eligible and agreeing to participate, a convenient date for data collection was selected by the institution. The institution was asked to provide a reliable estimate of the number of students available for surveying on the data collection date. A representative from R. A. Malatest & Associates Ltd. with enhanced security clearance visited each institution, and distributed and collected the survey from students on the agreed upon date, as well as providing information and support to students completing the survey. All distributed surveys were collected and accounted for prior to leaving the institution. The Consultant contacted all institutions two to three days prior to the data collection date.

To support high response rates at each institution, the data collection time was determined around class schedules to allow data collection from as many unique classes as possible within a day. At larger schools the Consultant collected data across more than a single day. The largest schools were visited twice during the data collection period to allow collection from more than one student intake.

In total the Consultant visited 30 institutions for multiple student intakes. Other methods used to increase the number of survey completions from each institution included:

- Visiting institutions at different times in a single day;
- Visiting an institution on multiple days; and

- Leaving surveys for students to complete at the start of the day that were collected at the end of the day.

The distribution of institutions visited for the in-school student survey is shown in Table 2-2.

Table 2-2
Distribution of Institutions and Survey Completions by Province

	AB	BC	MB	NB	NL	NS	NT	ON	PE	QC	SK	YT	Total
<i>Institutions</i>	44	117	16	27	15	20	1	112	3	14	15	--	384
<i>In-School Survey Completions</i>	1,636	2,867	687	1,264	845	1,048	27	4,080	56	654	557	--	13,721
<i>Students Agreeing to Participate in the Student Outcomes Survey (Proportion)</i>	57.7%	62.6%	71.5%	52.8%	61.8%	54.6%	44.4%	66.0%	53.6%	58.1%	58.8%	--	61%

In total, 13,721 in-school student surveys were completed from the population of private career college students in Canada. Of those completing the in-school survey, 8,324 (61%) agreed to be contacted for the Graduate Outcomes Survey and 11,250 (82%) agreed to share their survey responses with the Canada Millennium Scholarship Foundation.

2.4.1 Survey Coverage

The in-school survey was completed with 13,721 students from institutions across Canada. The total number of eligible students estimated to be enrolled in private career colleges in 2006 was 156,107. The estimate of eligible students is obtained from the *Survey of Canadian Career College Students Phase I: Institutional Survey Report*. Based on random sampling approaches, the maximum sample error for this study is therefore estimated to be $\pm 0.8\%$ (19 times out of 20).

2.4.2 Advantages of In-School Survey Administration

In-school survey administration yielded several important benefits for this project, including:

- ability to directly answer students' questions about the survey;
- ability to minimize concerns among students that their responses could be seen by school staff and/or school administrators; and
- ability to help students who had literacy issues in terms of assisting in survey completion.

Overall, the Consultant estimated that the response rate among students was more than 98%, as very few students refused to complete the survey.

2.4.3 Report Overview

Data provided in the *Survey of Canadian Career College Students Phase II: In-School Survey* has been weighted to reflect the proportion of students in the private career college universe attending institutions either holding or not holding membership in the National Association of Career Colleges within each province. The private career college student universe estimate is published in the *Survey of Canadian Career College Students Phase I: Institutional Survey* and includes students eligible to participate in this survey. Institutions were deemed eligible to participate if less than 30% of the

students attending were in ESL or accessed programming through correspondence and the institution received less than 50% government funding. English as a Second Language programs were excluded as the programs are not intended to lead to a specific career but instead are designed to support immigrant integration. Correspondence programs were excluded as they would not allow in-school surveying of the students. The government funding criteria was set low enough to exclude public institutions but high enough to allow a sufficient sample, as many private career colleges receive public funds in the form of student tuition.

Throughout the report, comparisons are made between findings from the *Survey of Canadian Career College Students* and the findings from the *2006 Canadian College Student Finances Survey*, completed by the Canada Millennium Scholarship Foundation and published as the *Canadian College Student Finance Report* whenever significant results are compared across program types and regions, the results discussed are significant at the 0.5 alpha level using a t-test of significant differences.

The report is presented under the following sections:

- Profile of Students;
- Student Pathways to Private Career Colleges;
- Private Career College Programming;
- Program Financing;
- Student Debt;
- Satisfaction with Program/Institution;
- Post-Program Career; and
- Conclusions.

3. Profile of Students

3.1 Overview of Student Characteristics

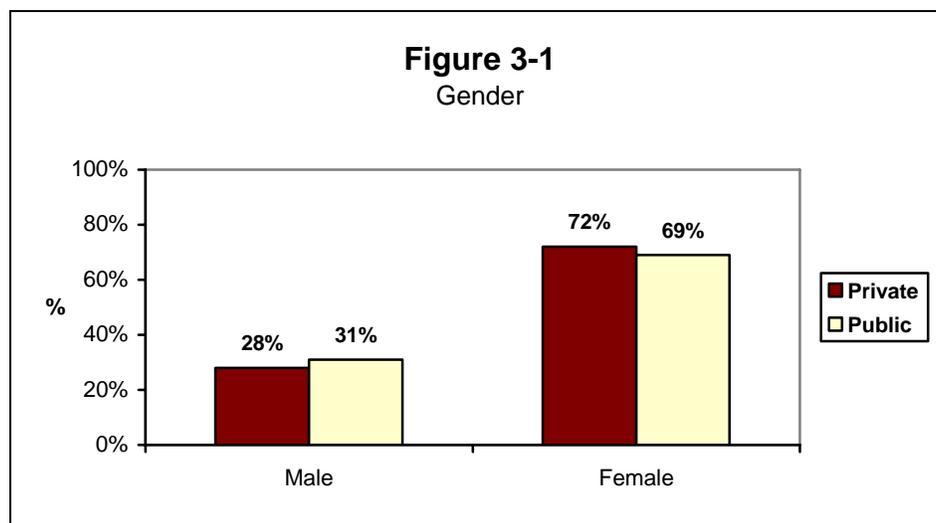
Students in the private career college system tend to be diverse although certain characteristics appear to differentiate them from those entering the public college system. A high proportion of the students entering the private system are female. Students tend to be older in age and thus more likely to have dependants under the age of 18 and are less likely to report living with their parents. One-quarter of students were born outside of Canada, with 11% being recent immigrants who came to Canada after the year 2000. The higher proportion of immigrants in the private career college system contributes to a greater proportion holding prior PSE degrees compared to public college students, who tend to enter the public PSE system directly out of high school. Household incomes are generally lower among private career college students.

3.2 Student Characteristics

3.2.1 Demographics

Students attending private career colleges tend to be female (72%). The higher proportion of female students is also more pronounced in the private system compared to the public post-secondary system, where only 69% of the students, on average, are female. The proportion of female to male students in the private system, however, is not uniform across all provinces. In Quebec significantly more of the private career college students were male (61%), while in British Columbia a significantly higher proportion were female (79%). Differences in gender distribution are also found by program:

- Participation in programs related to Health (88%) is greatest among women attending private career colleges.
- Males show the greatest participation in programs in the Trades/Technical Training area (82%).

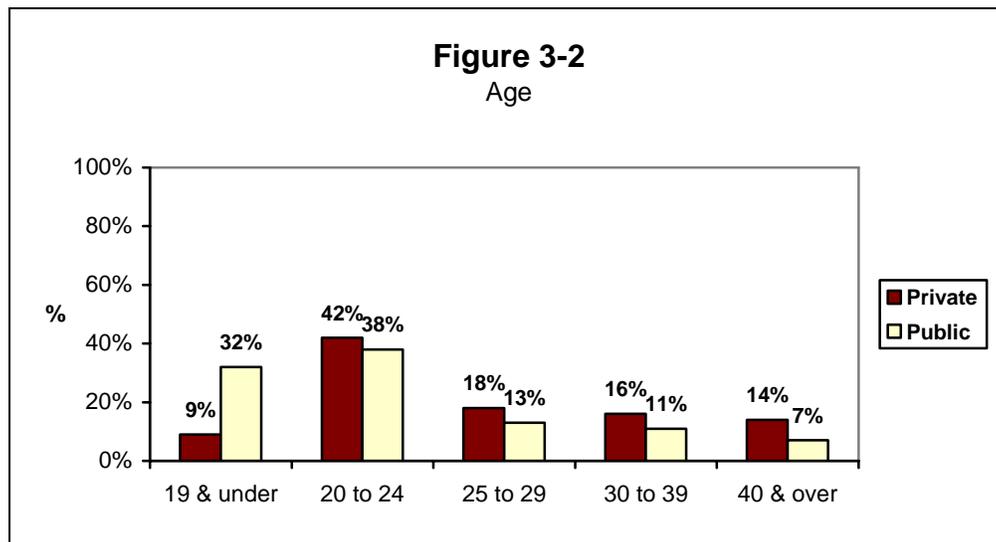


Numbers may not add up to 100% due to rounding.

n=13,435 (weighted data excludes don't know and non response for both private and public);
Public n=7,277

Students completing the survey ranged in age from 16 to 66 years of age. As compared to those in the public PSE system, students attending private career colleges are more commonly older in age, with 48% of students aged 25 years and older. In the public system the majority (70%) of students are under 25 years of age. The median age of students surveyed for the *Career Colleges Student Survey* was 29 years; those surveyed in the *Canadian Colleges Student Finances Survey* had a median age of 26.

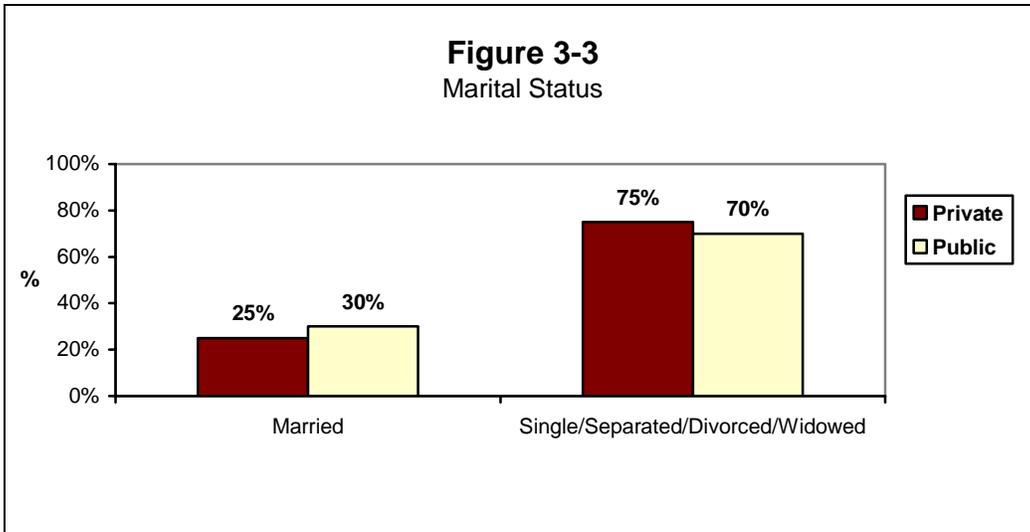
By program the mean age of students is Trades/Technical (mean=28), Design (mean=25), Health (mean=26), Media and Information Technology (mean=30), Other Service (mean=27) and Other (mean=23).



Numbers may not add up to 100% due to rounding.

n=12,806 (weighted data excludes don't know and non response for both private and public);
Public n=7,254

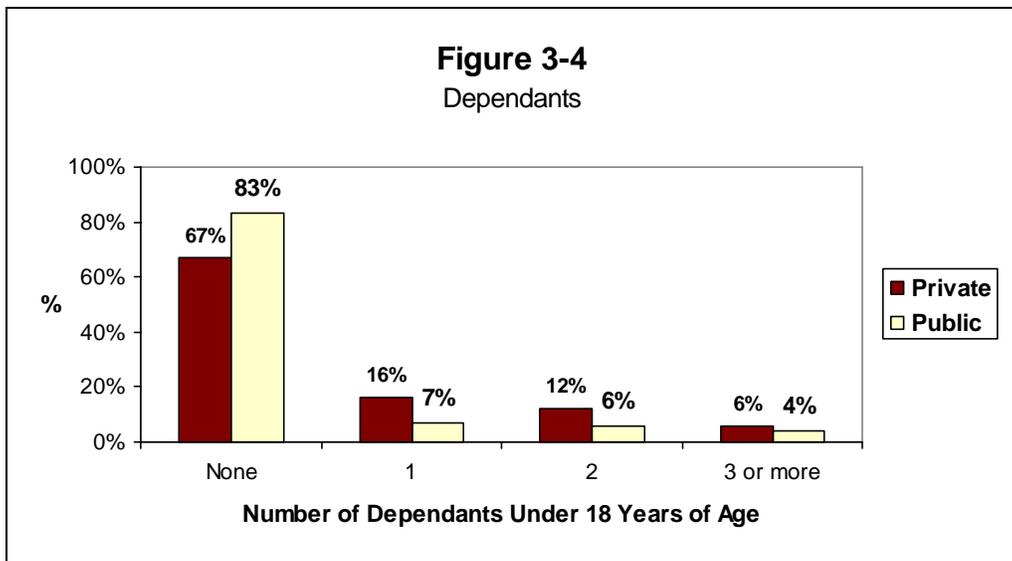
With respect to marital status, students in the private system differ slightly from those in the public system. Higher proportions of private (75%) students classify themselves as single, including those who are separated, divorced or widowed, compared to public college students (70%). One-quarter (25%) of private career college students are currently married. In total 33% of private career college students are currently (25%) or have been married (separated, widowed or divorced) (8%), reflecting the older median age of these students. Students in Ontario (30%) and British Columbia (27%) are significantly more likely to be married, while those in Quebec (86%) are more commonly never married or divorced/widowed.



n=13,290 (weighted data excludes don't know and non response); Public n=7,272

Students attending a private career college more commonly support a child or children under the age of 18 years. A third (33%) of private college students support a child compared to only 17% of students in the public PSE system. The mean number of dependants supported by private career college students is 1.84. In comparison to the Canadian average, students living in Quebec (18%) are less likely, while those in Ontario (38%) are more likely to support children. There are also differences in the proportion of students with dependants by program:

- Students in Media and Information Technology (43%) more commonly support dependants. These students, with the highest mean age at 30, are also more likely to be married (30%) or separated/widowed or divorced (12%).
- Students in Design (80%) and Other Programs (84%) less commonly support children. With a mean age of 26, these students are more often single (77%, 84%).

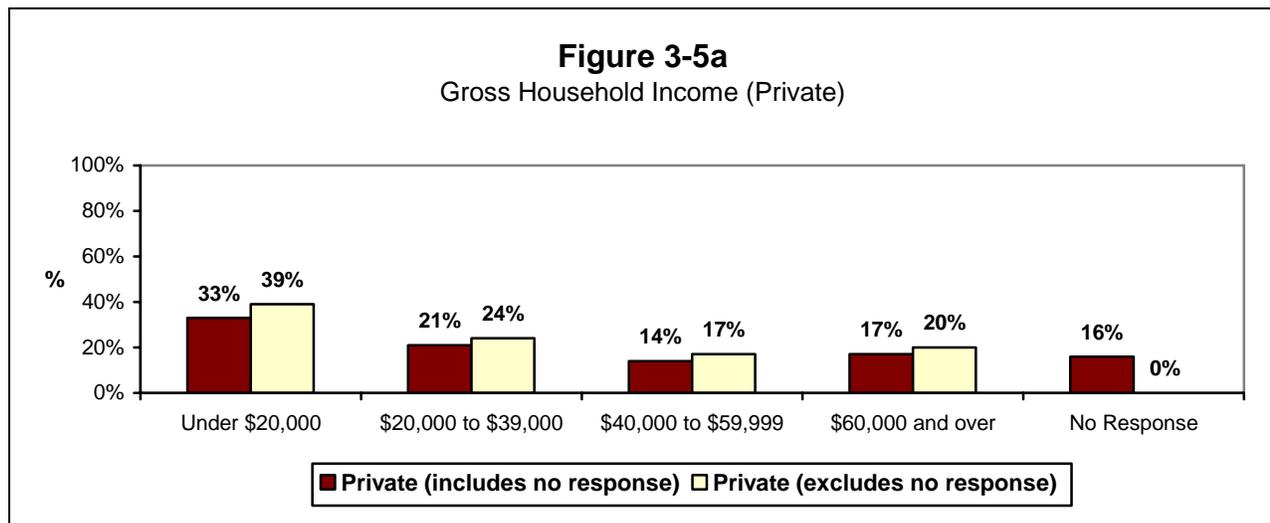


Numbers may not add up to 100% due to rounding.

n=10,263 (weighted data excludes don't know and non response); Public n=7,267

Students attending private career colleges generally report low gross household incomes, with one-third (33%) indicating a household income of \$20,000 or less. A significant number (16%) of students did not report their income on the survey. When the proportion of students that did not report household income is excluded, the proportion of those with an income less than \$20,000 rises to 39%. Students in the Prairies (43%) were most likely to report gross household incomes of \$20,000 or less, while those in Ontario (24%) more commonly reported incomes over \$60,000.

Gross household income is earned by the student (40%), their parents (36%), or the student's spouse/common law partner (21%). Fifteen percent (15%) did not specify who in the household earned the income.



Numbers may not add up to 100% due to rounding.

n=13,721 (including no-response) or 11,539 (excluding no response) (weighted data includes don't know and non response)

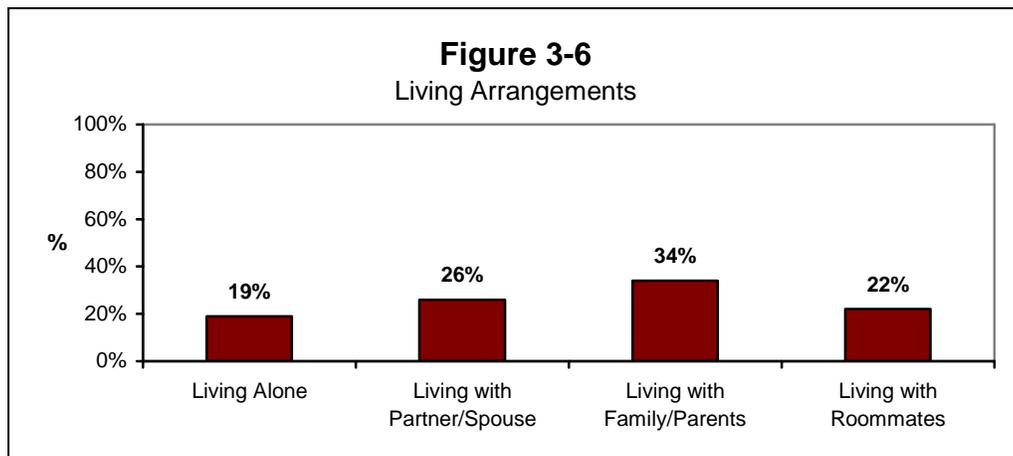
Not surprisingly, certain equity groups were disproportionately represented among the low income group. For example, as detailed in Table 3-5b, the proportion of single parents and Aboriginals who would be classified as low income (i.e. less than \$20,000/year) was much higher than the survey average. In comparison, other equity groups (visible minorities, persons with disabilities) were not disproportionately represented in terms of low income households.

Table 3-5b
 Proportion of Sample Defined as Low Income
 (Household Income of Less than \$20,000/year)
 (excluding no response)

	Low Income	Other Income
Survey Average	39%	61%
Aboriginal	54%	46%
Non-Aboriginal	37%	63%
Single Parent (with dependant(s))	69%	31%
Other Students (with/without dependants)	34%	66%
Visible Minority	40%	60%
Non-Visible Minority	39%	61%
With a disability	41%	59%
Non-disability	38%	62%

n=9,821 – 11,538

Over half (59%) of private career college students are living with family, either a partner or spouse (26%) or parents or other family (34%). The remaining 41%, live alone (19%) or with roommates (22%). Compared to students attending public colleges (42% live with parents or family), those in private colleges are significantly less likely to live with parents or family as only one-third (34%) reported living with their parents. In Ontario (30%) students are more likely to live with a partner or spouse and in the Prairies (30%) with roommates compared to the rest of the country.



Numbers may not add up to 100% due to rounding.
 n=13,247 (weighted data excludes don't know/no response)

3.2.2 Citizenship

The majority (75%) of students surveyed were born in Canada. Public college students more often (85%) are born in Canada, with only 13% born outside of Canada. Private career college students born outside of Canada were from a wide variety of countries, with many originating from Asian countries (11%). Students residing in the Atlantic provinces (94%), Prairie provinces (85%) and Quebec (82%) are more frequently born in Canada. Just under half (42%) of the students attending private career colleges in British Columbia were born outside of Canada, as were 36% of those attending a career college in Ontario.

Table 3-7
Country of Birth

Country	Response %
Canada	75%
Other Asia	5%
Africa	2%
Central/South America	2%
China	2%
Eastern Europe	2%
Western Europe	2%
United States	2%
Caribbean and Bermuda	1%
Eastern Asia	1%
Japan	1%
South East Asia	1%
Southern Asia	1%
West Central Asia & Middle East	1%
Other Mentions	1%
Don't know/No response	3%

Numbers will not add up to 100% due to rounding.
n=13,721 (weighted data includes don't know/no response)

Among those not born in Canada, most (51%) immigrated within the last seven years (2000 or later) or eight to 16 years ago (25%). Relatively few of the students that immigrated had been in Canada for over 17 years (21%). British Columbia had a significantly higher proportion of new immigrants, with 51% immigrating within the last seven years and 14% immigrating after 1996.

Table 3-8
Immigration to Canada

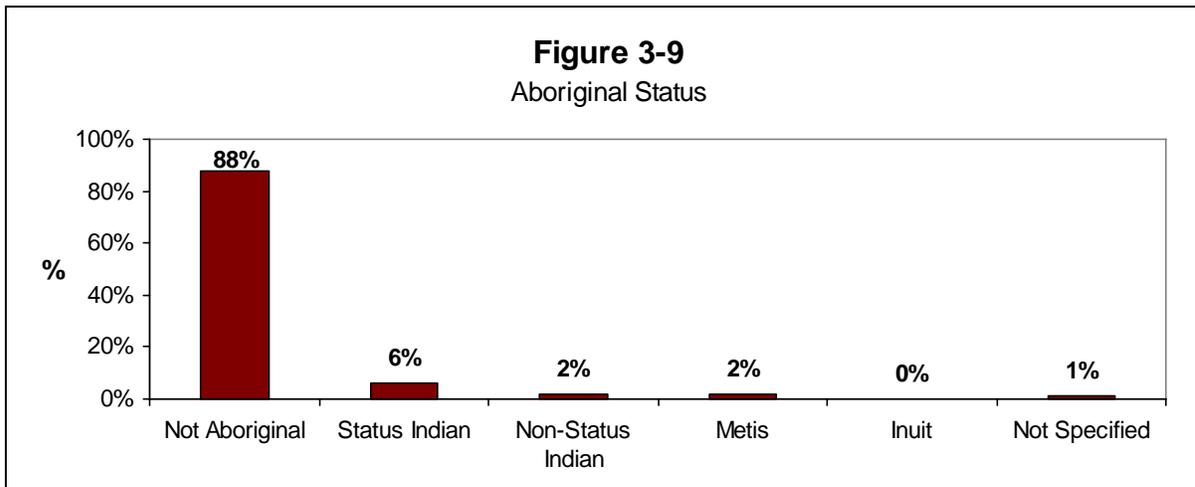
Immigrated to Canada	Response %
Before 1980	6%
1981 – 1985	5%
1986 – 1990	10%
1991 – 1995	12%
1996 – 2000	13%
2000 or later	51%
No Response	1%

Numbers may not add up to 100% due to rounding.
n=3,733 (weighted data includes don't know/no response)

Overall, it appears that approximately 11% of students enrolled in career college programs are individuals who immigrated to Canada in the last seven years.

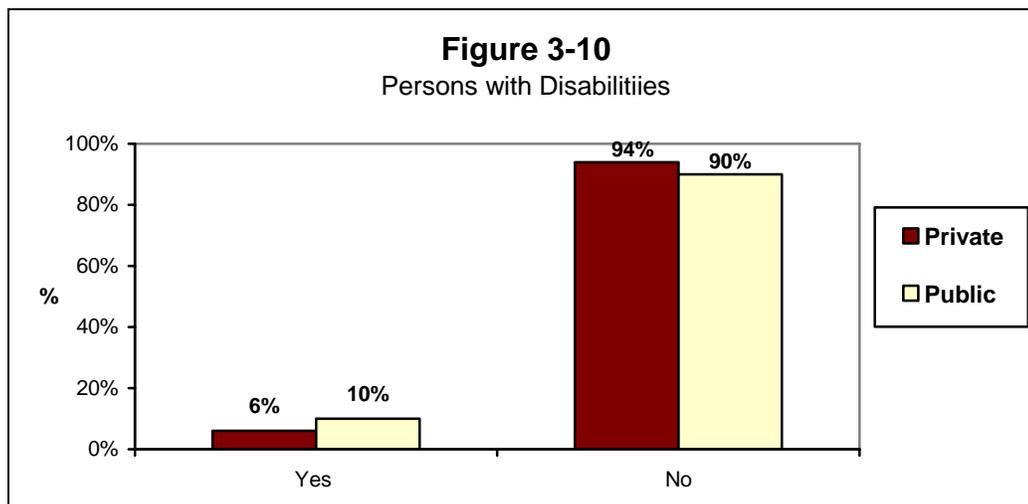
3.2.3 Minority Status

Slightly more of the students completing the private career colleges student survey indicated that they considered themselves to be a person of Aboriginal or native ancestry (11%), compared to those attending a public college. Nine percent (9%) of public college students indicated they are of Aboriginal or native ancestry. Students of native ancestry are more commonly status (6%) or non-status (2%) Indian or Métis (2%) rather than Inuit. Significantly more of the students in the Prairie provinces (15%) identified themselves as status Indians.



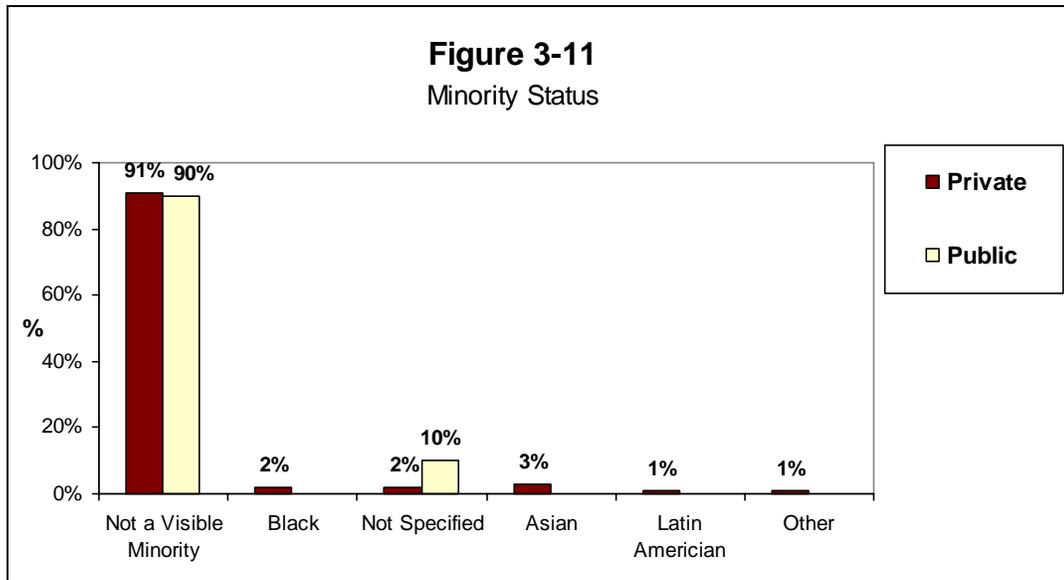
Numbers may not add to 100% due to rounding.
n=11,321 (weighted data excludes don't know/no response)

Few (6%) private career college students identify themselves as having a permanent disability, either a long-term physical or mental condition that limits the kind or amount of paid work they can do. The proportion with a disability (6%) is slightly lower than that found in the public college student population (10%).



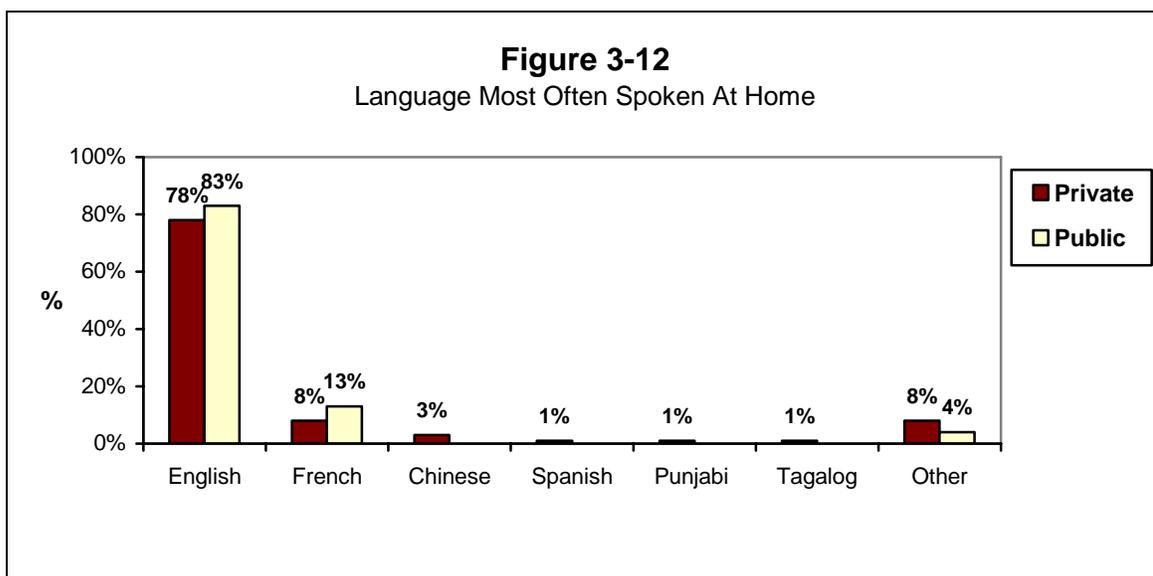
Numbers may not add up to 100% due to rounding.
Private n=13,144 (weighted data excludes don't know/no response); Public n=7,274

Few students, either in the private (9%) or the public (10%) system, considered themselves to be a member of a visible minority. Slightly more of the students in Ontario (13%) and British Columbia (11%) indicated that they belonged to a visible minority.



Private n=12,396 (weighted data excludes don't know and non response); Public n=7,252

Generally, English (78%) is the language most often spoken in the home by students attending private career colleges, followed by French (8%) and Chinese (Cantonese and Mandarin) (3%). Compared to other students across Canada English is more commonly spoken by private career college students in the Prairie (90%) and Atlantic (88%) provinces. Given the relatively high proportion (11%) of career college students who immigrated to Canada in the last seven years it is not surprising that the proportion of private career college students who speak neither English or French at home (14%) is considerably greater than the proportion of public college students whose home language is neither English or French (4%).



Numbers may not add up to 100% due to rounding.

Private unweighted n=13,331 (weighted data excludes don't know/no response); Public n=7,284

3.2.4 Highest Level of Education

Prior to entering the private post-secondary education system, most (65%) students had not completed a post-secondary degree. Private college students were less likely to hold a degree compared to public college students. Approximately half (45%) of public college students had completed a post-secondary degree prior to entering the public college system.

For 58% of career college students a high school diploma was their highest level of education. Just fewer than ten percent (7%) had less than a high school diploma. Approximately one-third (35%) had some kind of post-secondary education prior to beginning the current private career college program. One in six had attended university, with their highest level of education being a university certificate or diploma (3%), a Bachelor's degree (10%) or a university degree above Bachelor's level (2%).

Table 3-13
Highest Level of Education Prior to Program Start

Highest Level of Education	Private (n=13,563)	Public (n=7,407)
Less than high school	7%	7%
High school diploma or GED	58%	48%
Trades certificate or diploma	4%	1%
DEC diploma (CEGEP diploma)	1%	15%
Certificate or diploma from a private career college	6%	
Certificate or diploma from a community college	9%	
University certificate or diploma below a Bachelor level	3%	24%
Bachelor's degree	10%	4%
University degree above a Bachelor level	2%	1%

Numbers may not add up to 100% due to rounding.
n=13,563 (weighted data excludes don't know/no response); Public n=7,407

Highest level of education is related to the region of residency and current program of study:

- Students in the Prairies have the least education prior to entering a private career college. Approximately three-quarters (73%) have either less than high school (12%) or a high school diploma (61%).
- A high school diploma is more commonly the highest level of education of those residing in the Atlantic (71%) provinces compared to those living in other regions.
- Students in Ontario (15%) and British Columbia (14%) more commonly have obtained a Bachelor's degree prior to beginning their private career college program.
- Students in Trades/Technical Training (11%) are more likely to have less than a high school diploma compared to those in other programming streams.
- Among students in Design (10%), Health (10%), Media/Information Technology (11%) and Other Service (13%) a Bachelor's degree is more commonly the highest level of education than among students in other program areas.

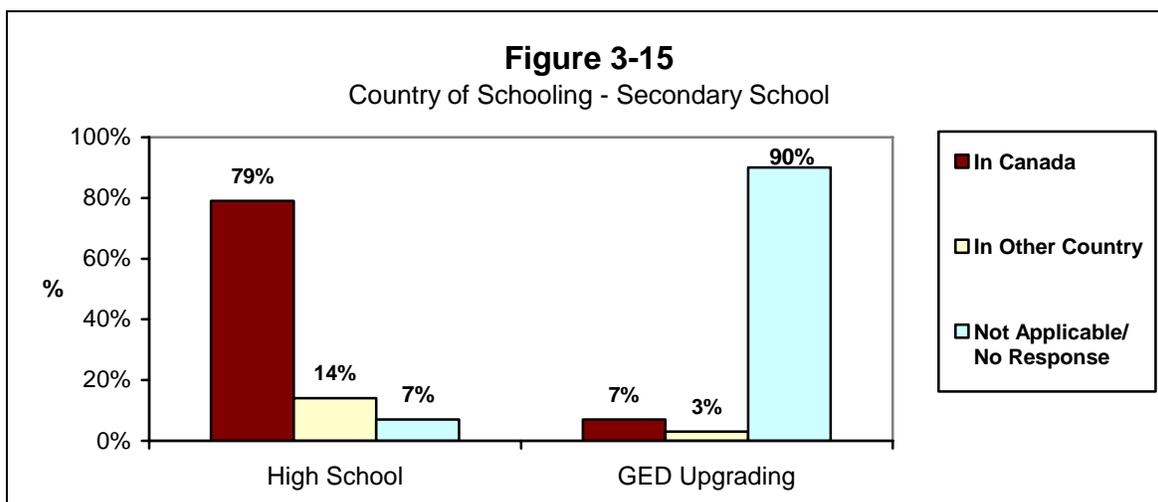
Table 3-14

Highest Level of Education by Program and Region

Highest Level of Education	Trades/ Technical Training (n=360)	Design (n=589)	Health (n=5,175)	Media/ Information Technology (n=3,205)	Other Service (n=1,365)	Other (n=2,269)	Total (n=13,563)
Less than high school	11%	3%	6%	9%	7%	7%	7%
High school or GED/DEC	61%	60%	59%	51%	54%	64%	58%
DEC diploma	1%	1%	1%	1%	3%	3%	1%
Trades certificate/diploma	6%	3%	3%	4%	3%	3%	4%
Certificate/diploma	15%	20%	20%	21%	17%	16%	19%
Bachelor's degree	5%	10%	10%	11%	13%	7%	10%
University above Bachelor's	1%	2%	2%	2%	3%	2%	2%
Highest Level of Education	Atlantic (n=3,182)	Quebec (n=645)	Ontario (n=4,036)	Prairies (n=2,881)	British Columbia (n=2,819)		Total (n=13,563)
Less than high school	5%	5%	6%	12%	7%	--	7%
High school or GED	71%	52%	51%	61%	49%	--	58%
DEC diploma	--	18%	1%	--	--		1%
Trades certificate/diploma	3%	6%	3%	4%	4%	--	4%
Certificate/diploma	16%	11%	21%	16%	23%	--	19%
Bachelor's degree	4%	7%	15%	5%	14%	--	10%
University above Bachelor's	--	1%	3%	1%	3%	--	2%

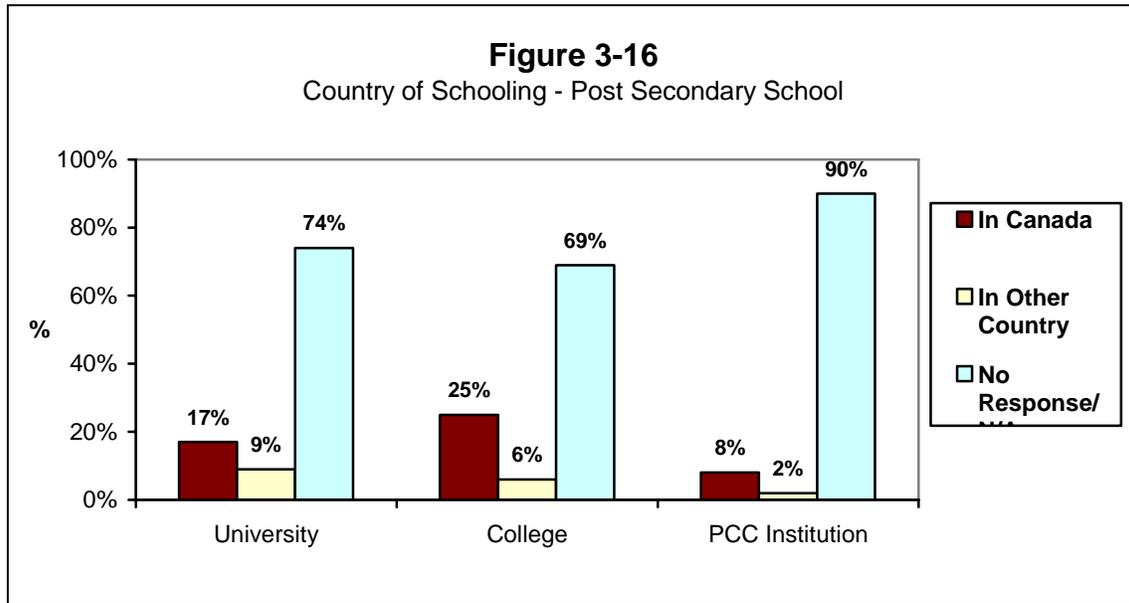
Numbers may not add up to 100% due to rounding.
n=13,563 (weighted data *excludes* don't know/ no response)

The majority (79%) of the students surveyed had attended high school in Canada, with 14% attending in another country. A small proportion of the students had attended GED upgrading or equivalent in Canada or another country. Students from Atlantic Canada (91%), Quebec (84%) and the Prairies (87%) were significantly more likely to have attended high school in Canada, compared to those in Ontario (71%) and British Columbia (68%).



Numbers may not add to 100% due to rounding.
n=13,721 (weighted data *includes* don't know and non response)

If a student had previously attended a postsecondary institution it was more commonly in Canada rather than another country. Overall, less than ten percent of the career college students had attended university (9%), college (6%) or a private post-secondary training institution (2%) outside of Canada. A significantly high proportion of students residing in Ontario (university 14%: college 8%) and British Columbia (university 15%: college 10%) had attended either university or college in another country compared to students from other regions.



Numbers may not add up to 100% due to rounding.
n=13,721 (weighted data *includes don't know/no response*)

Generally, students had average grades above 75% in high school (64%) and post-secondary (if they had attended (71%)). Generally, students from Ontario (72% above 75%) and British Columbia (72% above 75%) reported statistically significantly higher average percent grades in their last year of high school compared to students from other regions.

Table 3-17
Average Percent Grade

Average Grade %	High School % (n=13,250)	Post-Secondary % (n=4,784)
Greater than 90%	7%	14%
85% - 89%	16%	20%
80% - 84%	21%	22%
75% - 79%	23%	15%
70% - 74%	16%	9%
65% - 69%	10%	3%
60% - 64%	5%	2%
Less than 60%	3%	1%
No Response	3%	14%

Numbers may not add up to 100% due to rounding.

3.2.5 Predictors of PSE Participation

Many parents (mother 44%, father 40%, and 41% combined) of students attending a private career college had no post-secondary education. Compared to fathers (36%), mothers (41%) of private career college students more commonly had attended either college or university. Approximately the same proportions of students attending private or public colleges have a father or mother that attended university or college or technical institute.

Table 3-18
Highest Level of Education of Mother and Father

Level of Education	Mother		Father	
	Private (n=13,721)	Public (n=7,438)	Private (n=13,721)	Public (n=7,438)
Less than high school	19%	16%	22%	21%
High school diploma	25%	27%	18%	21%
College or technical institute	23%	25%	16%	17%
Apprenticeship or trade certification	3%	4%	8%	10%
University	18%	22%	20%	22%
Don't know/no response	12%	7%	16%	9%

Numbers may not add up to 100% due to rounding.
(Weighted private data, unweighted public data)

Given that parental level of education influences or predicts dependants' educational aspirations or choices, regional differences in parental education are as follows:

- Both parents more commonly have postsecondary education in Quebec (35%) and British Columbia (35%), compared to the national average (30%).
- In the Atlantic provinces both parents are considerably less likely to have post-secondary education (20%).
- Considering type of post-secondary education, fathers and mothers in Ontario (father 25%: mother 20%) and British Columbia (father 27%: mother 23%) and fathers in Quebec (25%) more often hold a university degree than the national average.
- In the Atlantic (10%) and Prairie (11%) provinces fathers more often hold an apprenticeship or trade certification.

Table 3-19
Parents' Level of Education by Region

Parents with Post-Secondary Education	Atlantic	Quebec	Ontario	Prairies	British Columbia	Total
Neither	49%	35%	39%	41%	38%	41%
One parent	31%	30%	28%	29%	28%	29%
Both	20%	35%	33%	30%	35%	30%

Numbers may not add up to 100% due to rounding.
n=13,721 (weighted data)

Parents more commonly attended a public college than private; however, many students do not know where their parents went to school.

Table 3-20
Type of Institution Attended

Mother (n=6,016)	Atlantic (n=1,187)	Quebec (n=325)	Ontario (n=1,871)	Prairies (n=1,301)	British Columbia (n=1,331)	Total (n=6,016)
Public College	44%	61%	46%	49%	49%	48%
Private Career College	12%	10%	13%	12%	14%	13%
Don't know/no response	44%	29%	41%	39%	37%	40%
Father (n=6,118)	Atlantic (n=1,092)	Quebec (n=325)	Ontario (n=1,981)	Prairies (n=1,273)	British Columbia (n=1,447)	Total (n=6,118)
Public College	20%	47%	37%	27%	39%	33%
Private Career College	21%	16%	12%	27%	16%	18%
Don't know/no response	59%	37%	51%	46%	45%	49%

Numbers may not add up to 100% due to rounding.

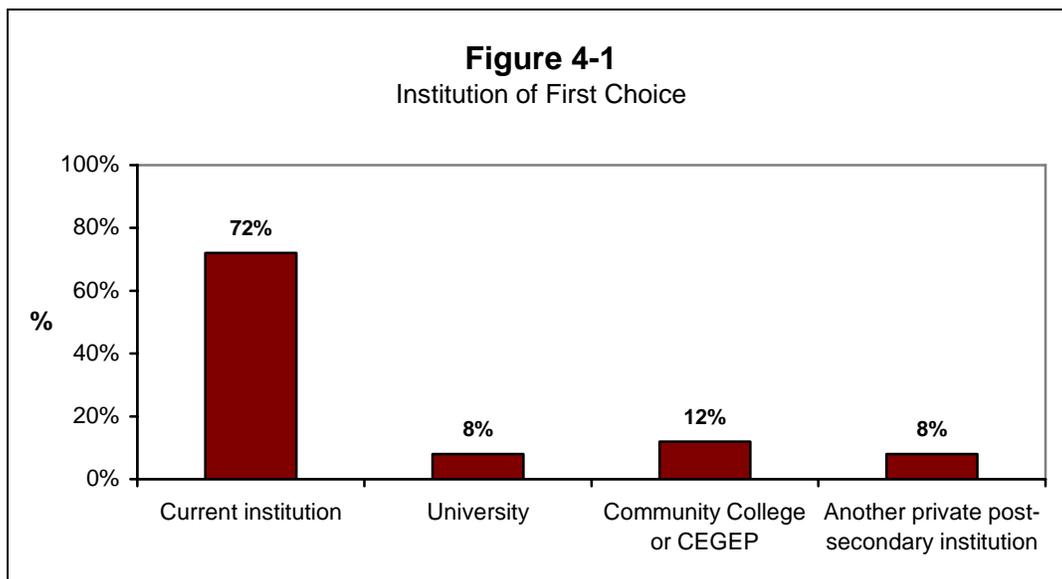
n=6,016 Mother and 6,118 Father (weighted data *includes* don't know/no response)

4. Student Pathways to Private Career Colleges

4.1 Are PCCs Students' First Choice?

Private career college students' preferred educational route appears to be college, either private (80%: current 72% or another private 8% institution) or public (12%). Among students surveyed, approximately three-quarters (72%) indicated that their current private career college was their institution of choice. Few students (8%) indicated that they would have preferred to attend university.

In British Columbia, slightly fewer students (69%) indicated that they are currently attending their institution of choice. More students preferred to attend university (9%) or another private career college (9%). Conversely, in the Prairies, significantly more students (74%) felt that they were attending their preferred institution.



Numbers may not add up to 100% due to rounding.
n=13,506 (weighted data excludes don't know/no response)

4.2 Impact of Income on PSE Pathway

Students with household incomes of less than \$20,000 per annum and incomes of \$20,000 to \$40,000 per annum do not differ significantly from each other. These two income groups do, however, differ from those in the household income bracket of \$40,000 or above. Students coming from families with household incomes of \$40,000 or more are more likely to:

- Take post-secondary education immediately after completing high school (45% vs. 33% and 36%);
- Enter programs longer than 18 months in duration (21% vs. 17% and 16%);

- Not have financial issues as a barrier to direct entry into PSE after high school (24% vs. 29% and 29%);
- Enter programs with total tuitions exceeding \$20,000 (18% vs. 13% and 12%);
- Completed high school in Canada (84% vs. 79% and 74%); and
- Not apply for a student loan (45% vs. 61% and 56%).

While students from this household income bracket more often have a high school diploma, they are not more likely to have obtained a PSE degree prior to entering their current program. In fact, students from the lower income brackets are more likely to have prior PSE, while those in the higher income bracket are more commonly employed at the time of the survey and three months prior to the start of their program.

4.3 Educational Pathways of Private Career College Students

Students take a wide variety of pathways into PSE and specifically into a program provided at a private career college. In total 40% of students entered post-secondary education, although not necessarily the private career college they were attending when surveyed, immediately after leaving high school. The remaining 60% took a break between high school completion and post-secondary.

Students in Media/Information Technology (31%) and Trades/Technical Training (34%) were the least likely to enter PSE immediately after high school and those in Other (52%) programs most likely to enter PSE directly after high school.

Table 4-2
Time of Entry into Post-Secondary Education

Time of Entry	Trades/ Technical Training (n=942)	Design (n=584)	Health (n=5,085)	Media/ Information Technology (n=3,148)	Other Service (n=1,350)	Other (n=2,255)	Total (n=13,363)
Immediately after high school	34%	47%	40%	31%	36%	52%	40%
Later	66%	53%	60%	69%	64%	48%	60%
Time of Entry	Atlantic (n=3,164)	Quebec (n=649)	Ontario (n=3,944)	Prairies (n=2,849)	British Columbia (n=2,758)		Total (n=13,363)
Immediately after high school	40%	28%	42%	39%	39%	--	40%
Later	60%	72%	58%	61%	61%	--	60%

Numbers may not add up to 100% due to rounding.
n=13,363 (weighted data excludes don't know/ no response)

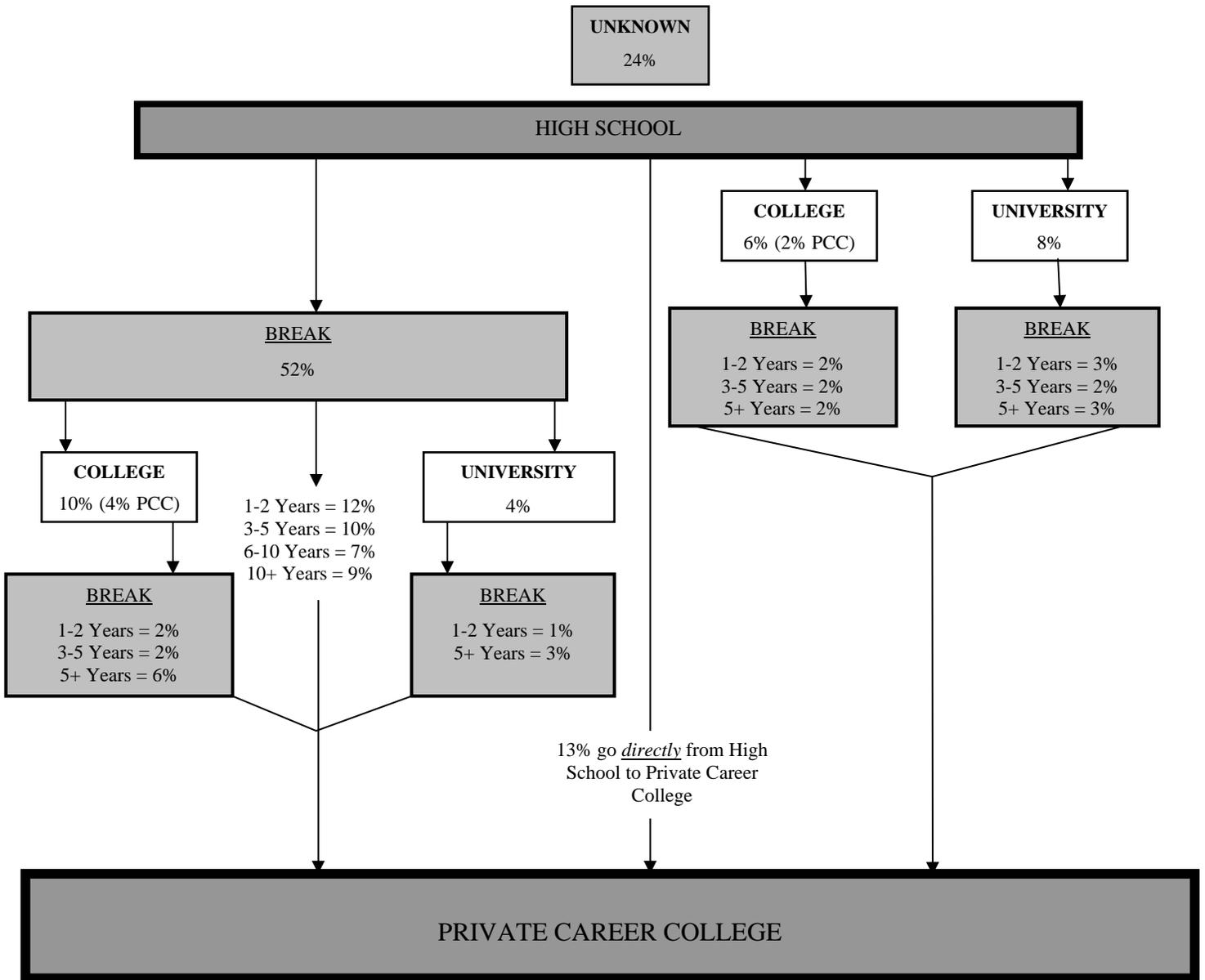
Figure 4-3 outlines the pathways taken by students from high school to a private career college. Approximately one-quarter (24%) of the students or 3,256 students could not be classified under any of the 6 pathways since they provided insufficient information on one or more of the questions used to

classify the post-secondary pathways. The remaining students are classified under one of the 6 educational pathways shown below.

Students currently enrolled in a private career college tend to take multiple breaks between high school and post-secondary education or between post-secondary degrees. As shown in Figure 4-3, 57% of students enter the private career college system from high school, with or without time off in between.

Of the 57%, 15% (13% in current program and 2% in previous program) go directly into the private PSE system from high school and the remaining 42% enter after a break ranging anywhere from one to over ten years. Of those who enter private PSE directly from high school, 6% are now in their second program at a private career college and 13% are in their first program at a private career college. Among those that are taking their second program at a private career college, 2% attended their first program directly out of high school and 4% attended after a break.

Figure 4-3
Educational Pathways into Private Post-Secondary Education



Note: Due to rounding will add to more than 100%

4.4 Barriers to PSE Entry

Students who did not transition directly from high school to a post-secondary program were asked to identify what barrier(s) (if any) prevented them from making such a direct transition. Students most commonly did not begin post-secondary studies immediately out of high school due to uncertainty about their career (44%), financial barriers (27%), personal or family issues (20%), and a lack of interest (18%). Regions differed in the degree to which various barriers impacted students.

- Students in Atlantic Canada (51%) and Quebec (57%) more commonly indicated that they had not entered PSE immediately after high school because they were undecided about their career, while students in Ontario were less likely to be undecided about their career (35%) and more commonly had financial (30%) or personal/ family (23%) issues.
- Students in the Prairie provinces more commonly cited lack of interest (22%), career indecision (49%) and the need for academic upgrading (12%) as barriers to post-secondary education.
- Increased competition for post-secondary programs may be reflected in the statistically significant higher proportion of students in British Columbia indicating that they had not immediately entered PSE due to the need for academic upgrading (10%), wait lists for programs (3%), and a lack of desired programs available in their area (5%).

Table 4-4
Barriers to Pursuing Post-Secondary School Education
Immediately after High School Completion

Reason	Response %
Career undecided	44%
Financial issues	27%
Personal/Family issues	20%
Not interested	18%
Required academic upgrading	8%
Entrance requirement or not accepted into any programs applied for	3%
Desired program was not available in my area	4%
Wait-listed for desired program	2%
Illness	1%
Employer unable to provide leave or flexibility for part-time study	1%
Employer unable to sponsor me in a registered apprenticeship program	1%
Disability supports/accommodations not accessible	1%
No Response	6%

Numbers will not add up to 100% due to multiple responses.
n=8,082 (weighted data *includes* don't know/no response)

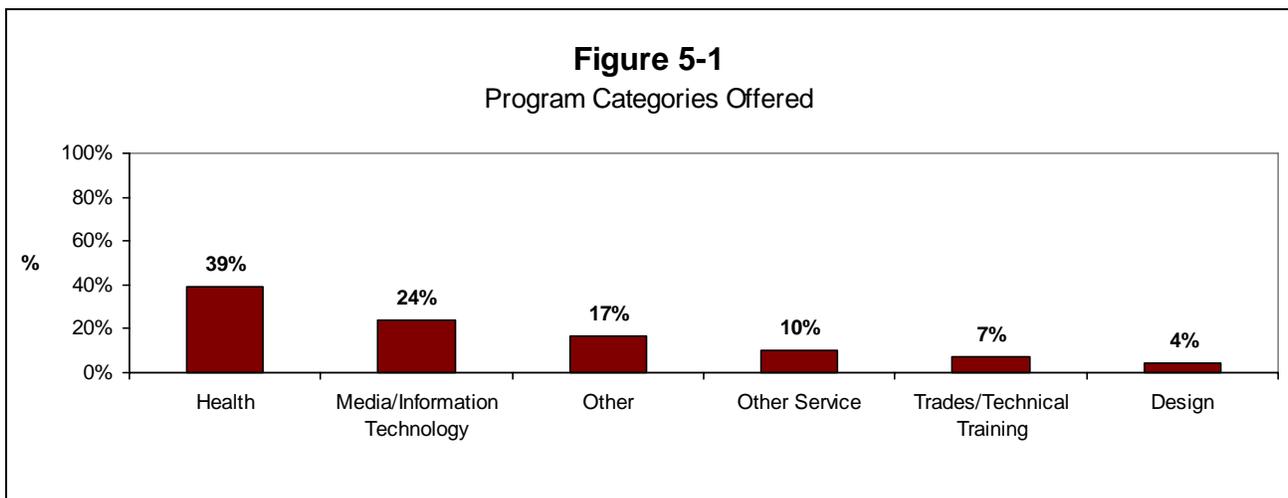
5. Private Career College Programming

5.1 Available Programs

A wide variety of programs are available to students at private career colleges. By major category, students most commonly take programming related to Health (38%) and Media or Information Technology (24%). Health programs include traditional health care programming (18%), beauty/esthetic/cosmetology (7%), hairdressing (7%), dental care (2%), alternative health (1%) and other health (3%). Media or Information Technology programming includes office business administration (13%), computers (5%), radio/television/film/music (4%), and other (1%). For a complete description of the program categories please refer to Table 5-2.

The distribution of students by private career college program varies by province:

- Trades and Technical Training programs are more commonly attended by students in the Atlantic provinces (15%) and Quebec (10%).
- Students in Design programs (8%) are more common in British Columbia compared to other regions.
- Relative to the rest of the country, students in Ontario (43%) and British Columbia (46%) more commonly attend Health programs.



Numbers may not add up to 100% due to rounding.
n=13,721 (weighted data)

On average, apprenticeship training accounts for approximately 12% of students enrolled in a career college program. Programming in Trades/Technical Training (44%) is more often related to an apprenticeship than is the case in other program areas

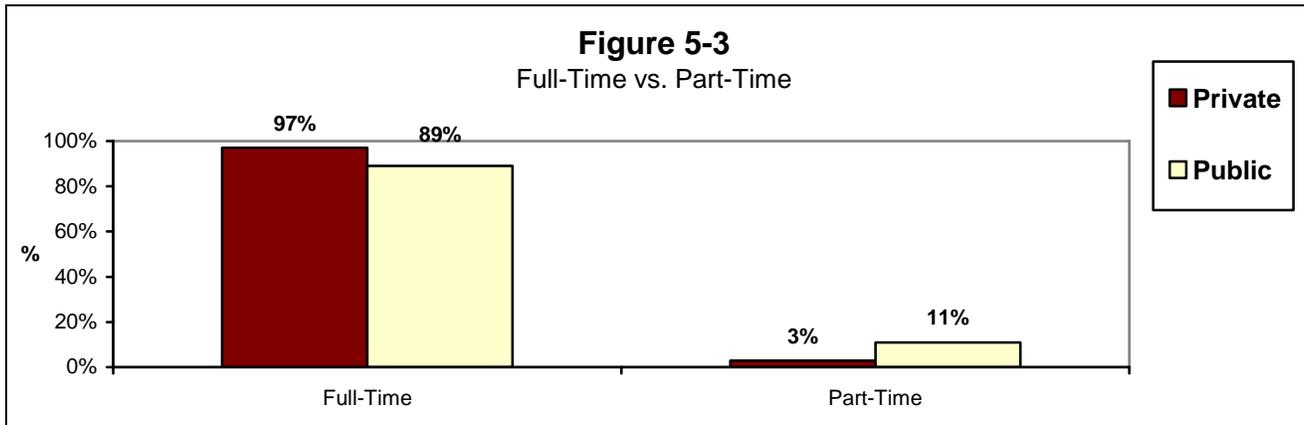
Table 5-2
Student Enrollment in Programs Offered at Private Career Colleges

Programs	Response %	Males %	Females %
Trades/Technical Training	7.1%	20.9%	1.8%
Construction/Other Trades	2.2%	7.4%	0.2%
Aviation	1.4%	3.5%	0.5%
Driver Training	1.2%	3.9%	0.1%
Automotive Service/Business/Retail	0.4%	1.1%	0.1%
Electronics/Engineering/Robotics	0.2%	0.7%	--
Civil Engineering Technology	0.1%	0.4%	--
Other Trades/Technical training	1.6%	3.9%	0.6%
Health	38.1%	15.8%	46.8%
Health Care/Health Services	17.9%	10.8%	20.7%
Hairdressing	7.4%	1.6%	9.7%
Beauty/Esthetics/Cosmetology	7.1%	0.6%	9.7%
Dental Care	1.9%	0.2%	2.6%
Alternative Healthcare (Acupressure)	1.3%	1.1%	1.3%
Other Health	2.5%	1.5%	2.9%
Other Service	10.0%	9.5%	10.2%
Law and Security	3.3%	4.3%	3.0%
Child & Youth Worker/Special Ed./Education Assistant	2.1%	0.6%	2.7%
Childcare	1.7%	0.1%	2.4%
Counselling	0.7%	0.5%	0.8%
Social Services/Community Support	0.6%	0.2%	0.7%
Other Service	1.5%	3.8%	0.6%
Media/Information Technology	23.6%	28.6%	21.7%
Office Business Administration	13.1%	8.1%	15.3%
Computers	4.8%	10.9%	2.3%
Radio/Television/Film/Music	3.9%	6.1%	3.0%
Desktop Publishing/Multimedia	0.4%	0.9%	0.2%
Journalism/Photography	0.3%	0.3%	0.2%
Other Media/Information Technology	1.1%	2.4%	0.7%
Design	4.4%	7.2%	3.3%
Interior Decorating/Design	0.9%	0.4%	1.1%
Fashion/Design/Merchandising	0.4%	0.1%	0.5%
Other Design	2.9%	6.5%	1.6%
Other	16.8%	18.0%	16.3%
Performing Arts	4.5%	2.7%	5.3%
Bible/Theological	3.8%	6.5%	2.9%
Hospitality/Tourism/Travel	3.6%	2.4%	4.0%
Culinary/Cook/Chef	1.8%	3.5%	1.2%
Animal Care	0.7%	0.1%	1.0%
General Upgrading	0.7%	1.2%	0.5%
Other	1.6%	1.9%	1.5%

Numbers may not add up to 100% due to rounding.
n=13,721 (weighted data)

5.1.1 Program Characteristics

The majority (97%) of private career college students attend their program full-time, similar to those attending public college programs. There is no difference in program attendance across programs or regions as the vast majority of the students surveyed attended their program full-time. Private college students more commonly attend their program on a full-time basis compared to those in the public system.



Numbers may not add up to 100% due to rounding.
 Private n=13,490 (weighted data excludes don't know/no response); Public n=7,430

Overall across all programs, career college programs are commonly seven to 12 months in duration. However, program duration is not uniform across all program areas. For example, Trades/ Technical programs are generally shorter in duration, typically ranging from three to 12 months (85%), while Health, Media/Information Technology and Other Service typically range from seven to 23 months.

It is difficult to compare private and public program length since different categories were used in each survey to classify program length. In the public system survey students indicated programs ranging from less than a year (18%), one year to less than two years (20%), 24 to 35 months (35%), 36 to 47 months (13%), 36 to 47 months (13%) and more than 47 months (1%). It can be said, however, that programming in the public college system tends to run for a longer duration, more often running two years or longer (public 62%, 24 months or longer; private 12%, 24 months or longer).

Table 5-4a
 Program Length by Region

Program Length	Trades/ Technical Training (n=912)	Design (n=466)	Health (n=5,242)	Media/ Information Technology (n=3,699)	Other Service (n=1,488)	Other (n=1,736)	Total (n=13,543)
Less than 3 months	9%	--	--	1%	1%	1%	1%
3 to 6 months	32%	2%	11%	12%	4%	15%	12%
7 to 12 months	44%	47%	60%	62%	68%	39%	56%
13 to 23 months	3%	29%	20%	19%	21%	12%	18%
24 to 35 months	8%	15%	7%	4%	5%	28%	10%
36 to 47 months	1%	5%	1%	--	--	5%	1%
More than 47	2%	2%	1%	--	1%	1%	1%

Numbers may not add up to 100% due to rounding.
 n=13,543 (weighted data excludes don't know/no response)

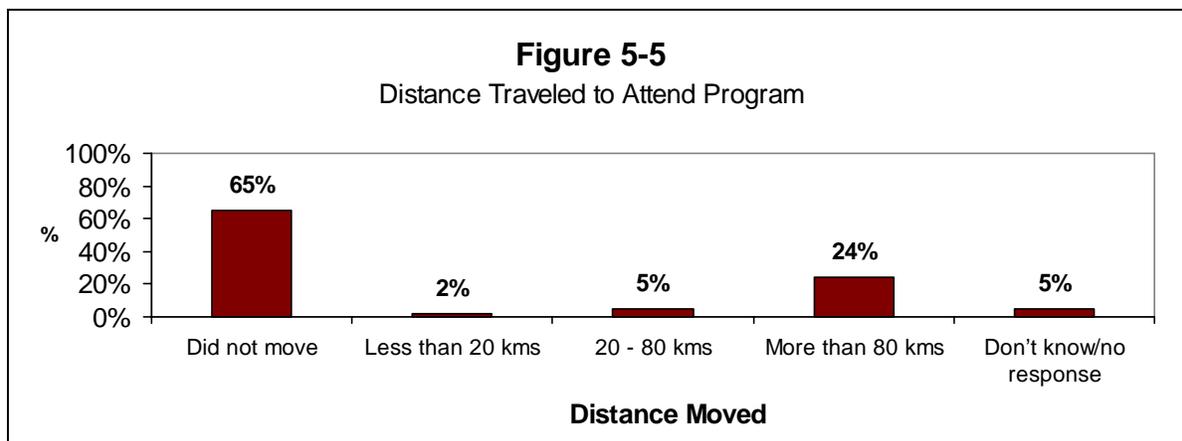
Regionally, programming in Atlantic and Quebec tends to be slightly longer than in other jurisdictions. Atlantic (35%) and Quebec (42%) programming is more commonly 13 to 23 months in duration compared to Ontario (13%), the Prairies (9%) and British Columbia (8%). Programming in Ontario (57%), the Prairies (59%) and British Columbia (65%) is more often seven to 12 months in duration compared to the Atlantic provinces (47%) and Quebec (41%).

Table 5-4b
Program Length by Region

Program Length	Atlantic (n=3,134)	Quebec (n=654)	Ontario (n=4,058)	Prairies (n=2,858)	British Columbia (n=2,839)	Total (n=13,543)
Less than 3 months	2%	--	1%	1%	2%	1%
3 to 6 months	5%	17%	14%	14%	15%	12%
7 to 12 months	47%	41%	57%	59%	65%	56%
13 to 23 months	35%	42%	13%	9%	8%	18%
24 to 35 months	9%	--	13%	12%	8%	10%
36 to 47 months	--	--	--	4%	1%	1%
More than 47	--	--	--	1%	2%	1%

Numbers may not add up to 100% due to rounding.
n=13,543 (weighted data excludes don't know/no response)

Generally, most students (65%) do not move to attend private career colleges. Only one-third (33%) of the students surveyed had moved to attend their program. By region, students in the Prairies (38%) are more likely to move compared to other regions, while students in Ontario (29%) are less likely. By program, over half (55%) of the students in Other programs, such as performing arts, biblical or theological, hospitality/tourism/travel and culinary/ cook or chef, moved to attend their program. If students move it is most commonly over 80 kms (Figure 5-5).



Numbers may not add up to 100% due to rounding.
n=13,721 (weighted data includes don't know/no response)

5.2 Reasons for Program Selection

Students in private career colleges enroll in postsecondary education for a wide range of reasons, with a change in career or to pursue a specific career (36%) being the most frequently cited reason, followed by general interest or personal development (25%). Reasons for entering PSE are generally uniform across program areas and by region.

Table 5-6
Main Reason for Pursuing Post-Secondary Education

Reason	Response %
Change career or pursue a job	36%
General interest or personal development	25%
Study at an advanced level or gain further skills in same field	10%
Gain specific practical skills in addition to academic qualifications	10%
Increase earning potential or compensation	6%
Gain recognition of foreign education/training or experience	4%
Change careers since education from other country not recognized	3%
Responses cited by 1% or fewer respondents	5%

Numbers may not add up to 100% due to rounding.
n=13,721 (weighted data excludes don't know/no response)

Program availability (to attend a specific program) (45%), short program length (37%) and institution reputation or quality (37%) were most the important criteria for school selection. The reasons for selecting a particular institution varied by program attended, for example:

- Students in Design more frequently selected the institution because of class size (34%), to attend a specific program (52%) and/or due to the availability of programs not offered in public colleges or universities (19%).
- Students in Other programs more frequently indicated that they chose an institution because of reputation or quality (52%), to attend a specific program (50%) and/or for the availability of programs not offered in public colleges or universities (22%).
- Media and Information Technology students were significantly more likely to say they selected an institution for short program length (44%) or hours of classes or instruction (21%).
- Other Service program students selected an institution to attend a specific program (52%) or for hours of classes or instruction (18%) significantly more often than other program students.

As illustrated in Table 5-7, for students enrolled in a career college in Quebec, the main attraction to the program included short program length (52%) and institution reputation or quality (53%), while in Atlantic Canada specific programming (52%) is more important than in other regions.

Table 5-7
Top Three Reasons for Attending a Specific Private Career College

Reasons	Atlantic (n=3,161)	Quebec (n=638)	Ontario (n=4,021)	Prairies (n=2,862)	British Columbia (n=2,824)	Total (n=13,505)
To attend a specific program	52%	47%	41%	43%	46%	45%
Short program length	31%	52%	45%	33%	33%	37%
Institution reputation or quality	30%	53%	40%	37%	35%	37%
Class size	29%	10%	22%	20%	20%	22%
Institution located close to home	21%	7%	22%	19%	21%	20%
Institution recommended	20%	22%	17%	25%	18%	20%
Availability of courses not offered in public colleges or university	15%	11%	15%	15%	18%	16%
Hours of classes or instruction	14%	12%	13%	12%	14%	13%
Graduate employment placement record of the institution	15%	18%	14%	10%	8%	12%
Frequent start dates of the program	11%	6%	11%	10%	12%	11%
Institution located in a city where I want to live	8%	3%	6%	8%	12%	8%
Cost of the program (tuition fees)	5%	1%	6%	10%	6%	7%
Entrance requirements	5%	8%	5%	7%	9%	6%
Size of institution	7%	2%	4%	8%	4%	6%
Institution offered financial assistance/scholarship	2%	11%	4%	6%	5%	4%
Special needs services at the institution	1%	1%	2%	1%	3%	2%
Responses cited by 2% or fewer respondents	2%	2%	3%	4%	3%	3%

Numbers will not add up to 100% due to multiple responses.
n=13,505 (weighted data excludes don't know/no response)

As noted, 37% of students selected an institution because of its reputation or quality and 20% because the institution was recommended to them. When asked how they first heard of their program, it was clear that students are primarily learning about private career colleges through friends (35%), advertisements (27%) and from a website or online (27%). Few students learn about institutions from other sources such as government agencies (2%) or career counsellors (10%).

Within the various program streams, relative to other programs, friends are more likely to inform those in Health (37%) and Other programs (42%), advertisements those in Media and Information Technology (35%) and websites/online those in Design (36%).

In Quebec advertising from institutions more strongly impacts students, as these students more frequently selected advertisements (46%) and website/online (34%) as the methods by which they first heard of an institution.

Table 5-8
Method by Which Students First Heard of Program

Reasons	Atlantic (n=3,194)	Quebec (n=643)	Ontario (n=4,048)	Prairies (n=2,885)	British Columbia (n=2,847)	Total (n=13,617)
Friends	37%	33%	33%	36%	33%	35%
Advertisements	26%	46%	26%	27%	24%	27%
Website/Online	27%	34%	27%	20%	32%	27%
Family	19%	14%	14%	23%	14%	17%
Students enrolled in the program	13%	9%	9%	14%	9%	11%
Career Counsellor	14%	9%	9%	8%	9%	10%
Representatives from the institution	10%	2%	6%	10%	5%	8%
Government agency	3%	2%	3%	1%	1%	2%
Other (unspecified)	9%	6%	13%	12%	11%	11%

Numbers will not add up to 100% due to multiple responses.
n=13,617 (weighted data excludes don't know/no response)

6. Program Financing

6.1 Tuition Costs

With the shortest program lengths, on average, Trades and Technical Training has the highest mean tuition across all programs at \$19,289, followed by Design programs at \$16,743. The lowest mean tuition is found in Other Service programs (mean \$13,078).

Design (27%) and Other (31%) programs, compared to all other programs, most commonly have programs that cost above \$20,000. With just over half of the programs costing \$12,000 or less, Health (55%) and Other Service (55%) have the lowest programming costs.

Despite the fact that programming in Quebec and Atlantic Canada tends to be slightly longer than in other regions, tuition costs are highest in Ontario (mean \$15,006) and British Columbia (\$15,554), where programs generally last 7 to 12 months. Both regions more commonly have programs costing over \$20,000 (Ontario 20%: British Columbia 17%) than other regions.

Table 6-1
Average Total Tuition Cost (All Years) for Private Career College Programs

Program Cost	Trades/ Technical Training (n=972)	Design (n=599)	Health (n=5,234)	Media/ Information Technology (n=3,238)	Other Service (n=1,378)	Other (n=2,300)	Total (n=13,721)
Under \$6,000	11%	5%	13%	7%	10%	14%	11%
\$6,000 to \$8,000	7%	5%	13%	10%	14%	15%	12%
\$8,001 to \$10,000	13%	16%	18%	17%	19%	8%	16%
\$10,001 to \$12,000	10%	11%	11%	14%	13%	6%	11%
\$12,001 to \$14,000	18%	6%	5%	11%	13%	6%	8%
\$14,001 to \$16,000	5%	8%	12%	12%	4%	3%	9%
\$16,001 to \$20,00	8%	12%	9%	13%	8%	7%	10%
Over \$20,000	16%	27%	11%	7%	8%	31%	14%
No Response	12%	10%	8%	12%	11%	12%	10%
Mean Tuition	\$19,289	\$16,743	\$13,521	\$13,386	\$13,078	\$15,821	\$14,364

Numbers may not add up to 100% due to rounding.

n=13,721 (weighted data *includes* don't know/no response)

NOTE: Tuition costs for private career colleges have to cover all costs; in public college systems tuition only covers a portion of expenditure.

6.2 Methods of Financing PSE

Students were asked to indicate which of 14 different income sources they would use to finance their program start to finish. For each source used they were also asked to provide the approximate amount received. Approximately half (53%) of private career college students access government student loans to cover the cost of their program. Other commonly used sources of income include parents/family or spouse (26%), EI or other government assistance (13%), private line of credit/loan (12%) and earnings from previous employment (10%).

By type of institution attended, a statistically significant greater proportion of students attending CSLP-designated institutions are accessing government scholarships/bursaries (10% vs. 5%) and school-administered private scholarships or bursaries (6% vs. 3%). Students attending non-CSLP designated schools show greater reliance on private lines of credit (14% vs. 12%) and earnings from current employment (9% vs. 8%). Students in the private system attending non-CSLP-designated institutions appear to be confused about the Canada Student Loans system as 42% anticipated using a student loan to finance a portion of their program.

Table 6-2a
How Current Education is Funded

Funding Resources	CSLP-Designated Institutions (n=10,884)		Non-CSLP-Designated Institutions (n=2,837)		Total (n=13,721)	
	% Using Source	Mean Income from Source	% Using Source	Mean Income from Source	% Using Source	Mean Income from Source
Government loan	57%	\$10,000	42%	\$2,760	53%	\$12,818
Parents/family/spouse	25%	\$11,062	27%	\$11,390	26%	\$11,133
EI or other government assistance	13%	\$14,407	16%	\$11,671	13%	\$13,745
Private line of credit/private loan	12%	\$10,497	14%	\$12,385	12%	\$10,933
Earnings from previous employment	10%	\$5,242	10%	\$6,542	10%	\$5,501
Government scholarship or bursary (non-repayable grant)	10%	\$5,285	5%	\$6,785	9%	\$5,460
Personal savings, including RRSPs	9%	\$6,834	9%	\$8,025	9%	\$7,078
Earnings from current employment	8%	\$4,944	9%	\$5,265	8%	\$5,021
School-administered private scholarship or bursary	6%	\$2,733	3%	\$10,000	5%	\$3,535
RESPs	2%	\$7,219	1%	\$8,024	2%	\$7,290
Indian Band/INAC funding	3%	\$11,172	4%	\$8,367	3%	\$10,281
Work-study program	1%	\$5,984	1%	\$12,031	1%	\$7,954
Investment income (bonds, dividends, interest, etc.)	1%	\$5,784	1%	\$6,253	1%	\$5,825
Co-op/work term	0.4%	\$4,171	0.2%	\$10,000	0.4%	\$4,496

Numbers may not add up to 100% due to rounding.

Private n=13,721 (weighted data excludes don't know/no response)

It is important to distinguish between the incidence of use of various funding sources and the relative contribution of the various funding sources to a student's education. For example, while 53% of students utilize government student loans to fund their education at a private career college, the money received through student loans, on average, covers only 44% of the students' educational expenses. The remaining expenses are most commonly covered by parents, family or spouse, which, on average, cover 18% of educational expenses, and EI or other government assistance, which covers 12% of educational expenses. Table 6-2b, outlines the percent total of educational expenses covered by the various funding sources commonly used by private career college students.

Table 6-2b
Relative Funding of Career College Programs by Funding Sources

Funding Resources	% Using Funding Source	Total Funds from Source	% of Total Funds
Government loan	53%	\$94,032,848.00	44%
Parents/family/spouse	26%	\$38,998,899.00	18%
EI or other government assistance	13%	\$25,290,800.00	12%
Private line of credit/private loan	12%	\$18,673,564.00	9%
Earnings from previous employment	10%	\$7,425,675.00	3%
Government scholarship or bursary (non-repayable grant)	9%	\$7,015,843.00	3%
Personal savings, including RRSPs	9%	\$9,116,206.40	4%
Earnings from current employment	8%	\$5,628,092.60	3%
School-administered private scholarship or bursary	5%	\$2,368,450.00	1%
RESPs	2%	\$1,822,525.00	1%
Indian Band/INAC funding	3%	\$3,947,904.00	2%
Work-study program	1%	\$644,290.20	0%
Investment income (bonds, dividends, interest, etc.)	1%	\$949,475.00	0%
Co-op/work term	0.4%	\$220,308.90	0%

Private n=13,721 (weighted data excludes don't know/no response)

Note: Totals will add up to more than 100% due to multiple responses.

Compared to students attending private career colleges (Table 6-2c), public college students have significantly greater resources at their disposal to fund their college education. Thus, public college students, compared to private college students, more commonly have funds from family (59% vs. 26%), personal savings (47% vs. 19%), government scholarships or bursaries (13% vs. 9%) and academic scholarships/bursaries (25% vs. 5%). Public college students are also significantly more likely to draw upon funds generated from working while in school (70% vs. 8%). The high proportion of career college students who were enrolled on a full-time basis can partially explain the level of incidence of in-study employment for this group relative to their public college system counterparts.

Table 6-2c

How Current Education Is Funded by Private and Public Institution

Funding Resources	Private	Public
	% Using Source	% Using Source
Government loan	53%	29%
Parents/family/spouse	26%	59%
EI or other government assistance (Public – Social/Income Assistance, Employment Insurance and government financial support for persons with disabilities)	13%	14%
Private line of credit/private loan	12%	18%
Government scholarship or bursary (non-repayable grant)	9%	13%
Personal savings, including RRSPs, including earning from previous employment	19%	47%
Earnings from current employment (Public – Work income or take home pay)	8%	70%
School-administered private scholarship or bursary (Public – Academic scholarship/bursary)	5%	25%
RESPs	2%	N/A
Indian Band/INAC funding	3%	3%
Work-study program (Public – Training grant)	1%	4%
Investment income (bonds, dividends, interest, etc.)	1%	N/A
Co-op/work term	0.4%	N/A

Private n=13,721 (weighted data excludes don't know/no response); Public n=7,438

Note: Totals will add up to more than 100% due to multiple responses.

Financial resources are also accessed differently by region of residence and program of attendance:

- Students attending a career college in Quebec (70%) have the heaviest reliance on government student loans, followed by those in the Atlantic provinces (58%).
- Parental or spousal contributions (16%) are significantly less in the Atlantic provinces, where EI or other government assistance contributes (25%) to a high proportion of students' financial resources compared to other regions (national average of 13%).
- Students in the Trades or Technical Training are least likely to access a government student loan (45%), while those in Other Service (60%) are the most likely.
- Students in Design (37%) and Other (41%) programs more frequently have parental or spousal contributions to their education.
- EI or government assistance are most commonly received by students enrolled in the Trades or Technical Training (28%) and Media/Information Technology (22%).

• **Table 6-2d**

How Current Education Is Funded by Region

Funding Resources	Atlantic (n=3,213)	Quebec (n=654)	Ontario (n=4,080)	Prairies (n=2,907)	British Columbia (n=2,867)	Total (n=13,721)
Government loan	58%	70%	50%	53%	50%	54%
Parents/family/spouse	16%	25%	30%	28%	27%	26%
EI or other government assistance	25%	4%	14%	7%	9%	13%
Private line of credit/private loan	11%	12%	14%	13%	11%	12%
Earnings from previous employment	6%	11%	10%	14%	10%	10%
Government scholarship or bursary (non-repayable grant)	8%	9%	9%	15%	7%	9%
Personal savings, including RRSPs	6%	9%	9%	12%	11%	9%
Earnings from current employment	5%	16%	8%	9%	8%	8%
School-administered private scholarship or bursary	4%	1%	3%	11%	5%	5%
RESPs	2%	1%	1%	4%	1%	2%
Indian Band/INAC funding	2%	--	2%	6%	3%	3%
Work-study program	1%	1%	1%	1%	--	1%
Investment income (bonds, dividends, interest, etc.)	1%	--	1%	2%	1%	1%

Numbers will not add up to 100% due to multiple responses.
n=13,721 (weighted data excludes don't know/no response)

Table 6-2e

How Current Education Is Funded by Program Type

Funding Resources	Trades/ Technical Training (n=972)	Design (n=599)	Health (n=5,234)	Media/ Information Technology (n=32,38)	Other Service (n=1,378)	Other (n=2,300)	Total (n=13,721)
Government loan	45%	53%	55%	55%	60%	47%	54%
Parents/family/spouse	20%	37%	26%	16%	18%	41%	26%
EI or other government assistance	28%	7%	11%	22%	12%	4%	13%
Private line of credit/private loan	14%	12%	16%	9%	11%	11%	12%
Earnings from previous employment	9%	14%	8%	5%	9%	20%	10%
Government scholarship or bursary (non-repayable grant)	8%	4%	9%	10%	11%	11%	9%
Personal savings, including RRSPs	11%	14%	8%	6%	10%	15%	9%
Earnings from current employment	6%	12%	9%	6%	7%	10%	8%
School-administered private scholarship or bursary	2%	7%	3%	2%	4%	14%	5%
RESPs	2%	2%	2%	1%	1%	4%	2%
Indian Band/INAC funding	5%	1%	2%	3%	4%	3%	3%
Work-study program	1%	--	--	--	1%	1%	1%
Investment income (bonds, dividends, interest, etc.)	2%	2%	1%	1%	1%	1%	1%

Numbers will not add up to 100% due to multiple responses.
n=13,721 (weighted data excludes don't know/no response)

6.2.1 Employment Status

6.2.1.1 Employment While In Program

While participating in PSE, most (63%) students at private career colleges are not working. The remaining 37% are employed either on a full-time (6%) or part-time (31%) basis. Students in the private system are less likely to work while in school compared to those in the public system. For example, compared to the 63% of private career college students who did not work while attending school, a lower proportion of public college students (42%) reported that they never or rarely worked while attending school.

Across regions, students in Quebec (54%) are more commonly employed while in school, as are students in Design (45%) and Health (42%) programs.

Table 6-3
In-Program Employment Status by Program and Region

Employed	Trades/ Technical Training	Design	Health	Media/ Information Technology	Other Service	Other	Total
Employed	25%	45%	42%	32%	38%	36%	37%
Not working	75%	55%	58%	68%	62%	64%	63%
Employed	Atlantic	Quebec	Ontario	Prairies	British Columbia		Total
Employed	31%	54%	38%	37%	39%	--	37%
Not working	69%	46%	62%	63%	61%	--	63%

Numbers may not add up to 100% due to rounding.
n=13,548 (weighted data excludes don't know/ no response)

Among those students that work part-time while in their program, the majority (92%) make less than \$20,000 per year. The remaining students make \$20,000 to \$29,999/year (1%) or did not specify their income (7%), with the mean income from part-time employment being \$7,947 per year (ranging by program from \$7,227 to \$8,718). There are no significant differences in how much students working part-time make across program or region.

Income levels for full-time employment are shown in Table 6-4 by region and program. Among those working full-time while in school, students in the Trades/Technical Training are earning the highest incomes, while those in Design earn the lowest. Students in the Atlantic and Quebec regions are also earning the least while employed full-time as they complete their studies. Thus, 79% in the Atlantic provinces and 74% in Quebec earn \$29,999 or less although they are working full-time.

Table 6-4
Salary for Full-Time Employment

Full-Time Salary	Trades/ Technical Training (n=68)	Design (n=21)	Health (n=318)	Media/ Information Technology (n=282)	Other Service (n=103)	Other (n=106)	Total (n=898)
Less than \$20,000	45%	64%	48%	47%	49%	47%	48%
\$20,000 to \$29,000	17%	21%	24%	27%	22%	24%	24%
\$30,000 to \$39,999	6%	3%	12%	10%	15%	15%	12%
\$40,000 and over	25%	7%	11%	12%	10%	9%	12%
No response	7%	6%	6%	4%	5%	4%	5%
Mean Salary	\$31,802	\$20,123	\$24,833	\$25,833	\$24,089	\$25,288	\$25,347
Full-Time Salary	Atlantic (n=141)	Quebec (n=56)	Ontario (n=314)	Prairies (n=175)	British Columbia (n=212)		Total (n=898)
Less than \$20,000	59%	55%	42%	47%	47%	--	48%
\$20,000 to \$29,000	20%	19%	28%	23%	22%	--	24%
\$30,000 to \$39,999	5%	10%	10%	17%	13%	--	12%
\$40,000 and over	8%	12%	15%	9%	13%	--	12%
No response	8%	4%	5%	3%	6%	--	5%
Mean Salary	\$22,225	\$24,146	\$26,681	\$25,457	\$25,812		\$25,347

Numbers may not add up to 100% due to rounding.
n=898 (weighted data *includes* don't know/ no response)

6.2.1.2 Pre-Program Employment

Prior to starting PSE at a private career college, less than half of the students (46%) were employed; of those not employed, 16% were not working, 13% were in school, and 9% were a stay-at-home parent or not working for another reason. The lack of pre-program employment may contribute to the small proportion utilizing savings to help finance their current program. Students currently studying in Trades/Technical Training (23%) and in Media/Information Technology (24%) are the least likely to be employed pre-program. Other program students were more often in school (21%) pre-program. Pre-program employment rates are the lowest among students residing in the Atlantic provinces (41%).

Table 6-5

Pre-Program Employment Status by Program and Region

Status	Trades/ Technical Training (n=972)	Design (n=599)	Health (n=5,234)	Media/ Information Technology (n=3,238)	Other Service (n=1,378)	Other (n=2,300)	Total (n=13,721)
Employed	43%	49%	49%	39%	46%	50%	46%
Not working	23%	14%	13%	24%	10%	21%	16%
In school	11%	18%	12%	11%	8%	9%	13%
Stay-at-home parent/other	5%	6%	9%	11%	11%	6%	9%
No response	18%	12%	17%	15%	19%	12%	16%
Status	Atlantic (n=3,213)	Quebec (n=654)	Ontario (n=4,080)	Prairies (n=2,907)	British Columbia (n=2,867)		Total (n=13,721)
Employed	41%	57%	50%	46%	46%	--	46%
Not working	17%	10%	20%	11%	15%	--	16%
In school	9%	16%	14%	13%	17%	--	13%
Stay-at-home parent/other	7%	8%	11%	8%	9%	--	9%
No response	27%	10%	5%	23%	12%	--	16%

n=13,721 (weighted data *includes* don't know/ no response)

6.3 Government Student Loans: Awareness and Access

Despite substantial reliance on government student loan programs to finance private PSE, students know very little about the various programs. The majority are not at all, very little or only somewhat aware of the federal government student loan program (81%), the provincial student loan program (75%) and the Registered Education Savings (RESP) or Canada Education Savings Grant (CESG) (82%). Knowledge of Canada student loan programs is impacted by location, with students in the Atlantic provinces being most familiar with the federal (55% somewhat/very much) and provincial (49% somewhat/very much) programs and students in Quebec being least aware of the RESP/CESG (48% not at all knowledgeable).

Among the various loan programs, students are most familiar with the provincial loan program. Knowledge of the loan programs also varies by program of attendance:

- Students in Design (provincial 25%; federal 27%; RESP/CESG 42%) and Other (provincial 25%; federal 25%; RESP/CESG 42%) are significantly more likely to indicate that they are “not at all” knowledgeable about the provincial student and federal student loan programs, as well as RESP/CESG
- Students attending institutions that are not CSLP-designated have lower levels of awareness of Canada’s loan programs’.
- Students attending non-CSLP-designated institutions are more commonly “not at all” aware of the federal (27% vs. 19%) and provincial (25% vs. 19%) student loan programs.

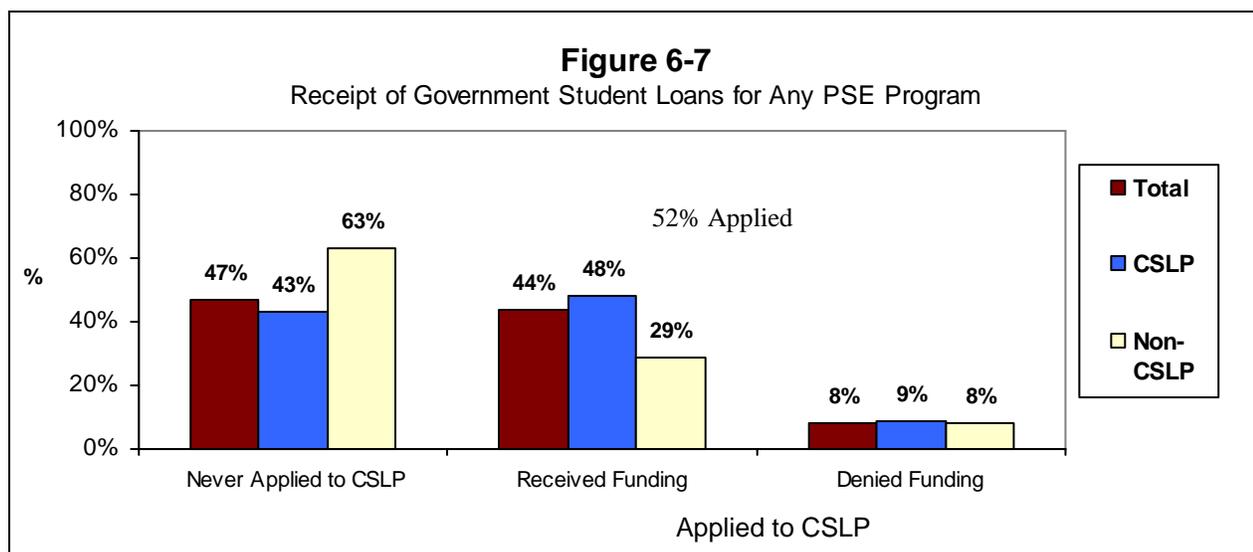
Table 6-6
Knowledge of Financial Programs

Program	CSLP-Designated Institutions (n=10,884)			Non-CSLP-Designated Institutions (n=2,837)			Total (n=13,721)		
	Federal	Provincial	RESP/CESG	Federal	Provincial	RESP/CESG	Federal	Provincial	RESP/CESG
Not at all	19%	19%	36%	27%	25%	39%	21%	20%	37%
Very little	25%	24%	27%	25%	23%	26%	25%	24%	27%
Somewhat	37%	33%	19%	30%	26%	16%	36%	32%	18%
Very much	13%	11%	6%	8%	9%	5%	12%	11%	5%
Don't know/No response	7%	13%	13%	10%	17%	15%	7%	14%	13%

Numbers may not add up to 100% due to rounding.
n=13,721 (weighted data **includes** don't know/ no response)

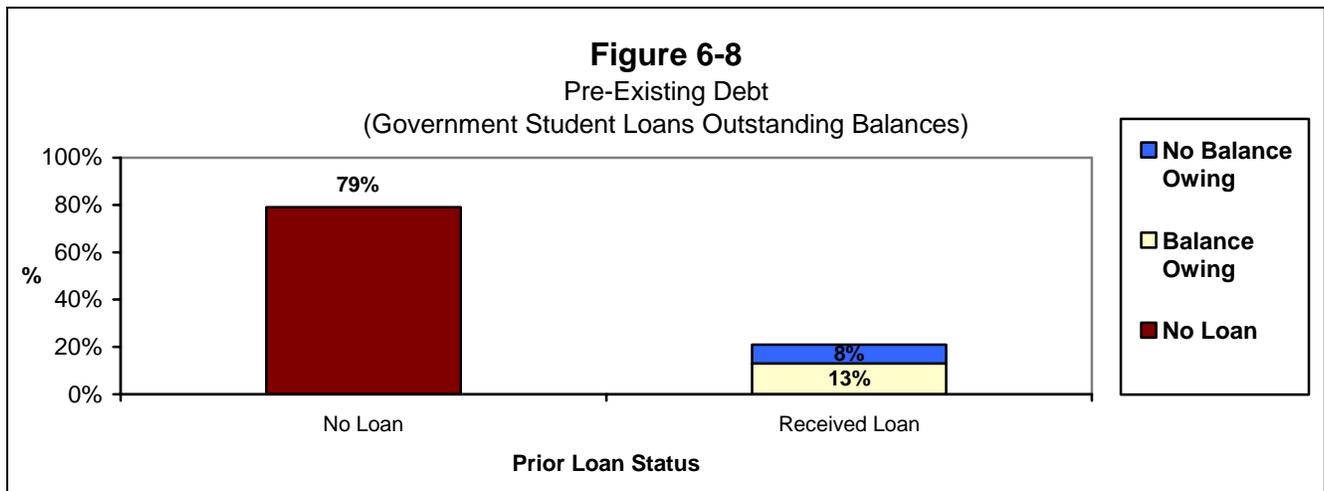
Students were asked if they had ever applied for a government student loan and if they had been denied funding. Overall, just under half (47%) of the students enrolled in a private career college have never applied for a student loan, 44% have applied and received funding and 8% were denied.

Quebec (66%) and Atlantic (68%) students more commonly apply for student loans compared to students in other regions (53% nationally), as do students in Other Service programs (63%). Conversely, students in Trades/Technical Training (47%), Other programs (42%) and Design (47%) less frequently apply for government student funding. When they do apply students in Design are significantly more likely to be denied funding (29%), compared to any other program.



n=13,139 (weighted data excludes don't know/ no response)
Totals may not add up to 100% due to rounding

Generally, students entering a private career college program do so without pre-existing government student loan debt. Among the students surveyed, only 22% had previously received a student loan and only 13% had a balance owing on that loan.



n=13,100 (weighted data excludes don't know/ no response)

6.4 Predictors of Student Debt

Regression analysis was utilized to predict student debt. Based on the analysis the following variables are significant predictors of student debt. In order of greatest impact, predictors of student's debt among private career college students are:

- Education level of the mother: the higher the mother's education level, the greater the student's debt.
- Household income: the greater the household income, the smaller the amount of student debt.
- Location: the further east you reside in Canada, the higher the amount of debt you have.
- Average overall grade: students with higher grades in the last year of post-secondary studies, prior to commencing private post-secondary studies, have greater debt. This is most likely a function of the length of time pursuing post-secondary studies, i.e., students with higher grades are more likely to remain in post-secondary education longer and accrue greater debt.

6.5 Funding Non-Recipients

Not surprisingly, students that do not access student loans tend to have greater financial and family resources at their disposal to support their postsecondary education. These students, compared to students in receipt of a student loan, more often wait to enter the post-secondary system and/or have obtained previous post-secondary education prior to beginning their current private career college program. Thus, these students are more likely to have either a certificate/diploma (32% vs. 22% of those with loans) or a university Bachelor's degree or above (14% vs. 10% of those with loans). Reasons for waiting to enter PSE do not generally relate to financial difficulties but instead to lack of interest (20% vs. 17% of those with loans). Both parents are more likely have a university degree

among funding non-recipients (33%), compared to those with loans, where only 27% have two parents with PSE.

Interestingly, students that had not accessed the Canada loan system were more likely than those with loans to have attended school in another country. Previous education appears to influence their decision to enter the private career college system, as these students are statistically more likely to be enrolled in PSE to gain recognition of foreign education/training or to study at an advanced level in the same field.

Given that they are not accessing the Canadian loan system, these students are less knowledgeable about the system, more often indicating that they are “not at all” knowledgeable about: the federal government student loan program (31% vs. 8% those with loans) and the provincial student loan program (31% vs. 7% those with loans). They are however, as knowledgeable about RESP or CESGs.

These students’ limited access to the Canada loans system is not just related to their current program. Students with no current loan are less likely to have applied for a loan in the past and when they apply they are more frequently denied funding (35% vs. 8% of those with loans). Should they have received a loan, a balance is less often owing on the loan (51% have a balance on their loan vs. 67% of those with loans).

Table 6-9
School Attendance Outside of Canada

Schooling	Without Loans	With Loans
High School	17%	10%
College	6%	4%
University	10%	6%

n=13,721 (weighted data *includes* don't know/ no response)

Students without student loans are more often enrolled in programming with either lower or higher tuition. Tuition is more frequently less than \$6,000 (15% vs. 6% those with loans) or \$18,000 or more (20% vs. 17% those with loans).

Programming of Canada Student Loans non-recipients is being funded by parents/spouse (35% vs. 15% those with loans), private line of credit (15% vs. 11% those with loans), personal savings (12% vs. 7% those with loans), and earnings from previous employment (12% vs. 8% those with loans). Current work is not a major source of funding, since students without loans are more often unemployed while in school (66% compared to 57%).

Gross household income, however, is more often above \$40,000 (39% vs. 23% those with a loan) and earned by parents (39% vs. 35% those with a loan) or spouse/common law partner (24% vs. 18% those with a loan).

Impact of Immigrant Status

Only 11% of the students surveyed or 1,533 students had immigrated to Canada after the year 2000. Generally, these students had completed some form of post-secondary education prior to entering the private career college system. Almost two-thirds (68%) had some previous post-secondary education, with many holding a college/university diploma or certificate (23%), or a Bachelor’s (31%) or university degree above Bachelor’s level (12%). The high level of education of this group is in sharp

contrast to the private career college average, in which only 34% of students had some kind of post-secondary education prior to enrolling in a career college. Looking at Canadian-born students, only 26% enter the career college with a post-secondary degree, and 48% of those immigrating before 2000 have a degree. These students are therefore entering the private career college system to gain recognition for the foreign credentials (17%) or to change their careers (34%), since their education is or is not recognized in Canada (14% of 34%). Other reasons cited by this group for enrolling in a career college include to study at a more advanced level in the same field (15%) or to gain practical skills to augment their academic qualifications (11%).

Recent immigrants are not accessing the Canada Student Loans Program at the same rate as other students. Only one in three (30%) have applied for a student loan or are in receipt of a student loan for the current program (31%). Not surprisingly, they are less knowledgeable about the student loan system both federally and provincially. Approximately half have little or no knowledge of the federal (46%) and provincial (46%) student loan program or the Registered Education Savings Plan or Canada Education Savings Grant (57%).

To fund the complete private career college program, recent immigrants are most likely to rely on a government loan (40%) and parents or family (27%). Many seem unsure as to how they will finance their program, since 23% did not indicate they would be using any income source to fund program. Both recent (18%) and other immigrants (23%) were more likely to have discontinued studies due to lack of funds, compared to Canadian-born students (13%).

Table 6-10
Characteristics of Recent Immigrants, Other Immigrants and Non-Immigrants

Characteristic	Recent Immigrants	Other Immigrants	Non-Immigrants
Proportion of student responses	11%	11%	78%
% home language – English or French	36%	52%	97%
% citing career college as first choice	64%	67%	74%
% with a university degree	43%	20%	6%
Top Three Reasons for Enrolling in Current Program			
First	Change career field/pursue a job (20%)	Change career field/pursue a job (36%)	Change career field/pursue a job (38%)
Second	Gain recognition for foreign education/training (17%)	General interest (16%)	General interest (27%)
Third	Study at an advanced level/gain further skills (15%)	Study at an advanced level/gain further skills (11%)	Gain specific practical skills (9%)

n= approx 1,535 Recent Immigrants, 1,425 Other Immigrants, 10,605 Non-Immigrants

As detailed in Table 6-10, recent immigrants (i.e., those immigrants who arrived in Canada in 2000 or later) appear to be a relatively distinct sub-group compared to both other immigrants (those who arrived prior to 2000) and the career college non-immigrant population. It appears in Table 6-9 that:

- the education level of recent immigrants is markedly higher than that of both longer term

immigrants or non-immigrants. The proportion of recent immigrants with a university degree (43%) was well above that of other immigrants (20%) or non-immigrants (6%);

- the main reason for attending a career college also differed for recent immigrants relative to the other immigrants/non-immigrants;
- while the majority of recent immigrants indicated that their career college was their first choice (64%), the proportion who cited that their career college was their preferred choice was lower than that of other immigrants (67%) or non-immigrants (74%); and
- the limited language ability of recent immigrants (only 36% reported speaking English or French at home) may have contributed to their inability to attend programs at their institution of choice.

7. Student Debt

7.1 Incoming Debt Load

Few students enter their program with pre-existing government loan debt. As shown in Table 7-1, only 13% of the private career college students entered their program with student loan debt, with the amount of this debt generally being less than \$10,000.

Table 7-1
Pre-Program Government Student Loan Debt

Debt Amount	Pre-Program Government Loan Debt %
None	87%
\$1 - \$5,000	4%
\$5,001 - \$10,000	3%
\$10,001 - \$15,000	2%
\$15,001 - \$20,000	1%
\$20,001 - \$30,000	1%
Over \$30,000	0%
Amount not specified	2%

Numbers may not add up to 100% due to rounding.
n=13,721 (weighted data **includes** don't know/ no response)

Students were asked if, at the time of the survey, they had any education-related debt and whether or not they were in receipt of a government student loan for the current private career college program. In total, 5,617 students or 41% were in receipt of a government student loan for their current private career college program, with students in Health (44%) and Other Service (49%) most commonly in receipt of a student loan. It is important to note that for some schools students were surveyed at the beginning of their program and had applied but were unsure if they would receive a student loan.

Table 7-2
Proportion of Students in Receipt of a Government Student Loan for Private Career College Program

In Receipt of Government Student Loan	Trades/ Technical Training (n=972)	Design (n=599)	Health (n=5,234)	Media/ Information Technology (n=3,238)	Other Service (n=1,378)	Other (n=2,300)	Total (n=13,721)
Yes	31%	36%	44%	42%	49%	32%	41%
No	61%	58%	49%	51%	44%	61%	52%
Applied but not yet received/NR	8%	6%	7%	6%	7%	7%	7%
In Receipt of Government Student Loan	Atlantic (n=3,213)	Quebec (n=654)	Ontario (n=4,080)	Prairies (n=2,907)	British Columbia (n=2,867)		Total (n=13,721)
Yes	51%	63%	31%	40%	40%	--	41%
No	42%	33%	62%	54%	53%	--	52%
Applied but not yet received/NR	7%	5%	7%	6%	7%	--	7%

Numbers may not add up to 100% due to rounding.
n=13,721 (weighted data **includes** don't know/ no response)

Among those that received institutional or government financial assistance, approximately half (51%) reported that they would not have been able to attend their program without the assistance. Students in the Atlantic provinces (63%) and Quebec (57%) are more heavily reliant on this kind of assistance and more likely to indicate that they would be unable to attend PSE without it. This also holds true for students in Trades/Technical Training (56%) and Media/Information Technology education (60%) programs.

Table 7- 3

Reliance on Institutional and/or Government Financial Assistance to Attend Program

Able to Attend Without Assistance	Trades/ Technical Training (n=972)	Design (n=599)	Health (n=5,234)	Media/ Information Technology (n=3,238)	Other Service (n=1,378)	Other (n=2,300)	Total (n=13,721)
Yes	9%	8%	8%	6%	10%	13%	9%
No	56%	40%	50%	60%	54%	37%	51%
Not applicable/No response	35%	52%	43%	33%	36%	50%	41%
Able to Attend Without Assistance	Atlantic (n=3,213)	Quebec (n=654)	Ontario (n=7,080)	Prairies (n=2,907)	British Columbia (n=2,867)		Total (n=13,721)
Yes	6%	12%	9%	11%	8%	--	9%
No	63%	57%	44%	49%	46%	--	51%
Not applicable/No response	31%	32%	47%	40%	46%	--	41%

Numbers may not add up to 100% due to rounding.
n=13,721 (weighted data **includes** don't know/ no response)

At the time of the survey, 35% of the private college students indicated that they had no education-related debt and 43% indicated that they had no current government student loan debt (Table 7-3). Compared to public college students, however, private students more commonly have incurred education debt while in their program. Furthermore, private college students have higher debt loads while in school. For example, 31% of private career college students have a debt of \$10,000 or above, compared to only 15% of public college students.

Debt incidence while in school varied by province and program:

- Students in the Atlantic provinces (64% with debt) and Quebec (63%) more frequently had education-related debt compared to those in Ontario (53%), the Prairies (56%) or British Columbia (54%).
- Design (54% with debt) and Other Program (49%) students less often had educational debt at the time of the survey relative to those in Trades/ Technical Training (53%), Health (62%), Media/ Information Technology (55%) and Other Service (61%).

Table 7-4
Current Education-Related Debt

Debt Amount	Total Current Education-Related Debt %		Total Current Government Student Loan Debt %
	Private (n=13,721)	Public (n=7,438)	Private (n=13,721)
None	35%	47%	43%
\$1 - \$5,000	10%	17%	6%
\$5,001 - \$10,000	15%	14%	11%
\$10,001 - \$15,000	12%	8%	8%
\$15,001 – \$30,000	15%	10%	8%
Over \$30,000	4%	3%	1%
No response	9%	1%	23%

Numbers may not add up to 100% due to rounding.

Private n=13,721 (weighted data **includes** don't know/ no response); Public n=7,438

Overall, few private career college students (15%) have ever needed to discontinue studies due to a lack of funds. There was, however, a statistically higher probability that students enrolled in Media/ Information Technology (18%) programs and those living in Ontario (17%) or British Columbia (18%) had discontinued studies due to lack of funds.

Table 7-5
Previous Discontinuation of Studies Due to Insufficient Funds

Discontinued Studies	Trades/ Technical Training (n=923)	Design (n=574)	Health (n=5,012)	Media/ Information Technology (n=3,101)	Other Service (n=1,327)	Other (n=2,170)	Total (n=13,107)
Yes	13%	13%	15%	18%	16%	12%	15%
No	87%	87%	85%	82%	84%	88%	85%
Discontinued Studies	Atlantic (n=3,079)	Quebec (n=630)	Ontario (n=3,882)	Prairies (n=2,801)	British Columbia (n=2,715)		Total (n=13,107)
Yes	11%	15%	17%	13%	18%	--	15%
No	89%	85%	83%	87%	82%	--	85%

Numbers may not add up to 100% due to rounding.

n=13,107 (weighted data excludes don't know/ no response)

7.2 Anticipated Debt

Students (83%) generally anticipate some level of debt by the time they complete their post-secondary studies at a private career college. Overall, approximately one in three expect debt of \$10,000 or less. Just under half expect a greater debt of between \$10,000 and \$30,000. A minority (8%) expect the debt they incur to be over \$30,000. British Columbia (79%) students are less likely to anticipate education debt compared to those in the Atlantic (83%), Prairies (84%), Quebec (85%) or Ontario (84%). Anticipated debt does not differ by program of study.

Relative to students in public colleges, those enrolled in private institutions more often anticipate debt and the debt is expected to be at a higher level at the time of graduation. Forty percent (40%) of public

college students anticipate having no education-related debt upon program completion, compared to only 17% of private career college students.

Anticipated education-related debt is not expected to be composed exclusively of government student loan debt; thus, while 83% of students anticipated education-related debt, only 43% anticipate government student loan debt at program completion. These expectations may be unrealistic given that 53% of students surveyed indicated that they would use government student loans to finance some portion of their current PSE and only 37% are employed while in school.

Table 7-6
Anticipated Total Education-Related and Government Student Loan Debt at Time of Program Completion

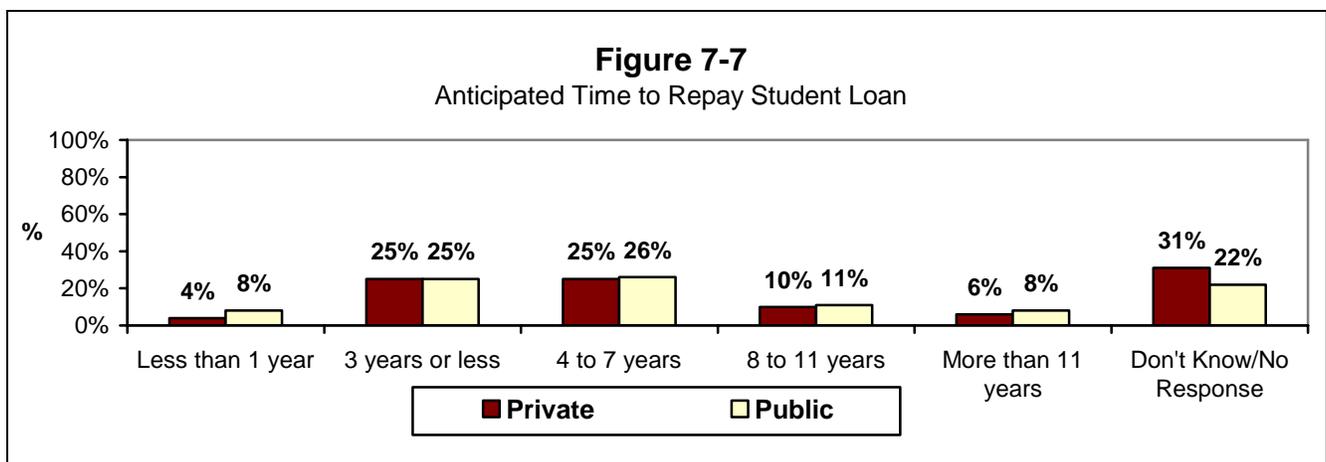
Debt Amount	Total Anticipated Education-Related Debt %		Total Anticipated Government Student Loan Debt %
	Private (n=13,721)	Public (n=7,438)	Private (n=13,721)
None	17%	41%	29%
\$1 - \$5,000	7%	11%	5%
\$5,001 - \$10,000	22%	12%	12%
\$10,001 - \$15,000	19%	8%	10%
\$15,001 – \$30,000	27%	16%	13%
Over \$30,000	8%	11%	2%
No response	0%	1%	29%

Numbers may not add up to 100% due to rounding.
Private n=13,721 (weighted data *includes* don't know/ no response); Public n=7,438

7.3 Perceptions of Debt

Among the 5,700 students or 42% of students that anticipate having student loan debt at the end of their program, half (50%) anticipate it will take between three and seven years to repay the debt. Many are unsure about how long it will take them to repay the student loan debt. Public college students are similar to private career college students in their expectations regarding the amount of time it will take to repay their student loan debt (Figure 7-4).

Figure 7-7
Anticipated Time to Repay Student Loan



Numbers may not add up to 100% due to rounding.
Private n=6,091 (weighted data *includes* don't know/ no response); Public n=4,425

As with public college students, private career college students do not appear overly concerned about educational debt or having sufficient financial resources to complete their education (see Table 7-8). For example:

- Only one-quarter (25%) of students are very concerned that they will have insufficient funds to complete their PSE, whereas one-quarter (28%) are not at all concerned. The remaining half are either a little (15%) or somewhat (24%) concerned.
- Approximately one in three are very concerned about the amount of debt they will incur by the time they graduate (32%) or their ability to repay that debt (28%).

By program, students in programs related to Trades/Technical Training and Media/Information Technology appear to be the least concerned about debt incurred through PSE:

- Compared to all other programs, those in Trades/Technical Training (73%), Media/ Information Technology (27%) and Other (26%) more commonly indicate that they are not at all concerned about the debt they will incur by graduation (Design 24%, Health 21% and Other Service 21%).
- Students in these three programs are also less concerned about their ability to repay the debt. Compared to all other programs, students in Trades/Technical Training (32%), Media/ Information Technology (28%) and Other (28%) more commonly indicate that they are not at all concerned about their ability to repay the debt in a reasonable timeframe (Design 26%, Health 23% and Other Service 23%).

Regionally, students differ between the Atlantic provinces/Quebec and the Prairie provinces/Ontario:

- In both Quebec and the Atlantic students express greater concern over the amount of debt they will incur (Atlantic 36% and Quebec 40% very concerned) and their ability to repay the debt (Atlantic 31% and Quebec 30% very concerned).

Conversely, in the Prairie provinces and Ontario students more commonly indicate they are not at all concerned about the amount of debt potentially incurred (Prairies 26% and Ontario 26% not at all concerned) or the time to repay such debt (Prairies 29% and Ontario 28% not at all concerned).

Table 7-8
Education-Related Debt Concerns

School Type	Statement	Don't Know/ NR (%)	Not at all (%)	Very little (%)	Somewhat (%)	Very much (%)
Private	Having sufficient funding to complete your post-secondary education	8%	28%	15%	24%	25%
Public		2%	31%	20%	20%	28%
Private	The amount of debt you might incur by the time you graduate	12%	24%	11%	21%	32%
Public		3%	30%	15%	17%	35%
Private	Your ability to repay that debt within a reasonable timeframe	13%	26%	11%	22%	28%
Public		4%	34%	13%	18%	31%

Private n=13,721 (weighted data includes don't know/ no response); Public n=7,438

7.4 Program Debt Load and Impact on Future PSE Decisions

Regression analysis was utilized to predict participation in future PSE. Based on the analysis it was found that a student's propensity to return to school following the completion of a private career college program is influenced by a number of factors.

Students more commonly intend to pursue additional education if they are young in age or if they are not confident about obtaining a job after graduation.

As expected those with higher amounts of anticipated debt at the end of the degree are more likely to indicate they intend to begin working. Those students with higher levels of education prior to attending a private career college program are also more likely to seek employment post-program.

By program, students in Other Service and Other Programs more commonly indicate that they will return to school after completing a private career college degree than those enrolled in programs classified under Trades/Technical Training, Design and Health or Media/Information Technology.

8. Satisfaction with Program/Institution

Satisfaction with program components is high among private career college students. Generally, the majority of students surveyed were satisfied with course content (86%), quality of instruction (81%), and skills development (83%) in their program. Students were somewhat less satisfied about the program utilizing up to date equipment (69%) and being adequately prepared for the job market (76%).

Table 8-1
Satisfaction with Institution

	Not Applicable/ No Response	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Course content	3%	2%	2%	8%	36%	50%
Instruction Quality	3%	2%	3%	10%	34%	47%
Equipment up to date	5%	4%	6%	16%	34%	35%
Job market preparation	6%	2%	2%	14%	33%	42%
Skills development	4%	2%	2%	9%	35%	48%

Numbers may not add up to 100% due to rounding.
n=13,271 (weighted data *includes* don't know/ no response)

Uniformly, across all program areas, students in the Atlantic Provinces were more frequently satisfied with the program they are enrolled in. Satisfaction is statistically higher with course content (87%), instruction quality (85%), equipment (77%), job market preparation (82%), and skills development (86%). In contrast, students in British Columbia tend to be less satisfied with their programming compared to all other regions, with lower satisfaction levels, statistically significant, for course content (82%), quality of instruction (77%), equipment (64%), and job market preparation (70%). Nevertheless, a majority of students in all programs across all regions indicated that they were satisfied or very satisfied with listed program/school characteristics.

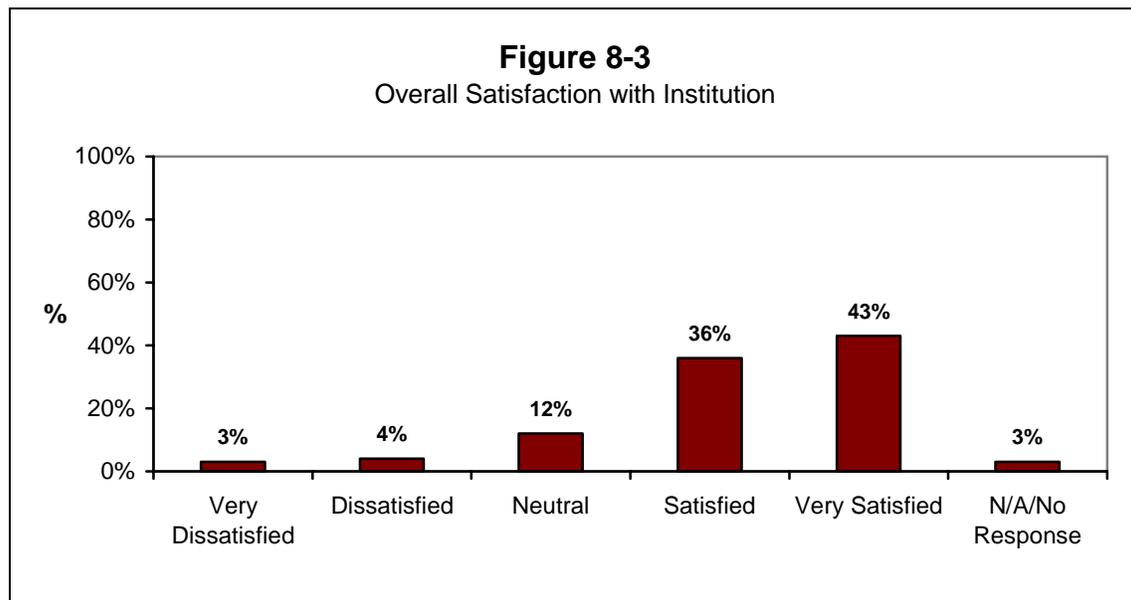
By program, students in Other programs are the most satisfied, while those in Media/Information Technology programs are the least satisfied.

Table 8-2
Very Satisfied and Satisfied with Institution

	Trades/ Technical Training (n=972)	Design (n=599)	Health (n=5,234)	Media/ Information Technology (n=3,238)	Other Service (n=1,378)	Other (n=2,300)	Total Private (n=13,721)
Course content	83%	86%	85%	83%	87%	90%	86%
Instruction quality	79%	82%	80%	78%	85%	88%	81%
Equipment up to date	71%	65%	70%	71%	68%	66%	69%
Job market preparation	76%	75%	77%	74%	79%	76%	76%
Skills development	81%	85%	83%	80%	84%	87%	83%
Employed	Atlantic (n=3,213)	Quebec (n=654)	Ontario (n=4,080)	Prairies (2,907)	British Columbia (n=2,867)		Total (n=13,721)
Course content	87%	89%	86%	87%	82%	--	86%
Instruction quality	85%	85%	81%	82%	77%	--	81%
Equipment up to date	77%	65%	69%	68%	64%	--	69%
Job market preparation	82%	78%	75%	74%	70%	--	76%
Skills development	86%	81%	83%	83%	80%	--	83%

Numbers may not add up to 100% due to rounding.
 Private n=13,271 (weighted data *includes* don't know/ no response)

Overall (79%), students were satisfied with the institution they attended, with students in Other programs (87%) and those living in the Atlantic (81%) and Prairie (81%) provinces being most satisfied with their institution.



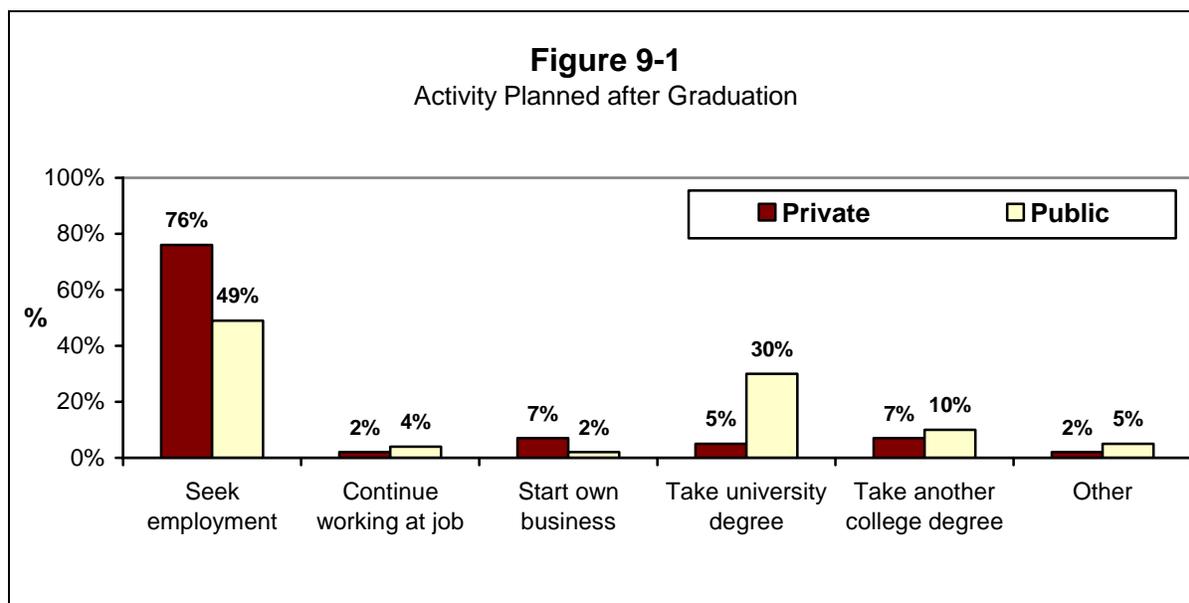
n=13,721 (weighted data *includes* don't know/ no response)

9. Career Post Program

9.1 Anticipated Program Outcomes

Following graduation from their program of study, almost all (86%) private career college students plan to work. For this work they will seek new employment (76%), work or return to work at a current/previous job (3%) or start their own business (7%). Among those who will seek new employment, 76% will do so in an area related to their field of study (72%) or in any area (4%). Only a small minority (12%) plan to pursue further studies, either at another college (7%) or university (5%). This is in stark contrast with students graduating from public colleges, of whom 40% intend to obtain another university or college degree.

Across the country, those living in the Atlantic (76%), Ontario (76%) and Quebec (73%) more frequently intend to pursue employment related to their current studies compared to those residing in British Columbia (70%) or the Prairies (63%). An additional college (11%) or university (8%) degree will more likely be pursued by students living in the Prairies. By program, students enrolled in Trade/Technical programs (80%) most frequently will seek employment in their field of study, while those in Other programs (61%) are the least likely to do so, opting to pursue post-secondary studies instead (college 11%; university 11%). Students in Health programs (11%) most frequently intend to start their own business.

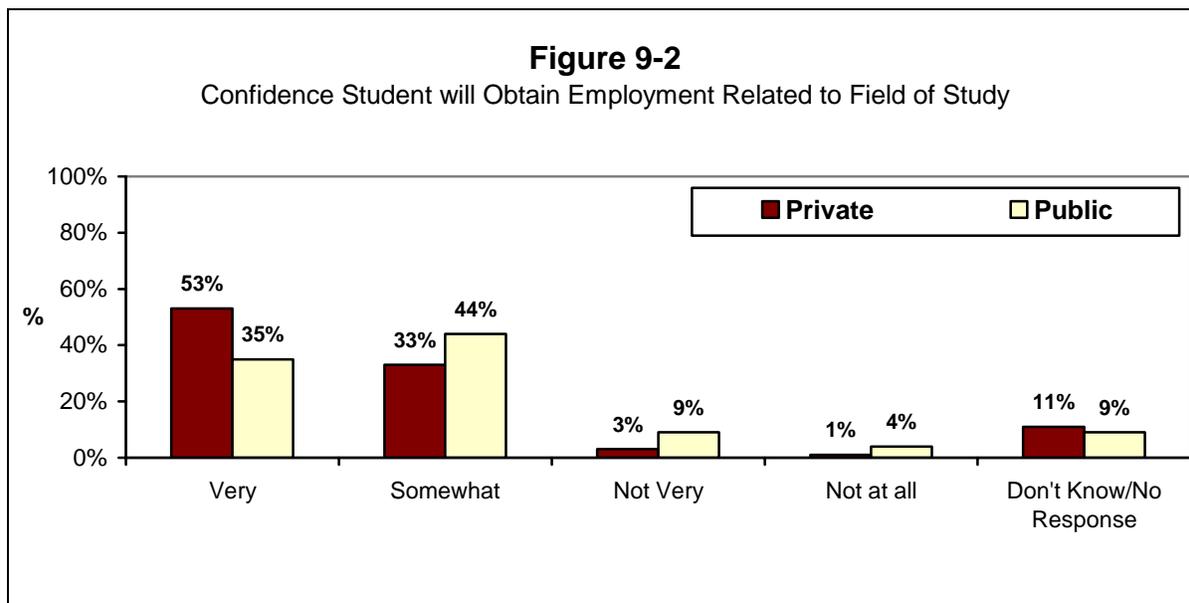


Private n=13,515 (weighted data excludes don't know/ no response); Public n=7,308

Students express high levels (86%) of confidence that they will obtain employment related to their field of study after they graduate. Half (53%) are very confident while 33% are somewhat confident. Private career college students are in fact more confident that they will obtain employment in their field of study than those students enrolled in a public college. Half (53%) of private career college students

are very confident that they will find employment in their field of study compared to only 35% of public college students.

Across programs, students in Health (62% very confident) and Trades/Technical Training (57% very confident) were the most confident of their employability, while students in Design (40% very confident) and Other programs (44% very confident) were the least confident.



Private n=13,721 (weighted data includes don't know/ no response); Public n=7,438

9.2 Student Profiles by Program

The characteristics of students differ significantly by the type of program attended. By program area, the student characteristics that statistically differ across the program types are discussed below.

Trades and Technical Training Programs:

Students in Trades and Technical Training are significantly more likely to have waited to begin post-secondary education, not choosing to enter PSE immediately after leaving high school or CEGEP (66% compared to 60% nationally). Furthermore, these students more often cite lack of interest (24% compared to 18% nationally) and less often cite family issues (9% as compared to 20% nationally) as their reason for not entering PSE.

Not surprisingly, students in Trades are overwhelmingly male (82%). They are primarily born in Canada (81%), with a mean age of 28. Students entering the Trades program area (20%) are more frequently unemployed and looking for work three months prior to program entry compared to those in Design (8%), Health (10%), Other Services (11%) and Other (7%).

Students in this program area more frequently have no high school diploma (11% compared to 7% nationally) or post-secondary education (27% compared to 34% nationally). Furthermore, these students are more likely than any other program area to have less than a grade 9 education (13%).

Overall, Trade students' average percentage grade for high school is lower than those of students in other program areas (45% citing a grade average of 70% or lower).

Almost half (44%) of these students indicate that this training was part of their apprenticeship program, compared to only 12% nationally. Students in Trades and Technical Training are most often unemployed while in their program of studies, compared to other program areas (75% compared to 55% to 68% in other program areas).

Health Programs:

Health programs have the highest proportion of female students (88% compared to 18% to 74% in other programs). With a mean age of 26, one-quarter (26%) of Health program students are married. Health students frequently agreed that the institution they were attending was their first choice (73%) and are frequently very confident (62%) that they will obtain a job in their field after graduation.

Design Programs:

Design students more commonly enter postsecondary education immediately after completing high school (47% compared to 40% nationally). Those who did not enter immediately after high school more commonly cite career indecision (52% compared to 44% nationally) and lack of desirable programming in their area (9% compared to 4%) as reasons for waiting to enter PSE than those in other programs. Design students are often employed while in their program (44%) and more often have no debt at the time of the survey (40%)

Design students express the least confidence in obtaining a job in their field after graduation.

Media and Information Technology Programs:

Compared to all other programs, students in Media and Information Technology are most likely to not enter post-secondary education immediately after completing high school or CEGEP (69% vs. 60% nationally). Interestingly, this group of students is most likely to have a post-secondary education (38% compared to 34% nationally) prior to entering their private career college program. Given their age (mean age 30), it is not surprising that Media and Information Technology students have little reliance on parents' financial support (16% compared to 26% nationally). Despite their age and previous education, this student group was no more likely to have personal savings.

Other Service Programs:

Other Service programs include childcare, child and youth worker/special education/education assistant, counselling, law and security, and real estate. Although not unique on many characteristics, Other Service program students, along with those in Other programs, were more often satisfied with the program's course content (87%), quality of instruction (85%), skills development (84%) and institution overall (81%). Other Service program students most commonly have applied for a student loan at some time in their academic career (63% compared to 53% nationally) and had a student loan for their current program (49%). To finance their private career college program, Other Service students, compared to students in other programs, had the greatest reliance on government student loans (60%) and government scholarships or bursaries (11%).

Other Programs:

Half (52%) of all students in the Other program area, including those in performing arts, Biblical or theological, hospitality/tourism/travel and culinary/cook or chef, enter PSE immediately after high school, the highest proportion in all program areas. Not surprisingly, this group has the youngest mean

age at 23 and is least likely to hold a certificate, degree or diploma prior to entering their program (27% compared to 43% nationally).

Students from this program stream tend to have the highest overall average grade percent in their last year of high school compared to other programming streams. Half (54%) have an average of 80% or above, compared to only 31% to 51% in other programs.

Program tuition in the Other area (31%) is most often above \$20,000 compared to other programs (19% nationally). Despite high tuition, students in this area are least likely to intend to seek employment after graduation (61%), are most likely to be planning to take another college or university degree (22% compared to 12% nationally), and commonly had no education-related debt at the time of the survey (43%). This group has the greatest access to resources, including parents (41%), personal savings (14%) and earnings from previous employment (20%), to finance their education.

Other program students frequently agreed that the institution they were attending was their first choice (76%). Accordingly, Other program students, along with Other Service students, were more often satisfied with the program's course content (90%), quality of instruction (88%), skills development (87%) and institution overall (87%).

9.3 Student Profiles by Minority Status

The characteristics of students differed by their minority status. The unique characteristics of Aboriginal students and those with a disability are discussed below.

Aboriginal Students:

Aboriginal students more commonly reside in Alberta (22%), Manitoba (10%) and Saskatchewan (8%), attend non-NACC designated schools (71%) and less often attend Health programs (31% compared to 38% of all other students). Aboriginal students more commonly choose programs of short duration, with 76% of all Aboriginal students enrolling in a program running between three to 12 months, compared to only 68% of non-Aboriginal students.

While students in private career colleges generally do not enter PSE immediately after high school, this trend is even more pronounced among Aboriginal students. Only 31% of Aboriginal students attended PSE immediately after high school, compared to 40% of non-Aboriginal students. As with non-Aboriginal students, Aboriginal students commonly do not enter PSE immediately out of high school due to career indecision. Aboriginal students, however, compared to non-Aboriginal students, are more likely to experience lack of academic qualifications (14% compared to 7%) and personal or family issues (29% compared to 20%) as barriers to PSE entry. Reflecting these barriers, Aboriginal students, compared to non-Aboriginals, more commonly have not completed high school (20% compared to 7%) prior to entering the private PSE system.

Tuition paid by Aboriginal students (mean= \$12,234) appears to be lower than non-Aboriginal students (mean=\$14,420), perhaps reflecting the fact that they are attending programs of shorter duration.

Aboriginal students are less often employed while attending a private career college. One-quarter (25%) of Aboriginal students are employed while in school in contrast to 39% of non-Aboriginal

students. Aboriginal students less frequently access all sources of funding, including government student loans, with the exclusion of Indian Band or INAC funding, which 24% have received. As expected, Aboriginal students less frequently anticipate education-related debt at the end of their studies (78% compared to 86%).

Aboriginal students are more strongly influenced by their family (25%) than non-Aboriginal students (16%) when selecting a private career college. Unlike most private career college students, Aboriginal students more commonly use their private career college degree as a launch pad into further education. One-quarter (25%) plan to take further education upon completing their degree, compared to only 11% of non-Aboriginal students.

Students with a Disability:

Students with a disability were significantly less likely to attend programs in the area of health (26% compared to 38% of all other students) and had a greater probability of selecting programs longer than 18 months (31%), compared to those without a disability (25%).

Students with a disability were also less likely to enter PSE immediately after completing high school (26%), compared to their counterparts without a disability (40%).

Students with a disability express less career indecision than non-disabled students (30% vs. 44%) but more personal or family barriers to PSE entry (26% compared to 20%). As with Aboriginals, disabled students tend to have completed less education than those without disabilities. Specifically, 11% of disabled students do not hold a high school diploma.

The rate of working while in school is significantly lower among those with a disability (21%) compared to those without (38%), although these students are also less likely to have accessed a government student loan (31% compared to 42%). Overall, disabled students were less likely to have accessed funding from all sources, excluding EI or other government assistance, which they are significantly more likely to have accessed (23% compared to 13%). In keeping with less frequent use of any loans, disabled students less frequently anticipate debt at the end of their studies (71% compared to 85%). On the down side, disabled students more frequently discontinue studies due to lack of money (23% compared to 14%).

Overall, disabled students are less satisfied with their program than non-disabled students:

- Course content (79% satisfaction compared to 87%);
- Quality of instruction (75% satisfaction compared to 83%);
- Degree to which equipment is up to date (65% satisfaction compared to 70%);
- Preparation for the job market (66% satisfaction compared to 77%);
- Skills development (74% compared to 84%);
- Institution overall (73% compared to 80%).

Perhaps because they are less satisfied with their studies, disabled students express less confidence that they will gain employment related to their field of study after graduation (44% compared to 54%).

10. Conclusions

Although students in the private career college system are diverse, they share some similarities that differentiate them from those in the public college system. Compared to public college students, a higher proportion of private system students are female. On average, private career college students are older than public college students, with a mean age of 29. Private career college students show less dependence on their parents or other family members and are less likely than public college students to live with or receive financial assistance from parents. One-third of private career college students support dependants under the age of 18.

Compared to public college students, private college students generally have fewer financial resources available to fund post-secondary education and greater financial non-education-related responsibilities. Private career college students often report low household incomes and little or no personal savings, either from previous employment or RRSPs. Less than one in ten anticipate funding their post-secondary education through earnings from current employment, despite the fact that approximately one-third are employed while in school, suggesting that employment income covers only basic needs. Adding to their financial burden, approximately one in five are single parents and one in ten are carrying pre-existing government student loan debt.

Despite these similarities, private career college students do not constitute a uniform group that differs from those attending public colleges. It is therefore important to stress that private career college students instead appear to make up a number of unique sub-groups, including:

- older males, retraining after health concerns or
- limited employment opportunities reduced the
- viability of a previous career;
- older females, retraining or reentering the workforce after a leave due to family responsibilities;
- younger students attending programs that are not available in the public college system;
- students, both young and old, interested in a program of short duration that will provide specific workforce skills. These students may or may not have previous degrees from college or university;
- young students that intend to pursue additional college or university education after a first degree at a private career college; and
- immigrants, retraining or changing careers because their education or qualifications are not recognized in Canada.

One-quarter of private career college students were born outside of Canada, with 11% immigrating to Canada after the year 2000. The higher proportion of immigrants in the private career college system contributes to a greater proportion holding PSE degrees prior to entry.

Based on the characteristics of students entering private colleges, it appears that the private college system primarily appeals to those looking to obtain workforce skills with limited time investment. For these students, the fact that the public college or university system is not their first choice is perhaps due to longer program durations.

Private career college students generally delay entry into post-secondary education. The majority choose to attend either a private or public college or university only after a delay of anywhere from one

to over ten years after leaving high school. This delay is most commonly related to a lack of interest or career indecision, although financial and personal issues or family responsibilities, also impact the decision to pursue a post-secondary education among those attending a private career college. Despite the delay of entry into post-secondary education, private career college students have limited savings to draw upon to fund their education.

Overall, it appears that the private career college system complements the public college system. The private system offers short programs specifically geared towards quick entry into the labour market. Students accessing this system appear to be choosing specific programs that are shorter in duration to obtain marketable labour skills without significant investment in post-secondary education.

As noted, private career college students have fewer resources available to finance a postsecondary education. These students, therefore, are commonly drawing upon the Canada Student Loans system or other government assistance to fund their private career college education. Private career college students are significantly more likely to utilize a student loan to finance their education than those attending a public college. Despite the increased reliance on student loans, the private career college students eligible to participate in this survey were utilizing EI or other government assistance at the same rate as those in the public system.

Current and anticipated debt levels are generally higher among private career college students than public college students. This reflects the considerably higher tuition costs for students attending a private career college, compared to tuition expenses for students attending a public college program. More private career college students have and anticipate having education-related debt and the amount of debt is greater. Moreover, private career college students are accruing debt at a higher rate than public college students, given that private career college programs are generally shorter in length than public programs. On average, private career college programs are seven to 12 months in length, compared to one to four years in public colleges.

Student loan reliance and debt is impacted by region of residence. Students living in the Atlantic provinces and Quebec are significantly more likely to indicate that they would be unable to attend the private college system without student loan assistance. Thus, these students more often have a student loan and had student loan debt at the time of the survey.

It does appear that the Canada Student Loan system is meeting the needs of most students in the private career college system, although recent immigrants are not accessing the Canada Student Loans Program at the same rate as other private career college students. However, recent immigrants are not more likely to be denied student loan funding when they apply.

Despite the fact that private career college students are heavily reliant on the Canada Student Loans Program, students in the system are not very knowledgeable about the federal and provincial loan systems or the Registered Education Savings (RESP) or Canada Education Savings Grants (CESG) programs. Private career college students' lack of understanding of the Canada Student Loans system is highlighted by the fact that many students attending non-CSLP-designated institutions indicate that they intend to utilize student loans to fund a portion of their program or that they are in receipt of a student loan for their current program. Given the lack of private career college student understanding, there is an opportunity for the Canada Student Loans Program and/or private career college administrators to provide these students with additional information on available products and services and debt management and loan repayment.

11. Appendix A: Participating Institutions

College or Organization	Location
Academy of Learning	Campbell River, BC
Academy of Learning	Cranbrook, BC
Academy of Learning	Kamloops, BC
Academy of Learning	Kelowna, BC
Academy of Learning	Nanaimo, BC
Academy of Learning	Penticton, BC
Academy of Learning	Prince George, BC
Academy of Learning	Salmon Arm, BC
Academy of Learning	Squamish, BC
Academy of Learning	Surrey, BC
Academy of Learning	Vancouver, BC
Academy of Learning	Vernon, BC
Academy of Learning	Victoria, BC
Advance School of Hair Design and Esthetics	Victoria, BC
Alberni School of Cosmetology	Port Alberni, BC
Aveda Institute Victoria	Victoria, BC
Beauty Gateway Aesthetics & Aromatherapy School	Richmond, BC
BM Chan International Cosmetology College	Vancouver, BC
Boucher Institute of Naturopathic Medicine	New Westminster, BC
British Columbia Institute of Holistic Studies	Chilliwack, BC
Canadian College of Performing Arts	Victoria, BC
Canadian Electrolysis College	New Westminster, BC
Canadian Technical Trades Institute	Surrey, BC
Canadian Tourism College	Surrey, BC
Canadian Tourism College	Vancouver, BC
Career Gate Community College	Abbotsford, BC
Career Gate Community College	Surrey, BC
Cascade Culinary Arts School	Abbotsford, BC
The Centre for Arts & Technology	Kelowna, BC
CDI College	Abbotsford, BC
CDI College	Surrey, BC
CDI College	Vancouver, BC
CDI College of Business, Technology & Health Care	Burnaby, BC

College or Organization	Location
Chinook Helicopters	Abbotsford, BC
Coastal Pacific Aviation	Abbotsford, BC
Comox Valley Beauty School	Courtenay, BC
Dejavu International School of Cosmetology	Vancouver, BC
Discovery Community College	Port Alberni, BC
Discovery Community College	Nanaimo, BC
Diving Dynamics	Kelowna, BC
Dog World Beauty Shop and Professional School of Grooming	Victoria, BC
En'owkin Centre	Penticton, BC
Eton College	Vancouver, BC
Excel Career College	Courtenay, BC
Gateway Careers	Vancouver, BC
Gillette's Hair and Nail Education Centre	Langley, BC
Goh Ballet Academy	Vancouver, BC
Greystone College	Vancouver, BC
Hair Art Academy	New Westminster, BC
Hair Art Academy	Surrey, BC
Helen Lefaux Inc. School of Fashion Design	Vancouver, BC
Heli-College Canada Training	Langley, BC
Hot Sole Music	Coquitlam, BC
Inside Passage School of Fine Woodworking	Roberts Creek, BC
John Casablanca's Institute of Applied Arts	Vancouver, BC
John Paul International Academy	Victoria, BC
Joji's Hair Design Academy	Vancouver, BC
Kootenay School of Hairdressing	Cranbrook, BC
Kosmetae Academy	Abbotsford, BC
Langley College	Langley, BC
Legends International School of Hair Design	Abbotsford, BC
London School of Hair Dressing & Esthetics	Vancouver, BC
Main Dance Bridging Program	Vancouver, BC
Marvel College	Kelowna, BC
Marvel College	Vancouver, BC
Methodica Acting Studio For Film and Theatre	Vancouver, BC
Montessori Training Centre of British Columbia	Vancouver, BC

College or Organization	Location
Ms. Loreas' College of Esthetics and Nail Technology	Prince George, BC
Native Education College	Vancouver, BC
Northern BC School of Hairdressing	Prince George, BC
Nu-Way Hairdressing & Esthetics School	Surrey, BC
Okanagan Valley College of Massage Therapy	Vernon, BC
Omni College	Richmond, BC
Pacific Design Academy	Victoria, BC
Pattison College	Vancouver, BC
PCT Kamloops	Kamloops, BC
Pitman Community College	Victoria, BC
Procare Institute	Burnaby, BC
Rhodes Career College	Vancouver, BC
Roggendorf School of Hairdressing and Nails	Vancouver, BC
RSH International College of Cosmetology	Maple Ridge, BC
RSH International College of Cosmetology	New Westminster, BC
RSH International College of Cosmetology	Richmond, BC
Shang Hai TCM College of BC	Burnaby, BC
South Granville Business College	Vancouver, BC
Stenberg College	Surrey, BC
Suncoast Diving	Sechelt, BC
Surrey College	Surrey, BC
The Institute of Advanced Media	Vancouver, BC
The Whistler School of Massage and Spa Services	Whistler, BC
Think Tank Training Centre	North Vancouver, BC
Thompson Career College	Kamloops, BC
Touchpoint Institute of Reflexology & Kinesthetics	Belcarra, BC
Tourism Training Institute	Surrey, BC
Tourism Training Institute	Vancouver, BC
Universal Learning Institute	Richmond, BC
Universal Learning Institute	Surrey, BC
Utopia Academy of Hair Design	Abbotsford, BC
Utopia Academy of Hair Design	Vancouver, BC
Valle School of Beauty	Chilliwack, BC
Van Arts	Vancouver, BC

College or Organization	Location
Vancouver Art Therapy Institute	West Vancouver, BC
Vancouver Career College	Abbotsford, BC
Vancouver Career College	Burnaby, BC
Vancouver Career College	Coquitlam, BC
Vancouver Career College	Kelowna, BC
Vancouver Career College	Surrey, BC
Vancouver Career College	Vancouver, BC
Vancouver College of Counsellor Training	Vancouver, BC
Vancouver Premier College of Hotel Management	Vancouver, BC
Victoria Conservatory of Music	Victoria, BC
Waterworks Technology School	Delta, BC
West Coast College of Massage Therapy	Victoria, BC
Western Academy of Photography	Victoria, BC
William Davis Centre for Actors' Study	Vancouver, BC
Windsong School of Healing	Campbell River, BC
Winston College	Burnaby, BC
3A Academy & Consulting	Lloydminster, AB
AB Dog Grooming School	Leduc, AB
Academy of Learning	Airdrie, AB
Academy of Learning	Calgary, AB
Academy of Learning	Edmonton, AB
Academy of Learning	Medicine Hat, AB
Academy of Learning	Red Deer, AB
Academy of Learning - Calgary South	Calgary, AB
Academy of Learning Calgary Northeast Campus	Calgary, AB
Bighorn Helicopters Flight School	Calgary, AB
Calgary College of Traditional Chinese Medicine and Acupuncture	Calgary, AB
Calgary Counselling Centre	Calgary, AB
Campbell College	Edmonton, AB
Canadian College of Emergency Medical Services	Edmonton, AB
Canadian Lutheran Bible Institute	Camrose, AB
CDI College	Edmonton, AB
CDI College of Business, Technology and Healthcare	Calgary, AB
Columbia College	Calgary, AB

College or Organization	Location
Delmar College of Hair Design	Calgary, AB
DevStudios	Edmonton, AB
European Institute of Esthetics	Edmonton, AB
Foothills College of Massage Therapy	Calgary, AB
GSH Advanced Flight Training and Maintenance Facility	Calgary, AB
L.A. School of Hair Design	Lethbridge, AB
Living Faith Bible College	Caroline, AB
Makami College	Edmonton, AB
Martech College	Edmonton, AB
Marvel College	Calgary, AB
Marvel College	Edmonton, AB
Marvel College, Red Deer	Red Deer, AB
Master School of Hair Design	Medicine Hat, AB
MH Vicars School of Massage Therapy	Edmonton, AB
Newman Theological College	Edmonton, AB
Pare Labrecque Training Centre	Sylvan Lake, AB
Peace River Bible Institute	Sexsmith, AB
Red Crow Community College	Cardston, AB
Reeves College	Edmonton, AB
Rosebud School of the Arts	Rosebud, AB
Vanguard College	Edmonton, AB
Yellowhead Tribal College	Edmonton, AB
Academy of Learning - Battlefords	North Battleford, SK
Academy of Learning - Fort Qu'appelle	Fort Qu'appelle, SK
Academy of Learning - Prince Albert	Prince Albert, SK
Academy of Learning - Regina	Regina, SK
Academy of Learning - Saskatoon	Saskatoon, SK
Academy of Professional First Nation Mechanics	Saskatoon, SK
Full Gospel Bible College	Eston, SK
Marca College of Hairstyling	Saskatoon, SK
McKay Career Training	Saskatoon, SK
Richard's Beauty and Esthetics College	Regina, SK
Saskatoon Business College	Saskatoon, SK
Universal Career College	Saskatoon, SK

College or Organization	Location
Western Christian College	Regina, SK
Western College of Remedial Massage Therapies	Regina, SK
Academy of Broadcasting Corporation	Winnipeg, MB
Academy of Learning (Steinbach)	Steinbach, MB
Academy of Learning (Winnipeg North)	Winnipeg, MB
Anokiiwin Training Institute	Winnipeg, MB
CDI College	Winnipeg, MB
Harv's Air Service	Steinbach, MB
Herzing College	Winnipeg, MB
Interlake International Pilot Training Centre	Gimli, MB
Law Enforcement and Security Training Academy of Canada	Winnipeg, MB
Northwest Law Enforcement Academy	Winnipeg, MB
Professional Institute of Massage Therapy	Winnipeg, MB
Reimer Express Driver Training Institute.	Winnipeg, MB
Robertson College	Winnipeg, MB
Royal Winnipeg Ballet - Professional Division	Winnipeg, MB
School of Contemporary Dancers	Winnipeg, MB
Wellington College of Remedial Massage Therapies Inc.	Winnipeg, MB
Academy of Learning	Yellowknife, NT
Academy of Applied Pharmaceutical Sciences	Toronto, ON
Academy of Learning	Brampton, ON
Academy of Learning	Richmond Hill, ON
Academy of Learning	Scarborough, ON
Academy of Learning	Toronto, ON
Academy of Learning	Toronto, ON
Academy of Learning (Midland Campus)	Midland, ON
Academy of Learning (Ottawa Central)	Ottawa, ON
Academy of Learning Career and Business College, Oakville Campus	Oakville, ON
Advanced Welding Techniques	Hamilton, ON
Algonquin Careers Academy	Etobicoke, ON
Algonquin Careers Academy	Ottawa, ON
AP Computer Training	Toronto, ON
Automotive Training Centres	Toronto, ON
Beauty Design School	Windsor, ON

College or Organization	Location
Canadian Automotive & Trucking Institute	Cambridge, ON
Canadian Business College	Scarborough, ON
Canadian College of Health science & Technology	Windsor, ON
Canadian Helicopters International Flight School	Markham, ON
Canadian Institute of Learning	Brampton, ON
CDI College	Brampton, ON
CDI College	Hamilton, ON
CDI College	Kitchener, ON
CDI College	London, ON
CDI College	Mississauga, ON
CDI College	Nepean, ON
CDI College	Newmarket, ON
CDI College	Sudbury, ON
CDI College	Thunder Bay, ON
CDI College	Toronto, ON
CDI College (Ottawa East)	Ottawa, ON
CDI College of Business, Technology & Health (Windsor)	Windsor, ON
Central HealthCare Institute	Hamilton, ON
CertX College for Intensive IT Training (Toronto Campus)	Toronto, ON
Champlain Institute	Toronto, ON
Chellsey Institute	Mississauga, ON
CJ HealthCare College	Scarborough, ON
Compektion International Canada	Toronto, ON
Computek School of Technology	Toronto, ON
Constellation College of Hospitality	Toronto, ON
Cordon Bleu Ottawa Culinary Arts Institute	Ottawa, ON
Cornwall Career College	Cornwall, ON
CTS Canadian Career College	North Bay, ON
CTS Canadian Career College	Sudbury, ON
Willis College of Business and Technology	Ottawa, ON
Dan Robert College of HealthCare	Toronto, ON
Durham Business & Computer College	Oshawa, ON
Durham Business & Computer College	Pickering, ON
Elegance School of Esthetics	Cornwall, ON

College or Organization	Location
Elegance Schools	London, ON
Elmcrest College of Applied Health Sciences & Spa Management	Toronto, ON
Elmcrest College of Applied Health Sciences & Spa Management	North York, ON
First Nations Technical Institute	Tyendinaga Mohawk Territory, ON
Gina's College of Advanced Esthetics	Ottawa, ON
Halton Business Institute	Burlington, ON
Harris Institute for the Arts	Toronto, ON
Herzing Career College	Ottawa, ON
Herzing Institute of Canada	Toronto, ON
International Academy of Hair Design	Richmond Hill, ON
International Academy of Massage	Ottawa, ON
International Aesthetic Academy	Toronto, ON
International Hair Academy	Newmarket, ON
Kawartha Lakes Bible College	Peterborough, ON
Kent College of Business	Toronto, ON
Kikkawa College	Toronto, ON
Kiné-Concept Institute	Ottawa, ON
Kingston Learning Centre	Kingston, ON
Kingston Learning Centre	Smiths Falls, ON
Liaison College	Hamilton, ON
Lorenzo School of Hair Design	Hamilton, ON
LubaMera Institute of Aesthetics and Cosmetology	Burlington, ON
Max the Mutt Animation School	Toronto, ON
Medix School	Brantford, ON
Medix School	Kitchener, ON
Medix School	Toronto, ON
Medix School (North York Campus)	North York, ON
Metro College of Technology	Toronto, ON
Metropolitan College of Travel Industry Training	Hamilton, ON
Modern Hairstyling & Esthetics School	North Bay, ON
National Institute of Broadcasting	Toronto, ON
North American College	Toronto, ON
North American School of Information Technology	Toronto, ON

College or Organization	Location
North American Trade Schools	London, ON
Nu-Wave School of Hair Design And Esthetics & Electrolysis	Thunder Bay, ON
Ogwehoweh Skills & Trades Training Centre	Ohsweken, ON
Oshki-Pimache-O-Win Education and Training Institute	Thunder Bay, ON
Ottawa Academy	Gloucester, ON
Protégé School	Scarborough, ON
Randolph School of the Arts	Toronto, ON
RCC College of Technology	Concord, ON
Robotech Institute	Toronto, ON
Shaun-David Truck Training School	Brantford, ON
Thames Valley College of Business and IT	London, ON
The Festival School of Hair Styling	Stratford, ON
Toronto Image Works	Toronto, ON
Toronto Institute of Pharmaceutical Technology	Toronto, ON
Toronto Montessori Teacher Training Institute	Richmond Hill, ON
Townshend College of Business & Computers Inc	Toronto, ON
Trebas Institute Ontario	Toronto, ON
TriOSCollege Business Technology Healthcare	Mississauga, ON
TriOS College Business Technology Healthcare.	North York, ON
TriOS College Business Technology Healthcare	Windsor, ON
TriOS College Business Technology Healthcare.	Kitchener, ON
TriOS College Business, Technology Healthcare	Hamilton, ON
Viola Institute	Kitchener, ON
Welding At Its Best (London Campus)	London, ON
Westervelt College	London, ON
Xincon Technology College of Canada	Scarborough, ON
Xincon Technology College of Canada	Toronto, ON
Yorkville College of Professional Studies	Toronto, ON
AAD Academy of Arts and Design	Montreal, QC
Académie des Pompiers (Mirabel)	Mirabel, QC
Académie Umano Esthétique	Gatineau, QC
Aviron Québec, Collège Technique	Québec, QC
Centre de Formation Professionnelle d'Électrolyse et d'Esthétique	Longueuil, QC
Collège April-Fortier	Montreal, QC

College or Organization	Location
College de Photographie et d'Informatique Marsan	Montreal, QC
Collge Multihexa Qubec	Saint-Foy, QC
Ecole du Show-Business	Montreal, QC
École Nationale de Camionnage et d'Équipement Lourd	Québec, QC
Herzing Institute of Montreal	Montreal, QC
Institut de Formation Santé Régie	Longueuil, QC
Institut Supérieur d'informatique I.S.I.	Montreal, QC
Institut Trébas	Montreal, QC
L'École de Routier Professionnel du Québec	Montreal, QC
Academie La Coupe Plus de Bathurst	Bathurst, NB
Academy of Hair Design	Saint John, NB
Atlantic Business College	Moncton, NB
Atlantic Business College	Fredericton, NB
Atlantic College of Therapeutic Massage	Fredericton, NB
Atlantic Hairstyling	Fredericton, NB
Atlantic Paramedic Academy	Moncton, NB
Baytech Institute of Trades and Technology	Moncton, NB
Canadian School of Natural Nutrition	Moncton, NB
Capital Airways	Lincoln, NB
Care-Ed Learning Centre	Saint John, NB
Chez Bernard Beauty Academy	Dieppe, NB
CompuCollege	Fredericton, NB
CompuCollege School of Business	Moncton, NB
CompuCollege School of Business	Saint John, NB
École de Coiffure de la Péninsule	St-Isidore, NB
L'Institut Jon Raymond	Moncton, NB
McKenzie College	Moncton, NB
Medes College	Moncton, NB
Miramichi Career College	Miramichi, NB
New Image Beauty School	Moncton, NB
Northumberland Driving Institute	Miramichi, NB
Oulton College	Moncton, NB
Ready Arc Welding (2000)	Saint John, NB
Serenity by the Sea School of Cosmetology	Saint Andrews, NB

College or Organization	Location
Taylor College of Mission and Evangelism	Saint John, NB
Union of New Brunswick Indians	Fredericton, NB
Academy of Learning	Halifax, NS
Academy of Learning	Dartmouth, NS
Atlantic Flight Attendant Academy	Halifax, NS
Canadian College of Massage & Hydrotherapy	Bedford, NS
Cape Breton Business College	Sydney, NS
CDI College	Halifax, NS
Centre for Arts and Technology	Halifax, NS
Commercial Safety College	Truro, NS
CompuCollege	Halifax, NS
Consolidated Fluid Power	Dartmouth, NS
Counsellor Training Institute	Halifax, NS
ICT Northumberland College	Halifax, NS
Institute for Human Services Education	Truro, NS
Island Career Academy	Sydney, NS
Maritime Art Institute of Holistic Esthetics	North Sydney, NS
Maritime Business College	Dartmouth, NS
Maritime Business College	Halifax, NS
Maritime School of Paramedicine	Dartmouth, NS
St Joseph's College of Early Childhood Education	Halifax, NS
Success College of Applied Arts & Technology - Sackville	Halifax, NS
Academy of Learning	Charlottetown, PE
Career Skills	Charlottetown, PE
JVI Provincial Transportation & Safety Academy	Summerside, PE
Academy Canada (Harding Road Campus)	Saint John's, NL
Academy Canada (Kenmount Road Campus)	Saint John's, NL
Carpenters Millwrights College	Paradise, NL
Central Training Academy	Badger, NL
Ironworkers Education and Training	Mount Pearl, NL
Keyin College	Carbonear, NL
Keyin College	Clareville, NL
Keyin College	Gander, NL
Keyin College	Marystown, NL

College or Organization	Location
Keyin College	Saint John's, NL
Keyin Technical College	Grand Falls-Windsor, NL
Lemoine's School of Hair Design	Saint John's, NL
Operating Engineers College	Holyrood, NL
Western College	Stephenville, NL
Woodford Training Centre	Conception Bay South, NL

12. Appendix B: Survey Instrument

Career Colleges Student Survey 2005-2006

About This Survey:

- This survey will help track the factors that influence students' decisions in attending Career Colleges and their expected outcome from the education. It will also provide information about educational opportunities in Canada.
- Your opinion will help improve the quality of education provided at your institution and by the education system in general.

Who Commissioned This Survey:

- This survey has been commissioned by the Federal Department of Human Resources and Social Development (HRSD) in collaboration with the Canada Millennium Scholarship Foundation.

Who Will See My Answers?:

- An independent research firm, R.A. Malatest & Associates Ltd., will administer this survey and collect the data on behalf of HRSD. With your consent, only your survey responses will be shared with the Canada Millennium Scholarship Foundation. We will also ask for your consent to participate in a Follow-Up survey to be conducted by R.A. Malatest & Associates Ltd. on behalf of the Canada Millennium Scholarship Foundation.
- Your participation in this survey is completely voluntary and your acceptance or refusal to participate will not affect your relationship with your institution, HRSD or the Canada Millennium Scholarship Foundation. The information you provide will be administered in accordance with all applicable privacy laws.

Why Should I Participate?:

- In addition to providing information, you will also have a chance to win prizes! By participating in this in-school survey you will be eligible to win one of two prizes – an iPod or a gift certificate valued at \$250. All that is required is that you fill out a ballot. If you agree to participate in the Graduate Follow-Up Survey at a later date, you will be eligible to win one of two additional prizes!

To Complete the Survey:

1. Please use an HB pencil or pen.
2. Completely fill in the bubble that corresponds to your selected response, or write in the answers clearly in the spaces provided.
3. Provide your name and address if you would like to participate in the Graduate Follow-Up Survey.
4. Return the completed survey to the proctor.

Current Program

A1. Is your program part time or full time?

- Full time (20 hours per week or more including classroom and lab hours)
- Part time (less than 20 hours per week including classroom and lab hours)

A2. Which of the following categories best describes your program:

Trades/Technical Training

- Appliance Repair/Commercial Refrigeration
- Automotive Service/Business/Retail
- Aviation

- Civil Engineering Technology
- Construction/Other Trades
- Driver Training
- Electronics/Engineering/Robotics
- Other Trades/Technical training



Health

- Alternative Healthcare (Acupressure)

BEAUTY/ESTHETICS/COSMETOLOGY

- Hairdressing
 Dental Care
 Health Care/Health Services
 Other Health

Other Service

- Childcare
 Child & Youth Worker/Special Education/Education Assistant
 Counselling
 Law and Security
 Real Estate
 Social Services/Community Support
 Other Service

Media/Information Technology

- Computers

A3. What is the length of your program?

- Less than 3 months
 3 months to 6 months
 7 months to 12 months
 13 months to 18 months
 More than 18 months (please specify length in months: _____ months)

A4. **WHAT MONTH AND YEAR DID YOU START YOUR PROGRAM? _____MONTH
 _____YEAR**

A5. When is your expected completion/graduation date? _____month _____ year

A6a. Did you choose to take post-secondary education training immediately after you completed high school or CEGEP?

- Yes GO TO Question A7
 No GO TO Question A6b

A6b. Why did you not choose to take post-secondary education or training immediately after you completed high school or CEGEP? (Check all that apply)

- Entrance requirements or not accepted into any programs applied for
 Required academic upgrading
 Financial issues
 Not interested
 Career undecided
 Wait-listed for desired program
 Personal/Family issues
 Desired program was not available in my area

- Office Business Administration
 Journalism/Photography
 Radio/Television/Film/Music
 Telecommunications, Cable & Fibre Optics
 Desktop Publishing/Multimedia
 Other Media/Information Technology

Design

- Fashion/Design/Merchandising
 Interior Decorating/Design
 Other Design

Other

- Animal Care
 Agriculture/Horticulture
 Culinary/Cook/Chef

GENERAL UPGRADING

- Hospitality/Tourism/Travel
 Language Training
 Other

- Desired program was not in my language of choice
- Employer unable to sponsor me in a registered apprenticeship program
- Employer unable to provide leave or flexibility for part-time study
- Illness
- Disability supports/accommodations not accessible

A7. What is the total cost of tuition for your program across all years? _____

A8. Is this training part of your apprenticeship program?

- Yes
- No
- Not Applicable

Past Education

B1. Before attending this private post-secondary training institution, which of the following have you obtained? (Check all that apply)

- Less than a high school diploma
- High school diploma or GED
- DEC diploma (CEGEP diploma)
- Trades certificate or diploma
- Certificate or diploma from a community college
- Certificate or diploma from a private career college
- University certificate or diploma **below** bachelor level.
- Bachelor's degree (e.g., B.A, B.Sc., LL.B.)
- University degree **above** bachelor level (e.g., M.A)

B2. If you did not graduate from high school, CEGEP, or obtain your GED, what was the highest grade you completed?

- Less than Grade 9
- Grade 9
- Grade 10
- Grade 11
- Grade 12
- Grade 13

B3a. Where did you previously attend high school, CEGEP, or obtain GED upgrading?

HIGH SCHOOL: **IN CANADA** **IN OTHER COUNTRY**
NOT APPLICABLE

CEGEP: In Canada In other country Not Applicable

GED Upgrading: In Canada In other country Not Applicable

B3b. In what year did you leave or graduate from high school? _____

B3c. What was your approximate overall average percent grade in your last year of high school?

- Greater than 90%
- 85% - 89%
- 80% - 84%
- 75% - 79%
- 70% - 74%



- 65% - 69%
- 60% - 64%
- Less than 60%

B4a. Where did you previously attend university, college or a private post-secondary training (PPST) institution? (Mark all that apply)

UNIVERSITY: IN CANADA IN OTHER COUNTRY NOT
APPLICABLE

College: In Canada In other country Not Applicable
PPST Institution: In Canada In other country Not Applicable

B4b. In what year did you leave or graduate from post-secondary studies, prior to commencing this program? _____ Not Applicable

B4c. What was your approximate average mark in the last year of post-secondary studies, prior to commencing this program?

- Greater than 90%
- 85% - 89%
- 80% - 84%
- 75% - 79%
- 70% - 74%
- 65% - 69%
- 60% - 64%
- Less than 60%
- Not applicable

Work Experience

C1. Are you currently employed? Yes No

↓

Full time (30 hours or more per week)

↓

If yes, what is your current salary?

- Less than \$20,000/year
- \$20,000 to \$29,999/year
- \$30,000 to \$39,999/year
- \$40,000 to \$49,999/year
- \$50,000 to \$59,999/year
- \$60,000 to \$69,999/year
- \$70,000 to \$79,999/year
- \$80,000 or more/year

Part time (Less than 30 hours per week)

↓

If yes, what is your hourly wage?

\$ _____/hour

If yes, what is the average number of hours worked per week? ____/week

C2. What best describes your status 3 months prior to the start of your program? (Please check one only)

- Employed
- Self-employed
- In school or training
- Unemployed (looking for work)
- Unemployed (not looking for work)
- Full time stay at home parent
- Employed and in school or training
- Self employed and in school or training
- Other (e.g. maternity leave, not working due to health reasons ...)

Choice of Education at Private Career College

D1. What is the MAIN reason you enrolled in your studies? (Please select only one answer)

- Obtain my GED
- Gain recognition of foreign education/training or experience
- Change career since education from other country not recognized
- Change career/fields or pursue a job
- Study at an advanced level or gain further skills in same field
- Gain specific practical skills in addition to academic qualifications
- Finish education started prior to current program
- Employer required or encouraged training
- General interest or personal development
- Increase earning potential or compensation
- Other (please specify)_____

D2. What are the top 3 reasons you chose to attend this particular private career college?

(Mark 3 answers only)

- Short program length
- Class size
- Size of institution
- Availability of courses not offered in public colleges or university
- Entrance requirements
- Institution reputation or quality
- Institution was recommended to me
- To attend a specific program
- Graduate employment placement record of the institution
- Hours of classes or instruction
- Frequent start dates of the program
- Cost of the program (tuition fees)
- Institution located near my home
- Institution located in a city I wanted to live in
- Institution offered financial assistance/scholarship
- Special needs services at institution
- Other (please specify):_____

D3. How did you first hear about the program you are currently enrolled in? (Please check all that apply)

- Family



- Friends
- Advertisements
- Career counsellor
- Representatives from the institution
- Students enrolled in the institution
- Government agency
- Website/online
- Other

D4. Was this institution your first choice?

- Yes
- No



If no, what institution was your first choice?

- University
- Community College or CEGEP
- Another private post-secondary training institution

D5. For the next questions, considering the private post-secondary training institution you are attending, please rate your satisfaction with the following:

	(1) Very Dissatisfied	(2) Dissatisfied	(3) Neutral	(4) Satisfied	(5) Very Satisfied	Not Applicable
Course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall quality of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Degree to which equipment is up to date	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for the job market	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills development in courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institution overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D6. What is the main activity that you are planning after completion of your current program?

- Take another college program
- Take a university program
- Seek employment in job related to current studies
- Seek employment in any area
- Continue working at current job/business
- Return to previous employment
- Start your own business
- Other

D7. How confident are you that you will be able to obtain a job related to your current field of study after you graduate?

- Very confident
- Somewhat confident
- Not very confident
- Not at all confident
- Don't know
- Not applicable (Do not plan to seek employment directly after graduation)

Financing Your Post-Secondary Education

E1. How knowledgeable are you about the following programs?

	Not at All	Very Little	Somewhat	Very Much	Don't Know
Federal Government student loan programs	<input type="radio"/>				
Provincial student loan programs	<input type="radio"/>				
Registered Education Savings Plan (RESP) or Canada Education Savings Grant (CESG)	<input type="radio"/>				

E2a. Have you ever applied for a **Government Student Loan**? Yes No

E2b. **If Yes**, have you ever been denied funding? Yes No

E3a. Prior to attending this private post-secondary training institution had you received a Government student loan (Canada, Provincial, Ontario Student Assistance Program (OSAP), etc.)?

No Yes → If yes, is there a balance still owing? Yes No

E3b. **If Yes**, what is the balance owing on this loan before you started in this program at this institution? _____

E4a. Thinking of your studies so far, how much education-related debt (student loan and other related loans/debts) do you currently have?

- None
- \$1 to \$2,500
- \$2,501 to \$5,000
- \$5,001 to \$7,500
- \$7,501 to \$10,000
- \$10,001 to \$15,000



- \$15,001 to \$20,000
- \$20,001 to \$30,000
- Over \$30,000

E4b. How much of the above debt is government student loans? _____

E5. Are you in receipt of a **Government Student Loan** for this program? Yes No

E6. Thinking about the current program, please fill in the appropriate bubble to indicate which of the following sources you are using to help pay for your education at this program or institution? Then provide the approximate amount you have received or will receive from each.

- Government loan \$ _____
- Government scholarship or bursary (non-repayable grant) \$ _____
- School administered private scholarship or bursary \$ _____
- Parents/family/spouse \$ _____
- Private line of credit/private loan \$ _____
- Personal savings, including RRSPs \$ _____
- Earning from previous employment \$ _____
- Earning from current employment \$ _____
- Work-study program \$ _____
- Co-op/work term \$ _____
- Investment income (bonds, dividends, interest, etc.) \$ _____
- RESPs \$ _____
- EI or Other Government Assistance \$ _____
- Indian Band/INAC funding \$ _____

E7a. How much education-related debt (student loan and other related loans/debts) do you expect to have, in total, by the time you complete your current program?

- None
- \$1 to \$2,500
- \$2,501 to \$5,000
- \$5,001 to \$7,500
- \$7,501 to \$10,000
- \$10,001 to \$15,000
- \$15,001 to \$20,000
- \$20,001 to \$30,000
- Over \$30,000

E7b. How much of the expected above debt is government student loans? _____

E8. How many years after graduation do you think it will take to repay your student loan?

- No debt anticipated
- Less than 1 year
- 1 to 3 years
- 4 to 7 years
- 8 to 11 years

- More than 11 years
- Don't know

E9. Would you have been able to attend this program without institutional and/or government financial assistance?

- Yes No
- Not Applicable (no institutional/government financial assistance received)

E10. Have you ever had to discontinue studies due to a lack of money?

- Yes No

E11. To what extent are you concerned about:

	Not at All	Very Little	Somewhat	Very Much	Don't Know
Having sufficient funding to complete your post-secondary education?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of debt you might incur by the time you graduate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to repay that debt within a reasonable timeframe?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personal Information

F1. Is your gender: Male Female

F2a. In what year were you born? _____

F2b. Where were you born?

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="radio"/> Canada <input type="radio"/> US <input type="radio"/> Central/South America <input type="radio"/> Eastern Europe <input type="radio"/> Western Europe <input type="radio"/> Africa | <ul style="list-style-type: none"> <input type="radio"/> China <input type="radio"/> Japan <input type="radio"/> Other Asia <input type="radio"/> Oceania (Australia, New Zealand) <input type="radio"/> Other (please specify)_____ |
|---|---|

F2c. If you were not born in Canada, when did you come to Canada?

- Before 1980
- 1981 – 1985
- 1986 – 1990
- 1991 – 1995
- 1996 – 2000
- 2000 or later

F3. Do you consider yourself to be a person of Aboriginal or native ancestry? (e.g. First Nations, North American Indian, Inuit, Metis, etc.)

- Yes No



F4. **If Yes**, which of the following best describes your Aboriginal status?

- Status Indian
- Non-Status Indian
- Metis
- Inuit

F5a. Do you consider yourself to be a member of a visible minority group (visible minorities are those, other than Aboriginal peoples, who are because of their race or colour, in a visible minority in Canada)?

- Yes, please specify _____
- No

F5b. What language do you speak most often at home?

- ENGLISH**
- French
- Chinese (Cantonese, Mandarin and Hakka)
- ITALIAN**
- Punjabi
- Spanish
- German
- OTHER, PLEASE SPECIFY** _____

F6a. What is the highest level of education completed by your father (or male guardian) (Check one box only)

- Less than high school graduation
- High school diploma
- College/Technical Institute
- Apprenticeship/Trade Certification
- University
- Don't know

F6b. What is the highest level of education completed by your mother (or female guardian) (Check one box only)

- Less than high school graduation
- High school diploma
- College/Technical Institute
- Apprenticeship/Trade Certification
- University
- Don't know

F7. If your mother or father attended a college was it.....?

	Father	Mother
Public college	<input type="radio"/>	<input type="radio"/>
Private career college	<input type="radio"/>	<input type="radio"/>

Father **Mother**

Don't know

F8. What is your marital status?

- Married/Common-law
- Separated/Divorced/Widowed
- Single (never married)

F9. How many children under 18 do you financially support? _____

F10a. What is your estimated gross household income including income from parents or spouse?

- Under \$10,000
- \$10,000 - \$19,999
- \$20,000 - \$29,999
- \$30,000 - \$39,999
- \$40,000 - \$49,999
- \$50,000 - \$59,999
- \$60,000 - \$69,999
- \$70,000 - and over

F10b. Is the above income in F10a earned by.... (check all that apply)

- Myself
- My spouse or common law partner
- My parents

F11. Do you consider yourself to be a person with a permanent disability (that is, someone with a long-term physical or mental condition that limits the kind or amount of paid work that they can do)?

- Yes
- No

F12. What best describes your current living arrangements?

- Living alone
- Living with partner, spouse or common law partner
- Living with family or parents
- Living with roommates

F13a. Did you move to a new community in order to be able to attend the school you are currently studying at?

- Yes
- No

F13b. What is your current postal code? _____

F13c. If you moved, what are the first three digits of the postal code where you used to live (before you moved to go to school)?

- Postal code: _____
- Used to live outside of Canada
- Don't know postal code



F13d. How far away from home did you move in order to attend school?

- Less than 20 kms
- 20 to 80 kms
- More than 80 kms

F13e. What are the first three digits of the postal code of your parent's home address (if different than any provided above)?

- Postal code: _____
- Same as my postal code provided in F13b or F13c
- Parents live outside Canada

Consent to Share Survey Responses with the Canada Millennium Scholarship Foundation

Canadian Millennium Scholarship Foundation plans to use results from the surveys to guide research and policy development. It will publish results and analysis concerning the educational pathways, financial issues, labour market outcomes and socio-economic background of students in private career colleges. This will complement reports the Foundation has already published on University and College students in public institutions.

G1. Do you consent to have HRSD share your survey responses with the Canada Millennium Scholarship Foundation?

- I consent
- I do not consent

Consent to Participate in the Graduate Follow-Up Telephone Survey

H1. For the follow-up survey, R.A. Malatest & Associates Ltd. will be contacting students on behalf of the Canada Millennium Scholarship Foundation after they have completed their studies to ask some additional questions about their satisfaction with the institution they attended and employment outcomes.

Do you consent to participate in this future survey?

- I consent
- I do not consent



If yes, please provide the following contact information:

Name:

Address:

Telephone number: (____) _____

Cell phone number: (____) _____

Email address (not institutional – hotmail, yahoo or other):

Alternate contact number and address: Name _____ Tel (____) _____

Relationship: Parent Other relative Friend

Reminder

By participating in the Graduate Follow-Up Survey, you will be eligible for entry in a draw to win one of two prizes.

That completes the survey!
Thank you very much for your time!

To obtain information about this research you may submit a request to HRSD pursuant to the *Access to Information Act*. To obtain your personal information regarding this survey you may submit a request pursuant to the *Privacy Act*. Instructions for making formal requests as well as requesting corrections to your personal information are provided in the publication InfoSource, copies of which are located in Service Canada centres or at the following internet address: <http://infosource.gc.ca>. When making a request, please refer to the survey name, Career Colleges Student Survey 2005-2006 or HRSD PPU 450.

Please return the completed or uncompleted survey to the proctor.
