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Multiple Pathways to College

A Secondary Analysis of the 2004 College Applicant Survey

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A Secondary Analysis of the 2004 College Applicant Survey

Report prepared for the
School College Work Initiative

ACAATO Collaborative Research Project

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College

**Association of Colleges of Applied Arts and Technology of Ontario
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Executive Summary

The 2004 College Applicant Survey (CAS) describes the college-bound applicant pool by covering a broad range of areas including key demographics, factors influencing college selection, academic background and financial preparedness. It is the most comprehensive and the richest source of survey data to date on applicants to the Ontario Colleges of Applied Arts and Technology. Acumen Research Group Inc. developed the survey tool and coordinated the survey in consultation with a college steering committee¹ and the Canada Millennium Scholarship Foundation (CMSF). The Ontario College Application Services selected the random sample, distributed and collected the surveys. The research was primarily funded by the CMSF with supplemental funding from ACAATO. Due to an information sharing agreement, ACAATO was able to receive the data and perform secondary analysis on the 2004 CAS to look more closely at the factors affecting the transition from school to college and the characteristics of applicants who have taken various pathways to college. An exploration of applicant backgrounds shows that there are three distinct pathways to college: those applying directly from high school (Direct Entry), those who have not attended high school in the previous 12 months and have no post secondary education (Delayed Entry), and those with some postsecondary education (Previous PSE). This report focuses on these pathways in relation to their demographics (gender, income, age, etc.), academic profile (high school academics, college plans), and perceptions of college (individuals who influenced them, concerns, confidence).

Demographics

- **Income.** The family income of those coming directly from high school was higher than that of delayed entrants or those with previous PSE; however, it was similar to the general Ontario population.
- **Parental education.** Applicants applying directly from high school were most likely to have a parent who had attended college; those with previous PSE were the least likely. Delayed entrants (without PSE) were more likely to have a parent without a high school diploma.
- **Age/ age of decision to attend college.** At the time of application, over half of the delayed entrants were under 20, and only 14% were over 24. In contrast, those with previous PSE were much older; 45% were over 25. Only 20% of those applying directly from high school made their decision about attending college before the age of 15.
- **Dependents.** Nine percent of the total applicant group had dependent children; 2% of applicants applying from high school; 12% of delayed entrants; and 22% of those with previous PSE.
- **Community size and region.** Metro Toronto and applicants from outside of Ontario have disproportionate numbers of applicants with previous PSE, and fewer coming directly from high school. Similarly there is a linear trend in which as applicant community size increases so does the proportion who have previous PSE, and a reduction in those coming directly from high school.

¹ The members of the steering committee included Henry Decock (Seneca), Peter Dietsche (Humber), Marjorie McColm (George Brown), Brenda Pander Scott (Fleming), Rosemary Stevens (Fanshawe), Bill Summers (ACAATO)

Academic profile

- When asked about overall grades in the final year of high school, those with previous PSE are academically the strongest, with 45% having an average of 80% or higher.
- Only 20% of delayed entrants self report a grade average over 80% and 29% have grade averages under 70%.
- Those applying directly from high school are in the moderate range of the three groups: 21% with grades under 70% and 27% having grades over 80%.
- Slightly more applicants coming directly from high school have taken “mostly university” type (U) of courses than have taken the “mostly college” type (C) of courses. About one fifth reported having taken mostly university / college courses.
- Of the delayed entrants (without PSE) who took the old curriculum (almost two thirds of the group), the General courses were taken slightly more often than Advanced (35% vs 29%). Similarly, within the new curriculum, College type courses were taken more frequently (18% vs 9%).
- As expected, the applicants with previous PSE had taken primarily Advanced courses in high school.
- Almost one in five of the applicants coming directly from high school are also applying to university.
- 58% of applicants who took mostly U courses in high school are applying to college only.
- 50% of applicants with previous PSE spent 10 or more hours investigating what they “would actually be doing” in the job arising from their first choice program. In contrast, 35% of direct entry and 40% of delayed entry applicants spent 10 or more hours on research. Almost 30% of direct and delayed entry applicants spent four hours or less on research.

College Perceptions

Level of Concern about attending college. In general, applicants were most concerned about employment after graduation, their ability to do well, future career and financing. In relative terms, students applying directly from high school were more concerned about what their future career would be and finding friends on campus. Delayed entry applicants were more concerned about financing. Applicants with previous PSE were more concerned about the availability of bursaries and student loans and finding co-op jobs or field placements.

Influence of individuals in deciding colleges of interest.

- For those applying directly from high school, parents exert the most influence in deciding on colleges of interest, followed by guidance counsellors, friends and college representatives.
- For delayed entrants (with and without previous PSE), parents, friends, and other family are the primary influencers. However, particularly for those with previous PSE, parental influence is diminished compared to those directly from high school.

Confidence. Most applicants are quite confident that they will succeed in their college program and that it will improve their career opportunities.

1. Introduction

College applicants are known to be a very heterogeneous group, and therefore it is often difficult to characterize an applicant profile. An applicant profile is important for recruitment strategies, for anticipation of student needs and services, and programming. The 2004 College Applicant Survey (CAS) is the most comprehensive and the richest source of survey data to date on applicants to the Ontario Colleges of Applied Arts and Technology. It covers a broad range of areas including key demographics, factors influencing college selection, academic background and financial preparedness. A pilot survey was originally administered to 12,000 applicants in June of 2003 with a 19% response rate. In 2004, 17,000 college applicants were randomly chosen and were mailed the refined survey with a response rate of 25%. Acumen Research Group Inc. developed the survey tool and coordinated the survey in consultation with a college steering committee² and the Canada Millennium Scholarship Foundation (CMSF). The Ontario College Application Services selected the random sample, distributed and collected the surveys. The research was primarily funded by the CMSF with supplemental funding by ACAATO.

Due to an information sharing agreement, ACAATO was able to receive the data and perform secondary analysis on the 2004 CAS to look more closely at the factors affecting the transition from school to college and the characteristics of applicants who have taken various pathways to college. An exploration of applicant backgrounds shows that there are three distinct pathways to college: those applying directly from high school (Direct Entry), those who have not attended high school in the previous 12 months and have no post secondary education (Delayed Entry) and those with some postsecondary education (Previous PSE). Although within these three groups there is also much heterogeneity, an analysis of these three types of applicants provides more focus and clarity of the applicant characteristics.

Purpose

To perform secondary analyses of the 2004 CAS using the following categories:

- i. those applying directly from high school,
- ii. those who have never participated in post secondary education (PSE), but who are not applying directly from high school,
- iii. and those with previous PSE.

Key demographics, academic profile, and perceptions of these three groups are compared.

Methodology³

As the CAS does not explicitly ask whether (and when) applicants graduated from high school, there was no clear divide of the applicants into the categories of direct entry, delayed entry and those with previous PSE.

Therefore, it was indirectly obtained from the two variables of:

- main activity in previous year;
- and highest education attained so far.

² The members of the steering committee included Henry Decock (Seneca), Peter Dietsche (Humber), Marjorie McColm (George Brown), Brenda Pander Scott (Fleming), Rosemary Stevens (Fanshawe), Bill Summers (ACAATO)

³ For details on survey methodology please see the final report, <http://www.millenniumscholarships.ca/en/research/ResearchSeries.asp>.

Respondents were excluded who did not answer both questions. As well, a small proportion had what could be considered an incongruent background. For example, there were respondents who had a university or college background but also said they attended full time high school the previous year. While there may be cases when this can occur (i.e. obtaining college credits in high school, or situations of new immigrants), for the purposes of this analysis those respondents were excluded as well. For this analysis there was a sample size of 3739 in total, of which 2085 (56%) were considered “directly from high school”, 700 were “delayed entrants” (no PSE) (19%) and 954 were “previous PSE” (26%). Data from OCAS shows that in 2004, 40% of applicants were directly from high school, 15% had previous PSE (based on documentation submission), and a remaining 45% were “delayed entrants.” Therefore, this survey has an under representation of “delayed entrants”, which should be kept in mind when looking at results for the whole group. However, comparisons between these three groups remain informative.

Specifically, the categories were then defined as:

Direct Entry:

Those indicating that that their main activity in the previous 12 months was full time high school OR working/ studying AND their highest education level was not beyond grade 13. (excluding those who reported any education beyond grade 13)

Delayed Entry:

Those indicating that that their main activity in the previous 12 months was NOT full time high school, working/ studying, attending college or university AND their highest education level was not beyond grade 13.

Previous PSE:

Those indicating that that their main activity in the previous 12 months was NOT full time high school AND they had participated in any PSE greater than grade 13. (includes those who have and have not attained a PSE credential)

Throughout this report the applicants are categorized by these pathways in terms of demographics (gender, income, age, etc.) academic profile (high school academics, college plans) and perceptions of college (individuals who influenced them, concerns). A more in depth analysis of other factors is in the soon to be released system level report of the 2004 CAS.

2. Demographics

a. Gender

The overall sample was 62% female versus 38% male. In comparison, the actual applicant pool at the time of the survey (March 2004), showed that 56% of applicants were female (OCAS data). Table 1 shows that 53% of the female respondents came directly from high school, compared to 61% of the male respondents. A slightly higher proportion of males than females were delayed entrants. However, a much higher proportion of females (30%) than males (19%) of males had previous PSE. Compared to OCAS statistics for fall 2004, this survey contains an over representation of females coming directly from high school, and an under representation of males not coming directly from high school (including those with previous PSE) (see Appendix 1).

Figure 1

Gender Distribution

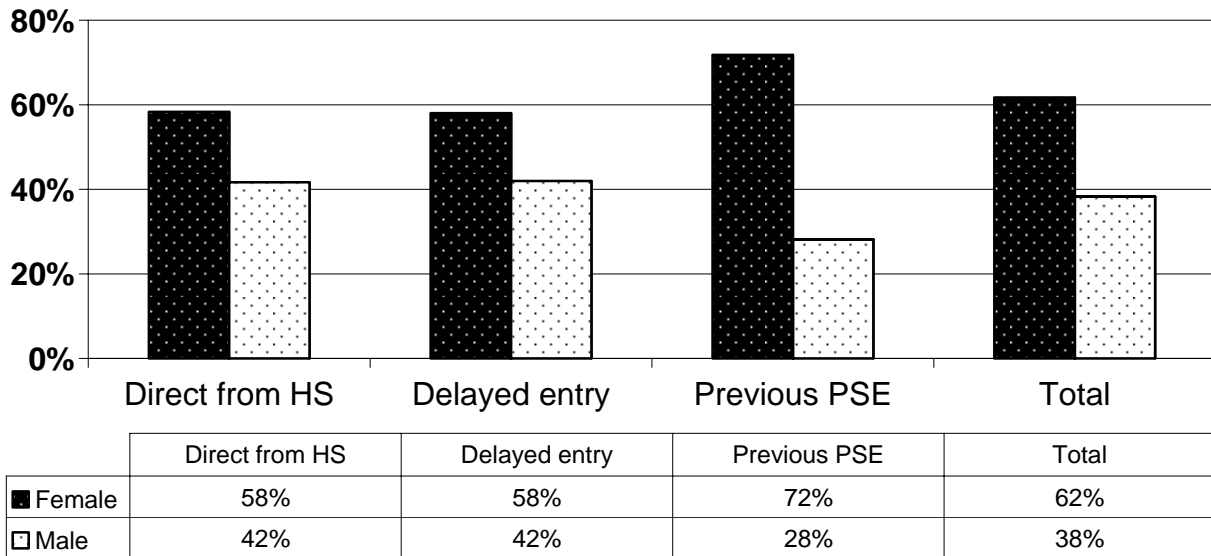


Table 1. Gender distribution

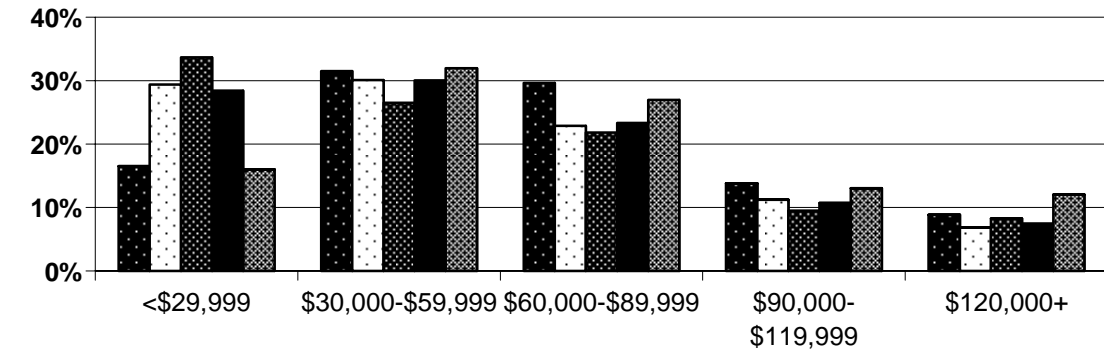
	Female	Male	Average
Direct from HS	53%	61%	56%
Delayed entry	18%	21%	19%
Previous PSE	30%	19%	26%

b. Income

The distribution of family income of applicants shows that the income of the applicants is much lower relative to the Ontario general population based on the 2001 census⁴. However, there is a clear income gap between those currently in high school and primarily living with their parents and the non-secondary applicants (not applying directly from high school). Family incomes of those applying directly from high school have a distribution very similar to the distribution for the general Ontario population. This supports previous research showing little difference in college participation rates among different income groups. The two non-secondary groups (previous PSE and no PSE) are similar to each other and indicate a much lower family income than those applying directly from high school, attributable to a combination of low wage jobs and current post secondary school attendance. Interestingly, a significant number (20%) of those who had a previous degree or college diploma and worked full time in the previous year had family incomes under \$20,000.

Figure 2

**Please estimate your total household income last year
(including parents and other family members who live with
you).***



	<\$29,999	\$30,000-\$59,999	\$60,000-\$89,999	\$90,000-\$119,999	\$120,000+
■ Direct from HS	17%	32%	30%	14%	9%
□ Delayed entry	29%	30%	23%	11%	7%
▣ Previous PSE	34%	27%	22%	9%	8%
■ Group Average	28%	30%	23%	11%	7%
▤ 2001 Census	16%	32%	27%	13%	12%

*A high number of respondents answered “don’t know” for this question; 17%, 17%, and 11% respectively. The data here are the averages only of those who provided an answer to the question.

⁴ Statistics Canada – 2001 Census, Cat. No. 97F0020XIE2001094

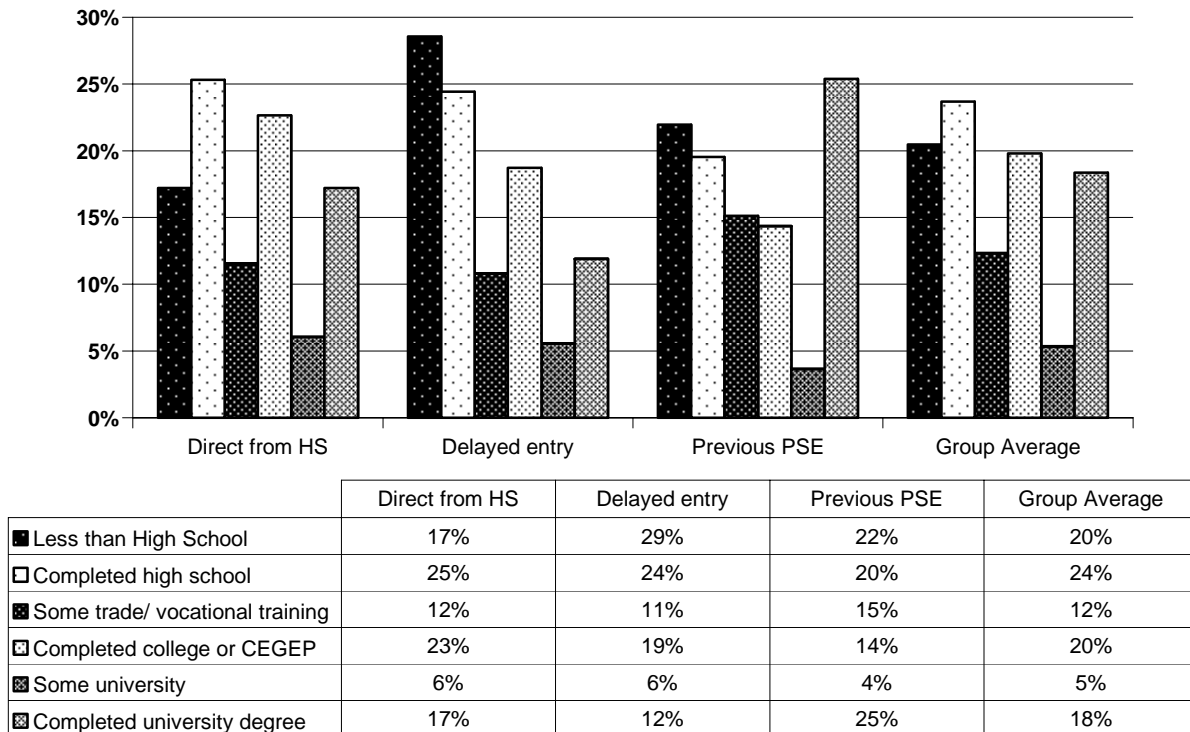
c. Parental Education

Parental education is one of the key indicators of PSE participation, particularly in university and somewhat for college. In comparison to data from the 2001 census⁵ (Ontario males aged 45-64), surveyed applicants' fathers are more likely to have graduated from high school and to have completed college, and are slightly less likely to have a university degree. Overall the Ontario males in this age group are more likely to have participated in some type of PSE compared to surveyed applicants' fathers (56% vs 62%). The trends for applicants' mothers are similar to applicants' fathers; however, the proportion who have attended some form of PSE is similar to the census population (54%), as well the proportion with a university degree is similar (15% vs 16% in census).

Those applying directly from high school are more likely to have a parent who has completed high school, and to have a college credential than those not applying directly from high school. Delayed entry applicants are more likely to have a parent who has not completed high school and to not have participated in any PSE. Applicants with previous PSE are less likely than both other groups to have a parent who has completed a college credential, and more likely to have a parent with a university degree.

Figure 3

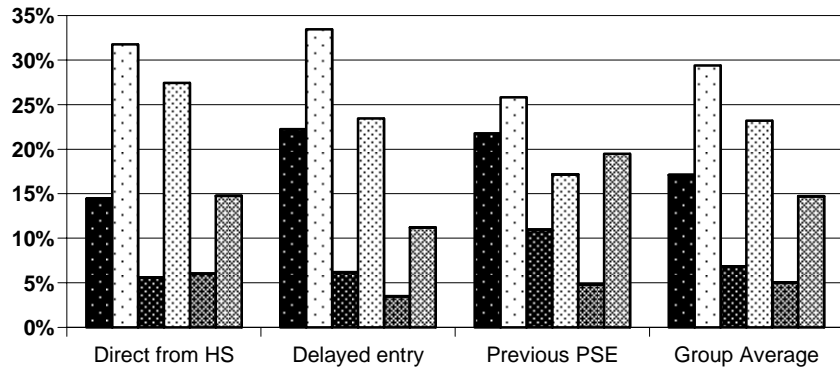
What is the highest level of education attained by your father?



⁵ Statistics Canada- 2001 Census, Cat. No. 97F0017XCB2001001

Figure 4

What was the highest educational level attained by your mother?



	Direct from HS	Delayed entry	Previous PSE	Group Average
■ Less than High School	14%	22%	22%	17%
□ Completed high school	32%	33%	26%	29%
▨ Some trade/ vocational training	6%	6%	11%	7%
▩ Completed college or CEGEP	27%	23%	17%	23%
▧ Some university	6%	3%	5%	5%
▦ Completed university degree	15%	11%	19%	15%

d. Age

Over half of the delayed entrants are 19 years of age or under indicating that they have not been out of secondary school for a considerable length of time. This is in sharp contrast to the group with previous PSE in which 46% is over 25 years of age, and 30% over 30. As a group overall, ages of the survey respondents are similar to the OCAS applicant pool, which in 2004 had 48% who were 18 and under (49% in the survey) and 15% over 25 years (15% as well in the survey).

The age of decision to attend college for the applicants is also of interest, in part so that plans for intervention and education about PSE pathways can be made available at appropriate times. Only 20% of those applying directly from high school had decided to attend college by the age of 14 (generally grade nine). An analysis of the age of decision to attend college by applicant age shows that there was little difference in age of decision for those 17, 18 or 19 years of age when applying (78%, 78% and 81%, respectively deciding when they were 15 or over) (table 1). For the older age groups there is some evidence that there is a gap between when they decided and when they applied. For example, 33% of 25-29 year olds decided before the age of 20 and 24% of those over 30 decided to go to college when they were under 25. However, it must be noted that there may be some who have previously attended college in this group as well.

Figure 5

Age Distribution of Surveyed Applicants

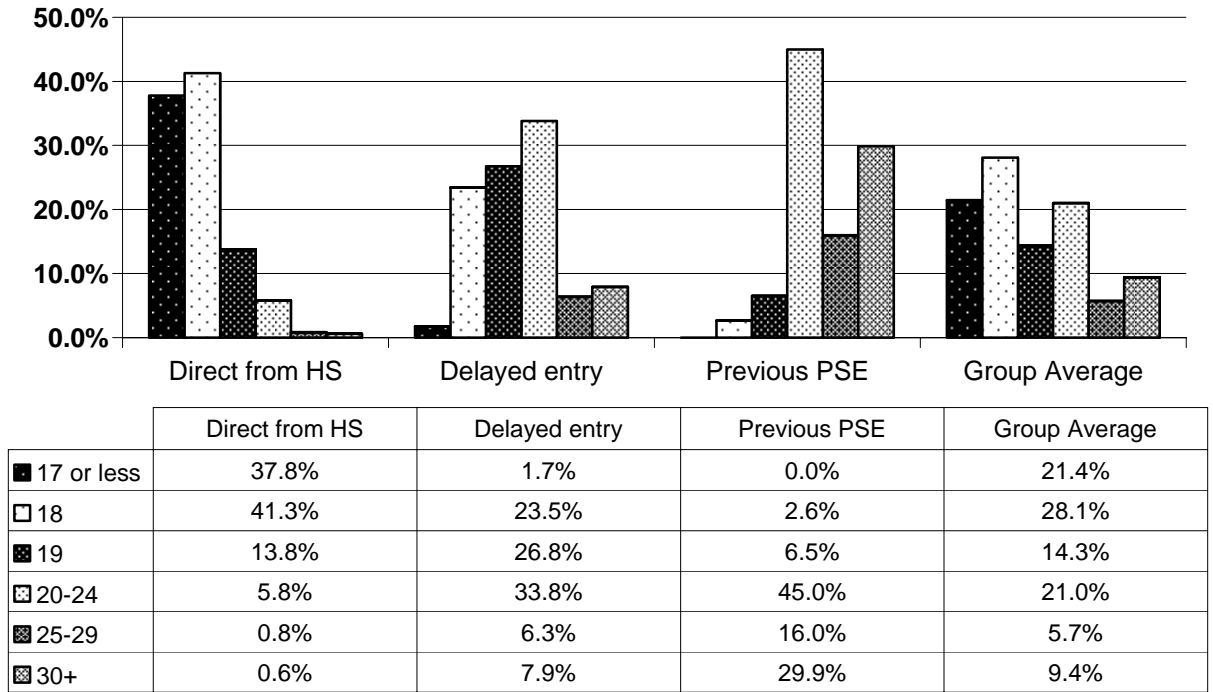


Figure 6

Age decided to attend college

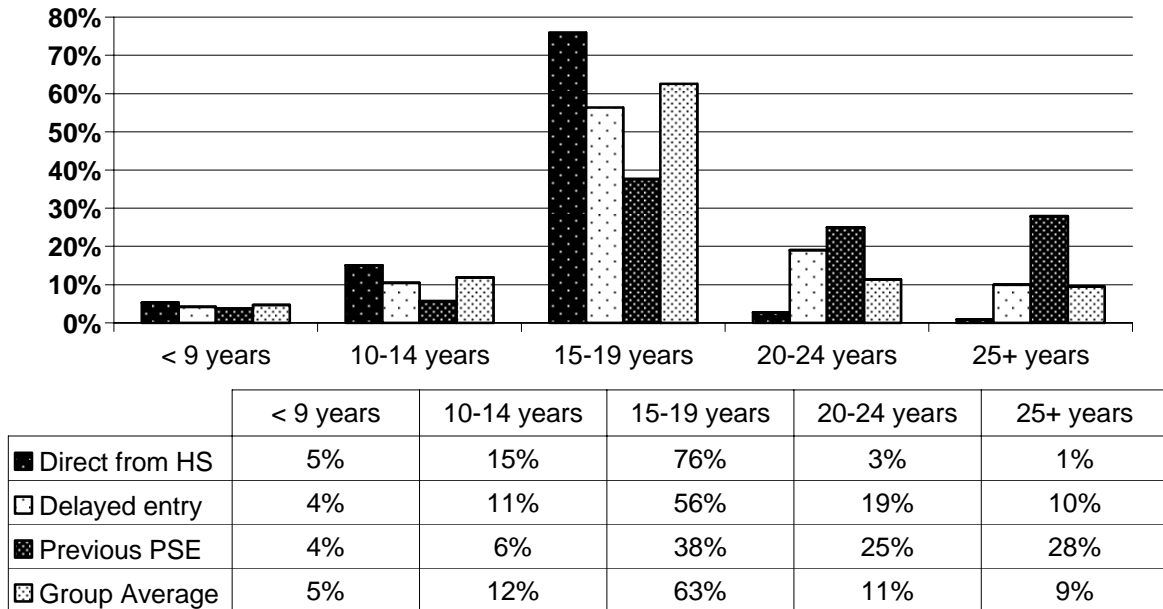


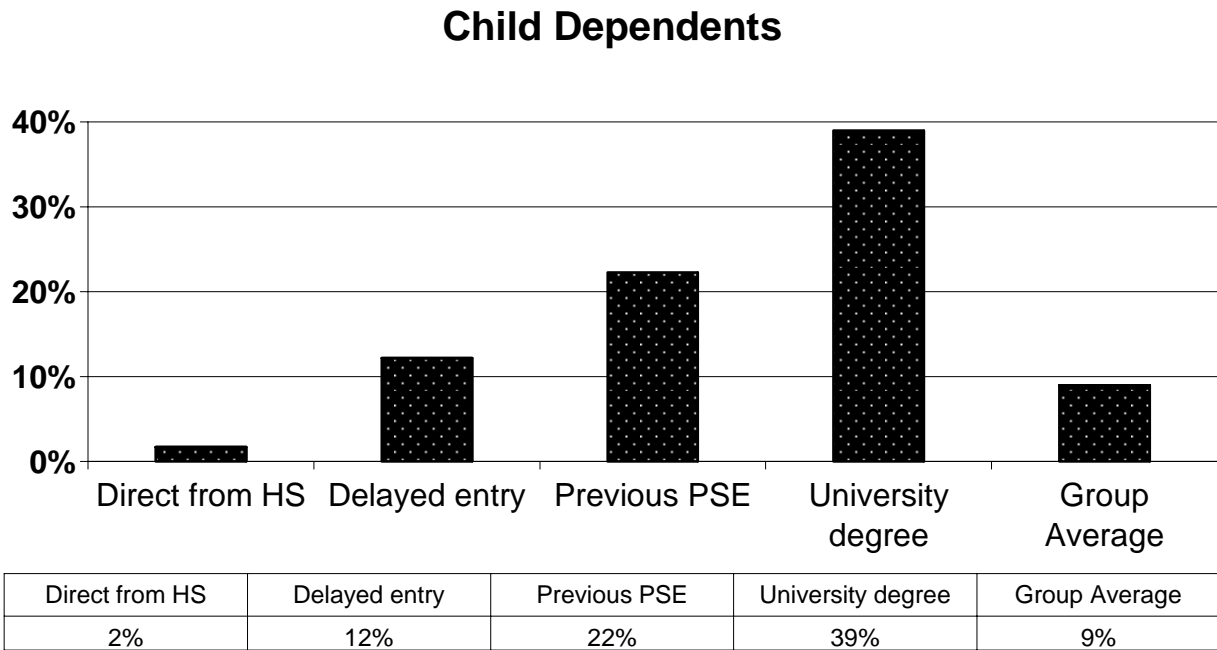
Table 2. Age decided to attend college by current age

Current Age	Age decided to attend college				
	< 9 years	10-14 years	15-19 years	20-24 years	25+ years
17 or less	5%	17%	78%	0%	0%
18	6%	16%	78%	0%	0%
19	5%	14%	81%	0%	0%
20-24	5%	6%	49%	40%	0%
25-29	2%	5%	26%	27%	40%
30+	1%	3%	16%	4%	76%
Average	5%	12%	63%	12%	9%

e. Dependents

Overall, 9% of the applicants reported having dependent children. Of this group the majority (64%) had previous postsecondary education. In particular, almost 40% of applicants with university degrees reported having children to support.

Figure 7

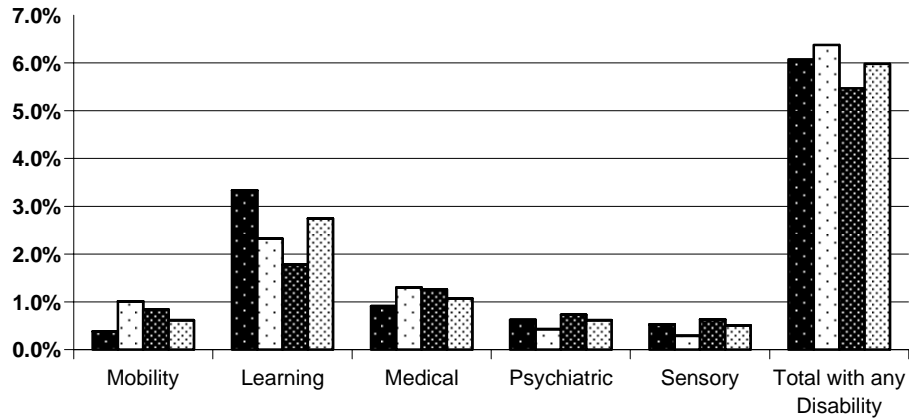


f. Disability

- 6% of the total group reported a disability; 45% of whom report a learning disability.
- Applicants coming directly from high school were more likely than others to report a learning disability (3.3%).

Figure 8

Are you are person with a disability?



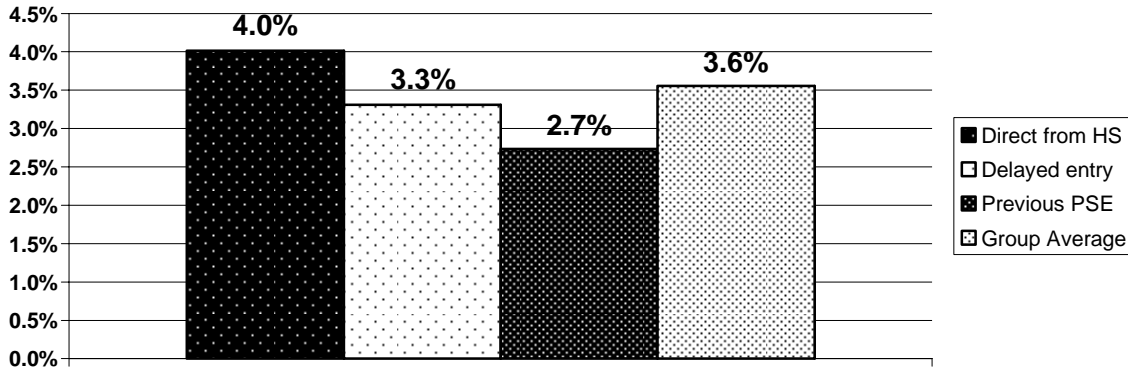
	Mobility	Learning	Medical	Psychiatric	Sensory	Total with any Disability
■ Direct from HS	0.4%	3.3%	0.9%	0.6%	0.5%	6.1%
□ Delayed entry	1.0%	2.3%	1.3%	0.4%	0.3%	6.4%
▣ Previous PSE	0.8%	1.8%	1.3%	0.7%	0.6%	5.5%
▤ Group Average	0.6%	2.7%	1.1%	0.6%	0.5%	6.0%

g. Aboriginal Status

Four per cent of applicants surveyed self identified as aboriginal (38% status, 37% non status, and 24% Métis). Compared to the non-aboriginal survey group, the aboriginal population was slightly more likely to come directly from high school (64% vs 55%), and less likely to have previous PSE (20% vs 26%).

Figure 9

Are you an Aboriginal Person?



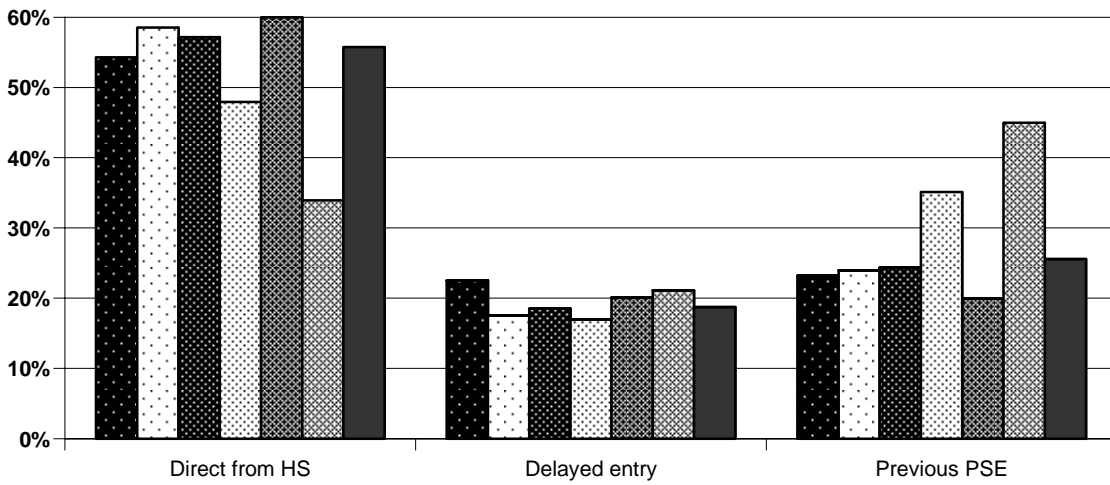
h. Community size and Region

The most notable regional difference is in the Metro Toronto region. A greater proportion of applicants have previous PSE (36% compared to 26% for the total group), with a correspondingly lower proportion of applicants coming directly from high school. This may be a function of the high concentration of various types of PSE institutions in the Toronto area, as well as the potential of immigrants with PSE from other countries seeking a Canadian credential. In addition, applicants from outside Ontario are much more likely to have some previous PSE (45%), with a corresponding lower proportion of applicants directly from high school. Applicant data from OCAS shows a similar trend; in fall 2004, only 36% of applicants from the census area of Metro Toronto were applying directly from high school, compared to the system average of 40%.

The relationship between community size and college application also exhibits a similar trend. As community size increases, the proportion applying with previous PSE increases and applicants who are applying directly from high school decreases. Possible reasons for this include the dispersion of colleges in smaller communities coupled with a greater range of PSE options in larger centres. In addition, colleges may have larger profiles in smaller towns. As well, larger centres attract more immigrants, many of whom come to Canada with previous PSE but are seeking Canadian credentials. The 2005 CAS addresses the immigrant status of applicants and will be able to address this question.

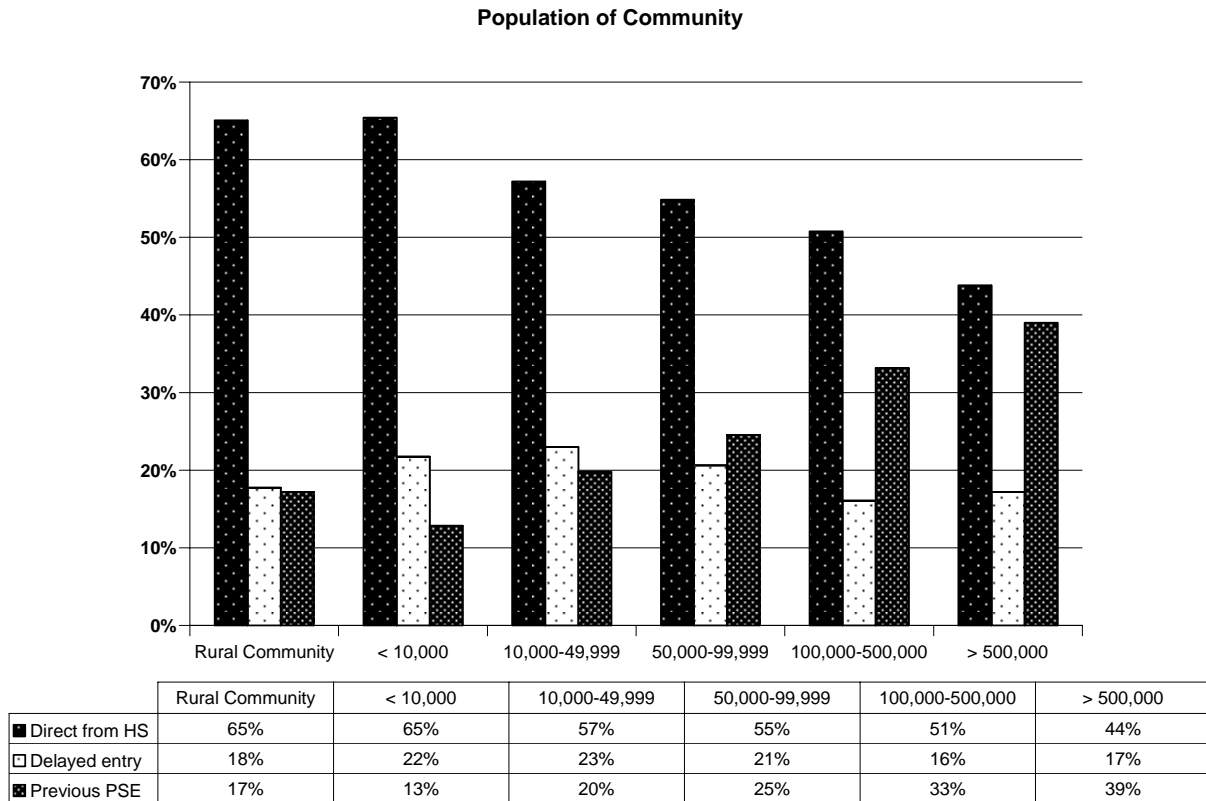
Figure 10

Ontario Region



	Direct from HS	Delayed entry	Previous PSE
■ Northern Ontario	54%	23%	23%
□ SW Ontario	59%	17%	24%
▣ Central Ontario	57%	18%	24%
▤ Metro Toronto	48%	17%	35%
▥ Eastern Ontario	60%	20%	20%
▦ Outside Ontario	34%	21%	45%
■ Average	56%	19%	26%

Figure 11



3. Academic Profile

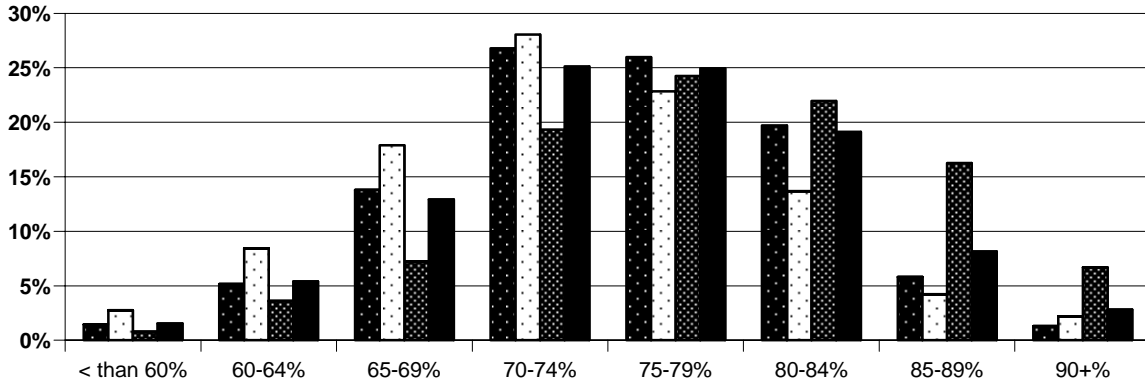
The academic profile of applicants (grades and courses taken in high school) has not traditionally been measured at a system level in Ontario. However, an understanding of the academic background of applicants can be helpful in creating smoother transitions from school to college. The data allows educators to answer the question of who is coming to college and what their backgrounds are. Additionally, it provides information on the new college and university preparation high school curricula and trends so that trends can be monitored over time.

a. Grades in last year of high school

Overall, the grades of the survey respondents are perhaps slightly higher than the actual applicant pool due to the overrepresentation of survey respondents with previous PSE, as well as a potential survey bias. Twenty percent report a grade average of under 70% in the last year of high school and 30% report averages over 80%. The distinct profiles of the applicant groups are evident. As expected, those with previous PSE are academically the strongest with 45% having an average of 80% or higher. In contrast, only 20% of delayed entrants self report a grade average over 80% and 29% have grade averages under 70%. Those applying directly from high school are in the moderate range of the three groups, with 21% with grades under 70% and 27% having grades over 80%.

Figure 12

What was your approximate overall average in your last year of high school?



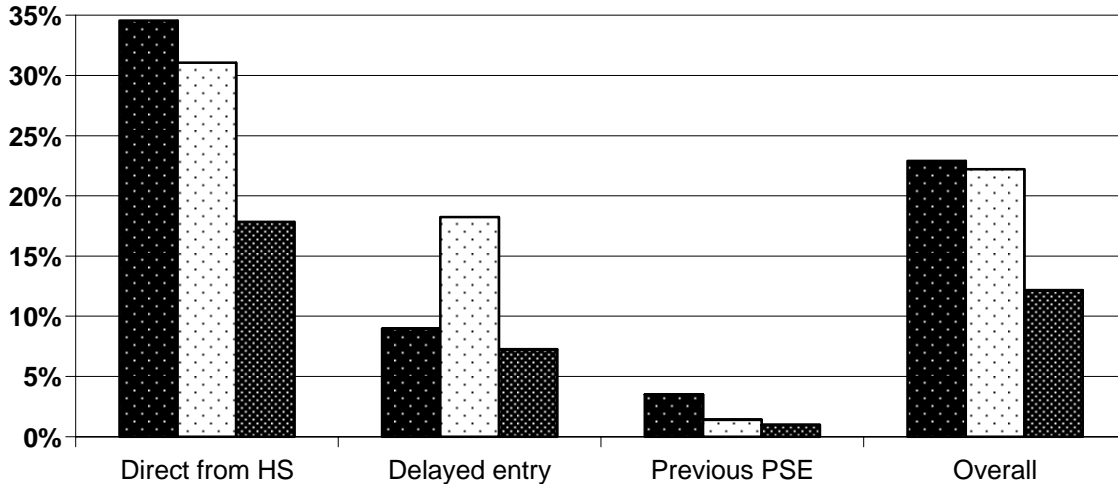
	< than 60%	60-64%	65-69%	70-74%	75-79%	80-84%	85-89%	90+%
Direct from HS	1%	5%	14%	27%	26%	20%	6%	1%
Delayed entry	3%	8%	18%	28%	23%	14%	4%	2%
Previous PSE	1%	4%	7%	19%	24%	22%	16%	7%
Overall	2%	5%	13%	25%	25%	19%	8%	3%

b. Type of course taken in high school

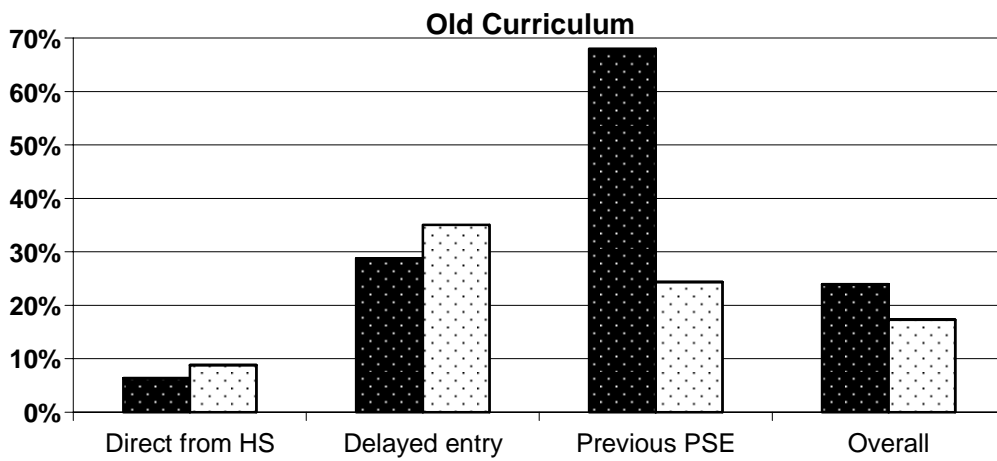
Another primary component of an academic profile is the type of course taken in high school. This is especially important since the destination - based curricula is relatively new. Secondary school and college educators are interested in tracking student success under the re-organized school program. A profile of college applicants gives some indication of the academic pathways students take to college. What is striking from the survey data is that slightly more applicants coming directly from high school have taken “mostly university” type of courses than have taken the “mostly college” type of courses. About one fifth reported having taken the university / college courses, which may have been interpreted by the respondents as taking a mixture of university and college prep courses, rather than specifically M type courses. Of the delayed entrants (without PSE) who took the old curriculum (almost two thirds of the group), the General courses were taken slightly more often than Advanced (35% vs 29%). Similarly, within the new curriculum, College type courses were taken more frequently (18% vs 9%). As expected, the applicants with previous PSE had taken primarily Advanced courses in high school.

Figure 13

**In high school grades 11 and 12, what type of courses did you take in the greatest number?
New Curriculum**



	Direct from HS	Delayed entry	Previous PSE	Overall
■ University (U)	35%	9%	4%	23%
□ College (C)	31%	18%	1%	22%
▨ University/ College (U/C)	18%	7%	1%	12%



	Direct from HS	Delayed entry	Previous PSE	Overall
■ Advanced program	6%	29%	68%	24%
□ General program	9%	35%	24%	17%

Workplace and Basic course types made up only 1% of the total and are excluded for the purposes of this report.

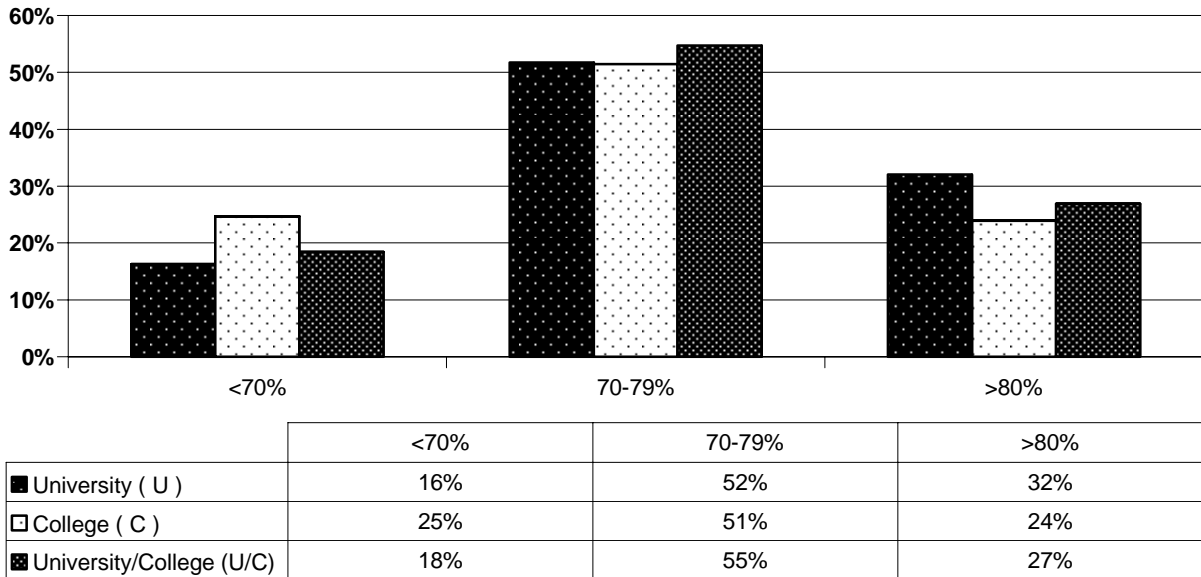
Applicants who indicated they did not attend high school in Ontario were excluded from the analysis.

c. Grades in new Ontario curriculum

Of the applicants who have taken the new Ontario curriculum, those taking the mostly U type of courses are getting higher grades, with 16% under 70 % average, and 32% over 80%. Although those taking predominately C courses have similar numbers in the mid range of averages in the 70's, there are greater numbers in the under 70 and fewer in the over 70 category than both the applicants taking mainly U courses or U/C courses.

Figure 14

Grades in the new Ontario curriculum

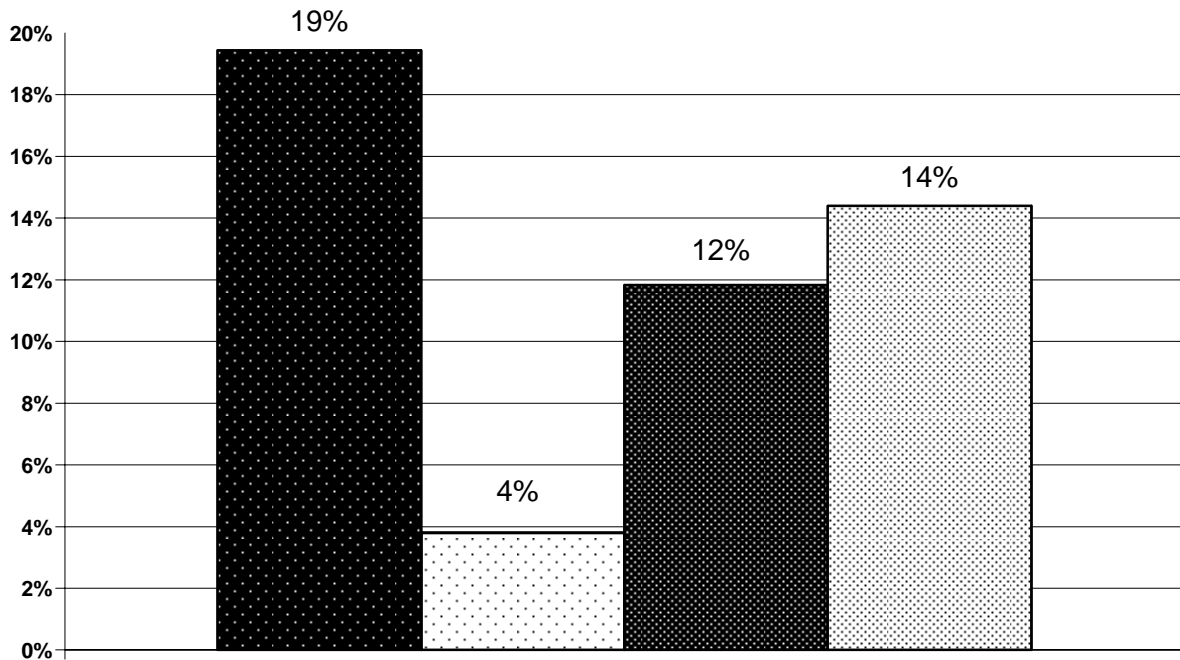


d. Academic profile of those also applying to university

Since the applicant profile includes applicants who are also applying to university, it is informative to compare the academic profile of those applying to both college and university with that of those applying to college only, particularly for those applying directly from high school. Almost one in five survey respondents applying directly from high school was also applying to an Ontario university. In contrast, very few delayed entry applicants have applied to both. Twelve percent of those with previous PSE applied to both. This data demonstrates the variety of educational pathways of college applicants.

Figure 15

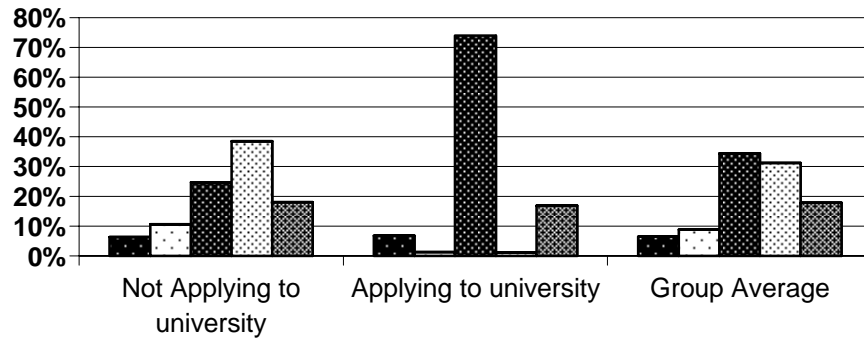
Percentage applying to both college and an Ontario university.



- Of those applying to both, 74% took mostly U courses. However, 58% of applicants who took mostly U courses are applying only to college.
- 22% of those not applying to university have grades below 70%, compared to only 13% of those applying to both. Other than this key difference, the grade distributions of the college applicants applying to university as well is similar to those applying to college only.

Figure 16

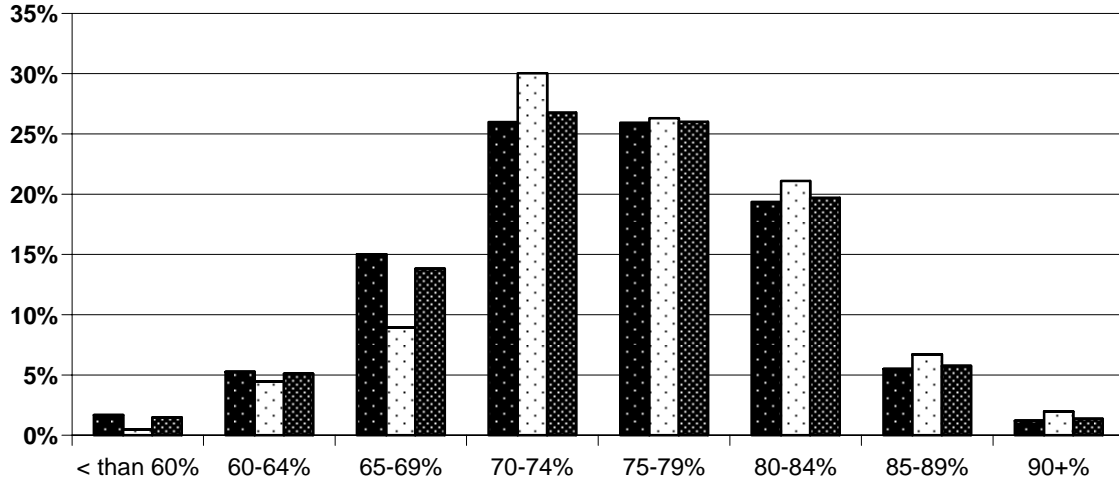
Comparison of type of courses taken in high school for applicants applying college and university (for those applying directly from HS)



	Not Applying to university	Applying to university	Group Average
■ Advanced Program	6%	7%	6%
□ General Program	11%	1%	9%
▨ University (U)	25%	74%	34%
▩ College (C)	39%	1%	31%
▧ University/College (U/C)	18%	17%	18%

Figure 17

What was your approximate overall average in your last year of high school? (those applying directly from HS)



	< than 60%	60-64%	65-69%	70-74%	75-79%	80-84%	85-89%	90+%
■ Not Applying to university	2%	5%	15%	26%	26%	19%	6%	1%
□ Applying to university	0%	4%	9%	30%	26%	21%	7%	2%
▣ Group Average	1%	5%	14%	27%	26%	20%	6%	1%

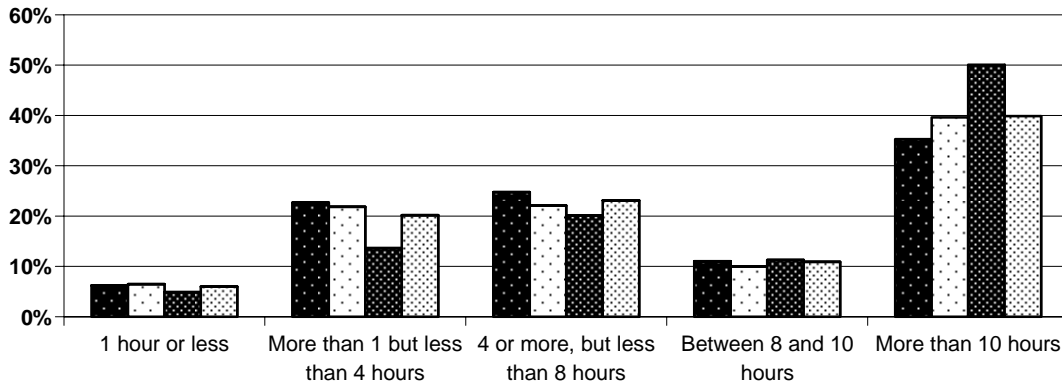
e. Plans for College

i. Time spent exploring college program

Applicants with previous PSE spent the most time researching their program of choice, with 50% spending 10 or more hours investigating what they “would actually be doing” in the job arising from their first choice program. In contrast, 35% of direct entry and 40% of delayed entry applicants spent 10 or more hours on research. The percentage of direct and delayed entry applicants who spent four hours or less on research was 30% and 27%, respectively.

Figure 18

About how much time have you spent exploring what you would actually be doing in the type of job to which you feel your first-choice program will lead?



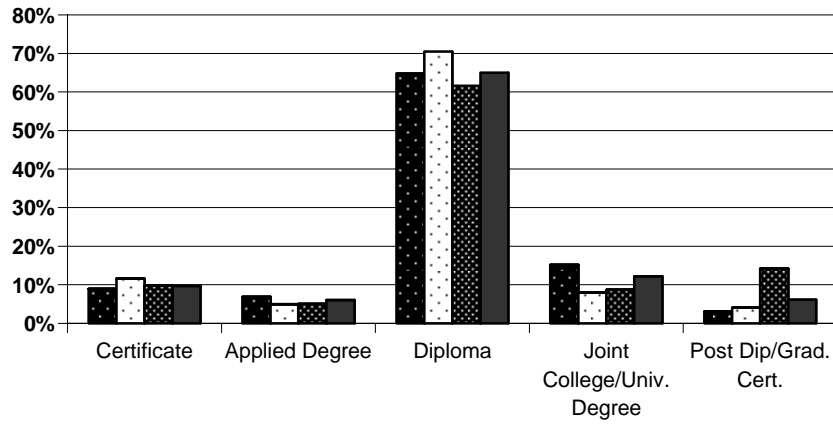
	1 hour or less	More than 1 but less than 4 hours	4 or more, but less than 8 hours	Between 8 and 10 hours	More than 10 hours
■ Direct from HS	6%	23%	25%	11%	35%
□ Delayed entry	7%	22%	22%	10%	40%
▣ Previous PSE	5%	14%	20%	11%	50%
▤ Group Average	6%	20%	23%	11%	40%

ii. Intended credential in college

The responses show that 22% of those coming directly from high school are intending to get either an applied or a joint college/ university degree. As expected, those with previous PSE are more interested in a post diploma/ graduate certificate. This survey question was not specific to the current program to which they were applying and may have indicated long term academic goals. According to OCAS enrolment statistics for fall 2004, only 1.4% of total first year enrolments were in applied degrees. Surveys of students' aspirations have traditionally shown that about one quarter of first year college students have aspirations to attain a degree, which may have explained the high numbers wanting a joint diploma/ degree.

Figure 19

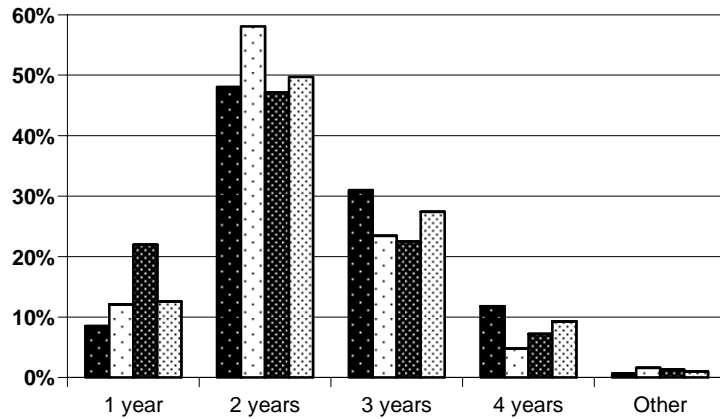
What credential do you intend to attain at college?



	Certificate	Applied Degree	Diploma	Joint College/Univ. Degree	Post Dip/Grad. Cert.
■ Direct from HS	9%	7%	65%	15%	3%
□ Delayed entry	12%	5%	70%	8%	4%
▣ Previous PSE	10%	5%	62%	9%	14%
■ Group Average	10%	6%	65%	12%	6%

Figure 20

What is the duration of your first choice program?



	1 year	2 years	3 years	4 years	Other
■ Direct from HS	8%	48%	31%	12%	1%
□ Delayed entry	12%	58%	23%	5%	2%
▣ Previous PSE	22%	47%	22%	7%	1%
■ Group Average	13%	50%	27%	9%	1%

4. College Perceptions

a. Level of concern about various aspects of college

Over half of the respondents were “very concerned” about finding employment after graduation, their ability to do well, what their future career will be, and financing costs. Across all groups the aspect of finding employment after graduation was the issue of greatest concern. There was also high concern about their ability to do well; however, those with previous PSE were less concerned about this aspect than the others. Students applying directly from high school were relatively more concerned about what their future career would be than the other applicants, and delayed entry applicants were more concerned about financing. Applicants with previous PSE were more concerned about the availability of bursaries and student loans and finding co-op jobs or field placements. In relative terms, those directly from high school were much more concerned about finding friends on campus than others, indicating the importance of college as a social network.

Table 3. Percentage very concerned with various aspects of attending college.

Concerns	Direct from HS	Delayed entry	Previous PSE	Group average
Finding employment upon graduation	63%	62%	63%	63%
My ability to do well in college courses	58%	56%	47%	55%
What my future career will be	58%	49%	52%	55%
Financing the costs of my education	51%	57%	51%	52%
Access to professors for help	38%	35%	32%	36%
Availability of bursaries and students loans	31%	37%	39%	34%
Finding co-op jobs or field placements	29%	34%	37%	32%
Finding part time employment during the school year	31%	29%	21%	28%
Burnout and/ or pressure to succeed	30%	27%	22%	27%
Commuting to and from college	25%	25%	20%	24%
Making friends on campus	27%	18%	13%	22%
Availability of scholarships	19%	17%	23%	20%
Finding on-campus housing	22%	14%	9%	17%
Finding off-campus housing	15%	19%	16%	16%

b. Influence of individuals in deciding colleges of interest

i. Those Applying Directly from High School

For those applying directly from high school, parents exert the most influence in deciding on colleges of interest, with 42% of applicants saying they were very influenced by their parents and only 8% saying parents did not have any influence at all. Similar results were seen in the Double Cohort study (King et al, 2004)⁶, in which 48% of grade 12 students and 43% of grade 13 students thought their parents' influence was "very important" in their decision to attend college. An important distinction between the survey question in the Double Cohort (DC) study and that in the CAS was that in the DC study it asked who had influenced them to go to college in general, rather than who had influenced their decisions on specific colleges of interest. This distinction becomes evident in the responses for the degree of influence of guidance counselors. In the CAS, the guidance counselor scored higher in their degree of influence, with 25% thinking guidance counsellors had very much influenced them, compared to only 15% in the DC study. Teachers and guidance counselors were rated similarly in their degree of influence in the DC study; however, in the CAS guidance counselors were much more important when students were actually choosing a college. Friends and family members are also strong influencers, as expected. Of particular interest is that 50% thought the college representative had some or very much influence on deciding their college of interest, indicating the important role that individuals from colleges can have on student decision making.

Table 4. Degree of influence of individuals on college selection for direct entrants from high school

Direct Entry	None	Very Little	Some	Very Much
Parents	8%	13%	37%	42%
Guidance Counsellor	24%	19%	32%	25%
Friends	15%	22%	39%	24%
College Representative	31%	19%	30%	20%
Other family	25%	24%	31%	20%
High school Teacher	30%	24%	32%	15%
Employer	60%	21%	13%	6%

ii. Delayed entrants.

Parents exert the most influence in deciding on the colleges of interest for delayed entrants, although this was not as significant as it was for the direct entry applicants. Friends are much more important to this group, as well as other family members (which may include spouses). As delayed entrants are more removed from the high school environment, school staff (including guidance counselors and teachers) exert less influence. What may be of potential interest to college recruiters is the limited impact of college representatives for this group.

⁶ King, A. Double Cohort Study, Phase 3 Report, January 2004.
<http://www.edu.gov.on.ca/eng/document/reports/phase3/>

Table 5. Degree of influence of individuals on college selection for delayed entrants.

Delayed entry				
	None	Very Little	Some	Very Much
Parents	22%	10%	31%	36%
Friends	15%	15%	35%	34%
Other Family	29%	19%	28%	25%
Guidance Counsellor	47%	17%	20%	15%
High School Teacher	49%	18%	21%	13%
College Representative	48%	18%	22%	12%
Employer	57%	19%	17%	7%

iii. Previous PSE

In general, applicants with previous PSE are more likely to rate the influence of individuals much lower than the other groups. Parental impact is reduced, with friends rating a relatively stronger degree of influence. Overall, parents, friends, and family are the primary influencers, and again as with the delayed entrants, the college representative has minimal influence, indicating that perhaps more outreach into the general community is required by college recruiting staff.

Table 6. Degree of influence of individuals on college selection for those with previous PSE.

Previous PSE				
	None	Very Little	Some	Very Much
Friends	31%	13%	35%	21%
Parents	37%	16%	28%	19%
Other Family	43%	18%	22%	18%
College Representative	63%	12%	17%	7%
Guidance Counsellor	72%	13%	9%	6%
Employer	71%	11%	11%	6%
High School Teacher	77%	11%	8%	4%

Table 7. Of the individuals listed, which one individual influenced your college selection the most?

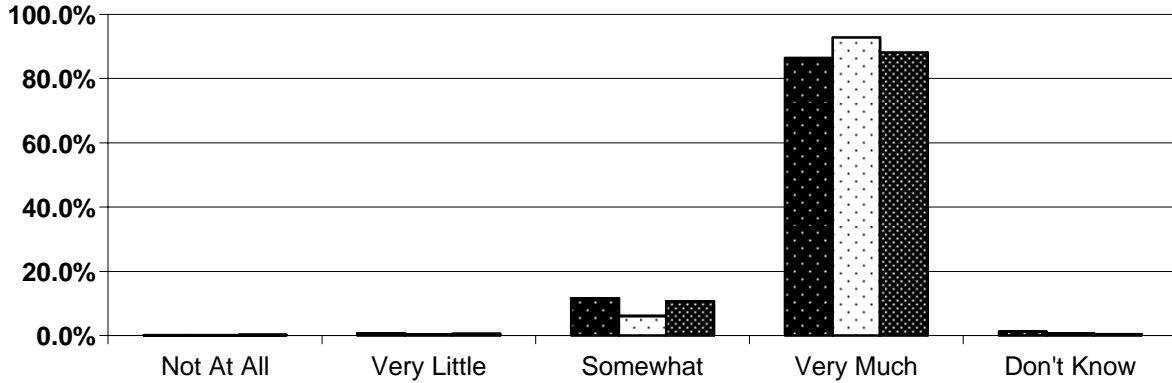
	Direct from HS	Delayed entry	Previous PSE	Group Average
Parents	40%	32%	25%	35%
Friends	14%	25%	29%	20%
Guidance Counsellor	16%	8%	4%	12%
College Representative	12%	8%	8%	10%
Other Family Members	6%	10%	16%	9%
High School Teacher	6%	7%	2%	5%
Employer	3%	5%	6%	4%
Employment counsellor	1%	2%	3%	1%
Other	3%	4%	8%	4%

c. Confidence

Despite their high levels of concern with many aspects of attending college, applicants appear quite confident that they will succeed in their college program and that it will improve their career opportunities. Those with previous PSE, in keeping with their lower level of concern with their ability to do well, have relatively more confidence that they will succeed in their program, compared with those directly from high school (91% vs 85% were very confident). The delayed entry applicants were the most confident that a college program would improve their career opportunities.

Figure 21

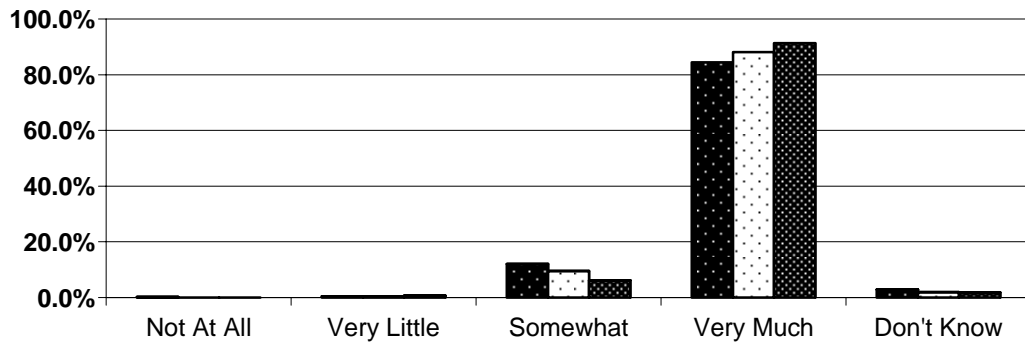
How confident are you that completing a college program will improve your career opportunities?



	Not At All	Very Little	Somewhat	Very Much	Don't Know
■ Direct from HS	0.1%	0.7%	11.6%	86.4%	1.2%
□ Delayed entry	0.1%	0.3%	6.1%	92.8%	0.7%
▣ Previous PSE	0.2%	0.5%	10.7%	88.1%	0.4%

Figure 22

How confident are you that you will succeed in completing your program of interest?



	Not At All	Very Little	Somewhat	Very Much	Don't Know
■ Direct from HS	0.2%	0.4%	12.0%	84.5%	2.9%
□ Delayed entry	0.0%	0.4%	9.5%	88.2%	1.9%
▣ Previous PSE	0.0%	0.6%	6.2%	91.4%	1.8%

5. Directions for Future Research

- Perform trend analyses with the CAS application surveys from 2003 through to 2005.
- Connect survey respondents' data with OCAS registrant data to determine the characteristics of those who enrolled in college (approximately 50% of applicants register) versus those who did not.
- Follow up on those in the CAS who applied but did not go to college (eg. Why not? What are they doing instead?).
- Analyze factors that cause those with a previous credential to return to school (immigration status, poor labour outcomes, career change?).

Appendix 1.

Comparison of OCAS secondary and non secondary statistics and CAS survey profile

		2004 Fall applicants and registrants			
		CAS profile (March 2004)	Interim applicant profile (as of March, 2004)	Applicant profile- final	Registrants
Delayed (includes previous PSE)	Female	29%	31%	33%	30%
	Male	15%	23%	27%	27%
Direct	Female	33%	24%	21%	22%
	Male	23%	21%	19%	21%

Appendix 2.

2004 College Applicant Survey Questionnaire



College Applicant Survey 2004™

Dear College Applicant:

Starting college can be one of the most exciting and important chapters in your life. You are one of 17,000 people whose name was randomly selected from over 120,000 college applicants to participate in this survey. Your answers will help Ontario colleges better understand college applicants.

To say thank you for participating in this important study, the names of all participants who respond will be entered into a draw for one of **SIX** great prizes. Two winners will each receive a Dell Inspiron Laptop; 2.4 GHz, 512MB, 40 GB, CD-RW-DVD, four winners will get organized with one of four **PALM™ Zire™** handhelds with cases.

The Association of Colleges of Applied Arts and Technology of Ontario endorses this survey being conducted by Acumen Research on behalf of the Canada Millennium Scholarship Foundation. Every college in Ontario will receive a copy of the results. Surveys are being distributed by the Ontario College Application Services to ensure the anonymity of respondents.

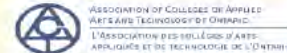
Your participation is voluntary - your answers will not affect admissions decisions. To be eligible for one of the six prizes, we require your OCAS application number to identify you - this number will not be used for any other purpose.

Please enter your OCAS application number here: 04

We also invite you to participate in future research opportunities. Most of these studies offer paid incentives or participation prizes. You are free to decline participation when contacted. If you are interested in further research, please check the box and provide your signature.

Yes, you may use my application number to access contact information (e.g. name, address & phone number) contained in the OCAS database.

SIGNATURE _____



Please complete the survey and return in the postage-paid envelope by **APRIL 2, 2004**.

Directions: Please answer the questions on all four pages. Please mark **INSIDE** the appropriate boxes or write in the spaces provided. All of your responses will be held in the strictest of confidence.

CORRECT CORRECT INCORRECT INCORRECT

BACKGROUND INFORMATION

1) Are you Female Male

2) How old are you? 17 or less 18 19 20-24 25-29 30+

3) Where do you currently live?
 Rural Community Town/Village <10,000 City of 10,000 -49,999 City of 50,000 -99,999 City of 100,000 -500,000 City of >500,000

4) What are the first 4 characters of your Postal Code?

5) What is your marital status? Single Married Common Law

6a) How many dependent children do you have?
 None One Two Three or more

6b) Are you responsible for any adult dependents (that is, an adult who requires your financial aid or support and who resides with you)? No Yes

7a) In high school grades 11 and 12, what type of courses did you take the GREATEST number? (choose ONE answer below)
 Advanced program General program Basic program
 University (U) - New Ont. Curriculum College (C) - New Ont. Curriculum Workplace courses
 University / College (U/C) - New Ont. Curriculum Did not attend high school in Ontario

7b) What was your approximate overall average in your last year of high school?
 < than 60% 60-64% 65-69% 70-74% 75-79% 80-84% 85-89% 90+

8) At what age did you decide that you wanted to apply to college?
 < 9 years 10-14 years 15-19 years 20-24 years 25 and older

9) Please indicate the HIGHEST level of education you have received so far.
 Below grade 12 graduation Partial college / CEGEP studies
 Grade 12 graduation Partial university studies
 Partial grade 13 graduation (1-5 OAC) College / CEGEP diploma
 Grade 13 graduation (6 OAC) University degree (B.A., B.Sc., etc.)

10) What was your main activity during the 12 month period before you applied to attend college?
 Attending high school full time Working full time (over 29 hrs. per week)
 Attending college full time Working part time (less than 30 hrs)
 Attending university full time Both working and studying part-time
 A full time homemaker Unemployed and seeking work

11) Why are you now applying to college? (check the most important reason)
 Upgrade skills for career advancement To prepare for university studies
 Was laid off from latest job Couldn't find a good job
 To prepare for my future occupation Other

12a) Assuming you attend your first choice college, which of the following will be your primary means of transportation to and from school?
 Public Transit Private Automobile Walk/Cycle

12b) What credential do you intend to attain at college?
 Certificate Applied Degree
 Diploma Joint College-University Degree
 Post Diploma / Graduate Certificate Not Applicable

Win one of 2 Dell Laptops or one of 4 Palm™ Zire™ handhelds

palMOne

13) Are you an Aboriginal person?

No Yes Status Indian Non-Status Indian Métis Inuit

(Check one group)

14) Are you a person with a disability?

No (Go to 15)
 Yes (Check appropriate group(s))

Persons with "disabilities" means persons who have a long-term or recurring physical, mental, sensory, psychiatric or learning impairment.

Learning (e.g. Dyslexia) Mobility (e.g. Paraplegia) Sensory (e.g. Blindness) Psychiatric (e.g. Schizophrenia) Medical (Diabetes, Crohn's)

Other _____

15) Are you a member of a visible minority group?

No (Go to 16)
 Yes (Check one group)

Members of visible minority groups are persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour, regardless of birthplace. If you are of mixed race, please indicate the main non-Caucasian group or non-white group that best identifies you in terms of visible minority status.

South Asian (e.g. East Indian, Pakistani, Punjabi, Sri Lankan)
 Arab/West Asian (e.g. Armenian, Egyptian, Iranian, Lebanese, Moroccan)
 South East Asian (e.g. Cambodian, Indonesian, Laotian, Vietnamese)
 Black (e.g. African, Haitian, Jamaican, Somali) Korean
 Chinese Filipino Japanese Other

16) What is the HIGHEST level of education attained by your parents?

	Father	Mother
Less than elementary school completion	<input type="checkbox"/>	<input type="checkbox"/>
Completed elementary school	<input type="checkbox"/>	<input type="checkbox"/>
Some high school	<input type="checkbox"/>	<input type="checkbox"/>
Completed high school	<input type="checkbox"/>	<input type="checkbox"/>
Some trade/vocational training	<input type="checkbox"/>	<input type="checkbox"/>
Completed college or CEGEP	<input type="checkbox"/>	<input type="checkbox"/>
Some university	<input type="checkbox"/>	<input type="checkbox"/>
Completed Bachelor's degree	<input type="checkbox"/>	<input type="checkbox"/>
Completed professional degree (e.g. lawyer, M.D.)	<input type="checkbox"/>	<input type="checkbox"/>
Completed advanced degree (e.g. M.A., Ph. D.)	<input type="checkbox"/>	<input type="checkbox"/>

17) As with all responses to this survey, estimates of household income are kept strictly confidential. This information helps us to understand general student needs and accessibility to college in relation to household income. Please estimate your total household income last year (including parents and other family members who live with you).

Less than \$20,000 \$20,000 - \$29,999 \$30,000 - \$39,999 \$40,000 - \$49,999
 \$50,000 - \$59,999 \$60,000 - \$69,999 \$70,000 - \$79,999 \$80,000 - \$89,999
 \$90,000 - \$99,999 \$100,000 - \$119,999 \$120,000 + Don't Know

INTERNET AND WEB USAGE

18) In addition to program information and entrance requirements, please rate how important it is for college websites to contain the following information.

	Not	At All	Very Little	Somewhat	Very Much	Don't Know
Personalized college websites (e.g. MyCollege)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College liaison visits to high schools in your area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virtual campus tours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Breakdown of costs associated with attending college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Co-op, clinical, field-placement information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program related career profiles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services to promote success in the first year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal services (e.g. health, counselling, tutoring)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information on distance and web based education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized services (e.g. daycare, special needs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19) If a college program had a requirement that all students MUST lease a laptop computer, how would this enhance or detract the appeal of that College?

Detract -2 -1 0 1 2 Enhance

COLLEGE PERCEPTIONS

20a) How much INFLUENCE did each of the following college characteristics have when you were deciding on your colleges of interest.

	None	Very Little	Some	Very Much	Don't Know
A) Admission standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B) Small class size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C) Social and extracurricular activities on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D) Athletic activities available on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E) College size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F) Housing opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G) Diverse student population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H) Reputation of the college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I) Reputation of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J) Quality of teachers/professors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K) Diverse number of programs available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L) Friends/family attend or have attended the college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M) College Key Performance Indicator (KPI) results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N) Language of instruction (English vs. French)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O) Length of program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P) College offers paid co-op programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q) Availability of university transfer agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R) Safe environment and/or campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S) College is close to home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T) Colleges away from home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U) College offers services and programs to facilitate a successful college transition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V) Lower tuition fees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W) Entrance bursary/scholarship opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
X) On-campus part-time job opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Y) College offered program I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20b) Of the 'college characteristics' listed above, which ONE influenced your college selection the most? (Use letter key to make only one selection)

A B C D E F G H I
 J K L M N O P Q R
 S T U V W X Y

21a) How much INFLUENCE did each of the following recruitment/marketing activities have when you were deciding on your colleges of interest.

	None	Very Little	Some	Very Much	Don't Know
A) College calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B) College website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C) College advertising (radio, TV, newspaper)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D) News coverage regarding the college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E) College liaison presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F) Phone contact from the college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G) Email contact from the college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H) On-campus visit to the college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I) Edge School Finder CD-ROM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J) Interactions with current or past students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21b) Of the 'recruitment/marketing activities' listed above, which ONE influenced your college selection the most? (Use letter key to make only one selection)

A B C D E F G H I J

22) How much INFLUENCE did each of the following individuals have when you were deciding on your colleges of interest.

	None	Very Little	Some	Very Much	N/A
A) High school teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B) High school guidance counsellor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C) Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D) Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E) Other family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F) Employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G) College representative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H) Employment counsellor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I) Other (please specify _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22b) Of the 'individuals' listed above, which ONE influenced your college selection the most? (Use letter key to make only one selection)

A B C D E F G H I

23) In addition to having applied to one of Ontario's Colleges of Applied Arts and Technology, did you apply to any of the following for the 2004/2005 academic school year? (check all that apply)

University in Ontario Canadian College outside Ontario
 Canadian University outside Ontario Private College (e.g. CDI, Toronto School of Business, DeVry)
 College or University in the USA Other Did not apply to any other type (Go to 27)

24) If you applied to a university, is your preference... (select only one answer)

To attend college (Go to 26)
 To attend university (Go to 25)
 Did not apply to university (Go to 27)
 To attend college if university application is unsuccessful (Go to 27)

25) If your preference is to attend university for the 2004-05 academic school year, please indicate how much influence the following factors had on this preference?

	Not At All	Very Little	Somewhat	Very Much	Don't Know
University is closer to home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Based on program and/or career choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Based on a recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis on theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduates get high quality jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University degree credential preferable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduates get high paying jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entrance scholarships/bursaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education expectations of family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26) If your preference is to attend college for the 2004-05 academic school year, please indicate how much influence the following factors had on this preference?

	Not At All	Very Little	Somewhat	Very Much	Don't Know
College is closer to home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Based on program and/or career choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Based on a recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concerns about my high school average	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis on application of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of co-op programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lower costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smaller campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smaller class size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduates get high quality jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of entrance scholarships/bursaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College diploma credential preferable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education expectations of family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduates get high paying jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27) Your first choice college program belongs to which of the following categories:

Applied Arts/Media Information Technology
 Applied Technology Liberal Arts & Sciences
 Health Sciences Social & Community Services
 Business Hospitality/Recreation/Tourism

28) What is the duration of your first choice program?

1 year 2 years 3 years 4 years Other

29) Of all COLLEGES listed below, please indicate your FIRST, SECOND, and THIRD college choices (prior to the receipt of any offers of admission).

	First / Second / Third Choice		First / Second / Third Choice
Algonquin	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Humber	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Le Collège Boréal	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	La Cité collégiale	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Cambrian	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Lambton	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Canadore	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Loyalist	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Centennial	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Mohawk	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Conestoga	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Niagara	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Confederation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Northam	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Durham	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	St. Clair	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Fanshawe	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	St. Lawrence	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Fleming	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Sault	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
George Brown	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Seneca	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Georgian	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Sheridan	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

30) Please rate how much each of the following contributed to making your first choice college a BETTER choice, than your second or third choice:

	None	Very Little	Some	Very Much	Don't Know
Graduates get good jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A safe environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Size of college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of teachers/professors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reputation of college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reputation of program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offered desired program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College is close to home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admission standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social and extracurricular activities and facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of computers and Internet for classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of paid co-op work terms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruitment efforts (liaison/visits/tours etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31) When considering post secondary options, which of the following best describes your process of decision making:

My program of interest led me to consider only those colleges that offered the program.
 My program of interest is widely available across the Ontario college system so I explored the colleges that appealed to me.
 I did not have a specific program of interest so I explored what programs were offered by the colleges that appealed to me.

32) About how much time have you spent exploring what you would actually be doing in the type of job to which you feel your first-choice program will lead?

1 hour or less More than 1 but less than 4 hours 4 or more, but less than 8 hours
 Between 8 and 10 hours More than 10 hours

33) How confident are you that you will succeed in completing your program of interest?

Not At All Very Little Somewhat Very Much Don't Know

34) How confident are you that completing a college program will improve your career opportunities?

Not At All Very Little Somewhat Very Much Don't Know

35) Do you plan to attend your first choice college, as indicated in question #29, in 2004-05? (select only one answer)

Yes No, I wasn't accepted so have selected another college.
 No, I have changed my mind and chosen another college.
 No, I am postponing my postsecondary education. (Go to 37)
 No, I will be attending university. (Go to 37)

36) Indicate how concerned you are with the following aspects of attending college.

	Not Concerned	Slightly Concerned	Somewhat Concerned	Very Concerned	Don't Know
Availability of scholarships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of bursaries and student loans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding on-campus housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding off-campus housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to professors for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My ability to do well in college courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making friends on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding part-time employment during the school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding co-op jobs or field placements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What my future career will be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding employment upon graduation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commuting to and from college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Burnout and/or pressure to succeed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financing the costs of my education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UNDERSTANDING YOUR COSTS

37) As a prospective student, to what extent would you prefer to get cost and funding information in the following ways?

	Not At All	Very Little	Somewhat	Very Much	Don't Know
Communication by mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-campus kiosk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student financial aid/counselling office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telephone call centre service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication by e-mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38) Indicate how important the following features are when looking for information or services about student loans on the Internet.

	Not At All	Very Little	Somewhat	Very Much	Don't Know
Loan repayment planner or calculator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Checking the status of your student loan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making payments on your loan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-line application for loan repayment assistance programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive tools to learn about student loans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-line student loan applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Real-time on-line customer service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39) To what extent would you like to have received more information regarding:

	Not At All	Very Little	Somewhat	Very Much	Don't Know
Cost of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sources of money for your education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Budgeting for college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applying for scholarships and bursaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student loan programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loan repayment options/responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40) How knowledgeable are you about the following student financial aid programs?

	Not At All	Very Little	Somewhat	Very Much	Don't Know
Federal government student loans programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provincial government student loans programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canada Study Grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provincial bursaries (i.e. Ontario Student Opportunity Grant)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provincial scholarships (e.g. Queen Elizabeth II)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canada Millennium Scholarship Foundation Bursaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canada Millennium Scholarship Foundation Excellence Awards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College bursaries and/or scholarships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41) Following are sources of information regarding the costs for college. For only those services you have used please indicated how helpful they were.

	Service Used		Not At All Helpful	Very Little Helpful	Somewhat Helpful	Very Helpful	Don't Know
	No	Yes					
High school/guidance counsellors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College liaison officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College publications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Books or magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussions with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussions with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CanLearn Interactive (www.canlearn.ca)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Http://osap.gov.on.ca	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canada Millennium Scholarship Foundation website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
www.studentawards.com	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42) To what extent are you concerned about:

	Not At All Concerned	Slightly Concerned	Somewhat Concerned	Very Much Concerned	Don't Know
Having sufficient funding to complete your college education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of debt you estimate you will incur by the time you graduate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your ability to repay your student debt within a reasonable timeframe?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

43a) While you are at college do you plan to live at home with your parent(s) or legal guardian?

Yes No (Go to 44a) Not Applicable (Go to 44a)

43b) To what extent have finances determined this decision to live at home?

Not At All Very Little Somewhat Very Much Don't Know

43c) Was this decision largely:

Voluntary (to save money and/or to reduce debt)?

Involuntary (cannot afford to attend otherwise)?

44a) Has money been saved for your college education? Yes No (Go to 45a)

44b) In total, how much money has been saved (including savings from you, your parents, grandparents, or others)

\$ _____

45a) Have you planned the financing of college with your parent(s) or legal guardian(s)?

Yes No (Go to 46a) Not Applicable (Go to 46a)

45b) What grade were you in when these discussions first began?

K-6 7 8 9 10 11 12 OAC After H.S.

46a) Have your PARENTS/GUARDIANS put aside any savings for your college education?

Yes No (Go to 47a) Don't Know (Go to 47a) Not Applicable (Go to 47a)

46b) How many years have your parents/guardian been saving?

<1 1-5 6-10 11-15 >15

47a) Have YOU put aside any savings for college? Yes No (Go to 48)

47b) How many years have you been saving for college?

<1 1-5 6-10 11-15 >15

48) We are interested in how applicants are planning to cover the costs of their first year of college.

a) Estimate your total cost (tuition, living expenses, transportation, books) of your FIRST YEAR of college?

\$ _____

b) To cover costs of your first year of college, please estimate how much money will come from each of the following sources. Mark '0' if the source will not be contributing.

Private Sources	Parental/family contribution \$ _____
	Registered Education Savings Plan (RESP) \$ _____
	Trust Fund \$ _____
	Personal savings (pre-college) \$ _____
	Earnings from part-time and summer employment \$ _____
	Total private sources \$ _____
Loan Sources	Bank loan \$ _____
	Government Student Loans (prov. or federal) \$ _____
	Private loan (e.g. from family) \$ _____
	Total loan sources \$ _____
Other Sources	Scholarships/Bursaries \$ _____
	Aboriginal Scholarships/Bursaries/Fellowships \$ _____
	Other Government Grants \$ _____
	Total other sources \$ _____
	Total amount from sources (Total of shaded boxes) \$ _____

49) How many years do you estimate it will take to pay off your debts (as described above) from your intended program of study?

None-zero debt 1-3 years 4-7 years 8-11 years

More than 11 years Don't Know

Survey Number:

Mail your survey now in the postage paid **SURVEY RETURN ENVELOPE**.
Surveys must be postmarked no later than **April 2, 2004**.

Thank you for participating!

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