

The realities of Ontario's university system: Are we set up for student success?

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“Ensuring Student Success”

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Student Success Principles

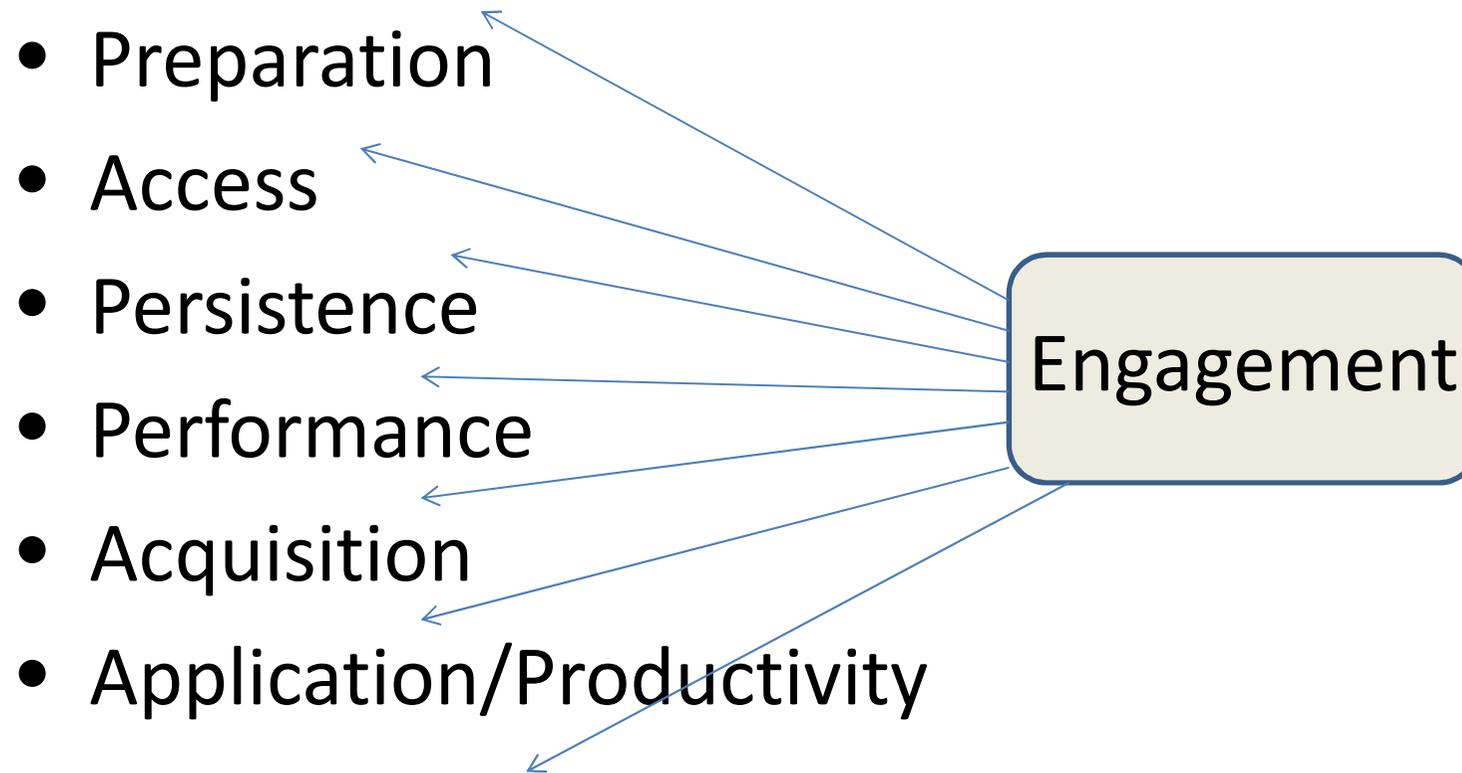
- Student success is a complex combination of personal, institutional, and social/societal factors that modulate over time and under certain circumstances.
- Student success is multi-dimensional, formative and summative in nature.
- A student's success starts before entry to PSE and continues beyond completion of PSE.

Dimensions of Student Success

- **Preparation** – the quality of their primary, middle and secondary school experience; a student’s performance and achievements in higher school; student’s educational and life self expectations; community and neighborhood dynamics (safety, recreation, home ownership, libraries, etc.), financial resources; knowledge of educational, financial & social options; parental education and expectations; support of significant others.
- **Access** – Participating in a PSE Choice process – 1) acknowledging PSE as a life option; 2) exploring the possibility of attending PSE; 3) making a decision to apply to PSE; 4) applying to PSE; 5) enrolling in a PSE institution; 6) attending a PSE institution;
Recognize that the all access is not the same. Availability of financial resources impacts the parameters of access. Access, like each of the other success dimensions, is a formative process that surfaces throughout and beyond the student’s academic life.
- **Persistence** – continuous, satisfactory progress toward the acquisition of their educational goals. This is **not the same as “retention”** which implies maintaining sequential academic term enrollment at the same institution. Persistence may involve continuation at the same institution, but it may also mean intermittent enrollment at multiple institutions.
- **Performance** – Academic marks and other recognitions that reflect learning of progressively more complex and sophisticated constructs, skills, thoughts and questions.
- **Acquisition** – Completion of academic goals throughout the educational process such as getting into the program of choice, internship opportunities, participation in undergraduate research project, study abroad, leadership opportunities, receive degree, diploma, certificate or other recognition/award.
- **Application and Productivity** – Employment; entry into additional educational pursuits; career advancements; social & civic involvement;

Engagement, or a student’s participation in behaviors that positions her/him for the next steps in the success process, occurs throughout and beyond the educational experience, and is specific and appropriate for the type of success students are seeking. (Give example: researching financial aid options for access; engaging in course related conversations with peers and faculty for persistence and performance; etc).

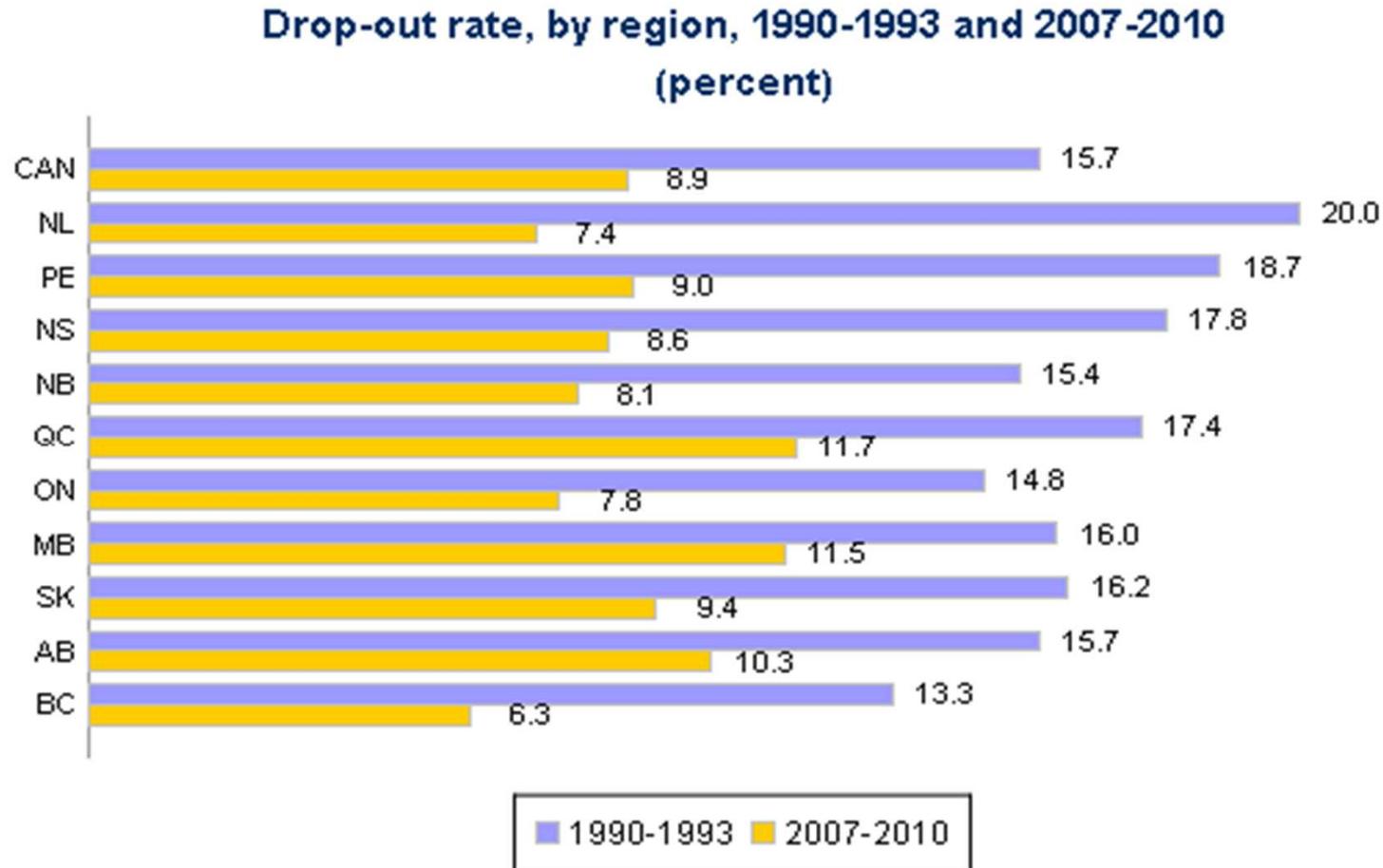
Student Success Framework



Ontario or Canadian High Schools

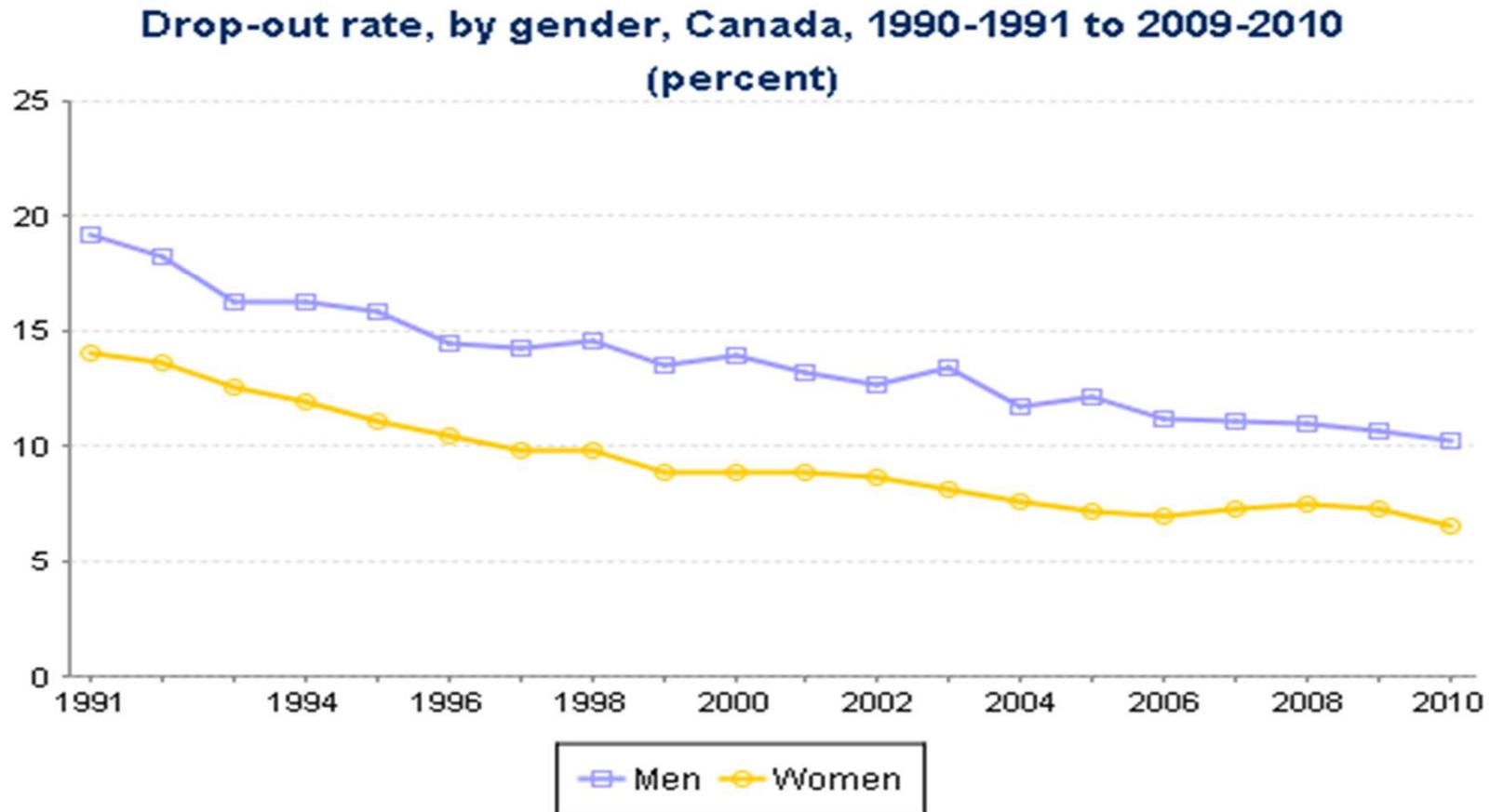
- [National Picture](#) — Canada's drop-out rate has declined steadily since the academic year 1990-1991, reaching a low of 8.5% in 2009-2010.
- [Gender](#) — Drop-out rates for women were consistently lower than for men between 1990-1991 and 2007-2010, with an average disparity of 4.3 percentage points.
- [Regions](#) — Drop-out rates declined in all provinces between the early 1990s and the late 2000s. This decline was most evident in the Atlantic provinces where drop-out rates fell roughly by half.
- [International Picture](#) — In 2002, Canada's drop-out rate was 3.8 percentage points lower than the average for countries in the Organisation for Economic Co-operation and Development (OECD).

HS Dropout rates by Province



Source: Data produced by Statistics Canada. *Labour Force Survey 2010*. Ottawa: Statistics Canada, 2011.

Canadian HS Dropout Rates by Gender



Source: Data produced by Statistics Canada. *Labour Force Survey 2010*. Ottawa: Statistics Canada, 2011.

Non-HS Graduates by Province and Age Group

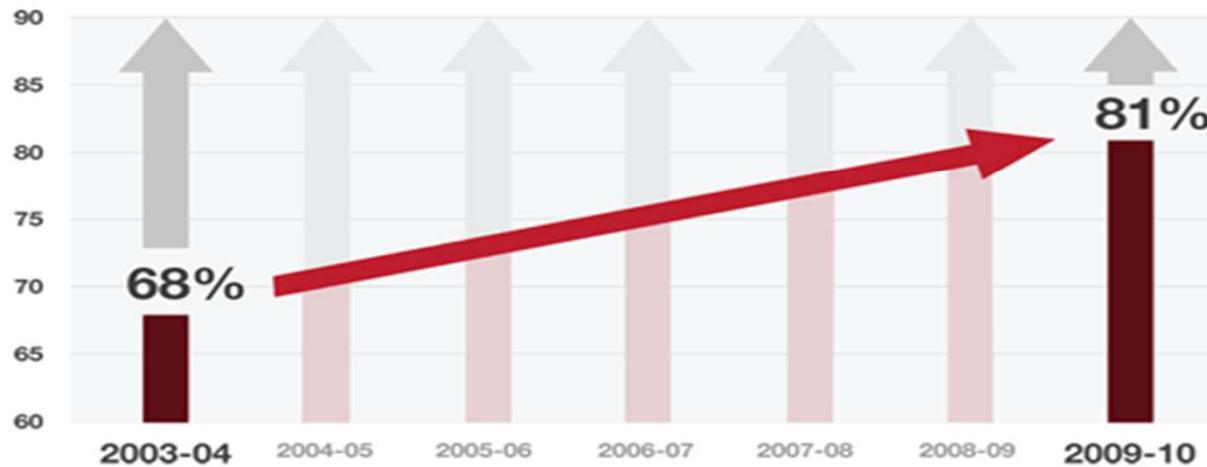
Table 3

Percentage of the population that is not a high school graduate and not attending school, by age group and province, 2009/2010

	Age group		
	16 to 17 years old	18 to 19 years old	20 to 24 years old
	percent		
Canada	5.0	8.4	8.5
Newfoundland and Labrador	F	8.0 ^E	F
Prince Edward Island	F	5.5 ^E	F
Nova Scotia	F	11.5	9.7
New Brunswick	F	8.1 ^E	8.2
Quebec	6.4	10.7	11.2
Ontario	4.8	6.9	7.2
Manitoba	6.3	10.2	10.9
Saskatchewan	4.3	8.6	9.9
Alberta	4.3	10.4	9.5
British Columbia	4.1	6.1	6.3
^E use with caution F too unreliable to be published Source: Statistics Canada. Labour Force Survey .			

Ontario High School Graduation

Students Graduating



PSE Graduation rates in Ontario

- Completion rate of College students in Ontario in 5 years = 58%*
- Completion rate of University students in Ontario in 5 years = 78%

(*College rate goes up to 71% when considering students who switch to other programs or institutions and graduate)

Average employment income, by age group and education level, Canada 2006

Age groups	Less than high school	High school	Trades	College	University
	2005 dollars				
All age groups	20,833	28,038	34,670	36,785	57,495
20 to 24	14,882	14,288	20,371	16,581	15,037
25 to 29	21,826	25,231	28,728	29,312	32,974
30 to 34	25,328	31,023	33,097	35,209	47,376
35 to 39	27,795	34,743	35,830	39,698	58,624
40 to 44	29,779	37,030	38,600	44,182	68,990
45 to 49	31,682	39,628	41,943	46,695	76,420
50 to 54	31,401	39,597	42,101	46,769	78,320
55 to 59	28,805	35,932	38,578	42,273	72,277
60 to 64	24,868	29,031	31,448	33,629	64,233

Source: Statistics Canada, 2006 Census of Population.

Toward a System of Student Success...

Recommendations

- **In such a system, the province would have transparent higher-education readiness standards that were aligned across the education spectrum, from K-12 through postgraduate work.**
- **Second, colleges and universities would be financially rewarded primarily for rates of student success, not for mere enrollment.**
- **Third, students would be able to accumulate their learning from a variety of providers and partners and seamlessly add them up to build universally accepted degrees.**
- **Finally, students, employers and education leaders would all have a clear and shared understanding of the skills, knowledge and abilities represented by each credential that a student might earn.**

Toward a System of Student Success... continued

- **Advancing opportunities for increased family social capital**
- **Quality pre-K-12 education for all students and youth**
- **Land use/land density – humane affordable housing in toxic-free zones**
- **Equitable accessible health care and health education**
- **Targeted employment programs for poor families**
- **Targeted financial and academic support for underrepresented student populations in PSE**
- **Institutional, corporate and community partnership programs to assist with career preparation and placement of underserved and underrepresented populations upon completion of PSE programs**
- **Invest in research that examines the multiple dimensions of success with specific attention to plans for impacting change.**

Discussion



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