

FACTORS IN THE REGIONAL RETENTION OF GRADUATES FROM HEALTH AND SOCIAL SERVICES PROGRAMS

Results of the 2019 and 2020 Surveys of Health and Social Services Career Program Students at English Colleges in Quebec

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I. Executive Summary

Background

Providing health care and social services to the English-speaking population of Quebec in English is a responsibility of the Quebec Government. *Le Secrétariat aux relations avec les Québécois d'expression anglaise* engaged Dialogue McGill, a part of the Institute for Health and Social Policy at McGill University, to look for ways to improve access to these services, as well to increase the retention of graduates of relevant programs at English Colleges in Quebec. Dialogue McGill contracted John Abbott College to carry out research on opinions of current students to determine their plans for location of work once they complete their studies, the reasons that influenced their choice of where to locate after graduation and the factors that could persuade them to work in a region of Quebec outside of the Census Metropolitan Area of Montreal (Montreal CMA)¹. Work on fulfilling this contract began in 2017. It had various stages and involved the efforts of a number of people. This report only deals with the final stage, which was to survey students in various health and social career programs at English Colleges in Quebec over a two-year period.

Methodology

With the cooperation of individuals at each college, data was collected from two surveys that were carried out at the six English Colleges in Quebec that offer relevant programs². The colleges also provided the enrolment numbers for the programs offered at their institutions.

Two essentially identical surveys were run, once in the spring of 2019 with five colleges, and once again in the spring of 2020 with all six colleges.³ The results were collected, coded and analyzed at John Abbott College. The benchmark of 60% response rate was achieved.

Each year's data set was looked at separately in several ways, and compared to look for significant differences; none were found. Because of the large differences in program enrollments, it was decided that the most useful way to look at the results was to divide the programs into "Nursing", "Other Health Care" and "Social Services". This produces more equal group sizes and increases the internal validity of the data. Moreover, to reduce any anomalies that could arise in very small programs and increase validity, the data from both surveys was combined.

At the same time, it is important to note that the different results for individual colleges and programs need to be taken into account because there can be significant variation in the responses and data from different programs, including among the programs within the three main groupings of "Nursing", "Other Health Care", and "Social Services". Specific program and college results can point to different regional, program, and disciplinary realities.

Description of Respondents

Though no demographic data were collected directly, knowing the program and college in which the respondents were registered, their permanent address, their main language, how close they were to graduation and their reasons to have chosen to attend an English-language college provides a picture of the respondents. The

¹ In this report, the term "Montreal CMA" refers to the Census Metropolitan Area of Montreal as defined in the survey reproduced in Appendix A.

² Champlain-Lennoxville College, Champlain-St. Lambert College, Dawson College, Heritage College, John Abbott College and Vanier College

³ Appendix A contains a copy of the survey.

participating colleges provided program enrolment numbers, and the location of each college is known, but there is no independent verification of the declarations of the survey respondents.

The data show that nursing programs have over 40% of the enrollments, while the other health care programs and social services programs are each roughly 30% of the total, with some individual programs representing as few as 2% of the totals of students surveyed and who responded.

There is very little movement from respondents with a permanent address in the Montreal CMA to other areas of the province to attend college, but a significant number of respondents from outside the Montreal CMA come to Montreal colleges. If they wish to study in English there may be no choice, because the program they want is not available in their region in English. Though they are studying at an English college, about 15% of respondents have French as both their main language and the language they use most in their daily life. Fourteen percent (14%) of respondents say their main language is other than French or English; most of these respondents say English is the language that they use in their daily lives.

Finally, for the social services and “other health care” programs, the two most common reasons to choose to study at an English college are for the programs and course offerings and the opportunity to study in English. For respondents in nursing programs, this is reversed, though not because nursing has more French or “other” respondents; it may be because the nursing program is offered in two colleges outside of the Montreal CMA.

For the aggregate of respondents, linguistic and culture identity and proximity are significant factors as well.

Post-Graduate Plans of Respondents

Ninety-six percent (96%) of nursing and other health care programs’ respondents plan to work in their fields after completion of studies. In the case of the social services programs’ respondents, 79% do, while 17% are unsure.

Overall, 69% intend to go on to university studies, but the rates are different depending on the program category, nursing being the highest and other health care the lowest. Eighty-six percent (86%) of those intending to pursue further studies plan to enroll in Quebec universities.

Following the completion of their studies, the majority (56%) say they want to work in the Montreal CMA, with 18% being unsure. Only 12% plan to work in another region of Quebec, though a greater percentage of French-speaking respondents than other language groups do. Overall, 14% already plan to leave the Province for work. By category, nursing has the greatest percent of respondents who plan to leave Quebec. Further, about the same percentage of English and French-speaking respondents intend to leave. Again, responses to these questions vary by program category.

Factors that Influence Post-Graduate Plans

The top two reasons chosen by respondents for why they chose where to work are “Family and friends”, and “Opportunity for employment”. “Closer to home” was third. Language proficiency ranks sixth out of the eight offered reasons. For the respondents who say they plan to leave Quebec for work, “Language proficiency” is the number one reason, with “Possibility of employment” being second. This might suggest that providing supplementary French as a Second Language support that would enable students to improve their proficiency in French as well as raising awareness about employment opportunities, and encouraging proactive hiring practices with regard to the English-speaking minority in Quebec could have a positive impact on retention of graduates. For those who plan to remain in Quebec, “Family and friends” and “Closer to home” rank first and second, and this is independent of whether they chose the Montreal CMA or another region of Quebec. Program category and main language of the respondents have less of an effect on students’ choices of where to work.

When questioned about the factors that could encourage working in an area of Quebec outside the Montreal CMA, the top two are “Possibility of employment” and “Financial reasons”. The fact that motivations such as

“Community”, “Nature”, “Culture,” and “Lifestyle” are less frequently cited may point to opportunities to raise awareness about living outside the Montreal CMA among students who are not familiar with non-metropolitan regions. In order to make sense, the data from this question needs to be separated into those who do not have a permanent address in an area of Quebec outside the Montreal CMA (i.e., those in the Montreal CMA plus those from outside Quebec) from those who do. The first group needs to want to move to a region; the second group needs to be persuaded not to leave. The question of what is meant by “an area of Quebec outside of the Montreal CMA” remains unclear, as there are many different areas, some more far-flung than others.

Seventy percent (70%) of respondents indicated that they were willing or might be willing to consider establishing themselves outside of the Montreal CMA. These results vary by the permanent address of the respondent; there is a much higher degree of willingness in respondents who already live outside the Montreal CMA than in it. Again, it is not clear how the respondents with a permanent address in a region outside of Montreal CMA interpreted this question.

Self-Assessment of Respondents’ Skills in French

Comfort with remaining in Quebec, especially in a region outside the Montreal CMA, is related not only to the work environment but also with all aspects of daily life in the surrounding society. Survey question 8 focused on the language skills needed to function adequately in the workplace, but these bear upon the rest of life as well.

On average, respondents rate their skill level in written French lower (70% strongly agree + agree that it is adequate) than spoken French (83%) and reading French (87%). Here the results for francophones, anglophones, and speakers of other languages will need to be distinguished. Naturally, those having French as their main language are much stronger than those with English or “other”, but written French is still weaker among francophones than the spoken or reading skills.

With variations by individual program, these trends hold true across the nursing and other health care program categories, with the social services program category being somewhat lower in the skill levels. The only significant difference in skill levels cross-tabulated with permanent address is with those who come from outside Quebec. Further, estimation of the adequacy of skill levels increases a little in those closer to completing their program.

Because it is built into their DEC programs of which all respondents have completed at least one year, a large majority have taken at least one French Second Language (FSL) course, at a level appropriate to them.

All of this indicates that, by their estimation, the language skills of a majority of respondents of the programs surveyed are adequate for them to work anywhere in Quebec, though the more pertinent data concerns the significant minority of respondents whose French is weaker.

Conclusions

The main purpose of this research was to find the factors that would increase the retention of the graduates to health and social service career programs from Quebec’s English colleges and encourage them to accept employment in regions of Quebec outside the Montreal CMA.

The majority of respondents want to work where they currently live; recruiting and supporting students from regions of Quebec outside the Montreal CMA into programs that are structured to minimize their time away from home could increase the number of workers in health and social services institutions available to serve the English-language community there and to contribute to its vitality.

There are also a number of respondents that either plan to leave Quebec for work or are unsure of where they wish to work. The main reasons for the choice of where to work are “family and friends” and “possibility of employment”. However, the factors identified by respondents that might persuade them to remain in Quebec are

largely economic: jobs and financial reasons. Raising awareness about other less frequently identified factors may have a currently unrealized persuasive potential.

For those already in living in Quebec where there is a shortage of health and social services workers in English, the problems are likely not jobs in general, but jobs that pay well enough to be competitive and/or jobs in a place where they want to live. Programs that encourage students to do internships in other regions of Quebec through the provision of professional, personal, linguistic and financial support could help the graduates to be more comfortable with seeking or accepting employment there.

II. Introduction

The 2016 Canadian Census reported that 1,103,475 (13.7%) of the population of Quebec claim English as their first official language spoken, while 718,985 (8.9%) have English as their mother tongue and 372,450 (4.6%) have a knowledge of English only.⁴ These represent a significant portion of the population of Quebec.

Dialogue McGill is part of the Institute for Health and Social Policy at McGill University and has as its purpose to explore ways to improve the training and retention of health professionals in Quebec in order to better serve the English-speaking population of Quebec.

Dialogue McGill contributes to Quebec's initiatives to "ensure that English-speaking Quebecers have access to the full range of health and social services in their own language through measures designed to build and maintain a sufficient complement of health and social services personnel capable of providing services in English. The project is an additional tool to support the implementation and enhancement of regional programs of access to public health and social services in English as provided for in the Act respecting health and social services."⁵ Its motto is "Better communication for better care."

Dialogue McGill has two overall objectives:

- To provide language training and retention initiatives so that public health and social service professionals have opportunities to improve their ability to provide services in English and to practice where they can meet the needs of the English-speaking population of Quebec.
- To promote research and information sharing on approaches to reducing barriers to public health and social services access for English-speaking Quebecers.

Le Secrétariat aux relations avec les Québécois d'expression anglaise engaged Dialogue McGill to explore ways to promote access to government services and programs for English-speaking Quebecers, as well as to contribute to the retention of young English-speaking Quebecers through improved employability.

As one of the initiatives in pursuit of this mission, Dialogue McGill contracted John Abbott College to conduct surveys of current health and social services students at the English-language colleges that offer career programs in these fields.⁶ The areas that this research hoped to elucidate were

- (1) the post-graduate plans of these students,
- (2) the factors that influence their choices of what to do and where to live after the completion of their diploma program, and
- (3) self-assessment of their French language skills *viz à viz* being adequate to work in Quebec following completion of studies.

⁴ See Table I at <https://www150.statcan.gc.ca/n1/pub/89-657-x/89-657-x2019011-eng.htm>

⁵ <https://www.mcgill.ca/dialoguemcgill/>

⁶ Career programs are distinct from pre-university programs. They both lead to a DEC (*Diplôme d'études collégiales*), but career programs are planned to take six semesters rather than four to complete; all these programs have a significant percentage of graduates that take longer to complete than what is anticipated. They generally have workplace internships and are intended to be terminal, leading to employment upon graduation. However, many students intend to pursue further studies, and some programs prepare their graduates to enter DEC/BAC programs at Quebec universities.

III. Survey Plan and Methods

The idea of using a survey to determine the intention of graduates of health and social services programs at English-language colleges grew from a survey conducted at John Abbott College in the fall of 2017. This survey was entitled “8 Easy questions about where you plan to live and work upon the completion of your studies”, and was sent to all John Abbott students in all programs. It used some different questions, defined “home” in another way and used different lists of motivating factors. However, it functioned as a template and was seen to suggest wider utility.

The current project was submitted in the fall of 2018 for 2018-2020 in the area of “Research on Motivation of English-Speaking Youth to Stay in Quebec” and was entitled, “Quebec and Regional Retention Plans – A Survey of Health & Social Service Graduates from English CEGEPS”. It proposed to modify the survey done previously at John Abbott, expand it to include all the relevant English-language colleges in Quebec, and narrow it to include only those students in health and social service career programs. The specific plan for the research was to create a modified survey and run it twice, once in the spring of 2019 and then again in the spring of 2020. It would survey all students registered in all years of the programs selected⁷.

The proposal was accepted in January 2019. The contract was to run from April 1, 2019 until March 31, 2020; it was later extended to October 31, 2020.

First, the programs and colleges to be included in the survey were identified. There are currently six English-language colleges in three regions⁸ of Quebec offering one or more of the thirteen programs included in the study. (See *Figure 1*, next page)

Note from this figure that of the six English colleges offering the programs included in this study, that four of them are in the Montreal Census Metropolitan Area (Montreal CMA), that all of the colleges offer the Nursing Program, and that eleven of the thirteen programs are exclusively offered in the Montreal CMA in English. The only programs that are offered outside the Montreal CMA in English are Nursing and Special Care Counselling.

Next, based on the three research areas described in the introduction, survey questions were developed and finalized by investigators at John Abbott College. The same survey questions were used in both years⁹.

It was decided to survey all the students registered in each program in the Winter 2019 and Winter 2020 semesters, be they in their first, second or third year of the program. Therefore, up to two-thirds of the respondents to the 2020 survey could have been answering for the second time; however, since the survey was anonymous and no question asked about this directly, the number that might have answered twice cannot be determined.

⁷ Career programs are three-years in duration, have a general education component and lead to a *Diplôme d'études collégiales*; therefore, the students surveyed would be a mixture of first, second, third year (and, in calendar years, higher) students.

⁸ The first region is the Census Metropolitan Area of Montreal (*Montreal CMA*). (See Appendix A of this report for the list of the cities and towns included.) The two others are the official administrative regions of *l'Estrie* and *l'Outaouais*.

⁹ The exception to this was survey question 10, concerning the last level of French taken. This question was clarified in the 2020 survey to match the terms used to describe the levels of French at different colleges. A copy of the survey questionnaire is found in Appendix A of this report.

Figure 1 - Colleges, Programs and Regions

Program/offered at	Region
Biomedical Laboratory Technology (140.C0)	Montreal CMA
Community Recreation and Leadership Training (391.A0) Dawson	Montreal CMA
Dental Hygiene (111.A0) John Abbott	Montreal CMA
Diagnostic Imaging (142.A0) Dawson	Montreal CMA
Nursing (180.A0) Champlain-Lennoxville	Etrie
Champlain-St. Lambert	Montreal CMA
Dawson	Montreal CMA
Heritage	Outaouais
John Abbott	Montreal CMA
Vanier	Montreal CMA
Nursing Intensive (180.A1) John Abbott	Montreal CMA
Paramedic Care (181.A0) John Abbott	Montreal CMA
Physiotherapy Technology (144.A0) Dawson	Montreal CMA
Radiation Oncology (142.C0) Dawson	Montreal CMA
Respiratory & Anaesthesia Technology (141.A0) Vanier	Montreal CMA
Social Service (388.A0) Dawson	Montreal CMA
Special Care Counselling (351.A0) Champlain-Lennoxville	Etrie
Heritage	Outaouais
Vanier	Montreal CMA
Youth and Adult Correctional Intervention (310.B0) John Abbott	Montreal CMA

Since all the colleges in the study use Omnivox, a pedagogical management system created and operated by Skytech Communications¹⁰ and used as an on-line interface with their students, it was decided that the most efficient and consistent way to administer the surveys was to use the survey module in Omnivox. Skytech agreed to duplicate the survey directly on the servers at each of the colleges. The implicated colleges were contacted and consent for the research was obtained from the research ethics boards at Champlain-Lennoxville College, Champlain-St. Lambert College, Dawson College, Heritage College and John Abbott College. Vanier College's Research Ethics Board expressed concerns about the process of notifying the students, and the first survey, which was carried out from May 7, 2019 to May 21, 2019 using the Omnivox survey module proceeded without Vanier's participation. The 2019 survey data was collected at each college and sent on to John Abbott.

The second survey was planned to run from April 27, 2020 until May 29, 2020, but the exigencies of the Covid-19 pandemic delayed implementation at some colleges. However, in all cases, the participants had the same thirty-

¹⁰ Skytech Communications is a Quebec company that created and manages a number of services used by many educational institutions in Quebec and elsewhere. In addition to the efficiency and consistency noted above, another advantage of the Omnivox survey module is that the potential respondents see a reminder that there is a survey to complete each time they open their Omnivox interface.

three day time-period to complete the survey. Additionally, a method that Vanier College's Ethics Review Board could agree to was found that allowed the participation of Vanier College's students¹¹.

In the spring of 2020, the relevant programs at Dawson College, John Abbott College, Champlain College-Lennoxville and Champlain College-St. Lambert were surveyed from April 27th through May 29th as planned. The survey of the programs at Heritage College ran from May 13, 2020 until June 10, 2020. At Vanier, the Special Care Counselling program students were notified of the survey on May 6, 2020; data was collected until June 6, 2020. Vanier's Respiratory & Anesthesia Technology students were sent a link to the survey on May 1, 2020⁸ and data was collected until June 19, 2020. Vanier's Nursing Program students were sent a link to the survey on May 22, 2020 and data was collected until June 23, 2020.

The John Abbott College data and the Vanier College data were already on the John Abbott College's web servers and therefore were available as soon as the surveys closed. In order to ensure the security of the data from the other colleges, USB data keys were sent to them by courier and they were asked to load and password-protect the data, and return them to John Abbott College. The passwords were sent by separate emails.

Each college provided the total numbers of registered students in each of the programs that they offered in the Winter 2019 and Winter 2020 semesters.

After the data from 2019 was collected at John Abbott College, it was partially analyzed and an interim report was submitted to Dialogue McGill on September 30, 2019. A progress report on the 2020 survey was sent to Dialogue McGill in June 2020.

Complete data from the 2020 survey was only available at John Abbott on June 24, 2020. In both years of the survey, the data obtained were identified by year, college and program and then combined. Survey respondents who did not answer the first question (*Which health or social service program are you currently registered in?*) were eliminated from the data. Then data analysis and the construction of the report began. Each college retained (or could be sent) copies of their own data, so faculty, program coordinators and deans have the opportunity to compare their individual programs to the aggregated data found in the report.

¹¹ The open-source on-line survey application [LimeSurvey](#), housed on the John Abbott College servers was used to query the students at Vanier College. Vanier students were sent a link to the survey by the coordinators of their respective programs via a *Mio*, which is Omnivox's internal email program. Using LimeSurvey has the advantage of storing the data directly at the place it will be processed, but the disadvantage of the lack of automatic reminders to complete the survey.

Summary of Survey Plan and Methods

- The study included the six English-language colleges that offer at least one of the designated programs.
- The cooperation of the colleges implicated in the study was secured.
- Colleges are located in three regions of Quebec.
- There are four colleges in Montreal CMA.
- There are two colleges in Quebec outside the Montreal CMA.
- The surveys covered 13 health care and social services programs in total.
- All 13 programs are offered in Montreal CMA colleges in English.
- Eleven programs are offered only in Montreal CMA colleges in English.
- All colleges offer Nursing.
- Two programs are offered in both colleges outside the Montreal CMA in English (Nursing and Special Care Counselling).
- One college in the Montreal CMA gives Special Care Counselling,
- All programs lead to a DEC.
- All programs are normally three-years in duration, except Intensive Nursing, which is 24 months.
- The surveys were conducted using Omnivox or LimeSurvey.
- Many but not all of the conditions were the same for both years:
 - Same programs (except no Respiratory & Anaesthesia Technology in 2019)
 - Same questions (except for a refinement of the question on the last level of French studied)
 - Same time period, though not the same dates in year two
 - Five colleges in the first year; one additional college in the second year
 - Five colleges used the same survey tool
- All students in all years of each program were invited to respond to the survey.
- Data was aggregated, coded, analyzed and reported at John Abbott College.

IV. Response Rates and Validation of Survey Data

This section aims to determine if the survey data is internally consistent and valid, and to decide the best method to aggregate the data obtained.¹² To do this, we will first look at response rates overall, by college, by program and by program category. Needed are response rates that are sufficiently high and representative to allow useful information to be extracted from the data.

One benchmark of success in the research was to achieve a 60% response rate overall. This was accomplished, as shown below, with similar response rates of 59% for 2019 and 61% for 2020.¹³ In addition, when the Vanier students in the 2020 survey are removed, almost the same total number of students (1807 & 1802) were registered in both years that the surveys ran.

Figure 2 - Summary of Response Rate Data by Year

Category	n
Registered students surveyed in 2019 (no Vanier students); all three years	1807
Registered students in 2020 including Vanier students (all three years)	2251
Registered students in 2020 (excluding Vanier students); all three years	1802
Registered Vanier students in 2020	449
Responses in 2019 (rate = 59%)	1060
Responses in 2020 (rate = 61%)	1379
Total registered both years (potential respondents)	4058
Total actual respondents both years	2439
Average response rate, both years	60%

When interpreting the results, readers should keep in mind that a response rate of 60% is less than the 85% often recommended to allow confident generalization of survey findings to the entire target population for small groups.¹⁴ If taken individually, the number of respondents in some of the programs included in the surveys is quite small, especially if a survey's numbers are considered by program one year at a time. This suggests that individual program results, which are available to individual colleges, while they do point to realities particular to a program or college, should be interpreted by program coordinators and college administrators with this small-sample limitation in mind.

The variation in response rates at different colleges shown in Figure 3 (following page) may be due to several factors, including the use of two different survey tools with a different method of notification, the different number of reminders that may have been sent, and the fact that in March 2020 classes were moved on-line at

¹² With the exception of the number of students registered in each program, which was provided by the colleges themselves, and the name and location of each college, there is no independent verification data available.

¹³ Figures 2, 3 and 4 were compiled from registration information supplied by the participating colleges and raw survey data, tabulated first in Appendices B, C, D & E of this report.

¹⁴As an example: Pazzaglia, A. M., Stafford, E. T., & Rodriguez, S. M. (2016). *Survey methods for educators: Analysis and reporting of survey data (part 3 of 3)* (REL 2016–164). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

different dates. In addition, the crisis created by the Covid-19 pandemic may have had special implications for students in certain health care programs. However, the overall response rate met the target of 60%.

Figure 3 - Response Rates by College

College	Total Registered Students	Total Survey Responses	Response rate by college
Champlain-Lennoxville	311	215	69%
Champlain-St. Lambert	193	120	62%
Dawson	1646	946	57%
Heritage	288	136	47%
John Abbott	1171	819	70%
Vanier	449	203	45%
Total/ Average	4058	2439	60%

When response rates are examined by program (Figure 4), differences are revealed, though there is consistency between the percentages of the total registered by program and the percent of the total responses by program, making the respondents representative of the population of registered students as a whole.

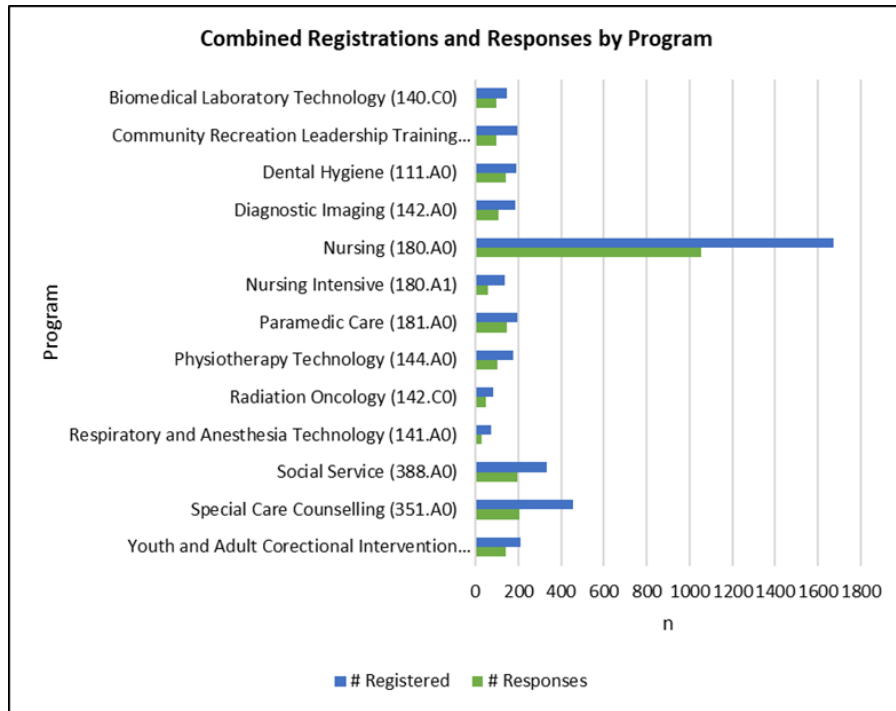
What this also highlights is the disproportionate number of registrations and responses that come from the Nursing programs; they make up over 40% of the total and would skew the outcomes if lumped in with all the others.

Figure 4 - Response rates by Program

Program	Total Registered Students by Program	Total Responses by Program	Program Response Rate	% Registered Students by Program	% of Total Responses by Program
Biomedical Laboratory Technology (140.C0)	149	98	66%	4%	4%
Community Recreation Leadership Training (391.A0)	198	100	51%	5%	4%
Dental Hygiene (111.A0)	190	142	75%	5%	6%
Diagnostic Imaging (142.A0)	184	109	59%	5%	4%
Nursing (180.A0)	1672	1056	63%	41%	43%
Nursing Intensive (180.A1)	139	60	43%	3%	2%
Paramedic Care (181.A0)	195	145	74%	5%	6%
Physiotherapy Technology (144.A0)	178	103	58%	4%	4%
Radiation Oncology (142.C0)	82	51	62%	2%	2%
Respiratory and Anesthesia Technology (141.A0)	72	31	43%	2%	1%
Social Service (388.A0)	333	196	59%	8%	8%
Special Care Counselling (351.A0)	456	206	45%	11%	8%
Youth and Adult Correctional Intervention (310.B0)	210	144	69%	5%	6%
Grand total students	4058	2439	60%	100%	100%

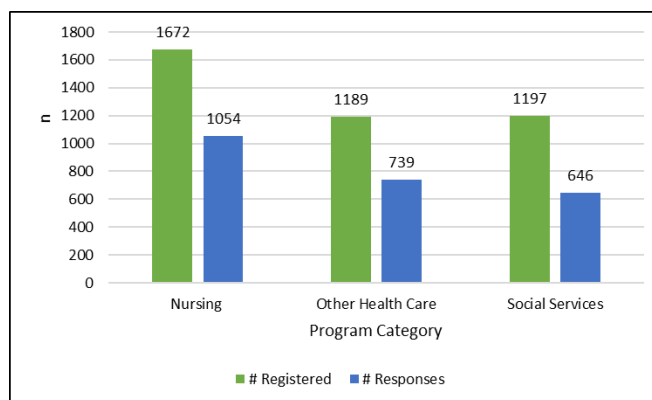
Figure 5 (following page) is a useful illustration of this and suggests that Nursing should be considered separately from the other programs. Whether by the number of registrations or the number of responses, it swamps the other programs.

Figure 5 - Registrations and Responses by Program



To compensate, it was decided to combine certain programs other than Nursing into two separate categories. Nine of the 13 programs covered in the survey are in the health care category, while the remaining four are considered social services.¹⁵ If the programs are split into the three categories shown in Figure 6, the disproportion between Nursing and the other programs is reduced, grouping them for more appropriate comparison because it converts them to members of a group that is not small and produces more reliable information. It will still allow faculty and college administrators to compare the results from individual programs to overall results for different program categories.

Figure 6 - Registrations and Responses by Category¹⁶



¹⁵ Community Recreation Leadership Training, Social Service, Special Care Counselling, and Youth and Adult Correctional Intervention are the “Social Services” programs. Biomedical Laboratory Technology, Dental Hygiene, Diagnostic Imaging, Nursing Intensive, Paramedic Care Physiotherapy Technology, Radiation Oncology and Respiratory & Anesthesia Technology make up the “Other Health Care” category.

¹⁶ These numbers are for both years of the survey combined.

Figure 7 illustrates that the distribution of responses by program category provides more equal representation.

Figure 7 - Distribution of Responses by Program Category¹⁷

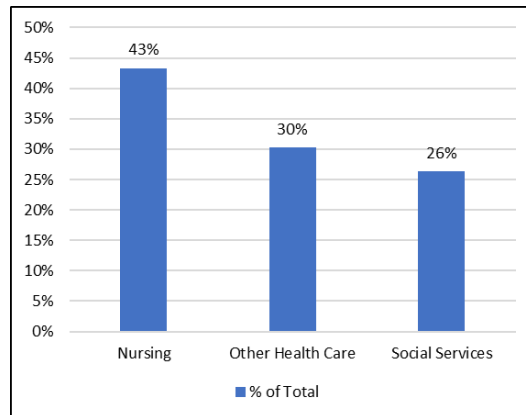
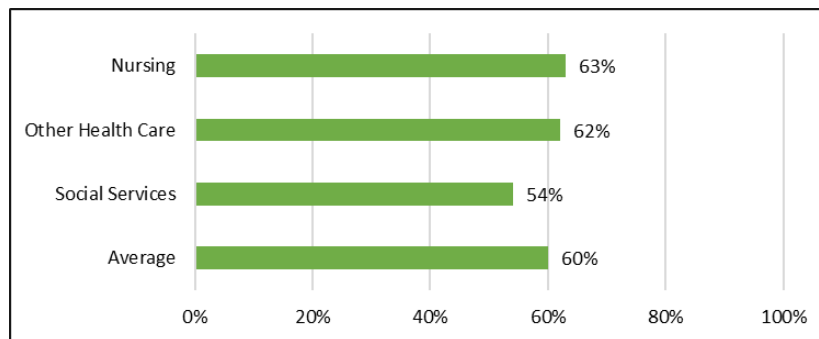


Figure 8 illustrates the response rates for the categories, as well as the average of 60%.

Figure 8 - Response Rates by Category¹⁸



Given that there were variations in the conditions, the delivery methods, and the populations surveyed from 2019 to 2020, it is fair to ask if the results used in answering the basic questions that the surveys were designed to examine will produce reliable information.

The results for each survey year were compiled separately for each question in Appendices B, C (2020 with Vanier’s data) and D (2020 without Vanier’s data) of this report and then with all data combined in Appendix E. These were compared as shown in Appendix F. This shows a high degree of consistency among the surveys, which indicates that the 2020 Survey validates the results of the 2019 Survey.¹⁹ It further argues for using the aggregated data for the analysis of the survey questions because a larger data set will tend to reduce the effects of any anomalies in programs with small enrollments while also allowing the results of any given program to be put in the context of its overall program category.

Aggregated data will be used in the remainder of the report.

¹⁷ Appendix E, Table E3

¹⁸ Appendix E, Table E2

¹⁹ One noted difference comes from the addition of the data from a Montreal CMA college. This explains the increase in the number of students claiming a permanent address in Montreal CMA and the choice to live in and work in Montreal CMA after completion of studies.

Summary of Response Rates and Validation of Survey Data

- There were 4058 potential respondents to the two years of the surveys.
 - There were 1807 students registered in the programs surveyed in 2019.
 - There were 2251 students registered in the programs surveyed in 2020.
- There were a total of 2439 respondents to the surveys in both years, so the benchmark of a 60% over-all response rate was achieved.
- Comparison of the data from 2019 with 2020 individually, both with and without the inclusion of that from Vanier College, with all the data from both years shows a high level of agreement and justifies using the combined data.
- The survey data is valid with several caveats.
 - It is likely that some students answered the survey twice, but none of those respondents were in the same place in their program the second time as the first, and their answers might well have changed with their greater degree of experience.
 - Response rates varied by colleges and programs, but the aggregated results are consistent when compared year by year. This suggests that it is reasonable to consider generalizations of the aggregated results to the respondents as a whole, remaining mindful both that there could be distortions when the data are separated into small fractions and that the data by individual programs remain relevant for an understanding of the results for those programs.
 - Given that the Nursing program is by far the largest program by registration numbers and response rates, it may have the effect of skewing the results. It is reasonable to separate the Nursing Program responses from the other health care programs.
- Separating the aggregated data into three program categories (Nursing, Other Health Care, and Social Services) produces more equal-sized data groups and will be the main classification used in the rest of the report.

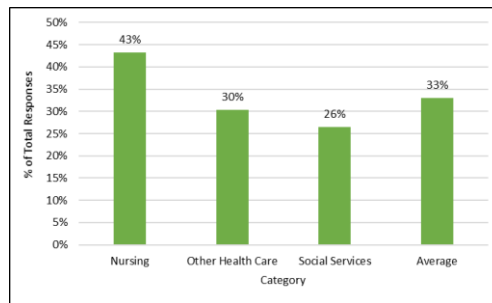
V. Description of the Respondents

By design, the surveys gathered information in an anonymous fashion without any demographic data being automatically collected. Therefore, we have no information on the potentially relevant variables of gender or age of the respondents, nor any way to verify claims about residence, language or status in a program. However, in addition to the program data given in the previous section, we do know other characteristics that will provide a partial picture of the respondents, including, among others:

- the category of the program (nursing, other health care or social services),
- their declared permanent addresses,
- the colleges that they are attending and the location of those colleges,
- their reasons for attending an English-language college,
- their declared main language,
- the language in which they claim they conduct their daily lives, and
- whether or not they believe they are close to graduating from their program.

As we saw in the previous section, there are nine programs in the health care category (one of which is Nursing) and four in the social services area; they constitute the total of the respondents as show in Figure 9. These significantly varying percentages are proportional to the registrations in the programs.

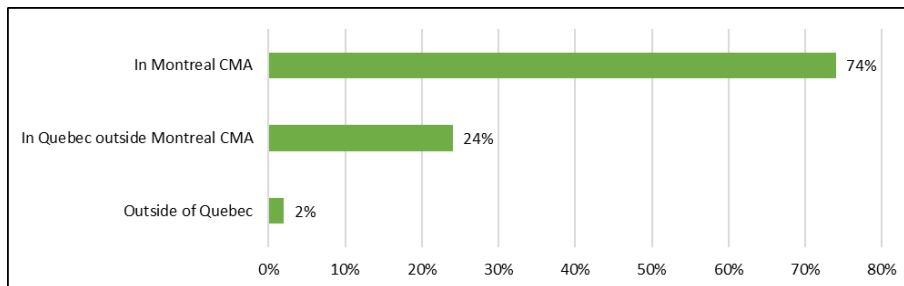
Figure 9 - Survey Respondents by Category²⁰ (Q1)



Where Respondents Live

As shown in Figure 10, the majority of the respondents declare their permanent address to be in the Montreal CMA.

Figure 10 - Permanent Addresses of Survey Respondents²¹ (Q11)

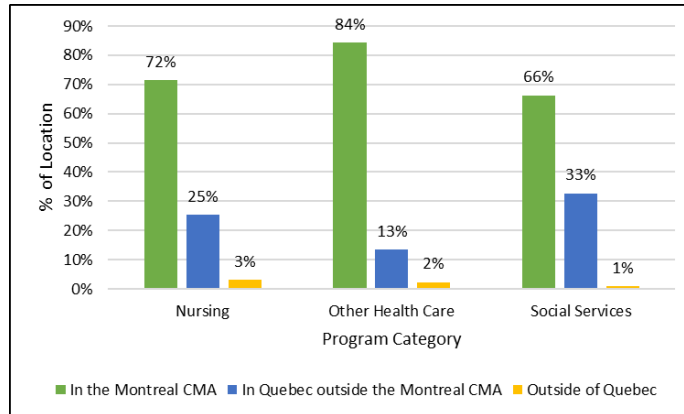


²⁰ Appendix E, Table E3

²¹ Appendix E, Table E15. It is important to remember that the “Outside Quebec” group is made up of only 54 respondents out of 2382; this needs to be kept in mind when looking at them as a separate group. Not including them in anything after the initial analysis was given serious consideration but in the end, all the data was included.

Next, the permanent addresses of respondents were separated by program category. The higher percentage of respondents for Nursing and Social Services for “In Quebec outside the Montreal CMA” shown in Figure 11 is likely a function of the fact that Nursing and Special Care Counselling are offered in the regions of Quebec outside the Montreal CMA, as well as in the Montreal CMA. To study any of the other health care programs in English, you must come to the Montreal CMA.²² For practical or financial reasons, this may discourage some people from enrolling in programs where this would be necessary. This suggests that financial support for students from the regions, as well as proactive recruitment outreach, could encourage potential students from the regions to enroll in Montreal-based health care programs.

Figure 11 - Program Category Cross-tabulated with Permanent Address (Q1 x Q11)²³



Looked at from the point of view of where the respondents live, Figure 12 shows the distribution of program categories by the permanent addresses of the respondents. It is clear that Montreal-based non-nursing health care programs have a significantly lower number of students from outside the CMA.

Figure 12 - Permanent Address Cross-tabulated by Program Category (Q11 x Q1)²⁴

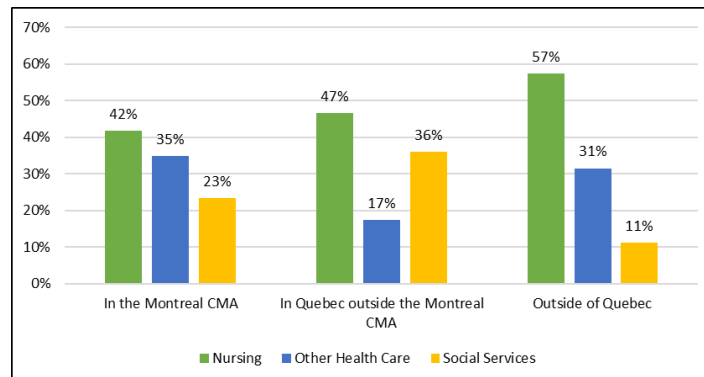


Figure 13 shows the general distribution of the students registered in the health and social services programs studied in the survey by the location of the college at which they are enrolled. Note that the percentages of

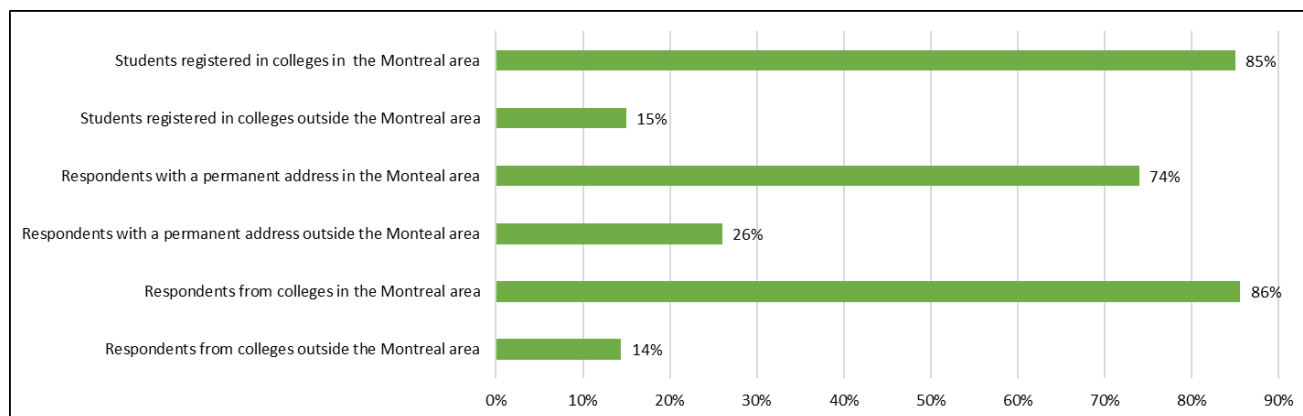
²² A further distortion in the data could arise from the fact that Vanier students did not participate in the 2019 survey. They were included in the 2020 survey, but even so, their response rate was quite low. By registration numbers, Special Care Counselling was 31% of the total for social services programs in 2020, and Vanier’s program was 64% of that number. Extrapolating similar numbers back to 2019, it is clear that due to this the social services program count is low overall and the percentages inflated for the regions outside the Montreal CMA. However, most data are presented as percentages, which should blunt the effect of that on the results. This shows up again in Figure 12.

²³ Appendix E, Table E15. These are percent totals for the category.

²⁴ Appendix E, Table E15. These are percent totals for the permanent address.

students registered in Montreal CMA colleges and the number of respondents from these colleges correlate well, and that there is an 11% difference in the number of students registered in Montreal CMA colleges and the number with the Montreal CMA as their permanent address. This indicates that a significant number of students from outside Montreal do choose to attend Montreal-based programs.

Figure 13 - Registrations and Responses by Permanent Address and Region of College²⁵ (Q1 x Q11)



Given that eleven of the thirteen programs in the study are offered in English only at Montreal CMA colleges, it is not surprising that 85% of the registered students are attending Montreal CMA colleges, even though only 74% actually live there.

Looked at another way, if you extract the 563 respondents who declare a permanent address in Quebec outside of the Montreal CMA and cross-tabulate them with the location of the college they are attending, you see that 50% (284/563) of them are enrolled in Montreal CMA colleges. Conversely, only 41 out of 1764 respondents (2.3%) with a permanent address in the Montreal CMA are enrolled in the colleges in the regions of Quebec outside of the Montreal CMA.²⁶ There may be recruitment opportunities here for colleges in other regions of Quebec, since Montreal-based colleges are not able to accept all applicants to their programs, including in particular, anglophone applicants who may be unaware of programs available there, and opportunities for colleges in other regions to establish health care and social services programs that might attract students from their own or other regions, including from the Montreal CMA.

Since program category is being used as a main classification, it is useful to break down registrations in these categories by the location of the college where they are offered as well. Figure 14 seems to show that when programs exist in English Colleges outside the Montreal CMA, students will indeed choose them, as is clear with Nursing.

²⁵ Source: registration information provided by participating colleges (Appendix E, Table E1) and Survey Question 11,

²⁶ Appendix H, Table H3

Figure 14 - Program Category Registrations by Region of College²⁷

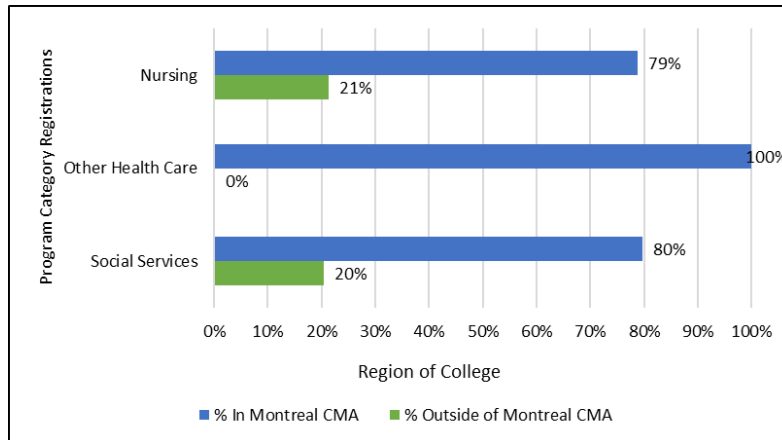
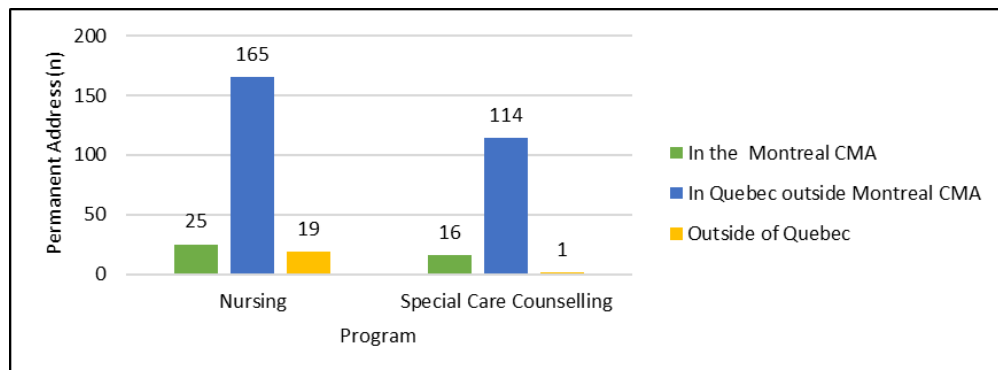


Figure 15 looks at the relationship between permanent address and the population of students in the two regions outside of Montreal CMA for the two programs given there. As expected, the majority of students who are studying there also live there, though 12% (25/209 and 16/131) in each have come from the Montreal CMA. It is worth noting that, at least among the survey respondents, regional nursing programs also draw 9% of their students from outside the province, another potential source of graduates who might establish themselves in the regions.

Figure 15 - Permanent Address of Respondents for Programs in Colleges Outside of Montreal CMA Only²⁸



Expectation of Graduation within Six Months

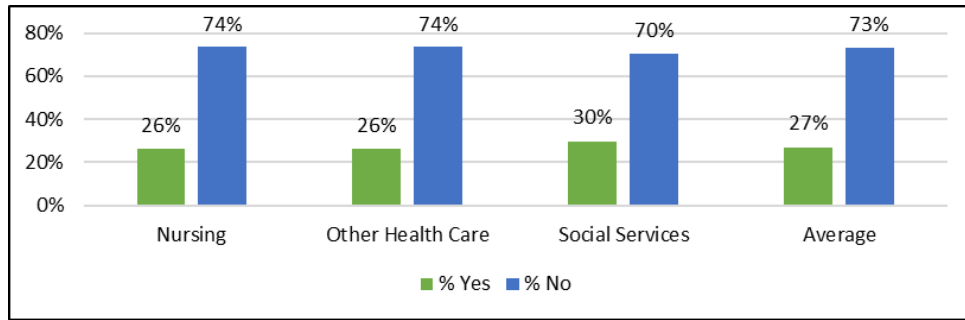
As shown in Figure 16, an average of 27% of respondents expected to complete their program within six months. These are three-year programs, and this 27% suggests that the response rates of first and second year students, and students completing the final year of their programs might be roughly distributed, with attrition accounting for fewer students in their final year.²⁹ (Given that the surveys were run in the spring, for the 2019 survey, that would have meant graduating in Winter 2019 or Summer 2019. Because in 2020, some surveys ran later than planned, that could include the fall 2020 semester as well.)

²⁷ Appendix H, Table H12. Remember that Vanier College did not participate in the 2019 survey and that they offer Special Care Counselling, one of the Social Services programs.

²⁸ Appendix I – Table I 16. Note that this only includes the students registered in the colleges in the regions.

²⁹ Please note that in all Cegep programs high percentages, often higher than 50%, of students take more than the two or three calendar years theoretically required to complete their programs.

Figure 16 - Percent of Respondents that Expected to Graduate within Six Months by Category³⁰ (Q2)

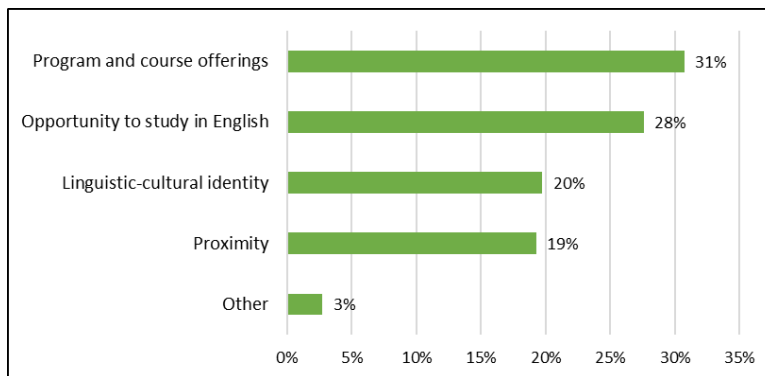


There is very little difference in the expectation of graduation among the categories, though the Social Services is a little higher than in Nursing or Other Health Care.

Why Choose an English-language College?

As illustrated by Figure 17, the two most frequently cited reasons to choose to study at an English college were for the programs available and the desire to study in English. Linguistic-cultural identity and proximity are also important motivators. Proximity likely speaks to practical and financial dimensions of student choice.

Figure 17 - Reasons to Choose an English-language Cegep³¹ (Q3)



We see in Figure 18 that there is a degree of variation when the program categories are considered individually.

This is a case where Nursing is different from the other categories. The data of nursing program respondents indicates that the most important reason to choose an English college was the opportunity to study in English (29%), with the programs and course offerings dropping to the second most-chosen reason for them. Other Health Care and Social Services cited “Programs and course offerings” as their top reason. Linguistic and cultural identity, an important motivator across program categories, registers as a motivating factor overall a little more often than proximity.

³⁰ Appendix E, Table E4

³¹ Data found in Appendix E, Table E5. Question 3 allowed respondents to choose all reasons that applied.

Figure 18 - Reasons to Choose an English College by Category³²

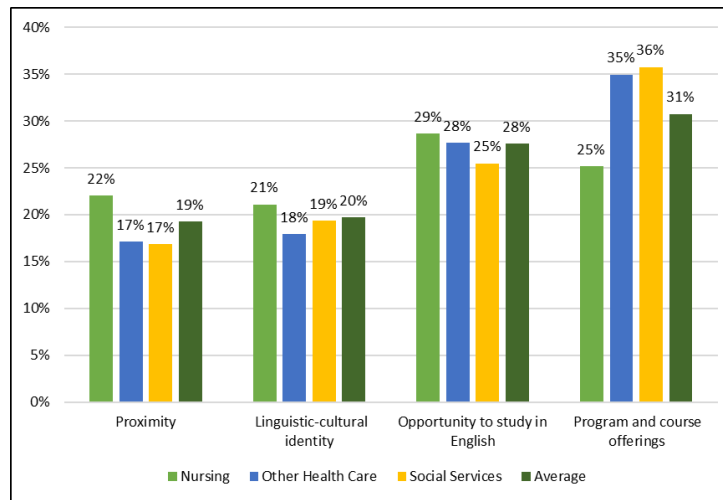
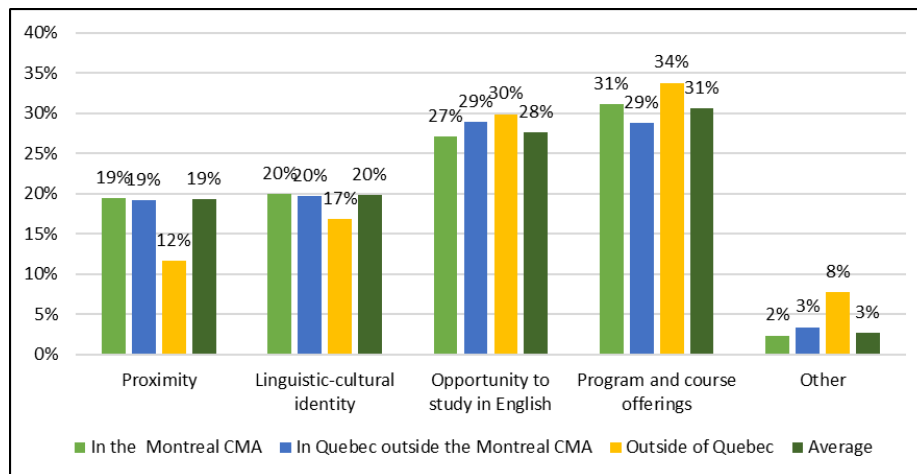


Figure 19 shows some variation in the choice of attending an English College when analyzed by permanent address, but the overall trend applies. It is important to keep in mind that the respondents from the Montreal CMA make up 74% of the total, while those from other regions in Quebec account for 24%, and from outside Quebec, only 2%. (The percentages shown are for each geographic area separately and not of the whole.) As well, the populations of the permanent addresses are shown as a percentage of the whole; in reality, there are 1764 respondents with a Montreal CMA permanent address, 563 with a permanent address in another area of Quebec and 54 from outside Quebec.) Program choice and opportunity to study in English are motivators for more students, with proximity again being a slightly less frequent motivator than linguistic and cultural identity.

Figure 19 - Reason to Choose an English College Cross-tabulated with the Region of Permanent Address³³ (Q3 x Q11)



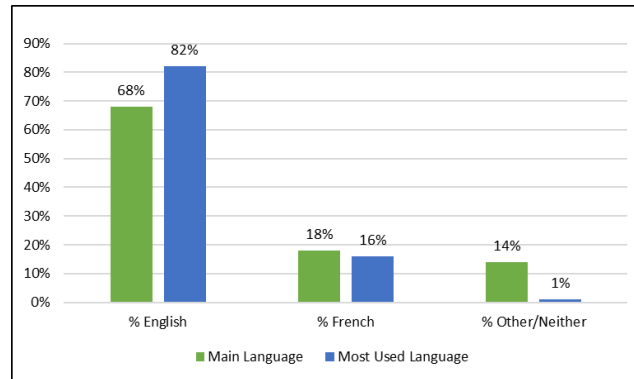
³²A note on “other” answers: This choice was provided to allow unusual reasons to be collected. One-hundred-and-twenty-seven (127) (5%) of the respondents typed in an answer. In reality, 60% of those were explanations of the various reasons they wanted to study in English, which the respondents had already checked. The remainder mentioned the specific program or college, wanting to play sports, being with their friends or the costs being lower. These numbers were very small and none of them would change the outcomes, especially when split into the three categories; neither do they speak in any broad fashion to the purposes of the surveys. Therefore, they were not coded and included in these or subsequent totals.

³³ Appendix H, Table H2

Language

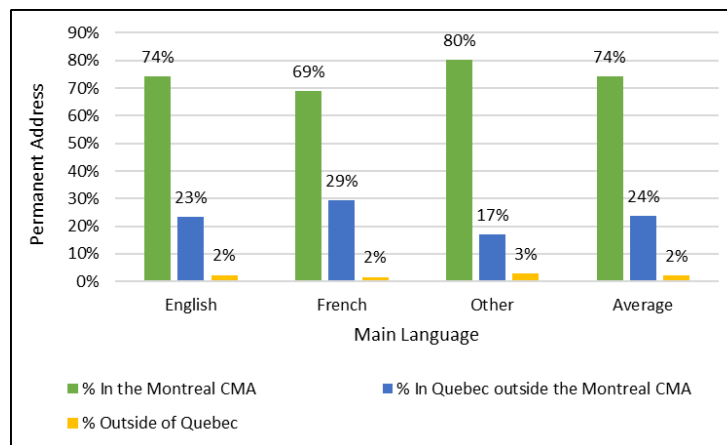
Figure 20 compares the declared main language and the language most used in daily activities of the respondents. Given that the respondents whose mother tongue is neither English nor French are students in English colleges, it is not surprising that at this point in their lives most of their activities are carried out in English, which augments the total for “English in daily life”. Note that attending an English-language college does not significantly reduce the number of French-main-language respondents who continue to use French as their daily-life language.

Figure 20 - Declared Main Language and Most Used Language³⁴ (Q6 & Q7)



In Figure 21 we see the relationship between the main language of the respondents and where they have a permanent address. The percentage of those who claim English as their main language is more than three times higher among respondents from the Montreal CMA than those from outside it. Still, it is noteworthy that almost a quarter of English-language respondents are from outside the Montreal CMA. French-language respondents from parts of Quebec outside the Montreal CMA are a higher proportion of the total number of French-language respondents than the non-Montreal CMA English-language respondents are of the English-language total. This suggests that programs at English-language colleges may be somewhat more attractive to francophones from the regions than to francophones from the Montreal CMA. These non-Montreal CMA francophone graduates of English-language health and social services programs constitute a potential resource for English populations outside the Montreal CMA.

Figure 21 - Declared Main Language Cross-tabulated with Permanent Address³⁵

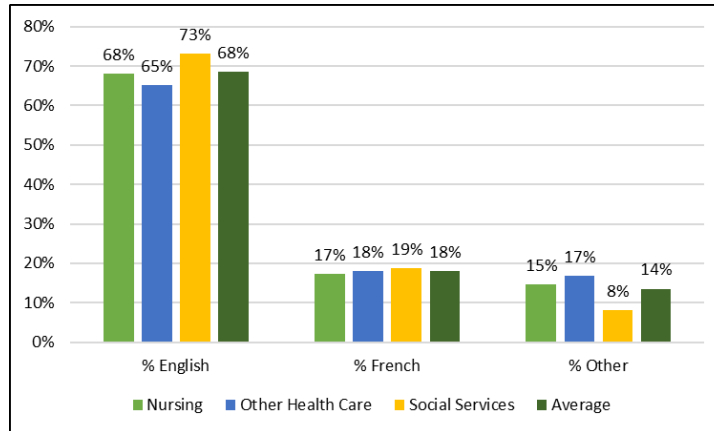


³⁴ See Appendix E, Tables E8 and E9.

³⁵ Appendix G, Table G12

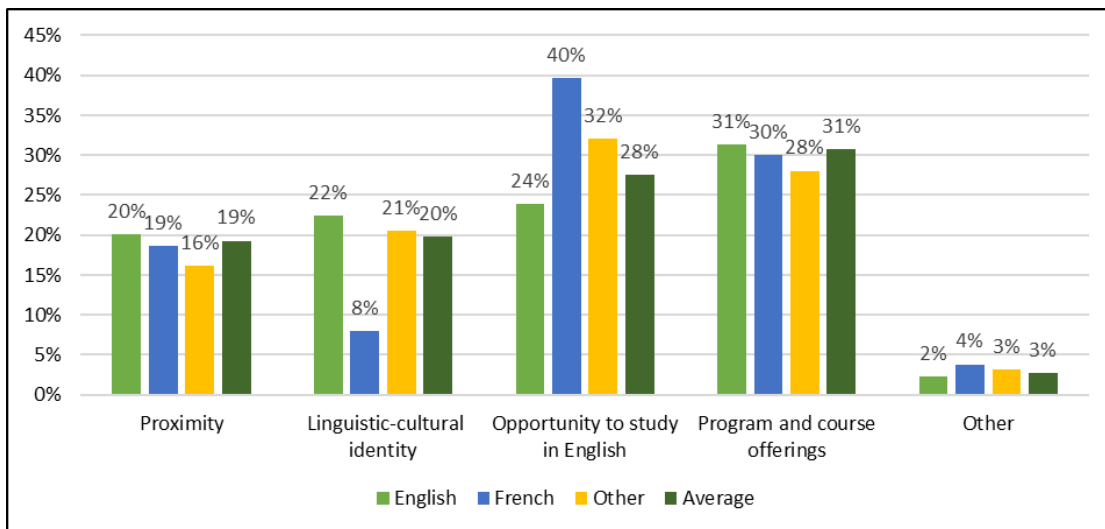
Another relationship involving language is that of category of program of study chosen and the declared main language. (Figure 22) The distribution of main language across the categories is essentially the same, though the social services programs category is a little higher in percentage of English-language respondents and lower in respondents whose main language is neither French nor English.

Figure 22 - Main Language by Category³⁶



When looking at the data for the reasons that respondents chose to attend an English-language college (Figure 23), we see that the “opportunity to study in English” is the most oft-cited reason for respondents with French as their main language, but “programs and course offerings” is the top reason for English respondents as well as for those with neither French nor English as their main language. For English-language respondents, “Linguistic-cultural identity” is more frequently cited than “proximity” and almost as frequently cited as “opportunity to study in English”, indicating a strong affinity for and identification with the English community in Quebec, and a desire to access its institutions.

Figure 23 - Reason to Choose an English-Language College by Main Language³⁷



³⁶ Appendix E, Table E8.

³⁷ Appendix G, Table G3

Summary of Descriptive Information

- **Program category of respondents**
 - 43% Nursing
 - 30% Other Health Care
 - 26% Social Services

- **Permanent address of respondents**
 - 74% of respondents have their permanent address in the Montreal CMA
 - 24% are from another area in Quebec
 - 2% are from outside of Quebec

- **Region of study and permanent address**
 - 85% of program students are registered in Montreal CMA colleges and 86% of respondents are from Montreal CMA colleges
 - 98% of respondents who have a permanent address in the Montreal CMA attend colleges in the Montreal CMA
 - 50% of respondents with a permanent address in Quebec outside of the Montreal CMA are attending a college in the Montreal CMA
 - 2.3% of respondents with a permanent address in the Montreal CMA are attending a college in Quebec outside the Montreal CMA
 - Overall, 84% of respondents are attending a college in the area where they have a permanent address

- **Language**
 - 68% of respondents claim English as their main language while 82% of respondents claim English as the language they use most in their daily life
 - The increase in percentage of English as language of daily life comes from the “other” category

- **Reason to choose an English College**
 - Overall, and for the “Other Health Care” and “Social Services” program categories, the most often chosen reason to attend an English college is “Programs and Course Offerings”, confirming the importance of program offerings as a motivator.
 - “Opportunity to study in English” is second, with “Linguistic-cultural identity” being nearly as important for English-language students.
 - For respondents in Nursing, the “Opportunity to study in English” is the top reason to attend an English College, and “Programs and Courses Offerings” is second.
 - When divided by declared main language, for French-main language, “Opportunity to study in English” is the most important category.

VI. Post-Graduate Plans of Respondents

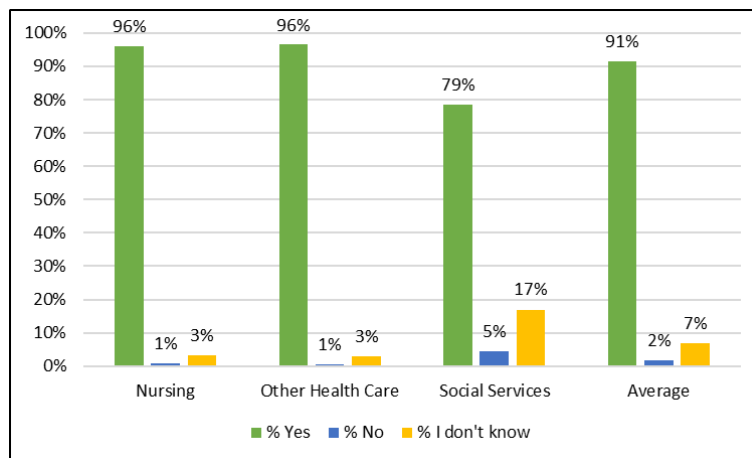
By funding this study and others like it, the ultimate goal of the Government of Quebec, the Institute for Health and Social Policy, and Dialogue McGill is to improve access to public health and social services in English in the regions of Quebec as provided for in the Act Respecting Health and Social Services. This can be done through the retention of students studying in health and social service programs at post-secondary level in Quebec and increasing their willingness to live and work outside the Montreal CMA.

Several survey questions asked about the survey respondents' plans for working and living following the completion of their studies, as well as the reasons for their choices.

Intention to Work in Field of Study after Completion of Studies

As we saw in Section V, an average of 91% of survey respondents said that it was their intention to work in the field in which they were training after they completed their studies. These rates were significantly higher in nursing and other health care programs when compared with the social services programs. The difference comes from the uncertainty about what to do after graduation being much higher in the social services category than in the others. It will be important for college administrators and faculty to compare levels of uncertainty about plans to work in students' fields of study to the average for this group.

Figure 24 - Plan to Work in Field after Completion of Studies by Category³⁸

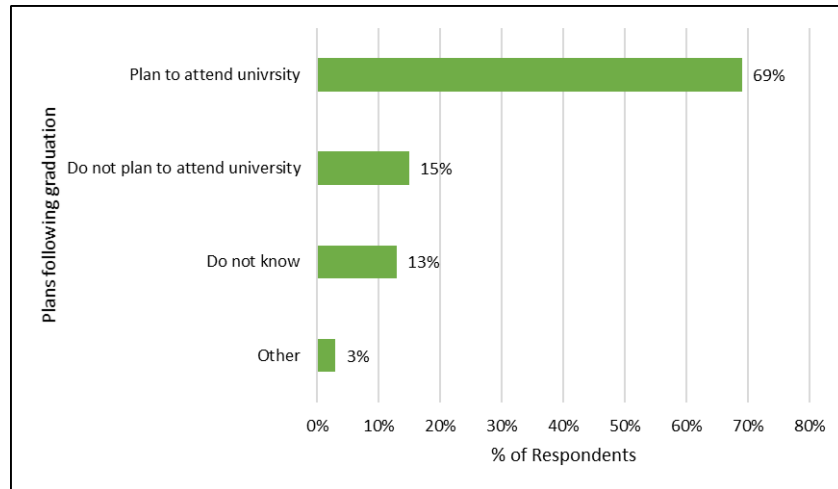


Plans for Further Study

Survey question 5 asked respondents about their plans concerning further study after graduation. Sixty-nine percent (69%) want to go on to university while only 15% do not, and 13% are unsure. (Figure 25)

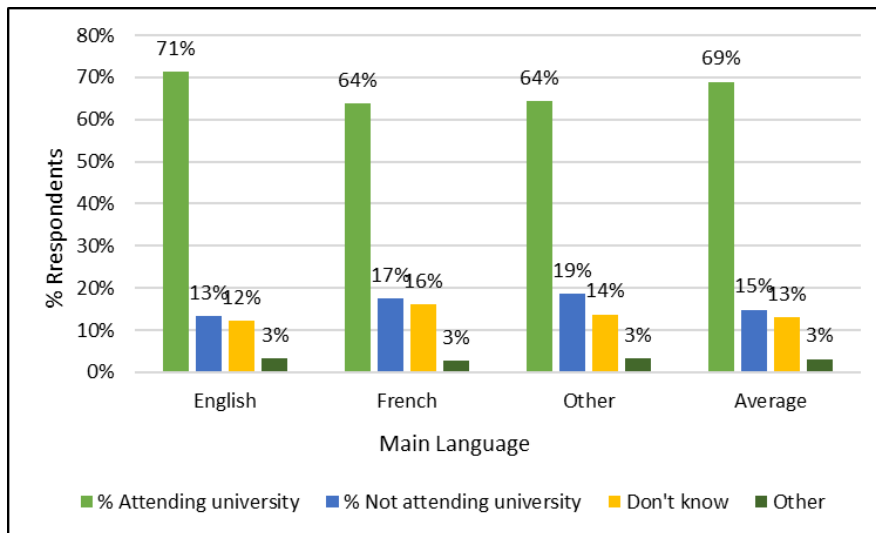
³⁸ Appendix E, Table E6

Figure 25 - Plans following Completion of Studies (Q4)³⁹



The main language of the respondent has some effect on this (Figure 26) with English speakers having a higher rate of intentions to continue on to university and consequently not immediately entering the workforce in the health and social services sectors following college studies.

Figure 26 - Plans following Graduation by Main Language⁴⁰



Considering only the respondents who state that it is their plan to attend university following graduation from college, we see that the intention is not evenly distributed among the program categories. (Figure 27) The highest rate is among the Nursing Program students (total of 84% for all universities), who also have a very high rate of intention of working in their field after graduation (96%). The lowest rate (total of 47%) is among the other health care programs, with a total of 69% of respondents in social service programs. These rates, high or low, may have a structural basis, a DEC being the common path to certain university programs (such as Nursing), or there may be no natural university successor

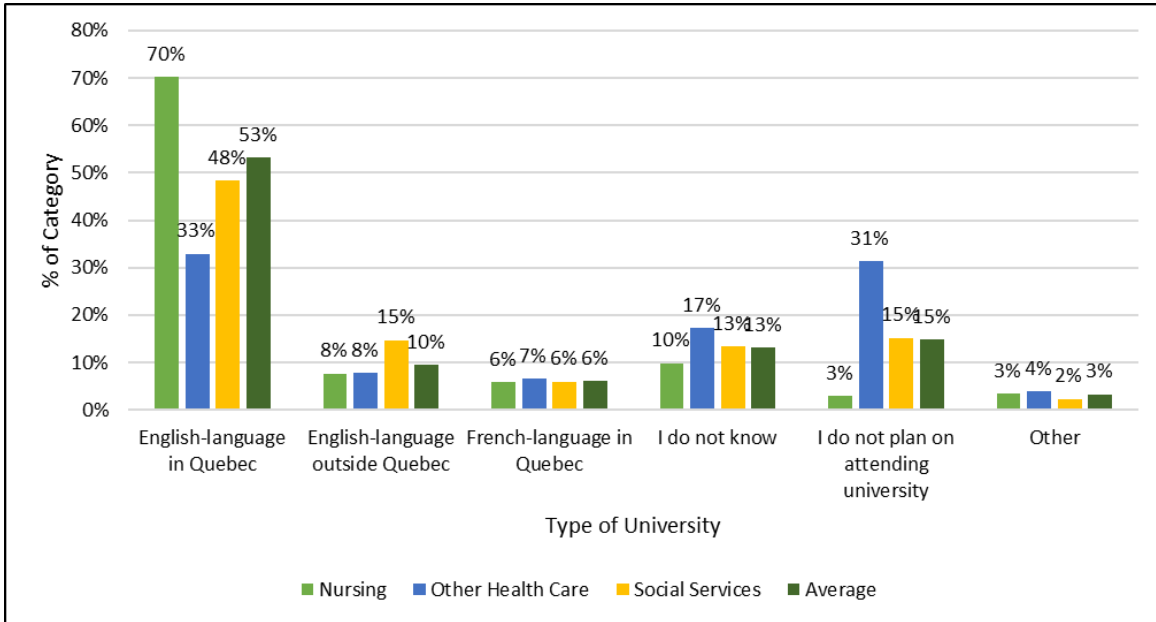
³⁹ See Appendix G, Table G5

⁴⁰ Ibid.

to the college program. It might also signal contentment with a terminal program, or it could indicate the intention to change career direction after graduation.

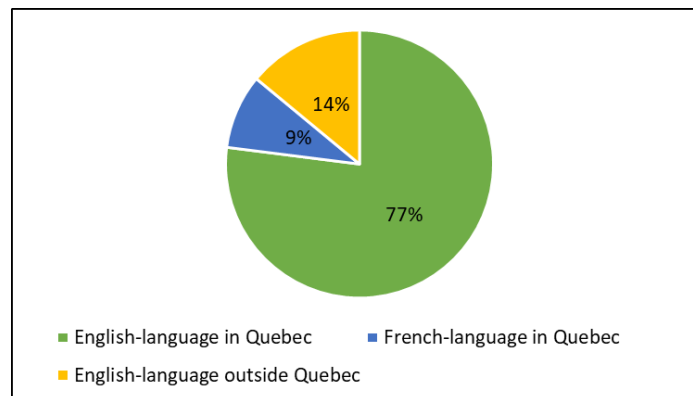
Again, taking only the respondents who are planning to attend university and separating them by program category shows that more nursing program students intend to study at English-language universities in Quebec than the other health care or social services students. (Figure 27)

Figure 27 - Plans for Further Study by Program Category⁴¹



Considering only the 1667 respondents that say they intend to go to university after CEGEP, a large majority (86%) intend to study in Quebec, either in English (77%) or in French (9%), while the other 14% want to study in English outside of Quebec.⁴² (Figure 28) (Note that none of the respondents said they are planning to attend a French-language university outside of Quebec.)

Figure 28 - Respondents' Choice of University

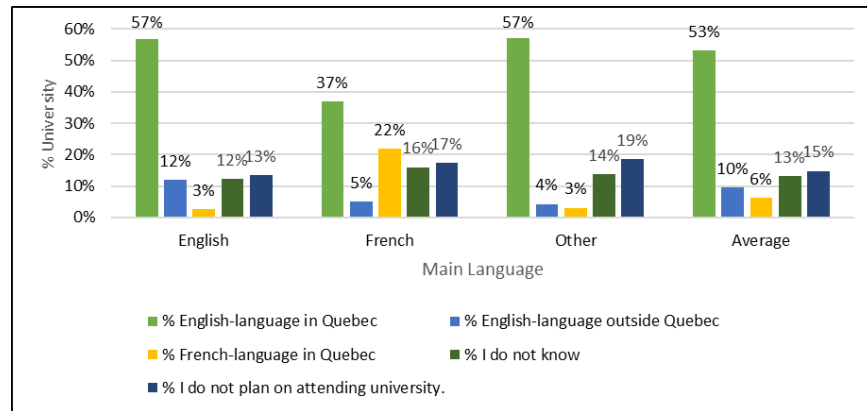


⁴¹ See Appendix E, Table E7.

⁴² Ibid.

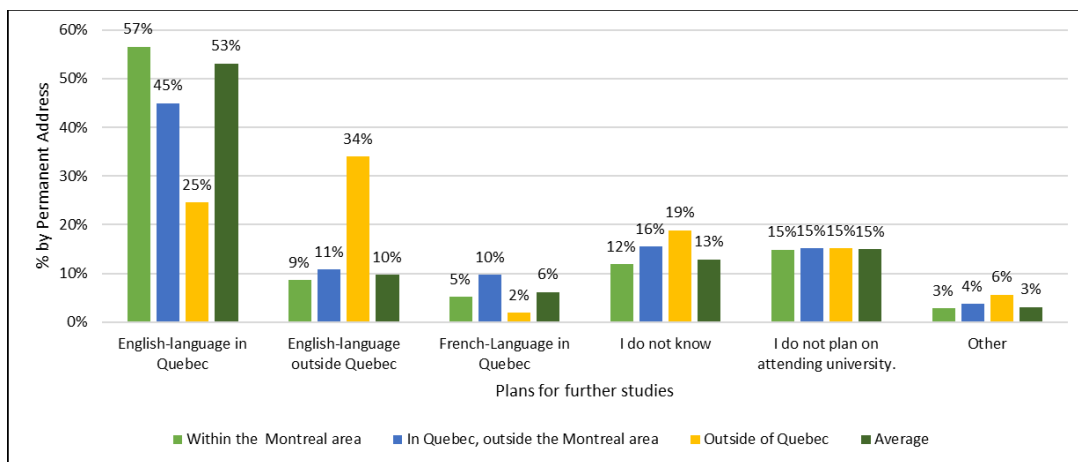
Breaking this down by the declared main language of the respondents (Figure 29), we see that the majority in every language group plan to attend English-language universities, though there is a significant migration to French-language universities among francophone respondents. Increasing the number of anglophone career-program graduates who choose French-language Quebec universities, including universities outside the Montreal CMA, through recruitment outreach and financial support would be a way not only of improving their French-language skills, but of enhancing social and workforce integration and improving retention rates of anglophone graduates in Quebec.

Figure 29 - Type of University Cross-tabulated with Main Language⁴³



When the respondents' plans for further studies are cross-tabulated with their permanent addresses (Figure 30) we see that a greater percentage of respondents from the Montreal CMA both plan to attend university (71%) than do respondents from Quebec outside the Montreal CMA (66%), and that no matter the permanent address, 15% do not intend to go to university. There are other factors that could well be influencing the choice, such as the type of employment sought or the proximity to a university with an appropriate program, so it is not possible to attribute significance to the differences. However, these findings do suggest that a higher proportion of CEGEP students from outside the Montreal CMA intend to enter the health care and social services workforce immediately after graduation.

Figure 30 - Plans for Further Study Cross-tabulated with Permanent Address⁴⁴



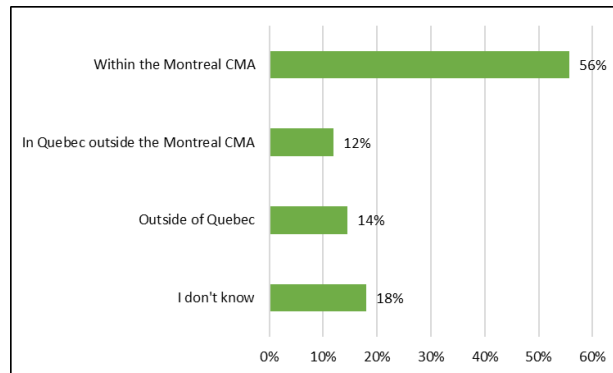
⁴³ See Appendix G, Table G5.

⁴⁴ Appendix I, Table I-4

Choice of Location for Work Following Completion of Studies

Survey Question 12 asked the respondents where they would choose to work after they complete their studies. (Figure 31) Remembering that 74% of respondents have a permanent address in the Montreal CMA, while 24% live in a region of Quebec outside the Montreal CMA and only 2% are from outside Quebec (See Figure 10), this indicates a significant movement to “Outside Quebec” no matter where the “I don’t know” respondents end up.

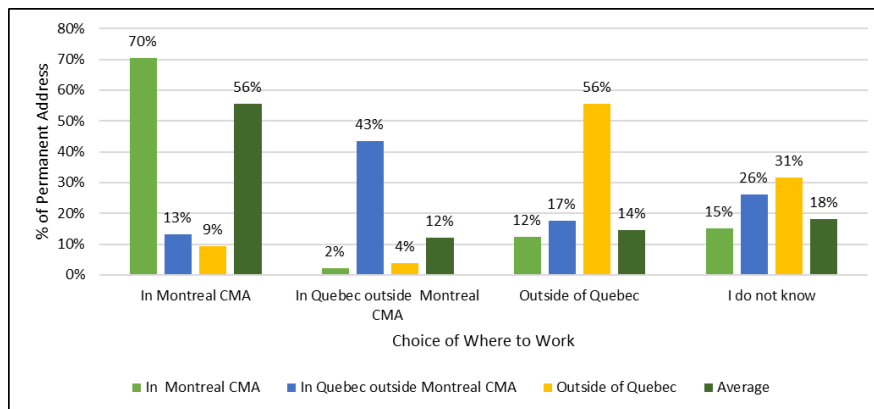
Figure 31 - Choice of Location for Work after Studies⁴⁵ (Q12)



However, the 18% of respondents who are unsure of where they plan to work outnumber the 14% of respondents who intend to work outside of Quebec, as well as the respondents from the other regions who currently intend to move to work in the Montreal CMA (shown in Figure 32) is a substantial number. These students are presumably susceptible to persuasion and open to opportunities for employment in Quebec outside the Montreal CMA.

To look at this more closely, we can cross-tabulate the data for the choice of location for work with the permanent address of the respondent. (Figure 32) To clarify how to read this chart, taking respondents with a permanent address in the Montreal CMA, 70% plan to work in the Montreal CMA, 2% plan to work in another area of Quebec, 12% plan to leave Quebec for work while 15% are unsure. That is, six times as many respondents who live in the Montreal CMA plan to leave Quebec as plan to seek or would consider employment in one of the other Quebec regions. One focus of actions should be to persuade those who plan to leave Quebec to stay, and, perhaps, to work in a region outside the Montreal CMA.

Figure 32 - Choice of Location for Work after Completion of Studies Cross-tabulated with Permanent Address⁴⁶ (Q11 x Q12)



⁴⁵ Appendix E, Table E16

⁴⁶ Appendix H, Table H1

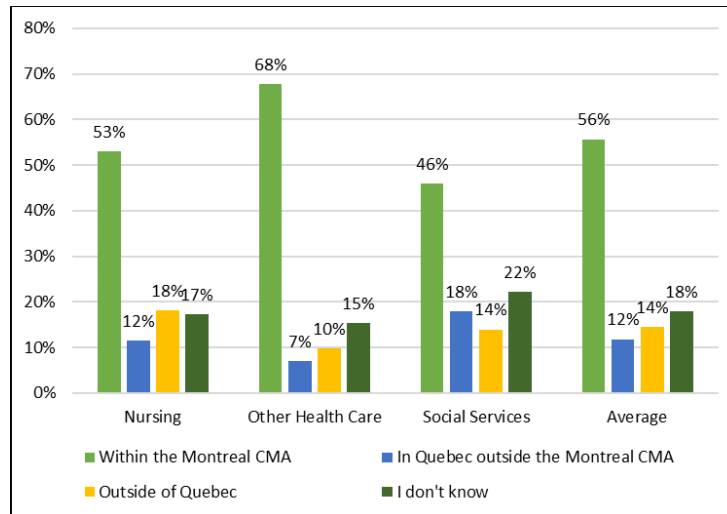
Similarly, for those with a permanent address in an area of Quebec outside the Montreal CMA, 13% plan to work in the Montreal CMA, 43% want to work in Quebec outside the Montreal CMA, 17% want to leave Quebec to work, and 26% are unsure. Further, more than four times more respondents with a permanent address outside of Quebec want to work outside of Quebec than in Quebec. This suggests the need for effective measures to retain more students from outside Quebec as well as measures to encourage more students from the Montreal CMA to work in Quebec’s regions.

It must be noted, though, that in all cases, the percentages of respondents who are unsure of where they want to work are quite high. If a significant number of these people could be added to the list of those who want to work in the Quebec regions outside of the Montreal CMA, it would make quite a difference.

It is not surprising that the majority or plurality of respondents indicate a preference for working in the area where they have a permanent address, though this is more true of those who live in the Montreal CMA than those in the regions outside of the Montreal CMA. (As we will see in the following section, “friends and family” is the most frequently cited factor in choosing where to work after graduation.)

When the choice of where to work is broken down by program category, this fact is demonstrated as well. (Figure 33) The percentages of those wanting to work in a region of Quebec outside the Montreal CMA are highest in the nursing and social services categories, presumably because the programs are offered there and the students have a permanent address there. This suggests that maintaining and expanding program offerings at English colleges in regions outside of the Montreal CMA might contribute to the retention of English-speaking graduates in those regions.

Figure 33 - Choice of Location for Work after Completion of Studies by Category⁴⁷



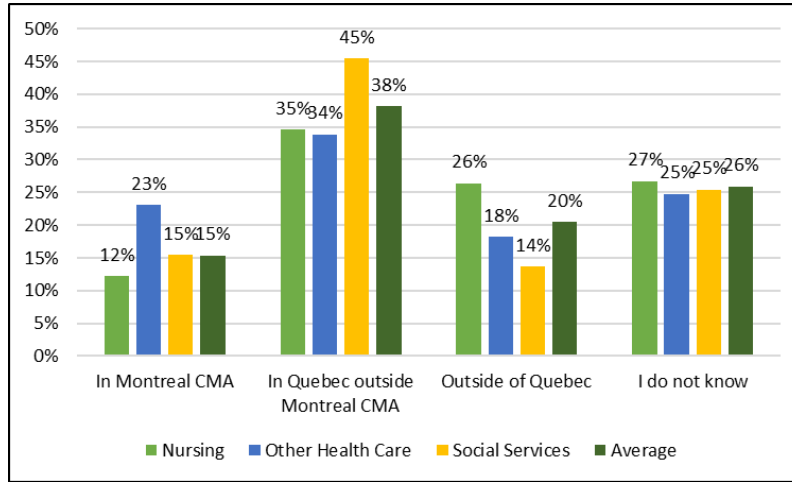
Combining the data of nursing program respondents who definitely wish to work in the Montreal CMA and the ones that definitely want to work in other Quebec regions shows that 65% plan to stay in Quebec. Similarly, 73% of other health care program respondents and 64% of social services program respondents plan to work in Quebec. Adding in the number of respondents that are unsure to any of these totals would raise it significantly.

If we examine only those who have a permanent address in Quebec outside of Montreal for where they plan to work after their studies are complete by category, we see that respondents who had to move to the Montreal

⁴⁷ Appendix E, Table E16

CMA to find the program that they wanted in English (i.e., “Other Health Care”), have a greater tendency to want to work in the Montreal CMA than do those in the other categories. (Figure 34)

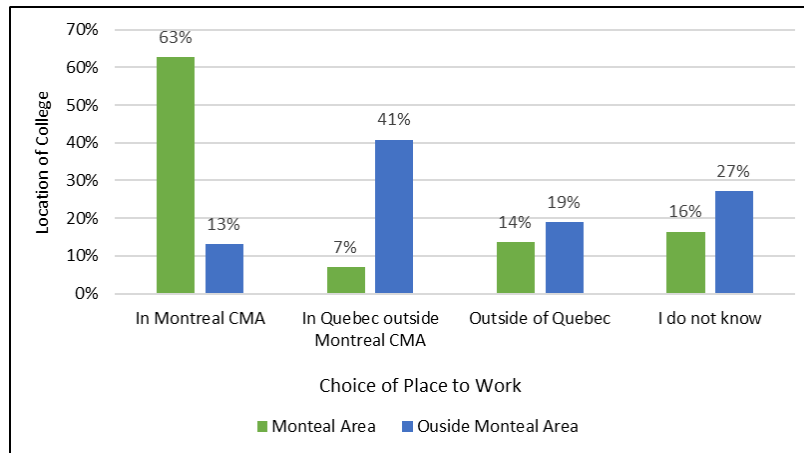
Figure 34 - Choice of Location for Work for Respondents from Quebec outside the Montreal CMA⁴⁸



Each of these categories has a high number of respondents who are unsure of where they want to work, suggesting that effective measures encouraging graduates to choose regions other than the Montreal CMA have the potential to effect the choice of locations significantly.

The location in which the respondents are studying (and perhaps doing their internships) shows a similar relationship. (Figure 35) Colleges in the Montreal CMA have a majority of students who want to work there, while those in other regions of Quebec have more respondents that want to work there than to go work in the Montreal CMA or outside of Quebec. At the non-Montreal CMA colleges, more students are contemplating leaving Quebec than establishing themselves in Montreal. (It might be interesting for Heritage and Champlain-Lennoxville to compare the results for their programs to the larger program categories in this respect.)

Figure 35 - Choice of Location for Work Cross-tabulated with Location of College⁴⁹



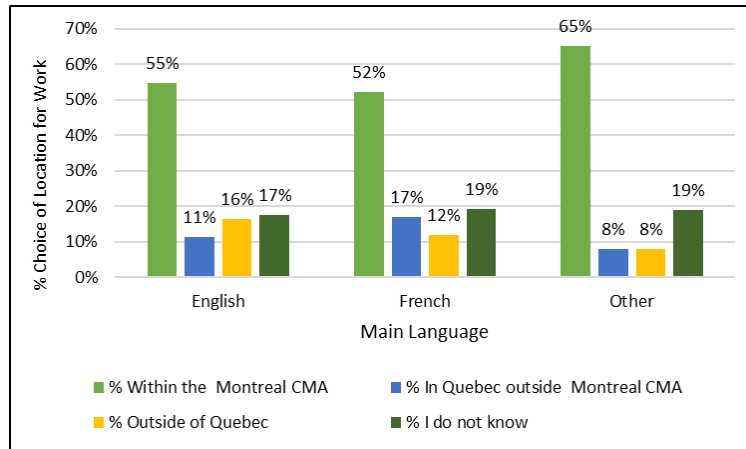
To examine the influence of main language on this choice, the aggregate data was cross-tabulated with it. (Figure 36) First, 66% of English-main-language and 69% of French-main-language respondents plan to stay in Quebec.

⁴⁸ Appendix H, Table H14

⁴⁹ Appendix H, Table H8

Again, the number of undecided respondents is quite high, suggesting the pertinence of measures to encourage retention of graduates in Quebec, regardless of students' main language.

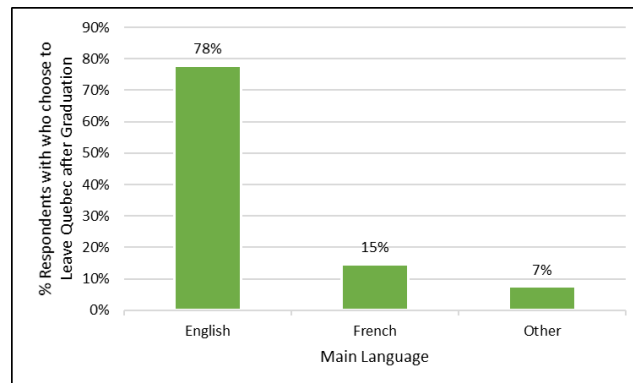
Figure 36 - Choice of Location for Work after Studies Cross-tabulated with Main Language⁵⁰(Q 6 x Q12)



On a percentage basis, there is little difference between the those who have either French (52%) or English (55%) as their main language and wish to work in the Montreal CMA, and more French-main-language respondents plan to work in a region of Quebec outside the Montreal CMA than do either the English or “Other” language groups. The highest percentage of respondents who want to work in the Montreal CMA are “other” language speakers.

When the 348 respondents who stated that they plan to work outside of Quebec upon completion of their studies are isolated from the others and cross-tabulated with their main language, the results are shown in Figure 37, below.

Figure 37 - Main Language of Respondents who Choose to Work Outside of Quebec after Graduation⁵¹



The distribution of respondents who intend to leave Quebec for work following graduation by main language is not the same as the overall respondent population. As we saw earlier (Figure 20), 68% of respondents claimed English as their main language, 18% of respondents stated that French is their main language and 14% of respondents identified “other” as their main language. Comparing these numbers to the breakdown of the main languages of those who plan to leave Quebec for work as shown in Figure 37, we see that more anglophones but fewer

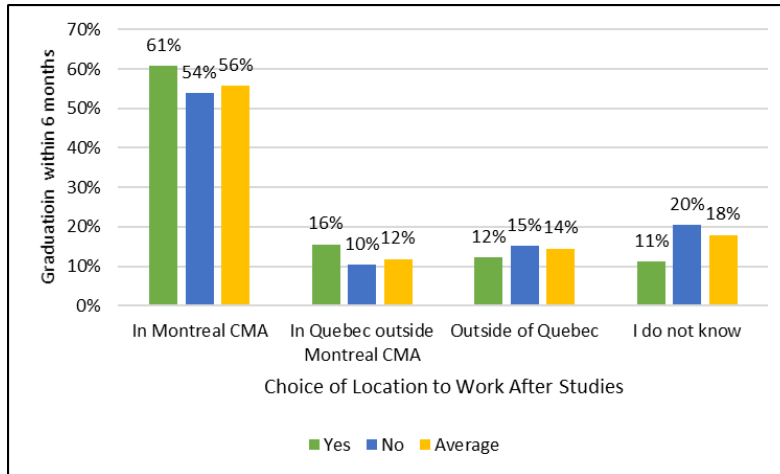
⁵⁰ See Appendix G, Table G13.

⁵¹ Ibid.

francophones and “other” speakers intend to leave than would have been predicted if the ratios had been the same.

Finally, to see if the imminence of graduation has any effect on the choice of place to work, the data from survey question 2 can be cross-tabulated with that for question 12.

Figure 38 - Choice of Location to Work Cross-tabulated with Graduation within Six Months⁵²



There is an increase in the number of respondents who plan to remain in Quebec as they approach graduation (total of 77% vs 64%), a decrease in the number who plan to leave Quebec (12% vs 15%), and a decrease in the respondents who have not yet decided what to do (11% vs 20%).

⁵² Appendix J, Table J4

Summary of Post-graduate Plans

- **Intention to work in field after completion of studies**
 - 96% of respondents in Nursing and the other health care fields plan to work in field
 - 79% of respondents in social services programs intend to work in field
- **Plans for further study**
 - 69% of respondents plan to go on to university studies
 - Highest in Nursing (84%)
 - Lowest in “Other Health Care” (47%)
 - 86% of those who plan to go to university plan to attend Quebec universities
 - 77% Quebec English university
 - 9% Quebec French university
- **Where to work after completion of studies**
 - Overall
 - 56% in Montreal CMA
 - 12% in Quebec outside the Montreal CMA
 - 14% Outside Quebec
 - 18% are unsure
 - By permanent address
 - 70% of Montreal MCA residents want to work in the Montreal CMA (15% are unsure)
 - 43% of those with a permanent address outside the Montreal MCA want to work outside the Montreal MCA (26% are unsure)
 - 50% of those with a permanent address outside of Quebec want to work outside of Quebec (31% are unsure)
 - A greater percentage of respondents who needed to move to the Montreal CMA to find their chosen program in English, (“Other Health Care, 23%”) chose to work in the Montreal CMA than did those respondents who had the opportunity to pursue their studies in the region where they live (Nursing, 12% and Social Services, 15%).
 - Respondents who are closer to graduating are more committed to remaining in Quebec and less uncertain about their plans
 - A higher percentage of anglophones plan to leave Quebec for work after graduation than do francophones and respondents whose main language is other than French or English.

VII. Factors that Influence the Choice of Where to Work and Live

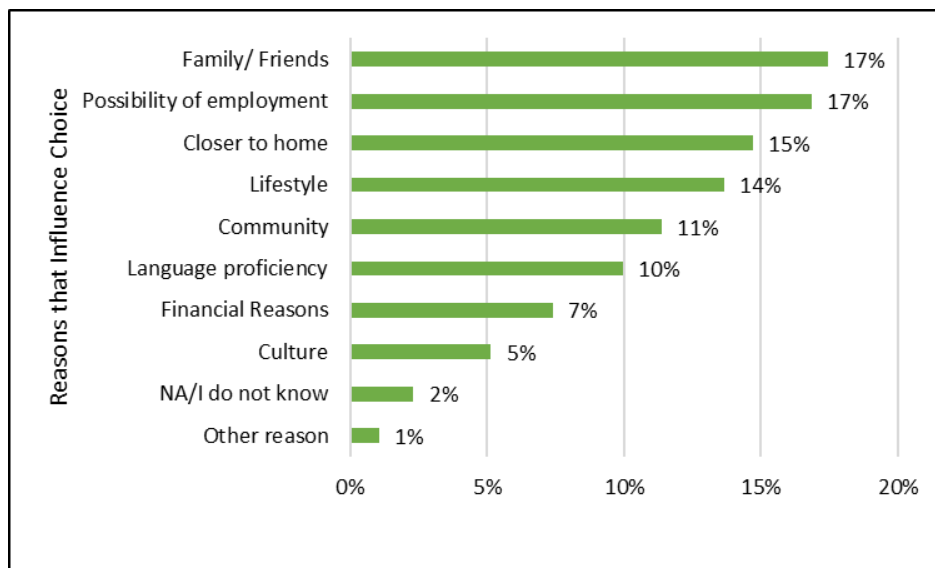
The aims of this study were to determine what might improve the retention of graduates in health and social services programs in Quebec, and what might be done to encourage them to work in other regions of Quebec. The groups that need to be influenced are (1) the ones who plan to leave Quebec to work, (2) some number of the ones that want to work in the Montreal CMA and (3) the ones that are unsure of what they want to do.

As we saw in section VI, survey question 12 asked about their choice of place to work following the completion of their studies, and we saw in Figure 31 that 56% want to work in the Montreal CMA, 12 % wish to work in a region of Quebec outside of the Montreal CMA and 14% outside of Quebec entirely, while 18% are unsure. Compare this with the permanent address of the respondents as shown in Figure 10, where we saw that 74% live in the Montreal CMA, 24% in another region of Quebec and 2% from outside Quebec. Adding the “unsure” 18% to either the Montreal CMA or to a region of Quebec outside of the Montreal CMA would improve retention rates in Quebec. Moreover, if they were added to a region of Quebec outside the Montreal CMA or if some number of graduates who want to work in the Montreal CMA could be encouraged to move to another region of Quebec, the shortage of English-speaking health and social service workers in these regions would be alleviated and the vitality of regional anglophone communities heightened. Knowing the reasons that the respondents chose the place that they said they want to work is a place to start.

Stated Reasons to Choose a Location for Work after Completion of Studies

Survey question 13 asked them to choose the factors that influenced their choice. Respondents were invited to choose as many factors as applied. In the aggregated data, the two most often-chosen reasons were “Family and friends”, and the “Possibility of employment”. Note that when “Closer to home”, which is where family and friends usually live, is added to “Family and friends”, the total is 32% of all the answers. “Language proficiency” is well behind this, with only 10%.

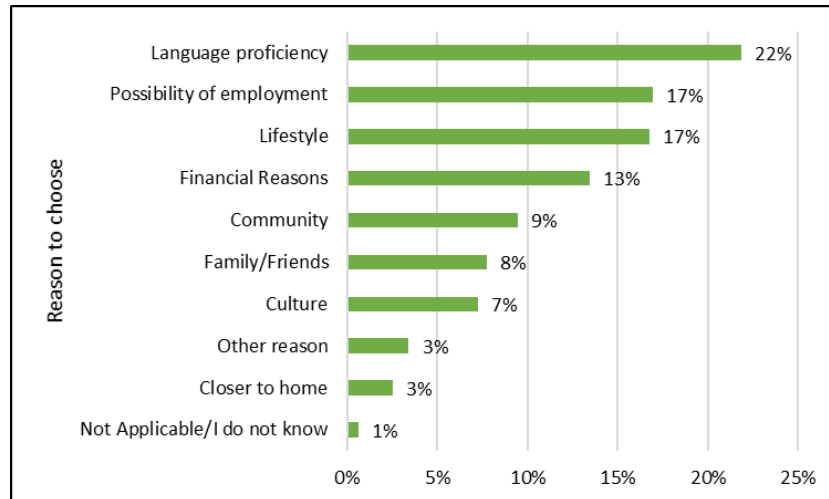
Figure 39 - Reasons to Choose Location for Work after Completion of Studies (All data) ⁵³



⁵³ See Appendix E, Table E17. Stated another way, 1418 of the 2438 respondents checked “Family & friends”; that is 58% of the respondents. The ranking is the same with either method of representation.

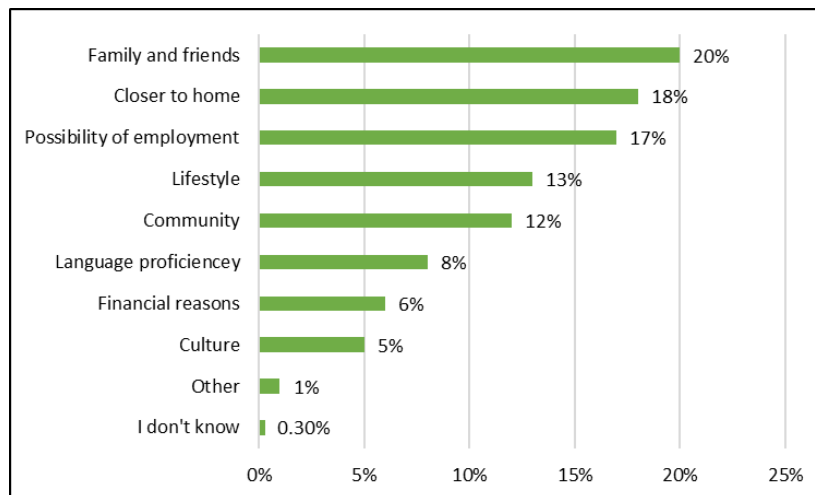
The same is not true for respondents that state a preference for working outside of Quebec, for whom “Language proficiency” is the greatest factor at almost three-times the rate of family and friends, though about the same rates as the possibility of employment. (See Figure 40, below.) This seems a clear call for proactive measures to increase access to employment in Quebec’s regions, to raise awareness of those regional employment opportunities, and to provide for increased assistance in supplementary French-language proficiency training.

Figure 40 - Reasons to Choose Location for Work for those who answered “Outside of Quebec” for Q12⁵⁴



For comparison, the data for the respondents who said that they do plan to work in Quebec after graduation is shown in Figure 41. Again, the choice is weighted in favor of emotional attachment.

Figure 41 - Reason of Choice for Work for Respondents who Plan to Remain in Quebec⁵⁵

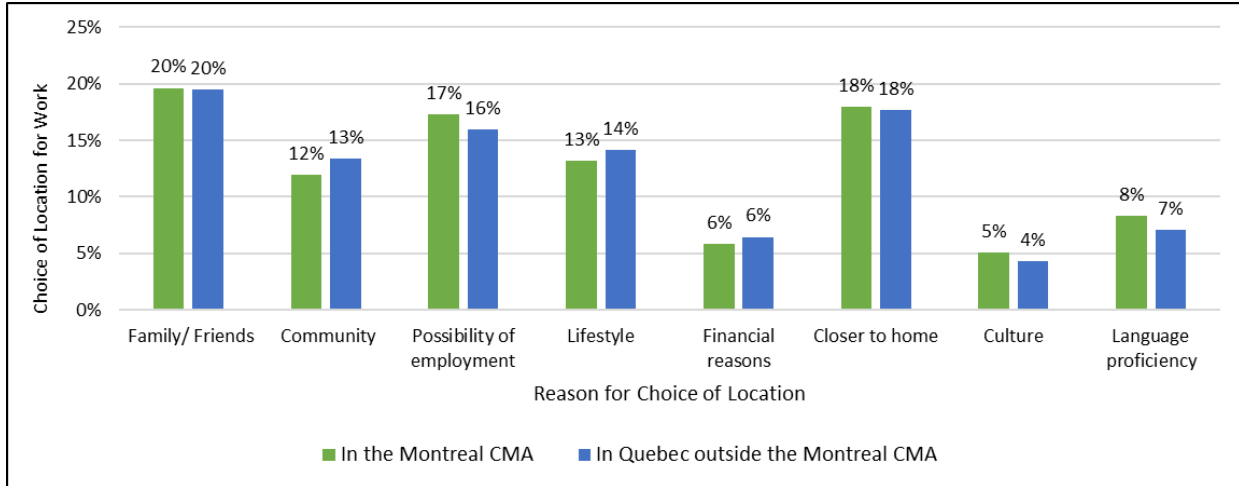


⁵⁴ See Appendix H, Table H7.

⁵⁵ Appendix H, Table H12.

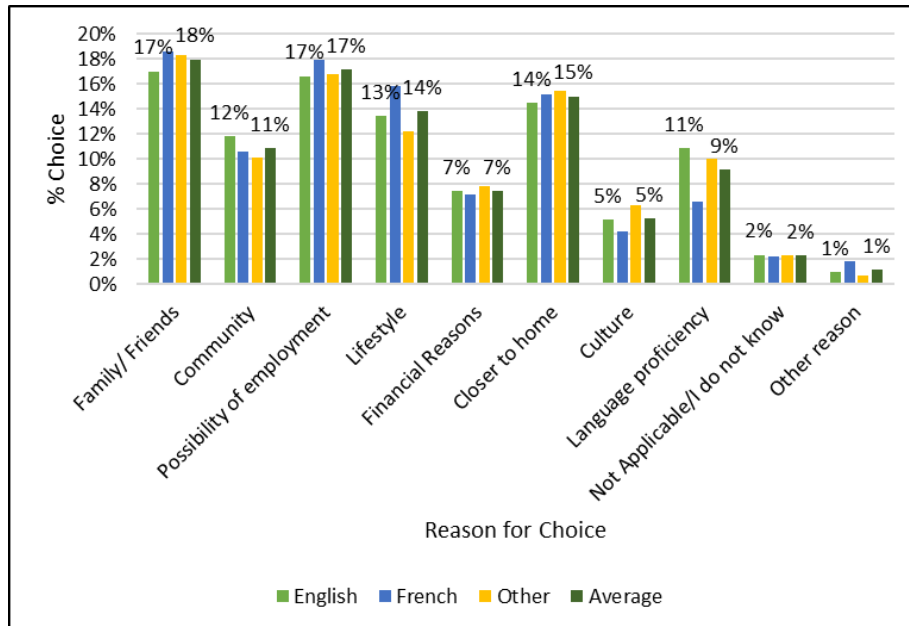
The choices “Family and friends” and “Closer to home” increase in importance to a total of 38%. These are essentially the same percentages, whether the respondents wish to work in the Montreal CMA and those who want to work outside of the Montreal CMA. (Figure 42, below.)

Figure 42 - Choice of Location for Work x Reason for Choice of Location for those Remaining in Quebec⁵⁶



When broken down by main language, there are differences among the groups, though the general trend in influencing factors is clear.

Figure 43 - Reason for Choice of Workplace Cross-tabulated with Main Language (Q 6)⁵⁷

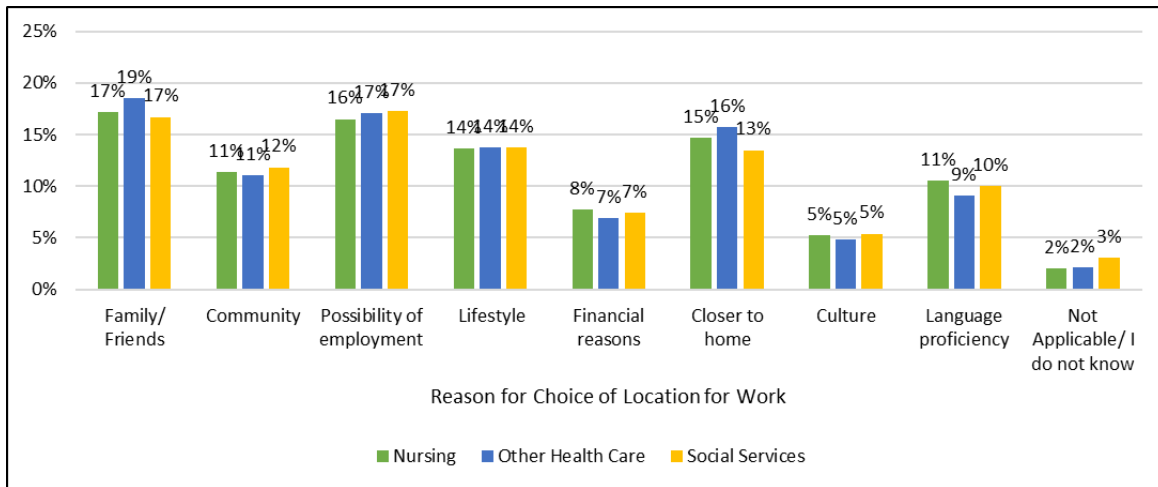


⁵⁶ Appendix H, Table H10

⁵⁷ Appendix G, Table G14

The results are also consistent across the program categories. (Figure 44)

Figure 44 - Reason for Choice of Location for Work by Program Category (Q13)⁵⁸

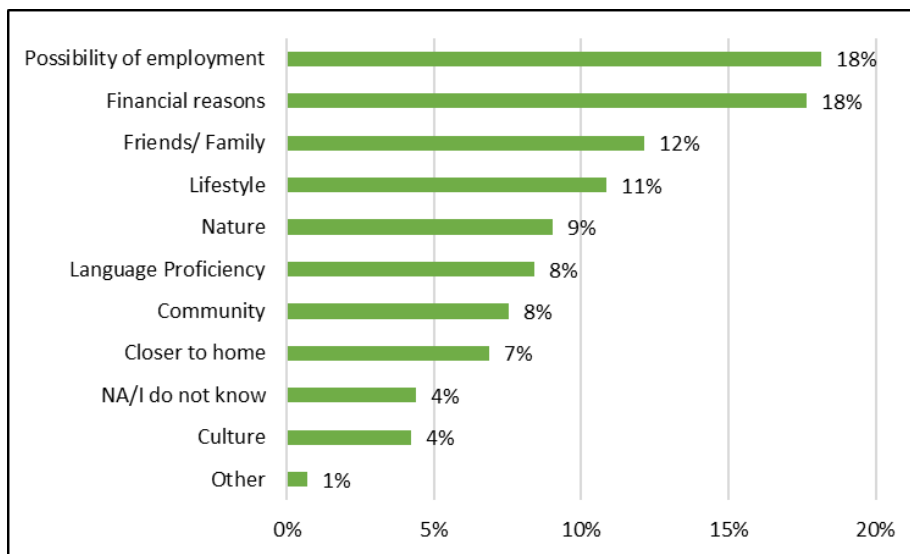


Factors that Could Encourage Working in an Area of Quebec Outside of the Montreal CMA

Survey question 14 offered the respondent a choice of nine specific factors (as well as an “I don’t know” and “Other” choice) that could potentially inspire a graduate of one of the programs in the study to accept work in an area of Quebec outside of the Montreal CMA. They were invited to choose as many factors as were relevant.

Taking the population as a whole, the highest-rated factors were economic ones (total = 36%); language proficiency is a cited one-quarter as often as the economic factors (Figure 45).

Figure 45 - Factors that Could Encourage Working in a Region outside of Montreal CMA (All respondents)⁵⁹

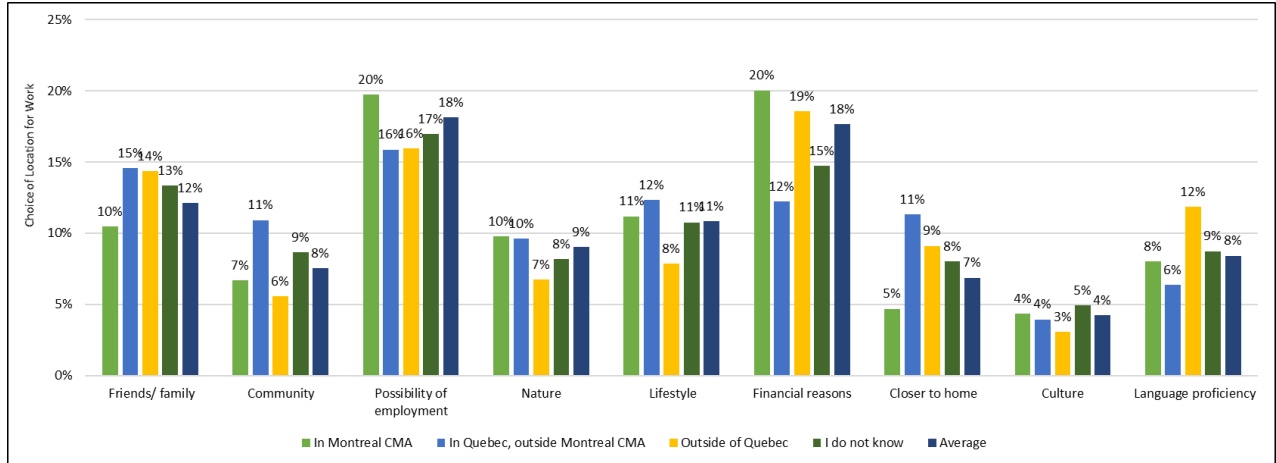


⁵⁸ Appendix E, Table 17

⁵⁹ Appendix E, Table E18

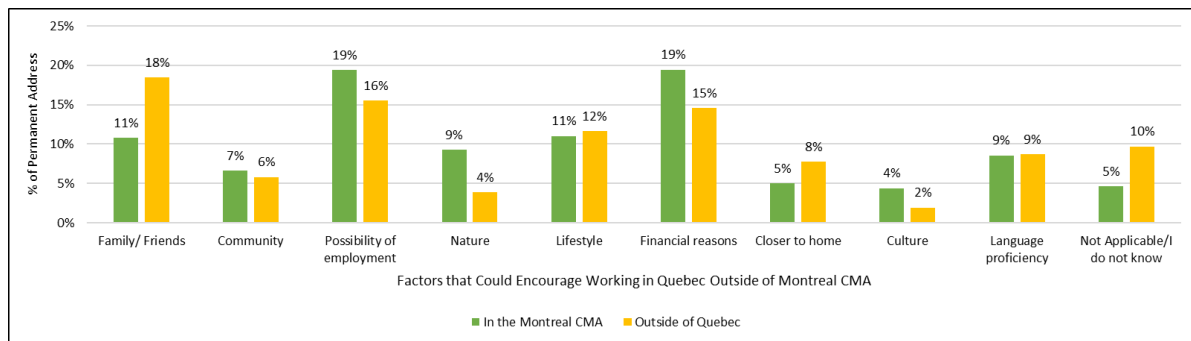
Separating the factors that might encourage working in Quebec outside the Montreal CMA by the choice of location for work (Figure 46) clearly show that for people who would choose to work in the Montreal CMA, the reasons to work in another region of Quebec are again employment and financial reasons. For those who would prefer to work outside of Quebec, possibility of employment and family and friends are the most often cited.

Figure 46 - Choice of Location for Work x Factors that Could Encourage Working in Quebec Outside Montreal CMA (Q12 x Q14) – All Data⁶⁰



When the factors that influence the choice of location for work after completion of studies are broken down by the permanent address of the respondents, we see that for those whose permanent addresses are in the Montreal area, “Possibility of employment” and “Financial reasons” outweigh all the other factors by 2:1 or more. The respondents who have a permanent address in Montreal are probably already close to family and friends, so jobs and financial reasons loom largest for them. (For those whose permanent address is outside Quebec, “Financial reasons” and the “Possibility of employment” are also the top two reasons, though not to as great a degree.) This is not true for those respondents who already live in a region, for whom family and friends are of equal importance with the possibility of employment.

Figure 47 - Factors That Could Encourage Working Outside of the Montreal CMA for those with a Permanent Address in the Montreal CMA or Outside of Quebec⁶¹ (Q11 x Q14)



The data from respondents who already have a permanent address in Quebec outside the Montreal CMA are difficult to interpret because Question 14 asked if they could be encouraged to move to a place where they already (or may already) have a permanent address. Therefore, Figure 47 omits them.

⁶⁰ Appendix H, Table H5

⁶¹ I-14

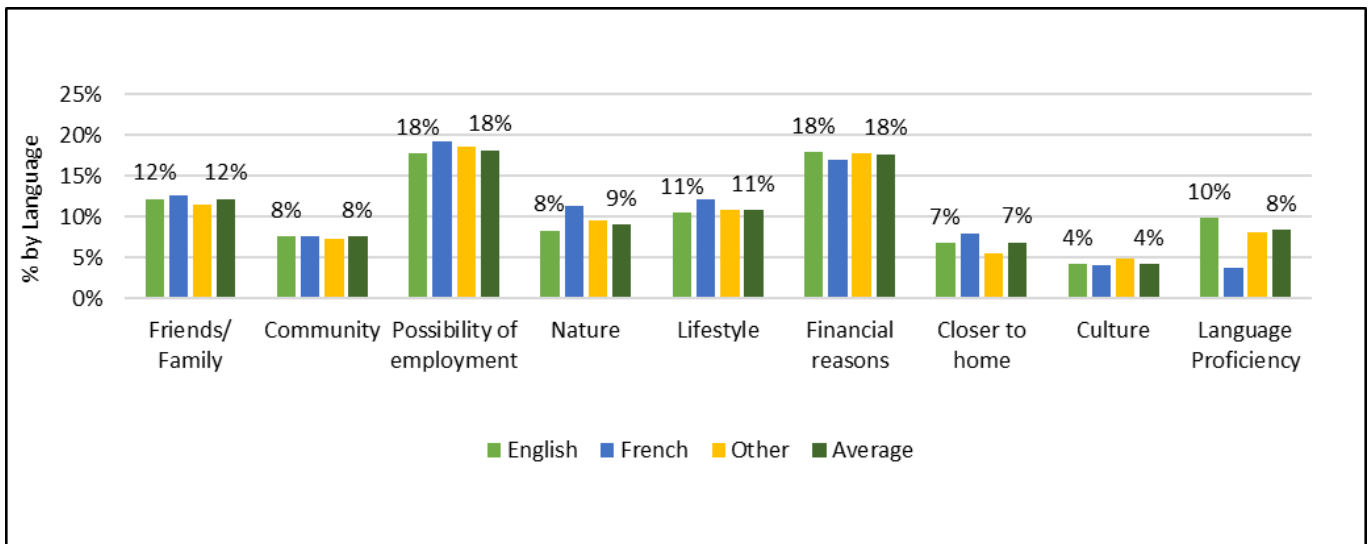
Again, jobs or financial reasons would be the most persuasive factors in getting residents of the Montreal CMA to move to another region of Quebec. The preponderance of economic factors suggests that improving recruitment and hiring practices, including proactive measures to hire citizens from the anglophone minority in the public sector, would be the most immediately effective measures to improve retention of English-language graduates.

The relatively lower percentages of respondents citing factors such as “Lifestyle”, “Nature”, “Culture”, and “Community” in Figures 40 through 48 indicate that municipalities, community groups, schools, Chambers of Commerce, and other local groups may have a role in raising awareness of those aspects of working and living in non-metropolitan regions. Promoting the openness and the lifestyle, cultural, and community dimensions of the regions would enhance the attractiveness of the non-Montreal CMA regions .

Of the 561 respondents who gave their permanent address as being in Quebec and outside of the Montreal CMA, 243 (43%) said that they will choose to work in Quebec outside of the Montreal CMA; it is not possible to know if they mean in the same region as their permanent address or are amenable to moving to some other region. That leaves 74 (13%) who would choose to work in the Montreal area, 98 (17%) who want to work outside Quebec and 146 (26%) who do not know or to whom this is not applicable. Here, too, increasing access to employment opportunities would probably be the most effective way to retain graduates in Quebec’s regions.

When the factors that could encourage respondents to work in a region outside of the Montreal area are cross-tabulated with main language, very little difference is shown. The exception to this in the lower level of the importance of language proficiency for those whose main language is French, which causes the percentages in the other categories to be increased. (Figure 48)

Figure 48 - Factors Encouraging Location of Work Outside of the Montreal CMA Cross-tabulated with Main Language⁶²



Looking at all the data for this question in general, we see that family, friends, jobs and financial concerns are consistently at the top of the list, despite the respondents main language.

Degree to which Respondents MIGHT be willing to Establish Themselves outside of the Montreal CMA

To assess the extent that structures or incentives could be successful in persuading graduates in the health and social services fields to seek employment in regions of Quebec outside the Montreal CMA, they were asked to

⁶² Appendix G, Table G15

indicate the degree to which this might be so. (Figure 49) An average of 33% indicated that they were willing, 38% said that they might be persuaded and 8% were unsure. Only 21% said that they were not amenable to this.

Figure 49 also shows that this is not evenly distributed, but also begs the question of what this willingness means to respondents who already live in a region of Quebec outside the Montreal CMA. Does it mean only the region where they currently live, or any other region of Quebec?

Figure 49 - Degree of Willingness to Consider Employment in a Region of Quebec outside the Montreal CMA by Permanent Address (Q 11 x Q15)⁶³

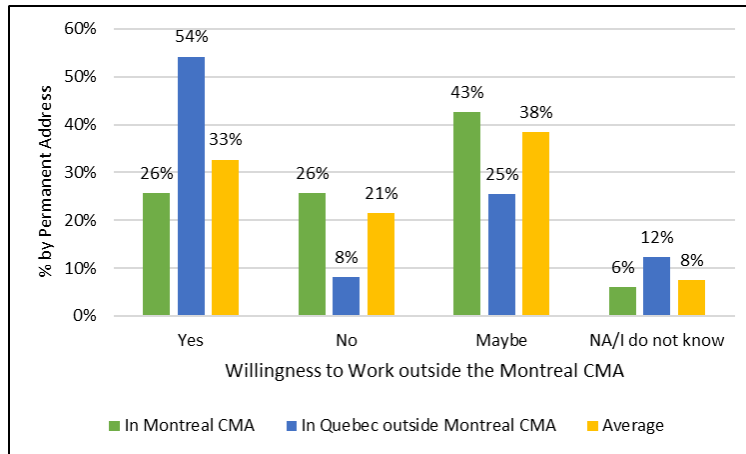
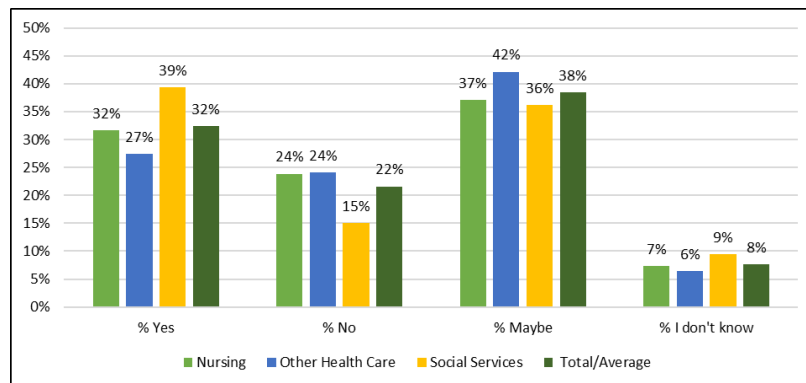


Figure 50 (below) breaks this down by program category as well. If the “yes” and “maybe” answers are combined, the “Nursing” and “Other Health Care” program respondents gave about the same total (69%), while the “Social Services” program category had a total of 76%. The “No” group is the smallest in each program category.

Figure 50 - Degree of Willingness to Consider Employment in Region of Quebec outside of Montreal by Category (Q15)⁶⁴

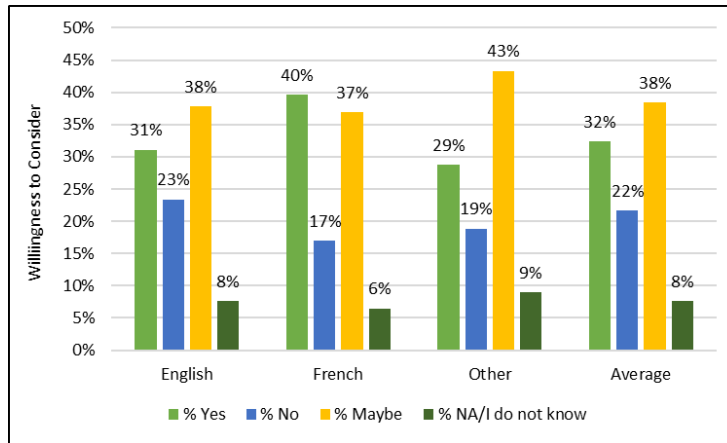


When cross-tabulated with main language (Figure 51), we see that the respondents with French as their main language expressed the highest degree of willingness to consider employment outside of the Montreal CMA; it is again true that the “Maybe” answers nearly equaled or exceeded the “Yes”, and that the “No” answers are the lowest on a percentage basis.

⁶³ Appendix I, Table I 15

⁶⁴ Appendix E, Table E19

Figure 51 - Degree of Willingness to Consider Employment in Region Outside of Montreal Cross-tabulated with Main Language (Q15 x Q6)⁶⁵



⁶⁵ Appendix G, Table G16

Summary of Factors that Could Influence the Choice of Where to Work after Graduation

- **Reasons to choose a location for work after completion of studies**
 - Overall, the top two reasons are “Family and friends” and “Possibility of employment”, 17% each. Language proficiency is fairly far down the list at 10%.
 - For the groups that plan to work in Quebec, the top two reasons for choosing a location are “Family and friends” and “Closer to home”.
 - The top reason for the choice of location for work for the group that plans to leave Quebec to work is “Language proficiency,” at 22%, the highest percentage received by any of the factors cited as a factor influencing post-graduation location of work.
 - When all data for “Family and friends” is added to “Closer to home”, that total becomes 32%.
 - When “Possibility of employment” and “Financial reasons” are combined, the total is 24%.
 - There is little or no difference by main language or program category.

- **Factors that could encourage working in a region of Quebec outside the Montreal CMA**
 - Overall, jobs and other financial reasons are the top two factors that could influence moving to a region outside the Montreal CMA for work.
 - For those who plan to work in Montreal CMA, jobs and financial reasons are at the top of the list as well.
 - For those who plan to work in another region of Quebec, jobs and friends & family are the top two reasons.
 - For those who plan to leave Quebec for work, financial reasons and jobs are the most important.
 - For respondents who have a permanent address in a region of Quebec outside of the Montreal CMA but who plan to leave their region for work, family & friends and jobs are the reasons that could encourage them to remain in their region.
 - Main language has very little effect on the results for this question.
 - Lifestyle, community, culture, and nature are factors that seem to register less frequently with respondents.

- **Degree to which respondents might be willing to establish themselves outside of the Montreal CMA**
 - Overall
 - 70% were either willing or might be willing
 - 22% said they were not willing
 - 8% were unsure
 - There is variation when the data is split up by program category.
 - Social services program category shows the highest degree of willingness.
 - The Nursing and Other Health Care categories are about equal.
 - The respondents with French as their main language have the highest degree of willingness to move to a region of Quebec outside of the Montreal CMA.

VIII. Self-Assessment of French-Language Skills

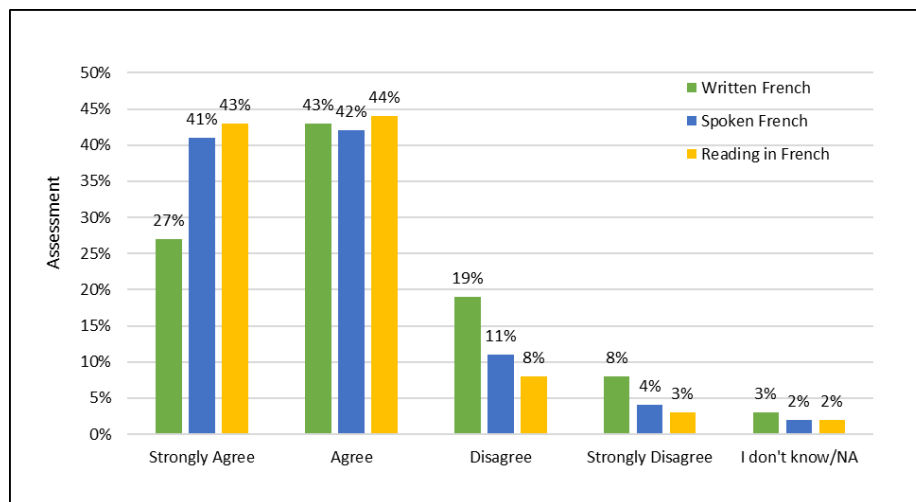
Since the surveys were of students in health and social science programs at English-language colleges, their ability to serve clientele in English is taken for granted. However, to work effectively at and live comfortably near health and social service institutions in all areas of Quebec, especially outside the Montreal CMA, a high degree of skill in the French language is required.

In examining the data related to the respondents' self-assessment of their ability to function in French in the workplace, it is useful to recall the information shown in Figure 20. First, that 68% of respondents declare English as their main language, while 18% claim French and 14% say "another language". When asked about the language that they use most in daily life, English increases to 82%, "other" decreases to only 1% and French remains largely unchanged at 16%.

Respondents' Skills in Writing, Speaking and Reading French

Question 8 of the survey asked the respondents to assess their adequacy in writing, speaking and reading in French for the health and social services workplace after graduation. (Figure 52) Overall, 70% either strongly agreed or agreed with the statement, "I feel that my **written** French is adequate for the Health and Social Services workplace after I graduate". Eighty-three percent (83%) strongly agree or agree with a similar statement concerning **spoken** French, and 87% strongly agree or agree with a similar statement concerning **reading** French.

Figure 52 - Summary of Respondents Level of Agreement with Statements the Adequacy French for the Workplace⁶⁶



Breaking this down one skill at a time by program category shows some variability. (Figure 53) The sum of "Strongly agree" and "Agree" for written French is greatest in "Other Health Care" (78%) and weakest in "Social Services" (61%). This holds true of spoken French and reading in French (Figure 54, Figure 55).

⁶⁶ Appendix E, Tables E10, E11 and E12 combined.

Since French proficiency may vary by individual program and college, faculty, program coordinators, and college administrators will need keep this in mind when comparing results for their programs to this report’s aggregated results and developing responses to the report for their programs.

Figure 53 - Strongly Agree + Agree for **Written French** by Program Category⁶⁷

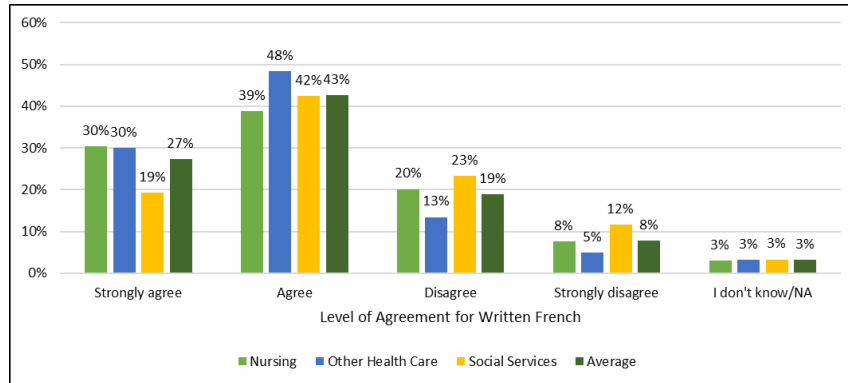


Figure 54 - Strongly Agree + Agree for **Spoken French** by Program Category⁶⁸

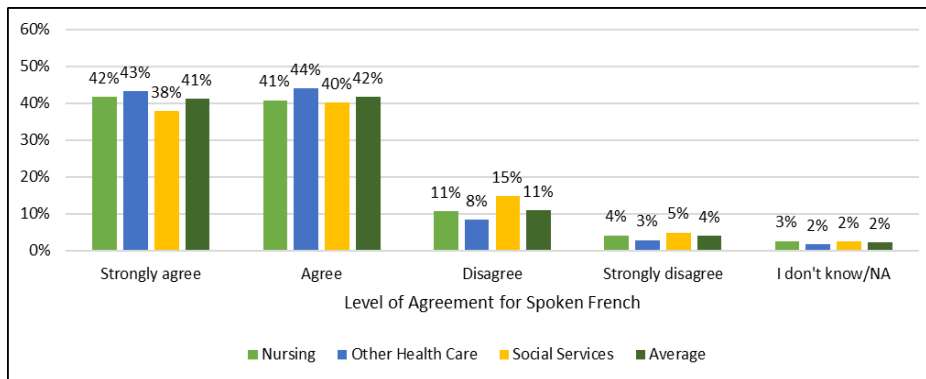
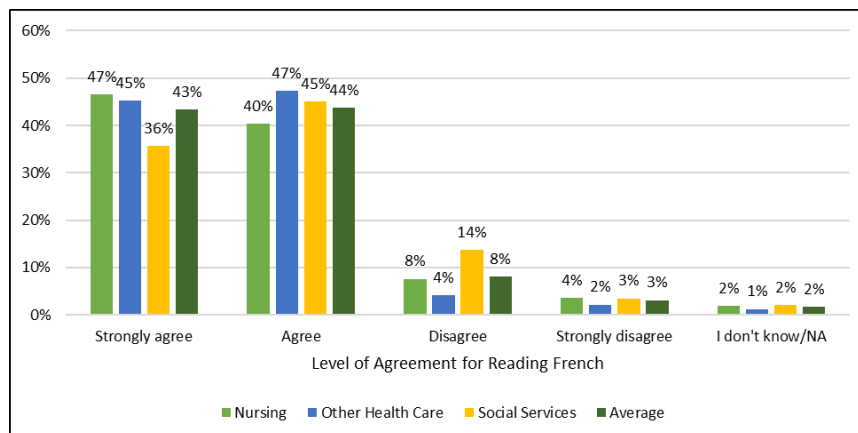


Figure 55 - Strongly Agree + Agree for **Reading French** by Program Category⁶⁹



⁶⁷ Appendix E, Table E10

⁶⁸ Appendix E, Table E11

⁶⁹ Appendix E, Table E12

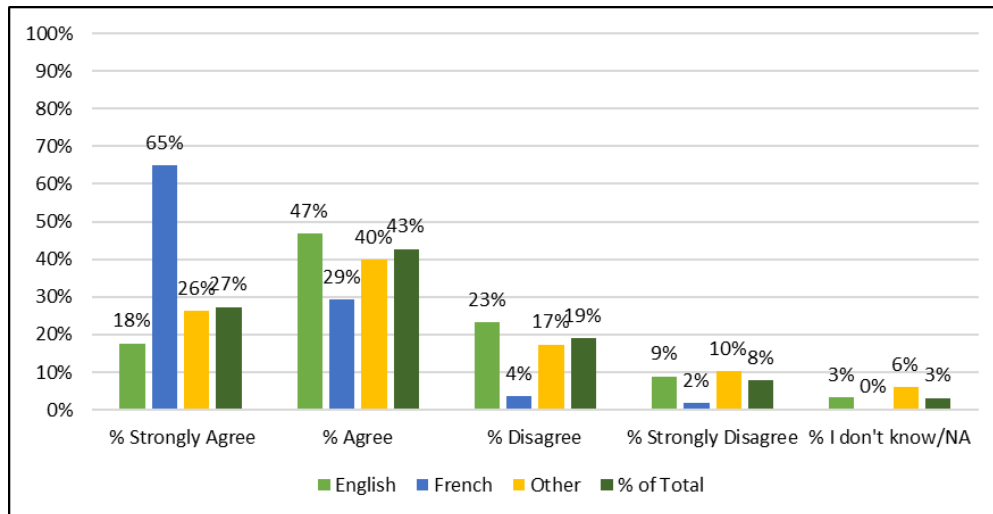
The next three figures compare the respondents' assessments of their skills in French cross-tabulated with declared main language. Naturally, respondents who have French as their main language are more confident about working in French in general than are the anglophones and "others". However, the levels of those with English or "other" as their main language are also fairly high, with written French being the most difficult for everyone.

Unsurprisingly, francophones are most confident in their abilities in written French, with the "Strongly agree" category being more than two times larger than the "Agree". (Figure 56) The total of these two categories for francophones is 94%, though only two-thirds of French-main-language respondents "strongly agree" that their written French is adequate.

This relationship is reversed for English-main-language respondents. Even though the total of "Strongly agree" and "Agree" for anglophones is 65%, there are 2.6 times fewer in the "Strongly agree" category.

For the "Other" main-language respondents, there are also fewer in the "Strongly agree" category, but by a smaller margin (1.5); the total of "Strongly agree and agree for them is 66%, which is equal to that of the anglophones.

Figure 56 - Adequacy of Written French Cross-tabulated with Main Language (Q8.1 x Q6)⁷⁰



Almost no French-main-language respondents are in the "Disagree" and "Strongly disagree" categories. However, of English-main-language respondents, 23% disagree and 9% strongly disagree that their written French is adequate to allow them to work in a French environment. These 32% could surely benefit from enhanced language training and support to encourage them remain and work in Quebec, along with the 27% of "other" speakers who are in the "Disagree/Strongly disagree" category.

It is perhaps surprising that there are more "other" language respondents in the "Strongly agree" category than anglophones, and fewer in the "Disagree/Strongly Disagree" ones. This may be due to the increased likelihood of them being immigrants to Quebec and having gone to French-language primary and secondary schools.

The findings for spoken and reading French are similar to those for written French for francophones and anglophones in that the francophones are more confident than the anglophones, and that the confidence levels are higher in all categories than for written French. (Figure 57, Figure 58)

However, "other" main language speakers are less likely to say that they agree that their spoken (Strongly agree + Agree = 72%) or reading (Strongly agree + Agree = 82%) French is adequate for work than are anglophones (81%

⁷⁰ See Appendix G, Table G7

and 85% respectively). They are also more likely to disagree or strongly disagree with the statement concerning spoken French (24%) than the English-main-language respondents (16%).

While these positive “Agree” plus “Strongly agree” results are encouraging, the “Disagree” plus “Strongly disagree” results, which could vary considerably by individual program, indicate that additional French as a Second Language (FSL) support is needed to enable the retention of English-speaking graduates, as well as graduates whose main language is other than English or French.

Figure 57 - Adequacy of Spoken French Cross-tabulated with Main Language (Q8.2 x Q6)⁷¹

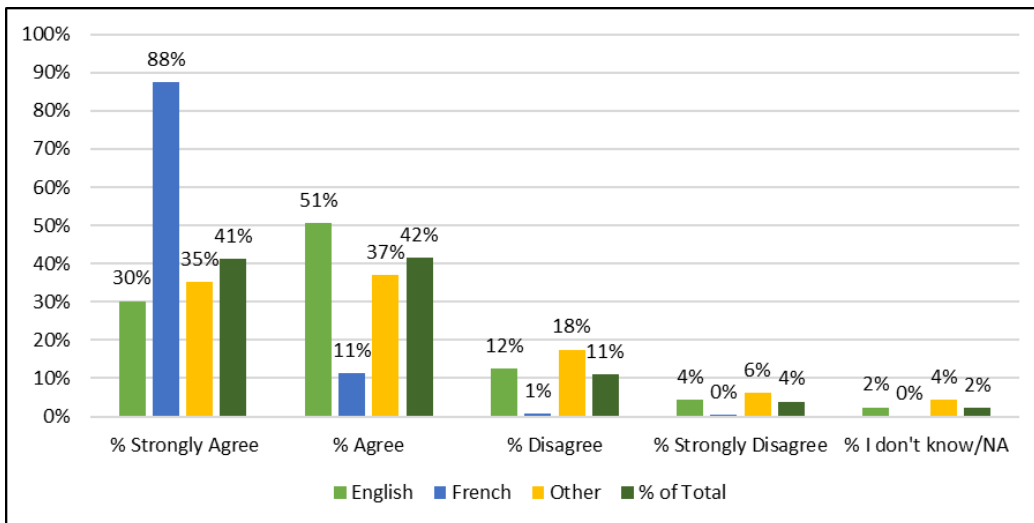
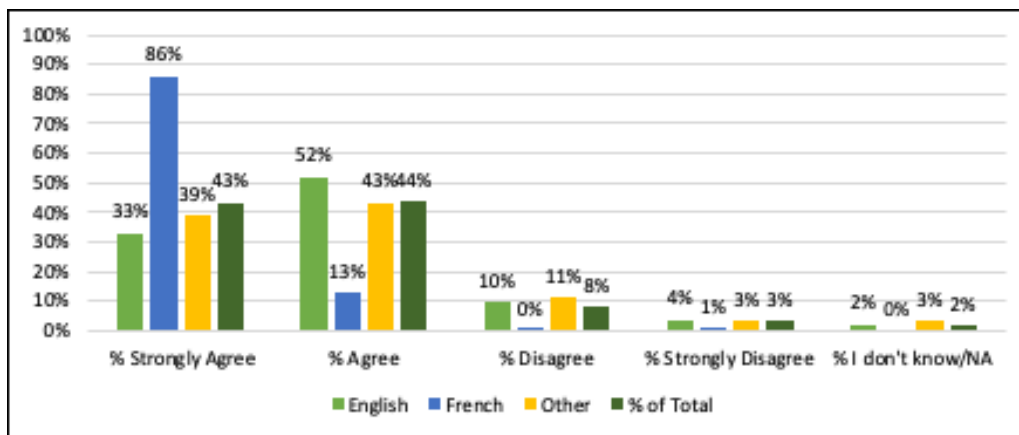


Figure 58 - Adequacy of Reading French Cross-tabulated with Main Language (Q8.3 x Q6)⁷²

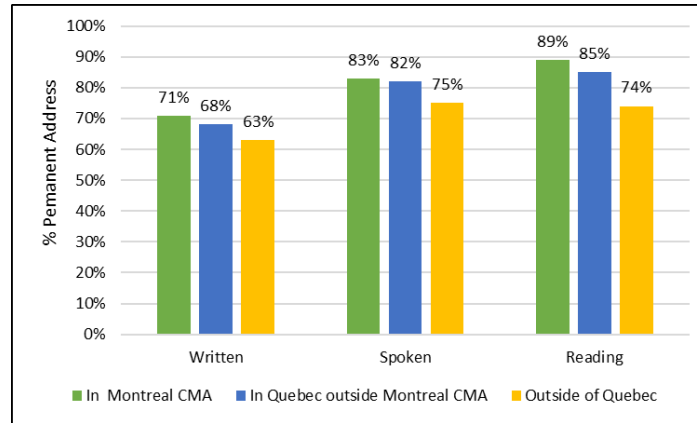


⁷¹ Appendix G, Table G8

⁷² Appendix G, Table G9

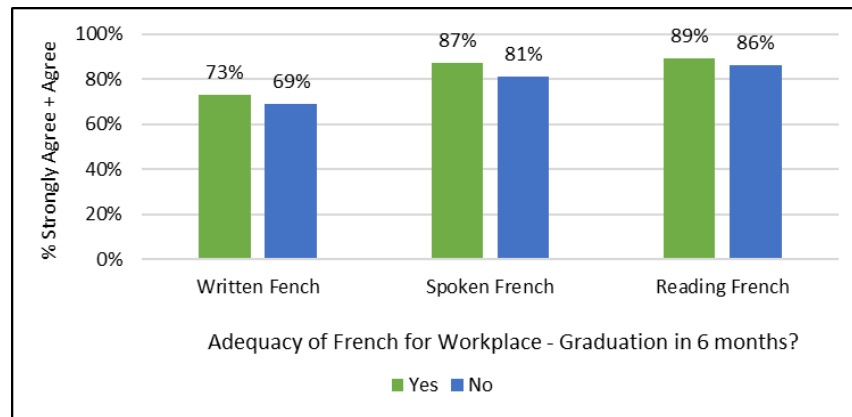
It might be suspected that respondents who live in Quebec outside of the Montreal CMA would be more confident in their abilities to work in French, but when their permanent addresses are cross-tabulated with the answers of survey question 8, this is not shown to be the case. (Figure 59) It could be argued that some respondents who live in a region outside of Montreal CMA have a more realistic view of their abilities than those in the Montreal CMA.

Figure 59 - % Strongly Agree + Agree with Adequacy of French Cross-tabulated with Permanent Address (Q11 x Q8)⁷³



Separating the respondents who were anticipating completing their program within six months (in year three of the program) from those who were not, shows an increase in the numbers who either strongly agree or agree with the adequacy of their written, spoken and reading French. (Figure 60) Students who are nearing graduation may have had their confidence in their abilities to function in French in the workplace boosted by their experiences in internships, as well as by having taken more FSL courses.

Figure 60 - Adequacy for French for Workplace Cross-tabulated with Anticipation of Graduation⁷⁴



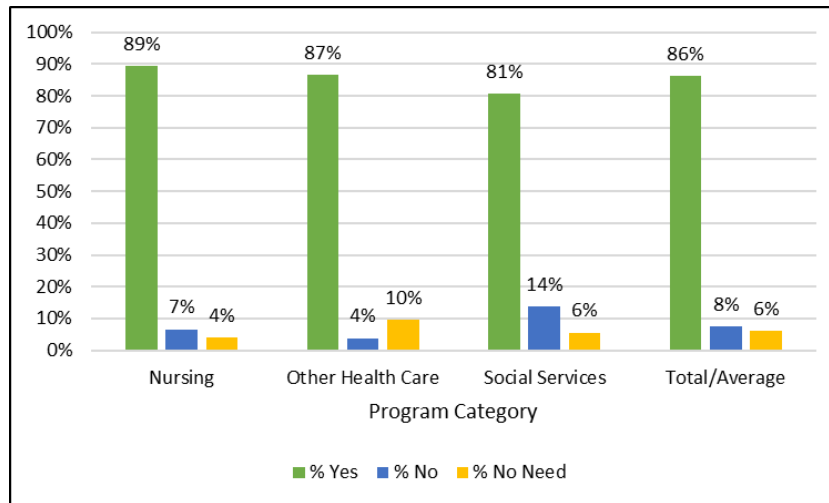
⁷³ Appendix I, Tables I6, 7 and 8

⁷⁴ Appendix J, Tables J1, J2 and J3

French Second Language Courses

Because all of the programs covered in the surveys lead to a *Diplôme des études collégiale*, they require the attainment of the competencies usually associated with two FSL courses in the General Education component of the program, the second of which is program specific. Exemptions or substitutions for these competencies may be granted, but they must be attained in order to graduate. The course grids for these programs likely have the required French courses in the first two years, and since 27% of the respondents expected to graduate in the next six months and the other 73% are completing either the first or second year of their program, it is not surprising that an average of 86% of the respondents answered “yes” to the question of whether they have taken any French courses at the college level. Another 6% of the respondents said that there was no need for them to take French Second Language (FSL) courses because they were granted exemptions or substitutions for courses that they took in other programs or institutions that are not CEGEPS. (Figure 61)

Figure 61 - Percentage of Respondents Who Have Taken French Courses at the CEGEP Level by Program Category (Q9)⁷⁵



Even though there are two required FSL courses in all DEC programs⁷⁶, they are not the same two FSL courses. Different second-language courses are offered to accommodate the different skill levels of the entering students. Hence the designations Level 1, Level 2, Level 3 and Level 4.⁷⁷

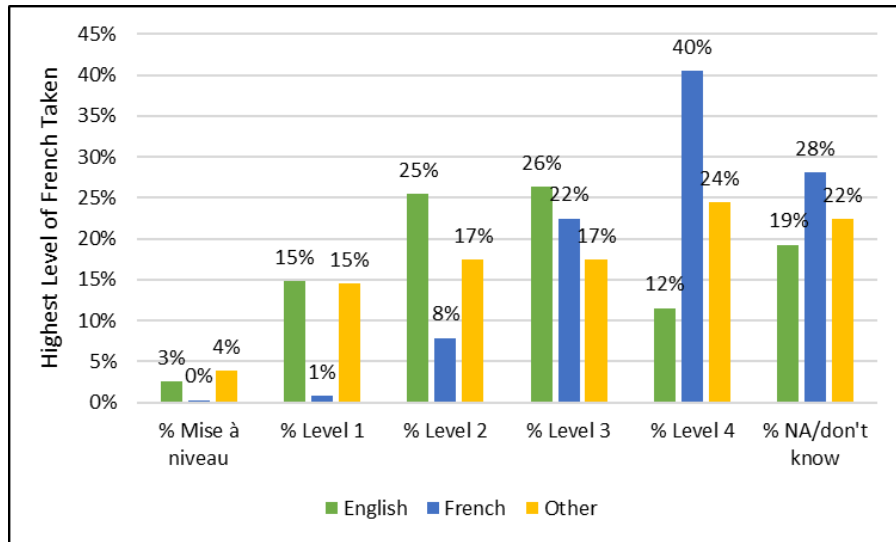
Survey question 10 asked about the highest level of FSL completed at the college level. Figure 62, below, cross-tabulates these results with the main language of the respondent. (The six percent of respondents from Figure 61 that chose “Not applicable” to the question of having taken French at college, would likely answer “NA” to question 10, so the data for that choice is difficult to interpret.)

⁷⁵ See Appendix E, Table E13

⁷⁶ Whether at French-language or English-language colleges, the “mother-tongue” language courses – the language of the college - are the same for all the students; this is generally true regardless of the skill level of the student. The “second-language” courses have different levels into which the students are placed.

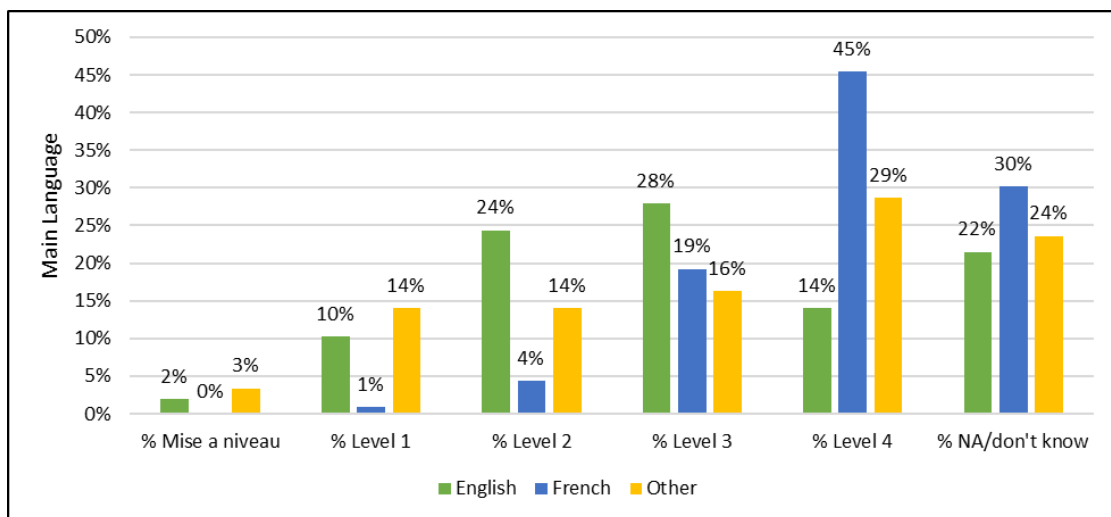
⁷⁷ *Mise à niveau* courses are non-credit, and are offered to those whose French is too weak to study at Level 1. After this course is completed, the student will go on to enroll in a Level 1 credit course.

Figure 62 - Last Level of FSL Completed Cross-tabulated with Main Language of Respondent (All Data, Q10)⁷⁸



As expected, respondents whose main language is French are concentrated in the more advanced FSL courses. Looking at the level of FSL taken, those with English as their main language achieve a majority when levels 2 and 3 are combined. Notably, more respondents whose main language is other than French or English have taken level 4 FSL courses than have English-language students, possibly because many of those other students have gone to French elementary and secondary schools. Acknowledging that different colleges have different names for the FSL levels (e.g., French 100 = B block 200 = Level 1 French) Question 10 was clarified in the 2020 version of the survey. Consequently the 2020 data was probably more accurate and the results more representative for this question, though much room for misunderstanding remains. (Figure 63)

Figure 63 - Last Level of FSL Completed Cross-tabulated with Main Language of Respondent (Q10, 2020 Data Only)⁷⁹

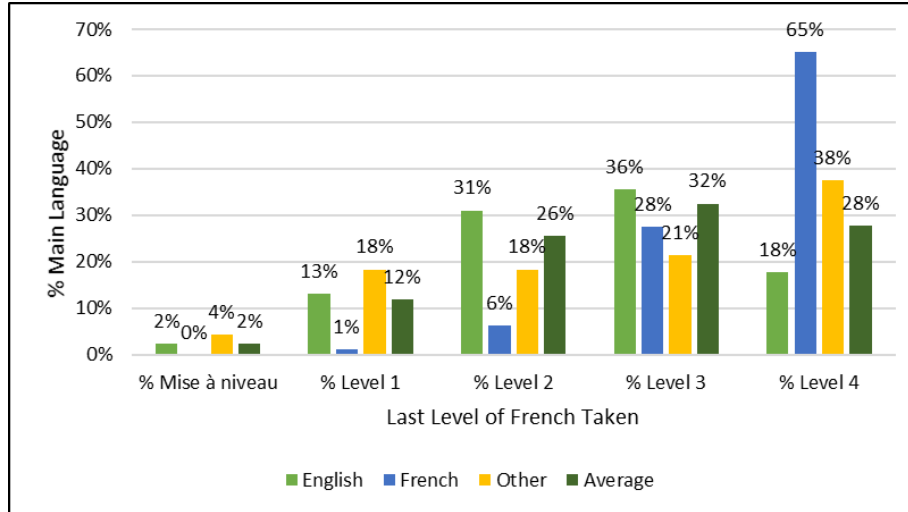


⁷⁸ Appendix G, Table G11.

⁷⁹ Appendix G, Table G17

Since a large number of respondents are unaware the highest level of French taken⁸⁰, (or the question does not apply to them), for ease of comparison, Figure 64 omits those in the “I don’t know/NA” category.

Figure 64 - Last Level of French Completed Cross-tabulated with Main Language Excluding Data for Respondents who Do Not Know/NA (Q10, 2020 Data Only)⁸¹



By way of explanation, the general education component of all DEC programs requires the attainment of competencies generally achieved by successful completion of two second language courses. At French colleges, this means English-second-language and at English colleges, it means courses in FSL. The first course in any level is intended to be common to all, and the second one, to be specific to the program of the student.

The relative weakness of anglophones, shown by the 46% that are found in *mise à niveau*, level 1 and level 2 courses, argues for increased support for French-language training. Similarly, 39% of “other” main language respondents are at these low levels and would also benefit from increased language support.

⁸⁰ It is the experience of the authors that this is quite typical.

⁸¹ Appendix G, Table G18

Summary of Self-assessment of French Language Skills

- While only 18% of respondents declare French as their main language,
 - 70% of respondents either strongly agree or agree with the statement that their **written** French is adequate for the health or social services workplace in Quebec.
 - 83% of respondents either strongly agree or agree with the statement that their **spoken** French is adequate for the health or social services workplace in Quebec.
 - 87% of respondents either strongly agree or agree with the statement that their ability **read** French is adequate for the health or social services workplace in Quebec.
- Respondents in the “Other Health Care” category are consistently somewhat higher than the average in their self-rating of written, spoken and reading French while respondents in the “Social Services” category are consistently somewhat lower than the average in their self-rating of written, spoken and reading French.
- Respondents who are within six months of graduation have a higher level of confidence in their ability to work in French than do those who are at an earlier stage in their program, perhaps due to increase exposure during their internships.
- Most respondents, being at a minimum in the second semester of their program, have taken FSL courses at the college level.
- FSL courses are geared to the skill level of the entering student and go from entry level up through level four. The relative weakness of English-main-language respondents is evidenced by their large numbers in Levels 1 and 2 of FSL courses among anglophones and “other” main language respondents. This argues for additional training in French for a significant portion of the students.

IX. Conclusions, Comments and Recommendations

The project was an operational success: the research team obtained the cooperation of all the colleges involved, methods were found to carry out the survey at all locations and data was securely accumulated for both survey years at the bench-mark rate of 60% response rate. This data was shown to be internally consistent and allowed for the painting of a picture of the respondents, as well as a degree of confidence in the results and the conclusions that may be drawn from them.

The first of the three areas that the project looked at was that of the postgraduate plans of the respondents. Most intend to work in their field after they complete their studies, be that college or university. The majority do plan to go on to university studies and to do so in Quebec. As to where they plan to work, the largest number want to stay within the area where they have a permanent address, though a greater percentage of those who needed to move to the Montreal CMA to find their program in English want to stay there to work than for the other categories.

The second area of study for the project was what influences the respondents' choice of where to work. Overall "friends and family" and "the possibility for employment" are the top two factors, while "being closer to home" is third. This is independent of main language spoken or program category. Language proficiency is much further down the list. Adding up the emotional ties factors vs. the economic ones, the emotional ties win out 32% to 24%.

Looking at the factors that could induce someone who has a permanent address in the Montreal CMA or outside of Quebec to move to another region of Quebec for work, jobs and financial reasons are the clear winners. Since the survey did not make clear the definition of "region" for the respondents who already have a permanent address in Quebec outside the Montreal CMA, it is difficult to interpret questions that ask respondents who already live in a region outside of the Montreal CMA about moving to a region outside of the Montreal CMA. (What does "region outside of the Montreal CMA" really mean in this context? The colleges in the study outside of Montreal are in *l'Estrie* (1.75 hours from Montreal) and *l'Outaouais* (2.25 hours from Montreal and a bridge away from Ontario). Moving to or staying in those areas for work is not the same as moving to Abitibi, Sept-Îles, Saguenay, Gaspé or the Lower North Shore.)

In all cases, there is a high degree of uncertainty about where to live following work. Coupling this with a degree of willingness to consider moving outside of the Montreal CMA for work indicates that a number of respondents are available to be persuaded.

There are two main groups that might be recruited to increase health and social services in English in the regions: the students who reside in the Montreal CMA who are already enrolled in pertinent career programs and those from outside the Montreal CMA that could be.

Of the first group, programs offering professional, personal, linguistic and financial support for students doing internships in the regions outside of the Montreal CMA could increase the comfort-level of the students and allow the establishment of local relationships. This would be important for most students from the English-speaking minority, but perhaps especially for anglophone or other-main-language students who are also visible or ethnic minorities. This would encourage the acceptance of employment there, solving both their retention in Quebec and improving the access to services in English.

There are several possible paths to increase the number of students from regions outside of the Montreal CMA in programs that exist only in English in the Montreal area.

One way to increase the number of students from other regions in programs that exist only in the Montreal CMA in English might be to offer them financial support to do so⁸². This could be coupled with support for the colleges that would be doing the recruiting.

⁸² For the regions *l'Outaouais* and *l'Estrie*, this could include recruitment to the Nursing and Special Care Counselling programs currently offered at Heritage College and Champlain-Lennoxville College.

A second way could be to have English-speaking students from other regions complete the General Education portion of their program via partnerships with colleges where they live, and then to travel to Montreal for their career-specific courses; this would reduce both the financial burden and the portion of time away from friends and family, and help maintain ties to their home area. It could also help Montreal colleges deal with space and enrollment limitations that they face, while also maintaining enrolment at regional colleges.

A third way would be to have students from regions outside of the Montreal CMA complete their general education in English at a local college and receive the professional portion of their training in partnership with a local French cegep. This would assist with integration into local institutions and encourage the improvement of French-language skills.

A fourth way would be to increase the program offerings at the colleges that offer English education in the regions outside of Montreal.⁸³ Both of these would keep the students in the regions where they live.

According to the survey results, language is only a problem for those who come from outside Quebec (which is only 2% of respondents), and for a significant minority of those who already live here. A majority of respondents believe that their French is adequate for the workplace, with written French being weaker than the spoken or reading. However, given that 46% of anglophones are studying or have studied French in their cegep program at a fairly low level, it seems clear that support for improvement in French would be needed.

More extensive contact with local environments where there is an identified need for services in English, perhaps through satellite campuses of colleges that already give these programs could help to foster local ties and encourage consideration of accepting employment there in those who are not from there.

More internships in French-language institutions in the regions coupled with increased language support could also improve the confidence among those who feel less than fully able to take on working there. Also, encouraging health and social services career-program graduates who plan to continue their studies to do so at French-language universities would improve their French-language skills and might make them more likely to remain in Quebec.

Since the main reasons that respondents chose where to work were “Family and friends” and “Closer to home, recruitment of students in communities where there is an identified need for English services coupled with innovative methods of delivering the competencies required and appropriate financial support would enable the graduate to return to that community following graduation.

When asked about factors that could encourage working in an area of Quebec outside the Montreal CMA, “Possibility of employment” and “Financial reasons” were the top two cited. Presumably, a job that pays well enough to compete with the lure of a life in Montreal or outside Quebec would lead some anglophones to remain in Quebec and relocate to another region of the province.

In any case, this survey indicates that there are a number of opportunities to improve the access to English-language health and social services though the retention and relocation of the graduates of health and social services career programs from English-language colleges.

⁸³ In addition to Champlain-Lennoxville and Heritage College, Champlain-St. Lawrence is an English college in the National Capital region, while both *Cegep de la Gaspésie* and *Cegep de Sept-Iles* have English sections. All these colleges could expand their program offerings.

Appendix A - Survey Questions

Survey on Your Motivation to Stay in Quebec

Consultation in anonymous mode

Thank you for taking the time to complete the survey on where you plan to work post-graduation.

The purpose of this survey is to identify the drivers that motivate English-speaking Cegep students in choosing where they will work after graduation. This survey is being administered to all Health and Social Service students in participating Quebec Anglophone Cegeps. The information gathered will influence decisions made by the programs and the Cegeps, as well as at the provincial government level. In responding to this survey, your thoughts together with the responses from other students will provide important information on this question.

This survey is administered by your college with the approval of your Academic Dean and Program Dean. The information from all Cegeps will be aggregated by John Abbott College. It is important to emphasize that participation is voluntary, anonymous and that all personal information is confidential. If any of your comments are used, they will not be associated with you personally.

Please note that by completing this survey, you are agreeing to participate in this study: "I understand that my participation is voluntary, I may withdraw from participation at any time, and my academic standing will NOT be affected in any way by consenting or not consenting to participate in the study."

Your participation is limited to the completion of the following survey. Completion of this survey should take less than 5 minutes. If you have any questions or concerns related to this survey, please contact Lisa Boyle at the College Development Office by email at lisa.boyle@johnabbott.qc.ca.

STUDENT INFORMATION

1. Which Health or Social Service program are you currently registered in?

(Check list of particular college's programs)

2. Do you expect to graduate from this program within the next 6 months? Yes No

EDUCATION

3. Why did you choose to attend an English-language Cegep? Choose all that apply.

- Proximity
- Linguistic-cultural identity
- Opportunity to study in English
- Program and course offerings
- Other (please specify)

4. Once you have completed all of your studies (Cegep and/or university), do you plan to work in the field of health or social services? Yes No I don't know

5. If you are considering attending university, what type of university would you choose?

- English-language in Quebec
- French-language in Quebec
- English-language outside of Quebec
- French-language outside of Quebec
- I do not plan on attending university
- I do not know
- Other (please specify) _____

LANGUAGE

6. Regardless of the languages you speak, which do you consider your main language?

- English
- French
- A language other than English or French

7. Which of these two languages, English or French, do you use most often during your day-to-day activities?

- English
- French
- Neither

8. Please respond to the questions below:

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- I don't know/Not Applicable

8.1 I feel that my WRITTEN French is adequate for the Health and Social Services workplace after I graduate.

8.2 I feel that my SPOKEN French is adequate for the Health and Social Services workplace after I graduate.

8.3 I feel that my French READING is adequate for the Health and Social Services workplace after I graduate.

9. Have you taken any French as a second language courses at Cegep (either as part of your current program or not)?

- Yes
- I have not yet taken any French as a second language courses at Cegep.
- I did not need to take French as a second language courses (received substitutions or equivalencies).

10. If yes, what was the last level of French you completed? (in the 2019 Survey)

- Mise à niveau
- Level 1
- Level 2
- Level 3
- Level 4
- Not Applicable/I do not know

10. If yes, what was the last level of French you completed? (in the 2020 survey)

- French 009 \ *Mise à niveau*
- French 100 \ B block 200 \ Level 1 French
- French 101 \ B block 201 \ Level 2 French
- French 102 \ B block 202 \ Level 3 French
- French 103 \ B block 203 \ Level 4 French
- Not Applicable/I do not know

POST-GRADUATION PLANS FOR WORK

Please use this list to answer questions 11 and 12.

The CENSUS METROPOLITAN AREA OF MONTREAL INCLUDES THE ISLAND OF MONTREAL AND THE FOLLOWING OFF-ISLAND CITIES AND TOWNS:

Beauharnois	Beloil	Blainville
Boisbriand	Bois-des-Filion	Boucherville
Brossard	Candiac	Carignan
Chambly	Charlemagne	Châteauguay
Coteau-du-Lac	Delson	Deux-Montagnes
Gore	Hudson	La Prairie
L'Assomption	Laval	Lavaltrie
L'Épiphanie	Léry	Les Cèdres
Les Coteaux	L'Île-Cadieux	L'Île-Perrot
Longueuil	Lorraine	Mascouche
McMasterville	Mercier	Mirabel
Mont-Saint-Hilaire	Notre-Dame-de-l'Île-Perrot	Oka
Otterburn Park	Pincourt	Pointe-Calumet
Pointe-des-Cascades	Repentigny	Richelieu
Rosemère	Saint-Amable	Saint-Basile-le-Grand
Saint-Bruno-de-Montarville	Saint-Colomban	Saint-Constant
Sainte-Anne-des-Plaines	Sainte-Catherine	Sainte-Julie
Sainte-Marthe-sur-le-Lac	Sainte-Thérèse	Saint-Eustache
Saint-Isidore	Saint-Jean-sur-Richelieu	Saint-Jérôme
Saint-Joseph-du-Lac	Saint-Lambert	Saint-Lazare
Saint-Lin-Laurentides	Saint-Mathias-sur-Richelieu	Saint-Mathieu
Saint-Mathieu-de-Beloil	Saint-Philippe	Saint-Placide
Saint-Sulpice	Saint-Zotique	Terrasse-Vaudreuil
Terrebonne	Varenes	Vaudreuil-Dorion
Vaudreuil-sur-le-Lac	Verchères	

11. Where do you consider to be your permanent address? (Please note the Census Metropolitan Area of Montreal includes the Island of Montreal as well as the cities and towns indicated above:

- Within the Census Metropolitan Area of Montreal (see list above)
- In Quebec but outside of the Census Metropolitan Area of Montreal
- Outside of the province of Quebec

12. Where is your location of choice for work after the completion of your studies (Cegep and/or university)?

- Within the Census Metropolitan Area of Montreal (see list above)
- In Quebec but outside of the Census Metropolitan Area of Montreal
- Outside of Quebec
- I do not know

13. Why would you choose this location for work after the completion of your studies? Check all that

apply:

- Family/Friends
- Community
- Possibility of employment
- Lifestyle
- Financial reasons
- Closer to home
- Culture
- Language proficiency
- Not Applicable/I do not know
- Other (please specify) _____

14. Which of the following factors COULD encourage you to consider working in an area of Quebec outside of the Census Metropolitan Area of Montreal? Check all that apply:

- Family/Friends
- Community
- Possibility of employment
- Nature
- Lifestyle
- Financial reasons
- Closer to home
- Culture
- Language proficiency
- Not Applicable/I do not know
- Other (please specify) _____

15. MIGHT you be interested in establishing yourself in a region of Quebec outside of the Census Metropolitan Area of Montreal?

- Yes
- No
- Maybe
- Not Applicable/I do not know

VERY IMPORTANT!!! Don't forget to click on the Continue button to review your answers and confirm your participation on the next page.

Appendix B - Tabulated Data from the 2019 Survey

Table B1 – Response Rates by Program and College (Q 1)

Program	Champlain-Lennoxville		Champlain-St. Lambert		Dawson		Heritage		John Abbott		Total Registered Students	Total responses by Program	Program Response Rate
	Registered Students	Survey Responses	Registered Students	Survey Responses	Registered Students	Survey Responses	Registered Students	Survey Responses	Registered Students	Survey Responses			
Biomedical Laboratory Technology (140.CO)					75	50					75	50	67%
Community Recreation Leadership Training (391.A0)					99	46					99	46	46%
Dental Hygiene (111.A0)									93	63	93	63	68%
Diagnostic Imaging (142.A0)					95	56					95	56	59%
Nursing (180.A0)	88	61	91	54	253	139	104	42	230	161	766	457	60%
Nursing Intensive (181.A1)									71	25	71	25	35%
Paramedic Care (181.A0)									93	62	93	62	67%
Physiotherapy Technology (144.A0)					83	50					83	50	60%
Radiation Oncology (142.A0)					37	20					37	20	54%
Social Service (388.A0)					167	82					167	82	49%
Special Care Counselling (351.A0)	79	57					46	20			125	77	62%
Youth and Adult Correctional Intervention (310.B0)									103	72	103	72	70%
Total students by college	167	118	91	54	809	443	150	62	590	383	1807	1060	59%
Response Rate by College	71%		59%		55%		41%		65%				59%

Table B2 – Response Rate by Category

Category	n Registered	n Responses	Rate
Nursing	766	457	60%
Other Health Care	547	326	60%
Social Services	494	277	56%
Total	1807	1060	59%

Table B3 – Percent of Total of Responses by Category

Category	n	% of total
Nursing	457	43%
Other Health Care	326	31%
Social Services	277	26%
Total	1060	100%

Table B4 – Percent of Respondents Graduating in the Next Six Months (Q 2)

Category	Yes	No	Total	% Yes	% No
Nursing	119	338	457	26%	74%
Other Health Care	94	232	326	21%	51%
Social Services	85	192	277	19%	42%
Total/Average	298	762	1060	28%	72%

Table B5 – Respondents Reasons to Choose an English-Language CEGEP (Q 3)

Category	Proximity	Linguistic-cultural identity	Opportunity to study in English	Program and course offerings	Other	Total
Nursing	192	186	247	207	24	856
Other Health Care	99	105	160	196	16	576
Social Services	85	107	127	176	10	505
Total	376	398	534	579	50	1937
Category	Proximity	Linguistic-cultural identity	Opportunity to study in English	Program and course offerings	Other	
Nursing	22%	22%	29%	24%	3%	
Other Health Care	17%	18%	28%	34%	3%	
Social Services	17%	21%	25%	35%	2%	
Average	19%	21%	28%	30%	3%	

Table B6 – Respondents Plans to Work in Health or Social Services Fields after Graduation (Q 4)

Category	Yes	No	I don't know	Total	% Yes	% No	% I don't know
Nursing	434	5	15	454	96%	1%	3%
Other Health Care	316	2	8	326	97%	1%	2%
Social Services	214	19	44	277	77%	7%	16%
Total/Average	964	26	67	1057	91%	2%	6%

Table B7 – Plans for University Studies (Q 5)

Category	English-language in Quebec	English-language outside Quebec	French-language in Quebec	I do not know	I do not plan on attending university	Other	Total
Nursing	299	40	31	47	18	19	454
Other Health Care	123	17	18	57	104	4	323
Social Services	131	44	22	39	31	6	273
Total	553	101	71	143	153	29	1050

Category	English-language in Quebec	English-language outside Quebec	French-language in Quebec	I do not know	I do not plan on attending university	Other	Total
Nursing	66%	9%	7%	10%	4%	4%	100%
Other Health Care	38%	5%	6%	18%	32%	1%	100%
Social Services	48%	16%	8%	14%	11%	2%	100%
Average	53%	10%	7%	14%	15%	3%	100%

Table B8 – Respondents Declared Main Language (Q 6)

Category	English	French	Other	Total	% English	% French	% Other
Nursing	309	82	63	454	68%	18%	14%
Other Health Care	200	59	67	326	61%	18%	21%
Social Services	198	59	18	275	72%	21%	7%
Total/Average	707	200	148	1055	67%	19%	14%

Table B9 – Language Most Used in Day-to-day Activities (Q 7)

Category	English	French	Neither	Grand Total	% English	% French	% Neither
Nursing	370	80	4	454	81%	18%	1%
Other Health Care	279	41	6	326	86%	13%	2%
Social Services	224	48	3	275	81%	17%	1%
Total/Average	873	169	13	1055	83%	16%	1%

Table B10 – Self-assessment of the Degree that WRITTEN French is Adequate for the Health and Social Services Workplace after Graduation (Q 8.1)

Category	Strongly agree	Agree	Disagree	Strongly Disagree	I don't know/NA	Total
Nursing	130	178	90	44	12	454
Other Health Care	100	150	45	18	12	325
Social Services	53	108	67	32	11	271
Total	283	436	202	94	35	1050

Category	Strongly agree	Agree	Disagree	Strongly Disagree	I don't know/NA	Total Strongly Agree + Agree
Nursing	29%	39%	20%	10%	3%	68%
Other Health Care	31%	46%	14%	6%	4%	77%
Social Services	20%	40%	25%	12%	4%	59%
Average	27%	42%	19%	9%	3%	68%

Table B11 – Self-assessment of the Degree that SPOKEN French is Adequate for the Health and Social Services Workplace after Graduation (Q 8.2)

Category	Strongly agree	Agree	Disagree	Strongly disagree	I don't know/NA	Total
Nursing	195	181	49	19	11	455
Other Health Care	139	144	25	10	5	323
Social Services	104	114	35	12	7	272
Total	438	439	109	41	23	1050

Category	Strongly agree	Agree	Disagree	Strongly disagree	I don't know/NA	Total Strongly Agree + Agree
Nursing	43%	40%	11%	4%	2%	83%
Other Health Care	43%	45%	8%	3%	2%	88%
Social Services	38%	42%	13%	4%	3%	80%
Average	42%	42%	10%	4%	2%	84%

Table B12 – Self-assessment of the Degree that READING French is Adequate for the Health and Social Services Workplace after Graduation (Q 8.3)

Category	Strongly agree	Agree	Disagree	Strongly disagree	I don't know/NA	Total
Nursing	209	190	30	18	7	454
Other Health Care	146	149	16	9	4	324
Social Services	92	128	37	9	5	271
Total	447	467	83	36	16	1049

Category	Strongly agree	Agree	Disagree	Strongly disagree	I don't know/NA	Total Strongly Agree + Agree
Nursing	46%	42%	7%	4%	2%	88%
Other Health Care	45%	46%	5%	3%	1%	91%
Social Services	34%	47%	14%	3%	2%	81%
Average	43%	45%	8%	3%	2%	87%

Table B13 - Respondents Who Have Taken French as a Second-Language Course in CEGEP (Q 9)

Category	Yes	No	No need	Total	% Yes	% No	% No need
Nursing	395	35	23	453	87%	8%	5%
Other Health Care	281	10	34	325	86%	3%	10%
Social Services	223	30	14	267	84%	11%	5%
Total/Average	899	75	71	1045	86%	7%	7%

Table B14 – Last Level of French Completed (Q 10)

Category	Mise a niveau	Level 1	Level 2	Level 3	Level 4	NA/I don't know	Total
Nursing	11	54	81	79	88	139	452
Other Health Care	4	36	55	60	63	99	317
Social Services	11	50	54	44	29	72	260
Total	26	140	190	183	180	310	1029

Category	Mise a niveau	Level 1	Level 2	Level 3	Level 4	NA/I don't know	Total
Nursing	2%	12%	18%	17%	19%	31%	100%
Other Health Care	1%	11%	17%	19%	20%	31%	100%
Social Services	4%	19%	21%	17%	11%	28%	100%
Average	3%	14%	18%	18%	17%	30%	100%

Table B15 – Respondents Declared Permanent Address (Q 11)

Category	In Montreal CMA	In Quebec outside Montreal CMA	Outside of Quebec	Total
Nursing	295	141	15	451
Other Health Care	266	51	8	325
Social Services	167	96	3	266
Total	728	288	26	1042

Category	In Montreal CMA	In Quebec outside Montreal CMA	Outside of Quebec	Total
Nursing	65%	31%	3%	100%
Other Health Care	82%	16%	2%	100%
Social Services	63%	36%	1%	100%
Average	70%	28%	2%	100%

Table B16 – Respondents Declared Choice of Location for Work Following Graduation (Q12)

Category	In Montreal CMA	In Quebec outside Montreal CMA	Outside of Quebec	I don't know	Total
Nursing	207	59	97	88	451
Other Health Care	205	26	36	58	325
Social Services	121	51	40	58	270
Total	533	136	173	204	1046

Category	In Montreal CMA	In Quebec outside Montreal CMA	Outside of Quebec	I don't know
Nursing	46%	13%	22%	20%
Other Health Care	63%	8%	11%	18%
Social Services	45%	19%	15%	21%
Average	51%	13%	17%	20%

Table B17 – Reason to Choose the Location of Workplace Following Graduation (Q 13)

Category	Family/ Friends	Community	Possibility of employment	Lifestyle	Financial reasons	Closer to home	Culture	Language proficiency	Not Applicable/ I do not know	Other	Total
Nursing	264	160	253	200	137	197	76	152	38	19	1496
Other Health Care	201	121	187	146	87	163	61	101	22	9	1098
Social Services	154	106	161	117	82	105	47	98	23	11	904
Total	619	387	601	463	306	465	184	351	83	39	3498

Category	Family/ Friends	Community	Possibility of employment	Lifestyle	Financial reasons	Closer to home	Culture	Language proficiency	Not Applicable/ I do not know	Other	Total
Nursing	18%	11%	17%	13%	9%	13%	5%	10%	3%	1%	100%
Other Health Care	18%	11%	17%	13%	8%	15%	6%	9%	2%	1%	100%
Social Services	17%	12%	18%	13%	9%	12%	5%	11%	3%	1%	100%
Total	18%	11%	17%	13%	9%	13%	5%	10%	2%	1%	100%

Table B18 – Factors that COULD Encourage Working in Outside of the Census Montreal Area (Q 14)

Category	Family/ Friends	Community	Possibility of employment	Nature	Lifestyle	Financial reasons	Closer to home	Culture	Language proficiency	Not Applicable/ I do not know	Other	Total
Nursing	166	87	225	115	138	225	100	57	126	51	14	1304
Other Health Care	104	58	157	84	93	163	49	36	64	44	5	857
Social Services	129	87	151	80	85	136	72	41	79	25	10	895
Total	399	232	533	279	316	524	221	134	269	120	29	3056

Category	Family/ Friends	Community	Possibility of employment	Nature	Lifestyle	Financial reasons	Closer to home	Culture	Language proficiency	Not Applicable/ I do not know	Other	Total
Nursing	13%	7%	17%	9%	11%	17%	8%	4%	10%	4%	1%	100%
Other Health Care	12%	7%	18%	10%	11%	19%	6%	4%	7%	5%	1%	100%
Social Services	14%	10%	17%	9%	9%	15%	8%	5%	9%	3%	1%	100%
Total	13%	8%	17%	9%	10%	17%	7%	4%	9%	4%	1%	100%

Table B19 – Degree to which Respondents MIGHT Be Willing to Establishing Themselves Outside of the Census Montreal Area (Q15)

Category	Yes	No	Maybe	NA/I do not know	Total	% Yes	% No	% Maybe	% NA/I do not know
Nursing	165	102	147	34	448	37%	23%	33%	8%
Other Health Care	95	69	135	21	320	30%	22%	42%	7%
Social Services	116	41	92	17	266	44%	15%	35%	6%
Total	376	212	374	72	1034	36%	21%	36%	7%

Appendix C - Tabulated Data from the 2020 Survey (All Data)

Table C1 – Response Rates by Program and College (Q 1)

Program	Champlain-Lenoirville		Champlain-St. Lambert		Dawson		Heritage		John Abbott		Vanier		Total Registered Students by Program	Total responses by Program	Program Response Rate
	Registered Students	Survey Responses	Registered Students	Survey Responses	Registered Students	Survey Responses	Registered Students	Survey Responses	Registered Students	Survey Responses	Registered Students	Survey Responses			
Biomedical Laboratory Technology (140.CO)					74	48							74	48	65%
Community Recreation Leadership Training (391.A0)					99	54							99	54	55%
Dental Hygiene (111.A0)									97	79			97	79	81%
Diagnostic Imaging (142.A0)					89	53							89	53	60%
Nursing (180.A0)	78	58	102	66	269	153	85	49	207	167	165	107	906	600	66%
Nursing Intensive (180.A1)									68	35			68	35	51%
Paramedic Care (181.A0)									102	83			102	83	81%
Physiotherapy Technology (144.A0)					95	53							95	53	56%
Radiation Oncology (142.CO)					45	31							45	31	69%
Respiratory and Anesthesia Technology (141.A0)											72	31	72	31	43%
Social Service (388.A0)					166	111							166	111	67%
Special Care Counselling (351.A0)	66	39					53	25			212	65	331	129	39%
Youth and Adult Correctional Intervention (310.B0)									107	72			107	72	67%
Total students by college	144	97	102	66	837	503	138	74	581	436	449	203	2251	1379	61%
Response Rate by College	67%		65%		60%		54%		75%		47%				

Table C2 – Response Rate by Category

Category	n Registered	n Responses	Rate
Nursing	906	600	66%
Other Health Care	642	413	64%
Social Services	703	366	52%
Total	2251	1379	61%

Table C3 – Percent of Total Response by Category

Category	n	% of total
Nursing	600	44%
Other Health Care	413	30%
Social Services	366	27%
Total	1379	100%

Table C4 – Percent of Respondents Graduating in the Next Six Months (Q 2)

Category	Yes	No	Total	% Yes	% No
Nursing	157	443	600	26%	74%
Other Health Care	99	314	413	24%	76%
Social Services	107	259	366	29%	71%
Total/Average	363	1016	1379	26%	74%

Table C5 – Respondents Reasons to Choose an English-Language Cegep (Q 3)

Category	Proximity	Linguistic-cultural identity	Opportunity to study in English	Program and course offerings	Other	Total
Nursing	269	255	352	319	39	1234
Other Health Care	135	140	218	282	16	791
Social Services	113	121	173	245	20	672
Total	517	516	743	846	75	2697
Category	Proximity	Linguistic-cultural identity	Opportunity to study in English	Program and course offerings	Other	
Nursing	22%	21%	29%	26%	3%	
Other Health Care	17%	18%	28%	36%	2%	
Social Services	17%	18%	26%	36%	3%	
Average	19%	19%	28%	31%	3%	

Table C6 – Respondents Plans to Work in Health or Social Services Fields after Graduation (Q 4)

Category	Yes	No	I don't know	Total	% Yes	% No	% I don't know
Nursing	573	3	20	596	96%	1%	3%
Other Health Care	396	2	14	412	96%	0%	3%
Social Services	291	10	65	366	80%	3%	18%
Total/Average	1260	15	99	1374	92%	1%	7%

Table C7 – Plans of University Studies (Q 5)

Category	English-language in Quebec	English-language outside Quebec	French-language in Quebec	I do not know	I do not plan on attending university	Other	Total
Nursing	439	41	30	57	13	17	597
Other Health Care	119	40	31	70	127	25	412
Social Services	177	50	16	47	66	9	365
Total	735	131	77	174	206	51	1374

Category	English-language in Quebec	English-language outside Quebec	French-language in Quebec	I do not know	I do not plan on attending university	Other	Total
Nursing	74%	7%	5%	10%	2%	3%	100%
Other Health Care	29%	10%	8%	17%	31%	6%	100%
Social Services	48%	14%	4%	13%	18%	2%	100%
Average	53%	10%	6%	13%	15%	4%	100%

Table C8 – Respondents Declared Main Language (Q 6)

Category	English	French	Other	Total	% English	% French	% Other
Nursing	402	99	89	590	68%	17%	15%
Other Health Care	279	74	57	410	68%	18%	14%
Social Services	269	61	34	364	74%	17%	9%
Total/Average	950	234	180	1364	70%	17%	13%

Table C9 – Language Most Used in Day-to-day Activities (Q 7)

Category	English	French	Neither	Grand Total	% English	% French	% Neither
Nursing	474	106	10	590	80%	18%	2%
Other Health Care	348	59	4	411	85%	14%	1%
Social Services	300	59	4	363	83%	16%	1%
Total/Average	1122	224	18	1364	82%	16%	1%

Table C10 – Self-assessment of the Degree that WRITTEN French is Adequate for the Health and Social Services Workplace after Graduation (Q 8.1)

Category	Strongly agree	Agree	Disagree	Strongly disagree	I don't know/NA	Total
Nursing	187	227	120	35	20	589
Other Health Care	121	206	54	18	12	411
Social Services	69	161	81	42	10	363
Total	377	594	255	95	42	1363

Category	Strongly agree	Agree	Strongly disagree	Disagree	I don't know/NA	Total Strongly Agree + Agree
Nursing	32%	39%	20%	6%	3%	70%
Other Health Care	29%	50%	13%	4%	3%	80%
Social Services	19%	44%	22%	12%	3%	63%
Average	28%	44%	19%	7%	3%	71%

Table C11 – Self-assessment of the Degree that SPOKEN French is Adequate for the Health and Social Services Workplace after Graduation (Q 8.2)

Category	Strongly agree	Agree	Disagree	Strongly disagree	I don't know/NA	Total
Nursing	241	245	62	24	16	588
Other Health Care	178	179	36	11	7	411
Social Services	135	140	58	19	8	360
Total	554	564	156	54	31	1359

Category	Strongly agree	Agree	Disagree	Strongly disagree	I don't know/NA	Total Strongly Agree + Agree
Nursing	41%	42%	11%	4%	3%	83%
Other Health Care	43%	44%	9%	3%	2%	87%
Social Services	38%	39%	16%	5%	2%	76%
Average	41%	42%	11%	4%	2%	82%

Table C12 – Self-assessment of the Degree that READING French is Adequate for the Health and Social Services Workplace after Graduation (Q 8.3)

Category	Strongly agree	Agree	Disagree	Strongly disagree	I don't know/NA	Total
Nursing	276	230	49	19	13	587
Other Health Care	186	198	14	7	5	410
Social Services	134	158	50	13	8	363
Total	596	586	113	39	26	1360

Category	Strongly agree	Agree	Disagree	Strongly disagree	I don't know/NA	Total Strongly Agree + Agree
Nursing	47%	39%	8%	3%	2%	86%
Other Health Care	45%	48%	3%	2%	1%	94%
Social Services	37%	44%	14%	4%	2%	80%
Average	44%	43%	8%	3%	2%	87%

Table C13- Respondents Who Have Taken French as a Second-Language Course in Cegep (Q 9)

Category	Yes	No	No need	Total	% Yes	% No	% No need
Nursing	534	34	19	587	91%	6%	3%
Other Health Care	357	18	36	411	87%	4%	9%
Social Services	286	56	21	363	79%	15%	6%
Total/Average	1177	108	76	1361	86%	8%	6%

Table C14 – Last Level of French Completed (Q 10)

Category	Mise a niveau	Level 1	Level 2	Level 3	Level 4	NA/I don't know	Total
Nursing	9	46	120	149	153	108	585
Other Health Care	4	42	64	115	186	96	407
Social Services	11	37	81	73	48	110	360
Total	24	125	265	337	387	314	1352

Category	Mise a niveau	Level 1	Level 2	Level 3	Level 4	NA/I don't know	Total
Nursing	2%	8%	21%	25%	26%	18%	100%
Other Health Care	1%	10%	16%	28%	46%	24%	100%
Social Services	3%	10%	23%	20%	13%	31%	100%
Average	2%	9%	20%	25%	29%	23%	100%

Table C15 – Respondents Declared Permanent Address (Q 11)

Category	In Montreal CMA	In Quebec outside Montreal CMA	Outside of Quebec	Total
Nursing	443	121	16	580
Other Health Care	350	47	9	406
Social Services	244	107	3	354
Total	1037	275	28	1340

Category	In Montreal CMA	In Quebec outside Montreal CMA	Outside of Quebec	Total
Nursing	76%	21%	3%	100%
Other Health Care	86%	12%	2%	100%
Social Services	69%	30%	1%	100%
Average	77%	21%	2%	100%

Table C16 – Respondents Declared Choice of Location for Work Following Graduation (Q 12)

Category	In Montreal CMA	In Quebec outside Montreal CMA	Outside of Quebec	I don't know	Total
Nursing	344	61	91	92	588
Other Health Care	294	26	36	55	411
Social Services	168	62	48	82	360
Total	806	149	175	229	1359

Category	In Montreal CMA	In Quebec outside Montreal CMA	Outside of Quebec	I don't know
Nursing	59%	10%	15%	16%
Other Health Care	72%	6%	9%	13%
Social Services	47%	17%	13%	23%
Average	59%	11%	13%	17%

Table C17 – Reason to Choose the Location of Workplace Following Graduation (Q 13)

Category	Family/Friends	Community	Possibility of employment	Lifestyle	Financial reasons	Closer to home	Culture	Language proficiency	Not Applicable/ I do not know	Other	Total
Nursing	353	248	340	289	140	330	111	227	34	27	2099
Other Health Care	257	152	235	194	84	226	59	123	31	11	1372
Social Services	189	137	194	165	71	172	64	108	40	10	1150
Total	799	537	769	648	295	728	234	458	105	48	4621

Category	Family/Friends	Community	Possibility of employment	Lifestyle	Financial reasons	Closer to home	Culture	Language proficiency	Not Applicable/ I do not know	Other	Total
Nursing	17%	12%	16%	14%	7%	16%	5%	11%	2%	1%	100%
Other Health Care	19%	11%	17%	14%	6%	16%	4%	9%	2%	1%	100%
Social Services	16%	12%	17%	14%	6%	15%	6%	9%	3%	1%	100%
Total	17%	12%	17%	14%	6%	16%	5%	10%	2%	1%	100%

Table C18 – Factors that COULD Encourage Working in Outside of the Census Montreal Area (Q 14)

Category	Family/Friends	Community	Possibility of employment	Nature	Lifestyle	Financial reasons	Closer to home	Culture	Language proficiency	Not Applicable/ I do not know	Other	Total
Nursing	192	117	293	162	200	312	108	80	145	80	8	1697
Other Health Care	118	73	212	90	118	223	55	30	74	51	7	1051
Social Services	129	98	212	92	114	158	89	47	91	52	5	1087
Total	439	288	717	344	432	693	252	157	310	183	20	3835

Category	Family/Friends	Community	Possibility of employment	Nature	Lifestyle	Financial reasons	Closer to home	Culture	Language proficiency	Not Applicable/ I do not know	Other	Total
Nursing	11%	7%	17%	10%	12%	18%	6%	5%	9%	5%	0%	100%
Other Health Care	11%	7%	20%	9%	11%	21%	5%	3%	7%	5%	1%	100%
Social Services	12%	9%	20%	8%	10%	15%	8%	4%	8%	5%	0%	100%
Total	11%	8%	19%	9%	11%	18%	7%	4%	8%	5%	1%	100%

Table C19 – Degree to which Respondents MIGHT Be Willing to Establishing Themselves Outside of the Census Montreal Area (Q 15)

Category	Yes	No	Maybe	NA/I do not know	Total	% Yes	% No	% Maybe	% NA/I do not know
Nursing	163	145	237	42	587	28%	25%	40%	7%
Other Health Care	105	107	173	26	411	26%	26%	42%	6%
Social Services	131	53	135	42	361	36%	15%	37%	12%
Total	399	305	545	110	1359	29%	22%	40%	8%

Appendix D - Tabulated Data from the 2020 Survey without Vanier

Table D1 – Response Rates by Program and College (Q1)

Program	Champlain-Lennoxville		Champlain-St. Lambert		Dawson		Heritage		John Abbott		Total Registered Students	Total Survey Responses	Program Response Rate
	Registered Students	Survey Responses	Registered Students	Survey Responses	Registered Students	Survey Responses	Registered Students	Survey Responses	Registered Students	Survey Responses			
Biomedical Laboratory Technology (140.CO)					74	48					74	48	65%
Community Recreation and Leadership Training (391.A0)					99	54					99	54	55%
Dental Hygiene (111.A0)									97	79	97	79	81%
Diagnostic Imaging (142.A0)					89	53					89	53	60%
Nursing (180.A0)	78	58	102	66	269	153	85	49	207	167	741	493	67%
Nursing Intensive (180.A1)									68	35	68	35	51%
Paramedic Care (181.A0)									102	83	102	83	81%
Physiotherapy Technology (144.A0)					95	53					95	53	56%
Radiation Oncology (142.CO)					45	31					45	31	69%
Social Service (388.A0)					166	111					166	111	67%
Special Care Counselling (351.A0)	66	39					53	25			119	64	54%
Youth and Adult Correctional Intervention (310.B0)									107	72	107	72	67%
Total Students by college	144	97	102	66	837	503	138	74	581	436	1802	1176	65%
Response Rate by college	67%	65%	60%	54%	75%								
Overall Response Rate	65%												

Table D2 – Response Rate by Category

Category	n Registered	n Responses	Rate
Nursing	741	493	67%
Other Health Care	570	382	67%
Social Services	491	301	61%
Total	1802	1176	65%

Table D3 – Percent of Total Response Rate by Category

Category	n	% of total
Nursing	493	42%
Other Health Care	382	32%
Social Services	301	26%
Total	1176	100%

Table D4 – Percent of Respondents Graduating in the Next Six Months (Q 2)

Category	Yes	No	Total	% Yes	% No
Nursing	117	376	493	24%	76%
Other Health Care	91	291	382	24%	76%
Social Services	89	212	301	30%	70%
Total/Average	297	879	1176	25%	75%

Table D5 – Respondents Reasons to Choose an English-Language Cegep (Q 3)

Category	Proximity	Linguistic-cultural identity	Opportunity to study in English	Program and course offerings	Other	Total
Nursing	234	200	290	272	32	1028
Other Health Care	130	127	207	263	15	742
Social Services	101	101	149	206	13	570
Total	465	428	646	741	60	2340
Category	Proximity	Linguistic-cultural identity	Opportunity to study in English	Program and course offerings	Other	
Nursing	23%	19%	28%	26%	3%	
Other Health Care	18%	17%	28%	35%	2%	
Social Services	18%	18%	26%	36%	2%	
Average	20%	18%	28%	32%	3%	

Table D6 – Respondents Plans to Work in Health or Social Services Fields after Graduation (Q 4)

Category	Yes	No	I don't know	Total	% Yes	% No	% I don't know
Nursing	469	2	17	488	96%	0%	3%
Other Health Care	365	2	13	380	96%	1%	3%
Social Services	232	9	60	301	77%	3%	20%
Total/Average	1066	13	90	1169	91%	1%	8%

Table D7 – Plans of University Studies (Q 5)

Category	English-language in Quebec	English-language outside Quebec	French-language in Quebec	I do not know	I do not plan on attending university	Other	Total
Nursing	344	39	30	53	11	13	490
Other Health Care	110	30	30	66	122	23	381
Social Services	140	46	14	44	52	5	301
Total	594	115	74	163	185	41	1172

Category	English-language in Quebec	English-language outside Quebec	French-language in Quebec	I do not know	I do not plan on attending university	Other	Total
Nursing	70%	8%	6%	11%	2%	3%	100%
Other Health Care	29%	8%	8%	17%	32%	6%	100%
Social Services	47%	15%	5%	15%	17%	2%	100%
Average	51%	10%	6%	14%	16%	3%	100%

Table D8 – Respondents Declared Main Language (Q 6)

Category	English	French	Other	Total	% English	% French	% Other
Nursing	340	86	65	491	69%	18%	13%
Other Health Care	258	69	54	381	68%	18%	14%
Social Services	218	54	29	301	72%	18%	10%
Total/Average	816	209	148	1173	70%	18%	13%

Table D9 – Language Most Used in Day-to-day Activities (Q 7)

Category	English	French	Neither	Total	% English	% French	% Neither
Nursing	393	90	8	491	80%	18%	2%
Other Health Care	321	57	4	382	84%	15%	1%
Social Services	245	51	4	300	82%	17%	1%
Total/Average	959	198	16	1173	82%	17%	1%

Table D10 – Self-assessment of the Degree that WRITTEN French is Adequate for the Health and Social Services Workplace after Graduation (Q 8.1)

Category	Strongly agree	Agree	Disagree	Strongly disagree	I don't know/NA	Total
Nursing	153	187	101	32	17	490
Other Health Care	110	192	50	18	12	382
Social Services	59	132	68	35	7	301
Total	322	511	219	85	36	1173

Category	Strongly agree	Agree	Strongly disagree	Disagree	I don't know/NA	Total Strongly Agree + Agree
Nursing	31%	38%	21%	7%	3%	69%
Other Health Care	29%	50%	13%	5%	3%	79%
Social Services	20%	44%	23%	12%	2%	63%
Average	27%	44%	19%	7%	3%	71%

Table D11 – Self-assessment of the Degree that SPOKEN French is Adequate for the Health and Social Services Workplace after Graduation (Q 8.2)

Category	Strongly agree	Agree	Disagree	Strongly disagree	I don't know/NA	Total
Nursing	227	193	40	17	10	487
Other Health Care	170	186	14	7	4	381
Social Services	110	126	43	11	6	296
Total	507	505	97	35	20	1164

Category	Strongly agree	Agree	Strongly disagree	Disagree	I don't know/NA	Total Strongly Agree + Agree
Nursing	47%	40%	8%	3%	2%	86%
Other Health Care	45%	49%	4%	2%	1%	93%
Social Services	37%	43%	15%	4%	2%	80%
Average	44%	43%	8%	3%	2%	87%

Table D12 – Self-assessment of the Degree that READING French is Adequate for the Health and Social Services Workplace after Graduation (Q 8.3)

Category	Strongly agree	Agree	Disagree	Strongly disagree	I don't know/NA	Total
Nursing	228	194	40	17	10	489
Other Health Care	170	186	14	7	4	381
Social Services	111	128	43	11	7	300
Total	509	508	97	35	21	1170

Category	Strongly agree	Agree	Disagree	Strongly disagree	I don't know/NA	Total Strongly Agree + Agree
Nursing	47%	40%	8%	3%	2%	86%
Other Health Care	45%	49%	4%	2%	1%	93%
Social Services	37%	43%	14%	4%	2%	80%
Average	44%	43%	8%	3%	2%	87%

Table D13- Respondents Who Have Taken French as a Second-Language Course in Cegep (Question 9)

Category	Yes	No	No need	Total	% Yes	% No	% No need
Nursing	449	24	18	491	91%	5%	4%
Other Health Care	334	15	33	382	87%	4%	9%
Social Services	227	53	20	300	76%	18%	7%
Total/Average	1010	92	71	1173	86%	8%	6%

Table D14 – Last Level of French Completed (Q 10)

Category	Mise a niveau	Level 1	Level 2	Level 3	Level 4	NA/I don't know	Total
Nursing	9	38	101	123	123	94	488
Other Health Care	4	41	60	106	83	84	378
Social Services	8	30	65	59	37	98	297
Total	21	109	226	288	243	276	1163

Category	Mise a niveau	Level 1	Level 2	Level 3	Level 4	NA/I don't know	Total
Nursing	2%	8%	21%	25%	25%	19%	100%
Other Health Care	1%	11%	16%	28%	22%	22%	100%
Social Services	3%	10%	22%	20%	12%	33%	100%
Average	2%	9%	19%	25%	21%	24%	100%

Table D15 – Respondents Declared Permanent Address (Q 11)

Category	In Montreal CMA	In Quebec outside Montreal CMA	Outside of Quebec	Total
Nursing	352	115	15	482
Other Health Care	326	43	8	377
Social Services	196	96	3	295
Total	874	254	26	1154

Category	In Montreal CMA	In Quebec outside Montreal CMA	Outside of Quebec	Total
Nursing	73%	24%	3%	100%
Other Health Care	86%	11%	2%	100%
Social Services	66%	33%	1%	100%
Average	76%	22%	2%	100%

Table D16 – Respondents Declared Choice of Location for Work Following Graduation (Q 12)

Category	In Montreal CMA	In Quebec outside Montreal CMA	Outside of Quebec	I don't know	Total
Nursing	269	57	80	84	490
Other Health Care	270	25	35	52	382
Social Services	125	55	44	76	300
Total	664	137	159	212	1172

Category	In Montreal CMA	In Quebec outside Montreal CMA	Outside of Quebec	I don't know
Nursing	55%	12%	16%	17%
Other Health Care	71%	7%	9%	14%
Social Services	42%	18%	15%	25%
Average	57%	12%	14%	18%

Table D17 – Reason to Choose the Location of Workplace Following Graduation (Q 13)

Category	Family/ Friends	Community	Possibility of employment	Lifestyle	Financial reasons	Closer to home	Culture	Language proficiency	Not Applicable/ I do not know	Other	Total
Nursing	286	194	274	238	115	257	84	179	33	25	1685
Other Health Care	238	138	219	178	78	212	54	114	28	10	1269
Social Services	155	117	154	135	62	130	54	87	37	7	938
Total	679	449	647	551	255	599	192	380	98	42	3892

Category	Family/ Friends	Community	Possibility of employment	Lifestyle	Financial reasons	Closer to home	Culture	Language proficiency	Not Applicable/ I do not know	Other	Total
Nursing	17%	12%	16%	14%	7%	15%	5%	11%	2%	1%	100%
Other Health Care	19%	11%	17%	14%	6%	17%	4%	9%	2%	1%	100%
Social Services	17%	12%	16%	14%	7%	14%	6%	9%	4%	1%	100%
Total	17%	12%	17%	14%	7%	15%	5%	10%	3%	1%	100%

Table D18 – Factors that COULD Encourage Working in Outside of the Census Montreal Area (Q 14)

Category	Family/ Friends	Community	Possibility of employment	Nature	Lifestyle	Financial reasons	Closer to home	Culture	Language proficiency	Not Applicable/ I do not know	Other	Total
Nursing	168	98	245	143	174	261	98	66	118	64	5	1440
Other Health Care	107	66	198	85	110	204	49	27	72	47	7	972
Social Services	113	85	179	81	102	134	78	40	75	43	3	933
Total	388	249	622	309	386	599	225	133	265	154	15	3345

Category	Family/ Friends	Community	Possibility of employment	Nature	Lifestyle	Financial reasons	Closer to home	Culture	Language proficiency	Not Applicable/ I do not know	Other	Total
Nursing	12%	7%	17%	10%	12%	18%	7%	5%	8%	4%	0%	100%
Other Health Care	11%	7%	20%	9%	11%	21%	5%	3%	7%	5%	1%	100%
Social Services	12%	9%	19%	9%	11%	14%	8%	4%	8%	5%	0%	100%
Total	12%	7%	19%	9%	12%	18%	7%	4%	8%	5%	0%	100%

Table D19 – Degree to which Respondents MIGHT Be Willing to Establishing Themselves Outside of the Census Montreal Area (Q 15)

Category	Yes	No	Maybe	NA/I do not know	Total	% Yes	% No	% Maybe	% NA/I do not know
Nursing	146	108	197	38	489	30%	22%	40%	8%
Other Health Care	98	97	163	24	382	26%	25%	43%	6%
Social Services	114	39	113	34	300	38%	13%	38%	11%
Total	358	244	473	96	1171	31%	21%	40%	8%

Appendix E – 2019 & 2020 Combined Survey Data (All Data)

Table E1 – Response Rate by Program (Q1)

Program	Champlain-Lenoxxville		Champlain-St. Lambert		Dawson		Heritage		John Abbott		Vanier		Total Registered Students by Program	Total responses by Program	Program Response Rate
	Registered Students	Survey Responses	Registered Students	Survey Responses	Registered Students	Survey Responses	Registered Students	Survey Responses	Registered Students	Survey Responses	Registered Students	Survey Responses			
Biomedical Laboratory Technology (140.CO)					149	98							149	98	66%
Community Recreation Leadership Training (391.A0)					198	100							198	100	51%
Dental Hygiene (111.A0)									190	142			190	142	75%
Diagnostic Imaging (142.A0)					184	109							184	109	59%
Nursing (180.A0)	166	119	193	120	522	292	189	91	437	328	165	107	1672	1057	63%
Nursing Intensive (180.A1)									139	60			139	60	43%
Paramedic Care (181.A0)									195	145			195	145	74%
Physiotherapy Technology (144.A0)					178	103							178	103	58%
Radiation Oncology (142.CO)					82	51							82	51	62%
Respiratory and Anesthesia Technology (141.A0)											72	31	72	31	43%
Social Service (388.A0)					333	193							333	193	58%
Special Care Counselling (351.A0)	145	96					99	45			212	65	456	206	45%
Youth and Adult Corecational Intervention (310.B0)									210	144			210	144	69%
Total students by college	311	215	193	120	1646	946	288	136	1171	819	449	203	4058	2439	60%

Table E2 – Response Rate by Category

Category	n Registered	n Responses	Rate
Nursing	1672	1056	63%
Other Health Care	1189	739	62%
Social Services	1197	646	54%
Total/Average	4058	2441	60%

Table E3 – Percent of Total Response by Category

Category	n	% of Total
Nursing	1057	43%
Other Health Care	739	30%
Social Services	643	26%
Total	2439	100%

Table E4 – Percent of Respondents Graduating in the Next Six Months (Q 2)

Category	Yes	No	Total	% Yes	% No
Nursing	276	781	1057	26%	74%
Other Health Care	193	546	739	26%	74%
Social Services	192	451	643	30%	70%
Total/Average	661	1778	2439	27%	73%

Table E5 – Respondents Reasons to Choose an English-Language Cegep (Q 3)

Category	Proximity	Linguistic-cultural identity	Opportunity to study in English	Program and course offerings	Other	Total
Nursing	461	441	599	526	63	2090
Other Health Care	234	245	378	478	32	1367
Social Services	198	228	300	421	30	1177
Total	893	914	1277	1425	125	4634
% of Total	19%	20%	28%	31%	3%	

Category	Proximity	Linguistic-cultural identity	Opportunity to study in English	Program and course offerings	Other
Nursing	22%	21%	29%	25%	3%
Other Health Care	17%	18%	28%	35%	2%
Social Services	17%	19%	25%	36%	3%

Table E6 – Respondents Plans to Work in Health or Social Services Fields after Graduation (Q 4)

Category	Yes	No	I don't know	Total	% Yes	% No	% I don't know
Nursing	1007	8	35	1050	96%	1%	3%
Other Health Care	712	4	22	738	96%	1%	3%
Social Services	505	29	109	643	79%	5%	17%
Total/Average	2224	41	166	2431	91%	2%	7%

Table E7 – Plans of University Studies (Q 5)

Category	English-language in Quebec	English-language outside Quebec	French-language in Quebec	I do not know	I do not plan on attending university	Other	Total
Nursing	738	81	61	104	31	36	1051
Other Health Care	242	57	49	127	231	29	735
Social Services	308	94	38	86	97	15	638
Total	1288	232	148	317	359	80	2424
Category	English-language in Quebec	English-language outside Quebec	French-language in Quebec	I do not know	I do not plan on attending university	Other	
Nursing	70%	8%	6%	10%	3%	3%	
Other Health Care	33%	8%	7%	17%	31%	4%	
Social Services	48%	15%	6%	13%	15%	2%	
Average	53%	10%	6%	13%	15%	3%	

Table E8 – Respondents Declared Main Language (Q 6)

Category	English	French	Other	Total	% English	% French	% Other
Nursing	711	181	152	1044	68%	17%	15%
Other Health Care	479	133	124	736	65%	18%	17%
Social Services	467	120	52	639	73%	19%	8%
Total/ Average	1657	434	328	2419	68%	18%	14%

Table E9 – Language Most Used in Day-to-day Activities (Q 7)

Sector	English	French	Neither	Total	% English	% French	Neither
Nursing	844	186	14	1044	81%	18%	1%
Other Health Care	627	100	10	737	85%	14%	1%
Social Services	524	107	7	638	82%	17%	1%
Total/Average	1995	393	31	2419	82%	16%	1%

Table E10 – Self-assessment of the Degree that WRITTEN French is Adequate for the Health and Social Services Workplace after Graduation (Q 8.1)

Category	Strongly agree	Agree	Disagree	Strongly disagree	I don't know/NA	Total
Nursing	317	405	210	79	32	1043
Other Health Care	221	356	99	36	24	736
Social Services	122	269	148	74	21	634
Total	660	1030	457	189	77	2413
Category	Strongly agree	Agree	Disagree	Strongly disagree	I don't know/NA	Total
Nursing	30%	39%	20%	8%	3%	100%
Other Health Care	30%	48%	13%	5%	3%	100%
Social Services	19%	42%	23%	12%	3%	100%
Average	27%	43%	19%	8%	3%	100%

Table E11 – Self-assessment of the Degree that SPOKEN French is Adequate for the Health and Social Services Workplace after Graduation (Q 8.2)

Category	Strongly agree	Agree	Disagree	Strongly disagree	I don't know/NA	Total
Nursing	436	426	111	43	27	1043
Other Health Care	317	323	61	21	12	734
Social Services	239	254	93	31	15	632
Total	992	1003	265	95	54	2409

Category	Strongly agree	Agree	Disagree	Strongly disagree	I don't know/NA	Total
Nursing	42%	41%	11%	4%	3%	100%
Other Health Care	43%	44%	8%	3%	2%	100%
Social Services	38%	40%	15%	5%	2%	100%
Average	41%	42%	11%	4%	2%	100%

Table E12 – Self-assessment of the Degree that READING French is Adequate for the Health and Social Services Workplace after Graduation (Q 8.3)

Category	Strongly agree	Agree	Disagree	Strongly disagree	I don't know/NA	Total
Nursing	485	420	79	37	20	1041
Other Health Care	332	347	30	16	9	734
Social Services	226	286	87	22	13	634
Total	1043	1053	196	75	42	2409

Category	Strongly agree	Agree	Disagree	Strongly disagree	I don't know/NA	Total
Nursing	47%	40%	8%	4%	2%	100%
Other Health Care	45%	47%	4%	2%	1%	100%
Social Services	36%	45%	14%	3%	2%	100%
Average	43%	44%	8%	3%	2%	100%

Table E13- Respondents Who Have Taken French as a Second-Language Course in Cegep (Q 9)

Category	Yes	No	No need	Total	% Yes	% No	% No Need
Nursing	929	69	42	1040	89%	7%	4%
Other Health Care	638	28	70	736	87%	4%	10%
Social Services	509	86	35	630	81%	14%	6%
Total/Average	2076	183	147	2406	86%	8%	6%

Table E14 – Last Level of French Completed (Q 10)

Category	Mise a niveau	Level 1	Level 2	Level 3	Level 4	NA/I don't know	Total
Nursing	66	174	230	232	88	247	1037
Other Health Care	50	100	170	146	63	195	724
Social Services	59	131	127	92	29	182	620
Total	175	405	527	470	180	624	2381

Category	Mise a niveau	Level 1	Level 2	Level 3	Level 4	NA/I don't know	Total
Nursing	6%	17%	22%	22%	8%	24%	100%
Other Health Care	7%	14%	23%	20%	9%	27%	100%
Social Services	10%	21%	20%	15%	5%	29%	100%
Average	7%	17%	22%	20%	8%	26%	100%

Table E15 – Respondents Declared Permanent Address (Q 11)

Category	Within the Montreal CMA	In Quebec outside the Montreal CMA	Outside of Quebec	Total
Nursing	738	262	31	1031
Other Health Care	616	98	17	731
Social Services	411	203	6	620
Total	1765	563	54	2382

Category	Within the Montreal CMA	In Quebec outside the Montreal CMA	Outside of Quebec	Total
Nursing	72%	25%	3%	100%
Other Health Care	84%	13%	2%	100%
Social Services	66%	33%	1%	100%
Total	74%	24%	2%	100%

Table E16 – Respondents Declared Choice of Location for Work Following Graduation (Q 12)

Category	Within the Montreal CMA	In Quebec outside the Montreal CMA	Outside of Quebec	I don't know	Total
Nursing	551	120	188	180	1039
Other Health Care	499	52	72	113	736
Social Services	289	113	88	140	630
Total	1339	285	348	433	2405

Category	Within the Montreal CMA	In Quebec outside the Montreal CMA	Outside of Quebec	I don't know	Total
Nursing	53%	12%	18%	17%	100%
Other Health Care	68%	7%	10%	15%	100%
Social Services	46%	18%	14%	22%	100%
Average	56%	12%	14%	18%	100%

Table E17 – Reason to Choose the Location of Workplace Following Graduation (Q 13)

Category	Family/ Friends	Community	Possibility of employment	Lifestyle	Financial reasons	Closer to home	Culture	Language proficiency	Not Applicable/ I do not know	Other	Total
Nursing	617	408	593	489	277	527	187	379	72	46	3595
Other Health Care	458	273	422	340	171	389	120	224	53	20	2470
Social Services	343	243	355	282	153	277	111	206	63	21	2054
Total	1418	924	1370	1111	601	1193	418	809	188	87	8119

Category	Family/ Friends	Community	Possibility of employment	Lifestyle	Financial reasons	Closer to home	Culture	Language proficiency	Not Applicable/ I do not know	Other	Total
Nursing	17%	11%	16%	14%	8%	15%	5%	11%	2%	1%	100%
Other Health Care	19%	11%	17%	14%	7%	16%	5%	9%	2%	1%	100%
Social Services	17%	12%	17%	14%	7%	13%	5%	10%	3%	1%	100%
Total	17%	11%	17%	14%	7%	15%	5%	10%	2%	1%	100%

Table E18 – Factors that COULD Encourage Working Outside of the Census Montreal Area (Q 14)

Category	Family/ Friends	Community	Possibility of employment	Nature	Lifestyle	Financial reasons	Closer to home	Culture	Language proficiency	Not Applicable/ I do not know	Other	Total
Nursing	358	204	518	277	338	537	208	137	271	131	22	3001
Other Health Care	222	131	369	174	211	386	104	66	138	95	12	1908
Social Services	258	185	363	172	199	294	161	88	170	77	15	1982
Total	838	520	1250	623	748	1217	473	291	579	303	49	6891

Category	Family/ Friends	Community	Possibility of employment	Nature	Lifestyle	Financial reasons	Closer to home	Culture	Language proficiency	Not Applicable/ I do not know	Other	Total
Nursing	12%	7%	17%	9%	11%	18%	7%	5%	9%	4%	1%	100%
Other Health Care	12%	7%	19%	9%	11%	20%	5%	3%	7%	5%	1%	100%
Social Services	13%	9%	18%	9%	10%	15%	8%	4%	9%	4%	1%	100%
Total	12%	8%	18%	9%	11%	18%	7%	4%	8%	4%	1%	100%

Table E19 – Degree to which Respondents MIGHT Be Willing to Establishing Themselves Outside of the Census Montreal Area (Q 15)

Category	Yes	No	Maybe	NA/I do not know	Total	% Yes	% No	% Maybe	% I don't know
Nursing	328	247	384	76	1035	32%	24%	37%	7%
Other Health Care	200	176	308	47	731	27%	24%	42%	6%
Social Services	247	94	227	59	627	39%	15%	36%	9%
Total/Average	775	517	919	182	2393	32%	22%	38%	8%

Appendix F – Comparison of Data – 2019 & 2020 Surveys

Data from surveys compared to determine if there is any significant difference among the years and with one extra college added in the second year. All percentages are weighted averages.

Question #	Parameter	2019	2020	2020 without Vanier	2019 + 2020 All Data Combined
	Total registered students (n)	1807	2251	1802	4058
	Total respondents (n)	1060	1379	1176	2439
	Response rate overall	59%	61%	65%	60%
	Response rate - Nursing	60%	66%	67%	63%
	Response rate - Other Health Care	60%	64%	67%	62%
	Response Rate - Social Services	56%	52%	61%	54%
	% of all responses - Nursing	43%	44%	42%	43%
	% of all responses - Other Health Care	31%	30%	32%	30%
	% of all responses - Social Services	26%	27%	26%	26%
2	Graduating in next 6 months	28%	26%	25%	27%
3	Top reason to choose an English college	Program and course offerings (30%)	Program and course offerings (31%)	Program and course offerings (32%)	Program & Course offerings (31%)
3	Second reason to choose an English college	Opportunity to study in English (28%)	Opportunity to study in English (28%)	Opportunity to study in English (28%)	Opportunity to study in English (28%)
4	Plan to work in field after graduation	Yes (91%)	Yes (92%)	Yes (91%)	Yes (91%)
5	Plan to attend university (total)	70%	69%	67%	69%
5	Unsure + not planning to attend university + other	30%	32%	33%	31%
6	Declared main language - English	67%	70%	70%	68%
6	Declared main language - French	19%	17%	18%	18%
6	Declared main language - neither	14%	13%	13%	14%
7	Language most used in daily activities- English	83%	82%	82%	82%
7	Language most used in daily activities- French	16%	16%	17%	16%
7	Language most used in daily activities- neither	1%	1%	1%	1%
8.1	Written French adequate for work - Strongly agree + Agree	68%	71%	71%	70%
8.2	Spoken French adequate for work - Strongly agree + Agree	84%	82%	87%	83%
8.3	Reading French adequate for work - Strongly Agree + Agree	88%	87%	87%	87%
9	Have taken French at cegep	86%	86%	86%	86%
11	Permanent address -In Montreal CMA	70%	77%	76%	74%
11	Permanent address - In Quebec outside the Montreal CMA	28%	21%	22%	24%
11	Permanent address -Outside Quebec	2%	2%	2%	2%
12	Choice of work location - In Montreal CMA	51%	59%	57%	56%
12	Choice of work location - In Quebec outside Montreal CMA	13%	11%	12%	12%
12	Choice of work location - Outside of Quebec	17%	13%	14%	14%
12	Choice of work location - unsure	19%	17%	18%	18%
13	First reason to choose location for work after graduation	Family/Friends (18%)	Family/Friends (17%)	Family/Friends (17%)	Family/Friends (17%)
13	Second reason to choose location for work after graduation	Possibility of employment (17%)	Possibility of employment (17%)	Possibility of employment (16%)	Possibility of employment (17%)
14	First thing that could encourage working in a region	Possibility of employment (17%)	Possibility of employment (19%)	Possibility of employment (19%)	Possibility of employment (18%)
14	Second thing that could encourage working in a region	Financial Reasons (17%)	Financial Reasons (18%)	Financial Reasons (18%)	Financial Reasons (18%)
15	Might be willing to move to region - Yes	36%	29%	31%	32%
15	Might be willing to move to region - No	21%	22%	21%	22%
15	Might be willing to move to region - Maybe	36%	40%	40%	38%
15	Might be willing to move to region - Don't know	7%	8%	8%	8%

Appendix G - All Survey Data Cross-tabulated with Language

(Language used is the declared main language)

Table G1 - Main Language of All Respondents (Q6)

Responses	English	French	Other	Total
Total	1657	434	328	2419
% of total	68%	18%	14%	100%

Table G2 – Expectation of Graduation within Six Months Cross-tabulated with Main Language (Q2 x Q6)

Declared Main Language	Yes	No	Total	% Yes	% No
English	434	1223	1657	26%	74%
French	126	308	434	29%	71%
Other	94	234	328	29%	71%
Total/average	654	1765	2419	27%	73%

Table G3 – Reason to Choose an English-language CEGEP Cross-tabulated with Main Language (Q3 x Q6)

Language	Proximity	Linguistic-cultural identity	Opportunity to study in English	Program and course offerings	Other	Total	% Proximity	% Linguistic-cultural identity	% Opportunity to study in English	% Program and course offerings	% Other
English	650	726	775	1018	75	3244	20%	22%	24%	31%	2%
French	142	61	303	229	29	764	19%	8%	40%	30%	4%
Other	97	123	192	168	19	599	16%	21%	32%	28%	3%
Total/average	889	910	1270	1415	123	4607	19%	20%	28%	31%	3%

Table G4 – Intention to Work in Health or Social Services upon Completion of Studies Cross-tabulated with Main Language (Q 4 x Q6)

Language	Yes	No	I don't know	Total	% Yes	% No	% I don't know
English	1495	29	127	1651	91%	2%	8%
French	403	9	22	434	93%	2%	5%
Other	309	2	17	328	94%	1%	5%
Total/Average	2221	40	166	2427	92%	2%	7%

Table G5 – Type of University Respondent Would Choose Cross-tabulated with Main Language (Q5 x Q6)

Main Language	English-language in Quebec	English-language outside Quebec	French-language in Quebec	I do not know	I do not plan on attending university.	Other	Total	% English-language in Quebec	% English-language outside Quebec	% French-language in Quebec	% I do not know	% I do not plan on attending university.	% Other
English	934	195	44	200	221	53	1647	57%	12%	3%	12%	13%	3%
French	159	22	94	69	75	12	431	37%	5%	22%	16%	17%	3%
Other	187	14	10	45	61	11	328	57%	4%	3%	14%	19%	3%
Total	1280	231	148	314	357	76	2406	53%	10%	6%	13%	15%	3%

Table G6 – Main Language Cross-tabulated with Language Most Used in Daily Life (Q6 x Q7)

Main Language	English used most daily	French used most daily	Other used most daily	Total
English	1572	67	11	1650
French	154	274	4	432
Other	262	50	16	328
Total	1988	391	31	2410
% Total	82%	16%	1%	100%

Table G7 – Main Language Cross-tabulated with Assessment of Adequacy of WRITTEN French (Q6 x Q8.1)

Main Language	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know/NA	Total	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% I don't know/NA
English	292	772	383	147	56	1650	18%	47%	23%	9%	3%
French	281	127	16	8	1	433	65%	29%	4%	2%	0%
Other	86	131	57	34	20	328	26%	40%	17%	10%	6%
Total	659	1030	457	189	77	2412	27%	43%	19%	8%	3%
% of Total	27%	43%	19%	8%	3%	100%					

Table G8 – Main Language Cross-tabulated with Assessment of Adequacy of SPOKEN French (Q6 x Q8.2)

Main Language	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know/NA	Total	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% I don't know/NA
English	498	833	205	73	40	1649	30%	51%	12%	4%	2%
French	379	49	3	2		433	88%	11%	1%	0%	0%
Other	114	120	57	20	14	325	35%	37%	18%	6%	4%
Total	991	1002	265	95	54	2407	41%	42%	11%	4%	2%
% of Total	41%	42%	11%	4%	2%	100%					

Table G9 – Main Language Cross-tabulated with Assessment of Adequacy of READING French (Q6 x Q8.3)

Main Language	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know/NA	Total	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% I don't know/NA
English	543	856	158	60	31	1648	33%	52%	10%	4%	2%
French	372	55	1	4		432	86%	13%	0%	1%	0%
Other	127	141	37	11	11	327	39%	43%	11%	3%	3%
Total	1042	1052	196	75	42	2407	43%	44%	8%	3%	2%
% of Total	43%	44%	8%	3%	2%	100%					

Table G10 – Have Taken French at CEGEP Cross-tabulated with Main Language (Q9 x Q6)

Main Language	Yes	No	No Need	Total	% Yes	% No	% No Need
English	1439	130	80	1649	87%	8%	5%
French	354	27	51	432	82%	6%	12%
Other	286	26	16	328	87%	8%	5%
Total	2079	183	147	2409	86%	8%	6%
% of Total	86%	8%	6%	100%	86%	8%	6%

Table G11 – Last Level of French Taken at CEGEP Cross-tabulated with Main Language (Q10 x Q6)

Main Language	Mise à niveau	Level 1	Level 2	Level 3	Level 4	NA/don't know	Total	% Mise à niveau	% Level 1	% Level 2	% Level 3	% Level 4	% NA/don't know
English	38	220	378	391	171	286	1484	3%	15%	25%	26%	12%	19%
French	1	3	28	80	144	100	356	0%	1%	8%	22%	40%	28%
Other	11	41	49	49	69	63	282	4%	15%	17%	17%	24%	22%
Total	50	264	455	520	384	449	2122	2%	12%	21%	25%	18%	21%
% of Total	2%	12%	21%	25%	18%	21%	100%						

Table G12 – Location of Reported Permanent Address Cross-tabulated with Main Language (Q11 x Q6)

Main Language	Within the Census Montreal Area	In Quebec outside census Montreal	Outside of Quebec	Total	% Within the Census Montreal Area	% In Quebec outside census Montreal	% Outside of Quebec
English	1210	383	38	1631	74%	23%	2%
French	293	125	7	425	69%	29%	2%
Other	260	55	9	324	80%	17%	3%
Total	1764	563	54	2381	74%	24%	2%
% of Total	74%	24%	2%	100%			

Table G13 – Choice of Location for Work after Studies Cross-tabulated with Main Language (Q12 x Q6)

Main Language	Within the Census Montreal Area	In Quebec, outside Census Montreal	Outside of Quebec	I do not know	Total	% Within the Census Montreal Area	% In Quebec, outside Census Montreal	% Outside of Quebec	% I do not know
English	900	186	271	287	1644	55%	11%	16%	17%
French	225	73	51	83	432	52%	17%	12%	19%
Other	213	26	26	62	327	65%	8%	8%	19%
Total	1338	285	348	432	2403				
% of Total	56%	12%	14%	18%	100%				

Table G14 – Reasons for Choice of Location for Work after Studies Cross-tabulated with Main Language (Q13 x Q6)

Main Language	Family/Friends	Community	Possibility of employment	Lifestyle	Financial Reasons	Closer to home	Culture	Language proficiency	Not Applicable /I do not know	Other reason	Total
English	951	661	930	750	414	808	289	606	131	54	5594
French	271	155	261	231	104	221	62	96	32	26	1459
Other	195	108	179	130	83	164	67	107	25	7	1065
Total	1417	924	1370	1111	601	1193	418	809	188	87	8118
% of Total	17%	11%	17%	14%	7%	15%	5%	10%	2%	1%	100%
Main Language	Family/Friends	Community	Possibility of employment	Lifestyle	Financial Reasons	Closer to home	Culture	Language proficiency	Not Applicable /I do not know	Other reason	Total
English	17%	12%	17%	13%	7%	14%	5%	11%	2%	1%	100%
French	19%	11%	18%	16%	7%	15%	4%	7%	2%	2%	100%
Other	18%	10%	17%	12%	8%	15%	6%	10%	2%	1%	100%

Table G15 – Factors that Could Influence for Choice of Location for Work after Studies Cross-tabulated with Main Language (Q14 x Q6)

Main Language	Friends/Family	Community	Possibility of employment	Nature	Lifestyle	Financial reasons	Closer to home	Culture	Language Proficiency	NA/I do not know	Other	Total
English	572	357	836	391	496	841	321	196	460	207	30	4707
French	167	100	253	149	159	223	104	53	49	50	11	1318
Other	99	63	161	83	93	153	48	42	70	45	8	865
Total	838	520	1250	623	748	1217	473	291	579	302	49	6890
% of Total	12%	8%	18%	9%	11%	18%	7%	4%	8%	4%	1%	
Main Language	Friends/Family	Community	Possibility of employment	Nature	Lifestyle	Financial reasons	Closer to home	Culture	Language Proficiency	NA/I do not know	Other	Total
English	12%	8%	18%	8%	11%	18%	7%	4%	10%	4%	1%	100%
French	13%	8%	19%	11%	12%	17%	8%	4%	4%	4%	1%	100%
Other	11%	7%	19%	10%	11%	18%	6%	5%	8%	5%	1%	100%

Table G16 – Interest that the Respondent Might Have in Working outside Census Montreal Area Cross-tabulated with Main Language (Q15 x Q6)

Main Language	Yes	No	Maybe	NA/I do not know	Total	% Yes	% No	% Maybe	% NA/I do not know
English	509	383	620	125	1637	31%	23%	38%	8%
French	171	73	159	28	431	40%	17%	37%	6%
Other	93	61	140	29	323	29%	19%	43%	9%
Total	773	517	919	182	2391				
% of Total	32%	22%	38%	8%	100%				

Table G17 - Last Level of French Taken at CEGEP Cross-tabulated with Main Language (Q10 x Q6) – 2020 Data Only

Main Language	Mise à niveau	Level 1	Level 2	Level 3	Level 4	NA/don't know	Total	% Mise à niveau	% Level 1	% Level 2	% Level 3	% Level 4	% NA/don't know
English	18	97	230	264	132	203	944	2%	10%	24%	28%	14%	22%
French	0	2	10	44	104	69	229	0%	1%	4%	19%	45%	30%
Other	6	25	25	29	51	42	178	3%	14%	14%	16%	29%	24%
Total	24	124	265	337	287	314	1351	2%	9%	20%	25%	21%	23%

Table G18 - Last Level of French Taken at CEGEP Cross-tabulated with Main Language (Q10 x Q6) – 2020 Data Only - "NA/ I don't know" Responses Omitted

Main Language	Mise à niveau	Level 1	Level 2	Level 3	Level 4	Total	% Mise à niveau	% Level 1	% Level 2	% Level 3	% Level 4
English	18	97	230	264	132	741	2%	13%	31%	36%	18%
French		2	10	44	104	160	0%	1%	6%	28%	65%
Other	6	25	25	29	51	136	4%	18%	18%	21%	38%
Total	24	124	265	337	287	1037	2%	12%	26%	32%	28%

Appendix H – Various Cross-tabulations & Tables

Table H1 - Permanent Address Cross-tabulated with Location of Choice for Work (Q11 x Q12)

Permaent Address	Choice of Place to Work								
	Within the Census Montreal Area		In Quebec, outside Census Montreal		Outside of Quebec		I do not know		Total
Within the Census Montreal Area	1240	70%	39	2%	216	12%	265	15%	1760
In Quebec outside census Montreal	74	13%	243	43%	98	17%	146	26%	561
Outside of Quebec	5	9%	2	4%	30	56%	17	31%	54
Total	1319	56%	284	12%	344	14%	428	18%	2375

Table H2 – Permanent Address Cross-tabulated with Reason to Choose an English CEGEP (Q11 x Q3)⁸⁴

Permanent Address	Reason to Choose an English-Language CEGEP								
	Proximity	Linguistic-cultural identity	Opportunity to study in English	Program and course offerings	Total	% Proximity	% Linguistic-cultural identity	% Opportunity to study in English	% Program and course offerings
Within the Census Montreal Area	668	686	932	1068	3354	20%	20%	28%	32%
In Quebec outside Census Montreal Area	197	202	296	295	990	20%	20%	30%	30%
Outside of Quebec	9	13	23	26	71	13%	18%	32%	37%
Total	874	901	1251	1389	4415	20%	20%	28%	31%

Table H3 – Region of Permanent Address Cross-tabulated with Location of College (Q11 x Q1)

Location of college	College	Permanent Address				
		Within the Census Montreal Area	In Quebec outside census Montreal	Outside of Quebec	Grand Total	% Same region
Census Montreal	Champlain-St. Lambert	107	9		116	92%
Census Montreal	Dawson	824	94	13	931	89%
Census Montreal	John Abbott	629	160	19	808	78%
Census Montreal	Vanier	163	21	2	186	88%
	Total/average	1723	284	34	2041	84%
Outside Montreal	Champlain-Lennoxville	29	173	6	208	83%
Outside Montreal	Heritage	12	106	14	132	80%
	Total/average	41	279	20	340	82%

⁸⁴ "Other" answers omitted.

Table H4 – Region of Choice of Workplace Cross-tabulated with Location of College (Q12 x Q1)

Location of College	Choice of Place to Work								Total
	Within the Census Montreal Area		In Quebec, outside Census Montreal		Outside of Quebec		I do not know		
Census Montreal	1294	63%	145	7%	283	14%	339	16%	2061
Outside Montreal	45	13%	140	41%	65	19%	93	27%	343

Table H5 – Choice of Location for Work after Graduation Cross-tabulated with Factors that Could Encourage Working Outside of Census Montreal (Q12 x Q14)

Location of choice for work	Friends/Family	Community	Possibility of employment	Nature	Lifestyle	Financial reasons	Closer to home	Culture	Language Proficiency	NA/I do not know	Other	Total
Within the Census Montreal Area	10%	7%	20%	10%	11%	20%	5%	4%	8%	4%	1%	100%
In Quebec, outside Census Montreal	15%	11%	16%	10%	12%	12%	11%	4%	6%	2%	0%	100%
Outside of Quebec	14%	6%	16%	7%	8%	19%	9%	3%	12%	5%	2%	100%
I do not know	13%	9%	17%	8%	11%	15%	8%	5%	9%	5%	0%	100%
Average	12%	8%	18%	9%	11%	18%	7%	4%	8%	4%	1%	100%

Table H6 – Declared Main Language Cross-tabulated with Choice of University (Q6 x Q5)

Declared Main Language	English-language in Quebec	English-language outside Quebec	French-language in Quebec	Total	% English-language in Quebec	% English-language outside Quebec	% French-language in Quebec
English	934	195	44	1173	80%	17%	4%
French	159	22	94	275	58%	8%	34%
Other	187	14	10	211	89%	7%	5%
Total	1280	231	148	1659	77%	14%	9%
% of total	75%	14%	9%				

Table H7 – Reason to Choose Location for Work after Graduation for Those Leaving Quebec (Q12)

Reason	n	%
Language proficiency	218	22%
Possibility of employment	169	17%
Lifestyle	167	17%
Financial Reasons	134	13%
Community	94	9%
Family/Friends	77	8%
Culture	72	7%
Other reason	34	3%
Closer to home	25	3%
Not Applicable/I do not know	6	1%
Total	996	100%

Table H8 – College Cross-tabulated with Choice of Location for Work after Completion of Studies (Q1 x Q12)

College	Within the Census Montreal Area	In Quebec, outside Census Montreal	Outside of Quebec	I do not know
Champlain-Lennoxville	17%	49%	11%	23%
Champlain-St. Lambert	67%	5%	16%	12%
Dawson	66%	5%	11%	17%
Heritage	8%	29%	31%	33%
John Abbott	55%	9%	18%	18%
Vanier	76%	6%	9%	9%
Average	56%	12%	14%	18%

Table H9 – Cross-tabulation of the Choice to Work Outside of Quebec with Main Language (Q12 x Q6)

Choice of Where to Work After Completion of Studies				
Outside of Quebec	English	French	Other	Grand Total
n	271	51	26	348
%	78%	15%	7%	

Table H10 - Choice of Location of Place to Work x Reasons for Choice (Q 12 x Q13)

	Family/Friends	Community	Possibility of employment	Lifestyle	Financial Reasons	Closer to home	Culture	Language proficiency	NA/ I do not know	Other reason	Total
Within the Census Montreal Area	977	594	859	655	289	893	251	415	17	25	4975
In Quebec, outside Census Montreal	197	135	161	143	65	178	43	71	2	14	1009
Outside of Quebec	77	94	169	167	134	25	72	218	6	34	996
I do not know	162	100	178	144	111	94	52	105	163	14	1123
Total	1413	923	1367	1109	599	1190	418	809	188	87	8103
	Family/Friends	Community	Possibility of employment	Lifestyle	Financial Reasons	Closer to home	Culture	Language proficiency	NA/ I do not know	Other reason	Total
Within the Census Montreal Area	20%	12%	17%	13%	6%	18%	5%	8%	0%	1%	100%
In Quebec, outside Census Montreal	20%	13%	16%	14%	6%	18%	4%	7%	0%	1%	100%
Outside of Quebec	8%	9%	17%	17%	13%	3%	7%	22%	1%	3%	100%
I do not know	14%	9%	16%	13%	10%	8%	5%	9%	15%	1%	100%
Average	17%	11%	17%	14%	7%	15%	5%	10%	2%	1%	100%

Table H11 - Number of Registrations by Program Category Cross-tabulated with Region of College

Program Category	Registrations by Region of College				
	In Montreal CMA	Outside of Montreal CMA	Total	% In Montreal CMA	% Outside of Montreal CMA
Nursing	1317	355	1672	79%	21%
Other Health Care	1189	0	1189	100%	0%
Social Services	953	244	1197	80%	20%
Total/Average	3459	599	4058	85%	15%

Table H12 - Reasons for Choice of Where to Work for Respondents who Plan to Remain in Quebec

Choice of where to work	Family/Friends	Community	Possibility of employment	Lifestyle	Financial reasons	Closer to home	Culture	Language proficiency	Not Applicable/I do not know	Other	Total
In the Montreal CMA	977	594	859	655	289	893	251	415	17	25	4975
In Quebec outside the Montreal CMA	197	135	161	143	65	178	43	71	2	14	1009
Total	1174	729	1020	798	354	1071	294	486	19	39	5984
Choice of where to work	Family/Friends	Community	Possibility of employment	Lifestyle	Financial reasons	Closer to home	Culture	Language proficiency	Not Applicable/I do not know	Other	Total
In the Montreal CMA	20%	12%	17%	13%	6%	18%	5%	8%	0%	1%	
In Quebec outside the Montreal CMA	20%	13%	16%	14%	6%	18%	4%	7%	0%	1%	
Average	20%	12%	17%	13%	6%	18%	5%	8%	0%	1%	

Table H13 – Factors that Could Encourage Moving to a Region outside the Montreal CMA for those with a Permanent Address in a Region Outside the Montreal CMA but the Intention to Work Elsewhere

Choice of Place to Work	Friends/Family	Community	Possibility of employment	Nature	Lifestyle	Financial reasons	Closer to home	Culture	Language Proficiency	NA/I do not know	Total
In the Montreal CMA	37	23	35	26	29	30	26	8	15	6	235
In Quebec, outside Montreal CMA	125	89	127	75	98	103	104	31	53	24	829
Outside of Quebec	38	15	36	17	20	44	31	7	37	8	253
I do not know	81	57	79	46	49	64	57	26	45	26	530
Total	281	184	277	164	196	241	218	72	150	64	1847
Choice of Place to Work	Friends/Family	Community	Possibility of employment	Nature	Lifestyle	Financial reasons	Closer to home	Culture	Language Proficiency	NA/I do not know	Total
In the Montreal CMA	16%	10%	15%	11%	12%	13%	11%	3%	6%	3%	
In Quebec, outside Montreal CMA	15%	11%	15%	9%	12%	12%	13%	4%	6%	3%	
Outside of Quebec	15%	6%	14%	7%	8%	17%	12%	3%	15%	3%	
I do not know	15%	11%	15%	9%	9%	12%	11%	5%	8%	5%	
Average	15%	10%	15%	9%	11%	13%	12%	4%	8%	3%	

Table H14 - Choice of Location for Work by Category for Respondents with a Permanent Address in Quebec outside the Montreal CMA

Category	In Montreal CMA	In Quebec outside Montreal CMA	Outside of Quebec	I do not know	Total
Nursing	37	105	80	81	303
Other Health Care	28	41	22	30	121
Social Services	34	100	30	56	220
Total	99	246	132	167	644
Category	In Montreal CMA	In Quebec outside Montreal CMA	Outside of Quebec	I do not know	Total
Nursing	12%	35%	26%	27%	
Other Health Care	23%	34%	18%	25%	
Social Services	15%	45%	14%	25%	
Average	15%	38%	20%	26%	

Appendix I – Permanent Address Cross-tabulated with Other Questions

Table I 1 – Permanent Address Cross-tabulated with Expectation of Graduation within Six Months (Q11 x Q2)

Permanent Address	n	Yes	No
Within the Montreal area	1764	27%	73%
In Quebec the Montreal area	563	28%	72%
Outside of Quebec	54	33%	67%
Average		27%	73%

Table I 2 - Permanent Address Cross-tabulated with Reason to Choose an English College (Q11 x Q3)

Permanent Address	n answers chosen	Proximity	Linguistic-cultural identity	Opportunity to study in English	Program and course offerings
Within the Montreal area	3435	19%	20%	27%	31%
In Quebec the Montreal area	1025	19%	20%	29%	29%
Outside of Quebec	77	12%	17%	30%	34%
Average	4537	19%	20%	28%	31%

Table I 3 - Permanent Address Cross-tabulated with Plans to Work in Field after Completion of Studies (Q11 x Q4)

Permanent Address	n	Yes	No	don't know
Within the Montreal area	1760	92%	2%	6%
In Quebec, outside the Montreal area	562	89%	1%	9%
Outside of Quebec	53	89%	4%	8%
Average		91%	2%	7%

Table I 4 - Permanent Address Cross-tabulated with Type of University (Q11 x Q5)

Permanent Address	n	English-language in Quebec	English-language outside Quebec	French-Language in Quebec	I do not know	I do not plan on attending university.	Other
Within the Montreal area	1757	57%	9%	5%	12%	15%	3%
In Quebec, outside the Montreal area	558	45%	11%	10%	16%	15%	4%
Outside of Quebec	53	25%	34%	2%	19%	15%	6%
Average		53%	10%	6%	13%	15%	3%

Table I 5 - Permanent Address Cross-tabulated with Language Most Used in Daily Life (Q 11 x Q7)

Permanent Address	n	English	French	Neither
Within the Montreal area	1763	84%	14%	1%
In Quebec outside the Montreal area	563	77%	22%	1%
Outside of Quebec	54	80%	19%	2%
Average		82%	16%	1%

Table I 6 - Permanent Address Cross-tabulated with Adequacy in Written French (Q11 x Q 8.1)

Permanent Address	n	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know/NA
Within the Montreal area	1759	28%	43%	19%	7%	3%
In Quebec outside the Montreal area	560	26%	42%	20%	9%	3%
Outside of Quebec	54	20%	43%	26%	7%	4%
Average		27%	43%	19%	8%	3%

Table I 7 - Permanent Address Cross-tabulated with Adequacy in Spoken French (Q11 x Q8.2)

Permanent Address	n	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know/NA
Within the Montreal area	1754	41%	42%	11%	3%	2%
In Quebec outside the Montreal area	561	43%	39%	11%	5%	2%
Outside of Quebec	54	31%	44%	13%	7%	4%
Average		41%	42%	11%	4%	2%

Table I 8 - Permanent Address Cross-tabulated with Adequacy in Reading French (Q11 x Q8.3)

Permanent Address	n	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know/NA
Within the Montreal area	1754	43%	45%	7%	3%	2%
In Quebec outside the Montreal area	561	44%	41%	9%	5%	1%
Outside of Quebec	54	31%	43%	20%	4%	2%
Average		43%	44%	8%	3%	2%

Table I 9 - Permanent Address Cross-tabulated with Having Taken FSL at College (Q11 x Q9)

Permanent Address	n	Yes	No	No need
Within the Montreal area	1756	86%	8%	6%
In Quebec outside the Montreal area	562	86%	8%	6%
Outside of Quebec	54	85%	2%	13%
Average		86%	8%	6%

Table I 10 - Permanent Address Cross-tabulated with Last Level of French Completed (Q11 x Q10)

Permanent Address	n	Mise a niveau	Level 1	Level 2	Level 3	Level 4	NA/don't know
Within the Montreal area	1556	2%	12%	21%	25%	19%	22%
In Quebec outside the Montreal area	486	3%	13%	23%	24%	17%	21%
Outside of Quebec	46	4%	20%	22%	24%	9%	22%
Average		2%	13%	21%	25%	18%	21%

Table I 11 - Permanent Address Cross-tabulated with Choice of Location for Work after Studies (Q11 x Q12)

Permanent Address	n	Within the Census Montreal Area	In Quebec, outside Census Montreal	Outside of Quebec	I do not know
Within the Montreal area	1760	70%	2%	12%	15%
In Quebec outside the Montreal area	561	13%	43%	17%	26%
Outside of Quebec	54	9%	4%	56%	31%
Average		56%	12%	14%	18%

Table I 13 - Permanent Address Cross-tabulated with Factors that Influenced Choice of Work Location (Q11 x Q13)

Permanent Address	n	Family/Friends	Community	Possibility of employment	Lifestyle	Financial Reasons	Closer to home	Culture	Language proficiency	Not Applicable / I do not know	Other
Within the Montreal area	6083	18%	11%	17%	14%	7%	15%	5%	10%	2%	1%
In Quebec Outside the Montreal area	1783	17%	12%	16%	14%	8%	13%	4%	10%	3%	2%
Outside of Quebec	174	17%	10%	14%	14%	13%	7%	7%	13%	3%	1%
Average		17%	11%	17%	14%	7%	15%	5%	10%	2%	1%

Table I 14 - Permanent Address Cross-tabulated with Factors that Could Encourage Working outside Montreal Area (Q11 x Q14)

Permanent Address	n	Friends/Family	Community	Possibility of employment	Nature	Lifestyle	Financial reasons	Closer to home	Culture	Language Proficiency	NA/I do not know	Other
Within the Montreal area	4856	11%	7%	19%	9%	11%	19%	5%	4%	9%	5%	1%
In Quebec Outside the Montreal area	1858	15%	10%	15%	9%	11%	13%	12%	4%	8%	3%	0%
Outside of Quebec	103	18%	6%	16%	4%	12%	15%	8%	2%	9%	10%	2%
Average		12%	8%	18%	9%	11%	18%	7%	4%	8%	4%	1%

Table I 15 - Permanent Address Cross-tabulated with Degree to which Respondents Might be willing to Work outside Montreal Area (Q11 x Q15)

Permanent Address	n	Yes	No	Maybe	NA/I do not know
Within the Montreal area	1749	26%	26%	43%	6%
In Quebec Outside the Montreal area	561	54%	8%	25%	12%
Outside of Quebec	52	25%	29%	38%	8%
Average		32%	22%	38%	8%

Table I 16 – Permanent Address Cross-tabulated with Program for Colleges in Regions outside the Montreal CMA

Program	In the Montreal CMA	In Quebec outside Montreal CMA	Outside of Quebec	Total	In the Montreal CMA	In Quebec outside Montreal CMA	Outside of Quebec
Nursing	25	165	19	209	12%	79%	9%
Special Care Counselling	16	114	1	131	12%	87%	1%
Total/Average	41	279	20	340	12%	82%	6%

Appendix J – Anticipation of Graduation with Other Factors

Table J1 – Graduating within Six Months x Confidence in Level of WRITTEN French (Q2 x Q8.1)

Graduating in 6 months?	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know/NA	Grand Total
Yes	182	293	112	46	17	650
No	477	737	345	143	60	1762
Total	659	1030	457	189	77	2412

Graduating in 6 months?	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know/NA	Strongly Agree + Agree
Yes	28%	45%	17%	7%	3%	73%
No	27%	42%	20%	8%	3%	69%
Average	27%	43%	19%	8%	3%	70%

Table J2 - Graduating within Six Months x Confidence in Level of SPOKEN French (Q2 x Q8.2)

Graduating in 6 months?	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know/NA	Grand Total
Yes	276	292	54	19	9	650
No	715	711	211	76	45	1758
Total	991	1003	265	95	54	2408

Graduating in 6 months?	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know/NA	Strongly Agree + Agree
Yes	42%	45%	8%	3%	1%	87%
No	41%	40%	12%	4%	3%	81%
Average	41%	42%	11%	4%	2%	83%

Table J3 - Graduating within Six Months x Confidence in Level of READING French (Q3 x Q8.3)

Graduating in 6 months?	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know/NA	Total
Yes	289	289	47	16	8	649
No	753	764	149	59	34	1759
Total	1042	1053	196	75	42	2408

Graduating in 6 months?	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know/NA	Strongly Agree + Agree
Yes	45%	45%	7%	2%	1%	89%
No	43%	43%	8%	3%	2%	86%
Average	43%	44%	8%	3%	2%	87%

Table J4 - Graduating within Six Months x Choice of Location to Work (Q2 x Q12)

Graduating in 6 months?	Choice of Location for Work				
	In Montreal CMA	In Quebec outside Montreal CMA	Outside of Quebec	I do not know	Total
Yes	394	101	80	73	648
No	945	184	268	359	1756
Total	1339	285	348	432	2404
Graduating in 6 months?	In Montreal CMA	In Quebec outside Montreal CMA	Outside of Quebec	I do not know	Total
Yes	61%	16%	12%	11%	100%
No	54%	10%	15%	20%	100%
Average	56%	12%	14%	18%	100%

Table J5 - Graduating within Six Months x Factors that Influence the Choice of Location to Work (Q2 x Q13)

Graduating in 6 months?	Reason to Choose Location for Work after Graduation										Total
	Family/Friends	Community	Possibility of employment	Lifestyle	Financial Reasons	Closer to home	Culture	Language proficiency	NA/ I do not know	Other reason	
Yes	404	267	395	303	174	332	139	230	25	26	2295
No	1014	657	975	808	427	861	279	579	163	61	5824
Total	1418	924	1370	1111	601	1193	418	809	188	87	8119
Graduating in 6 months?	Family/Friends	Community	Possibility of employment	Lifestyle	Financial Reasons	Closer to home	Culture	Language proficiency	NA/ I do not know	Other reason	Total
Yes	18%	12%	17%	13%	8%	14%	6%	10%	1%	1%	100%
No	17%	11%	17%	14%	7%	15%	5%	10%	3%	1%	100%
Average	17%	11%	17%	14%	7%	15%	5%	10%	2%	1%	100%

Table J6 - Graduating within Six Months x Factors that COULD Influence the Choice of Location to Work (Q2 x Q14)

Graduating in 6 months?	Factors that Could Influence the Choice of Location for Work after Graduation											Total
	Family/Friends	Community	Possibility of employment	Nature	Lifestyle	Financial Reasons	Closer to home	Culture	Language proficiency	NA/ I do not know	Other reason	
Yes	229	148	311	170	202	317	127	81	158	80	16	1839
No	609	372	939	453	546	900	346	210	421	223	33	5052
Total	838	520	1250	623	748	1217	473	291	579	303	49	6891
Graduating in 6 months?	Family/Friends	Community	Possibility of employment	Nature	Lifestyle	Financial Reasons	Closer to home	Culture	Language proficiency	NA/ I do not know	Other reason	Total
Yes	12%	8%	17%	9%	11%	17%	7%	4%	9%	4%	1%	100%
No	12%	7%	19%	9%	11%	18%	7%	4%	8%	4%	1%	100%
Average	12%	8%	18%	9%	11%	18%	7%	4%	8%	4%	1%	100%

Table J7 - Graduating within Six Months x Interest in Working in a Region outside Montreal CMA (Q2 x Q15)

Graduating in 6 months?	Yes	No	Maybe	NA/I do not know	Total	% Yes	% No	% Maybe	% NA/IDK
Yes	214	144	245	39	642	33%	22%	38%	6%
No	560	373	674	143	1750	32%	21%	39%	8%
Total/Average	774	517	919	182	2392	32%	22%	38%	8%