



An Examination of the Academic and Professional Success of Nipissing University's Bachelor of Commerce College Partnership Program (BComm-CPP)

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Executive Summary

Nipissing University's Bachelor of Commerce College Partnership Program (BComm-CPP) began in 2009 with three college partners – Algonquin College, Fanshawe College and Sheridan College. Since that time, the program has grown to include six college partners (at seven campuses). The most recent addition, Lambton College, was added in September 2013. The BComm-CPP is a 90-credit business degree designed specifically for graduates of three-year business diploma programs from Nipissing's partner colleges. With the marketplace increasingly demanding university credentials, the College Partnership Program (CPP) has a lot of potential for continued growth. Nipissing also offers a 120-credit Bachelor of Business Administration (BBA) on its main campus in North Bay, as well as the 90-credit Bachelor of Commerce degree via distance learning (BComm-Distance).

The purpose of this study is to investigate the academic and professional success of graduates of the BComm-CPP compared to that of graduates of Nipissing's other business programs. Academic success is measured by grade point averages (GPAs), graduation rates and length of time to complete the degree. Professional success is measured by employment rates, annual income, length of time taken to find employment after graduation, and the relevance of employment to the program of study.

Highlights

Our findings suggest that the academic performance of students in the BComm-CPP program is on par and in some areas better than those students in the BBA and BComm-Distance. Professionally, BComm-CPP students appear to be experiencing the same degree of success in the job market in comparison to their BBA counterparts.

For the 2011 intake cohort, the mean university GPA of BComm-CPP students was higher than that of BBA students and that difference is statistically significant. BComm-Distance students had the lowest mean university GPA for that cohort. However, BComm-CPP students take a greater proportion of second-year level courses, so the performance of students in core courses that are common to both degrees and for more cohorts was also compared. When comparing the overall GPA for core courses common to the BBA and BComm degree, the overall core course mean GPA tends to be lower for students in the BBA program. While BBA students and BComm-CPP students had comparable grades in the majority of core courses, there were a handful of courses for which BComm-CPP students significantly but not consistently outperformed their BBA counterparts. In terms of entry GPA being a good predictor of university GPA, across all programs there was a weak positive relationship between entry and university GPA. The correlation was strongest for the BBA (0.518) and weakest for the BComm-CPP (0.354).

In terms of withdrawal and graduation rates, we compared the rates for students who had completed the second year of the BBA to incoming students in the BComm-CPP (specifically, the 2009 intake cohort for the BBA was compared to the 2011 intake cohort for the BComm-CPP). Not surprisingly, the graduation rate is higher for the 12-month BComm-CPP (77% compared to 74% of students that had completed the second year of the BBA). The BComm-CPP had a 16.3% withdrawal rate for the 2011 intake cohort. The withdrawal rate was 8.6% for the students who had completed the second year of

the BBA for the 2009 intake cohort. Historically, the BBA has its highest withdrawal rate between the first year and second year of the program.

One hundred and ninety-one graduates participated in the Graduate Academic and Professional Success Survey, with the majority indicating that they had graduated from the BBA program. The overwhelming majority of graduates surveyed indicated that they had completed their program of study in their expected time frame, and this was consistent across the three programs under study. Analysis of the employment indicators suggests comparable employment success between BBA and BComm-CPP graduates in terms of employment rates, the length of time to find employment after graduation, the percentage of graduates with permanent positions, and the percentage of graduates with positions related to their field of study. BBA graduates were slightly more likely than their BComm-CPP counterparts to earn an income over \$40,000. BComm-Distance graduates, who tended to be older, were more likely to be in the higher income brackets. Across all three programs, about one-third of graduates surveyed indicated that they had continued their education at the post-secondary level, with the largest group doing this in order to acquire professional certification by a licensing body.

Our results suggest that BComm-CPP students are performing as well academically if not better than BBA students. Further investigation into the relationship between course delivery method and subject matter is required in order to understand the impact of the unique type of blended delivery method offered by Nipissing University on student success. Given the comparable employment success between graduates of the BComm-CPP and BBA programs, a survey of employers may be useful in terms of understanding how the marketplace distinguishes between graduates of the two programs. A follow-up graduate professional success survey should be conducted in 3-5 years in order to determine if there are differences in the long term employment experiences of graduates from the various programs. Over the next year, the BBA will be available to College Partnership and Distance students. The analysis of student and graduate performance between these programs will be simplified as the progression and core requirements will be more uniform.

1. Introduction

Nipissing University’s School of Business offers two business degrees: a 120-credit Bachelor of Business Administration (BBA) and a 90-credit Bachelor of Commerce (BComm). The BBA is delivered primarily on-campus and is targeted at direct-entry students¹; meanwhile, the BComm can be completed through distance and blended delivery at a college partnership campus. The BComm is designed to appeal to college transfer and mature students. The Bachelor of Commerce College Partnership Program (BComm-CPP) uses a unique blended delivery model – online instruction with university faculty combined with in-class sessions held on the respective college campuses (meaning that students do not have to relocate).

The BComm-CPP grew out of the School of Business’s existing distance education program (BComm-Distance) and was launched in September 2009. Existing courses were redeveloped and new courses were developed with the blended delivery format in mind. This form of blended delivery provides course content online as well as in-class. Course instructors are responsible for the online material and all assessments while course facilitators hold weekly sessions with students on their respective campuses.

1.1 Problem Statement

How does the academic and professional success of graduates of Nipissing University’s BComm-College Partnership Program compare to that of graduates of other business programs at Nipissing University?

1.2 Research Questions

The problem statement outlined above will be addressed with the following research questions:

- R1. How do BComm-CPP students perform academically in comparison to students in Nipissing’s other business programs?
- R2. To what extent does academic success in college predict academic success in Nipissing’s BComm-CPP?
- R3. How does the professional success of graduates of the BComm-CPP compare to that of graduates of Nipissing’s other business programs?

1.3 Previous Research

Program Review in 2010

In 2010, after the initial year of the BComm-CPP, a review of the program was conducted by the university. The resulting report showed that the retention rate was 96% in the first year, with 90% of students completing the program within the expected time-frame of 12 months (Nipissing University, 2010). Seventy-one percent of the students surveyed indicated satisfaction with the program (Nipissing University, 2010). For the majority of courses, the average grades received by BComm-CPP students were higher than those received by their counterparts in the BBA program in previous years (Nipissing

¹ In September 2013, BComm-CPP students had the option of transitioning into the BBA at their college campuses, and as of January 2014, students could register directly for the new BBA College Partnership Program. Within the next year, the BBA will be available completely online.

University, 2010). Other than a few challenges in the implementation of the program, the BComm-CPP was deemed a success after its inaugural year.

College Transfer Students versus Direct Entry Students

Studies conducted in British Columbia and Alberta suggested that college transfer students tended to earn lower grades in university courses than direct entry students; this could be attributed in part to the higher level of diversity in the pool of college transfer students (Heslop, 2001; University of Calgary, 2008). A subsequent study by Heslop (2004) at Simon Fraser University found that college transfer students performed on par with direct entry students after controlling for secondary school achievement. Studies at Nipissing University and Brock University found no significant difference between the final GPA of college transfer students and direct entry students (Nipissing University, 2007; Stewart and Martinello, 2012). There is limited research available on the employment outcomes of college and university graduates who pursued non-traditional paths towards their university degrees (Kerr et al., 2010). Previous research has focused on the labour market outcomes of graduates with multiple credentials or previous post-secondary education. For example, Dubois (2007) found that the earnings premium associated with a previous post-secondary education was between 6 percent and 17 percent, depending on the nature of the previous post-secondary education received. However, Boothby & Drewes (2006) found that individuals with more than one post-secondary education credential experienced a smaller earnings premium than those who had only one post-secondary education credential, suggesting that the benefits to added credentials may not justify the added costs. By comparing the academic and professional success of graduates of the three business programs at Nipissing University, we may be able to shed more light on the experiences of college transfer students relative to direct entry students in the context of a Canadian university.

Blended Delivery

A blended approach to learning offers the advantages of face-to-face connections between students and instructors, while also offering the advantage of online learning tools (Reynolds and Paulus, 2009). A significant amount of research has been done on the topic of blended or hybrid learning in the university environment, primarily in the United States (for example see Tullock, 2000; McCampbell, 2001; Barnum and Paarman, 2002; Young, 2002; Bates and Pool, 2003; Voos, 2003, and Phillips, Cummings, Lowe and Jonas-Dwyer, 2004). However, less research has been conducted on blended learning in the college environment or the college-university partnership environment in Canada (Waldman and Smith, 2013). Waldman and Smith (2013) conducted a recent study at Sheridan College exploring the effect of learning mode on student success, using the student's final GPA as an indicator of success. When comparing the predicted final GPA of a student in a hybrid course versus a typical student in a traditional face-to-face course for various levels of standing GPA, they found that while there was virtually no difference for students with very high standing GPAs, students with low standing GPAs had a slightly lower final GPA when taking a course in the hybrid format. This stands in contrast to the results found by Means et al. (2010), who found that hybrid instruction gave students a small advantage over purely face-to-face instruction in the university environment. Previous research has not revealed a significant relationship between course delivery method and withdrawal rates, when controlling for demographic and academic performance (Dzuiban et al, 2004; Waldman and Smith, 2013). Our findings may provide insight on the

impact of the blended delivery method on student success and withdrawals rates from within a college-university partnership environment in Canada, keeping in mind the uniqueness of the blended delivery model offered by the BComm-CPP.

2. Background

2.1 Description of Programs

Nipissing University's School of Business offers two business degrees: a 120-credit Bachelor of Business Administration (BBA) and a 90-credit Bachelor of Commerce (BComm). While the BBA is delivered primarily on-campus and is targeted at direct-entry students, the Bachelor of Commerce degree can be completed through a number of methods and is designed to appeal to college transfer and mature students.

There are currently three options through which students may obtain a BComm degree. The first BComm option is the traditional on-campus route where students can complete their degree on Nipissing's main campus in North Bay. Students also have the option of enrolling in the BComm–Distance Learning Program which allows them to complete the degree fully online from any location around the world. The final option of obtaining Nipissing's BComm degree, and the focus of this study, is the BComm–College Partnership Program (BComm-CPP). The BComm–CPP is designed specifically for three-year business diploma graduates from one of Nipissing's college partners: Algonquin College, Centennial College, Fanshawe College, Lambton College, Sheridan College and St. Clair College. Students who graduate with a three-year business diploma from a college partner with a minimum GPA of 72% are eligible to enter this program. The BComm-CPP uses a unique blended delivery model which offers the benefits of both online and bricks and mortar learning. In-class sessions are held on the respective college campuses meaning students do not have to relocate.

2.2 Admission Requirements

Applicants from Ontario Secondary Schools

The general admission requirements for any program at Nipissing University is the completion of the Ontario Secondary School Diploma, with a combination of a minimum of six 4U and/or 4M courses, and an overall average of 70% in those courses. Both the BBA and BCOMM programs require the applicant to have a 4U English course; however the BBA recommends applicants to have successfully taken a 4U Mathematics. Any student entering the BBA without a 4U Mathematics course will be required to complete MATH 1911 Finite Mathematics or MATH 1912 Elementary Calculus in their first year to be able to progress through the program.

Applicants from Ontario Colleges of Applied Arts and Technology (CAAT)

Applicants to Nipissing University who have studied at an Ontario College of Applied Arts and Technology may qualify for admission if they meet the minimum admissions requirements outlined below. Specific subject requirements for particular degrees must be met through prior grade 12 studies or equivalent courses at the college level. Meeting the minimum requirements will not guarantee admission to certain programs. Admission to some programs is highly competitive and admission is selective.

Bachelor of Business Administration

Applicants who have achieved a cumulative average of “B” or better in a three-year program will be considered for admission to Nipissing University with advanced standing to a maximum of 30 credits. Applicants who are graduates of a three-year Business Administration diploma at an Ontario CAAT with a cumulative 3.2 GPA can be considered for admission to the Bachelor of Business Administration degree with advanced standing to a maximum of 60 credits. Admitted students would be able to complete their program at Nipissing University in North Bay or through one of our college partners (Fanshawe College, Sheridan College, Algonquin College, Centennial College, St. Clair College, and Lambton College).

Applicants who have completed a two-year program or two years of a three-year program and who have achieved a cumulative average of “B” or better will be considered for admission with advanced standing to a maximum of 18 credits.

Applicants who are graduates of a two-year Business Administration diploma at an Ontario CAAT with a cumulative 3.2 GPA can be considered for admission to the Bachelor of Business Administration degree with advanced standing to a maximum of 42 credits. Admitted students would be able to complete their program at Nipissing University in North Bay or at one of our college partners (Fanshawe College, Sheridan College, Algonquin College, Centennial College, St. Clair College, and Lambton College) by using a combination of online, and where available, blended delivery courses.

Bachelor of Commerce

Applicants who are graduates of a three-year Business Administration diploma at an Ontario CAAT with a cumulative 3.2 GPA can be considered for admission to the Bachelor of Commerce degree with advanced standing to a maximum of 45 credits. Admitted students would be able to complete their program at Nipissing University in North Bay, through one of our college partners (Fanshawe College, Sheridan College, Algonquin College, Centennial College, St. Clair College, and Lambton College) or online as an independent learner.

Applicants who are graduates of a two-year Business Administration diploma at an Ontario CAAT with a cumulative 3.2 GPA can be considered for admission to the Bachelor of Commerce degree with advanced standing to a maximum of 30 credits. Admitted students would be able to complete their program at Nipissing University in North Bay or at one of our college partners (Fanshawe College, Sheridan College, Algonquin College, Centennial College, St. Clair College, and Lambton College) by using a combination of online, and where available, blended delivery course.

Graduates from other Ontario colleges with a three-year business diploma and a minimum overall average of 72 percent may be considered for entry into the BComm program at any of the locations above. However, these applications are considered on a case by case basis and may require some students to take more than 15 courses.

2.3 Progression Requirements

To progress through a Bachelor of Business Administration, a student must achieve a minimum average of 70% (B-) in the program, and must also include an additional 6 credits at the 4000 level in Business for a BBA (Honours), while students completing the BBA (four-year) must achieve a minimum average of 60% (C-) in the program. These averages are in addition to specific courses required as prerequisites for more advanced or in-depth courses in the upper years. To graduate with a Bachelor of Business Administration (Honours) or a Bachelor of Business Administration (four-year), students must complete 120 credits, including 60 credits of core-required courses, with the remaining credits going towards electives, of which 6 credits must be in the Humanities and 6 credits must be in the Sciences.

For the Bachelor of Commerce (General) a student needs to successfully complete a total of 90 credits, including 45 credits of core required courses. The remaining 45 credits are electives that allow the student to take courses from any department. Graduates from Nipissing University partner colleges (Algonquin, Centennial, Fanshawe, Lambton, Sheridan & St. Clair) with a three-year business diploma and a minimum overall average of 72 percent may be granted up to 45 credit advanced standing towards the 90-credit BComm degree for the CPP or distance program. For most students, this means they can obtain their BComm degree by only having to complete 15 courses.

2.4 Program Overlap

Below are core courses that are required for all Nipissing University School of Business programs:

ACCT 1107	Introductory Financial Accounting II	3 cr.
ADMN 1607	Business Mathematics	3 cr.
ECON 1006	Introduction to Microeconomics	3 cr.
ECON 1007	Introduction to Macroeconomics	3 cr.
MKTG 1126	Marketing Concepts	3 cr.
ORGS 1136	Introduction to Organizational Behaviour	3 cr.
ORGS 1137	Management of Human Resources	3 cr.
ACCT 2146	Management Accounting and Control I	3 cr.
ADMN 2306	Business Ethics	3 cr.
ADMN 2606	Business Statistics	3 cr.
MKTG 2127	Marketing for Managers	3 cr.
ADMN 3046	Operations Management	3 cr.
ADMN 3056	Economic and Management Decision Making	3 cr.
ADMN 3116	Financial Management I	3 cr.
TMGT 3856	Information Systems	3 cr.
ADMN 4606	Business Strategy and Policy I	3 cr.

3. Data and Methodology

3.1 Target Populations

The two target populations studied are as follows:

- Graduates and current students of Nipissing’s BComm-CPP from 2009 onwards. This includes students that were located at Algonquin College, Centennial College, Fanshawe College, St. Clair College, and Sheridan College from 2009-2013.
- Graduates and current students of Nipissing’s other business programs including the BComm-Distance and BBA. GPA data from intake cohorts from 2009-2012 were analyzed.

3.2 Data Sources

The data on overall program GPA were obtained for the 2011 intake year, that is, for students that began their respective programs in 2011. Data for the core course GPA were obtained for students enrolled in those courses between 2009 and 2012. Nipissing University’s alumni database and the database of the university’s Office of Institutional Research were used as the primary sources of graduate contact information, GPA, graduation and withdrawal data. Data pertaining to employment after graduation were obtained through an online survey administered to the target populations on Fluid Surveys. For the online survey we targeted graduates of the School of Business who graduated between 2009 and 2013. Eight hundred and one potential respondents were identified and contacted via email by the university’s Office of Institutional Research. As an incentive for participation, respondents were given the option of entering a draw for \$500 gift cards to Future Shop upon completion of the survey. In the end, 191 responses were obtained, for a participation rate of 24%.

Other data sources include the “Review of Nipissing University’s Bachelor of Commerce College Partnership Program: Successes, Short-Comings, and Solutions to Build a Strong Program” that was prepared in October 2010.

Please see Table 1 in Appendix A for a description of the variables used in our analysis.

3.3 Method of Analysis

R1. How do BComm-CPP graduates perform academically in comparison to graduates of Nipissing’s other business programs?

In order to answer our first research question, we analyzed differences in the mean overall GPA between students in each program for the 2011 intake cohort. We compared the course GPAs for courses that were common to the BBA and BComm degrees for students enrolled between 2009 and 2012 (see Section 2.4 Program Overlap for the full list of courses). We also compared retention, withdrawal and graduation rates for several cohorts, as well as program completion times.

R2. To what extent does academic success in college predict academic success in Nipissing’s BComm-CPP?

The purpose of this question is to compare the relative preparedness of entrants for academic success in their respective programs by comparing entering GPA with exiting GPA. In this report, we examined the

correlation between entry GPA and exiting GPA for the cohort that began their respective programs in 2011, as this was the only year for which sufficient data was readily available for all three programs.

R3. How does the professional success of graduates of the BComm-CPP compare to that of graduates of Nipissing's other business programs?

In order to answer this question we examined the current employment history of graduates of the three programs, as well as their employment history six months and one year post-graduation. We also compared the nature of employment (e.g. full-time, part-time, permanent, contract, casual etc.), relation to the program of study, and time taken to find employment.

3.4 Characteristics of Survey Participants

When the survey closed on January 31st 2014, there were 191 survey participants, giving us a decent response rate of 23.8%. Of these participants, 179 indicated that they had graduated from the three degree programs under comparison. More than half of the survey respondents graduated from the BBA program (54.5%), while 26.2% indicated that they graduated from the BComm-CPP program and 13.1% indicated that they graduated from the BComm-Distance program. The remaining participants (6.3%) indicated that they graduated from the BComm program offered at the North Bay campus. The distribution of survey participants by program is given in Appendix A: Table 2. There were more female participants than male participants in our sample of graduates from the BBA and BComm-CPP programs, while the majority of our BComm-Distance participants were male (see Table 3). The survey participants ranged in age from 23 years to 58 years. Overall, the average age of survey participants was 29 years, which is also the average age of BComm-CPP survey participants. BBA participants were slightly younger with an average age of 27 years and BComm-Distance participants were on average 10 years older than BBA participants (see Table 4). The largest group of participants were recent graduates, as 55.3% of participants indicated that they graduated between 2012 and 2013 (see Table 5). Accounting was the largest stream or area of specialization for BBA and BComm-CPP graduates surveyed, while Human Resources/Organizational studies was the largest stream or area of specialization for BComm-Distance graduates surveyed (see Table 6). The top three industries for the BBA graduates surveyed were Finance and Insurance (18.1%), Education Services (10.6%), and Other Services (18.1%). For the BComm-CPP graduates surveyed, the top two industries were Finance and Insurance Services (32%) and Other Services (13.5%). Meanwhile, more than half of the BComm-Distance graduates surveyed indicated that they were in the Finance and Insurance industry (52%).

3.5 Scope

In order to compare the performance of students in the four-year BBA with those in the 12-month BComm-CPP, we had to ensure that we were comparing students of similar or equal academic standing. For example, when comparing the withdrawal, graduation, and retention rates, we compared students who had completed two years in the BBA with those entering the BComm-CPP, given the transfer credits granted to BComm-CPP entrants. Also, the comparison of exiting GPA is made more difficult by the fact that BComm-CPP students take a greater percentage of 2000-level courses and they are not required to take 4000-level courses, in contrast to their BBA counterparts. BComm-CPP students are also not subject to same breadth requirements as BBA students, as discussed in Section 2.3.

These results were also constrained by data availability and the format of the available data. As stated earlier, the only cohort for which entering GPA and exiting GPA was readily available for all programs under study was the cohort that entered the university in 2011. We were unable to acquire data for additional cohorts in the time allowed. In addition, we had to use college GPA as the entering GPA for college transfers as data on their high school GPA was not readily available. The grades for BBA students were only available as percentages, while the students' grades from the CPP were available as letter grades. To allow for comparison between these two different grading scales, Nipissing University's parameters for the relation of letter grades to percentages was used as the basis for conversion. From there, the percentage grades were converted to letter grades. Once all grades were converted to letter grades, it was necessary to assign a numerical value (on a 12-point scale) to each grade level in order to determine whether there was any statistically significant difference between the GPAs of the students in the CPP and those in the BBA program. As with conversions of this nature, information is lost. Please refer to Table 7 in Appendix A for the conversion scale.

Finally, the majority of participants in the Graduate Academic and Professional Success survey were graduates of the BBA program. BComm-CPP graduates represented 26% of our survey sample, while BComm-CPP students represented 13%. The overwhelming majority of graduates surveyed graduated in either 2012 or 2013, making it difficult to analyze longer term employment experiences.

4. Results

4.1 Overall Grade Point Average (GPA)

We compared the entry GPAs and university GPAs of the 2011 intake cohort for the three programs (BBA, BComm-Distance, BComm-CPP). This cohort was chosen due to the availability of data, as well as the large size of the cohort in the CPP that year. The GPAs were converted from letter grades into numerical values (e.g. F=0, A+=12). See Table 7 for the full conversion table. Table 8 shows the mean statistics for the entry and university GPAs for each program and college partner. First, note that the mean university GPA of the CPP students is higher than that of the BBA students, which is in turn higher than the university GPA for students in the Distance program. Furthermore, the standard deviation from the mean university GPA tends to be higher for BBA students. Also, the standard deviations for the mean university GPAs are higher than that of the mean entry GPAs for all programs except for the program at Fanshawe.

When comparing the overall GPA means, there was a statistically significant difference in performance based on a students' program type, $F(4, 658) = 22.32, p < .0005$; Wilk's $\Lambda = .775$, partial $\eta^2 = .12$.

Across all three programs, the correlation between entrance GPA and university GPA is a weak but significant positive relationship at .354 using Pearson's correlation. This means university GPAs is positively related to the entry GPA with higher entrance GPAs partially predicting students' current university GPAs. The correlation was strongest for the BBA (0.518) and weakest for the BComm-CPP (0.354,). See Table 9 in Appendix A.

4.2 Performance in Core Courses

Given the differences in the length of the programs and the progression requirements, in order to thoroughly compare the differences in academic performance between BBA, BComm-Distance and BComm-CPP students, it is necessary to explore the grades in core courses that are common between the programs. As noted in Section 2.3, there are 16 core courses that are common across the programs. By comparing grades scores from the core courses for a larger number of intake cohorts, we hope to identify gaps, if any, in performance in specific subject areas within business administration.

When comparing the overall GPA for core courses taken by both BBA students and BComm students, BBA core course grades were lower than BComm-CPP core course grades by a margin between approximately 1% and 5%, while the core course grades for BComm-Distance students was not significantly different than that of BBA students. Table 10 in Appendix A shows the mean grades, number of sections within all courses used to find the averages, and the average standard deviation percentage points that different sections were away from the mean percentages. Courses in which BComm-CPP students have fared better than their BBA counterparts include TMGT-3856 Information Systems, ADMN-4606 Business Strategy and Policy I, MKTG-2127 Marketing for Managers, ADMN-2167 Business Decision Making² and ORGS-1137 Management of Human Resources. For the remaining core

² ADMN-2167 Business Decision Making was removed as a required course for both the BBA and BComm in the 2012-2103 academic year.

courses the average grades for each program were more comparable across the years. Table 11 in Appendix A shows the breakdown of average course grade by course and program.

ANOVA tests were conducted to determine whether there were circumstances under which statistically significant differences could be found between the students in the various programs. Except for ACCT-4836 and ADMN-4606, which had very few sections to compare on a yearly basis, all other courses listed in Table 11 were analyzed. No courses showed a consistent statistically significant difference between BBA students and BComm-CPP students for all the years examined. However, specific courses showed sufficient evidence of differences in student performance at the 5% level (ie. $p = 0.05$) for specific years. The following is a list of those courses and the year(s) in which the differences were found:

1. ACCT-2146 Management Accounting and Control I (2009-2011)
2. ADMN-2167 Business Decision Making (2010)
3. ADMN-3046 Operations Management(2009)
4. ADMN-3116 Financial Management I (2012)
5. MKTG-2127 Marketing for Managers (2012)
6. ORGS-1136 Introduction to Organizational Behaviour (2011)
7. ORGS-1137 Management of Human Resources (2011)

In seeking possible explanations for the differences in the performance of students in the various programs in the common core courses, size, and location of the class were two factors for which we were able to account³. Overall, there was no strong correlation between class size or class location in regard to BBA and BComm-CPP students. However, for specific courses (ACCT-2146, ADMN-2167, ADMN-2306, ADMN-3046, ADMN-3116, MKTG-2127, ORGS-1136 and TMGT-3856) differences in students' performance could be partially explained by differences in class size and/or class location. Courses in 2012 seemed to be the most effected by the location or size of the class, with a total of five courses displaying a medium to strong correlation between course grade and the size of class (4 courses) or the location (1 course). The least effected year was 2010 with no statistically significant relationship discovered between course grade and class size or location. Location was noted as having a medium effect on students' grades for ADMN-2306 (2011), ADMN-3046 (2011) and ADMN-3116 (2012), though in ACCT-2146 (2009) there was a very strong effect. Size of class was found to have a strong negative effect on course grades, thus the larger the classes became, the lower the grades were likely to be in that class. Results of the correlation tests are in shown in Table 12.

On average, BBA students in North Bay had classes anywhere between 1.5 to 2 times the size of those in the BComm-CPP program. Though the correlation results stipulate class size can affect the average grade in a course, future studies will need to consider the variables such as assessment tools and evaluation schemes. Table 13 shows the overall mean class sizes for the different programs, while Table 14 shows the class sizes broken down by course, year and location.

³ Regression analysis was not used in this case due to location and class size having a very strong statistically significant correlation to each other.

4.3 Retention, Withdrawal and Graduation

We examined the retention, withdrawal and graduation rates from several intake cohorts for the four-year BBA program and the 12-month CPP. Since the BComm-Distance program is usually done part-time, a comparison of retention, withdrawal, and graduation would not be feasible. As mentioned in the admission requirements, graduates of a three-year Business Administration diploma at an Ontario CAAT with a cumulative 3.2 GPA can be considered for admission to the Bachelor of Commerce degree with advanced standing to a maximum of 45 credits. Therefore, when college transfer students enter the BComm-CPP, they are the equivalent of a student between the second and third year of the BBA program. Table 15 in Appendix A shows the progression of students by intake cohort.

2009 Intake Cohort

For the BBA program, 59% (26 of 53) students graduated from this cohort in 2013, with 14% currently completing their studies, and 27% leaving the program. The year with the greatest loss of students came between 3rd and 4th with 15% of the student population deciding to leave the program. Of the students that completed the second year of the BBA, 74% (26 of 35) graduated from the program in 2013.

For the CPP, 83% (63 of 76) of students remained in their program from 2009 to 2010. Out of that group, 94% (59 of 63) graduated from the program in 2010 while a total of 14% of the intake cohort left the program.

2010 Intake Cohort

For the BBA, 74% (35 of 47) of students stayed in the BBA from 2011 to 2012, with 72% (34 of 47) progressing to the 2nd year. Of the students that made it to the 2nd year, 79% (27 of 34) of that group moved from 2nd to 3rd year. Moving from 2012 to 2013, 94% (33 of 35) of the remaining students from 2012 remained in the BBA, with 81% (22 of 27) of 3rd year students successfully moving into 4th year, and only 3% (1) leaving the program. As of 2013, 1 student from this cohort has graduated, while 89% (31 of 35) are currently completing the degree. For the CPP, 83% (55 of 66) of the intake cohort graduated, 3% are currently completing their degree as of 2013. Fifteen percent (10) of CPP students left between 2nd and 3rd year.

2011 Intake Cohort

For the BBA, 81% (30 of 37) of students remained in the BBA between 2012 and 2013. Out of that group, 67% (25) successfully moved from 2nd to 3rd, obtaining necessary averages and credits to progress between 2012 to 2013, while 14% (5 of 37) failed to progress to the 3rd year in 2013. 19% (7 of 37) of the students in this 2011 cohort left the program between 2nd and 3rd year.

For the CPP, 77% (104 of 135) of students who entered the program in 2011 graduated, and 6% (9 of 135) are currently taking an extended period to complete the degree. The remaining 22 students (16%) have left the program without completing the necessary courses to obtain a degree. 21 students left between 2nd and 3rd year, and another student leaving during the 3rd year.

Time to Completion

As part of the online survey, respondents were asked whether they completed their program within their expected time frame. For the BBA, 88.5% of respondents indicated that they had completed their program within their expected time frame, compared to 88% of the BComm-Distance students and 98% of the BComm-CPP students. The higher percentage for the BComm-CPP program is not surprising given the shorter length of the program. See Table 16 in Appendix A.

4.4 Continuing Education

Of the 179 participants that indicated the degree program from which they graduated, 61 (34.1%) indicated that they had subsequently enrolled in courses for credit, leading to a degree, diploma or certificate at a post-secondary institution. Of the BComm-CPP graduates surveyed, 38% indicated that they subsequently enrolled in courses for credit, compared to 31.7% of BBA and 36% of BComm-Distance graduates surveyed (see Table 17). This difference was not statistically significant. The largest group of graduates that subsequently enrolled in courses for credit did this in order to receive a professional certification by a licensing body (e.g. HRP, CA). More than half of the BComm-CPP graduates that subsequently enrolled in courses for credit did this in order to receive a professional certification, compared to 44% of BComm-Distance and 45% of BBA graduates surveyed. Seven of the 10 graduates surveyed that indicated that they had subsequently pursued graduate study were BBA graduates (see Table 18).

4.4 Employment Success

We measured employment success by employment status, annual income, the length of time to find employment after graduation, the percentage of graduates with permanent positions, and the percentage of graduates with positions related to their field of study. The survey questionnaire can be found in Appendix B.

Table 19 in Appendix A shows the current employment status of survey participants by program of study. Ninety-four percent of the BBA graduates surveyed were either self-employed or in a paid position. For BComm-CPP graduates surveyed, the percentage was slightly lower at 92%. All the BComm-Distance graduates surveyed were either self-employed or in a paid position. Of the BBA graduate respondents currently employed, 89.4% indicated that their employment was either full time or both part-time and full-time⁴. The percentages for the BComm-Distance and BComm-CPP graduates were lower but not statistically significantly so, at 87.5% and 82.1%, respectively (see Table 20 in Appendix A).

Table 21 in Appendix A shows the terms of current employment for participants by degree program. For the BComm-CPP graduate respondents with employment, 79.5% indicated that their current position was permanent, compared to 77.4% of employed BBA graduate respondents, and 87% of employed BComm-Distance graduate respondents. For the BBA, 42.4% of the graduates surveyed indicated that their degree was required for their current position, compared to 28.2% of CPP graduate respondents and 29.2% of BComm-Distance graduate respondents (see Table 22 in Appendix A). The difference in these proportions between BBA and CPP graduates is statistically significant at the 5% level. For the

⁴ Some of the graduates surveyed held more than one position. That is, some graduates held a part-time position in addition to their full-time position.

CPP, 59% of the graduates surveyed indicated that their current position was related to their program of study, compared to 54.4% of BBA graduate respondents and 45.8% of BComm-Distance respondents (see Table 23 in Appendix A).

Table 24 in Appendix A shows the time taken to find employment after graduation by degree program. For the BBA graduate respondents, 60% were employed immediately after or within a month of graduation compared to 61.5% and 75% of BComm-CPP and BComm-Distance graduate respondents, respectively. Only 5.1% of BBA graduates surveyed took more than a year to find employment after graduation, compared to 7.7% of BComm-CPP graduates and 12% of BComm-Distance graduates surveyed. A significantly larger percentage of BComm-CPP graduates were employed with small organizations (that is, an organization with 25 employees or less) when compared to BComm-Distance and BBA graduates surveyed. The graduates of the three programs were equally likely to be employed with a large organization (that is, an organization with 1000 employees or more). See Table 25 in Appendix A.

When looking at annual income from their main current position, CPP and BBA graduates had similar annual incomes, while BComm-Distance graduates had higher annual incomes. Twenty-three percent of BComm-CPP graduates surveyed and 25.5% of BBA graduates surveyed indicated that the annual income from their main position ranged between \$25,000 and \$39,999. The percentage of BComm-Distance students in that income category was 16.6%. There was a difference between the percentages of graduates making \$40,000-\$54,999 – 38.3% of BBA graduates and 33.3% of CPP graduates earned income within this range. The difference in the percentage of BBA graduate respondents earning \$40,000 or more (63.8%) compared to BComm-CPP graduate respondents (51.3%) was only significant at the 10% level. Meanwhile, the BComm-Distance graduates surveyed had the highest annual incomes of the graduates from the three programs, with 70.8% earning more than \$40,000 and 58.3% earning \$55,000 or more in their main position. See Table 26 in Appendix A.

Finally, an ordinal logistical regression was conducted to determine if the participants' current annual income varied by degree program. After accounting for age, gender, size of organization, industry and the nature of employment (i.e. self-employed, part-time versus full-time), only the BComm-Distance graduates were more likely to be in the higher income brackets. BBA graduates and BComm-CPP graduates were equally likely to be in the higher income brackets. Not surprisingly, male graduates who worked full-time at a large firm, and who were born before 1964 were more likely to be in the higher income brackets. The impact of Industry of employment was not significant. The results of the ordinal logistical regression are presented in Table 27 in Appendix A.

Six months after graduation

Of the 125 survey participants that graduated prior to July 2013, 84 (67%) were BBA graduates, 25 (20%) were BComm-CPP graduates, and 16 (12.8%) were BComm-Distance graduates. The difference in employment rates between the graduates of the BBA, BComm-CPP, BComm-Distance graduates six months after graduation was not statistically significant (see Table 28). Across the three programs, there was also no statistically significant difference in the proportions of graduates that were employed full-time, held permanent positions, or held positions that were related to their degree six months after

graduation (see Tables 29-31). For BBA graduates who were employed six months after graduation, 34.2% indicated that their degree was required for the position, compared to 30.6% of BComm-CPP graduates (see Table 32). This difference was only significant at the 10% level. Finally, half of the BComm-CPP graduates had an annual income of over \$40,000 six months after graduation, compared to 31.6% of BBA graduates. Due to the small number of BComm-CPP graduates, this difference was only significant at the 10% level. More than three-quarters of the BComm-Distance graduates earned an annual income of over \$40,000 six months after graduation. Once again, this is not unusual, given that the BComm-Distance program appeals to mature working professionals. Table 33 shows the breakdown of survey respondents by annual income from their main position six months after graduation by degree program.

5. Concluding Remarks

The results of this study may provide insight on the impact of the blended delivery method on student success and withdrawals rates from within a college-university partnership environment in Canada, keeping in mind the uniqueness of the blended delivery model offered by the BComm-CPP. We found that the mean university GPA of BComm-CPP students was higher than that of BBA students and that difference is statistically significant. Meanwhile, BComm-Distance students had the lowest mean university GPA for the cohort studied.

In addition, the average grade across core courses tended to be lower for students in the BBA and BComm-Distance programs compared to those in the BComm-CPP. While BBA students and BComm-CPP students had comparable grades in the majority of core courses, there were a handful of courses for which BComm-CPP students significantly but not consistently outperformed their BBA counterparts. This difference in performance needs to be analyzed further. As we know, students and their learning behaviour are affected by the methods of assessment utilized (Gordon & Debus, 2002). In this study we were only able to account for class size and class location; however, given the importance of assessment tools and the weighting of components in course evaluation schemes we need more information. We also need to look further at the performance in specific courses. For example, CPP students performed significantly better for most of the years under study in ACCT-2146 Management Accounting and Control I. It may be the case that this style of blended delivery may work better for some courses over others.

The difference in withdrawal and graduation rates between the BBA students and BComm-CPP students was not statistically significant. There was a weak but positive correlation between entering GPA and university GPA. The correlation was not as strong for BComm-CPP students as it was for BBA students, suggesting that academic success in college may not be as strong a predictor of success in the BComm-CPP as high school success is for success in the BBA program.

By comparing the professional success of graduates of the three business programs at Nipissing University, we hoped to shed more light on the experiences of college transfer students relative to direct entry students in the context of a Canadian university. Analysis of the employment indicators suggests comparable employment success between BBA and BComm-CPP graduates in terms of employment rates, the length of time to find employment after graduation, the percentage of graduates with permanent positions, and the percentage of graduates with positions related to their field of study. BBA graduates were slightly more likely than their BComm-CPP counterparts to earn an income over \$40,000. BComm-Distance graduates, who tended to be older, were significantly more likely to be in the higher income brackets.

Given the comparable employment success between graduates of the BComm-CPP and BBA programs, a survey of employers may be useful in terms of understanding how the marketplace distinguishes between graduates of the two programs. A follow-up graduate professional success survey should be conducted in 3-5 years in order to determine if there are differences in the long term employment experiences of graduates from the various programs

6. Notes and Corrections

In September 2013, BComm-CPP students had the option of transitioning into the BBA at their college campuses, and as of January 2014, students could register directly for the new BBA College Partnership Program. Within the next year, the BBA will be available completely online.

In the preliminary report for this study, dated January 2014, the BComm-CPP program was described throughout as an 18-month program. The program is designed to be completed in 3 semesters. With the availability of courses during the summer, most students complete the program in 12 months. Thus, the program is described throughout this final report as a 12-month program.

In some instances in the preliminary report, data for the overall program GPA were incorrectly identified as being collected for those students who *graduated* in 2011. To clarify, the data on overall program GPA were obtained for the 2011 intake year, that is, for students that *began* their respective programs in 2011. Data for the core course GPA were obtained for students enrolled in those courses between 2009 and 2012.

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8. Appendix

8.1 Appendix A: Tables

Table 1

Description of Variables

Variable	Description
Entrance GPA	This is the average of the grade point values that students have earned for credit courses either while attending high school or college, and before they enter university.
University or Exiting GPA	This is the average of the grade point values that students have earned for credit courses they have taken throughout university, that is, their exiting GPA.
Retention Rate	The number of students who start at a school and go on to the next year(s) at the same university.
Withdrawal Rate	The number of students who started at a school or a particular stage of the school, yet do not continue in the following year(s) at the same university.
Graduation Rate	The percentage of a cohort that successfully graduated within a specific timeframe.
Mean Grade/Course GPA	Mean grade or course GPA is the total sum of percentage grades divided by the number of students who completed the class and received a final grade.
Location	The location of the program (ie. Sheridan College, Nipissing University, Fanshawe College, etc.)
Size	The number of students within the specific course at each location.
Common Course	Courses taken by students in the BBA, Distance Learning and BCOMM CPP programs.

Table 2
Survey Respondents by Degree Program

Program	Number of Respondents	Percentage of Respondents (%)
BBA	104	54.5
BComm-Distance	25	13.1
BComm-CPP – All	50	26.2
BComm-CPP – Algonquin College	11	5.8
BComm-CPP – Centennial College	4	2.1
BComm-CPP – Fanshawe College	15	7.9
BComm-CPP – Sheridan College	13	6.8
BComm-CPP – St. Clair College	7	3.7
Other	12	6.3
Total	191	100.0

Table 3*Breakdown of survey participants by gender and degree program*

Gender	All	BBA	BComm-Distance	BComm-CPP
Male	78	45	14	19
Female	89	53	8	28
No Answer	12	6	3	3
Total	179	104	25	50

Table 4

Breakdown of survey respondents by year of birth and degree program

Year of Birth	All	BBA	BComm-Distance	BComm-CPP
1964 or earlier	5	2	3	0
1965-1974	11	1	7	3
1975-1984	28	11	6	10
1985 or after	125	83	6	34
No Answer	22	7	3	3
Total	191	104	25	50

Table 5*Breakdown of survey respondents by year of graduation and degree program*

Year	All	BBA	BComm-Distance	BComm-CPP
2009 or earlier	21	21	0	0
2010	21	15	1	5
2011	36	21	6	9
2012	35	20	4	11
2013	64	27	12	25
No Answer	2	0	2	0
Total	179	104	25	50

Table 6

Breakdown of survey respondents by area of specialization/stream and degree program

Stream	All	BBA	BComm-Distance	BComm-CPP
General	26	13	10	3
Accounting	62	32	0	30
Economics	10	10	0	0
HR/Org. Studies	35	16	10	9
Marketing	37	29	1	7
Technology Management	1	1	0	0
Other	8	3	4	1
Total	179	104	25	50

Table 7*Grade Conversion Scale*

Percentage Grade	Letter Grade	Value in Calculation
0%-49%	F	0
50%-53%	D-	1
54%-56%	D	2
57%-59%	D+	3
60%-63%	C-	4
64%-66%	C	5
67%-69%	C+	6
70%-73%	B-	7
74%-76%	B	8
77%-79%	B+	9
80%-86%	A-	10
87%-92%	A	11
93%-100%	A+	12

Table 8

GPA Comparison Between Programs for 2011 intake cohort

		N	Mean	Std. Deviation
EntGPA	BBA	177	8.27	1.792
	BComm- Distance	32	7.84	1.919
	CPP – All Campuses	124	9.37	1.417
	CPP Algonquin	18	9.39	1.501
	CPP Confederation	7	8.86	1.464
	CPP Fanshawe	28	9.50	1.374
	CPP Sheridan	46	9.37	1.404
	CPP St. Clair	25	9.36	1.497
	Total	333	8.64	1.767
UNIVGPA	BBA	177	6.05	2.503
	BComm-Distance	32	4.78	2.459
	CPP – All Campuses	124	8.21	1.888
	CPP Algonquin	18	7.94	2.287
	CPP Confederation	7	6.86	2.911
	CPP Fanshawe	28	8.75	1.005
	CPP Sheridan	46	8.20	1.809
	CPP St. Clair	25	8.20	2.062
	Total	333	6.73	2.576

Table 9*Correlation between Entry GPA and Exiting GPA***BBA**

		EntGPA	UNIVGPA
EntGPA	Pearson Correlation	1	.518**
	Sig. (2-tailed)		.000
	N	177	177
UNIVGPA	Pearson Correlation	.518**	1
	Sig. (2-tailed)	.000	
	N	177	177

** . Correlation is significant at the 0.01 level (2-tailed).

BComm-Distance

		EntGPA	UNIVGPA
EntGPA	Pearson Correlation	1	.396*
	Sig. (2-tailed)		.025
	N	32	32
UNIVGPA	Pearson Correlation	.396*	1
	Sig. (2-tailed)	.025	
	N	32	32

*. Correlation is significant at the 0.05 level (2-tailed).

BComm-CPP

		EntGPA	UNIVGPA
EntGPA	Pearson Correlation	1	.354**
	Sig. (2-tailed)		.000
	N	124	124
UNIVGPA	Pearson Correlation	.354**	1
	Sig. (2-tailed)	.000	
	N	124	124

** . Correlation is significant at the 0.01 level (2-tailed).

Table 10

Overall GPA Within Common Courses for BBA and BComm-CPP Students.

Class GPA			
Location	Mean	No. of Sections	Std. Deviation
North Bay	71.7577	89	4.38021
Distance Learning	70.5371	65	6.75186
Sheridan College	75.9195	86	4.92457
Fanshawe College	78.5881	42	3.84993
Algonquin College	74.6896	27	5.45422
Confederation College	73.2751	6	4.56636
St. Clair College	76.2802	13	2.55229
Centennial College	73.0472	5	4.19660
Total	73.9141	334	5.69914

Table 11*Yearly Course Grade Breakdown Between BBA, Distance and CPP Students*

Course	Year	Location							
		North Bay	Distance Learning	Sheridan College	Fanshawe College	Algon. College	Confeder. College	St. Clair College	Centen. College
		Mean Grade	Mean Grade	Mean Grade	Mean Grade	Mean Grade	Mean Grade	Mean Grade	Mean Grade
ACCT-2146	09	71.03	55.00	84.91					
	10	79.13	52.05	72.40	82.44	70.88			
	11	79.43	67.42	79.43		77.50			
	12	77.14	70.37	85.96	79.04	80.18			
TMGT-3856	09	72.04	74.29	75.97	77.57				
	10	69.18	78.27	71.09	82.28	73.12			
	11	76.17	74.10	75.42	78.70	77.17	74.25	74.88	
	12	69.95	75.00	79.89	79.06	73.84		76.71	73.55
ADMN-4606	09								
	10	71.28	73.46	76.97	77.09	78.88			
	11	72.65	76.86	76.24	79.45	82.27	77.43	74.23	
	12								
MKGT-2127	09								
	10	71.35	72.50	79.58	83.00				
	11	68.67	78.83	75.34	79.44			77.27	
	12	73.21	70.34	79.58	81.31			76.08	75.17
ADMN-3116	09								
	10	71.90	60.63	67.67	67.33				
	11	64.60	63.40	67.52		62.33			
	12	65.23	65.12	72.34	75.57	74.46			
ACCT-4836	09	66.68			70.29				
	10	70.33		82.78	75.69	73.78			
	11	80.63		74.53	78.55	64.00		74.74	
	12	73.75		70.34	75.31	62.25		74.13	74.00
ADMN-1606	09		57.29	72.55	76.71				
	10		57.83	82.07	83.50	80.53			
	11		68.23	77.91	84.24	70.40	64.50	82.64	
	12								
ADMN-2167	09	73.07	70.13	72.64	72.25				
	10	66.10	66.64	76.55		78.00			
	11	69.40		76.61	78.17	76.85	72.75	79.08	
	12	72.64	75.92	75.53	80.10	79.52		78.11	
ADMN-	09	72.60	72.36	75.49	73.71				

2306	10	76.05	71.64	79.77	77.94	75.06		
	11	71.75	76.04	76.27	75.69	84.50	75.56	
	12	71.79	72.39	74.92	83.96	73.83		
ADMN- 3046	09	63.46		76.68	77.00			
	10	70.97	81.68	66.97	75.17	71.71		
	11	66.76	64.88	71.49	78.29	73.50	75.17	73.07
	12							
ORGS- 1136	09	74.85	74.45	75.19	76.57			
	10	74.01	68.62	76.14	79.44	76.63		
	11	70.05	65.63	73.08	80.79	74.83		
	12	72.51	65.03	76.24		76.16		65.86
ORGS- 1137	09	75.86	83.50		87.17			
	10	67.38	75.86		79.17			
	11	73.20	70.67		81.32		75.15	
	12	70.12	74.24		80.35		75.55	76.67

Table 12

Results of Correlation tests for Course GPA, Class Location and Class Size

Correlations				
Control Variables			Course GPA	Location
Size	Course GPA	Correlation	1.000	.002
		Significance (2-tailed)		.966
		df	0	331
Location	Course GPA	Correlation	.002	1.000
		Significance (2-tailed)	.966	
		df	331	0

Correlations				
Control Variables			Course GPA	Size
Location	Course GPA	Correlation	1.000	-.198
		Significance (2-tailed)		.000
		df	0	331
Size	Course GPA	Correlation	-.198	1.000
		Significance (2-tailed)	.000	
		df	331	0

Table 13

Overall Class Sizes Within Common Courses for Nipissing University BBA and CPP Students.

Average Class Size			
Location	Mean	N	Std. Deviation
North Bay	38.3146	89	10.44531
Distance Learning	22.3846	65	8.80996
Sheridan College	16.0814	86	6.52816
Fanshawe College	18.8810	42	7.11303
Algonquin College	14.2963	27	4.66422
Confederation College	6.0000	6	1.89737
St. Clair College	23.3077	13	3.52100
Centennial College	17.2000	5	3.11448
Total	23.5928	334	12.32939

Table 14*Yearly Course Class Size for BBA and CPP Students.*

Course	Yr	Location							
		North Bay	Distance Learning	Sheridan College	Fanshawe College	Algon. College	Confeder. College	St. Clair College	Centen. College
		Mean Size	Mean Size	Mean Size	Mean Size	Mean Size	Mean Size	Mean Size	Mean Size
ACCT-2146	09	37.50	7.00	13.00					
	10	47.50	20.00	9.50	9.00	8.00			
	11	39.50	26.67	15.50		10.00			
	12	42.00	18.00	11.00	7.00	11.00			
TMGT-3856	09	32.50	14.00	21.00	23.00				
	10	43.00	15.50	15.00	18.00	17.00			
	11	33.50	20.00	22.50	30.00	10.00	4.00	25.00	
	12	36.00	37.00	18.00	17.00	25.00		24.00	22.00
ADMN-4606	09								
	10	33.00	13.00	16.25	20.50	17.00			
	11	36.00	14.00	24.00	29.00	15.00	7.00	26.00	
	12								
MKGT-2127	09								
	10	49.00	25.33	14.00	14.00				
	11	49.00	17.00	10.00	16.00			26.00	
	12	33.00	26.50	13.50	19.00			24.00	18.00
ADMN-3116	09								
	10	35.50	21.00	12.50	9.00				
	11	41.50	22.00	8.50		9.00			
	12	27.00	24.50	16.00	7.00	10.50			
ACCT-4836	09	34.00			14.00				
	10	24.00		5.50	16.00	9.00			
	11	30.00		15.00	20.00	9.00		23.00	
	12	20.00		9.00	13.00	12.00		16.00	17.00
ADMN-1606	09		13.00	21.50	24.00				
	10		23.00	15.00	18.00	17.00			
	11		35.00	24.50	33.00	15.00	6.00	28.00	
	12								
ADMN-2167	09	43.50	15.00	21.00	24.00				
	10	36.50	14.00	10.00		17.00			
	11	38.00		16.50	12.00	12.00	4.00	24.00	
	12	39.50	22.00	15.00	10.00	21.00		18.00	
ADMN-	09	34.33	17.00	22.00	24.00				

2306	10	29.00	31.00	15.50	18.00	17.00		
	11	30.80	28.00	24.00	32.00	16.00	9.00	
	12	28.33	36.50	18.00	24.00	24.00		
ADMN- 2307	09	57.00	22.00	18.50	23.00			
	10	48.00	35.00	16.00				
	11	41.00	33.00	22.50				
	12	36.00	24.00	18.00				
ADMN- 3046	09	50.00		21.00	23.00			
	10	30.00	22.00	16.00	16.00	17.00		
	11	30.50	16.00	24.50	34.00	10.00	6.00	27.00
	12							
ORGS- 1136	09	63.50	12.50	14.50	14.00			
	10	58.50	34.00	12.50	16.00	16.00		
	11	44.33	26.00	13.50	19.00	12.00		
	12	36.00	35.67	13.00		19.00		14.00
ORGS- 1137	09	57.50	22.00		21.00			
	10	49.00	22.00		18.00			
	11	38.33	12.00		31.00		20.00	
	12	33.67	20.00		17.00		22.00	15.00

Table 15

Progression by Intake Year Cohort and Program

Cohort Intake Year	Program Year	Bcomm	BBA
2009	1	0	53
	2	76	0
	3	0	0
	4	0	0
Following Years			
2010	1	0	2
	2	2	42
	3	2	0
	4	0	0
2011	Graduates	59	
	1	0	0
	2	0	5
	3	4	35
	4	0	0
	Graduates	5	
2012	1	0	0
	2	0	0
	3	3	6
	4	0	32
2013	1	0	0
	2	0	0
	3	1	0
	4	0	6
	Graduates		26
Total Graduates		65	26

Table 15 (cont'd)

Progression by Intake Year Cohort and Program

Cohort Intake Year	Program Year	Bcomm	BBA
2010	1	0	47
	2	66	0
	3	0	0
	4	0	0
Following Years			
2011	1	0	1
	2	1	34
	3	6	0
	4	0	0
	Graduates	49	
2012	1	0	0
	2	1	6
	3	3	27
	4	0	0
	Graduates	5	
2013	1	0	0
	2	0	0
	3	2	9
	4	0	22
	Graduates	1	1
Total Graduates		55	1

Table 15 (cont'd)*Progression by Intake Year Cohort and Program*

Cohort Intake Year	Program Year	Bcomm	BBA
2011	1	0	49
	2	135	0
	3	0	0
	4	0	0
Following Years			
2012	1	0	4
	2	3	33
	3	24	0
	4	0	0
	Graduates	87	
2013	1	0	0
	2	1	5
	3	8	25
	4	0	0
	Graduates	17	0
Total Graduates		104	0

Table 16

Question: Did you complete your BBA/BComm-CPP/BComm-Distance degree within your expected timeframe?

Response	All	BBA	BComm-Distance	BComm-CPP
No	16	12	3	1
Yes	163	92	22	49
Total	179	104	25	50

Table 17

Question: Since your graduation from the BBA/BComm-CPP/BComm-Distance program, have you been enrolled in courses for credit, leading to a degree, diploma or certificate, at any post-secondary institution?

Response	All	BBA	BComm-Distance	BComm-CPP
No	116	70	16	30
Yes	61	33	9	19
No Answer	2	1	0	1
Total	179	104	25	50

Table 18

Question: What was the main type of post-secondary institution in which you were/are enrolled?

Post-Secondary Institution	All	BBA	BComm-Distance	BComm-CPP
Community College	8	5	0	3
Technical Institute	1	0	0	1
University - Undergraduate	6	4	1	1
University - Graduate	10	7	1	2
University – Professional School (e.g. Nursing, Law)	2	0	2	0
Professional Certification offered by a licensing body (e.g. HRP, CA)	29	15	4	10
Other	4	2	1	1
Total	61	33	9	19

Table 19*Question: Do you currently have a job or are you self-employed?*

Response	All	BBA	BComm-Distance	BComm-CPP
Yes, paid position	145	88	24	33
Yes, self-employed	5	2	1	2
Yes, both paid position and self-employed	8	4	0	4
No, neither	9	6	0	3
No answer	12	4	0	8
Total	179	104	25	50

Table 20

Full-time versus part-time employment by degree program

Employment Status	All	BBA	BComm-Distance	BComm-CPP
Part-time	20	10	3	7
Full-time	132	83	20	29
Both Part-time and Full-time	5	1	1	3
No answer	22	10	1	11
Total	179	104	25	50

Table 21*Terms of Employment by degree program*

Response	All	BBA	BComm-Distance	BComm-CPP
Contract – Six months or less	1	1	0	0
Contract – Between six and twelve months	8	5	0	3
Contract – Twelve months or longer	14	11	2	1
Permanent	124	72	21	31
Casual	5	3	0	2
Self-employed	4	1	1	2
No answer	23	11	1	11
Total	179	104	25	50

Table 22

Question: Is your BBA/BComm degree required for your main position?

Response	All	BBA	BComm-Distance	BComm-CPP
Yes, it is required	57	39	7	11
No, but it is strongly recommended	35	15	6	13
No, any university degree is sufficient	19	14	2	3
No, any college degree is sufficient	11	5	1	5
No, some college or university is sufficient	5	3	0	2
No, a high school diploma is sufficient	19	11	4	2
Not specified	12	5	4	3
No Answer	33	12	1	11
Total	191	104	25	50

Table 23

Question: How related is your main position to the BBA/BComm program from which you graduated?

	All	BBA	BComm-Distance	BComm-CPP
Not related	21	12	6	2
Somewhat related	53	30	7	14
Related	84	50	11	23
No Answer	33	12	1	11
Total	191	104	25	50

Table 24

Time taken to find employment after graduation by degree program

Time taken	All	BBA	BComm-Distance	BComm-CPP
Had a job lined up before graduation	82	46	18	17
Less than 1 month	21	13	0	7
Between 1 and 3 months	25	16	0	8
Between 3 and 6 months	19	13	1	5
Between 6 months and 1 year	10	6	2	2
More than 1 year	11	5	3	3
No Answer	23	5	1	8
Total	191	104	25	50

Table 25

Question: For your main position, how many people does your organization employ?

No. of Employees	All	BBA	BComm-Distance	BComm-CPP
1 to 25	37	20	4	13
26 to 99	22	17	1	4
100 to 199	6	2	2	2
200 to 499	10	5	2	3
500 to 999	6	3	2	1
1000 or more	67	42	12	13
Don't know/Prefer not to say	9	5	1	3
No Answer		10	1	11
Total	179	104	25	50

Table 26

Question: What is your annual income from your current main position (before deductions in Canadian dollars)?

Annual Income	All	BBA	BComm-Distance	BComm-CPP
0 - \$24,999	18	8	2	8
\$25,000 - \$39,999	39	24	4	9
\$40,000 - \$54,999	52	36	3	12
\$55,000 - \$69,999	25	16	4	5
\$70,000 - \$84,999	12	6	3	3
\$85,000 - \$99,999	3	0	3	0
\$100,000 or higher	6	2	4	0
Prefer not to say	5	2	1	2
No Answer	31	10	1	11
Total	191	104	25	50

Table 27

Ordinal Logistical Regression on Current Annual Income

Case Processing Summary		N	Marginal Percentage
Current Annual Income	0 - \$24,999	17	11.9%
	\$25,000 - \$39,999	33	23.1%
	\$40,000 - \$54,999	48	33.6%
	\$55,000 - \$69,999	24	16.8%
	\$70,000 - \$84,999	12	8.4%
	\$85,000 - \$99,999	3	2.1%
	\$100,000 or higher	6	4.2%
Public Administration	.00	133	93.0%
	1.00	10	7.0%
Finance and Insurance	.00	107	74.8%
	1.00	36	25.2%
Education Services	.00	131	91.6%
	1.00	12	8.4%
Large Firm	.00	81	56.6%
	1.00	62	43.4%
Male	.00	76	53.1%
	1.00	67	46.9%
Self Employed Only	.00	139	97.2%
	1.00	4	2.8%
Part-time	.00	127	88.8%
	1.00	16	11.2%
BComm-Distance	.00	122	85.3%
	1.00	21	14.7%
BComm-CPP	.00	110	76.9%
	1.00	33	23.1%
Age Range	Born 1964 or earlier	5	3.5%
	Born 1965-1974	11	7.7%
	Born 1975-1984	23	16.1%
	Born 1985 or later	104	72.7%
Valid		143	100.0%
Missing		12	
Total		155	

Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	365.665			
Final	276.922	88.744	12	.000

Goodness-of-Fit

	Chi-Square	df	Sig.
Pearson	1420.229	384	.000
Deviance	226.996	384	1.000

Pseudo R-Square

Cox and Snell	.462
Nagelkerke	.479
McFadden	.185

Parameter Estimates

	Estimate	Std. Error	Wald	df	Sig.	
Threshold	0 - \$24,999	-3.032	1.628	3.467	1	.063
	\$25,000 - \$39,999	-.914	1.641	.310	1	.578
	\$40,000 - \$54,999	1.068	1.634	.427	1	.513
	\$55,000 - \$69,999	2.419	1.626	2.213	1	.137
	\$70,000 - \$84,999	3.690	1.639	5.072	1	.024
	\$85,000 - \$99,999	4.250	1.658	6.569	1	.010
Location	Public Administration	.773	.627	1.518	1	.218
	Finance and Insurance	.244	.395	.384	1	.536
	Education Services	.656	.606	1.172	1	.279
	Large Firm	1.421	.352	16.337	1	.000
	Female	-.724	.328	4.864	1	.027
	Self Employed Only	-.643	1.010	.406	1	.524
	Part-time Only	-3.547	.671	27.963	1	.000
	BComm-Distance	1.728	.564	9.386	1	.002
	BComm-CPP	-.107	.406	.069	1	.792
	Born 1964 or earlier	2.067	.933	4.910	1	.027
Born 1965-1974	-.105	.701	.022	1	.881	
Born 1975-1984	.538	.468	1.319	1	.251	

Table 28

Question: Six months after you completed your BBA/BComm program, did you have a paid job or were you self-employed?

Response	All	BBA	BComm-Distance	BComm-CPP
Yes, paid position	110	74	14	22
Yes, self-employed	0	0	0	0
Yes, both paid position and self-employed	2	2	0	0
No, neither	13	8	2	3
Total	125	84	16	25

Table 29

Employment status six months following graduation

Employment Status	All	BBA	BComm-Distance	BComm-CPP
Part-time	14	10	1	3
Full-time	91	63	12	16
Both Part-time and Full-time	6	3	0	3
No answer	14	8	3	3
Total	125	84	16	25

Table 30*Terms of Employment six months following graduation*

Response	All	BBA	BComm-Distance	BComm-CPP
Contract – Six months or less	7	6	0	1
Contract – Between six and twelve months	4	3	0	1
Contract – Twelve months or longer	10	9	0	1
Permanent	85	55	12	18
Casual	4	3	0	1
Self-employed	0	0	0	0
No answer	15	8	4	3
Total	125	84	16	25

Table 31

Question: Was your BBA/BComm required for the main position you held six months after graduation?

Response	All	BBA	BComm-Distance	BComm-CPP
Yes, it is required	34	26	4	4
No, but it is strongly recommended	27	13	3	11
No, any university degree is sufficient	7	5	1	1
No, any college degree is sufficient	9	6	2	1
No, some college or university is sufficient	8	6	0	2
No, a high school diploma is sufficient	21	17	1	3
Not specified	5	3	2	0
No Answer	14	8	3	3
Total	125	84	16	25

Table 32

Question: How related was the main position you held six months after graduation to the BBA/BComm program from which you graduated?

	All	BBA	BComm-Distance	BComm-CPP
Not related	24	18	3	3
Somewhat related	26	18	2	6
Related	61	40	8	13
No Answer	14	8	3	3
Total	125	84	16	25

Table 33

Question: What was your annual income from the main position you held six months after graduation (before deductions in Canadian dollars)?

	All	BBA	BComm-Distance	BComm-CPP
0 - \$24,999	19	14	1	4
\$25,000 - \$39,999	47	38	2	7
\$40,000 - \$54,999	27	19	2	6
\$55,000 - \$69,999	9	3	3	3
\$70,000 - \$84,999	3	0	1	2
\$85,000 - \$99,999	3	1	2	0
\$100,000 or higher	3	1	2	0
No Answer	14	8	3	3
Total	125	84	16	25

8.2 Appendix B: Graduate Academic and Professional Success Survey

Your Details

Q01: Which Nipissing University School of Business program were you enrolled in?

- Bachelor of Commerce – Distance Learning Program (BComm-Distance)
- Bachelor of Commerce – College Partnership Program at (BComm-CPP)
 - Algonquin College
 - Centennial College
 - Fanshawe College
 - Sheridan College
 - St. Clair College
- Bachelor of Business Administration (BBA)

Q02: Month and Year of Graduation (mm/yy): __/__

Q03: For the BBA/BComm-CPP/BComm-Distance program in which you were enrolled, what was your area of concentration/specialization/stream?

- Accounting
- Economics
- Finance
- Marketing
- Management (General)
- Human Resources/Organizational Studies
- Technology Management
- Other (Please specify): _____

Q04: Did you complete your BBA/BComm-CPP/BComm-Distance degree within your expected timeframe?

- Yes
- No, I took longer than expected
- No, I finished sooner than expected

Your Academic History since Graduation

Q05: Since your graduation from the BBA/BComm-CPP/BComm-Distance program, have you been enrolled in courses for credit, leading to a degree, diploma or certificate, at any post-secondary institution?

Yes No (Please skip to Q10)

Q06: What was the main type of post-secondary institution in which you were/are enrolled?

- Technical Institute
- Community College
- University – Undergraduate
- University – Graduate
- University – Professional School (e.g. Law, Nursing)
- Professional Certification offered by a licensing body (e.g. HRP, CA)
- Other. Please specify _____

Q07: What was/is the name of the post-secondary institution you attended or are currently attending? If there is more than one institution, please list all and indicate which institution you have spent most time at.

Q08: In what field of study was/is your enrolment subsequent to graduation from the BBA/BComm-CPP/BComm-Distance program?

Q09: Were/are you enrolled in this subsequent educational program primarily as

- a full-time student
- a part-time student
- combination of full-time and part-time

Your Employment Status since Graduation

Q10: Prior to your graduation from the BBA/BComm-CPP/BComm-Distance program, were you ever employed full-time (not including summer jobs)?

Yes No

Q11: Since your graduation from the BBA/BComm-CPP/BComm-Distance program, have you had a paying job (including self-employment)?

Yes (Please skip to Q13) No

Q12: Please indicate the main reason why you have not worked at all since you completed the BBA/BComm-CPP/BComm-Distance program.

- Unable to find a job (Please go to Q50)
 - Did not like the job I had (Please go to Q50)
 - Family responsibilities (Please go to Q50)
 - Health reasons (Please go to Q50)
 - Going to school (Please go to Q50)
 - Travelling(Please go to Q50)
 - Wanted to take time off (Please go to Q50)
 - Retirement (Please go to Q50)
 - Other (Please specify):
-

Q13: How long did it take you to find employment after graduating from the BBA/BComm-CPP/BComm-Distance program?

- I had a job lined up before graduation
- less than 1 month
- Between 1 and 3 months
- Between 3 and 6 months
- Between 6 months and 1 year
- More than 1 year

Q14: How has your employment status changed in the past two years?

- I changed jobs

- I am working for the same employer, but in a different position
- I became employed
- I became unemployed
- My employment status has not changed – I am with the same employer, same position
- My employment status has not changed – I am unemployed
- My employment status has not changed – I went back to school

Q15: Do you currently have a job or are you self-employed?

- Yes, a paid position (Please skip to Q18)
- Yes, self-employed (Please skip to Q18)
- Yes, both paid position and self-employed (Please skip to Q18)
- No, neither

Q16: Are you currently unemployed, that is, are you currently out of work and actively looking for work?

- Yes (Please skip to Q27)
- No, I am not actively looking for work

Q17: Please indicate the main reason why you are currently not looking for work.

- Unable to find a job (Please skip to Q27)
 - Recently laid off/dismissed (Please skip to Q27)
 - Did not like the job I had (Please skip to Q27)
 - Family responsibilities (Please skip to Q27)
 - Health reasons (Please skip to Q27)
 - Going to school (Please skip to Q27)
 - Travelling (Please skip to Q27)
 - Wanted to take time off (Please skip to Q27)
 - Retirement (Please skip to Q27)
 - Other (Please specify):
-

Q18: Your current employment is

- part-time
- full-time
- both part-time and full-time

Q19: You are employed in

- 1 job
- 2 jobs
- 3 or more jobs

Q20: How would you describe the terms of your current employment for your main position (the one with the most hours)?

- Contract – six months or less
- Contract – between six months and 12 months
- Contract – 12 months or more
- Permanent
- Casual
- Self-employed

Q21: Is your BBA/BComm degree required for your main position (the one with the most hours)?

- Required
- Strongly Recommended
- Any university degree was sufficient
- Any college degree was sufficient
- Some college or university was sufficient
- A high school diploma was sufficient
- Not specified

Q22: How related is your main position (the one with the most hours) to the the BBA/BComm-CPP/BComm-Distance program from which you graduated?

Not related

Somewhat related

Related

Don't know

Q23: What is the title for your main position (the one with the most hours)?

Title of Position: _____

Q24: For your main position, which industry best describes the organization you currently work for?

Agriculture, Forestry, Fishing and Hunting

Mining, Oil and Gas

Utilities

Construction

Manufacturing

Wholesale Trade

Retail Trade

Transportation and Warehousing

Telecommunications

Finance and Insurance

Real Estate and Rental Leasing

Professional, Scientific and Technical Services

Management of Companies and Enterprises

Administrative and Support

Waste Management and Remediation Services

Education Services

Health Care and Social Assistance

Arts, Entertainment and Recreation

Tourism and Hospitality

Food Services

Public Administration

Other Services (please specify): _____

Don't know

Q25: For your main position, how many people does your organization employ?

1 – 25

26 – 99

100 – 199

200 – 499

500 – 999

1000 or more

Don't know

Rather not say

Q26: What is your annual income from your current main position (before deductions)?

\$0 - \$24,999

\$25,000 - \$39,999

\$40,000 – \$54,999

\$55,000 - \$69,999

\$70,000 - \$84,999

\$85,000 - \$99,999

\$100,000 or higher

Prefer not to say

If you graduated after July 2013, please skip to Q51

Your Employment History Six Months after Graduation

Q27: Six months after you completed the BBA/BComm-CPP/BComm-Distance program, did you have a paid job or were you self-employed?

- Yes, a paid position (Please skip to Q30)
- Yes, self-employed (Please skip to Q30)
- Yes, both self-employed and paid position (Please skip to Q30)
- No, neither

Q28: Were you unemployed, that is, were you out of work and actively looking for work during the six months following graduation from the BBA/BComm-CPP/BComm-Distance program?

- Yes (Please go to Q39)
- No, I was not actively looking for work

Q29: Please indicate the main reason why you were not looking for work during the six months following graduation from the BBA/BComm-CPP/BComm-Distance program.

- Unable to find a job (Please skip to Q39)
- Recently laid off/dismissed (Please skip to Q39)
- Did not like the job I had (Please skip to Q39)
- Family responsibilities (Please skip to Q39)
- Health reasons (Please skip to Q39)
- Going to school (Please skip to Q39)
- Travelling (Please skip to Q39)
- Wanted to take time off (Please skip to Q39)
- Retirement (Please skip to Q39)
- Can't remember (Please skip to Q39)
- Other (Please specify):

Q30: Your employment during the six months following graduation from the BBA/BComm-CPP/BComm-Distance program was

- part-time
- full-time
- both part-time and full-time

Q31: You were employed in

- 1 job
- 2 jobs
- 3 or more jobs

Q32: How would you describe the terms of your employment for your main position (the one with the most hours) during the six months following graduation from the BBA/BComm-CPP/BComm-Distance program?

- Contract – six months or less
- Contract – between six months and 12 months
- Contract – 12 months or more
- Permanent
- Casual
- Self-employed

Q33: Was your BBA/BComm degree required for your main position (the one with the most hours) during the six months following graduation from the BBA/BComm-CPP/BComm-Distance program?

- Required
- Strongly Recommended
- Any university degree was sufficient
- Any college degree was sufficient
- Some college or university was sufficient
- A high school diploma was sufficient
- Not specified

Q34: How related was your main position (the one with the most hours) to the the BBA/BComm-CPP/BComm-Distance program from which you graduated?

- Not related
- Somewhat related
- Related

Don't know

Q35: What was the title for your main position (the one with the most hours)?

Title of Position: _____

Q36: For your main position during the six months following graduation from the BBA/BComm-CPP/BComm-Distance program, which industry best describes the organization you currently work for?

Agriculture, Forestry, Fishing and Hunting

Mining, Oil and Gas

Utilities

Construction

Manufacturing

Wholesale Trade

Retail Trade

Transportation and Warehousing

Telecommunications

Finance and Insurance

Real Estate and Rental Leasing

Professional, Scientific and Technical Services

Management of Companies and Enterprises

Administrative and Support

Waste Management and Remediation Services

Education Services

Health Care and Social Assistance

Arts, Entertainment and Recreation

Tourism and Hospitality

Food Services

Public Administration

_ Other Services (please specify): _____

_ Don't know

Q37: For your main position during the six months following graduation from the BBA/BComm-CPP/BComm-Distance program, how many people did your organization employ?

_ 1 – 25

_ 26 – 99

_ 100 – 199

_ 200 – 499

_ 500 – 999

_ 1000 or more

_ Don't know

_ Prefer not to say

Q38: What was your annual income from your main position during the six months following graduation from the BBA/BComm-CPP/BComm-Distance program (before deductions)?

_ \$0 - \$24,999

_ \$25,000 - \$39,999

_ \$40,000 – \$54,999

_ \$55,000 - \$69,999

_ \$70,000 - \$84,999

_ \$85,000 - \$99,999

_ \$100,000 or higher

_ Prefer not to say

If you graduated after December 2011, please skip to Q51

Your Employment History Two Years after Graduation

Q39: Two years after you completed the BBA/BComm-CPP/BComm-Distance program, did you have a paid job or were you self-employed?

- Yes, a paid position (Please skip to Q42)
- Yes, self-employed (Please skip to Q42)
- Yes, both self-employed and paid position (Please skip to Q42)
- No, neither

Q40: Were you unemployed, that is, were you out of work and actively looking for work the two years following graduation from the BBA/BComm-CPP/BComm-Distance program?

- Yes (Please go to Q51)
- No, I was not actively looking for work

Q41: Please indicate the main reason why you were not looking for work during the two years following graduation from the BBA/BComm-CPP/BComm-Distance program.

- Unable to find a job (Please skip to Q51)
- Recently laid off/dismissed (Please skip to Q51)
- Did not like the job I had (Please skip to Q51)
- Family responsibilities (Please skip to Q51)
- Health reasons (Please skip to Q51)
- Going to school (Please skip to Q51)
- Travelling (Please skip to Q51)
- Wanted to take time off (Please skip to Q51)
- Retirement (Please skip to Q51)
- Can't remember (Please skip to Q51)
- Other (Please specify):

Q42: Your employment during the two years following graduation from the BBA/BComm-CPP/BComm-Distance program was

- part-time
- full-time
- both part-time and full-time

Q43: You were employed in

- 1 job
- 2 jobs
- 3 or more jobs

Q44: How would you describe the terms of your employment for your main position (the one with the most hours) during the two years following graduation from the BBA/BComm-CPP/BComm-Distance program?

- Contract – six months or less
- Contract – between six months and 12 months
- Contract – 12 months or more
- Permanent
- Casual
- Self-employed

Q45: Was your BBA/BComm degree required for your main position (the one with the most hours) during the two years following graduation from the BBA/BComm-CPP/BComm-Distance program?

- Required
- Strongly Recommended
- Any university degree was sufficient
- Any college degree was sufficient
- Some college or university was sufficient
- A high school diploma was sufficient
- Not specified

Q46: How related was your main position (the one with the most hours) to the the BBA/BComm-CPP/BComm-Distance program from which you graduated?

- Not related
- Somewhat related
- Related

Don't know

Q47: What was the title for your main position (the one with the most hours)?

Title of Position: _____

Q48: For your main position during the two years following graduation from the BBA/BComm-CPP/BComm-Distance program, which industry best describes the organization you currently work for?

Agriculture, Forestry, Fishing and Hunting

Mining, Oil and Gas

Utilities

Construction

Manufacturing

Wholesale Trade

Retail Trade

Transportation and Warehousing

Telecommunications

Finance and Insurance

Real Estate and Rental Leasing

Professional, Scientific and Technical Services

Management of Companies and Enterprises

Administrative and Support

Waste Management and Remediation Services

Education Services

Health Care and Social Assistance

Arts, Entertainment and Recreation

Tourism and Hospitality

Food Services

Public Administration

_ Other Services (please specify): _____

_ Don't know

Q49: For your main position during the two years following graduation from the BBA/BComm-CPP/BComm-Distance program, how many people did your organization employ?

_ 1 – 25

_ 26 – 99

_ 100 – 199

_ 200 – 499

_ 500 – 999

_ 1000 or more

_ Don't know

_ Rather not say

Q50: What was your annual income from your main position during the two years following graduation from the BBA/BComm-CPP/BComm-Distance program (before deductions)?

_ \$0 - \$24,999

_ \$25,000 - \$39,999

_ \$40,000 – \$54,999

_ \$55,000 - \$69,999

_ \$70,000 - \$84,999

_ \$85,000 - \$99,999

_ \$100,000 or higher

Your Demographic Details

Q52: Gender

- Male
- Female
- Prefer not to say

Q53: Year of Birth (yyyy) :

-
- Prefer not to say

Q54: Do you have any comments about your BBA/BComm-CPP/BComm-Distance program or career path?
